Bulletin 29

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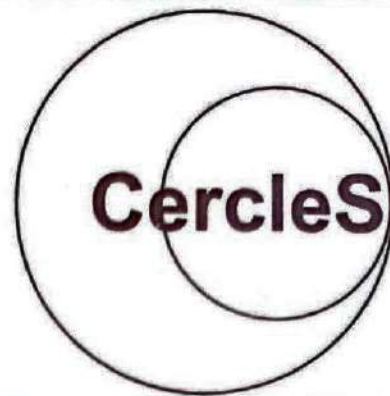
Confédération Européenne des Centres de Langues de l'Enseignement Supérieur

European Confederation of Language Centres in Higher Education

Europäischer Verband der Hochschulsprachenzentren

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With more than 320 members it seems that CercleS is developing. It now has 12 national associations with new members such as Portugal, and up to 24 associate members in 14 countries, among which 4 in Romania and 3 in Sweden, no doubt the promise for more. Its activities have also expanded.

The national associations have organised very successful and well attended events, for instance the AULC conference, 5-6 January 2012, at the University of Reading, UK, the main issue of which was standardised testing while the French association RANACLES in November covered grammar related topics (cf report) and several seminars were organised in Italy by AICLU.

Other associations organised events in collaboration with CercleS, such as the Groningen CercleS Seminar, 24-26 November 2011 in the Netherlands: Ten Years of the CEFR and the ELP. The Central Role of the Learner in Using the CEFR and the ELP. A seminar, Five years of Bologna: Upgrading or Downsizing Multilingualism, is also to take place in Braga Portugal, in April 2012, the IV Bratislava Conference under the auspices of CercleS will take place on 24-25 May 2012, while yet another CercleS seminar is scheduled in Budapest in 2013 on Less widely spoken and taught languages.

The Fourth Wulkow Meeting of Directors of Language Centres in Higher Education in Europe, The Human Factor: Recruiting, Management, Development, 19-22 January 2012, was organised by Europa-Universität Viadrina Frankfurt (Oder), Germany. Other local «Wulkow» seminars took place in France as well (Toulouse for instance, focused on specific national situations while keeping a similar format.)

CercleS was represented by its president Dr Johann Fischer, at several European meetings such as the ECML meeting in February. The participants were from AILA; ALTE; EALTA, EQUALS, and other associations. The new mid-term programme was presented. A joint two-day conference is to be organized sometime in 2013, with one day working session on themes, bringing together, for example, CercleS, ALTE and EALTA to work on testing, and another day devoted to a debate with Council of Europe member states. The 15 new projects include, among other topics, formal learning, non-formal languages, mediation, and covered new areas such as technologies, less widely spoken languages,

testing, young migrants and language of schooling, adult migrants.

The Language Rich Europe project, the leader of which is the British Council and partners other institutions in each European country is a new European project with CercleS as partner for disseminating information. In this issue you also find a full report on the closing conference of the ECML's third mid-term programme.

CercleS focus groups are developing as well, as the two reports on the new "Translation" focus group and the "language policy" group indicate. The language policy statement is to be found on p.8-9. The 2012 CercleS conference is due to take place in the UK, at the London School of Economics and Political Sciences in September, and Nick Byrne gives you many reasons not to miss that special event, while also reflecting on the situation of English language centres. Même si la situation n'est pas exactement similaire, nous retrouvons les mêmes problèmes de budgets en France par exemple et ses conseils seront utiles à l'ensemble de notre communauté. Ce congrès verra aussi les élections au comité Exécutif de CercleS lors de l'assemblée générale, une autre bonne raison s'il en était besoin, pour ne pas le manquer à tout prix !

Encourager le plurilinguisme reste une des priorités de CercleS, et des articles en français et en allemand seront acceptés par la revue LLHE. De plus au congrès de Septembre 2012 à la LSE, les communications seront acceptées en Allemand, Anglais, Espagnol, Français et Italien, et le site est développé, dans sa majeure partie, en Anglais, Allemand et Français. Tout un article est aussi consacré à la mobilité et la communication interculturelle.

La sortie du premier numéro de Language Learning in Higher Education (LLHE), chez le prestigieux éditeur Mouton de Gruyter est attendue très prochainement, et cette revue scientifique est appelée à être un outil pour renforcer la reconnaissance du travail de recherche qui est mené dans nos centres, une recherche qui s'inspire des aspects pratiques de l'apprentissage et de l'enseignement des langues. C'est par des publications de qualité que nous amènerons la communauté scientifique à percevoir le bien fondé de notre travail de recherche, qu'il soit théorique ou bien plus proche des études de cas et de la recherche-action. Autant d'éléments qui nous permettent d'espérer vous retrouver nombreux au rendez-vous très attendu de Londres. NC, GM

Word from the President

Johann Fischer

The main CercleS event in 2012 will certainly be the 12th International CercleS Conference at the London School of Economics and Political Science. We are currently very busy preparing the programme, which we have tried to link thematically to the Olympic Games taking place in London a few weeks prior to our event. We are pleased that Anne Pauwels from SOAS in London, Karin Kleppin from Ruhr-Universität Bochum and Sauli Takala from Jyväskylän yliopisto have accepted our invitation to be our plenary speakers in 2012. It is also good to see that we have received a large number of abstracts for presentations in the eight different sections proposed. This looks promising and we hope to reach a new record in participant numbers., We adopted the same structure for this conference as we used in Helsinki in 2010 and do hope that we will again see a truly multilingual event with presentations using more than one language.

Sicherlich wird die 12. Internationale CercleS-Tagung der diesjährige Höhepunkt unseres Verbandes sein, aber die anderen Aktivitäten dürfen nicht unerwähnt bleiben: So war CercleS auf der diesjährigen Konferenz des SprachLehrInstituts der Albert-Ludwigs-Universität Freiburg im Breisgau zum Thema „Sprachenpolitik und Sprachlehre: Mehrsprachigkeit in Gesellschaft, Arbeitswelt und Politik. Neue Herausforderungen an die universitäre Lehre" präsent und teilte sich mit dem European Language Council / Conseil Européen des Langues erstmalig die Schirmherrschaft der Veranstaltung. Inhaltlich knüpfte diese Tagung natürlich am Positionspapier von CercleS zur Sprachenpolitik an, das von der entsprechenden CercleS-Arbeitsgruppe erarbeitet, im November 2011 vom Koordinierungsausschuss von CercleS angenommen und in dieser Ausgabe des Bulletins vorgestellt wird.

In the more strictly academic field, CercleS is currently finalising the first issue of its new journal LLHE – Language Learning in Higher Education, which will be available as a print version at the London Conference. The setting up of the journal has been more difficult than expected, and it has shown areas we have to work on in more detail in the future in order to reach high academic standards. In fact, quite a few papers needed more attention than expected as not all of them followed the stylesheet and the necessary standards in referencing sources. It became also clear that the Executive, the Co-ordinating Committee and the editors needed to agree on the aims and the academic standards of the journal. Together with David Little, our second editor of LLHE, we think that this considerable investment has been worth the effort as it will not only increase the visibility of CercleS worldwide, but will also help to further increase the standards at our language centres.

A présent nous travaillons sur quatre volumes de notre revue en parallèle, c'est-à-dire sur deux volumes comportant des articles issus du colloque CercleS de Helsinki en 2010, sur un volume qui réunit des articles sur le CECR et le PEL, à partir des deux séminaires CercleS de Dublin en 2007 et de Padoue en 2009, – le premier volume de notre revue – ainsi que sur un volume qui présentera les articles issus du séminaire de Groningen.

Auf die CercleS-Seminare zum Gemeinsamen europäischen Referenzrahmen für Sprachen und zum Europäischen Sprachenportfolio in Dublin und Padua folgte im November 2011 an der Universität Groningen das dritte CercleS-Seminar zu dieser Thematik, das hier nicht unerwähnt bleiben soll. Obwohl die Anmeldungen zunächst recht schleppend eingingen, fanden schließlich über 160 Teilnehmerinnen und Teilnehmer den Weg nach Groningen und erlebten eine Veranstaltung von höchster Qualität. Die durchweg hervorragenden Beiträge setzten sich kritisch mit dem GER auseinander sowie mit dessen Umsetzung im Lehr-/Lernprozess und beim Sprachtesten, stellten „best practice"-Beispiele im Einsatz des ESP vor und zeigten Wege zur Weiterentwicklung von Lehr-/Lernprogrammen, Lehr-/Lernmaterialien und didaktischen Ansätzen bei der Vermittlung und Überprüfung von Sprachkompetenz auf.

Le 4ème séminaire de CercleS, intitulé « Cinq ans de Bologne – Progrès ou recul du multilinguisme ? », vient de se terminer à Braga au Portugal le 28 avril 2012. Ce fut également le moment de prendre du recul par rapport au travail quotidien, d'analyser la situation actuelle de nos activités dans les centres de langues situés dans les différents pays Européen et de se demander si nous avions atteint les objectifs envisagés par le fameux « processus de Bologne ». Avec Régis Ritz, Robert Phillipson, Tove Skutnabb-Kangas et Christian Puren comme conférenciers invités pour les séances plénières, nous avons pu profiter de leurs excellentes compétences dans leurs domaines respectifs. Malheureusement, le nombre de participants à ce séminaire est resté bien en dessous de nos attentes, mais ceux qui vinrent à Braga ont non seulement pu profiter d'un échange fort intéressant sur les conséquences du processus de Bologne pour les centres de langues dans les différents pays Européens , mais aussi d'un événement très réussi et parfaitement organisé par Orlando Grossegesse et son équipe de Braga ainsi que par ReCles.pt. Je suis heureux de voir que ReCles.pt ait réussi à organiser un séminaire de haut niveau en moins de deux ans seulement après avoir rejoint officiellement CercleS, et tiens à les faciliter de tout cœur de ce succès.

Back to London 2012: This year's conference will also be the moment for elections of the new CercleS Executive. For me it will be the end of my activity on the Executive and I am looking forward to passing the baton on to the next President. We are currently awaiting nominations from the presidents of our full members, i.e. the twelve national associations, and I do hope that we will receive numerous promising candidacies for the six positions on the Executive. A new President will certainly implement changes to the activities of our association, and I am confident that he or she will start full of energy and with many good ideas and projects. This is why I consider a change at the head of our association not only a necessary step prescribed by our statutes, but vital for the efficient running and continuous innovation process of CercleS.

C'est le moment pour moi de remercier tous les membres de CercleS pour leur soutien continu dans mon travail en tant que Président, c'est-à-dire pour leur aide dans le travail quotidien et l'échange continu d' idées fructueuses, mais surtout pour leur soutien dans nos projets communs. En particulier, je tiens à remercier le Conseil de Coordination et le Bureau de CercleS, et tout particulièrement notre Secrétaire Générale Gillian Mansfield et son assistante Patricia Taylor, sans lesquelles nous n'aurions jamais atteint nos objectifs communs. Ce fut un plaisir de travailler avec elles, et avec vous tous !

This Bulletin will be the last one under my presidency, and I do hope that you will enjoy reading it and find useful information for your own language centre. Ich wünsche allen eine spannende Lektüre und freue mich, Sie und Euch alle in wenigen Monaten in London wiederzusehen, wo wir sicherlich eine interessante und spannende Tagung erleben werden, wir die Bilanz der letzten zwei Jahre seit Helsinki bzw. meiner vierjährigen Amtszeit als CercleS-Präsident bzw. meiner acht Jahre im Vorstand von CercleS ziehen können. À très bientôt, et au plaisir de vous revoir tous et toutes à Londres ! ∎

Translating Universities – Presenting the New CercleS Translation Focus Group

Giuseppe Palumbo, University of Trieste

Résumé :

Devant le besoin croissant en matière de traduction au sein des universités, souvent lié à l'international, les centres de langues sont souvent sollicités et essaient d'apporter des réponses adéquates. Un nouveau groupe de travail a été créé en novembre 2011 sur ce thème, afin d'identifier les problèmes, de comparer les expériences, les prestations fournies par les centres et de réunir des conseils au vu des exemples de bonnes pratiques qui existent déjà. Le but est de collaborer sur la question cruciale de la terminologie pour laquelle la mise en commun de ressources est envisageable (en anglais en particulier.) Un wiki est déjà en place et la collaboration avec le projet Tuning semble souhaitable. (Voir contacts en fin d'article.)

Zusammenfassung:

Vor dem Hintergrund eines wachsenden Bedarfs an Übersetzungen innerhalb einer Universität (speziell im Rahmen der internationalen Ausrichtung) kommt auch den Sprachenzentren eine gewichtige Rolle als kompetenter Ansprechpartner zu. Eine zu diesem Thema im November 2011 eingerichtete Arbeitsgruppe hat sich zum Ziel gesetzt, mögliche Probleme zu identifizieren, einzelne Erfahrungen und Ergebnisse zu vergleichen und bereits existierende Leitlinien zu sammeln und zu vereinen. Ziel ist eine Zusammenarbeit in der wichtigen Frage der Terminologie, wofür auch eine Zusammenfassung von Ressourcen wünschenswert wäre, insbesondere für die Übersetzung ins Englische. Ein kleines Handbuch ist bereits verfügbar und eine Zusammenarbeit mit dem Übersetzungsprojekt Tuning scheint erstrebenswert. Kontakte finden Sie am Ende des Artikels.

"Internationalization" has been a buzzword for quite some time in university life, and it is true that the amount of cross-national collaboration for teaching and research purposes has increased dramatically over the last twenty years. A lot of often unacknowledged translation goes on at universities, and Language Centres are often the first port of call for university bodies or individual staff members in need of a foreign-language version of a document. Contracts, agreements and other documents are needed to establish formal collaboration with universities internationally and these documents need to be translated. In addition, as universities increasingly compete for students across borders, foreign-language versions are needed for a wide range of materials including promotional web pages and brochures, press releases, study guides and regulations. As can be easily imagined, the target language is usually English. However, for universities that wish to attract students from countries across the world, translating into other languages, such as Mandarin Chinese, may be equally as important.

Many Language Centres have started to organize themselves so as to respond to this increasing demand for translation. Some have been able to establish a commercial translation service for clients from outside academia and are outsourcing jobs to freelancers to keep up with demand. Translation practice is in any case the order of the day for most European Language Centres and it was only natural that CercleS should see the birth of a focus group specifically devoted to translation. The newly established CercleS focus group comprises representatives from Language Centres in the Czech Republic, Italy, the Netherlands, Portugal, Spain and the UK.

Issues discussed at the first focus group meeting

The Translation Focus Group held its first meeting at the University Antonio de Nebrija in Madrid on November 12, 2011. The meeting was meant to kick-start the group's activity by identifying common interests and objectives. Most group members expressed a particular interest in the practical and organisational aspects of the translation work carried out within universities. Members agreed that the general aims for this group included identifying examples of good practice in the provision of translation services and the establishment of ways to facilitate the exchange of information and resources. More theoretical or abstract issues related to translation and translation studies were judged to be a less pressing concern for the group, at least in this initial phase of its activity.

Although all group members are involved in providing translation services to their own university or external clients (or both), the contexts in which they operate were found to vary considerably. Some Language Centres have a dedicated translation unit, which in some cases is organised like a small business. Other Language Centres (perhaps the majority of those represented in the group) provide translation services on a more loosely organised basis. Most group members voiced similar concerns on aspects such as workload, payment, unrealistic client expectations, clients' attitude towards the profession, paucity of resources and difficulty to negotiate favourable terms. It is on such aspects that group members expressed an interest in identifying examples of good practice, both from among group members and possibly from other Language Centres involved in translation.

Another issue to emerge from the discussion was terminology, and more specifically the possibility of joining forces to collate the resources that individual group members have already created. One particular domain that most group members expressed an interest in was "educational terminology", or the vocabulary used in the documents that describe the functioning of Higher Education institutions. The translation of these documents (especially into English) is the staple of the services provided by most group members and everyone recognised the usefulness of an approach to the creation of terminological resources which take into account the specific problems posed by translation.

Needs resulting from these issues

It was agreed at the Madrid meeting that a good way to facilitate the sharing of information among group members and to disseminate the group's activities to a larger audience would be a wiki. The wiki has already been set up at http://cercles-tfg-profiles.wikispaces.com/ and group members are in the process of posting their profiles. The wiki will also be used to publish information on the group's forthcoming initiatives.

As regards terminology, the group agreed that it would attempt to share already available resources and study possible forms of collaboration among members. It was also decided that the group would try to establish a link with the Tuning project, whose impact on the terminology of Higher Education documents produced at European level is becoming increasingly important.

Future steps

Over the coming months the group will continue to work on the wiki, so as to make it grow in scope and function. The group will organise a panel dedicated to translation at the next CercleS conference to be held in London in September 2012. Further information on the call for papers for the panel will be posted on the wiki.

If you want to know more about the group, please write to the group representatives David Owen (David.Owen@uab.cat) and Giuseppe Palumbo (gpalumbo@units.it). ∎

Tools for Mobility: mobility across and within linguistic, cultural and national borders

Report on the *PluriMobil - Mobility programmes for plurilingual and intercultural education - Tools for language teachers* workshop
Margarida Morgado, Instituto Politécnico de Castelo Branco

Zusammenfassung:

Im März 2011 fand unter dem Dach des Europarats der Workshop „PluriMobil" statt, der die Themen Mobilität, Mehrsprachigkeit und Interkulturalität verband. Der folgende Artikel berichtet über die behandelten Themen aus der Sicht eines portugiesischen Lehrers. Was ist unter Mobilität zu verstehen? Welche Schwierigkeiten entstehen beim Erlernen von Fremdsprachen, wie sollen diese angegangen werden? Fördert Mobilität eher den Auf- oder den Abbau von Stereotypen? Die Ergebnisse einiger Arbeiten, die auf eine bessere Vorbereitung der Mobilität zielen, sind online erhältlich. Ebenfalls gibt es Materialien, die direkt benutzt werden können, z.B. das ESP sowie die Arbeitsmaterialien „Mirrors and Windows" oder die „Autobiography of Intercultural Encounters", welche die Wichtigkeit hervorhebt, ein tiefgehendes gegenseitiges Verständnis aufzubauen.

Résumé :

En mars 2011, le Conseil de l'Europe organisa un atelier « PluriMobil » axé sur la mobilité, le plurilinguisme et l'interculturel. L'article reprend les thèmes abordés du point de vue d'un enseignant portugais. Qu'entendre par mobilité ? Quelles sont les difficultés rencontrées par les étudiants, comment y faire face, la mobilité renforce-t-elle l'ouverture à l'autre ou les stéréotypes ? Les conclusions de certains travaux destinés à mieux préparer les expériences de mobilité sont disponibles en ligne. Des ressources prêtes à utiliser sont aussi disponibles, sur le PEL en particulier, ainsi qu'un ouvrage « Miroirs et Fenêtres » à l'attention des enseignants, et l' « Autobiographie des rencontres interculturelles » destinée à encourager une compréhension mutuelle en profondeur, fondée sur le respect, l'empathie, la curiosité réelle vis-à-vis de l'autre.

It is generally accepted among language teachers today that language teaching and learning has implications not only on language but also on cultural learning and identity formation. Current contemporary educational environments at upper secondary and in higher education in Europe and elsewhere disseminate the appeal of, and desire for, transnational trajectories of study, work and life through 'pedagogies of mobility' (Kristensen, 2001). These are reinforced by the Bologna process, which feeds students and teachers the idea that they need to move beyond nation-centred and mono-cultural curricula and pedagogies as well as systems of knowing, and commit to international pedagogies, methods that will bridge old and new learning styles, and engage with intercultural practices. All these aspects make mobility desirable and commendable for educational and lifelong professional development.

Mobility experiences in the school environment are expected to be first or further steps into engaging with other ways of life, reinforcing language learning and communicative skills, and into integrating one's own culture with that of others. Students may also embrace mobility as their own way of imagining their educational and professional lives beyond their nation-state culture(s). Within certain language learning environments, mobility experiences have become central pedagogics for cultural learning to cope with 'others', to study abroad and improve on linguistic skills while coping with cultural difference, or to get in touch with their own root familial cultures.

However, not much thought is given to the real life and learning impact of student (or teacher) mobility after return, or to how to prepare for mobility programmes, or even to how one might monitor the mobility experience (Edwards, 2001). Do mobility programmes guarantee that students will broaden their linguistic and cultural horizons? Are teachers and students prepared for mobility experiences, before, during and after they take place? Do teachers expect that students will quietly readjust to the learning and cultural environment they left when they come back? How can students continue to develop the intercultural skills they have acquired during mobility programmes after returning home? While abroad, or during mobility, students may have little support from staff and colleagues in school and on return there is seldom attention given to the new expectations and demands of those that have gone through a mobility experience. How much of new learning pedagogies connected with mobility belong in the classroom and how much lies beyond it? Are learners expected to manage the mobility experience on their own and what kind of extra-curricular support can or should be organized? These are some of the questions connected with mobility programmes that need to be addressed by educators.

It is also important to understand what people precisely understand when they talk about mobility. In the workshop that took place in Graz not all educators agreed on what 'mobility' stood for and the kind of impact that may be expected from it. Mobility may be international or national; it may be educative or not have a clear educational goal for the school when a student elects to spend a year abroad. It may be transformative in the sense that it changes identity perceptions and alters previous relationships, while it may focus on reinforcing knowledge of oneself and one's own culture; it may be part of school life and yet cause discontinuity from the rest of school life in the ways students who come back from mobility programmes may have altered expectations and desires.

For many subject and language teachers mobility experiences are essentially supposed to trigger linguistic and/or intercultural exchange and therefore are expected to promote superficial or deeper insights into one's own culture and that of 'others' and constitute some kind of intercultural and plurilingual learning even in national contexts. This seems to be a general truth shared by teachers involved in mobility programmes.

However, on critical analysis, while mobility experiences may indeed promote plurilingual skills, they may also confirm the power of English as a global lingua franca and underline asymmetrical relations in intercultural exchanges that survive unchallenged or undiscovered. Furthermore, while some mobility programmes improve intercultural and linguistic competence, others reinforce stereotypical behaviour and thinking because little thought has been given to learner preparation to cope with difference and otherness, or simply to engage with alterity. The contact with 'other' environments may always trigger a negative reaction to otherness and cause a further reinforcement of prejudice.

Experienced language teachers and teacher educators, and probably also less experienced and younger teachers who are used to the globalized world, will be sensitive to the fact that learners in mobility situations may react to the 'different' culture exclusively through their own mindset. As thoughtfully described by Moran (2001, 1-3), handling communicative situations, adapting to diverse ways of life, participating in the 'other' culture and dealing with mixed emotions are common feelings and misapprehensions of pupils and teachers during cultural exchange situations. The difficulties of adjustment to a different culture may be defined by the terms 'cultural entry', 'cultural adjustment' and 'cultural adaptation' or even 'culture shock'. All these gradients of cultural response should be prepared and dealt with. The important thing is that they are to be expected and they should be addressed previous to cultural experiences of mobility, as well as during, and after them.

Therefore, to help turn a mobility experience into a meaningful

plurilingual and intercultural experience, learning strategies should be developed that will enable the learner to consciously break through his/her own perspectives and risk alternative ways of looking at and handling situations. It is important for teachers and students to reassess mobility programmes as learning experiences that deserve close monitoring before, during and after, as well as needing some educational structuring in order to enhance better intercultural and plurilingual communicative competences and to produce positive learning opportunities for those involved (this includes both students and teachers on mobility and those at home and abroad that will have contact with them). This is the area where the PluriMobil workshop may help educators build on better mobility programmes, since it sets out some tools to be used by teachers and/or students to enhance mobility as an educative and worthwhile intercultural experience.

The PluriMobil - Mobility programmes for plurilingual and intercultural education - Tools for language teachers workshop, led by a team of European teachers and researchers, under the coordination of Mirjam Egli Cuenat from Switzerland, which took place in Graz, Austria, in March 2011 at the European Centre for Modern Languages (ECML) addressed the many types and modalities of mobility in contemporary European schools: shorter and longer stays abroad, student and student teacher integration into international classes, student and teacher exchanges, and physical and virtual mobility across the European space or within one's own country. The workshop materials are available on line and may be accessed at http://plurimobil.ecml.at. These materials are helpful from the point of view of preparation of mobility, the monitoring needed while abroad or involved in the mobility experience, and the impact on student or teacher on returning from mobility.

The first important contribution of the workshop is a series of important definitions that effectively signpost what is at stake in mobility and create a common lexical and conceptual ground from which to start debate and discussion. The glossary may be particularly valuable for any teacher, teacher educator and researcher in education because it systematizes several more or less familiar concepts. I will highlight two that I found particularly interesting as a teacher trainer and educator: those of 'virtual mobility' and of 'learning scenario', since they define the pedagogical practices of many teachers, of which they may be little aware.

Conceptually, the notion of 'virtual mobility' (Plurimobil: Glossary) as 'any kind of contact situation where the individuals do not physically change places, but interact by means of audiovisual (typically electronic) technology" may be of interest to many teachers who encourage students to send emails to pen pals or to communicate with other students abroad through the internet, and who seldom define this as 'mobility' or see in it an opportunity for intercultural and plurilingual education that raises particular issues of educating for diversity.

The definition of a 'learning scenario' (Plurimobil: Glossary) as "a sequence of learning, the pertaining teaching objectives and the means to implement" them "(…) that gives rise to a project, a specific learning activity" and a set of verifiable skills may also not be procedures familiar to many teachers across Europe and therefore interest them as a pedagogical development tool. Learning scenarios define competences to be acquired, activities that will be developed and the tools needed for that effect. The examples given on the Plurimobil website are clearly structured and may help many teachers communicate internationally what they intend to achieve through a mobility experience using a sequence of lessons that prepare, support and mentor an actual physical mobility programme or any other kind of mobility activity.

The second and main contribution of the Plurimobil workshop is the set of tools selected as mobility resources. In line with many teachers' desire for ready-made materials that may be used in the classroom and during mobility, the workshop introduced teachers and teacher educators from all over Europe and Asia to examples of the European Language Portfolio (www.coe.int/t/dg4/portfolio/), Mirrors and Windows, and to the Autobiography of Intercultural Encounters, among several other tools (such as networks for assistant teachers, intercultural communication projects and networking facilities). These tools may be used by teachers and pupils before, during, and after mobility activities to great learning advantage. These are not new materials. They are selected instruments of the Council of Europe that "encourage reflective practice, autonomous learning, goal setting and self-evaluation" (Plurimobil - Example of learning scenario) and that any teacher may easily download from the Internet and use in flexible ways.

Knowing that there are materials ready to be used for the purposes of preparing the before, during and after stages of mobility activities is not the same as knowing how best to use them. As a teacher educator and researcher with a background in intercultural communicative competence development through language and culture teaching, I looked with critical interest at some of the tools presented at the Plurimobil workshop, namely the European Language Portfolio, Mirrors and Windows and Autobiography of Intercultural Encounters while trying to explore with and through them, on the one hand, how they propose to address the development of an intercultural communicative competence and, on the other, how they imagine and construct meaningful (or positive) cultural learning experiences.

The Plurimobil Glossary defines 'intercultural competence' as 'the capacity to experience cultural otherness and use it: to reflect on matters that are usually taken for granted within one's own culture and environment; to evaluate one's own everyday patterns of perception, thought, feeling and behaviour in order to develop greater self-knowledge and self-understanding; and to act as mediators among people of different cultures, to explain and interpret different perspectives."

As to what might be considered as a meaningful or positive cultural learning experience, which I see connected to the previous competence, I concentrated on finding out if the materials presented might contribute to help learners decenter from their own views and learn about 'others', or at least, whether they triggered realizations of how their own culture was organized in contrast to others; and whether (and how) they promoted overall abilities to engage with a different language/culture in the sense that they explore and suggest deeper levels of understanding than just mere curiosity, or the touristic gaze, or put into place strategies that may help prevent reactions of stepping back into the superiority of one's own culture/language and reinforcement of prejudice due to lack of understanding or fear.

In terms of abilities, and following Kolb's experiential learning model (Kolb, 1984), I had in my mind a series of hierarchically organised abilities, such as being able to distinguish one's own culture from that of others and to organize similarities and differences between one's own culture and that of others; knowing how to interact with another culture, realizing that a personal truth may be very partial and that facts, emotions and reactions are not expressed in similar ways across cultures; the ability to investigate how and why cultures are different from one another and people do things differently; and also empathy with people from another culture as 'people just like me', like for

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instance, the understanding that judgmental attitudes towards people perceived as 'other' generally arise from fear of difference or inability to cope with difference.

Thus, what do the following tools, the European Language Portfolio, Mirrors and Windows and Autobiography of Cultural Encounters, have to offer in terms of mobility tools that contribute both to promoting meaningful (or positive) cultural learning experience and developing intercultural communicative competence?

The European Language Portfolio (ELP) is by now a well-known pedagogical resource among language teachers when distributed freely through the Internet (which is not always the case). The Portfolio has three parts and is accompanied by a teacher's guide: my language biography, which is a personalized diary and record of achievements to be used during learning; a dossier for learners to file work; and a language passport, which records the learner's knowledge and experiences of different languages, and includes cultural experiences. There is also a teacher's guide and in most languages two versions will be available, for younger and older learners. The ELP focuses on linguistic achievement and own perceptions towards language learning, although the language biography includes some intercultural awareness raising activities, such as 'Things I notice about language and culture'. The intercultural understanding page of the junior version, in English, focuses on comparing pictures of different countries to one's own home, naming different languages, explaining something to someone who doesn't speak the language very well, greeting politely in at least two languages, listening to a story from a different country, comparing food in different countries, contacting someone from a different country, learning about traditional celebrations in different countries and learning a song from a different country. In the Language Passport section there is also a section on intercultural communication called, in the English Junior version, 'My Contacts and Intercultural Experiences' (e-mails, postcards, letters, meetings with people, excursions, video exchanges, holidays) which asks learners to list contacts or experiences, give some details and say when they happened.

The ELP is a pedagogical tool oriented towards the idea of lifelong reflective learning and expects learners to self-record information and progress in language learning. It values and promotes knowledge of different languages and cultural diversity, although it does not specifically focus on intercultural communicative competence. In the Teacher's guide, the authors argue that the ELP works towards intercultural awareness and understanding by learning a different language and about different cultures.

For mobility purposes, the ELP may be used to record mobility experiences or to prepare for them through questions such as 'Have you met or seen people from a different country?' For example, on television, in person, on holiday?' or 'What did you learn from such encounters?' For example: awareness of different languages, aspects of geography, music, celebrations, religious and social factors' (ELP Teacher's Notes, CILT 2006). The ELP is not centrally concerned with helping learners decenter from their own views and learning about 'others'. The ELP engages with sporadic aspects of knowing about a culture/ people, although it seldom engages with aspects of interaction or knowing why cultures are different from one another or why some reactions, emotions and attitudes may be systematically stereotypical, discriminatory of others, or negative.

Mirrors and Windows (MW) is a textbook on intercultural communication, by authors Martina Huber-Kriegler, Ildikó Lázár and John Strange, published by the ECML, aimed at teacher education, though it may also be used with upper intermediate and advanced young adult students. Its materials are geared to intercultural learning and focus on how to handle cultural difference and how to accept and negotiate cultural ambiguity and otherness. It is divided into seven units, which address the following topics: The notion of time (Rock around the clock); Food and eating habits (You are what you eat?); Conversational topics (Conversation and ... silence); Gender issues (Men and women, girls and boys – gendered identities); Close personal relationships (All you need is love(?)); Children and child raising (Bringing up baby); And educational issues and concepts (Up in the morning and off to school). MW is an excellent tool to help learners decenter from their own views and learn about 'others', because it focuses precisely on how cultures are organized differently – how you keep time or expect children to behave, what is acceptable for people to say or what the meaning of silence is. It allows for individual reactions while making it very clear that beyond a certain point people do react according to cultural habit and not individually.

MW contains a series of cultural incidents that will promote the learner's ability to distinguish his/her own culture from that of others, as well as learn how to interact with people from a different culture and allowing for alternative ways of looking at facts, emotions and reactions. MW encourages learners to investigate how and why cultures are different from their own culture through a series of small-scale ethnographic enquiries. It actively invites reflective thinking on any judgmental attitudes towards people from another cultural group. This may be of great help to prepare for mobility or monitor adaptation as well as interpersonal and intergroup relations during and after mobility activities.

Autobiography of Intercultural Encounters (AIE), developed by Michael Byram, Martyn Barret, Julia Ipgrave, Robert Jackson, Maria del Carmen Méndez García, available from www.coe.int/lang, was proposed at the Plurimobil workshop, "as one of the key instruments in preparing and accompanying mobility experiences of teachers and pupils in the PluriMobil project" (from the PluriMobil website). AIE addresses situations that may be defined as 'intercultural encounters' such as a teacher that comes into the classroom and realizes on the first day that the children speak seven different languages as their mother tongue. The AIE's aim is to develop deeper levels of intercultural understanding through reflection. It includes a standard version for older students, a version for younger learners, notes for facilitators and a concept paper.

AIE sets out to call attention to the fact that intercultural encounters happen in experiences with people from one's own country and as part of everyday life. Its structure includes questions directed at particular cultural encounters described, asking learners to reflect on individual responses, evaluating the other's response, and learning from the intercultural encounter. AIE expects teachers and users in general to be familiar with the proposed model of intercultural competence based on: attitudes and feelings, such as acknowledging the identity of others, respecting them, feeling empathy for them and identifying positive and negative emotions; flexible and sensitive behaviour whilst communicating with others; curiosity based on knowledge; knowing about other people and developing curiosity and interest for them; interpreting and relating; being critical and becoming aware of one's own assumptions; and taking action to improve communication and understanding of others.

The standard version of AIE includes text cards on The meeting, The other person, Talking to each other, Your feelings, The other person's feelings, same and different. These are associated to a series of questions that evolve from perceptions and first impressions, noticing similarities and differences, to feelings, emotions and reactions (good

and bad), assessment of them, decentering, and eventually to attitudes that will improve on communication and understanding.

The AIE's version for younger children comprises a series of flashcards as prompts for intercultural encounters, such as children in ethnic dress in the park, parents and children from diverse ethnic backgrounds at a doctor's waiting room, winter holidays in northern Europe and summer holidays in southern European countries, an Indian living room where two children sit at a table, one in Indian dress and the other in western dress.

There is a written version for individual use that may come across to many teachers (and learners) as particularly difficult to use, despite its attractive display and guided structured questions. This written version guides the writer through an encounter and asks about the place of the encounter, what happened, what people looked like, what they were wearing, if they were easy to understand and communicate with, how the learner felt, what the learner thought the other's feelings were, what the learner could learn from the encounter and actually did learn and what the learner would like to ask after reflecting on the intercultural encounter.

On the whole, the questions are quite complex and challenging for younger learners, even though the authors claim that they have simplified language and complex issues. Flexible use of the materials is recommended, as textbook in the course of study or as supplementary material, for individual or class use. As suggested, this material may work after a school holiday or trip, after a major intercultural event the learners have witnessed, such as an episode of racial abuse, or after an explicit group intercultural encounter. It will probably work better in class and having the teacher as facilitator than as an individual learning tool. Furthermore, it is to be expected that some cultural learning backgrounds will find it easier to think along prescribed lines through questions than others.

In conclusion, there are some tools available to teachers and students that respond to the need to prepare a mobility exchange, monitor it and enhance learning after mobility. These tools encompass the impact of the experience before, during and after mobility, though they seldom address the fact that mobility experiences go beyond the scope of language learning or the subject classroom; they are truly interdisciplinary and multidimensional learning experiences that are beyond the domain of one specific classroom and may determine new learning needs, expectations and pedagogies; they may even disrupt and discontinue the learning (and the self) and thus need extra tutoring on the part of educators. One further aspect that these tools do not really address consistently is how mobility experiences may be used on students and colleagues that have not been part of it. Subjects of mobility experiences should be expected to be able to help others engage in similar experiences and in discussions and debates on knowledge of foreign cultures, plural aspects of national cultures, performing tasks across cultures or appreciating the values of diverse cultures in relation to one's own culture.

Mobility should be understood as a valuable learning experience not only in the sense of the possibility it offers to 'broaden horizons', contacting a different culture or meeting an opportunity to interact with native speakers in their own contexts, but also as an opportunity to build on shifts in cultural awareness, attitudes and behaviours, to alter cognitive schemata and get a sense of the humanity of others. As seen during the workshop and from comments and reactions of colleagues these are ambitious goals. Most teachers will be content to pursue but a few at a time, given the circumstances of their classes and of mobility programmes, such as develop cultural understanding and awareness or develop communicative competence or language skills; develop empathy; develop a capacity to appreciate the values of a different culture or to perform a task across several cultures.

However, there are other more challenging aims that could be pursued and integrated into the learning outcomes of a mobility activity, such as those of cultural adaptation and integration, of social change or of identity transformation. Therefore it is important that both subject and language teachers and educators in general continue to reflect on and address the needs and expectations that may arise from organizing mobility activities and that they use some of the good tools that are at their disposal in flexible ways.

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Introduction to CercleS Focus Group on Language Policy - Position Statement
Introduction à la Déclaration de Position du groupe de travail de CercleS sur la politique linguistique
Einführung zum Positionspapier der CercleS - Fokusgruppe Sprachenpolitik

The present Position Statement is the result of the work of the Language Policy Focus group up to and including its third meeting in the Language Centre of the Faculty of Sciences, Luminy, Marseille. During the first two meetings – Toulouse, November 2009 and Messina, May 2010 - the group established lists of descriptors of what language policy is and should be, objectives for the focus group and things to do to achieve those objectives.

Two less formal meetings took place during the CercleS Conference (Helsinki, Sept. 2010) and the third Wulkow workshop (Jan. 2011), where the members of the group decided that the result of the meeting planned for Marseille should be an official document which could be disseminated among all CercleS members.

To that end, the participants decided to devote the entire third session to the writing of a Position Statement, based on the results of the previous meetings, as well as the experience of the members. The following document is the result of this decision.

In November 2011 the Executive Committee of CercleS formally adopted the Position Statement as a statement of official CercleS policy. As you will see in the Position Statement, it is the group's opinion that this is not the end of a process, but the beginning of a virtuous circle (CercleS?) or cycle. In the short term, should you wish to take part in the process a Wiki exists where ideas can be shared and future meetings organised.

http://thelanguagepolicyfocusgroup.pbworks.com

We all look forward to meeting you there.

La présente Déclaration de Position est le résultat de l'ensemble des travaux du groupe de travail de CercleS sur la politique linguistique, y compris lors de la troisième réunion qui s'est tenue dans le Centre de Langues de la Faculté des Sciences de Luminy à Marseille.

Durant les deux premières rencontres – Toulouse, novembre 2009 et Messine, mai 2010 - le groupe a établi des listes de descripteurs de ce que la politique linguistique est et doit être, des objectifs pour le groupe de travail et les moyens nécessaires pour les atteindre.

Deux réunions moins formelles ont eu lieu pendant la Conférence CercleS (Helsinki, septembre 2010) et le 3ème atelier Wulkow (janvier 2011). A cette occasion, les membres du groupe ont décidé que le résultat de la réunion prévue pour Marseille devrait être un document officiel qui pourraient être diffusé auprès de tous les membres de CercleS.

Aussi, les participants ont décidé de consacrer la troisième réunion dans sa globalité à la rédaction d'une déclaration de position, sur la base des résultats des réunions précédentes, ainsi que de l'expérience des membres. Le document suivant est le résultat de cette décision.

En novembre 2011, le comité exécutif de CercleS a officiellement adopté la Déclaration de Position comme une déclaration de la politique officielle de CercleS.

Comme vous pourrez le voir dans la Déclaration de Position, il est clair pour le groupe qu'il ne s'agit aucunement de la fin d'un processus, mais du début d'un cercle (CercleS?) ou cycle vertueux. À court terme, si vous souhaitez prendre part au processus il existe un Wiki où les idées peuvent être partagées et les futures réunions organisées.

http://thelanguagepolicyfocusgroup.pbworks.com

Nous sommes tous impatients de vous y rencontrer.

Das vorliegende Positionspapier ist das Ergebnis der Arbeit der Arbeitsgruppe Sprachenpolitik im Rahmen ihres dritten Treffens in Luminy, Marseille. Während der ersten beiden Treffen in Toulouse (November 2009) und Messina (Mai 2010), stellte die Gruppe Aspekte zusammen, die Sprachenpolitik ausmachen bzw. ausmachen sollten, formulierte Ziele für die Arbeit der Fokusgruppe und definierte Schritte zur Erreichung dieser Ziele.

Zwei informellere Treffen fanden außerdem am Rande der CercleS-Konferenz von Helsinki (September 2010) und des dritten Wulkow-Workshops (Januar 2011) statt. Dort beschlossen die Mitglieder der Gruppe, dass als Ergebnis des für Marseille geplanten Treffens ein offizielles Dokument entstehen sollte, das dann an alle CercleS-Mitglieder gesendet werden könnte.

Um dieses Ziel zu erreichen, einigten sich die Mitglieder der Gruppe darauf, das gesamte Arbeitstreffen dem Abfassen eines Positionspapiers zu widmen, das sowohl auf den Ergebnissen der vorangegangenen Treffen als auch den Erfahrungen der Mitglieder basiert.

Das folgende Dokument ist das Ergebnis dieser Arbeit.

Im November 2011 erfolgte die offizielle Annahme des Positionspapiers durch den CercleS-Koordinierungsausschuss als ein Dokument der CercleS-Politik.

Wie Sie dem Positionspapier entnehmen können, sind die Unterzeichner der Meinung, dass dieses Papier nicht das Ende, sondern den Anfang eines konstruktiven Prozesses darstellt. Wer sich an diesem Prozess beteiligen möchte, ist herzlich eingeladen, über das Wiki der Gruppe an der Diskussion und der Vorbereitung weiterer Treffen teilzunehmen.

http://thelanguagepolicyfocusgroup.pbworks.com

Wir alle freuen uns darauf, Sie dort zu treffen.

Position Statement on Language Policy in Higher Education in Europe

In 2009, CercleS established a number of Focus Groups, including one on Language Policy which met for the third time in Luminy, Marseille, France from 19th - 21st May 2011. The following position statement is based on analysis and discussions which took place during the three meetings. It is presented in the form of guidelines for Institutions in Higher Education.

0. Institutions in Higher Education should have a Language Policy

Why? Language practices within an institution should be determined exclusively by the stakeholders in that institution

and provide continuity over time in a constantly evolving context.

How? By following these guidelines.

1. A Language Policy of an Institution in Higher Education should address issues for native and foreign languages

Why? Fostering plurilingualism is a fundamental element of European Higher Education policy.

How? By:

- taking into account local specificities and the language needs of all parties.

- actively promoting plurilingualism and institutional multilingualism.
- guaranteeing access to language learning facilities based in Language Centres.
- encouraging native speakers of other languages to use their own mother tongue.
- enhancing linguistic and cultural diversity and awareness.
- facilitating student and staff mobility.
- fostering lifelong language learning.

The exclusive use of English as a Lingua Franca threatens the quality of cultural and academic exchange.

2. **A Language Policy of an Institution in Higher Education should address issues at all levels of the organisation (university, faculty, programmes, courses etc.) and be co-owned by all stakeholders and the whole university community (governing bodies, teaching, research, administrative staff and students)**
   Why? The success of any policy depends on the commitment of all parties concerned. The practical implementation can only be as strong as its weakest link.
   How? Through debate and approval by the governing bodies after wide-ranging consultation of all stake-holders prior to implementation.
   By widespread publication and accessibility (institutional website, official documentation, marketing strategy).

It is important that stakeholders differentiate clearly between needs and wants.

3. **A Language Policy of an Institution in Higher Education should be coherent with external (European, national, regional and local) and internal strategic goals**
   Why? Its efficiency depends on its coherence and its capacity to address the wide range of settings in which Higher Education Institutions play an important role.
   How? Through widespread permanent consultation.

Language Policy should never become a political battle-field.

4. **A Language Policy of an Institution in Higher Education should define responsibilities within the organisation**
   Why? Language Policy must be shared across the board to reflect the commitment of all parties.
   How? By taking into account the specific skills of all parties, including Language Centres, in the process of decision making.

Language Policy should not be delegated to Language Centres only. Parties should not be held responsible beyond their actual expertise and abilities.
Cooperation and mutual understanding between Language Centres and International Offices should be encouraged.

5. **Language Policies in Institutions of Higher Education should provide guiding principles to address the following issues:**

5.1 **Language appropriation**
   Why? A Language Policy should accommodate changing linguistic circumstances and the social and political climate to foster mobility and employability in accordance with the Bologna Reform.
   How? By treating the following questions:
   - Which target languages should students acquire, to which level and why?
   - What are the entry language level requirements?
   By defining support infrastructure and services (e.g. Language Centres, training, coaching, language counselling, etc.) for students and staff.

A Language Policy should define compulsory levels of language competence for students and lecturers, with finalising exit levels according to the requirements of the job market.
A Language Policy should reflect existing and future exchange programmes and agreements, and should include provision of necessary language tuition to incoming foreign students.
A Language Policy should define the minimum level of language competence of the host country's language for mobility and international students.

5.2 **Language of tuition**
   Why? Research has demonstrated that the languages of instruction have an impact on the quality of the learning outcome.
   The languages of instruction contribute to the students' cognitive and cultural development.
   How? By defining which language(s) of instruction is (are) appropriate in a given programme and its global context.
   By defining support infrastructure and services (e.g. Language Centres, training, coaching, language counselling, etc.) for students and teaching staff.

A Language Policy should guarantee programme coherence and cohesion while respecting the inherent historical characteristics of the subject.

5.3 **Research**
   Why? Future researchers have to be prepared for multilingual professional situations.
   How? By defining which languages are used for which research activities.
   By defining support infrastructure and services (e.g. Language Centres, training, coaching, language counselling, etc.) for students and research staff.

A Language Policy should reflect existing and future research cooperation agreements and networks.
Linguistic skills should be taken into account in recruitment procedures and promotion of researchers.

5.4 **Administration**
   Why? The growing degree of internationalisation creates a need for plurilingual competence of administrative staff.
   How? By defining support infrastructure and services (e.g. Language Centres, training, coaching, language counselling, etc.) for administrative staff.

Linguistic skills should be taken into account in recruitment procedures and promotion of administrative staff.

5.5 **(Internal and External) Communication**
   Why? Corporate identity is also determined by language use within the Institution.
   Foreign students and staff have a right to accessible

Position Statement on Language Policy in Higher Education in Europe (cont.)

information.

How? By identifying the need for services such as translation, proof-reading and editing, and defining appropriate measures.

High level language services, including but not limited to Language Centres, are a means to guaranteeing the quality of the University's national and international image.

6. Language Policy design should be seen as a process.

Why? Any Language Policy is the result of the context in which it is developed, and this context is subject to change at all times.

A constant review process is necessary to maintain a high level of quality.

How? Through a permanent process of debate and approval by the governing bodies.

In a constantly changing environment, only a qualitative multi-disciplinary review process can guarantee that a Language Policy will remain appropriate, applicable and acceptable for all parties.

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Empowering Language Professionals

Report on the ECML conference, Graz, September 2011
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Résumé :

Le rapport sur le colloque du Centre Européen pour les Langues Vivantes, qui a réuni plus de 200 participants à Graz fin septembre 2011, décrit les nombreux projets européens présentés. Les séances plénières abordèrent les thèmes de l'importance des langues pour le dialogue interculturel (Anne Brasseur, Conseil de l'Europe, Luxembourg), le thème du pouvoir dans la pédagogie (Jim Cummins), la politique du Conseil de l'Europe (Johanna Panthier, CE). Une table ronde a permis aux participants de confronter leurs points de vue sur l'impact de la politique du Conseil de l'Europe dans les différents pays européens. Les 4 ateliers en parallèle furent consacrés à l'évaluation, à l'apprentissage tout au long de la vie, aux contenus éducatifs et au plurilinguisme. Johann Fischer a présenté le projet GULT, qui a abordé l'approche par tâche, et María Jesús Frigols-Martín se concentra sur les approches impliquant enseignement des langues mais aussi des contenus. Ce colloque fut aussi l'occasion de lancer le prochain programme 2012-2015.

Zusammenfassung:

Der folgende Bericht über die Konferenz des Europäischen Fremdsprachenzentrums, zu der sich Ende September 2011 in Graz mehr als 200 Teilnehmer versammelten, beschreibt die zahlreichen Projekte, die dort vorgestellt wurden. In den Plenarvorträgen wurden der Stellenwert der Sprachen im interkulturellen Dialog (Anne Brasseur, Europarat), das Thema Macht in der Pädagogik (Jim Cummins) sowie die Politik des Europarats (Johanna Panthier, Europarat) behandelt. Anlässlich eines Runden Tisches konnten die Teilnehmer über den Einfluss der Politik des Europarats in den verschiedenen europäischen Ländern diskutieren. Die vier parallel stattfindenden Vortragsreihen waren den Themen Sprachtesten, lebenslanges Lernen, Lehre und Mehrsprachigkeit gewidmet. Johann Fischer präsentierte das GULT-Projekt und María Jesús Frigols-Martín den CLIL-Ansatz, der Sprache und Inhalt in der Lehre zu verbinden sucht. Im Rahmen dieser Konferenz wurde auch das Arbeitsprogramm für die Jahre 2012-2015 gestartet.

The closing conference of the ECML's (The European Centre for Modern Languages) third medium-term programme of activities 2008 - 2011, Empowering Language Professionals, took place in Graz from 29th September to 1st. October 2011.

More than 200 language teachers and experts participated in the event and the results of the projects on the 'Promotion and Dissemination of Innovation and Good Practice in the Learning and Teaching of Modern Languages' were presented by their coordinators in parallel sessions.

The specific objectives of the conference were to:

- present the publications of the Empowering language professionals programme focusing on examples of good practice which can be shared with others;
- promote initiatives for dissemination and ways of encouraging the take-up of ECML programme work in national contexts;
- discuss the potential impact of the results in the context of language education in Europe;
- raise interest in and officially launch the new medium-term programme (2012-2015);
- attract the attention of a large number of language professionals, experts, decision-makers and other stakeholders thereby achieving wide dissemination and promotion of the ECML;

- document conference proceedings online.

The Fair consisted of a stand for each project, 23 in all, in which you could find a poster with information about the project, flyers for distribution and samples of the project publications. The selected key areas were: evaluation and assessment, continuity in language learning, content and language integrated education and plurilingual education. The area of Evaluation and Education encompassed 8 projects: Piloting and implementing the European Portfolio for Student Teachers of Languages (EPOSTL 2); Encouraging the Culture of Evaluation among Professionals (ECEP); Assessment of Young Learner Literacy linked to the Common European Framework of Reference for Languages (AYLLIT); Guidelines for University Language Testing (GULT); QualiTraining at Grassroots Level (QUALITRAINING 2); Training in Relating Language Examinations to the Common European Framework of Reference for Languages (RELEX) – 2009; Classroom Assessment related to the Common European Framework of Reference for Languages (ClassRelEx) - 2010/2011; Common European Framework of Reference for Languages - level estimation grid for teachers (CEFESTIM).

The second area, Continuity in Language Learning, comprised 6 projects: Developing Online Teaching Skills (DOTS); The European Language Portfolio in Whole-School Use (ELP-WSU); Training teachers to use the European Language Portfolio - Follow-up project (ELP-TT2 and TT·) 2008/2009 and 2010/2011; Mobility programmes for plurilingual and intercultural education – tools .for language teachers (Plurimobil); Exploring cutting edge applications of networked technologies in vocationally oriented language learning (E-VOLLution).

The area of content and language integrated education consisted of 5 projects: Content-based teaching for young learners (EPLC); Curriculum development .for Content and Language Integrated Learning (CLIL-CD); Good practice in Content and Language Integrated Learning for Languages Other Than English (CLIL-LOTE-GO); Content and Language Integrated Learning through languages other than English – Getting started (CLIL-LOTE-START); Content based teaching plurilingual/cultural awareness (ConBaT).

The last area, Plurilingual Education, involved 4 projects: A framework of reference for pluralistic approaches (CARAP); Minority languages, collateral languages and bi-/plurilingual education (EBP-ICI); Majority language instruction as basis for plurilingual education (MARILLE); Language Associations and Collaborative Support (LACS)

The Opening Ceremony was conducted by Clemens Maria Schreiner who introduced the speakers Waldemar Martyniuk, from the ECML, Siegfried Nagl, from the City of Graz, Christian Buchmann, from the Land of Styria, Kurt Nekula, Austrian Ministry for Education, Arts and Culture and Friedrich Faulhammer, Austrian Ministry of Science and Research, Teresa Condeço, from the Multilingualism Policy Unit in the European Commission and Ólöf Ólafsdóttir, from the Directorate of Education and Languages of the Council of Europe.

The HIB Art Choir of Graz complemented the speeches, entertaining the public with an excellent performance. The reception, sponsored jointly by the City of Graz and the Land of Styria, was held in the spectacular building of Kunsthaus Graz.

The first keynote speaker was Anne Brasseur, Member for Luxembourg of the Parliamentary Assembly of the Council of Europe, who discussed "The importance of languages in the intercultural dialogue" and stated that the ECML has helped create the essential conditions to enable all citizens to learn from the social and cultural diversity.

The second keynote speaker was Jim Cummins, whose talk entitled "The Power of Pedagogy: Negotiating identities of competence in the language classroom" began with the assumption that the current pedagogical models fail to create contexts of empowerment, i.e. collaborative (power with) relations of power as opposed to coercive relations of power (power over). He addressed policy makers and school administrators who can open up pedagogical spaces by electronically linking curriculum expectations to actual examples of intellectually rich pedagogy so as to encourage teachers to expand their teaching beyond a narrow transmission focus. A key aspect to create those contexts of empowerment is the confidence students receive from the teacher. A teacher has to discover all about his/her students as human beings and as learners, because what is important is to be able to connect with them. Indeed, if we know how to create contexts where the teacher goes beyond what students have to study, then we will have engaged them.

The parallel sessions for the presentation of the projects' outcomes and publications followed. As already mentioned, there were 4 different thematic areas. The teams in the projects related to Evaluation and Assessment had worked to develop reliable assessment tools for a wide range of public and contexts, from teachers to education authorities.

Helping language professionals to use practical tools for life-long learning of languages was the task of the teams concerned with Continuity in Language Learning.

Audience members at the plenary sessions

ECML staff at the Stadtmuseum reception

The project teams involved in Content and Language Education succeeded in developing ready-to-use, helpful and appealing materials for teachers.

The Plurilingual education section teams worked on different theoretical and practical issues related to the promotion of plurilingualism in Europe.

Johann Fischer, president of CercleS, presented the results of the project "Guidelines for University Language Testing" (GULT). The project team examined the structure of the existing language tests, questioning their validity, authenticity and relevance for learners. The team proposed to take a task-based approach, considering that the needs of the students and their personal ideas and interests were the core issues.

A task is an activity that requires learners to use language, with emphasis on meaning, to attain an objective that can be evaluated in terms of success. A task-based approach stimulates language competence in the four skills as language is not the object of study but the means by which to do other things such as negotiating, making compromises, evaluating, taking decisions, etc. and it also stimulates other competences such as team-work and intercultural awareness.

However, in a task-based approach traditional language exams are not practical. Alternatively, action-oriented, problem-solving tasks or case studies can be valuable tools not only as common in-class practice but also as end-of-course exams or proficiency exams. The assessment criteria are based on content and pragmatic, linguistic and paralinguistic competence, not on errors.

The project team thus focused on developing guidelines for task-based testing at level B2 with the aim of designing objective, valid and reliable exams which measure the candidate's linguistic competence.

María Jesús Frigols-Martín, proposed a macro-framework for a CLIL approach, a dual-focus educational approach in which additional language is used for the teaching and learning of content and language with the objective of promoting mastery of both at pre-defined levels.

As CLIL is an umbrella term that includes total and partial immersion, heritage and foreign language immersion, bilingual education, second language education, and is also cross-curricular and content-based, it has to be flexible enough to permit adaptations to the different contexts and realities.

Central issues are CLIL teacher qualifications and the design and implementation of academic programmes for CLIL, which should be developed by key centres of expertise in this field.

The final keynote speaker was Johanna Panthier from the Language Policy division of the ECML with her talk "Council of Europe work in support of Languages in Education – Languages for Education", chaired by Waldemar Martyniuk. Ms. Panthier focused on the importance of taking into account the complete repertoire of the students' languages in order to shape their individual and collective identities.

During the last part of the morning, a Round Table with members of the ECML Governing Board, members of the ECML Professional Network Forum and Language Network Graz as well as representatives from European Language Associations (including CercleS), considered several issues that arose during the conference in general, and from the individual projects. The members of the Round Table were invited one by one to identify the projects which had impressed them most and which, in their opinion, were the most successful and relevant to the

2008-11 programme. A difficult task indeed not only because they covered such a wide spectrum of research, but also due to the high professional quality of each, in their specific focusing on Empowerment at all levels and in all quarters of the world of foreign language education. Some key words can however be highlighted that relate to the four thematic strands presented in this third ECML programme. Firstly a confidence building factor was present throughout, since the projects all aimed at developing teachers' skills in promoting and stimulating confidence and personalisation in language learning. This implies that teachers and learners alike should feel comfortable in their work, and especially more at ease with technology. Secondly, the focus on intellectually rich pedagogy where teaching and learning are made relevant to the final user, with CLIL projects being particularly useful to the students, and also the idea of teachers avoiding "talking down" to students. Thirdly, it is worth noting a common component of collaboration and group decision, as for instance in benchmarking, testing and evaluation. And then finally, there is the question of promoting language awareness with particular emphasis on how to go about learning and teaching. Thus the general impression given by the conference was that no-one is or must be alone in language education, since the term empowerment itself involves feeling comfortable in the learning / teaching process by gaining confidence in acting as social citizens of Europe.

The conference ended with the launch of the next (4th) ECML programme entitled Learning Through Languages - Promoting inclusive, plurilingual and intercultural education (2012-2015), which aims to feature innovative approaches to language education, mediation (dissemination of developments and dialogue with stakeholders) and targeted support to the ECML member states. This new programme views language as a medium for learning and teaching, not only foreign languages but also the languages present in individual schools.

In the closing ceremony, participants were again entertained by the young HIB art choir of Graz, with a thoughtful choice of national and regional songs, particularly significant to the multilingual audience.

Evaluation questionnaires distributed at the end of the event were completed by the majority of the conference participants. The overall evaluation proved very positive with participants agreeing that the conference had contributed to the development of their own professional competence. It had also motivated them to be more active in networking with the professional community and in promoting quality aspects of language education

For more information on the Conference and other ECML activities as well as access to the projects and other ECML documents, visit the ECML website at http://www.ecml.at. ∎

Publication fair at the ECML conference

La place de la grammaire dans l'enseignement des langues au sein des centres de langues de l'enseignement supérieur

Rapport sur le congrès RANACLES, Rennes, France, Novembre 2011, Nicole Chenik, Université Paris Dauphine

Zusammenfassung:
Im November 2011 fand in Rennes die Jahrestagung des Verbands der französischen Hochschulsprachenzentren statt. Das zentrale Thema der Tagung war die Frage, wie in Sprachenzentren erfolgreich Grammatik vermittelt werden kann. Lehrende unterrichten nicht einfach nur Grammatik, sondern beziehen sich immer mehr auf den Gemeinsamen Europäischen Referenzrahmen. Es wurden viele Fragen behandelt, darunter z.B. wie Grammatik bei stark unterschiedlichem Niveau der Lernenden unterrichtet werden könne, welche "Grammatik" angebracht sei, welche linguistische Theorie herangezogen werden könne etc. Der folgende Artikel fasst die Plenarvorträge und einige individuelle Vorträge zusammen.

Die nächste RANACLES-Tagung wird in Reims (in der Nähe von Paris) stattfinden und auch gleich Gelegenheit bieten, das 20-jährige Verbandsjubiläum zu feiern.

Summary:
The French association annual conference took place in Rennes in November 2011 and its main theme was how to approach the teaching of grammar in language centres. Teachers no longer teach ESP students grammar as such but resort to the CEFR/ European framework recommendations. Many points were raised: how to teach grammar when students language skills widely differ; which "grammar" is the most appropriate; Which linguistic theory to refer to; Which approach is the most suitable for students who are not in favour of sophisticated metalanguage but prefer a pragmatic approach, etc. The following article summarizes the keynote speeches and a number of individual papers.

The next RANACLES conference will be taking place in Reims, near Paris, the opportunity to celebrate the association's 20th anniversary.

Le 19ième congrès de l'association Française RANACLES a eu lieu à Rennes, en Bretagne, du 24 au 26 Novembre 2011, sous la responsabilité du Pr Martine Schuwer (Université de Rennes 2), organisé par le SCELVA et l'équipe LIDILE (Linguistique et Didactique des Langues) et avec le soutien et la collaboration active de S. Oriez de l'Université de Rennes 2 ainsi que de son conseil scientifique. Son thème était « La grammaire dans les centres de langues : une question dans tous ses états ». Dans les centres de langues

l'université de Rennes 1 et R. Séchet, Vice-présidente du Conseil Scientifique de Rennes 2, la première conférence plénière, donnée par Carmen Pineira Tresmontant de l'Université d'Artois, fut intitulée 'Quel médias pour maîtriser l'outil grammatical ?' La seconde conférence plénière du Pr Wilfrid Rotgé, Université Paris-Ouest Nanterre, retraça l'historique des différentes approches grammaticales, les approches audio-orales basées sur les travaux de Skinner, les apports de Chomsky, la notion d'inter-langue, l'approche communicative, notionnelle fonctionnelle, la perspective actionnelle, et les recommandations du CECRL. Il posa aussi la question du pourquoi de la théorie, de la nécessité même du cadre théorique sous-jacent pour se tourner vers l'approche constructiviste où la grammaire est 'à construire' et n'est pas 'une donnée'. Il conclut en soulignant qu'il était utile d'apprendre aux apprenants à observer les faits de langue, que l'expression précise était nécessaire à l'expression de la pensée, que nos étudiants avaient parfois besoin de règles simplifiées, qui renvoyaient cependant à toute une conception du monde. La discussion qui suivit se concentra sur les notions de 'grammaire de l'action' et de 'grammaire de l'idée'.

Martine Schuwer

UNIVERSITÉ DE RENNES 1

UNIVERSITÉ RENNES ueb

SCELVA

LIDILE EA 3874

qui s'adressent le plus souvent à un public d'étudiants d'autres disciplines (secteur LANSAD), la grammaire n'est, la plupart du temps, plus enseignée en tant que telle, mais en suivant les recommandations du CECRL, en fonction des tâches à effectuer. Comment cette nouvelle approche pédagogique s'intègre-t-elle dans un ensemble plus large ? Comment gérer l'hétérogénéité inévitable des groupes d'étudiants et mettre en place des stratégies appropriées, et plus fondamentalement, à quelle théorie grammaticale se référer, quelle 'grammaire' proposer dans une perspective actionnelle par exemple ? Telles étaient les approches proposées par les organisateurs.

Le colloque, qui se déroulait, selon le schéma habituel, sur trois jours, a inclus deux séances plénières, deux tables rondes, l'assemblée générale de l'association, des ateliers en parallèle et la présence de plusieurs exposants. Inauguré par G. Cathelineau, Président de

Les deux ateliers du vendredi matin que je présidais accueillirent le Pr Antoine Toma, Université de Toulouse 2, équipe LAIRDIL, qui s'attacha aussi à une perspective historique, de Platon à Diderot, pour reprendre certains aspects de la perspective actionnelle des années 70, pour aussi citer A. Culioli, et se diriger ensuite vers ses propres recherches et proposer des modèles de 'mise en média' et insister sur la 'notion,' 'système complexe de représentations structurant des propriétés physio culturelles' afin de construire un 'domaine notionnel.' Linda Terrier, doctorante à Toulouse, présenta ses travaux, posa la question des priorités pour la didactique des langues, et se concentra sur la compréhension orale et du 'niveau seuil indispensable pour construire le sens'. Pour ce faire, elle s'appuya d'abord sur une approche basée sur les travaux de Chomsky puis sur la modélisation proposée par A. Toma. L'après midi, Pascaline Faure, du DILTEC, Université Paris 6, dans sa communication intitulée 'Pour une réinvention de l'enseignement de la grammaire en secteur LANSAD : exemple de l'anglais de la santé,' nota que la métalangue utilisée dans la théorie énonciative était souvent un obstacle à la compréhension pour des étudiants non grammairiens ou spécialistes des études anglophones, et proposa d'utiliser des termes venant des apprenants eux-mêmes et du vocabulaire médical plus parlant pour eux. Elle insista sur la nécessité d'un enseignement de la grammaire, différentié

Carmen Pineira Tresmontant

Wilfrid Rotgé

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selon les niveaux, 'intégré mais ponctuel' pour C1, 'intégré et systématique' pour B2. Elle proposa aussi des séminaires de remédiation pour A 1/A 2 (ce que nombre d'universités pratiquent) et en recommanda de sélectionner ce qui est le plus récurrent dans la langue de spécialité, ici le domaine médical. Elle souligna que le Cadre avait fait évoluer les pratiques avec l'approche par tâches (ou micro-tâches) et qu'une réinvention permanente était souhaitable et nécessaire.

La table ronde, « Gestion des centres de langues : échanges et pratiques » aborda les thèmes communs à l'ensemble des centres et se concentra sur la définition même des fonctions des centres, de leur organisation, des politiques (ou absence de politiques) institutionnelles, des statuts des personnels (et tout le monde s'accorda à noter le pourcentage trop faible d'enseignants chercheurs qui constitue un handicap à la crédibilité de la recherche qui y est effectuée.) Elle permit des comparaisons fructueuses, les situations, fonctionnements et place des centres ayant historiquement été très

Campus of Beaulieu of the
University of Rennes 1

The main entrance of
the Campus de Beaulieu

différents d'une université à une autre.

L'après midi, Thomas Gaillat (équipe LIDILE, Rennes) parla de 'la place de la grammaire dans un parcours en ligne d'apprentissage de l'anglais', insista sur le réflexion en amont de la création des tâches à accomplir en fonction des objectifs et de l'importance de la pratique raisonnée de la langue. Il insista sur l'activité de conceptualisation d'un point de langue avec choix du point de vue linguistique et phases progressives, et nota que le 'distantiel' nécessitait bien sûr des ajustements, une présence de l'enseignant dans les forums, et un feedback plus présent. Il insista sur le rôle joué par les outils dans la conception des activités, par exemple la structuration de MOODLE ou d'autres logiciels, TEXTTOYS, CLICKCHECK, (JAVASCIPT aussi.) Trop de branches possibles menant souvent au découragement de l'apprenant et il mit en avant la nécessité d'un parcours organisé avec, par exemple, trois choix possibles, mais pas une infinité. Il rappela le contexte particulier de son expérience puisque les modules sont conçus par des étudiants de Master 2 de linguistique et de didactique de l'université Rennes 2.

Il nota des résultats en demie teinte, les pics de fréquentation du site correspondant souvent aux périodes d'examens et la motivation étant parfois décroissante tout en restant soutenue.

Le samedi matin, la seconde table ronde « Les enjeux de la certification en langues dans l'enseignement supérieur » permit de faire le point sur les certifications et l'évolution du CLES. Des informations précises ont été données sur les ambiguïtés des différents textes ministériels quant à la certification et la 'mastérisation'. La liste des équivalents au CLES a été citée, et force est de constater que les nouvelles dispositions vont de facto dispenser un nombre non négligeable d'étudiants de « passer » les épreuves du CLES. Les chiffres des taux de réussite et d'échec selon les compétences testées sont disponibles sur le site du CLES, passé l'an dernier par 35 00 étudiants au niveau national. Dans les ateliers qui suivirent, Sophie Anquetil, Université de Caen, équipe CRISCO, se concentra sur 'ce que la grammaire argumentative peut apporter à la perspective actionnelle du CECRL.' Partant de la question 'l'acquisition d'un système syntactico- sémantique permet-il à l'apprenant de parvenir à une compétence pragmatique ?,' elle proposa une approche argumentative conciliable avec la perspective actionnelle du CECRL. A partir d'exemples en Français Langue Etrangère (FLE) extraits de sa recherche, elle montra que bien souvent la grammaire normative telle quelle est présentée dans les manuels conduit à des représentations erronées chez les apprenants, voire à des confusions. Elle souligna en conclusion qu'il y avait tout intérêt à offrir à l'apprenant d'améliorer sa compétence pragmatique ie structurée par le contexte, et que la théorie devait s'allier à l'application empirique dans un contexte donné.

Les résumés des communications auxquels il a m'été impossible d'assister (2 ateliers en parallèle) sont disponibles sur le site du colloque (www2.scelva.univ-rennes1.fr/ranacles/). Il faut noter la présence de nombreux étudiants de Master 2 de Rennes (linguistique/ didactique) à ce colloque. Le repas de gala a permis aux participants de se retrouver dans une atmosphère détendue très agréable dans le vieux Rennes et de goûter aux spécialités locales. Il faut bien sûr remercier nos collègues de Rennes 1 et 2 pour l'organisation d'un colloque très réussi.

Notre prochain colloque aura lieu à Reims, à l'est de Paris, il sera organisé par le Pr Pierre Frath et son équipe, et célébrera les 20 ans de l'association. Nous sommes déjà en mesure d'annoncer que le Pr David Little, un des membres fondateurs de CercleS, et ancien Président, nous a fait l'honneur et l'amitié de bien vouloir accepter de venir y donner une conférence plénière. Une raison supplémentaire, et une excellente raison, pour les membres de CercleS qui voudraient venir profiter de la Champagne -et du champagne- de se joindre à nous ! ■

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.

Language Centres – winners or losers in the competitive world of English universities post 2012?

Nick Byrne, London School of Economics, UK

Zusammenfassung:

Vom 6. bis 8. September 2012 findet in London die 12. Internationale CercleS-Konferenz statt. Sie steht dieses Jahr unter dem Motto „University Language Centres: Going for Gold – Overcoming Hurdles". Im folgenden Artikel reflektiert Nick Byrne über die Herausforderungen, welchen sich insbesondere Sprachenzentren in England gegenübersehen, und vergleicht diese mit den Disziplinen der Olympischen Spiele - passend zu den Spielen in London, und passend zum Thema der Konferenz.

Auf Seite 16 finden Sie das vorläufige Konferenzprogramm, auf Seite 17 folgen fünf gute Gründe, warum Sie nach London kommen sollten. Weitere Informationen zur Konferenz finden Sie unter www2.lse.ac.uk/language/CercleS2012/Cercles2012.aspx

Résumé :

Le 12ième congrès international CercleS aura lieu à Londresdu 6 au 8 septembre 2012. Il est intitulé « University Language Centres: Going for Gold – Overcoming Hurdles ». Dans l'article suivant, Nick Byrne réfléchit sur les enjeux qui se posent en particulier aux centres de langues anglais et les compare aux disciplines des Jeux Olympiques - ce qui convient bien puisqu'ils ont lieu a Londres, et qui convient aussi au titre du colloque.

A la page 16 se trouve le programme (provisoire) du colloque, suivi à la page 17 par 5 bonnes raisons pour aller à Londres. Vous trouverez des informations supplémentaires sur le congrès sur le site www2.lse.ac.uk/language/CercleS2012/Cercles2012.aspx

LSE is looking forward to hosting the CercleS conference September 6-8th. As befits the Olympic year, we even have an apposite theme:

**University Language Centres:
Going for Gold – Overcoming Hurdles.**

However, for those of us working at English universities the following years present language centres with a dangerous mix of uncertainties, challenges and possible opportunities. I say "English" and not British deliberately – neither Northern Ireland, Scotland or Wales will introduce the new fee regime.

Firstly the uncertainties – from 2012 students will be charged up to £9000 – over 10000 Euro – for each academic year of study. So on graduation every student will have amassed around £27000 of tuition fees, plus additional loans for accommodation and general living costs. Of course we know that no student has to pay the fees up front, and pay back will be slow, at low-interest, with the whole procedure only kicking in at a starting salary of around £25k. And if you've not paid it back by your 50th birthday, then the debt is cleared.

So far, indications show a modest drop in applications but nothing catastrophic, but the question is whether students – or rather our paying customers in these increasingly client-led times – will be willing to pay for "extras" such as evening language courses, and whether universities will be willing to support language centres and the provision of assessed degree modules when teaching grants have been cut.

For the harsh reality is this: from 2012 the only money an English university will receive for undergraduate degrees is the student fee.

No more direct government grants for teaching, and funding for research focused on post-graduate students only.

Luckily all languages - not just the less widely taught – are still in the category of strategically important and vulnerable. However whether this will attract continued extra funding or support is unclear, but it does at least suggest that the Government itself does recognise the value and importance of languages.

Secondly, the challenges – if money is going to be received and distributed in a completely different manner, Language Centres will have to demonstrate their financial worth to senior management, their intellectual worth to academic departments, and their practical worth to students. The benefits of language learning will have to be made crystal clear to all stakeholders, putting extra pressure on language centre directors, teachers and administrative staff to demonstrate that their activities support the strategic direction of the parent institution, internalise its core values, promote and enhance the university brand and maximise the potential of all students and, where relevant, staff.

It probably will no longer be enough to simply carry on doing what we have always done well, we will have to clearly demonstrate not only the quality of what we do, but show its impact and reach in ways that not only academics but accountants can understand.

Thirdly, the opportunities – language centres have always thrived on innovative approaches to working and to reaching out to a wide variety of people. Most language centres in England will have six key operational areas:

- Academic – assessed degree modules or units

- Service – evening courses or other extra-curricular classes for which there may be a small charge

- Support – this would be English for Academic Purposes needed for our sizeable international student population

- Income Generation

- Applied Research – particularly European funded projects

- Outreach – working with schools and the local community

- The earning potential of each of these areas will have to maximised and careful scrutiny of costs and their consequent benefit will have to be carefully analysed.

And it won't just be a case of balancing books – every language centre director will be balancing on a tightrope en route to the more

secure ground which will only be reached when the first cohort of paying students has worked its way through the system in 2015.

In the meantime, establishing a clear language policy will help not just the case for language provision, but for language centres themselves. Some English universities are including language learning as an overt part of their student offer, and are emphasising the importance of language learning as part of a globally relevant exit skills profile of their own undergraduates. A coherent language policy does not have to be a complicated legal treaty, but it must include committed buy-in and sell-through at all levels of management and firm embedding at departmental and student level.

At LSE we have a light-touch language policy, a clear statement from the Director, statements of support from each academic department and financial incentives to any monolinguals in order to change their situation. In theory – and probably in practice – the market for upskilling monolingual English is huge. Probably only 30% of English state-schools are giving all their children the chance of taking a language up to 16 years of age, and the majority of beginners classes at LSE are populated by exactly this target-group.

Other universities have gone further down the road of establishing an effective language profile for their institution. Essex, UCL, SOAS, Sussex and Aston in particular have strong statements regarding entitlement and employability. UCL even insists on a basic language qualification as a requirement for entry, and if you do not have one you have to commit to two years of language learning as a free additional activity.

However, other English universities – only a few as yet – closed their language centres down out of reasons of cost. Senior management simply made the irreversible decision that languages play no role in their profile. So as we near the start of the Olympics, Language Centres in England will be gearing up for a mix of events. For some of us the Marathon will be the best image, for others it will be the 100 metre Hurdles... and unfortunately for some universities they have already taken part in the event we all dread, the High Jump resulting in a very harsh landing and a sad outcome for all. ∎

University Language Centres: Going for Gold – Overcoming Hurdles.

12th International CercleS Conference
Preliminary conference programme

Wednesday 5 September 2010

15.00-17.00	Executive committee meeting

Thursday 6 September 2010

09.00-12.00	Co-ordinating committee meeting and elections
11.00-16.00	Registration
14.00-14.30	Opening session
14.30-15.30	Plenary Lecture by Anne Pawels (SOAS, UK)
15.30-16.00	Coffee break
16.00-18.00	Parallel sessions

Methodology: "Racing ahead: New ways to teaching and learning languages"

Testing: "Crossing the finishing line: New ways to testing?"

Translation, Mediation & Interpreting: "Passing the baton: New technology, new approaches"

Innovation: "Kitting yourself out: New technology, new approaches to teaching and learning"

Quality: "Raising the bar: Quality procedures in teaching, learning & testing; QCM in LC management"

Competences: "Staying on form: The competence of the learner, the competence of the teacher, the competence of LC staff"

Management: "Setting the goals: Managing diversity, managing change, setting goals"

Plurilingualism: "Maximising potential: Enhancing language diversity of all language groups, optimising linguistic potential"

19.00-20.30	Reception

Friday 7 September 2010

10.00-12.00	Registration (continues)
09.00-10.00	Plenary Lecture by Karin Kleppin (Ruhr-Universität Bochum, Germany)
10.15-10.45	Coffee break
10.45-12.45	Parallel sessions
12.45-14.00	Lunch & posters
14.00-16.00	Parallel sessions
16.15-17.45	General meeting
19.00-22.00	Conference Dinner

Saturday 8 September 2010

09.00-11.00	Parallel sessions
11.00-11.30	Coffee break
11.30-12.30	Plenary Lecture by Sauli Takala (Jyväskylän yliopisto (emeritus), Finland)
12.30-13.30	Round table
13.30-14.00	Closing and Coffee

Cercles 2012 at the London School of Economics & Political Science: 5 good reasons to come to the credit crunch conference!

Nick Byrne, London School of Economics, UK

Reason 1: It's London in the year of the Olympics and the Jubilee

Putting all CercleS reasons aside, this is a once-in-a-lifetime opportunity to visit a city that has really tried to pull out all the stops. Of course it will be chaotic, pushed to its limits and the newspapers will be full of doom-and-gloom articles about the trade-off between cost and legacy,

London 2012 road race test event
Source: LOCOG (London 2012)

but there will be one-off events that you'll never be able to see again. And even if you can't see things, there will be the atmosphere as well as the closing ceremony of the Paralympics transmitted live to big screens in the capital.

http://www.london2012.com/paralympic-sport
http://www.thediamondjubilee.org/

Reason 2: The culture

Firstly there is the actual London festival 2012: http://festival.london2012.com/index.php

...and then the galleries and museums – mostly free for the permanent exhibitions and comparatively cheap for the special ones – will have an amazing mix of classical and modern. At the V & A there is a special on Ball gowns, at the National Gallery a focus on Titian, at the Tate Modern you'll be able to catch the last days of Damien Hirst, at Tate Britain it's London in Art. At ENO (English National Opera) you'll be able to see Brit Pop's Damon Alban's contemporary opera and at the National Theatre you are truly spoilt for choice. Throw into this high-culture mix West End Shows and comedy clubs, then you have an irresistible mix. And prices start low either online advance or on the day.

http://www.vam.ac.uk/
http://www.nationalgallery.org.uk/
http://www.tate.org.uk/
http://www.eno.org/home.php
http://www.nationaltheatre.org.uk/
http://www.timeout.com/london/

Reason 3: The city

If you can come a day early and stay an extra day, so much of London is free. With a travel – or oyster card you can minimise costs. And if the weather is half decent you can walk everywhere. In Zone 2 you have "Village London" – Greenwich and Blackheath; Kew and Richmond; Camden and Hampstead. You can go East and take in Spitalfields, Shoreditch and Hoxton which will take you from a Curry House, to 17th

century Huguenot architecture and achingly hip boutiques within a radius of 1 mile... or you can go West, for Notting Hill market. And if it's markets you want then there are also Covent Garden, Camden, Greenwich and Brick Lane.

http://www.tfl.gov.uk/
http://londonmarkets.co.uk/
http://www.visitlondon.com/areas/villages/

Tower Bridge (London, UK)
Source: www.London-GB.com

Reason 4: A trip out

If you want to explore the area around London, a 60 minute journey at a cost of around £15 day return will take you to Oxford in the West, Cambridge in the East...or if the weather is really good there's Brighton on the coast.

http://www.nationalrail.co.uk/
http://www.visitbrighton.com/

Reason 5: The conference itself

For the first time ever the CercleS conference is coming to the UK, and the LSE is delighted to be hosting.

It comes at a time where the economic climate has never been so tough and where Language Centres have probably never had to work so hard to survive. However many of these challenges present us with golden opportunities. A mobile workforce will need language skills more than ever before. And those successful in finding work will need the intercultural skills which we – Language Centres - can so skilfully provide.

The key areas of the conference...

Methodology: "Racing ahead: New ways to teaching and learning languages"

Testing: "Crossing the finishing line: New ways to testing?"

Translation, Mediation & Interpreting: "Passing the baton: New technology, new approaches"

Innovation: "Kitting yourself out: New technology, new approaches to teaching and learning"

Quality: "Raising the bar: Quality procedures in teaching, learning & testing; QCM in LC management"

Competences: "Staying on form: The competence of the learner, the competence of the teacher, the competence of LC staff"

Management: "Setting the goals: Managing diversity, managing change, setting goals"

Plurilingualism: "Maximising potential: Enhancing language diversity of all language groups, optimising linguistic potential"

...represent a great opportunity for us not only to focus our attention on the issues which matter now, but also to compare and contrast ideas and projects that could actually help us in the future.

The keynote speakers will be Anne Pawels (SOAS / UK), Karin Kleppin (Ruhr-Universität Bochum, Germany) and Sauli Takala (Jyväskylän yliopisto, Finland).

The CercleS conference represents the ideal framework to network with teachers, managers, learning technologists and other language professionals in general from the widest range of nationalities, languages and backgrounds. It is an amazing opportunity to spend 72 hours doing what we do best in an atmosphere of collegiate creativity.

And please don't forget that the proceedings from each conference put down a clear marker of how we as trained and experienced practitioners feel about our work, which gives others the opportunity of accessing our ideas and our values.

Finally the LSE itself has a very simple motto:

cognoscere rerum causas – to understand the causes of things.

The university was established in 1895 for the "betterment of society". It is a specialist university with an international intake, its reach extending from its central London campus to around the world. The School has a cosmopolitan student body, with around 9,000 full time students from 140 countries. It also has a cosmopolitan staff of just over 3,000, with about 45 per cent drawn from countries outside the UK .

Over 100 languages are spoken on LSE's campus and it has a language policy which celebrates the fact that it is not only a multi-national but also a multi-lingual institution. The LSE Language Centre enrols over 3000 students each year on a variety of courses ranging from degree modules in languages or literature to academic English support programmes.

We're working hard to make sure you have a great time with us in September at the lowest possible cost.

Looking forward to seeing you at LSE!

Nick Byrne

Director LSE Language Centre ∎

University of Groningen Seminar : Ten years of the CEFR and the ELP

Tony Stenton, University Toulouse I, France

Zusammenfassung:
Der folgende Artikel berichtet kurz über das vom Sprachenzentrum der Universität Groningen in Zusammenarbeit mit CercleS und Nut organisierte Seminar zur Feier der Jahrestage des Europäischen Jahrs der Sprachen, des GER und des ESP. Weitere Details dieser Tagung (Zusammenfassung der Vorträge und Videos) finden Sie unter http://lcconference.webhosting.rug.nl/.

Résumé :
L'article suivant présente un bref rapport du séminaire organisé par le Centre de Langues de l'Université de Groningen en collaboration avec CercleS et Nut lors du triple anniversaire de l'Année Européenne des Langues, du CEFR et du PEL. Vous trouverez plus de détails sur le séminaire (résumés des présentations et vidéos) sur http://lcconference.webhosting.rug.nl/.

This seminar celebrating the triple anniversary of the European Year of Languages, the CEFR and the ELP, was organised by the University of Groningen Language Centre in cooperation with CercleS and NUT. It turned out to be one of the most thought-provoking and significant seminars in the history of CercleS. The seminar was ground breaking in charting the history of the Council of Europe and H.E. language learning where pioneers have held true to a democratic, empowering vision and fought to introduce autonomous learning, often in the face of entrenched elitist traditions. The CEFR was presented as an expression of two tendencies: the search for a means of comparing language qualifications across languages and national boundaries, and a commitment to promoting language learning as a means of extending the individual user/learner's communicative and behavioural agency.

Most papers explored new perspectives. Plenary speaker David Little argued that the CEFR's conceptualization of language learning as a variety of language use invites us to go beyond the view of learner autonomy as reflective self-management to one in which the user/learner's agency is channelled through the target language. The implications are that CercleS centres should promote language curricula that explicitly embrace the proficiency levels of the CEFR and the image of the autonomous language user/learner licensed by the CEFR and reflected in the ELP. Wander Lowie asked to what extent the multidimensional, interactive, and dynamic nature of language development lends itself to a purely psychometric interpretation of the CEFR. A tool conceived primarily for

learners may have been too easily transformed into an instrument for teachers, language testers, and publishers. Rolf Schärer underlined the concept of shared ground or the operational relevance of the CEFR. The focus, he declared, will be on "gemeinsame Schnittmengen" shared between the world of education and the world of work.

Several papers analysed e-Portfolios and the novelty of on-line student videos made available to potential employers. The need for duplicating media artefacts may now disappear with emerging collaborative and semantically indexed data management systems. Such Web 2.0 or 3.0 systems not only keep track of all data in a personal cloud but also handle access rights. In theory, life is set to become much simpler and more collaborative, if 'spamming' and 'trolling' can be controlled. Another paper questioned the negative role of the Latin alphabet which actually amplifies L1 interference in L2 oral production. Judgements about L2 intelligibility are often intimately related to the listener's knowledge about such interference - an argument which challenges the accuracy of assessment via trusted 'infallible' can/do statements and may have considerable implications for teacher education via the networked sharing of annotated text.

Such a brief account cannot do justice to the stimulating papers or to the legendary, unflagging Dutch hospitality. A fascinating tour of this wonderful bicycle city completed the seminar and left many visitors deeply regretting the time to leave. Seminar abstracts and videos are at: http://lcconference.webhosting.rug.nl/ ∎

The Language Centre: a centre of teaching excellence

South East European University, Tetovo, Macedonia

Résumé :

Cet article est une description du centre de langue de Tetovo, Macédoine, qui dispense aux étudiants des 5 départements de l'université des cours obligatoires en anglais, albanais et macédonien. Il propose aussi des cours pour le personnel, des certifications gratuites pour les étudiants et le prépare aussi au CELTA. Les cours donnent aux étudiants de groupes ethniques différents l'occasion de se rencontrer et de mieux appréhender leurs cultures respectives. Le centre assure la formation des enseignants en organisant des ateliers sur des thèmes choisis, publie une lettre d'information et est à la pointe de l'innovation pédagogique au sein de l'université en dispensant une formation de tout premier ordre.

Zusammenfassung:

Das Sprachenzentrum der South East European University in Tetovo, Mazedonien, bietet den Studierenden der fünf Fakultäten die nötigen Pflichtkurse in Englisch, Albanisch und Mazedonisch. Desweiteren umfasst das Angebot Kurse für Bedienstete, kostenfreie Niveautests in Englisch und die Vorbereitung auf CELTA. Die Kurse stellen für die Studierenden mit unterschiedlichem ethnischen Hintergrund eine Möglichkeit dar, sich kennen zu lernen und die Kultur der jeweils anderen zu verstehen. Das Sprachenzentrum widmet sich ebenfalls der Lehrerfortbildung, welche im Rahmen von Workshops stattfindet, gibt einen Newsletter heraus und ist mit seinen didaktischen Methoden Vorbild für die ganze Universität.

Founded in 2001, the Language Centre (LC) was the first independent unit to provide instruction within the South East European University (SEEU). Language study is a central part of every SEEU student's academic career, both as a required subject and as an elective option. An integral part of the University's mission is to promote a multilingual approach to learning, stressing both the importance of local and international languages. The LC has a crucial role in achieving this goal. Its core activity is to provide obligatory language courses for the different faculties in the three operational languages at the University: English, Albanian and Macedonian.

In addition to providing obligatory courses for the five faculties, the LC provides language courses for staff, free English proficiency examinations for students (in cooperation with the British Council) and a Certificate in English Language Teaching to Adults (CELTA) for the community. The LC is the only licensed CELTA Centre in the country and in neighboring Kosovo and Albania.

Language Centre Staff

The Language Centre also serves as a resource centre and a centre for teaching practice. Its resource room has become a part of the university library with all books catalogued. It is also used as a resource centre for CELTA training, as well as a resource centre and work station for students from the English Department and Masters Programme students from the Faculty of Languages, Cultures and Communication.

The LC is the largest teaching organization at the University, with more than three quarters of the entire student population taking classes at any given time (SEEU has about seven thousand students in the undergraduate programme). All examinations are administered and marked according to formal procedures, including blind marking of the tests with the results reported centrally in order to make the grading

more objective. In addition to this, all tests are unified and created cooperatively by teachers at a each level.

Syllabuses are revised and updated every semester. They are created and harmonized during designated workshops at the beginning of every semester. The syllabuses emphasise all four language skills: listening, speaking, reading and writing. The courses that the LC offers to students do not only improve their language skills, but also their general academic and professional skills. Consequently, the courses also include paragraph and essay writing, critical thinking, scanning and skimming reading techniques, debating, story telling, note taking, and summarizing. In addition to this, English classes at LC are the only classes in which students from different nationalities are mixed together and, as such, contribute to promoting intercultural understanding between the two major ethnic groups of students, Albanian and Macedonian.

Student progress is monitored using continuous assessment during the course through different grading components, such as attendance, participation, presentations, work on projects or case studies. There are also final examinations, based on the four skills, which vary according to the level of study. In order to be promoted to the next level, students must achieve at least 50% in the final exam, which counts for 40% towards the final grade and then, if that score is reached, the other components are added.

The Language Centre currently has 35 full-time language teachers and about 7 part-timers. Regular teaching methodology workshops are organized for all staff. The themes for the workshops are determined by needs identified by the teachers themselves. All teachers are observed annually and the observation feedback is used in evaluation of their performance together with the records of meeting attendance and the results from student evaluation.

The organizational structure of the Language Centre, as well as the methodological expertise and international experience of its staff make it a centre of teaching excellence within the university and a model of good practice within the country and the region. During the current academic year, the LC issues a Newsletter which aims to share good teaching practice from both students and teachers. This can be used, not only by the language teachers, but also by the content subject teachers from the five faculties.

In conclusion, the Language Centre plays a leading role within the University, country and region in applying modern ways of learning and teaching and in promoting excellence in High Education. ∎

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Forthcoming events

24-25 May 2012: 4th CASALC Conference organized under the auspices of CercleS "Quality Assurance of Language Programmes at European Higher Education Institutions IV", Comenius University in Bratislava, Slovakia

25 May 2012: "Innovative Language Teaching and Learning at University - Enhancing the Learning Experience of Modern Languages through Feedback", School of Modern Languages, University of Bristol, UK

31 May - 2 June 2012: Congrès APLIUT « L'enseignement des langues de spécialité en Europe », Strasbourg, France; more information: www. apliut.com

7 June 2012: Conference on "Analyzing the current situation of Language Testing in Italy", organized by the Language Center of the University of Modena and Reggio Emilia, Italy; more information: centrostudi.cla.unimore.it/en/conf_en.html

12-14 June 2012: VII convegno – seminario CIS "Nuovi contesti d'acquisizione e insegnamento: l'italiano nelle realtà plurilingui", Centre of Italian for Foreigners, Bergamo University, Italy; more information: www.unibg.it/cis

12-16 June 2012: CALICO 2012 with IALLT, 29th annual conference "Open Education: Resources and Design for Language Learning" , University of Notre Dame, Indiana, USA
Preconference Workshops: Tuesday, 12 June - Wednesday, 13 June
Courseware Showcase: Thursday, 14 June
Presentation Sessions: Thursday, 14 June - Saturday, 16 June
More information https://www.calico.org

22-25 August 2012: EUROCALL conference "CALL: using, learning, knowing.", University of Gothenburg, Sweden; for more information contact Sylvi Vigmo (info@eurocall2012.eu)

6-8 September 2012: 12th International CercleS Conference "University Language Centres: Going for Gold = Overcoming Hurdles", LSE, London, UK; more information: www2.lse.ac.uk/language/CercleS2012/Cercles2012.aspx

11-14 September 2012: The 24th Annual EAIE Conference; more information: http://www.eaie.org/home/conference/dublin.html

26-28 September 2012: XVIII Seminario AICLU "I Progetti Europei nei CLA: Creatività, Dinamiche, Best Practice", Centro Linguistico di Ateneo dell'Università della Calabria, Italy; more information: :www.aiclu.it

27-29 September 2012: Internationales Fortbildungsseminar „Interaktive Unterrichtsmethoden und Materialien für Russisch als Fremdsprache an Hochschulen", Europa-Universität Viadrina, Frankfurt (Oder), Deutschland; more information: www.viadrina-sprachen.com

28-29 September 2012: conference "Learning and Teaching Languages in a Multi-Cultural Spacetime", Language Centre of the University of Tartu, Estonia; more information: www.fl.ut.ee/ke/conference/learning-and-teaching-languages-in-a-multicultural

29 Nov - 1 Dec 2012: RANACLES 20th National conference, Université de Reims, France, organisateur P. Frath; more information: www.ranacles.org

1-2 Mar 2013: 4. Bremer Symposion zum Fremdsprachenlehren und -lernen an Hochschulen „BEOBACHTEN - INITIIEREN - STEUERN - BEGLEITEN"; more information: www.fremdsprachenzentrum-bremen.de/symposion ∎