Bulletin
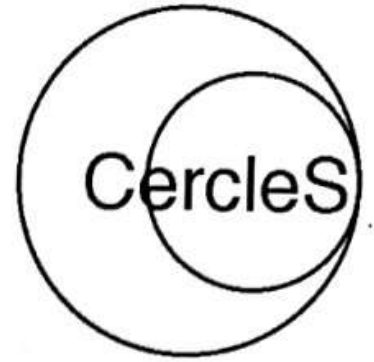
Confédération Européenne des Centres de Langues dans l'Enseignement Supérieur
European Confederation of Language Centres in Higher Education
Europäische Konföderation der Hochschulsprachenzentren

Proposed Constitutional Amendments

For commentary on the following amendments please refer to page 15:

Proposed Amendment to Article 3.1
Full Members: Organisations representing Language Centres in Higher Education in European countries are eligible to be admitted as full members of CercleS. No more than one Full Member shall be admitted to represent any one country, language community, or transnational grouping. [Present wording: *All organisations representing Language Centres in Higher Education in European countries are eligible to be admitted as full members of CercleS.*]

Proposed Amendment to Article 7
1. Membership of the Co-ordinating Committee shall consist of:
   - the Chair person of all Full Members (*ex officio*)
   - additional representatives elected by Full Members in proportion to the size of their membership (as determined by standing orders)
2. Full Members may be represented on the Co-ordinating committee by deputies designated *ad hoc*. Representatives of any Full Member may vote by proxy for each other.
3. Where Full Members are transnational-national associations, they shall ensure that each constituent nation or language community is normally represented on the Co-ordinating Committee, so long as their size of membership warrants this.

[Present wording: *The Co-ordinating Committee shall comprise one representative or their deputy for each member state. Representatives shall be proposed for office by Full Members and elected by the General Meeting for three years.*]

▶

Contents

Editorial / Redaktionsnachrichten

David Bickerton

Peu de gens s'enthousiasment pour les réformes statutaires, mais 1998 semble devoir marquer quelques étapes importantes pour CercleS et ses associations constituantes.

Lors du colloque de Dresde en 1996 on s'est accordé à reconnaître que certains aspects de notre constitution avaient besoin d'être révisés. L'année suivante voyait la création de LINGAI, un nouveau membre agréé (Full Member) en Pologne (avril 1997) et un mois plus tard nous pouvions annoncer la revitalisation de l'association italienne sous la forme de AICLU dont le texte fondateur a été voté à Bari le 31 mai 1997.

1998 a vu une importante planification constitutionnelle en Hongrie et en Suisse où les membres des Centres de Langues s'appliquent avec énergie à établir des associations constituées en bonne et due foi. Le vénérable groupe des Directeurs de Centres de Langues des universités du Royaume Uni et d'Irlande, DULC, a accepté une dissolution volontaire lors de sa dernière rencontre à Leeds le 2 mars 1998 (cf. rapport p.9), et DULC deviendra AULC à partir du 1 octobre 1998. La simple transmutation d'un D en A ne doit pas cacher les énormes efforts fournis par le Royaume Uni pour mettre en forme une constitution solide. L'une des plus anciennes parmi les associations européennes de Centres de Langues formellement constituées entrera ainsi dans le nouveau millénaire avec un nouveau sens de son identité et une énergie renouvelée.

Maintenant c'est le tour de CercleS On trouvera dans ce *Bulletin* des propositions importantes émanant du Comité exécutif pour la réforme de notre confédération. Les membres seront invités à prendre la décision finale à Bergame le 18 septembre.

Beaucoup de choses ont changé depuis que les membres fondateurs se sont rencontrés pour la premières fois à Bochum, à Florence et à Strasbourg en 1989-91. Ils avaient alors établi les fondations de ce qui devait devenir la confédération européenne de spécialistes de langues de l'enseignement supérieur la plus active et indépendante. Aujourd'hui l'objectif est clair. Renforcer CercleS faire en sorte que son exécutif sache lui imprimer avec responsabilité des orientations fermes, s'assurer que l'élection de son comité a lieu dans des conditions de transparence, et laisser s'exprimer pleinement la voix de tous ses membres. ■

Proposed Addition to Article 9

The mode of election for members of the Executive shall be stipulated in standing orders.

Proposed Standing Orders

The Secretariat shall secure nominations for the Executive from Full Members at least three months in advance of any General Assembly. Nominations must be accompanied by personal statements (up to one page in length) from nominees regarding their qualifications for office and the ability of their institutions to support them in office. Nominees shall be individual members of any institutional member.

The Secretariat shall circulate the nominations and statements as widely as possible amongst individual members of CercleS, so that local discussion on candidates can take place.

Voting will take place by secret ballot at the Co-ordinating Committee meeting which follows the call for nominations. The new Executive will take office within three months of their election.

Articles 11, 12 and 13
Proposed Amendment

Officers shall hold office for a period of **two** years; they may be re-elected **once**. [Present wording: *three years.*]

Most people find it difficult to get excited about constitutions, but 1998 looks like establishing some important milestones for CercleS and its constituent associations.

It was agreed in 1996 in Dresden that some aspects of our constitution need revision. The following year saw the creation of LINGAL, a new Full Member in Poland, in April 1997, and 1 month later we were able to announce the revitalisation of Italy's national association under the constitution of AICLU, the final text being agreed in Bari on 31 May 1997.

1998 has seen important constitutional planning in Hungary and Switzerland, with members of Language Centres in those countries working hard to establish properly constituted associations. DULC, the venerable grouping of Directors of University Language Centres in the UK and Ireland, entered into voluntary dissolution when it last met in Leeds on 2 March 1998 (report p.9), and DULC becomes AULC as from 1 October 1998. The simple transition from a D to an A should not disguise the tremendous efforts in the UK to shape a robust constitution. One of the oldest formal associations of Language Centres in Europe will enter the next millennium with vigour and a new sense of identity.

Next, it will be the turn of CercleS itself. This Bulletin contains the draft of important proposals from the Executive for changes to the constitution (p.1). The issues will be decided by members at Bergamo on 18 September.

Much has changed since the confederation's founding members first met in Bochum, Florence and Strasbourg in 1989-91. There they laid the foundations for what has become Europe's most vigorous self-supporting confederation of language specialists in Higher Education. The present intent is simple: to strengthen CercleS, ensure a strong sense of direction yet also accountability in its ruling body, produce transparent mechanisms for the election of its officers, and give a clear voice to the membership at large.

Den meisten Menschen fällt es eher schwer, sich für Satzungen zu begeistern, aber es sieht so aus, als würden im Jahr 1998 einige bedeutende Entscheidungen für CercleS und seine Mitgliedsorganisationen getroffen werden.

1996 wurde in Dresden beschlossen, daß einige Aspekte unserer Satzung der Überarbeitung bedürfen. Im folgenden Jahr, im April, wurde LINGAL - ein neues Vollmitglied in Polen - geschaffen, und einen Monat später konnten wir die Wiederbelebung der italienischen nationalen Vereinigung unter der Satzung von AICLU bekanntgeben, der endgültige Text wurde in Bari am 31. Mai 1997 verabschiedet.

In diesem Jahr haben wir bereits bedeutende konstitutionelle Planungstätigkeiten in Ungarn und in der Schweiz zu verzeichnen. Die Mitglieder der Fremdsprachenzentren dieser Länder arbeiten unermüdlich daran, Verbände mit tragfähigen Satzungen zu gründen. DULC, die ehrwürdige Gruppierung der Direktoren der Hochschulfremdsprachenzentren in Großbritannien und Irland, hat sich auf ihrer letzten Zusammenkunft in Leeds am 2. März 1998 freiwillig aufgelöst (Lesen Sie dazu bitte unseren Bericht auf Seite 9), und vom 1. Oktober an wird DULC zu AULC. Das einfache Ersetzen des D durch ein A sollte aber nicht die großen Anstrengungen verbergen, die in Großbritannien unternommen werden, um eine stabile Satzung zu entwickeln. Eine der ältesten formalen Verbindungen von Fremdsprachenzentren in Europa wird gestärkt und mit einem neuen Identitätsgefühl in das nächste Jahrtausend eintreten.

Als nächstes ist es an CercleS selbst. Diese Ausgabe des *Bulletin* enthält den Entwurf von wichtigen Vorschlägen des Vorstandes zur Veränderung der Satzung (auf Seite 1). Über diese Angelegenheiten werden die Mitglieder in Bergamo am 18. September entscheiden.

Vieles hat sich verändert, seit die Gründungsmitglieder der Konföderation zwischen 1989 und 1991 erste Gespräche in Bochum, Florenz und Strasbourg durchführten. Dort wurden die Grundsteine für eine Konföderation gelegt, die sich zur stärksten selbsttragenden Vereinigung von Fremdsprachenspezialisten im Hochschulbereich in Europa entwickelt hat. Die derzeitigen Absichten sind: CercleS stärken, die Ziele der Organisation und auch die Verantwortlichkeit des leitenden Gremiums sichern, transparente Mechanismen für die Wahl der Vorstandsmitglieder schaffen und allen Mitgliedern eine deutliche Stimme geben.

Language Centre Profiles

Masaryk University Department of Foreign Languages

Hana Katrnakova, Hana Nemcova, Renata Prucklova and Hana Reichova

In diesem Artikel wird über den Lehrstuhl für Fremdsprachenunterricht der Masaryk-Universität in Brno berichtet. Diese Universität ist die zweitälteste Universität in der Tschechischen Republik. Im Kapitel Context werden die Geschichte der MU und ihre gegenwärtige Gestalt zusammengefaßt, es werden Fakultäten vorgestellt und Studentenanzahlen angegeben. Das dem Lehrstuhl für Fremdsprachenunterricht gewidmete Kapitel erklärt dessen Rolle im Rahmen der MU, d.h. den Unterricht von Fremdsprachen, einschließlich des Lateinischen. In dem dem Sprachstudienraum gewidmeten Kapitel werden uns die Gründe für dessen Entstehung, die ersten Betriebserfahrungen sowie Zukunftspläne vorgestellt.

Cet article traite de la naissance et du fonctionnement du Département des Langues Etrangères de l'Université Masaryk de Brno en République Tschèque. On examine d'abord tout le contexte universitaire avec les diverses facultés et leur recrutement, plus de 5000 étudiants en langues par an. Ensuite on trace la création et la raison d'être méthodologique d'un nouveau "Self-Access Centre", ouvert en 1996 et prêt à doubler sa superficie. Finalement les auteurs abordent les premières expériences du fonctionnement du "SAC", ainsi que les procédés d'élaboration par les enseignants d'une documentation pédagogique systématique et en complémentarité avec les activités en classe.

Background

Masaryk University was founded in Brno in 1919 shortly after the declaration of independence of the Czechoslovak Republic. At the time of its foundation there were four faculties: Arts, Law, Medicine and Science, and the intention in creating this, the second Czech university, was support for academic and cultural development in Moravia. It was hoped to create a centre for academic life and activity and a counterpart to Prague's famous Charles University. Brno's university was named after T.G.Masaryk, the first Czechoslovak president, whose perseverance and stalwart support played a decisive part in its foundation.

Masaryk University today has four additional faculties – Education, Economics and Administration, Informatics, and Social Studies – and a total of 12,000 full-time students, approximately 2,600 extramural students, 1,200 students involved in other studies, and 250 students attending the University of the Third Age. Masaryk University also attracts a great number of foreign students, particularly from Slovakia, Greece, Yemen and Israel. Bilateral co-operation has been established particularly with universities in Vienna, Regensburg, Szeged, Wroclaw, Poznan and Katowice. Exchange programmes for students and teachers between Masaryk University and universities in Frankfurt upon Oder, Greifswald, Leipzig and Utrecht are also in progress.
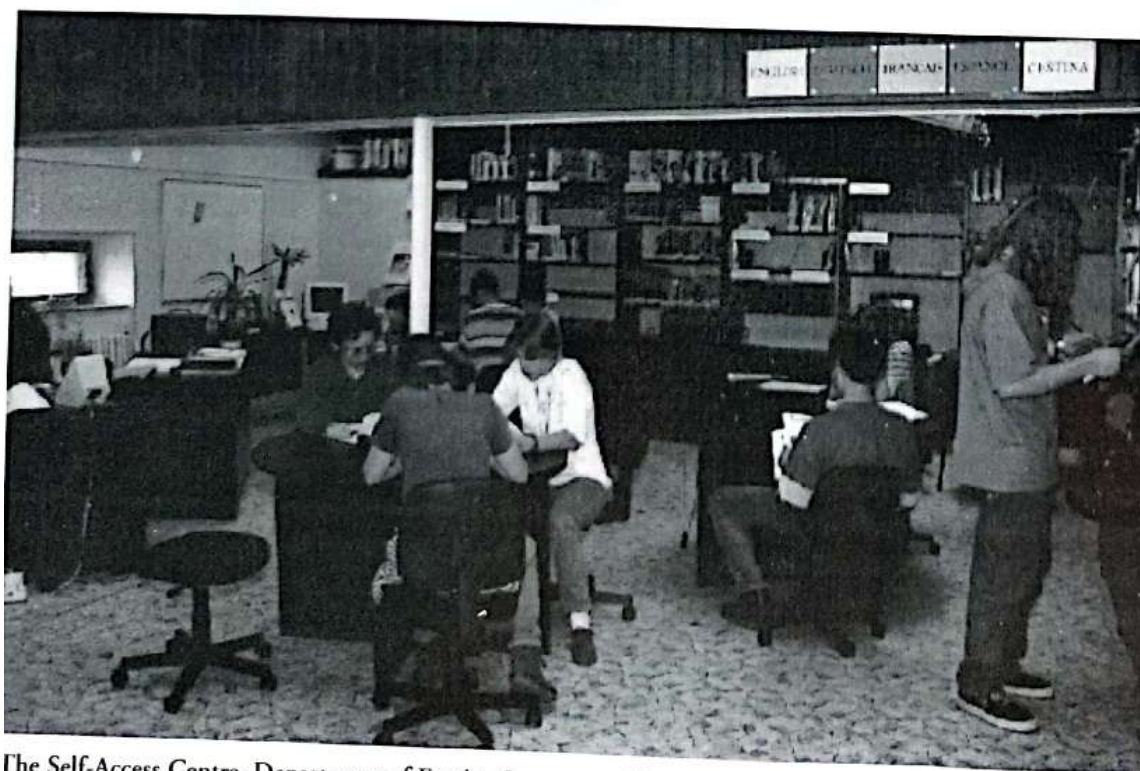
Department of Foreign Languages

The Department of Foreign Languages consists of six divisions located within the individual faculties of Arts, Economics and Administration, Education, Law, Medicine, and Science and Informatics. A growing staff of 42 readers, associate professors, senior lecturers and foreign lectors provide a comprehensive service for the whole university with a range of specialised courses. A standard four-term course in a foreign language (English, German, French, Russian or Spanish) is compulsory for all students. As Czech is a minority language within Europe it is necessary for Czech students to master at least one of the major European foreign languages. More than 5000 students take language programmes every year.

The level of students' knowledge has increased significantly since 1989, which was a landmark in the life of our country. The restoration of democracy and academic freedom enabled the university to run its own affairs, producing among other things a massive restructuring of the curricula. Secondary schools offer a wide variety of foreign languages, and since a school leaving exam in a foreign language is compulsory university students in the 90's have been entering faculties with a good general knowledge of a foreign language. Besides general language and conversational skills, the main focus of courses provided by the Department of Foreign Languages is upon language for specific purposes and academic skills. Courses are given at both undergraduate and postgraduate level. The Department also provides courses in Czech for foreigners and courses in Latin.

Research within the Department is concerned with language skills, linguistics, the methodology of foreign language teaching, and the design and publication of language textbooks and other teaching and self-access materials. Staff also provide consulting services and professional translations if required. ▶

The Self-Access Centre, Department of Foreign Languages, Masaryk University

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The Rectors Office, Masaryk University

The Self-Access Centre

The Self-Access Centre (SAC) was newly established in 1996, originally for the further study of English, and was initially funded by the Rector. The students appreciated this type of independent learning and requested that other foreign languages be made available. Accordingly, since 1997 the Department has been steadily extending its range of provision and the SAC now includes materials for the study of German, French, Spanish and Czech for foreigners. The SAC helps students improve their academic skills and contains a listening section, five computer assisted facilities with CD ROMs, video facilities and a TV satellite section. The success of this approach to learning is such that we plan to double the size of the facility.

Induction

First-year students are introduced to the SAC by their course teachers with guided tours intended to give them comprehensive information about the organisation of the SAC and available resources. It is also the first opportunity to outline their future steps. We have decided to develop their intellectual curiosity by asking them to search for particular information. Students are given certain tasks to become familiar with the SAC (e.g. find the pattern for writing a C.V., what is the pronunciation of the word 'cumulonimbus', or find two synonyms of the expression 'yes-man' together with its Czech meaning etc.). To fulfil the tasks students should become acquainted with all the SAC sections and discover the range of materials and facilities available. They often do not know where to look for the information and this is one of the ways of showing them the strategies they can employ.

The SAC Approach to Learning

With the help of language advisors (i.e. teachers from the Department) students are assisted in their choice of materials and learning strategies. Worksheets designed to train students' specific language skills, which they need for the study of their major subject, are also produced. The worksheets for science students, for example, are mainly based on CD ROM encyclopaedias. When informed about the need to work with worksheets students often show little enthusiasm, but once they start to deal with the CD ROMs in order to complete particular tasks they are drawn to further browsing and their interest increases.

The main emphasis is put on listening skills and pronunciation. Students are asked to listen for information and work with it using different techniques. Frequently they are able to cope with highly specialised terminology but their pronunciation sometimes resembles Czenglish with Latin affixes. The teacher does not correct mistakes in pronunciation but students imitate the authentic pronunciation of a native speaker. Worksheets include 'pronunciation tasks' providing phonetic symbols and some pronunciation rules. Learners are not obliged to use the international phonetic alphabet but they are asked to complete the phonetic transcription of specific words (e.g. carbon dioxide, mitosis) and check their achievements by listening to the CD ROM again or comparing their own transcription with that of the worksheet key.

Several theoretical/pedagogic considerations have guided the design of worksheets. Firstly, we have been influenced by the development of communicative teaching philosophy and the movement towards learner independence (because it is the learners who do the learning) and away from 'lockstep' teaching (where the teacher is in tight control, transmitting content and knowledge, selecting and directing activities). Secondly, we wanted to give our students the opportunity to pursue their learning in their own preferred way and at their own pace. Thirdly, we have also kept in mind the fact that the worksheets should be systematic and should integrate the work done in the classroom. We knew it was necessary to include, on each worksheet, clearly stated aims, and to present them in an attractive form. We have sought to give students a positive feeling that they understand the classification and modes of access for the resources, that they are working on a worthwhile activity, have a choice of procedure, and that they can obtain feedback. The staff of the Department of Foreign Languages have realised that there are advantages to setting tasks in the SAC which are complementary to classroom learning.

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5th CercleS International Conference, Bergamo,
17-19 September 1998
Integration through Innovation: The Challenge facing Language Centres in Europe
Provisional Programme

Thursday, 17 September

9.30 - 14.30	**Registration**
14.00 - 14.30	**Opening Address**
	Pietro E. Ferri
	(Rector of Università di Bergamo)
14.30 - 15.00	**Presidential Address**
	David Little
	(President of CercleS)
15.00 - 16.00	**Plenary 1**
	Chair: Maurizio Gotti
	(Chair of Associazione Italiana Centri Linguistici Universitari)
	John Sinclair
	(Birmingham University and Tuscan Word Centre)
	"New Roles for Language Centres"
16.00 - 16.30	**Coffee Break**
16.30 - 18.00	**Parallel Sessions**
	1. Assessment, Testing and Evaluation
	2. Language Policy
	3. Management and Training
	4. New Technologies
	5. Self Access and Learner Autonomy
20.30	**Reception**

Friday, 18 September

9.30 - 11.00	**Parallel Sessions**
	1. Assessment, Testing and Evaluation
	2. Language Policy
	3. Management and Training
	4. New Technologies
	5. Self Access and Learner Autonomy
11.00 - 11.30	**Coffee Break**
11.30 - 12.30	**Plenary 2**
	Chair: Alberto Castoldi
	(Dean of Faculty of Foreign Langugaes and Literatures, Università di Bergamo)
	Edith Esch
	(University of Cambridge)
	"Innover: surprendre et faire découvrir"

14.30 - 16.00	**Parallel Sessions**
	1. Assessment, Testing and Evaluation
	2. Language Policy
	3. Management and Training
	4. New Technologies
	5. Self Access and Learner Autonomy
16.00 - 16.30	**Coffee Break**
16.30 - 18.30	**CercleS General Meeting**
	Chair: David Little
	(President of CercleS)

Saturday, 19 September

9.30 - 11.00	**Exhibition and Workshop**
11.00 - 11.30	**Coffee Break**
11.30 - 12.30	**Round Table with Parallel Session Convenor**
	Chair: Laura Jottini
	(Director of Centro Linguistico di Ateneo, Università di Cagliari)
1	Bernd Voss
	(Technische Universität Dresden)
	Assessment, Testing and Evaluation
2	Giuseppe Castorina
	(Università "La Sapienza" - Roma)
	Language Policy
3	Rema Rossini Favretti
	(Università di Bologna)
	Management and Training
4	David Bickerton
	(University of Plymouth)
	New Technologies
5	Edith Esch
	(University of Cambridge)
	Self Access and Learner Autonomy
12.30 - 12.45	**Close of Conference**
	Chair: David Little
	(President of CercleS)

PROPOSALS FOR PAPERS (sections 1, 3, 4 and 5 as notified by 14 June 1998)

Bamford, J and Zanca, C (University of Siena)
PET as a minimum common standard for Italian universities: the Siena experience

Bennet, S (University of Hull)
The Eccellnett Project

Breton, N and Narcy, J (Université de Technologie de Compiègne)
Teachers' maps, but learners' itineraries

Bromwich, W (University of Bologna)
Using the web for language learning: prospects and pitfalls

Bouman, P (Eindhoven University of Technology)
The integration of communication skills in the engineering curriculum and the role of new technologies

Burgess, C (University of Aberdeen)
The adult language learner - a holistic approach

Català, M and Tragant, E (University of Barcelona)
Initial stages in the development of a data-base for a self-access centre

Couzin, G and Falbo-Ellis, V (University of Bristol)
The World Wide Web: creating an interactive and user-friendly environment for language learners without fear!

Dold, B and Hoffmann, C (University of Greenwich and UCL)
Innovation through integration: authoring of multimedia CALL activities for non-linguists

Dossena, M (University of Bergamo)
Introducing technology for academic purposes

LEVERAGE
Collaborative Language Learning over Networks

Christoph Zähner

University of Cambridge

LEVERAGE est un projet de recherche basé sur la collaboration et financé par le programme de la Commission Européenne Advanced Communications Technologies and Services (ACTS). Sur une période de 3 ans (1996-1998), LEVERAGE a mis au point toute une infrastructure multimédia en réseau large bande (Réseau ATM, matériel et logiciel informatique, visio-conférence, matériel audio-visuel et textuel à partir d'un baladeur du web, etc.), afin de montrer comment la communication entre apprenants en situations plurilinguitiques peut être favorisée et améliorée par la technologie large bande. Le projet a pour but la spécification, la réalisation et l'essai sur site d'une telle infrastructure afin de favoriser l'apprentissage pratique des langues en collaboration entre les étudiants des trois sites partenaires: University of Cambridge Language Centre, Institut National des Télécommunication (Paris), and Universidad Politécnica de Madrid. A l'heure actuelle, deux des trois essais sur site prévus ont été réalisés avec succès: le premier à Cambridge durant la période de janvier-février 1997, le deuxième entre Cambridge et Paris durant la période de janvier-février 1998. Le troisième et dernier essai aura lieu durant la période d'octobre-décembre 1998. La première conférence LEVERAGE intitulée 'Education in the communication age' s'est déroulée avec succès les 7 et 8 janvier 1998 et les participants ont pu tester le système, via visio-conférence, en direct entre Cambridge et Paris.

LEVERAGE ist ein kollaboratives Forschungsprojekt im Rahmen des ACTS (Advanced Communication Technologies and Services) Programmes der Europäischen Union. In einem Zeitraum von drei Jahren plant und entwickelt LEVERAGE ein multimediales Breitbandnetzwerk, das im länderübergreifenden Sprachunterricht eingesetzt werden kann. Das System bietet den Teilnehmern die Möglichkeit, über Videokonferenz, kollaborative Netzwerkapplikationen und eine multimediale Materialsammlung im gemeinsamen Arbeitsprojekten tätig zu werden. Das Ziel des Projekts ist es, es den Studenten der Universität von Cambridge, des Institut National des Télécommunications in Paris und der polytechnischen Universität von Madrid zu ermöglichen, durch intensive Zusammenarbeit in kleinen Gruppen ihre Sprachfertigkeiten gegenseitig zu verbessern. Bislang wurde das System zweimal erfolgreich getestet. Zuerst nur lokal an der Universität in Cambridge und anschließend von vierundzwanzig Studenten aus Cambridge und Paris, die über einen Zeitraum von sechs Wochen an einem gemeinsamen Sprachlehrprogramm arbeiteten. Die letzte Erprobung im Rahmen des ACTS Programmes ist für den Herbst dieses Jahres geplant. Die ersten praktischen Ergebnisse von LEVERAGE wurden zusammen mit anderen Beiträgen auf dem Gebiet der modernen Lehr- und Lerntechnologien Während einer Konferenz zum Thema ‚Education in the Communication Age' vorgestellt.

Background

LEVERAGE is a collaborative research project, funded by the EC Advanced Communications Technologies and Services (ACTS) programme. Over a three year period (1996-1998) LEVERAGE is developing a complete multimedia broadband network infrastructure to demonstrate how communication between learners in cross-linguistic situations can be supported and improved by broadband technology. The project aims to specify, implement and field trial a complete multimedia network infrastructure to support collaborative, task-based language learning between students on the sites of the three partners: University of Cambridge Language Centre, Institut National des Télécommunication (Paris), and Universidad Politécnica de Madrid.

The System

LEVERAGE is a network-based language learning system geared towards collaborative task-based language learning with small groups of students working from remote locations. Each student has a multi-media workstation with additional desktop-videoconferencing hardware and software. All learning resources are stored on central servers and presented through a standard web browser. The resources include video, audio and text material as well as a dictionary and an exercise module. Collaborative learning takes place via multi-point videoconferencing and the use of shared chat and editing applications. The network infrastructure is based on an ATM network and provides high speed local networks in Cambridge, Paris and Madrid running at up to 1.25 Gbits/s on the backbone and 25 Mbits to the desktop. The link between Cambridge and Paris was based on a 10 Mbits ATM connection linking the two countries (provided by the JAMES project, another ACTS project, together with UKERNA and France Telecom).

User Trials
1st User Trial

During the first user trial, 18 Cambridge students from different disciplines, including scientists, engineers and mathematicians, none of them specialist linguists, collaborated in groups of three to complete a language learning assignment.

A conference delegate at the Language Centre in Cambridge videoconferencing with a Leverage partner at INT in Paris

The students in the first trial were asked to prepare a bid, in French, for an advertising contract to promote the Nord Pas-de-Calais region. Resources available through the LEVERAGE system included: video; audio; authentic materials in HTML format; access to the Internet; an on-line dictionary and glossary; exercises; and the ability to videoconference and share applications with each other. An on-line language learning advisor was on-hand to help students individually or in groups by e-mail and video-conference.

Working at three locations, several kilometres apart, students who did not know each other before taking part in the LEVERAGE trial had to introduce themselves, negotiate their roles in the language learning task and collaborate to produce a successful presentation - all via the network.

Final questionnaires and interviews revealed that the resources favoured by the students participating in the 1st LEVERAGE user trial were audio and videoconferencing, the web-based resources and the dictionary. The most encouraging aspect from a ▶

pedagogical point of view, was that real collaboration between students working on the network was observed.

2nd User Trial

A total of 26 students participated in the 2nd user trial, 16 working at two locations at INT and 10 working from the three locations in Cambridge. The students were put into eight groups, each consisting of two INT students working with one or two students from Cambridge. There was an advisor in Cambridge available on-line to all participants, while at INT the advisor was available in person to the local students.

A 10 Mbit ATM connection was arranged between the two sites for two afternoons a week, with technical support and advisors available during these periods. The eight groups were timetabled for sessions that lasted a maximum of two hours. At other times, students used email to contact each other and the advisor, and were able to use the workstations and access the local resources.

The students were asked to prepare a presentation about some aspect of the Channel Tunnel for a bi-lingual audience. A large amount of authentic material (audio, video, text and graphics) on the various aspects of the construction of the Channel Tunnel was converted for access through a web browser (Netscape) and made available on-line.

In addition to the applications facilitating collaboration used during the first trial, three additional synchronous applications were made available to the students. A customised French/English dictionary, a simple shared text editor, and a chat tool that enabled the students to type messages to the group.

Videoconferencing was the most outstanding and widely appreciated feature of the LEVERAGE system. Users considered the quality of the sound and picture excellent, and lip synchronisation was good. Of the 26 participants, 25 users ranked it as "very useful". Written commentary on the questionnaires indicated that students felt that the quality of the videoconferencing added a human dimension to communication that is nearly equal to face to face communication. Interviews with Cambridge students indicated that it was the ability to see the facial expression, body language and gestures of their French partners that aided communication and understanding. For the INT students, the desire to "meet" over the network was one of the strongest motivating factors for carrying out the prescribed coursework. Some of the INT students who have participated in other distance conferencing were impressed by the high quality of videoconferencing provided by the LEVERAGE ATM network. The only suggestions made by the students for improving the videoconferencing feature would be to have the possibility of seeing several participants simultaneously.

Feedback from Students

The general consensus amongst the users during the first trial can be summarised as follows: working collaboratively on a network is useful where face-to-face contact between the participants is not possible but it is not a general substitute. In this context, it was interesting to note that several users thought that if access to the system were possible from any location, say someone's office, study, or home, the utility of the system would be greatly increased.

The results from the second trial are still being analysed at the time of writing, but here, in their own words, are a few comments from the participants.

Comments from English participants:
The only problem was that the French were a lot better than us at

speaking in the foreign language, hence we spent a lot of the time talking English. However, when we did talk French the interaction provided a very effective learning mechanism.
Nothing beats speaking real French to a real Frenchman and added benefit of relaxation - uncommon in French classes where teachers are instinctively intimidating.
Good that they were of a similar age and with similar interests. This led to far more than the completion of the task - e.g. chatting, having a laugh etc, and they are now excellent future contacts.

Comments from French participants:
For me it is so obvious that it is the best way to learn English that I have no comments about it.
It is important to speak to natives when you learn a language. LEVERAGE enables you to interact excellently.
It's much better to learn English from English native speakers than other speakers because they speak better English, with a better accent, and they have a better knowledge of the culture and habits in England
Enables cultural exchange, comparison between different points of view.
I've found it very interesting to learn more about another culture by a mere discussion with someone like you. It is the best way to improve when you already have the basic skills.
Very pleasant for both sides I think.

In the third trial (October - December 1998) students will be working together in Cambridge, Paris and Madrid and the language learning advisor may be anywhere on the network but the principle will be the same: task-based learning where the students are obliged to communicate, negotiate and collaborate towards a common goal. Having good, albeit indirect, evidence of the effectiveness of a network-based language learning system under especially favourable conditions the special focus of the third trial will be the embedding of the system into the normal language learning environment at the three sites involved. Essentially, we hope to demonstrate that systems like LEVERAGE can, in principle, be used as part of the normal teaching and learning environment in institutions, which want to foster collaborative links with partner institutions in other European countries. Only then will it be possible to evaluate in depth the actual language learning outcomes offered by this type of system.

LEVERAGE conference

The 1st LEVERAGE conference 'Education in the communication age' was held at Homerton College, Cambridge on the 7-8th January 1998. This conference brought together academics from Europe and further afield, from both technical and pedagogical backgrounds, as well as industrialists and commercial companies from the world of educational technology. It sought to disseminate information about the progress of the LEVERAGE system (including hands-on demonstrations of the system with broadband links between the University of Cambridge Language Centre and INT in Evry), and to stimulate debate and exchange of ideas on the topic by presenting examples of similar projects in other fields (e.g. engineering) and contexts (vocational / municipal, as well as educational / institutional). The demonstrations of the LEVERAGE system and opportunity to try it out proved very popular.

The second LEVERAGE conference will be held in Madrid in December 1998 and will focus on collaborative working over networks.

For more information on the LEVERAGE project please visit our web pages at http://www.dit.upm.es/~leverage,

leverage@cilt.org.uk.

News from national associations and new members

AICLU

In the first five months of 1998 there have been two general meetings of AICLU, mainly devoted to the organisation of the Association and the planning of its future activities.

The applications of fifteen new members have been accepted, which brings the number to a total of thirty-one. Besides the 16 original members (Ancona, Bergamo, Bologna, Università della Calabria, Cagliari, Camerino, Padova, Roma 'Libera Università Maria SS. Assunta', Roma Tor Vergata, Roma Tre, Salerno, Siena, Trieste, Udine, Urbino, Verona), the following centres are now part of the Association: Brescia, Ferrara, Firenze 'Università Statale', Firenze 'Istituto Universitario Europeon', L'Aquila, Macerata, Milano 'IULM', Modena, Parma, Pavia, Pisa, Sassari, Siena 'Università per Stranieri', Trento, Venezia.

The following five members of the Executive Committee have been elected:
- President: Maurizio Gotti (Bergamo)
- Vice-President: Carol Taylor Torsello (Padova)
- Treasurer: Rema Rossini Favretti (Bologna)
- Secretary: Cesare Gagliardi (Verona)
- Member: Paola Evangelisti (Università della Calabria)

As regards social activities, it has been decided to hold a seminar every year, and a national conference every two years, alternating with the CercleS conference. Since the next CercleS conference is already planned to be held in Bergamo in 1998, the first AICLU national conference will take place next year. The Language Centre of the University of Udine has offered to organise the conference.

On 7 May 1998 the first AICLU seminar took place, perfectly organised by the Language Centre of the University of Verona. The theme chosen was 'Internet and Language Teaching'. The Seminar - which was chaired by the Director of the local language centre, Prof. Cesare Gagliardi - saw the participation of many colleagues coming from the various university language centres of Italy. The programme was extremely appealing and included nine papers reporting very interesting experiences concerning the use of the Internet in foreign language teaching.

Among the other initiatives organised by the Executive Committee of AICLU in the past five months are a quarterly Bulletin of the Association (edited by Monica Piantoni of the language centre of the University of Bergamo), an AICLU Web page (run by Anna Zanfei of the language centre of the University of Verona) and a discussion list (organised by Franca Poppi of the language centre of the University of Bologna).

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Welcome to New Members

Universitet Dzemal Bijedic, Bosna i Hercegovina
Universität des Saarlandes, Germany
Università degli studi di Camerino, Italy
Università degli studi di Macerata, Italy
Università degli studi di Padova, Italy
Libera Univ' Maria SS Assunta, Roma, Italy
Universita' studi Roma 'Tor Vergata', Italy
Università degli studi di Sassari, Italy
Università degli studi di Trento, Italy
Università degli studi di Trieste, Italy
Università degli studi di Verona, Italy
The London Institute, UK
University of Birmingham, UK

4/4

AULC

'Taking Languages to Market' and the birth of a new UK Association

The title of the Workshop, Conference and Fair organised by the association of Directors of University Language Centres at the University of Leeds on 29-31 March 1998 wanted to signal a change of attitude towards the world of business and a new departure for the association. The Conference achieved just that and physically, the Parkinson building - where the Language Centre is located - offered an excellent context for the theme of the Conference and helped create the feeling that one was part of a community: the Language Trade Fair occupied the central area of the building which had indeed become a busy market place while the parallel sessions took place in rooms at several levels in the floors above so that participants could see each other deambulating - or running! - from room to room along the galeries or the staircases.

The three strands of the parallel sessions addressed the main issues which all Language Centres in Higher Education have to consider and which are familiar to participants at CercleS Conferences, namely: language learning in the age of the global market, the applications of new technologies to language learning, and developing teams for language teaching/training. But the Conference will probably remain in participants' memories for the positive 'feel good' atmosphere which dominated the proceedings.

There were many signs that the University Language Centre academic community was open to many other groups. This was reflected in the varieties of language and styles of the contributions. The Conference was not only attended by many colleagues from other countries - with one plenary given by a native speaker of Finnish - but the range of expertise and of experience represented amongst the speakers was much wider than in usual academic conferences. Some of the most interesting papers were given by colleagues who are operating in different institutional contexts such as the British Council and the Chamber of Commerce or in business contexts such as publishing, software development firms or training agencies. The group also showed it was socially well integrated and functioned at many different levels. A multiplicity of interconnecting discourses could be observed. At the level of academic discourse, the quality of presentations was overall excellent as well as the genuine - and sometimes lively - debates which followed. There were lots of good-humoured jokes too and the usual personal conversations between old friends.

The will to move on and to be pro-active in the process of change was apparent in the very titles of the contributions. Most of them included -ing forms, present participle active forms reflecting the on-going aspect of Centres' research activities and projects! There was also general agreement that language teaching and learning issues were extremely complex and tended to be oversimplified. As Dr Walter Grauberg (Nottingham) had recently reminded us (CercleS *Bulletin* 8, p. 13), the identity of Language Centres lies in their expertise in the domain of languages: there was a need to become more business-orientated and cost-conscious, there was a need to harness new technologies in order to be able to increase student numbers while maintaining the quality of their learning experience, but at the end of the day the success of Language Centres in Higher Education depends on their linguistic expertise.

At the end of the Conference, Ray Satchell, our Chairman, formally announced proposals to create a new association for all staff of University Language Centres (AULC) and this was approved unanimously.

The Conference was attended by Dr Gertrud Aub-Buscher, the founding Chair of CercleS and former Chair of DULC and by Professor David Bickerton, from Plymouth, who is the present secretary of CercleS. Both had the pleasure to see that the UK national association for which they have been working tirelessly for so long was coming out of its chrysalis and taking off so well.

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Articles and reports for publication

Items for publication should conform to the established style of the *Bulletin*. In particular contributors are asked to observe the following guidelines:

1. Publications will be accepted in English, French or German; items over 350 words in length are to be accompanied by a brief résumé in the two official languages which are additional to the language in which items are written.
2. One-page reports should not exceed 1000 words in length.
3. Short articles should not normally exceed 3500 words in length.
4. Publication is at the discretion of the editor; items are not normally subject to other forms of external vetting.
5. Copy must be submitted 4 weeks before publication in a common electronic format.
6. Graphics should be camera ready.

What can be obtained from the Secretariat

- Membership list (centres and people)
- Confederation publicity leaflets
- *Actes* for Bordeaux conference (on disc or down loadable)
- Constitution (at the moment in English only)
- Minutes of latest executive meetings
- *Proceedings* of Dresden conference (£12.00)
- *Proceedings* of Hull conference (£15.00)

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URL http://www.cercles.org

Book reviews

Books, conference papers or reports in any area of language education of concern to institutions of higher education may be submitted for review. Items for review may be written in any of the main languages of national associations affiliated to CercleS. Reviews will appear in either English, French or German.

Development of Postgraduate and Language Assistants

John Klapper and Penny King
University of Birmingham

Dieser Artikel umreißt die Entwicklung eines Lehrerausbildungsprogrammes für postgraduierte Studenten und LektorInnen im Fachbereich neuere Sprachen. Flexible, modulare Ausbildungsmaterialien werden zur Zeit geschrieben, die es jeder Hochschule ermöglichen werden, ein ihren Bedürfnissen angemessenes Ausbildungsprogramm ein- und durchzuführen. Das DOPLA-Projekt zielt darauf ab, die Effektivität des Fremdsprachenunterrichts zu fördern, indem es dieses Ausbildungsmodell an möglichst vielen britischen Hochschulen etabliert.

Cet article présente les grandes lignes d'un programme de formation à l'enseignement, destiné aux étudiants de troisième cycle et aux assistants de langues qui sont amenés à enseigner au niveau universitaire, dans les Départements de Langues Etrangères. Un document de formation modulaire et flexible est en cours de production, qui permettra à différentes institutions d'adapter le programme à leurs besoins spécifiques. Le projet DOPLA (Development of Postgraduate and Language Assistants) vise à développer l'efficacité des méthodes d'enseignement des langues en disséminant ce modèle de formation aux institutions d'enseignement supérieur à travers le Royaume Uni.

Following the 1995-96 Teaching and Quality Assessment of modern language departments in UK universities, five Subject Overview Reports for modern languages were published. These documents show remarkable uniformity in drawing attention to the inadequate provision for training and induction of Postgraduate Teaching Assistants (PGTAs) and Foreign Language Assistants (FLAs).

If PGTAs and FLAs are to carry out their teaching commitments satisfactorily, appropriate training needs to be provided. This has to be both generic and subject-specific training, since language teaching and learning poses particular problems not covered in the "standard" short training courses offered by Universities and their Staff Development Units.

This issue was addressed at a national conference held at UMIST in 1996. Following the conference a working party, consisting of representatives from UCoSDA, UMIST, University of Birmingham and the Central Bureau, was set up to look, in particular, at the role of FLAs. DOPLA is following on from this work by introducing a more active process of dissemination through the formation of a national consortium and a programme of 'cascade' training.

A training course for PGTAs and FLAs has been developed at Birmingham by a team of tutors from Languages, Education and Staff Development. This five-day course comprises initial training and related activities, a period of teaching practice and a further taught element combining reflection and additional training. Novice teachers leave each element of the programme with a dossier of practical strategies for language teaching. The course covers:
- how students learn
- small-group teaching techniques
- teaching grammar
- use of the target language
- the role of translation
- exploiting authentic materials
- communicative methodology
- marking and assessment
- techniques for classroom management

This coherent, focused course forms the basis of the DOPLA project and is the outcome of a number of years' trialling. At every stage it has been evaluated through questionnaire and discussion: the commendations that the course itself has received from PGTAs and FLAs, and subsequent positive evaluations of their teaching, indicate that it is making a significant contribution to high quality teaching.

A three-year grant has been received from HEFCE (Higher Education Funding Council for England) in the second phase of FDTL (Fund for the Development of Teaching and Learning) initiative to disseminate this training model to other higher education institutions. To this end a six-member consortium has been formed, including the University of Birmingham, University of Bristol, Coventry University, University of Leeds, University of Sheffield and UMIST/University of Salford. The members of the consortium are developing and adapting the course to meet the requirements of their own institutions. They will be looking to work with so-called "second-tier" institutions to help them develop their own courses over the next two years. By disseminating the programme to other institutions of higher education, the DOPLA consortium is ensuring that the training needs of PGTAs and FLAs are met on a national scale.

Although these new training programmes will have been modified, they will all follow the basic principles of the original Birmingham course. These are:
- initial training followed by practice and reflection
- a combination of generic and subject-specific training
- short-focus input linked to group-generated output
- the provision of opportunities for trainee teachers to produce sample materials.

A modular training pack will be produced containing video clips and overhead transparencies enabling any modern language department to run their own course. Further modules will be produced as the project progresses, including "Using IT in Language Teaching" and "Teaching Literature". This will allow institutions to select a training programme appropriate to their needs.

It is envisaged that a set of core modules and selection from a set of supplementary sessions will provide a basic accredited course. The modular system is flexible enough to fit into established, institutional programmes, but it will also meet the requirements for accreditation by the national Institute for Learning and Teaching being established in the UK.

A conference is being held in June 1998 at the University of Birmingham. This is open to representatives of all European institutions of higher education (priority to UK representatives) and will give participants the opportunity to hear how the original course has been adapted and how new institutions could incorporate it into their staff development culture.

Non-UK representatives are welcome to attend any workshops, conferences and open forum sessions, but no direct funding is available. We would welcome representatives from non-UK language centres at the FDTL languages conferences in May 1999 and 2000 and at our DOPLA conference in June 2000. The project knows of no parallel projects currently running in other European countries, and would welcome information from CercleS members regarding the way they train their language assistants.

Real Help for Grammar Learners

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Cet article propose de rendre l'acquisition de la grammaire par l'EAO plus efficace, et ceci en observant un certain nombre de stratégies d'apprentissage. On peut rendre la métalangue plus accessible, adopter une interface unique, renforcer les possibilités de contrôle exercé par l'apprenant, et privilégier la simplicité, la convivialité et l'harmonie. A partir d'exemples de logiciels néerlandais, les auteurs illustrent les avantages d'une approche qui intègre les connaissances grammaticales dans le parcours cognitif de l'apprenant.

Der folgende Artikel diskutiert sechs Wege des Schaffens von einer den Studierenden unterstützenden Lernwelt, in welcher das Erlernen von Grammatik unter optimalen Bedingungen stattfinden kann. Die dargestellten Strategien sind bereits in Multimediaprogramme zum Erlernen der niederländischen Sprache integriert, die speziell für erwachsene Lerner geschaffen worden sind. Die im Artikel diskutierte Hauptfrage ist: Wie kann das Erlernen von grammatischen Regeln mit der Unterstützung von CALL optimiert werden?

Introduction

In this article we shall discuss six strategies for creating a supportive environment in which grammar learning can take place under optimum conditions. Our approach has been implemented in the following multimedia programs for learning Dutch:

StepIn	a beginners' course that introduces the essential aspects of vocabulary and grammar, as well as communicative functions and skills
Interactief Nederlands	a grammar-learning package that takes post-beginners to upper-intermediate level
Interactief Nederlands 2	which caters for lexical learning
EuroGram Dutch	a product of the Lingua-sponsored EuroLing project (Dirven et al. 1995)

The target audiences of these programs consist of students in higher education and adults learning Dutch in a variety of contexts, including schools, training centres and self-tuition. Each program tries to create an environment where the user can act as an autonomous learner, both with regard to content and learning strategy. For further information on these programs see sources listed in the Bibliography.

We would like to formulate the main issue of this article as follows: how can efforts spent learning grammatical rules using CALL be optimised to meet the overall objective of acquiring a foreign language? Theories about FL-learning were influenced for a long time by the behaviourist conception of the mind as a black box that never opened up to observation. Although input (stimulus) and output (response) could be observed, it was commonly believed that one would never know what went on inside. Fostered by mainstream linguistic theories (structuralism and transformationalism), the ensuing methodologies – if only based mainly on drills – turned FL-learning into one of the most boring and least efficient activities a person could possibly engage in. This black period has come to an end, thanks to the cognitive revolution in psychology, linguistics and applied linguistics. The human mind is now more adequately conceived of as a problem-solving organism, capable of defining its needs and goals and devising strategies to work towards these in a creative way. We now know a great deal about the way language is represented in the mind, and how it is stored and retrieved (Aitchinson 1987). This knowledge can be put to use in order to devise effective and efficient (and, we believe, more appealing) techniques for the benefit of the FL-learner.

From a cognitive perspective, the position that one would acquire foreign language in an unconscious way, unconsciously adding to one's internal (that is, hidden) language model, is no longer tenable. Consequently, one may suppose that consciousness-raising, assisted by the teacher, can contribute to the process of foreign language acquisition (Sharwood Smith 1995). Narcy (1990) adds that learning styles may differ between learners and that they may have to find out the style that suits them best. Learner assistance should take this into account by providing enough flexibility, e.g. by offering different means of access to the same content (cf. Bull 1997). Here learning strategies have an important role to play since they can foster autonomous acquisition, both during classes and afterwards.

Strategy 1: Make meta-language accessible

By far the best way to raise awareness and to discover one's learning strategies is to communicate with one another about the learning process. Communication among learners, between learners and teachers, with and about the target language and the learning process itself, is of the utmost importance. For this purpose, a meta-language is required as a point of reference to talk about the language and to mediate the analysis. Grammatical descriptions offer this type of meta-language.

Since meta-language is part of the every-day language employed in the classroom, it should be direct, clear and available to everyone. This does not mean that we advocate shielding learners from grammatical terms at all costs. We have found that Anglo-Saxon students learning a European language often complain that they lag behind their peers in getting a grip on the language system, owing to a shortage of meta-language. On the other hand, this does not imply that we would recommend exposing learners to very detailed grammatical descriptions larded with grammatical terminology. In this context, we would refer to examples of learners of French getting lost in such a jungle (Verlinde 1993).

In fact, a lot of phenomena can be lumped together on the basis of analogy; splitting everything up goes against the principle of efficiency. For instance, Verlinde (1993) discards the distinction between co-ordination and subordination in French as pedagogically irrelevant. An extreme but interesting example of analogy can be found in Cognitive Grammar. Langacker (1987: 258 ff.) argues quite convincingly that the conceptual distinction underlying the aspectual difference between simple and continuous (or, progressive) verb tenses is in fact the same as that which differentiates count from mass nouns. Though the principles of Cognitive Grammar have never been exploited in FL-learning, the potential is obvious. The count/mass distinction in nouns is made in most languages, whereas the simple/continuous distinction is specific to English and constitutes a notorious stumbling block for learners of this language. As a result, the intuitively familiar count/mass opposition could be used as a stepping stone in elucidating the aspectual properties of English verbs.

The crucial point in connection with meta-language is its accessibility. Let us take a specific grammatical construction to exemplify the notion of accessibility and explore ways of implementing it:

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Ik zal aan haar denken. (I'll think of her.)
Ik zal eraan denken. (I'll think of it.)

In Dutch, the construction Preposition + Pronoun can be used only if the pronoun has a human referent (*aan haar* = "of her"). For referring to non-human entities, one has to use a so-called "pronominal adverb", which is made up of *er* + Pronoun (*eraan* = "of it"). This structure is very common in Dutch but does not exist in most other languages, and consequently provokes quite a lot of errors by non-native speakers. With regard to meta-language, the problem of the learner may be that he does not know that he has to look under the heading "pronominal adverb" to find an answer to his questions. CALL grammars such as Interactief Nederlands and EuroGram assist the learner by means of an on-line glossary and index. The glossary provides definitions of grammatical terms. If the user encounters the term pronominal adverb, e.g. in a section on pronouns or prepositions, and he does not know what it means, he can look it up in the glossary. The index presents lexical items of the target language in alphabetical order and takes the user to those sections where these words pose particular grammatical problems. For instance, picking an *er-* word from the index will take the user to the section on pronominal adverbs.

Though these techniques are derived from the ones applied in paper books, computer programs can implement them in a much more user-friendly way. In the first place, searches in a long list can be facilitated by adding an edit field in which the user can type the first letters of the search string. The search mechanism then immediately jumps to this location. Secondly, the computer's high storage capacity does away with the need to avoid duplication of information. (For instance, the index may contain, besides *eraan*, also *er-* and *aan: eraan*; pronominal adverbs may appear in the glossary as: pronominal adverb, adverb: pronominal adverb, pronouns: pronominal adverb, *er-*forms, prepositions vs. pronominal adverbs and the like.) Windowing constitutes another advantage: ongoing activities need not be aborted when the user wishes to trigger a new one since they can be temporarily suspended or remain active in the background.

Strategy 2: Be consistent

Accessibility of meta-language can be enhanced by visual means, such as a consistent screen lay-out and a consistent use of colour. The EuroGram screens, for instance, have been designed on the basis of a detailed set of guidelines, instructing the authors where to place example sentences, explanations of rules, summaries, etc. and what colour attributes to use for each element (Baten & van der Wijst 1994). Visual techniques could be pushed a lot further by exploiting the principles of iconicity suggested by Engels (1978), where meta-linguistic terms are paired with iconic mediators, i.e. visuals with a high intuitive value. (See Engels et al. (1989) for an application to the English verb system.) The principle of consistency applies not only to screen design but also to the organisation of content. For instance, the overall structure of EuroGram hinges on recurring distinctions between "form" and "use", between "core rules" and "extensions".

Strategy 3: Maximise learner control

The *Windows Interface Guidelines for Software Design* start with the following recommendation:

An important principle of user interface design is that the user should always feel in control of the software, rather than feeling controlled by the software. [...] The first implication is the [...] assumption that the user initiates actions, not the computer software - the user plays an active, rather than reactive role (1995: 3).

In a set of guidelines for designing CALL software, this principle has

been formulated as "maximise learner control" (Laurillard 1997). Our own programs try to approach the user/learner as a mature person, capable of setting his own goals and working towards them in accordance with his personal learning style. The basic metaphor we apply is that of a toolbox: we try to conceive of a CALL program as a set of tools rather than a set of instructions. A tool is something you select from a range of available instruments because you think it is the one that suits your purpose best. Different people may prefer different tools, even if their goals are the same. As a result, we try to supply many options. In Interactief Nederlands, these include a variety of tests, different pathways through the program, different kinds of feedback, on-line consulting tools and different interface languages.

Interactief Nederlands offers a large variety of tests, including pre-tests and post-tests. Prior to studying a particular section, the learner is given the possibility of taking a short test, in order to determine whether or at what level (e.g. basic or intermediate) he should study the section. After learning it, he can take a test to determine whether he's ready to go to a higher level, or to stop working on this section altogether. After taking a test, the program gives some advice, which can easily be overridden by the user.

The program offers multiple pathways through its contents. For instance, depending on his learning style, the user can tackle a section by first studying the grammar screens and then doing the corresponding exercises or, alternatively, he can start by jumping into an exercise and activate the corresponding grammar screen when he gets stuck.

Feedback is available in exercises and tests, whether the user makes an error or not. Basically, two kinds of feedback are offered: full and context-sensitive. When the user requests full feedback, the complete rule is displayed in the same format as during the learning stage. Context-sensitive feedback includes only those portions of the rule that are relevant to the current item in the exercise and presents these in relation to the sentence that the user is working on.

With regard to on-line consulting, we have already mentioned the index and the glossary. On top of that, the program includes its own lexicon, which can be activated by right-clicking the mouse over any Dutch word. In StepIn, this lexicon is made more interactive, being linked with a "notepad". The user can transfer information from the lexicon to his personal notepad and add information to it, thereby constructing a customised lexicon which constitutes the starting point for extra exercises.

Finally, we do not shy away from using the learner's native language. Interactief Nederlands mainly aims at speakers of French. All information is available Dutch and French. Despite the prevailing orthodoxy that FL learning should take place exclusively in the target language, it has been our experience that learners, especially francophones, feel much more at ease if they have recourse to their mother tongue and we respect this as a relevant dimension of their learning style.

Strategy 4: Split up

One should know the meaning of a linguistic unit (lexical or grammatical) before actively using it in speech or writing. We may be stating the obvious, but how many learners are actually trained in receptively understanding grammatical structures in order to make use of them in making hypotheses for reading or listening comprehension? Grammar books or programs rarely make a distinction between structures that need to be actively mastered and those that are useful for receptive purposes only.

Just like vocabularies, grammars are elaborate systems involving ▶

phenomena with varying degrees of frequency. Before introducing the learner to a new structure, it is important to determine whether he will need to master it actively (for speaking/writing), or whether a receptive command will do. Since a great number of grammatical rules are in fact operations on lexical items, word-frequency lists can be used as a yardstick. For instance, users of Interactief Nederlands who work at the basic level are exposed to irregular forms only if the word in question belongs to the 1,000 most frequent words. At the intermediate level, 1,000 extra items are added. The same principle is applied in the exercises, not only with respect to target words but also regarding the surrounding contexts.

The maxim "split up" applies not only to the selection of contents and the differentiation in levels, but also to their actual presentation. Grammatical structures can be quite complex and may require lengthy explanations. With the exception of those who specialise in a FL at advanced level, learners tend to prefer subject matter divided into manageable portions that can be retained as single units, preferably on the basis of a catchy example. The limited size of the computer screen becomes an asset here. It forces program designers to slice up their explanations into units that fit on a single screen or window. In EuroGram, these units are presented one after another, as in a slide-show. At the end of each sequence, the complete picture is presented in summary fashion. This may be dubbed a "bottom-up" approach, where the larger picture is gradually assembled on the basis of its component parts. Interactief Nederlands takes the "top-down" route. By default, it displays only the essential aspects of a rule; the user can click on "expansion" buttons to get more detail. The advantage of this approach is that the learner gets more freedom in selecting the level of detail at which he prefers to learn.

Splitting up also involves making a distinction between form and use. For many grammatical structures, it is possible to distinguish between the way they are constructed and the conditions under which they are used. Both are equally important but should not be mixed up, especially in early learning stages. It is important for the learner to know whether a particular exercise relates to form or use. In a subsequent stage, both can be intertwined in the same activity, provided feedback is adequately geared.

In this context, we would like to underline the importance of not only explaining formal matters but also spelling out the semantic and pragmatic functions of grammatical structures. In our experience, FL learners know fairly well how to construct a passive sentence, but when it comes down to making the right choice between an active or passive in a given situation, they often use the less appropriate form, owing to a lack of insight into the function of the active/passive distinction (e.g. topicalisation, agent downtoning, etc.).

Strategy 5: Provide insight

The cognitive revolution alluded to in our introduction has not only influenced our conceptions of the human mind but also the way linguists look at language. In the pre-cognitive era, grammar was viewed as an autonomous module with little or no semantic import. Judging from traditional FL-books, grammar would be some kind of machine that runs on its own and for its own sake (or, perhaps, to tease FL-learners!). Cognitive linguistics has shown that grammatical structures are endowed with conceptual content just as much as lexical items are, though of a more abstract kind. Since the meanings of grammatical structures are anchored in our conceptual apparatus, they are quite intuitive and can be exploited to enhance grammatical competence in an FL-context.

Let us consider the difference between countable and non-countable nouns to illustrate this point. Although this distinction has important ramifications throughout the structure of noun phrases (e.g. the

choice of determiners and quantifiers, the declension of adjectives in some languages), we often content ourselves with saying that some nouns have a plural form and others do not and then we add that some FL-words behave differently in this respect from their equivalents in the learner's native language. A typical example is *bread* in English. However, we would help learners a lot more by explaining the underlying conceptual distinction: countable nouns designate things we conceptualise as discrete objects, whereas non-countable nouns name masses or substances. If the learner understands that the English *bread* names a substance (like *water* or *gold*) and not an object (like *drop* or *ring)*, he will no longer experience the word as an exception and will integrate it more easily into his knowledge base.

To take another example, verb complementation (i.e. the choice between a *that*-clause, infinitive, gerund or participle after a given verb) is traditionally dealt with by memorisation of long lists, as if the combination of a given verb with a given complement type was an arbitrary convention. However, the co-occurrence of a given complement type with a given verb is motivated by semantic parameters (Vanparys 1996). If these are explained to the learner, the tedious lists can be discarded.

Real insight is achieved when new information is integrated into existing knowledge. This takes us to the final strategy, where we make a plea for an integrated approach.

Strategy 6: Integrated learning

We have stated that grammar learning is but a means to an end: the learner's ultimate objective is to apply grammatical structures in their everyday use of the language. Here the problem of transfer slips in: knowledge of grammatical rules does not automatically result in spontaneous application. This often provokes desperate comments: *I put a great deal of effort into explaining the rule, then we did a whole battery of exercises up to the point where I was quite sure that my students had mastered it, but ten minutes later, when they engaged in spontaneous conversation, the same old errors kept coming back!* Then, with a shrug of the shoulders: *why do grammar at all?*

Without pretending to offer a miraculous solution, we would like to point to the importance of integrated learning (with care not to contradict our Strategy 4). With regard to the structure of language, we do not view grammar as a separate module or level but as a set of phenomena that are closely intertwined with the lexicon. With regard to the skills to be acquired by the FL-learner (listening, reading, speaking and writing), the ubiquity of grammar (and lexicon) is obvious. These factors need to be taken into consideration in the design of CALL-programs.

In StepIn, we have tried to establish a strong link between lexicon and grammar. The grammatical sections and the file on communicative functions contain references to lexical items and the dictionary includes grammatical and communicative information. Integration also means that examples in the grammar and sentences in the exercises are taken from the communicative sources the user is acquainted with. Moreover, strict control of lexical and grammatical difficulty is necessary: the lexicon should be transparent if the focus is on a grammatical structure and the grammar should be transparent if the focus is on expressing notions and functions.

The learner using StepIn starts by understanding a few words, infers meaning from context, and builds his comprehension process. Structures help him to build his own knowledge base, and he gradually integrates more and more information. In this way, grammar becomes part of the discovery process, rather than being simply a norm for telling what is right from what is wrong.

The FL-learner is required to carry over knowledge acquired in one domain (e.g. a grammar class or a working session with grammar software) to other domains (e.g. understanding a TV-programme). This is not an easy matter. As a result, he will be dependent for a long time on tools like dictionaries and reference grammars. No matter whether these are made available as books or in electronic form, learners need to have the skills to use them if their learning process is to be really integrated. Every teacher knows about the ways dictionaries are misused. Even if the learner has access to a reference grammar, he may be unable to locate the answer to his question. So, we would like to conclude this section by saying that integrated learning requires a certain degree of familiarity with a range of tools.

Conclusion

CALL programs generally reflect the designers' conceptions about the way they think learners should proceed. Despite the body of literature on learning strategies, there is still a need for more flexible courseware that enables users to work to their own goals on the basis of their learning styles.

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Proposals for Papers

Drumbl, J and Missaglia, F (Catholic University Milan)
Learner autonomy in an Intranet-based learning environment: a self-access-module for Italian learners of German

Dyill, M (Trinity College Dublin)
Michl riding the Celtic Tiger? Research findings in German firms in Ireland and their relevance for training

Facchinetti, R (University of Verona)
Reaching autonomy in the study of English variation

Fischer, J and Pavan de Gregorio, G (Hohenheim/CEDE)
Test diagnostici su internet - possibilita e limiti: DIALANG

Forsman Svensson, P (University of Helsinki)
Computer-assisted language teaching at the University of Helsinki Language Centre (UHLC) [poster]

Gagliardi, C (University of Verona)
Specific management strategies in Italian language centres

Hanzlikova, M (Charles University, Prague)
CALL programs in the self-access centre at the Language Centre FAF CU used for EAP [poster]

Jones, M (University of Ulster)
The open learning adviser: the para-teacher - new guys on the learning block

King, A (University of Cambridge)
Media integration

Kremer, S (University of Surrey)
Corporate language training - a quality product

Kremer, S (University of Surrey)
(Self-)testing times

Lewis, T and Stickler, U (University of Sheffield)
Taking students seriously: the use of self-assessment and self monitoring on a University-wide language programme

Mozzon-Mcpherson, M (University of Hull)
Learner autonomy and the mediated environment: encounters of the third type!

Mozzon-McPherson, M (University of Hull)
Realigning the seven clocks: analysis of the skills of language advising

Namenwirth, E (Vrije Universitaat Brussels)
The new technologies in quest of appropriateness

Negretti, R (University of Verona)
A conversational analysis approach to Internet interaction for ESL learners

Parry, A Randomized multiple-choice testing with automated marking system

Parsons, J (University of Hull)
The role of the Computers in Teaching Initiative (CTI) Centre for Modern Languages in the UK and of EUROCALL internationally

Pemberton, R, Toogood, S, Ho, S and Lam, J (HLKUST, Hong Kong)
Learner and adviser expectations in a self-directed language-learning programme

Perrin, M (Université Victor-Segalen Bordeaux 2)
Le diplome (national) de compétence en langue (D.C.L.)

Perrin, M (Université Victor-Segalen Bordeaux 2)
Se servir des nouvelles technologies et non les servir

Picchi, C (Univerìstà di Firenze)
Practising a foreign language while chatting through the computer

Poppi, F (Università di Bologna)
Rethinking teachers' attitudes: the role of the adviser/counsellor in Diapason laboratories

Powell, B (University of Warwick)
Staff training and assessment

Pugh, A (University of Durham)
Into the Intranet: using a combination of local and remote IT resources and CMC (computer-mediated-communication) to promote high-level comprehension and writing skills

Proposals for Papers (continued)

Rozzonelli, C (Université de Lyon)
New directions in evaluaion: new technologies as a medium for foreign language testing. An introduction to taking a placement test in English on computer

atchell, R (University of Bristol)
BULCATES The Bristol University Language Centre assessment, testing and evaluation system

haw, J and Roberts, A (University of Central Lancashire)
Autonomous learners or automatons? Using portfolios to move towards student autonomy on Institution Wide Language Programmes

shioda, E (Trinity College, Dublin)
Tandem language learning via e-mail

oss, B (Dresden)
UNICERT: An update

anfei, A (University of Verona)
Knowledge spaces for second-language computerised assessment ■

Membership structure and CC voting strength

e composition of the CC on 1 January 1999 might be as lows (given current membership trends):

ll Member	Country	Paid-up members on 01 01 99 (projection)	New CC membership and voting strength
CLU	Italy	36	2
S	Germany & Austria	28	1
OCLES	Portugal	7	1
ILC	UK & Ireland	56	2
NGAL	Poland	5	1
JT	Dutch-speaking Belgium and the Netherlands	17	1
NACLES	France	62	3
al	-	311	11

sible new members in 1999:

untry	Projected paid up members on 01.01.99	New CC membership and voting strength
ngary	17	1
tzerland	5	1
land	5	1
al (including vious)	338	14

Draft Changes - Rationale

Members will recall the discussions at the last General Assembly in Dresden on 27 September 1996 regarding changes to Articles 3 and 7 of the CercleS statutes. The articles pertain to Full Membership and to the composition and responsibilities of the Co-ordinating Committee.

It was agreed to remit the issue to the next General Assembly in Bergamo after further consideration by the Executive. The Co-ordinating Committee and Executive have now determined to propose draft amendments for the articles in question and submit them to the Chairs of National Affiliates for comment before the next Executive committee meeting on 20 June. A resolution will then be drafted by the Executive for final consideration at the next General Assembly to be held in Bergamo on 18 September 1998.

Several considerations have guided the Executive and Co-ordinating Committee (CC) in drawing up proposed amendments to the CercleS statutes:

1. It has been noted that the attendance of members of the CC has become irregular in recent years. This is largely explained by the fact that representatives are currently elected for a period of three years, during which they may cease to hold office nationally, change their functions, or encounter changes in their personal circumstances. It is proposed, therefore, to make the chairs of member associations *ex officio* representatives. They will form the core of the CC and improve the accountability of CercleS to the general membership.

2. A weak CC can have an adverse effect upon the management of the Confederation. It also weakens the Executive and its officers. Their authority is sustained by the CC from which they are currently elected. It is proposed that officers of CercleS should be nominated by the members of the CC but drawn from the membership at large.

3. When CercleS was founded, it was funded in part by the European Union, and it sought in its constitution to represent equally all member states. Today, those member states have become far more numerous, CercleS itself has become a self-supporting body with seven National Affiliates, and some of these are transnational in composition. It is therefore proposed to stop linking membership of the CC directly to the states of Europe.

4. Our National Affiliates have developed considerable local autonomy. They admit members to CercleS, determine their own policies, and handle national finances. Their constitutions vary in detail, though they all conform to certain basic principles. National Affiliates may be said to have a life of their own whilst enjoying the benefits of confederation. We wish that independence and vigour to flourish. Accordingly, it is proposed to ensure that only one body may be admitted as a Full Member for any one country, language community or grouping thereof.

5. National Affiliates differ considerably in the size of their national membership, and they contribute in different degrees to the operation of CercleS. It seems right that their influence in running the confederation should vary in some proportion to their size. It is therefore proposed that Full Members should be represented on the CC by their chair person for the first thirty paid-up members of an association, and by one additional representative for up to thirty additional paid-up members.

■

Meetings, publications and projects

LEEDS METROPOLITAN UNIVERSITY

Centre for Language Study

Third Annual Conference

Languages for cross-cultural capability: promoting the discipline

MARKING BOUNDARIES & CROSSING BORDERS

Beckett Park
Leeds 12-14 December 1998

International mobility has given a new impetus to language learning. In addition, the need to cross an increasing range of 'boundaries', both practical and professional, has brought to the forefront of attention the cultural rationale of language teaching itself. In doing so, it has led to some radical rethinking about the nature of language as a mode, facilitator, or function of cultural discourse and encounter.

If cross-cultural capability is set to be the new rationale for language teaching, what are the best ways of promoting the discipline ?

Full details from:
Joy Kelly, Conference Administrator, Centre for Language Study, Leeds Metropolitan University, Beckett Park, Leeds, LS6 3QS, UK
Tel: 0113 2837440 Fax: 0113 2745966
Int Tel: +44 113 2837440 Int Fax: +44 113 2745966
e.mail: j.kelly@lmu.ac.uk
Conference web site: http://www.lmu.ac.uk/cls/

Final date for submission of papers 7th September

VIFAX is now available in Spanish. Downloadable exercises for French, German, Spanish and English are available from the website: http://www.langues-vivantes.u-bordeaux2.fr/VIFAX/Acceuil_VIFAX

GEORG-AUGUST-UNIVERSITÄT ZU GÖTTINGEN

EINLADUNG
zur
8. Göttinger Fachtagung:
Fremdsprachenausbildung an der Hochschule

Die achte Göttinger Fachtagung zur universitären Fremdsprachenausbildung wird vom
3. bis zum 5. März 1999
Sprachlehrzentrum
Georg-August-Universität zu Göttingen stattfinden.

Sie richtet sich am Fremsprachenlehrer der Hochschule aber auch an interessierte Lehrkräfte an den Schulen z.B. mit Aufgaben in der Lehreraus-oder-fortbildung.

Das Rahmenthema dieser Tagung lautet:

Normen und Fremdsprachenunterricht

Es soll in Plenumsvorträgen und Arbeitsgruppen in linguistischer, psycholinguistischer, testtheoretischer, sprachdidaktischer und sprachpraktischer Ausrichtung diskutiert werden.

Kontaktadresse:
Dr Klaus Vogel, Universität Göttingen, Sprachlehrzentrum, Weender Landstr. 2, 37073 Göttingen

The book of proceedings of the 7th annual congress (Poitiers - Futuroscope 27/2-2/3/97) of THE SOCIETY FOR INTERCULTURAL EDUCATION, TRAINING AND RESEARCH (SIETAR Europa) is now available.

The book is bilingual English and French and contains the presentations which reflect the theme of the congress 'Images, Cultures, Communication: Images, Signs, Symbols; The Cultural Coding of Communication / Images, Cultures, Communication: Images, Signes, Symboles; Le Codage Culturel de la Communication'. It contains combined presentations, workshops and focused discussions from a variety of disciplines and perspectives. The five main tracks were Intercultural Communication: General Issues and Diverse Approaches; Otherness, Perception of Self and Others; Strategies for Identity; From Language Teaching to Intercultural Experience and Learning; International Business: International Companies, Marketing and Advertising, Management and Negotiation Styles.

The Proceedings are edited by André Cresson, Priscilla Crubezy and Kathleen Dameron, all members of SIETAR Europa.
ISBN 952-90-9075-7

Please address your request to SIETAR Europa, c/o Ms Priscilla CRUBEZY, 7, rue Leon Bloy, F-92260 Fontenay-Aux-Roses, France. Fax: + 33-1-40.49.91.17 Email: pcrubezy@iway.fr

LANGUAGES
FUND for the DEVELOPMENT of TEACHING and LEARNING

Dissemination of best practice
in language teaching and learning in the UK

Ten projects in the field of modern foreign languages have won nearly £2.5 million from the Higher Education Funding Council for England and the Department of Education for Northern Ireland under the Fund for the Development of Teaching and Learning (FDTL) initiative. The projects will be running for the next three years with the aim of stimulating, promoting and developing good practice in Higher Education language teaching and learning.

The 10 projects involve over 40 UK universities all of whom scored top ratings for their language teaching and learning provision area in the recent HEFCE Teaching Quality Assessment exercise.

They are keen to disseminate the results of their work as widely as possible and are making many of their findings and case studies available free of charge on the WWW.

The 10 FDTL projects cover 5 themes:

(i)   Independent Learning
Strategies for Managing an Independent Learning Environment (SMILE)
Curriculum and Independence for the Learner Support Network (CIEL)
Web Enhanced Language Learning (WELL)
(ii)   Residence Abroad
Learning and Residence Abroad in Modern Languages Degrees (LARA)
The Inter-culture Project
The Residence Abroad Project
(iii)   Staff Development
Development of Postgraduate and Language Assistants (DOPLA)
Developing Excellence in language learning through the Observation of Peers (DEVELOP)
(iv)   Assessment
Effective Practices in Assessment in Modern Languages
(v)   Transferable Skills
Transferable Skills Development for Non-specialist Learners of Modern Languages (TransLang)

The first issue of *FDTL Languages News*, the newsletter to keep you up-to-date with the projects' work is now available. **CercleS** members are welcome to request a copy by contacting: Paul Davey, at the FDTL Languages Information Unit at the Centre for Information on Language Teaching and Research (CILT), Tel: 0171 379 5101 ext. 224, Email: fdtl@cilt.org.uk or by visiting the FDTL Languages Web site:

http://lang.fdtl.ac.uk

LANGUAGES
FDTL

CiLT
Centre for Information on Language Teaching and Research

DEVELOP
DEVELOPING EXCELLENCE IN LANGUAGE TEACHING THROUGH THE OBSERVATION OF PEERS

Developing Excellence in Language Teaching
through the Observation of Peers

The focus of the **DEVELOP** project is continued teacher development through peer observation schemes. However, we believe it is necessary to substitute the word *tandem* for peer in order to make a clear distinction between staff development based on reciprocal support and a "top-down" approach in which classroom observation is used for supervisory purposes. **DEVELOP** is based on the principles of autonomy and reciprocity. In order for the maximum benefit to be derived from the collective **knowledge, experience** and **excellence** of the whole team it is essential that colleagues liaise with one another and share in a dialogue about teaching. It is through challenging ourselves to take a closer look at what we do in this way that **continued professional development** can take place.

The aim of the project is to produce a video package, and reflection pack for tutors. The packages will assist departments in the introduction or enhancement phase of a tandem observation scheme, and will provide opportunities for personal development through reflection on practice and personal action planning.

The packages will be distributed to all H.E. Modern Language departments in England and Northern Ireland once they have been successfully trialled with a focus group, and adapted as necessary.

For further information, please contact
• Project Director: Elspeth Jones, Centre for Language Study, Leeds Metropolitan University, Beckett Park Campus, Leeds LS6 3QS. Tel: 0113 2847440, Fax: 0113 2745966, Email: E.Jones@lmu.ac.uk
• Regional project co-ordinator, Leeds: Anne Beigy, contact details as above; Email: A.Beigy@lmu.ac.uk
• Regional project co-ordinator, Sheffield: Jane Woodin, Sheffield University, School of Modern Languages and Linguistics, Floor 2, ArtsTower, Sheffield, S10 2TNTel: 0114 2220635, Fax: 0114 275 4674,
Email: j.woodin@Sheffield.ac.uk

The **DEVELOP** team would welcome your ideas and comments on
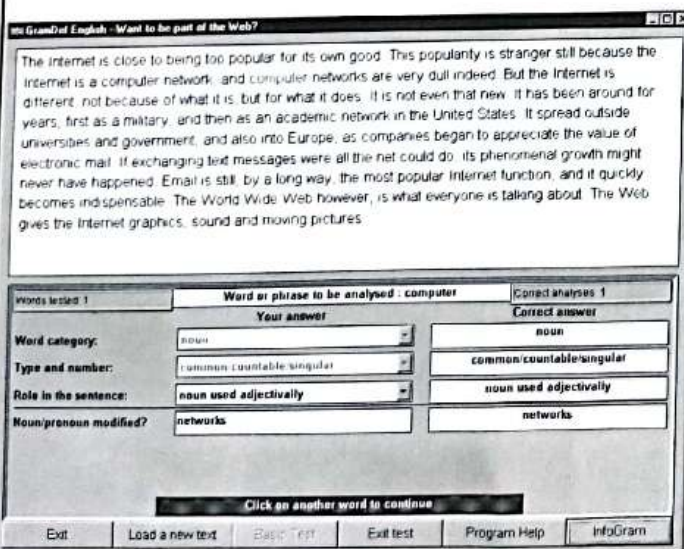
New from the TELL Consortium

GramDef English

This application is aimed at two groups of learners: foreign learners of English and native speakers of English, who wish to refine and consolidate their knowledge of the structure of English and related grammatical terminology.

The program aims to establish a core awareness of principles, relationships and terminology to underpin individual study. It will also support class teaching of English through the language. Classes conducted in the target language are an opportunity for real communicative teaching which should not be missed.

The format of the program is a hypertext environment in which students can explore, within a framework of short texts, grammatical terminology and relationships in English. They can also test their knowledge in two different ways using the same texts. The programme is linked through the InfoGram button to a simple, on-line grammar help facility.

Please contact **tell-support@langc.hull.ac.uk** for details of availability and price, or write to the TELL Consortium at the CTI Centre for Modern Languages, University of Hull, Hull HU6 7RX, UK   URL: **http://www.hull.ac.uk/cti/tell.htm**

Forthcoming events 1998/1999

19 JUNE Sitzung der Staendigen Kommission des AKS, Berlin. Information: Dr Monika Zielinski, Humboldt-Universitaet zu Berlin, Sprachenzentrum, Germany. Tel +49 30 20935012

28 JUNE-1 JULY Crossroads in Cultural Studies, Tampere. Information: Tampere Conference Service, PO Box 32, FIN-33201 Tampere, Finland. Tel: +358 3 366 4400 Fax: +358 3 222 6440 E-Mail: iscsmail@uta.fi

6-10 JULY CALICO Conference: New Directions: New Perspectives, San Diego State University, San Diego, California. E-Mail: Info@CALICO.org URL: http://www.calico.org

13-17 JULY WORLDCALL Conference: CALL to Creativity. Information: June Gassin, Horwood Language Centre, University of Melbourne, Parkville, Victoria 3052, Australia. E-Mail: June_Gassin@muwayF.unimelb.edu.au

19-24 JULY 6th International Pragmatics Conference, Reims, France. Information: IPrA Secretariat, PO Box 33 (Antwerp 11), B-2018 Antwerp, Belgium. E-mail: ipra@uia.ua.ac.be

24-27 JULY TALC 98, Oxford, UK Teaching and Language Corpora 1998. Information:http://www.users.ox.ac.uk/talc98 E-mail: talc98@oucs.ox.ac.uk.

24-28 AUGUST NLIS '98, International Workshop on Natural Language and Information Systems, Vienna. Information: Dr Werner Winiwarter, Institute of Applied Computer Science and Information Systems, University of Vienna, Liebiggasse 4/3, A-1010 Wien, Austria. E-Mail: winiwarter@acm.org

29 AUGUST-1SEPTEMBER 6th International Symposium on Logic and Language: Theoretical Linguistics Programme, Budapest. Information: Laszlo Kalman, E-Mail: kalman@nytud.hu

4-6 SEPTEMBER AFLS 98, Norwich, UK. Information: Dr M Kenning, School of Modern Languages and European Studies, University of East Anglia, Norwich, NR4 7JT, UK. E-mail: m.kenning@uea.ac.uk

10-12 SEPTEMBER EUROCALL 98, Leuven, Belgium. Information: CTI Centre for Modern Languages, University of Hull, Cottingham Road, Hull HU6 7RX, E-Mail: Eurocall98@linov.kuleuven.ac.be Fax: ... 3 816, ...uleuven.ac.be/eurocall98

17-19 SEPTEMBER 5th CercleS International Conference, Bergamo. Conference Organiser: Prof. Maurizio Gotti, Università di Bergamo, Centro Linguistico d'Ateneo (CLAUB), Via Salvecchio 19, 24129 Bergamo, Italy Tel: +39 35 27 72 16. Fax: +39 35 2772 27. E-mail claub@mediacom.it URL: http://www.unibg.it/convegni/cercles.html

21-22 SEPTEMBER ALT-C 98, Oxford. Information: ALT, Department of Continuing Education, University of Oxford, 1 Wellington Square, Oxford, OX1 2JA, UK. E-mail: alt98@conted.ox.ac.uk URL: http://www.tall.ox.ac/alt/alt-c98

24-26 SEPTEMBER IN-TELE Conference 98, A European Conference on Educational Uses of the Internet, Strasbourg. Comité de programme In-tele, Laboratoire des sciences de l'éducation, 7 rue de l'Université, 67000 Strasbourg, France. Fax: 33 (0) 388 528 in-tele.conference@lse-ulp.u-strasbg.fr

4-6 OCTOBER Visions for Global Communication. Patterns of cultural exchange and language, Aalborg. Information: Ulla Burskov, CSIS, Aalborg University, Kroghstraede 3, DK-9220 Aalborg Ast, Denmark. Fax: +45 9815 7858 E-mail: !12ub@sprog.auc.dk URL:http://www.sprog.auc.dk/csis/visions.html

28-31 OCTOBER European Culture Conference, Pamplona. Information: Secretaria del Congreso, Centro de Estudios Europeos, Universidad de Navarra, E-31080 Pamplona, Spain Tel: +34 48 425 634 Fax: +34 48 425 622 E-Mail: vcongre@unav.es

26-29 NOVEMBER RANACLES Conference, Université de Poitiers. Information: Dr Jean Sabiron, jean.sabiron@cri.univ-poitiers.fr Tel: ++33 (0)5 4945 3262 Fax: ++33 (0)5 4945 3290

22-24 NOVEMBER 10th Annual Conference of the EAIE, Stockholm. Information: EAIE Secretariat, Van Diemenstraat 344, NL-1013 CR, Amsterdam, The Netherlands Fax: +31 20 620 9406 E-Mail: eaie@eaie.nl URL: http://www.eaie.nl

25-27 NOVEMBER The 5th NIC Annual Conference on Intercultural Communication, Göteborg. Information: Jens Allwood, Göteborg University, Department of Linguistics, Box 200, S-40530 Göteborg, Sweden E-Mail:

jens@ling.gu.se Fax: +46 31 773 4853

11-12 DECEMBER International Conference of the Linguistic Society if Belgium: Modal Verbs in Germanic and Romance Languages, Antwerp. Information: Patrick Debdale, University of Antwerp (UIA), Romaanse, Universiteitsplein 1, B-2610 Wilrijk, Belgium. E-Mail: pdendale@uia.ua.ac.be

18-20 DECEMBER 2nd International Conference on Multimedia Language Education (Rocmelia '98) Feng Shan City, Taiwan. Information: E-Mail: rocmelia98@acer.net URL: http://www.rocmelia.com.tw

3-5 MARCH 1999 8 Göttingen Fachtagung: Fremdsprachenausbildung an der Hochschule. Information: Dr Klaus Vogel, Universität Göttingen, Sprachlehrzentrum, Weender Landstr. 2, 37073 Göttingen

14-17 APRIL 1999 2nd International Symposium on Bilingualism, Newcastle upon Tyne. Information: Mrs Gillian Cavagan, ISB Organising Committee, Dept of Speech, University of Newcastle upon Tyne, NE1 7RU, UK. Fax: +44 (0)191 222 6518 E-Mail: gillian.cavagan@ncl.ac.uk

10-16 JULY 1999 6th International Cognitive Linguistics Conference, Stockholm. Information: ICLC, Stockholm University, S-106 91 Stockholm, Sweden. Fax: +46 8 15 8871 E-Mail: humfak@iclc99.su.se

2-6 AUGUST 1999 12th World Congress of Applied Linguistics, Tokyo. Information: Secretariat for AILA '99, Simul International Inc., Kowa Bldg, No. 9, 1-8-10, Akasaka, Minato-ku, Tokyo 107, Japan. Fax: +81 1 3586 4531 URL:http://langue.hyper.chubu.ac.jp/jac et/AILA99

16-18 SEPTEMBER 1999 EUROCALL 99, France. Thierry Chanier. Fax: ++33 3 81 66 64 50 E-Mail: thierry.chanier@univ-fcomte.fr URL: http://lib.univ-fcomte.fr/ RECHERCHE/P7/EUROCALL/EURO CALLE.html