

Bulletin



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

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Editorial

CercleS: Passé et avenir

Nicole Chenik

Cela fait dix ans que Confédération Européenne des Centres de Langues de l'Enseignement Supérieur (CercleS) a été fondée en tant qu'association et cette édition du Bulletin s'attachera à montrer comment les activités menées au cours de cette décennie permettent maintenant de nous projeter dans l'avenir pour tenter de l'aborder avec une vision directrice de l'évolution que nous souhaitons pour les Centres de Langues en Europe.

Le Professeur David Bickerton propose un retour sur l'histoire de CercleS (première partie) qui permet de se remémorer la somme considérable de travail accompli : évolution du positionnement, apports de la réflexion théorique de la recherche et des approches pragmatiques liées à la réalité des expériences menées au quotidien, renforcement des structures de l'association, tout un chemin parcouru dans une dynamique d'ensemble qui a encouragé davantage de pays à rejoindre l'association. L'Espagne, le dernier en date, contribue déjà très activement à ce *Bulletin*, et propose dans ces pages un descriptif des activités du Centre de Langues de l'Université de Navarre. L'entretien avec notre collègue de l'Université de Stockholm, qui nous fait part des expériences qui y sont menées depuis de nombreuses années et de son évolution récente, permettra à tous d'en tirer des enseignements utiles.

Mieux comprendre le passé récent de notre association enrichira la réflexion qui est proposée comme thème de la conférence CercleS 2002 : *University Language Centres: Forging the Future of Learning Environments*. La conférence, organisée par RANACLES, se tiendra en France à Paris, à l'université Paris IX-Dauphine, et sera pour nous l'occasion de

définir quel avenir nous voulons pour les centres de langues au-delà de l'année européenne des langues. Dans un contexte où des changements majeurs s'opèrent, où connaître et reconnaître les différences culturelles est plus que jamais indispensable, nous sommes invités à avoir un rôle encore plus actif que ce soit face à la stratégie politique européenne, au sein de nos propres établissements, ou pour répondre aux attentes des apprenants et de leurs employeurs potentiels. La conférence s'articulera autour de sept axes de réflexion et deux conférences plénières. Nous aurons le plaisir d'accueillir le Professeur P. Liddell, Université de Victoria, Canada, président de IALLT, et le Professeur M. Kelly, Université de Southampton, GB, directeur du *Subject Centre for Languages, Linguistics and Area Studies*, que nous tenons à remercier d'avoir accepté d'être parmi nous.

Pour se donner les moyens d'avoir un rôle actif, CercleS met sur pied des groupes d'intérêt destinés à approfondir la réflexion, regrouper les informations utiles et généraliser un processus d'échanges et de mutualisation qui se met aussi en place au niveau des associations nationales. Tony Stenton, Ann Callagher et Ray Satchell donnent respectivement dans ces pages le coup d'envoi des groupes "Nouvelles Technologies", "Langues Minoritaires" et "Gestion" et nous vous invitons à vous inscrire, selon vos centres d'intérêt, sur les listes de discussion afin que le débat soit riche, vivant et profitable pour tous. Les groupes d'intérêt se réuniront lors de la conférence de Paris. Un groupe sur le passeport européen des langues, animé par Paola Evangelisti et un groupe sur les langues dites de spécialité (secteur LANSAD), animé par Michel Petit et Paul Miller sont en train de se constituer. ▶

Editorial

(cont. from p. 1)

CercleS devrait arriver au terme des efforts menés pour mettre sur pied un Passeport Européen des Langues (PEL) pour l'enseignement supérieur, en collaboration avec le Conseil Européen des Langues. Ces efforts ont pu être menés à bien grâce au travail considérable effectué par le Professeur D. Little que nous tenons à remercier très chaleureusement. Le processus de validation devrait avoir lieu au printemps 2002, et le prochain *Bulletin* sera très largement consacré à ce sujet. Un projet de recherche sera aussi présenté à la conférence de Paris. Chaque centre de langue pourrait donc à la rentrée 2002 disposer de cet outil qui est appelé à devenir indispensable pour nos étudiants qui pourront ainsi valider leurs compétences au niveau européen.

Cet effort au niveau européen va de pair avec des initiatives nationales de certification, en Allemagne, Italie et en France. D'autres pays seront sans doute désireux d'exploiter ces voies pour les adapter au contexte national et les ateliers prévus pour la conférence CercleS 2002 permettront de renforcer la cohérence de ces initiatives.

Les comptes rendus des associations nationales témoignent tous d'activités intenses et variées où la recherche et l'expérimentation sur le terrain se nourrissent réciproquement. Nombreux sont les aspects qui se font écho et la conférence CercleS 2002 sera l'occasion de mettre en commun les résultats des réflexions menées par tous.

Au nom du comité d'organisation de la conférence 2002 dont je fais partie, je vous invite à soumettre dès maintenant vos propositions de communication. Je serai heureuse de vous accueillir dans mon université en septembre 2002. ■

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CercleS Executive Committee

President:	Prof. Maurizio Gotti, University of Bergamo, Italy, AICLU.
Vice-President:	Ray Satchell, University of Bristol, UK, AULC president.
Secretary General:	Mary Ruane, University College Dublin, UK, AULC.
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Joining CercleS?

To join CercleS, contact your national association (see p 19), or the

CercleS Secretariat	Tel: +353-1-716 7921
Applied Language Centre	Fax: +353-1-716 1188
University College Dublin	E-mail: cercles@alc.ucd.ie
Belfield, Dublin 4, Ireland	Web: http://www.cercles.org

Editorial

CercleS: Past and Future

CercleS was founded 10 years ago and this issue of the *Bulletin* will show how the accomplishments of the past decade now make it possible to develop a pro-active vision for the future. More countries are joining us, and Spain is largely contributing to this issue with a report on its first conference and on the language centre of the University of Navarra. There are also lessons to be learnt from centres with a long history behind them and that continue to undergo major change such as the language centre of the University of Stockholm.

The immediate future is our next conference, which is organised by RANACLES, France, and will be held in Paris at the University of Paris IX-Dauphine. Its theme is *University Language Centres: Forging the Future of Learning Environments*. There will be 7 sub-streams and two keynote speakers, Prof. P. Liddell, President of IALLT, University of Victoria, Canada, and Prof. M. Kelly, University of Southampton, director of the UK's national Subject Centre for Languages, Linguistics and Area Studies. The conference will invite us all to reflect on the changes now taking place and on how we can have an impact on the process. We shall be concerned with the role language centres should have in our institutions, how they can best meet the requirements of learners and potential employers, how they can have a real say in the European decision-making process, and how they can promote mutual understanding of cultural differences, something which turns out to be more necessary than ever.

To help us meet the challenge of such developments, CercleS has set up focus groups (New technologies, Minority languages, Management) to facilitate the exchange of ideas and information and promote collaboration (see articles on pp. 15-16) and you are invited to contact the secretariat and join the discussion lists. Focus groups on the European Language Portfolio (ELP) and LSP are being set up as well. They will meet during the Paris conference.

CercleS has long pioneered the European Portfolio and we now have reason to believe that the CercleS version of the Portfolio for Higher Education, announced in the last *Bulletin*, will be available next year, after a validation process due to take place in the Spring. We wish to thank Prof. D. Little for all the effort he has put over the years into this initiative. The next *Bulletin* will provide more information and a research project will be launched during the Paris conference.

This effort coincides with national initiatives for certification in Germany, Italy and France, which may inspire other countries willing to adapt them for use in their own national context to do so. National conference reports are ample evidence of the intense activity in every member country. The presentations of colleagues all over Europe seem to stress that research and practical applications appear as complementary, with lessons to be learnt from both. We clearly have a lot of goals in common and the CercleS 2002 conference will be an opportunity for all of us to share our ideas.

On behalf of CercleS, of RANACLES and of the Conference Organising Committee, I look forward to welcoming you to my university in September 2002. ■

CercleS: The First Decade, 1991 – 2000

Part 1

Gertrud Aub-Buscher & David Bickerton

'Language Centres' are the product of the desire for expansion and change and the growing pragmatism that marked European Higher Education in the 1960s. Their creators sought to disengage the teaching of practical language skills from that of philology or literature, and language learning was no longer viewed as the sole preserve of specialist linguists or future language teachers. Indeed, the new language centres attached high importance to language learning by non-specialists and as preparation for work-related activities, and they gave priority to research-based innovation in teaching methods.

The first such institutions were created in 1959 in Besançon, Liège and Nancy. The first to bear the official designation of *Language Centre* and, coincidentally, the first centre in the United Kingdom, was opened at the University of Essex in 1964 (Grauberg, 1971). By 1970, some 30 university language centres had been established across Europe. They were often founded upon an earlier language laboratory and resources collection, and bore names such as *Institute of Applied Linguistics*. Their growth was rapid, gathering pace first in the UK and the Netherlands and, from 1969, in Germany.

The potential for language centres to work associatively soon became apparent. In Germany, the **AKS** (*Arbeitskreis der Sprachenzentren, Sprachlehrinstitute und Fremdspracheninstitute*) was created in 1970 and within 20 years its membership had grown to include 43 universities. From 1981 the directors of language centres in the UK and Ireland began to meet regularly as **DULC** (*Directors of University Language Centres*), with other support staff creating their own association, **ALTAL**³ (*the Association of Language Technicians and Librarians*) two years later; by 1990 **DULC** had 44 university members.

1990-1992

There were clear benefits to be derived from such consortia and hence, in the spring of 1990, **DULC** took the first steps to explore the possibility of extending such cooperation at the level of the European Community. In March 1990, a delegation from **DULC** travelled to the twentieth annual meeting of the **AKS** in Bochum, which was also attended by a number of delegates from other European countries. At a small informal gathering during that conference, it was not only decided unanimously that the proposal for a European umbrella body should be further examined at a meeting specially called for that purpose, but an invitation was issued for this meeting to be held at the *Centro di Cultura per Stranieri* of the University of Florence. And so it came about that representatives of **AKS** and **DULC** as well as colleagues from Belgium, Denmark, France, Italy and the Netherlands met in a magnificent building overlooking Florence on three balmy days in late October of that year.

Discussions started from first principles, since the institution of the 'language centre' was not universally recognised in all of the countries represented – although it was clear that similar work was going on and similar problems were being encountered. By the end of the first morning, agreement was reached that there were three types of activity common to all language centres, whatever their name or institutional framework and however diverse their missions:

1. Practical language training, especially for learners not specialising in language(s)
2. The use of appropriate technology for language learning
3. Research and development in the field of language teaching and learning

It was also recognised that many centres carry out very diverse other activities in addition to these. Once this minimal definition of a language



The founders of CercleS, Florence, 29 October 1990. Left to right: Pol Cuvveler (UFSIA, Antwerp); ?; Edith Esch (Cambridge); ? hidden; Hellmuth van Berlo (Maastricht); Charles van Os (Nijmegen); John Andersen (Copenhagen); Eckhart Hötzel (Strasbourg); Klaus Vogel (Göttingen); Michel Perrin (Bordeaux II); Marie-Reine Blommaert (VU Brussels); Salvo Mastellone (Florence); Gertrud Aub-Buscher (Hull); Heiner Pürschel (Duisburg); David Bickerton (Glasgow); Albert Hamm (Strasbourg I).

centre was accepted, however, the group quickly agreed to move forward towards the creation of a body which would facilitate co-operation and exchange of information between centres, with a view to optimising language training (particularly in the context of European mobility initiatives), making it more cost-effective, setting up codes of good practice and collaborating in research and development. The constitution of the proposed association, to be known as **CercleS** (*Confédération Européenne des Centres de Langues de l'Enseignement Supérieur*), was agreed in draft on 27 October 1990, and one month later, **DULC**, on behalf of the group, made an application for funding under LINGUA Action 5 (Complementary Measures – Support for associations and consortia at European level). The sum of 42,000 ECU was granted in June 1991 to finance the development of the fledgling association.

CercleS's first conference was held at the University of Strasbourg from 5-7 July 1991 and was attended by 23 delegates from Belgium, Germany, Greece, France, Ireland, Italy, the Netherlands, and the UK. Those present shared information about the very different conditions governing the work of language centres in their countries. The constitution and a plan of action were formally adopted, and it was agreed that the secretariat should be at the seat of the **AKS** in Bochum. English, French and German were to be the working languages of the association. Membership was defined in terms of the member states of the European Community, and special transitional arrangements were made for universities in countries which had not yet formed a national or trans-national organisation. An interim committee was elected, with Gertrud Aub-Buscher (Hull) its President, Ulrich Nehm (Paderborn) Secretary General and Marie-Reine Blommaert (VU Brussels) Treasurer¹. The creation of **CercleS** was formally registered at the Tribunal d'Instance of Strasbourg on 25 May 1992.

Within the first year of its existence,

- A database of members of language centres and their teaching and research interests was created by the Language Centre at UFSIA (Antwerp) and printed by the **CercleS** secretariat, to facilitate the exchange of information and the setting up of common projects.
- A database of language centres and their functions was started by the secretariat.
- A **CercleS** electronic mail bounce was set up at the University of Glasgow.
- Two further national affiliates were admitted – the *Conferenza Permanente*

dei Presidenti e Direttori dei Centri Linguistici Universitari Italiani⁴ and RANACLES (Rassemblement National des Centres de Langues de l'Enseignement Supérieur).

- Press statements were issued and enquiries about CercleS and its activities began to come in from language centres throughout Europe as well as overseas.
- Members began discussions about common projects, notably in the area of the use of new technologies.

1992-1994

CercleS returned to France for its second international meeting, and formal founding conference, from 17-20 September 1992; it was hosted by RANACLES in Bordeaux and focused upon the meaning and role of language centres: *Des Centres de langues dans l'Enseignement supérieur: Pour quoi faire? Pour y faire quoi?* Over 80 persons from all the member states of the European Community except Denmark and Luxembourg, as well as from the Czech Republic, Hungary and Poland, attended workshops on Guided Autonomy, New Technologies, Needs Analysis, and Evaluation/Assessment; they made plans for future projects; and they enjoyed the excellent cuisine and wines of the region. The General Meeting admitted two Full Members (RANACLES for France and Italy's Conferenza of Language Centre Directors), elected the first substantive Executive committee, with members from Belgium, France, Germany, Italy, Portugal and the UK⁶, and twenty-seven papers from the conference were published on diskette the following May (Perrin, 1993).

During the next two years, the contacts made at that conference were put to good use for the exchange of information and collaboration, and the number of national associations increased apace, with the formation of consortia in the Dutch speaking Low Countries (NUT: *Vereniging Nederlandstalige Universitaire Talencentra*, in 1994) and in Portugal (APOCLES: *Associação Portuguesa de Centros de Línguas do Ensino Superior*, established on 30 April 1994 (Bickerton, 1997)). A colloquy on *European Language Politics: The Central and East European Venture* held at Strasbourg in November 1993 heard papers by representatives of the Council of Europe, TEMPUS, UNESCO, the Goethe Institute and the University of

Footnotes

- 1 DULC's founding Chair was Walter Grauberg (Nottingham); he was succeeded by Gertrud Aub-Buscher (Hull) in 1987 and Ray Satchell (Bristol) in 1996.
- 2 AITAL's first Chair was Colin Richardson. In 1996 the association became ALSS (the *Association of Language Support Staff*) under the chairmanship of Bill Oleske, until it fused with DULC in 1998 to form AULC.
- 3 Their deputies were Michel Perrin (Bordeaux II), Eckhart Hörtzel (Strasbourg), and both Giuseppe Castorina (L'Aquila) and Pol Cuvelier (Antwerp).
- 4 The CPPDCLUI was founded on 4 December 1990. Cesare Cecioni held office as President, and Maurizio Gotti as Secretary General, until 3 October 1997, when AICLU was formed.
- 5 The first RANACLES Statutes, dated 16 April 1992, name Albert Hamm (Strasbourg I), Danielle Janitza (ENS Cachan) and Michel Perrin (Bordeaux II) as respectively the first Secretary, Treasurer and President of the French Association, and members of an interim bureau. The headquarters was established at Bordeaux II, where it has remained to the present day. By 1994 the Executive is listed as M. Perrin, President; A. Hamm and M. Savio, Vice-Presidents; M. Benoit (Bordeaux III), Treasurer; P. Fade (Nancy) and M. N. Bonnes (Toulouse I), Secretaries.
- 6 Albert Hamm (Strasbourg II) was elected President; Uli Nehm (Paderborn) Secretary General; Marie-Reine Blommaert (FU Brussels) Treasurer; Maria Luisa Carvalho Branco (Bragança) Vice-President; David Bickerton (Glasgow) Deputy Secretary; Giuseppe Castorina (L'Aquila) Deputy Treasurer.
- 7 Details were subsequently published in Bickerton, 1994, and Cafazzo, 1997.
- 8 The logo is based upon a design proposed by Anthony Cafazzo (Pisa); the design led gradually to the adoption, from 1995, of the style 'CercleS' for the Confederation's acronym.

St Petersburg as well as David Bickerton reporting on projects involving members of CercleS on the classification and storage of multimedia materials.

The British weather was on its best behaviour for the third CercleS international conference, held at the University of Hull from 23-25 September 1994 on the theme of *The Linguistic Challenge of the New Europe*. Members were increasingly aware of the implications for language educators of an expanding European Union. By this time LINGUA funding had come to an end, but this did not deter nearly 100 delegates coming from most member states of the Union, as well as Belarus, Hungary, Romania and Russia. At the General Meeting on 25 September two new Full Members were admitted (APOCLES and NUT). Most of the work of the conference was done in five parallel workshops, on Autonomous Learning, New Technologies, Training the Trainers, Testing and Standardisation, and the Changing Roles of Language Centres. The collected papers from the conference (Aub-Buscher, 1996) were published by CercleS as the first in its series of refereed conference papers bearing the Confederation's new logo⁸. The Hull conference also signalled significant future changes for CercleS, and the rapid evolution of the Confederation in the following five years is described in the second Part of this History. ■

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Interview

Gregory Smiley talks with **Ulrike Klingemann**, Director of the **Language Learning Resource Centre**, Stockholm University, Sweden

Cet entretien retrace les étapes de la réorganisation du Centre de Langues de l'université de Stockholm (choix et installation d'un système adéquat, organisation, recensement et indexation des ressources offertes, mise en place de moyens de communication pour le personnel d'encadrement) et aborde un certain nombre de questions majeures : comment protéger l'ensemble du dispositif et avoir une sécurité optimale sans qu'elle soit contraignante pour l'utilisateur, comment offrir aux apprenants des ressources non obsolètes et toujours renouvelées, comment former étudiants et enseignants pour qu'ils utilisent au mieux les ressources, comment mettre en place une maintenance efficace, quels moyens mettre en œuvre pour offrir des horaires d'ouverture souples, et enfin quelles sont à terme les perspectives dans le cadre de la Formation Ouverte et à Distance. (FOAD)



Ulrike Klingemann

Dieses Interview zeichnet die Etappen der Neuorganisation des Sprachzentrums der Universität Stockholm nach (Auswahl und Installation eines angemessenen Systems, Organisation, Katalogisierung der angebotenen Lerneinheiten, Einrichtung der Informationstechnologie für den Lehrkörper) und spricht verschiedene grundsätzliche Fragen an: Wie kann die Einrichtung genügend gesichert und gleichzeitig den Benutzern freier Zugang gewährt werden? Wie können die Studierenden beraten werden? Welche Weiterbildungsmaßnahmen für Lehrende und Studierende sind erforderlich, damit das vorhandene Material optimal genutzt werden kann. Welche administrativen Maßnahmen sind zu treffen, damit den Nutzern flexible Öffnungszeiten angeboten werden können. Welche Perspektiven bieten sich bei der Integration einer technologievermittelten Fernlehre?

Introduction

With over 55,000 student log-ins per year and technological solutions ranging from almost 150 analogue tape recorders to satellite TV, computers, videos and sound cards, the Language Learning Resource Centre (*Lärostudion*) at Stockholm University was one of Sweden's largest university centres, providing teacher-led and self-access facilities to its users. Completely restructured and redesigned, it has now been transformed into a technologically sophisticated, though very user-friendly multimedia self-access language learning environment, visited not only by students but also by many foreign educators interested in learning about the Centre's dynamics.

When it was decided to restructure and redesign the existing environment of analogue student workplaces and create a multimedia language learning environment, everyone involved knew that it was going to be a tremendous challenge.

The University had specific demands and expectations for the system. It had to be a system that would enable students to make use of the existing and new language software, provide tools for oral and written testing, and allow for aural communication between students, teachers and administrative/technical staff. It also had to be a system that would provide tools and methods to digitise and maintain hundreds of hours of existing analogue resources, as well as provide the means of recording, cataloguing, storing and retrieving potentially all types of data. The system would have to make use of word processors, concordance software and electronic dictionaries, and would need to allow students to send and receive e-mails, view tens of TV channels including TV-text and analogue video films on their PC-monitors, and surf the web.

Choosing, developing and installing a system

To create and provide software solutions for this major restructuring, the University invited Teleste Educational, whose latest developments seemed particularly appropriate for language learning and teaching as well as for administrative functions and data management.

Teleste Educational provided a Library Pilot package for accessing a server database of media resources, and Prisma teacher's interfaces for aural communication and classroom management. It also provided its Digital Interactive Audio Video Recorder/Player DIVACE, equipped with headsets, for every student and staff workstation, and a specifically designed interface to allow the staff (reception, administration, technical) to communicate with any classroom.

After choosing the network hardware and software (including Cisco switch and router with all ports 100 Mbit full duplex, Compaq database and media servers, powerful multimedia Network computers with video overlay cards, Axis CD-ROM server, Fortres security, fibre optic cable

to the Stockholm University gateway, Q-Design MPEG2 compression software, etc.), it was installed in six dedicated rooms, and the university staff began the arduous task of digitising and cataloguing hundreds of hours of analogue materials.

Cataloguing and creating a system of access for data and applications.

A Library Pilot MediaManager application was installed to enable cataloguing on the servers according to specific attributes such as Language (learning resources for some 40 foreign languages), Program Type, and Content. This cataloguing would allow anyone with access to the system to select appropriate learning material, by attribute, from a Library Pilot MediaFinder, be it an audio file, MPEG file, text or pdf file, CD-ROM program, internet reference site or WIN/TV channel.

A fire-walled student "front-end" was established in order to allow learners access to the university resources and system features by means of a Library Pilot toolbar only. The toolbar was designed to include the following set of applications:

- MediaFinder (to access and launch learning resources)
- ConnectionTool (to launch an oral communication with a selected user)
- WIN/TV video card (to view any of the 26 TV channels or analogue video films)
- Text TV (to follow the tele-text channels)
- OpenForum Chat (to share textual "chats" on computer screens – popular among deaf and hard-of-hearing students)
- DIVACE (to launch a Divace recorder)
- E-mail (to send and receive e-mails)
- Internet browser (to surf the web)
- Word processor, and other tools as needed

New audio links between staff positions

A very interesting recent development, worth mentioning here, is an audio link between each of the seven classroom staff positions, located in the reception, administration and technical room areas. This facilitates communication, support and instruction between the parties concerned. In conjunction with this, the CCTV system and Prisma interface enable the reception staff to manage and administer workstations' availability in each study room.

This technologically sophisticated, though very user-friendly, centre now offers its services to more than 3,000 language students of Stockholm University, six days a week, over 60 hours per week. It is not only popular among the university student community but it also regularly attracts many Swedish and foreign educational visitors who are interested in learning more about the system's functionality and operation. ▶

In the following interview, U. Klingemann touches upon main issues:

- the protection and use of facilities and material,
- the challenges of training both students and teachers in the use of technology,
- the pedagogical and administrative realities of using that technology in providing instruction and self-access learning possibilities,
- the future of multimedia education and distance learning and teaching.

Security issues

GS: How do you protect your system against viruses from outside (via e-mail and attachments, or students bringing in material using floppies), incoming junk mail, physical damage, students intentionally or inadvertently messing up the computers, etc.? Do you have any restrictions in the system or can any student access any material he/she wants?

UK: "We have installed quite a sophisticated protection system, but of course, no computer environment that can be accessed by more than one user is ever safe. We continually discuss how far we can grant accessibility without losing too much security. There is a fast firewall that is configured in a way that should prevent hackers from making our powerful servers their own web hotel, but which still allows students, teachers and staff access to as many sources as possible on the Internet.

Within our security application Fortres 101, we have created a system that prevents students from downloading anything to the local hard disc. With the help of Novell NetWare/Windows NT we give them very restricted rights to the servers. With the help of Fortres, we also prevent students from accessing the Windows Explorer. Actually, we have renamed the "Start" button to "Stäng", which means "Close". Furthermore, no program can be executed from a CD-ROM or a floppy. The run-keys in the Windows registry are blocked. We update Dr Solomon's VirusScan regularly, we have de-activated the macros in Word and we use Eudora and the Netscape Browser in order to minimise virus and RATs (Remote Access Trojans) risks. We have no mail server of our own, and the university mail servers (and the Hotmail servers) take care of much of the junk mail. In principle, every student can access any material she or he wants. However, there are a few exceptions: some web conferences and databases require special passwords, some sound files are available only for a short period each term etc.

Physical violence is prevented by security boxes, enforced walls and windows, an alarm system and CCTV. Nevertheless, it is my strong belief that the presence of our staff is the most effective measure for ensuring the most secure functionality of our system."

Up-to-date material

GS: As there is tough competition between students from different universities, between faculties inside the institutes, and also between different courses, teaching methods as well as learning/teaching material must be kept as interesting as possible in order to attract students. What is your way of doing this? How do you keep it interesting and up-to-date? Do you systematically delete old, obsolete and outdated material and replace it with new things? Who is responsible for doing this?

UK: "In principle, the language departments are responsible for appropriating their own material. The Advisory Board of our centre is responsible for initiating acquisition of new materials, although it has no financial resources. Actually, much of what we thought of as old, obsolete and outdated material was never digitised when we abandoned our tape recorders, but now we are still being asked to digitise hours of sound that we thought nobody cared for any more.



Inga Sjödin teaching a class in Swedish as a Foreign Language

At our meetings and at seminars of various kinds we discuss the latest software developments in the field. Very often, language teachers and language students suggest that we buy a program, and then it is my task to find out more about it and, if it is worth buying, raise money. Very often, I find tips on new software on the web or in the mailing lists to which I subscribe, and suggest that the appropriate language department might finance some particular software. Sometimes we even receive new software as a gift. If no good replacement exists for software that is somewhat outdated, we try to provide it with some sort of informative label, pointing out the positive qualities of the program. Last but not least, some teachers themselves develop new software, which we are happy to install. Constant co-operation with the language departments is what is most important in this matter."

Introducing the system to the students

GS: When new students enter Lärostudion they must be introduced to your house rules and receive some initial instruction relating to the systems and learning content. How do you do this?

UK: "In my opinion, the best way of introducing students to the house rules, the systems and the learning content is by combining all of these aspects. The ideal situation is teaching a maximum of 21 students in a computer room, with the help of screen sharing equipment and in the presence of their language teacher. Then we can focus on the language learning content and at the same time show the students how to use the system in order to access that content in the best way. This gives us the opportunity to explain why certain house rules are necessary. But this form of introduction is not always possible. Occasionally I give a lecture to 200 students and show a PowerPoint-presentation prepared especially for that audience. Sometimes a single student will watch our instructional video, and our staff will suggest some appropriate introductory tasks. Finally, we try to get all of the students to read our special student manuals. If necessary, we read them together with the students."

Learning/teaching material maintenance

GS: Who is entitled to do what? How do you teach the people who are responsible for the maintenance of the system and the material? How are the files in the system protected from unintentional deletion?

UK: "Very few people are entitled to maintain materials within the system. In fact, there are just four of us who have access to the database: the systems administrator, the head of the reception, the sound engineer and myself. Unfortunately, we have not found any way of protecting files in the database against unintentional deletion. Instead, we have several back-up facilities: the built-in database back-up, our tape back-up and the original files on CD-ROMs. I consider myself to be the main threat to the language files, because the systems administrator and I are the only ones who can actually delete files. It is ▶

possible for teachers to add certain files, e.g. when testing oral proficiency, but Novell NetWare and Windows NT are configured in such a way that they do not allow teachers to delete files.

So far, there has been no need to teach those responsible for maintenance, as there are so few of us maintaining the material and as we work so closely together, always discussing what we are doing. When people outside this small circle help us, they work outside the system, and the systems administrator or I replace the old files with the new ones. We just tell them to use the same file name, so that the database can find the file without much handling from our side. As for the contents, the originator of the file in question is responsible for its maintenance, be it a person or a department."

Teachers' capabilities to use the system.

GS: *How well have teachers adapted to the system? Which aspects have been considered easy and which ones difficult?*

UK: "Some teachers are extremely capable of using the system, others are not. Most of them begin with letting the students work with an audio file from the server, listening to the students and commenting on their work. When they are more experienced they begin to let the students combine different resources or they themselves use different resources that they bring along, e.g. audio and video cassettes or CDs. Sometimes we observe quite interesting examples of multi-tasking: students writing essays in Swedish, using an on-line dictionary while they listen to music from the Web or TV.

One of the most difficult aspects seems to be working with various forms of testing when the material must be kept secret from the students before the test and the system must work exactly as the teacher wants it to work without any possibility of trying it out "live" beforehand."



Reception, Language Learning Resource Centre, Stockholm

Using student monitoring

GS: *How are the students and their work being monitored? Do the students know that they can be monitored?*

UK: "The students themselves are not being monitored, just their work. This is a question of ethics. They are always told that the teachers can listen to what they are doing and that the teachers can watch their screens (the latter in two of the six PC computer rooms). In my opinion, these new screen sharing facilities could be used much more effectively, while audio monitoring is something that many teachers have used for years in a most pedagogical way."

Availability and opening hours

GS: *Now you have your Language Learning Resource Centre open 6 days a week, from morning until late in the evening. How do you keep the centre going 6 days a week? What does that require?*

UK: "It requires a lot to have the centre going six days a week, especially as there is just one person who is responsible for the computers and only two members of staff who know all about the work at the reception desk. Therefore, we have built in a great amount of redundancy in the system. For example, the servers are equipped with double power units and hot swap hard disks. If there is a long power failure the servers will shut down and reboot automatically. As for staff, we are lucky to have some very good student helpers, "labbies," to run the centre outside of normal office hours. Still, we have to train new labbies continually, and one of us must always be on standby duty in the evenings or on Saturdays, especially when inexperienced teachers have classes."

The future

GS: *How do you envision distance learning in your language centre? Will it be reality one day? Could students one day order language courses through the centre and study home?*

UK: "In some ways, distance learning is already a reality in our language learning resource centre. Many students work in the centre or at home with their assignments, using web conferences, accessing web sites and databases etc. It is by no means necessary for the materials to be located on the servers of our centre. But of course, there are materials on our servers that could be mirrored on a web server for access from outside the centre. On our part, it is more a question of financing, copyright and security issues, and - last but not least? pedagogy than a question of technical resources.

As far as speed is concerned, some students have reasonably fast connections to the Swedish university network (which is very fast), but many of them still do not. For most Swedes, real broadband at home is still a vision, not reality, especially if they live outside the centres of the biggest cities. Perhaps that is why, currently on the web, there are mainly drill-and-practice language exercises, sometimes with add-on audio/video clips but with questionable interactivity. Language web software must become more sophisticated before we abandon "real-life" language centres and pass on to virtual ones. But I am convinced that one day it will be technically possible for nearly all students to access any language resources they want from anywhere in Sweden and most places in the world. Let us hope that language course developers have caught up with technical development by that time!" ■

Gregory Smiley is a writer and language trainer

Submitting Articles to the *Bulletin*

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

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

Language Centre Profile:

Language Institute, University of Navarra, Spain

Paul Miller

Le Centre de Langues de l'Université de Navarre, Espagne, offre aux étudiants un ensemble de cours traditionnels mais aussi la possibilité d'un apprentissage autonome en centre multimédia. Ce centre multimédia a mis en place un système d'indexation des ressources pour faciliter le guidage des apprenants ainsi qu'une classe virtuelle offrant sur l'intranet des ressources diverses, qui seront bientôt disponibles à distance également. Le centre de langues prépare à divers examens et offre différents cours pour anglais de spécialité. La recherche des enseignants s'oriente vers les nouvelles technologies et la langue de spécialité. L'Université de Navarre abrite aussi un Centre pour la langue et la culture espagnole (histoire, littérature, arts) qui offre également des cours intensifs en été et participe au rayonnement international de l'université.

Das Sprachzentrum der Universität von Navarra, Spanien, bietet den Studenten sowohl traditionelle Sprachkurse als auch die Möglichkeit autonomen Lernens in Multimedia-Räumen. Das Multimedia-Zentrum hat ein Archivierungssystem entwickelt, um den Studierenden das selbstgesteuerte Lernen zu erleichtern. Darüber hinaus bietet es eine virtuelle Klasse, die Lehr- und Lernmaterialien über das Internet online verfügbar macht. Das Sprachzentrum entwickelt eigene Sprachprüfungen und bietet verschiedene Kurse für Fachenglisch. Die Forschung der Lehrenden befasst sich mit den neuen Technologien und Fachsprachen. An der Universität von Navarra befindet sich außerdem ein Zentrum für spanische Sprache und Kultur (Geschichte, Literatur, Künste), das Sommer-Intensivkurse anbietet und zur internationalen Ausstrahlung dieser Universität beiträgt.

1. Introduction

The Language Institute at the University of Navarra was set up in 1961 to provide practical modern language teaching within the range of courses offered by the University. Today, the Language Institute caters for the linguistic needs of over 2000 students every year. These include undergraduates enrolled on one of the many language courses offered as part of the University credit system, as well as University staff and external students. The Institute provides courses at a variety of levels in four languages: English, French, German and Italian. In keeping with the spirit of the University of Navarra, the Institute aspires to provide high-quality teaching combined with personal attention in the knowledge that the students of today are the professionals of tomorrow, and that languages are the passport to the future.

2. Facilities

The Institute occupies two storeys of the prestigious new annexe to the Science Library Building. On each floor, a broad hallway lined by massive windows offers spectacular mountain views. These halls give access to the specially designed classrooms, which are equipped with sound systems, video and overhead projectors. At the far end, overlooking the University's beautifully-maintained campus, is the large Multimedia Centre, which has become a focal point for students and teachers, and lies at the very heart of the Institute's activities.

Multimedia Centre

The Multimedia Centre is intended to complement the traditional classes offered at the Language Institute by providing facilities for self-study. The Centre is open to all the Institute's students from 8 am to 8.30 pm. The Multimedia Centre houses networked computers, satellite TV, videos and cassettes as well as reference and course books, worksheets, newspapers and magazines. Students are free to study in the tranquil atmosphere of the Centre itself, or to take advantage of the borrowing facilities, which include an extensive video library. A secretary and student assistants are on hand to deal with the day-to-day administration of the Centre, while language teachers devote a certain number of hours each week to advising and tutoring students. Particular features of interest in the Multimedia Centre include the *Coordination System*, and the *Virtual Classroom*.

The *Coordination System* consists of files containing an index to supplementary material available in the Multimedia Centre. Each file contains coordination sheets compiled by the Institute's teachers for every unit of each of the coursebooks used in the Institute's general and intensive language classes. Each coordination sheet provides a list of the CDs, videos, cassettes and worksheets which are useful as complementary or back-up material for the particular unit of the coursebook in question. This system is ideal for students who require a semi-structured approach to self-study.

The *Virtual Classroom* is an ongoing materials development project



Multimedia Centre, Language Institute,
University of Navarra

carried out by staff at the Institute. It was launched in 1997 in response to a need for original interactive web-based material for students to use on the multimedia computers installed in the Centre. The Virtual Classroom now consists of a wide range of interactive exercises incorporating a variety of media, all of which function on the Institute's own intranet. It contains ample sections for French and German, but the most extensive range of material is available for students of English, with listening, structure, vocabulary, reading, writing and examination practice activities at levels ranging from pre-intermediate to advanced. As part of the University of Navarra's remote access project, much of this material will soon be available to students from their own homes.

3. Courses

The courses offered by the Language Institute fall into five categories: general language courses; general and specific courses with a certain number of university credits for undergraduates; examination preparation courses; specialized training courses for university staff and postgraduate students; intensive courses.

General language courses

The Institute offers general language courses in English, French, German and Italian at a range of different levels from beginners to post-proficiency. These courses consist of three or four and a half hours of classes per week, and last for the whole academic year.

Courses with university credits

The Institute offers general language courses for up to 6 credits to undergraduates in the different Schools that make up the University of Navarra. Credits are also awarded to students who take one of a range of courses in languages for specific purposes, including Medical ▶

English, Legal English, Business English, English for Biology, Architecture, Journalism, Nursing, Dietetics or Chemistry, Business German and Scientific Italian.

Examination preparation courses

The Institute offers intensive preparation courses for UCLES First Certificate, Certificate in Advanced English, and Certificate of Proficiency in English.

Specialized training courses

Special courses are organized to meet the needs of professionals and postgraduate students within the University and the University Hospital. Such courses include Presentation Skills for Medical Professionals, Presentation and Communication Skills for Pharmacists, Reading Skills for Librarians, and Telephone Skills for Secretaries.

Intensive courses

The Institute offers intensive courses in all four languages in the months of July and August. An intensive Saturday programme runs throughout the academic year.

4. Examinations

Since 1972 the Institute has been an authorized centre for the University of Cambridge Local Examinations Syndicate. In 1999-2000 a total of 1 533 candidates registered for one of the UCLES examinations with the Institute. The Institute is also host to the Sylvan Technology Centre, offering students the possibility of taking the US-based examinations TOEFL, GRE, GMAT and USMLE by computer.

5. Research

The Institute's teachers are actively encouraged to develop professionally, and many of them are currently studying for postgraduate degrees. The focus of the Language Institute's work within the University means that much of the research and development carried out within the Institute has centred on the areas of languages for specific purposes. Members of staff have published widely on the theory and practice of teaching Medical and Scientific English, and English in the Media.

Since the inauguration of the Multimedia Centre and the launch of the materials development projects related to the Virtual Classroom, professionals working at the Institute have also developed research interests in the area of technology and language teaching. Teachers have published and presented conference papers on the creation of multimedia materials, the use of internet in the classroom, and the integration of activities based on the new technologies into the curriculum. The Virtual Classroom project is directed by Paul Miller, President of ACLES, who has also created an extensive website containing a range of interactive activities on Medical English (available on the web at www.unav.es/emp/emp.html).

Institute staff also participate in international professional

organizations, and offer training courses to others working within the field of language teaching.

ILCE: The Institute of Spanish Language and Culture

The Institute of Spanish Language and Culture is an independent Institute within the University of Navarra, which exists to provide courses for foreign students. These include theoretical and practical courses in Spanish language as well as courses in the history, literature and art of the Spanish-speaking world. The core courses offered by the Institute are mainly given by teachers from the Department of General Linguistics and Spanish Language in the School of Humanities and Social Sciences, but may also be taught by teachers with other specialized interests from the Departments of History, Literature and History of Art, and from the Schools of Law and Economics. The courses are organised on the principle that students learn best in small groups, and care is taken to ensure that foreign students are made to feel part of the University.

In addition to the courses offered throughout the academic year, ILCE also runs a popular programme of intensive courses every summer.

ILCE has special arrangements with universities in Japan and Taiwan, which send groups of students to Pamplona every year. There are also many students from European countries, the USA and the Philippines.

Within the ILCE programmes, the University offers a *Diploma in Hispanic Studies* and a *Diploma in Business Spanish* for students wishing to specialize in these areas.

The teachers working for ILCE carry out research in the area of teaching Spanish as a foreign language, and publish the series "Aula Exterior" intended for this purpose. ■

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Language Institute, University of Navarra



European Year of Languages 2001
Année européenne des langues 2001

EUROPEAN YEAR OF LANGUAGES – 2001

Check the website at <http://www.eurolang2001.org/> for details of activities near you.

News from the national associations

AICLU / Italy

AICLU 2nd National Conference

The 2nd AICLU National Conference took place at the University of Siena from 31st May to 1st June 2001. The theme was "The Year 2001, European Year of Languages – proposals for a New Italian University." After the welcoming ceremony (chaired by Carol Taylor Torsello, President of AICLU) and addresses from the Rectors of the two Universities of Siena, Maurizio Gotti (Bergamo) opened the first plenary session by presenting CERCLU, a project for the certification of English and Italian. The project derived from the need to provide a means of evaluating productive and receptive language skills in a university context, within the parameters of the Common European Framework of Reference. Serena Ambroso (Roma Tre) went on to outline the theoretical and practical aspects of the project (what to test and how in order to reflect the linguistic competences needed by the university student). There followed a Round Table discussion, chaired by Carol Taylor Torsello. Bianca Maria Tedeschini Lalli (Istituto Universitario Scienze Motorie) emphasised the need for research funding for Language Centres and Arturo Tosi (Royal Holloway College), Pietro Trifone and Massimo Vedovelli (Siena University for Foreigners) reviewed the position of Italian as a second and foreign language throughout the world. Indeed, research carried out by a national statistics centre has proved that the study of Italian has increased remarkably over the past few years.

The afternoon sessions, chaired by John Morley and Laura Jottini, focussed on recent developments in the academic world. Ray Satchell (Bristol, UK) spoke of new approaches to teaching languages, outlined the quality assurance and assessment schemes being used in the UK and showed how language learning is becoming more and more activity-based with project work, websites and also tandem learning. Rema Rossini Favretti (Bologna) pointed out that the development of ICT requires a new paradigm of learning and this led her to examine constructivism from both a diachronic and synchronic perspective. Cesare Gagliardi's (Verona) paper illustrated work being carried out both in Verona and in Padua using computer conferencing software for integrated learning and gave evidence of the new role of on-line teachers/ c-moderators.

Marina Catricalà and Stefania Semplici (Siena) presented a CD ROM of bibliographical data on Italian as a second language. Diane Ponterotto (Aquila) concluded the afternoon session stressing the importance for an EU citizen to be able to communicate in different languages and saw this as a solution to problems of communication in a globalised Europe.

Michel Perrin (Bordeaux, France) delivered the next morning's keynote with an entertaining speech on the Council of Europe's White Paper on Education. He stressed the importance of a language teacher being familiar, albeit at varying levels of competence, with at least three foreign languages, and summarised his view with the following proposal: "une seule voix mais langues multiples". Paola Evangelisti chaired the final plenary session and introduced Gabriele Kasper (Hawaii) who had been invited to attend the conference during a study visit to Europe. Her paper gave an overview of the role of pragmatics in language teaching and testing since its first appearance on the linguistic scene in the 1980's up to the present time. She also listed some conversational micro skills valid in testing as well six measures of pragmatic competence for different purposes in different kinds of tests.

The parallel sessions were organised with particular reference to the

University reform now under way in Italy. Several sessions focussed on the learner and the learning process. Kies (Siena) discussed methods of stimulating learner attitudes with first-year university students and Matrat (Siena) illustrated the use of a diary as a tool for improving learning. Ackerley (Padua) presented an experimental beginners' English course promoting self-study and the use of multimedia to enhance classroom learning. Gemperle (Siena) showed how tandem-conversation was an innovative method for stimulating self-study in Italian students of German and offering reciprocal advantages for their German partners. Fratter (Padua) suggested that empathy is a component which must be taken into consideration when the teacher is mediating between cultures in a multicultural class, showing how important it is for teachers to see things through the eyes of their students and to place themselves in their shoes.

The Portfolio was a recurrent theme in a number of presentations. Argondizzo, Bilotto and Laugier (Cosenza) discussed a pilot experiment, while Clark (Padua) illustrated how it could be used as a part of the teaching/learning process and Moyer (Siena) more particularly in self-assessment. Rizzardi (Milan) focussed on the performance of the learner in oral tests, showing how it was possible to use role-plays as a successful means of assessing interaction between pairs of candidates. An Italian model of evaluation and certification (CILS) was discussed by Bandini, Barni and Scaglioso (Siena) with statistical evidence of who had taken the test and why.

Italian as a foreign language received attention in several presentations. Bavieri, Livatino and Losi (Bologna) demonstrated the versatility of DVDs for Erasmus students both in class and for independent learning. Bruni and Vignozzi (Siena) presented a series of video interviews showing how television was used as a means of communication for reporting on immigration in Italy while Micheli (Siena) showed a video-magazine compiled for the teaching of Italian and Italian culture abroad. Maggini (Siena) presented a teacher-friendly software programme and commented on the use of ICT in both guided and independent learning.

The two final sessions concentrated on some of the more practical aspects of language learning and teaching with particular reference to the advantages and disadvantages of technology. Whigham (Padua) highlighted the advantages of using computer conferencing software with peer correction so that students not only develop a sense of responsibility for their learning but also a sense of collaboration and interdependence. Dalziel (Padua) discussed the implications of on-line coursework for teachers used to face-to-face communication in the classroom, and explained how they can adapt old skills to a new learning environment and help their students to become more socially active and collaborative in the new learning process through the use of computer conferencing software.

Other software programs and the Internet were shown to be useful in the development of project work with students (Mesh/Siena) and the advantages and disadvantages of modern technology in general were discussed with regard to teaching large classes (Whitteridge/Padua). Murphy (Milan) encouraged the use of multimedia for weaker students who can make the most of its interactivity, yet stressed the importance of maintaining human contact with the teacher. Philip (Bologna) insisted that CALL should be seen as a learning rather than a testing tool and stressed the need to identify what can be done more successfully on a computer than on paper.

Various papers referred to materials and methods useful for the teaching of language for specific purposes. Coffey (Pisa) presented a writing

course for science students based on error correction, while Rossi (Urbino) showed how songs and jingles were a fruitful means of developing exercise types for students studying advertising in a Sociology Faculty. Likewise, text-based information for tourists was divided into four separate genres and its potential for language learning identified by Castello (Padua). Finally Ludbrook (Venice) emphasised the importance of elaborating new didactic tools in an attempt to cater for a wider range of specific linguistic needs in the context of the Italian University reform.

The conference showed how Italian universities were facing the challenges that have been identified during the European Year of Languages by sharing experience and expertise. The focus is increasingly on the learner and his/her specific needs in the language learning process, and on how to integrate established teaching methods and ICT in an ongoing attempt to develop a more effective environment for language learning and evaluation. ■

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RANACLES / France

Séminaire de formation mutuelle : utilisation des nouvelles technologies dans l'enseignement des langues, organisé par RANACLES à l'université de Bordeaux 2, Juillet 2001.

Cette initiative lancée par M. Perrin il y a environ un an et reprise par son successeur s'est concrétisée en juillet 2001 sous la forme d'un séminaire de formation mutuelle de 4 jours (9 au 13 Juillet) à l'Université Bordeaux 2. Avec presque une dizaine d'intervenants et une vingtaine de participants (pour la plupart des responsables de centres ou enseignants dans le cadre de centres de ressources mettant en place des solutions innovantes intégrant les nouvelles technologies sous diverses formes), ce séminaire proposait des interventions sur des sujets aussi divers que les ressources Internet, l'intégration des ressources à partir des outils de base Windows, les logiciels de création de pages HTML et de mise sur site, *Flash 4.0*, *Netscape Composer*, les logiciels auteurs SMART ALEX, LEARNING LABS, PROGLOSS, TOOLBOOK, LAVAC, SYGMAX, HYPERLINKS, la problématique de l'enseignement à distance, le traitement des ressources son, vidéo, sous-titrage vidéos.

Cette expérience est sans doute à renouveler et à approfondir puisque les attentes des participants portent manifestement sur des aspects techniques précis (comment utiliser *Dreamweaver* ou *Flash* pour développer un site Internet, par exemple) mais aussi sur des questions pédagogiques, méthodologiques, avec des souhaits exprimés de travail collaboratif et d'optimisation des expériences individuelles par une mise en synergie et une collaboration efficace. Nul doute que le groupe "Nouvelles technologies" animé par Tony Stenton, qui se met en place au sein de CercleS, saura aussi répondre à ces attentes qui sont à l'évidence partagées par de nombreux collègues de CercleS.

CLES (Certificat de Compétences en Langues de l'Enseignement Supérieur)

Compte-rendu de la réunion de coordination nationale du 28 avril 2001, Université Paris IX Dauphine, animée par C. SPRINGER, chef de projet CLES, Université de Strasbourg (en présence du Professeur J-C. BOUVIER, chargé de mission CLES au Ministère de l'Éducation Nationale.)

La mise en place du CLES a déjà été évoquée dans le compte rendu du colloque RANACLES de novembre 2000 (Nice) qui lui était entièrement consacré (voir article de P. Fade, secrétaire RANACLES, *Bulletin 13*). Depuis l'évolution a été la suivante : après la publication du texte officiel dans le B.O. du 15.6.2000 et la définition des trois niveaux de qualification (en référence aux niveaux B1, B2, et C1 du Conseil de l'Europe) les groupes de travail se sont attachés à rendre plus concrètes les recommandations figurant en annexe du décret et qui décrivent les épreuves déclinées en trois niveaux. La multiplicité et la complexité des situations locales au sein des universités françaises ont inévitablement suscité des réactions diverses. Après quelques réunions de travail de la

commission nationale et des équipes des universités pilotes, un séminaire de concertation nationale s'est tenu au printemps à l'université Paris IX-Dauphine, où le nouveau chef de projet, C. SPRINGER, Université de Strasbourg, a défini objectifs, calendrier et modalités de fonctionnement. Il est envisagé une phase de conception, un processus d'élaboration devant mener à un cahier des charges et des maquettes avec spécifications, tenant compte d'un profil de compétences s'adressant à l'ensemble des apprenants, avec expérimentation pour l'année 2001. La phase d'opérationnalisation, de contrôle et de mise en grandeur réelle avec les sites volontaires pour produire un CLES « bêta » est pour 2002. 2003 devrait voir la généralisation du processus (« conception de nouveaux sujets, accompagnement des sites nouveaux, généralisations CLES 1, 2, 3 à toutes les universités pour trois langues, constitution d'une banque de données de sujets, accompagnement méthodologique, conception CLES pour d'autres langues à définir. ») Le travail des groupes mis en place sera de définir les activités communicatives, d'identifier les compétences souhaitées et la nature des tests nécessaires pour les vérifier. Si le CLES est présenté pour l'instant comme facultatif, on s'oriente vers une généralisation qui devra donc prendre en compte des nombres importants d'étudiants, ce qui nécessite la mise en place de moyens logistiques adéquats et probablement l'informatisation de certaines parties du test. Le séminaire a conduit à une seconde rencontre nationale à Bordeaux fin juin où ont été examinées les diverses propositions concrètes de sujets des équipes conceptrices. Les centres de langues ont bien sûr un rôle majeur à jouer dans la conception et la mise en application au sein des universités de ce dispositif.

On peut trouver plus ample information sur le CLES sur le site DILANET : <http://u2.u-strasbg.fr/dilanet>

Colloque RANACLES

Le colloque RANACLES dont le thème est "Motivation" a lieu à l'université de Provence, Marseille, du 29 Novembre au 1 Décembre 2001. Le formulaire d'inscription, le programme et l'ensemble des informations sont consultables à l'adresse <http://www.up.univ-mrs.fr/~wcalup>

Mia Victori de l'Université autonome de Barcelone, Philippe Metriou de l'IUFM de Lyon, Claude Springer, Université de Strasbourg, chef de projet CLES, participent à ces journées de travail.

Les propositions de communication peuvent être envoyées à prince@newsup.univ-mrs.fr (Peter Prince, Directeur du Centre d'Apprentissage de Langues de l'Université de Provence)

L'année européenne des langues (AEL)

Pour toute information sur les initiatives en France, consulter le site <http://www.education.gouv.fr/acl/hm> ■

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News from the national associations (cont.)

AULC / UK & Ireland

Meeting at Queen's University Belfast, 20-21 April 2001

The spring meeting at Queen's University Belfast was opened by Ray Satchell, Chair of AULC and Dr David Johnstone, Head of Modern Languages at Queen's. Ray Satchell highlighted the growth in numbers of students studying languages as an integral component of their degrees. He gave the example of the University of Bristol degree programme in Aerospace engineering, which has been extended by one year so that students likely to end up working for Airbus Industry can study a language for two years before going abroad for a year to study their subject in the target language. Dr Johnstone emphasized the importance of modern languages and the promotion of linguistic diversity in Northern Ireland, as the basis for greater participation in the EU.

Dr Sean Fallen, Minister for Higher and further Education and Training in the Northern Ireland Assembly, highlighted the role of the European year of languages in developing awareness of our multilingual world. He also explained how the Council of Europe Charter on Less Widely Used Less Taught (LWULT) languages would provide an opportunity to promote knowledge and competency in these languages.

Professor David Little (Trinity College Dublin) provided an update on the development of a higher education version of the European Language Portfolio by CercleS and the European Language Council.

Deirdre Hetherington and Jill Shaw (Queen's) presented the HECALL (Higher Education Computer Assisted Language Learning) website (www.qub.ac.uk/hecall). HECALL aims to advance the use of computer assisted language learning in higher and further education in the UK.

Mary Ruane gave an update from CercleS. New focus groups have been established on new technologies, structures and organisation, and minority languages. She informed participants that the next CercleS conference will take place at Paris Dauphine, September 2002, organised by RANACLES. A call for papers, submissions and exhibition entries will be available on the conference and CercleS websites. Sandrine Pac is currently working on a database of information about Language Centres. For further details visit the CercleS website: www.cercles.org

Special interest group meetings

TECH SIG: Discussion focused on the digital copying of published materials. There is currently no clear policy on making digital copies which can be accessed by students within an institution without making any changes to the content. In essence the only difference between use of digital versions and current arrangements for copying analogue

cassettes will be in the format. Esther Thakeray (Palgrave) attended the meeting to report back on user needs.

Tony Stenton (University of Toulouse 1, France) discussed the creation of in-house materials based on digitising off-air recordings. All the recordings are available on the server and come with scripts that are often annotated. The possibility of setting up a Pan-European technical group was discussed to disseminate national information on subjects such as satellite TV. In a further plenary session Tony presented the Smart Alex system for authoring language exercises integrated with digital video clips. The system includes concordancing tools, gap-fill templates and a hypertext facility for annotating script. For further information, contact Tony Stenton, e-mail: anthony.stenton@univ-tlse.fr

There was some discussion of problems members were experiencing with digital laboratories. A closed list has been set up for users to share information. The SIG will be putting together an inventory of needs for discussion with manufacturers.

On Saturday, Paul Mahoney (Bradford University) gave a presentation on using Matrox RT2000 and Pinnacle DV500 Plus PC cards to digitise video. Digital television and the costs of upgrading equipment were discussed. An area of primary concern was the conditional access module (CAM) and a viewing card may be a requirement as the viewing of some services may be restricted to certain areas. Access to some channels may be lost. The SIG will be working with the CercleS technology focus group to write to broadcasting organisations within Europe to present the importance of access to services.

The Structure, Organisation and Strategies special interest group (SOS SIG): SOS SIG discussed promotion strategies for Language Centres. The collection of information on innovations and developments within Language Centres was suggested and Nick Byrne elected to collect examples from colleagues. Key issues affecting some Language Centres including hourly teaching rates, lack of funding for travel to meetings, etc were raised.

Teaching and Learning Collaborative special interest groups (TALK SIG): The group discussed testing and assessment at Language Centres. Gilles Couzin (University of Bristol) talked about credit bearing language courses at Bristol University Language Centre. Issues raised included time required to produce examination papers, and accreditation. A national examination scheme for LSP courses was proposed and discussed. ■

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AKS / Germany

Kongress-Klassiker mit klassischem Thema

Die 9. Göttinger Fachtagung beschäftigte sich mit Grammatik im Fremdsprachenunterricht

Wie definieren Sie Grammatik? Vorschlag: Grammatik ist, wenn keiner hingeht. Könnte man zumindest gelegentlich schlussfolgern. Aber für die 9. Göttinger Fachtagung zur Fremdsprachenausbildung an der Universität stimmte das so nicht. Es sind doch viele hingegangen, genau gesagt etwa 250 Fachleute an Sprachenzentren und Sprachlehrinstituten der Hoch- und Fachschulen. Und sie alle schienen es etwas anders zu sehen: Grammatik ist, da weiß man, was man hat. Behauptete wenigstens Prof. Ekkehard König (Berlin) in seinem Plenarvortrag.

Das etwas sperrige Thema „Grammatik und Fremdsprachenunterricht“ konnte jedenfalls das Interesse vieler auf sich ziehen. Das Ziel, Fremdsprachenausbildung und Fremdsprachenerwerb in Lehre und Forschung zu thematisieren, immer wieder die nötige Brücke zwischen Theorie und Praxis zu schlagen, machte die Konferenz wieder einmal zu einem wichtigen Treffpunkt für Praktiker und Theoretiker.

Im Eröffnungsvortrag sprach Prof. König zur Rolle des Sprachvergleichs im Fremdsprachenunterricht. Seine Überlegungen zu mehr kontrastiver Herangehensweise, dem Ausschöpfen des Potentials an Sprachwissen über andere Sprachen untermauerte er mit einer Vielzahl von Beispielen aus linguistischer Sicht und beleuchtete Gemeinsamkeiten und Unterschiede in einigen europäischen Sprachen. Im zweiten Plenarvortrag stellte Prof. Claus Gnutzmann (Braunschweig) ▶

Überlegungen zur Grammatik für Lehrende an. Angesichts der Mehrfachbedeutung des Begriffs Grammatik, der verschiedenen Lehrziele und Inhalte des Grammatikunterrichts sowie der vielfältigen Methoden des Fremdsprachenunterrichts stellte Gnutzmann eine Grammatik für Lehrende zur Diskussion und umriss ihre mögliche Zielsetzung. Dabei differenzierte er zwischen einer linguistischen, didaktischen und pädagogischen Grammatik. Eine solche Herangehensweise wirft natürlich viele Fragen auf: nach welchen Grundsätzen sind grammatische Regeln zu formulieren, welche Rolle spielen Kompetenz, Intuition und Sprachgefühl der Lehrenden... Anregungen zum Weiterdenken.

Prof. Michael König (Kassel) wiederum versuchte auf sehr einleuchtende Weise, die Planung grammatischer Schwerpunkte in den Lehr- und Lernmaterialien und ihre praktische Umsetzung zu thematisieren. Sein praxisbezogener Vortrag kam bei den Zuhörern sehr gut an.

Den Bogen schließend stellte Prof. Willis Edmondson (Hamburg) das Thema „Wissen, Können, Lernen. Kognitive Verarbeitung und Grammatikentwicklung“ in den Mittelpunkt seiner Betrachtungen. Die Fragestellung, wie explizite Kenntnisse über Regularitäten einer zu erlernenden Sprache die Sprachkompetenz fördern, d.h. wie grammatisches Wissen, grammatisches Können und der Prozess des Erlernens grammatischer Regeln zusammenhängen, wurde anschaulich am Konzept der Datenverarbeitung begreifbar gemacht. In den sechs Arbeitsgruppen Linguistik und Grammatik, Grammatik und Kognition, Grammatik und Fremdsprachenlernen, Grammatik und Fremdsprachenlehre, Grammatische Lehr- und Lernmaterialien, Grammatik in Fachsprachen diskutierten dann Praktiker und

Theoretiker miteinander, wurde der Forschungsstand in den jeweiligen Gebieten vorgestellt, wurden sehr praktische Unterrichtserfahrungen vermittelt, Übungstypologien zur Diskussion gestellt.

Die Verleihung des Göttinger Preises zur Fremdspracherwerbsforschung, der bereits zum dritten Mal vergeben wurde, führte alle Teilnehmer am Abend des ersten Tages zu einer schönen Feierstunde zusammen. Dieser Preis ist mit 2000 DM dotiert und wird alle zwei Jahre auf der Göttinger Fachtagung vergeben. In diesem Jahr erhielt ihn Frau Dr. Bettina Mißler für ihr Buch "Fremdsprachenlernerfahrungen und Lernstrategien. Eine empirische Untersuchung". In den Umtrunk danach fiel allerdings auch ein Wermutstropfen. Die junge Preisträgerin, deren wissenschaftliche Arbeit von Prof. Legenhausen so hoch gelobt wurde, wird nicht an einer deutschen Universität weiterarbeiten können, keine Stelle! Sie wird, wie man hört, demnächst in Frankreich im Bereich des Marketing arbeiten und vermutlich ihre wissenschaftlichen Forschungen in der Didaktik zu den Akten legen. Bilden wir dafür unseren wissenschaftlichen Nachwuchs aus?

So gesehen war es ganz gut, dass die Preisverleihung bereits am ersten Abend stattfand und bis zum Ende der Konferenz am Freitag dieser Eindruck durch andere interessante und anregende Beiträge verdrängt wurde und viele dann doch wieder optimistischer gestimmt und mit neuen Ideen versehen an die tägliche Arbeit zurückkehren konnten. ■

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(The article was first published in issue 1/2001 of *Sprachen*, the AKS newsletter.)

AKS / Germany – New *Sprachen*!

The aim of *Sprachen*, the newsletter of the German association of language centres (AKS) is to provide university language teachers and language professionals all over Germany with relevant information. The latest issue of *Sprachen* (Autumn 2001) deals with recent AKS activities such as the Language Centre Management Workshop held in Dresden and the new language centre founded in Tübingen this year. Of course, the European Year of Languages is another centre of interest in this issue. The newsletter came to life a year ago, and an interview with Peter Tischer, editor of *Sprachen*, to be published in the *Bulletin*, will tell you more about the concept and the aims of the newsletter. Contact aks@szsb.uni-saarland.de for further information. ■



ACLES / Spain

Primer Congreso de la Asociación de Centros de Lenguas en la Enseñanza Superior (ACLES). Barcelona, 1-3 February, 2001. The Mediterranean city of Barcelona provided the backdrop for this first conference of the (still incipient) Spanish association. If the interest and involvement of the conference-goers are anything to go by, the association should be a great success. Although the initial idea of officially launching the new association at this conference had to be abandoned at the time because of the red tape which was still preventing its formal constitution, it became apparent from the number of participants and their enthusiasm that the decision to go ahead with the conference was justified.

The welcoming addresses were made by Gerry Sweeney, vice-president

of the host institution, the language school of the *Escola Superior de Administració y Direcció de Empreses* (ESADE), Antoni Giró, representing the Catalan government (*Generalitat de Catalunya*), and Maurizio Gorù, president of CercleS, who gave an outline of CercleS' history and goals.

The conference proper got under way with a series of talks under the self-explanatory heading of "Problems and challenges". The speakers were Seamus Haughey, a teacher from ESADE, Joan Melcion, director of the *Servei d'Idiomes Moderns* of the *Universitat Autònoma de Barcelona*, and Natalia Carbajosa and Camino Rea, director and teacher from the newly formed *Servicio de Idiomas* of the *Universidad Politécnica de Cartagena*. Many of the issues raised by these speakers were to surface again and again as the conference went on, and will no doubt be familiar to our colleagues in other associations. Among them were: general language teaching versus languages for specific purposes, assessment and certification, the status of our centres and the courses we offer within the university. ▶

News from the national associations (cont.)

ACLES / Spain (cont.)

teacher development, etc. This first round of talks (like all the others) was followed up by a lively question-and-answer session which served to set the tone for the rest of the conference and highlighted the great variety of the centres represented at the conference, in terms of size, approach, resources, status, etc.

The second series of talks hinged on the theme of language for special purposes (LSP). Iain Robinson (*Universitat de Barcelona*), Mary Ellen Kerans and Eva Cid (*Universitat Internacional de Catalunya*) and Joan Masnou (*Universitat de Viç*) dealt with, respectively, a critical analysis of course-design methods with particular reference to a course in "English for Academic Legal Purposes", a successful approach to linking classroom instruction to guided self-access, with students of Medical English, and a look at the future of "English for Business Purposes" in the context of higher education.

Next on the agenda was "Techniques and Methodology" in which Rosemary Hancock (*Universitat de Barcelona*), David Owen (*Universitat Autònoma de Barcelona*), Àngels Piñana (*Universitat de Viç*) and Katherine Kiss (*Universitat de Barcelona*) discussed, respectively, the use of literary texts in the language class, the validity of translation as a tool for students and teachers, the value of negotiated interaction when recourse to native speakers is not possible, and the use of student questionnaires to evaluate teaching.

On the Saturday morning, a session was devoted to the impact of new technology on teaching. The speakers were Paul Miller and Isabella Leibrandt (*Universidad de Navarra*), Manuel Giatsidis (*Universidad de Zaragoza*), and Ian James (*Universitat Autònoma de Barcelona*). And the topics, respectively: an intranet specifically created for the language centre, a "virtual classroom", (in this case, of German), and its integration with the real-world classroom, and a recently created multimedia centre which offers complete hybrid courses combining self-access and classroom-based instruction. Also, an ambitious proposal: to create an Internet portal.

The last session focused on the field of assessment and certification. Two schemes for joint certification by different centres were described: one involving several European business schools (Nick Flynn - ESADE), and another to be used by several universities in the autonomous region of Catalonia (Philip Banks - general coordinator of the *Escola d'Idiomes Moderns - Universitat de Barcelona*). The last paper, presented by Michael Gates (*Universitat Autònoma de Barcelona*) tackled the thorny issue of continuous assessment, and, as might be expected, sparked off a lively debate.

In fact it could be said that all the sections of the conference were rounded off by enthusiastic and good-humoured question-and-answer sessions, the themes of which continued to be debated in the coffee-breaks and even in the Friday evening supper, at a restaurant on the Barcelona seafront.

It has already been mentioned that the Spanish association had still not been given the formal go-ahead from the Interior Ministry when the conference took place. This did not deter us, however, from holding our first general meeting, on the Friday afternoon, as this opportunity could obviously not be wasted. The meeting was chaired by Isabel Jaschek, of the *Universidad de Salamanca*, who has bravely taken on the role of representing the association in its dealings with the authorities. She reported on the current state of affairs and expressed her hope that the association's statutes would finally be accepted around July of this year. It was decided unanimously that, in the meantime, we should press on with forming, albeit provisionally, an executive committee and setting up special interest groups, as well as agreeing on issues like inscription procedures and fees.

The proposals for the executive committee were all carried unanimously and its members are as follows:

- Paul Miller of the *Universidad de Navarra* (chair);
- Isabel Jaschek of the *Universidad de Salamanca* (secretary);
- Stuart Dyke of the *Universitat Autònoma de Barcelona* (treasurer);
- Natalia Carbajosa of the *Universitat Politècnica de Cartagena*,
- Petra Schween of the *Universidad de Sevilla*,
- Maria Francisca Martínez of the *Universitat Internacional de Catalunya*.

As for the special interest groups, eight were formed, to deal with establishing conditions for membership of ACLES, working conditions, definition of levels, languages for specific purposes, management of language centres, publications and newsletter, research activities and self-access learning.

The conference was closed with another address by Professor Gotti, in which he extended a warm welcome to the new Spanish association on behalf of CercleS, and invited us to participate actively in future events organised both by CercleS itself and the other national associations- an invitation that will no doubt be taken up. ■

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Ordering CercleS Proceedings

Copies of the CercleS Proceedings may now be purchased from the Secretariat. Price list as follows:

- | | |
|---|---------|
| • Hull Conference (1994) ed. Aub-Buscher. Price: | € 24.12 |
| • Dresden Conference (1996) ed. Little & Voss. Price: | € 25.39 |
| • Bergamo Conference (1998) ed. Bickerton & Gotti. Price: | € 25.39 |
| • Complete set of all three Conference Proceedings: | € 54.60 |

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

What can be obtained from the Secretariat

- *Confederation publicity leaflets*
- *Constitution (English only at present)*
- *Minutes of latest Executive Meetings*
- *Publications: Proceedings & Bulletins*

At the General Meeting in Antwerp (Sept 2000), it was suggested that CercleS should develop Special Interest Groups. The Executive Committee asked convenors to set up 3 Focus Groups for minority languages, new technologies and management. The reports below define the aims of the groups and invite members to collaborate actively.

Minority Languages

Most members of CercleS are proficient in two or more languages. As linguists, we celebrate difference as it is reflected in the languages and cultures with which we have become familiar. We should not forget, however, that many of us are privileged to have languages on our doorsteps, which, for any number of reasons, may not enjoy the same prestige as the more widely studied languages. Even the so-called European monoglot countries such as England, France or Germany are in fact multilingual. Many of us are keenly aware of the threat which 21st century globalisation poses to lesser-used languages. According to David Crystal, in his thought-provoking *Language Death*, only about 600 of the world's 6,000 or so languages are safe from the threat of extinction. As language professionals, many of us believe it is our duty to try to halt the decline in the use of minority languages, with their associated cultures and views of the world.

Research has shown that a high level of literacy in the endangered language is one way of ensuring its progress. Those of us involved in the teaching of minority languages, in general, face very similar challenges on a daily basis: the huge budgets devoted to the provision of materials for the so-called world languages are not available to us, since our markets are too small; experiments with new technologies often prove too costly and time-consuming when budgets are so tight. It seems to me, therefore, that the argument for greater co-operation in the production of materials and the introduction of different approaches to teaching is overwhelming. A CercleS Focus Group would provide the ideal forum for such co-operation on a relatively informal basis, free from the unwieldy, time-consuming bureaucracy that seems to be a condition of involvement in many EU projects. Quite apart from the obvious savings in terms of time, effort and money, discussion and exchange of ideas with colleagues in similar situations to our own would free those in the area of minority languages from the relative isolation in which so many of them work.

I therefore invite all colleagues with an interest in minority languages to get in touch with me with a view to joining the Minority Languages Focus Group and giving this important area of language teaching and learning the recognition it deserves within our association.

If you wish to join the FG, please send a message to the Secretariat and you will be added to the discussion list. ■

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Résumé :

Les langues minoritaires sont menacées de lente extinction. Pour les préserver, ainsi que la culture et la perception du monde qu'elles véhiculent, CercleS a un rôle primordial à jouer : encourager, à travers le travail de ce groupe d'intérêt, la discussion et les échanges de points de vues, décloisonner les expériences souvent menées par des collègues trop isolé(e)s et travaillant avec des budgets insuffisants, et promouvoir ainsi une collaboration efficace au niveau européen.

Zusammenfassung:

Die Minderheitensprachen sind vom langsamen Aussterben bedroht. Bei der Bewahrung und Förderung dieser Sprachen und der Welt, die sie repräsentieren, spielt CercleS eine bedeutende Rolle. Diese Interessengruppe soll die Diskussion und den Meinungs austausch fördern, die Erfahrungen von Kollegen, die oft isoliert und mit unzureichenden Budgets arbeiten, zusammenbringen und somit eine Zusammenarbeit auf europäischer Ebene ermöglichen.

New Technologies

The debate on software quality assurance in last year's CercleS conference in Antwerp raised legitimate but complex questions about the quality of the computer programmes used in language centres. How can quality in-house software be recognised and promoted in European centres? How can centres avoid expensive errors when equipping their multimedia laboratories? How can good practice in terms of integrated adaptive learning programmes be encouraged in centres which merely provide machines and self-study software and invite students to get on with the learning? How can teachers and technicians learn to speak the same language? Which authoring tools are the most appropriate? Which evaluation schemes can be trusted and how should the ISO 9001 norm be applied? Which is the best microphone for recording sound on a computer? Where can one find replacement programmes for terminated satellite broadcasts? There may be no instant answers to such questions but the CercleS New Technology Focus Group should provide a much-needed opportunity for European language centres to pool knowledge and share experience. The suggestion of forming an NT Focus Group met with a favourable reaction at the AULC conference in Belfast in April 2001 with the proviso that the Web site should not be an excuse for venting wrath on the heads of language laboratory manufacturers (no matter how justified) but rather a forum for constructive debate and feedback which can be profitable for all.

An NT Focus group will also be the occasion to examine the wider implications of developing learning tools in higher education for an ever-changing information society. Although we can be rightly proud of the pioneering role language experts have played in the development of sophisticated and pedagogically valid multimedia applications, the challenge now confronting Higher Education is daunting. It is a question of choosing the best multidisciplinary software platform for online learning and of maintaining flexible development practice. Platforms will have to handle wide-ranging aspects of educational management in addition to providing access to content through campus-wide web access, in-house or commercial software on high-powered video servers, e-mail, forums, chat rooms, blackboards, testing, statistics. There are over 150 alternatives, including several freeware programmes, to WebCT the current favourite. One student in two in France has an e-mail address within the learning institution. The extent to which future computer-assisted learning may be 'steamrollered' into web-based learning has automatically become a controversial issue which language centres need to examine in detail.

The new multidisciplinary nature of the decision-making process will no doubt come as a considerable surprise to language centres which until today have often developed in comparative isolation as havens of enlightened pedagogy, ignoring their retrograde brethren in other faculties and protected by the comfortable protective walls of their linguistic speciality. The rigid barriers between disciplines are beginning to fall. Today, empires of all kinds are being called into question as existing infrastructure and policies are actually restricting innovation. The jealously guarded privileges of the audio-visual department, the computer support department, the distance learning service, not to mention the language centre itself, have all too often produced unhealthy competition and divergent agendas instead of serving student and teacher needs.

The decision to promote online learning, however, takes language centres far beyond the need to simply evaluate such platforms as ▶

Reports from Focus Groups (cont.)

WebCT or replace competition with cooperation. Language learning software development at intermediate and advanced levels cannot be out-sourced as student needs are too specialised and change too rapidly. In-house development appears the most promising solution but an over-reliance on the so-called 'lone rangers' (energetic pioneers) can lead to fragility. The history of failed technology-based innovations in education makes improved technical information exchange between language centres all the more urgent. In-house software development that merely follows traditional methods of course development appears condemned in advance. Virtual universities and virtual language centres will require new goals as we are no longer faced with stable environments and stable, unambiguous requirements. Software development in this new context must be flexible and adaptive and carried out by cooperative teams. Needs analysis will be continual instead of once and for all. The term 'courseware development' may well be replaced by 'courseware redevelopment' just as the railway system underwent continuous redevelopment and improvement to adapt to changing requirements, conditions, and technical capabilities.

The implications of changes in 'institutional culture' should be followed closely. Examples of good practice in terms of payment for software development, digital video editing, improvements in status or recognition for teachers and technicians deserve wide circulation. The arrival of distance learning and the virtual campus signifies increasingly complex software choices. Clearly one popular tactic will be to separate the software interface from the application so that different users can have different interfaces depending on their needs, preference and computer equipment. The use of XML (Extensible Markup Language), championed by Martin Cooper of the Open University, UK as the most appropriate tool for developing a collaborative environment with accessible user interfaces which can flexibly create remote controlled experiments, is now widely accepted. (<http://kmi.open.ac.uk/projects/pearl>). Whether there is a real need for remote controlled language laboratories or self-study centres remains to be seen. The problem for language centres will be to decide how to balance the needs for innovative software development with the commonsense goals which insist on high compatibility with existing practice, growth in simple steps and acceptably low learning curves for both teachers and students.

Management

In forming this focus group, we aim to provide a discussion and information exchange forum for Directors, Managers and those working in supervisory positions in University Language Centres throughout Europe. We aim to not only learn from each other's experience in dealing with management issues, but also to invite experts in general and educational management to our pan-European conferences and the meetings of our national associations. Our research to date indicates that areas of common interest would include:

- Quality Assurance
- Management of Change
- Budgeting and finance
- Human Resources
- Conference Organising

If you wish to join the FG, please send a message to the Secretariat and you will be added to the discussion list. ■

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Centres affiliated to CercleS can already boast of a wealth of in-house software development, some of which has acquired an international reputation and an even longer experience in the use and editing of audiovisual documents.

There are innumerable CercleS language teachers and technicians who can provide concrete answers to concrete questions while at the same time participating in the wider strategic debate on the future role of language centres. If we are to help Higher Education respond to change, it is time to 'Cerculate' such knowledge and experience through the Focus group now.

If you wish to join the FG, please send a message to the Secretariat and you will be added to the discussion list. ■

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Résumé :

Tous les centres de langues sont confrontés aux innombrables questions posées par l'introduction et l'intégration des nouvelles technologies dans l'apprentissage et l'enseignement des langues : choix techniques, développement local de produits pédagogiques, intégration des produits en ligne dans la formation, évaluation de l'existant, normes, mais aussi enseignement à distance (EAD), et implications à long terme des décisions prises par les établissements universitaires en matière de plates-formes d'EAD. Dans ce contexte, le groupe "Nouvelles Technologies", fort de l'expérience accumulée par de nombreux collègues, se veut être un forum d'échanges et de collaboration. Il tentera d'apporter des réponses concrètes à ces questions, tout en contribuant à la réflexion globale sur les positionnements stratégiques des centres de langue confrontés aux changements rapides induits par l'évolution des nouvelles technologies dans les années à venir.

Zusammenfassung:

Bei der Einführung und der Integration neuer Technologien in die Sprachvermittlung sind alle Sprachenzentren mit unzähligen Fragen konfrontiert: Welche technischen Mittel sollten zur Verfügung stehen? Welche Unterrichtsmaterialien können selbst entwickelt werden? Wie können online-Verfahren in die Ausbildung integriert werden und welche Konsequenzen hat dies für die Zukunft der universitären Einrichtungen? In diesem Zusammenhang möchte die Interessengruppe: „Neue Technologien“ ein durch die Erfahrungen zahlreicher Kollegen gestärktes Forum für Austausch und Zusammenarbeit sein. Es wird versuchen, konkrete Antworten auf Fragen zu finden und zu der generellen Reflexion über die strategische Positionierung der Sprachzentren beizutragen, die mit der schnellen Entwicklung neuer Technologien in den nächsten Jahren konfrontiert sein werden.

Résumé

Le but du groupe "Gestion des Centres de Langues" est d'offrir aux responsables de ces centres essentiellement le moyen d'échanger des informations utiles, de s'enrichir mutuellement des expériences de chacun, et d'inviter des spécialistes aux conférences nationales et européennes. Nos recherches indiquent que les centres d'intérêt communs sont susceptibles d'être les questions de

- qualité
- gestion du changement
- budget et finances
- ressources humaines
- organisation de colloques.

Please send a message to cercles@alc.ucd.ie indicating which Focus Group(s) you wish to join. The secretariat will add your email address to the relevant discussion list. More information on the Portfolio and LSP Focus Groups in *Bulletin* 15.

Book Review:

Integrating Theory and Practice in LSP and LAP, Parts 1 & 2 Gertrud Aub-Buscher, University of Hull, UK.

In March 1998, 257 specialists in Languages for Specific Purposes and Academic Purposes met at the newly opened Applied Language Centre of University College Dublin and gave a total of 111 papers. The two volumes under discussion, one a free-standing book (Part 1), the other an issue of the yearbook of the Irish Association of Applied Linguistics (Part 2), present a selection of 26 (19 + 17) of those papers, together with brief introductions and a Preface (Part 1). Part 2 gives some bibliographical references and other information in Irish and there is one paper (Jean-Nicolas De Surmont on hyperterminotics) in French; all other articles are in English, and English is the target language for most learning situations described, though there are also papers involving French, German and Hungarian. While universities or other tertiary institutions provide the setting in most cases, the language needs of Eurostar train drivers and of nurses exercising their right to mobility within Europe are also considered. Three papers are concerned with language teaching or testing for immigrants ('Immigrant gatekeeping and the language testing profession' by Alan Davies, 'Theoretical and practical issues in the development of LSP courses for refugees and immigrant learners' by Barbara Lazenby Simpson, 'Native holes and alien pegs: LAP/LSP tools in immigrant and refugee children's socialisation' by Tope Omoniyi - all in Part 2, 41-73).

While some key themes (e.g. language training as a process of developing skills applicable well beyond the mere learning of language) recur throughout the collection, the papers chosen touch on a wide range of topics: from syllabus design to testing, from CALL to textual analysis, from note taking to the training of LSP and LAP teachers, from translating to using business-oriented materials as a tool for teaching young researchers how to make oral presentations in English (Part 1, 201-215). Disciplines covered include nursing, medicine, business, natural sciences, engineering and law, which is particularly well served, with no fewer than four studies devoted to the properties of legal texts in English. A thoughtful paper by Frédéric Rantz, 'Smooth operator: A case study in VOLL syllabus design' (Part 1, 171-181), considers the needs of the relatively new teleservices sector.

Not all the papers refer specifically to LSP or LAP, and the integration of theory and practice is not as evident everywhere as it is in David Little and Ema Ushioda's plenary paper on the theoretical basis of the IWLP at Trinity College Dublin (Part 1, 43-54), or in Lise Mourier's account of the part played by theory in the training of translators at the Copenhagen Business School (Part 2, 125-133). I must confess, though, that I particularly enjoyed some of the articles, which concentrated on theoretical issues, leaving us to take the next step towards actual practice. Among these are David Malvern and Brian Richards' description of a mathematical model which makes it possible to overcome the problems of measuring lexical diversity in written and spoken language (Part 2, 1-12), Claire Laudet's proposal of a research method for investigating the 'influence of the cognitive load of oral production tasks on interlanguage' (ibid., 23-32), and Ekkehard Eggs on 'Argumentation in LAP/LSP texts' (ibid., 157-170).

Most of the articles are likely to be of interest to members of language centres, and some should be required reading. Among the latter I would include Ian Tudor's plenary

paper on 'Perception and authenticity in tertiary level ESP' (Part 1, 101-113), which examines the whole concept of LSP in higher education and underlines the difference between in-service training and courses for university students preparing for their professional life, a theme also treated in W. Steven Dodd's 'Does LSP work at university level?' (ibid., 115-121). It is pleasing too to see a number of papers which dwell on the relationship between LSP courses and the relevant area of professional activity: e.g. the paper of the Hungarian team responsible for what appears to be a very successful course in Hungarian for medical students who clearly work in close collaboration with their medical colleagues (Judit Hajnal et al. 'LSP: Some aspects of materials development for language acquisition assisted by the Internet', Part 1, 153-169). Josephine Holden also underlines the importance of patterns of discourse in a particular institutional setting in 'Everyday language: A relevant instrument in nursing care' (Part 2, 33-40).

Given the great diversity of papers, the editors have chosen not to present them in sections but to group those treating similar themes. I found that this did not always work for me: articles on very similar topics, which could shed light on each other, are not always given in sequence, or may even be divided between the two volumes (e.g. the four concerned with structural properties of legal texts). A marketing ploy to persuade you to buy both volumes? It certainly would be difficult to recommend one volume for purchase rather than the other. Together they will both prove a useful addition to any Language Centre Library. ■

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RUANE, Mary and Ó BAOILL, Dónall P. (eds), *Integrating Theory and Practice in LSP and LAP*. Papers from the ALC/IRAAL conference, March 1998: Part 1. Dublin: Applied Language Centre, University College Dublin/Irish Association for Applied Linguistics (IRAAL), 2000, xvii + 237 pp. ISBN 0-9538856-0-7. (No price indicated.)

Ó BAOILL, Dónall P. and RUANE, Mary (eds), *Integrating Theory and Practice in LSP and LAP*. Papers from the ALC/IRAAL conference, March 1998: Part 2/Páipéir ó chomhdáil 1998 IRAAL/ALC: iml. 2. Teanga, The Irish yearbook of applied linguistics/Bliainiris na teangeolaíochta feidhme in Éirinn 19, 2000, Dublin: IRAAL & UCD, 2000, xii + 184 pp., ISSN 0332205X. IR£12.00.

Integrating Theory and Practice in LSP and LAP

edited by Mary Ruane
and Dónall P. Ó Baoill

Applied Language Centre, University College Dublin
Irish Association of Applied Linguistics (IRAAL)

Election of New CercleS Executive

The procedure for electing members of the Executive (who will serve for a period of two years from 19 September 2002) is laid down in Standing Orders. All who belong to an institution with paid up membership of CercleS for 2000-2001 are eligible to stand for any office. Those holding Associate Membership must be supported in their nomination by a Full Member.

Officers may serve two mandates consecutively. As a consequence all members of the current Executive may be re-elected except for Bernd Voss (Treasurer). The Executive is elected by the Co-ordinating Committee, and the office of President is confirmed by the General Meeting.

The timetable for the election in September 2002 is as follows:

- nominations to reach the Secretariat with the support of a Full Member by **19 April 2002**.
- vetting for eligibility by the Executive on **26 April 2002**.
- circulation of nominees' details to the membership to allow discussion at national level (**May-September**).
- election of a new Executive by the Co-ordinating Committee in Paris, **19 September 2002**.
- confirmation of the office of President by the General Meeting on **20 September 2002**.

There are no official nomination forms. Anyone seeking nomination must simply submit a short declaration of their intentions and qualifications for office, and indicate the institutional support they will receive, through the Chair of a Full Member for consideration by the association. This must be done in time for those applications supported by Full Members to have been discussed nationally, processed and forwarded to the CercleS Secretariat by 19 April. Voting at the Co-ordinating Committee is by secret ballot. Members may vote for themselves, and proxy voting between representatives of Full Members is permitted, if formally notified.

The offices of President, Secretary General and Treasurer involve a significant range of duties and activities and are felt to be incompatible with holding similar office in a national association.

This is the second time CercleS has conducted Elections on this basis. The Confederation's intention is to ensure complete transparency in its procedures and to offer opportunities as widely as possible for responsibility in CercleS. The Secretariat will be pleased to advise, and consult with the present Executive, on any issues which may arise during this election process. ■

The CercleS Secretariat
cercles@alc.ucd.ie

Membership of the Co-ordinating Committee and Voting Rights

(As at November 2001. Names of Chairs are listed on back page)

President	-	1 vote
Secretary General	-	1
Treasurer	-	1
ACLES	Spain	- 1
AICLU	Italy	- 2
AKS	Germany	- 1
APOCLES	Portugal	- 1
AULC	UK and Ireland	- 2
FHS-ELHE	Switzerland	- 1
LINGAL	Poland	- 1
NUT	Dutch-speaking Belgium and the Netherlands	- 1
RANACLES	France	- 2
Total		15 votes

Some news from the CercleS Coordinating Committee Meeting Siena, Italy, 1 June 2001

Membership news

The central authorities in Spain had approved the ACLES statutes and the process to establish the Spanish Association is now in train. Spain might host the CercleS conference at a date in the future.

The LINGAL Chair, Jolanta Urbanikowa had submitted a detailed report on language centres in Poland. LINGAL had come into existence in 1997 as a direct outcome of the Dresden conference, but only a small number of LINGAL members were in CercleS.

The Finnish Heads of Language Centres are due to discuss the possibility of forming a National Association. Finnish Language Centres are the oldest in Europe, yet they have no representation on the Co-ordinating Committee.

Links with language centres in Hungary had been renewed and it was hoped to increase the number of associate members from Hungary.

CercleS finances

The CercleS finances are in good order. Fee income and expenditure are on target, the financial transfer had been received from Plymouth, and book sales were up.

Fliers and posters

A flier and poster were being prepared. National Association logos would feature in the design. Each member would get a poster for display.

Focus Groups

It was agreed to provide a forum to meet during the Paris conference. FG activities should be reported in the Bulletin and new groups should be created on the ELP, LSP and learner autonomy

The last meeting of the CercleS Executive took place Fri 2 - Sat 3 November 2001 in Dublin. There will be a brief report on this meeting in *Bulletin 15*. ■

7th CercleS International Conference

Announcement & Call for Papers:

University Language Centres: Forging the Learning Environments of the Future

19-21 September 2002

The CERCLES 2002 conference will be hosted for CercleS by RANACLES, France (Rassemblement National des Centres de Langues de l'Enseignement Supérieur) at the University of Paris-IX Dauphine, CIP/CRL Centre Ingénierie Pédagogique/ Centre de Ressources en Langues.

Previous conferences were held in Bordeaux, France (RANACLES, 1992), Hull, GB (DULC, 1994), Dresden, Germany (AKS, 1996), Bergamo, Italy (AICLU, 1998), Antwerp, Belgium, (NUT, 2000). The theme will enable members to explore the new learning environments in the 21st century and the dynamics of change.

Themes

Papers, show and tell and posters are invited on all subjects of concern to CercleS and in particular on the following sub-themes:

1. The European Language Portfolio and Autonomy
2. Testing and certification
3. LSP/LAP
4. E-learning and multimedia environments
5. Issues in management, quality and accreditation
6. Teacher training and development
7. Institutional language policy

Any person may propose a paper, and preference will be given to papers of high quality and suitability.

Keynote speakers

- Prof. P. Liddell, President of IALLT, University of Victoria, Canada.
- Prof. M. Kelly, University of Southampton, UK, LTSN Subject Centre for Languages, Linguistics and Area Studies.

Proposals for Papers

Papers are invited which relate to one of the themes of the conference. Proposals should consist of an abstract, preferably written in English, 200 to 300 words in length, and including full contact details. Abstracts can be submitted through the website, sent by e-mail (preferably as an .RTF attachment) to chenik@dauphine.fr, or sent by mail (see address indicated below.)

They must be of a standard appropriate for publication in the Conference Programme. Show-and-tell and poster sessions will be organized if needed. The secretariat will acknowledge receipt of your paper proposal.

Deadlines

- | | |
|----------------|--|
| • January 31st | Submission of papers. |
| • April 30th | Notification to successful applicants |
| • May 31st | End of early bird registration |
| • July 15th | Abstracts on line |
| • October 31st | Submission of articles |
| • October 2003 | Publication of Proceedings (selected papers, refereed) |

Deadline for Abstracts

Abstracts will not be considered after 31st January 2002. The organising committee and scientific committee will examine proposals for papers. Those proposing papers will be notified at the end of April.

Proceedings

Authors will be invited to submit their papers for publication by October 31st 2002. Selected papers will be edited and published in a separate publication.

Fees

- 110 Euro for delegates from members of national members and associate members (and 90 euro for early bird registration before May 31st 2002)
- 130 Euro for all other participants

Conference fee

The fee will cover admission to the conference, lunches and refreshments, coffee breaks, and a copy of the Proceedings. Additional charges will be made for the conference dinner and the cultural programme.

Conference Secretariat

From 15 March onwards, a conference office will provide information. The information will be available on the conference website and the CercleS website.

CercleS CC

The Co-ordinating Committee will meet before the start of the conference on Thursday 19 September. One of its main tasks will be the election of Officers for the period from 1 January 2003 to 31 December 2004.

Conference Organising Committee

- Nicole Chenik, Paris IX Dauphine, CercleS Deputy Secretary General, RANACLES.
- Alain Cazade, Paris IX Dauphine, RANACLES president.
- Mary Ruane, CercleS Secretary General, AULC.
- Ray Satchell, CercleS Vice President, AULC.

CercleS General Meeting

The General Meeting will take place on the Friday afternoon

Contact address

N. Chenik CERCLES 2002, CIP/CRL (C 606), Université Paris IX Dauphine, Place du Maréchal de Lattre de Tassigny, 75 016 Paris-France
More information will be available soon on the CercleS site (<http://www.cercles.org>) and on this site.

Contact person : Dr. Nicole Chenik chenik@dauphine.fr
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Comments & suggestions: Nicole Chenik
URL: <http://www.cip.dauphine.fr/cercles2002> or
<http://cercles2002.cip.dauphine.fr> ■

CercleS National Associations

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CASALC (Czech & Slovak Republics)

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Website: http://194.167.125.33/RANACLES/Accueil_RANACLES

Forthcoming events

8 February-2 March 2002: II International Congress on Specialised Translation: "Translating Science", Barcelona, Spain. Info: Dept. Traducció i Filologia, Universitat Pompeu Fabra, La Rambla 30-32, E-08002 Barcelona, Spain. Tel: +34 93 542 24 09, Fax: +34 93 542 16 17, E-mail: 2congress@grup.upf.es, Web: <http://www.upf.es/df/activitats/2icst/2ctradsp.htm>

7-9 March 2002: Georgetown University Round Table on Languages and Linguistics (GURT), Washington, D.C. Theme: Discourse Analysis and Technology: Multimodal Discourse Analysis. Info: E-mail: gurt@georgetown.edu, Web: <http://www.georgetown.edu/events/gurt>

21-24 March 2002: Bundeskongress: "Mehr Sprachen – mehr Europa", Halle/Salle, Germany. Fachverband Moderne Fremdsprachen – Deutschland. Info: Prof. Dr. U. Bliesener, Von-Graevemeyer-Weg 33, D-30539 Hannover, Germany. Fax: 0511/952 37 56, E-mail: office@fmf-deutschland.de, Web: <http://home.t-online.de/home/0421239993-01/FMF/BK2002.html>

21-23 Mars 2002: XXIII ième colloque du GERAS. "Modèles", Lyon, France. Info: Félicie Pastoré, ENS Lyon, 15 Parvis René Descartes 69 166 Lyon Cedex 07 France. E-mail: fpastore@ens-lsc.fr, Web: <http://www.langues-vivantes.u-bordeaux2.fr>

26-30 March 2002: CALICO 2002: Creating Virtual Language Learning Communities, University of California, Davis, California. CALICO, 214 Centennial Hall, Southwest Texas State University, San Marcos, TX 78666; Phone: 512/245-1417; Fax: 512/245-9089; E-mail: info@calico.org, Web: <http://calico.org>

6-9 April 2002: American Association for Applied Linguistics (AAAL) conference: "(RE)Interpreting Applied Linguistics", Salt Lake City, UT (USA). Info: AAAL Business Office, PO Box 21686, Eagan, MN 55121-0686, USA. Tel: +1 952 953 0805, Fax: +1 952 431 8404, E-mail: aaaloffice@aaal.org, Web: <http://www.mrhassoc.com/aaal2002>

23-25 May 2002: 4th ABC European Convention, Aarhus, Denmark. Theme: "Business Communication across Contexts, Cultures and Continents". Info: ABC European Convention, Convention Chair, Anna Trosborg, Dept. of English, The Aarhus School of Business, Fuglesangs Alle 4, DK-8210 Aarhus V, Denmark. Tel: +45 8948 6276, Fax: +45 8615 7727, E-mail: ar@asb.dk, Web: <http://www.sprog.asb.dk/abc/>

13-15 June 2002: Colloque International: "Pluralité des langues et des supports dans la construction et la transmission des connaissances", Lyon, France. Info: Marie-Anne Mochet, Plurilinguisme et Apprentissages, E.N.S. Lettres et Sciences Humaines, 15, Parvis René Descartes, 69366 Lyon Cedex 07, France. Tel: +33 (0)4 37 37 62 25, Fax: +33 (0)4 37 37 62 35, E-mail: Marie-Anne.Mochet@ens-lsh.fr, Web: <http://www.ens-lsh.fr/labo/plurapp/actual/reche/colloque/milcoll.htm>

27-31 July 2002: 5th Teaching and Language Corpora Conference (TALC 2002), Bertinoro, Italy. Info: Prof. Guy Aston, Scuola Superiore di Lingue Moderne per Interpreti e Traduttori, Università di Bologna, Corso della Repubblica 136, I-47100 Forl (FC), Italy, Tel: +39 0543 45 03 07 / 37 87 38, Fax: +39 0543 45 03 06, E-mail: talc5@sslmit.unibo.it, Web: <http://www.sslmit.unibo.it/talc>

7-10 August 2002: EUROCALL 2002, Jyväskylä, Finland. Info: June Thompson, EUROCALL, The Language Institute, University of Hull, Hull HU6 7RX, UK. Web: <http://www.eurocall.org> or <http://www.solki.jyu.fi/eurocall2002>

18-20 August 2002: Tenth International CALL Conference. "CALL Professionals and the Future of CALL Research." Antwerp. Web: www.didascalie.be

12-14 September 2002: The British Association for Applied Linguistics (BAAL), 35th Annual Meeting, Centre for Language and Communication, Cardiff University. Info: Srikant Sarangi (sarangi@cardiff.ac.uk) and Theo van Leeuwen (vanleeuwen@cf.ac.uk). Web: <http://www.baal.org.uk/baal2002.htm>

19-21 September 2002: CercleS 2002 : 7th CercleS International conference "University Language Centres: Forging the Learning Environments of the Future", Paris. Web: <http://cercles.org> or <http://www.cip.dauphine.fr/cercles2002>

16-21 December 2002: 13th World Congress of Applied Linguistics (AILA 2002): "Applied Linguistics in the 21st Century: Opportunities for Innovation and Creativity", Singapore. Theme: Globalisation, creativity and the infusion of Information Technology in the 21st Century. Info: AILA 2002 SINGAPORE, c/o Conference & Travel Management Associates Pte Ltd, 425A Race Course Road, Singapore 218671, Tel: (65) 299 8992, Fax: (65) 299 8983, E-mail: ctmapl@singnet.com.sg, Web: <http://www.aila2002.org> ■