

Bulletin 15



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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Council of Europe approves ELP RANACLES prepares for Paris 2002

Mary Ruane

As we go to press, news has come in that the CercleS European Language Portfolio (ELP) has been approved by the ELP Validation Committee of the Council of Europe. The approval was granted at a meeting in Strasbourg on 17 May.

This development will be warmly welcomed by CercleS members. CercleS now has a version of the ELP which has been designed for language centres by authors who really know the language centre context. We are fortunate in having been able to call on former CercleS President, David Little, to develop the ELP. His extensive experience of portfolio design as well as his energy and commitment have led us to this significant outcome.

The challenge now facing CercleS is to ensure the portfolio's distribution to a wide audience as quickly as possible. It also needs to inform and support language centres. *Bulletin* 15 starts this process by providing information and advice. It also introduces an initiative which will enable CercleS to monitor and evaluate the its ELP project.

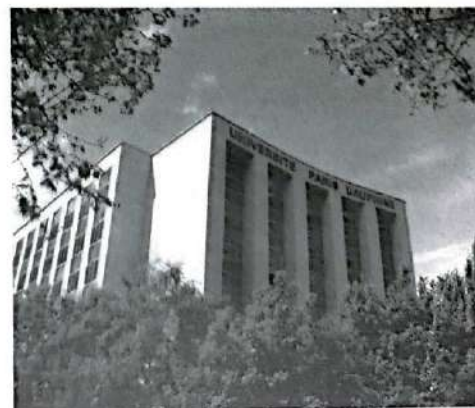
The launch of the CercleS portfolio will undoubtedly be one of the highlights of a packed programme at the CercleS International Conference, which will take place at the University of Paris IX-Dauphine in September 2002.

As CercleS prepares to meet in Paris, it is timely to reflect on the generous contribution made by RANACLES to the development of our confederation. This is the third time in CercleS' short history that the conference will have been held in France. The first meeting of the fledgling confederation was in Strasbourg in July 1991. One year

later, in September 1992, CercleS returned to France (Bordeaux) for its second meeting and formal founding conference. Now, exactly ten years later, CercleS returns once more to France for its 7th International Conference. This reflects the very significant contribution by the French National Association. It testifies to the vision and dedication of the pioneers of a decade ago and to their successors who have maintained the early momentum.

CercleS acknowledges the debt of gratitude it owes to RANACLES and to its President, Alain Cazade. It acknowledges too the many efforts and commitment of Nicole Chenik, CercleS Deputy Secretary General, in the organisation of the conference.

The conference theme *University Language Centres: forging the learning environments of the future* has been aptly chosen. As well as focusing on key pedagogical, technological and institutional issues in language centres, it highlights the growing conviction and energy that CercleS members feel concerning their role and their future. Paris 2002 promises to be another milestone in the history of CercleS. ■



Université Paris IX-Dauphine, venue for
the CercleS International Conference 2002.
See pages 10 & 11 for more details.

Introducing the CercleS European Language Portfolio

David Little

Centre for Language and Communication Studies, Trinity College, Dublin

Résumé

La version CercleS du Portfolio Européen des Langues (PEL) possède des caractéristiques spécifiques qui le différencient des autres portfolios. Le but des concepteurs (Trinity College Dublin, Irlande) était de développer un modèle pour divers niveaux de compétence linguistique qui serait adapté à différents contextes universitaires et qui offrirait des conseils d'utilisation. L'auteur offre un descriptif des caractéristiques spécifiques du Portfolio CercleS au niveau du *passport*, de la biographie et du dossier. Il continue en expliquant quelques-unes des étapes nécessaires pour la mise en place du projet Portfolio de CercleS. La dernière version a été soumise pour validation au Conseil de l'Europe et les conditions de sa distribution ont été proposées. Enfin le lancement formel du portfolio est prévu lors de la conférence de CercleS à Paris en septembre 2002, où vous serez invité à une présentation complète du projet.

The CercleS version of the European Language Portfolio (ELP) was designed in the Centre for Language and Communication Studies, Trinity College Dublin, by myself, Barbara Simpson and Ema Ushioda. The design criteria we set ourselves were as follows:

- The CercleS ELP must be usable by third-level language learners at all proficiency levels, from beginners to advanced.
- It must contain sufficient background information and explanation to stand on its own.
- It must allow individual language centres to use it in a distinctive way without impairing its validity.

We met the first of these criteria by including as an appendix goal-setting and self-assessment checklists that cover all six of the common reference levels elaborated in the Council of Europe's Common European Framework (CEF). We met the second by including (i) a general introduction to the ELP that explains its origins and purpose and (ii) an introduction to each part of the ELP that contains suggestions for use. And we met the third by designing a relatively open dossier and suggesting ways in which it might be exploited to include current course materials and assessment requirements.

For the passport section we decided to use the so-called standard adult passport (SAP) since it is already widely used and thus has international currency. The SAP allows the owner to record his/her proficiency in six second/foreign languages according to the common reference levels of the CEF. It also allows him/her to summarise language learning and

Zusammenfassung

Einige besondere Merkmale unterscheiden die von CercleS entwickelte Version des Europäischen Sprachenportfolios (ESP) von anderen Portfolios. Dieser Artikel gibt darüber Aufschluß. Ziel des Designteam (vom Trinity College Dublin) war der Entwurf eines Portfoliomodells, das bei allen Sprachniveaus eingesetzt werden könnte, ausreichend Hintergrundinformationen beinhalten würde und sich an die Bedürfnisse einzelner Sprachzentren anpassen liesse, ohne dabei seine Gültigkeit zu verlieren. Wie diese leitenden Prinzipien sich auf die Ausarbeitung des Sprachenpasses, der Sprachlernbiografie und des *Dossiers* auswirken, wird im Artikel analysiert. Die neue Version wurde dem *Europarat* zur Akkreditierung vorgelegt; die offizielle Einführung des Portfolios soll im Rahmen der CercleS-Konferenz in Paris im September 2002 stattfinden.

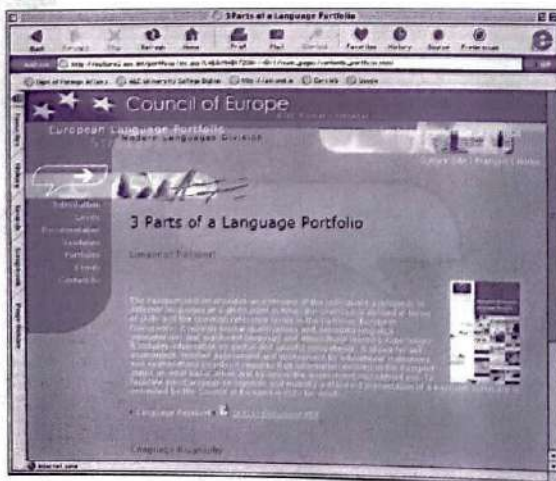
intercultural experiences and to record formal language qualifications such as certificates, diplomas and degrees. As its name implies, the language passport is intended to provide an overview of the owner's second/foreign language identity. It should thus be filled in when the owner first receives the ELP and at intervals thereafter – once a year is probably often enough.

The language biography is the part of the ELP where the owner records ongoing experience of learning and using languages other than the mother tongue. In other words, it is designed to provide a regular accompaniment to language learning and a focus for reflection on second/foreign language use. The CercleS language biography is divided into two parts, which correspond to the biography's two complementary purposes. The first part records experience of learning and using second/foreign languages, but in greater detail than is possible in the language passport. It contains five kinds of pages:

1. An introductory page on which the owner compiles a summary of his/her experience of learning and using languages other than the mother tongue – effectively a curriculum vitae that focuses exclusively on second/foreign languages.
2. A page for writing about language learning experiences that the owner particularly values or that made a particularly strong impression on him/her.
3. A page for writing about periods of residence, study or work experience abroad.
4. A page for writing about ways in which the owner has engaged with the culture(s) associated with the second/foreign language(s) he/she knows – e.g. film, theatre, dance; art and architecture; newspapers and magazines; radio and television; novels and poetry; fashion; cuisine.
5. A page for writing about any 'heritage' language(s) the owner knows – languages that immigrants bring with them to a new country; languages of ethnic minorities; languages used for purposes of religious observance or in cultural festivals.

This part of the language biography provides a framework within which the owner can gradually compile a profile of him/herself as a learner and user of second/foreign and heritage languages.

The second part of the language biography is concerned with the language(s) that the owner is learning at present, whether inside or outside the university, formally (e.g. by attending classes or regularly visiting a self-access centre) or informally (e.g. by working or socialising with native speakers of the language(s) in question). This is where the



Council of Europe webpage on ELP
<http://culture2.coe.int/portfolio/>

owner writes down his/her current language learning targets, monitors learning progress, and focuses on the development of language learning skills. The second part of the biography has two kinds of pages:


1. A page on which the owner can write down his/her next learning target and record his/her progress in achieving it. When setting targets the owner can use the self-assessment grid in the language passport to locate him/herself on the common reference levels of the CEF and then can use the goal-setting and self-assessment checklists in the appendix to formulate targets more precisely.
2. Two pages that are concerned with learning to learn and focus on different aspects of the language learning process.

Active language learners will probably need to use most of the pages in the language biography more than once, which means that they should keep the original pages in a safe place and make copies of them as and when necessary. Alternatively, their language centre may decide to provide them with additional pages on request. ELP owners will probably find it convenient to create a different sub-section of the language biography for each of the languages they have learnt or are learning. Because it is the purpose of the ELP to show what the owner can do in second/foreign languages, it is recommended that as far as possible he/she should write entries in the language biography in the language to which they refer.

The dossier is where the owner keeps examples of what he/she can do in second/foreign languages. It also accommodates material that supports current language learning, e.g., details of course requirements, lists of vocabulary the owner needs to learn, newspaper or magazine cuttings relevant to project work in progress and drafts of various kinds. If some of the material relevant to the dossier is in audio, video or digital form, the owner should insert a page in the dossier briefly describing the material in question. The contents of the dossier should be reviewed regularly and items that no longer represent the owner's proficiency level or language learning concerns removed. However, ELP owners should be encouraged to retain such items in a personal ELP archive, together with superseded pages from the second part of the language biography, as this will provide them with a useful resource for future reference.

Once it has been validated, the CercleS ELP will be available to affiliated institutions through full members (i.e., national associations) or, in the case of associate members, direct from the CercleS secretariat. Some full members may print the passport version in the format that is already well-known internationally. But if lack of resources prohibits this, they can produce the passport locally in A4 format. The biography and dossier of the CercleS ELP will be available only in A4 format.

The CercleS ELP was submitted to the Council of Europe for validation in a bilingual French/English version (these are the official languages of the Council of Europe). All ELPs must be in at least one of these two languages, but some full and associate members of CercleS will no doubt wish to add their national or regional language or use it instead of either French or English (the former option is preferred). In this case the CercleS secretariat will be responsible for registering the translation with the Council of Europe. If the SAP (and especially the self-assessment grid) has already been translated into the national or regional language in question, this translation must be used. Language centres that plan to introduce the ELP will need to familiarise themselves with the common reference levels of the CEF and calibrate their courses against them. The detailed goal-setting and self-




COUNCIL OF EUROPE CONSEIL DE L'EUROPE

PORTFOLIO EUROPÉEN DES LANGUES

EUROPEAN LANGUAGE PORTFOLIO

Nom / Name: _____



Le comité de validation du Conseil de l'Europe a accrédité
cette version du portfolio européen des langues
No d'accréditation: *****

This version of the European Language Portfolio was accredited
by the Council of Europe's Validation Committee
Accreditation no: *****

**Cover page of the CercleS version of the ELP, which
was approved by the ELP Validation Committee of the
Council of Europe on 17 May 2002.**

assessment checklists provided in the appendix to the CercleS ELP, as well as the CEF itself (already available in several languages besides English and French) should prove helpful in this regard.

Language centres will also need to prepare their students to use the ELP not only by explaining the principles on which it is founded and the reporting and pedagogical functions it is designed to serve, but also by actively engaging them in the reflective practices on which effective use of the ELP depends. I shall have an opportunity to enlarge on these issues when I introduce the CercleS ELP at a plenary session of the CercleS conference in Paris in September. ■

dlittle@tcd.ie

The CercleS ELP Project: Some key points

Mary Ruane

CercleS Secretary General

The CercleS Version of the European Language Portfolio 'has been specially designed for use in universities across Europe. It accommodates all levels of language proficiency from beginner (A1) to advanced (C1 and C2) and can be used by students who are learning one or more foreign languages (i) as their main focus of study, (ii) as a subsidiary part of their study, or (iii) in order to give added value to their study. It can also be used by students who are not currently learning a language but who wish to gather evidence of their language proficiency in order to support applications for study or work'.

(Extract from the Introduction to the CercleS European Language Portfolio, approved on 17 May 2002 by the ELP Validation Committee.)

Background to the CercleS ELP project

• September 1998:

The CercleS General Meeting in Bergamo was informed that the Council of Europe wished to involve CercleS members in piloting the ELP in the university sector.

• March 1999:

It was agreed that the ELP version produced by CLCS, Trinity College Dublin could be used by CercleS members for their own portfolio projects (see D. Little in *CercleS Bulletin* 10, 1999, p. 1).

• In 2000:

Publication of the 'Schärer Report', entitled *A European Language Portfolio Pilot Project Phase 1998-2000*. Strasbourg: Council of Europe, which included a report on the CercleS ELP pilot phase.

• 16 September 2000:

The CercleS General Meeting (at the Antwerp conference) agreed to develop a version of the ELP for its members. Outgoing CercleS President, David Little, was appointed to oversee its design and production.

• 1 November 2001:

At a meeting in Dublin, the CercleS Executive agreed to submit the revised version of the ELP for approval by the Validation Committee of the Council of Europe in May 2002.

• 1 February 2002:

The draft CercleS portfolio was submitted to the ELP Validation Committee of the Council of Europe in Strasbourg.

• 17 May 2002:

The ELP Validation Committee of the Council of Europe approved the CercleS version of the ELP 'without condition'.

• June 2002:

The CercleS Secretariat initiated the process of distributing the ELP to Full National Association Members and to Associate Members.

• 19-21 September 2002:

The CercleS ELP will be formally introduced at the international biennial CercleS conference in Paris. Two other events are planned: organisation of a workshop on using the portfolio and establishment of a one-year Research and Evaluation Network on the CercleS ELP.

Features of the CercleS ELP

- The standard adult **Passport (SAP)** is used to summarise language learning & intercultural experiences and to record formal qualifications.
- The **Biography** is divided into two parts. Part 1 records experiences of learning and using languages so that the owner can profile him/herself as a learner. In Part 2, the owner writes down current targets for languages currently being learned.
- In the **Dossier** the learner keeps examples of what is currently being learned.

As well as a general introduction to the portfolio, the CercleS ELP also provides an introduction to the language passport, the language biography and the dossier, with suggestions for use.

Distribution of the CercleS ELP

CercleS wishes to promote the use of the CercleS ELP by its members as actively as possible. It also wishes to ensure the possibility of its dissemination in a wide range of contexts and languages, in the most affordable way and as rapidly as possible. Certain conditions for distribution are laid down by the Council of Europe and others have been agreed by the CercleS Executive to ensure an efficient service to members. The final arrangements are being put in place as we go to press. They will be posted on the CercleS website (<http://www.cercles.org>) and distributed by email (cercles@alc.ucd.ie) to members, and they will be updated and amended as required. Please check the website on a regular basis!

Here are some provisional guidelines agreed so far:

- the canonical version of the ELP is bilingual in French and English.
- this version will be supplied in electronic format to Full Members who will make arrangements to distribute it to their language centre affiliates electronically for local printing and photocopying.
- Full Members will keep the Secretariat informed about the methods of distribution and supply information about users and user patterns.
- Full Members will be responsible for translating the ELP into their national language(s) if desired.
- all translations must be approved by the Secretariat who will forward them to the Council of Europe.
- the Secretariat will distribute the ELP to Associate Members according to certain conditions.

Acknowledgements

A special word of thanks to the designers of the CercleS version of the ELP. They are David Little, Barbara Lazenby Simpson and Ema Ushioda in the Centre for Language and Communication Studies in Trinity College Dublin. As stated in the introduction, the authors drew freely from other versions of the ELP in their Centre and benefited from consultation with Brigitte Forster Vosicki of the University of Lausanne and the European Language Council.

The ELP: Useful references for teachers

Véronique Gauthier

Applied Language Centre, University College Dublin

Résumé

Cet article présente une sélection de références pour les enseignants se préparant à utiliser le Portfolio Européen des Langues en classe. Les ressources sont regroupées en trois catégories : les portfolios d'apprentissage en général; l'attitude du Conseil de l'Europe dans le domaine des langues étrangères et le développement du PEL; et l'approche pédagogique du PEL [auto-évaluation, définition d'objectifs, réflexion et autonomie (théorie et pratique)].

Literature, either directly or indirectly concerning the ELP, is rich and varied. Finding one's way through it, however, can be time-consuming. In this article, I would like to present a selection of articles, books or websites, which other teachers may find helpful in order to understand the philosophy of the ELP and feel more confident about using it in their classroom. These resources cover three main aspects:

- Portfolios in education: a general overview;
- The development of the ELP and the Council of Europe's approach to foreign language teaching;
- Self-assessment, goal setting, reflection and autonomy: theory and practice.

Depending on their own interests and prior knowledge, teachers can decide which sections are most relevant for their own situation.

Portfolios in education: a general overview

Over the past few years, references to 'portfolios' in educational publications have multiplied. But what exactly is a learning portfolio? Where does the concept come from? The dossier from the French review *Tracer* answers these questions and offers an excellent introduction to the subject. Two articles¹ refer to the origin and use of portfolios in the United States while Günther Schneider presents the European project². In spite of clear distinctions between the American and European projects, teachers may gain from being familiar with both approaches and from the comparisons to be made between them³.

Luciano Mariani's bibliography on his website, *Learning Paths*, also includes references to American and European sources. In his online article, "Documenting the curriculum: process and competence in a learning portfolio"⁴, Mariani focuses on the learning process and argues in favour of its assessment. Examples of the possibilities offered by portfolio work in education can be gathered from the *Portfolio Guide* designed by the College of Education of Penn State University⁵. The various types – working, showcase or cumulative portfolios – are defined and practical advice given in sections like "what teachers need to do" or "what students need to do". I should also mention Oulu University's website, designed for people who want to create their own portfolio. It introduces portfolio thinking and offers resources for portfolio work, including links to Council of Europe documents⁶.

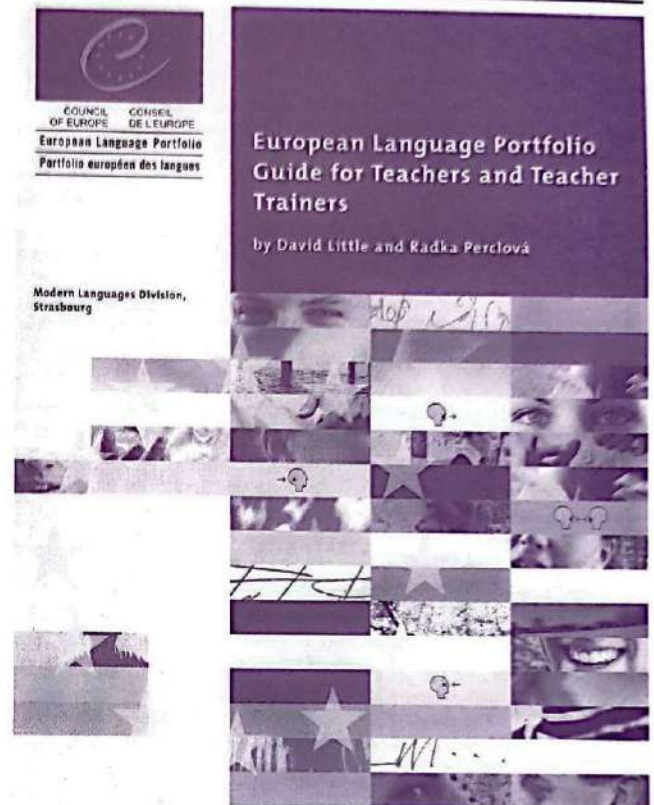
There is no doubt that the portfolio concept is spreading rapidly in education and goes beyond language learning, as portfolios have been designed for science, maths and history too. The Kalamazoo project in particular illustrates how extensive the possibilities are. Here, students have to present an electronic portfolio covering their whole university education⁷. Another attractive development is the appearance of "teaching portfolios", whereby teachers (and not only learners!) are encouraged to reflect on their own learning and teaching⁸.

The development of the ELP and the Council of Europe's approach to foreign language teaching

Understanding the Council of Europe's approach to language teaching and learning helps to grasp the differences between the ELP and other portfolios. The aim of the ELP goes beyond the pedagogical aspects of self-assessment, goal setting and autonomy.

Zusammenfassung

Dieser Artikel bietet Lehrern, die sich überlegen das Europäische Sprachenportfolio (ESP) zum ersten Mal im Klassenzimmer einzusetzen, eine Reihe von Literaturhinweisen. Diese werden in drei Kategorien aufgeteilt. Die Erste befasst sich mit dem Einsatz des Portfolios im Unterricht im Allgemeinen, die Zweite mit der Rolle des Europarats bei der Entwicklung des ESPs und die dritte Kategorie informiert über die pädagogischen Auswirkungen des Europäischen Sprachenportfolios, u.a. die Rolle der Selbstbeurteilung, Lernzielsetzung, Reflexion, Autonomie und das Verhältnis von Theorie und Praxis.



Guide for Teachers and Teacher Trainers
by David Little and Radka Perclová

The Council of Europe website (<http://culture2.coe.int/portfolio>) is a most useful source of information. It provides a concise introduction to the Portfolio; the levels of competence are described and key documents such as the *Principles and Guidelines* can be consulted or downloaded, as well as the Common European Framework of Reference and the various guides⁹. Different versions of the ELP can be viewed too.

Günther Schneider's article "Wozu ein Sprachenportfolio?"¹⁰ clarifies the link between the aims of the Council of Europe and the ELP. The author describes the functions and components of the ELP and gives advice as to how to start using it. The article includes a long bibliography, covering the relevant documents published by the Council of Europe.

For those who wish to know more about the development of the ELP, the collective document "Portfolio européen des langues : propositions d'élaboration"¹¹ offers a detailed overview. The first part concerns the nature and function of ELP but also addresses the issues of preparation and distribution. The second discusses its use for different categories of learners.

Two other valuable sources of information are the two issues of *Babylonia* focusing on the European Language Portfolio. In the first issue of 1999, Rolf Schärer describes the aims and the structure of the European

portfolio¹². In the second, written in 2000, the various contributors describe their experiences and reactions after the first years of experimentation¹³. It highlights the potential and the challenges of the ELP from the point of view of decision-makers, as well as teachers.

Self-assessment, goal setting, reflection and autonomy

Central to the pedagogy of learning portfolios are the issues of assessment, goal setting, reflection and autonomy. But there isn't ONE way of using the ELP in the classroom. In other words, teachers and learners can work with it in the way that suits them best. This flexibility, however, can be disconcerting for teachers who might wish for closer guidance. Indeed, the ELP "is an innovative and new approach both for the learners and the teachers and (...) methods and tools still need to be developed, explored and

validated."¹⁴ Personally, I found the following resources beneficial as they embrace the theory and the practice. The ERIC Clearinghouse for assessment, evaluation and research information has published numerous articles on assessment, which are available from their site at <http://ericac.int>. The links on student evaluation are particularly relevant¹⁵. I found the website of the National Capital Language Resource Center (NCLRC) very stimulating too as it contains links on portfolio assessment with articles relating to teachers' experience with this form of assessment¹⁶. Among these links, Jennifer Kevorkian's annotated bibliography on "Introductory Readings on Portfolio Assessment for Foreign Language Teachers" is definitely very helpful¹⁷.

Self-assessment, however, is only one stage in the process of working with portfolios. The dynamic created by working with portfolios is also well documented. For example, Margo Gottlieb explains with precision the CRADLE approach – Collecting, Reflecting, Assessing, Documenting, Linking and Evaluating – in "Nurturing Student Learning Through Portfolios"¹⁸. The website of the Quebec English Schools Network "Le Portfolio dans l'apprentissage"¹⁹, on the other hand, describes a similar approach of collecting, selecting, reflecting, assessing and celebrating.

As mentioned before, documents specifically related to the ELP can be downloaded from the Council of Europe website. "Enhancing the pedagogical aspects of the European Language Portfolio (ELP)" consists of two parts. The first, written by Viljo Kohonen, focuses on the pedagogical function of the dossier whereas the second, by Gerard Westhoff, concentrates on the documentation of learning experiences and the role of "soft pages". Other articles from Kohonen concerning the pedagogy of the ELP, as well as the role of teachers, are available on the website of the University of Tampere Language Centre²⁰.

Two other publications from the Council of Europe deal with self-assessment²¹. However, the most complete resource in terms of practical advice for teachers is the *Guide for Teachers* by David Little and Radka Perclová²². What I particularly like in this guide is that teachers are constantly encouraged to reflect on their own teaching and learning. Activities are suggested and although teachers cannot always carry out these activities with their own classes, they are stimulating and provide new ideas. I found the exercises to get familiar with the European levels particularly beneficial.

Although not referring directly to the ELP, the article by Lynn Smolen, Carole Newman, Tracy Wathen and Dennis Lee²³ also illustrates how goal-setting and self-assessment activities can be positively integrated in the classroom. Further examples are provided by Leni Dam's book on learner autonomy²⁴. Finally, I would like to mention *Motivational Strategies in the Language Classroom* by Zoltán Dörnyei²⁵. The link between the strategies presented by Dörnyei to increase learners' motivation and the potential of the ELP are elementary!

Conclusion

Teacher-training is essential for the successful implementation of the ELP. As Rolf Schärer notes in the Final Report of the pilot phase (1998-2000):

"Teachers need to know the ELP, its philosophy and how the objectives relate to the traditional curricula, how it should be embedded in the daily work and how much support authorities are willing to provide."

Reading on Portfolios in general, on the Council of Europe's approach to foreign language teaching or on self-assessment, goal setting, reflection and autonomy can help prepare teachers and give them the background knowledge and confidence needed to take full advantage of the ELP's potential. ■

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Notes:

- Hélène Gresso et Lara Lomicka, "Le portfolio : une méthode active, constructive, réflexive" et Gerd Bräuer, "Le portfolio, moyen d'apprentissage et d'enseignement personnalisés", *Traver*, n° 15, mars 1999.
- Günther Schneider, "Un portfolio des langues pour jeunes et adultes", *Traver*, n° 15, mars 1999.
- The use of portfolios in English-speaking countries is the subject of Koretz Daniel, Broadfoot Patricia and Wolf Alison, eds., *Assessment in education*, vol. 5, n° 3, 1998/11.
- http://web.tiscali.it/TanteViePerImparare/learning_paths/html/competence-process.htm
- http://www.ed.psu.edu/CI/Papers/portfolio/portfolio_guide.asp
- <http://cc.oulu.fi/~langcent/pofo/english/cont.htm>
- <http://www.kzoo.edu/pfolio/>
- The Centre for Excellence in Learning and Teaching (CELT) has links on teaching portfolios with samples: <http://www.psu.edu/ceit/portfoliolinks.html>. A very clear guide is also available on <http://www.utexas.edu/academic/cte/teachfolio.html>
- For further reading, see the articles by John Trim. "The contribution of the Council of Europe to the development of language teaching in Europe 1962-1992", *Babylonia*, 1992 and "Common tools to promote linguistic and cultural diversity, respect, tolerance and understanding in Europe", *Babylonia*, n° 1, 1999. David Little's article "Some features of foreign language provision for 'non-specialist' students in European universities: issues of particular interest to the Council of Europe", in *CercleS Bulletin* n° 12, highlights the Council's position as regards the university sector.
- <http://www.unifit.ch/ids/Portfolio/html-textc/aufsatz-gu-sprachenportfolio.htm>
- Ingeborg Christ, Francis Debyser, Alan Dobson, Rolf Schärer, Günther Schneider, Brian North, John, Trim, *Portfolio européen des langues : propositions d'élaboration*. Conseil de l'Europe, Strasbourg, 1997.
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Approaches to the implementation of the European Language Portfolio in university-wide courses

Barbara Lazenby Simpson

Centre for Language and Communication Studies, Trinity College, Dublin

Résumé

Cet article montre comment différentes versions du PEL furent développées et utilisées par des étudiants en langue non-spécialistes lors de modules courts. La caractéristique de l'approche est que les trois éléments du PEL (passeport, biographie et dossier) étaient intégrés dans chaque programme, autour desquels tournaient toutes les activités pédagogiques. Les résultats furent très positifs : les étudiants ont appris à définir des objectifs, ont davantage pris conscience des phénomènes de langue, et ont beaucoup apprécié l'auto-évaluation. Une planification prudente et l'intégration du PEL dans les programmes d'apprentissage furent les clés du succès.

Zusammenfassung

Dieser Artikel beschreibt die Entwicklung verschiedener Versionen des Europäischen Sprachenportfolios (ESP) und deren Einsatz unter Hochschulstudenten, die an studienbegleitenden Sprachkursen teilnehmen. Das Hauptmerkmal der Kurse bestand darin, dass die drei Aspekte des ESPs (Sprachenpass, Sprachlernbiografie und Dossier) als Lerninstrument und als Mittelpunkt aller Aktivitäten im Sprachprogramm eingebettet wurden. Die Ergebnisse des Projekts waren alle sehr positiv: Die Studenten lernten eigene Lernziele zu setzen, ihr Sprachbewusstsein entwickelte sich deutlich, und eine Mehrzahl der Studenten fand die Selbstbeurteilung sehr nützlich.

Introduction

Versions of the *European Language Portfolio* (ELP) have been developed and used by the Centre for Language and Communication Studies (CLCS) at Trinity College Dublin for the past four years. Non-specialist students taking two-year foreign language modules, which are designed and delivered by CLCS, have been using the Portfolio for three clearly defined purposes. These purposes are fundamental to the design of the ELP and reflect, in particular, the pedagogical intentions of the European Language Portfolio as devised by the Council of Europe. The purposes are:

1. To reflect on and record the individual's competence in all languages. This information is gradually gathered and noted in the Passport section.
2. To facilitate regular self-monitoring, including goal-setting, reflection and self-assessment. This is articulated in the Biography section; and
3. As a focus for the development of a process portfolio, to support learning and demonstrate the learner's developing capabilities. These details are maintained in the Dossier section.

In the context of the CLCS language courses, the ELP was perceived as a central instrument which would provide a single focus for all learning activities throughout the year. Its use would ensure continuity between the class sessions which took place once a week for two hours and would also support collaboration between students as they prepared different parts of the course. In order to embed the ELP in the course, its use was planned in advance of the academic year so that a set of particular requirements could be included in the course handbook for the year. In this way, all students knew that it would be necessary to use the ELP on a regular and on-going basis.

Language Passport

The Passport section was introduced at the beginning of the year and all students carried out a self-assessment of their proficiency in any foreign languages that they had learnt or acquired. Self-assessment was carried out with reference to the self-assessment grid of the Common European Framework of reference. This activity raised students' awareness of their existing linguistic capabilities and began the process of activating thoughts and ideas about language learning. The Passport was revisited at the end of the year when students re-assessed their proficiency in the target language in the light of learning experiences throughout the year.

Language Biography

Throughout the academic year the Language Biography and Dossier sections came into play, both with one another and also with the syllabus. The language courses are organised on the basis of project cycles during which students work collaboratively in small groups to research a particular topic, draft and edit text and, finally, present their project orally. Different areas of responsibility for the presentation are

determined by the members of the group and all students participate equally.

The Language Biography's fully supported, self-monitoring activities, which required that the learners reflected on existing abilities and proficiency, looked forward to the particular demands of any project having regard to these abilities and, on completion of the project cycle, facilitated the carrying out of self-assessment on a group and individual basis. In this way, reflection, goal-setting and self-assessment became automatic processes that took place as learning progressed but, more importantly, caused learning to become more reflective and focused.

Self-monitoring was supported throughout the year by a set of activities in the Biography that were designed to reflect the particular demands of each project cycle. Prompts and checklists were used to focus learners' reflection before and after each project cycle in turn. Thus, by the end of the year, each student had a full record of his/her thoughts and progress. These records were made both in terms of the project cycles and in terms of the development of personal learning awareness and developing skills.

Regular self-assessment is crucial to self-monitoring and, as a consequence, underlies the fundamental pedagogical purpose of the ELP. It is clear, however, that for many learners the ability to carry out accurate self-assessment must be developed. Attention was paid to this at the end of each project cycle, when the class or group engaged in a feedback session with the teacher, examining assessment criteria for the project in question, reviewing individual learning targets, discussing group and individual performance and, where necessary, re-adjusting self-assessments. Video recordings of students' presentations were frequently used to support feedback sessions.

Dossier

Dossier requirements were established for each project cycle. In all cases, they included the development of a personal glossary of new lexical items necessary for the topic or type of presentation and both first and final versions of the text which was to be created on an individual basis. A list of references and sources for each project cycle was required. If there was a collaborative written outcome of the project, this too was included in the Dossier. Examples of such collaborative products were newsletters, booklets, brochures and so on. All specified dossier items were formally marked by teachers and contributed towards continuous assessment. Many learners also included examples of text that they had discovered during the research phase and wished to retain for future reference. These examples of authentic text were typically sourced in journals and newspapers and from the internet.

Comment

The outcomes of the use of the ELP as described above are very ►

Approaches to the implementation of the European Language Portfolio in university-wide courses

(cont. from previous page)

positive. Data was gathered from learners through the Language Biography and there is clear evidence of growth in awareness about learning in general, language learning in particular, and individual relationships to both. The overwhelming majority of learners, for example, indicated that following one year of ELP use they could accurately identify their learning targets. Although very few of the learners (9%) had ever attempted self-assessment before, almost half indicated that they intended using this approach to support study in other subjects (Engineering, Health Sciences etc.). Many other aspects of the ELP recorded equally positive results.

It is clear, therefore, that the European Language Portfolio, if articulated in a relevant and transparent manner that reflects the specific demands of a course of language study, not only supports language learning but also develops critical learning awareness and skills that are essential to students in higher education no matter what their principal areas of study may be. ■

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The CercleS website revealed... What's on www.cercles.org?

On the CercleS website, you can find resources to help you in learning more about other language centres at universities and institutes of higher education throughout Europe. For example...

- A regularly updated list of CercleS news
- A page dedicated to the CercleS Conference
- Details & links for all National Associations as well as the list of countries where CercleS has Associate Members
- A list of CercleS publications & order forms
- Language Teaching related web links
- Names of Executive Committee & their contact details

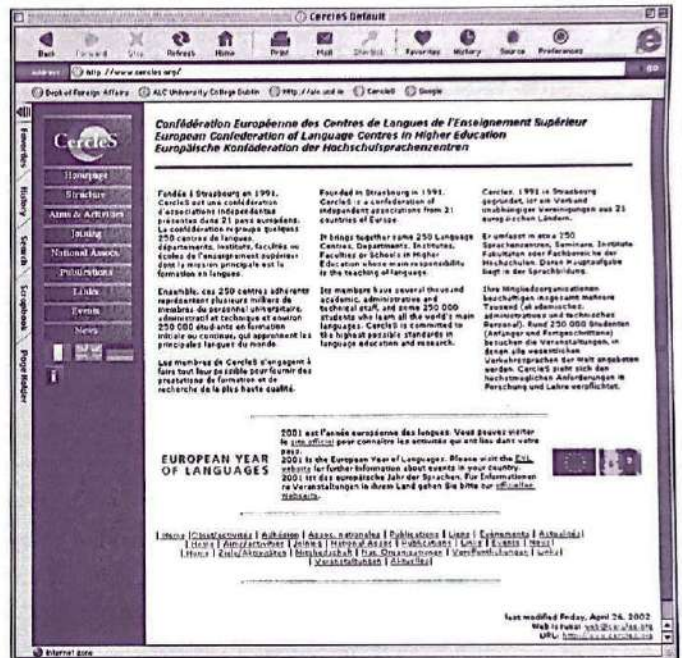
The CercleS site is regularly updated and revised. Please send your comments to cercles@alc.ucd.ie



CercleS leaflet - free to download from the website



CercleS poster: downloadable from the website



The CercleS website – a resource for Language Centre staff all over Europe.

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: €25.00
- Dresden Conference (1996) ed. Little & Voss. Price: €25.00
- Bergamo Conference (1998) ed. Bickerton & Gotti. Price: €25.00
- Complete set of all three Conference Proceedings: Price: €55.00

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

CercleS Focus Groups

Three focus groups are now up and running:

- Minority Language
- Management
- New Technologies

To register for one or more, please send an e-mail to cercles@alc.ucd.ie stating which focus group you would like to join. Information on each focus group is available in *Bulletin* 14 (pp. 15-16).

The convenors are waiting for your registration to get the discussion going!!

Please note that the Focus Groups will have the opportunity to meet in Paris at the CercleS Conference.

CercleS monitors quality in *Leonardo da Vinci* language project

Cor Koster & Valère Meus

NUT / Netherlands and Dutch-speaking Belgium

The reputation of CercleS as a quality-oriented association seems to be growing: CercleS was asked to participate in a project, supported by the Leonardo da Vinci programme with a grant of 351,000 Euro, specifically for the purpose of monitoring and evaluating materials produced by the project participants.

The project in question is called *Language Audits – Tools for Europe* (LATE, for short) and is co-ordinated by the Free University Language Centre, Amsterdam. The development of language audits, however, is only part of the project. The major thrust is the development of ESP language teaching materials aimed at 'formal English'. Although 15 organisations from seven European countries are involved in the project, the focus is mainly on Hungary, Poland, Bulgaria and Greece.

Background

The knowledge of English or, for that matter, of any other foreign language is not as widespread in Central Europe as in countries like Sweden or the Netherlands, thus putting companies and institutions at a disadvantage in their dealings with foreign counterparts.

Evidence of the limited knowledge of foreign languages in Hungary is provided by Koster and Radnai (1998), two participants in the project, who carried out a survey of foreign language knowledge in southern Hungary. This revealed that many businessmen showed a keen awareness that the volume of their business may depend on a knowledge of foreign languages: 63.8% stated that they expected an increase in business with a better command of foreign languages.

As many as 14.1% of the companies, especially SMEs, conceded that they avoid foreign markets because of language problems. This fact is particularly intriguing as it points to a very serious obstacle to internationalisation, so important for the small and medium-sized companies in Central Europe.

In addition, it appears that the same holds for government officials in these countries. Their knowledge of foreign languages is limited, which makes it difficult for them to familiarise themselves with, for instance, EU directives.

Aims

The specific aims of the project are:

1. To develop diagnostic tools for language audits, enabling enterprises, particularly public authorities and SMEs, to identify their communication needs and plan the necessary language training courses for their employees. This involves training foreign language teachers to become language auditors;
2. To develop ESP language teaching materials, on the basis of actual audits made within the framework of the project.

The role of CercleS



LATE project partners at the first meeting in Amsterdam



Some delegates from Central and Eastern Europe at work



Working out details of how to make the project a success

The role of CercleS in the project will be to monitor and evaluate the materials produced by the other participants. It will see to it that the products are in line with quality objectives and will involve potential end users, so as to verify that project output is suited to their actual requirements and comply with modern-day standards. To undertake this task, the board of CercleS has appointed Valère Meus, head of the Language Centre of Ghent University in Belgium.

At the end of the project in 2004, CercleS will organise a symposium during which the results of the project will be discussed. This should prove to be interesting because, although the project is mainly directed at Central European countries, an awareness of the importance of carrying out language audits is sadly lacking in most EU countries too, with the result that vocational language training is often a rather haphazard affair. Similarly, ESP, as defined above, is rarely offered as an option by language institutes in any country.

Participating institutions

The project participants form a multi-layer and multi-player mix of universities, teacher training colleges, SMEs and government organisations (at county, city and district level) in seven countries: the Netherlands, Hungary, Bulgaria, Greece, Great Britain, Ireland and Poland. ■

Participating institutions

Country	Institution
Bulgaria	University of Plovdiv Paisii Hilendarski, Faculty of Mathematics & Informatics, ELT Unit
Bulgaria	Modulor
Greece	Municipality of Mykonos
Greece	IDEC EPE
Greece	Aegon Ltd
Hungary	University of Miskolc, English Department
Hungary	Kocsis Education Centre
Hungary	Somogy County Authority
Hungary	Municipality of Kaposvár
Hungary	South Budapest Association of District Notaries
Netherlands	Free University Language Centre
Netherlands	Radnai Research bv
Poland	Nauczycielskie Kolegium Języków Obcych
United Kingdom	Language Consultancy Desk
Ireland	CercleS

Reference

Cor J. Koster & Zsófia Radnai, *Language at work: English for vocational purposes in Hungary*. Budapest 1998.

CercleS 7th International Conference: Forging the learning environments of the future

Université Paris IX-Dauphine, Paris, France

Provisional programme, 19 – 21 September 2002

The CercleS 2002 conference will be hosted 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) and Antwerp, Belgium, (NUT, 2000). The theme will enable members to explore the issues of new learning environments for the 21st century and the dynamics of change.

Deadlines

Mar. 4	Submission of papers
May 15	Notification to successful applicants
May 31	End of early bird registration
July 15	Abstracts on line
Oct. 31	Submission of articles
Dec. 31	Notification to authors
Oct. 2003	Publication of proceedings (selected papers, refereed)

Fees

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

Papers, show-and-tell, posters

Papers have been invited which relate to one of the themes of the conference. The secretariat has acknowledged receipt of all paper proposals. Notification to successful applicants was given in May after selection by the Scientific Committee.

Papers should last 20 minutes duration and will be followed by a 10-minute discussion. Five minutes will be allowed for participants to change rooms after each paper.

"Papers" should be research-oriented (methodology, topic of investigation, reference to literature and recent publications, etc.) whereas in "show-and-tell sessions" the emphasis may be more on practice and description of work in progress.

Deadline for Articles/Proceedings

Authors will be invited to submit their papers for publication. Articles will not be considered after 31 October 2002. The Scientific Committee and editors will examine all proposals for papers. Those proposing papers will be notified of acceptance at the end of December 2002.

Selected papers will be edited and published in a separate publication.

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 Themes

Papers, show-and-tell and posters have been 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

Scientific Committee and convenors

N°1: The European Language Portfolio and autonomy

Prof. David Little (UK), Prof. Paola Evangelisti (Italy)

N°2: Testing and certification

Prof. Bernd Voss

(Germany), Prof. Carol Taylor (Italy), Prof. Michel Perrin (France)

N°3: LSP/LAP

Prof. Michel Petit (France), Dr. Paul Miller (Spain), Dr. Hilikka Stotesbury (Finland)

N°4: E-learning and multimedia environments

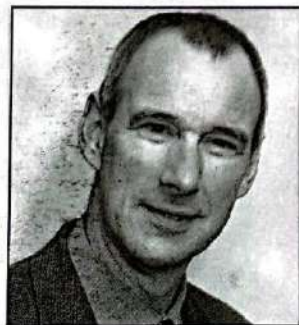
Dr. Tony Stenton (France), Prof. Marie Hanzlikova (Czech Rep.), Prof. Valère Meus (Belgium), Udoka Ogbue (Germany)

N°5: Issues in management, quality and accreditation

Mary Ruane (Ireland), Ray Satchell (UK)

N°6: Teacher education and development

Dr. Thomas Vogel (Germany), Dr. Johann Fischer (Germany)



Conference Keynote Speakers pictured above from left to right: Prof. Michael Kelly, University of Southampton, UK, LTSN Subject Centre for Languages, Linguistics and Area Studies; Prof. Peter Liddell, President of IALLT, University of Victoria, Canada; and Prof. David Little, Trinity College Dublin, Ireland.

Conference programme

Thursday

10:00-12:00	Meeting of CercleS Co-ordinating Committee
10:00-14:00	Registration
14:00-14:45	Opening ceremony
14:45-15:40	1st Keynote Address
15:40-16:00	Coffee Break
16:00-18:15	Parallel sessions (T1/2/3/4: 35 minute slots – Paper (20 min.), discussion (10 min.), change rooms (5 min.))
18:30	Drinks reception (Dauphine University "Espace accueil", 7th floor, new wing) (Exhibition in afternoon)
Evening	Free

Friday

09:30-10:05	Parallel Session F1
10:05-10:40	Parallel Session F2
10:40-11:00	Coffee Break (15 min. + 5 min. to change rooms)
11:00-12:00	2nd Keynote Address (MK or PL)
12:00-12:45	Focus group meetings
12:45-14:00	Lunch
14:00-14:35	Parallel Session F3
14:35-15:05	Parallel Session F4
15:05-15:30	Coffee Break
15:30-16:05	Parallel Session F5
16:10-17:40	CercleS AGM
19:30 (or 20:00)	Gala dinner (Exhibition taking place all day)

Saturday

09:30-10:30	Third Keynote Address
10:30-10:50	Coffee Break
10:50-11:25	Parallel Session S1
11:25-12:30	Certification issues (CLES - C. Springer, CERCLU - C. Taylor), conclusions of the ELP workshop and ELP project
12:30	Closing ceremony

CercleS Co-ordinating Committee

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.

CercleS General Meeting

The General Meeting will take place on Friday afternoon.

ORGANISATION

CercleS "Comité d'honneur"

- * Prof. David Little
- * Prof. David Bickerton
- * Prof. Michel Perrin

Acknowledgements/Paris Dauphine "comité d'honneur"

- * Prof. Bernard de Montmorillon, Président de l'Université Paris IX-Dauphine
- * Dr. Michel Poix, Vice-Président de l'Université Paris IX-Dauphine
- * Prof. Vangelis Paschos, Vice-Président de l'Université Paris IX-Dauphine (Conseil Scientifique)
- * Dr. Michel Armatte, chargé de mission aux Nouvelles Technologies, Directeur du CIP/CRL

Services de la Présidence, de la communication, des relations internationales, du Secrétariat Général, du planning, CIP, CRL, CICLaS, service audio-visuel, services informatiques, services des moyens généraux.

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2. Conference organising committee

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

3. Local organising committee

- * Co-responsables CRL: Nicole Chenik, Alain Cazade
- * Martine Piquet (CICLAS), Elena Lizon (Espagnol/Relations Internationales), M-M. Perin, (Anglais/Relations Internationales), Ariane Minges (Anglais), Mariette Puyponchet (Allemand, chargée de mission à la Culture), Odile Challe (FLE).
- * Pascale Fade (secrétaire adjointe RANACLES)

4. Technical assistance

- * Kjell Karlsson (CIP/server administrator)
- * Yann Boivin, Mohamed Thiam (CIP), CRL technical assistants. ■

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For more information consult:
<http://cercles2002.cip.dauphine.fr>
<http://www.cip.dauphine.fr/cercles2002>
and the CercleS website:
<http://www.cercles.org>



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Language Centre Profiles: London School of Economics Language Centre

Nick Byrne

Director, LSE Language Centre

Résumé

Créé en 1999, le centre de langues de la LSE s'est développé en très peu de temps. Il propose différents programmes de licences aux langues appliquées en passant par des cours d'anglais langue étrangère. Bien que l'espace soit restreint, il a été aménagé pour créer un environnement accueillant, efficace et attrayant composé de trois zones : une réception / coin lecture et détente, un laboratoire de langues et une section pour CALL et matériel internet. Le centre de langues participe ardemment à des projets de recherche et de développement. La plupart d'entre eux sont financés extérieurement. Selon l'auteur, pour faire face au 21^e siècle, cinq axes de compétences devront être développés par les centres de langues : la flexibilité, la formation du personnel, la rentabilité, la garantie d'un service de qualité et le travail en réseau.

Introduction

The LSE Language Centre (www.lse.ac.uk/depts/language) was formally established in January 1999, but its origins date back to the eighties when it was called the Language Studies Centre, and then back to the fifties when there was an actual department of languages. For those readers outside of the UK, this is a pattern which has become relatively common, as universities try to find more cost-effective and innovative structures to deliver the teaching and study of languages at higher education level. The reason for this is the changing face of the UK higher education language student. The number of students following full language degrees has been declining over the last ten years, seriously affecting the viability of language faculties, particularly in Russian and lately in German. The paradoxical good news is that there have never been more students studying or learning a modern foreign language as a degree option, or as part of an institution wide learning programme.

At the LSE the number of language students has grown over the last 3 years. We now have around 150 students taking a degree option at post A-level and are hoping to expand this figure to 200 in the next few years by introducing intensive *ab initio* and post-intermediate level degree options. However, the most spectacular growth has been seen in the number of students willing to pay a modest 200 Euro per year to follow a freestanding language programme. Here, the numbers have grown from 400 to 1,600. And, typical of LSE, over half of these are non-UK students picking or polishing up their third or fourth language! Don't forget that 40 percent of LSE undergraduates and 80 percent of post-graduates are from outside the UK.



Courses

The London School of Economics has a worldwide reputation for its expertise in the field of social sciences and its language centre tries to reflect this by putting great emphasis on teaching languages for specific purposes. Our degree options in French, German, Russian and Spanish Language & Society put language study firmly in the framework of a nation's economic, social, political and cultural history and our English Literature & Society degree option focuses on those key

Zusammenfassung

Das 1999 gegründete LSE-Sprachzentrum hat sich innerhalb kürzester Zeit entscheidend entwickelt. Das Sprachzentrum bietet inzwischen eine breite Palette an Kursen, darunter Sprachveranstaltungen als Haupt- und Nebenfächer (im Rahmen eines Studiums), fachspezifische Fremdsprachenkurse und Grundkurse in Englisch sowie Englischkurse vor Semesterbeginn für ausländische Studierende. Sensationelle Wachstumsraten sind bei der Teilnahme an studienbegleitenden Sprachkursen, für die Studenten eine bescheidene Gebühr (200 Euro) bezahlen, zu vermelden. Die begrenzten Räumlichkeiten, die dem Sprachzentrum zur Verfügung stehen, haben sich dank kreativer Umgestaltung zu einer, in drei einzelnen Zonen aufgeteilten, ansprechenden und effizienten Umgebung umformen lassen.

works which mirror major socio-political events. The Language Centre's own institution wide language programme also features elements of area and cultural studies as an integrated part of the course.

As for English for Academic Purposes, we run a plethora of language foundation, pre- and in-sessional programmes to cover all areas of subject specific expertise from English for Accounting to English for Statistics. It is an area that has been grown from nearly nothing and has proven to be a financial

lifeline in guaranteeing our continued existence. This is the case with most language centres at the majority of UK higher education institutions. Those centres that hived off their English teaching units are now facing far more uncertain futures, having amputated a strong financial arm.

Apart from the English foundation and pre-sessional courses, which are the major source of our income generation, we run language programmes for a range of external clients such as the Bertelsmann group and city law firms. We also won the contract to work with the Foreign & Commonwealth Office language centre to provide one-to-one language tuition.

Facilities

Space is at a premium at the LSE. About 6,500 students are shoehorned into a tight corner of prime London real estate in the Aldwych, midway between the Houses of Parliament and the City. Great though that is in terms of location, caught on a lay line that connects finance with government, it means all departments, institutes and, of course, language centres, have little room into which to expand. So to use a mixture of architectural and clothing terms, if we have had to cut our coat according to the cloth available, we have indeed created the perfect little black dress in terms of utilising space to the maximum. On four floors of a not too impressive example of early seventies tower blocks, you will thus find two classrooms for our sole use, a video-conferencing suite, teachers' space – we have 8 full-time and up to 60 part time teachers – and the new language showroom.



The Language Showroom

When I took over the LSE Language Centre in January 1999, there was a traditional ASC language laboratory, a sad reading area and two tiny computer rooms. One was soundproofed which created a rather disturbing atmosphere, somewhere between padded cell and recording studio. The language lab could stay, the rest had to go. Partition walls built in the 60's were easily knocked down; in fact they were so flimsy, you just needed to look at them with the disgust they deserved and they started to crumble. I was also lucky that Norman Foster and Partners were the architects of the new LSE library at that time. I figured that a deal with them could be done and approached their public relations office. The deal was that they could have language tuition at cost price and we would get a day's free consultancy. We got the consultancy, the plans and a multi-zoned learning environment; they got the language support they were looking for.

The space was divided into low, mid and high tech zones. Low-tech for the reception, reading, relaxing and working area, mid-tech for the language laboratory and a high-tech zone for the workstations, web cams and CALL material. I should, at this point, express my gratitude to the organisation CIEL (<http://ciel.lang.soton.ac.uk/>) which gave us valuable advice on setting up independent learning areas. Our intention was to create an atmosphere that would combine the best of learning, retail and leisure interior design. Learning, because we're a university; retail, because we have a product to sell; and leisure, because we are serious about enjoying language learning. Even the name chosen for the newly created space – The Language Showroom – was meant to underline this client-led approach to our work. If we ever have the space available, the Language Café is next on the list!

Innovation

We try to provide students with varied solutions to their individual language learning needs. We do this by devising courses which respond effectively to these needs and by giving them materials and learning opportunities which enhance the courses we provide. We are trying to continue our retail analogy by developing the concept of the language shop. Students will be able to use our website to get information, to assess their own language profile and then, if necessary, book a consultation with one of our teaching & learning facilitators to refine their needs. Then we would hope to offer a basket of suitable courses to get them started.

Communication

One of the themes we had for 2001, as part of our commitment to the European Year of Languages, was that of Communication. We wanted to encourage students to use technology to their advantage. For our part, we invested in video-conferencing equipment, the Can-8 virtual language laboratory, web-cams, tandem learning schemes, in fact, anything that could facilitate face-to-face, mouth-to-microphone, eye-to-screen or finger-to-keyboard communication. The students, for their part, had to be there and take part on a regular basis. We had forged a series of informal and formal links with universities and, where possible, integrated these

contacts into their course schedules. We are grateful to the following universities for taking part: HEC Paris; Humboldt, Berlin; St. Petersburg University of Economics; University of Valencia; La Sapienza, Rome.

The Communitec project

In 2001 I was awarded a National Teaching Fellowship from the ILT (Institute of Teaching & Learning). I wanted to use the award, just a little over 80,000

Euro, to train all our team to use new technology to its fullest advantage. We found we were in the fortunate position of having one-off funds to buy technical equipment, but not the funds to pay a trainer, or indeed pay our large team of hourly paid staff, to be fully trained and to gain confidence in using new technology. By appointing a Project Facilitator, we can provide not only one-to-one and group support and training, but also a dedicated website which is up and running to help anyone who wants to learn more about using this new technology. (<http://www.lse.ac.uk/Depts/language/Communitec/communitec.htm>).

Whatever next...

Anyone who has been involved with UK language centres knows that change will happen not only when you want and need it, but also when you least expect it. During the 90's, the two most important management skills any director needed were those of people and change management. People, because without a loyal team of dedicated professionals, there wouldn't be any language centres. Change, because if you don't learn quickly how to handle it and adapt effectively, you begin to be seen as a drain on the diminishing resources of hard-pressed universities. So is there a magic recipe for guaranteed success in the first decade of the 21st century? Here are my top 5 bullet points:

- Flexibility: devising non-rigid course structures, flexible programmes and flexible modes of delivery
- Staff development: looking after the team so they can better look after the students
- Quality assurance: without it and the supporting mechanisms, centres are at risk
- Profitability: unless you have a vice-chancellor who is a modern-linguist, (there is only one in the whole of the UK), the bottom line is the bottom line!
- Co-operation: the more centres cooperate with each other, both within the UK and on a pan-European level, the better the service we will be able to offer our students. ■

N.Byrne@lse.ac.uk



LSE LC Staff:
John Heyworth; Jenny Gibbins; Nick Byrne; Ines Alonso-Garcia

Joining CercleS?

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

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Tel: +353-1-716 7921
Fax: +353-1-716 1188
E-mail: cercles@alc.ucd.ie
Web: <http://www.cercles.org>

Contributions to Language Centre Profiles

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

News from the national associations

CASALC / Czech & Slovak Republics

The Czech and Slovak Association of Language Centres (CASALC) in the Czech and Slovak Republics was accepted as a full member of CercleS at the CercleS conference in Antwerp in September 2000 and has been working as such since January 2001.

From the very beginning, we took part in the Year of Languages 2001 and prepared several significant international (Czech and Slovak) activities. Our national general meeting was held in Prague in February 2001 and in Bratislava in March 2001. Since then our membership has stood at 60 individual members in the Czech Republic with three registered members. The Slovak part of the trans-national association has over 100 individual members registered who are represented by six CercleS contact members.

We also organised a mini seminar on the issue of the university FLT curriculum at the Faculty of Arts and Philosophy of Prague's Charles University (PhDr. L. Drnkova) in February 2001. This was part of a much larger international project on curriculum innovation based on the German language.

Multimedia in Language Teaching, a two day conference and workshop, organised by the Language Department of the Slovak University of Agriculture in Nitra, Slovakia, in January this year, ranks as one of the most important events, drawing participants from both the Czech and Slovak Republics. The same Language Department, which was the most active CASALC member in Slovakia, prepared the first issue of the Slovak Internet Bulletin CASALC, in which all language centres/departments had a chance to introduce themselves and present their main activities.

During its second year the Thematic Network Project in the Area of Languages II in the Socrates Programme studied the conditions for and analysed the situation in teaching foreign languages at the institutions of higher learning in Slovakia. Dr. Silvia Blaskova from Comenius University Language Centre in Bratislava is a member of the steering committee of the sub-project, Quality Enhancement (e-mail: blaskovas@rec.uniba.sk and internet website: <http://www.fu-berlin.de/ele>).

Last but not least was our E-mail conference, hosted at Charles University, Faculty of Arts in Prague. The Czech and Slovak languages were

the official languages of this conference. However, contributions in other languages were also accepted. Its contact e-mail address is: casajc@ff.cuni.cz (to subscribe, send an e-mail to casajc-subscribe@ff.cuni.cz). This e-mail conference allowed the dissemination of information about different seminars and conferences amongst our members.

Both national sections of CASALC have their own web sites (in national languages) with links to the CercleS website, where more information and contact addresses may be found:

Czech Republic: <http://casajc.ff.cuni.cz>.

Slovak Republic: <http://www.uniba.sk/casajc>

Information about CASALC appears on <http://www.zoznam.sk> in the Slovak Republic and will shortly also appear on <http://www.seznam.cz>, one of the biggest Czech (Slovak) web browsers in the university sector.

On 8 February 2002, the CASALC secretariat moved to Comenius University Language Centre in Bratislava, Slovakia. ■

Marie.Hanzlikova@ff.cuni.cz
Alzbeta.Moravcikova@rec.uniba.sk

RANACLES / France

Le 9^e Congrès du Rassemblement National des Centres de Langues de l'Enseignement Supérieur, dont le thème était « Motivation », s'est tenu à l'Université de Provence, Marseille, du 29 novembre au 1^{er} décembre 2001. Quelques titres de communications ou d'ateliers sont révélateurs des différents angles sous lesquels la motivation a été étudiée : Comment être motivé pour apprendre les langues ? Le point de vue des apprenants, Vers une définition de la motivation – théories et modèles, La motivation à l'école primaire (enfants et enseignants), Une démarche motivante : langue, imaginaire, communication par le biais d'Internet, Evaluation et Motivation ...

Barcelone a développé les liens qui existent entre la motivation et l'apprentissage en autonomie ; grâce à une préparation méthodologique et psychologique de la part de leur enseignant, les apprenants acquièrent autonomie et motivation et vice-versa.

Philippe Meirieu, IUFM de Lyon, a expliqué que la question de la motivation est relativement récente, ce n'est plus une question individuelle mais une question sociale et politique. Dès lors que l'Education Nationale veut enseigner tout à tous, se pose le problème de la motivation. Il a souligné la dimension anthropologique de la motivation pour l'apprentissage des langues : entrer dans une langue, dans une culture, c'est accepter l'altérité.

été organisée sur le thème : Toutes les langues sont égales, mais certaines sont plus égales que d'autres ; quelle motivation pour les autres langues que l'anglais.

Le Conseil d'Administration de RANACLES, au terme de son mandat, a été renouvelé lors de l'assemblée générale. Ce nouveau conseil a ensuite désigné les membres du bureau : Président, Alain Cazade ; Vice-Présidents : Jean-Claude Bertin, Nicole Poteaux et Jean Sabiron ; Trésorier, Jean-Jacques Bernaulte ; Trésorier adjoint : Antony Stenton ; Secrétaire : Josyane Hay ; Secrétaire adjointe : Pascale Fade.

Le 10^e congrès se déroulera à Strasbourg, du 28 au 30 novembre 2002, et le thème retenu est « Stratégies ». ■

Pascale.Fade@univ-nancy2.fr

Mia Victori, de l'Université Autonome de

Une table ronde très animée voire passionnée a

10th Göttingen Conference on University Foreign Language Teaching

at the Georg August University of Göttingen, 5-7 March 2003
Topic: Emotion and Cognition in Foreign Language Teaching

Contact: Dr. Klaus Vogel, Universität Göttingen, Sprachlehrzentrum, Weender Landstr. 2, 37073 Göttingen, Germany. Tel: +49-551-395 484 Fax: +49-551-395 835, e-mail: slzek@gwdg.de, web: <http://www.gwdg.de/~slzek/slz.htm>

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.

European Year of Languages - 1 Year Later

Projects and initiatives organised by language centres to mark the European Year of Languages 2001 are featured in the following pages. We received a large number of responses to our request for submissions. Some are featured here and the remainder will be included in *Bulletin 16*.

The EYL in Tartu

Language Centre, University of Tartu, Estonia

The European Year of Languages coincided with a minor jubilee of the Language Centre, University of Tartu, Estonia – its tenth birthday.

Initially formed on the basis of the Chairs of Foreign Languages and Methodology of Teaching Russian, the Language Centre of the University now has a staff of 42, teaching English, German, Russian, Estonian, French, Swedish, Finnish, Italian, Turkish, Japanese, Modern Greek and Latin to the students of the 11 faculties of the University, making the whole body of students our potential clients.

We see our prime aim in teaching languages for specific/academic purposes, but, to no less significant measure, also, in relevant linguistic/pedagogical research and preparation of study materials. 2001 was normal in the sense that all the above-mentioned aims were pursued. At the same time, in the light of the EYL, several initiatives were undertaken.

The University of Tartu was one of the institutions with which the Estonian National Committee, responsible for organising the events within the framework of the EYL, cooperated. Most of the Language Year events in the Republic of Estonia centred around developing the role and status of the Estonian language in the country. Thus, it was logical to wind up with the international conference "The native tongue and other languages" which was held at the University on 19–20 November 2001 and drew participants from six countries (Estonia, Finland, Hungary, Russia, Australia, Norway). More specifically, the conference was devoted to the issues of teaching and developing the native tongue, both in the homeland and in the environment of other languages, and to the problems of Eastern Finno-Ugric languages (such as Karelian, Vepse, Ersä, Moksha, Mari and Komi). Our LC teachers of Estonian made seven presentations to the conference.

Language Centre initiatives

The Language Centre's own initiatives undertaken directly within the framework of the EYL included the following:

- 1) A materials exhibition – "Most recent electronic learning materials in the self-access centre" (held on 10 May, during the week of the adult learner). The materials, both commercial and home-produced, which are usually available from the librarian, were then

exhibited and demonstrated in the self-access centre. The event was met with interest and drew nearly a hundred visitors on a single day. Moreover, there was a noticeable upsurge in the number of users of self-access centre services following the exhibition. It is especially noteworthy that teachers became more interested in self-access work and are now recommending it to their students.

Although the largest number of materials for self-access are available in English, the exhibition and recommendations on how to use the materials served as an impetus for compilers of materials in other languages to take on board recent thought and place greater emphasis on developing learner autonomy.

- 2) In addition to taking part in the conferences arranged by the National Committee, the Language Centre division of Estonia organised a seminar entitled "The role of technology in education" which was held on 26 September, the European Day of Languages.
- 3) Throughout 2001, theme parties for students and teachers were organised to familiarise them with the customs and traditions of different cultures, including: 'The Japanese *Ikebana*', 'Around a *Samovar*: Russian Cuisine', 'French *Chansons*' and 'Estonian Traditions and Customs'.

To mark the tenth anniversary of the Language Centre, an inventory exhibition of our publications and learning materials was held in the University library in October 2001. On 2 November, a special issue of the University newspaper was published, featuring the Language Centre's ten-year history.

Last year our teaching staff attended and made presentations at six international conferences in Estonia and at eight abroad. The range of researched topics varied but the focus was on teaching the official state language to minorities, language policy and language contacts, as well as LSP methodology.

In addition to a number of articles by Language Centre teachers, which were published in various collections and journals both in Estonia and abroad, textbooks for law students (English), medical students (Latin) and secondary school learners (Russian) made their appearance. A communicative course in Estonian was published for Russian teachers, as well as several Estonian-Russian/Russian-Estonian glossaries and dictionaries for students of law and economics, both

References

- Little, David (1999) 5th CercleS International Conference. Presidential Address. Bergamo, 17-19 Sept 1998. *CercleS Bulletin* 10, March 1999. Quoting Prof. Dr. Hans Meyer, D. Little said: "Taking the concept of language centre seriously means combining linguistic findings relevant to academic communication and its various genres with pedagogical insights derived from and applicable to the various categories of learners in an academic context, to form an integrated approach that treats the learners as candidates for or members of the international scientific community. Such a language centre could and would be one of the most important and most interesting places in the university [...]. Or to put it the other way round: in universities that attach importance to their international reputation, a language centre could never be the unloved poor cousin among their departments – which, I'm afraid, it too often is today." (Little: 1999:6)
- CercleS must be able to promote policies and recommend practices that are supported by the research of its members. (Little: 1999:6)
- ...there is an acute need for research that draws on the findings of independent work in linguistics and psychology to explore the processes of language learning in specific contexts and for a wide variety of academic purposes. (Little: 1999:6)
- Prof. Little likewise pointed out the areas of particular interest to language centres: self-access, learner counselling, and learner autonomy.

as paper and CD-ROM versions.

Apart from publishing, the Language Centre teachers held a number of seminars for secondary and private language school teachers, introducing up-to-date teaching methods and new materials. An important feature on several occasions was the introduction of the principles of learner autonomy and self-access to visitors from outside the university.

For a number of years, an intensive summer course in the Estonian language has been run for learners from foreign countries. Its popularity has prompted the Centre to launch another intensive summer course – in Russian, due to be run for the first time in the summer of 2002.

In conclusion, we can say that the EYL was an intensive and creative year for the Language Centre of the University of Tartu. We appreciate such campaigns as they help us popularise our field, as well as socialise more widely! ■

Kiira Allikmets & Eda Tammelo

European Year of Languages - 1 Year Later (cont.)

King's College London celebrates the EYL Open Learning Centre, King's College

As part of its participation in the 2001 European Year of Languages (EYOL), the Modern Language Centre (MLC) at King's College London organised the following events.

Celebrating Mexican 'Day of the Dead'

In November 2000, as a prelude to the EYOL, a series of activities was organised by Marisol de Lafuente Duff in collaboration with the Department of Spanish and Spanish-American Studies to explore this important Mexican festival.

A traditional altar featuring a life-size sugar skull formed the centrepiece of a supporting exhibition. Chloë Sayer, author of the book *The Mexican Day of the Dead*, discussed the cultural practices involved. Through various language exercises, students explored Mexican attitudes towards death as a part of the creative cycle of life.

Spanish and Salsa

Having been taught the basic steps by a professional teacher, staff and students enjoyed an evening of dancing to Salsa. This

event was organised in March 2001 by Marta Nuñez and Carmen Mortara. To give the event a language twist, participants learned how to order a selection of typical Latin drinks, such as tequila and rum, from members of the teaching staff manning the bar and how to meet and greet each other in Spanish.

'Languages for life!' week.

During Adult Learning Week (14-18 May) the MLC and the Open Learning Centre (OLC) opened their doors and invited over 300 local businesses, institutions, professional organisations and sixth form colleges to sample King's expertise in languages under the banner 'Languages for life!', organised by Carmen Mortara. Participants attended free 30-minute 'language taster' sessions introducing each of the different languages offered under the MLC Evening Programme.

"The Future of German Teaching: British and European perspectives on the professional education of teachers"

This one-day conference in June was organised by Irmgard Wanner in collaboration

with the German Department and the Goethe-Institut. This brought together teachers of German in Secondary, Higher and Further Education from five European countries. Each presentation focused on different aspects, e.g., methodological, (inter)cultural or political issues, as well as different approaches to teacher education courses that co-exist in Europe.

This line-up presented a wide range of professional expertise which was received with great interest by the audience and culminated in a lively and fruitful panel discussion towards the end of the conference. All papers are published in the 2001 issue of the online journal *German as a Foreign Language* (<http://www.gfl-journal.com>).

The last KCL event to celebrate the EYOL was a reception organised by the Director of the MLC, Tony Thorne, at which Prof. Arthur Lucas, the Principal of the College, gave an address. ■

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EYL at Centro Linguistico University of Pavia

On the occasion of the European Year of Languages, the Language Centre of the University of Pavia took part in a wider project organised by the university, which focused on the importance of subtitled films in language learning.

From 19 to 22 September 2001, a free showing of subtitled films in different languages was offered in collaboration with a number of cinemas in our city. Meetings and seminars were also organised on the same subject.

The Language Centre held an exhibition providing information on the languages spoken in the countries belonging to the EU and on how to learn a language through self-study methods, as well as courses leading to certificates in language learning (such as FCE, CAE, DBE, ZDA,... etc.).

This exhibition was aimed at the general public and included some posters prepared by the University Department of Linguistics on the importance of subtitled films in language

learning. The posters were designed to attract the attention of a non-specialist audience and focused on the characteristics of the different languages spoken in Europe, using anecdotes, cartoons and audio and interactive devices. The stands were conceived as an information point for a specialist as well as a non-specialist audience.

All of the initiatives enjoyed a very positive response from an enthusiastic audience: university students, schools, teachers and the public in general. The film showings and the interactive exhibition were especially appreciated as a pleasant way to develop a better understanding of the vast language diversity present in Europe. The town council, which cooperated in the project, was also very satisfied with the



View of language stand during Pavia exhibition.

public response and expressed a wish to repeat initiatives of this kind in the future. ■

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Weine: Why English is not enough

Open Days at Universiteit Gent, Universidade do Porto and Helsingin Yliopisto

Of course we agree that in the global community of today, English fulfills the role of a new lingua franca, a situation similar to the Latin that was spoken in Europe among medieval intellectuals. While we certainly did not want to dispute the effectiveness and usefulness of an existing global lingua franca, we wanted to emphasise that people should not only speak their mother tongue and English, but that knowing one of the less widely used and less taught (LWULT) European languages, is an asset.

The objective of the project was to organise Open Days to introduce teachers, coaches, developers of language materials, learners and members of the general public interested in Dutch, Finnish and Portuguese to the possibilities of the Internet in finding remedial and extra materials to support language teaching and learning. Demonstrations, hands-on sessions and lectures on the language and

culture of the partner countries were planned.

Evaluating the project, we feel that although such events cost a lot of time and money to organise, in terms of public relations, for both the institutions and the languages, it is a successful formula. Students within the university community appreciate the change of routine and the offer of information not readily available to them in their courses. Members of the general public enjoy discovering what goes on in a university language centre and are taken over a threshold they find difficult to cross under normal circumstances. Knowledge and information are exchanged between lecturers of the language departments of the Faculty of Arts and the Language Centre, not always natural allies. Languages thought of as difficult and exotic become more realistic and practical, tips about how to integrate the computer into ongoing language learning are acquired and will be put into practice.



Reception with Portuguese specialities prepared by the Vlaanderen-Lusitânia association.

The formula could be repeated on a yearly basis, each time focusing on different lesser used European languages. Where to get the time and money is another story. ■

marleen.coutuer@rug.ac.be



University of Helsinki organisers and participants of the Communication Skills Workshop, Pärnu, Estonia, 4 May, 2001, enjoying the sights of the city.

EYL at University of Helsinki LC

Finland actively organised events to celebrate the European Year of Languages. A special stamp was produced and opening and closing ceremonies were organised by the National Board of Education. The Board also put together a programme of all the events which was displayed on its web pages.

The events in the national programme, in which our Language Centre was either an organiser, sponsor or active participant, were:

1. Language Centre Days, Helsinki region, 30-31 March, organised by the Language Centres of our university and the University of Technology;
2. Communication Skills Workshop, Pärnu, Estonia, 3-5 May, organised by the CSW Committee (with members of our LC);
3. Nordiskt språkår 2001: projektet Nordiskt nytta för finländare ('Nordic Year of Languages 2001: Project Nordic Benefit for Finns'), with lectures and events all through the autumn term.

Our LC was also a sponsor of an AEGEE (Association des États Généraux des Étudiants de l'Europe) event called *Building Language Bridges - European Day of Languages*, on 26 September. On the same day our LC teachers 'hosted language lunches', i.e., they took flags

along when they went to lunch to the university cafeterias letting people know that the flag was the symbol for the language to be spoken at their particular table.

The last official event we helped organise was Open Days, *Why English is not Enough*, on 28 November 2001. The Universities of Ghent, Helsinki and Porto, in order to encourage people to become acquainted with lesser used languages, offered the general public on-line lectures and teaching materials in Dutch, Finnish and Portuguese and on the respective cultures. In Finland the teachers of the above-mentioned event were from our LC.

A year later, we can say that all of the events were very successful. Some of them, or parts of them, have given rise to other events or are going to be repeated in our programme in one form or another. Even though the Finns have always appreciated languages, it seems that the European Year of Languages nonetheless acted as a catalyst in creating new interest in language studies. ■

Pirkko Forsman Svensson & Anu Virkkunen-Fullenwider

Elections for Executive Committee 2002-04

Sandrine Pac

Cercles Administrator

The election of the CercleS Executive Committee will take place at the Co-ordinating committee meeting on 19 September 2002 during CercleS' 7th International Conference. The current members are:

President: Maurizio Gotti; Vice-President: Ray Satchell; Secretary General: Mary Ruane; Deputy Secretary General: Nicole Chenik; Treasurer: Bernd Voss; Deputy Treasurer: Charles van Leeuwen.

Nominations have been received by the Secretariat and have been circulated through CercleS' e-mail base. If you did not receive the e-mail, you can also read the candidacy statements on the election page (which can be viewed at <http://www.cercles.org>). More details will be circulated by e-mail.

For any further details, please contact the Secretariat at cercles@alc.ucd.ie ■

Membership of the Co-ordinating Committee and Voting Rights

(As at April 2002. 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	- 3
CASALC	Czech & Slovak Reps.	- 1
FHS-ELHE	Switzerland	- 1
LINGAL	Poland	- 1
NUT	Dutch-speaking Belgium and the Netherlands	- 1
RANACLES	France	- 2
Total		17 votes

Meeting of CercleS Executive Committee

ALC University College Dublin, Ireland

1 November 2002

Members of the Executive Committee and representatives of 6 National Associations gathered in the Applied Language Centre, University College Dublin in November 2002 for the annual meeting of the CercleS Executive. Many items from the lengthy agenda (ELP, Paris conference, Late project etc.) are reported on elsewhere in this bulletin. Two other issues were also important to note:

1. Discussions are in train with language centres in Finland about the possibility of creating a Finnish National Association. Although language centres in Finland have made an outstanding contribution to the European language centre movement as well as to CercleS over the years, they have associate rather than full member status. CercleS Vice President, Ray Satchell, who has long associations with Higher Education in Finland, reported on very positive discussions with the Finnish colleagues. While there is no immediate prospect of forming a National

Association, these discussions will continue. As Finland is expected to be very well represented at the CercleS conference in Paris in September, a meeting with the Finnish colleagues may well take place at that time.

2. CercleS 2004: Following the Co-ordinating Committee meeting in Siena, colleagues from CASALC (Czech and Slovak National Association) had consulted their members about the possibility of hosting the CercleS conference in 2004. In Dublin, they presented a concrete proposal that the Comenius University in Bratislava could host the conference. This proposal was warmly welcomed as it was felt that Slovakia offered many benefits as a conference centre – excellent facilities, a beautiful and historical location, geographical accessibility and, finally, excellent value for money. The decision to select Bratislava as a venue for the CercleS conference of September 2004 was adopted. (See short feature on Bratislava on page 19.) ■



Left:
Participants
at the
CercleS
Executive
Committee
meeting,
held in the
Applied
Language
Centre,
University
College
Dublin on 1
November,
2002.

Pictured above left to right: Sandrine Pac, CercleS Administrator; Don Cruickshank, Spanish Dept. University College Dublin; Carol Taylor, AICLU; Thomas Vogel, AKS; Alzbeta Moravcikova, CASALC; Alain Cazade, RANACLES; Nicole Chenik, CercleS Deputy Secretary General & RANACLES; Paul Miller, ACLES; Bernd Voss, CercleS Treasurer & AKS; Ray Satchell, CercleS Vice-President & AULC; Mary Ruane, CercleS Secretary General & AULC; David Little, Trinity College Dublin; Maurizio Gotti, CercleS President & AICLU; Fergus D'Arcy, Dean of Arts University College Dublin.

Alzbeta Moravcikova

Chair, CASALC / Czech & Slovak Republics

Comenius University, named after Jan Amos Komensky (1592 – 1670), an educator and father of educational reform, is the oldest and largest university in the Slovak Republic. It was founded in 1919 after the fall of the Austro-Hungarian Empire and the creation of the Czechoslovak Republic. It follows the university traditions of Academia Istropolitana, which was established in Bratislava by the Hungarian King Matthias Corvinus in 1465.

Currently, Comenius University is an internationally recognised centre of education and science. About 25,000 students acquire a higher education at 12 faculties including more than 1000 students from over 40 countries.

It is a member of numerous international academic organisations, cooperates widely in the field of education and science with foreign universities and research institutes in Europe and in other parts of the world and is a university contributor to the European integration process of the Slovak higher education system.



Comenius University Building, Bratislava

Comenius University Language Centre, a CercleS member and the venue of the CercleS executive and coordinating committees' meeting on 10 May 2002, was established on 1 April 1992 within the framework of collaboration with the University in Groningen, Holland. It pursues both educational and research activities. It offers general and specialised language courses for the faculty, staff and students of Comenius University and for other professionals. At the moment, courses are offered in English, German, Spanish, Slovak, Dutch and Japanese. ■

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Bratislava

Bratislava, the capital of the Slovak Republic, is a bustling, pleasant city which offers a unique perspective on Central Europe's historic past. Celts, Romans, Avars, Ottomans and even the French under Napoleon fought important battles here to control this important trading post.

Due to its position on the river Danube and on the crossroads between Hungary, Austria and Bohemia, it boldly calls itself the heart of Europe. During the Austro-Hungarian Empire, Austrians, Hungarians and Slovaks living in Bratislava gave the city a cosmopolitan flavour.

January 1, 1993 marked the birth of the Slovak Republic and the rise of Bratislava as its capital city with 430 thousand inhabitants. The city, dominated by the castle, is divided into the historic Old Town, the narrow streets of which are lined with former palaces in the Baroque and Rococo styles and new housing developments stretching south, east and west. The North of the city is walled by the woods of the Small Carpathian Mountains which offer an entirely different perspective on the city.

Bratislava is a university city, full of young people, which adds a special flavour to its atmosphere. Besides Comenius University, it also houses the Slovak Technical University, the Economic University and some other institutions of higher learning such as the Academy of Music, the Academy of Performing Arts and the Academy of Fine Arts and Design.

CASALC E-mail Conference & Teaching FL to Doctoral Students

Marie Hanzlikova, CASALC

This conference brought into focus the organisation of doctoral studies in both the Czech and Slovak republics. A paper on research in this area was presented at the FLT conference in Pilsen (Czech Republic) in September 2001 (PhDr. M. Hanzlikova, 'More similarities or differences? – CASALC and teaching foreign languages to doctoral students'). The results presented take into consideration only those twenty-four or twenty-six language centres (two from the Slovak Republic) which replied to the questionnaire, but even this limited sample shows that the situation has changed since 1990. The questionnaire, furthermore, did not reach all the LCs in our republics. However, it basically shows that the situation regarding the teaching of languages to doctoral students has changed and quite different systems now prevail at the various universities.

In this context, a newly proposed FL academic exam, which is being prepared by the CercleS confederation and which should be ready next year, seems to offer a good solution to this situation. This exam is expected to be recognised by all universities in Europe and will be offered to those LCs, faculties and universities which are CercleS members. In this way, it will be possible to unify the expertise in FLs for specific and academic purposes at universities and to facilitate the mobility of students and research workers at European universities. This is why CASALC would like to concentrate on preparing this exam and to co-operate in the European Language Portfolio for universities in 2002. ■

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Forthcoming events

1-26 July 2002: Summer Institute in Applied Linguistics, Pennsylvania, USA. Info: James P. Lantoi, Director, Centre for Language Acquisition, The Pennsylvania State University, 304 Sparks Building, University Park, PA, 16802, USA. E-mail: jpl17@psu.edu Web: <http://www.outreach.psu.edu/C&I/AppliedLinguistics>

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, 47100 Forlì (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>

14-17 August 2002: Eurocall 2002: "Network language learning – a link missing?", 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, Belgium. Web: <http://www.didascalie.be>

12-14 September 2002: British Association for Applied Linguistics (BAAL) Annual Meeting: "Applied Linguistics and Communities of practice", Cardiff, UK. Info: Dr. Srikant Sarangi. E-mail: sarangi@cardiff.ac.uk Web: <http://www.baal.ac.uk/baal2002.htm>

18-21 September 2002: European Second Language Association (Eurosla) Annual Conference, Basel, Switzerland. Info: EUROSLA 12, Stapfelberg 7/9, 4051, Basel, Switzerland. E-mail: eurosla12-romsem@unibas.ch Web: <http://eurosla12.romsem.unibas.ch>

19-21 September 2002: European Confederation of Language Centres in Higher Education (CercleS) Conference: "University Language Centres: Forging the learning environments of the Future", Paris, France. Info: cercles@alc.ucd.ie Web: <http://cercles2002.cip.dauphine.fr>

31 October-3 November 2002: TESOL Euromed: "Diversity and convergence: English in the 21st century", Edinburgh, Scotland. Info: robin.mackenzie@ision.co.uk Web: <http://www.heimdall-scot.co.uk/tesoleuromed>

22-24 November 2002: American Council On the Teaching of Foreign Languages (ACTFL), Salt Lake City, USA. Info: ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801, USA. E-mail: actflhq@aol.com Web: <http://www.actfl.org/>

12-16 December 2002: 21st Language Testing Research Colloquium: "Language testing in global contexts", Hong Kong. Info: egACLAR@polyu.edu.hk Web: <http://www.engl.polyu.edu.hk/ACLAR/homepage2.htm>

16-21 December 2002: AILA 2002: "Applied Linguistics in the 21st century: opportunities for innovation and creativity", Singapore. Info: AILA 2002, c/o Congrex Singapore Pte Ltd, 43 Carpenter Street, 04-01, Greatwood Building, Singapore 059922. E-mail: congrex@congrex.com.sg Web: <http://www.aila2002.org>

5-7 March 2003: 10th Göttingen Conference on University Foreign Language Teaching: "Emotion and Cognition in Foreign Language Teaching", Göttingen, Germany. Info: Dr. Klaus Vogel, Universität Göttingen, Sprachlehrzentrum, Weender Landstr. 2, 37073 Göttingen, Tel: +49 (0)551 39 54 84, Fax: +49 (0)551 39 58 35, E-mail: slzsek@gwdg.de Web: <http://www.gwdg.de/~slzsek/slz.htm>

25-29 March 2003: Teachers of English to Speakers of Other Languages (TESOL) Annual Conference, Baltimore, USA. Info: TESOL, 700 S. Washington St., Ste 200, Alexandria, VA 22314, USA. E-mail: tesol@tesol.edu Web: <http://www.tesol.edu>

7-10 May 2003: Worldcall 2003, Banff, Canada. Info: June Thompson, Secretary, University of Hull. E-mail: cti.lang@hull.ac.org Web: <http://www.worldcall.org>

June 2003 (dates t.b.c.): International Association for Language Learning Technology, Ann Arbor, USA. Info: <http://www.ialt.org/Conf.html>

4-7 September 2003: International Conference On Immersion and CLIL Education and Language Planning: "Theory and practice hand in hand", Kokkola, Finland. Info: Jaana Laitinen. E-mail: jaana.laitinen@kokkola.fi Web: <http://www.kokkola.fi/sivistystoimi/virasto/index.htm> ■