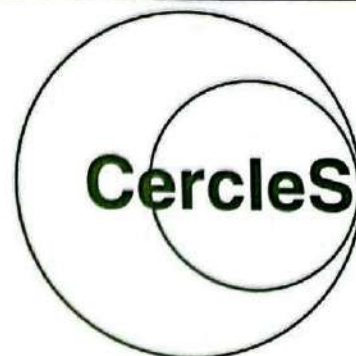


Bulletin 16



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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CercleS' biggest ever conference 300 participants at Paris 2002

Mary Ruane

Expectations leading up to the CercleS 2002 had run high. Having had its founding conference in Bordeaux in 1992, CercleS returned to France in 2002 to hold its 7th biennial conference. The host National Association, RANACLES, had selected an exceptional venue for the conference: Université Paris IX-Dauphine, located in the leafy suburbs of western Paris, and one of France's most prestigious centres for management and business education. Given its renown as a centre of excellence in language learning, Dauphine was the perfect setting for an international conference which aims to be at the forefront of academic and professional developments in this field.

In the event, there was no disappointment, Paris 2002 exceeded all expectations and was another important milestone in CercleS' history. With almost 300 attendees, from 23 different countries, numbers were higher than anticipated and were the highest recorded at any CercleS conference. The tightly-structured programme, which included three excellent keynote addresses and 63 participant presentations, provided opportunities for extensive discussion, debate and exchange of experiences. The unobtrusive and efficient organisation was combined with warm and generous hospitality throughout the three days.

In Bulletin 16, we look back on the Paris conference and reflect on what was achieved. We are grateful to Johann Fischer for his personal perspective on the conference highlights and its significance in CercleS' history. We join with him in paying tribute to the organisers for their work and commitment. In particular, the conference was a *tour de force* for the chief organiser Nicole Chenik and her team in Dauphine.

Special thanks are also due to RANACLES President, Alain Cazade, and committee members.

The Paris conference was the setting for the launch of the CercleS European Language Portfolio (ELP). Having been validated in May 2002, the ELP was presented to a packed audience by its chief author, David Little. In the ensuing workshop, two challenges now facing CercleS emerged. Firstly, we have to ensure that the ELP is widely distributed. Secondly, we have to ensure that its implementation in higher education is effectively monitored and evaluated.

Key items of CercleS business were also conducted during the conference. Following well contested elections, a new Executive was elected. Chief amongst its tasks will be to ensure the 8th CercleS conference in 2004 builds on the success achieved in Paris. The venue is Bratislava in the Slovak Republic. For the first time, the CercleS conference will be held in a central European country and will undoubtedly be another significant moment in the life of the confederation.

In his keynote address at the CercleS conference, Michael Kelly talked about the challenges facing language learning in higher education in the years ahead. As he pointed out, university language centres have been very adept at dealing with uncertainty, finding solutions, redefining their roles and objectives and building alliances. They are, he concluded, well positioned for the future. The large number of relaxed and focussed participants at the CercleS conference in Paris was indeed ample evidence that language centres are facing the future with confidence and optimism. ■

VISIT THE CERCLES WEBSITE AT
[HTTP://WWW.CERCLES.ORG](http://www.cercles.org)

Dissemination of the CercleS ELP

Mary Ruane

Following its approval by the Council of Europe in May 2002, the CercleS ELP was formally launched at the CercleS biennial conference in September 2002. A key question addressed during the conference was how to ensure that the ELP could be made available to a large number of language centres across Europe in an efficient and cost-effective way. Certain stipulations regarding distribution were laid down in the Council of Europe letter of approval, including for example, that the ELP would be distributed via the network of National Associations, that it would be distributed electronically and that it would not be freely downloadable from the website. Decisions regarding the logistical practicalities of distribution were, however, left to be decided by the National Associations. Discussions on how best to manage the practical aspects of distribution took place between the CercleS Secretariat and the National Associations during the conference and, subsequently, via e-mail. The arrangements finally agreed reflect all of the above considerations:

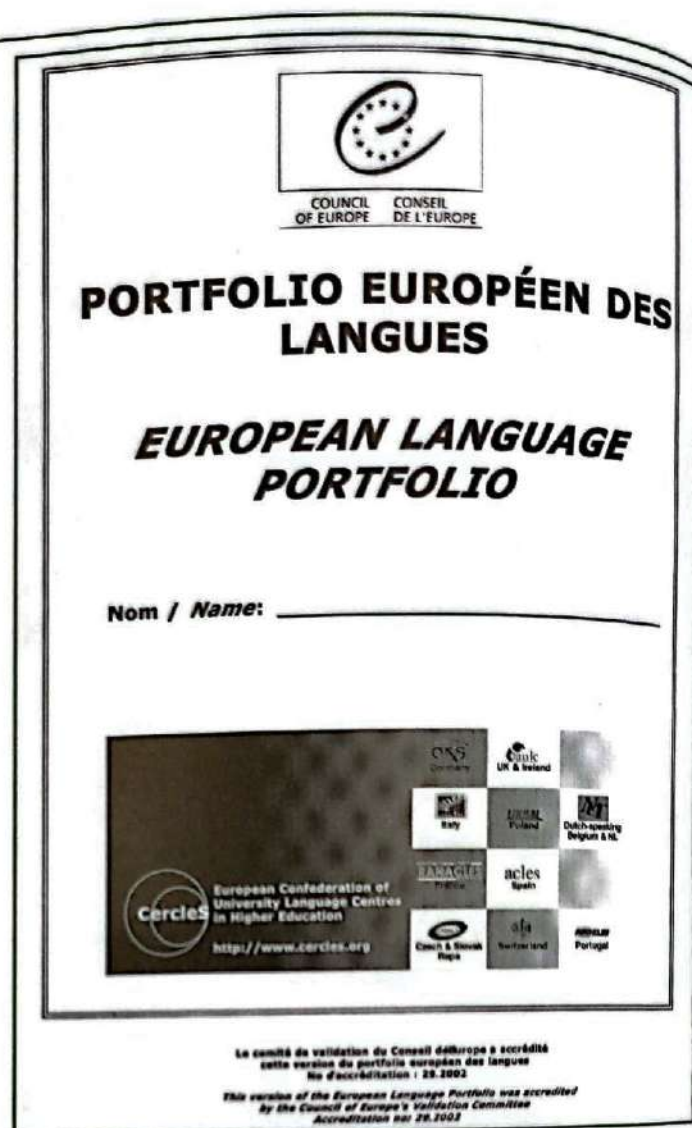
- National Associations should have the freedom and autonomy to oversee the implementation of the ELP at national level;
- the balance between local autonomy and central control would be best met by nominating small ELP committees in each National Association which would oversee implementation and report back;
- while National Associations are responsible for translating the ELP, a common framework for this should be agreed;
- records of users should be maintained and stored nationally and by the Secretariat;
- a research and evaluation project should be put in place and presented at the CercleS conference in Bratislava.

The following outlines guidelines for National Associations, for Language Centre teaching staff and for Associate Members intending to use the CercleS ELP.

Dissemination to National Associations

This following document (Implementation Document A-V1) was drawn up in consultation with the National Associations and was circulated in Autumn 2002.

1. Only Language Centres affiliated (paid-up and registered) to CercleS will receive the CercleS ELP. Higher Education institutions who are not members of CercleS but who wish to use it should approach the relevant National Association or the CercleS Secretariat (www.cercles.org) for information.
2. The CercleS ELP is for use by staff and students working in CercleS Language Centres in Higher Education. It can be used by learners in a variety of contexts whether studying one or more foreign languages (i) as the main focus of study, (ii) as a subsidiary part of study or (iii) in order to give added value to study.
3. The CercleS ELP will be distributed in PDF format which can be locally printed and photo-copied. It should be used in its existing format and may not be modified in any way.
4. As laid down in the conditions for distribution, CercleS encourages Full Members to print and distribute the language passport in its standard A5 full format. But if this is not possible, centres may use the A4 version of the passport included in the version being disseminated. Language Centres are encouraged to devise their own methods for presenting the portfolio to students, whether in binders, loose-leaf folders, colour-coded pages etc.



Cover page of the CercleS version of the ELP with the logo of the National Associations

5. The CercleS ELP project is non-profit making and is intended as a service provided by CercleS to its affiliated members. Whilst the portfolio may not be commercialised in any way, it may be appropriate in certain circumstances to charge students a small fee to defray costs of photo-copying or binding. CercleS should be kept informed of the costs being charged to members in these circumstances.
6. Language Centres are requested to nominate ONE representative to monitor how it is being used in their centre. Language Centres should contact the National Association representative to obtain a PRF (Portfolio Request Form). On completion of the PRF, the canonical version of the ELP will then be supplied. Users are advised to provide as much information as possible on the use of the ELP to the Secretariat who will collate the data and feed back to members.
7. Support on how to use the CercleS ELP will shortly be made available to teachers, users and administrators by means of discussion lists, the CercleS website and Bulletin (See Bulletin 15 which contained a number of articles on the CercleS ELP.)
8. The Secretariat will shortly distribute Implementation Document B-V1 on translation issues and the CercleS ELP.

Dissemination of the CercleS ELP

Dissemination to Language Centre teaching staff

To encourage widespread implementation of the ELP by teachers and students, it is important to ensure that the teaching staff in Language Centres can access the ELP as easily as possible. As distribution practices across the National Associations can vary, here are the main points which teachers should bear in mind when obtaining the ELP for use with their own students.

- The CercleS ELP cannot be purchased or downloaded from the CercleS website. Teachers can only acquire it for student use through a University Language Centre.
- However, only those Language Centres affiliated to both a National Association (see list on back page of this Bulletin) and to CercleS are eligible to receive the ELP. Teachers should check that their language centre is a paid-up member of both organisations!
- Language Centres get the ELP by applying (not to CercleS) but directly to the ELP Committee appointed by their National Association (see list on page 4). They will then be sent a Portfolio Request Form (PRF) which should be filled out and returned. There are two versions of the PRF, a short version displaying data in tabular form and a longer version with open-ended questions.
- The Language Centre will then be sent a locked PDF file of the canonical French/English version of the ELP with the National Association logo on the cover page and on page ii inside. An A4 version of the passport is included in the PDF file, but CercleS encourages distribution of the passport in standard A5 format.
- Language Centres are advised to nominate at least one representative to monitor how the ELP is used in their centre. (See list of ELP committees and participating centres on page 4.)

- Language Centres are also encouraged to devise their own methods for presenting the portfolio to students, whether in binders, loose-leaf folders, colour-coded pages etc. In some cases the National Associations or the ELP committees may suggest a format of the passport or a common approach to the distribution of the ELP.
- Language Centres should contact their National Associations about translated versions of the ELP.

Dissemination to Associate Members

Language Centres which are Associate Members are affiliated directly to CercleS because there is no National Association in their country. To ensure that Associate Members can also access the ELP, the following arrangements have been made:

- Language Centres which are Associate Members should contact the CercleS Secretariat directly requesting a PRF.
- Associate Members must nominate an ELP committee in their Language Centre to oversee the implementation of the ELP. In particular, the committee will ensure that the PDF file is stored under secure conditions.
- Associate Members are also eligible to take part in any research projects which are to be set up and will be put on the relevant mailing lists. ■

NOTE

In the next issue of the Bulletin, we will:

- provide information and guidelines about the organisation of translations;
- update the user data;
- publish accounts of some CercleS projects using the ELP carried out to date.

CercleS - European Language Portfolio Portfolio Request Form (PRF) (To be filled out by Language Centre contact person for ELP)

Name of your Language Centre: _____ Name of your University: _____

Contact person for ELP (only ONE per centre): _____

Address:

Phone: _____ Fax: _____ E-mail: _____

If you are thinking of using the ELP please fill in the table below so that we can record your use of the ELP (an example is provided).

Language	Level	Context	Type of teaching	Hrs per yr	Course length	Other comments
Spanish	Beginners or A1	Degree	LSP	34	1 year	

Please list the names & e-mail addresses of teachers in your Language Centre who wish to receive information on the ELP.

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User data on the ELP is gathered by means of the Portfolio Request Form (PRF). It comes in two formats tabular (see left) or open-ended. Please let your ELP committee have updates of this data on an ongoing basis.

List of ELP committees and participating centres

As part of the ELP implementation arrangements, National Associations agreed to nominate small committees to oversee the distribution, monitoring and evaluation of the ELP in their national institutions. These committees have arranged to distribute the ELP to the language centres listed below. The following list is not exhaustive and will be updated in future issues.

ACLES

ELP committee

- Paul Miller - pmiller@unav.es
Instituto de Idiomas, Universidad de Navarra
- Stuart Dyke - stuart.dyke@uab.es
Servicio de Idiomas Modernos, Universitat Autònoma de Barcelona
- Petra Schween - petras@us.es
Instituto de Idiomas, Universidad de Sevilla
- Isabel Jaschek - ijaschek@gugu.usal.es
Servicio Central de Idiomas, Universidad de Salamanca

Participating centres

- Escola d'Idiomes Moderns, Universitat de Barcelona
(Rosemary Hancock)
- Servicio Central de Idiomas, Universidad de Salamanca
(Isabel Jaschek)

AICLU

ELP committee

- Carol Taylor Torsello (Distribution) - carol.taylor@unipd.it
Centro Linguistico di Ateneo, Università degli Studi di Padova
- Daniela Griggio (Distribution) - daniela.griggio@unipd.it
Centro Linguistico di Ateneo, Università degli Studi di Padova
- Paola Evangelisti (Monitoring) - evangelisti@iusm.it
Centro Linguistico e Bibliotecario d'Ateneo, Roma, Foro Italico
- Christopher Taylor (Translation) - taylor@sslmit.univ.trieste.it
Centro Linguistico di Ateneo, Università degli Studi di Trieste

Participating centres

- Centro Linguistico di Ateneo Università degli Studi di Padova
(Fiona Dalziel)
- Centro Linguistico di Ateneo, Università degli Studi di Trieste
(Federica Gori)
- Centro Linguistico di Ateneo della LUMSA, Libera Università
Maria SS Assunta, Roma (Benedetta Papisogli)
- Centro Linguistico di Ateneo, Università degli Studi di Napoli
Federico II (Gabiella di Martino)
- Centro Linguistico di Ateneo, Università degli Studi di Bergamo
(Monica Piantoni)

AULC

ELP committee

- Nick Byrne - N.Byrne@lse.ac.uk
London School of Economics
- Carmen Mortara - carmen.mortara@kcl.ac.uk
King's College, London
- Vicky Wright - V.M.Wright@soton.ac.uk
Subject Centre, University of Southampton
- Sue Nash (Distribution) - llas@soton.ac.uk
Subject Centre, University of Southampton

Participating centres

- Language Centre, University College London
(Christine Hoffman)

- Academic Languages Services, University of Nottingham
(Ron Sanderson)
- Learning Resources Centre, Loughborough University
(Valerie Boyle)
- Centre of Language Studies, London City University
(Isabelle Marcoul)
- Language Institute, University of Hull
(Marina Mozzon-McPherson)
- Modern Language Centre, King's College London
(Carmen Mortara)

CASALC

ELP committee

- Slovak Republic
- Silvia Blaskova (Distribution) - silvia.blaskova@rec.uniba.sk
Language Centre, Comenius University, Bratislava,
- Czech Republic
- Ludmila Winter Souhradova - ludmila.souhradova@ff.cuni.cz
Language Centre, Charles University, Prague

Participating centres

- Charles University, Prague
(Ludmila Winter Souhradova)
- Masaryk University, Brno
(Marie Mészárosova)
- Comenius University, Bratislava
(Silvia Blaskova)
- University of Economics, Bratislava
(Helena Sajgalikova)

RANACLES

ELP committee

- Josiane Hay (Distribution) - Josiane.Hay@ujf-grenoble.fr/
Services des Langues, Université Joseph Fourier, Grenoble
- Nicole Poteaux - nicole.poteaux@lse-ulp.u-strasbg.fr/
Université Louis Pasteur, Strasbourg I
- Nicole Chenik - chenik@services.dauphine.fr/
CIP/CRL, Université Paris IX-Dauphine

Participating centres

- DSU Langues, Université Joseph Fourier, Grenoble
(Josiane Hay)
- Centre de Langues, Sciences Sociales, Université de Toulouse I
(Gail Taillefer)
- FCEP (Secteur Langues), Université de Lille 3
(Judith Barna)
- Centre de Langues Vivantes, Université Pierre Mendès France,
Grenoble (Celia Naval)
- SPIRAL, Université Marc Bloch, Strasbourg
(Pierre Frath)
- Espaces Langues, Université Paris 13
(Marie Maldague)
- Université du Havre
(Jean-Claude Bertin)
- IPLV UCO, Angers
(Brigitte Le Bihan)
- CEPPEPES, Université de Valenciennes
(Michel Labour)
- Centre de Ressources en Langues, Université de Paris 2
(MC Constant)

CercleS' role as partner in European projects

Mary Ruane

Since its foundation just over a decade ago, CercleS has grown to become a strong, self-supporting body representing significant language teaching interests in European higher education. Its membership caters for an enormous student constituency, spans many countries and languages and is made up of many different categories of staff. Not surprisingly, therefore, CercleS has the potential to be a significant partner in European language teaching projects. CercleS is currently involved in four such projects details of which are featured below.

TNP 3

In October 2002, CercleS was invited by the President of the European Language Council (ELC), Wolfgang Mackiewicz, to participate as a partner in the third Thematic Network Project in the Area of Languages (TNP 3). With the near completion of two such projects (TNP 2 is currently in its final year), proposals for a further project (TNP 3) have been submitted to the European Commission. Having received notification in January of the success of the pre-proposal, a full application was submitted by the ELC. The outcome is expected in late September/early October 2003. If all goes to plan, TNP 3 will be launched at an international conference in Berlin in late January 2004.

The focus of TNP 3 will be on the development and implementation of university language policies. Three sub-projects are planned. The first of these is entitled "Languages for Language-Related Industries and Professions" and will analyse professional language requirements in language related professions. Sub-project 2 ("Languages for Enhanced Opportunities on the European Labour Market") will seek to define the language skills and competences required by graduates to compete in future

labour markets. The third sub-project, "Languages as an Interface between the Different Sectors of Education", will focus on language learning as a life-long process. The aim is to develop recommendations on co-operation between different sectors of education and other language teaching providers.

In TNP 3, it is proposed that language issues be considered in the wider context of educational, political, economic and professional concerns in higher education. The project also aims to constitute a new approach to languages in higher education by bringing together, for the first time, a broad range of stakeholder organisations.

Given its role as a key representative body for language teaching interests in European higher education and, particularly, for staff across a range of categories (teaching, research, administration, technology, etc.), CercleS has the potential to make a significant contribution to the development of this project.

Further information on the TNP 3 project is available from Wolfgang Mackiewicz at erasmspr@zedat.fu-berlin.de ■

Linguanet

Lingu@net Europa and Lingu@net Europa PLUS

Lingu@net Europa (www.lingua-europa.org) is a multilingual, virtual resource centre to support the teaching of foreign languages. It provides free information about and links to quality-assured on-line resources from Europe and around the world relating to the teaching and learning of any modern foreign language. It aims to save busy language teaching professionals time by selecting, classifying and cataloguing resources of interest to them. Lingu@net Europa is for teachers, trainers, policy makers, researchers and other professionals involved in the teaching of modern foreign languages.

Lingu@net Europa was developed in the period 1998-2001 with financial

support from the SOCRATES/LEONARDO programmes. It has recently been formed into a not-for-profit company and is now in a position to welcome new members and partners.

The project has been led by the Centre for Information on Language Teaching and Research (CILT) in London and is co-ordinated by Philippa Wright.

In 2003, Lingu@net-Europa applied for funding to expand the project to include access in 10 further European languages. The new project is entitled Lingu@net Europa PLUS. Early this year, CercleS was asked by CILT to join the project as a bidding partner and the CercleS Executive has agreed. The outcome of the application for funding for the new project will be known sometime in the Autumn and in the meantime Bulletin 17 will feature aspects of the Lingu@net-Europa project in more detail. ■

Late

As reported in Bulletin 15, CercleS is also involved in a LEONARDO programme supported project called Language Audits - Tools for Europe (LATE) which is co-ordinated by the Free University Language Centre, Amsterdam. The main thrust of the project is the development of ESP language teaching materials designed for the teaching of "formal English". Apart from the Netherlands and Ireland, the project brings together participants from Bulgaria, Hungary, Greece, Poland and the United Kingdom.

The project arose out of an awareness that foreign language skills, particularly amongst nationals of Central European countries, lagged behind those of other European countries and constituted a considerable barrier to foreign trade and internationalisation by companies, especially SMEs, in those countries. Similarly, limited knowledge of foreign languages amongst government officials was found to be a limiting factor in their ability to interact effectively with the European Union.

The project sought, therefore, to develop diagnostic tools for language audits enabling companies, especially SMEs and public authorities, to identify their communication needs and to plan the necessary language training for their employees. It sought, furthermore, to develop ESP language teaching materials on the basis of audits carried out within the framework of the project.

CercleS' role within the project consists of monitoring and evaluating materials produced to ensure compliance with quality objectives and the actual requirements of potential end-users. CercleS also plays an important role in the dissemination of information on the project through the CercleS Bulletin and website, and is organising a symposium to take place in 2004, in Bratislava, at which the results of the project will be presented and discussed.

Further updates on the various stages of the project will be provided by the project head, Cor Koster and CercleS appointee to the project, Valère Meus (Valere.meus@rug.ac.be), in future bulletins and details of the upcoming conference will also appear closer to the time. The public website for LATE is <http://www.rbv.nl/LATE/Index.html> ■

CercleS' role as partner in European projects

Picture

CercleS is to have a role in a further project co-ordinated by Cor Koster with the participation of 16 national agencies from the Netherlands, Belgium, Bulgaria, Cypress, Germany, Denmark, Spain, Estonia, Finland, Greece, Hungary, Ireland, Poland, Portugal, Slovakia and the UK. The project proposal PICTURE (Portfolio Intercultural Communication – Towards Using Real Experiences) has recently been submitted to the European Commission for funding under the SOCRATES programme.

The objective of the project is the development of a language teaching module drawing on the opportunities for communication which arise between two categories of people: language learners and foreigners. The project will generate a series of personal interviews with foreigners on issues of intercultural interest. These interviews will form the basis of a 15-hour module to be designed for three educational contexts (secondary, vocational and university) in three different languages. Students will be prepared for the interviews via CD-based stimulus material, film sequences of actual interviews and a series of assignments.

CercleS, as a partner to the project, will contribute to the latter stages of the project, disseminating the material developed and organising meetings for the purposes of demonstrating the teaching approach adopted and the materials generated. The project application is currently under consideration by the European Commission and news as to whether it has been successful is expected in November 2003. If successful, the PICTURE project will be featured more extensively in a future issue of the CercleS Bulletin. ■

Profile



Cor Koster

Members of CercleS wish to record their warm appreciation to Dr. Cor J. Koster for his work in initiating and overseeing CercleS' role in both the LATE and PICTURE projects. Cor Koster has a long association with CercleS and with the development of language centres in European higher education.

Currently Director of an international consultancy company involved in research and training in communication, Cor Koster was formerly a lecturer in the departments of English and Applied Linguistics of the Vrije Universiteit, Amsterdam.

Cor Koster has written extensively on a range of topics in the areas of linguistics and language pedagogy. In his paper on the "Privatization of Language Centres", published in the *Papers from the 3rd CercleS Conference* (Hull, 1994, edited by G. Aub-Buscher, Plymouth, 1996), he described changes in the structure of the Language Centre at the Vrije Universiteit Amsterdam which led to the modernisation of language curricula and the provision of language services for the university and for trade and industry.

Language Resource Centre Handbook

Philippa Wright

Centre for Information on Language Teaching, UK

The Language Resource Centre Handbook, containing guidelines for setting up, running and expanding Language Resource Centres (LRCs) is now available free on-line (in 16 European languages) at www.lrcnet.org. This 48-page publication is a practical guide designed for anyone involved in setting up or running an LRC. It constitutes one of the results of the SOCRATES-funded LRC project which has brought together 17 Language Resource Centres from 13 European countries with the aim of "improving support for language learning through language Resource Centres".

The guidelines include information on a number of key aspects of running an LRC, including management, users, services and facilities. Each section includes a "checklist" of questions which can be used to reflect upon current practice or to guide future LRC development, as well as case studies from LRCs throughout Europe on various aspects of LRC management.

The LRC project partners have been collaborating for over 18 months and aim, with the publication of the handbook and the LRC portal at www.lrcnet.org, to share their work with colleagues working in LRCs. To find out more about the project, to take part in on-line discussions on LRC-related issues or to download *The Language Resource Centre Handbook*, contact the LRC portal www.lrcnet.org



Joining CercleS?

To join CercleS, contact your National Association (see back page), or the

CercleS Secretariat
Applied Language Centre
University College Dublin
Belfield, Dublin 4, Ireland

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.

Konferenzbericht - Rapport de conférence - Conference Report

CercleS, Paris 2002

Johann Fischer
Universität Tübingen

Teilnehmer/innen aus 23 Ländern

Vom 19. bis 21. September fand an der Universität Paris-IX Dauphine die 7. CercleS-Konferenz statt, die diesmal unter dem Titel "University Language Centres: Forging the learning environments of the future" stand. Die Konferenz brachte knapp 300 Teilnehmerinnen und Teilnehmer aus insgesamt 23 Ländern zusammen, wobei keineswegs eine französische Dominanz zu verzeichnen war, denn neben Englisch war auf der Tagung am häufigsten das Finnische zu hören: Das Sprachzentrum der Universität Helsinki hatte sich erfolgreich an einer nationalen Ausschreibung zum Qualitätsmanagement beteiligt und investierte den gewonnenen ersten Preis in die Teilnahme seiner 78 Lehrkräfte an der CercleS-Tagung. Zusammen mit den weiteren acht Teilnehmerinnen und Teilnehmern aus Finnland stellte das Land somit beinahe ein Drittel des Publikums. Der in Deutschland ansässige „Arbeitskreis der Sprachzentren, Sprachlehrinstitute und Fremdspracheninstitute“ AKS, und eines der Gründungsmitglieder von CercleS, war hingegen mit neun Vertreter/-innen zahlenmäßig nur schwach vertreten, war inhaltlich jedoch durchaus aktiv und beteiligte sich an der Koordinierung von Arbeitsgruppen und durch eigene Vorträge.

Schwerpunkte der Tagung

Relativ schnell zeichneten sich die beiden Schwerpunktthemen der Tagung ab, welche die über 60 Vorträge in den sechs Arbeitsgruppen "European Language Portfolio and autonomy", "Testing and certification", "LSP/LAP", "E-learning", "Issues in management, quality and accreditation" und "Teacher education and development" bestimmten: Die „Lernumgebung der Zukunft“ wird an Hochschulfremdsprachenzentren bestimmt sein zum einen durch den Computer und zum zweiten durch das Sprachenportfolio.

Die Arbeitsgruppe "E-Learning & multimedia environments" machte ein knappes Drittel aller Vorträge aus, und auch in anderen Arbeitsgruppen drehten sich viele Vorträge und Diskussionsbeiträge immer wieder um den Computereinsatz im Sprachunterricht und im Spracherwerbsprozess. Die Beiträge zu diesem Themenbereich reichen von E-Mail-Projekten über Online-Sprachtests, Online-Kursen und Lehrerfortbildungsprogrammen bis hin zur computerisierten Sprachanalyse. Gut zeichnen sich auch die Möglichkeiten und Grenzen des Computereinsatzes beim Sprachlernen ab: während der Computer und das Internet zum Üben von Grammatik und Wortschatz leicht einsetzbar sind und für Leseverstehen und schriftlichen Einsatz gut genutzt werden können, gibt es doch derzeit noch deutliche Grenzen im Bereich der mündlichen Sprachkompetenz, nämlich z.T. für das Hörverstehen und vor allem für den mündlichen Ausdruck. Man kann also davon ausgehen, dass der Computer den Sprachlehrer nicht ersetzen, aber sinnvoll ergänzen wird.

Mit begründetem Stolz konnte auf der CercleS-Konferenz das von der Arbeitsgruppe um David Little (Trinity College Dublin) erarbeitete Europäische Sprachenportfolio von CercleS vorgestellt werden, das im Mai 2002 vom Europarat gebilligt wurde und nun den nationalen Mitgliedern von CercleS zur Verbreitung zur Verfügung gestellt wird. Eine eigene Arbeitsgruppe zum Thema "The European Language Portfolio and autonomy" beschäftigte sich in neun Beiträgen mit Vorteilen des Portfolios hinsichtlich der Bewusstseinsklärung der Lerner, die lernen sollen, ihre eigene fremdsprachliche Kompetenz, ihre Stärken und Schwächen sowie den eigenen Sprachlernprozess besser einschätzen zu können, und so zu größerer Lernerautonomie geführt werden sollen. Durch ein geschärftes Bewusstsein und eine größere Lernerautonomie können wir in den Sprachzentren positiv auf die



Photograph by Bernard Dimet

Universität Paris IX-Dauphine

Sprachkompetenz der Lerner einwirken und somit zum europäischen Integrationsprozess beitragen.

Probleme und einige Lösungen

Die CercleS-Tagung bot eine ideale Möglichkeit, den Blick über die eigene Institution und die nationalen Grenzen hinaus zu öffnen. Dabei zeigte sich, dass sich die Hochschulsprachenzentren an den verschiedenen Ecken Europas häufig mit ähnlichen Problemen befassen müssen, aber zum Teil ganz unterschiedliche Lösungen finden und andere Wege gehen, die sich zum Teil als fruchtbar erwiesen haben und die häufig auf die eigene Einrichtung übertragen werden können. Während z.B. im AKS vielfach das Problem des unausgewogenen Verhältnisses von wenigen festgestellten Lehrkräften und zahlreichen Lehrbeauftragten als typisch deutsches Problem angesehen wird, zeigte der Vortrag von Nick Byrne von der London School of Economics, dass dieses Problem auch in anderen Ländern existiert und dass man es nutzbringend in Lehrerfortbildungsprogramme umsetzen kann, von denen die gesamte Einrichtung profitiert.

So unterstrich Michael Kelly in seinem Plenarvortrag zum Thema "Strategic options for Language Centres: developing roles and relationships" die vorhandene Professionalität der Sprachzentren im Bereich der Sprachvermittlung. Durch die langjährige „Mängelverwaltung“ mussten sich die Sprachzentren ständig neu auf ihre Aufgaben, Ziele und Inhalte hin hinterfragen und kreative Lösungsansätze suchen, so dass sie heute eine Sprachvermittlung anbieten, die in stärkerem Maße den Bedürfnissen der Studierenden und auch den Bedürfnissen der späteren Arbeitgeber in Industrie und Wirtschaft entsprechen als z.B. vielfach in den Philologien. Er wies aber auch darauf hin, dass wir uns nicht auf unseren Lorbeeren ausruhen dürfen, denn "the future is interesting – it is lively, it is fun, it is painful".

Die 7. CercleS-Tagung war wieder eine bereichernde Plattform für die Sprachzentren in ganz Europa und bot eine ideale Möglichkeit für inhaltlichen und persönlichen Austausch mit Kolleginnen und Kollegen aus den europäischen Partnerländern. Die Organisatoren, allen voran Nicole Chenik, gilt unser Dank für ein gelungenes Programm, das zu Beginn der Tagung die Sonne hinter den Wolken hervorholte und pünktlich zur Abreise mit Donner und Blitz zum Finale endete. Für die erfolgreiche Organisation gilt Nicole Chenik und ihren Kolleginnen und Kollegen ein herzliches „Kiitosia paljon!“. Schon heute dürfen wir uns auf die 8. CercleS-Tagung freuen, die vom 8. bis 10. September 2004 von CASALC in Bratislava ausgerichtet wird. ►

Rapport de conférence - Conference report - Konferenzbericht

CercleS 2002 remporte un très grand succès !

Dans le cadre de ce Bulletin, CercleS souhaite renouveler ses remerciements les plus sincères aux organisateurs, sans qui il aurait été impossible de mener à bien cet important projet. Nous tenons à remercier en particulier Nicole Chenik, Organisatrice de la conférence, Alain Cazade, Président de Ranacles, et les membres du Comité local: M Piquet, E Lizon, MM Perin, A Minges, M Puyponchet, O Challe, P Fade ainsi que les techniciens, K Karlsson, Y Boivin, M Thiam et leurs assistants.

La 7e Conférence Internationale de CercleS a réuni à l'Université Paris IX Dauphine 300 participants venant de 23 pays pour discuter des

futurs environnements pour l'apprentissage et l'enseignement des langues dans les centres de langues universitaires. Plus de 60 communications dans six ateliers ont permis un échange enrichissant de connaissance et de compétence sur l'informatique et l'usage d'internet dans l'enseignement et l'apprentissage des langues, et le Portfolio européen des langues de CercleS. Ce dernier a été validé avec succès par le Conseil de l'Europe en mai 2002 et sera dès maintenant distribué parmi les membres de CercleS.

CercleS se tourne maintenant vers le futur avec en ligne de mire la 8e Conférence du 9-11 septembre 2004 à Bratislava (Slovaquie) et la continuation de nombreux projets.

Le Secrétariat de CercleS



Michael Arwate (Directeur CIP/CRL; Chargé de Mission aux Nouvelles Technologies), Nicole Chenik (RANACLES - Organisatrice de la conférence) & David Bickerton (Ancien Secrétaire Général de CercleS)



Michel Petit (Bordeaux 2), Pascale Fade (Vice-Président, Nancy 2) & Michel Perrin (Bordeaux 2)



L'équipe de Dauphine - Elena Lizon, Nicole Chenik, Catherine Pardoux, Bernard Goldfarb (Directeur UFR Informatique de gestion), Renée Simonet & Odile Challe

Conference report - Rapport de conférence - Konferenzbericht

Below is a synopsis in English of Johann Fischer's report on the 7th CercleS biennial conference at Université Paris-IX Dauphine in September 2002. The original report is featured on page 7.

Large attendance at CercleS conference

Université Paris IX-Dauphine was host to the 7th International CercleS Conference in September 2002. The theme of the conference was "University Language Centres: Forging the learning environments of the future". In all, three hundred participants from twenty-three countries took part, including a particularly strong Finnish delegation. The Language Centre of the University of Helsinki, winner of a national prize for quality management, invested the prize-fund received in sending all seventy-eight of its teaching staff to the CercleS conference.

Over sixty presentations, given in the course of six workshops ("European Language Portfolio and autonomy", "Testing and certification", "LSP/LAP", "E-learning", "Issues in management, quality and accreditation" and "Teacher education and development"), permitted a valuable exchange of knowledge and experience of language teaching at universities throughout Europe. Interestingly, two main areas of current interest emerged as the focus across all six workshops. These were:

- use of computers and the internet in language teaching and learning;
- CercleS European Language Portfolio.

Computers and technology

The workshop on "E-learning & multimedia environments" accounted for almost a third of all papers given, while the discussion in other workshops also addressed the issue of computers and technology in language learning and teaching. Contributions in this area addressed a broad range of issues, from e-mail projects, on-line language testing, on-line language courses and teacher education to issues in computerised language analysis.

In his keynote address entitled "Changing places: language centres aren't what they used to be", Peter Liddell, President-elect of IALLT, (University of Victoria, Canada), examined the evolutionary trends currently facing language centres as they emerge from almost half a century of engagement with technology. This period, he emphasised, is one during which language centres have been taken in new directions that have significantly changed how our institutions support language learning.

The European Language Portfolio

The conference provided the forum for the presentation of the CercleS European Language Portfolio which was introduced by David Little (Trinity College Dublin, Ireland). His presentation included a summary of the design criteria underlying the portfolio, an outline of the proposed method of dissemination as well as a number of suggestions for the evaluation of the portfolio.

The CercleS Portfolio was successfully validated by the Council of Europe in May 2002 and is now ready for dissemination amongst CercleS members. A significant number of conference papers addressed the issue of "The European Language Portfolio and Autonomy", discussing the benefits of the portfolio for the development of learner awareness and for the fostering of the ability amongst students to monitor their own progress and, ultimately, to develop as autonomous learners.

The future

The strategic future of language centres in a climate of change was the concern of Michael Kelly (University of Southampton, UK) in the third keynote address of the conference entitled "Strategic Options for Language Centres: Developing Roles and Relationships". If language centres are to successfully navigate the uncertainties to come, they need to take a strategic view of their social and academic roles and re-evaluate the relationships and alliances which they must develop. As a consequence of the need, in the past, for language centres to constantly redefine their roles, objectives and concerns and to find creative solutions to demands and problems encountered, they were, he stressed, currently very well positioned to offer needs-orientated language teaching. Language centres, however, cannot afford to rest on their laurels; his message was clear - "the future is interesting - it is lively, it is fun, it is painful".

The 7th CercleS conference provided an invaluable platform for communication and exchange amongst language centres throughout Europe. Particular thanks for the success of the conference are owed to Nicole Chenik and her colleagues at Université Paris IX-Dauphine for their work in organising and hosting the event. It is with pleasure that we look forward to the next CercleS conference to be hosted by CASALC in Bratislava from 9-11 September, 2004. ■

CercleS Secretariat

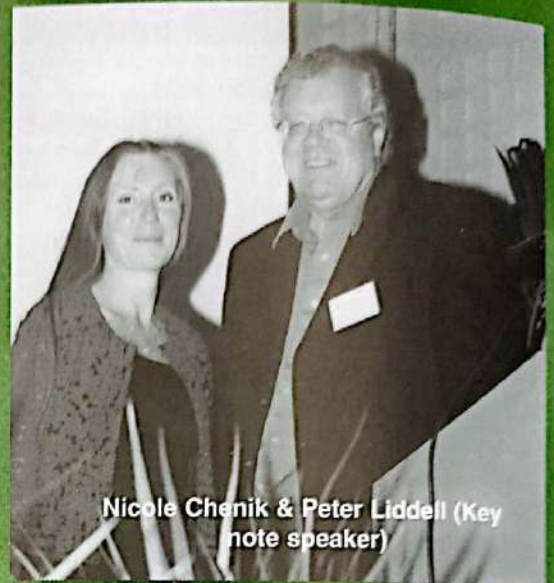


The rapporteurs at work during the closing session: Thomas Vogel (AKS), Johann Fischer (AKS), Ray Satchell (AULC), Maurizio Gotti (AICLU - President of CercleS), Paola Evangelisti (AICLU), Alain Cazade (RANACLES - Président de Ranacles) & Tony Stenton (RANACLES)

Rapport de conférence - Conference report - Konferenzbericht



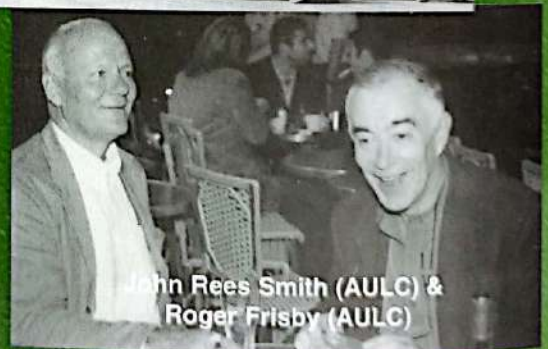
Michael Kelly (Key note speaker) & Maurizio Gotti (President of CercleS - AICLU)



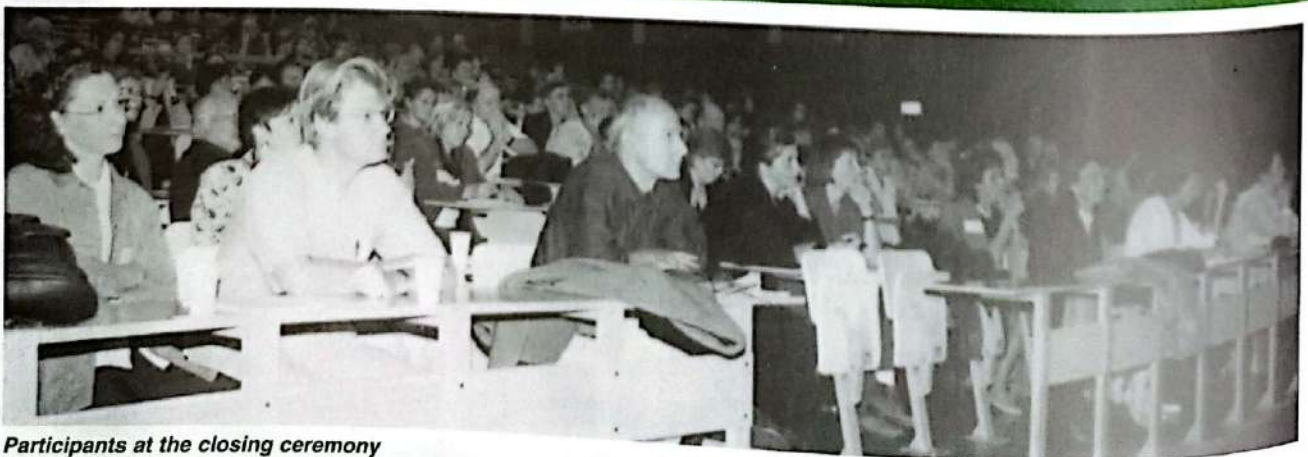
Nicole Chenik & Peter Liddell (Key note speaker)



William Bromwich (AICLU) & Rema Favretti (AICLU)



John Rees Smith (AULC) & Roger Frisby (AULC)



Participants at the closing ceremony

CercleS elects a new Executive for 2002–04

Secretariat



Pictured after the first meeting of the newly-elected CercleS Executive, from left to right: Thomas Vogel (AKS, Deputy Secretary General); Mary Ruane (AULC, Secretary General), Ray Satchell (AULC, Vice-President), Nicole Chenik (RANACLES, Treasurer), Maurizio Gotti (AICLU, President) and Alzbeta Moravcikova (CASALC, Deputy Treasurer)

CercleS Election

Elections to the CercleS Executive for 2002-04 took place at the Co-ordinating Committee meeting in Paris on 19 September 2002. Nominations for places and candidacy statements had been circulated via e-mail. The returning officer was Professor David Little, former CercleS President. The next elections will take place at the Co-ordinating Committee meeting in Bratislava in 2004. See CercleS statutes on www.cercles.org for election procedures.

Special thanks to retiring members:



Professor Bernd Voss served many years as an Executive member of CercleS including two as Treasurer between 2000-02. He was the chief organiser of the CercleS conference in Dresden in 1996 and co-edited the 1997 Proceedings. A former President of AKS, Bernd Voss is Professor for the Didactics of English Language and Literature at the Technical University in Dresden. He has published widely in many areas including language pedagogy, testing and planning. He is particularly well-known for his role in spearheading the UNICert® language training and certification system.

Dr. Charles van Leeuwen is, since 1999, Director of the Universiteit Maastricht's Language Centre. A member of NUT, he was elected to the CercleS Executive in Antwerp in 2000 and served two years on the Executive as Deputy Treasurer. A historian and expert in Dutch language, literature and culture, his publications are in these areas as well as in translation and testing. In 2001, he published *Hemelse Voorbeelden* (*Examples from Heaven*) on Dutch hagiography in the Golden Age.



New members of CercleS Executive



Dr. Thomas Vogel

Dr. Thomas Vogel was elected Deputy Secretary of CercleS. He is the current Chair of AKS and has been Director of the Language Centre at the European University Viadrina in Frankfurt (Oder), Germany since 1992. He is also a partner in a language training company affiliated with the university. He holds an M.A. in English Linguistics from Queen's University, Belfast and a PhD in English from the University of Kiel in Germany. Thomas Vogel's professional interests include second language acquisition, intercultural communication, language teaching methodology and IT in language teaching and management.



Dr. Alzbeta Moravcikova

Dr. Alzbeta Moravcikova was elected CercleS Deputy Treasurer. She is current President of CASALC, the Association of Language Centres in the Czech & Slovak Republics. She has been Director of the Comenius University Language Centre in Bratislava, Slovakia since 1992. During the 1980s, she spent eight semesters teaching Slovak language and Czechoslovak culture as a visiting Fulbright lecturer in the USA. Her areas of interest include language centre management and oral presentations in ESP. Alzbeta Moravcikova is the chief organiser of the 2004 CercleS conference in Bratislava.

Looking back on the European Year of Languages

In early 2002, the CercleS Bulletin requested submissions describing projects and initiatives organised by university language centres to mark the European Year of Languages in 2001. As there was a large response, space did not permit us to include all of the articles received in earlier issues. A final selection is published in this issue.

Bull's-Eye (or Eyl?)

Language Centre, University of Dresden, Germany

Languages have always played an important role in places like Dresden. A major city looking forward to its imminent change in position from the margins of Western Europe to the centre of an enlarged European Union, Dresden is very much aware of this. Unsurprisingly, therefore, the European Year of Languages (EYL) in Dresden was marked by a great number of events which ranged from the hosting of the national foreign language contest for school learners (Bundessprachenwettbewerb) to the 19th Convention of the German Society for Foreign Language Research (Deutsche Gesellschaft für Fremdsprachenforschung).

This latter event was held at TU Dresden from 4-6 October, 2001. The first of two plenary lectures was given by Professor Meyer, the current Minister for Higher Education in Saxony and was concerned with the question of English appearing to oust other languages from scientific and/or academic discourse in non-anglophone countries. The other, by Professor Coleman (The Open University, UK), provided an overview of quality control and quality assurance mechanisms for language departments in higher education in the UK. It discussed their impact on current developments, as an example of the current trend throughout Europe towards making both the deployment of and the results of financial investment in higher education more transparent. In addition, there were, of course, many other activities associated with a major conference. These included papers spanning 11 separate sessions, 15 workshops devoted to results-oriented discussions and an extensive poster presentation of current work. Significantly, the conference included also a presentation of research results and on-going activities in a field often perceived to be characterised by anecdotal evidence rather than systematic empirical findings.

The contributions dealt with issues arising at all levels, from primary to tertiary level, and in a wide number of areas. Areas ranged from language learning as part of a general educational system

to settings outside the education system (e.g. in commercial language schools), from general to vocational language learning and teaching, from institutionalised learning contexts to language learning on trips abroad or through additional private tuition, from the learner perspective to the teacher perspective, from the European framework of reference to details of classroom methodology.

The conference helped in a general way to heighten the awareness of participants of the relevance of quality issues in language teaching and of the need for a shift from intuition-driven decision making in language learning and teaching to an approach which is research-based. Four specific areas, however, attracted wide attention and discussion not only from the specialists but also from the wider audience. These were:

- the beginning of foreign language learning at primary level, its learner-related as well as its organisational implications;
- "bilingual" education, i.e. the combination of subject teaching and foreign language teaching, and the open question of interference or synergy;
- the potential of new technologies to provide new quantitative and qualitative dimensions in language learning environments, thus making more language(s) available to more learners;
- questions of identifying and documenting abilities in foreign languages as factors of personal and institutional growth and of quality development, but also as focal points for the debate on the European Language Portfolio Project, in the context of the European Framework of Reference for Languages, the external and internal certification(s) of language command and the quality of language learning and teaching processes.

Although the final area mentioned relates most explicitly to the general theme of the convention ("Language Teaching under Scrutiny"), it is quite obvious that the other areas are also "under scrutiny". It is also clear that answers can only be

found on the basis of empirically supported research if results and conclusions are not to remain at the level of opinion(ating).

The conference was attended by nearly 400 researchers, teachers, students and members of the general public. A number of participants came from abroad, notably from Central and Eastern European countries, in a number of cases with the help of grants provided by appropriate organisations. One of the highlights, however, was the participation at such an academic conference, of a group of secondary school pupils with a special interest in languages. The students had run a number of language-oriented projects at their schools during the European Year of Languages and had not only contributed to the poster session at the conference but also participated actively in the proceedings by interviewing conference participants about their language learning interests and biographies (when will they ever again have the opportunity of finding so many other people in one place who share their interest in languages?). They intend to set about editing and analysing the resultant interviews in due course. What really caught everyone's attention (and indeed won their affection), however, was the fact that these pupils obviously had no problem in confronting the bevy of experts present during the closing session with the questions on language learning that bothered them as learners. They had considered and collected their questions in the run-up to the conference and now sought to have them answered. Full marks here (and "bull's-eye" for the conference). It was heartening to witness such open enjoyment, involvement and curiosity on the part of these members of the current school generation - these are the kinds of language students we would like to see when they come to university. It made all the time-consuming negotiations with their school authorities which went into securing their attendance at the conference really worthwhile. ■

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Focus on language testing for EYL

Seminars at the Foreign Language Institute of the Military Academy, Brno

The Foreign Language Institute at the Military Academy in Brno has been involved in the development and administration of language tests in accordance with NATO standards (STANAG 6001). Language assessment has, consequently, become a key area of interest at

the institute. The institute's testing system was devised to test the four basic language skills (listening, speaking, reading and writing), for the most part at three levels (elementary, intermediate and upper-intermediate). To date, tests have been devised to test nine languages,

including Czech as a foreign language. English is, however, the most frequently tested language.

On the 21st February, 2002, the institute hosted a seminar entitled "Tuning the Criteria

Looking back on the European Year of Languages (cont.)

for Test Format in the Defence Sector". The event was advertised on the Ministry of Education website, attracting teachers involved in language teaching at all levels (from elementary to third level). The event provided the forum for the establishment of professional contacts with the centre of in-service teacher training, working under the auspices of the Masaryk University in Brno. Arising out of this contact, the institute was asked to run a number of seminars on the issue of testing for secondary school language teachers. The positive feedback prompted the planning of further seminars which took place subsequently.

The institute ran a further seminar on the 28th November, 2002, entitled "The Assessment of

Speaking Skills". This seminar consisted of three parts. It began with a plenary presentation on the analytical assessment of speaking skills and its descriptors. After lunch, the teachers worked in language specific sections. The English teachers focussed on the process of moderation. A number of recorded oral examinations were presented to the teachers who then assessed and discussed the examinations in small groups. The session concluded with the presentation of the group's results and a discussion thereof.

The final part of the seminar saw a return to the plenary format and concentrated on statistical methods for test item analysis and introduced the main principles of the computer programme ITEMAN.

A final EYL project at the institute was one undertaken by teachers. They decided to write and collect articles about the work of the institute in the areas of testing and teacher training and to participate in professional conferences and seminars in an effort to present themselves and the institute to colleagues working elsewhere. The articles have formed the basis of a bulletin dedicated to the European Year of Languages which is to be published early this year. ■

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The more languages you speak, the more lives you live

Safarik University

The European Year of Languages, 2001, was marked by a number of language-related activities beginning on the 26th September with the advertisement by the language teachers of Safarik University in Kosice of their initiatives for the promotion of language learning.

The agenda of activities for the year included an essay competition for 1st and 2nd year medical students, entitled "Learning languages opens doors and everyone can do it". In this context, the British Council consultant, James Sutherland Smith gave a lecture on: "How to

write a good essay". The best essays are to form part of a special publication.

During the year, book and poster exhibitions on both medical and language related subjects were organised by the university library and the Department of Foreign Languages Teaching at the university.

The value of the internet, enabling millions of people to exchange information, ideas and opinions, as a language learning and teaching tool was explored by our students of English. Students presented and discussed the latest in

medical discoveries and treatments documented on the net.

Other technologies such as the use of subtitled DVDs in teaching were found to motivate students to improve their language skills. It is the objective of the language department to support the positive language and cultural development of its young people. This is pursued by the university through the promotion of study stays, summer jobs and student internships throughout Europe. ■

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Initiatives and conferences

EYL at the University of Modena and Reggio Emilia

The Language Centre of the University of Modena and Reggio Emilia is still a relatively young institution. It was founded in 1999 in response to the growing demand for foreign language teaching from the various faculties of the university. At present the following languages are offered - English, French, Spanish and Italian.

The centre co-ordinates and supervises the work of the native language speaker experts for all of the university faculties. It also organises international language certification and oversees the selection process for all SOCRATES/ERASMUS and LEONARDO programme candidates.

Although the centre's work is still expanding, a number of key areas of activity have been

developed to date, including the following:

- Management and running of three assisted self-learning rooms, namely, a self-access point situated in the main building and two "spazi lingue" located on the university campus. All three spaces are well-equipped with up-to-date hardware, self-learning and multi media materials;
- Establishment of a resource centre for teaching and reference materials;
- Collection of teaching materials development tools and research tools stored on the centre's internet server;
- Research activity in the context of the European Language Portfolio project;
- Initiation of a tandem project involving, in particular, Erasmus students;
- In-house training of language teachers through conferences and workshops held

both nationally, internationally and within the university itself;

- Organisation of information and refresher days on newly published books and teaching materials in collaboration with representatives from various Italian and foreign publishers.

In the academic year 2000/1, the centre organised a series of conferences in the areas of specialist language teaching, new teaching/learning technology and the teaching of translation. In December 2001, the centre hosted an international conference entitled "Academic discourse: genre and small corpora". This included the participation of three international experts and attracted widespread attention at national level. ■

Networking for the future in Kosice, Slovakia

Bozena Burakova, Department of Foreign Languages Teaching, Safarik University

Kosice, the second largest city in Slovakia, is the location of five different universities or centres of higher learning, each with its own foreign language teaching department. These are the University of Pavel Jozef Safarik, comprising the Faculties of Medicine, Law, Sciences and Public Administration with a student body of approx. 4,300, the Technical University which comprises seven faculties and 10,500 students, the University of Veterinary Medicine including the areas of veterinary medicine and food hygiene, together accounting for 700 students, the faculty of Business Economics of the University of Economics Bratislava, representing 1,500 students and the Airforce Academy of General M.R. Stefanik.

Arising out of a proposal by the head of the Department of Foreign Languages Teaching at the Safarik University a number of years ago, a series of seminars for the language teaching staff of all of the universities was initiated. The aim was to facilitate professional exchange through research meetings and workshops and to develop a forum for discussion of current issues arising from the changed teaching and learning conditions in the new political situation of the early 1990s. These meetings have now established themselves as a bi-annual event facilitating networking, information exchange and co-operation between the language teachers from the different university departments. The meetings are organised in rotation by the participating language departments and address the areas of developments in methodology and linguistics, research presentation, materials design and development and international projects. The following survey of seminars in the period 2000-02 gives details of the scope and significance of the meetings.

Significant projects in 2000

In January 2000, the Department of Humanities at the Air Force Academy of M.R. Stefanik reported on the STANAG project, an integrated foreign language programme for students of the academy and a condition of entry to NATO.

At the second meeting in 2000, the Department of Foreign Languages of the University of Economics reported on theoretical and practical problems facing language instruction at non-philological faculties. Papers presented were based on experience obtained during a three year funded project (2000-03) aimed at restructuring the foreign language teaching department at the university.

Focus on ESP and linguistic research in 2001

The first meeting of 2001, held in February by the Department of Languages and Social Sciences of the Technical University, presented the LEONARDO supported project ESPESIT (ESP for Environmental Science and Information Technology). Its focus was the organisation and design of distance learning courses culminating in the publication of two new books for open distance learning – *English for Information Technologies* and *English for Environmental Studies*, together with accompanying audio-visual materials. A further project profiled was the PROQUA project aimed at improving foreign language skills of teachers at second level technical schools in the region. The Department of Foreign Languages at the Safarik University hosted the 5th Jubilee

seminar in June 2001. Three papers were given addressing diverse issues in linguistic research currently being undertaken in the department. The first dealt with the syntactic functions of “-ing” sentence condensers in the texts of Acts of Parliament, the second paper looked at some lexical problems in the terminology of botany, specifically the problem of synonyms and homonyms in botanical terminology, while the third paper provided a brief introduction to a theoretical approach to conversion in English.

2002 reviews ESP for veterinary and natural sciences

January 2002 saw the University of Veterinary Medicine host the 6th meeting to date. The Veterinary University reported on the international project TEMPUS DECEVEL (Development and Delivery of Courses on European Veterinary Legislation). The project forms part of the wider aim of restructuring the university veterinary education including the further education of veterinary administrators and veterinary practitioners. Delivery of courses on European standards and regulations involves both the development of appropriate course materials and of intensive courses in English legislative language. A second, related paper, was presented by the Faculty of Law at the Safarik University and outlined a theoretical approach to the study of paradigmatic oppositeness amongst lexical units in English legal terminology. The third presentation was given by the Faculty of Science at the Safarik University. The new course material for English for 1st year students of natural sciences was presented. The course comprises eight units related to core subjects on the Faculty of Science programme and is distributed via the internet. A final contribution to the session discussed issues of cross-cultural awareness in the context of literary translation.

The meeting concluded with a presentation of CASALC, the Czech and Slovak Association of Language Centres at Universities and its future activities. Membership information for language teaching centres which have not yet joined the association was provided.

As this brief survey shows, these seminars have become an integral part of the language teaching community in Kosice, facilitating exchanges of both a theoretical and a practical nature and contributing to the development of quality teaching at all of the participating university teaching centres. ■

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As confirmed at the last CercleS General Meeting in Paris, the Czech and Slovak Association (CASALC) will host the 8th CercleS biennial conference in Bratislava in 2004. The Call for Papers will be issued soon after the Co-ordinating Committee meets in Trieste in June 2003.

Comenius University Language Centre, a CercleS member since April 1992, will host the conference. The centre was established within a framework of collaboration with the University of Groningen, Holland. It pursues both teaching and research activities, providing general and specialised language courses to the faculties, staff and students of the university in English, German, Spanish, Slovak, Dutch and Japanese.

Comenius University is the oldest and largest university in the Slovak Republic and is an internationally recognised centre of education and science with over 25,000 students pursuing studies in 12 faculties. Named after Jan Amos Komensky (1592-1670), educator and father of educational reform, it was founded in 1919 after the fall of the Austro-Hungarian Empire and the creation of the Czechoslovak Republic. It is a member of numerous international academic organisations, co-operates widely with universities and research institutes in Europe and other parts of the world in the areas of education and science and is also a university contributor to the European integration process of the Slovak higher education system.

Comenius University is located in the Slovak capital, Bratislava. On the river Danube, at the crossroads between Hungary, Austria and Bohemia (see map on opposite page), Bratislava has risen to prominence since the birth of the Slovak Republic in 1993 and now boldly calls itself the heart of Europe. Home to the Slovak Technical University, the Economic University, the Academy of Music, the Academy of Performing Arts and the Academy of Fine Arts and Design, the city is not just a university city but a centre of higher learning and, accordingly, a most appropriate venue for the CercleS conference 2004.

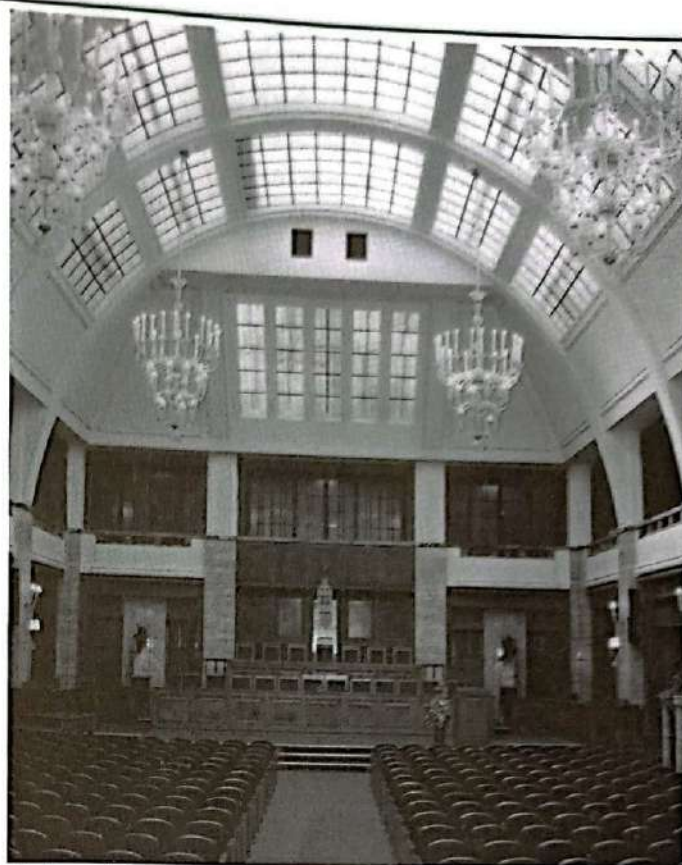


Comenius University, Bratislava

Apology

We wish to apologise that, for technical reasons, we are not able to use the diacritic markers in Czech and Slovak proper nouns. We hope to have resolved the technical difficulties by the next issue of the Bulletin.

Secretariat



A view of the Aula at Comenius University, Bratislava

Information about CASALC

CASALC is the Association of Language Centres in Higher Education in the Czech and Slovak Republics (the Czech and Slovak abbreviation is CASAJC). Following discussion of their draft statutes at the CercleS conference in Antwerp, CASALC was admitted as a Full Member of CercleS in Autumn 2000. Despite its short history in CercleS, it has been extremely active and has recently taken on the demanding task of organising the 8th CercleS conference in Bratislava in 2004. Here is the list of CASALC members (as of April 2003):

Czech Republic (3 members)

- Faculty of Arts and Philosophy, Charles University, Prague (Contact: Veroslava Senjuková)
- Department of Foreign Languages, Masaryk University, Brno (Contact: Hana Reichová)
- Language Department, University of Bohemia, Ceske Budesovice (Contact: Zdenka Simkova)

Slovak Republic (5 members)

- Comenius University Language Centre, Comenius University, Bratislava (Contact: Alzbeta Moravcikova)
- Institute of Languages, University of Economics, Bratislava (Contact: Helena Sajgalikova)
- Department of Languages, University of Pavol Jozef Safarik, Kosice (Contact: Renata Panocova)
- Department of Professional Language Education, Slovak Agricultural University, Nitra (Contact: Irena Felixova)
- Department of International Communication, Faculty of Political Sciences and International Relations, University of Mathias Belius, Banska Bystrica (Contact: Juraj Kalicky.) ■

News from the national associations

RANACLES / France

• "JOURNÉES MULTIMEDIA" - Marseille, juillet 2002

Nous proposons chaque année aux membres des centres affiliés à Ranacles de participer à une semaine d'«échange de compétences multimédias», incluant une formation à la pratique des outils multimédias dans l'enseignement et la recherche.

Cette année, le «stage national» de juillet s'est déroulé à l'université de Marseille Luminy. L'an passé, il avait eu lieu au centre «Oméga», à l'université de Bordeaux 1, et l'an prochain, il aura lieu à Grenoble. Les conditions financières sont particulièrement avantageuses pour les



Pascale Fade
RANACLES

participants : pour une semaine, incluant logement à l'hôtel, repas de midi, frais techniques, frais de formation, location des locaux et du matériel : 450 euros. Une contribution financière de Ranacles permet de proposer des prix aussi bas. Nota: les inscriptions de participants extérieurs à Ranacles sont acceptées (650 euros). Contacter: Josiane.Hay@ujf-grenoble.fr.

• Stages spécifiques :

Des «stages régionaux» sont également organisés durant le courant de l'année universitaire. Ils visent à rassembler plusieurs centres géographiquement proches et à favoriser un travail d'équipe autour d'un thème donné. Un stage a ainsi eu lieu, par exemple, à l'université de Pau au mois de mai 2002, sur le thème de l'utilisation d'outils de bureautique et de «logiciels auteurs» pour la création de modules pédagogiques multimédias.

• Site RANACLES

Nouvelle adresse: [ranacles.org](http://www.ranacles.org) (ou bien: <http://www.ranacles.org>)

Le site donne accès à nos statuts, formulaires d'inscriptions, programmes d'activités, etc. Une messagerie spécifique à notre association de même qu'un forum de discussion ont été mis en place pour nos adhérents depuis 2 ans.

• CONGRÈS RANACLES 2002

Le "Congrès RANACLES 2002" s'est tenu à Strasbourg, 28-30 nov 2002, sur le thème: «Strates et stratégies». (<http://u2u-strasbg.fr/spiral/Ranacles/accueil-ranacles.html>).

Rappel: les enregistrements audio des conférences du congrès de Ranacles 2001, à l'université Marseille Saint-Charles, sur le thème: «Motivations», sont accessibles à l'adresse: <http://www.up.univ-mrs.fr/~wcalup>. ■

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CASALC / Czech & Slovak Republics

CASALC, the Association of Language Centres in Higher Education in the Czech and Slovak Republics, has taken on two major tasks this year. Both are CercleS initiatives, making it even more attractive to our members to be part of the CercleS confederation.

The first objective is the establishment of the UNICert® Certification Scheme for our university students. The second is the development of the European Language Portfolio (ELP).

UNICert® is unique in offering a combined foreign language training and certification system. It was developed in Germany and

specifically designed for foreign language teaching at university and similar institutions of higher learning. As university language programmes in the Czech and Slovak Republics are currently undergoing a period of reform, circumstances are opportune to take advantage of the particular benefits of the UNICert® initiative. It was, therefore, with the greatest of pleasure that we welcomed Professor Bernd Voss from the Technical University in Dresden, Germany, seat of the UNICert® secretariat, to Comenius University in Bratislava in May and to Charles University in Prague in September this year. On both occasions he gave a highly instructive presentation on the UNICert® system and outlined its links to the ELP and the Common European Framework.

The development of the ELP is still in its initial stages. At the moment, the focus is on

supporting university language teachers, the prospective users of the ELP, in familiarising themselves with the portfolio. As our Italian colleagues emphasised at the 7th International CercleS Conference in Paris, we should be aware that the ELP is not meant to be used as an additional or extra class activity, but should rather be form the basis of the entire teaching process. The first steps towards implementing the ELP were taken by the Slovak universities in November when their representatives met in Kosice, East Slovakia, and were introduced to the project by the ELP coordinator Dr. Silvia Blaskova. Participants in the Czech Republic met at the CASALC meeting in Brno in February 2003 at which Ms Radka Perelova, coordinator of the ELP handbook, was one of the guest speakers. ■

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A Finnish National Association?

One of the memorable images of the CercleS conference in Paris was the presence of a particularly large number of Finnish colleagues amongst the international delegates. The large representation was explained by the fact that the Language Centre at the University of Helsinki, having won a major prize for quality management, decided to invest the prize fund

in sending all of its teaching staff (78 colleagues) to the Paris conference.

The presence of a large number of delegates from Helsinki and other Finnish universities presented an ideal opportunity to discuss the possibility of Finland creating its own National Association in CercleS. University language centres in Finland have a long and distinguished history of involvement in the development of language teaching and many of them have been featured in the CercleS Bulletin over the years. Up to now, however, Finnish language centres

have had associate membership status within CercleS.

A meeting took place in Paris with representatives from leading universities in Finland to discuss some of the issues involved. Progress so far has been very positive and CercleS would welcome the creation of the first Scandinavian National Association. We look forward to reporting on developments in future issues of the CercleS Bulletin. ■

Mary Ruane

Book Review

Des outils pour les langues: Multimédia et apprentissage by Jean-Claude Bertin

Dieter Wolff
Universität Wuppertal

In diesem Artikel präsentiert und kontextualisiert Dieter Wolff Jean-Claude Bertin's einführendes Werk zum Thema Computer und Fremdsprachenunterricht. Wolff skizziert die drei Hauptteile des Buchs. Der erste Teil thematisiert die Grundfragen die sich bei der Einführung von Technologie in das Klassenzimmer stellen, während der zweite die Integration von Technologie in den Unterricht zum Thema hat. Der dritte Teil bietet Unterstützung für Lehrer bei der Entwicklung eigener Softwareprogramme. Darüber hinaus, so Wolff, bietet Bertin eine Auseinandersetzung mit theoretischen Ansätzen, die dem Buch durchaus mehr als einführenden Charakter verleiht.

Introduction

This book is an introduction to CALL or rather TELL (Technology Enhanced Language Learning) written for a French audience. In a way, it is the French counterpart to recent introductions in other languages focussing on the use of computers in language learning such as those published in Germany (Rüschhoff & Wolff 1999) or in the English speaking world (Levy 1997; Cameron 1999). The French equivalent of CALL/TELL used here is AMO (Apprentissage Médiatisé par Ordinateur), a recent coinage shortly to replace the term EAO (Enseignement Assisté par Ordinateur). The author of the book is Jean-Claude Bertin, a foreign language teaching specialist and researcher working in ESP at the University of Le Havre.

The aim of the book is threefold: (1) it seeks to demystify the use of the computer in the foreign language classroom; (2) it tries to furnish guidelines for the integration and use of the new tools (according to the author, the computer constitutes a set of tools, as evidenced by the title of the book) in a sensible way in the classroom and (3) it aims to provide ideas for teachers interested in developing their own multimedia materials for the classroom. These three aims give the book its introductory character. It is addressed mainly to foreign language teachers, in particular, university teachers teaching ESP English.

At this stage some readers might question the necessity for another introduction to CALL/TELL. Are there not enough good introductions around, in different languages and for different purposes (in French, for example, the wide-ranging introduction by Françoise Demaizière published in 1986)? It is clear, however, that the rapid development of the New Technologies during the last twenty years necessitates a constant re-examination of its ever growing potential. The growing technological potential of the computer also increases its pedagogical potential and thus calls for a continuous reflection on its possible uses in the classroom. Thus Bertin's book, like all the other introductions published around the turn of the millenium, does provide new and useful information. It addresses not only improvements in technology but also interesting developments in learning theory and foreign language teaching as well as the relationship between the two, contributing, in this way, to the on-going process of reflection in the field.

The teacher as bridge-builder

The book is divided into three main parts which are preceded by a short introduction. In the introduction the author defines his position with respect to the field in question. He perceives himself as the teacher/researcher whose aim is to bridge the gap between the world constituted by the New Technologies, on the one hand, and by the environment of the classroom, on the other. The use of the computer, which is understood to consist of a set of tools (the term being used in its most global sense), must be analysed with respect to a number of questions, for example, whether the machine is altogether helpful in the

Cet article de Dieter Wolff présente et met en contexte l'introduction à CALL écrite par Jean-Claude Bertin. Le livre est divisé en trois sections. La première section cherche à démythifier l'utilisation de la technologie dans le cours de langue étrangère. La deuxième section est consacrée à l'intégration et l'évaluation de la technologie dans les activités linguistiques tandis que la troisième section offre une liste d'éléments et d'idées à prendre en compte si l'on veut créer ses propres matériels multimédias. L'auteur souligne que les remarques de Bertin sur CALL que ce soit dans un contexte théorique ou conceptuel est bien plus qu'une introduction.

learning process and whether it allows different types of learning processes. The different roles the computer can play in the classroom as well as the various instruments for the analysis of computer software must be discussed. The question of how to define and to control the quality of computer software used in the classroom must also be considered to avoid the pitfall of confusing pedagogical quality with technological possibility. In the introduction Bertin also makes clear that, for him, AMO resides within a framework constituted by linguistics, foreign language pedagogy and technology. I will return to this slightly problematic issue while discussing the different parts of the book.

Teaching and reflection

The author's intention in the first part of the book, entitled "Organiser la réflexion", is to structure the field in such a way that the important issues become transparent for the reader and encourage reflection. Bertin states, in the beginning, that, in general, AMO should be regarded as an open learning environment which teachers can use to create their own individual learning scenarios.

Only some of these issues can be mentioned here, evidencing, nonetheless, how far-reaching the author's view of the field is and how he manages to motivate the reader in his reflection. One question of interest to both practicing teachers and to politicians, if for different reasons, is whether the computer can replace the teacher. Quite convincingly Bertin argues that, in foreign language teaching, the use of computers should only be seen as an addition to normal classroom teaching and learning, but he also underlines the point that using the computer as an *additum*, requires a specific methodology to be developed by the teacher. Another point which seems very important to me is that the author is convinced that the New Technologies will break "la logique de l'institution scolaire à laquelle nous avons tous été formés" (p. 20). This idea, even if it is not discussed in more detail, is very important in the context of motivating teachers to reflect on the potential of the New Technologies for their own teaching. A third general idea, first mentioned on p. 24 but of increasing importance throughout the remainder of the book, is, in my opinion, of key significance in the general discussion on the pedagogical uses of the New Technologies in language teaching. This is the idea of "déconstruire pour reconstruire", i.e. the computer as a powerful tool to present language to the learner in its "deconstructed" form, thus helping him to "reconstruct" it and to learn it. Whereas Bertin seems to suggest in his book that the deconstructive part of the teaching/learning process must be taken up by the teacher, I would rather argue that both deconstruction and reconstruction processes can be taken over by the learner and that the computer can be a very helpful tool here as well (the use of dictionaries and concordancers in the learning process might serve as an example). Deconstruction by the teacher implies instruction, whereas deconstruction by the learner is, like reconstruction, a constructive process. ▶

Book Review

Although the author is a specialist in theoretical questions about learning – which he discusses somewhat surprisingly, however, under the heading of "volet didactique" (p. 30-41) –, he does not engage in the general discussion on constructivism which plays an important part in modern learning theory. This would have been quite helpful in the context of presenting the learning process as a process of deconstruction and reconstruction, however. In his historical overview of the relationship between the New Technologies and modern learning theory (p. 48-50), he makes it very clear, on the other hand, that he is well aware of the influence of constructivist ideas on learning. It is somewhat regrettable that he does not combine these two issues; in doing so he would have clarified his position, with which, I might add, I largely agree.

Integration and evaluation

The second part of the book is entitled "Intégrer l'outil multimédia". The author reviews the research in the field (use of the New Technologies in pedagogy) and comes up with a fairly simple but convincing typology of modes of computer use in the classroom. Although the research review is clear and concise, it, regrettably, does not mention any of the sources underlying this chapter.

The main issues of this second part of the book are integration (how to integrate the New Technologies into the language classroom) and evaluation (how to assess the quality of software packages). The issue of integration is dealt with in a highly theoretical way, and especially the second chapter ("Penser l'intégration"), in which the author develops a quadripolar model of integration (p. 77), seems to me to go beyond the introductory scope of the book. These critical remarks do not mean that I doubt the quality of the model; what I think, however, is that a practicing teacher will not be able to sufficiently assess the complex relations modelled here. What I admire in this chapter, on the other hand, is the almost philosophical quality of the discussion of the terms "instrument" and "tool". Again, this goes beyond the scope of an introduction and could form part of a more extensive treatment of the New Technologies and their influence on the development of our society.

The chapter on evaluation, on the other hand, deals in a very down-to-earth way with the problems a teacher might encounter when choosing a specific software package or authoring language. What I liked best, in this context, is the very clear position Bertin takes when he states that the evaluation of a piece of software to be used in a language classroom must be primarily a pedagogical and not a technological evaluation. This is, in my opinion, something which every teacher should take to heart. First of all a "normal" language teacher does not have the technological know-how to enter into detailed IT assessments and, second, he has the pedagogical know-how to assess a piece of software with respect to its language learning potential. And pedagogical quality should always be ranked higher than technological glamour.

One issue which gave rise to some concern when reading the chapter on evaluation, but also when going through the book as a whole, was that of content. Content is defined and understood simply as linguistic content; the question as to what cultural content this linguistic content should represent is never broached. Cultural content is, however, one of the most important aspects in evaluating language learning materials. It is possible that the author's background as an ESP teacher and researcher is responsible for this deficiency. With respect to content, ESP is usually a clearly defined and limited field, i.e. normally ESP teachers know what the content of a specific subject is. The book is,

however, meant for all language teachers and should, therefore, include some references to the content issue as well.

The chapter concludes with a very detailed "grille d'évaluation" which constitutes a helpful instrument to describe, analyse and evaluate a piece of software. This grid, which is printed in the appendix, can be used by anyone interested in assessing the quality of such materials.

Developing one's own software

The third part of the book is called "Concevoir des outils multimédia". This part very concisely deals with all the issues involved when developing one's own software packages. Both technological aspects of the development process and pedagogical issues arising are discussed. In the first chapter, the relationship between sound, text and image as perceptual stimuli which learners receive in a multimedia package is discussed. This three-way input, naturally, has implications for the construction of the learning items. The issue is embedded in a more general discussion of authenticity, rehearsing initially the well-known arguments in favour of using authentic texts in the classroom before arguing that the usual discussion of authenticity, generally, does not appropriately reflect the complexity of the issue. Bertin rightly asserts that an authentic text loses its authenticity as soon as it is used in a foreign language classroom for language learning purposes. Texts or other NT materials when taken from the internet or other sources and used for other purposes than that of language learning such as project work or task-oriented learning aimed at solving non-linguistic problems and learning non-linguistic content, on the other hand, remain authentic even if used in the classroom. In this context, it should also be mentioned that, somewhat surprisingly, the author does not deal in any substantial way with the internet and its language learning potential. The internet is, I believe, probably the most powerful tool available both as an instrument of communication and of research. Despite the book's core focus on software and software development, some reflections on the use of the internet in the language classroom would have been welcome.

The most important chapter in the third part is undoubtedly the 5th chapter, "Considérations didactiques", in which the author deals with a large number of methodological questions which have to be taken into account when developing software packages. These touch on specific questions on the theory of learning, but also on testing and error analysis and also include ergonomic (the interface between the computer and the user and the use of pop-up windows in a pedagogical software package) factors. Of special interest is the discussion on testing and error analysis and, particularly, the discussion on the way comments on learner error should be devised. The author repeatedly points out that the commercial software on the market does not adequately deal with errors, error analysis and error remediation.

Conclusion

The book's conclusion incorporates the results of Bertin's reflections into three points: (1) AMO means progress in the field of foreign language learning if its place and function in the classroom is clearly defined. (2) The foreign language teacher can quickly master the new tools which offer him freedom to create efficient learning scenarios. (3) Politicians and institutions should promote the development of the New Technologies.

There can be no doubt that Bertin's book is a highly interesting and extensive introduction to the use of the New Technologies in language teaching and learning. Although it sometimes loses its purely

introductory character and deals with topics and theoretical concepts which go beyond the scope of an introduction, it is a book worth reading for anyone who is interested in the state of the art in CALL/TELL. It would be of particular interest, of course, to compare this introduction written for readers of the French scene with the introductions in other European countries in order to find out more about the topics discussed there. But this would go far beyond the scope of this review.

Let me end this review with a few formal remarks. Being used to academic conventions in Germany and the Anglo-Saxon countries, I was quite surprised to find that Bertin translated all the quotations by British or American authors into French without giving the English original. It also struck me as somewhat problematic that the author – though less than other French authors – makes use of only the abbreviated forms (TIC, EAO, AMO) once he has introduced the terms. I think that such a procedure – although it shortens a text – makes it more difficult to process. Furthermore, I had the impression – but this is specific to this book – that, in many places, the glossary is redundant. Whereas an explanation of the term "ergonomie" seems justified, I cannot see why "apprenant" should be explained in the glossary. I am sure that most of these formal queries are a result of my

academic background and would never have been commented upon by a French reviewer. In any case, they are only of minor importance and do not detract from the high academic quality of this book. ■

Dieter Wolff

*Bertin, Jean-Claude (2001) *Des outils pour les langues: Multimédia et apprentissage*. Paris, Ellipses Editions, 192 pages

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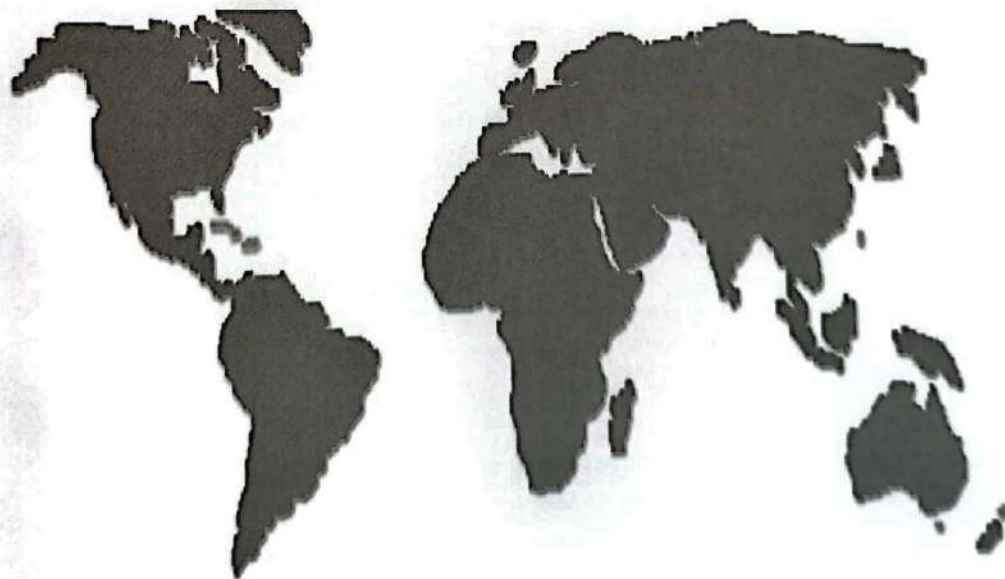
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Forthcoming events

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. E-mail: slzsek@gwdg.de Web: <http://www.gwdg.de/~slzsej/slz.htm>

22-25 March 2003: American Association of Applied Linguistics: "The Diversity of Applied Linguistics", Arlington, Virginia. Info: American Association for Applied Linguistics, 3416 Primm Lane, Birmingham, AL 32516. E-mail: aal2003@hawaii.edu Web: <http://www.aal.org/aal2003/>

25-29 March 2003: Teachers of English to Speakers of Other Languages (TESOL) Annual Conference: "Hearing Every Voice", Baltimore, Maryland. Info: TEDOL, 700 S. Washington St., Suite 200, Alexandria, VA 22314. E-mail: tesol@tesol.org Web: <http://www.tesol.org/conv/t2003/pp/99-sitemap.html>

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

20-24 May 2003: CALICO 2003: "Collaborative Call", University of Ottawa, Ottawa. Info: CALICO, 214 Centennial Hall, Southwest Texas State University, San Marcos, TX 78666. E-mail: info@calico.org Web: <http://calico1.modlang.swt.edu/index.html>

19-21 June 2003: IALLT 2003: "Connecting with a Diverse World", Ann Arbor, Michigan. Info: University of Michigan Language Resource Center, 2018 MLB, 812 East Washington St, Ann Arbor, MI 48109-1275. E-mail: iallt-2003@umich.edu Web: <http://lsa.umich.edu/Irc/iallt/>

2-5 July 2003: Fédération des Professeurs de Langues Vivantes (FIPLV) Annual Conference: "Identity and Creativity in Language Education", Johannesburg, South Africa. Info: Prof. Anna Coetzee, Rand Afrikaans University. E-mail: aec@lw.rau.ac.za Web: <http://general.rau.ac.za/fiplv>

3-6 September 2003: EUROCALL 2003: "New Literacies in Language Learning and Teaching", University of Limerick, Ireland. Info: June Thompson, EUROCALL Office, The Language Institute, University of Hull, Hull HU6 7RX, UK. E-mail: eurocall@hull.ac.uk Web: <http://www.icccconf.ie/eurocall/>

4-6 September 2003: BAAL 2003: "Applied Linguistics at the Interface", Leeds, UK. Info: Deirdre Martin, Meetings Secretary (BAAL), School of Education, University of Birmingham, Birmingham, B15 2TT. E-mail: d.m.martin@bham.ac.uk Web: <http://www.baal.org.uk/baal03call.htm>

4-6 September 2003: "3rd International Conference on Third Language Acquisition and Trilingualism", Tralee, Ireland. Info: Muiris O'Laoire, Department of Languages and Communication, Tralee Institute of Technology. E-mail: molaoire@tinet.ie Web: <http://www.spz.tu-darmstadt.de/L3>

19-21 September 2003: EUROSLA 2003: "Formal and Functional Approaches to Second Language Acquisition", Edinburgh, UK. Info: Mitsuhiro Ota. E-mail: mits@ling.ed.ac.uk Web: <http://www.hw.ac.uk/langWWW/eurosla/>

23-25 October 2003: ICL 2003: "Integrating Content and Language: Meeting the Challenge of a Multilingual Higher Education", Maastricht, The Netherlands. Info: René de la Fonteyne, Maastricht University, Postbus 616, 6200 MD, Maastricht, Netherlands. E-mail: info-exhem@bu.unimas.nl Web: <http://www.unimas.nl/icl/index.htm>

4-7 September 2004: International Conference on Immersion and C.I.L. 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>

18-21 November 2004: American Council on the Teaching of Foreign Languages (ACTFL): Chicago, USA. Info: ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801, USA. E-mail: actflhq@aol.com Web: <http://www.actfl.org/>

1-6 August 2005: Internationale Tagung der Deutschlehrerinnen und Deutschlehrer: "Begegnungssprache Deutsch: Motivation – Herausforderung – Perspektiven", Graz, Austria. Info: Brigitte Sorger, Ödaf. E-mail: brigitte.sorger@kulturkontakt.or.at Web: <http://www.oedaf.at>