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E-bulletin



Dear colleagues

After a long period of coping with the pandemic, we have been confronted with a horrible war in Ukraine which – apart from the terrible losses and suffering it has caused – has shaken Europe and also affected our work.

This e-bulletin pays special attention to Ukraine.

You will find an article about two Ukrainian language teachers who have become refugees and now must cope with the special circumstance of teaching their students spread in different countries.

You will all learn to what degree Ukrainian refugee students and University staff have had an impact on the teaching of the local language and other measures offered by language centres in order to foster the inclusion of the Ukrainian students and staff .

In this e-bulletin, you will also find out more about the character and impact of the regular leadership meetups for managers.

To further compensate for the loss of face-to-face professional exchange and personal encounters, the Executive Committee of CercleS has continued in the first half of 2022 to offer various webinars, workshops and meetings promoting peer exchange and peer support. You will find more information on the following pages.

And last, but not least: please don't forget to [register](#) for the CercleS Conference in Porto, if you have not already done so.

We wish you a happy end of the teaching and/or examination period and a relaxing and sunny summer break!

And – we are looking forward to meeting you in September at the CercleS Conference in Porto where we will have many occasions for professional sharing and development, joyful encounters, and a wonderful CercleS 30th anniversary party!

Keep well!

Yours,

Sabina Schaffner
President

Stories of two Language Centres offering support to Ukrainian refugees

The University, the Language Centre and refugees – working hand in hand

The Russian aggression towards Ukraine has changed the lives of us all. Masaryk University, being in one of the countries with a high number of refugees, has offered generous help. Since the help has included language support, the *Masaryk University Language Centre* (Centrum jazykového vzdělávání, CJV MU) has got involved. Our support has included three stages.

The first stage, the enthusiastic chaos of late February and March, was characterised by unsystematic help to all in need, mostly to the general public. Apart from moral support to the refugees, volunteers and all who were helping, the CJV MU offered all its language materials, especially those for Czech for Foreigners, and opened them online for free.

The second stage, a preparation period of April, was characterised by intensive work on structured language support within the framework defined by the Czech government and Masaryk Univer-



sity regulations. The CJV MU was given the task to make it possible for Ukrainian students who would like to study at Czech universities but had little or no knowledge of Czech to join the Czech university study programmes. In this period, the existence of associations such as CercleS and CASAJC or network groups such as the Wulkow Group proved to be essential. The CJV MU could rely on the experience and expertise of various language centres, for example those who were helping students in the refugee crises of 2015 and 2016, and on the experience of teachers of Czech for Foreigners from the

“chaotic stage”.

Thanks to the shared best practices but also experience of “traps to be avoided”, a functioning complex system was developed. Courses of Czech for the Ukrainian students were planned to start on 2nd May 2022, to be followed by new courses opening every three weeks, with the last one to start in the first week of July. All courses have the aim to bring students from their level of Czech to the CEFR B2 level in Czech by the end of August, so that they could join the Czech study programmes in September. Each intensive course has 30 hours per week, with a maximum of 15 students per group. Each three weeks, which is coordinated with the opening of the new courses, students take tests and groups are re-organised in order to form “fast track” ones for those with a high probability of reaching the CEFR B2 level in August.

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At the end of August, all students will sit a comprehensive task-based test that divides them into three groups: (a) those who have achieved the CEFR B2 or a higher level and can enrol in regular Czech study programmes; (b) those who have achieved the CEFR B1+ level and who can enrol in regular Czech study programmes but have to continue in a compulsory follow-up Czech for Foreigners course of 4 hrs per week; and (c) those with lower than the CEFR B1+ level, who will continue in intensive courses of Czech for Foreigners for another semester or two. Each group is taught by a professional teacher of Czech for Foreigners and supported by a group of “buddies” – student volunteers from diverse study programmes who should help with conversation and focus on language issues in their individual branches.

The third stage, the current one – an application, has been characterised by extreme dynamics and changes of the planned structure.



Instant changes of numbers of students, with an expected maximum number of 500 (33 groups), have required swift recruitment of new staff, an emergency search for free classrooms and excessive flexibility of tutors and course organisers. Course starting dates, the size of course groups and even the content of courses keeps changing considerably, but thanks to the general framework, the general organisation works.

The experience of creating this emergency system of language support has taught us two important lessons: (a) The existence of associations such as CercleS is

extremely important, especially in cases of emergency. Both email communication and video meetings of the Leadership Meetup proved to be highly effective and of enormous help for the success of the new system. (b) Once a language centre manages such a demanding task well, its visibility, credibility and reputation increase and academics and university administration tend to approach the language centre with respect, as an equal partner also in other matters.

Libor Štěpánek, Director: Masaryk University Language Centre



Na MU začínají kurzy češtiny pro ukrajinské studenty

We feel privileged to help

The University of Pardubice Language Centre contributed to the early initiatives raised to help Ukrainians most naturally - we organised “absorption courses” to embrace learners of Ukrainian origin to learn Czech in our spring term courses. In practice, the courses we run for our international students to learn Czech were partly converted into life-long learning modes. Such a dual concept enabled us to simultaneously facilitate both our Erasmus and international degree students' needs and cater free of charge to the imminent needs of Ukrainian students, to-be students or simply Ukrainian citizens in Czechia. This first “aid” represented more psychological support than massive language progress toward participants' self-sufficiency.

For more ambitious and complex support, both the Ukrainians and we needed to grow into a further phase of discovering what they need, in what situa-



tion they find themselves, and what options they have... Only then they could decide whether to stay and study the language to integrate with the society, even if temporarily.

At that phase, we opened our first intensive courses intended to provide participants with “survival Czech for specific purposes”. This A1 CEFR Czech course was designed to provide

them with elementary grammar and structures embedded in focused topics for their inevitable path through making their living in a new society, helping their kids to arrange schools, dealing with authorities, and communicating sensitive issues with linguistic autonomy and dignity.

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Symbols of support and solidarity with Ukrainian students and refugees on the University of Pardubice campus.



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Thanks to our wonderful teachers, the feedback on the well designed, thoroughly planned and warmly delivered course content was very positive. The first cycle turned into an emotionally strong and long-lasting tie with the participants. However, the grateful feedback made it clear, that it was us who wished to thank them for both the opportunity to help and for the

sacrifice of their close ones to stop the dangers also far from us in Central Europe.

Currently, we are preparing another round of A1 CEFR Czech courses for the summer. One leg will welcome Ukrainians from all walks of life, the other one will focus on Ukrainian students and their communication needs, autonomy and linguistic relaxation.

Behind the scene of the course delivery, we have been involved

in the whole process of needs analysis, course design, calculations and budgeting, advertising, recruiting, administration, and communication with the respective authorities. It was necessary to communicate with Regional Presidency and Job Office to make the whole scheme work and assure finance.

As the LC manager, I appreciate especially the devotion and professionalism of my colleagues, their ability to react rather flexibly and deliver the highest quality under pressure and limited time scope. Nevertheless, we all admired primarily our Ukrainian students - so highly motivated that teaching them was a treat, even though Czech is not one of the easiest languages in the world...

Andrea Koblížková, Head: University of Pardubice Language Centre



One of the groups who completed the Czech course.



Andrea with the Czech teachers and one of the students receiving a certificate of completion.

The story of two Ukrainian teachers

One week after the war in Ukraine began, two English teachers working at two Kyiv universities made the difficult decision to flee their homes with only a backpack each. Terrified, with Russian troops surrounding the city and only one of the bridges between the left and right banks of the city open, the two colleagues managed to reach the train station and boarded a crowded train, not knowing what their final destination would be. After arriving in a refugee camp in Hungary, they started reaching out to their international network, among them a Czech teacher of English who they had met at an e-learning conference in Prague in 2019. She and her Czech university's Language Centre colleagues quickly arranged accommodation and other assistance, and after 4 days of travelling, the Ukrainian ladies arrived in the Czech Republic, where they have been since the beginning of the war.

The local university immediately organised part-time work for them so that they could receive some income, and the university's Language Centre helped arrange for one of them to use a laptop to be

able to do her online classes. And apart from the organised support given by the Czech government, they were warmly welcomed and supported by the staff of the Language Centre. "Literally everyone we meet is trying to help us. People bring food, clothes, money, they give emotional support, psychological support, any support possible. You cannot imagine how friendly and hospitable everyone is here. Our [Czech] colleagues here are like a family."

This support has been invaluable on an emotional level. "It helped, because when you are alone, you start checking the news from Ukraine, you start talking to your relatives in Ukraine, and of course the topic is the war. But when you meet somebody friendly here, you kind of forget. It is like two parallel realities. One is peaceful and it is really nice, because it balances the second [reality of war]."

After missing a month's classes in March, they have been teaching their Ukrainian students online (also on Saturdays and Sundays) to catch up lessons to ensure that the students will be able to successfully complete their studies this academic year. Some of their students are

still in Kyiv. Others are scattered across Ukraine, and many are abroad.

The future is uncertain. The colleagues' salaries have been drastically reduced, as money is directed towards the war effort. They also do not know how many students will enrol for the new academic year at their respective universities, and what the resulting impact on their jobs will be. The decision to stay or flee has also become contentious, and they fear that their decision to leave will not be viewed positively by everyone. (It is for this reason that they asked us not to give more information about them or where they currently are.)

The warm welcome they have received and the fact that they are safe gives them comfort. "When I think of everything we have overcome already, I feel happy. Because we are alive, and it could have been much worse." But despite their good experience in the Czech Republic, their wish is to return to Ukraine. "Of course I hope [to return to Ukraine] because this is the place I live, this is the place I work, my family is in Ukraine. We are patriotic to the country, we love the country." — *Zaan Bester*

On 26 April, we dedicated the Leadership Meetup to the situation in Ukraine. One of the attendees shares her thoughts.

I attended the meeting because I volunteer as a teacher of Italian to Ukrainian children who are settling into schools in my region. I was interested in hearing from colleagues' experiences and learning from them, in order to improve my practice. I was extremely

impressed by the work my colleagues do, especially in countries closer to Ukraine, like Poland and the Czech Republic. Their efforts to prepare Ukrainian students to attend universities in their countries are remarkable, as it must be quite challenging to raise the language level from -probably- A0 to B1 or B2 CEFR. One thing that I will never forget is the story of the Ukrainian academics who continue teaching from the frontline,

hiding in bunkers and in between bomb raids. I thought I did well during the lockdowns, but this is a commitment to students on a different scale! I left the meeting admiring colleagues and realising my task with children is easy: I teach them through storytelling, drawing pictures and playing games. The children are having fun, though, and maybe that's helpful as well. — *Isabella Stefanutti*

Special CercleS Online Talk

focused on the Ukrainian language

The distinctive features of the Ukrainian language in a wider cultural context

In this webinar, we shall trace a brief history of the Ukrainian language since the 6th century until now. By reading the wall inscriptions and written monuments from the 11th century, we shall recognize the specific features of the Ukrainian language. According to Konstantyn Tyshchenko's conception we shall measure the lexical distance between the Ukrainian and Russian languages. Besides this difference, we will investigate the effect of russification politics on the Ukrainian language for the last two centuries. Based on Volodymyr Kulyk's research about language and identity in contemporary Ukraine, we shall discuss the tension between an identity shift and a change in language practice, particularly after the full-scale war with Russia.

Taking into consideration all following, we shall present the past and current activities of the School of Ukrainian language and culture at the Ukrainian Catholic University in Lviv (Ukraine).

21 June 16:00-17:30 (CET) / 17:00-18:30 (Ukrainian time)

Via Zoom (link will be sent to website subscribers)

The speakers

Dr. Mariana Burak, Academic Director at School of Ukrainian Language and Culture, Ukrainian Catholic University (Lviv, Ukraine), Professor at University of Toronto, author of the manual "Yabluko" (basic level), PhD in Pedagogy.

E-mail: dzvinkatema@gmail.com

Dr. Olena Sychak, Head of the Bachelor's Program in Philology, Teacher of Ukrainian language as foreign at School of Ukrainian Language and Culture, Ukrainian Catholic University (Lviv, Ukraine), author of the manual "Yabluko" (high level), compiler of the Web Dictionary of Ukrainian Feminine Personal Nouns (r2u.org.ua, 2022), PhD in General linguistics.

E-mail: o_sychak@ucu.edu.ua



Digital Leadership Meetups

How the Leadership meetups started

After the CercleS conference in Brno in September 2020, it became obvious to the Executive Committee that our members wanted regular meetings and that Zoom had become an acceptable way of organising them. So the first CercleS Digital Leadership Meetup took place on 20th October 2020, and they have been held on a monthly basis since then. The meetings have addressed a wide range of issues, with participants being not only Language Centre directors but also other members who are concerned with the management of Language Centres. The aim of the sessions has always been peer support, and having a safe place to voice concerns that members have about how to organise the teaching of languages during and after the pandemic. We look forward to seeing you at our next meeting on 20 June at 17:00 (CET).

Tom Grainger (Executive Committee)

We asked some of the members attending these sessions to share how the meetings enrich their professional lives:

“I joined these meetings because I found it important to be able to share experiences from other language centres on various topics. Especially during the pandemic, while working from home and sometimes feeling quite isolated, it was rewarding and sometimes comforting to share experiences with colleagues, and to learn from them. The topic that has been of most interest is how to cope with hybrid classes.”

Anje Dijk, *Rijksuniversiteit Groningen Talencentrum*

“I started this academic year as head of the Hanze Language and Culture Centre (Groningen, the Netherlands). Although I have been a manager for quite a few years, the field of languages is pretty new for me. It then really helps meeting colleagues from other language centres. In this way, I build up a nice network and know who to contact for

more in-depth information and advice. Besides that, it is also nice to share experiences like dealing with the Corona situation in relation to education.”

Monique Overmeer, *Language and Culture Centre, Hanze University of Applied Sciences, Groningen*

“I joined the CercleS Leadership meetup sessions during the pandemic as I felt I need ‘peer-support’ and advice. Despite the fact that there's a network of University Language Centres in my country, knowing that our problems and goals are shared internationally helped me to see and reflect on different points of view towards shared challenges. It's been a very enriching experience as it's been a source of inspiration for new projects too.”

Adriana Peña Bueno, *Escuela de Idiomas Modernos, Universitat de Barcelona*

Whether you had a bad or a good day at work, the CercleS leadership meetings are always a good spot to come to. Conveniently timed and online, they

offer fresh thoughts as well as emotional and practical support. I joined a meeting recently on organizing language classes for Ukrainian refugees. Hearing about the situation in various European countries helped me decide more clearly what to focus on at my own university and what (not) to do next.

Beate Löh, *University of Hohenheim, Stuttgart*

I joined the CercleS Leadership meetup sessions in order to have an opportunity to learn more about situation at various language centres and to discuss best practices. I have enjoyed the meetings since the very beginning, and they have proven to be useful in many ways. Listening to stories of colleagues from diverse universities have offered me a great opportunity for reflection of my own work. Discussions allowed me to ask a lot of questions and get a deeper insight into and understanding of other settings, which inspired and/or comforted me in many ways.

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Digital Leadership Meetups

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In the difficult COVID times, descriptions of the situations that Masaryk University or Czechia was only heading towards helped me to prepare and avoid mistakes or traps one could easily fall into, and descriptions of the situations equal to the one Masaryk University or Czechia was in helped me compare different approaches to the problem-solving of the same situation. At moments, when Czechia or Masaryk University had had experience with some situations, I could share our experience, best practices or things to avoid, and help others in this way.

The most useful session for me was the peer-coaching one, on 22 February 2022. I got a very deep insight into one of the language centres and I could practise a format of peer-coaching that can be useful in various situations. An added value of that session was that our feedback was truly appreciated by the LC manager who had initiated the session.

All in all, I find these meetings extremely useful. They are one of the great outcomes of the “new reality”, which I really enjoy.

Libor Štěpánek, Masaryk University Language Centre, Brno

With the start of the pandemic, CercleS introduced a new format for networking people in leader-

ship positions in Language Centres. Over Zoom, more or less regular meetings, with or without a set topic, took place and provided the opportunity to hear about others’ experiences when it came to home-office regulations, digital teaching challenges, ever-changing rules and regulations regarding testing, masks, attendance, technologies provided by universities and so on. While in the beginning the exchange largely centered on the participation of staff members in meetings (or the lack thereof) and general team-work issues, the discussions over time showed that the amount of work, that was part of the ‘new normal’ for a Language Centre, was staggering. University boards, also trapped in the situation, very often just dumped work on the language centre director’s desk and left them to solve everything by themselves. It was then, that these meeting with people from other countries, other language centres, other organizational structures really helped. It was good to see that we are not alone. Language centre directors are very often lone wolves in their institutions of higher education. The Zoom meetings, however, provided a safe space for exchange, not only of best practice solutions or good ideas, but also for the expression of uncertainties. How does one keep a team together that might not even be in the same city or even country? How do we keep track of team members that seem to ‘disappear’? How do we communicate to our

superiors that some of the proposed ideas just aren’t feasible at a language centre?

Being a person in a leadership position requires self-reflection, active networking and support from others. The CercleS Leadership meetups provided these aspects during the first two years of the pandemic, and they continue to do so (check the calendar on the website for dates!).

Even though it seems as if the challenges of the pandemic are less today, all of us in Europe are now thinking about support options for students affected by the Russian war in Ukraine. And here, again, the CercleS Leadership meetups provide a network of practitioners, dealing with different numbers of refugees, dealing with different legislation concerning refugees, dealing with a variety of ideas to find funding for more language courses for the people affected by the war. Granted, the variety of countries, legislations, institutional organizations etc. in these meetings is vast, but there has not been a single meetup I attended from which I did not take a good idea with me.

Maike Engelhardt, Carl von Ossietzky Universität, Oldenburg

Our next Digital Leadership Meetup will take place on 20 June at 17:00 CET.



2022 CERCLES CONFERENCE

We are very excited about the **XVII CercleS International Conference** that will take place in **Porto, Portugal 15-17 September 2022**, and hope to see most of you there in person. Apart from the very interesting papers and keynote speakers, we will also be having a special 30th anniversary party. You can visit the conference website [here](#), and more information about the conference registration fees and process is available [here](#).

PLEASE REGISTER FOR THE CERCLES WEBSITE (cercles.org)

Please remember to register on the website, so that you can access the members' area, which contains information accessible only to members, a forum where you can post job advertisements and other discussion topics, and access to our journal, *Language Learning in Higher Education*.

Managers of Language Centres should use this [institutional registration link](#) to register their institution. After institutional registration is completed, please share this [individual staff profile link](#) with your staff so that they can create their own profiles. If they register, they will not need to use your login details to access the members' area of the website, but can do so on their own. (Please note the links are different—only the Language Centre manager should use the institutional link to register.)

Founded in Strasbourg in 1991, CercleS is a confederation of Language Centres in Europe and beyond

Alma
It brings together almost 400 Language Centres, Departments, Institutes, Faculties or Schools in Higher Education whose main responsibility is the teaching of language and academic communication. Its members have thousands of academic, administrative and technical staff, and millions of students who learn languages and academic communication.
[Read more](#)

CercleS on the web & social media

Website 
cercles.org

Instagram 
[@cerclesgeneralsecretariat](https://www.instagram.com/cerclesgeneralsecretariat)

YouTube 
[CercleS organisation](https://www.youtube.com/CercleSorganisation)

Twitter 
[@_CercleS](https://twitter.com/_CercleS)

Update from the General Secretariat

Dear members,

After two years of struggling with Covid-19, which changed the way we live and work, we are now faced with a brutal war in Ukraine. In addition to the devastating casualties and suffering it has caused, it has left European nations in shock.

In support of our Ukrainian colleagues, your Executive Committee has thus decided to offer both refugees and those helping them the opportunity to express how the war has changed their daily work.

Many webinars and workshops have been organised since January:

- On 19 January, a talk about the CEFR Companion Volume implementation toolbox (VITbox) was organised

by Johann Fischer and colleagues; it was followed by 2 workshops (23 Feb & 9 March).

- 3 Leadership meetups (22 Feb, 15 Mar, 26 Apr) were held, and another one is due to take place on June 20.
- On 4 May, a Webinar about issue 11.1 (2021) of CercleS journal LLHE was organised in the form of interviews with authors of some of the articles published in that issue. Further information about the webinar is found on [page 13](#).

In our series of CercleS Online Talks we focused on DIAL4U: Digital pedagogy to develop Autonomy, mediate and certify Lifewide and Lifelong Language Learning for (European) Universities. The talk was presented by

Annick Rivens Mompean, Université de Lille (France) on 1 June.

In 2022, CercleS has 367 institutional members (Language Centres) from 13 National Associations and 24 associate members. Since the new CercleS website allows each staff member of these language centres to register and create an own account, the number of subscribers to the site has increased and is now 700. We really hope it will keep on attracting the attention of more members and their staff.

The General Secretariat wishes you a pleasant end of the university year and hopes to meet many of you in person in September in Porto.

Anne Chateau and Mia Panisse



DIAL4U: Digital pedagogy to develop Autonomy, mediate and certify Lifewide and Lifelong Language Learning for (European) Universities

 Erasmus+ Online CERCLES Conference – 1st June 2022

Update from the General Secretariat

Chers membres,

Après deux années de lutte contre le Covid-19, qui a changé notre façon de vivre et de travailler, nous sommes maintenant confrontés à une guerre brutale en Ukraine. En plus des pertes et des souffrances dévastatrices qu'elle a causées, elle a laissé les nations européennes sous le choc.

En soutien à nos collègues ukrainiens, le Bureau de votre association a donc décidé d'offrir aux réfugiés et à ceux qui les aident la possibilité d'exprimer comment la guerre a changé leur travail quotidien. Vous trouverez leur rapport dans les pages de ce bulletin électronique.

De nombreux webinaires et ateliers ont été organisés depuis janvier dernier :

- Le 19 janvier, Johann Fischer

et ses collègues ont organisé une conférence sur la boîte à outils de mise en œuvre des volumes du CECR Companion (VITbox), suivie de deux ateliers (23 février et 9 mars).

- 3 rencontres sur le leadership (22 février, 15 mars, 26 avril) ont été organisées, une autre est prévue le 20 juin.
- Le 4 mai, un webinaire sur le numéro 11.1 (2021) de la revue de CercleS, LLHE, a été organisé sous forme d'interviews avec les auteurs de certains des articles publiés dans ce numéro. Vous trouverez plus d'information sur ce webinaire à la [page 13](#).

Dans notre série de conférences en ligne nous nous avons mis en lumière le projet DIAL4U : La pédagogie numérique pour développer l'autonomie, la médiation et la certification de l'apprentissage

des langues tout au long de la vie dans les universités (européennes). La conférence a été présentée par Annick Rivens Mompean, Université de Lille (France) le 1er juin.

En 2022, CercleS compte 367 membres institutionnels (centres de langues) issus de 13 associations nationales et 24 membres associés. Étant donné que le nouveau site de CercleS permet à chaque membre du personnel de ces centres de langues de s'inscrire et de créer un compte, le nombre d'abonnés au site est passé à 700. Nous espérons vraiment qu'il continuera à attirer l'attention d'un plus grand nombre de membres et de leur personnel.

Le Secrétariat général vous souhaite une agréable fin d'année universitaire et espère rencontrer beaucoup d'entre vous en personne en septembre à Porto.

Anne Chateau et Mia Panisse



Some of the attendees of the CercleS Online Talk on 1 June.

Update from the President

CercleS Policy Paper on Language Teaching and Learning in Higher Education and the CercleS Guide on Language Teaching and Learning in Higher Education

The outcomes of the [CercleS survey on the “Impact of the COVID-19 pandemic on Language Teaching in Higher Education”](#) were presented at the following conferences: XII Congreso ACLES: Nuevos horizontes para los centros de lenguas: Lenguas y Tecnología: University of Murcia: 16 September (Sabina Schaffner); XXV Seminario AICLU 2021, 24 September (Sabina Schaffner); 8th International scientific conference The Linguistic, Educational and Intercultural Research 2021 (LEIC Research 2021), Vilnius University: (Isabella Stefanutti)

Between November 2021 and April 2022, Mark Critchley, Sabina Schaffner, Isabella Stefanutti and Ruth Tobias drafted and edited two documents based on the outcomes of the CercleS Survey and both workshops for teachers (15 October 2021) and for management staff (19 November 2021).

The **Policy Paper** can be used for discussion with university management, whereas the **Guide for LC managers** is aimed at strategic and pedagogical discussions of LC management with its unit heads and teaching staff regarding the choice of modes of delivery.

Both documents will be officially

promoted, shared and discussed at the CercleS Conference in Porto between 15–17 September 2022 (and during CercleS webinars in October/November 2022)

- Policy Paper: Workshop by Isabella Stefanutti and Ruth Tobias
- Guide for LC managers: Poster presentation

Both documents should also be accessible via conference web. Aligned with ongoing CercleS initiatives in the field run by working groups, the results will also be consulted when planning further CercleS training activities and international cooperation and exchange projects.



Cooperation with Ukrainian Language Centres in Higher Education

We had meetings with three colleagues from a university in Lviv and two colleagues from universities in Kyiv.

In order to react to the special situation Ukrainian colleagues and Ukrainian Language Centres in Higher Education are confronted with, the Executive Committee decided to take the following measures:

We are going offer honorary membership for Ukrainian colleagues during 2022 as chance to

cooperate and consider future regular membership in 2023, either as a national association (which does not currently exist) or as Associate Members.

Moreover, we would like to give the five colleagues we met the chance to apply for scholarships for the CercleS Porto Conference.

Second edition CercleS Management and Leadership training planned:

Oct 2022 – Feb 2023 (cancelled)

We are sorry to announce that this second edition, planned in a blended format, combining synchronous online training meetings and asynchronous individual and cooperative study units with a face-to-face two-day seminar in Berlin on 2-3 December 2022, unfortunately had to be cancelled due to a lack of applications.

The trainers will discuss offering shorter online training modules in management and leadership instead.

Elisabeth Paliot HEIG-VD Yverdon-les-Bains) and Robert Koch (RWTH Aachen University) will be responsible for the Management Module, whereas Libor Štěpánek (Masaryk University) and Sabina Schaffner (University of Zurich and ETH Zurich) will be in charge of the Leadership Module.

Sabina Schaffner

Update from the Vice-President

NEWS from *Language Learning in Higher Education*

The 2nd special webinar dedicated to *Language Learning in Higher Education (LLHE)* was held on 4 May 2022. The Webinar was organised around four interviews with some of the authors whose articles appeared in LLHE: Ephraim Viernes Domingo (Saint Louis University, PHL), Stergiani Kostopoulou and Fergus O'Dwyer (University College Dublin and Marino Institute of Education, Trinity College Dublin, IRE), Mark Critchley (Durham University, United UK), Anne Chateau and Maria Giovanna Tassinari (Université de Lorraine, FRA and Freie Universität Berlin, GER), who were interviewed respectively by Catherine Chabert, David Prickett, Johann Fischer, Fiona Dalziel. Interesting insights were

offered around topics related to: *Strategies in Oral Academic Presentations of International Undergraduate Students in a Philippine University*; *Peer review writing practices in English for Academic Purposes*; *the Evolution of University Internationalisation Strategies and Language Policies: Challenges and opportunities for Language Centres*; *Autonomy in Language Centres: Myth or Reality?*

The webinar also included a special guest, Katarzyna Grzegorek (De Gruyter Mouton Journal Manager), who was interviewed by the LLHE Editor-in-Chief, Carmen Argondizzo and Gillian Mansfield, on *Being the Journal Manager at De Gruyter Mouton: Mission and tasks in the field of Linguistics*. She spoke on the role of a Journal Manager and peculiarities about the different tasks and

addressed issues such as the importance of teamwork in a Journal; the significance of LLHE within the field of Linguistics and Language Learning; the potential of the Journal in terms of the attention that it gets from researchers and scholars working all over the world; the dissemination strategies that De Gruyter adopts for LLHE. You can watch the Webinar at this [link](#).

The dynamic format of the webinar and the meaningfulness of the content of the interviews were, once again, highly appreciated by all the participants. We are very grateful to the authors, interviewers, and participants for their time and contributions. The 3rd LLHE Webinar will be held in November 2022.

(Continued on the next page.)



Update from the Vice-President

(Continued from previous page.)

June 2022 brings other interesting information:

12.1 (June 2022)

This Issue opens with an introductory article, *Empowering learners in their critical, creative, and autonomous thinking: from a good language learner to a better world citizen*, which paves the way to the underlying themes covered in the 16 articles included in the volume. Indeed, we compiled the Issue by identifying a common thread running through the papers with the aim to create a coherent order to the general content. Readers will find 3 sections which focus on the following topics:

- Project-Based Language Learning;

- Assessment, self-assessment, and autonomous learning;

- ELF, EMI, and CLIL.

The articles portray language learning experiences from many different university contexts: Australia, Colombia, Italy, Japan, the Czech Republic, Spain, France, Turkey, Hungary, China, Vietnam, Saudi Arabia, Afghanistan, and Finland.

We hope that the Issue will encourage readers to share their own linguistic research-oriented thoughts and pedagogical reflections even further in future volumes.

12.2 (October 2022):

This Issue will include a special section which will focus on *Sustainable development literacy in Language Learning and Teaching*. This section will ex-

plore language teaching methodologies and practical cases that demonstrate the opportunities, benefits and challenges presented by integrating education for sustainable development (United Nation's Sustainable development [goal 4.7](#)) in modern language learning practices. This should lead to reflections on the [UNESCO](#) call for environmental education to be a core curriculum component at all levels by 2025.

Thanks to the support of all of you, we will keep on sharing ideas and reading about challenging experiences of academic research, linked with teaching and learning practices, carried out within the CercleS community and throughout the world.

Carmen Argondizzo

Events coming up in June

Please make a note of the following online events taking place in the coming weeks. For more online and face-to-face events offered by CercleS and National Associations, visit our website's [events calendar](#).

◆ 20 June 17:00-18:00 CET:

Leadership meeting (open topic)

These meetings are aimed specifically at Language Centre managers, but open to members who want to attend. This will be the last Leadership meeting before the summer break.

◆ 21 June 16:00-17:30 CET:

Webinar about the Ukrainian language

Staff from one of the universities we reached out to, the School of Ukrainian Language and Culture, Ukrainian Catholic University in Lviv, indicated that they would be happy to present a webinar for CercleS members on the topic: *The distinctive features of the Ukrainian language in wider cultural context*. Details are available in this e-bulletin and on the [website](#).

Update from the Treasurer

We are happy to report on CercleS' income, the main item were the finances. Please find below the following brief comments about the budget for 2021 and 2022.

Budget for 2021

The bank balance on 31.12.2021 was €106 229.40. Expenses were lower than expected, particularly the amount allocated to travel expenses and face-to-face meetings, due to the restrictions on mobility due to the pandemic. The main item was the redesign and development of the new website, followed by the subscription to the journal *Language Learning in Higher Education*. As for

income, the main item were the membership fees. There was a modest increase in the number of institutional members in comparison with 2020, and a small increase in the number of associate members that paid their fee in 2021.

Budget for 2022

Income

As usual, the main item are the membership fees, particularly the fees of the institutional members. The majority of institutional members have already paid their membership fee for 2022. As for the associate members, some of them

have renewed their membership fee, but unfortunately some others are expected to not pay, and their membership will have to be withdrawn. While in 2021 we had more annual expenses than income (due to the website redesign), the balance between income and expenses in the 2022 budget is maintained.

Expenses

The main item (€15 960) on the budget is the subscription to the *LLHE* journal.

Marta Estella Clota and
Tom Grainger

CercleS Budget 2022 (accrual basis)

Balance January 2022: 106.229,40							
Income	Budget	May	December	Expenditure	Budget	May	Statement December
Membership fees	38 800,00	14 690,87		FIXED COSTS			
Institutional members (372)	37 200,00	13 990,87		Personnel costs	5 800,00	1 035,00	
Associate members (15)	1 600,00	700,00		Assistant to General Secret	5 800,00	1 035,00	
Journal LLHE	2 150,00	1 500,00		Journal LLHE	15 045,00		
Editorial and admin work	1 500,00	1 500,00		Subscription 2022 (35€/member)	13 545,00		
Royalty statement	650,00			Editorial work + copy editing	1 500		
				Bank fees and payment charges	100,00	71,44	
					100,00		
				Web maintenance	600,00	350,00	
				Plug-in		350,00	
				E 50 per month	600,00		
				Total fixed costs	21 545,00	1 456,44	
				VARIABLE COSTS			
				Travel expenses (transport, accom., meals)	5 000,00		
				CC meeting	4 000,00		
				Contribution to conferences/activities* [5]	1000	5 000,00	
				Contribution to Focus Groups (accommodation) [3]	1000	3 000,00	
				Contribution to CercleS 2022 Conference	5000	5 000,00	
				Extraordinary/Unexpected expenses	1 000,00	167,88	
				Total variable costs	18 000,00	167,88	
Total income	40 950,00	16 190,87	0,00	Total expenses	39 545,00	1 624,32	0,00
Total income + surplus							
Balance							

Record of Meetings

Executive Committee meetings held between January and May 2022:

- ◆ 28 January 2022
- ◆ 25 February 2022
- ◆ 25 March 2022
- ◆ 29 April 2022
- ◆ 23 May 2022

The agendas and minutes of these (and previous) meetings are available in the [member area](#) on the website.

Contact & Information

CONTACT INFORMATION

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SOCIAL MEDIA

Website: cercles.org

Instagram: [@cerclesgeneralsecretariat](https://www.instagram.com/cerclesgeneralsecretariat)

Twitter: [_CercleS](https://twitter.com/_CercleS)

YouTube: [CercleS organisation](https://www.youtube.com/CercleSorganisation)

STATISTICS & INFORMATION

Established

Strasbourg, France in 1991

Number of members

Within National

Associations: 367

Associate Members: 24

Meetings

Executive Committee

Monthly online

Coordinating Committee

Last meeting: 20.05.2022 (online)

Next meeting: 14.09.2022

General Meeting

Biennially

Last general meeting: 04.09.2022

Next general meeting: 14.09.2022

Conferences

Arranged

Biennially

Next Conference

XVII CercleS International Conference

Date: 15-17 September 2022

Venue: Porto, Portugal (Instituto

Superior de Contabilidade e

Administracao do Porto)

The European Confederation of Language Centres in Higher Education (CercleS) has been promoting interaction, cooperation and research between different institutions involved in language teaching since 1991.

