

Programme and Abstracts

University Language Centres: Going for Gold – Overcoming Hurdles

**London School of Economics and Political Science
6-8 September 2012**

Suggested hashtag for Twitter users: #cercles12

12th International CircleS Conference

6 – 8 September 2012, LSE London, UK

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Welcome

Dear Colleagues, Guests and Friends

Welcome to London, welcome to LSE and welcome to CercleS 2012.



At the time of taking this booklet to print around 200 participants had registered for the equivalent of 2 full-days of workshops, lectures and talks. Using the Olympic imagery of hurdles and goals, targets and achievements, our conference will hopefully break a few records of its own. Some workshops may break new ground in innovation and boundary-pushing, whereas others may encourage us to take time and think before developing new projects and ideas. And with any good sporting event, it will be important to relax and take stock of the things which surround us. There will be time to look at the exhibitors, and time to talk – talk with colleagues, experts, publishers, developers, theorists, practioners, teachers, trainers... a wide range of people who have one goal in common: making languages accessible to as many people as possible.

Language Centres are key to our future as professionals – we make things happen. We create programmes that are part of degrees, and courses that can stand on their own. We can make students employable, mobile, adaptable and culturally sensitive, and address all the key agendas that the first half of the 21st century will throw at us.

In times of economic hardship language acquisition can make successful mobility a reality, and make the difference between stagnation and progress. Languages enable workers to maximise their potential and go where the jobs are. Languages can transform the foreign into home, and create connections instead of tensions.

The world is on the move, people are on the move and jobs are on the move. Languages are the ultimate portable accessory. A sense of *Flexi-lingualism* is key to developing people and developing nations. Developing the ability to learn enough to get by, or turning the intermediate into advanced. It's about learning what you want to, when you need to, and picking up language skills with enthusiasm, curiosity and sometimes a sense of urgency and necessity.

Whatever level of language you aspire to or ultimately reach, it doesn't matter whether the result is gold, silver or bronze – it is the taking part that counts...

Have a great conference!

A handwritten signature in black ink, appearing to read 'Nick Byrne'.

Nick Byrne

Director LSE Language Centre

Committees

Organising committee

Nick Byrne
John Heyworth
Inés Alonso-Garcia
Matteo Fumagalli

Scientific committee

Olga Sobolev
Nick Byrne
Johann Fischer
Gillian Mansfield
Peter Howarth
Ray Satchell
Jocelyn Wyburd

Plenary Speakers

Professor Anne Pauwels



“Is there a need for reconceptualising multilingualism and language learning in Europe?”

Anne Pauwels is Professor of Sociolinguistics and Dean of the Faculty of Languages and Cultures at SOAS.

Prior to my appointment at SOAS, I was Head of the College of Arts and Law at the University of Birmingham. Before that I worked for nearly 30 years in Australian Universities including the Universities of Western Australia, Wollongong, New England and Mönash. My first degree was in Germanic Philology, University of Antwerp (Belgium). I gained an MA and a PhD from Monash University, Australia. My dissertations were concerned with questions of language contact and multilingualism in Australia. I held the Foundation Chair of Linguistics at the University of New England and in 1995 I was elected Fellow of the Academy of the Social Sciences in Australia [FASSA]. My research deals with the social and sociolinguistic aspects of language and communication, with particular attention to multilingual and transnational settings. My main research foci include multilingualism, language maintenance/shift, language policy in relation to language learning in schools and universities as well as various aspects of the relationship between gender and language. My most recent book publications include *Language and Communication: Diversity and Change* (2007, Mouton De Gruyter), *Maintaining minority languages in a transnational context* (2007, Palgrave Macmillan) and *Boys and language learning* (2008/2005, Palgrave Macmillan). My publications output to date includes over 100 refereed articles and book chapters as well as 17 books (authored and edited). I have held several research grants in the area of multilingualism, language contact and gender and language. My current research focuses on two areas, (1) multilingualism and Australian diaspora and (2) multilingualism in the academy. My linguistic activism is focused on the promotion of the learning of languages in education, in particular the learning of community and minority languages, and on assisting minority/migrant communities in their language maintenance efforts as well as on addressing issues of race and gender in communication.

Karin Kleppin



“Anwendungsorientierte Forschung in und für Sprachenzentren: Eine (neue?) Herausforderung”

English translation: "Applied research at and for language centres: a (new?) challenge"

Karin Kleppin conducted her Ph.D. work and post doc work (Habilitation) in the field of Research in Foreign Language Learning and Teaching at the University of Bochum. Subsequently, she held appointments at the Université Paris X, the Université Mohamed V in Rabat, the Tongji University in Shanghai and the Universität Leipzig where she taught for many years.

Karin Kleppin is currently Professor at the Institute for Research in Foreign Language Learning and Teaching at the Bochum University and is Scientific Director of the Language Center. Her research focusses on curriculum development, principles of language teaching, as well as coaching language learning and testing. She is a member of several national committees, advisory boards and organizations in the field of second language teaching. Karin Kleppin has also developed curricula in the field of language teaching and learning in several educational contexts, teaching materials on output oriented learning, basic and advanced trainings for language teachers as well as quality development programs. She has been actively involved in numerous second language acquisition research projects in Germany and Europe and is a full professor at the German Jordanian University in Amman for the Master's program in German as a foreign language.

Professor Sauli Takala



“Going for Gold - Can Checklists be a Gold-testing Tool in Language Testing and Assessment?”

Sauli Takala, PhD in 1984 at the University of Illinois at Urbana-Champaign, is a Professor emeritus in Applied Linguistics, University of Jyväskylä. His research has focused on language testing and assessment, language policy and planning, and curriculum development. He co-ordinated the IEA International Study of Writing in the 1980s and the EU-funded internet-based DIALANG diagnostic assessment project in the late 1990s. He participated extensively in the Council of Europe's work on modern languages (eg.

Common European Framework of Reference of Languages, CEFR). He has been a co-editor of the Scandinavian Journal of Educational Research. He was President of EALTA (European Association for Language Testing and Assessment) in 2007-2010. He has been consultant in several countries, the most recently in Saudi Arabia.

General information

Venue

The Conference is taking place in Clement House with the opening session and lectures taking place in the Hong Kong Theatre. The Reception and the Conference Dinner take place in the Senior Dining Room which is on the 5th floor of the Old Building.

Conference Office, Cloakroom and Information Desk

Registration takes place at the conference office room CLM.G.03 on the Ground Floor of Clement House.

The office will be open:

- Thursday 6 September 11:00-18:30
- Friday 7 September 10:30-18:30
- Saturday 8 September 08:45-15:00

Map of LSE

There is a map of the LSE campus in your conference pack.

Access to conference activities

The name badge that you receive upon registration entitles you to enter all session rooms and to enjoy complementary coffee and lunch services arranged for participants. We kindly ask you to wear the badge at all conference events. Additional invitations should be shown for access to the Reception and Conference Dinner (should you have booked this). These will be included in the personal envelope that you receive upon registration.

Computers and Internet

Internet Access has been arranged for all delegates.

Food and drink, Poster Presentations and Exhibitors

Lunch and drinks will be available during the morning and afternoon intervals. These will be served in two rooms CLM.5.02 and CLM.6.02. In addition the Poster Presentations will be shown in CLM.6.02 with other Exhibitors in CLM.5.02. The Reception on the Thursday evening is included in the registration fee. Admission will be by invitation and this is included in your conference pack. For the Conference Dinner access is only guaranteed on condition you have pre-booked this event and an invitation will be included in your conference pack.

Conference assistants

There are conference assistants ready to help delegates and to provide technical assistance in the session rooms. Conference assistants are easy to identify by their red LSE t-shirts.

Liability

By registering for the conference participants and sponsors agree that neither CercleS 2012, the Organising Committee, nor the Conference Secretariat assumes any responsibility for damage or injury to persons or property during the conference. Participants and sponsors are advised to organise their own health, travel and personal insurances.

Conference Programme

Wednesday 5 September 2012		
Time	Event	Location
15:00-17:00	Executive Committee Meeting	CMK.C720
Thursday 6 September 2012		
Time	Event	Location
09:00-12:00	Co-ordinating Meeting and Elections	CLM.7.02
11:00-16:00	Registration	CLM.G.03
14:00-14:30	Opening Session	Hong Kong Theatre
14:30-15:30	Plenary Lecture	Hong Kong Theatre
15:30-16:00	Coffee	CLM.5.02/CLM.6.02
16:00-18:00	Parallel Sessions	
	Methodology: "Racing ahead: New ways to teaching and learning languages"	CLM.1.01
	Testing: "Crossing the finishing line: New ways to testing?"	CLM.1.02
	Translation, Mediation & Interpreting: "Passing the baton: New technology, new approaches"	CLM.1.03
	Innovation: "Kitting yourself out: New technology, new approaches to teaching and learning"	CLM.2.05
	Quality: "Raising the bar: Quality procedures in teaching, learning & testing; QCM in LC management"	CLM.2.06
	Competences: "Staying on form: The competence of the learner, the competence of the teacher, the competence of LC staff"	CLM.7.02
	Management: "Setting the goals: Managing diversity, managing change, setting goals"	CLM.7.03
	Plurilingualism: "Maximising potential: Enhancing language diversity of all language groups, optimising linguistic potential"	CLM.B.05
19:00-20:30	Reception	SDR
Friday 7 September 2012		
Time	Event	Location
10:00-12:00	Registration continues	CLM.G.03
09:00-10:00	Plenary Lecture	Hong Kong Theatre
10:15-10:45	Coffee	CLM.5.02/CLM.6.02
10:45-12:45	Parallel Sessions	
	Methodology: "Racing ahead: New ways to teaching and learning languages"	CLM.1.01
	Testing: "Crossing the finishing line: New ways to testing?"	CLM.1.02
	Translation, Mediation & Interpreting: "Passing the baton: New technology, new approaches"	CLM.1.03
	Innovation: "Kitting yourself out: New technology, new approaches to teaching and learning"	CLM.2.05
	Quality: "Raising the bar: Quality procedures in teaching, learning & testing; QCM in LC management"	CLM.2.06
	Competences: "Staying on form: The competence of the learner, the competence of the teacher, the competence of LC staff"	CLM.7.02
	Management: "Setting the goals: Managing diversity, managing change, setting goals"	CLM.7.03
	Plurilingualism: "Maximising potential: Enhancing language diversity of all language groups, optimising linguistic potential"	CLM.B.05

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	groups, optimising linguistic potential"	
12:45-14:00	Lunch	CLM.5.02/CLM.6.02
14:00-16:00	Parallel Sessions	
	Methodology: "Racing ahead: New ways to teaching and learning languages"	CLM.1.01
	Testing: "Crossing the finishing line: New ways to testing?"	CLM.1.02
	Innovation: "Kitting yourself out: New technology, new approaches to teaching and learning"	CLM.2.05
	Quality: "Raising the bar: Quality procedures in teaching, learning & testing; QCM in LC management"	CLM.2.06
	Competences: "Staying on form: The competence of the learner, the competence of the teacher, the competence of LC staff"	CLM.7.02
	Management: "Setting the goals: Managing diversity, managing change, setting goals"	CLM.7.03
	Plurilingualism: "Maximising potential: Enhancing language diversity of all language groups, optimising linguistic potential"	CLM.1.03
16:45-17:45	General Meeting	Hong Kong Theatre
19:00-22:00	Conference Dinner	SDR
Saturday 8 September 2012		
Time	Event	Location
09:00-11:00	Parallel Sessions	
	Methodology: "Racing ahead: New ways to teaching and learning languages"	CLM.1.01
	Testing: "Crossing the finishing line: New ways to testing?"	CLM.1.02
	Innovation: "Kitting yourself out: New technology, new approaches to teaching and learning"	CLM.2.05
	Quality: "Raising the bar: Quality procedures in teaching, learning & testing; QCM in LC management"	CLM.2.06
	Competences: "Staying on form: The competence of the learner, the competence of the teacher, the competence of LC staff"	CLM.7.02
	Management: "Setting the goals: Managing diversity, managing change, setting goals"	CLM.7.03
11:00-11:30	Coffee	CLM.5.02/CLM.6.02
11:30-12:30	Plenary Lecture	Hong Kong Theatre
12:30-13:30	Round Table	Hong Kong Theatre
13:30-14:00	Closing and Coffee	Hong Kong Theatre

Abstracts by Theme

Competences: "Staying on form: The competence of the learner, the competence of the teacher, the competence of LC staff"

Thursday, 6 September 2012

Time: 16:00-18:00

Position: 1

Room: CLM.7.02

Developing intercultural competence in foreign language courses: A Theoretical and practical approach

The growing trend towards globalisation and the need to communicate in a second language (L2) in professional contexts has led to important changes regarding language policy and teaching methodologies in university programmes. Bologna graduates are expected to have the ability to communicate in at least two languages in order to incorporate to the European workforce. However, the most likely situation is that these graduates will be using foreign languages, particularly English, in international contexts where their peer workers will probably belong to different cultural backgrounds. As David Crystal has stated (2003:30), "English has penetrated deeply into the international domains of political life, business, safety, communication, entertainment, the media and education", thus, our university students have to be trained to face this new global society and to handle the cultural factors that might hinder international communication. It is for this reason that, following the European Council's (2001) and the *CEFR*'s recommendations, most language courses have included the intercultural competence as one of its main objectives, along with the linguistic, the communicative and the pragmatic one.

The present paper has a double fold objective. First, it aims at revising the different definitions for term "intercultural competence" from a theoretical perspective, from Byram's (1997) and the *CEFR* (2001), to the most recent ones (Jandt 2004, EDICC 2010, Lui 2011). Second, it aims at researching the level of teacher's awareness of the role of culture on communication in a foreign language. Different opinions and attitudes have been gathered among Nebrija language teachers in order to observe, first, the importance given to the intercultural dimension and, second, to what extent do changes have been made in syllabus so as to promote the acquisition of the intercultural competence. Our study reveals that these professional are aware of the role of culture in language teaching but still have not been able to incorporate the required strategies that would enable students to develop this intercultural competence.

Sviluppo delle competenze interculturali in corsi di lingua straniera: un approccio teorico e pratico.

Please note that this summary in a second conference language was provided by the LSE Language Centre as the presenter(s) did not provide one of their own.

Elena Orduna Nocito, Universidad Antonio de Nebrija, Madrid, eorduna@nebrija.es

Competences: "Staying on form: The competence of the learner, the competence of the teacher, the competence of LC staff"

Thursday, 6 September 2012

Time: 16:00-18:00

Position: 2

Room: CLM.7.02

Sporting Proficiency in a Language

Encouraging students from all disciplines to be qualified in a second language is an objective underpinned by the strategic plans and teaching and learning aims at the University of Sussex, particularly in terms of internationalisation and employability. Even without leaving the UK, graduates will compete in international, or multi-national, environments. In response to the University's strategic vision, the Sussex Centre for Language Studies has designed a revised modern language elective structure in a range of languages to equip students with a practical, transferable skill, to be certified within the final degree as "... with proficiency in <a language>".

Going for the proficiency gold imposes high levels of expectation, from both students and staff, in terms of enhanced opportunities for e-learning and access to an innovative and relevant staff development programme. The focus of this presentation will be on our creation of complementary resource banks [repositories called Language Umbrella Sites] and additionally the development of a VLE template for elective modules, both of which not only aim to be an end in themselves and invaluable to students, but allow, through the process of their creation, the up-skilling of staff, team-building and the creation of a community.

Their success, to be monitored from 2012, should put us on track for our Olympic Gold.

Encourager des étudiants de toutes disciplines à se former dans une langue étrangère est un objectif soutenu par le projet stratégique et la mission pédagogique de l'Université de Sussex, surtout au niveau de l'employabilité dans un contexte internationalisé. Pour répondre à cette vision, SCLS a formulé un système de parcours d'unités d'enseignement en options transversales, disponibles dans un choix de sept langues. L'accomplissement de ce parcours sera réfléchi dans le titre de la licence, tel : *Licence en géographie avec compétences en espagnol*.

La conquête de l'or, en compétences linguistiques, impose de hautes aspirations ainsi qu'un accès amélioré et régulier à l'apprentissage en ligne, et un programme soutenu de formation approprié. Cet exposé se concernera de la présentation d'une solution à moyen terme : la création d'une ressource complémentaire sur l'espace numérique de travail, la formation simultanée du personnel enseignant, et l'espoir de l'évolution conséquente d'une mission commune. Réussir dans ce projet, à surveiller dès 2012, nous mettrait en bonne voie pour un avenir doré.

Belinda Hackney, University of Sussex, B.Hackney@sussex.ac.uk

Competences: "Staying on form: The competence of the learner, the competence of the teacher, the competence of LC staff"

Thursday, 6 September 2012
Time: 16:00-18:00
Position: 3
Room: CLM.7.02

Promoting Internationalization through Telecollaboration

Internationalization is currently a key concern for higher education institutions, and promoting mobility is a key part of this. Physical mobility is a possibility only for a small percentage of university students, and according to recent EU figures (<http://ec.europa.eu/education/erasmus/doc/stat/0910/report.pdf>), we are still far from the 20% mobility target set by Bologna ministers in Leuven in 2009. Yet even if the 20% target is reached by 2020, what of the remaining 80% of students? They too live and will be required to work in an increasingly complex and diverse world which is characterized by international and transnational communication, much of which takes place in the myriad of online environments afforded by recent advances in digital technologies.

Several studies have shown that telecollaboration (online intercultural exchange) can foster language learning, the development of intercultural communicative competence and online literacies, three of the 8 Key Competencies for Lifelong Learning defined by the European Commission (2007). Telecollaboration can thus be a valuable support for physical mobility and also a valid alternative for the over 80% of students who will not have experience of physical mobility. Yet the impact of online intercultural exchange in university contexts to date has been extremely limited.

This paper presents the 'state-of-the-art' of telecollaboration in Europe today, based on a survey conducted within the context of the EU-funded INTENT project (<http://www.intent-project.eu>) which reached over 200 European university educators in 20 different countries. The survey results also bring to light some of the barriers to spreading the practice of telecollaboration and innovative examples of how problems can be overcome. The second part of the paper will briefly outline the main intended outputs of the INTENT project: a virtual platform called Uni-collaboration where educators will be able to find partner classes and several different tools to support telecollaboration including an e-portfolio to evaluate students' projects, databanks of telecollaborative tasks, and case studies.

Finally it is hoped that after the presentation participants will engage in discussion as to the role of university language centres in promoting telecollaboration and supporting language teachers and students engaging in such activity.

Anche se si raggiungesse l'obiettivo di mobilità per il 20% di studenti universitari europei, rimarrà l'80% di studenti senza un'esperienza di studio e scambio interculturale. La telecollaborazione, ovvero scambio interculturale online, rappresenta un'alternativa alla mobilità fisica per chi non può avere una tale esperienza, ma non è molto diffusa nelle università europee. In questa presentazione verranno presentati i risultati di un sondaggio sulla telecollaborazione in Europa che ha visto la partecipazione di oltre 200 docenti di università in oltre 20 paesi europei. Questo sondaggio è il primo 'output' del progetto INTENT, finanziato dall'unione europea. Verranno presentati in breve anche gli altri output previsti dal progetto, compresi la piattaforma virtuale Uni-collaboration che offre la possibilità di trovare classi partner per progetti di telecollaborazione, una banca dati di attività e casi studio, e un e-portfolio per la valutazione dell'apprendimento.

Francesca Helm, University of Padova, Francesca.helm@unipd.it

Competences: "Staying on form: The competence of the learner, the competence of the teacher, the competence of LC staff"

Thursday, 6 September 2012

Time: 16:00-18:00

Position: 4

Room: CLM.7.02

Bridging Passion & Profession: Supporting Agency and Investment in Multilingual University Writers

Throughout the last two decades, scholarship discussing learner development has expanded from viewing the learner as one who possesses intrinsic or extrinsic motivation to a performer who to varying degrees invests as an agent in the learning process – one who interacts, gives and gains. With this expansion in mind, the authors sought to look back at the trajectory of their experiences in a second language communication and composition course in order to more deeply understand the roles of agency and investment in their own and fellow classmates' learning. As such, this research examines the role of project-based learning activities that attempt to bridge the learners' personal and professional interests. Seven student-researchers reported via written narrative how such a bridging approach in the multilingual writing environment supported learner investment and agency. Student responses speak to the need for a stronger sense of connection with both their disciplinary studies and instructors, and highlight the ways in which investment and agency are associated with ideas about learner identity, autonomy and language acquisition.

Uniendo la Pasión con la Profesión se trata de una investigación realizada por siete estudiantes y orientada por el profesor de las siguientes asignaturas: Inglés académico, lectura, investigación y composición escrita en la Universidad de Jyväskylä, Finlandia. Investigación que se lleva a cabo sobre lo estudiado y/o aprendido en los cursos de idiomas y especialmente en las experiencias de los cursos sobre lectura, composición, comunicación e investigación impartidos en inglés, idioma que para ellos es el segundo o tercero. El método utilizado fue el de un profundo análisis auto-etnográfico, analizándose tanto a sí mismos como a sus compañeros. Dicha investigación se realizó dentro del marco teórico de la agencia e inversión, dando como resultado que estos conceptos potencian el aprendizaje de los idiomas, realzan la identidad y conectan a los estudiantes con sus disciplinas, metas, instructores y profesores.

Dr. Marlen Harrison, Maiju Uusipaikka, Annika Karinen, Diana Raitala, Reetta Elonen, Tanja Räsänen, Hanna Huuonen & Otto Tuomela, University of Jyväskylä (Finland)
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Competences: "Staying on form: The competence of the learner, the competence of the teacher, the competence of LC staff"

Friday, 7 September 2012

Time: 10:45-12:45

Position: 1

Room: CLM.7.02

Using e-portfolios to develop responsible learners

Transferable skills, learner autonomy, self-awareness and self-reflection are all part of modern HE teaching pedagogy. E-portfolios are extremely versatile and flexible instruments that can play a key role in achieving these objectives. This paper will focus on specific aspects of implementing *Mahara* in the university-wide key skills module *Intercultural Communication*. The following questions will be addressed: In what way does the use of the e-portfolio *Mahara* increase students' self-motivation compared to students using other types of portfolios? In what way does the use of *Mahara* foster students' taking responsibility for their own learning? And how is *Mahara* perceived as "added value" to students' intercultural learning? The study is conducted with a group of approx. 100 participants at the Language Centre of Leipzig University and a control group of the same size. The research instruments include student questionnaires, personal interviews, and the analysis of a sample of portfolio work.

Schlüsselqualifikationen, Lernerautonomie, Selbst-Bewusstheit und Selbstreflexion gehören heute zur Hochschuldidaktik. E-Portfolios bieten sich als vielseitiges und flexibles Instrument an um diese Lernziele zu erreichen. In dem Vortrag geht es um einige konkrete Aspekte des Einsatzes des E-Portfolios *Mahara* im fächerübergreifenden Schlüsselqualifikationsmodul *Interkulturelles Lernen*. Untersucht wurden die folgenden Fragestellungen: Wie fördert *Mahara* die Selbst-Motivation der Studierenden im Vergleich zu anderen Portfolios? Wie unterstützt *Mahara* Studierende dabei, selbst Verantwortung für ihr Lernen zu übernehmen? Und wie wird *Mahara* als "Bonus" im Bereich Interkulturelles Lernen wahrgenommen? Die Studie wurde mit einer Gruppe von ca. 100 Teilnehmern des Sprachenzentrums der Universität Leipzig durchgeführt und mit derselben Anzahl Teilnehmer einer Kontrollgruppe verglichen. Zum Untersuchungsinstrumentarium zählen Studierendenbefragungen, Einzelinterviews und die Analyse ausgewählter Portfolios.

Irmgard Wanner, Universität Leipzig, wanner@uni-leipzig.de

Competences: "Staying on form: The competence of the learner, the competence of the teacher, the competence of LC staff"

Friday, 7 September 2012

Time: 10:45-12:45

Position: 3

Room: CLM.7.02

Computer Skills Training with a Human Touch

In the past couple of years, the University of Turku has adopted several new computer programs. The Staff Development Unit arranges regular computer training, but the groups are large, the pace is fast and a certain basic level of computer skills is assumed. Therefore, these courses are not suitable for those staff members who feel insecure in their skills (surprisingly many still have vast gaps even in the most basic computer skills).

This presentation describes the new Language Centre internal staff training programme, the aim of which is to increase the level of teachers' ICT skills so that they can comfortably use new technologies in their work.

The programme started with a survey and a needs analysis: teachers were asked to self-evaluate their own computer skills and name the specific programs and fields that they thought would need improving.

In this new kind of intradepartmental ICT training, the groups are small (2–6 people), the pace is slow and very few basic skills are required. In addition to group work, teachers can arrange an individual appointment with the instructor. The teachers' attitude towards this kind of computer skills training "with a human touch" has been extremely positive. With better skills, teachers feel more self-confident and thus also more relaxed with computers and new technologies.

A special area is being set up in Moodle where all the training materials and links to outside training materials are collected. The materials consist of short instructions with screen shots, video clips and tips on how to do some particular task with a program. Teachers can also add their own tips and hints, and the more advanced teachers are urged to discuss their experiments – both successes and failures.

Cette présentation décrit le nouveau programme de formation du personnel du Centre de Langues de l'Université de Turku. L'objectif est d'augmenter le niveau des compétences des enseignants dans le domaine des TIC afin qu'ils puissent utiliser sans difficulté les nouvelles technologies dans leur travail. Par rapport à la formation informatique ordinaire, les groupes sont plus petits (2 à 6 personnes), le rythme est plus lent et très peu de compétences de base sont requises. En plus du travail en équipe, les enseignants peuvent également organiser un rendez-vous individuel avec le formateur. La réaction des enseignants face à ce type de formation informatique avec un côté plus humain a été extrêmement positive.

Timo Hulkko, University of Turku, Finland timo.hulkko@utu.fi

Competences: "Staying on form: The competence of the learner, the competence of the teacher, the competence of LC staff"

Friday, 7 September 2012
Time: 10:45-12:45
Position: 4
Room: CLM.7.02

Student writing standards: A descending spiral or a bold new direction?

Many academics speak of a 'literacy crisis' when referring to student writing standards, often pointing the finger of blame at an overall increase in social networking. The resulting tendency has been for language teachers in higher education to take a corrective, or even remedial, approach to writing fluency. This paper examines blogging as an approach which complements and adds value to the traditional method of submitting an assignment to a lecturer for grading. Examples from English and Spanish language courses on an International Business and Management (IB&M) programme at the Faculty of Economics and Business (FEB) of the University of Groningen in the Netherlands will be used to illustrate how writing for social media can create a cycle of motivation which enables students to take control of their own writing process and standards, hence becoming their own goal-setters, correctors and remediators.

En el mundo académico hablamos de una 'crisis literaria', a menudo responsabilizando a las redes sociales de los pobres niveles de expresión escrita de los estudiantes universitarios. Esto ha dado como resultado que los profesores de lenguas adopten un enfoque compensatorio, incluso correctivo, en la enseñanza de la lengua escrita. Este trabajo examina el uso de bitácoras – o blogs – como una herramienta complementaria que proporciona un valor añadido al método tradicional de obtener una nota presentando un trabajo al profesor. Utilizaremos ejemplos de las cátedras de español e inglés de Negocios Internacionales y Gestión Empresarial (IB&M, por sus siglas en inglés), programa dictado por la Facultad de Ciencias Económicas y Empresariales de la Universidad de Groningen en los Países Bajos, para ilustrar cómo las redes sociales ayudan a crear un ciclo motivacional que permite a los estudiantes tomar las riendas de su

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Competences: "Staying on form: The competence of the learner, the competence of the teacher, the competence of LC staff"

Friday, 7 September 2012

Time: 14:00-16:00

Position: 1

Room: CLM.7.02

English Language Voluntary Intensive Independent Catch up Study (ELVIICS): Language support programme blueprint

Different types of language study programmes are increasingly playing a pivotal role in helping students achieve an expected level of language competence or get closer to the required or expected level of language competence in tertiary institutions around the world. There is a great deal of discussion about the positive outcomes of such programmes to student language learning. Voluntary and independent autonomous language study programmes hold strong potential as learner-centred and constitute flexible approaches. At the same time, there is a need for research in the effectiveness and efficiency of such programmes. This article reports on a small-scale research study conducted at the Cyprus University of Technology (CUT) Language Centre (LC) Cooperative and Interactive Learning Centre (CILC). An English Language Voluntary Intensive Independent Catch up Study (ELVIICS) was developed and aimed to give the opportunity to students of A1 and A2 CEFR levels get as close as possible to the B1 level the starting point of their English B1-B2 compulsory course and fill pre-existing gaps in their English learning in an intensive and independent study mode. Volunteer first-year students took part in the study. The research instruments included a placement test, the counselor's observation reflective journals, and achievement tests. The aim was to determine whether the ELVIICS helped students study effectively and efficiently in a mode, which they were not so familiar with. The findings of this pilot research project suggest that through the ELVIICS programme students achieved to improve their English. This improvement helped them also pass their English compulsory course. Evidence also suggests that students demonstrated improvement in the use of ICT skills and self-confidence, and development in autonomous learning.

De différents types de programmes d'études de langues jouent progressivement un rôle pivot en aidant les étudiants à acquérir un niveau exigé de compétence linguistique ou à se rapprocher au niveau nécessaire ou exigé de compétence linguistique dans des établissements d'enseignement tertiaire du monde entier. Il y a beaucoup de discussion sur des résultats positifs issus de ce type de programmes au sujet de l'apprentissage des langues par des étudiants. Les programmes d'étude de langue volontaires et indépendants autonomes présentent un fort potentiel et impliquent des approches flexibles. Parallèlement, il y a un besoin de recherche relative à l'efficacité et à l'efficience de tels programmes. Cet article fait référence à une recherche à petite échelle effectuée au Centre d'Apprentissage Coopératif et Interactif du Centre de Langues de l'Université Technologique de Chypre. Une Étude Volontaire Intensive Indépendante de Rattrapage de la Langue Anglaise (EVIIRLA) a été développée visant à donner l'opportunité aux étudiants possédant un niveau A1 et A2 du CECR de se rapprocher le maximum au niveau de départ de leur cours obligatoire d'anglais, niveau B1-B2 et de combler les lacunes en anglais avec un mode d'étude intensif et indépendant. Des étudiants volontaires de première année ont participé dans ce mode d'étude. Les instruments de recherche comprenaient le test de placement, le journal de bord de l'observation de la conseillère pédagogique, et les tests de rendement. Le but était de vérifier si le programme EVIIRLA a aidé les apprenants à étudier efficacement et efficacement suivant un mode qui ne leur est pas vraiment familier. Les résultats de ce projet de recherche pilote indiquent qu'avec le programme EVIIRLA les étudiants ont réussi à améliorer leurs performances en anglais. Cette amélioration les a aussi aidés à réussir dans leur cours obligatoire d'anglais. Les données indiquent aussi que les étudiants ont présenté une amélioration des compétences TIC et de la confiance en soi, et un développement de l'apprentissage autonome.

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Competences: "Staying on form: The competence of the learner, the competence of the teacher, the competence of LC staff"

Friday, 7 September 2012

Time: 14:00-16:00

Position: 2

Room: CLM.7.02

Vision and Provision: the role of guiding didactic principles in establishing consistency and transparency in the provision of a university Language Centre

I will describe five mutually reinforcing principles or 'pillars' that lie at the core of the Language Centre approach to language education at the University of Groningen, which we refer to as the educational vision of the Language Centre. We have defined the following overlapping and mutually reinforcing principles:

1. The Common European Framework of Reference (CEF)
2. Reflection
3. Autonomous Learning
4. Rich Learning Environment (scaffolding and negotiated learning)
5. Context-related Language Learning

By designing courses that are consistent with these guiding principles, we lay the foundations for the quality of our provision, ensuring that courses meet the needs of the particular learners in a given setting. These principles encourage transparency in the design of courses and contribute to the translation of the overall design into classroom practice. This transparency is essential to quality control, but this does not mean that these pillars will be applied in the same way for every course, as context and learner needs vary considerably.

This raises the question: 'How can we achieve consistency while encouraging teacher creativity and autonomy?' We believe that teacher creativity and initiative will only be productive in the long-run if it takes place within the context of a consistent approach. By implementing a set of guiding principles, we are therefore making a statement about our desire for quality. However, this 'vision' is not in itself a guarantee of the quality of the language provision. It will only work if teachers are actively involved in evaluating the application of the principles in their practice, using an iterative quality cycle such as that proposed by LANQUA.

Ich beschreibe fünf sich gegenseitig verstärkende Prinzipien oder „Säulen“, die wir als die pädagogische Vision des Sprachenzentrums bezeichnen, die den Kernansatz des Sprachenzentrums hinsichtlich der Sprachausbildung an der Universität Groningen ausmachen. Durch die Entwicklung von Kursen, die diesen Leitlinien entsprechen, legen wir den Grundstein für die Qualität unseres Angebots. Allerdings ist diese „Vision“ an sich noch keine Garantie für die Qualität des Sprachangebots. Dies funktioniert nur, wenn Dozenten aktiv an der Beurteilung der Anwendung dieser Prinzipien in ihrer Arbeit beteiligt sind. Daher werde ich auch die folgende Frage ansprechen: „Wie können wir gleichzeitig mit der Förderung von Kreativität und Autonomie der Dozenten doch Konsistenz erreichen?“

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Competences: "Staying on form: The competence of the learner, the competence of the teacher, the competence of LC staff"

Friday, 7 September 2012

Time: 14:00-16:00

Position: 3

Room: CLM.7.02

Lifelong, lifewide and lifedeeep learning and the autonomous language learner

Lifelong learning is a familiar concept that, since its emergence in the 1970s, has led to widespread developments in adult education, in-service training, Third Age education and other forms of mostly *formal* education. On the other hand, *lifewide* and *lifedeeep learning* are newer concepts that make it possible to broaden the context of learning

beyond the traditional classroom. They address learning and education from the Deweyan perspective of integrating learning with the everyday life of the student outside the classroom. One way of helping students to recognize and then to believe in the value and validity of their authentic experiences outside the foreign language classroom is through autobiographical writing. Engaging in the writing of experiential narratives can enhance students' autobiographical reflexivity and help them think of and achieve meaningful learning goals.

In this paper, we open up the concepts and describe the collaborative research carried out within the context of an autonomous learning environment (ALMS). In our research and practice we have tried to gain insight into the reality of our students' learning. We emphasize variety and individuality rather than uniformity in our approach. The research into students' autobiographical writing opens up students' lifewide learning experiences and reveals aspects of lifedeeep learning. We will discuss one student, Pauliina, in the light of her language learning portfolio texts. She wrote a language memoir at a preliminary stage of her English studies in ALMS and kept a learning diary during the course. The diary indicates that the writing process shaped her whole learning experience. We aim to show how learning contexts can be created which enable students to achieve learning goals that are difficult to attain through classroom learning alone.

Der Beitrag befasst sich mit den neuen Konzepten *lifewide* und *lifedeeep* im Fremdsprachenlernen. Wir werden der Frage nachgehen wie man Lernen in einem autonomen Lernkontext (ALMS) und ausserhalb der traditionellen Klassenzimmer erkennen, stützen und forschen kann.

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Competences: "Staying on form: The competence of the learner, the competence of the teacher, the competence of LC staff"

Friday, 7 September 2012
Time: 14:00-16:00
Position: 4
Room: CLM.7.02

Case Discussion as an Approach to Teaching Integrated Skills in Legal English

Case discussion is a well-established device for teaching law students in many common law legal systems. This presentation describes how this approach may be effectively adapted to produce ESP lessons for B2 (CEF) level students. Lessons typically consist of three phases: first, a pre-discussion phase which includes the preparation by students of a text on a specific area of law at home, a class vocabulary quiz, and a review of relevant vocabulary and concepts; second, a discussion phase in which small groups of three or four students discuss cases on the basis of the homework text; and third, a post-discussion phase in which each group of students presents its findings to the rest of the class. To complete the overall task successfully, students are required to integrate a range of language learning skills, especially in the discussion phase. Each of the phases is discussed and illustrative examples are given of the teaching materials used.

In conclusion, this approach is briefly evaluated by pointing to its advantages and limitations. As well as the benefits of integrated skills learning, this approach offers students a more motivating learning context than some traditional language learning activities since it relies on problem-solving and argumentation strategies familiar to law students; it makes a different legal culture (the common law system) more accessible to students; and emphasizes the importance of understanding key terminology within the context of a specific legal culture. However, students' language level and legal knowledge impose certain limitations on this approach particularly in relation to the kinds of authentic material that can be used.

Cette présentation décrit et évalue la discussion de cas comme approche par compétences intégrées en anglais juridique.

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Competences: "Staying on form: The competence of the learner, the competence of the teacher, the competence of LC staff"

Saturday, 8 September 2012

Time: 09:00-11:00

Position: 1

Room: CLM.7.02

A Five-Circle Professional Development (ESP Teachers on the Run)

The university teachers of today need to adapt themselves to changing and challenging surrounding environment and they should search for new approaches in language teaching. Their main role is transferring these changes into educational system and adjusting them to the needs of their universities and students. In order to do this they must continuously improve their own competencies and work on their professional development. Our paper concentrates on ESP university teachers. Firstly we are trying to answer the following questions: What are the most important ESP teachers competencies? How to elaborate on them? Why do we need ESP teachers development? Who is responsible for this development? What obstacles may slow down the developing of teachers? Secondly we outline five interconnected circles of development inspired by D. Foord's five concentric circles. Whereas Foord develops his circles from the centre, represented by the teacher himself, our attention is drawn to the interconnection among the teacher, his students and colleagues at the same time from the very beginning of his professional career as an ESP teacher. Based on our experience, we have realized that the teacher's motivation to further self-education and progress is not high enough until he is pushed forward by his students and colleagues through mutual collaboration and feedback. The two remaining circles comprising the university and profession itself show the final correlation of all above mentioned items. Thirdly we illustrate the findings with regard to our university and us, teachers of medical English. We give concrete examples of activities that have mostly influenced our professional development. We hope these activities could be of interest for other ESP teachers „on the run“ and being generalized they may be also useful for all university teachers.

Die heutigen Universitätslehrer müssen sich an die sich verändernde und herausfordernde Umwelt anpassen und sollten stets nach neuen Ansätzen im Fremdsprachenunterricht suchen. Eine wichtige Aufgabe ist die Übertragung dieser Veränderungen in das Bildungssystem und ihre Anpassung an die Bedürfnisse der Universitäten und Studenten. Um dies zu erfüllen, müssen die Lehrer ihre eigenen Kompetenzen stets verbessern und an ihrer professionellen Entwicklung arbeiten. Unser besonderes Interesse gilt den Universitätslehrern, die Englisch für spezifische Zwecke (English for specific purposes, weiter ESP) unterrichten. Wir versuchen folgende Fragen zu beantworten: Welches sind die wichtigsten Kompetenzen der ESP-Lehrer? Wie kann man sie vervollkommen? Warum ist eine Entwicklung der ESP-Lehrer notwendig? Wer ist für diese Entwicklung verantwortlich? Welche Hindernisse können die Entwicklung der Lehrer hemmen? Durch die fünf konzentrischen Kreise D. Foords inspiriert zeichnen wir fünf miteinander verbundene Kreise der professionellen Entwicklung auf. Während in Foords Schema der Lehrer die zentrale Stellung einnimmt, gilt unser Interesse vor allem der gegenseitigen Verbindung des Lehrers mit seinen Studenten und Fachkollegen vom ersten Anfang seiner professionellen Karriere als ESP-Lehrer an. Reflektiert wird über die Motivation des Lehrers zur weiteren Selbstbildung sowie über die Faktoren, die sie am stärksten beeinflussen. Die Ausführungen werden am Beispiel unserer Universität und ihrer Lehrer für medizinisches Englisch illustriert.

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Competences: "Staying on form: The competence of the learner, the competence of the teacher, the competence of LC staff"

Saturday, 8 September 2012

Time: 09:00-11:00

Position: 2

Room: CLM.7.02

Postgraduate Latin American (LA) students' perspectives and experiences of being and becoming international students (i/s) in a UK university context.

This presentation will outline my proposed doctoral research and initial findings from a pilot project. LA students are my focus as they comprise a significant number of my EAP (English for Academic Purposes) classes. I want to gain a deeper insight into what it is *really* like to have previously been a professional and to now be a postgraduate i/s in the UK. How do they cope with issues of transition, (re)construction of identity and acclimatisation to a new academic Community of Practice (Wenger 1998)? How do these present experiences influence their future and past experiences (Dewey (1938/1997))?

In researching and interpreting such experiences, the most appropriate methodology is narrative analysis (e.g. Mishler 1995; Riessman 2008) potentially in combination with Conversation Analysis (see Gubrium & Holstein 2009).

Having done some preliminary research and reading in Education & Applied Linguistics, I have discovered, surprisingly, that similarities between LA and East Asian students' perspectives exist, yet there seems to be a significant gap in the literature regarding LA students' perspectives, specifically in a UK context. I have also been challenged to reflect more closely on my own teaching practice and to scrutinise what learning and teaching concepts actually underpin this practice.

My hope is to gain a more comprehensive understanding of LA students through their perspectives to give voice to this under-researched group of students. In turn, it is expected that these perspectives will shed light on how this understanding can be used in my syllabus and approach to teaching (see Dewey 1997: 28). As a practitioner researcher, reflexivity will play a key role. When researchers are in the field, 'they are never there as disembodied recorders of someone else's experience. They too are having an experience, the experience of the inquiry that entails the experience they set out to explore' (Clandinin & Connelly 2000: 81).

Die Präsentation umreißt den Themenbereich meiner Doktorarbeit und fasst erste Ergebnisse aus der Pilotstudie zusammen. Die Untersuchung befasst sich mit den Perspektiven und Erfahrungen lateinamerikanischer Postgraduate-Studenten an einer britischen Universität.

Diese Gruppe wurde gewählt, da ein beträchtlicher Teil der Teilnehmer an EAP-Kursen (English for Academic Purposes) an der LSE aus diesen Ländern stammt. Die Studie versucht, einen besseren Einblick in die Situation dieser Studenten zu gewinnen, die in ihrem Heimatland bereits einem Beruf nachgingen, doch jetzt als Auslandsstudenten in Großbritannien leben. Dabei stehen folgende Fragen im Vordergrund: Wie kommen lateinamerikanische Studenten mit dem Übergang, der (Re-)Konstruktion ihrer Identität und der Anpassung an eine neue akademische (diskursiv ausgerichtete) Community of Practice (Wenger 1998) zurecht? Wie wirken sich diese gegenwärtigen Erfahrungen auf zukünftige bzw. vergangene Erfahrungen (Dewey 1938/1997) aus?

Die Methode der narrativen Analyse (z. B. Mishler 1995; Riessman 2008) eignet sich zur Erforschung und Interpretation solcher Erfahrungen am besten, unter Umständen gemeinsam mit Konversationsanalyse (siehe Gubrium & Holstein 2009).

Erste Forschungsarbeiten und in den Bereichen Erziehung und angewandter Sprachwissenschaft zeigten überraschende Ähnlichkeiten zwischen lateinamerikanischen und ostasiatischen Studenten auf, doch besteht gerade in Bezug auf Studenten aus Lateinamerika in der Fachliteratur noch eine beträchtliche Forschungslücke. Im Rahmen dieser ersten Arbeiten musste ich mich auch mit meinen eigenen Lehrmethoden auseinandersetzen und die ihnen zugrunde liegenden Lehr- und Lernkonzepte kritisch betrachten.

Ziel meiner Arbeit ist es, ein besseres Verständnis der Studenten aus Lateinamerika zu erlangen und dieser von der Forschung bisher vernachlässigten Gruppe mehr Gehör zu verschaffen. Gleichzeitig hoffe ich auch, dass diese Perspektiven dazu beitragen, meinen Lehrplan und Lehransatz zu hinterfragen (siehe Dewey 1997: 28). Reflexion spielt dabei für mich als praktizierende Forscherin eine zentrale Rolle.

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Competences: "Staying on form: The competence of the learner, the competence of the teacher, the competence of LC staff"

Saturday, 8 September 2012

Time: 09:00-11:00

Position: 3

Room: CLM.7.02

Encouraging cooperation and peer-to-peer evaluation using Moodle in an ESP-IELTS preparation course for PhD Education students

This paper discusses the role and development of a scientific English and IELTS preparatory course using the Moodle CMS, designed to meet the needs of a group of 25 PhD Education students of the University of Padua. A subject-specific and skills-oriented approach in English for Scientific Purposes (ESP) is used, comprising 45 face-to-face teaching hours and 50+ hours of autonomous online work. Levels of linguistic competence in this group are considerably varied, therefore peer-to-peer cooperation, editing and evaluation is encouraged throughout, thereby fostering a positive collaborative learning environment. Moodle provides a highly flexible framework for presenting course components, linking students to uploadable materials, online publications, lexical, linguistic and grammar tools, podcasts and videos, and creating opportunities for student feedback and content creation through the various feedback activities available, namely online text assignments, forums, blogs, surveys, glossary creation, and quiz creation. The 12-week course focuses on specific themes outlined in a course textbook "Focus on IELTS" (Sue O'Connell, Longman-Pearson), accompanied by a rich online resource bank. Focus is placed on academic style and vocabulary, and students are encouraged to reflect on their learning, to acquire critical thinking skills, as well as academic writing competences. The blended structure of the course requires students to collaborate as colleagues and learners, and reinforces professional skills that are useful to them in their own research activities and their future academic careers. The course also involves a reconfiguration of student-teacher roles, whereby students assume greater responsibility for their own learning, and create their own content. For educators in particular, the experience enables them to become aware of their own learning, and to achieve greater autonomy over the writing process. During this presentation, the benefits of collaborative e-learning and blended learning using a wide range of on-and offline line materials and approaches will be illustrated, together with a report on the students' own perceptions of the experience.

Marina Canapero is an ESL teacher at the University of Padova, and teaches A1-C1 level English to undergraduate, postgraduate, Doctoral students and university teaching staff. She is specialized in English for Specific and Scientific Purposes, and in developing scientific writing and presentation skills for post-graduate and PhD students. She has developed Web-based materials and Websites for language learning, and uses First Class, and Moodle for online course delivery. A keen teacher of English to children using a holistic approach (music, theatre, story-telling, art) she is currently working with Elementary school teachers to create interactive activities for English teaching using the Interactive Whiteboard.

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Competences: "Staying on form: The competence of the learner, the competence of the teacher, the competence of LC staff"

Saturday, 8 September 2012

Time: 09:00-11:00

Position: 4

Room: CLM.7.02

"To understand and to be understood" - What do law students' reports tell us about language and the workplace?

Because our aim is to help students learn for life, it is essential to know what the workplace is like. This research looks into the workplace of law professionals and future law professionals. Previous research has indicated that law graduates from the University of Helsinki, Finland, tend to use foreign languages in many different tasks and more frequently than other graduates from the same university. There are also indications that, in the Finnish context, employers in sectors that recruit law graduates put high value on language skills.

This presentation focuses on law students soon to receive a Master's in Law Degree, who in our context typically work part-time while studying. Over 30 such students have so far reported on their observations at work, as a way of fulfilling a degree requirement. In this "out-of-classroom" process, the students reveal where they use language in general and foreign languages, in particular. They also self-evaluate their skills and predict their future language needs.

This presentation analyses these student reports, looking into what languages and what types of skills are needed at work, and what language skills the students claim to have learned at work. The analysis indicates, for example, that the workplace relies heavily on the mother tongue and English, and that the tasks in these two are similar. Thus, higher education language teaching should possibly consider English less as an object of instruction and more as a medium of use, with a wide range of applications. Other implications based on the findings will also be discussed.

Diese Präsentation behandelt das Sprachenlernen finnischer Jurastudenten während ihrer studienbegleitenden Praktika. Die Selbstreportagen zeigen, dass die Studierenden ihre Sprachkenntnisse in Finnisch und Englisch häufig anwenden können und dass sie lernen, wie wichtig Sprachen im Arbeitsleben sind. Die Bedeutung der Resultate für unseren Unterricht an der Universität Helsinki werden diskutiert.

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Innovation: "Kitting yourself out: New technology, new approaches to teaching and learning"

Thursday, 6 September 2012
Time: 16:00-18:00
Position: 1
Room: CLM.2.05

Use of Wimba-Voice Board to develop oral skills in the teaching/learning of Spanish as a Foreign Language

Developing oral skills is an essential goal for Modern Foreign Language teachers, and one which is highly valued by learners. Therefore, a main task for any MFL teacher is the identification of effective strategies to develop students' oral skills and to increase their opportunities to use them.

However, oral practice presents a series of challenges, especially when the teaching/learning takes place in a non-native context. For example, it is difficult for all learners in the same classroom to participate equally in speaking activities, which may lead to an unequal development of their oral communicative competence.

Oral communication is also the cause of most student anxiety in the classroom but it can be difficult to integrate in homework assignments so, traditionally, these have focused on grammar practice or reading and writing activities.

Finally, it is difficult to collect and file evidence of students' oral production both to present to external examiners and to allow for the learners' own self-evaluation.

Throughout the last ten years, the Spanish section of the LSE Language Centre has searched for a solution to some of those questions. ICT developments -particularly WIMBA Voice- has allowed us to experiment and to find some possible answers.

In this article we will revise some of the research underpinning the use of WIMBA as a useful tool in MFL teaching/learning and we will present and evaluate the use that we have made of that technology to enhance the development of our students' oral skills.

El desarrollo de las destrezas orales es un objetivo esencial para los profesores de ELE y, quizás, el más valorado por los estudiantes. Una de las principales tareas del profesor consiste en desarrollar estrategias que contribuyan a la mejora de dichas destrezas, ofreciendo al alumno el mayor número posible de oportunidades de practicarlas.

Sin embargo, las destrezas orales presentan una serie de retos, especialmente cuando la enseñanza tiene lugar en un contexto de habla no nativo. Uno de ellos es, sin duda, la dificultad de integrarlas en las tareas realizadas fuera del aula.

En primer lugar, revisaremos brevemente las estrategias ensayadas por la sección de español de LSE a lo largo de los últimos diez años a fin de permitir la práctica oral fuera del aula. Después, nos centraremos en explicar y evaluar el uso que hemos hecho de *Wimba Voice Tools* en nuestros cursos de ELE.

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Innovation: "Kitting yourself out: New technology, new approaches to teaching and learning"

Thursday, 6 September 2012

Time: 16:00-18:00

Position: 2

Room: CLM.2.05

A thematic approach to Academic courses

Students who take a subject course held in English are required to read extensively about one topic, to listen to a series of lectures on the same topic and then often to produce a piece of writing based on what they have read and listened to. My courses at the University of Helsinki do not actually incorporate these extensive elements and, as a result, may not be meeting the real needs of the students. I have, therefore, piloted a course in which students worked with extended texts, both written and spoken, and produced written tasks centered around the content of two online video courses. These online courses were subject specific and provided additional materials we worked with. I will present the basic structuring for this course, report on the how the course was received, and how I plan to develop it.

Les étudiants qui suivent un cours dans un sujet spécifique doivent étudier ce sujet en profondeur. J'ai conçu un cours qui supporte ce processus en utilisant des cours vidéo en ligne avec des matériaux supplémentaires. Les cours en ligne sont appuyés dans la classe au moyen de conversations, lecture et écriture.

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Innovation: "Kitting yourself out: New technology, new approaches to teaching and learning"

Thursday, 6 September 2012

Time: 16:00-18:00

Position: 3

Room: CLM.2.05

A wiki for developing and sharing higher education terminology

The objective was to create an effective forum for discussing and sharing current and new terminology in the field of higher education. A commercially available, on-line wiki was configured for this purpose. Various university language centres throughout the Netherlands contributed their existing glossaries. As a result, the wiki currently contains around 7000 higher education terms. A well-attended wiki training session was held in Nijmegen in 2010, to familiarise users with the wiki. In its current form, the wiki is not accessible to the general public. Only registered members (currently numbering 133) have read and write privileges. These include the staff of various university languages centres and a number of freelance translators. Usage over the past three years has shown an upward trend, and the site is currently averaging five unique visitors per day. Over the same period, however, very few users have added new terms to the wiki, amended existing entries, or started discussions. Despite general acknowledgement of the wiki's relevance and usefulness, the challenge now is to find a model that will increase user engagement, and boost user activity in the wiki.

De reden waarom we een commercieel beschikbare Wiki hebben opgezet, is om een discussieforum te creëren waarop we actuele en nieuwe hogeronderwijsterminologie kunnen delen en bespreken. Verschillende Nederlandse universitaire taalcentra hebben hun eigen glossaria met ons gedeeld. Zodoende bevat de Wiki nu meer dan 7.000 hogeronderwijs termen. In 2010 hebben we een Wikitraining gegeven in Nijmegen om gebruikers bekend te maken met de Wiki. Deze training was een groot succes.

Momenteel is de Wiki niet voor iedereen toegankelijk. Alleen geregistreerde leden, dat zijn er nu 133, hebben toegang tot de Wiki en kunnen deze bewerken. De meeste van deze leden zijn collega's van andere taalcentra en freelance vertalers. De afgelopen drie jaar laten een stijgende lijn zien in het aantal bezoekers, momenteel gemiddeld vijf unieke bezoekers per dag. Helaas zijn er in die tijd maar weinig gebruikers geweest die nieuwe termen hebben toegevoegd, bestaande termen hebben aangepast of discussies zijn aangegaan. Ondanks de algemene erkenning van de relevantie en bruikbaarheid van de Wiki, blijft het een uitdaging om een model te vinden waardoor gebruikers meer betrokken raken en actiever zullen deelnemen.

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Innovation: "Kitting yourself out: New technology, new approaches to teaching and learning"

Thursday, 6 September 2012

Time: 16:00-18:00

Position: 4

Room: CLM.2.05

ITALLO: Improving cultural awareness and employability

In response to a clear need for flexible, subject-specific materials to support advanced learners of Italian, the ITALLO project, funded by the Learning and Teaching Enhancement Unit at University of Southampton, has created a suite of online learning resources using the LOC tool (Learning Object Creator) created by the Subject Centre for Languages, Linguistics and Areas Studies in collaboration with eLanguages in Modern Languages at University of Southampton.

The LOC tool is a Learning Object authoring tool for teachers supporting the creation of interactive online learning resources through an embedded pedagogical template offering structure and guidance. The 12 Learning Objects (LOs) designed are appropriate for post-A level students. They can be used as stand-alone learning units, or linked to activities undertaken in face-to-face teaching.

In designing the LOs, special emphasis was placed on developing skills and knowledge that would enhance students' employability. ITALLO also focussed on creating resources that once trialled in Italian, could easily be transferred to other languages.

After briefly outlining the rationale behind the project, the presentation will demonstrate some of the LOs. Although Italian was the language selected for the project, the presentation may appeal also to delegates interested in e- and blended learning and those seeking ideas for integrating employability into the languages curriculum.

ITALLO's asynchronous learning objects can be uploaded on Institutions' VLEs and its innovative approach includes:

- flexibility :time and place of study, learning style preferences and cultural background.
 - Accessibility :offering an inclusive teaching tool providing a range of approaches to accommodate student diversity.
 - Support and implementation of a student-centred learning environment which enhances students' skills as independent learners.
 - Increased student participation arising from the combined teaching approach proposed with ITALLO (face to face and e-learning).
 - Easy to link to pre and post activities within the appropriate language course and also other subjects.
-

Il progetto Itallo nasce per rispondere ad una chiara necessità di materiale specifico in supporto all'apprendimento della lingua italiana per studenti di livello avanzato.

Il progetto è stato finanziato dalla "Learning and Teaching Enhancement Unit" dell'Università di Southampton, allo scopo di creare una serie di risorse online asincrone usando il software LOC tool (Learning Object Creator) creato dal Subject Centre for Languages, Linguistics and Areas Studies in collaborazione con eLanguages del dipartimento di Lingue Straniere Moderne dell'Università di Southampton.

Il LOC tool è un software per insegnanti che offre una guida dettagliata e un modello pedagogico per favorire la creazione di risorse online asincrone ed interattive.

Le 12 risorse online create con il progetto ITALLO sono appropriate per studenti di livello post-A level e possono essere usate sia come unità di apprendimento indipendenti, sia come spunto o attività da svolgere come approfondimento successivo alle lezioni in classe.

Nel creare le risorse, uno sforzo particolare è stato fatto per includere attività che favorissero lo sviluppo di qualità e conoscenze che migliorassero l'occupabilità degli studenti.

ITALLO è stato inoltre pensato in un'ottica di facile trasferibilità dalla lingua italiana ad altre lingue, una volta che il progetto sia stato valutato e la sua effettività accertata.

Le risorse online create con il progetto ITALLO possono essere scaricate direttamente sulle piattaforme virtuali di istituzioni interessate a usarle e il loro approccio innovativo include:

- Flessibilità: orario e luogo di studio, stile di apprendimento e formazione culturale
- Accessibilità: le risorse offrono un' ampia gamma di approcci didattici che ne permettono l'utilizzo da parte di studenti con diversi stili di apprendimento
- Facilitazione e realizzazione di un modello di apprendimento incentrato sullo studente e che sviluppi le sue qualità di apprendimento autonomo.
- Aumentata partecipazione degli studenti generata dal modello combinato proposto da ITALLO (lezioni in classe e apprendimento autonomo)
- Facilità di collegare le attività di ITALLO a delle pre-attività o post-attività all'interno del curriculum di lingue o di altre materie

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Innovation: "Kitting yourself out: New technology, new approaches to teaching and learning"

Friday, 7 September 2012
Time: 10:45-12:45
Position: 1
Room: CLM.2.05

"Is blended methodology the panacea for learning improvement?"

There has always been a debate around the issue of what is that improves learning, the instruction itself or the media used for it. It has also been said that computer mediated learning, as opposed to traditional instruction, positively influences the students achievement. However, some researchers (Schramm, 1977; Clark, 1983; Ally, 2002; Wiley, 2002) point out that it is not the use of media that improves learning but the strategies and the material developed for this particular kind of instruction. Online asynchronous learning is being implemented by many educational institutions in order to attract students who desire to receive a quality education regardless time zones, location and distance. Furthermore, synchronous online learning is being used for interaction between students and teachers. These two modalities, asynchronous and synchronous learning are frequently combined to design full courses that promote meaningful learning, not an easy task considering that the learning materials have to be developed taking into account

the different learning styles and motivations of the students, the pace of the difficulty level of the materials and how to facilitate an efficient processing of the input.

This paper examines the benefits and difficulties of such combined modality (asynchronous and synchronous learning) and the theoretical and practical implications for the design of effective materials for this modality.

Siempre ha existido debate acerca de si es la enseñanza lo que mejora el aprendizaje o los medios que se emplean para la misma. También hay controversia en cuanto a la influencia positiva del aprendizaje asistido por ordenador en contraste con la enseñanza tradicional. Algunos investigadores (Schramm, 1977; Clark, 1983; Ally, 2002; Wiley, 2002) señalan que no es el uso de los medios de comunicación lo que mejora el aprendizaje, sino las estrategias y el material desarrollado para este tipo de instrucción.

Muchas instituciones están empezando a combinar las modalidades síncrona y asíncrona de enseñanza online para diseñar sus cursos. Este artículo explora los beneficios y dificultades de esta modalidad mixta y las implicaciones teóricas y prácticas para el diseño de materiales eficaces para la misma.

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Innovation: "Kitting yourself out: New technology, new approaches to teaching and learning"

Friday, 7 September 2012

Time: 10:45-12:45

Position: 2

Room: CLM.2.05

On-screen typographical annotation of the Latin alphabet: an innovative solution to mother-tongue interference in language learning

It is generally admitted that mother-tongue interference (MTI) is a universal and major obstacle to foreign or second language learning causing persistent difficulties with perception and oral production which in turn inhibit communication. In the European context, when learning relies predominantly on written forms, the Latin alphabet amplifies and exacerbates interference problems and consequently deserves to be improved upon typographically in multilingual contexts. Interference is manifest in often relatively innocuous deviance such as a foreign accent and in harmful deviance such as misplaced lexical stress patterns (pronouncing the word "famine" with a weak first syllable as in 'machine') which can leave listeners mystified and frustrated. It is this latter category of inaccurate accentual contrast - distracting syllable stress deviance at the word level rather than at the sentence level - which in a post-Gutenberg age now deserves the full floodlights of pedagogical engineering attention. A pluridisciplinary team of researchers from Toulouse, working on the SWANS authoring system, hypothesise that appropriate on-screen typographical *annotation*, sound *synchronisation* and *animation* can improve the accurate memorisation of L2 lexical stress patterns. In other words, innovative AV reading techniques can help correct often fossilised deviant habits in oral production. High doses of repetition and intensive oral practice still have a place in the language classroom but we argue that 80% of problems find their origin in deviant perception rather than in the mechanics of articulation and that the essential challenge is raising awareness : helping students **see** what they clearly cannot **hear** in the target language. Recent research suggests that syllables have a greater contribution to the perception of spoken English than previously assumed (Mattys, 2005), (Chait, 2005) and the most useful annotation of stress patterns thus involves changing the size and colour of these syllables to indicate variations of syllabic pitch, volume and length used in primary stress, secondary stress and reduced vowels. A simplified, paper-based version of such practice is relatively widespread in primary school L1 reading manuals but is ignored for university L2 learning as it is assumed that students can already read, know how to distinguish syllables, and that therefore such attention to segmental detail is redundant. The SWANS team disagree, particularly in the case of speakers of Romance languages learning Germanic languages and vice-versa.

On-screen reading of sound synchronised annotated text has been tested in CercleS language centres for 5 years in the context of the CNRS-sponsored multilingual SWANS authoring system which is based on teacher input via manual text

annotation (Frankfurt 2006, Helsinki 2010). Feedback and test results demonstrate progress in controlled contexts including some lasting improvements in intelligibility and elimination of ‘fossils’. In this paper, we analyse the current development of an automatic syllable annotation system (drawing on progress in text-to-speech research and algorithms for detecting syllable boundaries : Marchand and Damper 2009) and describe the Europe-wide networked training required for both native and non-native teachers. Somewhat like an automatic spelling checker, we expect such a tool may be criticised for its limitations but adopted widely by the language learning community who require the instant and colourful visualisation of stress patterns in contrast to the laborious consultation and steep learning curve of current alternative systems. The on-screen textual annotation of syllables attempts to achieve via simultaneous heightened stimulation of eyes and ears what A. Tomatis claimed to achieve through more cumbersome and relatively complex auditory manipulations with an ‘Electronic Ear’: the triggering of a mental control mechanism permitting the readjustment of voice quality and thus a clearer, more comprehensible, L2.

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Innovation: "Kitting yourself out: New technology, new approaches to teaching and learning"

Friday, 7 September 2012

Time: 10:45-12:45

Position: 3

Room: CLM.2.05

Tasks and tools for learning languages online: The experience of the Universitat Oberta de Catalunya

Founded in 1995, the Universitat Oberta de Catalunya (Open University of Catalonia) is an online distance learning institution based in Barcelona, Spain. This paper will present some of the ways in which the university’s School of Languages, with a current enrollment of approximately 8000 students, addresses the many challenges of implementing a task-based approach to language learning in a totally virtual environment. We will first focus on the design of appropriate tasks, the selection of suitable online tools, and the training of online tutors, three factors which have proven to be crucial in our efforts to provide learners with opportunities to use the target language in meaningful situations. We will then present examples of specific collaborative tasks designed to elicit both written and spoken interaction online through the use of video blogs, wikis, and synchronous audio-conferencing and discuss the advantages and disadvantages of various tools currently available. We will also discuss how these activities have been received by students based on responses to feedback surveys. Finally, we will describe how online networking of teams of tutors is facilitated and how these virtual communities of practice constitute 1) an important means of mutual support for instructors and 2) an invaluable feedback mechanism for course coordinators.

Fundada en 1995, la Universitat Oberta de Catalunya, con sede en Barcelona, ofrece formación a distancia en la red. En esta comunicación, presentaremos algunos ejemplos de cómo la Escuela de Lenguas, actualmente con unos 8000 estudiantes matriculados, se enfrenta al reto de implementar un enfoque por tareas en un entorno totalmente en línea. Primero, nos centraremos en el diseño de tareas, la selección de herramientas tecnológicas adecuadas y la formación de profesores en línea, tres factores que han resultado ser cruciales en nuestro empeño para proporcionar a los estudiantes oportunidades para utilizar la lengua meta en situaciones significativas. Entonces, presentaremos ejemplos de tareas colaborativas diseñadas para fomentar la interacción escrita y oral por medio de videoblogs, wikis y audioconferencias síncronas, y consideraremos las ventajas y desventajas de las herramientas disponibles en la actualidad. Asimismo, basándonos en los resultados de las encuestas enviadas a los estudiantes, hablaremos sobre su grado de satisfacción con las actividades realizadas en línea. Por último, describiremos cómo una comunidad virtual de profesores constituye 1) un importante medio de apoyo mutuo y 2) un mecanismo de feedback valioso para los coordinadores de los cursos.

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Innovation: "Kitting yourself out: New technology, new approaches to teaching and learning"

Friday, 7 September 2012

Time: 10:45-12:45

Position: 4

Room: CLM.2.05

'Going for gold' on the web and in corpora: can language learners (and teachers) do it?

The great proliferation of excellent online learning materials and tools is both an opportunity and a challenge for the language teacher. As more and more courses include online modules, the ability to find, evaluate and appropriately use online tools is becoming an essential teaching skill. On the other side, learners tend not to use online FL resources on their own, mainly because of lack of confidence and their limited competence in the foreign language.

When dealing with unfiltered web pages in a foreign language, both teachers and learners, with different perspectives, need to overcome inevitable hurdles: can we help (and ourselves) them going for gold?

This paper deals with a restricted area of this issue and develops on the ideas about introducing corpus driven activities in the classroom through freely available and user friendly online resources discussed in Zanca (2011). It argues, though, that our students' familiarity with online tools like Google, Wikipedia, blogs or social networks and tasks conducted within the methodological framework of corpus linguistics can have a key role in increasing our learners' capacity to overcome these hurdles also in other online settings, by fostering their overall autonomy and self-confidence through language learning-by-discovery processes.

Unfiltered online resources are difficult to deal with. Learners have to unravel the meaning of unfamiliar words, but the main problems come from lexical bundles, idiomatic expressions, culture-bound 'hidden' messages, figurative language, humor, slang and so on.

Most corpus linguists maintain that this is largely due to the fact that learners have a limited ability to deal not so much with the meaning of words and grammar rules, but with context and co-text; with how words create regular patterns (Partington 2008), but are extremely slippery and acquire different meanings in different situations.

This is particularly relevant where accuracy and appropriateness is at the core of the learning process, like in translation and writing courses.

Several approaches to language pedagogy based on (or driven by) corpus linguistics have tried to face this issue in the last decades, but their impact on language learning pedagogy remains very limited, mainly because corpus analysis tools are felt as too sophisticated by the average learner.

The paper suggests that learners can be led to gradually build their confidence and autonomy in dealing with larger units of meaning, co-text and context, patterns, humor and other advanced features of language. It describes activities and tasks that require the observation of examples of language used in context, from more familiar online resources like google or from more 'unfriendly' tools like online corpora.

La possibilità di accedere online a una crescente e multiforme quantità di materiali autentici nella lingua studiata rappresenta al contempo una opportunità ed una sfida sia per gli apprendenti L2 che per i loro insegnanti. Gli ostacoli da superare ci portano spesso a desistere a favore di materiali già filtrati ed adattati. Questo intervento suggerisce un approccio che, integrando i suggerimenti della linguistica dei corpora e del data driven approach, si propone di sviluppare le capacità di scoperta linguistica degli apprendenti - soprattutto laddove gli strumenti tradizionali (dizionari, risorse lessicografiche e grammaticali) sono meno efficaci - consentendo loro di affrontare in modo autonomo anche gli ostacoli più impegnativi.

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Innovation: "Kitting yourself out: New technology, new approaches to teaching and learning"

Friday, 7 September 2012

Time: 14:00-16:00

Position: 1

Room: CLM.2.05

Innovations in the Language Teaching + Moodle

The aim of the paper is to present a variety of innovative methods as applied in teaching foreign languages at the Institute of Social Sciences, Faculty of Civil Engineering, Brno University of Technology, Czech Republic. Thanks to our ESF project "Innovation of Didactic Methods in the Languages and Soft Skills Education", we are able to enhance our teaching by implementing a number of modern technologies and multimedia tools which can be used both in the classroom (interactive SmartBoards etc.) and, perhaps more importantly, in the students' homes (online Moodle courses).

The Moodle courses clearly represent a new dimension in language learning and in our experience, they help to make the learning process more effective. Thus, each of our language courses is supported by its online version in the Moodle e-learning system which is conveniently accessible twenty-four hours a day.

The paper will focus on *practical* demonstration of how our Moodle courses work, what they look like and how students can benefit from them. Each Moodle course is divided into several sections according to the syllabus. Every section includes a PowerPoint presentation of grammar and, furthermore, there are a lot of interactive exercises to practise grammar, vocabulary and the students' reading and listening skills (exercises are provided in attractive HotPotatoes applications). Students are encouraged to share their opinions in forums, submit their homework online and test their language skills in interactive tests. The courses include useful external links and are regularly updated.

According to the survey we have conducted, students enjoy using the wide variety of our Moodle resources. Most students especially appreciate the opportunity to study independently, at their own pace. Specific examples of HotPotatoes exercises, PowerPoint presentations and other online tools available on Moodle will be shown during the actual presentation.

Der Vortrag behandelt die zahlreichen innovativen Methoden im Fremdsprachenunterricht, die an dem Institut der Sozialwissenschaften der Fakultät für Bauingenieurwesen an der Technischen Universität in Brünn in der Tschechischen Republik (im Rahmen eines ESF-Projektes) eingeführt worden sind. Vor allem werden die online Moodle-Kurse präsentiert, die unseren Studenten beim Fremdsprachenlernen zur Verfügung stehen und ihnen den Lernprozess auf attraktive Weise erleichtern.

Der Schwerpunkt des Vortrags liegt im *praktischen* Vormachen einer Reihe interaktiver Moodle-Tools – z. B. handelt es sich um PowerPoint-Präsentationen der Grammatik und nützliche interaktive (oft in den HotPotatoes-Applikationen verfasste) Übungen, Foren und Teste, mit deren Hilfe die Studenten die Gelegenheit haben, ihre Grammatik- und Wortschatzkenntnissen sowie ihr Hör- und Leseverstehen selbstständig zu üben.

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Innovation: "Kitting yourself out: New technology, new approaches to teaching and learning"

Friday, 7 September 2012

Time: 14:00-16:00

Position: 2

Room: CLM.2.05

Soziale Medien im Sprachunterricht – ein Gemeinschaftsprojekt an den Sprachenzentren in Vaasa und Helsinki

Der Einsatz sozialer Medien im Sprachenunterricht als Ergänzung zum Kontaktunterricht wird zunehmend selbstverständlicher Bestandteil der Unterrichtsgestaltung (Blended Learning, Out of Classroom Language Learning). Im Beitrag soll ein gemeinsames deutschsprachiges Unterrichtsprojekt mit landeskundlichen Schwerpunkten für Studierende auf dem Niveau B1-B2 zwischen den Sprachenzentren Vaasa und Helsinki vorgestellt werden, das im Jahr 2012 durchgeführt wurde. Dieses Projekt ist Bestandteil von QualiDaF, dem Netzwerk von Deutschlehrenden an finnischen Sprachenzentren. Die dargestellten Schwerpunkte bilden die auf sozialen Medien basierenden ausgewählten Unterrichtsaktivitäten und wie diese mit Kontaktunterricht verbunden wurden. Nach einer Darstellung des Unterrichtskonzeptes werden die landeskundlichen Themen sowie die Aufgabenstellungen zur Arbeit mit unterschiedlichen Medien (Gruppen- und Einzelarbeit in Moodle, Blogs, Wikis, Podcast sowie insgesamt drei Videokonferenzen) und die studentischen Ergebnisse vorgestellt. Daran schließt sich eine Besprechung der Evaluation von 25 Fragebögen an, die auch Einblicke in die private Mediennutzung und einen zukünftigen sinnvollen Einsatz sozialer Medien im Unterricht aus Sicht der Lehrenden und Studierenden gewähren.

In this study we present a joint teaching project including use of social media that has been carried out at the language centres of the universities of Helsinki and Vaasa in spring term 2012. This project is embedded in the activities of the Quali-DaF group formed by the German teachers at Finnish universities. One of the teams established for the continuation period concentrated on use of social media in teaching. This study introduces the first results of its work. The social media are very much present in university students' lives. Therefore it has recently been also more and more accepted and promoted for teaching purposes. The number of social media and of possible uses are for many teachers quite overwhelming and many of them question their usefulness. Therefore we wanted to find out how we can apply the social media successfully in our previously existing courses and learn if the social media can really add some value to them.

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Innovation: "Kitting yourself out: New technology, new approaches to teaching and learning"

Friday, 7 September 2012

Time: 14:00-16:00

Position: 3

Room: CLM.2.05

Is there room for a real new method in teaching with technology?

The in-progress techno innovations of the recent years have been seen as the *sine qua non* in LT and particularly in ELT, being English the language of techno communication.

Here and there, we have been trying to cope with these rapid changes, delivering new plans and ideas, fitting out schools with the *latest* devices, if this word could ever be applied to the rapidity of the changes.

Outstanding ideas and projects have been produced: the Spanish **Escuela 2.0**, the English **Capital**, and **Scuola Digitale** in Italy. In the Italian region of Sardinia, as a development of **Scuola Digitale** and similar to the American **Arpa-Ed**, interactive boards and iPads have been spread on a one-to-one basis among institutions while huge extra funds were allocated to schools and universities, specifically the University of Cagliari and Sassari, to massively improve the teaching of English in a parallel effort to keep the pace with the rest of the country.

Experience says, though, since this paper comes from first hand observation, that if we had to show this *movie* to an external observer, he would probably notice that in view of this apparent revolution, school actors, namely teacher and students, have not changed much of their approach.

They still refer to paper as the teaching media at any level, secondary or university, start and get back to it with maybe just some integrative deviations not to disturb the full-length papery stream, and should somebody remove paper from their lessons, they would feel deprived, physically deprived, feeling part of a weird school.

So, here's the question : is there room for a real new method in teaching with technology? And if yes, where does it start from?

Nonostante il processo innovativo messo in atto da più parti, ad una osservazione sul campo effettuata su diversi livelli scolastici attraverso le scuole e l'Università della regione Sardegna-Italia, il vero processo di introduzione delle tecnologie nella scuola sembra non essere ancora iniziato. Insegnanti e studenti continuano a relazionarsi con il processo insegnamento-apprendimento attraverso il cartaceo, riconoscendo solo l'approccio tradizionale come proprio e con esso le strategie ad esso collegate.

Ecco dunque la domanda : c'è spazio per un nuovo metodo di insegnamento con la tecnologia?

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Innovation: "Kitting yourself out: New technology, new approaches to teaching and learning"

Friday, 7 September 2012
Time: 14:00-16:00
Position: 4
Room: CLM.2.05

Mobile Phones and Learner Autonomy: A survey of Italian UWLP learners

Please note at the time of going to press this presentation had not been confirmed.

The speed of technological advance in the mobile phone, netbook and tablet markets has meant that learners increasingly have access to digital devices capable of enhancing their learning experience. Chinnery (2006) surveyed the state of mobile language learning and identified technical problems and limitations such as small memory size, low resolution screens, poor audio quality and slow internet connectivity. However, as Godwin-Jones (2011) points out, many of these issues have now been overcome and today's mobile phones include many of the advanced features associated with mini computers. This paper reports on a study aimed to investigate how language learners, taking Italian as an option on the University Wide Languages Programme (UWLP) at Coventry University, use their smart phones and other digital devices to support their language learning. Over 170 learners taking Italian at levels 1, 2 and 3 were asked to complete an on-line questionnaire. The first section of the questionnaire asked learners to indicate the devices to which they had access. The second section then aimed to gain an understanding of the frequency with which they used their devices inside and outside the classroom to support their language learning. To capture more in depth data referring to specific usage of their devices in the four skills: reading; writing; speaking and listening; several questions based on the five point Likert scale were asked. Learners were also asked to explain how they used their devices to access dictionaries and thesauruses. The tutor gathered further data from learners who were observed using their digital devices autonomously in the classroom. To triangulate the study, semi-structured interviews were carried out with a sample of the participants.

Il rapido progresso tecnologico nel mercato dei cellulari, netbook e tablets ha permesso agli studenti di avere facile accesso a dispositivi digitali, capaci di migliorare la loro esperienza di apprendimento. Chinnery (2006), in un sondaggio sullo stato di apprendimento delle lingue tramite l'ausilio dei cellulari ha identificato dei problemi tecnici e delle limitazioni, dovute alla minima capacità di memoria, alla bassa risoluzione degli schermi, alla scarsa qualità dell'audio e alla lenta connessione ad internet. Tuttavia, Godwin-Jones (2011) ha evidenziato che molte di queste problematiche sono ormai state superate e che i cellulari odierni includono molte caratteristiche avanzate, associate a mini computer. Questo articolo si propone di indagare come un gruppo di studenti, che studiano l'italiano come lingua opzionale all'università di Coventry, usi gli smartphones ed altri dispositivi digitali per supportare l'apprendimento delle lingue straniere. Più di 170 studenti del 1°, 2° e 3° anno sono stati invitati a completare un questionario on "line". La prima parte del sondaggio chiedeva agli studenti di indicare i dispositivi digitali a cui avevano accesso; la seconda parte mirava a raccogliere dati sulla frequenza con cui gli studenti li usavano in classe e fuori dalla classe di italiano per supportare il loro apprendimento.

Al fine di ottenere dati piu' dettagliati, con riferimento all'uso specifico dei dispositivi digitali nelle 4 abilità: lettura, scrittura, competenza orale e di ascolto, sono state poste domande basate sulla scala Likert a 5 punte. Gli studenti hanno dovuto spiegare come utilizzavano i loro dispositivi per consultare i dizionari e vocabolari dei sinonimi.

L'insegnante ha raccolto ulteriori dati dall'osservazione, in classe, degli studenti che usavano i loro dispositivi digitali autonomamente. Per triangolare lo studio, sono state condotte interviste semi strutturate con un campione di studenti.

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Innovation: "Kitting yourself out: New technology, new approaches to teaching and learning"

Saturday, 8 September 2012

Time: 09:00-10:00

Position: 3

Room: CLM.2.05

Learning by discussing: how to increase oral language proficiency using a task-based approach

With the aim of significantly developing the English-language academic discussion skills of participants, the Language Centre of Humboldt University Berlin has recently introduced a course which is wholly adherent to the principles of task-based language learning and teaching (TBLT).

In this presentation, I will explain the theoretical background to the project as well as presenting details on how the course was designed and the results that have been achieved thus far.

Developed according to key principles of EAP (English for Academic Purposes) syllabus design, and incorporating CEFR-based continuous assessment, the course consists of a series of academic discussions and (native-speaker-based) 'foci on form' aimed at enabling participants to identify and address their individual language needs, the whole being linked together within the framework of a virtual learning environment (Moodle).

Both results and feedback thus far have been positive, appearing to support the adoption of such a task-based approach with regard to increasing participants' oral proficiency.

Mit dem Ziel, die englischsprachige Diskussionsfähigkeit der Teilnehmer(innen) maßgeblich weiter zu entwickeln, führte das Sprachenzentrum der Humboldt Universität zu Berlin einen Kurs ein, der gänzlich den Prinzipien des handlungsorientierten Fremdsprachenunterrichts folgt.

In diesem Vortrag erläutere ich den theoretischen Hintergrund des Projekts und stelle Einzelheiten der Kurskonzeption und die bisherigen Ergebnisse vor.

Entwickelt entsprechend der Grundprinzipien der Lehrplankonzeption, unter Einbeziehung von, auf GER-basierender, kontinuierlicher Evaluierung, mit dem Ziel, es den Teilnehmer(inne)n zu ermöglichen, ihre individuellen Sprachbedürfnisse zu ermitteln und anzugehen, besteht der Kurs aus einer Reihe von wissenschaftlichen Diskussionen mit „Fokussen auf Form“, während derer die Teilnehmer(innen) ihre Leistungen mit denen der Muttersprachler(innen) vergleichen. Der gesamte Kursinhalt wird innerhalb einer Lernplattform (Moodle) verlinkt und dokumentiert.

Sowohl die Ergebnisse als auch das Feedback sind bis dato positiv und scheinen, hinsichtlich der Verbesserung der mündlichen Sprachkompetenz, die Einführung eines solchen „handlungsorientierten Ansatzes“ zu unterstützen.

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Innovation: "Kitting yourself out: New technology, new approaches to teaching and learning"

Saturday, 8 September 2012

Time: 09:00-11:00

Position: 1

Room: CLM.2.05

Press observer through delicious

Press articles are among the most common materials used in the teaching of languages, offering a wide range of authentic texts that teachers use at all levels. However, encouraging students to read newspapers outside the classroom is a more complicated task.

In 2009, the LSE Language Spanish section initiated *Press Observer*, an activity aiming to encourage B2 CEFR students to read Latin American digital newspapers. This activity also has other goals: to develop mediation –oral and writing– skills, to reinforce the acquisition of specialised vocabulary and to increase students' socio-cultural competence.

The use of *Delicious*, since October 2011, has brought numerous advantages to the activity, highlighting the useful role of ICT tools when they help to fulfil an activity's specific goals and when they are user-friendly. *Delicious* is a free social bookmarking tool which allows storage, sharing and classification of web links.

The activity *Press Observer* and its use of *Delicious* are both transferable to other levels, to the achievement of other aims and to the learning of other languages.

Los artículos de prensa son uno de los materiales más comunes utilizados en la enseñanza de ELE y ofrecen, sin duda, una variedad inestimable de textos que los profesores utilizamos en todos los niveles. Sin embargo, fomentar la lectura de periódicos fuera del aula entre los estudiantes de niveles A2-B2 Marco Común Europeo de Referencia de Lenguas (MCERL) es una tarea más complicada.

En el año 2009, la sección de español de LSE puso en marcha *El Observador de Prensa*, una actividad que busca familiarizar a estudiantes de nivel B2 MCERL con la prensa latinoamericana. Esta actividad tiene además otros tres objetivos: desarrollar las destrezas de mediación –oral y escrita–, reforzar la adquisición de vocabulario específico y profundizar en el conocimiento sociocultural de América Latina.

El uso de *Delicious*, desde octubre 2011, ha aportado numerosas ventajas al *Observador de Prensa*, confirmando la utilidad de las TICs cuando facilitan el cumplimiento de los objetivos previstos para una actividad y son de uso sencillo. *Delicious* es un servicio gratuito de marcadores sociales en la red que permite almacenar, compartir y clasificar enlaces en Internet.

Tanto la actividad de *El Observador de Prensa* como el uso de *Delicious* son transferibles a otros niveles, a la obtención de otros objetivos y al aprendizaje de otras lenguas.

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Innovation: "Kitting yourself out: New technology, new approaches to teaching and learning"

Saturday, 8 September 2012

Time: 09:00-11:00

Position: 2

Room: CLM.2.05

Technology-mediated tasks in English for Specific Purposes (ESP): design, implementation and learner perception

Although many researchers have focused their attention on task-based language teaching (TBLT) in recent years, there is little published research on TBLT in technology-mediated contexts, and on how to design and implement tasks in online settings. In addition, very little can be found in the literature about learner perception of technology-mediated tasks in these new virtual learning environments. The objective of this paper is to bridge these gaps by reporting on the design, implementation and learner perception of *English For Biologists (EFB)*, an online module based on tasks and aimed at French biology students enrolled on a first year Master's degree programme.

The principles underlying the design of EFB (a combination of three action-based approaches) as well as its implementation (tutor mediation in particular) will be presented, together with a concrete example of scenario. This paper will also offer interesting insight in the learners' perception of task-based language learning through the analysis of the answers they gave to a post-course online questionnaire. Overall, technology-mediated task reception was positive but learner feedback enabled to uncover specific problems, notably regarding the type of support provided.

En dépit de l'intérêt suscité ces dernières années par l'enseignement-apprentissage des langues par les tâches, peu de publications traitent des tâches médiatisées par les technologies et de la façon dont de telles tâches peuvent être conçues et mises en œuvre. De plus, la perception qu'ont les apprenants de ce type de tâches a rarement fait l'objet d'études. L'objectif de cette communication est de combler ces manques en rendant compte de la démarche de conception, de la mise en œuvre et de la perception des apprenants du dispositif *English For Biologists*, un module hybride pour l'apprentissage de l'anglais de spécialité (sciences du vivant) au niveau Master et fondé sur la notion de tâche.

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Innovation: "Kitting yourself out: New technology, new approaches to teaching and learning"

Saturday, 8 September 2012
Time: 09:00-11:00
Position: 4
Room: CLM.2.05

Individualised, Creative and ICT-enhanced: Passing the Baton to Learners

This paper presents practical examples of development and implementation of a creative ICT-enhanced language teaching approach focused on individualised learning in a university environment.

In 2009-2012, Masaryk University Language Centre (Centrum jazykového vzdělávání CJV MU), the largest language centre in the Czech Republic, carried out the Compact Project with the aim to improve language education at Masaryk University in a complex and innovative way. It consisted of design, development, piloting, evaluation and implementation of testing, language and soft skills courses, and ICT tools focusing on areas such as CEFR, flexible materials format, authentic situations, creative processes and barriers, community-of-practice communication, or individualised ICT-enhanced language learning. The project resulted in almost one hundred new and innovated soft skills, academic and specific language courses, newly standardised system of testing and a "Virtual Study Space" (www.vjs.muni.cz), which serves as a new collaborative open learning resource with some social network features providing a great number of teaching and learning materials, methods and tools. The project outcomes indicated that the creative ICT-enhanced approach can play a fundamental role in improving language learning and in fostering an individualised learning environment; on the other hand, despite its potential and growing importance, its effectiveness depends on cultural shift of both learners and teachers. Therefore, a new Impact Project with the goal to facilitate such shifts on the national level starts in May 2012.

The aim of this paper is to describe the role and the effective use of the creative ICT-enhanced approach; to provide suggestions on how to integrate this approach to university language education; and to stimulate discussion on which creative ICT-enhanced teaching methods can serve the learners' needs best.

Esta ponencia presenta ejemplos prácticos de desarrollo e implementación de un enfoque de enseñar idiomas creativo y apoyado por las TIC orientado en un aprendizaje individualizado en el ambiente universitario.

En los años 2009-2012 el Centro de Lenguas de la Universidad Masaryk (Centrum jazykového vzdělávání CJV MU), el mayor centro de lenguas de la República Checa, llevó al cabo el Proyecto Compact con el objetivo de mejorar la enseñanza de idiomas en la Universidad Masaryk de un modo complejo e innovador. Consistió en diseñar, desarrollar, poner a prueba, evaluar e implementar pruebas, cursos de idiomas y herramientas de las TIC enfocando áreas como MCERL, formato flexible de materiales, situaciones auténticas, procesos creativos o aprendizaje de idiomas individualizado apoyado por las TIC. El proyecto ha resultado en más de un centenar de cursos nuevos e innovados, un sistema de pruebas estandarizado y también en la creación de "Virtual Study Space" (www.vjs.muni.cz) que se convierte en una nueva fuente colaboradora de aprendizaje abierta con unas características de redes sociales proporcionando de esta manera un gran número de material docente y de aprendizaje, métodos y herramientas. El objetivo de esta ponencia es describir el rol y el uso efectivo del enfoque creativo apoyado por las TIC; proporcionar sugerencias de cómo integrar este enfoque en la enseñanza de idiomas universitaria; y estimular debates sobre cómo métodos docentes apoyados por las TIC puedan cubrir mejor las necesidades de los estudiantes.

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Management: "Setting the goals: Managing diversity, managing change, setting goals"

Thursday, 6 September 2012

Time: 16:00-18:00

Position: 1

Room: CLM.7.03

Challenging the future – new ways and means of activating the Finnish Language Centre Network

The Finnish university language centres date back to the seventies and a close co-operation between them has always been of crucial importance to their existence and development. In the beginning, the co-operation was coordinated by the Council of Language Centre Directors, and from 2003 onwards by the Network of Finnish University Language Centres (FINELC). The co-operation has, after some very active decades, recently become rather static and sporadic; it has mainly consisted of two to three yearly directors' meetings and some joint projects.

In present day world the Finnish language centres, like the whole European university sector, have been faced with rapid changes and developmental challenges. In this situation it has become evident that our old forms of co-operation and our old working structures no longer serve the needs of proactive strategic planning and development, nor do they allow us to enter a societal discussion concerning the issues which we have expertise on and which we find important. The time has thus come to broaden and deepen the co-operation, to find new and more effective ways to co-operate and to activate and engage both language centre teachers and language centre administrators in the collaborative processes as a part of their normal working routine. This is what our presentation focuses on.

In our talk we will first describe the process of developing a shared strategic vision for FINELC and a common understanding of what high-quality language and communication studies in Finnish universities (could) mean in future. Secondly, we will outline the steps leading towards the vision and present the identified areas of co-operation. Thirdly, we will present the processes of developing the means to achieve and maintain high quality. Finally, we will discuss the different possibilities of co-operation and the problems that we could be faced with when trying to implement these new type of a plans in the traditionally rather autonomous universities and their independent language centres. Aiming for shared guidelines and practices, and at the same time respecting each university's individual profile and its language centre's characteristics poses, no doubt, great challenges, but offers also interesting opportunities.

Die Sprachenzentren der finnischen Universitäten wurden in den siebziger Jahren gegründet, und ihre enge Zusammenarbeit untereinander ist für ihre Existenz und Entwicklung schon immer von maßgeblicher Bedeutung gewesen. In der Anfangszeit wurde diese Kooperation vom Rat der Direktoren der Sprachenzentren koordiniert, und ab 2003 ist das Netzwerk der Sprachenzentren der finnischen Universitäten (FINELC) für die Koordination zuständig. Nach den aktiven ersten Jahrzehnten ist in der letzten Zeit die Zusammenarbeit statisch und sporadisch geworden. In der Hauptsache hat sie darin bestanden, dass sich die Direktoren der Sprachenzentren zwei oder dreimal im Jahr getroffen haben, und außerdem sind einige Kooperationsprojekte verwirklicht worden.

Heutzutage werden die Sprachenzentren der finnischen Universitäten, ebenso wie der gesamte europäische Universitätssektor, mit raschen Veränderungen und Entwicklungsforderungen konfrontiert. In dieser Situation ist uns klar geworden, dass die alten Kooperationsformen und Arbeitsstrukturen unseres Netzwerks unseren modernen strategischen proaktiven Planungs- und Entwicklungsbedürfnissen nicht mehr dienen. Sie ermöglichen auch nicht die Beteiligung unseres Netzwerks an der gesellschaftlichen Diskussion über die Fragen, die wir für wichtig halten und in der wir die Sachverständigen wären. Für unser Netzwerk ist es also an der Zeit, die Zusammenarbeit zu vertiefen und zu erweitern. Deswegen sind wir bestrebt, neue und wirksamere Kooperationsformen zu ermitteln. Außerdem wollen wir sowohl die Lehrkräfte an den Sprachenzentren als auch die Akteure in der Verwaltung zu einer solchen Zusammenarbeit aktivieren, die, wie wir hoffen, in unserem Alltag zu einer normalen Arbeitsweise werden soll. In unserer Präsentation möchten wir diese Entwicklungsarbeit genauer beschreiben.

Zu Beginn unseres Vortrags beschreiben wir zuerst den Prozess, mit dem FINELC eine gemeinsame Vision geschaffen und eine gemeinsame Auffassung darüber zustande gebracht hat, was in der Zukunft mit hochklassigen Sprach- und Kommunikationsstudien im Kontext der Sprachenzentren der finnischen Universitäten gemeint ist. Zum zweiten skizzieren wir die Schritte, die zu der Verwirklichung dieser Vision hinführen, und stellen die von uns ermittelten Kooperationsgebiete vor. Zum dritten stellen wir die Prozesse vor, mit denen die Mittel zur Erreichung und Wahrung einer hohen Qualität in der Tätigkeit entwickelt werden. Und zum Schluss erwägen wir verschiedene Kooperationsformen und diskutieren die möglichen Probleme, die bei der Verwirklichung unserer Reformpläne an den ziemlich autonom tätigen Universitäten und ihren Sprachenzentren auftreten können. Das Streben nach gemeinsamen Auffassungen und Praktiken in der Weise, dass zugleich die individuelle Profilierung einer jeden Universität und die spezifischen Züge seines Sprachenzentrums respektiert werden, stellt ohne Zweifel eine große Herausforderung dar, bietet aber auch interessante Möglichkeiten.

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Management: "Setting the goals: Managing diversity, managing change, setting goals"

Thursday, 6 September 2012

Time: 16:00-18:00

Position: 2

Room: CLM.7.03

Putting our Money where our Mouth is. Internationalization and English Language Policy at Radboud University Nijmegen: A case study.

One of the spearheads of the strategic plan for Radboud University Nijmegen, the Netherlands for the period 2005-2009 was internationalization. The English language policy (2008) which resulted from this formulates the university's ambitions as follows:

- (Research) Masters are, for an important part, in English. All members of staff involved in these programmes are highly qualified.
- The university will create the necessary conditions to enable our staff to contribute to the realisation of the university's ambitions.
- All members of staff who teach in English have a sufficient level of proficiency or will be trained to achieve this level.

Formulating these visions, goals and strategies in internationalization policies is, of course, one thing, but how can we put our money where our mouth is?

Our paper will address this question on the basis of the university language centre's experiences with the implementation of the English Language Policy at Radboud University Nijmegen between 2008 and 2011. We will report on both our successes and some bottlenecks when it came to spending the university's budget wisely to pre-test just under a thousand members of staff and to offer additional English language training and exam programmes. In addition, we will deal with such issues as preventing and overcoming resistance, taking into account cultural

differences between the various faculties and services, defining the obligations and responsibilities of the different stakeholders and assessing and training general language abilities versus more specific competencies like lecturing in English or English for policy makers, secretaries, technicians etc. Finally, we would like to exchange ideas on how to shape a more long-term follow-up programme within people's limited time and the university's financial means

Taten *und* Worte sprechen lassen. Internationalisierung und Politik der Englischsprachigkeit an der Radboud-Universität Nijmegen: Eine Fallstudie.

Zu den Schwerpunkten des Strategieplans für die Radboud-Universität Nijmegen/Niederlande für den Zeitraum 2005-2009 gehörte die Internationalisierung. Die Politik der Englischsprachigkeit (2008), die daraus hervorgegangen ist, formuliert die Zielsetzung der Universität wie folgt:

- (Forschungs-)Masterstudiengänge werden zum größeren Teil auf Englisch durchgeführt. Alle Mitglieder des Lehrkörpers, die an diesen Programmen beteiligt sind, sind hoch qualifiziert.
- Die Universität wird die erforderlichen Voraussetzungen schaffen, damit unser Lehrkörper dazu in der Lage ist, einen Beitrag zur Verwirklichung der Zielsetzungen der Universität zu leisten.
- Alle Mitglieder des Lehrkörpers, die in englischer Sprache unterrichten, besitzen bereits eine ausreichende sprachliche Fähigkeit oder werden geschult, um ein solches Niveau zu erreichen.

Nun ist die Ausformulierung dieser Visionen, Ziele und Strategien in der Internationalisierungspolitik natürlich eine erste Voraussetzung, aber wie können wir diesen Worten dann auch Taten folgen lassen?

Mit dieser Frage wird sich unser Beitrag auf der Basis der Erfahrungen des Sprachzentrums der Universität sowie mithilfe der Umsetzung der Richtlinien der englischen Sprache an der Radboud-Universität Nijmegen im Zeitraum von 2008 bis 2011 befassen. Wir möchten sowohl unsere Erfolge vorweisen als auch einige Engpässe beschreiben, die sich zu der Zeit abzeichneten, als wir unseren Etat effektiv dazu verwenden mussten, Eingangstests für knapp tausend Mitarbeiter abzuhalten und eine zusätzliche englische Sprachschulung und Prüfungsprogramme anzubieten. Darüber hinaus gehen wir ein auf Fragen wie Vorbeugung und Überwindung von Widerstand, Berücksichtigung von kulturellen Unterschieden zwischen den einzelnen Fakultäten und Dienststellen, die Definition der Verpflichtungen und Verantwortlichkeiten der verschiedenen Stakeholder sowie die Einstufung und Schulung der allgemeinsprachlichen Fähigkeiten im Gegensatz zu spezifischeren Kompetenzen, etwa Durchführung von Vorlesungen auf Englisch, Englisch für Entscheidungsträger, Sekretärinnen, Techniker usw. Abschließend möchten wir einen Gedankenaustausch darüber initiieren, wie man innerhalb der Beschränkungen, die durch die den Mitarbeitern zur Verfügung stehende Zeit und die Finanzmittel der Universität vorgegeben sind, ein längerfristiges Folgeprogramm gestalten könnte.

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Management: "Setting the goals: Managing diversity, managing change, setting goals"

Thursday, 6 September 2012

Time: 16:00-18:00

Position: 3

Room: CLM.7.03

Managing a Herculean Portfolio Review process at the University of Sussex Centre for Language Studies (SCLS)

During the Academic Year 2011/12, the University of Sussex undertook a rigorous process of portfolio review of all its programmes. The review was an evidence-based strategic and developmental process to determine, design and formally validate a sustainable portfolio of degree programmes and electives for introduction in 2012. This presentation will discuss the process from the viewpoint of the University of Sussex Centre for Language Studies (SCLS). It will introduce the main activities of the Centre, which include the provision of programmes and courses in Arabic,

English, English Language Teaching, French, German, Italian, Japanese, Mandarin Chinese and Spanish. The presentation will encompass four main areas:

Taught Programme Design and Delivery, including:

- Educational Aims of the Provision
- Learning Outcomes
- Curricula and Assessment

Learning Opportunities, including:

- Learning Resources
- Student Learning/Research Environment

Student Support and Guidance, including:

- Academic Advising
- Support for Students abroad
- Personal Development and Employability Skills

Maintenance and Enhancement of Quality and Standards, including:

- Student Feedback
 - Peer Observation
 - Staff Development
-

Während des akademischen Jahres 2011/12 verpflichtete sich die Universität von Sussex ein strengen Prozess der Portfolio-Überprüfung aller ihrer Programme. Diese Präsentation wird den Prozess aus der Sicht der University of Sussex Forschungszentrum Sprachen (SCLS) diskutieren.

Please note that this summary in a second conference language was provided by the LSE Language Centre as the presenter(s) did not provide one of their own.

Professor Ray Satchell, University of Sussex, r.satchell@sussex.ac.uk

Management: "Setting the goals: Managing diversity, managing change, setting goals"

Thursday, 6 September 2012

Time: 16:00-18:00

Position: 4

Room: CLM.7.03

A whole semester in one week: a different kind of intensive course abroad.

This paper will present an approach to intensive courses abroad. Neither an excursion nor 30 hours in the classroom, this approach combines a minimum of classroom instruction with mini-projects anchored within and in cooperation with the local universities. The students not only receive course credit from their own university but also experience and feel a part, although a small part, of the universities on site. A direct result of and dependent on a network of language centre colleagues, this approach allows the students to use and evaluate their language skills in actual academic contexts abroad on a small but often more illuminating level.

An example of a one-week course in London will be presented.

Ein Auslandsintensivkurs wird präsentiert. Weder eine Exkursion noch 30 Unterrichtsstunden, dieser Kurs besteht weniger aus traditionellem Klassenzimmerunterricht, sondern viel mehr aus Miniprojekten an und im Zusammenhang mit den Universitäten vor Ort. Die Studierenden können die Sprache in akademischen Kontexten im Ausland auf kleiner Ebene, aber auch manchmal in einer erleuchtender Art und Weise, nicht nur benutzen, sondern sich auch selbstevaluieren.

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Management: "Setting the goals: Managing diversity, managing change, setting goals"

Friday, 7 September 2012

Time: 10:45-12:45

Position: 1

Room: CLM.7.03

The changing world of higher education: where do language centres fit in

Higher education is in motion. For language centres this means more than just adapting to internationalization, flexibilization and democratization: they must reinvent themselves if they wish to survive. Members of NUT, the organization of Dutch-speaking language centres, face challenges such as:

- Persuading university administrators to implement a long-term, wide-ranging language policy
- Finding the best position within the organization for the language centre (within a faculty, as part of the central administration, or as an independent entity). Achieving a balance between providing a service and working in academia
- Dealing with internal and external competition as well as with budget cuts
- Reconciling the bureaucratic environment with a commercial mentality
- Curbing the 'English only' trend to guarantee multilingualism
- Finding and keeping the motivated language professionals who make all this happen.
-

We aim to meet these challenges with strategies such as project-based inter-university cooperation, the recent NUT position statement to university boards and steering committees, and ensuring open communication on management issues. The NUT aims to find some unity in the very diversity of the language centres; this will reinforce their unique selling position in their particular field.

We at NUT have not yet found the perfect solution to these challenges, but we are beginning to realize that the world around us is changing so rapidly that we need to find and implement new approaches fast.

In our presentation, we will provide an analysis of the current state of language centre management in our countries. We will then consider this analysis in the light of some proven solutions, strategies and decisions, also emphasizing the importance of national organizations of language centres. And we will try to answer the question: **is it still worth going for gold?**

Dans le monde changeant de l'enseignement supérieur, les centres de langue se demandent quelle place leur est réservée. Cette présentation traitera quelques réponses formulées au sein du NUT (centres néerlandophones de Belgique et de Pays-Bas) face aux défis actuels.

Dr Christine Engelen, Antwerpen University(christine.engelen@ua.ac.be)

Dr Liesbet Korebrits, Radboud University Nijmegen l.korebrits@let.ru.nl

Dr Anje Dijk, University of Groningen, a.m.dijk@rug.nl

Management: "Setting the goals: Managing diversity, managing change, setting goals"

Friday, 7 September 2012

Time: 10:45-12:45

Position: 2

Room: CLM.7.03

"Doing" strategy at the Language Centre: targeting, collaborating and communicating

The academic and financial strategy of the University of Helsinki extends from the upper central administration through faculties and independent institutes to the smallest departmental units of the university. The Language Centre (LC), as one of the independent institutes, prepares a target programme every four years, which is based on the strategy of the

university. The process of preparing the target programme is a structured, scheduled and aligned process and it involves the whole personnel of the LC.

The Unit of Academic Affairs is one of the 11 (administrative) units within the LC. As part of the target programme of the LC, the Unit composes a plan of action for the four-year strategic period. The more concrete measures and targets for the Unit are then negotiated with the LC Director annually. In the personal review meetings between the Head of Academic Affairs and the employees the Unit level targets are discussed and goals are individually set according to each employee's duties and responsibilities.

In this presentation we will enlighten the process of transforming the university strategy into the target programme of the LC and further explain how the LC target programme is implemented within the Unit of Academic Affairs. We will look at the strategy-making process in the light of the theories of 'Strategy as Practice' and communication, emphasizing that the LC target programme is not a planning document reviewed every four years but something people do and develop in collaboration constantly. The process includes both top-down and bottom-up approaches. The way it is communicated within the LC is crucial when creating a target programme that serves as a tool for practice for the whole organisation.

We will combine the theories with our practical experience, giving examples of how the process was aligned and structured at the LC, and finally defining some of our challenges for the future.

Dans cette présentation nous allons éclairer le processus de transformation de la stratégie de l'Université de Helsinki en un programme d'objectif du Centre des Langues (CL) et expliquer comment le programme est mis en œuvre à l'intérieur de l'Unité des Affaires Académiques. Nous allons examiner le processus de préparation de stratégie au vu des théories de "Stratégie comme pratique" et de la communication, soulignant que le programme d'objectif n'est pas un document de planification qui sera revu tous les quatre ans mais quelque chose que les gens font et développent constamment. Le processus comprend les approches "du haut en bas" et "du bas en haut". La façon dont il est communiqué au sein du CL est primordial lors de la création d'un programme qui doit servir d'outil pour toute l'organisation.

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Management: "Setting the goals: Managing diversity, managing change, setting goals"

Friday, 7 September 2012
Time: 10:45-12:45
Position: 3
Room: CLM.7.03

From a pyramid to a matrix

The presentation will give a step by step overview of the process of developing a new management structure at the Language Centre at Masaryk University, Brno, Czech Republic. The Language Centre is one of the largest in the country with employees reaching 100 and has its divisions at 8 out of nine faculties.

Originally, a traditional pyramid structure was applied for many years, where a director of the centre was on the top of the hierarchy, having one, then two and over some time, as the agenda was continually handed over from the University management lower, up to 4 deputies. This subsequently meant that financial, personal, scientific and pedagogic decisions were made on the level of the language Centre, which has division heads at individual faculties. This pyramid structure did not give us many opportunities to develop the Centre according to our plans and needs. We could not efficiently find suitable new people with appropriate skills among our colleagues and get them more involved.

In 2011 we decided to undergo some training with an HR specialist, who had researched relevant literature, e.g. Barbara Sporn (1996) and other researchers writing about the relationship between institutional culture and

management approaches, and spent a countless number of hours discussing possible management models that would suit our needs better. It resulted in creating a matrix structure and spreading duties and responsibilities among teams.

The presentation will explain a new matrix system, a time plan for introducing it, stages and strategies which we used in presenting the system to all members of the Centre and how we tried to get our colleagues more involved.

Der Beitrag schildert schrittweise eine Übersicht des Prozesses zur Entwicklung einer neuen Leitungsstruktur am Zentrum für Sprachen an der Masaryk Universität in Brno in der Tschechischen Republik. Es handelt sich um eines der größten Zentren dieser Art im Lande, mit etwa 100 Angestellten und mit Zweigstellen in 8 von den insgesamt 9 Fakultäten.

Ursprünglich diente für viele Jahre eine Pyramidenstruktur mit einem Direktor an der Spitze der Hierarchie, der einen, zwei, und im Laufe der Zeit bis zu vier Stellvertreter hatte, als die Agenda allmählich vom Rektorat nach unten delegiert wurde. Dies hatte zur Folge, dass finanzielle, personalbezogene, wissenschaftliche und pädagogische Entscheidungen auf der Ebene des Sprachzentrums – mit seinen Leitungspersonen an den jeweiligen Fakultäten – gemacht wurden. Allerdings ließ diese pyramidale Struktur wenig Gelegenheit offen zur Gestaltung des Zentrums entsprechend unseren Plänen und unserem Bedarf. Es war schwer, effektiv neue Mitarbeiter mit entsprechenden Fähigkeiten unter unseren Kollegen zu finden, und diese auch richtig einzubinden.

In 2011 wurde der Beschluss gefasst, mit einem HR Spezialisten eine Schulung zu organisieren, der zu diesem Zweck relevante Literatur erforschte, wie Werke von Barbara Sporn (1996) und von anderen Wissenschaftlern, die sich mit dem Thema der Beziehung zwischen der institutionellen Kultur und dem Herantreten der Leitung auseinandersetzen, und wir vertieften uns für unzählige Stunden in Diskussionen über mögliche Management Modelle, die unseren Anforderungen besser entsprechen könnten. Im Ergebnis ist eine Matrix-Struktur mit Verteilung von Aufgaben und Verantwortungen zwischen den Teams entstanden.

Der Beitrag erklärt das neue Matrix-System und stellt den Zeitplan für deren Einführung vor sowie die Stufen und die Strategien, die wir bei der Präsentation des Systems allen Kollegen des Zentrums verwendet haben, um sie für die Sache zu gewinnen.

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Management: "Setting the goals: Managing diversity, managing change, setting goals"

Friday, 7 September 2012

Time: 10:45-12:45

Position: 4

Room: CLM.7.03

Learning in a language centre: a new kind of 'Do It Yourself'?

L'apprentissage en centre de langues, une version du Do-It-Yourself ?

Depuis la création de CERCLES en 1990, les centres de ressources en langues ou centres de langues (Crls par la suite), terme adopté depuis 1990 par la plupart des universités européennes selon Ruane (2003) proposent aux apprenants qui les fréquentent divers moyens d'améliorer leurs compétences en langues. Ils sont souvent des lieux d'innovation, où de nouvelles approches pédagogiques, et une multiplicité de possibilités de dispositifs pour l'apprentissage de langues sont proposées (Rivens Monpean, 2011). Comme l'indiquent les noms de certaines associations membres de CERCLES, tous les adhérents n'ont cependant pas nécessairement la même conception de ce qu'est un centre de langues.

Afin de déterminer les éléments qui peuvent être communs à tous et ainsi contribuer à mieux définir la notion de Crl, nous proposons à travers l'exemple de l'association française RANACLES, membre de CERCLES depuis sa fondation en

1992, d'étudier, d'une part les outils proposés par les CRLs à leurs usagers, d'autre part la façon ou les façons dont ils permettent à ces usagers de s'approprier ces outils. Certains Crls en effet mettent à la disposition des apprenants des outils de pilotage de l'apprentissage tels que les journaux ou carnets de bord, destinés à favoriser l'appropriation et la personnalisation par les apprenants de leur apprentissage, et donc leur autonomisation (Chateau, Zumbihl, 2010). Des outils de contrôle de l'apprentissage sont également mis en place au sein des Crls par certains enseignants. En outre, dans la plupart des centres diverses modalités d'accompagnement (tutorat, conseil entre autres...) permettent aux apprenants de se familiariser avec ces outils et de les prendre en main (Ismail, Bailly, 2011). Afin d'en dresser un panorama la présentation combinera une étude des outils proposés dans les Crls membres de RANACLES et l'analyse d'un cas spécifique, celui du centre de langues de notre université.

Since CERCLES was created in 1990, language resource centres, or language centres, as most European universities call them according to Ruane (1990), offer learners various means to improve their language skills. They are often places where new pedagogical approaches and innovating learning environments are proposed (Rivens Monpean, 2011). As the names of some of the associations belonging to CERCLES suggest however, all of them may not have the same definition for the term 'language centre'.

To determine the elements that may be common to all and perhaps contribute to the definition, we propose, through the example of RANACLES, the French association that has been a CERCLES member since its creation in 1992, to study both the tools offered by the centres to their learners and the ways they help the learners use them. Some language centres indeed offer tools that enable learners to take more control of their learning such as logbooks or diaries meant to support learners' autonomization (Chateau, Zumbihl, 2010). In some other cases teachers include control tools in the environments offered to the learners. Furthermore most language centres offer different types of support or guidance to help the learners familiarize with the tools (tutoring, counselling among others...) (Ismail, Bailly, 2011). Through a study of the tools offered by RANACLES language centres and in the language centre of our university the paper will try to establish a review of those tools.

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Management: "Setting the goals: Managing diversity, managing change, setting goals"

Friday, 7 September 2012
Time: 14:00-16:00
Position: 1
Room: CLM.7.03

Staying on top: enhancing professionalism through teacher-admin collaboration

"The Language Centre [of the University of Helsinki] personnel are highly skilled and committed to their work. They are highly professional, collegial, value their own work and are willing to develop it further." This quote was among the main conclusions in the final report of the international panel of Evaluation of Education (2009) carried out in the University of Helsinki. Since then, our LC has received several quality awards for its development, but the work continues in various ways.

This presentation focuses on experiences from two University pedagogy courses in 2011-12, offered to teachers as well as administrative staff. We will begin with a description of the general aims of these courses and then focus on two learner cases. Both of these pedagogy course participants work in the Language Centre administration – one as head of language training in the Language Services Unit and the other as study adviser in the Academic Affairs Unit – and are involved in the planning and reporting of teaching without actual teaching duties. They will describe how the University pedagogy courses have enhanced quality in their own work and what revelations they had while carrying out their course work together with the teachers; the assignments of the course included e.g. peer evaluation and feedback sessions. The social context of the courses has enabled the course participants to raise several issues of common interest in the discussion forums of the two courses. Moreover, these issues could be developed further to refine working processes at the Centre towards long-term teacher-admin collaboration.

Cette présentation rend compte de deux cours de pédagogie universitaire suivis en 2011-2012, proposés à la fois au personnel enseignant et administratif. Nous commençons avec une description des objectifs généraux de ces cours pour passer ensuite à deux études de cas du point de vue des apprenants. Les deux participantes aux cours de pédagogie travaillent pour l'administration du Centre de langues et sont impliquées dans la planification et les comptes-rendus d'enseignement sans responsabilités d'enseignement. Elles vont décrire les apports des cours de pédagogie universitaire pour la qualité de leur propre travail et les découvertes qu'elles ont faites pendant l'exécution des travaux pratiques en travaillant avec les enseignants. Les devoirs comprenaient, entre autres, des sessions d'évaluation par les pairs et des séances de feedback. Le contexte social des cours a permis aux participants d'évoquer plusieurs sujets d'intérêt général dans les forums de discussion des deux cours. De plus, ces sujets pourraient être développés pour affiner les processus de travail au Centre de langues vers une collaboration à long terme entre le personnel enseignant et administratif.

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Management: "Setting the goals: Managing diversity, managing change, setting goals"

Friday, 7 September 2012
Time: 14:00-16:00
Position: 3
Room: CLM.7.03

FAVORing the part-time language teacher: sharing and creating open educational resources (OER) through LanguageBox, a community-based repository

The resourcefulness of the part-time and/or hourly paid language teacher is often overlooked, despite the large numbers of such staff actively teaching within language centres across higher education. One of the objectives of the JISC-funded FAVOR (Find a Voice through Open Resources) project is to engage part-time and hourly paid language tutors working in UK university language centres and encourage them to publish their language teaching resources as open content through LanguageBox, a web-hosted repository. To facilitate this, the tutors are receiving training in the adaptation of their existing language teaching material to make it suitable for sharing, and training in the use of new online authoring tools to be able to create more open educational resources (OER). As well as digitally upskilling the teacher participants, a community of practice is being established through their engagement with the LanguageBox repository and the shared teaching content that is being added.

This presentation will introduce the FAVOR project, outlining its goals and progress so far. A part-time language teacher will talk about their open resources, their experience of working on the project and draw some conclusions about the impact this has had on their teaching. LanguageBox will also be demonstrated, its affordances as a tool for sharing, and some of its language teaching content will be showcased. Conference delegates from the wider language teaching community will also learn how they can join the LanguageBox community of users.

L'ingegnosità degli insegnanti di lingue part-time e/o pagati ad ore viene spesso sorvolata, nonostante questi docenti siano attivamente presenti in largo numero presso le università ed i college. Uno degli obiettivi del progetto "JISC-funded FAVOR" (Find a Voice through Open Resources) è di impiegare gli insegnanti di lingue part-time e/o pagati ad ore che lavorano nei dipartimenti di lingue delle università del Regno Unito ed incoraggiarli a pubblicare il proprio materiale rendendolo accessibile al pubblico attraverso il LanguageBox, un deposito di risorse per l'insegnamento, disponibile on-line. Per facilitare questo, gli insegnanti partecipano ad un corso di formazione che li aiuta ad adattare il proprio materiale in modo da renderlo idoneo per essere condiviso con altri, ed imparano ad usare uno strumento informatico che facilita la creazione di nuove risorse didattiche aperte. Oltre ad una riqualificazione degli insegnanti partecipanti al progetto, si è instaurata una comunità di docenti grazie al loro impegno con il LanguageBox ed alla condivisione di risorse aggiunte nello stesso.

Questa presentazione introdurrà il progetto FAVOR, sottolineando i suoi goal ed il progresso fatto finora. Un'insegnante part-time parlerà delle proprie risorse aperte, dell'esperienza fatta lavorando sul progetto e trarrà alcune conclusioni circa l'impatto che questo ha avuto sul suo modo di insegnare. Sarà inoltre dimostrato l'utilizzo del LanguageBox, il suo facile impiego come strumento per condividere, e saranno mostrate alcune risorse contenute nello stesso. I partecipanti alla conferenza provenienti dall'ampia comunità di insegnanti di lingue impareranno inoltre come possono unirsi alla comunità di utenti del LanguageBox.

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Management: "Setting the goals: Managing diversity, managing change, setting goals"

Friday, 7 September 2012

Time: 14:00-16:00

Position: 4

Room: CLM.7.03

Running outside the stadium: redefining the role of languages in higher education

In my paper I will address two pertinent issues of languages in higher education:

1. The relationship of language education and the world outside the university
2. The integration of language education into academic culture(s)

It is one of the most important insights of the work of the Wulkow network of directors of European language centres in higher education, that language teaching and the management of language centres is state-of-the-art and highly appreciated by students and their future employers. The expertise in establishing individual and institutional multilingualism that language centres have gathered over the years makes them competence and excellence centres of applied multilingualism. I will argue that stakeholders in higher education and in society do not yet see the value of those institutions as laboratories for the development of global citizenship and the establishment of multilingual societies. It seems that not even linguists in university departments see the potential of the language teaching institutions next door.

I will outline the role of language education within institutions of higher education, which goes far beyond training students for employability in a global job market. I will then go on to show the interdependence of language education and the communication needs of society. Eventually, I will try to sketch the development of a new discipline or culture of languages in higher education that will hopefully lead to the integration of research elements in language centres and to closer cooperation between language experts, researchers and practitioners. The overall aim is to redefine the role of language centres and language teachers in academia.

In meinem Vortrag werde ich auf zwei aktuelle Themen eingehen, die die Rolle der Sprachen an der Hochschule betreffen:

1. Die Beziehung zwischen Sprachausbildung in der Hochschule und der Realität außerhalb der Hochschule
2. Die Integration der Sprachausbildung in die akademische(n) Kultur(en)

Die Arbeit des Wulkow-Netzwerkes, eines informellen europäischen Netzwerkes von Direktoren von Hochschulsprachenzentren, zeigt, dass sowohl die Sprachausbildung als auch das Management der für die Sprachausbildung zuständigen Einrichtungen sich hohen Qualitätsanforderungen stellen und von Studierenden und deren zukünftigen Arbeitgebern sehr geschätzt wird. Expertenwissen, das Sprachenzentren im Bereich individueller und institutioneller Mehrsprachigkeit inzwischen gesammelt haben, macht sie zu Kompetenz- und Exzellenzzentren für angewandte Mehrsprachigkeit. Ich bin der Meinung, dass die für die Sprachenpolitik innerhalb und außerhalb der Hochschule Verantwortlichen, noch nicht verstehen, über welche Laboratorien zur Entwicklung von mehrsprachigen Gesellschaften und globalen Identitäten sie verfügen. Manchmal hat man den Eindruck, dass sogar die Philologien in den Hochschulen noch nicht das Potenzial der Sprachenzentren erkannt haben.

Ich möchte die neue Rolle der Hochschulsprachenzentren skizzieren, die m.E. weit über die Sprachausbildung der Studierenden für den zukünftigen Arbeitsmarkt hinausgeht. Ich möchte dies tun, indem ich die zeige, wie die Sprachausbildung und die kommunikativen Bedürfnisse der Gesellschaft zusammenspielen. Es geht mit darum, eine neue Disziplin oder akademische Kultur der Hochschulsprachausbildung zu entwickeln, die auch Elemente der Forschung enthält und hoffentlich zu einer engeren Kooperation zwischen Sprachenzentren, Experten für Mehrsprachigkeit, zwischen Forschern und Praktikern führen wird. Im Mittelpunkt stehen die Neudefinition der Sprachenzentren und die Neubestimmung der Rolle der Sprachlehrer und –lehrerinnen an den Hochschulen.

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Management: "Setting the goals: Managing diversity, managing change, setting goals"

Saturday, 8 September 2012

Time: 09:00-11:00

Position: 1

Room: CLM.7.03

What and how universities translate. An overview of university institutional communication in ELF (and other languages).

As they try to obtain funding and hire new research staff, many universities today operate, and compete with each other, on an international stage. In this they are frequently supported by EU policies aimed at fostering the creation of a European research space. A similar international dimension characterizes teaching, as universities today frequently organize joint degrees and exchange programmes with foreign partner institutions or try to attract foreign students to their own degree courses. Again, such programmes are supported by EU policies aimed at favouring the mobility of students both within and outside Europe. English is the lingua franca in many of the situations described, although the promotional and informative materials produced by universities are sometimes available in other foreign languages as well.

The paper looks at the role of ELF and other foreign languages in the institutional communication of universities. In particular, with reference to the European context, the paper will propose an overview touching on the following aspects: design of institutional websites in terms of the languages used and the type and amount of content provided in these languages; adoption of stylistic, rhetorical and communicative models that are not typical of the native culture; consideration of the cultural expectations of readers; treatment of "educational terminology", i.e. the vocabulary used to describe the functioning of the university.

The paper would like to contribute to answering one fundamental question: given that universities cannot be expected to produce translations for all the materials they produce and the documents they work with, on what bases can they decide where to direct their translation efforts?

L'intervento analizza le modalità di comunicazione in inglese come lingua franca delle università europee, con particolare riferimento alla comunicazione istituzionale via web. Attraverso lo studio di una selezione di siti web universitari di vari paesi europei non anglofoni, l'intervento intende mettere in luce le tendenze prevalenti in relazione ai seguenti aspetti: entità dei materiali presentati o tradotti in inglese; adozione di modelli stilistici e di presentazione riconducibili alla lingua inglese; considerazione delle diverse aspettative culturali degli studenti stranieri; traduzione della terminologia della vita universitaria.

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Management: "Setting the goals: Managing diversity, managing change, setting goals"

Saturday, 8 September 2012

Time: 09:00-11:00

Position: 2

Room: CLM.7.03

What teacher mobility can do

As the profile of language centres in the European higher education area (EHEA) and the role these centres play in the development of European linguistic policies continue to grow so too does awareness of the vital role regional, national and cross-European collaboration and cooperation play in the promotion of ongoing development in all aspects of language teaching along the lines of the Common European Framework (Council of Europe, 2001) (CEF). Paradoxically, however, while many language learners in the EHEA have access to European mobility programs, many of their teachers who work at university language centres are excluded from such programs and many have little, if any, access to in-service training. These teachers need training in how to adopt a "can do" approach along CEF lines and in how to incorporate a European dimension into their teaching. This paper, which sets out to raise awareness of the need for language centre teacher mobility, will provide illustrative examples of why and how language centres are ideally situated to pioneer learner-centred, foreign and second language course design for professional and academic purposes that meets the needs of universities. To this end, this paper reports on a teacher-initiated project involving undergraduate students of English from the University of León in Spain and the University of Bielsko-Biała in Poland which focuses on two key aspects in the teaching and learning of languages at university, namely, motivation and assessment. The project findings illustrate the essential role peer assessment and self-assessment have to play in language-learner language development and underline implications for the adequate and appropriate use of resources. The project, which highlights the important role teacher mobility can play in course design for academic and professional purposes, also helps to pinpoint the potential of our centres as pioneers in the development of relevant and meaningful intercultural communicative competence.

La presente ponencia tiene por objeto señalar el valor de la movilidad docente en el diseño de cursos con fines profesionales y académicos además de su importancia para la política lingüística de nuestros centros. A tal fin se informa de un proyecto realizado por iniciativa docente basado en el desarrollo de una competencia comunicativa intercultural relevante y útil. Los resultados destacan el papel esencial de la co-evaluación y la auto-evaluación y subrayan la importancia de la utilización adecuada de los recursos.

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Management: "Setting the goals: Managing diversity, managing change, setting goals"

Saturday, 8 September 2012

Time: 09:00-11:00

Position: 3

Room: CLM.7.03

Managing technological change: meeting the challenge

In this period of revolutionary change in the use of new technologies and the web 2.0, how is technology taken up by language centres? Does it just emerge as people adopt it or can it be managed as part of a centre's strategic plan? Our experience indicates both are important factors. Technology is dynamic, unpredictable, chaotic, confusing and complex (as well as creative and inspirational) and centres can have strategies in place to allow for innovation whilst aligning it to the centre's needs.

Using the example of UAB Idiomes Barcelona, we look at how to create and implement a change management project to bring all the diverse parts of technological change together and have a coherent vision. We suggest that such projects must adapt to the continual flux in technology but also have criteria to decide on its use. We consider the benefits that technology can bring but also ask questions about its purpose and usefulness. We also look at balancing

individual preferences and the centre's academic policy, as well as incorporating the idea of experimentation – some simple technologies can be the perfect fit whilst other more amazing technologies simply fall into disuse.

The talk argues that change management theory provides a practical framework for managers to harness new technology in their language centre and ensure that people are empowered to meet the challenge.

En el actual período de cambio, innovación tecnológica, y desarrollo de la Web 2.0, ¿cómo se introducen estos avances tecnológicos en los centros de idiomas?

¿Son cambios adoptados tanto desde la perspectiva individual como introducidos dentro de un plan estratégico de la empresa? Nuestra experiencia indica que ambos son factores importantes: los centros deben tener estrategias para permitir la innovación sin perder de vista las necesidades y objetivos de la empresa.

Nuestra propuesta es que la teoría de la gestión de cambios ofrece un marco práctico para manejar la introducción de nuevas tecnologías en los centros de idiomas y asegurar que los equipos docentes están preparados para usar las nuevas herramientas y entornos educativos."

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Management: "Setting the goals: Managing diversity, managing change, setting goals"

Saturday, 8 September 2012

Time: 09:00-11:00

Position: 4

Room: CLM.7.03

The role of research in university language centres in Finland

The role of research in university institutions whose primary task is to provide teaching remains ambiguous and controversial. In principle, all university teaching is based on pertinent research. However, for some university units, such as language centres, the basic tasks, and consequently their funding, are very often defined in a manner which excludes research done by the personnel. In this presentation, we will focus on the language centres in Finland and, based on recent data, discuss their current situation regarding engagement in research as part of their institutional strategy. The results show that research plays an important role in many of the language centres in one way or another. For all the centres, research is already part of their strategy or they aim to include it in the future. We will also consider recruitment vis-à-vis research, and introduce and examine ways to enhance and support language centres' and their teachers' involvement in research.

En el presente trabajo nos enfocaremos en los centros de idiomas en Finlandia y basados en datos recientes, discutiremos la situación actual en cuanto a su compromiso con la labor de investigación como parte de su estrategia institucional. Los resultados muestran que la investigación juega un papel importante para muchos de los centros de idiomas. Además, introduciremos y examinaremos diferentes maneras de mejorar y apoyar los centros de lenguas y a los maestros en su participación en la labor de investigación.

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Methodology: “Racing ahead: New ways to teaching and learning languages”

Thursday, 6 September 2012

Time: 16:00-18:00

Position: 1

Room: CLM.1.01

Necessity in Reducing Learners-Teachers Gaps with CELT Method: Bangladesh Context

Please note at the time of going to press this presentation had not been confirmed.

On going challenges in implementing CELT (Communicative English Language Teaching) in Bangladesh has been felt by this author in the process of learning/teaching English language effectively. Lack of sufficient preparation or training of the teachers and poor logistic support in most of the schools and colleges in primary, secondary and higher secondary level in Bangladesh seem to be responsible in resulting a relatively successful CELT a failure. The confusion among most of the teachers over the implementation of CELT has been creating a chaos in the classroom. Many teachers who have been taught through the old Grammar-Translation Method by their teachers, who also have shared the common traditional method have found themselves at a loss with the current CELT. The huge number of students in a classroom with no technological support is making the situation worse. Few institutions in cities availing the audio-visual support cannot get the benefit due to the teachers' newness to such technologies. The students coming through this faulty process find themselves as outsiders in their university classrooms where the medium of studies is strictly in English. And the university teachers find themselves in a helpless situation to make students understand their lecture fruitfully and again the gap increases. The existing socio-economic condition of Bangladesh and the slowness of implementation of any new methods are showing a bleak picture ahead to the future of learning/teaching English language effectively. Finally, the article identifies the challenges for the implementation of CELT as well as emphasizes on the need to take countrywide pragmatic measures to train the teachers to meet those challenges.

Die vorangehende Aufforderung für Verwirklichung CELT (Communicative English Language Teaching Das Unterricht Teaching- Das Unterricht von Gerpraehtlich enlich Sprache) in Bangladesch ist von diesem Autor wie er wahrlich zum Learner/Unterrichten beschaeftigt war. Es kommt mir vor dass da einen Mangel der Lehrmaterialien in den Schulen, Hochschulen im Bezug der Grund, Vorabitur and Abitur – Norm haben die namst Verantwortung in in Bangladesch. Und es bringt einen Misserfolg von CELT hier in Bangladesch. Fast alle Lehrer haben Verunsicherungen ueber die Verwirklichung von CELT und es bringt eine Durcheinander in der Lehrstelle- Viele Lehrer, die durch alten Methoden der Grammatik und Uebersetzung gelehrt worden von ihren Lehrern und auch die von alten ueblichen Methoden gelehrt worden, finden sich in einer Verlegenheit wie sie die modern CELT Methoden entgegenkommen. Eine hohe Zahl der Studenten im Klassenzimmer ohne irgend eine technologische Stuetze machen die Lage eben schlechter. Einige in den Staedten machen Nutzenanwendung der Hilfe der audiovisuelle hehrmittel ziehen einen grossen Vorteil trotz der Neuigkeit dieser Lehrmittel. Die Schueler, die durch solchen verkehrten Methoden gelehrt worden, finden sich als ein Ausstehende im Klassenzimmer woden Unterricht nur durch Englisch gegeben worden. Und ein Dozent in der Universitaet finden sich in einer Verlegenheit, wie er seine Lehrmaterial zum student Klass machen kann aber die Luecke vergruessert sich. Die vorhandene sozio-oekonomische Lage in Bangladesch und die Langsamkeit der Austuehuerung irgend einer neuer Methode bringt ein truer Bild fuer die Zukunft in Bezug von nuetzlichen Lerner/Lehren der Englischen Sprache, Schliesslich weisen die CELT Methode und auch betonen die Notwendigkeit zur pratischen Methoden um die Lehrer zu lehrendie Aufforderung begeben koennen.

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Methodology: “Racing ahead: New ways to teaching and learning languages”

Thursday, 6 September 2012

Time: 16:00-18:00

Position: 2

Room: CLM.1.01

Narratives and Accounts: 'Post-Crisis' Narration in Annual Company Reports

This paper has two principal objectives. Firstly, it aims to provide an analysis of the narrative structure and content of the business addresses of CEOs whose companies have recently undergone a crisis which threatens 'to dissolve [the] organization's social legitimacy' (Cowden and Sellnow 2002: 195). It is suggested that such an analysis is particularly insightful in a post-crisis situation, as the company undergoing the crisis tries to reclaim social legitimacy through the demonstration of competence and/or the fulfilment of community requirements (Hearit 1995). Business addresses by CEOs facing a crisis will aim to 'influence the public's perception of the organization and to maintain a positive image or restore a damaged image among stakeholders' (Stephens, Malone, and Bailey 2005: 395). Narrative is a powerful way of influencing perceptions and bringing about change in a business context (Moon 2010: 132).

Secondly, the paper aims to provide Business English practitioners with a model of how to use analysis of narrative elements in business addresses in order to encourage critical thinking in learners. It can encourage learners to be more sensitive to 'the unspoken elements in the story - what is not said, the ways in which characters behave towards each other, the backstories and emotions' (Moon 2010: 126). Learners can also become more aware of how use of narratives can be part of a strategy to convey a particular message or to enact change in a company (Moon 2010: 133). This strategy is likely to be particularly in evidence in 'post-crisis' business narratives.

The study giving rise to these objectives follows Labov's narrative model combined with discourse analysis as part of its sociolinguistic narrative structure approach in the analysis of the annual reports of two global companies, BP and Toyota, written post-crisis. The findings of the study indicate that, although there are similarities of form and evaluative function in the reports, there are also significant differences in terms of the use and effect of rhetoric. This leads the authors to the conclusion that cultural and community of practice norms are salient in the construction of corporate identity claims in business communication. It is suggested that the analytic approach taken in this study offers considerable insights into the forms and functions of business addresses, which will be of particular interest to Business English practitioners and learners.

Este ensayo recoge un estudio que analiza la estructura narrativa y el contenido de la correspondencia laboral y los informes de directores ejecutivos (CEOs) cuyas empresas han atravesado recientemente una situación de crisis. Se afirma que la narrativa empresarial es una herramienta importante que se puede utilizar para influir en las percepciones y para facilitar cambios en un contexto empresarial. El estudio sigue el modelo narrativo de Labov con un enfoque sociolingüístico, que será de especial interés para profesionales y estudiantes del inglés empresarial (Business English) que desean mejorar sus habilidades de pensamiento crítico.

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Methodology: “Racing ahead: New ways to teaching and learning languages”

Thursday, 6 September 2012

Time: 16:00-18:00

Position: 3

Room: CLM.1.01

Consolidation and reference of new vocabulary using a dynamic ‘lexical spreadsheet’

Language learners at all levels need a way of recording and organising newly learnt vocabulary for consolidation and for future reference. Information that is organised is easier to learn and allows for the possibility of future reference and/or consolidation. Listing words alphabetically in a vocabulary notebook has been a traditional way of organising this information. However, organizing vocabulary in more meaningful categories seems to make it easier to learn. Textbooks, for example, often introduce new vocabulary thematically. Words can also be organised according to their grammatical class or characteristics, their real world category (e.g. modes of transport, means of communication), their phonological pattern, their etymological elements, or according to when/where they were learnt. Whichever method is adopted, paper-based notes are limited in terms of space (learners often run out of space for certain categories; for others the space might be unused) and time (handwritten pages deteriorate over time and can not easily be updated). This presentation shows how, with reference to Arabic and Chinese, a simple ‘lexical’ spreadsheet can be used for effective consolidation and reference of new vocabulary. Offering the learner multiple ways of organising vocabulary at

the same time – combining all of the approaches mentioned above, the resource can easily be modified and updated. Importantly, in keeping with current language learning theory, the spreadsheet is designed to encourage learners to take more responsibility for their vocabulary learning and to approach this process more systematically. The resource can be used from any computer, smart phone, tablet or memory device.

Esta presentación muestra cómo, en relación con el árabe y el chino, un simple 'léxico' hoja de cálculo puede ser utilizado para la consolidación efectiva y la referencia de nuevo vocabulario. Ofreciendo varias maneras de organizar el vocabulario al mismo tiempo, el recurso puede ser fácilmente modificada y actualizada. Es importante destacar que, de acuerdo con la teoría autónoma el aprendizaje de idiomas, la hoja de cálculo está diseñado para animar a los estudiantes a tomar más responsabilidad por su aprendizaje del vocabulario y de acercarse a este proceso de manera más sistemática. El recurso puede ser utilizado desde cualquier dispositivo informático, un teléfono inteligente de tabletas, o palo de memoria.

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Methodology: “Racing ahead: New ways to teaching and learning languages”

Friday, 7 September 2012

Time: 10:45-12:45

Position: 3

Room: CLM.1.01

Mind the gap between form and function! A case for the sit-com in motivating awareness-raising strategies in the learner

Undergraduates reading for degree courses in modern languages often come to the university under the false impression that they only need to learn the language, and fail to realize the essential fact that language is, above all, a social creation, and that communication is a social act which does not operate in a social void (Halliday 1989). Indeed, students need to overcome their initial difficulty in adjusting to a deeper awareness of the classic form-function (Halliday 1985) and use/usage (Widdowson 1978) dichotomies, where the focus on the particular meaning of each form depends on its specific function within the speech context.

A close analysis of the humorous exchanges that crowd a half-hour TV sit-com will bring out many key concepts – from the traditional dichotomies of the form and function, semantic and pragmatic meaning of utterances to textual features of cohesion, intertextuality and interaction (exchange structure, speech act theory, politeness, and so on) – that need to be recognised in order for the viewer/student to fully appreciate the pragmatic intentions of the speaker in the ongoing interaction. Furthermore, just as the copious references to aspects of everyday British life are a test of general knowledge for a British viewer who is expected to capture their pertinence in the ongoing verbal play in order to appreciate their humorous intent (Norrick 1993), so they are for the student of English to recognise not only the illocutionary force of the utterance within the humorous exchange but also possibly unfamiliar characteristics of the culture of the language.

Based on a corpus of popular British TV sitcoms, this paper provides a number of possible applications in the university classroom in a more process-oriented teaching approach.

Il contributo verterà sull'analisi di alcuni prodotti televisivi di intrattenimento quali *la Situation Comedy* in un contesto didattico che vuole stimolare il discente a riconoscere la forza illocutoria del messaggio anche tramite il linguaggio umoristico. Ci si focalizzerà in modo particolare sulla forza pragmatica della battuta umoristica, sia implicita che esplicita, al fine di scoprire il vero intento dello scrittore / parlante all'interno della dicotomia tradizionale di forma / funzione dell'enunciato.

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Methodology: “Racing ahead: New ways to teaching and learning languages”

Friday, 7 September 2012

Time: 10:45-12:45

Position: 4

Room: CLM.1.01

Writing: Searching for the Semantic Principle of French Texts

La maîtrise de l'expression écrite d'une langue étrangère au niveau académique est sans doute une aptitude langagière qui pose aux apprenants le plus de problèmes. Etant donné que choisir la langue de rédaction signifie inévitablement opter pour un mode de pensée, la difficulté majeure ne réside pas dans les systèmes grammatical et linguistique dissemblables mais dans les différences culturelles et intellectuelles de la conception du texte. Il s'avère donc primordial de faire découvrir aux étudiants les principes fondamentaux de la structuration des idées de la langue cible.

La communication se fixe pour objectif de présenter le cours d'expression écrite destinée aux étudiants des disciplines non-philologiques à travers l'université désirant apprendre à bien rédiger des textes français à des fins universitaires et scientifiques. Nous aimerions démontrer comment il est possible de faire face aux besoins variés d'un public hétérogène avec des attentes, motivations et dispositions disparates.

Le cours susmentionné fait partie de la centaine de cours innovés et nouvellement créés, fruit du Projet Compact réalisé dans les années 2009-2012 par le Centre de formation en langues de l'Université Masaryk de Brno, le premier centre de langues en République tchèque. L'objectif de ce projet était de perfectionner l'enseignement des langues de manière complexe et innovatrice y compris les méthodes d'évaluation et réagir ainsi à l'évolution et la transformation des besoins des apprenants des langues étrangères. En mai 2012, le nouveau projet intitulé Impact a pris le relais en poursuivant ces activités au niveau national.

The aim of this paper is to share experience of the course of French written expression for students of non-philological disciplines across the university. This course is one of a hundred of courses innovated and newly created in the Compact Project carried out in 2009-2012 by the Masaryk University Language Centre, the largest language centre in the Czech Republic. The goal of this project was to improve language teaching in a complex and innovative way and respond to the changing needs of learners. A new project entitled Impact took over in May 2012 in order to pursue those activities on the national level. We would like to demonstrate how to effectively cope with diverse needs of a heterogeneous audience with disparate expectations, motivations and competences while concentrating on cultural and intellectual differences in the process of text creation.

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Methodology: “Racing ahead: New ways to teaching and learning languages”

Friday, 7 September 2012

Time: 14:00-16:00

Position: 1

Room: CLM.1.01

Pragmatic issues and soft skills in ESP: respecting and abiding the rules..., for the honour of our team

Usual principles and practices that need to be supported in teaching languages for specific purposes call for task-based language teaching and learning methodologies which are based on the introduction of authentic materials. Through the introduction of such authentic tasks or case studies, students' classroom performance and communication through interaction in target language are connected to their personal and professional experience and language use outside the classroom. As innovative technologies bring the possibility to connect students into larger communities of practice, language for specific purposes education at university level has experienced a shift towards incorporating pragmatic issues and “soft skills” elements into classroom activities. Such activities aim at preparing students for their future careers in terms of good professional as well as social practices.

This paper will offer an insight into a joint international programme for students of law which is run between the University of Helsinki (Finland) and Masaryk University (Czech Republic). The language centres of the two universities cooperate on English for law courses that are partly run together, via videoconferencing, in a virtual classroom. In addition to practicing professional English in an international environment, the students are encouraged to practice negotiating, arguing, persuading, being polite, presenting, video conferencing and intercultural skills. The paper aims at introducing the course structure, giving examples of soft skills and pragmatics task based activities, role-plays where the right genre, tone and level of politeness are practiced, giving examples of students' performance, and discussing relevance of such activities in modern language training.

Questioni pratiche e competenze relazionali in ESP: rispettare le regole...per l'onore della squadra.

Please note that this summary in a second conference language was provided by the LSE Language Centre as the presenter(s) did not provide one of their own.

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Methodology: “Racing ahead: New ways to teaching and learning languages”

Friday, 7 September 2012
Time: 14:00-16:00
Position: 2
Room: CLM.1.01

The Importance of Considering Student Needs in ESP Classes

ESP has developed into an integral part of ELT as a subject to meet the wishes, needs and demand of people other than language teachers. It has emerged due to the development of science and technology. However, nowadays ESP can be found in all professional areas. In general, ESP is seen as an approach covering particular areas such as science, technology, commerce, and education. Thus ESP must not be seen as a special form of language teaching where specific methodology must be implied. It must be based on the main principles of effective and efficient learning. The methodology of ESP must stem from student needs and the awareness of those needs. ESP is sometimes mistaken for a content-based learning where the amount of acquired professional vocabulary is given priority, and communicative knowledge is for the most part neglected. The author will focus on the possibility of maximising the speaking portion of ESP classes. Finally, samples of interactive activities that promote language communication skills will be provided.

Die englische Fachsprache als ein integrierender Bestandteil des Unterrichts der englischen Sprache konzentriert sich auf die Bereiche der Wissenschaft, der Technik, des Geschäfts und der Ausbildung. Trotzdem darf sie nicht als eine spezielle Form der Sprachausbildung verstanden werden, die die Anwendung einer spezifischen Methodik verlangt. Die Methodik muss von Bedürfnissen der Studenten sowie dem Bewusstsein dieser Bedürfnisse ausgehen. Im Fachsprachenunterricht bleibt oft primär die Aneignung der möglichst großen Menge des Fachwortschatzes. Der Beitrag konzentriert sich deshalb auf die Maximierung der gesprochenen Äußerung im Unterricht der englischen Fachsprache.

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Methodology: “Racing ahead: New ways to teaching and learning languages”

Friday, 7 September 2012
Time: 14:00-16:00
Position: 3
Room: CLM.1.01

Syllabus Design for Legal Swedish Courses in Finland

The national languages of Finland are Finnish and Swedish. This means that everyone has the right to use Finnish or Swedish in their dealings with state authorities and bilingual municipalities. Services in both languages must be provided by bilingual municipalities. As part of their degree law students must acquire a level of Finnish and Swedish equivalent to that required of a person employed in a bilingual public agency. Universities arrange language teaching in order to fulfil this specific language proficiency requirement.

The aim of this paper is to provide explicit information on actual language needs for teaching legal Swedish for Finnish-speaking students at the university level and to present concrete teaching material based on this needs analysis. Firstly, the working skills required of Finnish lawyers in their working life will be analysed. Secondly, the challenges involved in ensuring the linguistic rights of Swedish-speaking Finns in Finland will be explored. These findings will be reformulated as objectives for teaching Swedish to law students.

The pedagogical framework of this research derives from university pedagogy. The methods used in teaching law will be explored and applied to teaching legal Swedish language.

Die Nationalsprachen von Finnland sind Schwedisch und Finnisch. Für einen Universitätsabschluss müssen Universitätsstudenten die gesetzlich vorgeschriebenen Kenntnisse in beiden Nationalsprachen nachweisen. Kenntnisse der beiden Nationalsprachen sind besonders im öffentlichen Bereich notwendig. Die Ergebnisse einer Bedarfsanalyse von der beruflichen Handlungskompetenz von Juristen in Finnland werden präsentiert. Aus diesen Ergebnissen kommen nützliche Hinweise zur konkreten didaktischen Arbeit. Beispiele von Unterrichtsmaterialien für Rechtsschwedisch werden in dieser Präsentation diskutiert.

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Methodology: “Racing ahead: New ways to teaching and learning languages”

Friday, 7 September 2012
Time: 14:00-16:00
Position: 4
Room: CLM.1.01

Intercultural awareness in international English

Mastering certain language competences calls for specific conditions and prerequisites. One of the needs students do not see as crucial is the need to be aware of cultural differences in communication processes. However, intercultural awareness becomes more and more important with the use of “International English”. Similarly to most language learning aspects, the shortest and most tangible way of demonstrating its significance for efficient communication is the exposure of a speaker to real practice.

The paper deals with the employability of video-conference lessons – shared teaching and learning where students get an opportunity to communicate with their counterparts from different cultures. The aim, nevertheless, is not to promote video-lessons, but rather get back to face-to-face communication across cultures – through advanced technologies. This method enhances practical task-oriented discussions and individual risk taking, which is an inherent part of every live-communication instead of other virtual communication formats within a safe and anonymous cyberspace our students often tend to use.

This concept is based on an intercultural survey being carried among university students. It includes research-based discussions on cultural orientation and helps students reveal reasons for different communication patterns when communicating with different nationalities. They can see their own “absolute true” in a slightly relative way and seek accommodation to their values, often subconscious, through more effective language instruments.

Die Beherrschung bestimmter Sprachkompetenzen verlangt spezifische Bedingungen und Voraussetzungen. Während des Fremdsprachenstudiums zeigt sich unter Studenten die Tendenz, die Bewältigung bestimmtes Niveaus des Kulturunterschiedsbewusstseins im Rahmen Kommunikationsprozessen zu unterschätzen. Solches Bewusstsein

gewinnt an der Wichtigkeit mit der ständigen Entwicklung sog. internationalen Englisch. Ähnlich wie bei übrigen Sprachaspekten zeigt sich als die kürzeste und beste Methode, wie die Wichtigkeit des interkulturellen Bewusstseins effektiv zu veranschaulichen, die Studenten (Sprecher) der realen internationalen Kommunikation auszusetzen.

Der Beitrag wird der Ausnützung des Video-Konferenz-Unterrichtes oder sog. mitteilbares Unterrichtes, während dessen Studenten die Gelegenheit zur Kommunikation mit anderen Kulturepräsentanten gewinnen, gewidmet. Eine Ausbreitung des Video-Konferenz-Unterrichtes ist nicht als das Ziel gemeint, sondern mehr der allgemeinen Unterstützung sich zur personalen Kommunikation über Kulturen mithilfe moderner Technologien wiederzukehren. Durch solche Methode werden praktische thematische Diskussionen und die Aussetzung zu dem personalen Risiko unterstützt, die ein ineheter Bestandteil jeder regen Kommunikation ist, was im Unterschied von virtualen Kommunikationsformaten im Rahmen sicherer anonymer Kyberräume, zu den Studenten oft inklinieren.

Das Konzept geht von der internationalen Forschung, unter Universitätsstudenten durchgeführten, aus. Sie beinhaltet Diskussionen geführten zugunsten der Forschung über interkulturelle Orientierung und sie hilft den Studenten die Gründe für unterschiedliche Kommunikationsformel während der internationalen Kommunikation genützt zu entdecken. Sie relativisieren eigene „absolute Wahrheiten“ und haben die Möglichkeit Wegen zu finden, wie Werte der eigenen Kultur mit mehr wirkungsvollen Sprachinstrumenten zu kommunizieren.

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Methodology: “Racing ahead: New ways to teaching and learning languages”

Saturday, 8 September 2012

Time: 09:00-11:00

Position:

Room: CLM.1.01

1

How the question “Do we have guns?” in a soft skills Negotiation course influenced our in-service LSP teacher training in a new Impact project

The presentation will briefly describe the outcomes of the Compact project, which the Language Centre at Masaryk University ran between 2009 and 2012. Within this project 26 new soft skills courses in foreign languages were developed and over 1000 students, academics, researchers and other employees were trained. Our soft skills courses in English, French, Spanish and German were created as a direct response to the analysis carried out among HR departments of big private companies as well as state institutions in the Czech Republic and among students at Masaryk University and they reflected the gap in the skills required from university graduates and students' expectations of what skills they may potentially need at work after graduation.

Courses of negotiation, solving conflicts, self presentation and preparation for a job interview, intercultural communication, emotional intelligence, videoconferencing skills, academic writing, communication, creativity, critical thinking to name a few showed that even though the participants had a very good command of a foreign language (B2 of CEFR), they lacked the soft skills component and needed guidance. This discrepancy between a high command of a foreign language and the unawareness of appropriate reactions, behaviour and strategies was very obvious primarily during solving case studies of courses on negotiation and solving conflicts.

We strongly felt that we need to train university LSP teachers in methodology with components of soft skills so that they can introduce components of soft skills into their courses of academic foreign language.

Der Beitrag ist eine Kurzbeschreibung der Ergebnisse des kompakten Projektes, der im Sprachzentrum der Masaryk-Universität zwischen 2009 und 2012 gelaufen ist. In seinem Rahmen wurden 26 neue, auf die „weichen“ Fähigkeiten gezielte Fremdsprachenkurse entwickelt, an denen über 1000 Studenten, Akademiker, Wissenschaftler und sonstige Mitarbeiter teilnahmen. Diese in Englisch, Französisch, Spanisch und Deutsch implementierte Verhandlungskurse sind als eine unmittelbare Reaktion auf die Analyse entstanden, die von den HR-Abteilungen großer Privatgesellschaften sowie staatlicher Institutionen in der Tschechischen Republik durchgeführt wurden. Es wurde dabei eine Lücke enthüllt in den Fähigkeiten, die von den Hochschulabsolventen verlangt werden, sowie in dem, was die Studenten selbst als Fertigungsbedarf bei ihrem Einsatz nach dem Absolutorium erwarten.

Kurse der Verhandlungsführung, der Konfliktlösung, der eigenen Präsentation und der Vorbereitung für ein Interview mit dem potentiellen Arbeitgeber, der interkulturellen Kommunikation, der emotionalen Intelligenz, des Videoconferencing, der akademischen Schreibweise, der Kommunikation, der Kreativität, des kritischen Denkens - um mindestens einige Dinge zu nennen - zeigten, dass auch Teilnehmer mit sehr guter Fremdsprachkenntnis (B2 im CEFR), die „weiche“ Komponente entbehrten und Führung brauchten. Dieses Ungleichgewicht zwischen der guten Sprachkenntnis und der Unbeholfenheit bezüglich der angebrachten Reaktionen, der Verhaltensweisen und Strategien hat sich besonders klar beim Behandeln von Fallbeispielen, beim Verhandlungstraining und bei der Konfliktlösung gezeigt.

Wir sind zum Schluss gekommen, dass wir vorrangig den Universitätslehrern methodologischen Anweisungen geben müssen, damit sie die Komponenten der „weichen“ Fähigkeiten in die von ihnen geführten akademischen Sprachkurse voll aufnehmen.

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Methodology: “Racing ahead: New ways to teaching and learning languages”

Saturday, 8 September 2012

Time: 09:00-11:00

Position: 2

Room: CLM.1.01

Issues of Interculturality in Language Awareness

Please note at the time of going to press this presentation had not been confirmed.

Language Awareness (LA) as a language learning competence is not commonly accounted for in the five skills of the European Language Portfolio but it nevertheless was the subject of debate over language learners as early as Humboldt (1767-1835) and Jespersen (1905). The past two decades have seen an impressive contribution of research to the area, beginning with the definition by James and Garrett (1992), affirming LA to be “a person’s sensitivity to and conscious awareness of the nature of human language and its role in human life”. From Critical LA (or CLA) to the cognitive advantages there derived and the improved attitudes toward L2 and toward L2 learning, Language Awareness has enjoyed a renewal that can be best understood in an intercultural context such as Europe. This study, then, covers a brief history of the contributions of LA to the ongoing research in learning/teaching foreign languages and moves the issue further into the driving questions highlighted by intercultural use of related measures of Language Awareness. The results of think aloud protocols applied over a three year period with Portuguese and ERASMUS students of English are analysed for their intercultural validity to present some rather important conclusions for the state of the research and methodology.

La Sensibilización Lingüística (SL – *Language Awareness* – LA) como una competencia de aprendizaje de lenguas no se cuenta comúnmente entre las cinco competencias del Marco común europeo de referencia para las lenguas (MCERL) pero las últimas dos décadas han visto una impresionante contribución de investigación en esta área, empezando con la definición de James y Garret (1992), afirmando que SL/LA es “la sensibilidad y concienciación que una persona tiene sobre la naturaleza del lenguaje humano y su papel en la vida humana”. Desde la Sensibilización Lingüística Crítica (SLC – *Critical Language Awareness* – CLA) a sus ventajas cognitivas (ou cognoscitivas) así como el mejoramiento de la actitud respecto al L2 y al aprendizaje de L2, la Sensibilización Lingüística ha disfrutado una renovación que puede entenderse de mejor forma en un contexto intercultural como el europeo. Nuestro proyecto cubre una historia breve de las contribuciones de la SL a la continua investigación en el aprendizaje y enseñanza de lenguas extranjeras y avanza el tema hacia las preguntas básicas subrayadas por el uso intercultural de las correspondientes medidas de Sensibilización Lingüística. El proyecto además analiza los resultados de protocolos de pensar en voz alta (*think-aloud protocols*) aplicados sobre un período de tres años a estudiantes de inglés portugueses y de ERASMUS en Portugal por su validez intercultural para presentar unas conclusiones bastante importantes para el estado de la investigación y la metodología.

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Methodology: “Racing ahead: New ways to teaching and learning languages”

Saturday, 8 September 2012

Time: 09:00-11:00

Position: 3

Room: CLM.1.01

Languages for specific academic purposes or languages for general academic purposes? A critical reappraisal of a key issue for the language provision in higher education

The debate about the subject specificity of language tuition at the university has been going on for decades; however, it has been framed by the same assumptions and beliefs. Possibly as a result, most foreign language courses in higher education focus on languages for general academic purposes (LGAP). With the exception of English for business purposes, courses for languages for specific academic purposes (LSAP) seem to be the exception rather than the norm.

In this conceptual presentation I will review the debate on the integration of subject-specific work and language teaching and also undertake a critical reappraisal of the main arguments. This reappraisal is timely because many of the arguments have become commonplace, but they have rarely been questioned. It is also timely because a number of developments put the issue firmly back on the agenda: (1) the study of subjects in a second language; (2) the drop-out rates of international students; (3) the great and renewed interest in attracting students to study science, technology, engineering or mathematics (STEM). Such developments open up opportunities and present challenges for the language provision in higher education. Language centres should seize the opportunity, not by rehashing the same old arguments, but by giving the issue of LGAP and LSAP a fresh look.

The presentation consists of three parts. First, I will summarize the main arguments that have been put forward in this debate. Second, I will give examples taken from language teaching textbooks which illustrate how these theoretical positions transfer into concrete learning and teaching arrangements. In the third part, I will abandon an impartial presentation of the issues and argue for LSAP courses taught by language experts.

Die Diskussion über die Vermittlung von Fachsprachen an Hochschulen ist schon in die Jahre gekommen. Häufig geht man von Prämissen aus, die möglicherweise nicht mehr zutreffend sind. Als Folge werden in der Hochschule häufig Sprachkurse zur Vermittlung einer allgemeinen Wissenschaftssprache angeboten. Die einzige Ausnahme stellen Kurse für Wirtschaftsenglisch dar.

In dieser Präsentation werde ich die Debatte über die Integration von Fachunterricht und Sprachenunterricht vorstellen und die Standpunkte erläutern. Eine Wiederbeschäftigung mit diesem Thema ist zeitgemäß, da Argumente häufig angeführt werden, ohne hinterfragt zu werden. Außerdem haben sich Rahmenbedingungen geändert: (1) Es gibt einen Trend zum Studium in einer Fremdsprache; (2) die Abbrecherquote internationaler Studierender ist häufig hoch; (3) das Bemühen der Bildungspolitik, Studierende für MINT-Fächer zu interessieren. Diese Entwicklungen stellen Chancen für die Sprachenpolitik in der Hochschule dar.

Der Beitrag besteht aus drei Teilen: Zunächst werden die Positionen zum Fachsprachenunterricht vorgestellt. An konkreten Beispielen aus Lehrbüchern und Sprachtests soll gezeigt werden, wie sich theoretische Positionen in praktischer Arbeit widerspiegeln. Schließlich argumentiere ich, dass Sprachkurse mit Fachbezug von Sprachlehrkräften erteilt werden sollten.

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Methodology: “Racing ahead: New ways to teaching and learning languages”

Saturday, 8 September 2012

Time: 09:00-11:00

Position: 4

Room: CLM.1.01

The FIESOLE Group, the Max Weber Programme and the Teaching Practice Module – a Model for a European Postgraduate Certificate in Higher Education?

Since 2006 the FIESOLE Group (a group of education and foreign language teaching specialists from universities in Belgium, Germany, Hungary, Italy, Spain and the UK) have been working with the Max Weber Programme at the European University Institute to provide the post-doctoral fellows on the programme with didactic and linguistic training for teaching in English (in many cases to non-native speakers) at universities in Europe and beyond. Since 2009 the workshops and tutorial support have culminated in a teaching practice week at the University of Barcelona Pompeu Fabra, the Humboldt University Berlin or the LSE.

The Max Weber Programme is planning to provide certification for successful completion of the workshops and the teaching practice week. This presentation will introduce the didactic and linguistic elements of the programme and assess to what extent it helps prepare mainly non-native speakers of English to teach both native and non-native speaker students through the medium of English. The role of university language and teaching centres in facilitating this process will also be discussed. Finally I would like to consider the question of whether the model developed in the Max Weber Programme could also function as a model for a European Postgraduate Certificate in Higher Education to facilitate and improve the teaching of degree level courses through the medium of English.

Seit 2006 arbeiten die FIESOLE Group und das Max-Weber-Programme des Europäischen Hochschulinstituts an einer didaktisch-linguistischen Vorbereitung von Post-Doktoranden auf eine universitäre Lehrtätigkeit auf Englisch eng zusammen. Dieses Angebot wird demnächst zertifiziert. In diesem Referat wird das Angebot (einschließlich das Lehrpraktikum) vorgestellt. Anschließend wird die Übertragbarkeit des Angebots auf ein europäisches Zertifikat Hochschuldidaktik des Unterrichts in englischer Sprache erörtert.

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Plurilingualism: "Maximising potential: Enhancing language diversity of all language groups, optimising linguistic potential"

Thursday, 6 September 2012

Time: 16:00-18:00

Position: 1

Room: CLM.B.05

Multilingualism versus Plurilingualism: Making a qualitative leap

This paper explores different ways of defining and using concepts of multilingualism and plurilingualism. It argues that plurilingualism provides a qualitative shift in understanding language competencies. At the level of an individual it removes the fallacy of different languages used by an individual as separate competencies and entities. For societies it opens new perspectives on all different languages as contributors to the overall communication, learning and development in those societies. This type of approach is liberated from either majority or minority languages being threatened. It recognises that every language has its own distinctive contribution to make and, therefore, it communicates messages of value attached to all of them.

Dieser Artikel untersucht verschiedene Möglichkeiten der Definition und Anwendung der Konzepte der Mehrsprachigkeit.

Please note that this summary in a second conference language was provided by the LSE Language Centre as the presenter(s) did not provide one of their own.

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Plurilingualism: "Maximising potential: Enhancing language diversity of all language groups, optimising linguistic potential"

Thursday, 6 September 2012

Time: 16:00-18:00

Position: 2

Room: CLM.B.05

The Role of Motivation for Plurilingualism

Please note at the time of going to press this presentation had not been confirmed.

Multilingualism and plurilingualism in Latvian universities have old traditions. Languages have been combined in different ways according to historical and political circumstances; often it has been necessary to learn a language very fast.

The analysis of recollections of Latvian scientists makes it possible to follow the changes in the language environment in the second part of XX century and to come to a conclusion that motivation has a decisive role in the reception and/or productive language use in academic environment. Today's situation is reflected by a research which includes the external motivation for language acquisition (analysis of course descriptions) and the internal motivation (student questionnaires, interviews with prominent Latvian scientists).

Die lettischen Hochschulen haben eine starke Tradition der Mehrsprachigkeit und individueller Vielsprachigkeit. Der jeweilige politische Hintergrund ist für die Sprachenkombination von großer Bedeutung gewesen. Am Anfang werden die Prozesse des Wissenstransfers im universitären Bereich als Kommunikationsprozesse beschrieben, um zwischen dem rezeptiven und dem produktiven Sprachgebrauch zu unterscheiden.

Die Analyse der Erinnerungen der emeritierten Professoren und der Interviews mit Lehrkräften, die in der zweiten Hälfte des 20. Jahrhunderts an der Universität Lettlands unterrichtet haben, zeigt, wie schnell eine Sprache auch im individuellen rezeptiven Sprachgebrauch durch eine andere ersetzt werden kann. In diesem Prozess spielt die Lernmotivation die entscheidende Rolle.

Für die Betrachtung der jetzigen Situation wird am Anfang ein Aspekt der äußeren Motivation näher behandelt. Und nämlich, die Widerspiegelung der Mehrsprachigkeit in den Studienkursbeschreibungen für die Studienprogramme an der Universität Lettlands. Die innere Motivation für die Vielsprachigkeit im akademischen Bereich wird mit Hilfe der Ergebnisse einer Umfrage der Studierenden und der Interviews mit berühmten lettischen Wissenschaftlern analysiert.

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Plurilingualism: "Maximising potential: Enhancing language diversity of all language groups, optimising linguistic potential"

Thursday, 6 September 2012

Time: 16:00-18:00

Position: 3

Room: CLM.B.05

Setting up a multilingual language course – walking the talk

Although language policies ostensibly promote pluri-/multilingualism in higher education, University Language Centre courses still follow traditional paths in language and communication training. Students and lecturers likewise prefer to teach and learn one target language in monolingual contexts. Arguments in favour of teaching and learning through the medium of "one language only" rely heavily on issues of practicality. Adequate plurilingual skills and strategies for academic purposes, however, can only be developed by exploring new territory in course design and language teaching methodology.

The University of Basel Language Centre has been running a series of pilot projects to promote pluri-/multilingualism in its day-to-day business, namely teaching students with a multilingual background and profound knowledge of two, three or even four languages on average. In a first step a plurilingual team conducted qualitative and quantitative surveys whose findings contributed to the elaboration of a new course model in which four languages are used as medium of instruction. The focus, as the course title "Communication training in a multilingual setting" suggests, clearly moves away from traditional language proficiency expectations and objectives. New conditions and goals are foregrounded such as: developing a positive concept of the languages and reducing linguistic insecurity, developing a plurilingual skillset including contrastive linguistic approaches, and creating individual but also institutional awareness of pluri-/multilingualism.

This presentation examines first results of the multilingual course project and discusses issues of applicability and acceptance. Answers to the following questions, among others, are examined: What are the "new" course objectives that deviate from traditional concepts of language teaching and learning? What challenges do lecturers and learners face and what roles and skills do lecturers and learners need to adopt when stepping out of their comfort zones in the multilingual language classroom? How do institutional factors influence the design of such multilingual courses? What are the added values and hidden benefits of such a project, from staff and student perspectives?

Um Mehrsprachigkeitsförderung an Hochschulen in die Praxis umzusetzen, bedarf es einer Auseinandersetzung mit innovativen Kurskonzepten und Lehr-/ Lernmethoden, die über den Rahmen des traditionellen einsprachigen Sprachunterrichts hinausgehen. Das Sprachenzentrum der Universität Basel hat in mehreren Pilotprojekten die Sprachkompetenzen seiner Studierenden erhoben und mit der Einführung eines viersprachigen Kursmodells „Kommunikationstraining im mehrsprachigen Umfeld“ neue didaktische und inhaltliche Schwerpunkte gesetzt, um Mehrsprachigkeit aktiv zu fördern. Die Präsentation fasst erste Ergebnisse dieses Pilotkurses zusammen und setzt sich unter anderem mit der Akzeptanz und Durchführbarkeit sowie den institutionellen Rahmenbedingungen auseinander. Neue Herausforderungen, aber auch der implizite und explizite Mehrwert eines viersprachigen Kursmodells für die Kursteilnehmenden und das Projekt-/ Dozierendenteam werden dabei besonders hervorgehoben.;

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Plurilingualism: "Maximising potential: Enhancing language diversity of all language groups, optimising linguistic potential"

Thursday, 6 September 2012
Time: 16:00-18:00
Position: 4
Room: CLM.B.05

Defining, developing and assessing multilingual and multicultural academic communication competence for BA and MA level: the MAGICC project.

Intercultural competence has been the topic of a number of relevant research projects over the last years (INCA, WebCult, Lolipop, LanQua).The project MAGICC (Modularising Multilingual and Multicultural Academic Communication Competence for BA and MA level) adds two further dimensions to intercultural competence: multilingualism and academic competence.

The starting point of this project is the new qualification goals for higher education as defined in the modernisation agenda of the EHEA (European Higher Education Area): the development of multilingual and multicultural competence for effective communication in the academic and professional domain for different cycles (BA and MA)

The purpose of this paper is to present the conceptual framework of this three year Erasmus Multilateral Project (2011-2014) as well as other planned outputs: creation of assessment criteria and innovative types of activities for multilingual and multicultural learning, the development an academic ePortfolio and a transversal module of curricular scenarios for developing students' multicultural and multilingual core competence for the BA and MA cycles. It also presents the theoretical and practical challenges of this project.

El proyecto MAGICC se ha propuesto integrar la competencia plurilingüal y multicultural y las competencias académicas para los grados de BA y MA con el fin de lograr el desarrollo los objetivos comunicativos en el campo profesional y académico tal y como son definidos por la EHEA. Esta ponencia presenta el marco teórico de este proyecto, así como sus principales retos tanto en el campo conceptual como en el práctico.

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Plurilingualism: "Maximising potential: Enhancing language diversity of all language groups, optimising linguistic potential"

Friday, 7 September 2012

Time: 10:45-12:45

Position: 1

Room: CLM.B.05

Narrative identities of students in internationalising higher education institutions

The internationalisation of higher education has been accompanied by a trend towards a much criticised reductive understanding of pluri- and multilingualism as L1 plus English. Some societies, though, are remobilising existing pluri- and multilingual resources and encouraging students to improve their proficiency in a broader range of languages. In order to enhance our understanding of students' perspectives on these trends, a mixed methods investigation was conducted at the Language Centre of the University of Basel, a university in the Germanspeaking part of multilingual Switzerland, where concerted efforts are made to promote pluriand multilingualism.

The paper draws on narrative constructions of identity to examine language biographies of three groups of under- and postgraduates from various Faculties: (i) local students with the main university language (i.e. German) as L1 who have not participated in any academic mobility programmes but are learning languages at the university Language Centre; (ii) mobile students from parts of the country in which the other national languages (i.e. Italian and French) are prevalent and who have consciously chosen to study at an institution within the country where a different national language is the medium of instruction; and (iii) international students from abroad who do not have any of the national languages as a primary language. Findings shed light on students' negotiation of plurilingual identities in multilingual lifeworlds. Their present attempts to improve their language portfolios are interpreted in the light of past records of language learning and anticipated requirements of professional and personal futures. Some of the recurring questions that are presented for discussion include: □ How do students negotiate the in- and exclusions associated with certain languages, in 2 particular the prominence given to English over other languages? □ How do students navigate the conversions between linguistic and economic capital, as well as the tensions between language learning for pragmatic purposes and langue learning in the humanist tradition understood as the acquisition of vocabularies of discernment? □ How do students steer along language vectors as forces of national integration and of cosmopolitan orientation?

Die hier vorgestellte Studie widmet sich Studierenden am Sprachenzentrum der Universität Basel mit breiten Sprachportfolios. Sie verfügen damit über Repertoires, welche das gängige Verständnis von Mehrsprachigkeit gleich Erstsprache plus Englisch bei weitem übertrifft. In unserer Untersuchung mit Studierenden einer Hochschule im deutschsprachigen Teil der mehrsprachigen Schweiz stehen die narrativen Identitäten von Bachelor-, Master- und PhD-Studierenden aus verschiedenen Fakultäten im Vordergrund. Anhand ausgewählter Beispiele sind wir folgenden Fragen nachgegangen: □ Wie erleben Studierende die verschiedenen Sprachen als jeweiliges Medium für Integration/Ausgrenzung; wie sehen sie insbesondere die Privilegierung des Englischen? □ Wie beurteilen Studierende die Transformation zwischen linguistischem und ökonomischem Kapital? Wie gehen sie mit Spracherwerb um, der einerseits auf pragmatische Verwendung abzielt, andererseits aber zum Unterscheidungs- und Urteilsvermögen in der humanistischen Tradition beiträgt? □ Wie schätzen Studierende Sprache als Mittel zur nationalen Integration und kosmopolitischen Orientierung ein?

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Plurilingualism: "Maximising potential: Enhancing language diversity of all language groups, optimising linguistic potential"

Friday, 7 September 2012

Time: 10:45-12:45

Position: 2

Room: CLM.B.05

"All languages are equal, but one is more equal than the others" English vs. other languages

These days English is definitely the lingua franca of the world.

How come? When did it start? Is it good to have one common language vs. national languages? Why English and not say Esperanto, or German? Will English sooner or later substitute all languages? Will English deteriorate if there are so many different speakers? Will English be developed/divided into two separable languages i.e. the English spoken by the natives and the English spoken by the rest of the world? Can we already speak about a European English? Is G.B. Shaw right saying: "We (the British and Americans) are two countries separated by a common language"? So how many English do we have then? Do we have to "fight" against English dominance or do we have to accept it? These are very difficult and at the same time very significant questions nowadays. Plurilingualism is emphasized all the time. In the European union every single document has to be translated into the languages of the member states, but still English is the prevailing language. Even in countries like Hungary almost all applications have to be handed in English as well. Can we consider it as the sign of getting more and more international and at the same time losing the national identity? If the national language is relegated to the background the same will happen to the national identity and this can lead to a dull unified world which is absolutely against the "more than English" idea. The presentation tries to find answers to the above questions, and takes a stand for multilingualism, (as the saying goes: "You are as many men as many languages you speak") but does not promise to find the philosophers' stone.

"Tutte le lingue hanno pari dignità, ma una ha più pari dignità di altre" l'inglese vs. le altre lingue.

Please note that this summary in a second conference language was provided by the LSE Language Centre as the presenter(s) did not provide one of their own.

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Plurilingualism: "Maximising potential: Enhancing language diversity of all language groups, optimising linguistic potential"

Friday, 7 September 2012

Time: 10:45-12:45

Position: 3

Room: CLM.B.05

International Master's programmes at the University of Helsinki: suppressing or supporting linguistic diversity?

The internationalization of European higher education and corresponding proliferation of international Master's degree programmes is creating plurilingual educational environments that potentially enhance linguistic diversity. However, there is concern that the focus on English as the sole medium of instruction in such programmes could have the opposite impact on linguistic diversity, and could even reduce the academic competence of the students in their mother tongue.

These issues are examined in our presentation from the viewpoint of 60 international Master's students at the University of Helsinki, who responded to an electronic questionnaire during 2011-12. The great majority of students on such programmes are non-native speakers of English and come from a diversity of academic, cultural and linguistic backgrounds.

In addition to comparing the language use of our student sample inside and outside the classroom, we report on the benefits they perceive in knowing several languages. Furthermore, we present student opinions on how studying through English has influenced the development of academic competence in their L1, and whether the spread of English-medium instruction in higher education could influence the development of linguistic diversity more generally in the world.

L'utilisation croissante d'instructions Anglophones dans l'éducation supérieure pourrait avoir un impact négatif sur la diversité linguistique, voire réduire les compétences académiques des étudiants dans leur langue maternelle. Nous examinons ces questions dans notre présentation en adoptant le point de vue d'un étudiant international poursuivant leurs études de Master à l'Université d'Helsinki. Pour ce faire, nous comparons l'utilisation du langage de notre échantillon pendant et en dehors des cours et reportons quels avantages procurés par la connaissance de plusieurs langues sont perçus par les étudiants. De surcroît, nous présentons les opinions des étudiants sur l'influence des instructions Anglophones quant-au développement de la diversité linguistique générale dans le monde.

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Plurilingualism: "Maximising potential: Enhancing language diversity of all language groups, optimising linguistic potential"

Friday, 7 September 2012

Time: 10:45-12:45

Position: 4

Room: CLM.B.05

Ajuda'm: a welcome and exchange programme for language and culture

The Ajuda'm Programme is a project for welcoming the local and international community of the Universitat Autònoma de Barcelona to the local language and culture.

This project has been carried out by the Language Service of the university and it aims to spread knowledge of the Catalan language as well as the linguistic diversity that exists on the campus, in the context of internationalisation of educational activity. The programme rests on the promotion of plurilingual and intercultural competencies throughout the community, and places special emphasis on mobility students' opportunity to learn the Catalan language and culture. The activities it offers aim to encourage the internationalisation of the university in order to improve knowledge of language and culture among local students.

The linguistic and cultural diversity is seen by the university as a potential for the entire university community. diversity is personally and professionally enriching and if it is well-managed it can lead to an improvement in people's intercultural skills that will prove professionally very useful in the globalised world.

Especially relevant is the social and linguistic context that has inspired projects of this magnitude, which can also be found in all the public universities and some of the private ones in Catalonia: management of the university's language policy has moved on from the period of language standardisation, focussed on the promotion of the Catalan language, to the management of multilingualism, working with and for the diversity and diffusion of language.

In summary, we present the Ajuda'm Programme as a project of linguistic, social and cultural integration and we will talk about its evolution, its sociolinguistic context and the current and future plans for the activities it includes.

El Programa Ajuda'm es un proyecto de acogida lingüística y cultural para la comunidad internacional y local de la Universitat Autònoma de Barcelona.

Dicho proyecto ha sido desarrollado por el Servicio Lingüístico de la Universidad y tiene como objetivos difundir el conocimiento de la lengua catalana y de la diversidad lingüística existente en el campus, en un contexto de internacionalización de la actividad educativa. Así, pues, el programa se sostiene en la promoción de la competencia plurilingüe e intercultural de toda la comunidad, y pone especial énfasis en el aprendizaje de la lengua y cultura

catalanas por parte de los estudiantes de movilidad. Además, sus actividades pretenden fomentar la internacionalización en casa para mejorar los conocimientos lingüísticos y culturales entre los estudiantes autóctonos. La diversidad lingüística y cultural se percibe desde la Universidad como un potencial para toda la comunidad universitaria: la diversidad enriquece, personal y profesionalmente, y si se gestiona bien las personas pueden mejorar una competencia intercultural que les será profesionalmente muy útil en un mundo global.

De especial relevancia es el contexto social y lingüístico que ha inspirado proyectos de esta magnitud, que además se pueden encontrar en todas las universidades públicas y algunas de las privadas de Cataluña: el marco de gestión de la política lingüística universitaria ha pasado del período de normalización lingüística, centrado en la promoción de la lengua catalana, a un escenario de gestión del multilingüismo, que trabaja por y para la diversidad lingüística y su difusión.

En resumen, presentaremos el Programa Ajuda'm como proyecto de integración lingüística, social y cultural, hablaremos de su evolución, su contexto sociolingüístico y de los planteamientos actuales y futuros referentes a su actividad.

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Plurilingualism: "Maximising potential: Enhancing language diversity of all language groups, optimising linguistic potential"

Friday, 7 September 2012

Time: 14:00-16:00

Position: 1

Room: CLM.1.03

Less widely spoken and less widely taught languages. Second report

This paper summarizes the activities and findings of CercleS Focus Group 7 on the situation in European universities regarding the learning and teaching of less widely spoken and less widely taught language (LWSLWT). This is in line with the European Union call for more language learning throughout the education system and throughout life.

The founding meeting of Focus Group 7 was held in Madrid in November 2011 where the first ideas and an outline of the project were proposed, along with the schedule to follow and possible data sources and collection methods to be used.

After the current desk research phase into European policy documents and universities' policies and practice, a questionnaire will be sent to the heads of university language centres with the aim of gathering quantitative and qualitative data.

By September 2012, the group will have gathered data from as many university language centres in Europe as possible. The expected outputs of the study will include an overview of the situation regarding the learning-teaching of LWSLWT at the language centres of European universities and examples of "best practices". Based on these outputs it is expected that the group will be able to work out recommendations on language policy and practice for decision-makers, universities and their language centres.

Esta comunicación resume las actividades y conclusiones del Focus Group 7 de CercleS sobre la situación en las universidades europeas en relación a la enseñanza y aprendizaje de las lenguas minoritarias. La actividad del grupo está en consonancia con el llamamiento de la UE para fomentar el aprendizaje de lenguas en todo el sistema educativo y a lo largo de toda la vida. La primer reunión del Focus Group 7 se celebró en Madrid en noviembre de 2011, donde se esbozaron las primeras líneas de acción, se estableció un calendario en fases y se discutieron las posibles fuentes y métodos de recolección de datos. Después de la primera fase de investigación y revisión documental, se ha empezado a enviar un cuestionario a los directores de los centros de idiomas de las universidades europeas con objeto de recopilar datos cuantitativos y cualitativos. Los resultados esperados del estudio incluirá un estado de la cuestión en los centros de idiomas y ejemplos de buenas prácticas en los mismos. En función de los resultados, se espera que el

grupo pueda formular recomendaciones sobre política lingüística en relación a las lenguas minoritarias y hacerlas llegar a los órganos de gobierno de las universidades para que actúen en consecuencia.

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Plurilingualism: "Maximising potential: Enhancing language diversity of all language groups, optimising linguistic potential"

Friday, 7 September 2012

Time: 14:00-16:00

Position: 2

Room: CLM.1.03

Internationalisation and plurilingualism: tensions and opportunities

Language and internationalisation in the academic world reciprocally interact in intricate ways. Yet, mounting pressures to internationalise are often accompanied by underestimation of the preconditions and the consequences related to language use in academic contexts. Internationalisation is, for example, often equated or associated with Anglicisation, with inadequate examination of what this entails. Furthermore, there is widespread lack of sensitivity regarding the paradoxes produced in terms of academic quality, the general promotion of pluri- and multilingualism, and the dilemmas confronting students. This paper emerges from a mixed-methods study on pluri- and multilingualism and a teaching intervention at a German-language university in a multilingual country. Data is presented from qualitative interviews, a longitudinal database, and a quantitative survey (n=740) of students at the Language Centre of the University of Basel, a Swiss university with a growing international orientation. The central question the paper addresses is: What, from students' perspectives, are some of the tensions that characterise pluriand multilingualism in the context of the internationalisation of higher education? And how are they dealing with these tensions?

We present findings on students' self-reported experiences related to language use at the university and their actual language learning behaviours. Data confirms that students are making considerable efforts to ensure that their plurilingualism extends beyond English. Notwithstanding attempts by the university to respond to their needs, students however still struggle with the tensions between what they can actually do, what they would like to do, and what (they believe) is expected of them concerning language competencies. From the longitudinal data we show trends in the popularity of different languages. We conclude that concerted and novel language training interventions are indispensable for internationalisation to contribute to enhanced academic standards, to greater pluri- and multilingualism in society in general, and to diminished tensions between students' competences, expectations they face, and opportunities they have to apply their plurilingual skills.

Die zunehmende Forderung nach Internationalisierung, die häufig mit Anglisierung gleichgesetzt wird, berücksichtigt in vielen Fällen nicht die Konsequenzen, die das für a) die akademische Qualifikation an Universitäten, b) die Forderung nach Mehrsprachigkeit und c) die Studierenden in ihrem akademischen Werdegang nach sich zieht. Der Vortrag stützt sich auf qualitative (Interviews mit Studierenden) und quantitative (Fragebogenaktion mit 740 Rückmeldungen) Analysen. Studierende, für die das (Fremd-)Sprachenlernen in der Regel über das Englische hinausgeht, befinden sich in einem Interessenskonflikt, den man mit folgenden Fragen umschreiben kann: Welche andere(n) Sprache(n) als Englisch würde ich zu welchem Zweck gerne lernen? Was wird hinsichtlich meiner Sprachkenntnisse in Studium und Beruf von mir erwartet? Welche Möglichkeiten werden mir geboten? Was kann ich überhaupt leisten? Die Ergebnisse unserer qualitativen und quantitativen Analysen zeigen, dass Wege gefunden werden sollten, die Diskrepanz zwischen den Kompetenzen der Studierenden, den an sie gerichteten Erwartungen und den Möglichkeiten, ihre mehrsprachigen Kompetenzen effektiv einzusetzen, zu verringern.

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Plurilingualism: "Maximising potential: Enhancing language diversity of all language groups, optimising linguistic potential"

Friday, 7 September 2012

Time: 14:00-16:00

Position: 3

Room: CLM.1.03

Plurilingual and Pluricultural Competences and Strategies in a German-Finnish Tandem Course

Multilingualism and intercultural competences are seen as key-qualifications and are, therefore, also central issues in the curricula for foreign language teaching. This can be illustrated by CEFR - *Common European Framework of References for Languages* (Council of Europe 2001), which highlights the significance of so called plurilingual and intercultural competences. However, the framework lacks more detailed descriptors of learning objectives in the two areas mentioned. This lack was more recently addressed by FREPA - *Framework of Reference for Pluralistic Approaches to Languages and Cultures* (European Centre for Modern Languages, Graz 2010) which offers descriptors of plurilingual and pluricultural (= pluralistic) competences. Thus, FREPA can be seen as an essential further development of the work started in CEFR. The descriptors can be used by planners of language education in curriculum development, by language teachers as a means of evaluation and by learners for self-evaluation.

In this paper, plurilingual and pluricultural strategies of a group of foreign language learners are analyzed with the aid of selected descriptors from FREPA. The data consist of audio recordings of group discussions in a German-Finnish Tandem course at a Finnish university, where the participants could use both German and Finnish, and English as a support language. The conversation analysis shows that the participants used a wide range of pluralistic strategies such as adapting, distancing, decentring, and mediating to ensure a successful conversation. It also shows where the lack of such strategies can lead to disruption of the conversational progress and misunderstanding.

The results of this research can inform us of students' plurilingual and pluricultural competences and can in addition indicate in which areas their pluralistic skills should be further developed.

In diesem Vortrag werden die Ergebnisse aus einer Untersuchung über mehrsprachige und plurikulturelle Strategien von Teilnehmenden an einem universitären Deutsch-Finnisch Tandemkurs präsentiert. Die Daten stammen aus Audioaufnahmen von Gesprächen, bei denen Deutsch, Finnisch und auch Englisch verwendet wurden. Mithilfe gesprächsanalytischer Verfahren werden Strategien und Kompetenzen, wie sie in REPA - *Referenzrahmen für plurale Ansätze zu Sprachen und Kulturen* (Europäisches Fremdsprachenzentrum, Graz 2010) beschrieben sind, aufgezeigt. Die Ergebnisse zeigen, wie die Studierenden Strategien wie Adaption, Distanzierung, Perspektivenwechsel und Sprachmittlung erfolgreich einsetzen und in welchen Bereichen Entwicklungsbedarf besteht.

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Plurilingualism: "Maximising potential: Enhancing language diversity of all language groups, optimising linguistic potential"

Friday, 7 September 2012

Time: 14:00-16:00

Position: 4

Room: CLM.1.03

The impact of the current needs analysis on language policy and on program development at the University of Zurich and ETH Language Center

Whilst the University of Zurich and ETH Zurich have elements of a language policy for Bachelor and Master programs within different faculties and departments and on the level of university directives, there is still neither a global approach to language policy nor a comprehensive policy document at either university. The offers of the Language Center are therefore based on an internal Language Policy approved by the Language Center Board where both institutions of Higher Education are represented. In addition to this political point of reference, demand and needs have also to be considered in program development. In order to update data relating to stakeholder needs for strategic development from 2014 to 2020, the Language Center is currently carrying out a needs analysis survey to obtain broad-

based feedback from different stakeholder groups.

In my paper, I will present the results of the first part of a comprehensive quantitative and qualitative survey, i.e. of an online evaluation based on questionnaires sent to the Bachelor, Master and Doctoral students of both institutions and to students currently enrolled in a language course at our Center.

This presentation will be completed by and compared to an overview of a needs analysis collected from study delegates and study deans responsible for the development of the degree programs.

Moreover, I will give insight into our first interpretation of the data arising from the comparison between the results from different stakeholder groups on one hand, and the existing language policy of our Language Center, as a basis of our program development, on the other.

A third level of comparison will be between the needs established during our survey, and the credits which can be counted for a degree in the Bachelor und Master programs of the university of Zurich and ETH Zurich.

I will finally point out the issues to be discussed in the second stage of the needs analysis, i.e. through focus group interviews with students' associations and discussion with the study delegates and the study deans in autumn semester 2012.

In meiner Präsentation stelle ich die ersten Ergebnisse einer umfassenden Bedürfnis- und Bedarfserhebung vor, die das Sprachenzentrum der Universität und der ETH Zürich bei verschiedenen Stakeholdergruppen der beiden Hochschulen in diesem Jahr durchführt, um für die strategische Planung 2014 bis 2020 auf differenzierte Daten zum Bedarf zurück greifen zu können.

Des Weiteren werden die Ergebnisse mit den Anrechnungsmöglichkeiten von Sprachlernleistungen in den Bachelor- und Masterprogrammen der beiden Hochschulen sowie mit der Language Policy verglichen, die der Programmentwicklung am Sprachenzentrum zu Grunde liegt. Ein Ausblick auf die im Herbstsemester 2012 geplanten Fokusgruppeninterviews wird die Präsentation abrunden.

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Quality: "Raising the bar: Quality procedures in teaching, learning & testing; QCM in LC management"

Thursday, 6 September 2012

Time: 16:00-18:00

Position: 3

Room: CLM.2.06

Designing tailor-made academic paths for university language students

The Language Centre of Parma is responsible for the organization and administration of foreign language tests to a large number of university students. In order to reduce the high rate of test failures, the Language Centre has recently devised a pilot programme as an alternative to more established modes of language learning, teaching and testing. The project diverges from other academic experiences since it is aimed at respecting students' learning models and choices.

Thanks to the implementation of effective quality management and the introduction of an autonomy-inspired language learning environment, students can select their own learning path according to their initial level of competence, choosing from different courses available and different types of final test, as well as developing a personalized self-study learning programme under the supervision of the language advisors.

Moving from the different variations of the concept of "autonomous or independent learning" (Holec 1981, Dickinson 1987, Little 1991, Esch 1997, Nunan 1997, Littlewood 1999, Mansfield 2002, Benson 2011), this paper presents a proposal aimed at assuring students the right of choice based on their degree of (in)dependence on teachers and advisors. The fundamental guiding principles are modelled on the integration of Holec's (2009) co-directed and self-

directed paradigms, as well as on Murray's (2009) learning structure, that focus on students' engagement and management.

Results from the academic year 2010-2011 relating to the trial of the programme show an 8% increase in test success, while surveys among students have confirmed that learners feel more confident, and are more motivated to engage for the final exam if their learning model can be respected.

Questo intervento vuole illustrare un progetto pilota attuato dal Centro Linguistico dell'Università di Parma, incentrato sull'apprendimento dell'inglese a livello B1 e B2, e ispirato ai concetti di autonomia, indipendenza e coinvolgimento degli studenti. Il progetto, che prevede la possibilità per gli studenti di scegliere un proprio percorso a seconda delle loro specifiche esigenze, ha potuto evidenziare il raggiungimento di un certo grado di autonomia, soprattutto grazie allo studio in autoapprendimento nel laboratorio linguistico, un tasso di successo agli esami più alto, una maggiore consapevolezza da parte degli studenti nel processo di apprendimento e la certezza di arrivare in tempi definiti al superamento dell'idoneità linguistica.

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Quality: "Raising the bar: Quality procedures in teaching, learning & testing; QCM in LC management"

Thursday, 6 September 2012
Time: 16:00-18:00
Position: 4
Room: CLM.2.06

Implications of centralised university evaluation systems for quality enhancement on Institute-Wide Language Programmes (IWLP)

The introduction of a centralised online university student feedback system used across all disciplines has made it necessary for the language centre to rethink its existing approach to language module evaluation. Up until now the centre used its own module evaluation and devised this according to norms which students and staff felt appropriate. The centralised system (now in its 3rd year of operation) proposes a generic approach which is applicable across all schools. Every student questionnaire incorporates an agreed minimum of standard questions for all modules and then a number of questions which can be customised to the specific needs of a school, in this case the needs of students on an Institute-Wide Language Programme (IWLP) in the language centre. Issues which have arisen so far in relation to the new system include:

- should the centre continue to operate its own evaluation system in conjunction with the centralised one and what are the implications of this?
- what is the impact of the new system on student attitudes to module evaluation?
- how can the language centre draw on the new system to become more integrated into university-wide strategies and projects on teaching and learning?
- how can the language centre optimise the number and quality of student responses to questionnaires in a context where students often feel over-surveyed and complain of 'survey fatigue'?

This presentation will give a critical account of the impact of the new centralised university evaluation system on its current IWLP offering for large numbers of students and staff in different languages in recent years and how the language centre has responded to this new development. It will provide summary statistical data contrasting results from questionnaires generated by the central university system and by the language centre.

L'introduzione à l'université d'un système d'évaluation en ligne centralisé ouvert à tous les étudiants dans toutes disciplines a nécessité au centre de langue de repenser son approche actuelle d'évaluation des modules de langue. Jusqu'à présent, le centre de langue utilisait son propre système d'évaluation conçu conformément aux normes jugées appropriées par les étudiants et le personnel. Le système d'évaluation centralisé (actuellement dans sa 3ème année

d'exploitation) propose une approche générique qui est applicable dans toutes les facultés. Chaque questionnaire comporte un minimum de questions identiques validées par tous pour tous les modules et puis un certain nombre de questions qui peuvent être adaptées aux spécificités d'une faculté, ici, les besoins des étudiants d'un large choix de langues. Les questions qui ont surgi à ce jour concernant le nouveau système comprennent :

- Le centre de langues doit-il continuer à implémenter son propre système d'évaluation en conjonction avec le modèle centralisé et quelles sont les implications de cette situation ?
- Quel est l'impact du nouveau système sur les attitudes des étudiants vis-à-vis de l'évaluation de modules ?
- Comment le centre de langue peut-il s'appuyer sur le nouveau système d'évaluation pour devenir plus intégré à l'université par rapport aux stratégies et projets mis en place sur l'enseignement et l'apprentissage ?
- Comment le centre de langue peut-il optimiser le nombre et la qualité des réponses des étudiants aux questionnaires dans un contexte où les étudiants se sentent souvent submerger par les sondages et se plaignent d'être «fatigués des sondages» ?

Cette présentation s'attachera à faire une analyse critique du nouveau système d'évaluation centralisée par l'université afin d'indiquer les conséquences sur l'offre actuelle très importante de modules de langue de l'Institut qui, depuis ces dernières années, a permis d'accommoder un nombre important d'étudiants et d'enseignants de différentes langues et comment le centre de langue a répondu à ce nouveau développement. Un résumé des données statistiques comparant les résultats des questionnaires générés par le système universitaire central et du centre de langue appuieront cette analyse.

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Quality: "Raising the bar: Quality procedures in teaching, learning & testing; QCM in LC management"

Friday, 7 September 2012

Time: 10:45-12:45

Position: 2

Room: CLM.2.06

Cambio pedagógico en la enseñanza en línea

Desde 2008, la UOC ofrece cursos de catalán en los niveles B2 y C1, tanto para participantes nativos que desean perfeccionar sus conocimientos del catalán formal como para personas no catalanoparlantes. Los cursos, de una duración de 4 meses, son totalmente en línea, y su superación es condición para presentarse al posterior examen presencial, que certifica el nivel correspondiente del MCER. El núcleo del aprendizaje es un material multimedia que sigue un enfoque basado en la gramática y combina reglas, ejemplos y ejercicios. Aunque cada aula tiene entre 15 y 50 participantes, atendidos por un profesor, el trabajo es estrictamente individual y no hay previsto ningún tipo de comunicación ni colaboración entre los estudiantes.

En septiembre de 2011 se implementó, en el nivel B2, una nueva metodología basada en el enfoque por tareas. Dichas tareas corresponden a diferentes etapas en la creación de un negocio, que es el tema a lo largo del curso. Para llevarlas a cabo, el estudiante cuenta con diferentes recursos recomendados de la web, además de los que la UOC ya había generado con anterioridad. Por otra parte, las herramientas y los espacios sociales de la web 2.0 permiten que los estudiantes realicen las tareas colaborativas y se ayuden mutuamente de acuerdo con lo aprendido.

Una evaluación llevada a cabo tras la primera promoción del nuevo curso evidenció la necesidad de algunos ajustes en el diseño y el calendario de las tareas, cambios que se implementaron de cara al semestre de febrero de 2012. Por lo tanto, en el congreso de Londres se podrán presentar los datos comparativos del rendimiento de los participantes, así como su satisfacción con el curso, a partir de los datos recogidos en junio de 2011 (metodología antigua), febrero de 2012 (cambio pedagógico) y junio de 2012 (ajustes hechos).

Most universities offer their students some kind of online language learning. The Universitat Oberta de Catalunya (UOC) is one of the very few that provides totally online teaching and learning. The main method employed in its School of Languages is the task based approach, with work groups and whole class activities that help the students develop all the competencies described in the Common European Framework of Reference for Languages. Since 2008, one of the languages taught is Catalan, although, aiming at the preparation of external examinations, the pedagogical approach focused on the teaching of grammar. In the light of the poor results obtained by those students who took the Catalan examinations, it was decided to bring the approach into line with the other languages taught at the School. The pedagogical change offered the opportunity to observe whether the outcomes could be improved. The purpose of this paper is to describe this process, presenting facts and figures, and to discuss the success or failure of the pedagogical change.

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Quality: "Raising the bar: Quality procedures in teaching, learning & testing; QCM in LC management"

Friday, 7 September 2012

Time: 10:45-12:45

Position: 3

Room: CLM.2.06

English for Specific Purposes- academic teachers' challenges and students' perspectives.

The main aim of our presentation is to explore the options and problems connected with teaching and learning ESP at technical universities. We tried to answer questions concerning the right choice of methods enabling students to develop their language skills effectively with an emphasis on professional language competence.

It seems very difficult to define precisely what a professional language is, and even among researchers dealing with the subject there are many extremely different opinions. We concentrate on the concepts of teaching of a professional language as a new concept in foreign languages didactics. Results of students' questionnaires are presented. Moreover, the academic teachers' interviews and questionnaires are the subject of discussion.

In the further part of our presentation we focus on teaching foreign languages at Poznan University of Technology. In the final part of our work we consider the syllabus prepared at Poznan University of Technology, the Department of Modern Languages, and discuss the problems appearing in language classes. We try to clarify how to overcome obstacles and problems and elaborate on the future of teaching/learning foreign languages at higher technical schools.

We proceed to offer some recommendations leading to further effectiveness of the whole process and how to motivate both students and teachers in difficult situations (lack of hours, imposed language) to increase the effectiveness of the educational process. We also try to check whether the focus on teaching students to read professional literature was the right target in such short language courses. The principal dispute is over proposing a model of foreign language classes that fulfill the requirements of students and satisfy teachers.

Das Hauptthema unserer Präsentation ist die Untersuchung verschiedener Optionen und Problemen, die mit Unterrichten und Lernen der Fachsprache Englisch an Technischen Universitäten verbunden ist. Wir versuchen die Frage zu beantworten, welche Methoden die Studenten am effektivsten bei der Entwicklung ihrer Sprachfertigkeiten im Bereich der Fachsprache unterstützen.

Trotz vieler Untersuchungen ist es schwer präzise zu sagen, was eigentlich eine Fachsprache ist. Es gibt nämlich viele unterschiedliche Meinungen. Wir konzentrierten uns auf dem Konzept des Fachsprachenunterrichts als auf dem neuen Konzept in der Fremdsprachendidaktik. Die Ergebnisse der Umfragen unter Studenten werden präsentiert. Außerdem diskutiert werden auch die Umfragen und Interviews mit Hochschullehrern.

Im weiteren Teil unserer Präsentation konzentrieren wir uns auf Fremdsprachenunterricht an der Technischen Universität in Poznań und besprechen die im Unterricht vorkommenden Probleme. Die Hauptdiskussion betrifft das

Modell des Fremdsprachenunterrichts, das die Erwartungen der Studenten erfüllen und zugleich die Hochschullehrer zufrieden stellen würde.

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Quality: "Raising the bar: Quality procedures in teaching, learning & testing; QCM in LC management"

Friday, 7 September 2012

Time: 10:45-12:45

Position: 4

Room: CLM.2.06

Towards systematic Recognition of Prior Learning in Finnish Higher Education language and communication studies - the University Language Centre perspective

The Recognition of Prior Learning (RPL) refers to all the processes and procedures of assessing and accrediting learning, whether obtained in formal or non-formal studies, work or in other areas of life. RPL is an essential component of lifelong learning, educational development and international mobility.

Recognition of Prior Learning is not a new phenomenon; certain formal language studies have already been recognized in Finnish Language Centres, and exemption tests or other means of assessment have been used for recognizing and accrediting non-formal and informal learning. However, RPL in Language Centres is not systematic, and so principles and practices may vary greatly. The need for shared guidelines and common RPL practices is thus evident.

There has been an ongoing discussion about RPL within the national network of Finnish language centres (FINELC). In 2009, a national ESF-funded project for RPL in Higher Education was launched. In this project, university Language Centres and corresponding units in universities of applied sciences created nationwide guidelines for the recognition of language and communication skills acquired in formal, non-formal or informal contexts. The guidelines are to be introduced in 2012.

The main principle of the guidelines is that all language and communication studies included in university / university of applied sciences degrees be subject to RPL. The aim is to increase student mobility, support lifewide and lifedeeep learning and avoid unnecessarily overlapping studies. In this presentation we will introduce the guidelines and the process of creating them. We will also discuss the challenges of applying the guidelines in practice.

Mit der Erkennung und Anerkennung von Vorkenntnissen (auf Finnisch abgekürzt AHOT) sind alle solchen Praktiken gemeint, die es dem Studierenden ermöglichen, seine in einer formalen Ausbildung oder auf eine andere Weise erworbenen Kenntnisse als Teil eines Hochschulexamens anrechnen zu lassen.

Im Bereich der Sprachen und Kommunikation hat das AHOT-Verfahren in Finnland schon eine lange Tradition, aber seine Prinzipien und Praktiken variieren in den einzelnen Sprachenzentren. Im Jahre 2009 wurde das vom Europäischen Sozialfonds finanzierte Projekt „AHOT an Hochschulen“ eingeleitet, dessen Ziel es ist, eine gemeinsame AHOT-Praxis für die Universitäten und Hochschulen, auch bezüglich der Sprachen und Kommunikation, zu schaffen. Die Empfehlungen werden im Jahre 2012 in Gebrauch genommen.

In diesem Vortrag berichten wir über die Empfehlungen und den Prozess ihrer Ausarbeitung sowie über die Probleme, die mit der praktischen Umsetzung verbunden sind.

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Quality: "Raising the bar: Quality procedures in teaching, learning & testing; QCM in LC management"

Friday, 7 September 2012

Time: 14:00-16:00

Position: 1

Room: CLM.2.06

Impacts of the use of "support tools" on a distance language learning course

This communication is a critical assessment of the educational and technological aspects of the module offering B2 and C level first-year non-specialist students training for oral communications in "English for Specific Purposes" within the distance course at the University Paris Diderot (2011/2012).

The "Sounds Right A.P.P." support tool was integrated into this course during the transition phase from written to oral contents to provide automated support highlighting the English words deemed prone to cause pronunciation problems to speakers of French L1. This individualized feedback allowed learners to rehearse their oral presentation, thus building a better phonetic model of the contents of their text.

Considering the learner as a (co-) actor of the learning environment, we hypothesized that the use of "support tools" would create an environment conducive to acquisition through a greater awareness of linguistic phenomena, the empowerment of learners and an easier management of the heterogeneity.

Our theoretical stance rests on the theories developed by Corder (1972) on interlanguage, Piaget and Andersen on the construction of knowledge, Rod Ellis (2003) on the parallel operation of a rule-based and an exemplar-based system, and White (2003) on the construction of "learner-context interface" within a distance learning context.

Our corpus includes works of B2/C-level students, excerpts of interview transcripts and statistics of software uses. It will be analyzed along a quantitative approach, supplemented by qualitative elements.

Our aim is to see whether our hypotheses are validated and to identify the necessary adjustments that could make this sort of learning more effective by dealing with the technical elements promoting or inhibiting the endorsement of the learning environment; by studying the question of the optimal distribution of roles between man and machine and by reflecting on a possible generalization of such learning/teaching practices. Finally, we hope this analysis will lead to a better understanding of the acquisition of phonological "standards".

Cette communication est une évaluation critique de l'introduction de l'outil d'accompagnement "Sounds Right APP" dans un module offrant aux étudiants non-spécialistes une formation pour les communications orales au sein d'un dispositif de formation en langues à distance à l'Université Paris Diderot en 2011/2012.

Fournissant un accompagnement automatisé sur la prononciation de mots jugés susceptibles de causer des problèmes de prononciation aux locuteurs de L1 française, cet outil permet aux apprenants de répéter leur présentation orale et de construire un meilleur modèle phonétique du contenu de leur texte.

Ce projet de recherche est basé sur l'hypothèse que l'utilisation d' «outils d'accompagnement» peut créer un environnement propice à l'acquisition par une plus grande prise de conscience des phénomènes linguistiques, l'autonomisation des apprenants et une gestion facilitée de l'hétérogénéité.

Afin de vérifier la validité de cette hypothèse, nous avons utilisé un corpus de travaux d'étudiants, des extraits de transcriptions d'entrevues et des statistiques d'utilisation du logiciel.

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Quality: "Raising the bar: Quality procedures in teaching, learning & testing; QCM in LC management"

Friday, 7 September 2012

Time: 14:00-16:00

Position: 2

Room: CLM.2.06

Linked and cyclical classroom tasks

The purpose of this presentation is to outline, with specific examples from language classes conducted in universities in Japan, the implementation of task-based language teaching & learning (TBLT). We feel that ideally the tasks that make up a course should be authentically linked (for example learners brainstorm product ideas, followed by groups deciding the best ideas, and then creating a product commercial). Furthermore, this approach can incorporate cyclical learning with four suggested components: self-assessment, goal-setting, task performance, and reflection. An outline of procedures and skills necessary to complete an assigned task is followed by learners assessing current skills and knowledge using a CEFR based *can do* check list. They then set precise task-related goals reflecting on what they can do and what they need to be able to do. Post-task reflection can lead to self-assessment and setting new goals for the following task. Task assessment can inform all of these practices.

The pedagogy can overcome a number of potential hurdles that language teaching faces. TBLT, when coupled with transparent *can do* checklists and other ELP-related practices, can create more learner-centered classrooms. Cyclical learning and well-structured sequential tasks make each lesson in a course coherent and can empower learners' reflective self-regulatory learning. Real-world tasks can motivate learners more and enable them to acquire practical language skills as well as study skills necessary for them to use at work, which much traditional pedagogy fails to provide. These possible positive effects of the TBLT course will be discussed alongside some students' evaluations. The conclusion will emphasize the synergy created through the use of the action oriented approach of TBLT, the connectedness of a learning cycle, and the forward-looking nature of the CEFR.

Der Zweck der Präsentation ist es mit Beispielen aus dem Englischunterricht zu zeigen, wie aufgabenorientierter Sprachunterricht in Japan angewandt wird. Wir werden darstellen wie es zu Synergieeffekten kommt, wenn Tasks einerseits durch Checklisten auf den europäischen Referenzrahmen bezogen sind und andererseits einen authentischen Hintergrund haben.

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Quality: "Raising the bar: Quality procedures in teaching, learning & testing; QCM in LC management"

Friday, 7 September 2012

Time: 14:00-16:00

Position: 3

Room: CLM.2.06

The linguistic landscape of international students in English-medium Master's programmes at the University of Helsinki: Student perceptions on the use of English and plurilingualism

This presentation focuses on the expectations, aspirations and linguistic reality of international students in the English-medium programmes at the University of Helsinki, Finland. This study is based on the perceptions 60 students reported in an electronic questionnaire. This questionnaire explored the students' cultural and language background, their personal strengths and weaknesses in studying in the international programmes, and the advantages and disadvantages of these programmes. As language teachers providing language support for these students, we specifically concentrate on the following language-related issues in this presentation:

- The students' reasons for deciding to study in an international programme in Finland
- The challenges, advantages and disadvantages of this choice

- The students' evaluation of their ability to cope linguistically both in their L1 and English in their studies and other academic contexts, and their expectations of the future professional/academic use of these languages
- Their attitudes to learning new languages or deepening their language skills because of their stay in Finland or their studies in an English-medium programme

A qualitative analysis of the answers demonstrates variation in the students' motivations for selecting an international programme as well as in the strengths and weaknesses these students perceive they themselves and these programmes have. The analysis also reveals that, on the whole, the participants assess themselves as confident users of English. Their attitudes to learning more English, Finnish or other languages vary despite the seemingly similar context they share. These students clearly do not form a monolithic student body. Instead, they show a variety of attitudes to English and other languages, partly depending on their own linguistic, cultural and academic background.

Diese Präsentation konzentriert sich auf die Erwartungen, angestrebten Ziele und die sprachliche Realität von Studierenden in den englischsprachigen Masterstudiengängen der Universität Helsinki. Sie basiert auf der Auswertung von 60 elektronischen Fragebögen, in denen die Studierenden ihren jeweiligen kulturellen und sprachlichen Hintergrund, ihre persönlichen Stärken und Schwächen bei der Teilnahme an den internationalen Studienprogrammen sowie die Vor- und Nachteile dieser Programme bewerteten.

Eine qualitative Analyse der Fragebögen verdeutlicht Unterschiede sowohl in den verschiedenen individuellen Beweggründen, ein internationales Programm zu wählen, als auch in den Stärken und Schwächen, die die Studierenden sich selbst und den Programmen zuschreiben. Die Studie zeigt auch, dass sich die Teilnehmenden selbst jeweils als kompetente Englischsprecher einschätzen. Die Fragebögen der Studierenden zeigen dabei jedoch auch eine Vielfalt von Einstellungen gegenüber Englisch und anderen Sprachen, die zum Teil von individuellen sprachlichen, kulturellen und akademischen Hintergründen geprägt sind.

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Quality: "Raising the bar: Quality procedures in teaching, learning & testing; QCM in LC management"

Friday, 7 September 2012
Time: 14:00-16:00
Position: 4
Room: CLM.2.06

The impact of quality procedures on a Language Centre

The Language Centre (LC) as an integral part of the South East European University (SEEU) implements a number of well-established, institution wide quality procedures which are intended to have a positive impact on the standards of learning and teaching. These include: Teaching Observation Procedure, an annual Student Evaluation Survey, a performance management process for staff linked to professional development and an LC cycle of strategic planning, linked both to internal and LC Specific external evaluation. In developing these procedures, the University and Centre has drawn on international quality assurance guidelines, trends and good practice in order to develop effective approaches to quality within a specific educational and national context. The purpose of this paper is to evaluate what changes these procedures have made, both at individual teacher and LC level, how far institutional –wide processes have been applicable and valuable to the LC and whether there has been an impact on LC staff in their awareness and/or commitment to quality enhancement. Our conclusions will be drawn from an evaluation of these procedures, a comparison of LC data over a period of time and an investigation into Centre staff perceptions. We hope that the results of these findings will contribute to a greater understanding of the value of quality assurance procedures for Language Centres as well as to identifying what makes such processes successful.

Das Sprachzentrum (SZ), als ein integrierter Teil der Südosteuropäischen Universität (SOEU), führt eine Reihe von gut-etablierten, institutionell übergreifende Qualitätsverfahren aus, welche einen positiven Einfluss auf die Normen des Lernens und Lehrens beabsichtigen. Diese umfassen: Observationsverfahren der Lehrpersonen, eine jährliche Studentenauswertung, einen Prozess zur Leistungskontrolle für das Personal verbunden mit der beruflichen Entwicklung und einem Kreislauf für die strategische Planung des Sprachzentrums, beide zusammenhängend mit internen und spezifisch externen Auswertungen des Sprachzentrums. In der Entwicklung dieser Verfahren hat die Universität und das Sprachzentrum internationale Leitlinien zur Qualitätssicherung, Tendenzen und praktische Lösungen für die Entwicklung wirksamer Ansätze zur Qualität im Rahmen einer spezifischen Bildungs- und nationalen Kontexts, gezogen. Der Zweck dieser Studie ist die Beurteilung der Veränderungen des Verfahrens, sowohl an individuellen Lehrpersonen als auch im Sprachzentrum, inwiefern die institutionellen Prozesse für das Sprachzentrum unmittelbar und wertvoll waren und ob es eine Auswirkung auf die Mitarbeiter des Sprachzentrums in ihrem Bewusstsein und/oder Verpflichtung zur Verbesserung der Qualität gegeben hat. Unsere Schlussfolgerungen werden von einer Bewertung dieser Verfahren, einem Vergleich von Angaben vom Sprachzentrum über einen Zeitraum und von einer Untersuchung über die Wahrnehmungen des Personals vom Sprachzentrums gezogen. Wir hoffen, dass die Ergebnisse dieser Feststellungen zu einem besseren Verständnis des Wertes der Qualitätsicherungsverfahren für das Sprachzentrum beitragen werden, sowie zu ermitteln, was solche Prozesse erfolgreich macht.

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Quality: "Raising the bar: Quality procedures in teaching, learning & testing; QCM in LC management"

Saturday, 8 September 2012

Time: 09:00-11:00

Position: 1

Room: CLM.2.06

AICLUcert – a new system of recognizing exam results at university level in Italy

The Italian association of university language centers (AICLU) is discussing a new approach towards a mutual recognition of exam results across all universities throughout the country. This means that a language exam taken at the Language Centre of the University of Enna in Sicily has the same validity as an exam result taken at the University of Bologna under the condition that both universities are part of the AICLUcert-network.

Being part of this network for Italian university language centers means: signing a code of conduct and quality, applying the same standards for measuring language competence, adopting similar testing methods, testing a wide range of abilities and levels and making exam results available on a virtual database.

At a first glance this new system shares obvious similarities with the UNICert-system of the German association AKS – and not only as far as the acronym is concerned. This is no surprise because UNICert has been and still is a kind of fore-runner and therefore a kind of role-model. On the other hand there are a few features of AICLUcert that will be different from the UNICert approach.

The presentation aims at describing the AICLUcert-project and to give an insight into the state-of-the-art of language testing in universities in Italy on the basis of a statistical survey.

Verrà presentato un progetto all'interno dell'Associazione Italiana Centri Linguistici Universitari (AICLU) che mira a proporre delle modalità di certificazione delle competenze linguistiche in varie lingue a livello universitario condivise dagli atenei che aderiranno a questa iniziativa. Sulla falsariga del progetto UNICert i centri linguistici italiani stanno definendo standard di qualità, di sviluppo, metodi di validazione e di somministrazione riconosciuti in tutti gli atenei italiani e magari in futuro anche in altre università europee. Ci sono però alcune differenze significative rispetto al progetto tedesco che verranno messi in evidenza.

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Quality: "Raising the bar: Quality procedures in teaching, learning & testing; QCM in LC management"

Saturday, 8 September 2012

Time: 09:00-11:00

Position: 2

Room: CLM.2.06

Needs and motivation for advanced foreign language learning (AFLL) in academic contexts

The Language Centre at the bilingual University of Freiburg (CH) offers courses for English as a foreign language (EFL), German as a foreign language (GaFL), French as a foreign language (FLE) and Italian as a foreign language (ILS) (A1-C2). A significant portion of our students consists of advanced plurilingual foreign language learners in a multilingual academic context.

Course content is presently based on the lecturers' hypotheses about students' needs and motivations. We, however, believe that students should be consulted in a structured and systematic way so that we can take into account their motivations and needs for AFLL for curriculum and course design. Moreover, research-to-date in the area of didactics and curricular planning of AFLL in academic contexts for learners with a plurilingual repertoire is unsatisfactory.

Project objective:

We aim to design tailor made courses for our specific public. Therefore, we need to analyse and describe the motivations and needs for AFLL in academic contexts of the learners of different languages in our university.

Hypothesis: Individual motivations to learn different languages vary considerably, but needs vary only partially. Consequently, we expect to find "multiple motivations" for AFLL in and for multilingual academic contexts, but also to identify a limited set of underlying "basic needs".

Methods:

- a) Online survey (30 questions, quantitative and qualitative, pretested) consists of four parts:
 - demographic data* (e.g. cultural background, L1 background, plurilingual repertoire, age, gender),
 - motivation(s)* to learn foreign languages,
 - needs* related to skills/ language systems/ topics/ learning context, and
 - study background*.
- b) Interviews with selected learners.

First Results for (AFLL – GaFL students):

- most GaFL students use German for their studies, but language courses they take are not compulsory.
- 50% have a trilingual repertoire and > than 40% have learnt yet another language.
- Strongest motives to study GaFL: wish for better study results/ work prospects and more social contacts.
- High priority is given to vocabulary learning.
- A vast majority wants to concentrate on language production rather than reception.
- Even for good language learners reflections in class about learning behaviour are of interest.

Possible implications - towards a didactics for advanced learners in academic contexts:

- Systematically include learning strategy training that activates the learners' plurilingual repertoire and enhance foreign language learning awareness.
- Stimulate activities that encourage exchange amongst learners about how to optimize learning processes.
- Explicitly integrate the teaching of vocabulary and offer specific strategies for vocabulary learning.
- Emphasize speaking during class, writing at home. Students wish to independently train reading and listening.

Im Sprachenzentrum der zweisprachigen Universität Freiburg (CH) stellen fortgeschrittene Fremdsprachenlerner die grösste Lernergruppe dar. Um ihnen möglichst effektiven Sprachunterricht anzubieten, ist es unserer Ansicht nach notwendig, deren Bedürfnisse und Motivationen systematisch und strukturiert zu untersuchen und Erkenntnisse davon für die Entwicklung von Kurscurricula zu verwenden. Ein elektronischer Fragebogen über Bedürfnisse und Motivationen fortgeschrittener Fremdsprachenlerner wurde entwickelt, mit dem zunächst unter DaF-Lernern sowohl quantitative als auch qualitative Daten erhoben wurden. Geplant sind ausserdem qualitative Interviews mit einigen Studierenden und

die Befragung der Lerner anderer Sprachen. Unsere Hypothese lautet, dass einerseits multiple Motivationen für fortgeschrittenes Fremdsprachenlernen in akademischen Kontexten identifizierbar sind, andererseits es möglich ist, eine eingrenzbare Menge an grundlegenden Lernbedürfnissen für diese Lernergruppe zu beschreiben. Erste Forschungsergebnisse deuten darauf hin: Unsere fortgeschrittenen Lerner sind mehrsprachig, möchten sich auf die Sprachproduktion und Vokabellernen konzentrieren und sind offen für Reflektionen über fremdsprachliches Lernverhalten. Bessere Studienergebnisse, Arbeitsmöglichkeiten und Sozialkontakte stellen die häufigsten Motivationen zum Sprachkursbesuch dar. Mit Hilfe dieser Art von Erkenntnissen, die in der Zukunft erweitert werden müssen, wird eine Didaktik des Fremdsprachenunterrichts für fortgeschrittenen Fremdsprachenunterricht in akademischen Kontexten denkbar.

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Quality: "Raising the bar: Quality procedures in teaching, learning & testing; QCM in LC management"

Saturday, 8 September 2012

Time: 09:00-11:00

Position: 4

Room: CLM.2.06

The use of culturally responsive teaching pedagogy in order to activate quality procedures in teaching Greek students in a university classroom.

This session discusses the use of culturally responsive pedagogy in a Greek university language classroom. The first part of the session presents the theoretical outline of culturally responsive teaching in Higher education in relation to the philosophical structure of Greek universities regarding language for specific purposes teaching. The second part of the session suggests that language teachers should recognise and respond to students' complex needs. In specific, it offers a rationale for using group work activities in order to help Greek students perform better by maintaining their cultural integrity. The session presents examples of a portfolio of activities developed by the presenter which use authentic materials in order to integrate classroom practices that form culturally responsive pedagogy as a mission statement. The session offers a description of the teaching procedures explaining why these procedures were chosen and how quality teaching is fostered.

Cette session parle de l'utilisation de la pédagogie culturellement sensible dans une classe d'université grecque. La première partie de la session présente les bases théoriques de l'enseignement supérieur culturellement sensible en lien avec la philosophie des universités grecques concernant l'enseignement des langues en situation particulière. La deuxième partie de la session propose que les professeurs de langue doivent identifier et répondre aux besoins complexes des étudiants. Il offre spécifiquement un modèle pour utiliser des activités de travail en groupe dans le but d'aider les étudiants grecs à améliorer leur performance en maintenant leur intégrité culturelle. La présentation donne des exemples d'un portfolio d'activités qui utilisent des matériaux authentiques dans le but d'intégrer les pratiques de classe qui forment la pédagogie culturellement sensible comme principe de base. La présentation offre une description des procédures d'enseignement, expliquant ainsi pourquoi ces procédures ont été choisies et comment favoriser l'enseignement de qualité.

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Testing: "Crossing the finishing line: New ways to testing?"

Thursday, 6 September 2012

Time: 16:00-18:00

Position: 2

Room: CLM.1.02

Applying CEFR to teaching and assessing Chinese as a foreign language – A proposal From the EBCL Project

Teaching and assessing Chinese as a foreign language has become an increasingly important concern across the globe, owing to China's socio-economic development and the growing popularity of using Chinese for commercial and cultural communication over the past decade. Many Chinese language educators and practitioners, both from China and elsewhere, have been intensively engaging in promoting the language with an intention to standardise its teaching and assessment methods. Like other languages, great efforts have been made to the teaching and learning approaches to mastering the four language skills, with much less attention being paid to establish a commonly referable framework that can convincingly cross-compare and examine learning outcomes across sites.

In Europe, the Common European Framework of Reference for Languages (2001) has made a great impact on standardising the teaching and assessment of main European languages. Other non-European languages taught in Europe, such as Japanese (Japanese 'Can-do' statements by Japan Foundation), have also become influenced by the CEFR. In China, the Office of Chinese Language Council International (known as Hanban) has launched the International Curriculum for Chinese Language Education (ICCLE) which claims that there is a close link to the CEFR.

The European Benchmarking Chinese Language (EBCL) project is an EU-funded project with the aim of investigating ways in which teaching and assessing Chinese language can be best integrated in the European context, under the guidance of CEFR. Assembling efforts and expertise from four universities in the UK, France, Germany and Italy respectively, the project adopts an intuitive and qualitative approach to proposing an array of Chinese language proficiency descriptors in the form of both knowledge-related and action-oriented 'can-do' statements in terms of the reception, production and interaction components of communicative activities. It also explores the potential of integrating the intercultural dimension into its framework. This presentation wishes to invite the AULC and wider communities to discuss various issues in order to facilitate its potential implementation at various institutional contexts.

La didattica e il sistema di valutazione dell'apprendimento del cinese come lingua straniera sono diventati temi di crescente interesse in tutto il mondo in conseguenza dello sviluppo socio-economico della Cina nell'ultimo decennio e dell'aumentata necessità di utilizzare il cinese per la comunicazione commerciale e culturale. Molti docenti e specialisti di cinese, sia cinesi che stranieri, si sono impegnati profusamente per promuovere l'insegnamento di questa lingua con l'intenzione di standardizzarne la metodologia didattica e il sistema di valutazione. Come per le altre lingue straniere, si è posto un forte accento sugli approcci educativi che portassero all'apprendimento delle quattro abilità fondamentali, dedicando così minore attenzione alla creazione di un quadro di riferimento comune che potesse efficacemente comparare e testare i risultati dell'apprendimento nei diversi paesi e nelle diverse istituzioni.

In Europa, il Quadro Comune Europeo di Riferimento per la conoscenza delle lingue (2001) ha avuto un forte impatto sulla standardizzazione della didattica e dell'insegnamento delle principali lingue europee. Anche l'insegnamento di lingue extra-europee in Europa, come il giapponese (si vedano le Japanese 'Can-do' statements della Japan Foundation), è stato influenzato dal QCER. In Cina, l'Ufficio del Consiglio Internazionale per la Lingua Cinese (conosciuto come Hanban) ha proposto un Curriculum Internazionale per l'Apprendimento della Lingua Cinese (International Curriculum for Chinese Language Education o ICCLE) che si dichiara strettamente collegato al QCER.

Il progetto European Benchmarking Chinese Language (EBCL) è stato finanziato dall'Unione Europea e si propone di trovare un sistema per integrare la didattica e la valutazione del cinese nel contesto europeo sotto l'egida del QCER. Unendo l'impegno e le competenze di studiosi appartenenti a quattro università localizzate in Regno Unito, Francia, Germania e Italia, il progetto, con un duplice approccio intuitivo e qualitativo, ha realizzato una raccolta di descrittori per la lingua cinese nella forma di 'can-do statements' relativi sia alle conoscenze che alle attività linguistiche per la ricezione, produzione e interazione scritta e orale. Il progetto indaga anche sulla possibilità di includere la dimensione interculturale nel quadro di riferimento. Questa mia relazione auspica di invitare l'AULC e una comunità più ampia di esperti a discutere alcune questioni fondamentali al fine di facilitarne l'applicazione nei diversi contesti istituzionali.

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Testing: "Crossing the finishing line: New ways to testing?"

Thursday, 6 September 2012

Time: 16:00-18:00

Position: 3

Room: CLM.1.02

Testing Russian as Foreign Language (TRKI/TORFL) in the Framework of Cognitive Fluency Models

Language testing as well as second language acquisition research are both concerned with proficiency in the second language; Given this shared interest, the rapprochement between these two domains (which so far has been fairly sparse and one-sided: i.e. Bachman and Cohen (1998) and Shohamy (2000)) may prove revealing and productive not only in terms of teaching practices, but also in taking a wide view of language, ranging across cognition and society as well as linguistics. The paper is focused on the analysis of candidates' results in TRKI exams (A1-B1) levels within the framework of cognitive fluency models, which may be applied in research associated with performance-based speaking tests. These models are used to investigate the relationship between utterance and perceived fluency, that is, the relationship between the characteristics of examinees' performances and raters' perceptions of their proficiency. Such an approach allows us to identify the observable and quantifiable measures of fluency affecting second language proficiency, which have become essential in the design of valid automated scoring systems. The 'Lexis and grammar' module is designed to assess the candidates' command of linguistic structures; 'Speaking' and 'Writing' tests are indicative of their level of sociolinguistics and pragmatic competencies; while 'Reading' and 'Listening' modules reveal their strategies covering perception and understanding information. An attempt is made to link the results to Slobin's interpretation of the Linguistic Relativity Hypothesis namely his 'thinking-for-speaking' proposition, which suggests that 'the extant language system may operate only to influence articulation of experience.'

Cet exposé s'agit de l'analyse des résultats des candidats dans les niveaux d'examens (A1-B1) TRKI dans le cadre de modèles de maîtrise cognitive, qui peuvent être appliquées dans la recherche associée aux tests linguistiques. Cette approche nous permet d'identifier les mesures observables et quantifiables de performance, affectant des niveaux de maîtrise d'une langue étrangère en fonction de savoir-faire dans différents domaines de compétence

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Testing: "Crossing the finishing line: New ways to testing?"

Thursday, 6 September 2012

Time: 16:00-18:00

Position: 4

Room: CLM.1.02

Towards a framework and process for evaluating exemption testing systems

During the academic year 2011/12 the authors were tasked with evaluating and developing the system for exempting students from compulsory English language courses at the University of Helsinki. Several systems had previously been attempted, each with their own benefits and drawbacks, culminating in a portfolio testing system, which has proven to have its own weaknesses.

One principal challenge in achieving consensus was the different value frameworks within which teachers viewed the system. Some, for example, viewed accuracy as the core virtue of the testing system while others prioritised the idea of fairness to the students. Having interviewed all permanent members of the English teaching staff, the authors identified six broad categories of virtue (accuracy, efficiency, accessibility, fairness, credibility and balance), each with its own subcategories. We then began a process of workshops and further interviews to achieve a broad consensus on the relative importance of each virtue.

The result of this process was an ideological and conceptual framework for evaluating both the current exemption testing systems, as well as any future systems. This enabled the group as a whole to think more clearly and effectively

about the flaws in the current systems, as well as point to directions for new systems, while at the same time increasing the ability of the group to find consensus through active engagement and reflection.

While this outcome is specific to the needs of the University of Helsinki, we are confident that a similar broad framework and approach could be used by any grouping of teachers to navigate more effectively through potentially divisive issues – especially those in which diverging values play a major role.

Die Autoren wurden mit einer Neubewertung des derzeitigen Systems für Freistellungsprüfungen an der Universität Helsinki beauftragt. Sie entwerfen einen Rahmen und Ablauf für die Bewertung solcher Systeme, durch den insbesondere unterschiedliche Werte und Annahmen – die Basis vieler Uneinigkeiten sind – gezielt gesteuert werden können.

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Testing: "Crossing the finishing line: New ways to testing?"

Friday, 7 September 2012

Time: 10:45-12:45

Position: 2

Room: CLM.1.02

Achieving a dynamic consensus on exemption testing criteria with reference to the CEFR

This paper will focus on the application of the CEFR in a specific evaluation setting. At the University of Helsinki, students whose English skills are deemed to be at C1 or above on the Common European Framework of Reference may be granted exemption from compulsory language courses by taking a test. For most faculties, a portfolio system is employed whereby students apply for exemption through the submission of a portfolio consisting of a study profile and an academic essay. Candidates awarded C1 at this stage are invited to an oral interview.

During the 2011-2012 academic year, we conducted a project to review exemption testing procedures for English at the Language Centre, which aimed, amongst other things, at achieving greater inter-rater reliability and transparency. Central to this project was the use of the CEFR to establish clear criteria, both for examiners and candidates for exemption. This involved the development of a common understanding of the ability level the unit as a whole believes warrants an exemption, and whether this could be expressed in the language of the descriptors for C1.

Our presentation will discuss our alignment of the CEFR descriptors to our local context and the process of using workshops and teacher reflection texts to achieve a consensus within our unit. For the purposes of this presentation we will focus on the discussion and results of our work on the assessment of writing, where the application of set criteria followed a methodical approach. This rendered the harmonisation process and its results more tangible both for examiners and candidates.

Diese Präsentation gibt einen Überblick über ein Projekt zur Befreiung von Tests für die obligatorischen Englisch-Sprachkurse am Sprachzentrum der Universität von Helsinki. Der Schwerpunkt der Präsentation liegt auf den schriftlichen Test. Unsere Ziele im Projekt waren die einzelnen Bewertungen innerhalb unserer Gruppe zu vereinheitlichen und diese mit dem GERR zu verbinden.

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Testing: "Crossing the finishing line: New ways to testing?"

Friday, 7 September 2012
Time: 10:45-12:45
Position: 3
Room: CLM.1.02

"Come and sit here next to me". Towards a communicative assessment of oral language skills.

According to Dochy & Gijbels (2010), a high quality assessment is based on three criteria, i.e. validity, reliability and transparency. In the last two decades, with communicative and task based approaches as mainstream language teaching methodologies, emphasis is not only laid on transparency and reliability - promoting the use of more transparent templates and scales in a formative assessment process - , but also on validity, aiming at assessments in authentic communicative contexts in which not only knowledge, but also skills and attitudes are required (Keeves 1994, Parrondo Rodríguez 2004). A growing number of publications is offering us models and patterns in order to simulate this reality in the classroom (a.o. Cabré & Gómez de Enterría 2006), but without inquiring into the criteria, scales and templates for *performance assessment of language competence in this communicative context*.

Therefore, after presenting briefly the state of the art on *performance assessment* (Meyer 1992, Gipps 1994) in general and the objectives and demands of current language teaching (such as the need to integrate triggers and rewards, see Gijssels 2007), we will evaluate first a corpus of 100 assessment templates originating from all types of language education and levels in Belgium. Based on our state of the art, we formulate the following research questions in order to evaluate the templates in our corpus: i) are they valid enough? (ii) are they reliable? (iii) are they transparent enough and are they formative and/or summative? (v) are they easy to use? One of the findings of the analysis is that validity, transparency, reliability and formativeness, are inversely proportional to user-friendliness.

On the basis of the data of our analysis, we will finally propose *flexible* criteria and templates for a communicative assessment of oral language skills, allowing to adapt the assessment to the objectives and demands of each language course without losing sight of transparency, validity, reliability and user-friendliness.

Para realizar una evaluación de calidad son importantes tres criterios, a saber: la validez, la fiabilidad y la transparencia. Además de la transparencia y la fiabilidad —promoviendo el uso de plantillas o escalas más transparentes en un proceso de evaluación cada vez más formativo—, los últimos años se está enfatizando la validez, tomando como objetivo la simulación de auténticos contextos comunicativos en los que aplicar los conocimientos y destrezas lingüísticos adquiridos. En un número creciente de publicaciones se vienen ofreciendo al profesor modelos y pautas para simular esta realidad en la clase, pero sin indagar en cómo evaluar esta especificidad comunicativa. De ahí que presentemos criterios y plantillas para evaluar de manera formativa y sumativa las competencias orales. Partiremos de un estado de la cuestión sobre el tema y del contexto del aprendizaje actual con sus exigencias y objetivos de aprendizaje y evaluación, para evaluar en primer lugar un corpus de plantillas de evaluación y proponer en segundo lugar unos criterios y plantillas *flexibles* que permiten adaptar la evaluación de lo oral a los objetivos respectivos de cada curso, sin perder de vista la transparencia, la validez, la fiabilidad y —añadimos— la facilidad de uso. Constataremos que ésta baja y que los primeros criterios aumentan a medida que se añaden más criterios para evaluar.

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Testing: "Crossing the finishing line: New ways to testing?"

Friday, 7 September 2012
Time: 10:45-12:45
Position: 4
Room: CLM.1.02

Assessment as learning

Formative assessment, assessment for learning, has been debated in recent years. Many teachers, however, prefer to think of assessment as learning, part of a holistic process in which all the components of a course facilitate learning.

The B2 English Communication Skills course, the context of this presentation, includes the following: negotiation of purpose, content, ways of working and evaluation to reach an acceptable plan; student contributions (e.g. background material, presentations); letters of self-assessment (start and end of the course), including data from Oxford's Strategy Inventory for Language Learning (SILL).

The main purpose, here, however, is a final group task with small groups discussing a given topic, with the teacher (myself) observing and making notes. At a natural transition point, the discussion stops, and students are given a copy of the CEFR oral skills assessment criteria (range, accuracy, fluency, interaction, coherence). Verbal feedback is given to each student, taking into account performance in the discussion and participation in class. The purpose of this activity is to make the criteria as transparent as possible.

The first reaction of the students is usually surprise at the criteria used in oral skills assessment, and also at the focus on discourse competence (initiating, turn-taking, backchannelling etc). Previous language learning experience, own self-assessment, comments from peers, and classroom participation are included in the assessment discussion. For the teacher, the task is authentic, real-time processing. In future, the CEFR criteria could be valuable material for reference throughout the course.

L'évaluation en tant qu'apprentissage fait partie d'une approche holistique d'enseignement pour faciliter l'apprentissage. Nous décrivons (ici) un exercice d'évaluation orale dans lequel les critères du CECR sont ouvertement utilisés dans l'évaluation. Le retour des étudiants est positif: ils ont été surpris par les critères utilisés et aussi par l'importance donnée à la compétence discursive.

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Testing: "Crossing the finishing line: New ways to testing?"

Friday, 7 September 2012

Time: 14:00-16:00

Position: 1

Room: CLM.1.02

Special features of assessment in reading comprehension in a Finnish university language centre

Most language centres in Finland organize reading comprehension courses in several foreign languages for the undergraduates of all faculties. In English, a reading comprehension course is compulsory for the first year students of most subjects. In other languages, for instance German, French, and Spanish, voluntary courses are offered which can be taken later. The aim is to give the students the competence they will need to deal with text in foreign languages during their studies and in their future working lives. Studying foreign languages and studying through the medium of foreign languages may provide an extra difficulty for Finnish students, as Finnish is not an Indo-European but a Fenno-Ugrian language.

In this presentation we present an analysis of the special features of assessment in reading comprehension course and in particular focus on a comparative examination of English and German. We note that measuring student performance in reading comprehension is complicated and time consuming because a lengthy written test is usually required. Naturally, there are differences between practices of testing different languages. For instance, the entrance level of the student is crucial, in English it can usually be expected to be B2 or even C1 (CEFR), but in German lower.

We will examine in more detail the main test types (e.g. open ended questions, multiple choice cloze tests, writing summaries in the mother tongue) used in reading comprehension examinations, how they work in practice and what kind of information they provide about student performance. Finally, we comment on the role of the teacher's personal practical knowledge and experience in choosing texts, designing tasks for the tests and assessing student performance. In addition to teacher assessment, self-assessment and peer-assessment are also discussed.

An vielen universitären Sprachenzentren in Finnland werden fachbezogene Textverständniskurse in verschiedenen Sprachen angeboten. Das Ziel der Präsentation ist, spezielle Merkmale der Leistungsbeurteilung in diesen fachbezogenen Textverständniskursen (Englisch, Deutsch) zu analysieren. Im Mittelpunkt des Interesses stehen vor

allein die verschiedenen Aufgabentypen in den schriftlichen Tests. Es wird darauf eingegangen, welche Aufgaben benutzt werden, wie sie in der Praxis eingesetzt werden und das tatsächliche Können von Studierenden zeigen können.

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Testing: "Crossing the finishing line: New ways to testing?"

Friday, 7 September 2012

Time: 14:00-16:00

Position: 2

Room: CLM.1.02

Self-directed learning and assessment

Foreign language teachers at the University of Iceland are confronted with an increasingly heterogeneous public and must deal with several skill levels within their classes. In this context their demands for entry level standardization at the beginning of the first year becomes more pressing. But what is to be assessed, what level should be required and what can be proposed to learners who fail a placement testing? The University of Iceland Language Centre specializes in self-directed language learning where the individual learning needs of each learner are taken into account and self-assessment plays an important role. In this presentation the advantages and the draw-backs of learner-centred assessment will be discussed in light of this on-going debate on entry placement testing at the University of Iceland as well as the function of a device such as the Language Centre in the organisation of such tests.

Les enseignants de langues étrangères à l'université d'Islande sont confrontés à un public de plus en plus hétérogène et doivent gérer plusieurs niveaux à l'intérieur de leurs classes. Dans ce contexte la demande de leur part d'un nivellement à l'entrée en première année devient de plus en plus pressante. Mais que faut-il évaluer, quel niveau demander et que peut-on proposer aux étudiants qui ne réussiraient pas à un test de niveau? Le Centre de langues de l'Université d'Islande se spécialise dans l'apprentissage autodirigé de langues où l'apprentissage et l'évaluation prennent en compte les besoins de l'apprenant et où l'autoévaluation tient un rôle important. Dans cette présentation les avantages et les défauts d'une évaluation centrée sur l'apprenant seront discutés à la lumière de ce débat sur les tests de niveau à l'entrée de l'Université ainsi que le rôle d'un dispositif comme le Centre de langues pour l'organisation de tels tests.

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Testing: "Crossing the finishing line: New ways to testing?"

Friday, 7 September 2012

Time: 14:00-16:00

Position: 3

Room: CLM.1.02

Pitfalls and challenges of relating testing and assessment to the CEFR at the tertiary level

The Language Centre (LC) of Masaryk University (MU) (Czech Republic) provides language teaching of English, German, Spanish, French and Russian to nine MU faculties. In connection with a new concept of language teaching at Masaryk University introduced in 2006, the Language Centre launched the process of standardization of language teaching and assessment related to the Common European Framework of Reference for Languages (CEFR). This process also entails standardization of testing university students who accomplished courses of Language for Specific Purposes (LSP) or Language for Academic Purposes (LAP) at different levels of the CEFR for above mentioned languages.

This paper presents an approach the LC has decided to adopt in the process of standardization of language testing and assessment of LSP and LAP students of MU together with the pitfalls and challenges of university language testing and the extent to which the LC is capable of implementing the Council of Europe's Manual for relating examinations to the CEFR in the process of standardization of language testing and assessment.

La communication se fixe pour objectif de présenter comment le Centre de formation en langues de l'Université Masaryk de Brno affronte la standardisation de tests et d'examens en langues en cherchant à les faire correspondre au Cadre européen commun de référence pour les langues. La communication apporte également une analyse des limites auxquelles on est confronté en élaborant des tests (de langues) standardisés dans le cadre universitaire.

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Testing: "Crossing the finishing line: New ways to testing?"

Saturday, 8 September 2012

Time: 09:00-11:00

Position: 1

Room: CLM.1.02

Tool kits for LSP teaching

The increasing scope of pedagogical and technical approaches in LSP teaching and learning broadens the use of meaningful tools. We especially focus on the functionality of the tools based on the use of our own working life experiences. We stress that such tool kits can **therefore utilize for a variety of other than original** language teaching purposes.

Our main presentation is to focus on three practical experiences by affording assessment and personal feedback. We will deal with our experiences of the use in Spanish and Swedish for their Finnish-speaking students **at both Aalto University School of Business and the University of Helsinki**.

First, our integrated tool kits deal with Business Spanish by focusing on writing diaries, voice feedback and tracking tools. We argue that these **tools promote the students' reflection on their writing processes**. Our second tool, *Rubyrlic*, was first developed in 2008 in the Department of Computer Science and Engineering at Aalto University. It is a rubric-based assessment tool that allows teachers to create rubrics or grading templates that specify the evaluation criteria and contain feedback phrases for typical mistakes (<https://rubyrlic.cs.hut.fi/>). In *Rubyrlic* the features of student assignments are collected and the feedback is given with the help of the phrases or rubrics formulated on the basis of these features.

Our third tool, *Movenote*, is marketed as a communications tool for working life. It is a tool with which the teacher can give feedback with the help of a video clip and power point. Finally, **the tool emails the given feedback automatically** to the recipients. The aim of the feedback is to guide the students to achieve better learning results, not only to assess the student's current proficiency level.

En esta presentación nos centramos en tres experiencias prácticas que permiten el "feedback" y la evaluación personal para los estudiantes. En primer lugar, nuestras herramientas integradas en los cursos de español para los negocios se enfocan en escribir diarios, dar audio comentarios y aprovechar herramientas de seguimiento. Sostenemos que estas herramientas mejoran la reflexión de los estudiantes en sus procesos de producción escrita. Nuestra segunda herramienta, *Rubyrlic*, es una herramienta de evaluación rúbrica que permite a los profesores crear rúbricas o plantillas de clasificación que especifiquen los criterios de evaluación y contienen comentarios sobre los errores típicos. Nuestra tercera herramienta, *Movenote* es una herramienta con la que el profesor puede ofrecer comentarios a los estudiantes con la ayuda de un clip de video y Power Point y la herramienta manda automáticamente por correo electrónico los comentarios al estudiante. El objetivo de los comentarios es guiar a los estudiantes para conseguir mejores resultados de aprendizaje, no sólo evaluar el nivel actual de competencia del estudiante.

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Testing: "Crossing the finishing line: New ways to testing?"

Saturday, 8 September 2012

Time: 09:00-11:00

Position: 2

Room: CLM.1.02

The contribution of Language Centres to the selection procedure of academic exchange students

The integration of universities into the European Higher Education Area (EHEA) has increased the role of University Language Centres as providers of services for the university community. In this sense, the Language Centre of the Universitat Politècnica de València (UPV) plays a key role in the selection and training process of students opting for mobility grants.

To carry out this role, the Language Centre has designed a computer-based placement test that is susceptible of being administered to a large number of students at a time with immediate release of results and can be therefore useful for analysing the needs for complementary language training for exchange students.

For the design of this test, the Language Centre has taken into consideration the linguistic requirements of host universities to try and harmonise them with the requirements implemented by the UPV for students wishing to apply for mobility grants.

This paper will focus on describing the procedure followed this academic year, which has allowed us to test 1400 students belonging to the different Schools and Faculties of the UPV in a period of two days. Additionally, the paper will describe how the results obtained have been used to facilitate the allocation of grants as well as to determine the language needs of future exchange students with the aim of designing specific languages courses previous to their departure towards host universities.

It has been shown that centralised placement tests for mobility students make the allocation of grants more objective and optimise the whole linguistic assessment process, thus contributing to the UPV internationalisation process and its integration into the EHEA.

La integración de las universidades en el Espacio Europeo de Educación Superior (EEES) ha incrementado el papel de los Centros de Lenguas de educación como servicios para las comunidades universitarias. En este sentido, el Centro de Lenguas de la Universitat Politècnica de Valencia (UPV) juega un papel fundamental tanto en el proceso de selección como en el de formación de los candidatos que deseen optar a becas de movilidad.

Para llevar a cabo dicha labor, en el Centro de Lenguas de la UPV hemos diseñado una prueba de nivel realizada por ordenador que permite ser administrada a muchos usuarios simultáneamente así como obtener los resultados de forma inmediata. y que permite realizar un análisis de necesidades de formación complementaria para todos los alumnos de intercambio.

Para la elaboración de la prueba hemos analizado los requisitos lingüísticos exigidos por las universidades de destino y su armonización con los requisitos exigidos por la UPV para obtener becas de intercambio. Centraremos este trabajo en la descripción del procedimiento seguido en el presente curso académico que ha permitido examinar a 1400 alumnos de las diferentes escuelas y facultades de la universidad en un plazo de dos días

Así mismo, los resultados de la prueba se han utilizado por un lado para ayudar al proceso de adjudicación de becas, y por otro para realizar un análisis detallado de las necesidades formativas de dichos alumnos con el objetivo de organizar cursos intensivos específicos previos a la incorporación de los alumnos de intercambio a su universidad de destino.

Hemos podido comprobar que las pruebas de nivel centralizadas permiten una mayor objetividad y agilizan el proceso de evaluación de los alumnos, contribuyendo de este modo a la internacionalización de la UPV y a su integración en el EEES.

Dr. Cristina Perez-Guillot Dr. Asuncion Jaime- Pastor, Julia Zabala- Delgado, U. Politcnica de Valncia; mcperez@upv.es

Testing: "Crossing the finishing line: New ways to testing?"

Saturday, 8 September 2012

Time: 09:00-11:00

Position: 3

Room: CLM.1.02

Does one size really fit all? The relation between standardized testing, personalized teaching and autonomous learning

In recent years standardized tests have been adopted in many different situations as a solution to enhance reliability and, to a certain extent, validity. Technology has furthermore fostered the process of standardization with the delivery of computer- or internet-based tests, which also represent a cost-effective way to test high numbers of candidates in a reduced span of time.

Standardized testing, however, can have an impact on the process of teaching and learning and, as David Little says (1991), it can "limit (...) learning and give rise to precisely the disjunction between learning and living that autonomy should help us to avoid": on the one hand teachers feel forced to teach towards the exam and on the other students want to be taught exactly according to its format and techniques, with a prevalent extrinsic motivation.

Focusing on Little's statement, we will discuss the case of teaching and testing B1 English at the Servizio Linguistico d'Ateneo (SeLd'A) of Università Cattolica del Sacro Cuore, Milan – Italy with the aim of analysing the extent to which standardization of tests, teaching and autonomous learning are related, how they influence each other and how individual learning needs and different learning styles are catered for when students have to pass a standardized test.

We will first introduce the setting and describe the rationale behind the decision of implementing computer-based tests in 2006. We will then present teaching requirements, how they differ among degree courses, and any changes occurred in these 6 years. Finally we will focus on students' autonomous learning in our Self-Access Centre giving quantitative and qualitative data related to both their requests and activities.

Il presente contributo vuole analizzare il rapporto e l'influenza reciproca fra test standardizzati, insegnamento e apprendimento autonomo attraverso il caso della prova di inglese B1 in uso presso il Servizio Linguistico d'Ateneo (SeLd'A) dell'Università Cattolica del Sacro Cuore di Milano. Se da un lato infatti la standardizzazione delle prove può portare alla realizzazione di test sempre più affidabili e, in certa misura, validi, dall'altro è innegabile che essa contribuisca a orientare sia l'insegnamento sia l'apprendimento, limitandoli (in alcuni casi) solo a ciò che richiede il test.

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Translation, Mediation & Interpreting: "Passing the baton: New technology, new approaches"

Thursday, 6 September 2012

Time: 16:00-18:00

Position: 1

Room: CLM.1.03

Using web resources to develop intercultural competence in translating

As integration of different communities in society moved from assimilation through melting-pots and cultural integration to multiculturalism and, more recently, intercultural dialogue, training students to develop intercultural competence in translation started to raise awareness of problems related to *realia* or culture-bound terms. Since the internet has made the world a much smaller place, translator training has progressed towards larger-scale political and social systems in a bid to avoid causing offence when expressions or comments deemed acceptable in one language turn out to be socially unacceptable in another if not translated carefully. Within the so-called linguistic and cultural mediation courses, developing intercultural competence is the key to tackling potential minefields such as race, gender, and religion. The overall objective is for students to learn not only how to neutralise potentially offensive

comments so that they become acceptable to target readers, but also to spot them in the first place. Moving away from strategies such as exoticism, calque, cultural borrowing, communicative translation and cultural transplantation of 'obvious' *realia* - e.g. different types of food, customs and traditions - we look at translation teaching with web-based media material and how it can be used to raise cultural awareness, thus enabling students to develop their concept of intercultural competence.

L'accoglienza di comunità "altre" nella società è passata dall'assimilazione al crogiolo di razze fino all'integrazione culturale e al multiculturalismo e, in tempi più recenti, al cosiddetto dialogo interculturale. Lo sviluppo di competenze interculturali in traduzione ha preso le mosse dalla sensibilizzazione ai problemi insiti nella resa dei realia o termini culturalmente determinati. Da quando le comunicazioni si sono intensificate e velocizzate grazie a nuovi media, nella formazione in traduzione si è passati a considerare aspetti sociopolitici di più ampia portata al fine di sensibilizzare gli studenti alla massima attenzione nella resa di espressioni e commenti che possono essere accettabili in una lingua cultura ma non in un'altra. Nell'ambito dei corsi di mediazione linguistica e culturale, lo sviluppo di queste competenze interculturali assume la massima importanza al fine di evitare potenziali ambiti problematici associati ai concetti di razza, genere e religione. L'obiettivo generale consiste nell'assicurare che gli studenti apprendano le strategie per tradurre in modo appropriato espressioni e commenti che potrebbero risultare offensivi nella linguacultura di arrivo. Tralasciando le tradizionali procedure atte a risolvere problemi traduttivi riguardanti termini culturalmente determinati, il presente lavoro illustra come sfruttare le moderne risorse online per sensibilizzare gli studenti allo sviluppo di una propria competenza interculturale.

Professor Maria Teresa Musacchio, Andrew Bailey, University of Padova, Italy, andrew.bailey@unipd.it; mt.musacchio@unipd.it

Translation, Mediation & Interpreting: "Passing the baton: New technology, new approaches"

Thursday, 6 September 2012
Time: 16:00-18:00
Position: 2
Room: CLM.1.03

New approaches to teaching young translators – a course in official translation

The article focuses on the objectives and contents of a course in English for specific purposes taught in the study branch English for Business. The course addresses the needs of students as future official interpreters and translators. The introduction gives a brief overview in the historical perspective of the Czech legislation. The contribution deals with the basic terminology within the translator's field of interest. The article gives an overview of the most frequently translated official documents and legal acts within an interpreter's competence with the view to the specific terminology to be acquired. Attention is also paid to the preparation and processing of authentic materials as an integral part of the course syllabus.

Der Artikel befasst sich mit Zielen und mit dem Inhalt des Kurses Englisch als Fachsprache, unterrichtet im Studienprogramm Englisch für Wirtschaftspraxis. Das Fach konzentriert sich auf Bedürfnisse der Studenten als Gerichtsübersetzer- und Dolmetscher. In der Einführung wird die historische Perspektive des Gerichtsdolmetschens in der tschechischen Legislative kurz beschrieben, weiter befasst sich die Autorin mit der Grundterminologie in der Gerichtsübersetzung, in den meist auftretenden Übersetzungsarten der Dokumente und nicht zuletzt in den gedolmetschten Rechtshandlungen. Eine besondere Aufmerksamkeit wird den authentischen Materialien als Bestandteil der Lehrpläne des Kurses gewidmet.

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Translation, Mediation & Interpreting: "Passing the baton: New technology, new approaches"

Thursday, 6 September 2012

Time: 16:00-18:00

Position: 3

Room: CLM.1.03

Looking for the perfect balance: language centres and the (in)visible position of translation practice in academia

Please note at the time of going to press this presentation had not been confirmed.

Translation is understood as being set within the scope of the so-called technical-intellectual labour, developed in a complex network system (Strauss, 1987) within a specific "community of practice" (Wenger, 1999) including both people and institutions involved in the production of "immaterial and incorporeal goods" (Heilbron and Sapiro, 2007). Given the complex nature of translation and interpreting as a holistic socio-cultural event involving language(s), no single discipline can offer a complete picture. Translation is also a strategic and powerful profit-generating activity, set within the scope of service provision, marked by specific business-oriented goals and management-oriented procedures, associated and built upon the concept of the production of commodities. In a time where multilingual communication pervades society in general, and university discourse in particular, as a crucial tool for the dissemination of global knowledge, the importance of language centres as pivotal elements in communication strategies needs to be carefully assessed in order to map the exact position of translation and interpreting in the field. Based on the experience of BabeliUM, the University of Minho's language centre, this paper is aimed at reflecting upon the role and status of translation service provision within academia, whilst addressing more specifically the role of stances and positionings found in professional practices. By assessing professional and market dynamics, this presentation will offer a brief overview of the language industry scenario in Portugal, and provide new insights into professional and educational expectations. In the end, our conclusions will eventually lead to the reshaping of translation practice according to prescriptive professional standards and to new business-oriented settings.

Ma communication prétend en un premier temps attirer l'attention sur la position de la traduction au sein des centres de langues, confronté à des tensions et à des affrontements constants et pour lequel différentes stratégies se mettent en place pour la construction d'une identité professionnelle particulière.

Ce contexte professionnel est marqué par des situations hybrides mais aussi par une forte dichotomie entre visibilité et invisibilité, que je me propose ici d'identifier à travers les parcours de professionnalisation des agents qui interviennent dans ce processus. Je pars de la prémisse que, en premier lieu, la traduction est à la fois une puissante activité qui génère des profits et un phénomène social interdisciplinaire. Il s'agit, autrement dit, d'une base sociale et professionnelle dont l'activité est régie par les normes institutionnelles et développée dans un système de réseaux complexes vers lequel plusieurs acteurs ou agents convergent, dans lequel ils interagissent, et qui maîtrisent l'application commerciale d'un ensemble de connaissances organisées.

Je présenterai une brève description de l'industrie de la traduction au niveau universitaire en caractérisant le secteur et le contexte dans lequel le BabeliUM - Centre de Langues de la Université du Minho fonctionnent habituellement au Portugal. En plus d'offrir un bref aperçu sur l'industrie de la langue au Portugal, cette communication révèle les nouvelles tendances des attentes du marché (à savoir, les caractéristiques, les compétences et les qualifications retenues, les profils, les besoins, les contraintes, les exigences et les conditions de travail entre autres). Cet outil permet également à mieux cerner ce que l'on prétend par l'idéal du traducteur en tant que prestataire de services, profil qui advient de la prescription de nouvelles normes professionnelles et qui crée de nouveaux paramètres à vocation commerciale. En conclusion, cet exercice devrait permettre de mieux contextualiser le statut exact de professionnalisation, de culture et les représentations professionnelles ainsi que des routines de la traduction au niveau institutionnelle.

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Translation, Mediation & Interpreting: "Passing the baton: New technology, new approaches"

Friday, 7 September 2012

Time: 10:45-12:45

Position: 1

Room: CLM.1.03

Translation Services and The Crisis: Facing Challenges, Finding Solutions

THE “crisis” has morphed from rumour to reality with frightening rapidity. Quite suddenly, the University—as an institution—finds itself obliged to review the economic viability of many ambits and activities that have, to date, often been thought of as basic to its broader purpose and educational role. University language services, and most especially the areas of service that they provide (teaching, translation, examinations and accreditations, etc.) are a direct target for such reviews, and are increasingly called on to make adjustments to their structure and function.

In the area of translation services, we are now facing a number of challenges, some of which question the very validity of our basic *raison d'être*, others—though perhaps less dramatic—would, if applied as intended, undermine our employability or at least alter its characteristics in ways that most of us would find detrimental. Some of these challenges include the decrease in clients’ use of our services, due largely to their own financial constraints (particularly including reduction in research-group funding) and the consequent reorganisation of their perceived priorities; an increase in the use, even in contexts that would be best advised against this, of free automatic translation; the tendency towards consortiation of services shared amongst university alliances, with its accompanying mantra that this creates economic efficiency; the drastic reduction of university funding for language-service administration and development. This is all regrettable, and we could wring our hands and leave it at that. But I wish, instead, to suggest means of facing these challenges in a more constructive way, to candidly recognise the problems they bring but, in doing so, to point to ideas, procedures, actions and initiatives that limit or even counter the worst of their effects.

La famosa “crisis” ya es una realidad. De repente, la institución de la universidad se ve obligada a revisar la viabilidad económica de muchos de sus ámbitos y actividades. Los servicios de traducción se enfrentan ahora a una serie de desafíos, algunos de los cuales ponen en duda hasta nuestra razón de ser; otros—tal vez menos dramáticos—proponen alterar nuestro trabajo de manera perjudicial. Repaso algunos de estos desafíos y sugiero formas constructivas de actuar frente a estos problemas.

Dr David Owen, Universitat Autònoma de Barcelona, David.Owen@uab.cat

Translation, Mediation & Interpreting: "Passing the baton: New technology, new approaches"

Friday, 7 September 2012

Time: 10:45-12:45

Position: 2

Room: CLM.1.03

Attuning Translation Services

Translation services are facing many challenges, both in terms of technology and changing attitudes. This contribution will examine one of these new approaches in attitude and discuss how translation departments can turn potential threats into opportunities for growth and development. The presentation will specifically discuss educational terminology and the Tuning Project Group (Tuning Educational Structures in Europe; www.unideusto.org/tuningeu/). The catchword at present in Europe is without doubt ‘internationalization’. This concept is applied to a wide range of situations, including academia. It is the justification for many changes in policy, and for many budget cuts as well. In a parallel development, English is emerging as the *lingua franca* in academia, and academics are currently expected to function in that language as they would in their native tongue. However, the need to function at native-speaker level in English is not necessarily accompanied by funding to enable non-native speakers to take courses to improve their English or to have their written work edited or translated by native speakers.

With regard to educational terminology in particular, the field is in flux due to changing ideas about education in general. The EU Tuning Project Group has played a significant role in recent educational development in Europe, and its approach is currently expanding across the globe. Their policy decisions not only pass into law in the EU, but also have a significant influence on the development of new educational terminology. Until recently, university translation departments were at the end of the information chain. The newly instituted CercleS Translation Focus Group has initiated contact with Tuning with an eye to becoming involved in terminology discussions at an early stage. This presentation will discuss the progress of these talks, and the joint plans for the future.

Übersetzungsdienste stehen durch Technologie und Einstellungswandel vor zahlreichen Herausforderungen. Dieser Beitrag untersucht einen dieser neuen Haltungsansätze und diskutiert, wie Übersetzungsabteilungen potenzielle Bedrohungen in Chancen für Wachstum und Entwicklung umwandeln können. Die Präsentation geht speziell auf pädagogische Terminologie und die Tuning-Projektgruppe (Tuning Educational Structures in Europe; www.unideusto.org/tuningeu/) ein.

Dr Julia Harvey, University of Groningen, j.c.harvey@rug.nl

Poster Presentation

Time: Throughout the conference

Position: Not applicable

Room: CLM.6.02

Enhancing Foreign Language Medium Programmes in Higher Education

Matej Bel University in Banská Bystrica, Slovakia, has received financial support from the ESF for a three-year project to support the development of study programmes in foreign languages.

The main activities of the project are designing joint-degree programmes, innovating syllabus and materials design and establishing a self-study centre for students and teachers.

To reach the objectives, teachers' pedagogical and language competence needs to be raised. Therefore, the project foresees special teacher training programmes, which are designed and provided by teachers from the Department of Foreign Languages. Our poster presents these in-service teacher training courses that aim at developing the language and methodology skills necessary for teaching specific-subject (non-language) courses in foreign languages. The language skills developed in the course focus on classroom language, student-teacher interaction, presentations and discussion skills. The methodology skills involve modern approaches to teaching based on the constructivist theory to facilitate cooperative and autonomous learning. The participants of the courses also develop their intercultural skills and learn how to apply innovative methods in teaching specific-subject courses, such as projects, case studies, simulation and other problem-solving methods.

Das Poster stellt ein Projekt an der Matej-Bel-Universität Banská Bystrica (Slowakei) vor, das die Erhöhung der Zahl der Studiengänge in einer Fremdsprache ermöglichen soll. Die wichtigsten Aktivitäten des Projekts bestehen in der Erstellung gemeinsamer Studiengänge (joint degrees), der Innovation von Curricula und Lehrmaterialien und in der Einrichtung eines Studienzentrums für selbständiges Lernen, das von Studenten und Lehrern genutzt werden kann. Das Projekt sieht zudem Weiterbildungen für Dozenten vor, die Fachveranstaltungen in einer Fremdsprache abhalten. Lehrkräfte der Sprachenlehrstühle richten als Kursleiter die Fortbildungsmaßnahmen auf die Vervollkommen der sprachlichen und didaktischen Fertigkeiten der Teilnehmer aus. Das Poster informiert über Inhalt und Methodik dieser Kurse.

*Maria Spisiakova, Anna Zelenkova, Matej Bel University, Banská Bystrica, Slovakia maria.spisiakova@umb.sk
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Poster Presentation

Time: Throughout the conference
Position: Not applicable
Room: CLM.6.02

Overcoming challenges in compiling level tests

Within the past five years Tallinn University (TU) in Estonia has carried out CEFR level exams. The prerequisite for the student graduation is to pass the B2 exam. Teachers of TU Language Centre (LC) have put a lot of effort into drawing up the exam tasks on each level in accordance with the requirements of CEFR. The poster presentation focuses on the main problems which have occurred in the process of assessing all the skills included: reading, listening, language structures, writing, speaking. In addition to the teachers of English, the expertise of the teachers of German, French, Spanish etc has been involved. Numerous meetings and debates have been arranged among the teachers of TULC to ascertain the different issues they have faced compiling the tasks: finding suitable texts, levelling exam task structures of different languages etc. In addition, the presentation sheds light on certain challenges that have been met when putting the exams into practice i.e piloting, ensuring validity and confidentiality of tests etc. Also, the poster reflects what kind of solutions have been applied to the problems, for example, statistic analysis of the used tests and revising and improving new tests on the basis of the analysis. Launching the level tests in accordance with CEFR has made TULC a pioneer in this field among the Estonian universities. This initiative has had a positive impact on the process of teaching and studying foreign languages in TULC, being also acknowledged by *Language education Profile. Estonia. Language Policy Division, Strasbourg, 2010.*

Die Lehrkräfte des Sprachenzentrums der Universität Tallinn (Estland) führen bereits seit fünf Jahren Sprachprüfungen durch, die sich an den Niveaubeschreibungen des *Gemeinsamen europäischen Referenzrahmens für Sprachen (GER)* orientieren.

Der Postervortrag setzt sich mit wesentlichsten Problemen bei der Bewertung der Fertigkeiten Sprechen, Hören, Lesen und Schreiben sowie der Teilfertigkeit Sprachstrukturen auseinander. Betrachtet werden auch einige bei der Durchführung der Prüfungen aufgetauchten Herausforderungen, wie Pilotieren und die Gewährleistung der Validität und der Konfidentialität. Der Postervortrag gibt einen Überblick über die gefundenen Lösungen.

Im Bereich der Ersellung und Durchführung von den nach dem GER erstellten Niveauprüfungen ist die Universität Tallinn Bahnbrecherin unter den Universitäten in Estland.

Eha Mängel, Dr Tuuli Oder, Aita Taiger, Tallinn University, aita@tlu.ee, eha.mangel@tlu.ee, tuuli.oder@tlu.ee, aita@tlu.ee

Poster Presentation

Time: Throughout the conference
Position: Not applicable
Room: CLM.6.02

Out-Of-Class Language Learning: A Case Study of Students of Helsinki University Language Centre Advanced E.A.P.S Courses.

I would like the opportunity to present a poster outlining a study on how students in Advanced E.A.P.S. courses (English Academic and Professional Skills) report that they learn English outside of a classroom or academic setting.

My study involved a total of 39 students at Helsinki University and took place during the 2009-10 academic year. Two questionnaires were administered to students (one empirical and one with choice to rate) and the answers were collected and analyzed.

My main aim was to address the following questions:

1. Do students create and utilize opportunities to use English outside a classroom and, if so, how? (Questionnaires 1 and 2).

2. Do students make any remarks indicating the differences they feel between “formal” and “informal” OCLL, or do they tend to place OCLL in another category other than “learning”? In other words, do students indicate in any way that they equate OCLL with actual “study”, or is it just “fun” for them? (Open-ended questionnaire 1).
 3. Do the OCLL activities involve professional or practical cultural knowledge, or both? In addition to developing their language skills, do the students also gain access to culturally-related knowledge not provided within the normal framework of in-class English language courses, such as the use of T.V./movies, reading material and interpersonal relationships and travel? (Questionnaires 1 and 2).
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En este poster resumiré un estudio sobre los informes que los estudiantes de la lengua inglesa de nivel avanzando (cursos de ingles académico y profesional) presentan sobre su aprendizaje fuera del aula y del ambiente académico.

Robert Moncrief, University of Helsinki, robert.moncrief@helsinki.fi

Poster Presentation

Time: Throughout the conference

Position: Not applicable

Room: CLM.6.02

Challenges in the Contents-Based Approach to English for Specific Purposes

The aim of the poster presentation is to identify the challenges in the contents-based approach (CBA) to English for Specific Purposes based on the authors’ experience from working with the first year students at the University of Latvia. First, the authors have intended to describe the contents-based approach as it is currently incorporated in the study courses following the idea that the focus of a CBA is on the topic or subject matter. Then the discipline-specific difficulties in the contents of the ESP course will be outlined as the principles of building the course curriculum tend not to be the same across target disciplines. Further the authors will focus on the dependance of the contents on students – especially their general knowledge, language level and discipline specific background and illustrate the task-contents to meet the needs of each level. The presentation will also deal with the teacher’s competences and attempt to define the limits of the ESP as a foreign language teacher’s responsibility in dealing with the discipline contents. The authors will also describe the role of the teacher’s discipline-related experience in assisting students to get the maximum benefit out of the contents offered to them or chosen by students themselves. In line with that the challenges in choosing suitable resources incorporating the necessary contents will be presented. Here the authors would like to expand the notion of resources beyond the electronic and printed ones. Over the whole presentation along with the challenges the authors will share the interim solutions they have found and be open for a discussion.

Le sfide negli approcci content-based in inglese per scopi specifici.

Please note that this summary in a second conference language was provided by the LSE Language Centre as the presenter(s) did not provide one of their own.

Liga Belicka, Ruta Svetina, University of Latvia rutasaulite@inbox.lv

Poster Presentation

Time: Throughout the conference

Position: Not applicable

Room: CLM.6.02

You say “hi”, I say “bye”. Designing materials to introduce Intercultural Competence in the classroom.

In our global economy, linguistic competence is not enough: culture shock can result in misunderstanding, poor communication and it could lose you a contract in a business situation by causing unnecessary embarrassment.

Research has suggested that intercultural competence (ICC) can offer a way to minimize culture shock, or a way to handle these situations. Traditionally, knowledge of culture has been taught within language programmes and this poster considers the difference between culture knowledge and intercultural competence. Research in the field highlights the desirability of acquiring ICC as a transversal skill that can be applied in many different situations and contexts; it also suggests that ICC should, therefore, be an integral part of any language learning programme. However, materials with an ICC focus for use in the classroom are only just starting to become available for the teaching of modern languages. This poster introduces a step-by-step guide to developing such materials, based on current research on how ICC can be taught in the classroom. Finally, there are examples of materials which have been designed with a strong ICC focus and which have been trialled at the University of Sussex.

En nuestra economía mundial, la competencia lingüística no es suficiente: el choque cultural puede dar lugar a malentendidos y llevar a una falta de comunicación donde además de causar vergüenza innecesaria se podría perder un contrato en una situación de negocios. La investigación sobre este tema sugiere que la competencia intercultural (CPI) puede ofrecer una forma de minimizar el choque cultural o una manera de manejar estas situaciones. Tradicionalmente, el conocimiento de la cultura se ha enseñado en los programas de idiomas pero hay que establecer una diferencia entre el conocimiento de la cultura y competencia intercultural. Recientemente se ha puesto de manifiesto la conveniencia de adquirir CIP como una competencia transversal que se puede aplicar en diferentes situaciones y contextos, donde forma parte integral de cualquier programa de aprendizaje de idiomas. Sin embargo, los materiales con un enfoque intercultural para uso en el aula, apenas están comenzando a estar disponibles para la enseñanza de las lenguas modernas. Este cartel presenta una guía paso a paso para el desarrollo de tales materiales basados en la investigación actual sobre cómo la CPI puede ser enseñada en el aula. Por último, se muestran ejemplos de recursos didácticos que han sido diseñados con un fuerte enfoque en CPI y que se han sido usados en la Universidad de Sussex.

Viviana Coston and Silvia Taylor, University of Sussex. s.taylor@sussex.ac.uk

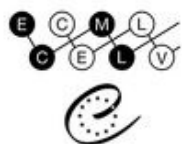
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