



E-bulletin

Special points of interest:

- CercleS first issue of its E-bulletin
- Coming Up...
XV CercleS International Conference 2018

Inside this issue:

Welcome from the CercleS President	1
CercleS stats	1
CercleS Executive Committee	2
Profile of National Associations:	3
• ReCLes.pt	
• FINELC	6
XV CercleS International Conference 2018	9
Schedule of meetings: Coordinating Committee and General Assembly	9

Issue 1

September 2018

Welcome from the President

Dear E-bulletin readers,

It is my great pleasure to invite you to a new CercleS E-bulletin prepared by a team of CercleS members with two fantastic ladies Heidi and Catherine as leaders. I hope our E-bulletin will become our platform for discussion, exchange of ideas and information from National Associations and Language Centres from different universities. The plan is to run two issues per year (September and April) and initially present two national associations each time (for our first issue, colleagues from Portugal and Finland have kindly agreed to tell us more about what they do).

Our life has become very hectic so e-technology brings a possibility to do many things faster including exchange of information, knowledge and updated news. I would encourage all of you to contribute to the E-bulletin, write about your projects, future events and share with us important facts from your work place. Enjoy the read!

Kind regards,

Dr Liliana Szczuka-Dorna



CercleS President
Liliana Szczuka-Dorna
(SERMO)

CercleS stats

Year established

Founded in Strasbourg, France
in 1991

Meetings

Executive Committee:

Monthly via Skype

Coordinating Committee:

Annually

General Meeting:

Biennially

Conference

Biennially

Next conference

Poznan University of Technology, Poland

September 2018 (More on page 9)

Number of members 2018

Within National Associations:
345

Associate Members:

16

New member institutions:

13

CercleS Executive September 2016 - Present



CercleS President
Liliana Szczuka-Dorna (SERMO)



Vice-President
Carmen Argondizzo (AICLU)



Secretary General
Heidi Rontu (FINELC)



Deputy Secretary General
Catherine Chabert (AULC)



Treasurer
Marta Estella Clota (ACLES)



Deputy Treasurer
Andrea Koblizkova (CASALC)

Greetings from ReCLes.pt in Portugal!

The Network Association of Language Centers in Higher Education in Portugal (ReCLes.pt, <http://recles.pt/>, founded 2009), paradoxically self-titled “reckless”, unites a total of **16 polytechnics and universities** in Portuguese higher education (HE) in the promotion of quality activities and advocacy for the teaching and the learning of communication, languages, and cultures, support for events, research, and publications as well as recognition of best practices and development.

ReCLes.pt selects its collaborations carefully, first being granted membership in 2010 in CercleS, followed in 2012 by the hosting of the **International CercleS Seminar on Five Years of Bologna: Upgrading or Downsizing Multilingualism?** at member Universidade do Minho (BabeliUM-ILCH).

In 2016, **CercleS launched its Focus Group (FG) on CLIL in Higher Education**, coordinated by the ReCLes.pt Executive, at the Università della Calabria, coinciding with Italy’s most recent national CLIL requirements, dramatically impacting the need for CLIL training. On our website (under *Investigação/Publicações [Publications]*), our digital publications currently include a widely-used resource, the **CLIL Training Guide – Creating a CLIL Learning Community in Higher Education** (Morgado et al., 2015).

ReCLes.pt **Teacher Certification in CLIL and Content-Based Instruction through EMI** has been piloted and the national certification process for teachers with CLIL training is being studied, subject to periodic updates, through what we hope to soon release in a blended learning course. This transformation of the original ten-hour CLIL Training Course (2014-2015) currently offers a 61-hour teacher training course.

Work within this CercleS FG coincided with a similar effort by the **European Language Council**, presided until end 2017 by member Universidade do Algarve’s (CL-IMT) esteemed Manuel Célio Conceição and where ReCLes.pt became a member in 2017, advocating for prospective recognition of the relevance of language within the Sciences through CLIL at the EuroScience Open Forum (ESOF), Toulouse, 2018, with the ReCLes.pt-CercleS proposal *Content and Language Integrated Learning (CLIL) – Making science through English more approachable*. Although both associations’ applications were rejected, advocacy continues at local and national levels.

We have suggested the topic of **CLIL in Higher Education** as a theme for a forthcoming issue of *Language Learning in Higher Education (LLHE)*. If you are interested, we encourage you to submit individual articles on CLIL best practice.

The X Wulkow Workshop included a plenary session on “**Language Centers and the Public Debate on Culture**” (Arau Ribeiro, 2018), highlighting **ICC** and **Internationalization at Home** as a foundation for CLIL, which could open the doors to all languages (not exclusively English, as per EMI), and the urgency of updating the relevance of communication in a digital age bereft of human contact.

ReCLes.pt has been involved in a number of research collaborations and honors protocols established with other (inter)national language teaching associations and with individual HEIs to fully support and actively cooperate with local and international research and development of Erasmus+ projects, most recently in the areas of **Intercultural Communicative Competence (ICC)** and **Interdisciplinarity**. Like CLIL, these areas have attracted ReCLes.pt attention due to fundamental touchpoints with communication and culture as underlying forces related to language centers, regardless of the language involved.

- ✓ **The ICCAGE – Intercultural Communicative Competence : The Competitive Advantage for Global Employability – project**, led in Portugal by the Instituto Politécnico de Castelo Branco (CILCE-IPCB), has involved other members iLnova, CILC-IPG, and CLIPP and more than 184 national students in creating and piloting ICC modules in Spanish and in English (<http://iccageproject.wixsite.com/presentation>). At the request of the ICCAGE project, ReCLes.pt has coordinated the volume **Learning beyond Culture: Reports from the field on Intercultural Communicative Competence through telecollaboration and foreign language learning** (Arau Ribeiro & Morgado (eds.), pending publication), with an introduction by Robert O'Dowd, noted specialist in telecollaboration in HE.
- ✓ **DT.Uni – Design Thinking Approach for an Interdisciplinary University** will involve ReCLes.pt members in collaboration with the CILC-IPG in this Erasmus+ project's multiplier events through 2020, training researchers, teachers, managers, and students in divergent, creative, and designerly thinking in an interdisciplinary context (<http://www.umcs.pl/en/dtuni.htm>).

In 2019, ReCLes.pt will be celebrating **ten years of dynamic intervention and pro-active involvement**. In tune with the challenge set at the first international meeting of ReCLes.pt – **Languages 2010: Bridges, doors, windows, mirrors, and networks** – the bridges are already being built across countries, cultures, languages and levels of education:

- Member Universidade de Coimbra (CL-FLUC) hosted the Series in *Didactics of English*, which included a seminar on “**The Inevitability of Interculturality and the EFL teacher**” (Arau Ribeiro, 2017) in February 2017. Then their May colloquium on *New Perspectives in English Language Teaching: Interculturality and CLIL* included keynote speakers Manuela Guilherme and Maria del Carmen Arau Ribeiro.

- ReCLes.pt collaborated with the Hungarian National Association of Teachers and Researchers of Languages for Specific Purposes (SZOKOE) in a roundtable hosted by Ildikó Dósa to discuss **ReCLes.pt national and international dynamics** with María del Carmen Arau Ribeiro at the Budapest Business School in November 2017.
- Member Universidade Nova de Lisboa (iLnova) launched a new CLIL research strand of CETAPS, with guest Do Coyle, who gave the keynote address at the first international conference, **Working CLIL**, joining researchers at all levels of education in Oporto in March 2018. Founding members include ReCLes.pt researchers from the Institutos Politécnicos da Guarda (CILC-IPG), de Castelo Branco (CILCE-IPCB), and de Portalegre (CLiC.IPP) as well as the Universidade do Algarve (CL-IMT).
- Then in April, the international conference, **CLIL for Primary, Secondary, and Higher Education**, for the Erasmus+ project C4C – *CLIL for Children* was hosted by member Instituto Politécnico de Castelo Branco (CILCE-IPCB), with keynote speakers Rafael Alejo and Ana Piquer, Maria Ellison, and Margarida Morgado.

This summer we have defined a **plan for coordinated certification** by ReCLes.pt HEIs. **CLAP (Certificação de Línguas de Ação Profissional)** initially covers four LSP areas (naturally based on the CEFR) – Legal, Business, STEM, and Tourism – as well as HEI Teaching Certification in CLIL (and content-based instruction for EMI) and Language for Academic Purposes. With the initial phases of the project, project collaborators will be defining competences, structure, and criteria for two levels of testing, although we are beginning with B2. Other CEFR levels and areas of professional activity will be included as the project advances.

ReCLes.pt dynamism and constant involvement is a tribute to its member HEIs, represented by researchers and teachers who recognize that, while teaching specific foreign language may define most local activities, concerted action to enhance communication overall is at the heart of every language center.



María del Carmen Arau Ribeiro
ReCLes.pt Executive Board President

**F I N E L C**Suomen yliopistojen kielikeskusten verkosto
The Network of Finnish University Language Centres<http://finelc.languages.fi/>

Context and history

Every university in Finland has a language centre or equivalent unit. According to the statutes governing higher education, students must demonstrate that they have attained proficiency in Finnish and Swedish, and they must possess skills in at least one foreign language “to follow developments in the field and to operate in an international environment”. Students thus take field-specific compulsory courses that include tuition in terminology and writing and discussion skills. University language centres are responsible for planning and organising this language and communication tuition, and they also offer language services and optional courses in numerous languages.

The initial form of the FINELC network – the Language Centre Directors’ Council – was established in the early days of university language centres in Finland, namely the 1970s and 1980s. In 2003, the network was formalised as FINELC and joined CercleS in 2004. FINELC’s mission is to enhance Finnish university language centres, facilitate networking, and take advantage of the common strengths and opportunities offered by the information society. It aims to develop the learning of all university students and help them realise the importance of language and communication. It strives to promote students’ studying and learning, and ensure quality in our teaching.

Great changes have taken place in the Finnish university sector of late, including significant reforms in the university-state relationship and financing. As one result of this change, we have witnessed diversification in the ways language centres are organised. These changes in our operational environment make the FINELC network invaluable.

The FINELC roadmap

FINELC has two main objectives for the near future, namely the research-based development of teaching methods and materials, and internationalisation.

One of the core tasks of language centres is the research-based

FINELC has two main objectives for the near future, namely the research-based development of teaching methods and materials, and internationalisation.

of teaching. This development is being undertaken both by language centres and by individual teachers. The approach is founded on the widely held principle that teachers are also researchers, and vice versa. We argue that only through this research-based approach can language centres achieve exceptional teaching quality and learning support.

It is important that language centres provide support for the significant internationalisation process underway in Finnish universities. Multilingualism and multiculturalism are natural and organic parts of the work of language centres, but the value and expertise language centres can offer are not always recognised or fully utilised. As universities seek a more pronounced international role, language centres are uniquely positioned to help further this effort. Despite – or perhaps owing to – the strong inherent multilingualism and multiculturalism of language centres, it is important that they view internationalisation and its implementation critically.

How does FINELC work?

The network has become a respected, national-level expert body. University management trusts FINELC's point of view in matters related to language teaching, and the Ministry of Education consults the network regarding its language-related plans.

Over the years, FINELC has carried out many larger projects, for example, on language skills assessment, the implementation of higher education reform, digital literacy and use of digital technologies, quality management and benchmarking in language teaching. The Ministry of Education and other external funding sources financed many of these projects. In addition to formal projects, there are self-organised sub-groups that typically consist of teachers of the same language. Their activities vary from year to year.

In recent years, FINELC has invested in communication within the network. It publishes a biannual electronic newsletter containing news from different centres, short reports from research and teaching experiments, and whatever else the centres or individual teachers may wish to communicate to colleagues. Furthermore, there is an annual 'Communication Day' webinar, enabling teachers to present papers based on their (action) research. Internal communication happens deftly through the FINELC email list, which covers practically every language centre staff member in the country. This is a crucial tool for sharing information on vacancies, seminars, projects, etc.

'Language Centre Days', a traditional form of network activity, is a two-day conference held every second year. Normally about 250 teachers and administrative staff attend. Universities take turns to host the conference, and it will next be held in 2019 in Helsinki.

FINELC has a chairperson and two vice chairs who are elected for a two-year mandate. The decision-making body is the Directors' Council, which meets twice a year, traditionally in June and December, and many issues are discussed in smaller theme-based committees, or virtually between the meetings. The directors' group is a valuable source of information and peer support: if a member wishes to consult his or her peers, responses are normally received from all 12 colleagues within 12 hours by posting a question on the 'langboss list'.



The Directors' Council held its summer meeting days in June 2018 in Brussels. The days included visits to the European Commission, the European Association of Universities and the national language centre association NUT in the Netherlands and Belgium.

Antti Hildén
President of FINELC

Coming Up...

XV CercleS International Conference 2018 *“Broad Perspectives on Language Education in the Globalized World”*



**Centrum Języków
i Komunikacji**
Centre of Languages and Communication



The Association of Academic
Foreign Language Centres,
Poland

When?

6-8 September 2018

Where?

The Centre of Languages
and Communication,
Poznań University of
Technology, Poznań,
Poland

[Find out more
here!](#)

The main themes of the conference include:

- Facing new challenges in foreign language teaching: Millennials on the threshold
- Intercultural awareness: City, culture & language
- Language teaching in tertiary education: Towards educating fully-fledged global communicators (transcommunicators)
- Managing language centers
- Prevailing trends in teaching adult learners: Andragogy 2.0
- Specialist knowledge and LSP: Focusing on professionalization
- The fourth industrial revolution in the classroom: The role of e-learning and new media in language acquisition

Also taking place during the conference:

Coordinating Committee Meeting

Wednesday, 5th September 16:00-18:30

General Assembly Meeting

Friday, 7th September 16:00-18:30



The European Confederation of Language Centres in Higher Education (CercleS) has been promoting interaction and cooperation between different institutions involved in language teaching in Europe since 1991, bringing together Language Centres, Departments, Institutes, Faculties or Schools in Higher Education whose main responsibility is the teaching of languages.