



IV CercleS Seminar

Five years of Bologna

Upgrading or Downsizing Multilingualism ?

26th -28th April 2012

Universidade do Minho, Braga — Portugal

Campus de Gualtar, CP II



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26/28 April 2012
Universidade do Minho, Campus Gualtar



Universidade do Minho

Organizadores



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<i>Participantes / Resumos</i>	

Scientific Committee

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- **Heli Harrikari**, Tampereen yliopisto—Technical University of Tampere
- **Johann Fischer**, Universität Göttingen, ZEISS, President of CercleS
- **Margarida Morgado**, Instituto Politécnico de Castelo Branco, President of the General Assembly of RecleS.pt
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- **Manuel da Silva**, Centro para o Desenvolvimento e a Investigação de Comunicação, Multimédia e Linguagem do ISCAP
- **Dulce Sarroeira**, Centro de Línguas e Culturas Estrangeiras (CLIC) da ESHTe
- **Joanne Paisana**, BabeliUM – Centro de Línguas da Universidade do Minho

Sponsors



Universidade do Minho



Thursday, 26 April	
1:30 - 3:00 pm	Sign-in/Reception
3:00 - 3:30 pm	<i>Opening session</i> Rui Vieira de Castro (Vice-Rector of University of Minho) Johann Fischer (CercleS President) Maria del Carmen Arau Ribeiro (ReCLes.pt President) Margarida Morgado (ReCLes.pt President of the Assembly) Orlando Grossegese (BabeliUM Director / Local Organisation)
3:30 - 4:30 pm	British Council / Language Rich Europe
	<i>Coffee Break</i>
5:00 - 6:00 pm	Plenary Speech – Régis Ritz
7:30 pm	Reception at the Hotel Meliã Braga (António M. Cunha, Rector of University of Minho) Conference Dinner at the Hotel Meliã Braga (extra fee)
Friday, 27 April	
9:00 - 10:30 am	Parallel Sessions A
	<i>Coffee Break</i>
11:00 - 12:00 am	Plenary Speech – Tove Skutnabb-Kangas
	<i>Lunch: Panorâmico restaurant, University of Minho</i>
2:00 - 3:00 pm	Plenary Speech – Robert Phillipson
3:00 - 4:30 pm	Parallel Sessions B
5:00 pm	City tour: Braga historical centre including reception by the Mayor Francisco Mesquita Machado in the City Hall
Saturday, 28 April	
9:00 - 10:00 am	Parallel Sessions C
10:00 - 11:00 pm	Plenary Speech – Christian Puren
	<i>Coffee Break</i>
11:30 - 13:00 pm	Parallel Sessions D
13:00 pm	Closing Ceremony
	<i>Buffet lunch at the Hotel Meliã Braga</i>
3:00 pm	City Tour Guimarães or, in alternative, Port Wine Tour V.N. Gaia / Porto (with possibility of direct drop off at the airport)

Friday, 27 April 2012 9:00 am - 10:30 am Parallel Sessions A University of Minho, Braga, Portugal				
	CP2 – Auditório B1		CP2 – Auditório B2	CP2 – Sala 109
9:00 - 9:30	<p>Wim's Dashboard for Mandarin Chinese</p> <p>Wim Oostindier, Hanze University of Applied Sciences Groningen, The Netherlands (with support from the Confucius Institute of Minho University)</p>		<p>Assessment of language skills for academic and professional purposes: Complementary alternatives to testing</p> <p>Veronica Colwell O'Callaghan, Universidad de León, Spain</p>	<p>An experience of synchronous on-line classes</p> <p>María Teresa Martín de Lama and Marta Genís Pedra, Universidad Antonio de Nebrija, Madrid, Spain</p>
9:30 - 10:00	<p>Política lingüística y gobernanza del multilingüismo en la Universitat Autònoma de Barcelona</p> <p>Marta Estella Clota, Universitat Autònoma de Barcelona, Spain</p>		<p>Upgrading Quality Learning Activities in the Bologna-Inspired English Language Short Module: An ecological and sociocultural perspective in higher education</p> <p>Maria del Carmen Arau Ribeiro, Instituto Politécnico da Guarda, Portugal</p>	<p>Plataformas interativas no Ensino Superior pós-Bolonha - <i>Moodle</i> e <i>Blackboard</i> como ferramentas geradoras de autonomia</p> <p>Rita Arala Chaves, Instituto Politécnico da Guarda, Portugal</p> <p>Joana Fernandes, Instituto Superior de Contabilidade e Administração do Porto, Portugal</p>
10:00 - 10:30	<p>Etudiants Erasmus et réseaux sociaux : quelle prise en compte des échanges informels en ligne ?</p> <p>Yannick Hamon, Università di Bologna, Italy</p>		<p>Advantages and disadvantages of the Bologna process: language learning and mobility</p> <p>Maria Paula Neves, Instituto Politécnico da Guarda, Portugal</p>	

Friday, 27 April 2012 3:00 – 4:30 pm Parallel Sessions B			
	CP2 – Auditório B1	CP2 – Auditório B2	CP2 – Sala 109
3:00 -	Creating the CercleS European Language Portfolio for Portuguese: A polylingual approach	Ingenieros multilingües para una Europa unida	Language Centres in Global Higher Education Institutions: Critical cosmopolitan citizenship versus linguistic and cultural minority status
3:30	<p>Maria del Carmen Arau Ribeiro, Instituto Politécnico da Guarda, Portugal</p> <p>Dulce Sarroreira, Escola Superior de Hotelaria e Turismo de Estoril, Portugal</p>	<p>Ewa Jurkiewicz-Sekiewicz and Jolanta Wielgus, Centro de Linguas, Politechnika Gdańsk, Poland</p>	<p>Manuela Guilherme, Universidade Lusófona de Ciências Humanas e Tecnologias, Portugal</p>
3:30 -	Especificidades da aprendizagem do Português língua estrangeira para falantes de Espanhol como língua materna	Language policies at European universities for less widely spoken and less widely taught languages? Report of an ongoing project.	Intercultural language communication and language centres at the University of Primorska (Slovenia)
4:00	Maria Paula Lago, Universidade do Minho, Portugal	<p>Marianne Broermann, Georg-August-Universität, Göttingen, Germany</p> <p>Marta Genis, Universidad Antonio de Nebrija, Spain</p>	<p>Lucija Čok and Vesna Mikolić, University of Primorska, Faculty of Humanities, Science and Resources Centre, Slovenia</p>
4:00 -	Depois de Bolonha. A língua portuguesa como L2 num projecto conjunto entre Faculdade e Centro Linguístico: a experiência da Universidade de Viterbo através do uso da plataforma Moodle	21 st Century Language Teaching – A 24/7 Multilingual Learning Experience	Names of Academic Qualifications under Bologna
4:30	<p>Mariagrazia Russo and Maria Antonietta Rossi, Università degli Studi della Tuscia, Italy</p>	<p>Wim Oostindier and Catherine Quaak, Hanze University of Applied Sciences Groningen, The Netherlands</p>	<p>Monika Woźniak, Universidad San Jorge, Spain</p>

Saturday, 28 April 2012
9:00 – 10:00 am **Parallel Sessions C**

	CP2 – Auditório B1	CP2 – Auditório B2	CP2 – Sala 109
9:00 - 9:30	<p>Perspektiven der Mehrsprachigkeit an deutschen Hochschulen</p> <p>Ruth Tobias, Freie Universität Berlin, Germany</p>	<p>From language teachers to teacher trainers: new outlooks for a language service at an international university</p> <p>Janine Knight et al., Univ. Internacional de Catalunya, Spain</p>	<p>Web 2.0 and collaborative English language learning at higher education</p> <p>Maria de Lurdes Martins, Inst. Politécnico de Viseu, Portugal Gillian Moreira, Universidade de Aveiro, Portugal</p>
9:30 – 10:00	<p>O ensino de PLE no contexto de Bolonha: a experiência da Universidade do Minho</p> <p>Micaela Ramon Moreira, Universidade do Minho; Portugal</p>	<p>La Política Lingüística de la Universidad Rey Juan Carlos</p> <p>Rosalie Henderson and Nuria García Manzanares, Universidad Rey Juan Carlos, Spain</p>	<p>Espaços / recursos virtuais para a aprendizagem de Português língua estrangeira</p> <p>Teresa Gonçalves, Instituto Politécnico de Castelo Branco, Portugal</p>
10:00 : Plenary Speech			

Saturday, 28 April 2012
11:30 am – 1:00 pm **Parallel Sessions D**

	CP2 – Auditório B1	CP2 – Auditório B2	CP2 – Sala 109
11:30 -12:00	<p>English language learning through networked written interaction</p> <p>Luis Guerra, Universidade de Évora, Portugal</p>	<p>Upgrading literary texts in foreign language education</p> <p>Ana Gonçalves Matos, Faculdade de Ciências Humanas e Sociais, Universidade Nova de Lisboa, Portugal</p>	<p>La enseñanza del español para extranjeros en Ciencias de la Salud: oportunidad y reto en el marco de Bologna</p> <p>Patricia Rojo Lemos, Universidad Alfonso X el Sabio, Espanha</p>
12:00 - 12:30	<p>Higher education experiments with CLIL vs. English as the medium of instruction: differences, similarities, and lessons to learn for the Portuguese context</p> <p>Margarida Morgado, Instituto Politécnico de Castelo Branco, Portugal Margarida Coelho, Instituto Politécnico de Portalegre Branco, Portugal</p>	<p>Hook Up! and its contribution to the development of foreign language competences amongst European students</p> <p>Filomena Amorim and Gillian Moreira, Universidade de Aveiro, Portugal</p>	<p>Teaching Technical English at the Faculty of Civil Engineering (Brno University of Technology) Using the Moodle E-Learning Environment</p> <p>Marian Nevriř, Institute of Social Sciences, Faculty of Civil Engineering, Brno University of Technology, Czech Republic</p>
12:30 - 1:00	<p>English language instruction in the Health Sciences at an international university</p> <p>Mandy L. Deal et al, Universitat Internacional de Catalunya</p>	<p>Language education at the University of Aveiro before and after Bologna: practices and discourses</p> <p>Susana Pinto and Maria Helena Araújo Sá, Universidade de Aveiro, Portugal</p>	<p>Moodle – das perfekte elektronische Lernwerkzeug?</p> <p>Maria Pree, Johannes Kepler Universität Linz, Austria</p>



Plenary speakers

Oradores principais





Régis Ritz

“Language progress and Bologna process: a win-win opportunity?”

Abstract

Strangely enough language teaching and learning have never been very high on the Bologna reform agenda. In spite of an immense commitment displayed by language teachers, few universities have managed to create and sustain language resource centres. In certain (worst-case) scenarios, language (national and foreign) classes and language tuition facilities have been dropped! The workload of students for their scientific discipline is so big that there is no time and room left for language learning. The time has come to change radically some Bologna effects on curricula; and languages are first on the list. Indeed the issue of languages has never been so topical as the Commission (DG Education) is announcing reinforced programmes (2014-2020) under the heading Erasmus for all; more mobility, more flexibility, more innovation, more capacity building.

In such an open context (EU and the world), how can languages and cultures be left aside and when Brussels and Bologna agree, the great winners are the students in our universities. Skills and competences include language literacy and it is the mission of our universities to make sure students can be properly trained in that field. And quality – not *lingua franca* – is a key word here! Beyond the necessary academic/economic dimension of language proficiency (employability, world market, job opportunities, international team work, etc.), the personal and social/societal dimensions have become evident and add to the motivation of speaking foreign languages; mobility invites to more dialogue, more understanding, more exchange with more people at all levels in society. CERCLES, with its rich experience, can help more and more universities build a language policy; it offers strong arguments (examples of success stories, active language centres, efficient networks in EU, innovation) to convince colleagues from other disciplines (non-language) to adopt creative and fruitful language strategies – from education to research.

Above all it is urgent to drop the current language policy of *laissez-faire*, highly reductive and limited. A language policy is not only a policy for a university; it is also a policy for an environment, culturally and socially defined. More than ever it is linked to citizenship and the European project (education is one of the five priorities in the 2020 strategy). It is time for European citizens to become language-wise...

About the author:

Régis Ritz, Professeur émérite, Université Michel de Montaigne, Bordeaux

Studies in Lyon University, Paris-Sorbonne, London University. Doctorate in English literature (1977).

Former President of Michel de Montaigne University/Bordeaux (1989-1994); former president and founder of Pôle Universitaire de Bordeaux, a consortium of the 4 Bordeaux universities (1996-2003); chair of the International Relations Committee of the French University Presidents Conference /CPU (1990-1994); OECD expert for the Programme on Institutional Management in Higher Education-IMHE/OCDE (1996-2003); promoter of the Socrates mobility programmes (1996-2000); director of the Bordeaux University Department of French as a foreign language (1994-2002). Member of the pool of experts (since 2002) for the Institutional Evaluation Programme (IEP) run by the Association of European University (EUA-Brussels); chair of the evaluation board of the Thematic Network Programme (TNP3) in the area of languages and of MOLAN (Motivation for languages) run by Freie Universität Berlin and ELC (European Language Council-Conseil Européen des Langues) since 2007. Currently engaged in a Quality Assurance programme for universities in Southeast Africa.



Tove Skutnabb-Kangas

“Minority languages and their places— what linguistic human rights do their speakers have ? Bologna or not ?”

Abstract

The Bologna process does not even pay the usual lipservice to minority languages as languages of teaching and learning that many international organisations do. One of the four “action areas” for this conference is “Minority languages and their place under Bologna”. Well – minority languages, and especially, their speakers, are more or less invisible under the auspices of the Bologna process. The continued existence of minority languages is about the maintenance and development of diversities, including linguistic diversity. The Bologna process is mainly about homogenisation. These two concepts, diversity and homogenisation, are no easy bedfellows.

The lecture will describe what kind of linguistic human rights minority languages, and minority language speakers, either as individuals or as groups, have in international human rights law. What kind of rights do various international and European Covenants, Conventions and Declarations grant them, especially in education. The short answer is: few. Then I ask whether these rights are sufficient to maintain the world’s linguistic diversity. Here the answer is: no. A very optimistic prognosis is that half of today’s spoken languages will be more or less extinct by the end of this century; a more pessimistic but realistic prognosis is that 90-95% of them will no longer exist or at least not be learned by children by the end of the century. The next question is: why should Indigenous, tribal and minority languages and, with them, the world’s linguistic diversity be maintained? Would not “downsizing multilingualism” be in everybody’s interest? In some Bologna documents, “internationalisation” seems to equal English-medium education. Arguments for linguistic diversity and MLE (mother-tongue-based multilingual education) will be presented. Finally, the homogenisation will, together with growthism (= the myth of the necessity of “economic growth”) be analysed as a central causal factor in today’s interrelated global crises. No quick fixes will be proposed.

About the author:

Dr. Tove Skutnabb-Kangas (emerita), bilingual from birth in Finnish and Swedish, has been actively involved with struggles for language rights for five decades. Research interests: linguistic human rights; linguistic genocide and crimes against humanity in the education of Indigenous/ tribal/ minority/ minoritised children; linguicism (linguistically argued racism); mother-tongue-based multilingual education, MLE; linguistic imperialism and the subtractive spread of English; support for endangered languages and their revitalisation; and the relationship between linguistic and cultural diversity and biodiversity. Some books in English (for more, including downloadable articles and publications in press, see www.tove-skutnabb-kangas.org): *Bilingualism or Not: the Education of Minorities* (1984); *Linguistic Human Rights. Overcoming Linguistic Discrimination*, ed. with Robert Phillipson (1994); *Linguistic Genocide in Education - or World-wide Diversity and Human Rights?* (2000); *Sharing a World of Difference. The Earth's Linguistic, Cultural, and Biological Diversity* (with Luisa Maffi and David Harmon, 2003), *Imagining Multilingual Schools: Language in Education and Globalization*, ed. with Ofelia García and María Torres-Guzmán (2006), *Social Justice through Multilingual Education* (2009), ed. with Ajit Mohanty, Minati Panda, and Robert Phillipson; *Indigenous Children's Education as Linguistic Genocide and a Crime Against Humanity? A Global View* (2010, with Robert Dunbar; <http://www.e-pages.dk/grusweb/55/>); *Multilingual Education Works: from the Periphery to the Centre*, ed. with Kathleen Heugh (2010). Tove was the recipient of the Linguapax prize in 2003. She lives on a small organic farm in Denmark with husband Robert Phillipson.



Robert Phillipson

“Creating a balance between English and local languages”

Abstract

Universities are under pressure. Academic freedoms are being restricted by governments and the corporate world commissioning particular types of research, by more status being accorded to publications in English rather than other languages, by the marketisation of higher education globally (English-only campuses as an export business, applied linguistics and language services being outsourced), and by the Bologna process coercing European higher education into a single template. The key policy documents of the Bologna process neglect language policy, never referring to how multilingualism could, let alone should, be strengthened as a constituent of Bologna activities. In effect therefore ‘internationalisation’ is conflated with English-medium education, at least from the Masters level upwards.

The historical record shows that British and US imperial policies have explicitly aimed at physical and mental occupation worldwide. The myth of terra nullius, expounded by Locke, served to legitimate European colonial dominance, but was denounced by Kant. Americanisation has been exported as a cultura nullius serving to consolidate consumerism and the underlying military and economic system. Neoliberalism increases inequality that is a causal factor in dysfunctional capitalist societies. The economic and political integration of Europe has been closely coordinated with and choreographed by the US.

The presence of English has been dramatically increased throughout Europe. Its active promotion worldwide is of major political and economic significance for the UK and the USA. Advocates of English as universally valid, including the current applied linguistic vogue for analysing English as a ‘lingua franca’, see English as a lingua nullius detached from the forces behind its expansion. EU policies advocate multilingualism but many EU practices, for instance in the field of research, strengthen English at the expense of other languages. National language policies should strengthen the local ecology of languages plus competence in ‘international’ languages, mainly but definitely not exclusively English. Concern in France and Germany about the expansion of English has not yet led to coherent national policies. Some promising steps have been taken in this direction by the governments of the Nordic countries. All universities in the Nordic countries have been encouraged to formulate explicit language policies for fostering multilingualism, and for creating a balance between national languages and international languages.

About the author:

Robert Phillipson is a Professor Emeritus at Copenhagen Business School. He emigrated from the UK to Denmark in 1973, after working for the British Council in four countries. He was for many years at Roskilde University, where multidisciplinary project work was the pedagogical norm. His books on language learning, language policy, linguistic human rights, and multilingual education (several in partnership with Tove Skutnabb-Kangas) have been published in eleven countries. He was awarded the 2010 UNESCO Linguapax prize. He is best known for *Linguistic imperialism* (Oxford UP 1992, also published in India and China, and in translation into Arabic). *Linguistic imperialism continued* (Routledge 2009) assesses the continued dominance of English and the implications for other languages. *English-only Europe? Challenging language policy* (Routledge 2003) argues for EU language policy to take diversity more seriously and suggests ways of achieving this. For details of CV and publications, including recent articles for downloading, see <http://www.cbs.dk/staff/phillipson>.



Christian PUREN

**“Langues sur objectifs spécifiques : entre l'approche communicative/
approche par les tâches et la perspective actionnelle du Cadre Européen
Commun de Référence, quelle évolution didactique et quels changements**

Abstract

Le nouvel objectif assigné à l'enseignement des langues en Europe par les auteurs du Cadre Européen Commun de Référence pour les Langues (CECRL, 2001), à savoir la formation d'un "acteur social", ainsi que la nouvelle "perspective actionnelle" qu'elle provoque, correspondent à l'émergence, en didactique des langues, d'une "configuration didactique" différente de celle à laquelle appartenaient l'approche par les tâches et l'approche communicative. L'enseignement sur objectifs spécifiques, qui vise la formation à un usage professionnel de la langue étrangère, est a priori directement concerné par cette évolution. Dix ans après la publication du CECRL, on fera le point sur les implications pratiques de cette évolution, avec des exemples concrets empruntés à des matériels didactiques publiés récemment.

About the author:

Didacticien des langues-cultures, spécialiste en français et en espagnol langues étrangères, **Christian Puren** est Professeur émérite de l'Université de Saint-Étienne (France) depuis septembre 2008.

Il est Président d'Honneur:

- de l'APLV, Association française des Professeurs de Langues Vivantes ;
- du GERES, Groupe d'Etude et de Recherche en Espagnol de Spécialité. Il est membre des Comités scientifiques de plusieurs revues françaises et étrangères consacrées à la didactique des langues-cultures.

Histoire des méthodologies de l'enseignement des langues. Paris : Nathan-Clé international, 1988, 448 p. Ouvrage en cours de traduction en espagnol et en coréen.
La didactique des langues à la croisée des méthodes. Essai sur l'éclectisme. Paris, CRÉDIF-Didier, 1994, 217 p. Ouvrage en cours de traduction en espagnol.

Il est co-auteur des trois ouvrages collectifs suivants :

- Se former en didactique des langues. Paris : Ellipses 1998, 206 p. En coll. avec Paola BERTOCCHINI et Edvige COSTANZO.
- La formation en questions. Paris : CLÉ international, 1999, 128 p. En coll. avec Robert GALISSON. Ouvrage traduit en chinois.
- Évaluer dans une perspective actionnelle : le Diplôme de Compétence en Langue. Le Havre : Éditions Delbopur, 2007, 166 p. ISBN 978-2-9528704-0-5. En coll. avec Claire BOURGUIGNON et Philippe DELAHAYE.



Participants

Participantes



Upgrading literary texts in foreign language education

This paper focuses on the pedagogical value of literary texts in the foreign language classroom. It is argued that there is an inherent connection between reading and interculturality and that reading literary texts may open up a passage to a 'third place'. Some of the skills implicated in the construction of textual understanding can facilitate intercultural learning, opening up opportunities for a pedagogical approach in which the reading of literary texts develops a student's intercultural perspective and fosters reflection on cultural difference.

The fictional space of reading is taken as a useful entry-point into the problematic of cultural otherness. Meaning and understanding are thus borne out of a third dimension that implies reflective (critical) self-awareness, de-centring and interpretation and belongs clearly to an affective, psychological dimension, (besides being also cognitive).

In the heterogeneous space of the foreign language classroom literary texts may provide an opportunity to learn more about one's own identity and ultimately arrive at an understanding of otherness.

Students of foreign languages who are extensive travellers demand a different approach to the cultural dimension, which should prepare them to interact with otherness. For teachers of foreign languages, the intercultural perspective may generate a renewed interaction developing around the frontiers of cultural identities as premises in the production, reading and analysis of literary texts.

Biodata

Ana Gonçalves Matos is associate Lecturer at the Department of Modern Languages, Cultures and Literatures of the Faculty of Social Sciences and Humanities, Universidade Nova de Lisboa. Researcher at the Centre for English, Translation and Anglo-Portuguese Studies. Coordinates and supervises pre-service teacher training and organises in-service teacher seminars.

Author of (2012) *Literary Texts and Intercultural Learning*, Peter Lang. Supervises MA and PhD dissertations. European Reviews Co-ordinator for Arts and Humanities in Higher Education (Sage Publications). Member of the editorial board of the e-journal *E-Teals – An e-journal of Teacher Education and Applied Language Studies*. Present research interests: intercultural education; teaching-and-learning language/culture/literature; translation; education through the Arts.

Ewa Jurkiewicz-Sękiewicz / Jolanta Wielgus,
Centro de Lenguas de la Universidad Politécnica de Gdańsk

Ingenieros multilingües para una Europa unida

En nuestra intervención queremos plantear la cuestión de multilingüismo desde la perspectiva de universidades polacas, especialmente las politécnicas. Vamos a presentar los cambios que se produjeron en universidades técnicas polacas después de la implementación del proceso de Bolonia atañentes a la enseñanza de lenguas y señalar ciertas paradojas relacionadas con la apertura del mundo laboral europeo y tendencias a reducir el papel de lenguas en algunas universidades. Vamos a analizar los resultados de las encuestas que hicimos entre los estudiantes y profesores de la Universidad Politécnica de Gdańsk y comentar las actitudes, opiniones y necesidades expresadas por los encuestados. El enfoque está basado en nuestro interés por el multilingüismo como herramienta de salidas profesionales para futuros ingenieros en una Europa unida, sin perder de vista el aspecto multicultural de la difusión de lenguas en el ambiente universitario.

Biodata

Ewa Jurkiewicz-Sękiewicz, directora del Centro de Lenguas de la Universidad de Gdańsk (Polonia). Licenciada en filología hispánica por la Universidad Jaguellona de Cracovia, miembro de la Sociedad Polaca de Hispanistas y SERMO. En 1985 inauguró cursos de castellano en la Universidad Politécnica de Gdańsk desarrollándolos hasta dar rango importante al idioma español en el ambiente universitario tanto en el aspecto científico como de movilidad estudiantil y del profesorado. Creadora del Círculo del Idioma y Cultura Hispánicas en la UP, miembro de la Comisión de Educación y Comisión del Marco Nacional de Cualificaciones de la Universidad Politécnica de Gdańsk. Redactora de la revista universitaria "Pismo PG", promotora de multilingüismo en el Festival Báltico de la Ciencia.

Jolanta Wielgus, vicedirectora del Centro de Lenguas de la Universidad Politécnica de Gdańsk (Polonia). Licenciada en filología inglesa por la Universidad de Gdańsk. Responsable de aplicación de nuevos métodos de enseñanza de lenguas, particularmente del inglés - general English, English for special purposes, business English, interpersonal communication i organización de exámenes IELTS. Colabora con editoriales Pearson, Macmillan, OUP, CUP. Coordinadora de la implementación de nuevas tecnologías de enseñanza de lenguas, miembro de la Comisión de Calidad de Enseñanza en la Universidad Politécnica de Gdańsk, colaboradora del grupo CDIO- iniciativa educacional para la formación de nuevas generaciones de ingenieros.

Gillian Moreira / Filomena Amorim,

Universidade de Aveiro

Hook Up and its contribution to the development of foreign language competences amongst European students

The construction of a European Higher Education Area in which the challenge of widespread academic mobility can be met depends on the development of competences in foreign languages amongst students, staff and within higher education institutions themselves. Such competences are required not only to support mobility, but also to permit the development of the plurilingual and intercultural citizenship on which the social identity of Europeans relies.

Against this background, the European University Foundation – Campus Europae (<http://www.campuseuropae.org/en/>), a mobility network for students and staff made up of 20 universities across 16 European countries, set up Hook Up! 1, a virtual language learning platform for the 12 languages of the network. This language learning platform supports the goals of Campus Europae, providing the support needed to sustain mobility, to achieve academic success, to ensure the acquisition of B1 level competence in at least two European languages, and to enhance European citizenship.

In this paper, we will present the Hook Up! Language learning gateway, which uses an integrated, blended approach developed collaboratively by language teachers from the participating universities, and offers tuition at A1 to B2 levels of the Common European Framework of Reference for Languages (CE, 2001). We will focus particularly on the example of the Portuguese as a Foreign Language module, developed within Hook Up! since 2009. We will look at the challenges faced in the setting up of this collaborative international initiative, the products developed and the impact of this innovative approach on the learners themselves and their learning. This module was awarded the European Label for innovative projects in language teaching and learning in 2011.

Biodata

Gillian Moreira holds a Doctorate in Culture from the University of Aveiro where she teaches in the areas of English Studies and (Inter)cultural Studie at the Department of Languages. Her current interests focus on language policies in Europe and the wider world, interculturality and intercultural competence in different fields of activity, particularly language education and business relations, and identity issues in a context of personal and professional mobility. She has participated in conferences and published on these themes and been involved in national and international projects related to the development of plurilingual and intercultural competences in a multilingual Europe.

Filomena Amorim is a researcher assistant at the Department of Languages and Cultures of the University of Aveiro, where she teaches Portuguese as a Foreign Language. She completed her Masters in Multimedia in Education in 2010 and is currently attending the doctoral program in Multimedia in Education and working on the Hook Up! Language Learning Gateway project of the European University Foundation – Campus Europae, on the development of the Portuguese as a Foreign Language modules, as a coordinator and tutor.

Janine Knight, Universitat Internacional de Catalunya

With collaboration of: Emilee Moore, Monica Clua, Mandy L. Deal and Joan Ploettner

From language teachers to teacher trainers: new outlooks for a language service at an international university

European universities are immersed in processes of internationalisation, responding both to the Bologna process and to the demands of the 21st century knowledge-based society. Language learning is at the heart of internationalisation, with European universities actively promoting foreign language learning and use in their administrative and academic activities.

The Catalan higher education system is no exception in this regard, with universities working to increase the foreign language competences of students and staff in order to compete on globalised educational and professional markets. For example, at the Universitat Internacional de Catalunya (UIC), all degree programs have traditionally included ESP courses taught by language specialists. However, internationalisation has also meant the introduction of different courses taught through English by content specialists across degree programs.

The fact that content teachers are assuming part of the responsibility for foreign language teaching places new demands on, and implies a new role for, university language services. Recently, the Servei d'Idiomes at the UIC was assigned the task of improving training for professors teaching their disciplines in English; that is, to share our know-how as language specialists in training content professors to teach through English. In this paper, the background to, initial experiences with and future perspectives of this training plan are presented. In addition to supporting communicative competences in English and providing initial training for teaching content in English, the plan includes continued collaboration between language and subject specialists following the initial training and, most importantly, the long-term promotion of classroom action-research.

The proposal is deemed to be innovative within the higher education context, and could offer insights for other university language services seeking continued legitimacy within 'internationalised' university degree programs and fighting to maintain the quality and accessibility of foreign language teaching and learning.

Biodata

Janine Knight is Language Facilitator in the Self Access Centre for Languages in the Servei d'Idiomes at the Universitat Internacional de Catalunya. Her areas of professional expertise are: widening educational participation through literacy, numeracy and ESOL programmes for adults and young people at risk of social exclusion; online learning and testing; Dyslexia support and diagnosis; 'embedding' the CEFR in vocational programmes; and teacher training. Her past research has dealt with vocational education and training and ESOL in Spain. She is a member of the CLIL-si research group (<http://grupsderecerca.uab.cat/clil-si/>) and her current interests are CLIL and related professional development for lecturers, and interactivity applied to teaching methodologies within the EHEA.

Collaborators

Emilee Moore is Director in the Servei d'Idiomes at the Universitat Internacional de Catalunya.

Monica Clua is Lecturer the Servei d'Idiomes at the Universitat Internacional de Catalunya.

Mandy L. Deal is Assistant Academic Director in the Servei d'Idiomes at the Universitat Internacional de Catalunya.

Joan Ploettner is Lecturer the Servei d'Idiomes at the Universitat Internacional de Catalunya.

Lucija Čok / Vesna Mikolič,
University of Primorska (Slovenia)

Intercultural language communication and language centres at the University of Primorska

By being situated on Slovenian shore between Italy and Croatia, the University of Primorska operates in a linguistic and cultural environment that provides a good basis for plurilinguistic and intercultural education of young people. Understanding culturally determined principles of verbal and non-verbal behaviour is a prerequisite for an efficient communication act within any linguistic group, especially in multicultural environments.

In view of that it is important to consider the organizational integration of various offers of learning/teaching languages for different study programs and other higher education activities. During the applied research, researchers of the Science and Research Centre and the Faculty of Humanities of the University of Primorska monitored linguistic programmes, offering them to the students of Geography, History, Slovenian, Italian studies, Management, Tourism and other programmes at the University of Primorska.

Our methods of teaching languages are based on the discovery that there exist different levels of intercultural competence. This competence can merely encompass the acquaintance with the cultural traditions and customs or habits of a linguistic community (language and civilisation approach), it can go deeper towards the critical examination of the source and target cultures (intercultural education approach), while the deepest level of intercultural awareness is presented by the understanding of interculturally sensitive language elements (intercultural pragmatics approach).

Among the more significant results of our projects we should underline the establishment of the Language Centre and the Centre of Slovene Language and Culture at the University of Primorska, the design of the Portfolio for Intercultural Communication, the preparation of the Portfolio and descriptors' prototypes, the design and approval of the university study programme for Italian and Slovenian studies including the intercultural communication module, and the incorporation of these models into the study programme Intercultural Language Mediation.

Biodata

Prof. Lucija Čok, PhD, is research counsellor and Head of the Department of Applied Linguistics at the Faculty of Humanities, University of Primorska (Slovenia). Her research is focusing on phenomena related to languages and cultures in contact, language learning and teaching, sociolinguistics, promotion of linguistic diversity and intercultural education. She was awarded from the President of the Republic of France (Légion d'honneur) for her promotion of the French language and culture and the strategies for the encouragement of linguistic diversity. She was awarded also from the President of the Republic of Italy (Cavaliere della Repubblica d'Italia). She lectured in Australia, Italy, Norway, Scotland, and other countries.

Prof. Vesna Mikolič, PhD, is associate professor of courses on Sociolinguistics, Tourism Discourse, Academic Writing, Intercultural Pragmatics at the Department of Slovene Studies at the Faculty of Humanities, University of Primorska (Slovenia), where she acts currently as a dean. She is also scientific associate at the Scientific and Research Center of the University of Primorska. Her research topics cover language policy, communicative competence in first and second language, intercultural communication, discourse analysis, with emphasis on language of science, tourism and literature. She lectured in Austria, Bosnia and Herzegovina, Canada, Croatia, Italy, Japan, Poland, Russia, Serbia.

Luís Guerra, Universidade de Évora

English language learning through networked written interaction

(action area: Digital networks and virtual spaces for learning languages)

The advance of globalization and the information technology revolution call for fundamental changes in foreign language teaching and learning. However, according to Warschauer & Kern (2005:2) “the computer, like any other technological tool used in teaching (...) does not in and of itself bring about improvements in learning.” Instead, they propose that we should “look to particular practices of use in particular contexts” so that we might be able to ascertain if the use of network-based language teaching leads to better language learning. In other words, we should describe and evaluate the social context of a specific practice of use as far as the learners, their motivation, the setting and features of their social interaction and their use of language are concerned.

This paper aims to address some pedagogical issues in the use of software applications in foreign language teaching. More specifically, it attempts to examine the results of an online written interaction activity among advanced (C2) students of English a foreign language at the University of Évora, Portugal, through Skype, a software application.

Biodata

Luis Guerra has a PhD in Applied Linguistics/ELT at the University of Warwick, England and has taught EFL/ESL/ESP/EAP and General English in Brazil, US, UK, and Portugal. He teaches English Language and Applied/Descriptive English Linguistics at the University of Evora, Portugal. His research interests are English as a Lingua Franca, native and non-native varieties, the role of English in the Expanding Circle, identity construction and linguistic markers, the sociology of bilingualism and the use of IT in language learning. He is the author of the book *Teaching and Learning English as an International Language in Portugal: Policy, Practice and Perceptions*.

Mandy L. Deal, Universitat Internacional de Catalunya

With collaboration of: Monica Clua, Joan Ploettner, Janine Knight and Emilee Moore

English language instruction in the Health Sciences at an international university

In few other contexts is the need for English more tangible than in the Health Sciences, where its use is a key tool in carrying out evidence-based practice. The evidence-based paradigm involves accessing, appraising and applying the best evidence available to very real questions that arise in clinical practice. A working knowledge of English is essential for this process – a fact that is widely recognized by the international health sciences community.

The Universitat Internacional de Catalunya (UIC) acknowledged this by involving the Servei d'Idiomes in the development of its Health Sciences curricula in adapting degrees to Bologna requirements. As a result, all undergraduate and graduate programs include courses taught by the Servei d'Idiomes based on a Content and Language Integrated Learning (CLIL) approach. On the one hand, the courses aim at introducing research methodology and genres on the backdrop of degree-specific content in order to prepare students for a future evidence-based practice. On the other, they address the discipline-specific use English.

In this paper, the strategies adopted by the Servei d'Idiomes in taking on a dual role as both content and language instructors are examined, as are the insights and challenges the experience offers for future language teaching and learning under Bologna. For example, while feedback about the courses has been positive, students often arrive with certain prejudices or expectations about language learning based on their previous studies which need re-orientation in a CLIL approach. Furthermore, in order for CLIL to be successful, more integration is desirable at the level of interdisciplinary collaboration between professionals (e.g. between the Servei d'Idiomes and faculty-based instructors). Finally, the courses are considered very fertile grounds for action-research in higher education CLIL.

The insights from this experience are of interest to other universities seeking to ensure quality and quantity of language learning under Bologna.

Biodata

Mandy L Deal is Assistant Academic Director in the Servei d'Idiomes at the Universitat Internacional de Catalunya. She has undergraduate degrees in German and French and an MA in TESOL and has taught in a wide variety of higher education settings for over 25 years. She has been involved in implementing the Bologna process in the Health Sciences program at the UIC for the last 12 years. She is a member of the CLIL-si research group (<http://grupsderecerca.uab.cat/clilsi/>) and is currently interested in research in CLIL program development, implementation and outcomes in higher education.

Collaborators

Monica Clua is Lecturer the Servei d'Idiomes at the Universitat Internacional de Catalunya.

Joan Ploettner is Lecturer the Servei d'Idiomes at the Universitat Internacional de Catalunya.

Janine Knight is Language Facilitator in the Self Access Centre for Languages in the Servei d'Idiomes at the Universitat Internacional de Catalunya.

Language Centres in global Higher Education Institutions: Critical cosmopolitan citizenship versus linguistic and cultural minority status

This paper is meant to discuss the role of higher education institutions in promoting social equity and cohesion and, in particular, the contribution of Language Centres for that purpose. Language, Culture and Intercultural Education in contemporary higher education, its social and cultural relevance with regard to economic national and individual demands, will be in focus. The tension between the requirements for critical cosmopolitan citizenship and employment needs will be discussed. The political and social conflict between ethnic recognition and minority status will also be examined. The relativity of majority versus minority status in a global and cosmopolitan world needs to be explored within the vision for 21st century Europe. Exchange and collaboration between European and Latin American universities, based on the RIAIPE3 Project deliverables, funded by the European Commission and coordinated by the Universidade Lusófona de Humanidades e Tecnologias, will be reported. The world has changed, and the balance of power between nations, and consequently between peoples, languages and cultures, is very different from what it used to be. Europe has also changed, perhaps even more, both in form and in substance. European institutions have taken steps, made decisions, provided recommendations and opened up paths to help European national and local institutions cope with change and generate even more change 'glocally'. Despite the fact that each European nation has a particular approach to change, mobility, diversity and dialogue, according to its own historical, political and social development, higher education institutions have, under the Bologna process, become more uniform while responding to European and global hegemonic standards. General mobility is replacing the idea of targeted migration and, therefore, linguistic and intercultural competence must take into account diverse ontological and epistemological perspectives, an aspect which will also be addressed in this paper. Language acquisition and use and the capacity to operate between languages are competencies which should be highly valued by all participants. Learning a language without losing sight of how to use it as a resource in different circumstances, and in combination with the repertoire of other languages we can use, expands the goals of language learning. Finally, the implications of linguistic ideologies determining the power relations between people using different languages in specific circumstances will be taken into consideration.

Biodata

Manuela Guilherme is Associate Professor at the Institute of Education, Universidade Lusófona de Humanidades e Tecnologias in Lisbon and both Senior Researcher in the field of Intercultural Education and Communication at the CeIEF, the Institute's 'Centre for Studies and Intervention in Education and Professional Development' and Associate Researcher at the Centro de Estudos Sociais, Universidade de Coimbra. She designed and coordinated two European projects, namely (a) INTERACT – Intercultural Active Citizenship Education (Sixth European Framework Programme and Fundação Calouste Gulbenkian [2004-2007]) and (b) ICOPROMO – Intercultural Competence for Professional Mobility (Leonardo da Vinci Programme and European Centre of Modern Languages, Council of Europe [2003-2006]). She is now participating as senior researcher in a large European funded ALFA Project in Latin America about Higher Education institutions' management of diversity and equity, which is coordinated by ULHT. She is the author of *Critical Citizens for an Intercultural World: Foreign Language Education as cultural politics*, (2002), second co-editor of *Critical Pedagogy: Political approaches to language and intercultural communication*, 2004 and first co-editor of a book entitled *The Intercultural Dynamics of Multicultural Working*, 2010, all by Multilingual Matters. She received her PhD from the University of Durham, UK, and was granted the Birkmaier Award for doctoral research by the American Council on the Teaching of Foreign Languages and *The Modern Language Journal*, in Washington D.C., 2001.

Higher education experiments with CLIL vs English as the medium of instruction: differences, similarities, and lessons to learn for the Portuguese context

Content and Language Integrated Learning (CLIL) is currently defined educationally as a dual approach to language and subject specific teaching and learning that benefits both specific subject learning and language learning in an integrated way. However, in reference to Higher Education (HE), CLIL may also be used as an umbrella term that includes Language for Specific Purposes (LSP), an approach that uses content to teach language, but also includes courses that run parallel to content courses. The feature that differentiates CLIL from LSP is that content is new, relevant and cognitively challenging. 'English as a medium of instruction' (EMI) is generally used to describe educational approaches that either introduce English as a Foreign Language (EFL) in HE as a supportive methodology (such as LSP) or, more often, describes subject specific learning through a foreign language. For most HE personnel and stakeholders in Portugal, CLIL sounds by far more threatening to the status quo than EMI, because it requires an integrated curriculum of language and subject specific subject, it presupposes new skills and competences of language and domain specific staff and implies professional development or team working in interdisciplinary ways. This presentation purports to investigate HE studies that use the one (EMI) or the other (CLIL) approach in several countries across the world. It addresses non-native English speaking contexts to explore differences, specific problems encountered, and effective strategies used, that might be transferable to the Portuguese HE context. Experiments with CLIL and with EMI will be mainly analyzed as to how they essentially differ in relation to basic educational and methodological approach, as well as strategies for coping with instruction in and through English. This review paper aims at issuing some recommendations on how to implement the learning and teaching of English into Portuguese HE curricula, practice, and research.

Biodata

Margarida Morgado is coordinating professor of English cultural studies and director of the Language Centre at the School of Education, Castelo Branco Polytechnic Institute. She teaches English, English Culture and Literature and Intercultural Education at graduate and postgraduate levels. Formerly a researcher in child studies, children's literature and intercultural education in connection with foreign language education (English), she is currently developing research in imagological studies and cognitive applied science in relation to children's literature, as well as in CLIL for higher education. She is regularly involved in international applied research projects and in international publishing and peer reviewing.

Margarida Coelho is a senior lecturer at the School of Technology and Management of the Polytechnic Institute of Portalegre where she teaches English/ technical English and Translation Studies. She is Vice-President of the Department of Management and Social Sciences and Coordinator of the Languages and Culture Centre (CLiC) of the Institute. She started by doing some research on 20th century English literature and culture and now her main areas of research are translation studies and language methodologies, particularly CLIL.

Upgrading Quality Learning Activities in the Bologna-Inspired English Language Short Module: An ecological and sociocultural perspective in higher education

The current context of language teaching in higher education in Portugal and Europe in general, under the direct influence of Bologna, reveals a growing tendency to include Technical English as a component of the course of study (cf. Morgado 2011; Papp 2010; Horká & Kashdan 2010; Quennet & Kanwischer 2010), albeit in courses of short duration, between 25 and 50 hours. Realigning the content of the language courses offered with the requirements of Bologna can serve as essential motivation for language learners in higher education who must study more and at an enhanced pace to conclude their courses of study. This paper proposes a number of learning activities specifically designed for a Technical English class of 30 hours, drawing on reflections and results from three different classes, for a total of 73 participants and 584 items of original writing. The eight oral and written assignments vary in genre and objective, providing a broad sense of accomplishment for the future professional. The benefits of technical language study enriched by intensive genre writing are the result of careful planning; in this case, the learning activities involved regular writing, oral, and rewriting activities, characterized by creative and independent expression directed at a targeted objective of a variety of genres and intended audiences. The specific cultural, linguistic, and lexical competences reinforced and/or acquired through these activities complement previous acquisition of language competences when the language courses are tailored to the professional area of the target technical English.

Biodata

The current president of two Portuguese national associations (ReCLes.pt since 2010 and Aprolíngu@s since 2004) focused on language learning/teaching in higher education, **María del Carmen Arau Ribeiro** completed her PhD at the Universidade da Beira Interior, Portugal, with a focus on metalinguistic strategies for language learning, after having completed a Master's in Applied Linguistics at the University of California, Davis, and a double Bachelor's in both French and Contemporary International Relations. A polylingual native speaker of English, who has lived and taught in higher education over the past two decades in California, Paris, Madrid, Oporto, and, since 1993, Guarda, Portugal, working with and learning from students of many nationalities, her current research interests include language policy, ecological and sociocultural perspectives on language learning, translation, and awareness of the language user in pedagogical approaches.

Creating the CercleS European Language Portfolio for Portuguese: A polylingual approach

Upon approval for membership in CercleS in Helsinki in 2010, among its many objectives, representative members of ReCLes.pt elected to collaborate in the creation of a Portuguese language version of the CercleS European Language Portfolio (ELP), which in turn can serve as a reference document in the Portuguese-speaking African countries and in Brazil, broadening the reach of the language self-assessment tools originally proposed by the European Council, others of which include the Europass CV and the Language Passport. This paper presents the results of that project, which involved significant student interaction with and interlingual analysis of the developing material, based on a polylingual (Jørgenson 2008; Pfaff 2011) translation approach which most accurately reflects the current language learning experience of most language learners in Portugal, just as in Europe – that of using the many linguistic tools at one's reach to get the job done, regardless of the language of origin. The theoretical framework will be presented to corroborate the use of activities of this nature in the ecological and sociologically-oriented language classroom under Bologna, one which must maximize the benefits of the language learning experience in a reduced number of contact hours. The overall failure of the school system to exploit the polylingual nature of the learners' situation will be illustrated with further suggestions on best practices to integrate and accept the use of different codes (Levine 2011) and sources of language and communicative competences in the language classroom, all of which assist the teacher in facilitating the ongoing development of learners who use their multiple linguistic competences creatively in the quest for further development.

Biodata

The current president of two Portuguese national associations (ReCLes.pt since 2010 and Aprolíngu@s since 2004) focused on language learning/teaching in higher education, **María del Carmen Arau Ribeiro** completed her PhD at the Universidade da Beira Interior, Portugal, with a focus on metalinguistic strategies for language learning, after having completed a Master's in Applied Linguistics at the University of California, Davis, and a double Bachelor's in both French and Contemporary International Relations. A polylingual native speaker of English, who has lived and taught in higher education over the past two decades in California, Paris, Madrid, Oporto, and, since 1993, Guarda, Portugal, working with and learning from students of many nationalities, her current research interests include language policy, ecological and sociocultural perspectives on language learning, translation, and awareness of the language user in pedagogical approaches.

Maria de Lurdes Martins / Gilian Moreira,
Instituto Politécnico Viseu / Universidade de Aveiro

Web 2.0 and collaborative English language learning at higher education

Web 2.0, by its open, participatory and social nature, has given dialogue a prominent role in the knowledge building process. Hence, the construction of meaningful learning will depend greatly on students' ability to engage in creating and maintaining dialogic processes. With regard to foreign language learning, the emergence of Web 2.0 has brought about a bunch of opportunities for the development of plurilingual and intercultural skills. Firstly, it meant the obsolescence of concepts such as space and time to learn, allowing the construction of virtual learning environments adapted to the individual characteristics and needs of each student, who will be considered the very heart of the learning process. Another worth mentioning factor is authenticity - both situational and interactional- since students become involved in meaningful tasks, interacting in the target language with an authentic audience. This paper reports an action research project which investigates the potential of Web 2.0 technologies in the development of communicative competence in English language at higher education, in the context of Bologna. This study was carried out with undergraduate tourism students from the Polytechnic Institute of Viseu (Portugal), in the curricular units of English II and English III. During two semesters tasks involving the construction of collaborative outputs were designed and implemented, with the main goal of increasing the effectiveness of group dynamics and enhancing dialogue techniques, encouraging students to become actively engaged and giving their best as far as cognitive presence or social presence are concerned. Results point towards improvements in communication skills, with particular emphasis on linguistic and sociolinguistic competences and they also highlight the development of meta-competences such as metacognition and meta-learning.

Biodata

Maria de Lurdes Correia Martins is an assistant lecturer at the Polytechnic Institute of Viseu, where she teaches both English and Portuguese to undergraduate students. She has a Degree in Portuguese / English, followed by an MSc in Educational Sciences and she is currently developing her PhD in Linguistics at the University of Aveiro. Her research interests include Web 2.0 enhanced foreign language learning, dialogical and dialectical language learning, online role-plays and social networked language learning.

Gillian Moreira holds a Doctorate in Culture from the University of Aveiro where she teaches in the areas of English Studies and (Inter)cultural Studie at the Department of Languages. Her current interests focus on language policies in Europe and the wider world, interculturality and intercultural competence in different fields of activity, particularly language education and business relations, and identity issues in a context of personal and professional mobility. She has participated in conferences and published on these themes and been involved in national and international projects related to the development of plurilingual and intercultural competences in a multilingual Europe.

***Especificidades da aprendizagem do Português língua estrangeira para
falantes de Espanhol como língua materna***

A presente comunicação traçará uma breve panorâmica do perfil de competências em Português Língua não Materna necessárias para assegurar os objectivos gerais da declaração de Bolonha, abordando em seguida alguns aspectos fulcrais do processo e estratégias de aprendizagem no âmbito geral das línguas maternas virtualmente implicadas nesse processo, de modo a, correlativamente, apontar especificidades de características do Português que se revelam como facilitadoras ou dificultadoras da aprendizagem.

Num segundo momento, a comunicação versará a aprendizagem do Português para falantes de Espanhol como língua materna, focando-se numa breve caracterização das duas línguas e numa posterior abordagem das especificidades do processo de aprendizagem face a essa caracterização e na apresentação de exemplares de sucesso e insucesso na prática quotidiana. Das observações feitas, resultará uma sistematização dos exemplares referidos, bem como propostas didácticas e metodológicas para o ensino do PLE aos destinatários ao longo do trabalho, visando uma efectiva promoção do multilinguismo e a correlativa consecução dos objectivos centrais traçados em Bolonha.

Biodata

Maria Paula Santos Soares da Silva Lago

Job – Portuguese Teacher (native and foreign language)

Education - Master of Arts (post-graduation) on Portuguese Language and Literature Teaching, Minho University, Portugal; PHD in Literary Theory and Comparative Literature, Santiago de Compostela University, Spain.

Research areas: Portuguese Language teaching, with focus on lexicon and semantics; pragmatics and speech analysis, translation studies.

Additional information: mastery of French and English, readiness on Spanish and Italian, basic knowledge of German and full mastery of Portuguese language semantic, pragmatic, and syntactic features.

Advantages and disadvantages of the Bologna process: language learning and mobility.

Among the central features of the Bologna reform is the re-definition of the curricula, the implementation of a shorter first cycle, followed by a one-and-a-half or two-year second cycle, international mobility and employability. With the re-definition of curricula students can complete their studies earlier and enter the labour market also earlier. However, as many critics pointed out with this new curricula "there will not be enough time for assimilation, reflection, and a critical approach to learning, which will undermine the quality of the degree." Cardoso et al. (2008). On the other hand, given that our students arrive in higher education with fewer competences in languages than they used to have some five years ago, the Bologna process does not compensate for the low competences with which students arrive in higher education. Therefore, they enter the labour market with much lower levels of language than they used to have. Furthermore, International mobility also constitutes one of the central features of the Bologna process that could be a positive aspect of the process. However, even though students now have the opportunity to undergo intercultural experiences with students coming from different countries, not many of them leave their home country to go abroad during school years. On the other hand, the increasing number of incoming students has ignited the interest of the administrative staff to learn English. As a teacher in higher education for twenty years and having been responsible for the implementation of the Bologna process introduced in the curricula of the Secretarial Studies degree, with the re-organization of its contents I would like to point out the advantages and disadvantages of this process as far as learning languages and mobility are concerned.

Biodata

Maria Paula Martins das Neves, lecturer in English at the Polytechnic Institute of Guarda since 1993 in the Department in Languages and Culture.

I have an undergraduate degree in Modern Languages and Literature – English and German, from the University of Coimbra and a Master degree in American Studies from the New University of Lisbon (Universidade Nova de Lisboa) and my research field are English as a second language, English for specific purposes and American Culture.

Moodle – das perfekte elektronische Lernwerkzeug?

Soziale Netzwerke und elektronisches Lernen nehmen einen immer größeren Stellenwert im Leben junger Erwachsener ein. Moodle, die bereits an vielen Sprachinstitutionen eingesetzte elektronische Lernplattform, scheint sich aus diesem Grund besonders zur Unterstützung des Sprachunterrichts anzubieten. Das war auch der Grund, warum ich mich im Rahmen meiner täglichen Arbeit mit "moodle" dafür zu interessieren begann, wie die konkreten Vor- und Nachteile bei der Verwendung der online-Lernplattform "moodle" durch die Studierenden der JKU eingeschätzt werden. Zu diesem Zweck führte ich eine Studie unter mehr als 80 Studierenden an der JKU durch, die sich mit den folgenden Fragen beschäftigte:

- 1) Warum verwenden die Studierenden das Medium überwiegend "konservativ"?
- 2) Wie wirkt sich das Fremdsprachenniveau auf die Bedürfnisse der moodle-Nutzer aus?
- 3) Welche Unterschiede gibt es zwischen "Vollzeit" und "berufstätigen" Studierenden?

Die zentralen Forschungsfragen dabei vor allem, wofür moodle von den Studierenden genau verwendet wird und wie wir als Lehrende die Wünsche und Lernbedürfnisse unserer Studierenden in elektronisch unterstütztes Lernen einbauen können.

Zentrale Ergebnisse:

a) Interessant zu vermerken ist, dass moodle vor allem "konservativ" von den Studierenden genutzt wird. Das Herunterladen von Übungen und Texten scheint dabei bei weitem populärer zu sein als die Nutzung von anderen moodle-features wie z.B. chats, blogs und quizzes. Das hängt zum einen sicher vom Sprachniveau des Lernenden ab: je niedriger das Niveau, desto mehr Input wird vom Lehrenden erwartet; Zum anderen ist es vielleicht genau die Rolle des Lehrenden, die von den Studierenden als Kontrolle wahrgenommen wird und daher eine unbekümmerte moodle-Nutzung à la Facebook verhindert.

b) Interessante Unterschiede gibt es zwischen berufstätigen und Vollzeitstudierenden. Während zweitens moodle als angenehmes und zusätzliches Serviceangebot betrachten, sehen erstere die Lernplattform als wichtiges Tool für besseres Zeitmanagement und unabhängiges Lernen.

Ein letzter Aspekt meines Vortrages wird sich mit der wissenschaftlichen Interpretation der Ergebnisse beschäftigen - was bedeuten die Studienergebnisse im Kontext mit Lerntheorien, interkulturellem Lernen und Spracherwerb? Wie können sowohl Lehrende als auch Lernende diese online-Plattform optimal in einer Zeit nutzen, in der „user-created content“ immer bedeutender wird?

(DIESER VORTRAG KANN AUCH AUF ENGLISCH ABGEHALTEN WERDEN!!!)

Biodata

Maria Pree studied Languages, History and Communication Science in Vienna, Austria; English (for one year) in Doncaster, England; later she graduated from the National University of Galway (NUIG), Ireland as a Master of Business Administration.

She has 15 years of teaching experience (German and English) and I have taught all levels and ages in Austria, England and Ireland.

After spending five years as the Austrian Lecturer at NUIG, she returned to Austria in 2004 and since then she has been employed as a Senior Lecturer for Business English at the JKU Linz

María Teresa Martín Lama / Marta Genís Pedra,
Universidad Antonio de Nebrija

An experience of synchronous on-line classes

The innovative Master's Degree in Bilingual Education at Nebrija University includes a diverse set of training tools which aims to facilitate the acquisition of various skills, among which language skills are the most important ones, as part of an active teaching method in which the student is the protagonist of his/her own learning and the teacher is the expert in the field, the connoisseur of the best ways and means to transmit knowledge and to help students improve their learning strategies.

The teaching methodology is blended-learning, combining face-to-face and online classes through the Virtual Campus UNNE in Dokeos, a collaborative platform with spaces such as fora, chats, links, task-box, documents, etc. typical of e-learning educational spaces. The platform also includes BLACKBOARD COLLABORATE, which constitutes the novelty in these kind of projects: This on-line synchronous tool with which teachers and students can work together, is used to create virtual classrooms and allows real-time interaction between the teacher and the students. Students can complete assignments and self-evaluation tests online on their own schedule, and also meet online with their teacher and fellow students for three sessions a week, or even view recorded classes that they might miss.

Learning a second language at a distance is very difficult. However, live interaction supported by synchronous learning management systems (SLMS) can be a crucial tool in second language instruction. Our presentation will report the initial results of our experience and explore the implications of these findings for future research.

Biodata

María Teresa Martín De Lama is currently the Coordinator of the Master's Degree in Bilingual Education for Primary and Secondary Teachers. She holds a degree in English & Spanish Philology by Alcalá University in Madrid and University of Västerås in Sweden. She also holds a degree in Teacher Training with a specialization in Foreign Language Teaching. She has been a Linguistic Advisor for the MEC/British Council Bilingual Project in different Spanish state bilingual schools from 2006 until 2011. She was appointed Professor of Spanish at the University of Mälardalens (Sweden) from 2003 until 2005. Her interests are Foreign Language Teaching & Learning, Bilingualism & Intercultural Communication and CLIL Methodology.

Dr. Marta Genís Pedra holds a degree in Spanish Philology (UAM), a M.A. in Applied Linguistics (UCM), and a PhD in English Philology (UCM). Director of Studies of the Department of Applied Languages in Universidad Antonio de Nebrija; former president of ACLES (Asociación de Centros de Lenguas en la Enseñanza Superior) and Vice-president of CercleS (Confédération Européenne des Centres de Langues de l'Enseignement Supérieur). Her interests are CLIL Approach, Intercultural Communication and Teacher Training.

Depois de Bolonha. A língua portuguesa como L2 num projecto conjunto entre Faculdade e Centro Linguístico: a experiência da Universidade de Viterbo através do uso da plataforma Moodle

O paper basear-se-á em de dois contributos. O primeiro mostrará como o processo de Bolonha em Itália modificou a situação das línguas estrangeiras e, em particular, da língua portuguesa no panorama linguístico académico (os desafios políticos europeus, a organização das estruturas, as figuras linguísticas, a relação entre elas, a instituição dos Centros linguísticos). Serão tomados particularmente em conta os sistemas de colaboração entre as várias componentes contempladas pela legislação italiana orientadas para o ensino da língua estrangeira na universidade e o planeamento de programas e sílabos qualificados que evidenciem eixos culturais capazes de pôr em contacto aspectos teóricos e meta-linguísticos com modalidades técnicas para a aprendizagem da língua. O segundo contributo mostrará como o Centro Linguístico da Universidade de Viterbo colabora juntamente com os professores de língua para criar actividades que têm como objectivo primário desenvolver competências específicas para o uso apropriado do idioma. A este propósito, leitores e tutores trabalham em conjunto com os docentes de referência para estruturar as actividades linguísticas a propor tanto durante as aulas presenciais quanto na plataforma de auto-aprendizagem Moodle que a Universidade utiliza há 4 anos como instrumento didáctico. Aproveitando os recursos que a Web 2.0 disponibiliza para o ensino das línguas, a cátedra de português realiza instrumentos e actividades interactivas e multimediais na plataforma digital para reforçar competências quer orais (Compreensão e Expressão Oral) quer escritas (Compreensão da Leitura, Expressão Escrita, Competência Estrutural) para todos os níveis apresentados no Quadro Europeu Comum de Referência para as línguas. As actividades propostas (como exercícios baseados em quiz multichoice ou shortanswer) têm suportes audiovisuais e recursos digitais criativos com o Avatar falante.

Biodata

Mariagrazia Russo é Professor Agregado da cadeira de Língua e Tradução Portuguesa e Brasileira na “Università degli Studi della Toscana” de Viterbo. Publicou artigos e trabalhos na Itália e no estrangeiro, participou em congressos nacionais e internacionais e dirige a colectânea de tradução “Lusitana” junto da casa editora Settecittà. Faz parte do Senado Académico e do Conselho do Centro Linguístico da mesma Universidade.

Maria Antonietta Rossi é Tutor de língua portuguesa com função docente junto do Centro Linguístico da “Università degli Studi della Toscana” de Viterbo e ocupa-se quer das aulas presenciais quer da gestão e da elaboração dos cursos de língua portuguesa (5 níveis) na plataforma de auto-aprendizagem Moodle.

Teaching Technical English at the Faculty of Civil Engineering (Brno University of Technology) Using the Moodle E-Learning Environment

Brno University of Technology was awarded ECTS and DS labels for the period 2009 - 2013. In accordance with the Bologna process, the Faculty of Civil Engineering at Brno University of Technology in the Czech Republic is continually working to improve its system of education. The Faculty of Civil Engineering developed a sophisticated system of undergraduate language education which was adjusted to suit not only full-time students but also students in lifelong study programmes. To ensure higher employability of the graduates, apart from common language abilities in English, German, Spanish, French and Italian, the technically focused English language courses for deeper lexical competence were introduced at the B1 level (CEFR), specialising in the areas of Structural Engineering, Transportation Engineering, Water Management, Building Material Engineering, Economics and Management in the Building Industry, and Geodesy and Cartography.

This paper presents the way the Department of Languages within the Institute of Social Sciences at the Faculty of Civil Engineering prepared the technical English courses on the Moodle (Modular Object-Oriented Dynamic Learning Environment), sharing the basic knowledge of English in the area of university studies, information technology, mathematics, PowerPoint presentations etc., and proceeding to more specialised civil engineering vocabulary. The oral presentation will comprise a practical demonstration of the students' support network provided on the Moodle website in several of the technical English courses.

Keywords: technical English, Moodle, e-learning, lifelong study, student-centred learning

Biodata

Marian Nevrlý

RESEARCH AREA : Civil Engineering English (Structures and Transportation Engineering), E-Learning

EDUCATIONAL BACKGROUND : University: 2000 – 2005—Master of Arts (“Mgr.”) degree, Faculty of Education, Masaryk University in Brno

WORK EXPERIENCE :

2007 – now Teacher of English, E-Learning English courses

Faculty of Civil Engineering, Brno University of Technology : 2005 - 2007 : Teacher of English, Secondary Medical School

Volunteer Work : Teacher of English, Chess Teacher

Salesiánské středisko mládeže (Youth Centre)

Language policies at European universities for less widely spoken and less widely taught languages? Report of an ongoing project.

A great number of policy documents, reports and actions of the European Union call for more language learning throughout the education system and throughout life. These are directed to individuals, decision makers, educational bodies, companies etc. and they all have the same message: Learning languages at any stage is a good choice and is being promoted by the Union.

In order to study to what extent these policy goals match the practices at tertiary level and with regard to “small languages”, the CercleS Focus Group 7 on Less Widely Spoken and Less Widely Taught Languages (LWSTL) has launched a survey with the aim to analyse the potential of teaching these languages and their role and status in university language centres. In our paper, we will report on the background, aims and progress of this project.

Our overall aim is to explore explicit/implicit language policies at European universities regarding the teaching and learning of LWSTL and how/whether these are reflected in the practice of the language centres. After an initial desk research phase (universities’ official documents, EU documents, statistics), a questionnaire is being prepared to be sent to the heads of language centres and possible multipliers. This will, as we hope, deliver answers to further questions, e.g. How do the language policy and the practices of the universities reflect the European recommendations on learning of foreign languages and lifelong learning? Do they reflect the national/regional/local language policy? To which degree do they reflect the language needs of the labour market?

As to the scope of the study, we hope to gather data from as many university language centres in Europe as possible. The expected outputs of the study include an overview of the situation regarding the teaching of LWSTL at the language centres of European universities and examples of best practices. Furthermore, we hope to be able to express a number of language policy and practical recommendations to decision-makers, universities and their language centres and thus contribute to better conditions for language learning at these institutions.

Biodata

Dr. Marianne Broermann holds an M.A. with teacher qualification in Scandinavian languages and German (University of Turku/Finland), an M.A. in European Studies and a PhD in Contact Linguistics (both from University of Leipzig/Germany). Currently teacher of Swedish and head of Nordic Languages at the Language Centre of Georg-August University Göttingen/Germany. In addition to teaching Swedish, she has been involved in research and project management, e.g. in two EU-funded projects on multilingualism and linguistic diversity: Euromosaic III and Linee (6th Framework programme of the European Commission). Her main interests include multilingualism, language policy and language learning (contrastive issues and methodology).

Dr. Marta Genís holds a degree in Spanish Philology (UAM), a M.A. in Applied Linguistics (UCM), and a PhD in English Philology (UCM). Director of Studies of the Department of Applied Languages in Universidad Antonio de Nebrija; former president of ACLES (Asociación de Centros de Lenguas en la Enseñanza Superior) and Vice-president of CercleS (Confédération Européenne des Centres de Langues de l’Enseignement Supérieur). Her interests are CLIL Approach, Intercultural Communication and Teacher Training.

Política lingüística y gobernanza del multilingüismo en la Universitat Autònoma de Barcelona

La Universitat Autònoma de Barcelona (UAB) se ha caracterizado tradicionalmente por disponer de una política lingüística explícita, aprobada por los órganos de gobierno de la Universidad, plasmada en un documento estratégico y coordinada a través del centro de lenguas. En los orígenes, el objetivo de dicha política era la recuperación del catalán como lengua de uso académico y administrativo, lo que se conoce como “normalización lingüística”. Más recientemente, la integración de la UAB en el proceso de Boloña y la necesidad de abrirse a nuevos mercados a escala planetaria han situado la promoción del uso del inglés en la Universidad como eje destacado de la política lingüística actual. Una consecuencia de esta nueva situación es el interés que suscita la gestión del multilingüismo en distintos ámbitos de la Universidad: Relaciones Internacionales, Política Académica, Comunicación y Promoción, y Recursos Humanos, entre otros. La política lingüística adquiere así un nuevo valor y adopta un carácter transversal y poliédrico, que incorpora a muchos agentes además del centro de lenguas. A su vez, se renueva el debate ideológico y conceptual sobre las lenguas en la Universidad: el aprendizaje y uso del inglés vs otras lenguas europeas (francés, alemán, italiano...), las funciones del catalán como lengua propia y oficial, o el rol del español como lengua también oficial y de amplio uso, entre otras cuestiones.

En este contexto, el Plan de lenguas de la UAB se ha revelado como el instrumento clave en la gobernanza del multilingüismo en la Universidad. La implicación de los órganos de gobierno, el proceso participativo seguido en su elaboración y la dotación de un presupuesto anual son las claves que han permitido construir un marco de referencia integrador que legitima y fortalece las actuaciones en materia de política lingüística.

Biodata

Marta Estella es vicedirectora del Servicio de Lenguas de la Universitat Autònoma de Barcelona (UAB) y colaboradora docente de la Universitat Oberta de Catalunya (UOC).

Es miembro de la Comisión de Lengua de la red de universidades Xarxa Vives (1995-) y de la Comisión Interuniversitaria de Formación en Lengua Catalana (1998-). Ha participado en varios proyectos sobre aprendizaje de lenguas y gestión del multilingüismo, como *Linguamón – Bones pràctiques de Multilingüisme*, *ComComunicar*, *Argumenta e Interact*, entre otros.

Su línea de trabajo actual se centra en la gobernanza del multilingüismo y la planificación lingüística en la Universidad. Le interesa asimismo la gestión de los servicios lingüísticos en la sociedad red.

Es máster en Educación y TIC (e-learning) por la UOC y licenciada en Filología Catalana por la UAB.

O ensino de PLE no contexto de Bolonha: a experiência da Universidade do Minho

Tendo encarado a concretização do processo de Bolonha como um estímulo e como uma oportunidade para melhorar a qualidade e a relevância das formações ministradas, a Universidade do Minho (UM) foi pioneira na realização das reformas inerentes a este processo, tendo integrado o grupo das universidades portuguesas que primeiramente levaram a cabo as adaptações exigidas pelas realidades emergentes no novo contexto europeu do ensino superior.

Este processo de adaptação tem revelado facetas contraditórias a nível da importância concedida ao estudo das línguas estrangeiras nos programas de ensino. Se, por um lado, a reconfiguração dos planos curriculares dos cursos de graduação e pós-graduação conduziu a um inegável retraimento da presença das línguas, bem assim como a uma diminuição do número de horas letivas de contacto reservadas para o seu estudo; por outro lado, o aumento contínuo do número de estudantes estrangeiros que demandam a UM veio criar oportunidades até então inexistentes, nomeadamente a nível do ensino do Português como Língua Estrangeira (PLE).

Nesta comunicação propomo-nos apresentar os dados relativos ao ensino de PLE na UM, nomeadamente no quadro das atividades promovidas pelo BabeliUM – Centro de Línguas, refletindo sobre os desafios colocados por tal ensino e sobre seus contributos para a afirmação da UM como uma instituição de ensino superior hospedeira de uma comunidade multilingue e multicultural.

Biodata

Micaela Ramon é Professora Auxiliar do Departamento de Estudos Portugueses e Lusófonos do Instituto de Letras e Ciências Humanas da Universidade do Minho, onde leciona Literatura Portuguesa e Português como Língua Estrangeira em cursos de graduação, pós-graduação e extensão.

É licenciada em ensino de Português–Francês, mestre em ensino da Língua e da Literatura Portuguesas e doutorada em Literatura Portuguesa por aquela Universidade.

É membro da direção do BabeliUM-Centro de Línguas da Universidade do Minho tendo o pelouro do Português Língua Não Materna – Português Língua Estrangeira e Português Língua Segunda; é também membro da comissão diretiva do Mestrado em Português Língua Não Materna.

É autora de diversos capítulos e artigos em livros, revistas e atas de encontros, nacionais e internacionais, sobre temas ligados às áreas que investiga e leciona.

Names of Academic Qualifications under Bologna

The aim of this paper is to address the issue of the names of university degrees in the European Higher Education Area. Translating academic qualifications may seem much easier now as degrees obtained in different countries are easily comparable. The implementation of the Diploma Supplement was aimed at providing comparable data that could be recognisable, both academically and professionally. It does not mean, however, that the harmonization of European qualifications is synonymous with their unification and the original names of the degrees conferred do not really matter. The Diploma Supplement states clearly that some of the data should be provided in the original language of the awarding institution. It implies that names of university degrees should be treated as culture-bound and the variety of terms for degrees and qualifications represents the cultural and linguistic diversity of Europe. However, translators, language teachers and students are still confused about the process of harmonization of the European university systems. Translators propose equivalents of the degrees in the target language, maintain the original name of the degree next to its equivalent, or even invent names of qualifications that do not exist in the target academic system. On the other hand, authorities responsible for comparison and validation of qualifications obtained abroad, for example, the Spanish Ministry of Education, require the translation of the name of the degree and thus its evaluation and 'suggestion of recognition' in relation to Spanish degrees, which contradicts the objectives of the Diploma Supplement.

Biodata

Monika Woźniak is an English lecturer in the Institute of Modern Languages, San Jorge University, Spain. She holds a PhD in English Philology (University of Jaén), a Master in English Philology (University of Gdańsk) and a Master in Intercultural Communication, Translation and Interpretation in Public Services: Polish-Spanish (University of Alcalá). Her research interests include cross-linguistic phraseology, intercultural competence, intercultural communication and CLIL at the university level.

La enseñanza del español para extranjeros en Ciencias de la Salud: oportunidad y reto en el marco de Bologna

Desde la implantación del proceso de Bologna y la homologación de los estudios, especialmente en el área sanitaria, muchos son los estudiantes que han decidido cursar su carrera en otros países. En concreto, con motivo de los sistemas universitarios francés e italiano con numerus clausus para los estudios de Ciencias de la Salud limitados, además, a la enseñanza pública, se ha producido un flujo migratorio de estudiantes a universidades españolas, al igual que a otros países vecinos. La Universidad Alfonso X el Sabio, institución privada, acoge cada año a más de 300 alumnos de estas nacionalidades que cursan por completo sus estudios debido a que no pueden hacerlo en sus países de origen. Naturalmente, el español es la lengua vehicular en la facultad de Ciencias de la Salud, al igual que en el resto de la universidad, de modo que nos enfrentamos al reto de que adquieran las competencias y destrezas equivalentes a un B1-B2 partiendo de niveles muy dispares para que puedan seguir los estudios sin problema. Además del tiempo como factor determinante, también lo es la especificidad de los estudios, la diferencia de nivel de español entre los alumnos y el desinterés de la mayoría por aprenderlo. Entre otros retos, nos encontramos con la complejidad de elaborar material específico para el área, así como la competencia con el inglés, establecido como lengua moderna, junto con otros distintos al español y que dificultan la inmersión lingüística del alumno extranjero en el idioma español, que ha dejado de ser la lengua mayoritaria en la Facultad. Bologna supone, entre otras, una oportunidad de favorecer la movilidad entre los estudiantes, si bien plantea algunos retos que generan situaciones para las que aún no se han planteado soluciones.

Biodata

Patricia Rojo Lemos, licenciada en Traducción e Interpretación por la Universidad Alfonso X el Sabio con la especialidad de Interpretación, profesión que ha compaginado hasta la fecha con la docencia de Español para Extranjeros en Alemania y España. Tras los estudios de licenciatura, realizó un MBA en Empresas e Instituciones culturales en la Universidad de Salamanca. Actualmente, escribe la tesis doctoral en Filología germánica en la Universidad Complutense de Madrid, imparte clases en la Universidad Alfonso X el Sabio en la Facultad de Lenguas Aplicadas de Español para Extranjeros y Traducción e Interpretación de alemán e inglés al español, y realiza un máster en investigación en Traducción e Interpretación en la Universidad Jaume I de Castellón.

Plataformas interativas no Ensino Superior pós-Bolonha - Moodle e Blackboard como ferramentas geradoras de autonomia

Incrementar a autonomia do aprendiz, guiando-o num processo de autoconhecimento linguístico que lhe permita evoluir com segurança e independência no processo de aprendizagem constitui um dos pressupostos fulcrais da Declaração de Bolonha.

No contexto do Ensino Superior pós-Bolonha, focalizando-nos na exploração de plataformas de gestão da aprendizagem em código aberto, apresentaremos um conjunto de reflexões teóricas e de exemplos práticos, centrando-nos nas estratégias de planificação e nos mecanismos de interação com os alunos, com vista a fomentar a sua autonomia de aprendizagem. Assim sendo, pretendemos com esta comunicação partir de duas experiências de lecionação da língua estrangeira e da língua materna, sustentadas na utilização das plataformas Blackboard e Moodle, respetivamente. Neste contexto, o B-learning - um espaço multimodal de ensino-aprendizagem - constitui uma opção inestimável para o desenvolvimento das competências transversais de análise crítica, reflexiva e de investigação efetuada pelos discentes.

Defenderemos que, não obstante a necessidade de um investimento temporal superior, por parte do docente, nas etapas de preparação e monitorização (devido à imperativa formalização e refinamento dos processos), os ambientes de aprendizagem semioticamente mais ricos oferecem maiores potencialidades para afirmação da identidade criativa do professor e aumentam a motivação e a autonomia do aluno, evitando que a pedagogia universitária atual corra o risco de ser, de acordo com Lima et al (2008) “uma mudança superficial ou cosmética, limitada à introdução de um novo léxico reformador (unidade curricular, resultados da aprendizagem, horas de contato etc.) sem grande substância e incapaz de promover mudanças na organização do trabalho docente e discente.

Biodata

Rita Arala Chaves licenciou-se em Inglês e Alemão pela Universidade do Porto. Iniciou o seu percurso profissional como tradutora, tendo concluído o Mestrado em Estudos de Tradução na Universidade do Porto em 1999. Continua a investigar na área da tradução, com especial enfoque no percurso translatório queiroziano, participando em diversas conferências acerca do tema. Em 1999 iniciou a sua carreira como docente de Língua Estrangeira do Instituto Politécnico da Guarda, instituição onde continua a lecionar. Encontra-se a terminar o Doutoramento em Didática de Línguas na Universidade de Aveiro, tendo proferido várias comunicações nesta área, com especial destaque para a autonomia e aprendizagem colaborativa.

Joana Castro Fernandes é licenciada em Línguas e Literaturas Modernas - Inglês/Português e mestre em Linguística Portuguesa Descritiva. Encontra-se, actualmente, a preparar a dissertação de doutoramento em terminologia em língua portuguesa e educação, na Universidade Nova de Lisboa. É Professora Adjunta do departamento de Línguas e Culturas do ISCAP, leccionando fundamentalmente nas áreas de Linguística, Comunicação e Tradução. É membro da unidade de coordenação do CML. Os seus interesses nucleares de investigação são a Linguística Geral e Cognitiva, a Língua Portuguesa, a Terminologia e a Educação.

La Política Lingüística de la Universidad Rey Juan Carlos

Los cambios que se están introduciendo en el ámbito educativo universitario son un claro reflejo de la indudable importancia de los idiomas en el mundo actual. Este trabajo propone revisar importantes medidas de la Unión Europea para potenciar el multilingüismo que se desarrollan paralelamente con la construcción del Espacio Europeo de Educación Superior. La cuestión lingüística ha sido de prioridad clave para la Unión Europea, para poder alcanzar una economía basada en el conocimiento más competitivo y dinámico, para aumentar la competitividad y movilidad en la Unión Europea. Entre los numerosos documentos, declaraciones e informes y recomendaciones que se han ido sucediendo en los últimos quince años en relación con el aprendizaje y enseñanza de lenguas extranjeras, son de destacar algunas de las medidas del Consejo de Europa para mejorar la enseñanza de idiomas en los países miembros. En segundo lugar, se hace hincapié en el impacto de estas medidas en las universidades españolas, con especial referencia de la política lingüística de la Universidad Rey Juan Carlos. Este nuevo panorama de la Educación Superior en Europa trae consigo la puesta en marcha de la reforma de las leyes de universidades y la revisión de currículos para incrementar la calidad de la educación, la capacidad investigadora y la empleabilidad de los graduados. En este sentido, La Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades, sienta las bases precisas para realizar una profunda modernización de la Universidad española.

Biodata

Rosalie Henderson, Doctora en Filología Moderna y licenciada en Filología Inglesa y Filología Hispánica, es Profesora Titular de Filología Inglesa en la Universidad Rey Juan Carlos, donde imparte docencia de grado y posgrado y ha dirigido varios proyectos de investigación relacionados con la enseñanza y el aprendizaje de lenguas extranjeras. En el año 2002 fue nombrada Directora del recién creado Centro Universitario de Idiomas de la Universidad Rey Juan Carlos, cargo que sigue ejerciendo en la actualidad.

Sus principales líneas de investigación incluyen la educación bilingüe en centros educativos, la innovación e investigación docente aplicada a la enseñanza de idiomas, la lingüística aplicada y contrastiva, y la acreditación y certificación de niveles de idiomas.

Nuria García Manzanares, Licenciada en Filología Inglesa en la Universidad de Alcalá de Henares y Doctorado en Enseñanza y Aprendizaje de Lenguas Extranjeras en la Universidad Pontificia de Comillas, es profesora de Filología Inglesa en la Universidad Rey Juan Carlos. Tiene 16 años de experiencia docente impartiendo asignaturas tanto en grado como en posgrado, y ha participado en diversos proyectos de investigación relacionados con la enseñanza y el aprendizaje de idiomas. En la actualidad, además de sus labores de docente, desempeña el cargo de Coordinadora Académica del Centro Universitario de la URJC.

Sus líneas de investigación son la enseñanza de inglés para fines específicos, la adaptación de las asignaturas de idiomas a las directrices de la Unión Europea, el Portafolio Europeo de las Lenguas como reto para la Educación Superior y la implantación de Bolonia en las universidades españolas.

Perspektiven der Mehrsprachigkeit an deutschen Hochschulen

Der Vortrag beschäftigt sich mit den aus dem Bologna-Prozess erwachsenden Anforderungen an die Sprachausbildung an Institutionen des tertiären Bildungssektors in Deutschland:

Welche Auswirkungen haben die Forderungen nach Internationalisierung und wachsender Mobilität auf die Lehre von Fremdsprachen im universitären Kontext?

Auf welche Weise strukturieren sich Sprachauswahl und Angebot?

Welche Veränderungen hat es in den letzten Jahren gegeben und in welche Richtung?

Biodata

Dr. Ruth Tobias:

Studium der romanischen Philologie (Studienschwerpunkte Galloromanistik und Lusitanistik), der Fremdsprachendidaktik sowie Deutsch als Fremdsprache an der Justus-Liebig-Universität Gießen. Studienaufenthalte in Frankreich (Toulouse) und Portugal (Braga, Lissabon). Promotion in portugiesischer Literatur- und Kulturwissenschaft. Freiberufliche Tätigkeit als Autorin, Gutachterin und Übersetzerin.

2006-2011 Leiterin des Sprachenzentrums der Hochschule Darmstadt und Projektleitung "Interkulturelles" des Projektes "IT-Vertrieb nach Südamerika".

Seit Oktober 2011 Direktorin des Sprachenzentrums der Freien Universität Berlin.

Language education at the University of Aveiro before and after Bologna: practices and discourses

Higher education training plays a fundamental role in the construction of an European citizenship that demands the development of plurilingual competences. Although the Bologna Process highlights that development (relating it to mobility, employability and lifelong learning), language education does not seem to be a priority in higher education institutions' agendas (Tudor, 2006).

Having the curricular restructuration within the Bologna Process as a contextual setting, we will present a case study with the University of Aveiro (UA), Portugal, with which we aimed at describing institutional discourses and practices concerning the use and function of languages within training, in two academic years (2002-2003 and 2007-2008, before and after the restructuration). In order to identify practices within language education, we carried out documentary analysis of the language courses programmes which allowed us to identify the languages and the language courses offered, the degrees integrating them in curricula and the privileged competences. In order to accede to discourses or, in other words, to the institutional thought on this matter, we interviewed several responsible actors for the training and management of the UA (rectors, vice-rectors, programme directors, Head of the Department of Languages and Cultures, responsible individuals for the institution's internationalization process).

The results underline that the Bologna Process has become a constraint to the curricular choices within language education at the UA, since we verified a decrease of the offered language courses and of the degrees integrating them. These practices converge with the institutional actors' discourses since they do not recognize the institution's responsibility in the development of students' plurilingual competences, exclusively focusing and valuing the instrumental role of English when referring to the outlines of a higher education language policy.

Biodata

Susana Pinto has recently developed a PhD thesis in Didactics and Training entitled "As línguas na Universidade de Aveiro: discursos e práticas". She integrates the Open Laboratory for the Learning of Foreign Languages (LALE) from the Department of Education and the Research Centre Didactics and Technology in Teacher Education (CIDTFF), two research structures at the University of Aveiro. Her research areas centre on (educational) language policies specifically within higher education institutions, representations and language learning and the development of plurilingual competences.

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Espaços/recursos virtuais para a aprendizagem de Português língua estrangeira

Múltiplos são os recursos de ensino/aprendizagem da língua portuguesa como língua estrangeira (PLE) ao dispor do professor e/ou do aprendente. Desde recursos integrados em manuais e métodos até recursos virtuais pagos ou de acesso livre, encontramos uma vasta panóplia de materiais que podem ser muito úteis e proporcionar uma progressão mais rápida a todo aquele que estiver interessado em aprender Português. Contudo, mais importante que recorrer ao maior número possível de materiais de aprendizagem da língua é proceder a uma escolha criteriosa dos mesmos, saber avaliá-los para determinar o seu interesse e saber integrá-los harmoniosamente na estrutura de uma aula ou de um processo informal de aprendizagem.

Nesta comunicação, propomo-nos refletir sobre dois aspectos relacionados com esta problemática. Primeiro, debruçar-nos-emos sobre alguns critérios que nos parecem estruturantes no processo de seleção dos recursos/materiais virtuais a usar na aprendizagem do PLE, nomeadamente, para apenas referir os mais essenciais, a adequação dos mesmos ao aprendente ou ao grupo, ao contexto e ao nível de aprendizagem. Em seguida, a título de exemplo, apresentaremos recursos virtuais de acesso livre, a nosso ver interessantes sob o ponto de vista pedagógico, cultural e linguístico.

Infelizmente, nem todos os recursos virtuais que nos parecem ser excelentes do ponto de vista do conteúdo são facilmente manuseáveis. Assim, a acessibilidade dos mesmos terá que ser fácil, a sua utilização e navegação terão que ser simples e deverão oferecer feedback ao aprendente sobre a sua própria progressão. Deverão ainda ser tidos em conta aspetos técnicos dos recursos, nomeadamente, equipamento e suporte técnico necessários, disponibilidade dos mesmos recursos e custos implicados.

Biodata

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Mestre em Literatura Comparada (Pré-Bolonha), pela Universidade de Lisboa.

Doutora em “Educación y Formación de Personas Adultas”, pela Facultad de Educación – Universidad de Salamanca, com a tese “Desenvolvimento, Implementação e Avaliação de um Módulo Blende Learning num EILC no contexto do Português como Língua Estrangeira”.

Professora-Adjunta da Escola Superior de Educação do Instituto Politécnico de Castelo Branco desde 1996.

Investigadora nos projetos:

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“CMC_E, Communicating in Multilingual Contexts meets the Enterprises”,

Financiados pelo Programa SOCRATES e contemplados com o Label Europeu de qualidade.

Assessment of language skills for academic and professional purposes: Complementary alternatives to testing

In Spain, assessment and accreditation of learner-language in line with the Common European Framework (Council of Europe, 2001) (CEF), mainly for new access requirements to post-graduate courses and for student international mobility, represent the new remit of university language centres. Today, the majority of these centres as members of ACLES are involved in the collaborative development of quality controlled, standards-based assessment criteria and procedures, based on the CEF, to meet the specific needs of universities and other higher education institutions (ACLES, 2011). Related collaborative work within and across different ACLES member institutions has given rise to a growing awareness that any attempt at comprehensive assessment of foreign language (FL) skills along the lines outlined in the CEF will necessarily need to take into account the learner's own view of what he or she can do. When assessment of language skills for academic and professional purposes is required, portfolio-based assessment, which clearly has a key role to play, is posited, at least in the assessment of academic writing. This paper reports on two action research studies carried out in the academic year 2010-2011. One is an inter-university, teacher-initiated study involving EFL undergraduate students from the in Spain and in Poland. The second study involves post-graduates taking a newly designed, one-year Masters programme in teacher training for post-primary, vocational and FL teaching at the University of León, Spain. Both studies illustrate how peer assessment and self-assessment serve as complementary alternatives to testing in the assessment of discourse competence in undergraduate and post-graduate settings. These alternatives also support concrete moves towards life-long learning approaches. Finally, this paper considers the important contribution research findings in error analysis and contrastive analysis have to make in the assessment of academic writing, especially in FL settings where the learners' mother tongue has an important role to play.

Biodata

Veronica Colwell O'Callaghan

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26th September 2008 – 4th October 2011 (post of responsibility), in charge of academic direction of the teaching of foreign languages at the university language centre (Centro de idiomas, Universidad de León. (<http://centrodeidiomas.unileon.es/>).

Research interests: error analysis; intercultural communicative competence; learner autonomy; peer and self-assessment, teacher training.

Wim Oostindier / Catherine Quaak,
Hanze University Of Applied Sciences Groningen

21st Century Language Teaching— A 24/7 Multilingual Learning Experience

My paper will show you my experience and results with groups of students in higher education teaching Spanish and Chinese applying the below described language-teaching philosophy. I will show how I organize my teaching using Internet resources for language learning and give an overview of the most user-friendly and effective on-line and off-line ICT tools that helped my students to become autonomous learners. I will show you how I am using Facebook, Google+ and Twitter in order to improve 'live language teaching' and 'serendipitous learning'. I will show you the impact it has on my students: 'savoir – savoir faire – savoir être'. Finally I will show you, how smartphones and tablets are rapidly turning foreign language learning into a 24/7 experience.

The best way to learn a foreign language is immersing yourself in a linguistic environment where your target language is used as the main communication tool. However, in the 21st century, with the rise of an ever more accessible Internet, with ever better developed and ever more user-friendly ICT learning tools, there are fantastic opportunities for learners and teachers of foreign languages. And, not the least important for language learners, interactive social media like Facebook, Google+ and Twitter are here, connecting people of all languages directly and with hardly any effort. Before Internet existed, learners of a new language always were very dependent on their direct physically accessible learning environment: The presence of language teachers, the vicinity of (native) speakers of the foreign language, the availability of language courses in the local bookshop ... Financially it could turn out to be very costly to learn a specific language. Now all those hurdles and hindrances seem to have disappeared: Language learning is now accessible and feasible for anyone with access to Internet. These easily available foreign language learning facilities are inevitably changing drastically the role of a language teacher:

- He/she will become the 'guide and organizer' to spread light over this myriad of learning opportunities.
- His/her main activity will be stimulating, coaching, steering, monitoring and evaluating the learning process.
- His/her ultimate goal will be to 'educate' the students to become an 'independent and autonomous' learner of the targeted foreign language.

I.e. the learning doesn't stop after the language course has come to an end and the teacher is not around any more

Biodata

Since 1992 **Wim Oostindier** is a senior lecturer of Foreign Languages (Spanish, Russian and Chinese) at the International Business Studies at the Hanze University of Applied Sciences in Groningen, the Netherlands. He tries to practice what he preaches: connecting modern ICT technology and Internet resources with modern communicative CEFR language teaching. But connecting these in such a way, that also colleagues with hardly any technical knowledge at all can join his activities. At the moment he is involved in a project with the main goal of how omnipresent social media can contribute to teaching, in particular the teaching and learning of foreign languages. Not by setting up a complete new curriculum, but trying to blend in social media like Facebook into the learning process of the students.

'Wim's Dashboard for Mandarin Chinese':

How to create and use an interactive dashboard for learners of Chinese.

The dashboard consists of a set of didactically arranged 'Just-what-I-need-now' links to Internet resources.

This tool is interactive in the sense that the user of the dashboard (learner or teacher) can customize it by changing, removing and adding links and adapt it to her/his specific needs.

Biodata

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With the support of Confucius Institute, Univesity of Minho.

“Etudiants Erasmus et réseaux sociaux : quelle prise en compte des échanges informels en ligne ?”

Communautés informelles et communautés de pratiques didactiques plurilingues en ligne : vers la construction de réseaux universitaires européens (virtuels et physiques) ?

Le processus de Bologne a engagé, dans le respect des cultures d'enseignement/apprentissage de chaque pays signataire, un effort de consolidation d'une culture européenne partagée des savoirs. L'intensification des contacts de langues et de cultures (Gohard-Radenkovic, 2008; 2009) qui est l'un des corollaires des échanges universitaires européens, trouve un écho dans la construction de communautés virtuelles, informelles ou formelles qui peuvent s'appuyer aussi bien sur les réseaux sociaux grand public que sur des dispositifs élaborés d'apprentissage collaboratif à distance tels que Galanet. Nous partons de l'hypothèse que la communication informelle en ligne entre étudiants et la communication à vocation pédagogique renforcent, outre les liens interpersonnels, l'émergence et la construction de réseaux qui peuvent favoriser une meilleure connaissance des cultures d'enseignement/apprentissage en œuvre au sein des universités européennes.

Dans cette perspective, il nous paraît pertinent de proposer une réflexion sur le rôle et les effets du recours aux artefacts disponibles sur Internet pour tisser, au sein de l'espace universitaire européen, des réseaux informels et formels à même de jouer un rôle important dans la consolidation d'une identité culturelle européenne fondée à la fois sur l'affect et l'intellect.

Nous définirons dans un premier temps les champs théoriques et pluridisciplinaires au sein desquels s'inscrit notre proposition de communication. Nous nous référerons, entre autres, aux travaux de Belz et Thorne (2006) sur la notion de culture d'usage qui intervient dans la communication médiatisée par ordinateur pour l'éducation interculturelle en langue étrangère ; Nous traiterons également des recherches conduites sur les interactions en ligne (Warshauer, 1996 ; Mangenot, 2004; Thurlow, 2004 ; Perraya, 2006 ; Zourou, 2009; 2008; 2007).

Nous nous attacherons ensuite à fournir un tour d'horizon des communautés qui, dans le cadre des programmes d'échanges Erasmus et des projets Socrates Lingua, recourent aux instruments de communication à distance utilisés soit à des fins informelles, soit structurellement définis à des fins didactiques.

Il s'agira enfin de dégager des pistes de recherches-action qui pourraient conduire à la construction de communautés de pratiques (Chanier, 2006 ; Thiault, 2011) ayant pour visée une accentuation des échanges didactiques et scientifiques autour des cultures d'enseignement/apprentissage des langues et cultures étrangères (Cortier, 2005) au sein de l'espace universitaire européen.

Biodata

Yannick HAMON

Professeur de Français Langue Etrangère et Doctorant (3ème année)

Università di Bologna - SITLEC : Studi Interdisciplinari su Traduzione, Lingua e Cultura (Sede di Forlì)

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