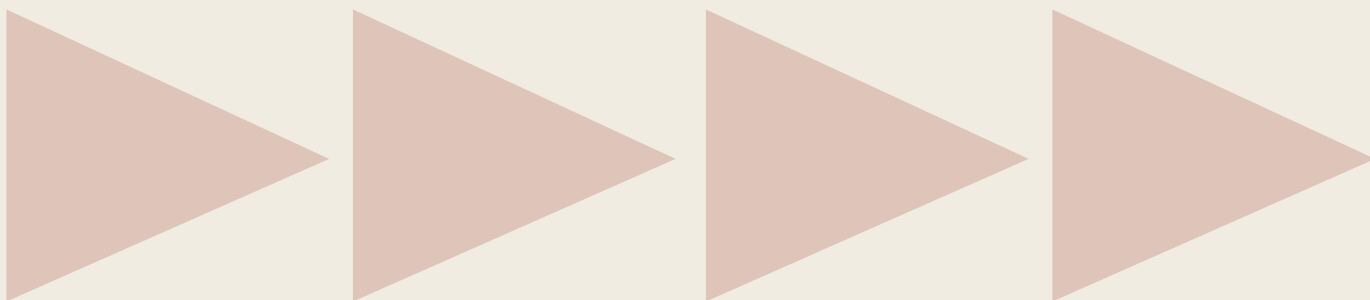


# CTL IN 2008

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## P R E F A C E

*Dear Reader:*

*CTL succeeded in enhancing its international reputation in 2008. CTL is managing an increasing number of European research and development projects (R & D), largely financed by European funding (third funding), as the institute does not benefit from university research funds.*

*Foreign research institutions also appeal more to CTL's expertise.<sup>1</sup> In particular, know-how concerning cooperation projects on the basis of empirical research results executed by CTL. For example, universities from Vienna (Austria), Cluj-Napoca (Romania), Gabrovo (Bulgaria), and Hamburg (Germany) filed applications for a Transfer of Innovation in 2008, with CTL as promoter.*

*CTL's strength is precisely not being tied to classic linguistic university training. It can thus fine-tune its research to a specific population, namely the international business world, where language and culture (with a small "c") go hand in hand and largely determine the turnover achieved. In doing so, the research institute can profile and further develop itself within a very specific area. The connection between research and education is evident, certainly at the Faculty of TEW. In that way, the students of Hasselt University not only can benefit from the innovating linguistic and methodological trends that start from CTL but also learn to build cultural frames of reference.*

*Moreover, from now on, the small group of passionate researchers and inspired volunteers directly attached to the institute will cooperate closely with lecturers from PHL University College and XIOS. The first Interreg project (Euregion of Meuse-Rhine) has been submitted and approved but is still awaiting the go-ahead*



*because of Walloon co-financing issues. An LLP R & D application in the domain of architecture is on the table for further elaboration.*

*We actually aim to jointly develop expertise, also within the EMR and certainly in the province of Limburg (Belgium), so our training and economy will only grow stronger. CTL thanks the Limburg delegation and Limburg Reconversion Company for the support they have offered in this.*

*The communication products, on the basis of results from empirical research by CTL and in close cooperation with European scientific and professional partners, are internationally valorized through CommArt International N.V. This spin-off of CTL/Hasselt University, founded in September 2007, also through the support of Hasselt University and LRM, experienced a successful first year in business.*

*However, in the coming years, the Centre for Applied Linguistics will strive to add to its honour roll more scientific publications that match its most important research domains, in addition to its European projects.*

*This annual report describes the R & D activities executed by CTL in 2008. But you can also learn about service actions made possible through the unselfish dedication of dozens of external assistants.*

*I sincerely wish to thank all who, in one way or another, are at the service of CTL and consequently of the (international) community.*

*I would also like to thank you, dear reader of this annual report, for the interest you have shown in our institute. It goes without saying that I am open to any suggestions for a possible collaboration.*

*Professor Martine Verjans  
Director of CTL*

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<sup>1</sup> In 2008, CTL collaborated with around 90 national and international institutions

# Policy and strategy



## Overview of staff members and cooperators

- ▶ **professors and guest professors**
  - prof. dr. W. Clijsters (until 30.09.2008)
  - prof. M. Verjans
- ▶ **senior researchers, postdocs, researchers and visiting scientists**
  - A. Gelan
  - dr. E. Caers (until 30.09.2008)
- ▶ **administrative and technical staff**
  - L. Loncke
  - D. Apiecionek (until 16.11.2008)

- ▶ **voluntary scientific cooperators**
  - dr. E. Caers (as of 01.10.2008)
  - B. Lamote
  - G. Custers
  - emeritus-consultant
  - prof. dr. W. Clijsters (as of 01.10.2008)
- ▶ **emeritus voluntary cooperator**
  - prof. dr. A. Wethlij
- ▶ **practical assistants (Teaching TEW)**
  - B. de Moffarts
  - F. Wuestenberg



## Strategic plan/mission

CTL, as an association-wide research institute, aims to gain an increasingly stronger profile in Limburg, in the Euregion of Meuse-Rhine, in Europe, and even beyond, always in the field of its most important research areas. This is certainly true for the valorization, through its spin-off CommArt International, of the results and products from its mainly empirical research. This research is also the basis for the development of high-performance e-learning modules for specific business populations and initial training that lead to staff positions, of very specific remediation packages, and of multimedia, language/culture e-learning modules for "full beginners". Because of this, CTL intends to develop an ever broader network of experts by also participating in EU networks through European programmes such as LLP-KA2 Languages and KA3 ICT, Leonardo da Vinci, Interreg, KP, etc. CTL also intends to take the lead in developing the applied research in the field of language-and-culture in communicative situations within the Euregion.

# Research

## Description of the Research Activities/Domains



### Research within CTL is situated within three large research domains:

- Flemish, Euregional, federal, and empirical European (qualitative and quantitative) research into communication needs and problems that are expressed in language and culture<sup>2</sup> and, conversely, the influence of language and cultural differences on communication, in particular for business communication, whether or not bound by sector and position.
- Research on the effectiveness and efficiency of (foreign) language education and the educational methods used (with special attention to ICT in support of semi-autonomous learning), also for sub-skills and in the field of remediation.
- Corpus analysis (lexical, grammatical, and discourse)

Moreover, for the most part, material that is internationally valorized is also developed on the basis of the research results. For this in particular, the spin-off CommArt International N.V. was founded in the autumn of 2007.

<sup>2</sup> CTL sees language and culture as a naturally interrelated whole, using language to code and decode messages, verbally en non-verbally, from one's own culture (values, customs, beliefs, symbols, etc.).

We use the following definition of "culture" in this research:

Language is only one of the many components of a culture; a common official language does not automatically indicate a common cultural perception (Hofstede, 1998; etc.). Belonging to a common culture is often linked to being situated in the same national or regional territory (Bosche, 1993; Stoter, 1997; Hofstede, 1998; etc.). However, it is dangerous to use a classification purely on the basis of this criterion or difference in language.

After all, the question of belonging to the same culture is also determined by the common use of language. More specifically, belonging to a high- or low-context culture and, in particular, the possibility of interpreting information according to the context (Hall, 1976, 1990, 2000; Gesteland, 1996; Schneider and Barsoux, 1997; Pinto, 1998; etc.).



## Research Projects Entirely or Partly Executed in 2008

### ▶▶ Border competences

**Framework:** EU-Socrates - Leonardo da Vinci

**Co-ordinator:** Stichting Euregio Maas-Rijn, Eupen (BE)

**Partners:**

CTL-Universiteit Hasselt, Diepenbeek (BE)

Institut für Aus- und Weiterbildung des Mittelstandes, IAWM, Eupen (BE)

EU-Geschäftsstelle Bezirksregierung Köln, Keulen (DE)

Noema Competency Management International Oy, Lohilahti (FIN)

CLIDA Srl, Firenze (IT)

Nederlandse Taalunie, Den Haag (NL)

Emmerce EEIG, Linköping (SE)

Swedish TelePedagogic Knowledge Centre, Nyköping (SE)

**CTL-cooperators:** prof. dr. W. Clijsters, A. Gelan

This project focuses on the application and dissemination of the strategy, curriculums, and learning and study tools of the new “Euregional competence” professional-training certificate of the Euregion of Meuse-Rhine (EMR) to other border regions, in particular the regions of Austria/northern Italy and Sweden/Finland.

### Euregional competence includes the following domains:

- o Foreign-language skills
  - GERKT level A2/B1/B2 in one extra Euregional language (EMR: Dutch, French, or German)
- o Intercultural skills
  - Set for the specific Euregional context
  - Set for the specific professional context

- o Information skills
  - Gaining access to and processing information on the Euregional economic area and the labour market and that of professional training and education
- o Euregional-competence work experience
  - At a workplace in one's own professional field
  - In a different language area in the Euregion

Site: [www.border-competences.EUproject.org](http://www.border-competences.EUproject.org)

## ►► **ICSME** **Promoting Intercultural Communication Skills in the Multilingual Europe**

**Period:** 01.11.06-31.10.08

**Framework:** EU-Socrates - Leonardo da Vinci

**Co-ordinator:** CTL-Universiteit Hasselt, Diepenbeek (BE)

**Partners:**

Brainlane, Genk (BE)

Akademia Ekonomiczna Oskar Lange, Wrocław (PL)

Zachodnia Izba Gospodarcza, Wrocław (PL)

Semantica Ltd T/A Interact International, Bath (UK)

**CTL-cooperators:** prof. M. Verjans, A. Gelan

The project's consortium intends to outline the current situation of foreign languages and intercultural skills at European KMOs (updating European research results through quantitative needs analysis) and valorize a number of its revamped products for training of intercultural communication skills, whether or not linked to language skills.

Site: [www.uhasselt.be/icsme](http://www.uhasselt.be/icsme)





## ►► **Euro Lang 2012** **Towards Eurofoot 2012 with Polish and Ukrainian Languages**

**Period:** 01.02.07-31.01.10

**Framework:** EU-LLP multilateraal project - Key Activity 2: Languages

**Co-ordinator:** Warsaw Academy of Computer Science, Warschau (PL)

**Partners:**

CTL-Universiteit Hasselt, Diepenbeek (BE)

European Centre for Education and Training (ECET), Sofia (BG)

Himmel & Jord GmbH, Berlijn (DE)

Centro Studi e Formazione Villa Montesca, Villa Montesca (IT)

The European Ph.D. College of Polish and Ukrainian Universities, Lublin (PL).

**CTL-cooperators:** prof. dr. W. Clijsters, dr. E. Caers, L. Loncke

In 2012, the finals of the European football championships for national teams will be held in Poland and the Ukraine. The languages and cultures of these countries are totally unknown to most countries that will participate in the finals. This unique fact caused us to map the particularities of the cultures of the organizing countries and, with both languages as basis, contrastively process them for the 23 official languages of the European Union. CTL/Hasselt University is responsible for the Dutch and the French part, the didactic-educational concept, and the implementation in the electronic platform.

Site: [www.eurolang2012.com](http://www.eurolang2012.com)

## ►► **LANQUA** **Language network for quality assurance**

**Period:** 2007-2010

**Framework:** EU-LLP netwerk project - Erasmus

**Co-ordinator:** University of Southampton (UK)

**Partners:** a network of 65 European universities, see [www.lanqua.eu](http://www.lanqua.eu)

**CTL-cooperators:** prof. dr. W. Clijsters, Prof. M. Verjans



This network project, coordinated by the University of Southampton, unites no less than 65 European universities. It aims to scrutinize the European training courses for foreign-language teachers, in particular with regard to content and quality. In so doing, it aims to pay special attention to the intercultural component of these courses, draw up criteria for quality, and formulate suggestions to improve these courses. CTL/Hasselt University is participating in the subproject “Intercultural communication in FL classes”.

Site: [www.lanqua.eu](http://www.lanqua.eu)

## ►► **TST-ID** **Language and speech technology to promote intercultural dialogue**

**Period:** 2007-2009

**Framework:** EU-LLP-Transversal Programme – KA-2: Languages

**Co-ordinator:** CTL-Universiteit Hasselt, Diepenbeek (BE)

**Partners:**

Faculté Polytechnique de Mons, Bergen (BE)

Brainlane n.v., Genk (BE),

PCVOMT, Hasselt (BE),

Univerzita Komenského, Bratislava (SK),

Universitatea din Bucuresti, Boekarest, (RO),

Marmara Üniversitesi, Istanboel (TR),

Francizca Öğretmenleri Derneği, Istanboel (TR)

**CTL-cooperators:** prof. dr. W. Clijsters, dr. E. Caers, A. Gelan, L. Loncke, F. Wuestenraedt

TST-ID starts from a contrastive study of the participating languages and cultures, in particular Dutch, French, Romanian, Serbo-Croatian, and Turkish. Special attention is paid to the intercultural differences in communication at the beginner’s level (GERKT A1–A2) and to any to be described “interlingua”.

Subsequently, multimedia, contrastive e-modules are made for language acquisition through “blended learning” or in an autonomous setting of communicative competences at the levels mentioned.

The Lingu@Tor author platform that is used for the development of these modules will be improved with text-to-speech tech-

nology, especially useful for people that suffer from a reading impairment like dyslexia, and for people with visual impairments such as magnification.

Site: [www.uhasselt.be/tst-id](http://www.uhasselt.be/tst-id)

## ►► **PRO-Multilingua** **Transfer of innovation concerning professional multilingual communication**

**Period:** 01.11.2008 – 31.10.2010

**Framework:** EU-LLP - Leonardo da Vinci – Transfer of Innovation

**Co-ordinator (scientific - content):** CTL-Universiteit Hasselt, Diepenbeek (BE)

**Co-ordinator (administrative):** Universitatea Babeş-Bolyai, Cluj-Napoca (RO)

**Partners:**

Universität Wien, Wien (AT)

CommArt International, Diepenbeek (BE)

Camera de Comert si Industrii, Cluj-Napoca (RO)

SA.Viamed SRL, Zalau (RO)

**CTL-cooperators:** prof. M. Verjans, A. Gelan

It is indeed a big challenge for our new, extended Europe to create new instruments that pave the way for a better understanding and knowledge of its languages and cultures. A better understanding of languages and cultures makes economic and human exchanges possible. PRO-MULTILINGUA continues work on the basis of the international research results of Leomep (CTL, 1998–2000). On the basis of further research in Romania and Austria, Romanian is added to the current series of Plurilingua modules (as source and target language and culture), in combination with German and French. This will simplify the interaction in the field of economic activities between Romania and the European member states of the first generation and, more specifically, with the countries where French or German is one of the official languages (France, Belgium, Germany, Austria, Switzerland, and Luxembourg). The choice for French and German meets the Romanian economic reality: in the last few years, French and German investors have clearly become more interested in the Romanian market.

Site: [www.promultilingua.info](http://www.promultilingua.info)



## ▶▶ OKAN

**Period:** 01.12.2008 – 31.05.2009

**Client:** Flemish Government - Department of Education and Training

**CTL-cooperator:** Prof. dr. W. Clijsters, L. Loncke

Calibration of the OKAN curriculum at GERK, basis of Dutch for newcomers (Flemish government, Department of Education and Learning)

## ▶▶ **Traitement automatique des langues, NTIC** **Bilateral agreement between INALCO-Paris and CTL-Universiteit Hasselt**

**Period:** 2008 - 2013

**Framework:** EU-LLP - Erasmus

**CTL-cooperators:** Prof. dr. W. Clijsters, Prof. M. Verjans, A. Gelan

The bilateral agreement aims at exchanging specialists in didactics of semi-autonomous e-learning, to both further train mutual teachers and prepare joint research in the domain mentioned.



# SERVICES



## ▶▶ In-house service activities

### ▶▶ Auxiliary activities in support of education

In collaboration with French-speaking Erasmus-students, B. de Moffarts organized extracurricular conversational sessions for TEW students. As before, the persons interested found this initiative very successful.

### ▶▶ Auxiliary services in support of policy, Hasselt University

M. Verjans was secretary of the MMC department.

## ▶▶ External service activities

### ▶▶ DiWeF (didactic study group French)

W. Clijsters, chairperson; J. Amand, V. Catalano, G. Custers, B. de Moffarts, and M. Verjans, members of the steering committee

The educational study group French was created in 1972 at what was then the Post-Universitair Centrum Limburg by four lecturers French of a teacher training college chaired by J. Berger, later coordinator French at the Economische Hogeschool Limburg.

In 1986, W. Clijsters took over the chair. DiWeF is led by a diverse steering committee of which all educational levels and disciplines are a part. Traditionally, the CTL members are the backbone of the steering committee: W. Clijsters, M. Verjans, J. Amand, V. Catalano, and G. Custers.

It serves as a regional department of the BVLF (Belgian Association of French Teachers of the Flemish Community), which, in turn, forms the Flemish department of the FIPF (Fédération Internationale des Professeurs de Français). It is one of the four partners in the OVLf (Belgian consultation committee of French teachers).

The steering committee evaluates and plans all activities. Each year, DiWeF organizes a symposium, and they are at the basis of the Weeks of French Film in collaboration with Kinepolis. DiWeF also initiates and coordinates the successful French Olympi@d for students, and launches the study group languages of the regional expertise networks (REN) in Flanders.



► **Weeks of French Film (14 January 2008–22 February 2008):**

Film is a contemporary and young medium that offers exceptional didactic-pedagogic possibilities. That is why, in 1999–2000, the first Weeks of French Film was organized in collaboration with Kinopolis-Hasselt. A group of lecturers/teachers coordinated by Mrs. Ann Knaepen selects the films. We benefit from the support of Hasselt cinema club “G. Méliès” that has been programming valuable French films for over 30 years. The proposed selection includes two films for each of the three levels of secondary education. Students from teacher training colleges (i.e., future French teachers) cooperate on making a didactic file for each film, thus demonstrating their creativity. These are made available for free through the CTL website.

This initiative has taken an even larger form. In the past, it took place in three Kinopolis theatres. But since the end of 2007, it has been running in collaboration with the Kinopolis group in nine cities (Hasselt, Leuven, Brussels, Kortrijk, Bruges, Antwerp, Braine-l’Alleud, Ostend, and Ghent) and in collaboration with Utopolis in four more (Aarschot, Mechelen, Lommel, and Turnhout).

Traditionally, teachers of French can watch a film free to get an idea of what is on offer.

The didactic dossiers are made available on <http://www.uhasselt.be/ctl/diensten/DiWeF/filmweek.asp/>  
In 2008, there were 11,998 participants.

**The following films were scheduled:**

Taxi 4  
4 étoiles  
Ensemble, c’est tout  
Paris, je t’aime  
La tourneuse de pages  
Je vais bien, ne t’en fais pas



- On 23 October 2008, DiWeF organized for teachers/lecturers of French its eighth symposium on the topic “La Didactique du Français Langue Etrangère”. In 15 workshops and lectures, intervening parties from various universities and universities of applied sciences discussed various aspects of the didactics of French. The symposium also presented an exposition of recent didactic material published by Flemish educational publishing houses. Number of participants: 105

Eminent national and international speakers from the scientific world and the field present didactic and general pedagogical topics.

<b>Symposium: « La didactique du FLE (français langue étrangère) » 23.10.2008</b>	
<b>naam</b>	<b>titel</b>
P. Ameloot	Leerkrediet voor studenten hoger onderwijs : wat, waarom en hoe ?
V. Catalano	De Jacques à Arno, ou comment faire le tour du monde !
N. Ceulemans	N. Ceulemans Styles d'apprentissage et types d'apprenants
W. Clijsters	Interculturele verschillen in de praktijk
R. Dalle	ALERT 5 jaar gecombineerd talenonderwijs: workshop met hands-on cursusverkenning en aanmaken van online leermateriaal in een auteurstool.
C. De Fré	Het ERK (Gemeenschappelijk Europees Referentiekader): Wat is het? Hoe is het ontstaan? Wat is het nut ervan voor je klaspraktijk? Praktische tips en oefeningen op verschillende niveaus.
M.B. de Moffarts	Quelques exploitations didactiques de « 7 jours sur la planète »
E. de Séjournet	Applications concrètes de formes de travail en enseignement technique et professionnel – jeux de rôle
G.P. de Verrewaere	« Le pays des Ch'tis »
M. Glize	France, destination jeunes
M.J. Hermans	Activités ludiques pour stimuler l'expression orale (2 delen)



Important Flemish educational publishers came to show their latest French educational products. Tourism Liege and Maison de la France were also present.

CTL subsequently organized the emeritus celebration of Professor Willy Clijsters. The international gathering thanked and praised him for his great contribution to applied linguistics, both in applied research and education and services. An original *liber amicorum*, an anthology of sympathy, was presented to him.

- On 7 March 2008, DiWeF also organized a workshop led by Professor M. Couteur on the Common European Framework of Reference for Languages for MVT teachers/lecturers and future MVT (PHL) teachers.

### ►► **Olyfran or the Flemish Olympi@d of French and Francophones**

W. Clijsters, chair; M. Verjans, general coordinator and chair of the scientific TKB committee; J. Amand, chair of the scientific HAN committee; from October 2007, L. Loncke was in charge of administrative support.

In 1988, DiWeF (former Limburgs Universitair Centrum, now Hasselt University) launched “La Tour Eiffel—Concours de Français” as a regional initiative to shake up French education in Flanders: with almost 1,200 participants from all over Flanders, the initiative was an immediate hit.

In 2004, the horizon was resolutely broadened. Indeed, French is not only the language of France, but it is what the more than 50 Francophone countries share. Moreover, at the time, LTECF limited itself to the third level and the trip of the top laureates to Paris could only reward a happy few of around 60. Furthermore, any reference to the other Olympiads was lacking, initiatives that were also supported by the Department for Economy, Science, and Innovation of the Flemish government as part of their actions to promote science. Nor was a reference to the site with the contest questions visible in the name.

That is why OLYFRAN-Flanders was launched, an acronym for “Les Olympi@des du français et du Francophonie”, henceforth also with two initiatives for the second grade (OLYFRAN-JUNIOR): a test similar to the MAX for the Junior-ASO category, while a new, annual multimedia assignment has been proposed for TKB.





OLYFRAN-Flanders is a unique organization: six Flemish universities (Hasselt University as home and headquarters, KUL, KULAK, Ghent University, University of Antwerp, and VUB) and all associations of French teachers (DiWeF, BVLF, VLR, VORUG, and CNO) find each other there across all networks, departments, and provinces. Each year, teachers from all networks collaborate to draw up 100 multiple-choice questions for all contest categories.

For some years, ETHIAS and action plan Scientific Information and Innovation have been responsible for the necessary financial resources, while the CTL-led Limburg coordination team is responsible for the coordination and final editing of the series of questions, promotion, sponsoring, logistics, and administrative process. The other Flemish universities throw open their buildings for the selection tests and participate in drawing up the questions and judging.

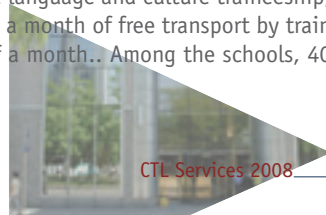
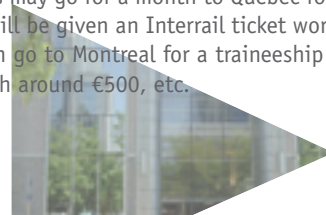
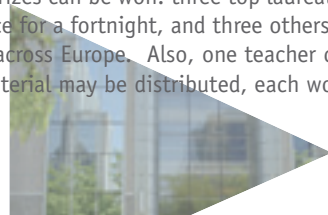
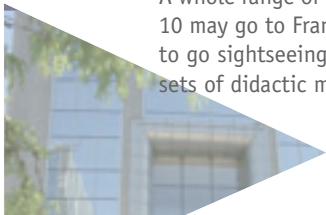
Since 1999, OIvl has been part of the promotion actions for the sciences that are supported by the Flemish minister for Science and Innovation. He thus wants to present young Flemish people a way into the challenging world of sciences and scientific research.

A few other institutions provide very welcome supplemental (financial) support: the French embassy, in particular its documentation centre for Flanders, Editions Deboeck (Louvain-la-Neuve and Antwerp), Délégation générale du Québec, the Province of Limburg, Plantyn Educatieve Uitgevers, the Department of Education of the Flemish Community, NMBS-Interrail, Roeland-Taalacties, Uitgeverij Averbode, Groep Kinopolis, Algemene Afvaardiging van Québec, Délégation générale à la Langue française et aux Langues de France, Le Français dans le Monde, Uitgeverij Pelckmans, Roeland vzw Taalstages, Ceran Lingua International, J. Van In te Wommelgem, and Cahiers F (journal of the Flemish French teachers).

Various ministers, ambassadors, and other personalities form a promotion committee and award first prizes. Since the beginning, this promotion committee has also been made up of the chairs of all executive bodies, all educational excellence, the Limburg governor, ambassadors, rectors, organizing powers, inspectors, etc.

In the past, D. Coens, the late Minister for Education of the Flemish Community, and several French ministers came and personally congratulated the top laureates. In 1993, Minister L. Van den Bossche wrote that LTECF/OIvl had become the standard in a short period of time.

A whole range of prizes can be won: three top laureates may go for a month to Quebec for a language and culture traineeship, 10 may go to France for a fortnight, and three others will be given an Interrail ticket worth a month of free transport by train to go sightseeing across Europe. Also, one teacher can go to Montreal for a traineeship of a month.. Among the schools, 40 sets of didactic material may be distributed, each worth around €500, etc.





## ► Olyfran-Flanders XXI for students from Flemish secondary education

### Calendar

- 27 February 2008: written Junior-ASO test
- 29 February 2008: written Max-ASO, Max-TKB, and Max-HAN test
- 9 April 2008: oral finale, league test
- 23 April 2008: proclamation and ceremony

### Number of participants per selection centre

	Junior	MAX-ASO	MAX-HAN	MAX-TKB	Total
<b>Diepenbeek</b>	638	262	81	72	1053
<b>Leuven</b>	427	355	41	77	900
<b>Kortrijk</b>	495	361	73	47	976
<b>Antwerp</b>	661	394	77	69	1201
<b>Ghent</b>	631	620	47	81	1379
<b>Brussels</b>	240	164	36	103	543
<b>Total</b>	3092	2156	355	449	6052

### Promotion/mailings

- Three written mailings to all Flemish schools
- 14 newsletters to all contacts (OLVL coordinators, subscribers, and participants in conferences and the film weeks)
- 5,000 posters, 15,000 brochures



### Average results per category

Category	Average results
ASO	60,97%
TKB	55,14 %
HAN	63,35 %
J-ASO	58,08 %

### Winners

<b>Junior-ASO</b>	Silke De Strijcker, sint-Aloysiuscollege, Ninove
<b>Junior French-speaking</b>	Margaux Dorthu, Provinciale Secundaire School, 's Gravenvoeren en Aline Coen, Onze-Lieve-Vrouw van Lourdescollege, Edegem
<b>MAX-ASO</b>	Melanie Vandewaetere, Instituut Heilige Kindsheid, Ardoonie
<b>MAX-HAN</b>	Jessica Verheggen, Virga-Jessecollege, Hasselt
<b>MAX-TKB</b>	Alejandro Roca Zaldivar, K.T.A. Handelsschool, Aalst
<b>MAX French-speaking</b>	Tancredi fiore, Imelda-Instituut, Brussel



## ►► **Olyfran, les Olympiades de la Francophonie**

*Clijsters W., chair and M. Verjans, vice chair*

In October 2000, this vzw was founded according to French law, i.e., an association loi 1901, with seat in rue de Varenne, Paris, to disseminate the ideas and results of Olyfran-Flanders on an international scale and, for that purpose, also be able to appeal to French public funds.

To that end, Olyfran-International created the site [www.olyfran.org](http://www.olyfran.org). All exercises and questions of previous editions of the Flemish initiative is made available. It is free to use for anyone to test or improve his own French knowledge or to set up a “compétition”.

In addition to hosting a section for exchange proposals, the site also has a forum and a FAQ-section. In 2008, around 15 schools from all over the world made offers. These proposals are adopted by the FIPF, the international association of French teachers, through its site ([francparler.org](http://francparler.org)).

## ► **Cinquième Tournoi Mondial Simultané de Français par Internet**

Since 2004, in the “Semaine de la Francophonie” (week of 20 March), a worldwide tournament of French starts via [www.olyfran.org](http://www.olyfran.org). There are three phases: elimination (éliminatoires for all registered teams), semi-finals (demi-finale for the best teams per zone olyfranienne), and finals (for the best of the demi-finales). Participants register per team. Financing and prizes are taken care of by the Représentation de l’Organisation Internationale de la Francophonie (OIF) auprès de l’Union européenne (Brussels), the Délégation générale à la langue française et aux langues de France (Paris, Ministère de la Culture), TV5Monde, CERAN Lingua International, and CommArt International N.V.

Number of participants: 853 participants in 201 teams from Argentina, Armenia, Belgium, Georgia, Italy, Morocco, Madagascar, Peru, Portugal, Roemenia, Saudi-Arabia, Senegal, Spain, Turkey, Ukraine, USA and Vietnam  
Data: eliminations: 19-20.03.08, semi-finals: 09.04.08, final: 16.05.07

World laureate: Nonpareils, Scoala cu clasele I-VIII, Beasta (RO)

Site: <http://www.uhasselt.be/ctl/olyfran.htm>

## ► Local competitions

Each country, region, school group, and school can also organize their own “compétition de français” through the Olyfran site. In 2008, this took place in Romania (three times), Portugal, and Italy and in around 20 Flemish secondary schools.

## ►► **REN-Flanders (regional expertise network for the promotion of the appropriate and efficient use of ICT in education and language training)**

*Clijsters W., chair, L. Loncke, administrative assistant*

In 2000–2001, the then Flemish Minister for Education, Mrs. Marleen Vanderpoorten, initiated the Regional Expertise Networks Flanders. The objective was to explore the possibilities and advantages of ICT (information and communication technology) with teachers and lecturers for didactic use, presenting them to colleague lecturers/teachers, and helping them to start using ICT.

CTL already has many years’ experience in the field of:

- Language research using ICT
- Integrated use of ICT in a worldwide language-didactic environment
- Occasional language-training support through ICT

Moreover, CTL had effective communication channels through DiWeF and OLVL with language lecturers and teachers in function and in training. For example, LIMREN-TALEN started then.

So with the 2007–2008 school year, the eighth working year already had begun. The activities are concentrated around an ICT languages demo day. For the school year, the Department opted for a thematic approach. In conjunction with the University of Antwerp, CTL/Hasselt University was responsible for the topic: ICT in language training. In addition to developing workshops with a well-filled didactic file, the organizers prepared two workshops, in Wilrijk-Antwerp (19 February 2008) and Diepenbeek-Hasselt (11 March 2008), respectively.

Number of participants in Diepenbeek-Hasselt: 111



Alliance Française

ICT-languages demo day (CTL/Hasselt University) 11 March 2008	
Speaker	Workshop
Hargreaves	How can I include differentiation in my language training through ICT?
Dekimpe	Towards a didactics for digital reading and writing skills in primary education
de Moffarts	How can I expertly make a selection from educational language software while also taking into account the age of the target group (adult education)?
Bombeke - Creten	Digital skills in language classes
Cornillie - Colpaert	How do I achieve the highest learning results using ELO?
Bonamie	ICT in language training: implementation and evaluation
Bultheel	How do I evaluate ICT teaching material?
Bombeke - Creten	Using modern forms of communication in language classes
Gelan	How can I create and use a dynamic foreign-language learning environment with my students?
Hargreaves	Communities of practice: the bridge between ICT knowledge and ICT skill
Gelan - Alberghs	Your students' environment in an ICT package
Vanlanduyt	How can I create an ICT learning environment for adult education?
Cornillie - Colpaert	Useful application of ICT packages in lessons
Bonamie	Using modern forms of communication including chatting, blogging, and forums in lessons
Clijsters	Creative language exercises in learning environments
Cornillie - Colpaert	How can I evaluate learning and learning results of students in language training using ICT?
Gonnissen	Exploring and processing websites for use in own multimedia teaching material
de Moffarts	How can I expertly select educational language software, taking into account the environment of the target group and the exit qualifications per skill of the grade in question?



### ►► **Study group II “Languages” of Committee III, Euregion of Meuse-Rhine**

This study group of language experts developed a language strategy for the EMR on the basis of the findings of an EMR-wide survey in 2006 at EMR primary and secondary schools, analyzed by CTL. Starting from this document, once approved by the EMR council, an Interreg project will be prepared to implement this strategy. W. Clijsters is a member of this study group of experts on behalf of the Belgian province of Limburg.

The activities of this study group led to the submission of the “Lingua” project, a comprehensive and very ambitious plan that builds on various experiences: the Olyfran experience of CTL/Hasselt University, the Euregion competence from a previous Interreg project, and the needs of the Liege business community voiced through the “Maison des Langues”.

### ►► **Limburg Alliance française**

In 1988, the Limburg Alliance française was created. Its first chair was Mr. D. Beckx, lecturer of French and Italian at the Economische Hogeschool Limburg. All Limburg universities of applied sciences are represented in the executive board through their French teacher training. The business community and public sector are also on the executive board, as are the French honorary consul and the délégué général de l’Alliance française Bruxelles-Europe.

In 1986, Professor W. Clijsters took over the chair and Professor M. Verjans rejoined the executive board. This was the beginning of a close cooperation between CTL and AFL and integration of their actions. For example, AFL participates in the organization of the Weeks of French Film and supports the Flemish Olympi@d of the French Language.

Through AFL, CTL is represented in the executive board of the “Fédération des Alliances Françaises de Belgique et des organisations associées”. Currently, AFL offers Flemish schools free “conférenciers” and planned visits:

- o L. Hoffer, guide officiel de la ville de Liège:
  - Conférence sur Liège
  - Conférence sur un des ouvrages de G. Simenon
  - Conférence sur G. Simenon
  - Visite guidée de Liège
  - Visite thématique de Liège (G. Simenon)



- o G. Leurquin, président des guides de la ville de Liège:
  - Conférence sur Liège
  - Visite guidée de Liège
- o C. Kerkhofs, guide officielle de la ville de Liège:
  - Visite guidée de Liège pour élèves du professionnel ou technique
- o G.P. de Verrewaere, professeur à Comynnes et Tourcoing:
  - Conférence “Les Pays-Bas français” (histoire)
  - Conférence “La Flandre française” (touristique)
- o C. Roex-Kevers:
  - Les frères Van Eyck: panorama de leur oeuvre et de leur époque
- o J. Cl. Kangomba, chercheur de l’ULg et à l’Albertine:
  - La musique congolaise
  - L’influence de la colonisation dans la littérature francophone congolaise
  - Visite guidée du quartier congolais, Matongé

In 2007-2008, around 25 schools used this offer.

However, in September 2008, when the French subsidies were ended, the Alliance had to be discontinued.





- ▶▶ Clijsters, W., M. Verjans, A. Gelan, participation in the Dag van het Onderzoek, CTL and CommArt International stand, Hasselt University, 30 May 2008
- ▶▶ Clijsters W., member of the FWO scientific committees of culture sciences, in particular the linguistics” review committee that is responsible for a new, more functional division of the fields of science.
- ▶▶ Clijsters W., member of the cabinet study group “Modern Foreign Languages: exit qualifications for French education
- ▶▶ Clijsters W., expert for the European Committee in the EACEA (Education Audiovisual Culture Executive Agency); key activity: ICT and languages
- ▶▶ Clijsters W., member of the international experts’ committee for IUF (Institut Universitaire de France). This institute selects excellent French professors who are given a unique research mandate.
- ▶▶ Clijsters, W., member of Association de didactique du français langue étrangère (ASDIFLE, Paris)
- ▶▶ Gelan, A., cooperation with INALCO, Paris: opening Lingu@Tor-club learning environment for training in Slovak and Czech at the INALCO; technical and didactic support
- ▶▶ Gelan, A., cooperation with VBRooierheide, Diepenbeek: opening Lingu@Tor-club learning environment for French education to primary-school students; technical and didactic support
- ▶▶ Verjans, M., member of the Dutch union of language institutions (NUT) and the Confédération Européenne des Centres de Langues dans l’Enseignement Supérieur (CercleS)
- ▶▶ Verjans, M., external expert on Woody project (Stevin)-promoter: Sensotec Bruges (2008–2009)

# Education



*Professor W. Clijsters and Professor M. Verjans both lecture business and economic French at the Faculty of TEW (bachelor/master's). They are supported by doctoral students M. B. de Moffarts and F. Wuestenberg, teaching assistants.*

## ► Topics of the subjects of economic and business French on the basis of CTL research

One of CTL's policy targets is representative, empirical research (quantitative and qualitative) into non-native, intercultural communication problems and the needs of specific business populations. An important part is the impact of cultural differences on behaviour and linguistic behaviour, so the way in which people use language to communicate, e.g., in business negotiations.

Subsequently, these research results are used to draw up a detailed communication profile (communicative situations, language actions), supplemented by the results of (quantitative) corpus analysis (authentic, spoken and written corpora delivered by the target group of the research) according to lexicon, grammar topics and syntax, and discursive and cultural elements.

This communication profile determines the topics of the training material that will subsequently be developed. So this is not about general language, but about LSP (language for specific purposes).

## ► Methodology-content: economic and business French III on the basis of CTL research

Using a literature study, students learn to draw up a theoretical framework for culture and cultural differences and dimensions. They examine the way in which cultural dimensions are expressed in business negotiations. Afterwards, these characteristics are applied to French cultures and French people in particular.

## ► Didactic approach of the subjects of economic and business French on the basis of CTL research

The second policy target of CTL is research into the effectiveness and efficiency of (foreign) language learning. We verify to what degree ICT can improve learning performance, in particular how university students and others can achieve better final results through e-learning linked to planned self-study.

On the basis of these findings, the interactive, multimedia, electronic-author system Lingu@Tor, which continues to be optimized, was developed in collaboration with Brainlane (founded by Hasselt University's research institute EDM).

Depending on the student's style of learning (inductive or deductive), this author system allows him to go through the material or, on the basis of his communication needs, begin at a specific point in a module. All correct solutions are recognized and valorized. Using functional feedback, a sophisticated correction system allows the student to correct his errors without having to repeat the whole exercise. On letter level, he will be given feedback on spelling, grammar, and even syntax (sentence structure) errors. Such a system is unique in Europe.

► **Promoter of the following master's exams:**

**W. Clijsters:**

- Bussels, R., The Flemish Tourist's image of Finland, 79 pp.
- Knaepen, S., Logistics SWOT Analysis of the Euregion of Meuse-Rhine, 115 and 25 pp.
- Pieters, V., Cultural Differences in the Commercial Negotiations between Flanders and China, 94 pp.
- Rutten, E., Market study: Demand and Offer of Refresher Courses for Flemish Teachers in Secondary Education, 148 pp. and attachment
- Valkenborgh, N., Cultural Differences in the Commercial Negotiations between Flemish and Turkish Companies, 94 pp.

**M. Verjans:**

- Cappiello, S. and Vanden Berghe, E., Cultural Differences between Belgium and China in the Diamond Sector (in preparation)

# Scientific output



## Doctoral theses



## Scientific publications

### Articles published in Web of Science (A1)

#### Article in an internationally reviewed journal (A2)

- VERJANS, Martine (2008) 'Komunikacja międzykulturowa w językach obcych a profil gospodarki na rynku światowym z punktu widzenia belgijskich przedsiębiorców – przedstawicieli kultury flamandzkiej'. *Prace naukowe Komunikacja marketingowa w Europie wielu kultur językowych*. p. 25-41

#### Dutch article in a reviewed journal (A3)

- CLIJSTERS, Willy (2008) 'Olyfran Resultaten: Vlaamse olympiade van het Frans XXI (2007-2008)'. *Cahiers F*, 4(3). p. 88-91
- LAMOTE, Bart & Flamend, A. (2008) 'Exploitation didactique du film "La tournée de pages"'. *Cahiers F*, 4(3). p. 22-30
- WETHLIJ, Alex (2008) 'De afkorting vb. als bijwoordelijke bepaling'. *Neerlandia/Nederlands van nu*, 112(3). p. 39-41
- WETHLIJ, Alex (2008) 'Van een eerste keer tot de laatste keer'. *Neerlandia/Nederlands van nu*, 112(2). p. 39-41
- WETHLIJ, Alex (2008) 'Verbale ratio en de praktijk van het taalgebruik'. *Neerlandia/Nederlands van nu*, 112(4). p. 35-37
- WETHLIJ, Alex (2008) 'Verbale ratio in duistere omstandigheden'. *Neerlandia/Nederlands van nu*, 112(5). p. 37-38

#### Books (author or co-author) (B1)

- Awouters, V.; Bollen, R.; CUSTERS, Giedo; Jans, R.; Jans, S. & Jacobs, L. (2008) *Web 2.0: Van installatie tot implementatie*.
- VERJANS, Martine (2008) *Votre Candidat (e book)*.

### Book chapter (B2)

- BRIJS, Kris & BRIJS, Tom (2008) 'Veiligheid als een totaalcultuur'. Dergent, Stijn (Ed.) *Jaarboek Verkeersveiligheid 2008*
- CLIJSTERS, Willy (2008) 'Roznice kulturowe jako obiekt badan'. Swiatowy, G. (Ed.) *Prace Naukowe: Komunikacja marketingowa w Europie wielu kultur językowych*, p. 99-105.
- CLIJSTERS, Willy (2008) 'Wyzwania w realizacji projektów europejskich – waloryzacja, dyseminacja, eksploatacja'. Swiatowy, G. (Ed.) *Prace Naukowe: Komunikacja marketingowa w Europie wielu kultur językowych*, p. 135-140.

### Editing of a book (B3)

- Basaille, J.P.; CUSTERS, Giedo & Marting, F. (2008) *Actes de Vienne 2006: Le français qui fait la différence: actes du congrès de Vienne*. B3 [<http://hdl.handle.net/1942/9471>]
- CLIJSTERS, Willy & VERJANS, Martine (2008) *Olyfran Vlaanderen: selectieproeven 2008*.

### Articles in proceedings of a scientific conference (C2)

- VERJANS, Martine (2008) 'Communication Interculturelle pour Cadres (Techniques) d'Entreprise Plurilingua'. Pagel, Dario (Ed.) *Dialogues et Cultures*. p. 657-663

### PhD thesis (D1)

- CAERS, Eric (2008) 'A contrastive study of reporting in The Guardian and The Economist: metaphors in the transition from Keynesian economics to monetarism'.

# Partners



## Partners

### ► In the framework of Border Competences

- Institut für Aus- und Weiterbildung des Mittelstandes, IAWM, Eupen (BE)
- Stichting Euregio Maas-Rijn, Eupen (BE)
- EU-Geschäftsstelle Bezirksregierung Köln (DE)
- Noema Competency Management International Oy, Lohilahti (FI)
- CLIDA Srl, Firenze (IT)
- Nederlandse Taalunie, Den Haag (NL)
- Emmerce EEIG, Linköping (SE)
- Swedish TelePedagogic Knowledge Centre (SE)

### ► In the framework of ICSME

- Akademia Ekonomiczna Oskar Lange (University of Economics Oskar Lange of Wrocław) (PL)
- Zachodnia Izba Gospodarcza (Lower Silesian Chamber of Commerce) (PL)
- InterAct International, Bath (UK)

### ► In the framework of Euro Lang 2012

- Warsaw Academy of Computer Science, Warschau, Polen
- European Centre for Education and Training (ECET), Sofia (BG)
- Himmel & Jord GmbH, Berlin (DE)
- Centro Studi e Formazione Villa Montesca, Villa Montesca (IT)
- The European Ph.D. College of Polish and Ukrainian Universities, Lublin (PL)

### ► In the framework of LANQUA

65 European universities under the leadership of University of Southampton  
Member list: see [www.lanqua.eu](http://www.lanqua.eu)

► **In the framework of TST-ID**

- Faculté Polytechnique de Mons, Bergen (BE)
- Brainlane n.v., Genk (BE)
- PCVOMT, Hasselt (BE)
- Univerzita Komenského, Bratislava (SK)
- Universitatea din Bucuresti, Boekarest, (RO)
- Marmara Üniversitesi, Istanboel (TR)
- Francizca Öğretmenleri Derneği, Istanboel (TR)

► **In the framework of Pro-Multilingua:**

- Universitatea Babeş-Bolyai, Langues Modernes Appliquées, Cluj-Napoca (RO)
- Universität Wien, Center for Translation Studies, Wien (AT)
- CommArt International, Diepenbeek (BE)
- Camera de comerț și industrii, Cluj-Napoca (RO)
- SA.Viamed.SRL, Zalau (RO)

► **In OKAN**

Flemish Government – Department of Education and Training

► **In the framework of Traitement automatique des langues, NTIC**

INALCO-Paris

► **In the framework of N.U.T.**

(Union of Dutch academic Language Centres)  
Member list see <http://www.let.leidenuniv.nl/nut/> > leden



► **In the framework of CERCLES**

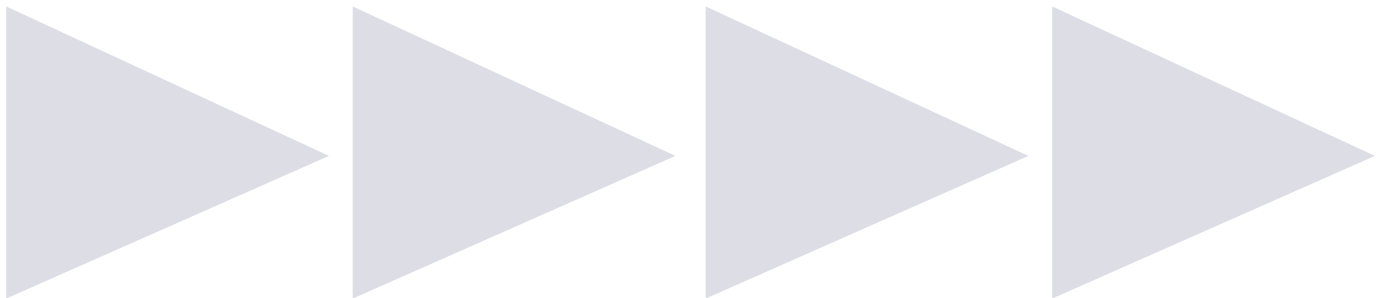
(international coordinating Union of academic Language Centres)  
see [www.cercles.org](http://www.cercles.org)

► **In the framework of ASDIFLE**

(association de didactique du français langue étrangère (zetel: Paris))  
see <http://fle.asso.free.fr/asdifle/>

► **Cooperation with the Associatie Universiteit – Hogescholen Limburg**

In the framework of the development of two framework applications (INTERREG and LLP Leonardo da Vinci) an intensive cooperation was set up with PHL and XIOS. Because these project will start in 2009 at the earliest, they will be reported in the next annual report.



# Activities organized in 2008

See external service activities