Carmen Argondizzo*, Anna Maria De Bartolo,
Alessandra Fazio, Jean M. Jimenez and Ida Ruffolo

Academic, cultural and social growth through the language of websites: A challenge for European University Language Centres

Abstract: At the start of 2000 a new scenario emerged in Europe thanks to the Council of Europe and the European Commission who, in support of the Bologna Process (1999), laid the foundations for disseminating the value of multilingualism and multiculturalism. The aim was to create a framework of actions to make citizens more aware of respecting diversity in languages and cultures and pave the way for integrating the varied geographical realities present in Europe. Language instruction was a priority identified as a tool for developing socio-cultural awareness and, within this scenario, universities played a key role. In particular, University Language Laboratories, previously regarded as language learning resources for small numbers of students, became University Language Centres, gaining status as fully-fledged academic places for the dissemination of multilingualism and multiculturalism, where intercultural communication, learning by doing, autonomous language learning, self-assessment and European Language Portfolios, communicative strategies and social inclusion, creativity and knowledge-sharing became key concepts to be internalised and implemented in academic communities. Indeed, the enhancement of cultural and democratic growth among young learners and citizens, in general, assumed paramount importance. The impact of the Lifelong Learning and Erasmus programs, strongly encouraged by the Bologna Accords, and later the internationalization process of European universities, further strengthened the need to promote linguistic, social and cultural growth in academic societies. Based on these premises, the purpose of this paper is twofold. First, it will discuss the importance of investigating how

*Corresponding author: Carmen Argondizzo, Università della Calabria, Arcavacata, Italy, E-mail: carmen.argondizzo@unical.it
Anna Maria De Bartolo, Jean M. Jimenez and Ida Ruffolo, Università della Calabria, Arcavacata, Italy, E-mail: anna.debartolo@unical.it (A.M. De Bartolo), jean.jimenez@unical.it (J.M. Jimenez), ida.ruffolo@unical.it (I. Ruffolo)
Alessandra Fazio, Università Foro Italico, Roma, Italy, E-mail: alessandra.fazio@uniroma4.it

University Language Centres present the aforementioned concepts through their actions, focussing principally on the language used on their websites. Secondly, it will propose a potential project framework in which the CercleS community will be invited to share ideas and experiential knowledge in representing itself and its mission to potential users.

Keywords: European University Language Centre Websites, informative and promotional discourse, multilingualism and multiculturalism, learners' perception, corpus-based discourse analysis

1 Introduction and state of the art

In 1999, following the Bologna Declaration and the ensuing Bologna Process, Higher Education in Europe entered a new era. These developments, together with the Lisbon Strategy, while not a comprehensive basis for action (Keeling 2006), have provided valuable input for further improvement. One significant result has been the European Commission's promotion of language learning. While the original Declaration limited itself to encouraging respect for European languages, the European Commission defined the Barcelona Objective in which EU citizens were to be enabled to use two languages other than their own L1. As a result, multilingualism became a main EU goal along with increased mobility and lifelong learning.

Gradually, European University Language Centres (EULCs) became institutions where the implementation of research studies on language learning and teaching developed. This process paved the way for the creation of a network of academic environments where knowledge, objectives and experiences could be shared. CercleS, the European Confederation of Language Centres in Higher Education, which was created in 1991, played a vital role in the development of this process. Thanks to this European academic community, investigations into EULCs gradually became more frequent (Argondizzo 2015; Bickerton and Gotti 1999; CercleS 2002; Ingram 2001; Little 1991; Little 1999; Little 2000; The Wulkow Memorandum on Language Centres at Institutions of Higher Education in Europe 2009; Williams 2015). Specifically, research focused on the roles and challenges that EULCs face in the modern world.

One efficient way to gather information on these academic contexts is through a careful examination and analysis of their websites. In particular, investigation into the functions of language used on WebPages plays a relevant role in the analysis of informative, promotional and persuasive discourse. This approach to discourse analysis is inspired by the work of Halliday (1973), who studied language

as having a function in society rather than just being an intellectual problem of structure. It also considers both the work of Hymes (1972), which focused on the communicative use of language, as well as research on the role of corpora in aiding discourse analysis (Baker and McEnery 2015) as related to the various sections of websites. In particular, studies have been conducted to examine how websites can be effectively designed by means of verbal and non-verbal communication delivered in a multimodal form (Colborne 2011; Krug 2013; McManus 2014). As regards multimodal WebPages, Kress (2010) adopted principles of social semiotics for his analysis, whereas for the academic sector, Baldry and O'Halloran (2014) used multimodal corpus-based approaches to investigate university websites.

The investigation of EULC English websites may be a starting point for achieving the goal of effectively promoting the language and social-educational aims of the Council of Europe within the EU. Hence, it becomes fundamental to consider how EULCs are displaying and portraying what they are offering to a wider international audience, while respecting intercultural principles, as well as to share ideas and knowledge with other European and (inter)national researchers.

As a consequence of the constant global demands of the world citizen, there is often information that some EULCs choose to foreground apart from target levels of language competence, such as intercultural competence (among others, Byrd Clark and Dervin 2014; Dervin 2010, 2016; Kramsch 2013) and multilingual diversity (Herzog-Punzenberger et al. 2017).

If we browse EULC websites at random, we can note priorities and preferences in their representation. Embedded as they are within the overall academic prospectus of their University, Language Centres advertise themselves (the self) through the information they publish on their websites, by describing who or what they are, the services they offer, and the logistics of where and when courses take place. Indeed, obviously common to all EULC websites is information regarding courses available and other learning activities students can carry out on their own or with another person (e.g., Tandem).

Some EULCs add a mission statement and vision of learning. Mission statements have long been established as belonging to the marketization of university websites (Askehave 2007; Caiazzo 2009; Fairclough 1993, 1995; Swales 1990, 2004; Zhang 2017). In fact, Fairclough detected "a new hybrid partly promotional genre" (1993: 139), with the language of marketization emerging in texts for both external and internal communication of UK universities. Indeed, from a linguistic point of view, he claimed that the discursive practices of higher education were "in the process of being transformed through the increasing salience within higher education of promotion as a communicative function" (1993: 143). Thus, this paper

focuses on the fact that it is not enough for EULCs simply to publish information about their courses, but the way they do so is crucial not only to the representation of the self but also to convince the other (the learner) of the short and long-term benefits he or she will draw from the learning experience. Furthermore, while EULCs are not competing against each other for student intake, as their institution will be, they must nevertheless encourage learners to join by enticing them with information about positive learning outcomes in the context of lifelong learning and world citizenship. With learners' needs at the centre of their professional attention, it is imperative that EULC Mission Statements and Visions be frequently revised. Again, this is necessary in light of the present day's demanding and ever evolving realities of globalization, where intercultural communicative competence (Byram 1997) must play a salient role in the mutual recognition of language diversity in a multilingual society.

Other EULCs even devote considerable space to a presentation of their research into language teaching, thus evidencing both research-based teaching and teaching-based research, by detailing their methodological approach both for in class and outside class activities. Finally, on a more communicative level, many EULCs paste links to Facebook, Twitter, Instagram and other social media to foster interaction. However, there is still little evidence to show that corpus-based discourse analysis and multimodal analysis of EULC websites have been carried out on the functional language used in the websites and its effects on society.

Based on these premises, this paper proposes future research which wants to envisage the opportunity to ascertain to what extent the community of academic professionals in the field of linguistics has been able to promote the social-oriented concepts which the Bologna process started at the beginning of the 2000s. In fact, the study aims to analyse how the pedagogical approaches and didactic materials offered in EULCs reflect the principles outlined by the Council of Europe. As a first step, the team is planning to analyse the peculiarities of the English language. We will then consider the possibility of expanding the analysis to other languages.

The research outcomes might be presented to the Council of Europe/Language Policy Unit and to CercleS members, with the aim to offer support in terms of enhancing the impact on the quality of EULC communities. In particular, by revealing the communicative strengths and weaknesses of EULC websites, language professionals would be reminded of the constant need to offer inspiring tools and awareness-raising actions for the linguistic, cultural and social growth of academic communities, who will hopefully transfer such achievements beyond university contexts into the wider community.

The following sections will focus on some critical reflections of the possible phases of this potential project and the related research actions to be implemented.

2 Project procedure and research design

In Higher Education, academic websites are an essential gateway to the dissemination of their own information and services. Websites can be considered the identity card of institutions, they reflect the way higher academic institutions interact with the public and, in addition, transfer concepts and ideas to their potential users (e.g., students, instructors, academics, immigrants, citizens).

The application of effective communicative strategies in EULC websites can provide benefits on different levels: promotion of social inclusion, especially for incoming students, by attracting and motivating learners; contribution to the development of more mature, democratic, open-minded and curious individuals with respect to languages and cultures; encouragement for the academic and territorial communities to be more aware of linguistic, cultural and intercultural communication through specific activities and programs.

The study is expected to have an impact on local, national, European and international levels. The internationalization of education demands that the language of EULC websites reach a more expanded circle audience on account of Erasmus exchange programs and student/teacher mobility as well as serve as an outreach mechanism of contact with the territory. Therefore, pedagogical approaches and didactic materials need to be designed to reflect the principles outlined by the Council of Europe in terms of creating multilingual and multicultural environments and integrating universities with the local communities.

Firstly, attention will be devoted to framing the study within the backdrop of current theories. After delineating a theoretical and methodological framework, possible conceptual and empirical gaps related to the analysis of EULC websites, as shown in the current literature, will be identified.

Secondly, attention will be given to methods to be adopted and actions which the team will take. Moreover, approaches for assessing and evaluating the expected findings as well as clarifying the link between all these project aspects will be illustrated. A quantitative approach focusing on the verbal and non-verbal communicative and persuasive strategies used in the English versions of the websites will be adopted to present the linguistic and cultural activities organized for academic and territorial communities. In particular, corpus linguistics will be used to analyse the websites so as to give an integrated view of the meaning of discourse (Baker and McEnery 2015). In addition, surveys will be carried out to collect stakeholders' perceptions of the linguistic, cultural and social messages most frequently conveyed through linguistic actions.

Findings will be monitored and evaluated and criticalities identified and discussed. SWOT analysis of EULC websites will be proposed and final

considerations, based on the results stemming out from the quantitative and qualitative analysis conducted, will be discussed. Indeed, we believe that exploring language use on websites may provide useful insights for the successful understanding and promotion of multilingual and multicultural principles. As a consequence, language professionals, educators, academics will be encouraged to reflect on and investigate the pluralism, negotiation and emergent nature of communicative practices which take place on institutional communication channels and, consequently, equip learners and users with the necessary skills, knowledge and attitudes for successful intercultural knowledge and communication.

Building on the above as the current state of the art, new findings will hopefully lead to an advancement in the analysis of institutional websites in general, and EULC websites in particular, offer meaningful content-oriented input to learners, and raise awareness in EULC associations and among language professionals. A framework of the detailed objectives of this potential project is outlined in the following section.

2.1 Potential research objectives

As mentioned above, the project intends to investigate the extent to which the content and language used in EULC websites reflect principles such as multilingualism, multiculturalism, language policies, autonomous learning and self-assessment, as well as creativity and social inclusion. In particular, the main objectives of this study are to:
–　Identify and analyse communicative and persuasive strategies used in EULC websites to present and promote the linguistic and cultural activities organised for the academic and territorial communities (e.g., simplicity or complexity of language, clarity of expressions, frequency of visuals used and context in which they are used, any ELF use of language). Specifically, the analysis will focus on the features of the informative, promotional and persuasive discourse adopted to interact with potential users in both verbal and non-verbal communication;
–　Identify users' perceptions of the linguistic, cultural and social messages conveyed through services presented in EULC websites;
–　Consider the extent to which the EULC websites are promoting the principles put forth by the Council of Europe, with specific reference to language development among its citizens;
–　Understand how university learners react to the content of the EULC websites.

In order to address the research objectives, the project will employ a mixed-method research design, which will integrate two main components: a) *discourse and multi-modal analysis* of EULC websites (Step 1), b) *quantitative* (Step 2) *and qualitative* (Step 3) *analysis* of users' perceptions of messages conveyed and assessment of EULC promotion strategies, as related to European Commission principles. Details about the methodology are given in the following section.

3 Methodology and research instruments

3.1 Planned discourse and multimodal analysis of EULC websites

A sample of EULC websites will be selected and analysed according to their textual-visual elements. In particular, the following types of pages will be considered, where available, because of their prevalently textual content: Home, Mission statement and objectives, Autonomous Language Learning sections, Events, Projects/Research/Training activities. Since the websites may feature different types of structures, a comparison to match similar sections will be necessary at this stage. Further types of webpages/sections may be taken into consideration depending on such preliminary work.

A corpus of textual files retrieved from the webpages will thus be built and organised in order to compare and analyse the differences in content among the websites and the various types of pages/sections. A partial tagging of the corpus files may be necessary at this stage in order to conduct the automatic textual analysis smoothly and effectively. The corpus-based analysis will be carried out through programs such as *WordSmith* Tools and/or *AntConc* as well as through manual, more detailed examination.

The textual analysis will firstly focus on general content to establish whether topics such as multilingualism, multiculturalism, language policies, autonomous learning and language awareness, creativity, social inclusion, as well as their related uses of language, are explicitly addressed. Data collected will be classified according to macro-areas of interest. A more detailed corpus linguistic analysis will subsequently identify the most prominent linguistic elements, i.e., frequency, keyword lists and word patterns, focusing on discourse elements and expressions related to the concepts mentioned above.

The visual and organizational characteristics of each website will also be investigated, with a particular focus on the home pages, gallery sections, autonomous learning pages, in which multimodal elements are expected to feature

prominently. The analysis of visual elements aims at establishing whether, and in which ways, multimodality is used to promote multilingualism/multiculturalism and to overcome language barriers through the use of non-verbal communication. The multilingualism aspect, both in the Language Centre activities as well as on the website itself, will also be considered in order to examine how many and which language courses, translation/mediation services and/or certifications are offered, whether other language versions are available for the website besides English and, if so, which ones. Where possible, a comparison between the content and layout of versions in different languages will be carried out and possible differences analysed and included in the general findings regarding the specific Language Centre.

These data will help investigate communicative strengths/weaknesses in order to ascertain how EULCs position and represent themselves in connection with language diversity and multiculturalism as well as to identify the choices made by each Language Centre regarding visibility and status of different languages and the groups of users they seem to be targeting. To do so, the Genre and Multimodality Model/GeM (Bateman 2008) will be applied for empirical analysis. At this stage, to adopt corpus-based approaches to multimodal documents, we will attempt to "uncover […] what multimodal documents are doing *in their own* terms, and not in terms inherited from investigations of language" (Bateman 2008: 15). A robust model will thus be needed to provide an appropriate framework for the construction and analysis of multimodal document corpora. In fact, multimodal documents (i.e., webpages) are "artefacts" where a variety of visual aspects "are deployed simultaneously in order to fulfil an orchestrated collection of interwoven communicative goals" (Bateman 2008: 1). Such documents are therefore "configuration of social practices" where "forms are constrained by the technology that is used to produce the artefact" (Bateman 2008: 16). In other words, documents are created and used within a configuration of constraining influences. Bearing in mind multimodal document restrictions and constraints, Bateman's framework for the "layered decomposition" (cfr. Bateman 2008: 19,108) of any multimodal document will be adopted for further multimodal corpus annotation and tagging.

3.2 Identification of users' perceptions

Users' perceptions of the linguistic/cultural/social messages presented in EULC websites are very likely to offer valuable insights. Hence, questionnaires and verbal-reports will be used to tap into the perceptions of EULC stakeholders, in particular students, Language Centre teaching and administrative staff as well as personnel from institutions which relate to the Language Centre services.

Specifically, this phase will consist of two separate but related investigations to be carried out after the discourse and multimodal analysis of textual and visual data phase outlined in the previous section. First of all, a survey on users' evaluation of the content of EULC websites will be conducted to collect information from different groups of users throughout Europe (Step 2). After visiting a sample of EULC websites, participants will be invited to complete an online questionnaire. The questionnaire, which will include items related to both the content and language used in the websites, will be drafted to investigate stakeholders' perception and attitudes toward the concepts used to promote linguistic, social and cultural growth and related language used for this purpose. It will include both open and closed-ended items, with follow-up interviews where possible. The data will be analysed quantitatively and qualitatively. Specifically, the observation will focus on the opinions and perceptions of stakeholders regarding both internationalization processes (including *multilingualism/multiculturalism, language policies, autonomous learning/language awareness, creativity, social inclusion*) and the related pedagogical approaches adopted in the academic environment as well as the expected and actual impact of such approaches on local communities. An in-depth analysis of the data collected will be carried out by means of techniques of text data mining in order to determine the main areas of interests and related relationships among areas from the analysis of co-occurrences of the most relevant concepts. Main areas of interest perceived by stakeholders representing the impact of Language Centres and language actions will be visually represented through a concept map. Qualitative analysis will be carried out through specific tools such as *Lexico*, *N-Vivo* or *Spad*. The collected responses will also be examined and compared to the websites analysis results (Step 1) to establish how the perceived situation and pedagogical approach regarding language awareness and diversity correspond to the communicative verbal and non-verbal strategies conveyed by the Language Centre websites. The ensuing findings will be analysed in light of the EU principles (Beacco 2007).

Secondly, a smaller scale investigation (Step 3) will be conducted in a selection of University Language Centres to gain insight into the participants' thought processes when reading material provided in EULC websites. Data will be collected through concurrent verbal reports (think-alouds) (Bowles 2010; Ericsson and Simon 1993). In particular, after an introductory session, participants will take part in two sessions during which they will be asked to verbalize their thoughts while: 1. evaluating EULC websites; 2. reading extracts from the corpus analysed in Step 1 of this project. In the first think-aloud session participants will be asked to look at the different sections of the websites while verbalizing all of their thoughts. They will be instructed to skim through all of the sections and then focus more specifically on the sections which they are particularly interested in. During the second think-

aloud session, the participants will read extracts from the corpus and highlight the messages conveyed. In order to select which extracts to provide to the participants, the research group will first compare the results of the quantitative and qualitative study carried out in Step 1 with the results of the quantitative and qualitative research carried out in Step 2 by the users. Based on this comparison, the extracts that have been analysed differently by researchers and users will be presented to the think-aloud group in an attempt to understand the reasons why the users perceived the message differently from the researchers. The think-aloud sessions will be audio recorded for subsequent transcription. In order to triangulate the data, the think-aloud sessions will be followed by a retrospective interview after each session, and a final interview. The data from the think aloud sessions will be transcribed, coded and categorised in an attempt to understand how the users perceive the message conveyed on the websites and their general attitudes towards the content. A comparison will then be made with the results achieved in Phase 1, i.e., the analysis of the textual and audio-visual data.

4 Expected results

As outlined previously, the aim of this research project is to focus on and explore the challenge that EULCs are facing in their attempt to combine European language policy and multiculturalism. In particular, the study will take into consideration the relationship between language, cultural identity and intercultural communication in Europe at a time of increasing multicultural complexity. While official European Union policies are actively promoting the spread of multilingualism amongst its citizens, institutions are making an effort to support the EU. Nevertheless, there are still many challenges that need to be faced and met.

In light of this, the research team aims to give its contribution to the literature in the field of linguistics, language learning, and cultural/ethnographic studies, which will facilitate the work of practitioners when attempting to overcome language and cultural barriers. For this aim, the project will attempt to draw results on key aspects of language use, including:

  (i) the ability to use a variety of tactics of communicative interaction to achieve the tasks;
 (ii) the enhancement of communicative creativity of professionals;
(iii) the effective management of intercultural misunderstandings.

As highlighted earlier, strong emphasis will be devoted to the ability to communicate effectively in diverse cultural and linguistic contexts. Being that "in an

increasingly multicultural society, the development of a competence that facilitates appropriate cultural and linguistic transfers needs to be considered" (Pop 2016: 231), particular attention will be directed at communicative knowledge sharing strategies.

Therefore, as well as involving specialists in the field of language and multiculturalism, experts from other intercultural and professional contexts will be invited to contribute in order to identify and share potential collaborative language within the various fields. For instance, companies that deal with intercultural language communication issues, such as advertising agencies or trading companies, could be involved. This collaboration could lead to a more comprehensive understanding of the issue investigated as well as to developing a simple, and accessible method of delivering culturally and linguistically appropriate information to end-users from different contexts.

Thus, in the light of the hypotheses outlined throughout the paper, the research team expects to create the following products:

1. corpora of documents that may be used as an online archive for language centres, universities and cultural enterprises interested in multilingualism and multiculturalism;
2. a glossary of the terminology linked to the notions of multilingualism and multiculturalism that may be used by a variety of potential end-users (such as teachers, web-editors, experts in the field of mediation, entrepreneurs);
3. didactic materials and e-learning schemes, with a specific emphasis on the training of students and professionals who are interested in effective communication.

The three steps outlined above represent the starting point of the research proposal, further ideas will be added once all the parties involved in the project will meet and share ideas.

5 Conclusions: Prospective remarks and future perspectives

This article has presented a proposal for a project that the authors would like to carry out in the near future. Our intention is to share the outline with colleagues and language professionals from diverse academic communities and hopefully create an intercultural network of teams (e.g., a CercleS Focus Group) which will implement the initial idea as well as further developments of the proposal. In particular, the article has outlined a framework for a future research study while

touching on the background motivation which has inspired the proposal. Specifically, it wants to highlight the significant contribution that University Language Centres may offer by conducting research studies in support to the everyday practical work that they offer.

As for research outcomes, it is our hope that the investigation will determine whether there is a positive correlation between messages presented on websites and messages perceived by users. However, as it is likely that there will be differences among websites, it will be essential to identify the most meaningful strategies and the most significant language used in promoting the concepts that are the focus of the research project. Indeed, the EULC websites encompass a set of practices and options that outline the culture, experiences and expressions of the institution they represent. Results can therefore disclose more refined analytical tools, which will facilitate researchers' capabilities in understanding the effectiveness of communication strategies of EULC websites. The knowledge gained will be used to encourage language practitioners and web designers working in EULCs to consider how they are displaying their offer for an international audience use and, if necessary, encourage them to adopt more effective language to promote cultural, social, and linguistic aims. In other words, a first step in the analysis of EULC websites will be provided as related to the Council of Europe's willingness to develop a more efficient social-linguistic oriented society which will easily convey messages of respect, consideration and awareness of each individual potential.

It is therefore suggested that dissemination strategies should also be identified and promoted in order to make the research outcomes widely visible and accessible through CercleS and especially during international conferences, national seminars and in publications. Research results will thus empower the academic community (i.e., language scholars and professionals, PhD students, administrative and technological personnel) involved in linguistics and language learning/acquisition studies with meaningful tools.

This paper can also be seen as a "Call for Research". It is hoped, therefore, that a network of CercleS Language Centres can join our group in taking forth this idea by exploring their own cultural and linguistic academic contexts. This will strengthen the research to be carried out within CercleS in future years, while empowering *the scientific aspect* of its status. As a potential group of language scholars, this will further contribute to gain insights into how language academic communities are able to raise awareness and promote issues of intercultural communication, multilingualism, multiculturalism, social inclusion, knowledge-sharing, creativity, language development. This will more profoundly pave the way to a quality growth of our academic and territorial communities as related to the wider community, including students, other academics, administrative

personnel, schools, citizens in general -*the social aspect*-. Reactions from readers and colleagues will be highly appreciated as we strongly believe in this project, as a CercleS perspective, and are ready to welcome other people aboard for future collaboration.

References

Argondizzo, Carmen (ed.). 2015. *European projects and university language centres. Creativity, dynamics, best practice*. Peter Lang: Bern.

Askehave, Inger. 2007. The impact of marketization on higher education genres - the international student prospectus as a case in point. *Discourse Studies* 9(6). 723–742.

Baker, Paul & Tony McEnery (eds.). 2015. *Corpora and discourse studies integrating discourse and corpora*. Palgrave: Macmillan.

Baldry, Anthony & Kay O'Halloran. 2014. *Multimodal corpus based approach to website analysis*. Equinox: P. L.

Bateman, John. 2008. *Multimodality and genre*. New York: Macmillan.

Beacco, Jean-Claude. 2007. *From linguistic diversity to plurilingual education*. Strasbourg: Council of Europe, Language Policy Division.

Bickerton, David & Maurizio Gotti (eds.). 1999. *Language centres: Integration through Innovation*, Papers from the 5th Cercles Conference. Plymouth: CercleS.

Bowles, Melissa. 2010. *The think-aloud controversy in second language research*. New York: Routledge.

Byram, Michael. 1997. *Teaching and assessing intercultural communicative competence*. Clevedon, UK: Multilingual Matters.

Byrd Clark, Julie S. & Fred Dervin. 2014. *Reflexivity in language and intercultural education: Rethinking multilingualism and interculturality*. New York and London: Routledge.

Caiazzo, Luisa. 2009. "National", "international" and "global" across British and Indian university websites. *ESP Across Cultures* 6. 45–59.

CercleS. 2002. European Language Portfolio 29.2002. http://www.cercles.org/en/publications/ elp-european-language-portfolio (accessed 20 June 2016).

Colborne, Giles. 2011. *Simple and usable web, mobile, and interaction design*. New Riders.

Dervin, Fred. 2010. Assessing intercultural competence in language learning and teaching: A critical review of current efforts. In Fred Dervin & Eija Suomela-Salmi (eds.), *New approaches to assessment in higher education*, 157–173. Bern: Peter Lang.

Dervin, Fred. 2016. *Interculturality in education: A theoretical and methodological toolbox*. London: Springer.

Ericsson, K. Anders & Herbert Simon. 1993. *Protocol analysis: Verbal reports as data*. Cambridge, MA: MIT Press.

Fairclough, Norman. 1993. Critical discourse analysis and the marketization of public discourse: The universities. *Discourse and Society* 4(2). 133–168.

Fairclough, Norman. 1995. *Critical discourse analysis: The critical study of language*. London: Longman.

Halliday, Michael Alexander Kirkwood. 1973. *Explorations in the function of language*. London: Arnold.

Herzog-Punzenberger, Barbara, Emmanuelle Le Pichon-Vorstman & Hanna Siarova. 2017. *'Multilingual Education in the Light of Diversity: Lessons Learned', NESET II report*. LuxembourgPublications Office of the European Union. https://doi.org/10.2766/71255.

Hymes, Dell. 1972. On Communicative competence. In John Pride & Janet Holmes (eds.), *Sociolinguistics: Selected readings*, 269–293. Harmondsworth, England: Penguin Books.

Ingram, David. 2001. *Language centres*. Amsterdam: John Benjamins Publishing.

Keeling, Ruth. 2006. The Bologna process and the Lisbon research agenda: The European Commission's expanding role in higher education discourse. *European Journal of Education* 41(2). 203–223.

Kramsch, Claire. 2013. Culture in foreign language teaching. *Iranian Journal of Language Teaching Research* 1(1). 57–78.

Kress, Gunther. 2010. *Multimodality: A social semiotic approach to contemporary communication*. New York: Routledge.

Krug, Steve. 2013. *Don't make me think: A common sense approach to web usability voices that matter*. New Riders.

Little, David. 1991. *Learner autonomy 1: Definitions, issues and problems*. Dublin: Authentik.

Little, David. 1999. Developing learner autonomy in the foreign language classroom: A social-interactive view of learning and three fundamental pedagogical principles. *Revista Canaria de Estudios Ingleses* 38. 77–88.

Little, David. 2000. Learner autonomy and human interdependence: Some theoretical and practical consequences of a social-interactive view of cognition, learning and language. In Barbara Sinclair, Ian McGrath & Terry Lamb (eds.), *Learner autonomy, teacher autonomy: Future directions*, 15–23. Harlow: Longman/Pearson.

McManus, Sean. 2014. *Web design in easy steps*, 6th edn. Warwickshire: Easy Steps Limited.

Pop, Raluca. 2016. Foreign language learning in today's multicultural and multilingual classrooms. *Studia Universitatis Babes-Bolyai - Philologia* 61(3). 231–238.

Swales, John. 1990. *Genre analysis: English in academic and research settings*. Cambridge: Cambridge University Press.

Swales, John. 2004. *Research genres: Explorations and applications (Cambridge Applied Linguistics)*. Cambridge: Cambridge University Press.

The Wulkow Memorandum on Language Centres at Institutions of Higher Education in Europe 2009, www.aulc.org/documents/Wulkow1.

Williams, Christopher. 2015. *Innovation in methodology and practice in language learning. Experiences and Proposals for University Language Centres*. http://www.ond.vlaanderen.be/hogeronderwijs/bologna/actionlines/LLL.htm.

Zhang, Tongtong. 2017. The marketization of higher education discourse: A genre analysis of university website homepages in China. *Higher Education Studies* 7(3). 64–79.