

Wednesday (all schedules are displayed in CEST - Central European Summer Time, i.e. UTC + 2:00)

13:00-14:00	Welcome CercleS Coordinating Committee room 213 (Language Centre Building)		Registration
14:00-17:00	CercleS Coordinating Committee Meeting Room 213 (Language Centre Building)	14-15:30 Pre-conference workshops I Rooms 257 and 300 (Language Centre Building)	
17:30-18:30	CercleS General Meeting Room 213 (Language Centre Building)	15:30-16:00 Coffee break	
		16:00-17:30 Pre-conference workshops II rooms 257 and 300 (Language Centre Building)	
19:00	pre-conference drink		

Thursday (all schedules are displayed in CEST - Central European Summer Time, i.e. UTC + 2:00)

(orange - virtual presentation, blue - format other than oral presentation)

9:00-9:30	Opening										
9:30-10:30	Plenary	Samuel Lagier: Exploring the unknown (room 31)									
10:30-11:00	Coffee break										
11:05-12:45	Parallel sessions	S1 Teaching methodologies	S1 Teaching methodologies: LSP	S1 Teaching methodologies: Languages for medical purposes	S2 Learners and their environment: Focus on writing	S2 Learners and their environment: Intercultural skills	S3 Plurilingualism for academic and professional purposes	S4 Assessment and alternative forms of assessment	S5 Staff and quality development: Personal stories	S5 Staff and quality development: Teaching skills	S6 Policy and policy implementation
	Moderator	Jana Kubrická	Antonín Zita	Libor Švanda	Diána Trčková	Barbora Chovancová	Daniel Gerrard	Diána Hochmannová	Petra Trávníková	Hana Kallus	David Zelený
	Room number	Room 24	Room 21	Room 33	Room 23	Room 52	Room 32	Room 22	Aula	Room 36	Room 43
	11:05-11:35	Agnieszka Suchomelová-Polomska: What is expertise for a language teacher? Balancing between LSP and LAP	Claudia Zbenovich, Maria Yelenevskaya: Humour in Teaching English for Academic Purposes: A Bridge between Cultures and Student Motivation Booster	Tuyuan Cheng: A Multimedia Learning Approach to Improving EFL Nursing Students' Aging-Related Vocabularies	Simon Milligan: Reducing Instructors' Workloads When Preparing Discipline-Specific Writing Courses	Luisa Bavieri/Ana Beaven: "Very diverse class, but you can understand you are not alone in the difficulties" - Developing interpersonal and intercultural skills in a university language course" - Developing	Lidy Zijlmans, Roeland van Hout, Marc van Oostendorp: English L2 proficiency of German students: does it affect grading their written examination answers in a university study with English as the	Mikiko Kurose: Do assessments reflect what we teach in the classroom?	Jason Chan: Acknowledging intersectionality: an autoethnography of an English teacher of Chinese Background	Janne Niinivaara: Was the deadline yesterday? – Teachers' experiences of the approaching digitalization of higher education language learning	Caroline Clark: From Language Practice to Policy and back again:
	11:40-12:10	Anila R. Scott-Monkhous, Michal Tal, Maria Yelenevskaya: Integrating international teleconferences into EAP courses: Preparing students for real-life professional situations	Pavel Reich: Positive Evaluation in the Language of Human Resources: Textbooks vs. Reality	Katalin Fogarasi-Nuber/Agnes Bán: Kompetenzbasierte Vermittlung der zahnmedizinischen Fachsprache Deutsch für Anfänger	Réka Mihálka: Playing by the Rules: Gamifying English Academic Writing			Vaida Misevičiūtė: □ The case of reflective practice through a process of peer learning and peer assessment	Samuel Lagier: Unleash your creative power (workshop)	Marion Coderch: Between "the intellectual proletariat" and "the real thing": the academic and professional profile of modern foreign languages' teachers in UK higher education	Carmen Argondizzo, Anna Maria De Bartolo, Alessandra Fazio, Jean M. Jimenez, Ida Ruffolo: European University Language Centres' websites: users' perception of academic, cultural and
	12:15-12:45	Carmen Eggermont, Sara Rymenams, Nathalie Nouwen & Serge Verlinde: PAZAPA : une plateforme d'apprentissage de FLE en pleine mutation	Laura Senni/Päivi Korhonen: The usage of video materials in an online Italian language beginners' course for university students: Experiences from the KIVAKO project	Natalia Gachallová, Marie Okáčová: Verba movent, exempla trahunt: Context-Based Learning in Medical Latin	Joe Lennon: Innovative Models for Teaching Writing in Central Europe: At the Margins, or at the (Language) Center?	Denksteinova Markéta/Stellan Sundh: Critical Thinking and Intercultural Communication through Video-creating	Pavel Brebera: Ready to Start with EMI? Expectations, Worries, Considerations	Anna Czura: Assessment in virtual exchanges – teachers' beliefs and practices			Melanie Kueng, Stephan Meyer: Radical neutrality: What can Language Centres contribute?
12:45-14:00	Lunch										
14:00-15:00	Plenary	Catherine Walter: Questioning practice in the teaching of reading (room 31)									
15:00-15:30	Coffee break										
15:30-18:20	Parallel sessions	S1 Teaching methodologies and ICT	S1 Teaching methodologies: Languages for medical purposes	S2 Learners and their environment: Academia and Workplace	S2 Learners and their environment	S3 Plurilingualism for academic and professional purposes	S4 Assessment and alternative forms of assessment	S5 Staff and quality development	S5 Staff and quality development: skills	S6 Policy and policy implementation	
	Moderator	Pavel Brebera	Kateřina Pořizková	Jitka Hloušková	Martina Šindelářová Skupeňová	Radim Herout	Blanka Pojslová	Markéta Dudová	Alena Hradilová	Anjuřil Pandavar	
	Room number	Room 32	Room 33	Room 23	Room 21	Room 24	Room 22	Aula	Room 52	Room 43	
	15:30-16:00	Peter Butler: Lost but not found: what happens when grammarians fail us? Constraints on participial premodifiers in English.	Androulla Athanasiou: Language Centres at a Crossroads	Eva Rudolflová: Opportunities for Cooperation Between Language Centres and Corporate Sector (roundtable)	Lucie Procházková: Who Am I Teaching? Generation Z and How to Approach Them in Language Teaching (workshop)	Joachim Schlabach, Eeva Boström: Challenges and emotions in plurilingual courses	Johann Fischer (moderator), Laurent Rouveyrol, Helena Sajgaliková, Jolanta Wielgus, Nicole Wolder, Julia Zabala Delgado: University Language Testing at a Crossroads: Adapting for New Generations of Learners and Policy Makers (panel discussion)	Samuel Lagier: The power of "yes and" (workshop)	Sabina Schaffner: Aspire to Inspire: Get a feel for the new CercleS Traing programme for LC managers and staff with managerial duties (workshop)	Iris Danowski: Sprachenpolitik an deutschen Hochschulen: Begleitung durch die Hochschulrektorenkonferenz	
	16:05-16:35	Pilar González-Vera, Katarzyna Sobańska, Eva Braidwood, Nina Jackson, Susan McAnsh: Creating Solutions in Distance Teams using a Design Sprint	Dagmar Vrběcká & Klára Čebišová: Angličtina pro lékařské účely – osvojování slovní zásoby	Manuel Silva, Pedro Duarte, Hugo Cosme: Step-by-step into the market - from training to practice	Sergi Martín: Propuestas para el uso de vídeos en la clase de lengua, de A1 a C2 (workshop)	Almut Meyer, Claudia Rehwagen: Pluri-Deutsch - Promoting Plurilingual German Courses	Rebecca Turner: Learning-Oriented Language Assessment (LOLA) in Tertiary Education – to what extent can it be implemented?	Donata Puntil: Invisible Stories: language teachers' professional journeys.	Riikka Järvelä, Janne Niinivaara and Heini Lehtonen: Teachers' Peer Feedback at a Language Centre: Collegial Development of Teaching	Ruben C. Granson, Estelle Meima: University policy into play: University policy into play: Offering language support throughout the BA programme	
	16:40-17:10	Javier González Lozano: Hacia una didáctica de la gramática con tecnología	Veronika Dvořáčková, Ivana Rešková, Libor Švanda: Joys, Challenges and Opportunities – Roundtable for Teachers of Foreign Languages and Latin-Greek Terminology at Faculties of Medicine (roundtable)	Pavla Přibramská, Dagmar Siegllová: Work abroad as an accelerator of social mobility and life-long learning		Katherine Guertler, Kateřina Sedláčková, Beatriz Calvo Martín, Sabina Gola, Romain Racine: Pluri-/multi-/flexilingual perspectives in teaching and research at language centres (discussion hub)	Gabriela Schmidt: Pondering learning-oriented assessment – A case study from Japan on German as a foreign language	Ludka Kotarska: Teachers at a Crossroads: The Equals Language for Academic Purposes Framework as a developmental tool for challenging times		Sophia Butt: Dangerous Times – The Role of Education in Counter-Terrorism	
	17:15-17:45			Marie Červenková, Hana Delalande: Les étudiants tchèques et slovaques en mobilité internationale: différentes interactions en Erasmus	Eeva Boström: "I have to leave my comfort zone." Emotions and linguistic awareness in business communication classes		Anna-Maria Peltomäki and Hanna Vanskä: From Testing to Learning – How Did the Obligatory Test in Finnish as a Second National Language Become a Learning Task				
19:00	Welcome drink										

Friday (all schedules are displayed in CEST - Central European Summer Time, i.e. UTC + 2:00)

(orange - virtual presentation, blue - format other than oral presentation)

9:00-10:00	Plenary	Vijay Bhatia: Critical Genre Perspective on Electronically Mediated English for Professional Communication (room 31)										
10:00-10:30	Coffee break											
10:30-12:45	Parallel sessions	S1 Teaching methodologies: Languages for business purposes	S1 Teaching methodologies and ICT: On-line courses	S1 Teaching methodologies: Focus on skills	S2 Learners and their environment: Focus on writing	S2 Learners and their environment: Strategies	S2 Learners and their environment: Autonomy	S2 Learners and their environment	S3 Plurilingualism for academic and professional purposes	S4 Assessment and alternative forms of assessment	S5 Staff and quality development: Teaching skills	S6 Policy and policy implementation
	Moderator	Ladislav Václavík	Markéta Denkscheinová	Wei-Jun Lu	Joe Lennon	Linda Doleží	Sárka Kadlecová	Štěpánka Bilová	Martina Šindelářová Skupeňová	Blanka Pojslová	Chris Williams	Monika Ševečková
	Room number	Room 24	Room 22	Room 32	Room 33	Room 43	Room 52	Room 21	Aula	Room 23	Room 44	Room 36
	10:30-11:00	Jolanta Łajka-Badura: Acquiring business knowledge through Business English reading materials: pre-experience students' perspective.	Natalie Close, Darrell Wilkinson: ICT in Blended and Online Language Courses: Applications and Perceptions	Judith Nagy, Mátys Bánhegyi: Culturally Adjusted Preparation for Oral Presentations: A Case of Korean Learners in Hungary	Mičinová Ivana: Student perceptions of textbook language tasks in relation to deep and surface approaches to learning in HE language courses		María Giovanna Tassinari, Anne Chateau: Autonomy in Language Centres: Myth or Reality?	Katarzyna Opieła: YouTube in education	Divya Sakena, Jawant Dimri: Literatures and Learners at the Crossroads: The Power of Multilingualism for Academic Purposes	Jean Jimenez/Carmen Argondizzo/Vanessa Marcella: Creating a technology-based language assessment system at a University Language Centre: A challenge for students, teachers and test developers	Stuart Perrin/Chris Harris: Professional Development Programmes, Technology-Enhanced Learning and the Fourth Industrial Revolution: Leading JTLU's Language Center through the Coronavirus	Tarek Bouattour: Cadre mondial commun de référence pour la langue arabe et sa culture: enseignement, apprentissage et évaluation
	11:05-11:35	Veronika Camacho: La metáfora económica en el lenguaje especializado – ¿una ayuda en transferencia del conocimiento especializado o una embrevecida marea léxica?	Hasmik Minasyan, Milja Mertz: Teaching academic writing in English in an online and collaborative environment	Eva Čoupková/Daniela Diabolová: Conference skills in practice	Cristina Tat: Reading to Write, Writing to Read	Joseph Shaules: Deep Learning: A Sociocognitive Approach to Transformative Language and Culture Pedagogy (workshop)	Chen-Yu Chester Hsieh: Motivations, internationalization, and autonomous learning in an EFL context: From credit courses to self-access centers	Sophie Otsuru (Schieber): How to contextualise dialogues between home and international students to improve interlanguage and academic skills.	Samuel Lagier: Stimulate your metaphorical thinking (workshop)	Roman Racine, Alessandra Keller-Gerber, Tanja Tovar: Pour la reconnaissance et le développement des compétences interdisciplinaires des étudiants en droit bilingues.../Anerkennung und Förderung interdisziplinärer Kompetenzen bei zwei- und mehrsprachigen Jurastudenten: von den GER-Skalen zu neuen Bewertungskategorien	Hasan Shikoh: Quality control or teacher development? Reflecting on teaching observations (workshop)	Svetlana Muhejeva: Enriching an intensive Russian course through celebrating the culture (workshop)
	11:40-12:10	Hana Kallus, Jarmila Pokorná, Eva Tomášková and Eva Večerková: Developing english communication and soft skills through case studies in business law		Lenka Stejskalová, Dagmar Sieglóvá: Designing language courses to develop learner autonomy	Fergus O'Dwyer, Stergiani Kostopoulou: "We learn from each other": peer review writing practices in English for Academic Purposes		Hanna Lisa Hakala: AllWell? and ED-I 2.08 with ALLP – Helping Students Take Responsibility for Their Learning and Develop Selfreflection and Metacognition?	Olesia Kulberg Merja Karppinen: Android as a Teacher: resources needed for online teaching (discussion hub)		Hulešová/Vodičková/Pečený: Validace Certifikované zkoušky z češtiny pro cizince se zřetelom na lokální kontext		
	12:15-12:45	Hana Delalande: Étudiants-stagiaires tchèque en stage professionnel en France: analyse des besoins de développement de la compétence interculturelle	Elizabeth Laviolette: Language learning spaces across cultures (Discussion hub)	Evelina Jeleniauskiene: Shifting towards the action-oriented approach in higher education: Language learners' perceptions	Zaan Bester: Empowered and ethical: Turnlin as tool towards creating autonomous students	Orieb Masadeh-Tate: Employing Reflective Thinking (RT) as a PBL modal for learning Arabic	Petra Trávníčková: Students' self-reflection journals: what do they tell us about their learning as a process?	Amy Han: Exploring Intonation and Discovering Student Ownership through Podcast Creation in the Language Classroom		Barbara Sawicka, Julia Zabala: Speaking test validation and mutual recognition within nulte framework	Johann Fischer & Roma Kriaušlioniene: Managing Change: Implementing a Task-Based Approach to Teaching and Assessment at Department Level	Ewa Wapinska: Exploring new directions in language teaching and learning: Tailored Norwegian language courses for academic staff

12:45-14:00	Lunch											
14:00-15:00	Plenary	Joan-Tomás Pujolá: From adaptation to integration of ICTs in the "new normality" of language teaching (room 31)										
15:00-15:30	Coffee break											
15:00-16:00	Poster session (Atrium)	Corona Hub (Atrium)										

16:00-18:55	Parallel sessions	S1 Teaching methodologies: LSP	S1 Teaching methodologies	S1 Teaching methodologies: Focus on listening	S2 Learners and their environment: feedback and autonomy	S2 Learners and their environment: Strategies	S2 Learners and their environment: Body and mind	S2 Learners and their environment: Body and mind	S3 Plurilingualism for academic and professional purposes	S4 Assessment and alternative forms of assessment	S5 Staff and quality development	S6 Policy and policy implementation
	Moderator	Eva Čoupková	Kateřina Sedláčková	Katerina Lexová	Joe Lennon	Petra Trávníčková	Anne Chateau	Markéta Dudová	Veronika Camacho	Marcela Sekanina Vavřinová	Sabina Schaffner	Alena Holá
	Room number	Room 52	Aula	Room 36	Room 24	Room 31	Room 43	Room 32	Room 22	Room 23	Room 21	Room 44
	16:05-16:35	Mat Pews: Task-based learning, not Task-supported teaching' (workshop)	Samuel Lagier: The metaphor factory (workshop)		Blanka Pojslová: Evaluating the effect of feedback on EFL writing quality and lexical sophistication: The perspective of psycholinguistic properties of words	Hollanti Katarina, Maiju Ranta, Janne Niinivaara and Tessa Horila: Flipped Learning: New Roles, Relationships and Media in Communication Teaching	Beatriz Calvo Martín: La creación literaria como estrategia de motivación y vehículo de la dimensión afectiva del aprendiente en la enseñanza de lenguas	Barbora Chovančová/Štěpánka Bilová/Alena Hradlová: Upward-Facing Dog: motivation and flow in the Legal English classroom (workshop)	Claudia Kunschak: Translingual transcultural competence: Student agency, teacher guidance, and program support	Zhiyan Guo & Alexandra Kulkova: Alternative Assessment in Teaching Foreign Languages in Universities: cases of using e-portfolio and video essay among learners of Chinese and Russian	Shrook Abdelgafar, Constanza Arriaga, Tony Corbalis, Janet Gibbons, Sophie Otsuru Schieber, Libor Stepanek: Fifty Shades of Grey: From TEAP to MEAP (My EAP) (roundtable)	Catherine Xiang , Dr Lijing Shi, Dr Duo Luan, Mr. Wei Shao: Sustainability in Teaching Chinese as a Foreign Language (A UK Perspective) - panel discussion
	16:40-17:10				Zhiqiong Chen: Delivery of written assessment e-feedback to year abroad Mandarin learners	Linda Doleží/Marek Bartoř/Michal Miki: Context of learning as a potential factor in successful language maintenance – A case study	Géraldine Crahay: La danse classique pour favoriser l'apprentissage linguistique et le développement personnel			Mátys Bánhegyi, Balázs Folt: Portfolio Method at Budapest Business School: Introducing a Tailoring Process		
	17:15-17:45	Lucie Malá: English for Mathematicians: The Textbook Challenge	Catherine David: Quel usage faire du CECRL dans les classes de langues étrangères multi-niveaux	Anna M. Csaki: Investigating approaches to listening for language development	Martina Šindelářová Skupeňová: Speech is silver, silence is gold: What really happens during individual language counselling	Ivana Frater/Nadia Frater: How is it possible to exercise and develop soft skills through group dynamics in the language class?			Rasha Soliman: The integration of linguistic diversity awareness into the syllabus: The case of Arabic	Anjuli Pandwar: Quality Assurance in Portfolio Assessment	Susanna Kohonen Jonna Kosonen and Sirkka Kettunen: Evaluation for Development: A Model for Empowering Actors and Stakeholders in the Development of Language Centre Curriculum	
	17:50-18:55	Plenary Panel Corona Experience: The ways forward										
19:30	Conference dinner											

Saturday (all schedules are displayed in CEST - Central European Summer Time, i.e. UTC + 2:00)

(orange - virtual presentation, blue - format other than oral presentation)

9:00-10:00	Plenary panel	Mark Critchley, Jocelyn Wyburd, Neil McLean & Ana de Medeiros: Evolution of University Internationalisation Strategies and Language Policies: Opportunities and challenges for Language Centres (Room 31)					
10:00-10:30	Coffee break						
10:30-12:10	Parallel sessions	S1 Teaching methodologies	S1 Teaching methodologies	S2 Learners and their environment: Autonomy	S2 Learners and their environment: Mind and emotions	S3 Plurilingualism for academic and professional purposes	S4 Assessment and alternative forms of assessment
	Moderator	Radim Herout	Monika Ševečková	Chris Williams	Daniel Gerrard	Veronika Dvořáčková	Natália Gachallová
	Room number	Room 21	Room 22	Room 24	Aula	Room 32	Room 23
	10:30-11:00	Markéta Dudová, Jana Kubrická: Beyond Science: ESP Vocabulary at an Inter-disciplinary Crossroads	Margherita Pelleriti: Challenging opportunities for secondary school teachers: A new generation of learners in a CLIL class	Sabina Gola: L'apprentissage en autonomie intégré à l'enseignement traditionnel : comment exploiter un jeu de rôle au service de l'apprentissage individuel et collectif dans une classe de langue	Eva Rudolfová: Mindsets - Teacher Meets Student Meets Attitude (workshop)	David Bowskill: What role can language centres play in the training of academic staff to teach their subject in a second or foreign language? (roundtable)	Laura Haug: Integrated language skills assessment: how the TEEP inspired the language department of the faculty of science at the University of South Bohemia.
	11:05-11:35	Jeroen van Engen: Best practises of five years of online language education. The learner, the course and the language centre	Catherine Hua Xiang: Designing and launching a year-long executive education programme at LSE Confucius Institute for Business London – Chinese Language and Culture for Business (CLCB)	Lenka Zouhar Ludvíková: Exercising Autonomy or How My Students Make Decisions about My Courses			Christopher Lacey: Charting A Future for Out of Class Assessments: harnessing the opportunities of autonomy and maximising positive learning behaviours
	11:40-12:10	Ivana Zolcerová: Wortschatzerwerb im Unterricht: Wie kann man effektiv mit dem neuen Wortschatz arbeiten?	Pete Westbrook: English for university admin staff: it's all in the mix	Jitka Sedláčková & Lenka Tóthová: Fostering autonomy in learners with special needs: a specialized e-learning course	Kiyo Roddis: The Benefits of class-based 'Self-expressive Writing' Activity in Beginners Language Courses: enhancing learning experience and outcomes	Takayuki Nakanishi, Helena Sajgalková, Martin Mikulas: Comparative study on Willingness to Communicate over four different countries: Japan, Slovak Republic, Czech Republic, and SPain.	Renáta Nagy: Online Assessment of English and Other Languages
12:20-13:20	Plenary CercleS Panel	Room 31					
13:20-13:45	Closing	Room 31					
14:00	Virtual tour						