

Wednesday

13:00-14:00	Welcome CercleS Coordinating Committee			registration
14:00-17:00	CercleS Coordinating Committee Meeting	14-15:30	pre-conference workshops I	
17:30-18:30	CercleS General Meeting	15:30-16:00	coffe break	
		16:00-17:30	pre-conference workshops II	
19:00	pre-conference drink			

Thursday

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

9:00-9:30	Opening										
9:30-10:30	Plenary	Samuel Lagier: Exploring the unknown									
10:30-11:00	Coffee break										
11:05-12:45	Parallel sessions	S1 Teaching methodologies: Scope and perspectives	S1 Teaching methodologies: LSP	S1 Teaching methodologies: Languages for medical purposes	S2 Learners and their environment: Focus on writing	S2 Learners and their environment: Generation Z	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
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	Joe Lennon: Innovative Models for Teaching Writing in Central Europe: At the Margins, or at the (Language) Center?	Felix Kronenberg, Klaus Schwenhorst: From Gen X to Z and beyond: University Language Centres at the crossroads	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	Melanie Kueng, Stephan Meyer: Radical neutrality: What can Language Centres contribute?
11:40-12:10		Agnes Loch: Transversal skills and language teaching in Higher Education	Pavel Reich: Positive Evaluation in the Language of Human Resources: Textbooks vs. Reality	Natália Gachallová, Marie Okáčová: Verba movent, exempla trahunt: Context-Based Learning in Medical Latin	Simon Milligan: Reducing Instructors' Workloads When Preparing Discipline-Specific Writing Courses	Lucie Procházková: Who Am I Teaching? Generation Z and How to Approach Them in Language Teaching (workshop)	Monica Rocha Antonin: Finding a Common Language Ground in a Fragmented World	Vaida Misevičiūtė: The case of reflective practice through a process of peer learning and peer assessment	Samuel Lagier: The power of "yes and" (workshop)	Katherine Guertler/Eric Koenig: Computer-aided qualitative data analysis techniques for LSP needs analysis	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		Catherine David: How to use the CEFR classes in Multi-level foreign-language classrooms	Marianne Broermann: Mehrsprachigkeitsdidaktische Ansätze in Schwedischlehrwerken? Ein Desiderat.	Katalin Fogarasi-Nuber/Agnes Bán: Kompetenzbasierte Vermittlung der Zahnmedizinischen Fachsprache Deutsch für Anfänger	Réka Mihálka: Playing by the Rules: Gamifying English Academic Writing		Pavel Brebera: Ready to Start with EMI? Expectations, Worries, Considerations	Anna Czura: Assessment in virtual exchanges – teachers' beliefs and practices		Heidi Jauni & Taina Juurakko-Paavola: Educating future game changers: The skills required from a LC teacher	Caroline Clark: From Language Practice to Policy and back again:
12:45-14:00	Lunch										
14:00-15:00	Plenary	Catherine Walter: Questioning practice in the teaching of reading									
15:00-15:30	Coffee break										
15:30-18:20	Parallel sessions	S1 Teaching methodologies and ICT: On-line communication	S1 Teaching methodologies: Focus on grammar	S1 Teaching methodologies: Languages for medical purposes	S2 Learners and their environment: Academia and Workplace	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
15:30-16:00		Anita R. Scott-Monkhous, Michal Tal, Maria Yelenevskaya: "International teleconferences in EAP courses: Preparing students for real-life professional situations"	Silvia Adler & Isabelle Dotan: Teaching French subjunctive to Israeli FFL learners in an academic context through awareness-raising	164. Androulla Athanasiou: Language Centres at a Crossroads	Eva Rudolfová: Opportunities for Cooperation Between Language Centres and Corporate Sector (roundtable)	Denksteinova Markéta/Stellan Sundh: Critical Thinking and Intercultural Communication through Video-creating	Iris Schaller-Schwane: Working to walk? What pronunciation can do in and for teaching/learning English for Plurilingual Academic Purposes and other English as a Lingua Franca (ELF) contexts.	Johann Fischer (moderator), Laurent Rouveyrol, Helena Šajgaliková, 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: Unleash your creative power (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: Language policy at German universities: Activities of the German Rectors' Conference
16:05-16:35		Carmen Eggermont, Sara Rymenams, Nathalie Nouwen & Serge Verlinde: PAZAPA : une plateforme d'apprentissage de FLE en pleine mutation	Javier González Lozano: Hacia una didáctica de la gramática con tecnología	55. Dalija Gudalytė, Edita Butrimė & Sigita Morkevičienė: Attitudes of the English-speaking students towards the learning of the subject "Basics of Latin Professional Terminology" at the		Luisa Bavieri/Ana Beaven: "But where are you really from?" - Developing interpersonal and intercultural skills in a university language course	Joachim Schlabach, Eeva Boström: Challenges and emotions in plurilingual courses	Gabriela Schmidt: Pondering learning-oriented assessment – A case study from Japan on German as a foreign language		Donata Puntili: Invisible Stories: language teachers' professional journeys.	Sinikka Karjalainen: Unit development discussions - a pedagogical leadership tool as seen by Language Centre unit superiors
16:40-17:10		Purane Pasi/Pauli Kudel: Pioneering online and blended language learning at Aalto University – Pedagogy ahead of Technology	Safi Eldeen Alzi'abi: Arab learners' difficulty in correctly stressing English words with "ate"	Dagmar Vrbáčková & 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	Jitka Žváčková: Hola, Witaj, Kumusta: promoting individual identities in multicultural English-based classes of Spanish for beginners at Masaryk University	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?	Stefanie Neuner-Anfindsen: Sharing the worst practices – how to destroy a language centre" (roundtable)	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: Offering language support throughout the BA programmeBegin at the beginning and go on till you come to the end: then stop" –
17:15-17:45		Pilar González-Vera, Katarzyna Sobańska, Eva Braidwood, Nina Jackson, Susan McAnsh: Creating Solutions in Distance Teams using a Design Sprint	Peter Butler: Lost but not found: what happens when grammarians fail us? Constraints on participial premodifiers in English.	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)	Pavína Příbramská, Dagmar Siegllová: Work abroad as an accelerator of social mobility and life-long learning	Sara Leppänen/Hanna Saloranta/Johanna Toivonen: Multimodal Tasks and Strategies on an Intercultural Course	Kris Peeters: The PROPLIC project – Promoting plurilingual, intercultural language learning in higher education throughout Europe	Anna-Maria Peltomäki and Hanna Vänskä: From Testing to Learning – How Did the Obligatory Test in Finnish as a Second National Language Become a Learning Task		Marion Coderch: Between "the intellectual proletariat" and "the real thing": the academic and professional profile of modern foreign languages' teachers in UK higher education	Sophia Butt: Dangerous Times – The Role of Education in Counter-Terrorism
17:50-18:20		Laura Senni/Päivi Korhonen: The usage of video materials in an online Italian language beginners' course for university students: Experiences from the KIVAKO project			Marie Červenková, Hana Delalande: Les étudiants tchèques et slovaques en mobilité internationale: différentes interactions en Erasmus	Andrea Koblížková: Intercultural relationship sustainability	Katherine Guertler, Kateřina Sedláčková, Beatriz Calvo Martín, Sabina Gola, Romain Racine: Pluri-/multi-/flexilingual perspectives in teaching and research at language centres (discussion hub)			Ville Jakkula, Nina Pilke: Networking and New Approaches to Online Language Learning in Finland	
19:00	Welcome drink										

Friday

(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										
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: Cultures in contact	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
10:30-11:00		Jolanta Łajcka-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, Mátýás 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	Orieb Masadeh-Tate: Employing Reflective Thinking (RT) as a PBL modal for learning Arabic	Yu-Ju Hung: Situated peer-assisted learning: One-on-one peer tutoring with EFL low-achievers in a Taiwanese military school	Li Li/Juan Yang/Yu Gu: Integrating collaboration between students of Chinese and international students into the curriculum: Evaluation of an innovative approach	Divya Saksena, Jaiwanti Dimri: Literatures and Learners at the Crossroads: The Power of Multilingualism for Academic Purposes	Hulelova/Vodickova/Pešený: Validace Certifikované zkoušky z češtiny pro cizince se zřetelem na lokální kontext	Stuart Perrin/Chris Harris: Professional Development Programmes, Technology-Enhanced Learning and the Fourth Industrial Revolution: Leading XJTLU's Language Centre through the Coronavirus	Ewa Wapinska: Exploring new directions in language teaching and learning: Tailored Norwegian language courses for academic staff
11:05-11:35		Verónica Camacho: La metáfora económica en el lenguaje especializado – ¿una ayuda en transferencia del conocimiento especializado o una embrocada marea léxica?	Hasmik Minasyan, Míja Mertz: Teaching academic writing in English in an online and collaborative environment	Eva Čoupková/Daniela Dlabková: Conference skills in practice Teaching methodologies and ICT	Cristina Tat: Reading to Write, Writing to Read	Monika Ševečková: Бративчаш – respectfulные основы и практический опыт	Chen-Yu Chester Hsieh: Motivations, internationalization, and autonomous learning in an EFL context: From credit courses to self-access centers	Katja Peltola, Birgitta Tjurin-Muranen: UniTandem – learning a language in an informal way	Meri Tocheva: Phraseologists - Signs of Cultural Memory and Identity	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	Johann Fischer & Roma Kriabčarič: Managing Change: Implementing a Task-Based Approach to Teaching and Assessment at Department Level	Tarek Bouattour: Cadre mondial commun de référence pour la langue arabe et sa culture: enseignement, apprentissage et évaluation
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	Elina Nurminen: Finnish Start Online - Self-studying with Teacher and Peer Support	Evelina Jaleniauskaite/Dalia Venckienė: Shifting towards the action-oriented approach in higher education: Language learners' perceptions	Fergus O'Dwyer, Stergiani Kostopoulou: "We learn from each other": peer review writing practices in English for Academic Purposes	Joseph Shaules: Deep Learning: A Sociocognitive Approach to Transformative Language and Culture Pedagogy (workshop)	Hanna Liisa Hakala: AllWell? and EQ-i 2.0® with ALLP - Helping Students Take Responsibility for Their Learning and Develop Selfreflection and Metacognition?	Sophie Otsuru (Schieber): How to contextualise dialogues between home and international students to improve interlanguage and academic skills.	Samuel Lagier: The metaphor factory (workshop)	Barbara Sawicka, Julia Zabala: Speaking test validation and mutual recognition within nulte framework	Hasan Shikoh: Quality control or teacher development? Reflecting on teaching observations (workshop)	Svetlana Muhejeva: Enriching an intensive Russian course through celebrating the culture (workshop)
12:15-12:45		Hana Delalande: Etudiants-stagiaires techniques en stage professionnel en France: analyse des besoins de développement de la compétence	Elisabeth Lavolette: A preliminary typology of language learning spaces Discussion hub	Laura Tommaso/Giuliana Fiorentino: Promoting Online EFL Learning Achievement and Teaching Practice in Higher Education	Zsan Bester: Empowered and ethical: Turnitin as tool towards creating autonomous students		Petra Trávníčková: Students' self-reflection journals: what do they tell us about their learning as a process?	Olesia Kulberg Merja Karpinen: Android as a Teacher: resources needed for online teaching (discussion hub)		Romain Racine, Alessandra Keller-Gerber, Tanja Tovar: Pour la reconnaissance et le développement des compétences interdisciplinaires des étudiants en droit		

12:45-14:00 Lunch

14:00-15:00 Plenary Joan-Tomás Pujolà: From adaptation to integration of ICTs in the "new normality" of language teaching

15:00-15:30 Coffee break

15:00-16:00 Poster session Corona Hub

16:00-18:55	Parallel sessions	S1 Teaching methodologies: LSP	S1 Teaching methodologies	S1 Teaching methodologies: Focus on listening	S2 Learners and their environment: Focus on feedback	S2 Learners and their environment: Strategies	S2 Learners and their environment: Autonomy	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
16:05-16:35		Lucie Malá: English for Mathematicians: The Textbook Challenge	Samuel Lagier: Stimulate your metaphorical thinking (workshop)	Amy Han: Exploring Intonation and Discovering Student Ownership through Podcast Creation in the Language Classroom	Blanka Pojslová: Evaluating the effect of feedback on EFL writing quality and lexical sophistication: The perspective of psycholinguistic properties of words	Hollanti Katarina, Maju Ranta, Janne Niinivaara and Tessa Horla: Flipped Learning: New Roles, Relationships and Media in Communication Teaching	Maria Giovanna Tassinari, Anne Chateau: Autonomy in Language Centres: Myth or Reality?	Beatriz Calvo Martín: La creación literaria como estrategia de motivación y vehículo de la dimensión afectiva del aprendiente en la enseñanza de lenguas	Claudia Kunschak: Translingual transcultural competence: Student agency, teacher guidance, and program support	Anjuli Pandavar: Quality Assurance in Portfolio Assessment	Susanna Kohonen Jonna Kosonen and Sinikka Kettunen: Evaluation for Development: A Model for Empowering Actors and Stakeholders in the Development of L2 courses/Centres	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		Mat Plews: 'Task-based learning, not Task-supported teaching' (workshop)		Katarzyna Opiela: YouTube in education	Nina Rasmussen: A Micro-Analysis of Learners' Uptake and Retention of Different Types of Teacher Feedback in an ICLHE Writing Context.	Linda Doležal/Marek Bartoň/Michal Mikl: Context of learning as a potential factor in successful language maintenance – A case study	Martina Šindelářová Skupeňová: Speech is silver, silence is gold: What really happens during individual language counsellings	Géraldine Grahay: La danse classique pour favoriser l'apprentissage linguistique et le développement personnel	Claudine Brohy: Teaching and learning German in the multilingual context of the bilingual University of Fribourg/Freiburg	Mátýás Bánhegyi, Balázs Fajt: Portfolio Method at Budapest Business School: Introducing a Tailoring Process	Shrouk Abdelgafar, Constanza Arriaga, Tony Corbalis, Janet Gibbons, Sophie Otsuru Schieber, Libor Stepanek/Fifty Shades of Grey: From TEAP to MEAP (My EAP)	
17:15-17:45			Heidi Laurikainen, Diane Pikinton-Pihko, Saja Tamminen-Parre: 21stC teacher: Finding your way there!	Anna M. Csaki: Investigating approaches to listening for language development	Zhiqiong Chen: Delivery of written assessment e-feedback to year abroad Mandarin learners	Ivana Frater/Nadia Frater: How is it possible to exercise and develop soft skills through group dynamics in the language class?	Lenka Stejskalová, Dagmar Siegllová: Designing language courses to develop learner autonomy	Stephanie Kunzemann, Stephanie Mazzocchi-Schulze: In fremden Sprachen träumen: Der Einsatz von einem Blog im Fremdsprachenunterricht zur Förderung des Sprachenwerts und der	Rasha Soliman: The integration of linguistic diversity awareness into the syllabus: The case of Arabic	Zhyan Guo & Alexandra Kulikova: Alternative Assessment in Teaching Foreign Languages in Universities: cases of using e-portfolio and video essay among learners of Chinese and Russian		for Gruffydd, Sam Jones: The impact of language training in the workplace: A Welsh case study
17:50-18:20				Rikka Järvelä & Johanna Järvelin-Suomela: Listening Competence as a Work Life Skill – How to Teach Listening and Encourage Students to Listen (workshop)			Lenka Zouhar Ludviková: Exercising Autonomy or How My Students Make Decisions about My Courses		Barbora Chovančová/Štěpánka Bílová/Alena Hradilová: Upward-Facing Dog: motivation and flow in the Legal English classroom (workshop)			
18:25-18:55							Plenary Panel Corona Experience: The ways forward					
19:30	Conference dinner											

Saturday

(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									
10:00-10:30	Coffee break										
10:30-12:10	Parallel sessions	S1 Teaching methodologies and ICT: On-line courses	S1 Teaching methodologies: Focus on vocabulary	S1 Teaching methodologies	S2 Learners and their environment: Autonomy	S2 Learners and their environment: Cultures in contact	S2 Learners and their environment: Mind and emotions	S3 Plurilingualism for academic and professional purposes	S4 Assessment and alternative forms of assessment	S5 Staff and quality development	S6 Policy and policy implementation
10:30-11:00		Kiyo Rodis: The Benefits of class-based 'Self-expressive Writing' Activity in Beginners Language Courses: enhancing learning experience and outcomes	Ivana Zolcerová: Wortschatzerwerb im Unterricht: Wie kann man effektiv mit dem neuen Wortschatz arbeiten?	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	Li-ying Wu: Overseas Internship as an Educational Paradigm for Enhancing Quality Higher Education	Eeva Bostrom: "I have to leave my comfort zone." Emotions and linguistic awareness in business communication classes	Takayuki Nakanishi, Helena Sajgalikova, 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	Ludka Kotarska: Teachers at a Crossroads: The Equals Language for Academic Purposes Framework as a developmental tool for challenging times	Su-chiao Chen: Language Policy and Implementation of Internationalization of Higher Education in Taiwan: A Case Study of a Top University
11:05-11:35		Lowri Jones: The possibilities of recreating classroom interaction for A1 adult Welsh learners, purely online.	Georgios Ypsilandis: Testing Computer-Mediated Supportive Feedback Vocabulary Strategies	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)	Kate Stollmann/Anikó Brandt/Astrid Buschmann-Göbels: Language learning communities outside the university classroom. The shifting roles of learners and advisors	Pia Wening: Intercultural competence as the premise of language teaching and learning: The trial of drawing such portrait of an "intercultural competent language learner"(roundtable session)	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)	Christopher Lacey: Charting A Future for Out of Class Assessments: harnessing the opportunities of autonomy and maximising positive learning behaviours	Christian Ludwig: 'To be, or not to be' — Exploring the Potential of Virtual Reality Systems for Foreign Language Learning (workshop)	Silvia Gilardoni – Luisa Sartrana: Teaching Italian as a second language to adult migrants in Italy: An empirical research
11:40-12:10		Jeroen van Engen: Best practises of five years of online language education. The learner, the course and the language centre	Markéta Dudová, Jana Kubrická: Beyond Science: ESP Vocabulary at an Inter-disciplinary Crossroads	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				Laura Haug: Integrated language skills assessment: how the TEEP inspired the language department of the faculty of science at the University of South Bohemia		

12:20-13:20	Plenary CercleS Panel
13:20-13:45	Closing
14:00-20:00	Post-conference trip