XVII CercleS INTERNATIONAL CONFERENCE 2022

The Future of Language Education in an Increasingly Digital World: Embracing Change

15-17 September 2022, ISCAP – The Porto Accounting and Business School, Porto, Portugal

hosted by ReCLes.pt
the Association of Language Centres in Higher Education in Portugal

Call for Papers

Cercles – the European Confederation of Language Centres in Higher Education – is pleased to invite you to the XVII CercleS International Conference 2022, "*The Future of Language Education in an Increasingly Digital World: Embracing Change",* which will take place on 15-17 September 2022. **The event is hosted by ReCLes.pt, the Association of Language Centres in Higher Education, in Portugal, at ISCAP – The Porto Accounting and Business School, Porto, Portugal.**

In 2020 we met at a crossroads, which reflect the dynamic and challenging times we live(d) in. Now, there is a need to embrace the change we have all encountered and tailor it to meet the needs of teachers, students, and all relevant stakeholders. It is no longer about exploring new directions, but rather forging new sustainable paths for language learning, integrating technology into our teaching and learning environments and experiences.

At a time when the literature acknowledges that the effective integration of new technologies improves learners' language learning skills, as it enables the creation of numerous alternatives, the chosen path is clear. However, for teachers and managerial staff, facing up to the disruption this has caused and the changes this may then require still raises many questions.

As technology continues to grow in its importance, and by encouraging the learner to become the centre of the teaching and learning experience, teachers' roles inevitably change. How might teachers be ready to assume their new role as facilitators of the teaching and learning process? How should teachers embrace the uncertainty that it entails?

On the other hand, are students prepared to assume the stage? Are they fully aware of the responsibility that they have assumed – greater autonomy and self-regulation?

Finally, are Higher Education Institutions (HEIs) and Language Centres prepared for the disruption that the full integration of digital technologies requires from them and will they accept the implications?

Embracing technology resources does not guarantee teaching or learning success, however the possibilities and opportunities lead us into unprecedented times and situations for which we all need to be prepared.

The conference, with its diversity of strands, will enable teachers, researchers, and managerial staff in HEIs to discuss a spectrum of cultural and linguistically challenging contexts.

Over three full days, we hope to engage in sharing best practices for teaching and learning to inspire and identify areas of opportunity and enhancement. We aim to contribute to the dialogue on the possible futures of language education, while duly recognising the impact of the digital world.

Topics of interest include, but are not limited to, the following:

1. **Plurilingualism and minority languages**

   o Diversity of Englishes: World Englishes, global English, …
   o Plurilingualism and lingua franca
   o Languages in contact: interference, code switching, code mixing
   o Academia, science, and the workplace
   o Teaching languages of minorities
   o Mediation
   o Language acquisition in digital multilingual environments

2. **Translation and terminology management**

   o Management of translations: external and internal translators, general and ad hoc recruitment, quality guarantee
   o Higher education terminology: strategy of choice, harmonisation of terms, harmonisation of concepts, different databases
   o Universities as clients
   o External clients – business strategy
   o Business translation environments and the promotion of language learning (e.g. subtitling, interpreting, transcription, …)
   o Technological environments for translation and terminology management

3. **Learners and their environment: interactions, roles, strategies and attitudes**

   o Helping students take responsibility for their learning, developing self-reflection and metacognition
   o Autonomous learning and learners' autonomy, implementing aspects of autonomy into mainstream teaching and curricula, self-organised learning, and self-regulation
   o Motivation and flow in the learning process
   o The role of emotions in language learning
   o Lifelong learners
   o Social aspects of learning: learning communities, environment, interdependence, importance of cooperation, classroom dynamics
   o Ethics and etiquette
   o Equality and inclusivity in digital environments
   o Learners as content co-creators
   o Collaborative autonomy

4. **Practices, strategies, and tools for the digital environment**

   o Content and Language Integrated Learning (CLIL) in higher education and vocational training
   o EMI – English as a Medium of Instruction
   o COIL – Collaborative Online International Learning
   o Virtual exchange, virtual mobility
   o Storytelling

- Virtual Labs

5. LSP and teaching methodologies

- Maximising the effectiveness of teaching and learning
- Encouraging active use of knowledge
- Needs analysis and consequent teaching strategies: motivation, teacher's commitment, critical perspectives, corpus-based approaches, interdisciplinary approaches...
- Flexible modes of delivery
- Academic vs. specific language

6. Managing and leading change in language centres

- Managerial competences and professional development
- Internal dynamics and dependencies within the language centre
- 2022+ skills-set of language centre managers
- "Hybrid"+ leadership
- Variety and efficiency of ICT tools and other technology solutions in management

7. Language policy and politics

- Status of national languages
- University language policies (local, national, international) – creation, content and implementation
- Development of student and staff plurilingual identities of the future
- Linguistic diversity

8. Testing and assessment

- Digitalisation and digital challenges
- Assessment for the academic context
- Assessment in multilingual contexts, ethics and justice
- Learning-oriented assessment, including informal assessment
- Connections between teaching and assessment
- Fairness, quality and validation of assessment in a digital world
- What we assess: learner proficiency, learner development, achievement, skills, competences, task performance…
- Assessment and policy contexts
- Certification and recognition

9. Teacher training and development

- Broadening and extending the core skills of the LC teacher
- 2022+ skills-set of language centre teachers
- ICT and multimedia as part of teachers' literacy
- Teachers' wellbeing
- Teacher, Scholar, Researcher
- Relevant forms of scholarship and research within language centres (action research, classroom research, exploratory practice, …)
- Changes to core skills of the language teacher (professional training, core skills, soft skills, new skills)

10. Internationalisation and intercultural competence

- Language and skills (citizenship, interpersonal, intercultural, etc.)
- Intercultural awareness versus intercultural competence
- Strategies for intercultural communication
- Technologies in intercultural communication
- Cultures in contact
- Cross-border collaboration or interaction
- Internationalisation at home

In September 2022, we will also welcome you to the commemoration of the 30th anniversary of the CercleS, which currently includes about 400 members of HEIs, in activities that include staff training and exchanges, research focus groups in language teaching and learning, observatories on technological developments, and academic publications. Founded in Strasbourg in 1991, the three decades were completed during the pandemic. As a result, CercleS 2022 Conference offers us the first opportunity to celebrate together, in person, by the seaside glow of Porto, Portugal.

Conference Languages: English, French, German, Spanish and Portuguese

Keynote Speakers: Manuel Célio Conceição, Universidade do Algarve, Portugal
Joseph Hopkins, Universitat Autonoma de Barcelona, Spain
Kris Van de Poel, Antwerp University, Belgium
Tobie van Dyk, North-West University, South Africa

Conference session format

Oral presentations

30 minutes (20-minute presentation + 10-minute discussion) in one of the conference languages. If a presentation is not delivered in English, its supporting materials (slides, handouts, and other visuals) should be either in English or bilingual (in the language of the presentation and in English).

Workshop

60-minute sessions that should be practice-oriented and engage participants in a series of participatory, hands-on activities so that they can gain knowledge and experience with tools, strategies and/or best practices. Workshops can be delivered in one of the conference languages. If a workshop is not delivered in English, its supporting materials (slides, handouts, and other visuals) should be either in English or bilingual (in the language of the presentation and in English).

Posters

60-minute sessions where posters are displayed and commented on by the authors. Posters should include a title, the name and institutional affiliation of the authors, they should consist of a short text with clearly labelled photos, drawings, or graphs, but in general, they can be as creative as the authors like. It is useful to have handouts to give to conference participants. All materials must be prepared prior to the conference because there will be no reproduction facilities on site.
Poster size: Posters must not exceed a width of 88 cm and height of 118 cm. If a poster session is not delivered in English, its supporting materials (slides, handouts, and other visuals) should be either in English or bilingual (in the language of the presentation and in English).

Discussion Hub

30-minute interactive topic-focused networking events that encourage communities to connect around shared interests, engage the participants in collaboration, peer-learning activities, and discussions. The Discussion Hub topics are centered around a specific theme or community and led by one to two speakers introducing the topic and facilitating networking or focusing discussions. If a discussion hub is not delivered in English, its supporting materials (slides, handouts, and other visuals) can be either bilingual (in the language of the presentation and in English) or in English.

Submission Guidelines

Proposals should be submitted on Easy Chair (https://paol.iscap.ipp.pt/recles/index.php/cerces22guidelines). Proposals will be blind reviewed by members of the Scientific Committee and Chairs of the Conference Sections.

Proposals must contain the following:

(1) presenter(s) name(s) (and host/moderator, in the case of a discussion hub)
(2) affiliation and a contact e-mail address
(3) selection between one of the conference session formats (oral presentation/workshop/poster/discussion hub)
(4) title of the oral presentation/workshop/poster/discussion hub
(5) topic in which you would like to be included
(6) abstract in the language of the presentation (250-300 words) + up to 5 references
(7) a short summary of your abstract (max. 150 words) in English (if the language of the presentation is not English) or in another language of your choice from the Conference languages
(8) 3 to 5 keywords
(9) biographical note(s) of the author(s) in English (80-100 words)

Opportunity for Publication

Selected papers will be published at CercleS journal Language Learning in Higher Education (LLHE) journal (no. 13.1, in 2023). The journal LLHE deals with the most relevant aspects of language acquisition within the university context. It focuses on the outcomes of research on language teaching, blended learning, autonomous learning, language assessment and discusses aspects of professional development, quality assurance and university language policy (indexed by: SCOPUS, EBSCO, De Gruyter, IERIC, IRIH PLUS, ProQuest, CNKI, J-Gate and other relevant databases).

Conference format

Hybrid format: onsite conference + limited available slots for online presentations

Note on online attendance: Online participants will have access to online sessions and to the keynote presentations (via Zoom). There will be a session for online participants to present their papers.

Conference Fees

	Onsite early-bird registration	Onsite regular registration	Onsite one day fee	Online early-bird registration	Online regular registration	Online one day fee
CercleS members	180€	230€	100€	90€	115€	50€
Non-members	210€	260€	100€	105€	130€	50€

ReCLes members	130€	180€	100€	115€	90€	50€
Students	100€	150€	60€	40€	60€	30€
Conference Dinner + CercleS 30th Anniversary Party	50€					
Post-conference boat tour + Visit to wine cellar	20€					

More information available at: www.recles.pt

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