



25th Annual Conference of
The Association of University Language Communities
in the UK and Ireland

New Directions for University-Wide Language Programmes:
Challenges and Solutions in Innovation, Inclusivity and Community
Building



The University of Exeter, Stocker Rd, Exeter EX4 4PY, 25 and 26 April
2024

Conference committee (UoE): Sonia Cunico, Alice Farris, Antonella Freschi, Juan García-Precedo, Astrid Hermes, José Tenreiro Prego, Yan Wen-Thornton.

Conference committee (AULC): Mark Critchley

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Daily programme, 25th April Thursday, morning

9.00 – 9.45	Registration and coffee - Location: The Forum, University of Exeter, Streatham Campus, Forum, Stocker Road, Exeter, EX4 4SZ (conference exhibitors are welcome to set up from 08:30)				
9.45 – 10.00	Welcome - The Forum, Alumni Auditorium Dr Juan García-Precedo (Director of Language Teaching, University of Exeter), Oranna Speicher, Director of the Modern Languages Teaching Centre (MLTC) University of Sheffield and AULC's VC, Professor Fiona Cox (Head of Department of Languages, Cultures and Visual Studies)				
10.00 – 10.50	Keynote - The Forum, Alumni Auditorium Prof Dr Jolanta Drzewiecka (University of the Italian Switzerland): <i>Threats to Inclusivity, Challenges to Competence: Affect and Power Struggles in Multilingual Contexts</i>				
10.50 – 11.00	Comfort break				
	Technology Forum Seminar Room 1 Chair: Christine O'Leary	Inclusivity, Community Building, Diversity Forum Seminar Room 2 Chair: Marina Rabadán-Gomez	Teaching Methodology, Assessments, Resources Forum Seminar Room 3 Chair: Damien Gaucher	Future Role of Languages in Higher Education Forum Seminar Room 4 Chair: Neil Hughes	SIG /Association Update Forum Seminar Room 5 Chair: Thomas Chaurin
11.00 – 12.30	Cristina García Hermoso, Carmen Martín de Leon and Laura Salguero Esteban , U. of Southampton <i>Broadening Access to Idiomatic Expressions in Spanish: A Multimedia Approach Aligned with Universal Design for Learning</i>	Dr Chiara Cirillo , U. of Reading <i>Intercultural Learning for Year 12 Students: A School and University-Wide Language Programme Collaboration</i>	Giulia Baronti , King's College London <i>Beyond Words: A Study on Transformative Pedagogy</i>	Ruba Khamam , U. of Leeds <i>Designing for Inclusive, Authentic and Innovative Assessment in Arabic Language Curriculum and Linking it to the Demands in the Job Market</i>	Marje Zschiesche-Stock , (Goethe Institute Canada, Consultant, Cornelsen Verlag GmbH) Sabine Hellweg (Senior Portfolio Manager, Cornelsen Verlag GmbH): <i>"OK or KO? Artificial Intelligence in Foreign Language Teaching"</i> (Workshop, 1h)
	Noémie Jollet , U. of Strathclyde <i>Introducing Climate Fresk: A Collaborative Outreach Project Promoting French and Science</i>	Vanesa Sabala, Lidia Acosta , U. of Strathclyde <i>I am an Inclusive Educator. DON'T GET ME OUT OF HERE!</i>	Salwa Mohamed , Manchester Metropolitan U. <i>A Scenario-based Language Learning Model: Methodology and Implications</i>	Dr Sandra Torres, Dr Justyna Drobnik-Rogers , U. of Manchester, U. of Sheffield <i>The Sustainability of Less-widely Taught Languages (LWTLs) in UWLP</i>	Language association updates: Marilena Minoia, Chiara Cirillo : Network Italian teachers in the UK (NILI-UK) (30 min)
	Congxia LI , U. of Reading <i>Beyond the Basic: Investigating Post-beginners' Intercultural Communicative Competence through Virtual Exchange Programmes in Chinese and Japanese</i>		Marion Sadoux and Dante Ceruolo , U. of Oxford <i>Supporting Learners and Teachers Navigate the Perilous Wild Waters of Generative AI for Language Learning and Teaching</i>	Carmen Álvarez-Mayo , U. of York <i>21st century Assessment: Utile et Dulce > Varied, Meaningful, and Motivating</i>	
12.30 – 13.30	Lunch – opportunity to meet exhibitors				

Daily programme, 25th April Thursday, afternoon

	Technology Forum Seminar Room 1 Chair: Marion Sadoux	Inclusivity, Community Building, Diversity Forum Seminar Room 2 Chair: Christine O'Leary	Teaching Methodology, Assessments, Resources Forum Seminar Room 3 Chair: Marina Rabadán-Gomez	Future Role of Languages in Higher Education Forum Seminar Room 4 Chair: Oranna Speicher	SIG/ GIMAGINE demonstration Forum Seminar Room 5 Chair: Thomas Chaurin
13.30 – 15.00	Ana Zeron, U. of Edinburgh <i>Gamifying Adult French Language Learning</i>	David Rodríguez Velasco, Queen Mary U. of London <i>Enhancing LGBTQ+ Representation in Language Materials: Examining Students' Experiences and Second Language Coursebooks</i>	Federica Sturani, U. of Liverpool <i>The Introduction of Interpreting Exercises into Second Year Language Classes at the University of Liverpool</i>	Tanya Linaker, King's College London <i>From Professional Support to Academic Pathway – Negotiating Professional Identity in a Time of Organisational Change (Case Study of Two Middle Managers at a UK University Language Centre)</i>	Marilena Minoia and Melanie Bhend, <i>Fostering Gender-fair Language in Modern Foreign Language Teaching</i> (40 mins)
	Shanshan Wang, Beijing University of Posts and Telecommunications, China <i>Application of Toastmaster International Club Model in Oral Teaching Evaluation</i> (online)	Judith Eberharter, U. of Leeds <i>Oachkatzlschwoaf: Dialect and Identity in the Foreign Language Classroom</i> (online)	Josef Mueller, Queen Mary U. of London <i>Mediation with Plurilingual Language Learners</i>	Nadine Isabelle Buchmann, Oxford U. <i>Navigating Divergent Perspectives: Fostering Constructive Debate in Foreign Language Classes on Culture and Society</i>	
13.30 – 15.00	Maria Guarnieri, U. of Leicester/U. of Exeter <i>Challenging Orthodoxies in the Language Classroom: The Case of Beginner's Italian</i>	Theresa Federici, Cardiff U. <i>Neuro-inclusivity in Language Learning and Teaching</i>	Mikiko Kurose, Marilena Minoia, Lea Guetta, U. of Nottingham <i>Shaping Language Assessment to Attain Authenticity and Student- centred Learning</i>		Emma Whittle (Goethe Institut - London) <i>GIMAGINE demonstration</i> (40 mins)
15.00 – 15.20	Coffee break – opportunity to meet exhibitors				
15.20 – 16.10	Keynote - The Forum, Alumni Auditorium Professor Neil Hughes (University of Nottingham): <i>Blended and Hybrid Learning in Higher Education: Quo Vadis Languages</i>				

16.10 – 16.20	Comfort break
16.20 – 17.20	Annual General Meeting Forum Seminar Room 1
17.20- 18.00	Ana María Sousa Aguiar de Medeiros, Forum Seminar Room 2 <i>Management</i>
18.00	Exhibition ends
19.30 -	Conference dinner: The Rougemont Hotel, Queen Street, Exeter, EX4 3SP

Daily programme, 26th April Friday, morning

9.00– 9.30	Registration and coffee				
9.30– 9.40	Welcome back - The Forum, Alumni Auditorium Dr Juan García-Precedo (Director of Language Teaching, University of Exeter), Oranna Speicher, Director of the Modern Languages Teaching Centre (MLTC) University of Sheffield and AULC's VC, Professor Sonia Cunico (University of Exeter)				
9.40– 10.30	Keynote - The Forum, Alumni Auditorium Ms Laura Köbis (University of Leipzig): <i>Why You Can No Longer Afford to Ignore AI Tools as a Language Teacher</i>				
10.30– 10.50	Coffee break				
	Teaching Methodology and Technology Forum Seminar Room 1 Chair: Marion Sadoux	Inclusivity, Community Building, Diversity Forum Seminar Room 2 Chair: Oranna Speicher	Future Role of Languages in Higher Education Forum Seminar Room 2 Chair: Sonia Cunico	Methodology Forum Seminar Room 4 Chair: Tatiana Romero	Open-to-All Programmes: Updates and Round Table Forum Seminar Room 5 Chair: Bethan Clements
10.50– 11.40	Sofia Martinho , U. of Leeds <i>A Goan Window into Portuguese: A Collaborative Online International Learning (COIL) Project to Enhance Students' Language Learning and Global Citizenship</i>	Maria Ana Chavana Villalobos , U. of York <i>Filling the Gaps: Addressing Inclusivity in Spanish Language Teaching in Higher Education</i>	Becky Muradás-Taylor, Rachel Wicaksono , U. of Leeds, York St. John U. <i>Language Degree Programmes: A Model for Sustainable Design</i>	Samia Zitouni, Ariane Laumonier , Cardiff U. <i>Designing Innovative Language Learning Material to Embed Retrieval Practice (Workshop, 1h)</i>	Jo Brown, Astrid Hermes , U. of Nottingham, U. of Exeter <i>Networking for Co-ordinators of Open-to-All Programmes: Updates and Round Table (45 mins)</i>
	Beatrice Lombardi, Alessandro Grottola , King's College London <i>Using Artificial Intelligence for Assessing Foreign Language Written Skills and as a Tool for Meta-reflection on the Language</i>		Becky Muradás-Taylor , U. of Leeds <i>Cold Spots in Language Degrees: University-wide Languages Provision is Key to Reversing the Decline</i>		
12.00– 12.30	Panel discussions with Directors and Heads of Language Centres or Language Programmes Forum Semina Room 2				
12.30– 12.40	Closure				
12.40	Light lunch				

Keynote Speaker:

Professor Jolanta Drzewiecka
University of Italian Switzerland

Thursday 25th April, 10:00, The Forum, Alumni Auditorium

BIO:

Jolanta A. Drzewiecka (PhD, Arizona State University, USA) researches discursive constructions of cultural, racial, and national differences and identities to advance a critical intercultural communication framework. She focuses on two areas: immigrant identity and public memories. In the first, she examines how immigrant identities are negotiated and represented in personal and media narratives. Here, she analyzes processes of migrant integration as negotiations of inclusions/exclusions and how they sustain structures of inequality. The latter area explores how public memories are shaped by and shape nationalism. She is particularly interested in how memories of ethnic violence are discursively disabled and blocked and victims rendered unrecognisable to protect fictions of the national self. Here, she combines discourse and rhetorical analyses with psychoanalytic theories.

She has published her research in journals such *Communication Theory*, *Journal of International and Intercultural Communication*, *Media Studies in Communication*, and *Communication and Critical/Cultural Studies*.

Prof. Drzewiecka holds a Chair in Intercultural Communication at the Institute of Communication and Public Policy, Università della Svizzera italiana. She moved to Switzerland after teaching and conducting research at Washington State University, USA.

ABSTRACT:

Threats to Inclusivity, Challenges to Competence: Affect and Power Struggles in Multilingual Contexts

Affect theories offer potent lenses for addressing questions of inclusion and power in intercultural communication. Drawing on Margaret Wetherell's affective-discursive practice framework and Sara Ahmed's notion of emotions as circulating and 'sticky' opens a way to address affect in its dual forms: as ineffable-communicative, obdurate-regulated, and indeterminate-patterned. These seemingly contradictory tensions work dialogically to animate affect's force as a mechanism of cultural subjection and resistance. In my talk, I will draw on two research projects to illustrate how attention to emotions illuminates different dimensions of intercultural communication: the role of cultural translation of emotions in refugee integration and affective struggles over labels, language and identity in a digital diaspora.

Keynote Speaker:
Professor Neil Hughes
University of Nottingham

Thursday 25th April, 15:20, The Forum, Alumni Auditorium

BIO:

Neil Hughes is Professor of Languages and Digital Learning Technologies, in the School of Cultures, Languages and Area Studies at the University of Nottingham, UK. He is the author of *Blended Learning Solutions in Higher Education: History, Theory and Practice*, which will be published by Routledge in September 2024, and *Blended and Hybrid Learning Design in Higher Education*, a MOOC available on the FutureLearn platform. He also has research interests in political discourse analysis with recent publications addressing issues such as the war in Ukraine, vegan ideology and anti-tourism protests in Barcelona.

ABSTRACT:

Blended and Hybrid Learning in Higher Education: Quo Vadis Languages

This keynote begins by exploring empirical claims about blended learning's impact on student learning, and the historical foundations of an educational practice which is widely seen as dominant in higher education. These are traced to strongly contested debates about the internet's role in university learning, teaching, and assessment in the late 1990s and early 2000s. Since then, blended learning's destiny has been shaped by a variety of forces including new methodological innovations; unexpected 'Black Swan' events, chief of which is the global pandemic between 2019 and 2021; and important paradigm shifts in thinking about how to integrate face-to-face teaching and online learning in ways that are mutually reinforcing.

One of the paper's main goals is to set out a new way of thinking about blended learning as a complex social practice mediated by knowledge, rules, and material factors such as technology and physical spaces. Regarding technology, it looks at the increasingly complex amalgam of platforms, applications and tools that support teaching, learning and assessment in higher education and the role environmental metaphors such as 'rhizome', 'ecosystem' and 'digital habitat' play in illuminating its contours. It also includes a practical 'how to' dimension with advice, guidelines and recommendations that can be used by colleagues to guide effective blended learning design with particular reference to language learning, teaching and assessment. By way of conclusion, the paper sets out some of the latest thinking about the future of higher education and the role that digital technologies will play in it and explores what this could mean for modern foreign languages in the UK and beyond.

Keynote Speaker:
Laura Köbis
University of Leipzig

Friday 26th April, 10:00, The Forum, Alumni Auditorium

BIO:

Laura Köbis is a researcher at Leipzig University's Chair of General Education. She is part of the research group 'tech4compKI – Personalized Competence Development and Hybrid AI Mentoring', funded by the German Federal Ministry of Education. Her publications focus on e-learning, artificial intelligence in education, technology ethics, and innovative mentoring at universities. Laura holds bachelor's and master's degrees in German as a foreign language and has teaching experience at five universities in Germany, Spain, and Great Britain (University of Cambridge and Anglia Ruskin University), as well as the Goethe-Institut.

BIO:

Why You Can No Longer Afford to Ignore AI Tools as a Language Teacher

Despite popular demand for AI-powered tools such as ChatGPT, Google Translate, DeepL Write, Language Reactor, or Duolingo among learners, the full potential of AI applications for university language teaching has hardly been harnessed so far. Although most language teachers have become more 'tech-savvy' since the pandemic, concerns and reservations seem to persist when it comes to the rapidly evolving possibilities that generative AI offers today. And while there is unprecedented commercial interest in AI-R&D in the so-called EdTech sector, a gaping lack of academic research remains, from empirical effectiveness studies to didactic recommendations and best practice examples. In addition to a systematic overview of the current range of AI tools in language education, this keynote presents key findings from a five-year, multi-university, interdisciplinary research project on AI in education. Showcasing helpful, openly available AI tools, it suggests specific scenarios for learning and teaching and discusses

the pedagogical challenges AI exacerbates. If language teachers are to foster learner-centred and future-skill-oriented education, there is no way around AI.

Exhibitors

Sponsors

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Cornelsen offers courses and educational media such as textbooks, workbooks and teaching materials for learners and teachers of German as a foreign language. This includes high quality printed, digital and cross-media materials.

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The DAAD fosters international academic exchange and scientific cooperation with individuals and institutions. The DAAD London Branch Office is responsible for scholarship and project funding programmes for the UK and the Republic of Ireland. It offers programmes for students and researchers and provides information about German universities as well as further funding opportunities.

- **[Edilingua](#)**

Edilingua is an independent and specialized publisher in the field of Italian as a second/foreign language. Their publications include textbooks and complementary resources designed to enhance language learning experiences for students worldwide.

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- **[John Murray Languages & Teach Yourself](#)**

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Government agencies and National Institutes for Education and Culture

- [Institut Français](#)

The Institut français du Royaume-Uni supports Franco-british collaborations in the fields of arts, books, debates and culture, and promotes French language teaching across the country. The Institut offers a wide range of resources (Culturethèque, Primary French Project, French Box etc.) activities for schools (French Pop Video Competition, School Activities, French-german Days etc.) and CPD initiatives for teachers of French. The Institut français also promotes official French language exams (DELF, DALF, TCF, TEF, DFP) by supporting a network of accredited exam centres.

- [The Japan Foundation - London](#)

The Japan Foundation is Japan's principal organisation for promoting international cultural exchange between Japan and the rest of the world. The Japan Foundation works principally in the fields of Arts and Culture, Japanese language education and Japanese studies.

- [Consejería de Educación - Spanish Embassy Education Office](#)

The Consejería de Educación is the office of the Department for Education of Spain in the United Kingdom. It intends to bring both Spanish language and culture closer to teachers, scholars, students and all those interested in Spain and Spanish-speaking countries.

- [Società Dante Alighieri](#)

The Società Dante Alighieri promotes the Italian language and culture around the world. The institution offers PLIDA (Progetto Lingua Italiana Dante Alighieri) exams to certify linguistic competence in Italian from level A1 to level C2 of the Common European Framework of Reference for Languages.

- [Instituto Cervantes - London](#)

Instituto Cervantes is an official language body created by the Spanish government. It is responsible for teaching and promoting the Spanish language, the co-official languages of Spain and the cultures of Spanish-speaking countries. Additionally, the Instituto organises the official [DELE](#), [SIELE](#) and CCSE exams, as well as the [DADIC](#) exam for teachers of Spanish as a foreign language.

- [Goethe Institute- London](#)

As a cultural institution of the Federal Republic of Germany, the Goethe-Institut promotes cultural exchange, education and societal discourse in an international context, and supports the teaching and learning of the German language.

Parallel sessions

Thursday 25th April – 11am to 12.30pm

1 – Technology (Forum Seminar Room 1, chair: Christine O’Leary)

1A- Cristina García Hermoso, Carmen Martín de Leon and Laura Salguero Esteban
University of Southampton

Broadening Access to Idiomatic Expressions in Spanish: A Multimedia Approach Aligned with Universal Design for Learning

This study investigates the effectiveness of Universal Design for Learning (UDL)-inspired multimedia materials in enhancing the acquisition and production of Spanish idiomatic expressions among language learners. Employing a mixed-methods approach, the study incorporates analysis of idiomatic expression in students' written productions, along with surveys and interviews, to comprehensively assess the impact of the UDL-inspired multimedia materials. Specifically, the study focuses on a collection of videos that were purposefully developed for our students, with the aim of making idiomatic expressions accessible and engaging for them.

The results demonstrated that the implementation of UDL-inspired multimedia materials significantly improved students' understanding and usage of Spanish idiomatic expressions. The videos proved to be valuable resources, effectively providing learners with opportunities to observe the expressions in context and practice their usage. Participants reported high levels of engagement and satisfaction with the materials, emphasizing their user-friendliness and effectiveness compared to other resources.

These findings contribute to the field of second language (L2) acquisition by highlighting the benefits of incorporating UDL principles into multimedia materials for teaching idiomatic expressions. The research also emphasizes the importance of providing diverse learners with inclusive and accessible resources. The UDL-inspired multimedia materials presented in this study offer a promising avenue for educators to enhance language learning experiences and promote proficiency in idiomatic expressions.

Keywords: idiomatic expressions (idioms,), second language (L2) acquisition, Universal Design for Learning (UDL), multimedia materials, Spanish language learning, inclusive education.

1B- Noémie Jollet

University of Strathclyde

Introducing Climate Fresk: A Collaborative Outreach Project Promoting French and Science

From September to December 2023, I collaborated with the Institute of Education to develop a cross-faculty project, which involved Initial Teacher Education (ITE) students and undergraduate French students from the Department of Humanities.

This collaboration was part of a vertically integrated project (VIP) promoting education for sustainable development and led by Dr Robert Collins at the University of Strathclyde. It had several purposes: to enhance community understanding of climate change, to promote simultaneously French and Science to primary pupils and to embed sustainability into the curriculum of universities. This project ran in parallel with guidelines from the General Teaching Council of Scotland (GTCS).

Climate Fresk (CF) is a card game created by Cedric Richenback, in France. Participants have to place the cards following the concept of 'cause and effect' in order to create a non-linear 'fresco'. CF introduces many challenges linked to climate emergencies and is accessible to children.

My presentation will develop how the project came about and how the card game was used to encourage students to reflect and develop their own teaching activities on sustainability in French. Pupils learnt words linked to the environment but also basic vocabulary such as numbers, animals and colours. I will provide details and analyse the activities created by students, I will then reflect on the feedback received by participants.

I believe this project corresponds to many of the themes promoted by the AULC Annual Conference. This project offers content language integrated learning to Primary 6/7 pupils and gives them an opportunity to interact with students from the University. It is innovative, inclusive and helps build communities. It allows collaboration between students from different disciplines to encompass new ways of thinking and of practicing and to become sustainable citizens.

1C- Congxia LI

University of Reading

Beyond the Basic: Investigating Post-beginners' Intercultural Communicative Competence through Virtual Exchange Programmes in Chinese and Japanese

Virtual exchange (VE), through online intercultural interactions and collaborations, is a powerful tool that addresses challenges such as internationalisation, mobility, and develops

intercultural communicative competence (ICC) alongside formal foreign language education. However, much literature relating to intercultural communication theories and the design of VE programmes mainly focuses on at a beginners' level and exams in only one language. This exploratory study investigated the development of intercultural competence of IWLP Chinese and IWLP Japanese Stage 3 learners (CERF B1/2 level) at the University of Reading, who took part in a 5-week-long virtual exchange programme with native language partners in Nanjing University of Information and Technology, China and Ochanomizu University (Tokyo), Japan, respectively. It aims to find out how VE leads to an increase in the intermediate language learners' ICC, and compare the similarities and the differences between L2 Chinese learners and L2 Japanese learners in the development of ICC.

2 – Inclusivity, Community Building, Diversity (Forum Seminar Room 2, chair: Marina Rabadán-Gomez)

2A- Dr Chiara Cirillo University of Reading

Intercultural learning for Year 12 students: a school and University-Wide Language Programme collaboration

The need for mutual understanding and respect in an increasingly interconnected and diverse world, yet worryingly polarised, has never felt more pressing (Jackson, 2020). Intercultural learning has a significant role to play in fostering social inclusion and social cohesion in the multicultural classroom. However, schoolteachers do not necessarily feel fully equipped to facilitate the development of intercultural competence in their students and a collaboration with a specialist academic unit might prove helpful in supporting the school in its endeavour to promote an affirming and respectful environment for all.

This paper presents an educational intervention in intercultural learning born as a collaboration between a UK secondary school and the University-Wide Language Programme of the local university. Focused on Year 12 students, such intervention aims at developing a better cognitive understanding of 'self' and 'other', and a more refined affective capacity for a desirable relationship with 'otherness' (Byram, 2008, p.145). At a time of mounting divisive rhetoric in public life and the media, the school in question felt compelled to offer Sixth Formers, who are entering a new, more independent phase of their lives, an opportunity to find common ground with their peers and to address potential resistance towards those who appear to look, dress, think, speak, and act in ways different from them. Such intervention seemed especially useful as the recent pandemic diminished the opportunity for broader intercultural encounters and socialisation, in school and outside (e.g. missed school trip abroad, part-time work, etc). In this paper I describe the intervention and reflect on the collaboration between the school and the academic unit. I also discuss the benefits and

limitations of the project itself, and of the collaboration more broadly, sharing lessons learnt on the way.

2B- Vanesa Sabala, Lidia Acosta

University of Strathclyde

I am an Inclusive Educator. DON'T GET ME OUT OF HERE!

The student body has become increasingly diverse and the task of providing the same learning experience to all regardless of students varying abilities and needs is a challenge. As stated in the Inclusive Teaching and Learning in Higher Education, January 2017, "Universities have the power to transform lives. Access to higher education can often be life changing for individuals... however [the student's] experience can be adversely affected if they have a disability."

Teaching inclusively means embracing student diversity in all forms as an asset. While most UK universities have already implemented adjustments, guidelines and policies to ensure that all students are able to participate in education, it is up to the individual departments to adapt their programmes and teaching to guarantee its inclusivity.

Our presentation aims to share the inclusive practices that we are currently implementing at the University of Strathclyde, with specific focus on inclusive teaching practice in language teaching. By creating an inclusive modern languages curriculum, we can enhance the language learning experience for all students, fostering a deeper appreciation for linguistic and cultural diversity in the process. We will aim to answer the following questions: What can we do to support the needs of our diverse student population and become a more inclusive educator?

The presentation will be centred around the following issues:

1. The Foundations of Inclusive Curriculum in Languages: recognising the diversity of language learners & defining inclusivity in the context of modern languages
2. Case study and best practices: what we do at Strathclyde; showcasing successful examples for dyslexic and visually impaired students; highlighting innovative approaches to accommodate various learning styles.
3. Overcoming Challenges: identification of common challenges in developing and implementing inclusive modern languages curriculum.

3 – Teaching Methodology, Assessments, Resources (Forum Seminar Room 3, chair: Damien Gaucher)

3A- Giulia Baronti

King's College London

Beyond Words: A Study on Transformative Pedagogy

In an era where technology plays an increasingly pivotal role in education, this study explores the innovative integration of Generative Image Artificial Intelligence (AI) to enhance the language learning experience. Through interactive activities like image description exercises and storytelling prompts, students were immersed in a diverse array of images generated by AI, facilitating vocabulary acquisition, grammatical understanding, and cultural awareness. Beyond the mere technological implementation, this research delves into the perceptions and experiences of students while also considering the challenges that teachers may encounter in the process. The study aims to contribute valuable insights into the effective integration of Generative Image AI as a pedagogical tool, fostering engagement, increase students' attention and language acquisition. By offering practical implications for language educators, it addresses the need for innovative approaches to enrich language instruction and meet the diverse needs of students in various academic contexts. The activities described in this presentation underscore the potential of Generative Image AI to transform language learning experiences, providing a promising avenue for educators to harness technology in the service of enhanced pedagogy.

3B- Salwa Mohamed

Manchester Metropolitan University

A Scenario-based Language Learning Model: Methodology and Implications

Language learning is a multifaceted phenomenon intricately woven into its contextual and socially constructed fabric. Generic teaching methods and ready-made textbooks are no longer adequate to meet the demands of today's dynamic, ever evolving, and increasingly diverse classrooms (Piccardo & North, 2019). It is imperative to shift away from linear teaching, where language elements are isolated and simplified, and predetermined lists of vocabulary and structures are taught indiscriminately. Instead, there is a need to embrace complex, holistic learning approaches that recognize and integrate the myriad contextual and external factors influencing language acquisition. This presentation outlines the methodology and rationale behind designing a holistic, scenario-based model for teaching Arabic as a foreign language within a non-specialist, credit-bearing language programme at a UK university. In this model, students assume control of their learning, collaborating to solve real-life complex problems and exploring diverse resources to achieve end goals. They actively engage in social mediation with peers and the teacher, making informed decisions about their

learning. The teacher, acting as a facilitator, guides learners to perceive and act upon the affordances provided by the learning environment (van Lier 2007). The implications of such a collaborative, action-based approach, as I will explore, include empowering learners to leverage their existing resources - both contextual and individual (CoE, 2001; 2018). Through this process, learners co-construct new meanings, fostering awareness and independence (Galante and Schmor 2022).

3C- Marion Sadoux and Dante Ceruolo **University of Oxford**

Supporting Learners and Teachers Navigate the Perilous Wild Waters of Generative AI for Language Learning and Teaching

This presentation will show how the Language Centre at the University of Oxford, through close engagement and collaboration with the University's Centre for Teaching and Learning have made use of Institutional guidance by customising and adapting a University wide guide for students on the use of generative AI to the opportunities and risks that these represent for language learning, learner productions and assessments.

Debates around the use of AI by students at the University of Oxford aimed from the outset to be cautious around introducing a blanket ban and the Taught Degrees Panel which is the central body overseeing matters of assessment and outcomes for taught programmes across the university was keen to promote a cautious encouragement to experiment. At the same time, it continued to advocate for a diversification of assessment instruments in its journey away from the standard three-hour closed book examination which many perceived as the best way to prevent AI intrusion.

We will review the principles of engagement that form the Institutional context and the way in which we have sought to adapt it to meet the concerns of tutors, support their confidence in making use of generative AI tools for teaching and learning and for assessments. We will share how we seek to advocate and develop a critical and open engagement with generative AI tools within a panoply of digital language learning strategies. We will include an overview of how this tool is being received by our learners and colleagues and highlight ways in which we will continue to develop it.

4 – Future Role of Languages in Higher Education (Forum Seminar Room 4, chair: Neil Hughes)

4A- Ruba Khamam

University of Leeds

Designing for Inclusive, Authentic and Innovative Assessment in Arabic Language Curriculum and Linking it to the Demands in the Job Market

This paper will shed light on integrating a range of authentic and inclusive approaches in designing assessment of an Arabic language teaching curriculum in the light of the rapidly changing Higher Education Environment. The aim is to provide student learners of Arabic with a truly immersive and transformative language acquisition experience.

The current paper will share the student-centred pedagogies for learning, assessment and feedback introduced and adopted in the case study of advanced Arabic Language module. Then, the discussion will focus on linking assessment tasks with the job market requirements and the impact the implemented changes had on enhancing students' level of engagement with their learning and overall progress they made.

The session is meant to refresh teachers and practitioners' knowledge of designing inclusive and skills based assessment. They will gain rich insights about tested up to date inclusive and authentic methods adopted in teaching Advanced Arabic Language Course. They will go through a journey of exploration and check examples of innovative ways to encourage students' participation and involvement in diverse aspects of curriculum design, assessment and feedback in an enjoyable and convenient way for both teachers and learners in the process.

The ultimate goal is to build a community of confident practitioners and share good practice based on pedagogically tested methods.

4B- Dr Sandra Torres, Dr Justyna Drobnik-Rogers

University of Manchester, University of Sheffield

The Sustainability of Less-widely Taught Languages (LWTLs) in UWLP

In this presentation, we aim to analyse different factors that impact the sustainability of Less-widely Taught Languages provision in UWLP. The term 'less-widely taught' is applied to all languages except for English, French, German and Spanish currently offered in HE institutions in the UK and Ireland.

The factors that will be discussed in this paper draw on data collected from three surveys

conducted between 2019 and 2024 that looked into the provision of LWTLs from the tutors' and directors' perspectives. Two of these surveys were addressed to the practitioners of the LWTLs themselves and were conducted in 2019 and 2023 respectively. The respondents to these two surveys represented 38 languages in 27 HE institutions in the UK and Ireland. Additionally, this presentation is supported by the findings collected in February 2024 from the survey addressed to directors, managers or heads of schools that focused on the rationale behind the provision of LWTLs in UWLP in their institutions.

We will argue that tutors' type of contract and working conditions, their CPD and networking opportunities, institutional constraints and other external factors affect the sustainability of LWTLs.

Apart from analysing the factors that affect the sustainability of the LWTLs, this presentation will also suggest possible future directions in regard to strengthening the provision and the standing of these languages within their institutions and beyond.

4C- Carmen Álvarez-Mayo **University of York**

21st century Assessment: Utile et Dulce > Varied, Meaningful, and Motivating

There seems to be a clear difference between formative and summative assessment. However, since the purpose of education is learning, why not foster learning until it is time for marking?

The main purpose of the presentation is to exchange ideas and practice, looking for alternative ways of assessment that will/ should improve student engagement and motivation, and as a result benefit student performance. Nowadays, discussion, and reflection play a strong part in the teaching and learning process. In addition to that, there is a great deal of creativity embedded in language learning. But what about creativity and reflection in assessment?

Language learning should be varied, diverse, and inclusive, fostering discussion, research, and reflection and, ideally, allowing learners to practise all language skills: listening, reading, writing, and oral interaction. This will contribute to the development of good study habits and skills, promoting self-regulated learning as well as critical thinking. Foreign language students will thus become better equipped learners, developing invaluable continual development skills for their academic and professional careers. But when it comes to assessment, more often than not, this necessary part of the learning process doesn't seem to have evolved as much -- how different is online assessment from pen and paper assessment?

I'd like to share some ideas to develop a more inclusive and varied assessment to ensure that all students can perform to the best of their abilities.

Parallel sessions

Thursday 25th April – 1.30pm to 3.00pm

1 – Technology (Forum Seminar Room 1, chair: Marion Sadoux)

1A- Ana Zeron

University of Edinburgh

Gamifying Adult French Language Learning

This presentation examines and addresses critical facets of the growing use of gamification as an innovative pedagogical approach in language learning and teaching. A concise literature review reveals parallel surges in interest around game-based learning alongside e-learning, mobile learning, and cutting-edge technologies like virtual reality. Research indicates strong consensus regarding the benefits of incorporating games, including increased target language use in a more relaxed environment, stimulated creative production, enhanced perception of task authenticity, and improved student engagement. When games occupy a flexible role within the overall pedagogical framework, students also report heightened feelings of control, choice, and agency over their learning.

Following Kapp's definition, gamification in education, or game-based learning, involves using games in serious, non-play contexts to achieve predefined learning goals by facilitating collaboration, problem-solving, and action-taking among students. Some key challenges to consider are: what is the nature and attributes of a playful learning task? How to design simple yet effective game-based tasks? How can games promote and support student active and autonomous learning? How can teachers know that their students are playing and learning?

This presentation will share experiences using game-based activities with adult learners of French as an additional language. The educational context is non-credit community courses at the University of Edinburgh's Centre for Open Learning. Three French instructors designed and incorporated playful learning objects into their regular classroom sessions, with limited use of technology. Key goals were increasing target language use, building vocabulary and grammar knowledge, and stimulating motivation and engagement. The adult students were largely working professionals and some university students, whose motivations are mainly intrinsic since there were no exams or level certifications involved.

1B- Shanshan Wang

Beijing University of Posts and Telecommunications, China

Application of Toastmaster International Club Model in Oral Teaching Evaluation (online)

This paper explores the facilitation of college-level oral English teaching through the implementation of the peer evaluation approach adopted by Toastmasters. Firstly, it provides a brief overview of previous research on peer evaluation. Then, it introduces Toastmasters and its application in English teaching. The paper further proposes oral English teaching plans based on the Toastmasters evaluation model. Additionally, it examines the significance of incorporating this model into English oral classes. The conclusion drawn from this study is that integrating the Toastmasters model into teaching helps improve students' English language competency, enhances their confidence, strengthens teacher-student and student-student relationships, and comprehensively enhances their adaptability in society.

Keywords: Toastmasters; oral English teaching; peer evaluation

1C- Maria Guarnieri

University of Leicester/University of Exeter

Challenging Orthodoxies in the Language Classroom: The Case of Beginner's Italian

Long established norms and shared best practice in University Language Centres and on evening language programmes across the UK tend to view beginners' language courses as a fun and entertaining entry point. Simple everyday communication, a focus on straightforward oral skills, creative synchronising with popular published textbooks, the reproduction of touristy and often romanticised versions of the physical, cultural and societal landscapes of the target language are all accepted traits of these courses. This is particularly true of Italian Beginners (A1-A2), where the vast majority of students are invariably drawn to the language by autobiography, and/or Italy's soft power.

This paper will look at how students' motivation, engagement and communication and mediation skills can be enhanced by challenging orthodoxy/ies. By fully engaging with issues of inclusivity through the affordances of the digital classroom, and challenging stereotyping by bringing the multilingual and multicultural dimension/s of contemporary Italian society into the virtual space through the means of virtual guests, and the exposure to learning materials that look beyond the comforting horizons of published textbooks.

2 – Inclusivity, Community Building, Diversity (Forum Seminar Room 2, chair: Christine O’Leary)

2A- David Rodríguez Velasco Queen Mary University of London

Enhancing LGBTQ+ Representation in Language Materials: Examining Students’ Experiences and Second Language Coursebooks

Despite notable strides in promoting equality and inclusion at the university level, LGBTQ+ learners still grapple with underrepresentation in mainstream language classrooms. This stems from the scant visibility and representation of socially controversial topics in language learning materials, coupled with a context crafted through cis-heteronormative lenses (Soley, 1996; Stenhouse, 1987; Kaiser, 2017). This issue is inherently political, mirroring a selective tradition that disenfranchises specific groups by determining what constitutes legitimate knowledge and culture (Proctor, 2020). Inclusive teaching materials emerge as a crucial antidote to prevent the erasure of LGBTQ+ identities and lives (Gray, 2022). Research underscores that cis-heteronormativity in second language acquisition obstructs LGBTQ+ students' self-expression and identity navigation in new social settings. The silencing of queer voices and the failure to integrate them adequately can result in mischaracterization, misunderstanding, and hinder progress in developing their second language (Vandrick, 1997; Liddicoat, 2009; Hamill & Feinstein, 2017; Ruiz-Cecilia et al., 2020).

To address these inequalities more effectively in the classroom, it is imperative not only to scrutinize teaching materials but also to understand the students' perspectives. This approach allows for proposing alternative curricular strategies that acknowledge and rectify these problems. This presentation aims to shed light on students' experiences regarding LGBTQ+ inclusion at Royal Holloway, University of London, and in their language courses. Data collection involved students from the Department of Languages, Literatures, and Cultures completing an anonymous questionnaire in Google Forms. Simultaneously, this study evaluates and compares foreign language manuals—Aula international Plus (Difusión) for Spanish, Roadmap (Pearson) for English, and Nouvelle génération (Didier) for French. Special emphasis is placed on LGBTQ+ content across proficiency levels (A1 to C1). The findings reflect students' eagerness for diverse relationships and lifestyles in materials, underscoring their relevance to second language learners. However, the results also expose a significant dearth of LGBTQ+ representation and sexual/gender diversity in the analysed manuals.

2B- Judith Eberharter

University of Leeds

Oachkatzlschwoaf: Dialect and Identity in the Foreign Language Classroom (online)

According to standard language ideology, a standard is set by means of cultural production, institutions, media etc. This standard variation of a language then, constitutes the standard by which someone is perceived as part of this group or not. Within regions in which dialects are widely spoken, this variation is replaced by the regional dialect. The standard of course does not disappear, but the stronger layer of the regional dialects forms an even stronger criterion of belonging to a group, one that is exclusive and almost only available to people who grew up there and haven't allowed their local variation to change implying that they are the real locals that haven't moved away for university, jobs or any other reason. Dialects or regional varieties cannot be simply learned, they are acquired over a long period of time, if not exclusive to very early childhood exposure. (Schmidt/Herrgen 2011, p, 170)

In her shortfilm *Oachkatzlschwoaf*, Nenda Neururer, a black Tyrolian artist based in London, challenges the exclusivity of the Tyrolian dialect, by arguing that while dialect is a strong identity marker, race is even stronger. She elaborates on the different experiences of non-white Tyrolians with the word *oachkatzlschwoaf* (typically very difficult to pronounce for non-Tyrolians) and with dialect and belonging in general.

In this paper I will explore concepts of dialect, identity and linguistic spaces in relation with German as a foreign language and foreign language teaching in general. We will then watch parts of the forementioned shortfilm and I will share examples of how I have used this shortfilm in the language classroom.

2C- Theresa Federici

Cardiff University

Neuro-inclusivity in Language Learning and Teaching

This presentation showcases an approach to Enquiry-Based Learning that integrates assessment into class teaching to further support the social construction of contextual, pragmatic, and mediatic skills within a collaborative process-driven approach to teaching. Grounded in research on language pedagogy, educational psychology, learner identity and motivation, this approach maps language curriculum and assessment design to Universal Design for Learning to foster awareness and to support inclusivity and accessibility for all learners.

My approach is called PRIME: Purposeful, Relevant, Integrated, Motivating, Empowering. This approach removes competition and facilitates knowledge exchange between learners, thus

supporting learner motivation and identity. Learning and assessment become personalized and constructive, while remaining grounded in core knowledge, allowing for a plurality of submission types essential to an inclusive learning environment.

By asking curriculum and assessment designers to articulate the purpose (why), the intended audience (who for), and the scenario (real world/professional), assessment can become an active part of the creation of an Ideal L2 Future Self. This perspective enables teachers to think more flexibly about in-class activities and the modalities of assessment. Variety favours inclusivity: a single modality of teaching or assessing, with adjustments or accommodations for those with disabilities, is not inclusive practice and can create anxiety and stress in neurodiverse learners whose ability to demonstrate understanding may be compromised by the modality of an activity or assessment.

This presentation will map inclusive practice in language teaching to research in educational psychology and will provide suggestions for small changes that can facilitate inclusivity and equity in learning experience.

3 – Teaching Methodology, Assessments, Resources (Forum Seminar Room 3, chair: Marina Rabadán-Gomez)

3A- Federica Sturani University of Liverpool

The Introduction of Interpreting Exercises into Second Year Language Classes at the University of Liverpool

As part of a new approach into teaching translation as a language skill in our UG language module, as supported, amongst others, by Cook (2010), Balboni (2010) and Biasini (2016), translation has now become an integral component of language modules across most UK universities. Despite this new revival, the translation component has remained in the majority of cases a written exercise, often introduced at an upper intermediate level.

This paper argues that there are benefits in introducing translation at a much earlier stage of the students' learning curve, as the exposure to contrastive analysis from beginners' level helps the learner develop L2 competence and familiarise with the metalanguage used in language teaching. The introduction of translation at this early stage, mostly in written form, paves the way to the progressive adoption of intermodal translation tasks, i.e. interpreting and subtitling, as the learners become more proficient in the TL.

The importance of an early introduction of integrated skills in language learning will be explored, arguing how translation at beginners' level can be used to help grammar and vocabulary acquisition, as well as to improve textual and language awareness in both English and the foreign language.

The main focus of the paper, however, is to present the experience of introducing interpreting exercises to second year post-beginners' students (level B1 of the CEFR), as a progression from written to oral translation. The paper will reflect on the importance of an early introduction of integrated skills in language learning, enhancing students' engagement. Introduction to interpreting strategies at post-beginners' level means that students can learn valuable skills to help them during their year abroad through exercises focused on real life situation, as well as gain some practice for the final year interpreting component.

3B- Josef Mueller

Queen Mary University of London

Mediation with Plurilingual Language Learners

Plurilingualism as a result of the internationalisation of higher education as well as migration, creates favourable conditions for language education, which have not yet been sufficiently exploited for language teaching pedagogy (Reimann & Rössler, 2013). UWLP classrooms with plurilingual learners present an opportunity to use mediation as a teaching tool that allows the use of a range of linguistic resources present in the classroom.

Much of the literature on the implementation of mediation in language teaching focuses on its use in formal assessment, some focuses on teaching practice, but empirical studies on the experience of learners with mediation tasks are largely missing (De Florio-Hansen, 2013; Kolb, 2016).

This paper presents the results of a study exploring how plurilingual adult L3 learners interpret, approach and perform mediation tasks in a plurilingual context, with L2 (English) as the language of instruction, when they mediate from L1. It investigates whether the experience of engaging with mediation affects the feeling of connectedness with other group members.

Specifically, it asks:

- What influences learners' level of engagement with the mediation task?
- What is their experience of mediating from L1?
- How do mediation tasks influence the sense of social cohesion within the group of learners?

The sample is drawn from UWLP students learning French, German and Spanish, who undertook a mediation task (role playing a job selection panel). To incorporate plurilingualism, the source texts for the mediation task were either in the TL (L3), English (L2, the language of instruction), or students' L1. Data were collected through interviews with 11 participants from four different classes. The results show differences in learner experience depending on level of ability (intermediate or advanced), degree of identification with the simulated role, language identity, and existing group cohesion in online learning situations.

3C- Mikiko Kurose, Marilena Minoia, Lea Guetta **University of Nottingham**

Shaping Language Assessment to Attain Authenticity and Student-centred Learning

In education, assessment refers to “all activities teachers use to help students learn and to gauge student progress” (Black and Wiliam 1998: 143) – that is, an assessment implied a different purpose than a test, a more learner-oriented and learning-centred purpose.

At the Language Centre at the University of Nottingham, we have recently made a significant shift in its assessment approach, aiming for greater “authenticity” by transitioning from the traditional 2-hour written examinations at lower levels to in-class assessments starting in 2022. This change was prompted by a re-evaluation of teaching methodologies, with a focus on prioritising communicative and practical approaches.

The motivation behind this adjustment was not solely pedagogical; it [also] aimed to ensure alignment between teaching ethos and assessment methods. In addition, these changes were made to synchronise assessment methods with our evolving teaching styles; to ensure equitable distribution of assessment, and alleviate pressures associated with marking to a tight deadline.

We moved away from centralised examinations, which separately tested four skills across two semesters, to adopt a revised framework. This includes the combination of language skills in order to adopt a task-based and student-centred approach in class assessment.

In our presentation we firstly seek to provide a comprehensive understanding of the modified assessment strategies [by] analysing their advantages and some logistical difficulties and their potential pedagogical drawbacks. Secondly, we aim to offer insights gathered from student and teacher feedback, including a holistic view of the impact of this paradigm shift on teaching and learning dynamics within the Language Centre.

Reference:

Liz Hamp-Lyons “Purposes of assessment” (p.13-p.27), Tsagari, Dina, and Jayanti Banerjee. Handbook of Second Language Assessment. De Gruyter Mouton, 2016. Handbook of Applied Linguistics. Web

4 – Future Role of Languages in Higher Education (Forum Seminar Room 4, chair: Oranna Speicher)

4A- Tanya Linaker

King's College London

From Professional Support to Academic Pathway – Negotiating Professional Identity in a Time of Organisational Change (Case Study of Two Middle Managers at a UK University Language Centre)

In the past five years some UK Universities have introduced the Academic Education Pathway contracts (AEP), incorporating the elements of leadership, teaching and scholarship for recognition and promotion of professional services staff with teaching responsibilities. While the colleagues have been encouraged to apply for the new contracts at the departmental level, the University policy guidelines have been conflicting and ambiguous. Many newly AEP transferred departmental middle managers have reported stress related to the application process, uncertainty about career progression, increased workload, and professional identity regulation largely due to the element of research added to the new role. The novelty of the AEP contract and the anecdotal evidence of the burden placed upon the individuals experiencing role incongruity has identified the gap in the knowledge of professional identity construction of a UK University middle managers at the time of contractual organisational change. This study will investigate the previously unresearched area of University Language Centre managers with teaching responsibilities. Despite similarities in experiencing organisational change, the participants of the study make different identity claims aligning or resisting the dominant societal and organisational discourses, such as the discourse of New Managerialism, thus highlighting the nuanced and culturally specific approach to professional identity negotiation. The study is framed by the concepts of Educational Leadership, Middle Management and Organisational Change. While the findings may not be generalized beyond the context of this study, the implications can be significant for the UK Higher Education policy makers.

Key words: Educational Leadership, Organisational Change, Middle Management in Education, Discourse and Identity Construction, Narrative Identity, and Dilemmatic Identity.

4B- Nadine Isabelle Buchmann

Oxford University

Navigating Divergent Perspectives: Fostering Constructive Debate in Foreign Language Classes on Culture and Society

Are students more or less likely to experiment with their opinion and agree to disagree in a foreign language class? Can students develop a greater tolerance for diverging views being expressed respectfully and argued in good faith without resorting to reflexive name-calling in

subject matters related to the foreign culture? How can the foreign language teacher point out assigned frameworks of meaning and ways of making sense of a problem with language? What is the role of the language teacher in establishing trust between the students and fostering a setting in which ideas can be hashed out without personal judgments? And finally, what are some techniques we can use to ensure that personal feelings don't run high but that a debate is nevertheless possible?

The undergraduates at Oxford University take a weekly foreign language speaking tutorial called German Society and Culture. Over the last few years and through introducing a variety of subjects, I have realised that the students, perhaps due to their age, wanting to be perceived in a certain way or because of the isolating and polarising nature of online discourse, are reluctant to deviate from platitudes. Yet, I feel that foreign language classes with a cultural focus can be a fertile ground for exploring diversity of opinion, underpinning the vital role of UWLPs.

I aim to apply theories of social constructivism to question what we take for granted and to encourage a variety of dissenting viewpoints. I want to use the classroom to experiment with what happens if my own personal viewpoint (as the teacher, i.e. an 'authority figure') is the unpopular one. How does the dynamic change if nobody agrees with me? What if one student does?

Please allow me to provide some preliminary answers to my current research questions — and of course raise some more.

Parallel sessions

Friday 26th April – 11am to 12.30pm

1 – Teaching Methodology and Technology (Forum Seminar Room 1, chair: Marion Sadoux)

**1A- Sofia Martinho
University of Leeds**

A Goan Window into Portuguese: A Collaborative Online International Learning (COIL) Project to Enhance Students' Language Learning and Global Citizenship

This paper presents a COIL student education project that provided students, from the Universities of Leeds (UK) and the University of Goa (India), the opportunity to develop their language learning and global citizenship skills in a digitally enhanced inclusive environment.

The project aimed to provide an innovative, student-centred, active-learning experience to our UG final-year students of Portuguese. In a borderless virtual classroom, students from both HE institutions created an open-access interactive map of Goa that allows users to explore Portuguese language and heritage in Goa. This offered our students an opportunity to study the language and the culture of a marginalised Portuguese-speaking community as part of our effort to decolonise the Modern Languages Curriculum.

We believe this educational model fostered participatory and transformative student learning grounded in cross-cultural awareness and discipline specific content while, at the same time, moving away from traditional HE internationalisation strategies, based on colonial notions of a place of authority from which others wish to learn, and offered everyone a learning opportunity from which everyone involved benefited.

Firstly, we will explain what motivated us to implement this COIL project and will report on the benefits and challenges faced when developing its different phases. Secondly, with the inclusivity agenda at its heart, we will discuss the advantages of this type of COIL projects for language learning settings, such as University-Wide Language Programmes, where a period of Residence Abroad is not an option. We will conclude with a brief evaluation of the project and next steps.

**1B- Beatrice Lombardi, Alessandro Grottola
King's College London**

Using Artificial Intelligence for Assessing Foreign Language Written Skills and as a Tool for Meta-reflection on the Language

Over many years, Artificial Intelligence (AI) tools have undergone significant evolution and have caused disruptions across various fields, possibly due to their rapid development and widespread accessibility to the public (Holmes & Tuomi, 2023).

While language students commonly utilise artificial intelligence to complete assigned tasks, they often struggle to harness its full potential to enhance their learning experience. Additionally, these emerging learning practices, which heavily incorporate AI, are not always reflected in the assessment process, particularly in written assessments, due to integration challenges.

This presentation aims to explore the possibility of integrating AI into graded writing assessments. It proposes incorporating tasks into the curriculum, designed not only to prepare students for this new type of assessment but also to equip them with tools to enhance their language reflection capabilities and, consequently, their learning outcomes. The first part of the presentation will focus on how AI can be integrated into written assessments, proposing a task that can be assigned to stimulate students' reflection and critical thinking abilities, rather than solely evaluating memorized knowledge.

The second part will examine a potential learning pathway that not only prepares students for these new tasks but also empowers them to become more independent language learners and encourages critical reflection on the application of language skills.

Furthermore, the presentation will analyse a sample of results obtained from students who participated in this process, comparing them with peers at the same level who followed traditional courses. This comparative analysis aims to assess the potential impact of this innovative approach to writing tasks from the outset.

2 – Inclusivity, Community Building, Diversity (Forum Seminar Room 2, chair: Oranna Speicher)

Maria Ana Chavana Villalobos
University of York

Filling the Gaps: Addressing Inclusivity in Spanish Language Teaching in Higher Education

In Higher Education, the pursuit of inclusivity continues to drive transformative processes. In the realm of Modern Foreign Language (MFL) teaching, achieving inclusivity calls for a closer examination of the current state of affairs to identify opportunities for improvement. This presentation explores my experience as a Spanish tutor within a Higher Education MFL department in the UK, where a discernible gap in teaching materials related to the representation of African descent students came to light. Surprisingly, widely-used Spanish

textbooks in Higher Education failed to incorporate language relevant to the identity of black individuals, prompting me to initiate independent research.

The ongoing work on the decolonisation of the curriculum underscores the importance of including references pertinent to minority groups. In the context of Spanish as a foreign language, this involves incorporating language and cultural elements essential to the identity of African descendent students. It is disheartening, however, to observe that existing teaching resources often neglect the language necessary to describe fundamental elements contributing to the identity of students of African descent. Foreign language tutors are thus tasked with the responsibility to provide inclusive resources and content that make students feel visible and welcomed in the language classroom, ensuring they are equipped with the language needed for inclusive self-expression in Spanish.

This presentation aims to shed light on critical gaps in existing language teaching materials and share insights derived from my initial research-based solutions, promoting an inclusive approach to MFL teaching. The session seeks to inspire fellow language instructors to critically assess and enhance their teaching materials, and to encourage introspection on how, as language educators, we can actively contribute to creating a more inclusive learning environment.

3 – Future Role of Languages in Higher Education (Forum Seminar Room 3, chair: Sonia Cunico)

3A- Becky Muradás-Taylor, Rachel Wicaksono University of Leeds, York St. John University

Language Degree Programmes: A Model for Sustainable Design

Levels of enrolment on language degree programmes are of concern in majority English-speaking countries. English universities with below-average entry tariffs, and students from less privileged socioeconomic backgrounds, generally do not offer languages to degree level, excluding people from studying languages (Muradás-Taylor, 2023; Muradás-Taylor & Taylor, 2023). Yet research on curriculum design (e.g., Macalister & Nation, 2014; Mickan & Wallace, 2020; Nation and Macalister, 2010; O’Neill, 2015) does not address declining student numbers and unsustainable courses.

In this talk we reflect on our approach – in our roles as Head of School and previous Subject Director – to designing and managing a language programme at a small widening participation university. In 2017, 37 different language degree programmes were offered. However, only 52 first years enrolled, making the average programme size 1.4 students. This caused an unsustainable burden on timetabling, module choices, marketing, and quality assurance, negatively impacting the student experience. We replaced the 37 programmes with five: one for British Sign Language and two each for Japanese and Korean. This led to an increased

intake of first year students to 165 in 2021. The new programmes are easy to administer, improving the student experience.

We explore what is innovative about this approach by comparing it with previous research. We summarise our approach as follows: recognising the administrative burden and financial unsustainability of offering multiple small programmes, we analyse programme and module enrolment data to understand students' preferences, then design one, or two, tailor made programmes per language.

While this talk focusses on language degrees, it has relevance also to university-wide language programmes (UWLPs), given the shared context of teaching languages at a time of globalised English. For both language degrees and UWLPs, there is a need to respond to reduced enrolments with provision that is attractive to students and financially sustainable.

3B- Becky Muradás-Taylor

University of Leeds

Cold Spots in Language Degrees: University-wide Languages Provision is Key to Reversing the Decline

England has a language education crisis: the number of people taking languages at GCSE or A level is low or falling, and many universities have stopped offering language degrees. For universities with below average entry tariffs – such as the universities of Aston, Coventry, Huddersfield, Hull and Sunderland which all recently closed their language programmes – this has led to geographic 'cold spots' further than a commutable distance from a university offering languages (Muradás-Taylor, 2023; Muradás-Taylor & Taylor, 2023).

This means that young people applying to lower tariff universities – who are more likely to come from socioeconomically less privileged backgrounds or an under-represented group such as mature students, students with disabilities, care leavers, or the first in their family to go to university – have fewer opportunities to study languages to degree level.

Opening, or re-opening, language degrees at one lower tariff university in each of the cold spots would significantly improve access. The programme(s) would have to be carefully designed to ensure that they were financially sustainable and attracted a viable number of students, perhaps along the lines of the successful redesign of languages programmes at York St John University (Muradás-Taylor & Wicaksono, forthcoming; Muradás-Taylor & Wicaksono, 2023).

The most likely route to launching new programme would be to build on existing university-wide languages provision (UWLP). The sustainability of UWLP is therefore a critical part of the solution to this social justice problem. This talk will explore what new programmes could look

like, the process by which this programme design could be achieved, and barriers to success (such as the absence of any UWLP in many of the universities in the cold spots, and reduced UWLP enrolment in the context of global English), as well as modelling what improved access would look like if this was successful.

4 – Methodology (Forum Seminar Room 4, chair: Tatiana Romero)

Samia Zitouni, Ariane Laumonier

Cardiff University

Designing Innovative Language Learning Material to Embed Retrieval Practice (Workshop, 1h)

Our research is centred on exploring students' perception around retrieval practice and how they say it impacts their language learning, confidence and engagement. We will present what the literature and research on retrieval practice tell us about retrieval practice's role in teaching and learning, as well as how our students have engaged in the activities and resources we have designed for the purpose of this research.

Retrieval practice is defined as the recall of information from memory. Deliberately recalling information impacts the way information is memorised and made available again to learners, which reinforces and enhances knowledge. As a teaching and learning tool and strategy, retrieval practice can be used to engage students, encourage active students' participation, identify knowledge gaps and promote deep understanding and retention.

Research has explored the impact of retrieval practice on learning, both for factual knowledge and higher-order thinking. By strengthening understanding, retrieval practice produces long-term retention and deep learning. Literature has also highlighted the impact of retrieval practice on academic performance and confidence. In the classroom, retrieval practice encompasses a range of inclusive and differentiated activities that can be explicit or implicit, giving learners an active role in their learning, as well as informing and enhancing teaching practice.

Drawing on literature, we will present and discuss practical and interactive examples of activities and resources that we have used in undergraduate language seminar settings, the university-wide 'Languages for all' scheme and activities specifically designed for this research. We will also analyse our research findings exploring our students' perception around retrieval practice and its impact on their learning experience. Our research findings will also lead us to reflect on inclusive curriculum development and the role of retrieval practice in our teaching practice and module design.

5 – Open-to-All Programmes: Updates and Round Table (Forum Seminar Room 5, chair: Bethan Clements)

Jo Brown (Evening Class Programme Director, Deputy Director of the Language Centre), Astrid Hermes (Evening Language Programme Coordinator, Senior Lecturer)

University of Nottingham, University of Exeter

Networking for Co-ordinators of Open-to-All Programmes: Updates and Round Table

Many university-wide language programmes also provide not-for-credit courses, which are offered to students and the wider community, e.g. staff, alumni and members of the public. Open-to-all programmes offer participants the opportunity to opt for ab initio, post-beginner, intermediate and advanced courses in a large range of languages and to complete their language studies outside their credit-rated subject portfolio in a less formal way or with the aim of preparing for study abroad or sitting a proficiency test or an exam (e.g. DELF/DALF/DELE/PLIDA/Goethe).

This provision may sometimes also include English as an Additional Language (EAL), British Sign Language, Languages for academic purposes or other specialised courses, e.g. Languages through culture or current affairs, Life-long learning etc.

Since the pandemic many centres have continued to offer both on-campus and online courses, which presents a range of advantages and new opportunities, relating to customer base, teaching staff, course formats and resources as well as new challenges.

This workshop follows on from a meeting of coordinators of open-to-all programmes at the AULC in Edinburgh last year. The main take-away points were that participants would like to exchange good strategies and practice more frequently, to share relevant information and seek collaboration, e.g. in the field of staff development and recruitment.

The session is divided into two parts as follows:

- 1) Presentations from a number of representatives on their programmes, recent successes and main challenges, initiatives to engage new customer groups and future directions
- 2) Round table to allow for exchange with the aim of initiating future projects for collaboration

Language association updates – Thursday 25th April 12:00

Forum Seminar Room 5, chair: Thomas Chaurin

Marilena Minoia, Chiara Cirillo: [Network Italian Teachers in the UK \(NILI-UK\)](#), (30 min)

Annual General Meeting – Thursday 25th April 16:20

Forum Seminar Room 1

Special Interest Group workshops

Marje Zschiesche-Stock, (Goethe Institute Canada, Consultant, Cornelsen Verlag GmbH) Sabine Hellweg (Senior Portfolio Manager, Cornelsen Verlag GmbH)

Thursday 25th April 11:00, Forum Seminar Room 5, chair: Thomas Chaurin

“OK or KO? Artificial Intelligence in Foreign Language Teaching” (Workshop, 1h)

The current debate is heated regarding the use of AI, including image generators, in educational contexts. The integration of AI into teaching, especially in language instruction, is becoming an inevitable reality. Image generators can provide visual aids that enhance comprehension and engagement in a second language classroom, making abstract concepts more tangible and relatable. How can modern language instruction adapt to this change? How can AI, including visual tools, be productively incorporated into teaching to add value? Our initial experiments suggest that AI can be an enrichment, serving as a sort of friend and helper, while image generators can foster a more immersive learning environment. However, does this technology hinder the development of critical and independent thinking in our learners? In this workshop, we aim to explore these questions and collectively consider how AI, including image generation, can simulate authentic language interactions and enhance the communicative skills of learners.

Marilena Minoia and Melanie Bhend (University of Nottingham)

Thursday 25th April 13:30, Forum Seminar Room 5, chair: Thomas Chaurin

Fostering Gender-fair Language in Modern Foreign Language Teaching

In this SIG we discuss strategies to promote gender-fair language, analyse bias in textbooks and resources and share best practice. The aim of the SIG is also the creation of a manifesto that can be adopted by AULC institutions to promote clear and respectful communication that reflects the diversity of our world.

Ana María Sousa Aguiar de Medeiros

Thursday 25th April 17.20, Forum Seminar Room 2

Management

This SIG will focus on the results of a recent survey sent to the Management SIG, focusing on the workload of teaching staff.

Emma Whittle, Project Co-ordinator for Educational Services, Goethe Institut

Thursday 25th April 14.20, Forum Seminar Room 5, chair: Thomas Chaurin

GIMAGINE demonstration

[GIMAGINE](#) is an educational initiative by the Goethe-Institut that promotes and supports the learning of German as a foreign language in the UK. It is part of the NCLE's nationwide hubs programme funded by the DfE with up to £14.9 million over three years to reenergise language learning in English schools. The NCLE is led by UCL's Institute of Education, together with the Goethe Institute and the British Council. This presentation will update on digital tools and initiatives available for teachers and students of German from Beginner to Advanced level.

Panel Discussion with Directors and Heads of Language Centres or Language Programmes

Friday 26th April, 12:00, Forum Seminar Room 2

AULC conference dinner- Thursday 25th April 19:30

The Rougemont Hotel, Queen Street, Exeter, EX4 3SP

Author of the 'Our Language Centre and its Services for the Wider Community- Past and Present' poster: Dr Birgit Hanke