



THE UNIVERSITY  
*of* EDINBURGH

24th annual conference of  
the Association of University Language Communities  
in the UK and Ireland

Languages for All in Higher Education:  
Inclusion, Diversity, and Sustainability



The University of Edinburgh, 50 George Square, 27 and 28 April 2023

Conference committee (UoE): Cathy Benson, Thomas Chaurin, Anxela Fernández, Pina Gallucci, Helena González, Meg Maclean, Lindsay Knox, Jeannette Rissmann, Alaa Sulaiman, Huixin Wang, Qianyu Yang, Ana Zeron.

Conference committee (AULC): Mark Critchley, Ana de Medeiros

Organisation (Centre for Open Learning): Chris Choi, James Cooper, Adenna Es, Roberto Fieramosca, Claire Fox, Nelly Iacobescu, Claire Young

## **Keynote Speaker: Alison Hendry, University of Edinburgh**

**Thursday 27th April, 10.00 – 10.50am**

Alison is the British Sign Language (BSL) Development Officer for the University of Edinburgh, the role being the first of its kind in any Scottish higher education institution to date. She oversees the implementation of the University's first-ever BSL Plan, working to promote the use and understanding of BSL as a language throughout the university. Alison has previously worked in deaf organisations, advocating for better and improved societal access and inclusion for Deaf and Deafblind people, and has been heavily involved with the workings of the BSL (Scotland) Act 2015. Alison co-authored a publication about deaf Scottish students' access in further and higher education, published in 2020 ("I was isolated and this was difficult": Investigating the communication barriers to inclusive further/higher education for deaf Scottish students). She is a Deaf BSL user and will be working with a BSL/English interpreter during her session. Alison will be accompanied by her hearing dog.

### ***British Sign Language at the University of Edinburgh and beyond***

This presentation will provide more information about the University of Edinburgh's British Sign Language (BSL) Plan and that impact it has had on the institution since its implementation in 2018. Looking at BSL as a language in its own right, the presentation will demonstrate examples of how this has been embedded into the University's policies, as well as reiterating the importance of inclusion for those whose first or preferred language is BSL. As the British Sign Language Development Officer at Edinburgh, this is the first role of its kind within further and higher education within Scotland as well as the UK and Alison will share key milestones of the project and achievements in this presentation.

The BSL Plan was developed following the passing of the BSL (Scotland) Act in 2015, which places a responsibility on listed public bodies in Scotland to ensure that their services are more accessible for BSL users. For the university this includes: increased awareness of BSL as a language; supporting staff and students to partake in learning BSL; ensuring students are supported in every step of their journey during their time at university; provision of key information translated into BSL by producing video or booking BSL/English interpreters for key events; and many more.

Including BSL-users in the implementation and delivery of the BSL Plan is of utmost importance as they are the key drivers in ensuring that the university is working with the responsibilities that has been laid before them due to legislation. Internal and external factors have led to the profile of BSL being raised and the university is proud to be part of a cohort leading the way in improving services for BSL users.

This presentation will be filmed and will be accessible online after the conference, on the Centre for Open Learning website.

## **Keynote Speaker: Alison Phipps, University of Glasgow**

### **Dr Joy Northcott Memorial Lecture, Thursday 27<sup>th</sup> April, 3.20 – 4.10pm**

Alison holds the UNESCO Chair in Refugee Integration through Languages and the Arts at the University of Glasgow where she is also Professor of Languages and Intercultural Studies. She co-founded the Glasgow Refugee, Asylum and Migration Network and is a member of the Culture, Literacies, Inclusion and Pedagogy research and teaching group in the School of Education at the University of Glasgow where she teaches refugee studies, languages, religious and spiritual education, anthropology and intercultural education and education for non-violence.

In addition she has 20 years' research experience, produced and directed theatre and performance in a number of countries, and is an advisor on migration and language policy to public, governmental and third sector bodies. She has written numerous books and articles and has published widely in the field of modern languages, tourism and intercultural studies and European anthropology as well as in the field of Higher Education Studies. She is a regular international keynote speaker and broadcaster.

### ***Decolonising Hospitality through Languages: Pain, Joy, Gist***

It's easy to focus on language and literacy using metaphors of acquisition; of consumption; of levels and ladders and competence. Whilst these have served well during times, for some, of peace and of, for some, plenty, the majority world has not been so fortunate. What language learning and language look and feel like, their affective dimensions and physicality does not fit well into the metaphors which are central to the bureaucratic management of assessment regimes. This keynote intervention will bring a rich seam of work from within refugee experience and story and the poetic patterning of learning and orality and from a range of work undertaken in low to middle income countries.

Taking the richly generative theme of hospitality, and deepening this with the idea of fostership Alison will consider ways in which language research with those who have sought refuge opens out new dilemmas, practical improvisations and changes the hospitality landscapes for languages. In particular Alison will bring in work from the UNESCO report on Education and Multilingualism, and from the New Scots Refugee Research Report, which she co-authored with Dan Fisher and Esa Aldegheri.

Expect spoken surprises, southern epistemologies and maybe some lessons from the stars.

### **This presentation is the inaugural Dr Joy Northcott Memorial Lecture**

Dr. Joy Northcott worked at the University of Edinburgh for over 20 years and was passionate about languages: learning them herself as a gifted linguist; teaching them as an experienced and popular practitioner; and committed to the professional development of other language teachers as a knowledgeable and expert teacher educator. This lecture, and the Dr Joy Northcott Bursary, to support language teaching practitioners who are currently

displaced and who may not typically have access to language teaching conferences, is an acknowledgement of her contribution to language education and the esteem in which she is held by colleagues at the Centre for Open Learning and in the field of language education.

This presentation will be filmed and will be accessible online after the conference, on the Centre for Open Learning website.

## **Keynote Speaker: Lauren Hall-Lew, University of Edinburgh**

**Friday 28<sup>th</sup> April, 9.40 – 10.30am**

Lauren Hall-Lew is Professor and Personal Chair of Sociolinguistics in Linguistics and English Language at the University of Edinburgh. She is a sociophonetician, which means that her research focuses on analysing the social aspects of fine-grained variability in speech production and perception. She is co-editor of a 2021 volume with Cambridge University Press on “Social Meaning and Linguistic Variation,” and co-editor of two forthcoming volumes with Oxford University press, “Dimensions of Linguistic Variation” and “Sociophonetics: Implications for Phonetics and Phonology.” She is the director of The Lothian Diary Project and founder of the national social group for Black, Asian, and Minority Ethnic families in Gaelic Medium Education.

### ***Social indexicality and its potential influence on language learning***

Variationist sociolinguistics is the study of the relationship between linguistic variation and social structure, social practice, and social meaning. The field has developed from first identifying the ways in which patterns of language use correlate with speaker identities to asking why those correlations exist in the first place and how social information is encoded in the linguistic variants themselves. The linguistic phenomena in question can be within-language, e.g., the difference between alternate words or pronunciations, or it can be between-languages, where each potential language is a possible ‘variant’. For example, a speaker of both Scottish English and Scottish Gaelic might choose to pronounce ‘Alba’ in Gaelic even if the rest of the sentence is in English. The sociolinguistic question would be: what social meanings are indexed by either variant? And more broadly, what social meanings are indexed by the English and Gaelic languages, in any bilingual interaction? Some of the indexes that might come to mind include aspects of identity: heritage, community, and a sense of belonging. They might include one’s political stance towards language preservation, or one’s political stance towards Scottish independence, or one’s desire to perform their learnedness by orienting to whichever pronunciation they believe is ‘correct’. The possible meanings form what Eckert (2012) calls an indexical field. In this talk, I will introduce these concepts through the lens of my personal language learning journey, and discuss the impact on my learning that each language’s indexical value has had.

This presentation will be filmed and will be accessible online after the conference, on the Centre for Open Learning website.

**Panel Discussion:**

**Friday 28th April, 3.30 – 4.20pm**

***university-wide language provision and sustainable leadership***

A panel of Directors of language centres and Heads of language programmes will discuss sustainability of languages centres and programmes and their contribution to the fabric of Higher Education Institutions.

## Daily programme, Thursday 27<sup>th</sup> April, morning

9.00 - 9.45	Registration and coffee, 50 George Square			
9.45 - 10.00	Welcome – Lecture Theatre G.03 Jenny Hoy, Head of the Centre for Open Learning and Alex Thomson, Head of the School of Literatures, Languages and Cultures, University of Edinburgh – Mark Critchley, Chair of the AULC			
10.00 - 10.50	Key note – Lecture Theatre G.03 – Alison Hendry, University of Edinburgh <a href="#"><i>British Sign Language at the University of Edinburgh and beyond</i></a>			
10.50 - 11.00	Comfort break			
	Learning Technologies G.04	Teaching and Learning G.02	Learning Communities G.05	Plurilingualism G.06
11.00 - 12.30	Benoît Guilbaud, U. of Sussex, Jan-Moritz Bogdanovic & David Tual, U. of Cambridge <a href="#"><i>Integrating AI in language teaching to promote personalised learning pathways</i></a>	Ana Zeron, U. of Edinburgh <a href="#"><i>Language Portfolio and Access Programme to Higher Education: a learner-centred approach to language education</i></a>	María Soledad Montañez, U. of Glasgow <a href="#"><i>Teaching Languages and Community Engagement</i></a>	Thomas Jochum-Critchley, U. of York <a href="#"><i>Developing plurilingual pedagogies in language programmes: concepts, principles, and a practical example</i></a>
11.00 - 12.30	Hugo O'Donnell, U. College Dublin <a href="#"><i>Post-pandemic learning technologies and the contribution of UDL (Universal Design for Learning) pedagogies</i></a>	Amelia Harker, U. of Edinburgh <a href="#"><i>Sanctuary English at the University of Edinburgh</i></a>	Ruba Khamam, U. of Leeds <a href="#"><i>Joining the dots to create a model for integrating civic partnership and employability in a language curriculum</i></a>	Lourdes Barquín Sanmartín, U. of Edinburgh <a href="#"><i>Teaching Spanish in an Increasingly Plurilingual Higher Education Setting</i></a>
	Cornelia Wiedenhofer, U. of Oxford <a href="#"><i>Enhancing Language Learning with Chatbot Technology: Integrating GPT into Language Courses</i></a>	Huixin Wang, U. of Edinburgh <a href="#"><i>Practical Applicability of Directed Motivational Currents (DMC) as Means of Inspiring EFL Learners</i></a>	<a href="#"><i>Networking opportunity for Coordinators of open-to-all/wider community language programmes</i></a> Astrid Hermes, U. of Exeter	Justyna Drobnik-Rogers, U. of Sheffield and Sandra Torres, U. of Manchester <a href="#"><i>The provision of Less-widely Taught Languages at universities in the UK and Ireland: the post-pandemic overview</i></a>
12.30 - 13.30	Lunch - opportunity to meet <a href="#">exhibitors</a>			

## Daily programme, Thursday 27<sup>th</sup> April, afternoon

	Learning Technologies G.04	Teaching and Learning G.02	Decolonising languages G.05	UWLP & Curriculum G.06	Learning spaces GS Garden
13.30 - 15.00	Emma Riordan, Dragan Miladinović, Sabine Manhartsberger, U. College Cork <a href="#">Managing the complexity: enhancing accessibility of and engagement with digital language learning materials</a>	Gerry Howley, Open U. <a href="#">Video feedback on assessment: the emotional impact of seeing your tutor</a>	Tanya Linaker & Christina Richardson, King's College London <a href="#">Decolonizing language and culture teaching at King's Language Centre</a>	Oranna Speicher, U. of Nottigham & Sascha Stollhans, U. of Leeds <a href="#">Collaboration and joined pedagogical research between Language Centres and academic language departments: flourishing developments or missed opportunities?</a>	Christian Hanser, U. of Edinburgh Shepherd's hut <a href="#">Drop-ins</a> (In George Square Garden)
	Catherine Jeanneau, U. of Limerick & Guilène Révauger, U. de La Réunion <a href="#">Preparing language learners to act as language users and digital citizens - Implementing digital real world tasks in language education</a> (workshop)	Dietmar Woznia, Open U. <a href="#">Tandem learning as a shortcut to communicative competence in LfA courses</a>	Mario Saborido Beltrán, U. of Edinburgh <a href="#">Students' Language Beliefs and Attitudes at The University of Edinburgh: The Case of the Dialectal Varieties of European Spanish</a>	Carlos Soler Montes, U. of Edinburgh <a href="#">Adding Linguistics to Modern Languages Degrees: The case of Spanish degree programmes in British universities</a>	
	Lan Lo, U. of Nottingham <a href="#">Talking Trees: A virtual journey to the East in the time of the Covid-19 pandemic</a>	Melanie Bhend, Marilena Minoia & Sandra Reisenleutner, U. of Nottingham <a href="#">A reflection on how addressing gendered language in foreign language teaching may enhance inclusivity and language learning?</a>	Christine Leahy, Nottigham Trent U. <a href="#">Addressing diversity, inclusion and sustainability in IWLP language classes for advanced learners</a>		
15.00 - 15.20	coffee break - opportunity to meet <a href="#">exhibitors</a>				
15.20 - 16.10	Dr Joy Northcott Memorial Lecture – Lecture Theatre G.03 – Alison Phipps, University of Glasgow <a href="#">Decolonising Hospitality through Languages: Pain, Joy, Gist</a>				
16.10 - 16.20	Comfort break				
16.20 - 17.20	Annual General Meeting – Lecture Theatre G.03				
17.30 - 18.50	<a href="#">Walking Tour</a> - John Gordon, University of Edinburgh – (meet outside 50 George Square)				
19.30...	<a href="#">Conference dinner</a> – Café Andaluz, George IV bridge				

## Daily programme, Friday 28<sup>th</sup> April, morning

9.00 - 9.30	registration and coffee, 50 George Square				
9.30 - 9.40	Welcome back, – Lecture Theatre G.03 – Thomas Chaurin, University of Edinburgh & Mark Critchley, AULC				
9.40 - 10.30	keynote – Lecture Theatre G.03 – Lauren Hall-Lew, University of Edinburgh <a href="#">Social indexicality and its potential influence on language learning</a>				
10.30 - 11.00	<a href="#">Language associations updates</a> : BALEAP, BATA, BATJ, ELEUK, FLEUR, German, IRAAL, less widely taught languages – Lecture Theatre G.03				
11.00 - 11.20	coffee break - opportunity to meet <a href="#">exhibitors</a>				
11.20 - 12.50	Learning Technologies G.04	Teaching & Learning G.02	Decolonising languages G.05	Interculturality & Mediation – G.01	Learning spaces GS Garden
	Marion Sadoux and Cristina Rodríguez Oitaven, U. of Oxford <a href="#">Online or at the Language Centre: understanding learner beliefs about online learning post covid</a>	Li Li, Durham U. <a href="#">An evaluation of collaborative learning between students of Chinese and international students - A case study of the centre for foreign language studies of Durham University</a>	Kelly Mayjonade-Christy, Ariane Demeure & Margaux Whiskin, U. of Warwick <a href="#">Decolonising the curriculum in French language teaching</a>	Elena Borelli, King's College London <a href="#">Teaching Intercultural Competence to International Students in the UK: a case study</a>	Christian Hanser, U. of Edinburgh <a href="#">Diversifying the formats of language teaching through classrooms-as-vehicles: storytelling and encounters around the wood fire stove of a shepherd's hut</a> (workshop A, max 7) 11.20 - 12.00
	Arabella Infantino & Mónica Legazpi-Iglesias, U. of Glasgow <a href="#">Embedding technology in face-to-face language teaching to increase interaction and engagement</a> (workshop)	Katrina (Aiting) Jia, U. of Sussex <a href="#">Authenticity and language learning</a>	Vanesa Sabala, U. of Strathclyde <a href="#">Decolonising the Curriculum: a case study of Spanish at Strathclyde University</a>	Anna Johnston, Durham U. <a href="#">Is there a place for translation in IWLP? A case for translation to be used as a creation and mediation act</a>	Christian Hanser <a href="#">Diversifying...</a> (workshop B, max 7) 12.10 - 12.50
		Rachel O'Neill, U. of Edinburgh <a href="#">Fostering cross-university collaborations for British Sign Language provision</a>	Octavia Harris, Nottingham Trent U. <a href="#">Decolonising Business English on a University Language Programme through non-Eurocentric socio-cultural factors</a>		



## Daily programme, Friday 28<sup>th</sup> April, afternoon

12.50 - 13.50	lunch - opportunity to meet <a href="#">exhibitors</a>	
13.50 - 14.30	<a href="#">Professional Development SIG workshop</a> Chiara Cirillo, U. of Reading G.06	joint <a href="#">UCML AULC SIG</a> - collaborations between degree programmes & UWLP, Marina Rabadán, U. of Liverpool & Christine Schallmoser, King's College London G.04
14.30 - 15.10	<a href="#">Learning Technology SIG</a> workshop Marion Sadoux, U. of Oxford G.06	<a href="#">Management SIG</a> workshop Ana de Medeiros, King's College London G.04
15.10 - 15.30	coffee break - opportunity to meet <a href="#">exhibitors</a>	
15.30 - 16.20	Panel discussion with Directors and Heads of language centres or language programmes: <a href="#">university-wide language provision and sustainable leadership</a> Lecture Theatre G.03	
16.20 - 16.30	Closure - Mark Critchley, AULC & Thomas Chaurin, University of Edinburgh Lecture Theatre G.03	

## **Exhibitors**

### **Sponsors**

- **[Sanako UK Ltd](#)**

Since 1961 Sanako UK Ltd has been providing Modern Languages & Interpreting solutions to educational establishments around the world, with over 7 million users in 110 countries in daily use. Sanako UK supply effective digital products to develop speaking and listening skills both inside and outside of the classroom, and which help to improve language competence and confidence across all age-ranges and levels, both locally and on-line.

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

Providing the best tools possible for a fun and accessible language learning journey, Teach Yourself offers reliable and comprehensive resources for language learners across over 70 languages.

John Murray Languages delivers the bestselling range of courses for adults in a classroom setting of which our Language Acts and Worldmaking series explores how the languages we use affect the way we think and feel about ourselves, about other people, and about the world around us.

- **[Radio Lingua Ltd](#)**

At Coffee Break Languages we offer a range of podcasts, books and online video resources which complement any language course. We help learners worldwide make language learning the most enjoyable part of their day and provide self-access materials which help learners make progress when they're not attending class.

### **Government agencies and National Institutes for Education and Culture:**

- **[The British Council](#)**

The British Council is the United Kingdom's international organisation for cultural relations and educational opportunities.

The Language Assistants programme supports the recruitment and placement of Modern Language Assistants in educational institutions in the UK. Modern Language Assistants are native speakers of French, Spanish, German, Italian and Mandarin, who assist with the teaching of their language in host primary schools, secondary schools, further education and higher education institutions. The programme also organises English Language Assistant placements in schools and universities overseas for UK students and recent graduates, who assist with teaching English and promote knowledge and understanding of the English language and UK culture overseas.

- **[Confucius Institute for Scotland at the University of Edinburgh](#)**

The Confucius Institute for Scotland in the University of Edinburgh is a national centre to promote educational, economic, and cultural ties between Scotland and China.

- [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.

- [Goethe-Institut Glasgow](#)

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.

- [Institut français d'Écosse](#)

The Institut français d'Écosse is the Scottish outpost of the French Embassy in the United Kingdom, promoting French language and culture, encouraging cross-cultural exchange between France and Scotland and developing exchanges in Education.

- [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.

## Parallel sessions 1 – Thursday 27<sup>th</sup> April – 11am to 12.30pm

### 1A – Learning Technologies

1A.1 Benoît Guilbaud, University of Sussex, Jan-Moritz Bogdanovic & David Tual, U. of Cambridge

#### *Integrating AI in language teaching to promote personalized learning pathways.*

Artificial intelligence (AI) has the potential to revolutionize language teaching and learning in higher education. With the increasing availability and affordability of AI-powered language learning tools, more and more students are turning to technology for language acquisition.

One of the main benefits of using AI in language teaching is that it allows for personalized and adaptive learning. Teachers and students can use AI to adapt the content and difficulty level so that the material is always challenging but not overwhelming. This can help students to stay motivated and engaged with the learning process.

With AI-powered language learning tools, students can practice and review material on their own time, freeing up class time for more interactive activities such as group discussions and role-plays. This can help to create a more dynamic and interactive learning environment.

There are also a number of AI-powered language learning tools that allow for real-time feedback and assessment. These tools use speech recognition technology to analyze a student's pronunciation and provide instant feedback on areas that need improvement. This can be particularly useful for students who are struggling with pronunciation or who may be too shy to speak up in class.

Overall, the use of AI in language teaching and learning in higher education in the UK has the potential to greatly enhance the learning experience for students. By providing personalized, adaptive, and interactive learning experiences, AI can help students to become more confident and proficient in their chosen language.

In this presentation we will discuss each of the points above and illustrate them using concrete examples taken from our practice in the Centre for Languages and Inter-Communication (mainly drawn from very recent applications such as ChatGPT and DALL-E 2).

[Return to daily programme](#)

1A.2 Hugo O'Donnell, University College Dublin

#### *Post-pandemic learning technologies and the contribution of UDL (Universal Design for Learning) pedagogies.*

Covid 19 created an abrupt need for innovative, inventive responses to meet the learning needs of international students no longer in a position to move abroad. Online, particularly synchronous learning, became necessary to provide educational solutions in an unprecedented context.

This paper describes how a successful in-person International Study Abroad (ISA) programme preparing students to study in an English-medium university re-invented itself by going entirely virtual. The students (mainly from China) represented various academic disciplines, career paths and life goals.

To underpin this major shift to a fully online synchronous programme, trends in UDL (Universal Design for Learning) were sourced, especially promoting engagement, representation, action and

expression (Capp, 2017). Insights from CLIL (Content and Language Integrated Learning) linking disciplinary content with the development of language skills were also valuable (Coyle et al. 2010).

A key challenge was to ensure that, from the outset, participants' needs, identity, and experience could be 'heard' to foster engagement. Pre-course and ongoing targeted communications were prioritised to elicit feedback. Content had to be re-designed for a new digital environment: participant sub-groups and multi-disciplinary teaching team members came together and created new practice communities. Sustaining learning momentum to achieve successful end-of-course outcomes for all was foregrounded.

A wealth of data was gathered from two online ISA programmes. It was broadly complimentary but, above all, has provided an evidence base for planning subsequent iterations of this programme. Planning for the post-pandemic stage is now emerging at full tilt, and the world of education has significantly changed. While there is no going back, learning from pre- and post-Covid experience has to be integrated to plan a better, more responsive model for a very different future.

[Return to daily programme](#)

1A.3 Cornelia Wiedenhofer, University of Oxford

*Enhancing Language Learning with Chatbot Technology: Integrating ChatGPT into Language Courses.*

ChatGPT is an AI-based tool capable of generating human-like text responses in various forms and languages from any prompt.

In my talk, I will discuss ways to use ChatGPT for language learning and teaching (LLT). As someone who primarily teaches German beginner courses, I will explore the possibilities of integrating ChatGPT in my own teaching practice, to be able to draw conclusions on its effectiveness on student engagement and its pedagogical value for LLT. ChatGPT can be used for practising various language areas such as interaction, vocabulary, form/grammar, reading, and writing, allowing for personalised language practice and a more engaging and interactive learning experience. The inclusion of individual choice in learning materials is essential for learner autonomy and inclusive teaching strategies, benefitting learners who absorb knowledge in different ways.

I will present insights from students who have used ChatGPT for their German language practice outside of the classroom. These students were provided with task suggestions and some guidance on using ChatGPT, but ultimately, I was up to them to decide on the specific topics and types of language practice they wanted to engage in. The student feedback will be gathered through a post-use questionnaire. This data should provide information on the specific language areas that students prefer to practise using ChatGPT, student perception of its usefulness, as well as the advantages and disadvantages of using ChatGPT in comparison to working with a language tutor.

While the integration of GPT-technology into language education has great potential, there are also limitations and risks to consider, which I will address. By being aware of these shortcomings, we can mitigate them. These may include providing clear and specific prompts, avoiding certain usage scenarios, or simply using ChatGPT with a critical eye.

[Return to daily programme](#)

## 1B – Teaching and Learning

### 1B.1 Ana Zeron, University of Edinburgh

*Language Portfolio and Access Programme to Higher Education: a learner-centred approach to language education.*

This presentation explores how the use of individual learner portfolios can be a vehicle for articulating the multidimensional nature of language learning and helping the development of language learner autonomy.

Language learning and lifelong learning are major components of the education policy of the Council of Europe. The European Language Portfolio, based on the Common European Framework of References for Languages (CEFR), was created to shift pedagogical emphasis from teaching to learning by:

- stimulating the individual learner's reflection upon their learning,
- supporting goal setting and self-assessment,
- showcasing a collection of their best work in the target language,
- recording progress.

The part-time Access Programme offered by the University of Edinburgh, at the Centre for Open Learning, provides a route for adult returners into undergraduate degrees. In 2021, the course French Language and Culture (CEFR Levels A1/A2.1) was created and added to one of the strands from which students choose courses, designed to help the learners prepare for undergraduate degree-level study and gain the qualifications for degree entry. Just under twenty students chose French; they came from diverse social and linguistic backgrounds; had different goals and none of them were planning to pursue an undergraduate degree in French. So, the classes weren't homogenous in terms of learners, the motivation for learning French was not always there, and for some, their own learning outcomes were not easy to identify.

Hence, the challenges included the following: How should we help students take charge of their learning? How should we support them in organising their learning process? And most importantly, "what exactly do they learn when they learn a new language?" In other words, how can we ensure that the learners engaging with a language course helps them towards their broader goal of reaching their full potential in higher education? These were the questions at the heart of the discussion about introducing a language portfolio in the Access Programme. This presentation will cover the challenges and rewards of using individual learner portfolios in language education in the context of lifelong learning.

[Return to daily programme](#)

### 1B.2 Amelia Harker, University of Edinburgh

*Sanctuary English at the University of Edinburgh*

UoE is a leader in terms of excellence and accessibility, where the two are not mutually exclusive but intrinsically linked due to the valuable contributions that a diverse staff and student body offers. The Widening Participation (WP) strategy aims to engage and support students from a range of backgrounds, ensuring that the campus is a place of belonging and community. As such, a new development area of English Language for Widening Participation (EL4WP) was created out of an awareness that English Language underpins many of the strategic elements of WP and can connect these to tangible outcomes. The English Language Education at UoE has now created numerous

social justice initiatives, with strands of activity both within the University and in the local community.

Internally, from 2023 we will offer Refugees and Asylum Seekers (RAS) pre-sessional and year round scholarships. We also work closely with the Council for At Risk Academics (Cara) and the Humanitarian Development Programme supporting the linguacultural transitions of people seeking sanctuary in Edinburgh. Embedding Academic Language and Literacies (ALL) across the curriculum is now a key EL4WP objective so that the structures which support success are in place for all WP learners.

Externally, we have made connections with the local community. In summer 2022 we created Sanctuary English language classes for displaced people in the local community. This outreach activity was aligned to WP strategy and staffed by UoE Teaching Fellows trained in Trauma Informed Pedagogy (TIP). The summer classes were followed by free term-time Sanctuary short courses. Moreover, we work closely with the Third Sector to inform our offers and provide TIP training to those working with the RAS community. Born of this collaboration we utilised the Access to Rooms policy whereby third sector organisations can use UoE campus space to teach.

In sum, the EL4WP agenda can be a powerhouse for social justice.

[Return to daily programme](#)

### 1B.3 Huixin Wang, University of Edinburgh

#### *Practical Applicability of Directed Motivational Currents (DMC) as Means of Inspiring EFL Learners*

Anyone who has been absorbed by a project to the extent that it occupied their mind day and night has probably experienced “Directed Motivational Currents” (DMCs). Proposed in 2016 by Dörnyei, this is an innovative construct in the area of L2 motivation. DMC is a motivational “flow” that describes periods of high motivation over and above an individual’s ‘normal’ levels while working towards a well-defined and personally significant end goal (Dörnyei et al., 2016). Due to the innovative nature of such a construct, many aspects related to DMCs have yet to be investigated.

The current classroom intervention study aimed to test the practical applicability of applying DMC theory to language learning and teaching in the Chinese context by facilitating a group DMC experience of 10 students during the 21 speaking classes of a three-week IELTS course. This classroom intervention was structured around an “All Eyes on the Final Product” project framework (Dörnyei et al., 2016), which has been applied successfully to create a group DMC experience in other educational contexts. (e.g. García-Pinar, 2020; Koné, 2020). Multimodal research data was collected qualitatively throughout the three weeks by means of motivational graphs, reflective blogs, semi-structured interviews and introspective self-observation. Findings suggest the intervention was highly successful in creating a group DMC experience, and significantly, it was also found that students indicated notable positive developments throughout the course, both in terms of their English speaking skills and motivation levels. The results appear to offer strong empirical and practical evidence that the facilitation of DMC experiences in the classroom might be a real possibility and successful strategy in achieving both motivational and educational aims.

[Return to daily programme](#)

## 1C – Learning Communities

1C.1 María Soledad Montañez, University of Glasgow

### *Teaching Languages and Community Engagement*

This paper aims to share the experience of running a course on languages and community engagement at the School of Modern Languages and Cultures at the University of Glasgow. The course is embedded within the concept of the ‘civic university’, and its associated methods, approaches and practices such as service-Learning, community-based learning, civic learning, scholarship of engagement, and learning-linked volunteering.

These terms are ‘increasingly used in the second language (L2) education field as a strategy for learners to interact with target language communities and engages students directly with the local community’ (Baker, 2019). Particularly popular in the US, this type of courses is, however, rare within UG programmes in Modern Languages in the UK. In this sense, the paper aims to discuss this model for language learning, with a view to rethinking the way we teach and learn modern languages in the UK.

[Return to daily programme](#)

1C.2 Ruba Khamam, University of Leeds

### *Joining the Dots to Create a Model for Integrating Civic Partnership and Employability in a language Curriculum.*

The current paper focuses on perceptions of effectiveness of embedding employability in the language teaching curriculum, learning environment and student outcomes. It reports on the initial findings of the Leeds institute for Teaching Excellence fellowship project, which I conducted. The project aimed to address the gap where there are limited links between universities as academic institutions and communities around them.

This project seeks to explore ways to effectively embed employability by means of integrating a civic curriculum in language teaching (with Arabic as a case study) and aligning that to the University employability strategy and TEF rating criteria.

The project elaborates on how the language teaching curriculum offered at University level plays a key role in enhancing employability provision, including graduate attributes and career opportunities, and making a positive impact on the local community. The paper will shed light on a number of potential practical examples. Staff and students' perspectives and views taken from interviews and focus groups will be presented. Finally, attendees will be encouraged to discuss their views on the possibility of integrating such approaches in their local context.

[Return to daily programme](#)

## 1D – Plurilingualism

1D.1 Thomas Jochum-Critchley, University of York

### *Developing plurilingual pedagogies in language programmes: concepts, principles, and a practical example.*

The notion of “plurilingual and pluricultural communicative competence” - albeit introduced as early as 2001 in the original CEFR volume - has been having a rather marginal existence in the UK landscape of HE language teaching and learning. More recently however, developments in the field



of HE languages revolving around notions such as translational languages, decolonisation, diversity and equality have opened up a space for reconsidering plurilingualism as a key element of language education and pedagogy.

This presentation will be sharing a work in progress in designing an innovative module focussing on introducing plurilingualism in the context of UK HE languages education. A second year option module “Plurilingualism, multilingualism and transnational languages: concepts, strategies and approaches” has been approved to run for the first time in the upcoming academic year 2023/24 at the University of York and will bring together students on languages programmes as well as “non-specialist” language learners with at least intermediate proficiency in one or more languages in addition to their first language. The presentation will cover the rationale, theoretical framework and guiding principles of the module, as well as its aims and learning outcomes, especially with regards to the development of a plurilingual communicative competence. Introducing a dedicated plurilingual approach to language learning comes also with challenges which will be set out along with what practical solutions and pedagogical suggestions are envisaged to overcome those.

The presentation will conclude with reflections on the opportunities the stronger emphasis on “plurilingualism” can bring, and how it can create new synergies and perspectives for language communities in UK HE.

[Return to daily programme](#)

1D.2 Lourdes Barquín Sanmartín, University of Edinburgh

### *Teaching Spanish in an Increasingly Plurilingual Higher Education Setting*

This proposal aims to raise awareness about the growing plurilingualism of both international and home students taking Spanish in British universities, and the need to adapt our teaching practice to these new acquisitional circumstances, where many of our students no longer qualify as learners of Spanish as a second language (L2), but as a third language (L3). This sociolinguistic shift implies new political initiatives, such as the Scottish language policy “1+2 Approach” in primary education, and new teaching approaches, such as the intercomprehension or mediation competences (CEFR, 2021).

The acquisition process of L3 is naturally more complex than standard L2 acquisition. This is because students’ mother tongue and L2 act as potential sources of transfers and, depending on a series of factors, they will either facilitate or hinder the learning of the target language depending on the typological proximity with the target language and the proficiency level in the L2 and L3. This is crucial information that must be considered when addressing new grammatical phenomena in plurilingual classes.

Many international students at British universities are taking Spanish either as their major or as an optional module. As speakers of English as an additional language, they qualify as learners of Spanish L3 with English L2. Many British nationals are also learners of Spanish L3 because most primary schools in the UK offer French, whereas Spanish is usually introduced in secondary education. This makes French L2 and Spanish L3 the predominant language combination amongst British language students.

This proposal aims to raise awareness about the acquisitional differences between L2 and L3 as well as spark discussions on how to exploit our students’ previous linguistic knowledge in the learning of a third or additional language. I propose the intercomprehension competence as a powerful approach for learners of two Romance languages, like many of our British students.

[Return to daily programme](#)

1D.3 Justyna Drobnik-Rogers, University of Sheffield and Sandra Torres, University of Manchester

*The provision of Less-widely Taught Languages at universities in the UK and Ireland: the post-pandemic overview*

This presentation will share the findings of a survey that has been conducted in the academic year 2022/23 to assess the provision of the LWTs since the pandemic and compare the results with the previous survey that took place in 2019.

The term 'less-widely taught' is applied to all languages except for English, French, German and Spanish currently offered in universities in the UK and the Republic of Ireland as a degree programme, in language centres or institution wide language programmes.

Both surveys were specifically addressed to the individual teaching practitioners to give them a voice and enable them to share their views and perspectives with respect to their professional lives.

The main aims of the 2022/23 survey were to identify which LWTs are being currently offered and whether their format has been changed as a result of the pandemic; the scale of teaching and numbers of LWTs teachers; the teaching and learning resource limitations for those languages; as well as to assess professional development opportunities (or lack thereof) and contract status of teachers of LWTs.

[Return to daily programme](#)

## **Parallel sessions 2 – Thursday 27<sup>th</sup> April – 1.30 to 3.00pm**

### **2A – Learning Technologies**

2A.1 Emma Riordan, Dragan Miladinović, Sabine Manhartsberger & Siobhan Mortell, University College Cork

*Managing the complexity: enhancing accessibility of and engagement with digital language learning materials*

The process of language learning is necessarily multi-modal with significant student need for written, audio-visual and interactive materials. Our experiences in the pandemic have shown us how significant the in-person classroom is for the development not only of communicative competence but also of language learner identity. It has, however, always been the case that the students must spend significant time on independent learning in order to reach the required proficiency level for a languages degree (typically B2.2 of the Common European Framework of Reference for Languages). The online space offers huge advantages for providing students with resources to support this autonomous learning. However, the management of this data within a Learning Management System (LMS) is challenging for staff and students and may lead to reduced accessibility and engagement as well as staff and student overwhelm.

In this paper, we present results from a survey of 160 students of German at the University College Cork. The survey investigates how students interact with the material available on the university's LMS (Canvas) for their language module and how they perceive this experience. Our quantitative data suggest that students' interaction with the LMS differs from that of their teachers, and that their overall perception of the use of the LMS for language learning is neutral to positive. Our qualitative data analysis shows that various factors - including structure of the materials, the variety of resources and the convenience of accessibility - affect their perceptions. Based on these findings, we suggest some strategies that higher education language teachers can adopt to enhance the

accessibility of and student engagement with digital language learning materials within a learning management system.

[Return to daily programme](#)

## 2A.2 and 2A.3 (40 min workshop)

Catherine Jeanneau, University of Limerick & Guilène Révauger, Université de La Réunion

### *Preparing language learners to act as language users and digital citizens - Implementing digital real world tasks in language education*

Developing digital literacy and, more recently, digital citizenship is one of the key objectives promoted by the major international organisations involved in the education sector. In this workshop, we will show how implementing a task-based approach provides for pathways between Digital Citizenship Education (DCE) and language education.

The workshop will present the outputs and resources developed through two initiatives (e-lang citizen, a project run at the European Center for Modern languages, <https://www.ecml.at/elangcitizen>, and an Erasmus+ strategic partnership project, Lingu@num, <http://www.linguanum.eu>).

We will first outline the main tenets of the pedagogical approach adopted by these two projects: a task-based approach building on socio-interactive principles. We will then detail what we call “real world tasks” and offer various examples of such tasks. We will thus define these tasks and explain what is at stake before showing how the tasks can be carried out by learners outside the classroom environment on open participative websites - such as travel guides (WikiVoyage), online encyclopaedias (Wikipedia), forums (Reddit), and various social networks.

We will discuss with participants how these tasks can be implemented in various educational contexts to get learners to experience authentic communication and engage in social actions as citizens acting beyond the classroom walls. We will finally examine how learners thus develop both their language skills and their digital citizenship while completing these tasks.

By the end of the workshop, participants will have learned how to design and carry out real-world tasks suitable and adapted to their own teaching contexts.

[Return to daily programme](#)

## **2B – Teaching and Learning**

2B.1 Ximena Arias-Manzano and Gerry Howley, Open University

### *Video feedback on assessment: the emotional impact of seeing your tutor*

The adequacy of guidance and feedback on set work in HE is an area that is repeatedly identified by both scholars and students as needing improvement (Hounsell 2008:1). In the National Student Survey, students consistently score feedback lower than other aspects of teaching and learning (Williams et al. 2008). In 2022, only 69% of students agreed that they received helpful feedback from faculty.

There is a growing body of work that supports an active dialogic feedback process that encourages student engagement (McArthur & Huxham, 2013; Mackay et al. 2019). Research indicates that students feel that video feedback is ‘like having a conversation’ with their tutor (West & Turner 2016).

In this presentation, we discuss an ongoing pilot project on the innovative inclusion of video in assessment feedback for both written and spoken assignments across five modules (Applied Linguistics, French and Spanish) at the Open University (OU). While video feedback has previously been used in spoken assignments by a small number of OU language lecturers, it has not previously been trialled alongside monolingual written assessments. Technology plays an integral part of the teaching and learning provision at the OU. The lack of human contact during and after the pandemic caused grave repercussions in our students' emotional and mental wellbeing. Could video feedback contribute to filling this gap in tutor-student contact?

As part of the project, ten lecturers were trained in the use of video recording software and preferred pedagogical approaches were discussed. Over the course of the project, lecturers will keep reflective diaries, and students will complete feedback questionnaires at the end of the project. We intend to evaluate the emotional impact of innovative video feedback in both tutors and students, as well as looking at how we can develop students' 'feedback literacy', improve performance, achievement and student satisfaction.

[Return to daily programme](#)

2B.2 Dietmar Woznia, Open University.

### *Tandem learning as a shortcut to communicative competence in Languages for All courses*

Since communicative competence means much more than just learning vocabulary and the correct application of a few grammatical rules, how can we ensure that students achieve a high degree of communicative skill and intercultural competence? The student body in Languages for All (LfA) is very heterogeneous, diverse and students have only limited time to commit to language learning. CLIL (Content and Language Learning) could offer a comprehensive solution but is not really feasible in LfA. Tandem learning can offer a viable and efficient alternative. It encourages intercultural learning and high communicative skill, especially oral and aural competence but it is unlikely to substitute the 'rigours' of a structured course.

The presentation discusses the benefits, practicability and pitfalls of combining a tandem learning element with a more rigid language course. Ideally tandem is organised as face-to-face on campus to maximise the learning effect but could also be conducted via video link e.g. Zoom. Tandem can be introduced as low as A2 of the Common European Framework, albeit with some caveats. Whilst students should be encouraged to experiment and hence develop a high degree of autonomy, tandem will only succeed if a supervisor 'nudges' students to focus on communicative and intercultural competence. Students taking the 'Tandem plus course' combination have shown clear advantages over those students who followed a more traditional route. There is sufficient evidence for the claim that tandem helps increase students' communicative skills even in partnerships that seem to adopt a more traditional approach. Often, intercultural competence is acquired unintentionally. The model is particularly suitable for students who prepare for residency abroad or need a fast track to language acquisition. Exchange students spending their year abroad in the UK benefit significantly, as tandem facilitates integration into student life.

Examples will be from German and English.

[Return to daily programme](#)

## 2B.3 Lan Lo, University of Nottingham

### *Talking Trees: A virtual journey to the East in the time of the Covid-19 pandemic*

This paper presents a collaborative research project that provides students from the Universities of Nottingham (UoN) and Manchester Metropolitan (MMU) with the opportunity to ‘Journey to the East’ without actually travelling to the country.

It was devised in collaboration between Dr Lan Lo, Assistant Professor in Chinese Language and Society, from the UoN, and Dr Michael Pinchbeck, Reader in Theatre, at MMU, during the Covid-19 pandemic as an alternative to study placement for students taking Chinese on university degree programmes. It was part of a package of measures designed to address these students’ language and cultural study needs in the context of lockdown and restrictions on international travel, including to China.

The project, which is titled Talking Trees/树说/述说, involves a living archive of stories listened to either from speakers in trees imported from China, or by downloading the audio via a QR code on plaques installed in front of the trees. The stories explore the notion of roots/routes and how trees have grown over time, as a metaphor for migration and belonging.

One tree represents the idea of ‘leaving home’ while the other tree represents the idea of ‘arriving home’. At each of the two trees students listen to verbatim interviews with Chinese speakers on a range of relevant themes. The voices were provided by international students from a range of backgrounds. A fictional narrative drawn from archival research and images explores the journey the trees might have taken from China to the UK, how they might be talking to each other and what they might say. This fictional narrative frames the interviews and forms an audio trail between the trees for visitors to follow.

[Return to daily programme](#)

## **2C – Decolonising languages**

### 2C.1 Tanya Linaker and Christina Richardson, King's College London

#### *Decolonizing language and culture teaching at King's Language Centre*

In 2022, King's Language Centre secured a KCL Equality, Diversity and Inclusion grant for Decolonizing Teaching Language and Culture. The objective was to engage staff and students in active research, training and reflective practice, in order to deconstruct the content and pedagogy of teaching languages and culture. The project aimed at organizing staff development events on decolonizing teacher training in Modern Foreign Languages (MFL), including but not limited to deconstructing reading lists, resources, teaching methodologies, and setting up a decolonizing mentoring scheme, both at King's Language Centre and in the partner school placements organised by King's School of Education, Communication and Society. The focus of the project was to engage students as co-researchers/co-creators in collecting data, interviewing language teachers, observing classes and working in partnership with teaching staff at secondary school placements regarding the content of the MFL curriculum across different languages, including less commonly spoken languages, such as Hindi and Panjabi. The facilitators of our discussion groups and decolonising workshops, who are experts in their field, provided students and staff with training and support in research methodologies, including art-based methodologies, which are democratic and egalitarian in their aims, objectives and practices. We created reading groups for reflective practice on specific theoretical and practical issues related to international decolonizing perspectives, fostering a space

for discussions and guiding critical reflection leading to action, with the aim of changing power dynamics. In collaboration with King's online, we designed a website to promote our activities and publish the findings of our research. The talk will outline the main results of the project and its wider impact on MFL teaching.

[Return to daily programme](#)

2C.2 Mario Saborido Beltrán, University of Edinburgh

*Students' Language Beliefs and Attitudes at The University of Edinburgh: The Case of the Dialectal Varieties of European Spanish.*

The main aim of this research project is to analyse present-day students' language beliefs and attitudes towards the European dialectal varieties of Spanish, based on affective and cognitive criteria, social status and personal characteristics. The methodology used is explained, which has been mainly developed in the Project for the study of beliefs and attitudes towards the varieties of Spanish in the XXI century (PRECAVES-XXI). We go on to present our first results of the empirical study, which show ideological problems and negative attitudes about some varieties of Spanish. Finally, we conclude with a reflection on the impact that this project can have on the teaching and learning of Spanish, both within the educational context of the United Kingdom and internationally.

[Return to daily programme](#)

2C.3 Melanie Bhend, Marilena Minoia & Sandra Reisenleutner, University of Nottingham

*A reflection on how addressing gendered language in foreign language teaching may enhance inclusivity and language learning?*

This paper aims to share reflections on the teaching of gender inclusive language in Italian at beginner level, and French and German at advanced level. Since these languages are highly gendered, discourses on the need for linguistic alternatives in order to better represent non-binary people have significantly increased.

Following conventions introduced in the English language, the question has at first mainly concerned the use of pronouns. On that front, the French language has achieved some advancement by including the pronoun “iel” (a contraction of the “il”/he and “elle”/she) to the Robert dictionary 2022 online (2023 hardcopy), despite strong resistance. Similarly, in Italian, the pronoun ‘loro’ (singular they) has been proposed as a plausible alternative to the binary personal pronouns ‘lui/lei’. In German, this continues to be an ongoing discussion with neopronouns such as ‘sier’ and ‘xier’ as possible alternatives to gendered language. However, these alterations have then spread to other grammatical categories (possessives, agreement of adjectives, etc.), opening a broader debate on the structures of the language and its use, both in a written and oral practice.

In this paper, we will argue that the teaching of gender-inclusive language (even if it has not yet been officially accepted) encourages reflexions on questions of identity and representation and contributes to the debates on the ability of language to adapt to reflect the changes in society. At the same time, it can also be used as an innovative pedagogical tool to better understand the language and its grammatical structures.

[Return to daily programme](#)

## 2D – University-Wide Language Programmes and Curriculum

2D.1 Oranna Speicher, University of Nottingham & Sascha Stollhans, University of Leeds

*Collaboration and joined pedagogical research between Language Centres and academic language departments: flourishing developments or missed opportunities?*

The most recent joint UCML/AULC survey of language provision in UK universities (2021) evidenced that “modern language provision is available in 91 UK institutions, of which 71 offer degree programmes and 81 offer institution-wide language programmes” (p. 7). These different ‘homes’ for Modern Languages teaching naturally have an impact for research identities too and introduce a number of dichotomies and potential areas of tension (e.g. cultural/literary research vs. pedagogical research, contractual differences between teaching-focused and research-focused staff). It was therefore of interest to note in the report that “there is some collaboration between language programmes offered to students taking a languages degree and IWLP, but it continues to be relatively limited. There is little evidence of systematic collaboration being reported through this survey” (p. 26).

The purpose of this presentation is twofold. It will firstly report findings from a survey of languages departments and IWLP staff where both exist in the same institution. The survey focuses on the one hand on the extent of collaboration between the two language providers, on the drivers enabling existing collaboration, and on the challenges that discourage collaboration on the other hand. Secondly, the presentation will summarise the results of a workshop designed to elicit suggestions as to how challenges identified in the survey can be overcome as well as new avenues for joint pedagogical research.

[Return to daily programme](#)

2D.2 Carlos Soler Montes, University of Edinburgh

*Adding Linguistics to Modern Languages Degrees: The case of Spanish degree programmes in British universities*

This paper aims to present an informed overview of the position that Linguistics, and more precisely Spanish Linguistics, currently has within various Spanish degree programmes in British universities. In order to do this, I will start by offering an introduction to Hispanic Studies in the English-speaking higher education context, which will allow us to understand the minor role that Linguistics has traditionally played within the historical trends that have shaped the studies around Hispanism in this particular context. I will also question critically the need and usefulness of incorporating curricular content associated with Linguistics in the disciplinary field of Modern Languages as part of university curricula. In addition, I will analyse the particular case of the United Kingdom to examine specific data on universities and Spanish programmes that incorporate Hispanic Linguistics as an explicit component in their curriculum, presenting the number of courses offered and their typology.

The results of this study will be based on the analysis of the degree programme regulations and course catalogues published for the academic year 2021/2022 by the 24 British universities of the Russell Group that offer degrees in Spanish. This analysis will help us determine current curricular tendencies in Spanish and other Modern Languages degrees, understanding better their structure and identifying if they offer a philological dimension, in which language, literatures, cultures and linguistics coexist as part of the necessary training for future graduates and specialists in Spanish and Hispanic Studies in the United Kingdom.

[Return to daily programme](#)

## 2D.3 Christine Leahy, Nottigham Trent University

### *Addressing diversity, inclusion and sustainability in IWLP language classes for advanced learners*

University-wide language provisions serve very diverse groups of students with varying motivational orientation. This diversity may influence the students' preferences in topics studied, especially at the higher proficiency levels, e.g. CEFR level B2.

While students at lower proficiency levels, particularly A1 and A2, are often content following text books with standard topic areas, B2 learners strive to "produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options" and to "understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation." (B2 global descriptor).

The integration of topical issues and a wide range of subject areas requires some flexibility in the syllabus in order to respond to the actual cohort's interests, which may be different in any year. Thereby the syllabus becomes more dynamic and is student-centred, which often leads to better student engagement. At the same time, students have the opportunity to view current affairs through the lens of their home culture as well as the lens of the target language culture, thereby training a critical approach to texts.

This paper looks at student diversity in NTU's University Language Programme and how we work towards a sustainable curriculum and assessment approach. The terms diversity, inclusion and sustainability as used in this context are firstly briefly defined. Thereafter, examples are given how the ULP facilitates the development of higher order skills and the integration of diverse topic areas, as for instance reflected in daily news, and thereby supporting students on their journey to become responsible citizens.

[Return to daily programme](#)

## **Parallel sessions 3 – Friday 28<sup>th</sup> April – 11.20am to 12.50pm**

### **3A – Learning Technologies**

3A.1 Marion Sadoux & Cristina Rodríguez Oitaven, University of Oxford

#### *Online or at the Language Centre: understanding learner beliefs about online learning post covid*

During the years of the pandemic, we witnessed the unprecedented closure of our buildings and the rapid shift to online only delivery of classes in what has become "the largest live experiment of a technology platform in human history". Now the crisis seems to have passed, we have mostly returned to our buildings and classrooms, and one may wonder what will come of the online teaching experience? What will come of the online learning experience too? Our undergraduates today have all had a formative experience of learning online through the pandemic, what has this experience left them with?

Whilst many IWLPs have pivoted back to in person teaching for the delivery of their language courses, the Language Centre at the University of Oxford has been keen to maintain a strong portfolio of online courses and, as much as possible, we continue to offer learners the choice of joining an in-person class or an online one. Increasingly we are seeing in-person classes fill up faster during enrolment periods, occasionally we hear of learners who simply will not want to take another class online, sometimes others tell us they wish there was an online class for the language and level they wish to take with us, others again, given the choice, prefer to continue to join online classes.



This term we plan to explore learner attitudes and beliefs towards online learning with our current cohort of learners. We will conduct surveys and focus on qualitative explorations of individual learner journeys and stories to develop a better understanding of such perceptions and to shape our offer closer to our learner needs.

[Return to daily programme](#)

3A.2 and 3A.3 (40 min workshop)

Arabella Infantino & Mónica Legazpi-Iglesias, University of Glasgow

*Embedding technology in face-to-face language teaching to increase interaction and engagement*

The challenges that we faced during the pandemic undoubtedly developed our understanding of what could be learned to implement new practices that embed technology to be able to teach languages remotely.

The adaptation of classroom methodologies to online platforms, such as Zoom, started as an emergency measure at first and then turned into an innovative way of teaching and learning online that involved new class management processes that prioritized human connection to maintain a sense of community while focusing on learning.

In our online teaching, we as facilitators used different strategies to engage students in language learning via Zoom features such as chat, polls and whiteboard, and complemented these with activities that other online tools such as Kahoot and Mentimeter quizzes offered.

In online sessions, technology allowed learners to take part in activities anonymously, increasing participation, and provided an energizing moment, a pathway to greater engagement in learning oral skills, writing skills, or grammar. We have observed that engagement in the language classroom increases significantly following the introduction of game elements. Many of these activities can also be designed to promote learners' critical thinking skills.

Now that face to face teaching has resumed, we teachers can choose what of these new practices to integrate into our normal classroom activities to ensure interaction and maintain engagement while fostering the sense of community.

This workshop is underpinned by the evaluation of our teaching practice where we have successfully embedded the use of technology to increase engagement. We will showcase examples of the use of Mentimeter and Kahoot at different language ability levels, to create ice breakers, to check understanding, for revision, etc., as well as examples of the use of Padlet as pretext to elicit discussion, or to work with texts.

[Return to daily programme](#)

## **3B – Teaching and Learning**

3B.1 Li Li, Durham University

*An evaluation of collaborative learning between students of Chinese and international students - A case study of the centre for foreign language studies of Durham University*

At the Centre for Foreign Language Studies, since 2019, we have been inviting Chinese native speaking students to work with the students who learn Chinese during their practise lessons. A key concept relevant to this study is tandem language learning, which enables two people to interact and learn each other's languages in reciprocal cooperation and learner autonomy (Karjalainen,

2011). However, existing tandem activities are mostly offered as an additional activity rather than integrated in the curriculum. Therefore, this study aims to:

- Explore the innovative approach of tandem learning by pairing up the students in class to participate in specifically designed activities. It is based on research which highlights that autonomy, relationships and communication with other students and staff, and opportunities for participation in collaborative activities substantially influence student engagement (Bryson 2014).
- To gain an in-depth understanding, not only of the benefits for the students but also of any difficulties and barriers encountered throughout this approach.
- To investigate how the approach could support the Chinese students through regular intensive interaction with the learners, given that Wang's (2006) study about Chinese students' transitional experiences in UK higher education found that "going to social events/gatherings" and "making friends with British people" were identified as key challenges faced by Chinese students in the UK.
- The longer-term aim then is to facilitate a series of regular and ongoing multilingual "encounters" between learners and native speakers. This innovative collaborative learning is to encourage students to practise their developing language skills, whilst allowing our growing population of international students to bring their native language skills to help them integrate with their peers across the University, with all students improving their intercultural competence in the process.

Questionnaires to the students of Chinese, observations of the class, and interviews with both groups of students are used to collect relevant data.

[Return to daily programme](#)

### 3B.2 Katrina (Aiting) Jia, University of Sussex

#### *Authenticity and Language Teaching and Learning*

There are variety of definitions centered around the term 'authenticity' in language teaching and learning, a concept which is a central one in my teaching context. Here at the University of Sussex, where Mandarin Chinese modules are offered as an elective pathway alongside students' main degree, it is of pivotal importance to devise assessment that is designed to offer parity, variety and creativity. The lessons and teaching are based on communicative language teaching, in which students are encouraged to share ideas and engage authentically with the target language, not just focusing on the linguistic output with accuracy. Regular formative assessments are set to aid language development in authentic learning activities.

In this talk, Katrina explores her thoughts on the relationship between authenticity and language learning, tackling various dimensions, from choosing authentic texts, setting the assessment tasks, and how it can be beneficial to draw on learners' own experiences in order to encourage them to take part in a meaningful conversation. Also, in this presentation, Katrina discusses the two specific module assessment tasks which are set for the Chinese Intermediate level and the Advanced level respectively. With regards to the Intermediate level, which allows simulation of a job application and interview, the desired aim is to offer a 'realism' element to students' major subjects, connecting them to their future employability. And at the Advanced level, students are asked to present an article taken from general news publications for the oral assessment. In the previous two academic years, with the backdrop of the COVID-19 pandemic in 2020, students were encouraged to make a genuine response (discussion) to an article entitled '历经疫情 · 我们的生活方式在悄悄改变' (After pandemic, our lives have been changed). Last year, the article 大学生的“内卷”:过度竞争还是

消耗 (The phenomenon of 'involution' among university students: excess competition or competitive tiredness) was presented to the students to introduce them with the buzzword “involution” that vividly described a phenomenon of intense competition.

[Return to daily programme](#)

3B.3 Jemina Napier & Robert Adam, Heriot-Watt University & Rachel O'Neill, University of Edinburgh

### *Fostering cross-university collaborations for British Sign Language provision*

In 2022, a Memorandum of Understanding (MoU) was signed between the four universities in Edinburgh to co-operate and collaborate on British Sign Language (BSL) issues: Edinburgh Napier University (ENU), Heriot-Watt University (HWU), Queen Margaret University (QMU) and the University of Edinburgh (UoE).

Each university has a BSL Plan as a requirement of the BSL (Scotland) Act 2015, but this MoU strengthens existing connections between the universities to contribute to the aspirations of the BSL National Plan for Scotland to be the best place in the world for people whose first or preferred language is BSL to live, work, study and visit.

- Napier has recent experience of successfully supporting deaf BSL signing students and establishing introductory BSL courses.
- HWU has an undergraduate BSL/ English interpreting degree, BSL as an elective for any student, and a postgraduate international sign language interpreting programme, a strong cohort of PhD students doing research on signing deaf communities and has a range of bursaries available to deaf students.
- QMU delivers a postgraduate MSc in advancing practice in signed/spoken language Interpreting and has embedded BSL tuition into the undergraduate programmes on initial teacher education and paramedic science.
- UoE has introduced BSL for credit, has a BSL Officer and a postgraduate degree in inclusive education (including deaf education), and extensive plans under their BSL Plan including a new undergraduate degree planned for primary education for fluent BSL users.

Together we aim to ensure that Edinburgh is a centre of excellence for BSL, collaborating on research, support for deaf students and BSL learning and teaching. This presentation will give an overview of the new partnership and the merits of having a collaborative agreement across universities to foster the provision of BSL learning and teaching, which could be a model for other minority language teaching in universities

[Return to daily programme](#)

## **3C – Decolonising languages**

3C.1 Kelly Mayjonade-Christy, Ariane Demeure & Margaux Whiskin, University of Warwick

### *Decolonising the curriculum in French language teaching*

This paper will present the different phases in which the French language programme has been decolonising its curriculum at the School of Modern Languages and Cultures at the University of Warwick. The first phase took place in 2021-2022 and was in direct response to pedagogical objectives stated by the University. Using as a model the approach taken in Hispanic Studies, the

French language coordinators decentralised the topics, shifting the focus from metropolitan France to the broader francophone world, thus also broadening the range of sources analysed by the students but also the types of spoken and written French they encountered. The second phase was initiated by a discussion at departmental level with non-white students who gave feedback on the changes. Over the summer 2022, the French language coordinators worked with these students to revise the programme for the 2022-2023 academic year. In this paper retracing the evolution of decolonising the French language curriculum, we will explain the initial approach taken by the coordinators and their tight collaboration to ensure a harmonised progression from first to final year, what the student response was, and how the programme was revised in the light of this. We will also discuss the benefits and challenges of student involvement in the language programme design and how we plan on taking this discussion forward in the future.

[Return to daily programme](#)

### 3C.2 Vanesa Sabala, University of Strathclyde

#### *Decolonising the Curriculum: a case study of Spanish at Strathclyde University*

In response to widespread student mobilisation across UK universities, decolonisation has become a central point of focus in curricular development throughout the HE sector. As departments in all disciplines around the UK seek to adapt, reframe and diversify their existing programmes to be more inclusive, the section of Spanish at the University of Strathclyde is no exception.

Drawing inspiration from Anibal Quijano's foundational text, we propose to tackle the way in which decoloniality can be used as a pedagogical framework within the languages and cultures classroom, through the specific case of Spanish.

The teaching of Spanish—much like Modern Languages in general—in the UK has been monopolised by the European context, despite that in Spain there are approximately 44 million speakers of Spanish, while in Mexico there are three times that number. As such, we seek to challenge the reification of the European perspective in the Spanish classroom in order to underscore not only its global spread but also its cultural, social and linguistic heterogeneity.

The key question is: how do we challenge the idea held by many students that there is such a thing as “proper” Spanish and “other” Spanish? As educators, it behoves us to expose and challenge extant stereotypes in society—and by extension, those which persist within language pedagogy. In this respect, there is a need to present the different variants of Spanish as all being valid and of equal value to learners of Spanish languages and cultures. In so doing, this feeds into the important work of reflecting on the complexities inherent in diverse and multicultural societies.

During the presentation, we will discuss examples of activities from our first-year undergraduate course at Strathclyde University on the subject of race and Spanish in a global context.

[Return to daily programme](#)

### 3C.3 Octavia Harris, Nottingham Trent University

#### *Decolonising Business English on a University Language Programme through non-Eurocentric socio-cultural factors*

Universities in the UK are reviewing the curriculum, with the aim of decolonising the curriculum. The focus is to address the power of Eurocentric construction of knowledge and design a balanced curriculum that is diverse and inclusive of a variety of nationalities, by referring to historical and

contemporary perspectives. One of the ways to decolonise the Business English curriculum is through including non-Eurocentric knowledge of socio-cultural factors for students to engage with. Undergraduate and postgraduate students attended two workshops within a year-long Business English module that focused on decolonising a business English topic: product design and socio-cultural factors. The workshops were designed for students to gain knowledge about socio-cultural factors: values, beliefs and attitudes that are considered important in product design. Workshop 1 raised awareness of how national cultural dimensions influence the workplace in African, Chinese and European business contexts and comparisons were made. Workshop 2 explored knowledge about socio-cultural factors relevant for successful product design in China and Botswana markets. A class discussion facilitated raising awareness of what knowledge students felt they gained by looking at non-Eurocentric socio-cultural factors that affect product design in China and Botswana. Besides the workshops, during the module, a questionnaire collected data about students' attitudes towards decolonising the business English module. The workshops and data collection showed that students, including non-European students, knew more about Eurocentric socio-cultural values than non-European ones. Students gained an understanding of non-European socio-cultural factors and how important they are in product design considerations. Students commented that there is a need to understand global socio-cultural factors, rather than Eurocentric ones alone, in business contexts. The conclusion is that by providing non-Eurocentric socio-cultural factors, the power in the construction of knowledge shifts towards a dynamic and decolonised curriculum for students to engage in.

[Return to daily programme](#)

### **3D – Interculturality & Mediation**

#### **3D.1 Elena Borelli, King's College London**

##### *Teaching Intercultural Competence to International Students in the UK: a case study*

In this paper, I will present a course on Intercultural Competence which King's College routinely offers to study abroad students spending a semester there. This module presents a constructionist view of culture, gender, and language, which incorporates considerations of Intercultural Studies breaking away from a more traditional and neoliberal view on what cultural identity means within the context of Higher Education. Traditional courses in Intercultural Competence and Communication are built on the assumption that various national cultures and languages embody different sets of values, customs, and practices. Individuals moving across these spaces or operating cross-culturally must acquaint themselves with the various cultural scripts they encounter.

In my course, I move away from this design to recognise that national cultures are shared narratives which offer stereotyped accounts of the national "character" of a population. They therefore no longer serve as viable definitions of cultural identity, as they fail to reflect a much more complex reality, in which identities are fluid, negotiable, and shaped by other factors such as age, affiliation, and gender, as well as by the impact of social media. I ask students to reflect on their own experience and deconstruct the dichotomy between "self" and "other" that sits at the core of intercultural discourses. I focus on language not as a mark of national identity but as a shared, fluid practice where people move freely between more than one speech or discourse community (Kramtsch, 1999). Students will then co-construct their own cultural space and explore their own culture(s) via discussions and interviews with their peers, as well as creative practices. In my approach, I am inspired by emerging trends in Intercultural Studies such as the idea of (auto)ethnography (Ros y Sole, 2018), Post-Humanism (Braidotti 2011) and Neo-Materialism

(Bennet, 2010). I will present the design of the course as well as its assessment, which consists in an ethnographic paper based on a grounded theory approach.

[Return to daily programme](#)

### 3D.2 Anna Johnston, Durham University

#### *Is there a place for translation in IWLP? A case for translation to be used as a creation and mediation act.*

Translation has traditionally not played an important role in the IWLP classroom. Perceived as the precinct of degree programmes, as anchored in the past and subsequently undermined by emerging online translation tools, and - more importantly - as not aligned with the communicative approach, translation, if and when used, has often been relegated and confined to the purpose of grammatical translation. In this paper, I will show that translation can be an integral part of teaching language to non-specialist students. I will argue that a shift in how we, as language teachers, view and use translation can help realign the task with our definition of what language learning should be about: an act of negotiating language systems and meaning collectively, and producing language that is one's own. Indeed, with accrued emphasis on the skills of mediation and plurilingualism, I will demonstrate that translation tasks stand at the crossroads of key skills, providing learners with an opportunity to:

- Develop mediation skills such as linguistic and cultural mediation and the mediating of texts, concepts and strategies (CoE, 2001);
- expand plurilingualistic and pluricultural awareness and fluency (CoE, 2001);
- deal with 'otherness' and with 'ambiguity' (CoE, 2001);
- construct meaning collectively;
- act as 'intercultural mediators' (CoE, 2001);
- explore 'non-normative' language (Kramsch and Huffmaster (2015));
- use the language creatively.

As far as EDI is concerned, translation also offers a chance to meaningfully include and celebrate the skills of minority and international students who are already negotiating a two-language environment (Linares 2022).

In this paper, I will explain how I both facilitate and assess the above skills. After first establishing a theoretical framework, I will proceed to illustrate the latter with examples of tasks and student production samples taken from a French B2 module.

[Return to daily programme](#)

### 3D.3 Laura Lewis & Sabrina Link, Durham University

#### *A proposal for implementing the Intercultural-Reflection-Team-method in teaching German as a foreign language*

To prepare students for today's globalised world and places of work, developing the ability to communicate across borders has become an important learning outcome of teaching Modern Foreign Languages (O'Dowd, 2016). Numerous publications and teaching projects highlight the potential of virtual exchange and telecollaborative learning. Authentic language situations in a student-centred telecollaborative environment can increase the learners' motivation as well as their intercultural and linguistic competences (e.g., Loch & Pahl, 2020: 1139; Yang, 2020: 127).

Based on this, and by applying the Intercultural Reflection Team Method (iRT), a telecollaborative project was developed between B2-level students of German from Durham University and the University of Urbino.

The original approach of the iRT method was designed to encourage a dialogue between academics from different regions and countries in a wide range of disciplines regarding specific problems they face in their teaching. To do so, this method applies models of collegial co-supervision, asking academics to share their teaching problems which, subsequently, are discussed by a transnational group via video conference. The aim of this approach is to open new perspectives to solve the respective problems. Key elements of the iRT method are spatial separation and the generation of new viewpoints that go beyond the respective areas of expertise (Murray, 2018).

On this basis, the project followed the three phases of the Reflecting-Team-Method:

- Phase 1: Students wrote a case study on a pre-selected topic
- Phase 2: Sharing of individual case studies with all participants taking part.
- Phase 3: Transnational discussion of four pre-selected cases via video conference.

In the presentation, we will give a detailed description of the method, development, and implementation of the project. We will further discuss the potential of this approach regarding the promotion of intercultural competence.

[Return to daily programme](#)

### **3E – Learning spaces**

3E.1 and 3E.2 - Christian Hanser, University of Edinburgh

(the same workshop will repeat twice)

*Diversifying the formats of language teaching through classrooms-as-vehicles: storytelling and encounters around the wood fire stove of a shepherd's hut*

In what ways will a session of language learning be different if it takes place around the wood fire of a shepherd's hut and not in a more standardised seminar room? This workshop invites to reflect on the role of the setting in language teaching and how spaces can encourage or discourage diverse communication. The spaces in which we speak and listen are never neutral. Such spaces can - at the very same time - be experienced by some as empowering and enabling, while profoundly disabling by others.

A concrete experience is proposed to discuss what 'Language for All in Higher Education' can mean in spatial terms. The Welcome Hut is a mobile encounter space which hosts small groups for informal storytelling around the wood fire stove, inspired by the French veillée paysanne. It is a classroom which can create proximity outdoors: as part of an institution, but outside of its walls. Taking seat inside such a Geschichtenstube also invites to think more creatively about current university concerns for neurodiversity/ neurodivergence, through reciprocal nurturing of sensory safe spaces. Workshop time is dedicated to serendipity, daydreaming and wonder to integrate the affordances of classrooms-as-vehicles, classrooms-as-journeys and classrooms-as-hideaways into our ideas about multilingualism. In a walking tour of on-site cultural resources, participants are given the time to imagine together how standardisations around the learning design of teaching sites can be expanded to reflect spatial aspects of diversity, inclusion and sustainability. If language provision was re-imagined as an outdoor drop-in, as a multi-sited story tour inspired by Seanchaí arts, would

the languages spoken in these different formats also create connection between all Higher Education learners through a vehicular language of affective academic hospitalities?

The workshop takes place inside a shepherd's hut parked in George Square and is offered twice on Friday morning (maximum 7 participants, advance sign-up). Informal drop-ins are available on Thursday afternoon.

[Return to daily programme](#)

### **Networking opportunity for Coordinators of open-to-all courses – Thursday 27th April – 12.00 to 12.30pm**

Astrid Hermes, University of Exeter

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. Possibilities of cooperation (e.g. in cases of less-widely-taught languages) could be explored.

I propose to have a networking meeting of coordinators of open-to-all provisions to share:

- Brief insights into the open-to-all programmes of representatives present
- Our opportunities and challenges
- A potential exchange platform
- Potential cooperation or partnerships

### **Language association updates – Friday 28<sup>th</sup> April – 10.30 to 11.00am**

This is an opportunity to hear the latest updates from some of the language specific or discipline specific associations

- BALEAP: British Association of Lecturers in English for Academic Purposes
- BATA: British Association of Teachers of Arabic
- BATJ: The British Association for Teaching Japanese as a Foreign Language
- ELEUK: Association for the Teaching of Spanish in Higher Education in the UK
- FLEUR: Association of French Teachers in Further and Higher Education in the UK
- Network for German language teachers in the UK, within the Association of German Studies
- IRAA: Irish Association for Applied Linguistics
- Less-widely Taught Languages



## **Special Interest Group workshops – Friday 28<sup>th</sup> April**

### **13.50 - 14.30: first SIG workshops**

#### **SIG1A. Professional Development SIG, Chiara Cirillo, University of Reading**

A discussion on ‘scholarship’ in our IWLP (Institution Wide Language Programme) and degree-provision nation-wide. We will ask ourselves, among things:

- How is ‘scholarship’ understood, by individuals and institutions?
- How is it fostered and pursued?
- What does a flourishing scholarship activity look like?
- What are the barriers to ‘scholarship’ endeavours?
- What are the stories about scholarship we want to hear and tell?

[Return to daily programme](#)

#### **SIG1B. New joint UCML AULC SIG - collaborations between degree programmes & UWLP, Marina Rabadán, University of Liverpool & Christine Schallmoser, King's College London**

This Special Interest Group emerged in response to the UCML-AULC Survey of Language Provision in UK Universities in 2021 (Critchley, Illingworth & Wright) which reports collaboration between degree programmes and Institution-Wide Language Programmes (IWLPs) is currently limited and should be enhanced in the future. We propose to establish a joint SIG across UCML and AULC to foster collaboration between IWLPs and degree programmes, with the objective to address this gap and strengthen the status of language teaching in UK Higher Education.

Our objective is to advance mutual understanding by fostering communication and collaboration between all units and programmes delivering language courses/modules. We would like to raise awareness of the value of both IWLPs and degree programmes across the sector, which is particularly relevant in times of the increasingly precarious situation of Modern Languages. Our focus will be on pedagogy (i.e.: assessment, accreditations, developments in methodologies...) sharing resources (material and human) and on establishing a national strategy for language learning and teaching, supporting opportunities for Widening Participation.

We aim to have representation of all units delivering language courses in as many universities as possible in the UK and Ireland, including (but not limited to):

- IWLP directors or managers (many of whom may be part of the AULC Management SIG)
- Heads of Departments (many of whom may be part of UCML Heads of Languages SIG)
- Language coordinators in academic departments and/or language centres, if they are different from the above.

[Return to daily programme](#)

### **14.30 - 15.10: second SIG workshops**

#### **SIG2A. Learning Technology SIG, Marion Sadoux, University of Oxford**

This workshop will seek to explore the challenges and opportunities we face with the next frontiers of development at a time when AI provides increasingly powerful solutions.

I propose to circulate an online questionnaire in a month or so, to survey the sector and identify how IWLPs are engaging with new developments and/ or to what extent the post pandemic era coupled with the cost of living crisis is impacting engagement and development of TELL.

The aim of this session is to seek to reboot the AULC SIG and to identify core areas of discussion and exchange on a regular basis.

[Return to daily programme](#)

### **SIG2B. Management SIG, Ana de Medeiros, King's College London**

The results of 3 surveys circulated to AULC Management SIG will be discussed

- Role of the Language Centre Director
- Teaching Workloads
- Sustainability and the Language Centre

[Return to daily programme](#)

### **Cultural and social programme, Thursday 26<sup>th</sup> April,**

**AULC 2023 Walking Tour with John Gordon – 5.30 to 6.50pm** (maximum 20 participants, advance sign-up).

The tour will progress along George IV Bridge to the Royal Mile. Sites to be discussed include: the David Hume statue; Mary King's Close; John Knox's House; the Canongate Kirkyard and the statue of Robert Fergusson; Old Playhouse Close; the World's End; the Tron Kirk; the statue of Adam Smith; and the last resting place of John Knox.

The focus of the tour will principally be on Scottish philosophical and cultural history, and its linguistic context. The tour will end at George IV Bridge, opposite the National Library of Scotland.

John Gordon completed his PhD at the University and has been teaching Philosophy and Humanities at COL since 1995, on a range of courses and programmes. His interests are in the connections between philosophy and literature, art and music - and especially in the history of Scottish philosophy.

**AULC conference dinner – 7.30pm**, Cafe Andaluz, 10-11 George IV Bridge

(for delegates who have booked upon registration, the dinner is sold out)