

Item 10k: IWLP (including the UCML/AULC report)

1. IWLPs 2020 delivery and intake

IWLPs across the country have moved to largely to delivering fully online, with some using a blended or hybrid approach and a minority still teaching face to face.

Recruitment has remained stable this academic year for most IWLP credit-bearing programmes. However, in most cases, the enrolments in Lifelong Learning or Community programmes hosted by IWLPs and Language Centres seem to have plummeted to an average of half the numbers from previous years. It is hoped that with the return to on campus delivery next year, these numbers will pick up again.

2. Covid-19 impact: closure or downsizing of several IWLP programmes

The following are either severely down-sizing, temporarily withdrawn, closed, closing, or otherwise under review: Brunel, Central Lancashire, Coventry, Essex, Heriot-Watt, Hertfordshire, Northumbria, Nottingham Trent, SOAS, Sunderland, and Wolverhampton. Edinburgh Napier and Hull are both reviewing IWLP as a possible alternative to other downsizing. The impact of cuts to Humanities teaching at Portsmouth and Roehampton remains unclear.

2. Shortage of qualified language teachers

There is a growing shortage of appropriately qualified language teachers in all languages. This may in part be due to Brexit, but also due to casualisation, and a lack of new entrants to the profession. This is already leading to withdrawals of courses where teachers cannot be found. This problem is starting to become evident also in degree programmes, and is a problem that will continue to grow unless the discipline does something to improve the professional and academic status of language teaching. There is an increasing prevalence of language teachers working for multiple employers, especially with the move on-line, resulting also in workload issues.

3. AULC-UCML report on IWLP 2019-20

The annual survey of IWLP provision was conducted in November 2019 by Dr Ana de Medeiros, Caroline Campbell, Mark Critchley, and David Tual. The report paper is in progress, but preliminary results were presented at the AULC 2020 conference. 47 institutions took part in the survey reporting a total number of 45,164 students, which is significant below the data from the past five years (2015: 55,354 at 61 institutions; 2016: 62,455 at 62 institutions; 2017: 53,200 at 46 institutions; 2018: 53,772 at 55 institutions). The number of respondents has been falling over the past 5 years, as has the total reported number of registrations. Numbers of reporting institutions are down 20% this year, including 5 large institutions who between them would account for >10,000 registrations. As such we need to take care not to read too much into the figures. The running average number of registrations per member remains relatively stable.

There is little change in the languages available, with Spanish, French, German, Chinese and Italian as the most common and Arabic, Japanese, Russian, Portuguese and Korean following. Registrations per language also continue to be as in past years with Spanish, French, German, Japanese and Chinese leading the choice.

Teaching staff in IWLPs continue to be highly casualised, although the number of those in fixed-term or open-ended contracts continues to grow slowly. It continues to be a high level of overlap between teaching on degree programmes and in IWLP, reflecting an increasing tendency for closer integration of language teaching communities.

For the 2020-21 survey, AULC proposes to either carry out a shorter survey based on identifying needs for IWLPs in the current climate or to take a break for one year, as it is felt that members may be overloaded with work and low participation would not return an accurate picture of the sector.

4. Sector conferences

4.1. InnoConf20

Newcastle University School of Modern Languages hosted the 10th annual Conference in the Innovative Language Teaching and Learning at University series. Initially due to take place on Friday 19th June 2020 it was postponed and held as a virtual conference on 18th September 2020 via Zoom.

The theme was Facilitating Transition, with the term transition to be understood in its widest sense, from transition to university from high school to the transition to online learning and teaching experienced by the sector since March 2020.

4.2 2. CercleS

The [biennial CercleS conference](#) took place in Brno, Czech Republic, 10-12 September 2020, with presentations both on site and remotely. Over half of the AULC members are also members of CercleS (European federation for Language Centres in Higher Education). With 330 member institutions and approximately 5 000 language teachers and >500 000 language learners this is a large and active association, and key to maintain links and host future training and research projects in post-Brexit Europe.

It is worth mentioning that CercleS hosts the [Language Learning in Higher Education Journal](#), which deals with the most relevant aspects of language acquisition within the university context. Its primary aims are to disseminate the best results of research activities carried out at university language centres and higher education departments and to give the opportunity to share ideas among professionals involved in language and linguistic studies. All articles are subjected to double-blind peer review process. All articles are subjected to double-blind peer review process.

4.3. LSPHE: Languages for Specific Purposes in Higher Education

The [6th annual LSPHE conference](#) due to take place in Bolzano, Italy, in September 2020 and was postponed to September 2021 and the venue remains the same.

4.4. 22nd AULC conference – Leeds University, 29-31 March 2021

The theme of the next AULC conference is **[Digital] Practitioners, Pedagogy and Policy**, and topics/themes are:

- Overcoming the challenges and relishing the opportunities of digital practice (practitioners / pedagogy / policy)

- (What is) digital language education and approaches to digital practice (pedagogy/practice)
- Equality, inclusion and diversity in online teaching (policy / pedagogy / practice)
- Students and student voice in digital language learning (pedagogy/practice)
- Embedding digital pedagogy in the language curriculum (policy/pedagogy/practice); hybrid and blended language learning
- Professional / Practitioner identities online

The call for papers is open till 6th January 2021 and submissions should be sent via this online [form](#). Contact email: AULCConference2021@leeds.ac.uk

5. National languages strategy

AULC is pleased to be included in discussions regarding a national language strategy and keen to continue with this collaboration.

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