47th APLIUT Conference

ANNECY IUT

(University Institute of Technology)

Wednesday 26 May to Friday 28 May 2027

Diversity and language teaching and learning

Exploring boundaries and making connections

In a changing higher-education landscape, student populations are becoming increasingly diverse in terms of educational pathways, language proficiency levels, cultural backgrounds, motivations and skills, but also in terms of expectations regarding learning. This fact questions the universalist and culturalist approaches and requires that diversity be taken seriously in additional language learning, teaching, and research (Huver, 2015). In light of individual differences, it is becoming important to adopt a thoughtful and strategic approach in higher education (Jaeck et Meyer, 2024; Bruna et al., 2016; Hardy et al., 2014). The teaching of languages for specific and academic purposes in universities and university institutes of technology (IUTs) in France is equally affected, and this prompts us to renew our pedagogical approaches (Lakkala et al., 2021; Darquennes et al., 2020). The 47th APLIUT conference aims to contribute to this dynamic of reflection through the theme of "diversity".

The term "diversity", deliberately broad and polysemous, paves the way for pedagogical, methodological, epistemological and institutional reflection on diversity in all its forms, including socio-linguistic diversity (Barak, 2022; Church-Morel et Bartel-Radic, 2016; Debono et al., 2013). The aim is to examine its effects on language teaching and learning, but also to discuss the strategies implemented to turn diversity into a richness rather than an obstacle. Drawing on the metaphor of boundaries, this conference also invites reflection on the ways in which limits - whether linguistic, cultural, disciplinary, institutional or pedagogical - shape language teaching and learning (Menouti, 2024; Gaibrois et al., 2023; Patchareerat, 2018). We will also examine the practices that enable us to cross, shift, or redefine these boundaries, to turn diversity into a driver of inclusion, innovation, and transformation.

Linguistic diversity is expressed, in particular, through speakers' relationship to the norm and to variations. Indeed, whether or not different norms and socio-linguistic practices are taken into account is a matter of educational policy decisions that lie at the very foundation of our relationship to others: which norm or norms should be taught? How can linguistic variation be valued, especially in a language for specific purposes course? Which connections should be made between languages for specific purposes and diversity? These questions echo the challenges of glottophobia in education. Defined as discrimination based on language or accent (Blanchet, 2016), glottophobia profoundly

affects the teaching and learning of languages for specific purposes, particularly in IUTs. Learners, often from varied social backgrounds, may face negative judgements about the way they speak, which affects their confidence, motivation, and engagement in learning additional languages. This discrimination manifests itself in the devaluation of so-called “non-native” accents or of linguistic varieties perceived as less prestigious (Hélot, 2008). Teachers are not spared either: their legitimacy may be called into question if they do not speak according to a standardized linguistic ideal (Lev-Ari et Keysar, 2010). These issues underline the importance of promoting an inclusive pedagogy that informs and values linguistic and cultural diversity, rather than perpetuating exclusive and exclusionary norms.

Furthermore, glottophobic attitudes push learners into positions of linguistic insecurity. This concept refers to the feeling of not having sufficient mastery of a language to express oneself with ease (Blanchet et al., 2014). Among learners specializing in non-linguistic disciplines, this insecurity is often exacerbated by the pressure of having to communicate in a technical or professional register. Teachers too may experience similar insecurity, especially if they teach a language that is not their first language, and which is moreover a language for specific purposes, or if they feel they are being assessed on their linguistic skills alone rather than on their pedagogical expertise (Tardieu, 2021). This insecurity can hinder pedagogical innovation and reinforce traditional practices that are sometimes ill-suited to learners' real needs.

Diversity is indeed inscribed both in representations (particularly in their relationship to an ideal norm, cf. Houdebine-Gravaud, 2013) and in practices of both teachers and learners. This edition of the APLIUT conference aims to document these relationships between diversity and language teaching and learning in the specific context of IUTs and the LANSAD sector, without excluding other contexts.

Proposals should address one of the following themes:

Theme 1 – Moving beyond universalism and culturalism with learner populations

- Taking account of the heterogeneity of learner profiles: language levels, educational pathways, disabilities, neuro-diversity, cultural and linguistic repertoires, LGBTQ+ profiles, etc.
- Setting up individualisation schemes: tutoring, mentoring, inclusive pedagogies.
- Designing strategies to move beyond traditional classifications (“weak” students, "allophone" students, etc.).
- Drawing on neuroscience and educational sciences to better understand cognitive diversity.
- Supporting diverse public, notably through lifelong learning and training, and by bringing non-university public - for example in penal institutions - into these reflections and practices.

Theme 2 – Rethinking diversity through pedagogy in languages for specific purposes

- Crossing disciplinary boundaries: co-teaching, integrated pedagogies, interdisciplinary approaches, *Group work project* (learning and assessment situations), etc.
- Teaching beyond geographical boundaries: hybrid or international courses, such as BIPs, (Blended Intensive Programmes), and COIL (Collaborative Online International Learning).
- Integrating diversity into languages for specific purposes and into EMI (English medium instruction): teaching disciplinary content in English in multilingual contexts (internationalisation), with its linguistic, cognitive and intercultural challenges.
- Engaging in pedagogical innovations that challenge traditional formats.
- Exploring new approaches to assessment in diversified contexts.

Theme 3 – Exploring the diversity of materials and genres

- Valuing creative pedagogies, artistic practices, hybrid and multimodal materials.
- Designing authentic corpora from zones of interculturality (social media, multilingual professional discourse, etc.).
- Representing cultural and professional diversity through a variety of pedagogical tools.
- Documenting cross-border practices: languages for specific purposes and their anchoring in varied socio-professional contexts.
- Integrating linguistic diversity, and linguistic and cultural variation, into the teaching and learning of socio-linguistic professional practices, which are essential in vocationally oriented programmes.

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Presentation formats

The APLIUT conference seeks to promote a diversity of profiles and professional backgrounds, and accordingly encourages anyone who feels concerned by the theme to submit a proposal. Papers jointly presented by researchers, practitioners and/or learners are also most welcome. Since both research and practice thrive on the diversity of such exchanges, the entire conference will be held exclusively in person, with no possibility of presenting or attending remotely. Papers may take either of the following two forms (the format must be specified at submission):

1. **Research paper** in applied linguistics, language sciences, psychology or educational sciences: report of fundamental research, synthesis of existing work, action research, research in progress, etc.
2. **Presentation of pedagogical practices:** feedback on practice, teaching sequences, tools, resources and their use in class, assessment, for example.

Submission guidelines

Proposals, in **French / English / Spanish or German**, must include a **title**, an **abstract of no more than 300 words** and **5 keywords**. They should be accompanied by a **short biography of no more than 50 words** and specify the equipment required for the session (PC, video projector, speakers, internet).

The aims of the paper should be clearly stated, and bibliographic references (no more than two or three) should comply with APA 7th edition guidelines.

Proposals should be submitted on the SciencesConf website (https://apliut2027.sciencesconf.org), under the "submit a proposal" section, indicating the theme and the type of paper (research paper or practice-oriented workshop).

Provisional calendar

- Call for papers announcement: Friday 23 October 2026
- Deadline for submissions: Friday 8 January 2027
- Notification of acceptance: Monday 15 March 2027
- conference registration deadline: Friday 14 May 2027
- Online programme published: Wednesday 19 May 2027
- APLIUT conference: Wednesday 26 to Friday 28 May 2027