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UNIVERSITY LANGUAGE CENTERS IN THE UK,
IRELAND, AND ITALY: LANGUAGE IDEOLOGY
AND SOCIAL INCLUSION THROUGH
WEBSITE COMMUNICATION

ABSTRACT:

In line with the Council of Europe (2020), this study investigates the role of University Language Centers in the UK, Ireland, and Italy in promoting quality education and fostering social inclusion. Specifically, it explores how these Centers encourage multilingualism and multiculturalism and integrate social equality within their educational programs on their websites, targeting both their university students and their wider community. Through a critical analysis, the study uncovers the language ideologies behind the promotion of language education, providing comparative insights across the two language communities. The analysis examines how the Language Centers' websites reflect their commitments to accessibility, diversity, and social inclusion. Despite progress, the findings highlight a need for further efforts to better engage prospective students and local communities to achieve greater educational and societal impact.

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ABSTRACT:

In conformità con quanto delineato dal Consiglio d'Europa (2020), il presente studio analizza il ruolo svolto dai Centri Linguistici Universitari nel Regno Unito, in Irlanda e in Italia nella promozione di un'istruzione di qualità e nel rafforzamento dell'inclusione sociale. In particolare, l'indagine si concentra su come tali Centri favoriscano il multilinguismo e il multiculturalismo, integrando i principi di equità sociale all'interno dei loro programmi curriculari, così come presentati nei rispettivi siti istituzionali, con un'attenzione rivolta sia agli studenti e alle studentesse universitari sia alla comunità esterna. Sulla base di un'analisi critica, lo studio mette in luce le ideologie linguistiche sottese alla promozione dell'insegnamento delle lingue, offrendo una prospettiva comparativa tra le tre realtà linguistiche. L'analisi esamina in che modo i siti web dei Centri Linguistici riflettano l'impegno istituzionale nei confronti dell'accessibilità, della diversità e dell'inclusione sociale. Pur riconoscendo i progressi compiuti, i risultati evidenziano la necessità di un ulteriore rafforzamento delle strategie di coinvolgimento, al fine di raggiungere in modo più efficace i futuri iscritti e le comunità locali, con l'obiettivo di accrescere l'impatto educativo e sociale.

1. INTRODUCTION

University Language Centers (ULCs) may be considered as the epicenters for multilingual education and social inclusion; as such they play an important role in fostering linguistic and cultural diversity. As institutional settings, they must comply with language policies, and, along with their digital identity, they affect both the educational landscape and the availability of resources profoundly. Indeed, these Centers, physically and virtually, are asked to provide linguistic resources to a plethora of diverse learners. Thus, it is fundamental that ULCs consider the complexity of language policies and the ideological discourses, which may reflect both institutional priorities and broader sociopolitical contexts. To some extent, the way language education, multilingualism, and inclusivity are portrayed and offered by these institutions often strengthen existing power hierarchies rather than deconstruct them (Blommaert, 2010).

Specifically, this paper analyzes how Language Centers in the UK, Ireland, and Italy promote accessibility, multilingualism, and inclusivity. Through the comparative analysis of different language communities, the study highlights how these Centers contribute to broader societal goals, with a specific focus on social integration and diversity. In particular, it aims to (1) identify how Language Centers promote accessibility and inclusion on their websites; (2) compare the different approaches adopted by these Centers in fostering multilingual education and social outreach; (3)

examine the role of language ideology in shaping the representation of linguistic diversity and social inclusion. In spite of the efforts to promote diversity and linguistic equity, this study argues that dominant languages are still prioritized in ULCs, thus reinforcing linguistic hierarchies, and marginalizing minority language support. The research contributes to critical language policy studies by exploring the intersection of language ideology, multilingual education, and accessibility discourse (Woolard & Schieffelin, 1994; Ricento, 2015).

2. BACKGROUND TO THE STUDY

Multilingualism, multiculturalism, and mobility have become fundamental features in European higher education. These priorities are part of the goals of the EU multilingualism policy, which aims to promote language learning and linguistic diversity, ensure access to EU legislation and procedures in multiple languages, and facilitate a multilingual economy (European Parliament 2022: 2). The implementation of language policies that promote inclusivity and equitable access to education is critical in achieving these objectives. As a matter of fact, University Language Centers play a crucial role in encouraging socio-cultural awareness, intercultural communication, autonomous language learning, and social inclusion (Argondizzo 2015; Bickerton/Gotti 1999; Little 1991; Little 1999; Little 2000). On the other hand, it is also necessary to uncover the language ideology to better understand how ULCs frame their linguistic and accessibility policies. According to Woolard and Schieffelin (1994), language ideology refers to the beliefs, attitudes, and assumptions about language that affect social and institutional structures. These ideologies influence how languages are recognized and valued, which linguistic varieties are legitimized, and how multilingualism is perceived within educational policies. In fact, in the context of ULCs, institutional language choices may reflect deeper ideological beliefs that incline towards some languages while disfavor others (Kroskrity 2004). As noted by Blommaert (2010), multilingualism may go beyond linguistic diversity, triggering power mechanisms that specify which languages are privileged and which are marginalized. This phenomenon is also reinforced by globalization effects which induce changes in language hierarchies. For instance, specific languages, such as English and Mandarin, become more valuable due to economic and geopolitical factors. Similarly, Bourdieu (1991) discusses how language contributes to gaining power and privilege through its role as a form of social and economic capital, and argues that institutions, such as universities, are responsible for determining which languages are valuable, contributing to the strengthening of linguistic hierarchies. To take a concrete example, English proficiency has become a prerequisite for success in most academic and professional settings, boosting its global dominance as linguistic capital (Ricento 2015). Furthermore, Duchêne/Heller (2012) extend this argument, emphasizing that language has become a commodity, taught and promoted on the basis of economic

profitability rather than cultural significance. This applies to how ULCs prioritize languages based on global job markets rather than community linguistic needs, and the idea of a neutral commitment to language diversity is replaced by a strategic approach to multilingualism focused on economic and institutional priorities (Phillipson 1992).

Given the increasing importance of multimodal communication in an interconnected world, recent research has examined how ULCs utilize websites to present their services and institutional identity (McManus 2014). Websites serve as a key tool for advertising inclusivity policies and language-learning opportunities, providing insights into the role of ULCs in promoting multilingualism (Kress 2010). In parallel, there has been a growing interest in expanding access for students with disabilities in higher education, recognizing equal opportunity and empowerment (Al-Hassan *et al.* 2023: 3). As a result, many institutions worldwide have officially recognized the rights and needs of students with disabilities (Fuller/Bradley/Healey 2004; Richardson *et al.* 2010).

3. METHODOLOGY

3.1 Research Design

This study employs a comparative analysis of University Language Centers in the UK, Ireland – members of AULC (Association of University Language Communities), and in Italy – members of AICLU (Associazione Italiana Centri Linguistici Universitari). The focus is on language education policies, inclusivity measures, and digital communication strategies as reflected on institutional websites. Firstly, a structured observation protocol was developed to ensure consistency during data collection and analysis. Secondly, the collected website data were analyzed using a mixed method approach. A quantitative analysis was performed for frequency counts of languages taught, inclusivity measures, and accessibility features. A qualitative analysis was conducted to identify language ideology and institutional priorities. Finally, a comparative analysis was carried out to determine national variations in online communication strategies between AULC and AICLU Centers.

3.2 Data Collection

Data were collected from the official websites of 72 university Language Centers in the UK and Ireland and 51 Centers in Italy. The analysis was conducted through systematic web data collection, based on predefined criteria for linguistic content and accessibility features.

3.3 Observation Protocol

A structured observational protocol was developed to ensure comparability between AULC and AICLU websites. The protocol was designed to analyze (1) specific linguistic features, i.e., language courses offered, language projects, and multilingual content; (2) inclusivity measures, such as availability of sign language courses, disability support services, accessibility features (e.g., visual impairment support); (3) engagement and outreach, including distinctions between free and paid courses and social media presence.

4. DATA ANALYSIS

4.1 Language activities

Type	AULC	AICLU
Courses	94%	80%
Conversations - Tandem	21%	55%
Multimedia lab	24%	51%
Library	22%	12%
Workshops	11%	12%
Extracurricular activities	17%	2%
Summer courses	26%	10%
Other	17%	8%
None	1%	4%

tab. 1. *Language activities.*

As shown in table 1, both language communities offer several types of activities, which shed light on the different institutional priorities and pedagogical approaches. Both AULC (94%) and AICLU (80%) prioritize formal language courses according to standardized teaching and learning methods. AICLU's lower percentage suggests a more diversified approach, where traditional courses are supplemented by interactive, informal learning methods (e.g., Tandem and Multimedia Labs). Specifically, AICLU (55%) offers more Conversation and Tandem learning than AULC (21%), highlighting peer-to-peer and communicative learning approaches. This complies with current European language teaching trends, where conversational fluency and real-world usage are encouraged over mere academic instruction (Council of Europe 2020).

Furthermore, the percentage of multimedia labs in Italy (51%) shows a greater reliance on digital language learning tools compared to AULC (24%). This might be

due to an ideology that considers technology mediation fundamental for modern language learning, which may help compensate for the lack of native English-speaking environments in Italy. On the other hand, AULC (22%) has almost double the percentage of library-based resources compared to AICLU (12%), suggesting a more traditional, text-based approach to language learning in the UK and Ireland. This aligns with a more academic-oriented ideology, where language learning is seen as a formal, knowledge-based discipline. Also, AULC provides more extracurricular activities (17%) compared to AICLU (2%), proving that UK and Irish Centers provide informal and community-based learning opportunities in language education. Similarly, the percentage of summer courses is higher in AULC (26%) than in AICLU (10%), which confirms that British and Irish Centers offer more seasonal, intensive programs aimed at international students and language learners looking for full immersion experiences. This percentage also indicates that in Italy, language learning is more integrated into university curricula rather than being offered as elective courses. The similar number of workshops provided in both contexts (AULC 11% - AICLU 12%) implies that these activities are not central to Language Centers. Finally, 1% of AULC and 4% of AICLU Centers do not offer any language learning activities.

4.2 Languages taught

AULC	/72	AICLU	/51
Spanish	58 (81%)	English	49 (96%)
French	58 (81%)	Spanish	42 (82%)
German	55 (76%)	French	40 (78%)
Chinese	54 (75%)	German	37 (72%)
Italian	50 (69%)	Italian	35 (68%)
Japanese	49 (68%)	Chinese	25 (49%)
Arabic	44 (61%)	Russian	19 (37%)
English	34 (47%)	Arabic	19 (37%)
Russian	33 (46%)	Portuguese	16 (31%)
British Sign Language	27 (38%)	Japanese	9 (18%)

tab. 2. *Languages taught.*

As can be seen in table 2, several important patterns emerge from the distribution of the first ten languages taught by AULC and AICLU. Firstly, English is the most taught language in AICLU (49 out of 51 Centers), and it is the eighth in AULC (34 out of 72). To some extent, this is an expected outcome since English is the dominant native language in the UK and Ireland, whereas in Italy, it is an essential foreign language for academic and professional purposes. Moreover, languages such as Spanish, Fren-

ch, and German, which are important for international communication especially in Europe, dominate the language offerings of both AULC and AICLU. Chinese and Japanese are more prevalent in AULC than in AICLU, which might reflect an increasing interest in East Asian languages in the UK and Ireland, possibly due to economic and educational ties. Also, Arabic has a stronger presence in AULC than in AICLU (44 and 19, respectively), presumably due to a higher number of Arabic-speaking communities and international students from the Middle East, influencing language offerings. Similarly, Russian is offered slightly more frequently in AULC (33) than in AICLU (19), which may suggest stronger academic or diplomatic ties with Russian-speaking countries. Italian is taught in 50 out of 72 AULC Centers, suggesting that it is an important foreign language in the UK and Ireland. British Sign Language (BSL) is significantly represented in AULC, with 27 out of 72 Centers offering it. On the other hand, in AICLU, sign languages are not listed among the top ten, indicating a lower emphasis on accessibility in the Italian context. This confirms that AULC Centers pay more attention to inclusivity for the deaf and hard-of-hearing community. Finally, the inclusion of Portuguese in AICLU (16 Centers), but not in AULC's top ten, may reflect Italy's closer cultural and geographical connection to Portugal and Brazil. In both contexts, the presence of Chinese, Japanese, Arabic, and Russian shows a globalized approach to language education. However, there is a strong preference for European languages (French, German, Spanish, Portuguese) highlighting regional linguistic ties.

Shifting into an ideological perspective, the data shown suggest different interpretations that reflect national priorities, historical influences, and socio-political contexts. As a matter of fact, as pointed out by Ricento (2015), the presence of English in 49 out of 51 AICLU Centers reflects its institutionalized necessity for global mobility and scientific research. In addition, it highlights English as a requirement rather than a choice in non-English-speaking countries, and reinforces its status as a global *lingua franca* and a prerequisite for academic and professional success. The offer of Italian courses in 50 AULC Centers suggests a more elective, cultural motivation. The similar presence of Spanish (58 in AULC; 42 in AICLU), French (58 in AULC; 40 in AICLU), and German (55 in AULC; 37 in AICLU) strengthens the ideology that these languages maintain a prestige status in Europe, which is in line with traditional European linguistic hierarchies, where Romance and Germanic languages maintain their prominence. Moreover, the high inclusion of Chinese (54), Japanese (49), and Arabic (44) in AULC, compared to AICLU, reflects, on the one hand, the UK and Ireland's historical link with global migration and trade, and on the other hand, economic globalization and increasing multiculturalism. In contrast, AICLU offers fewer Chinese (25), Japanese (9), and Arabic (19) language courses, suggesting a more Eurocentric language ideology, aligning with Italy's historical and cultural connections.

4.3 Accessibility

	AULC	AICLU
Accessibility for visual impairment	8%	6%
Age inclusivity	18%	2%
Audio version of website	1%	4%
Autism spectrum disorder	4%	2%
Disability (physical)	22%	16%
Emotional support	10%	0
Ethnicity	10%	2%
Facilities	14%	0
Hearing disability	8%	4%
LGBTQI+	7%	4%
Peace	0	0
SLD (Specific Learning Disorders)	13%	24%
Visual impairment	8%	4%
None	58%	65%

tab. 3. *Accessibility features.*

The specific key features presented in table 3 show how AULC and AICLU address inclusivity and accessibility on their websites, in relation to their institutional priorities, cultural perspectives on inclusivity, and language ideologies surrounding accessibility. To begin with, the high percentage of centers that do not mention any inclusivity elements (AULC 58% - AICLU 65%) suggests that most University Language Centers do not actively communicate inclusivity policies on their websites. This implies that inclusivity measures may exist at the broader university level but are not explicitly integrated into Language Center communications. Moreover, AULC (18%) emphasizes age inclusivity significantly more than AICLU (2%). It can be said that UK and Irish Centers actively promote access to language learning for older and younger learners, community members, or lifelong learners, in line with policies that encourage widening participation beyond traditional university students. The low level of age inclusivity in AICLU (2%) infers a more student-focused approach, where language learning is primarily an academic pursuit for university learners. With reference to accessibility for disabilities, physical disabilities are acknowledged more frequently by AULC (22%) than AICLU (16%), demonstrating that UK and Irish Language Centers place greater emphasis on making their physical spaces accessible. On the other hand, Specific Learning Disorders (SLD) receive more attention from

AICLU (24%) than AULC (13%), proving that Italian Centers may have stronger policies supporting students with dyslexia, ADHD, and other learning differences.

Furthermore, support for visual impairment and hearing disability is slightly higher in AULC (8%) than in AICLU (4%), although both percentages remain low. However, text-to-speech versions of websites are more commonly mentioned in AICLU (4%) than in AULC (1%). Moreover, emotional support and mental health are prioritized in AULC and absent in AICLU. It can be said that UK and Irish institutions recognize emotional well-being as an essential component of language learning. As regards ethnicity and LGBTQI+ inclusion, the former is acknowledged by 10% of AULC Language Centers and only in 2% of AICLU, indicating that British and Irish institutions are more likely to integrate ethnic inclusivity as part of their language policies. LGBTQI+ inclusion is also more present in AULC (7%) than AICLU (4%). Finally, neither AULC nor AICLU allude to “peace” as part of their inclusivity efforts (0%), although language learning is often framed as a bridge to cross-cultural understanding.

AULC

Against gender-based violence	1
Asylum seekers	1
Care Leavers	2
Displaced people	1
Free English classes for the community (beginner level English classes)	1
Gender neutral toilets	1
Refugees	2
Sign language interpreters	1

AICLU

ADHD	1
Bullying and disability (in cinema activities)	1
Refugees	1
Prisoners	2

tab. 4. *Special initiatives.*

In addition to general accessibility features, the University Language Centers under investigation also promote specific initiatives, as illustrated in table 4. For instance, AULC initiatives are more varied and address gender-based violence, displaced individuals, care leavers, and LGBTQ+ inclusivity (gender-neutral toilets). The presence of free English classes for communities (1 Center) reinforces an ideology of community engagement, where language learning is not just for students but also a

public service. It also prioritizes physical accessibility and sign language interpreters. Moreover, the recognition of asylum seekers and displaced people shows a broader inclusion of migration issues. On the other hand, AICLU's focus is narrower and more structured, concentrating on specific cognitive diversity (ADHD) and integrating social inclusion into cultural activities, such as disability awareness through cinema. Also, the presence of language programs for refugees and prisoners highlights the importance of rehabilitation and social reintegration within Italian educational policies (Bourdieu 1991).

4.4 Outreach

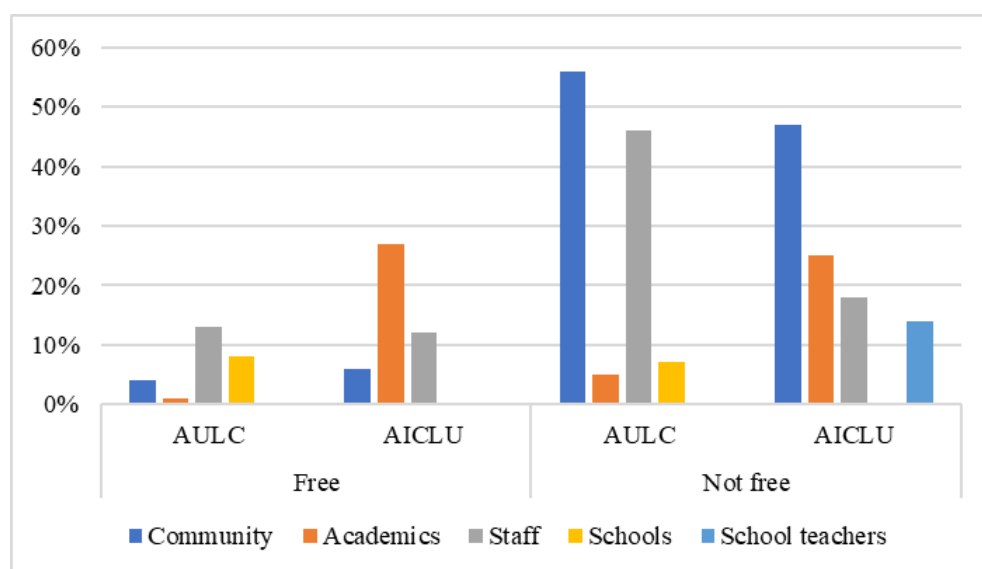


fig. 1. Outreach.

Based on the importance of community engagement for a wider promotion of language learning, figure 1 illustrates a comparative analysis of the outreach activities offered by AULC and AICLU. By examining the distribution of free and paid courses across different stakeholders, it can be inferred that Language Centers primarily operate on a paid model for the general public (AULC 56% - AICLU 47%). AICLU provides slightly more free access (6% vs. 4%) showing a marginally stronger commitment to community outreach in Italy. However, in both cases, language education is considered a service rather than a public good. Focusing on courses offered to academics, AICLU provides a significantly higher percentage of free courses (27%) compared to AULC (1%). Therefore, Italian University Language Centers foster free language learning for academics, possibly to support research collaborations or multilingual publishing requirements, in line with the European tradition of supporting linguistic diversity in academia (Council of Europe 2020). In addition, AULC (13%) and AICLU (12%) offer similar levels of free courses to university staff, although a larger

portion of staff courses must be paid for in AULC (46%) compared to AICLU (18%). AICLU does not engage with school education, whereas AULC offers free courses to schools (8%) and paid courses (7%), as well. On the other hand, AICLU charges school teachers (14%), whereas AULC does not provide courses for this group.

4.5 Social media presence

Name	AULC	AICLU
Facebook	85%	63%
Flickr	1%	8%
Instagram	65%	53%
iTunes	0	2%
LinkedIn	38%	31%
Pinterest	1%	0
Podcast	0	9%
Radio	0	2%
Skype	0	0
Spotify	0	4%
Telegram	0	14%
TikTok	19%	4%
WhatsApp	0	9%
X	86%	51%
YouTube	58%	49%
None	8%	27%

tab. 5. *Social media usage*

For a broader involvement of students and the general communities, Language Centers may adopt different institutional communication strategies, including the use of social media networks. The percentages in table 5 illustrate specific trends in terms of preferences for these platforms. However, it is important to acknowledge some potential limitations in the data, specifically in regard to the accounts being managed by the ULCs or by the university administration as a whole. Generally, the data suggest that Language Centers seem to prefer more established and well-known platforms such as Facebook, Instagram, X (formerly Twitter) and YouTube, which ensure visibility and accessibility, especially for students. In particular, Facebook (AULC 85% - AICLU 63%) and X (AULC 86% - AICLU 51%) are the most used platforms. This may be due to the fact that they are the most traditional networks spe-

cifically used for instant communication, announcements, public engagement and academic discussions. These are followed by Instagram (AULC 65% - AICLU 53%) and YouTube (AULC 58% - AICLU 49%) presumably for their popularity among younger students. In addition, AICLU also includes the use of alternative communication platforms such as Telegram (14%); Podcasts (9%) and Radio (2%). These could be potentially used to support remote learning or language immersion programs. Finally, some Italian Centers also provide WhatsApp contacts (9%), which may lead to more personalized communication between students and staff. On the other hand, some Centers in the UK and Ireland opt for TikTok (19%), engaging younger audiences through short videos.

5. DISCUSSION

By analyzing the language activities offered by the Language Centers in the UK, Ireland and Italy, it is possible to underpin some differences in institutional approaches and language ideologies between the two Language Communities. Firstly, it emerges that AULC presents a more structured, academically traditional approach, where language learning is framed within formal instruction, libraries, and summer programs offering immersion experiences, especially for international students. Conversely, AICLU shows a more interactive, digital pedagogy, incorporating conversation-based learning and multimedia labs to enhance engagement. In addition, the level of informal learning, such as tandem programs and multimedia labs, shows a more communicative, learner-centered approach that prioritizes fluency. On the other hand, the lower extracurricular and summer offerings may suggest that Italian Language Centers consider language learning as an academic subject rather than an immersive or social experience.

The differences in language offerings between AULC and AICLU reflect deeper ideological frameworks about the purpose of language learning. AULC aligns with an ideology of global multilingualism and inclusivity, since it integrates a diverse set of languages including BSL, Chinese, and Arabic, driven by economic, migration, and accessibility factors, where language learning serves economic and diplomatic purposes (Mufwene 2008). As noted by Blommaert (2010), multilingualism manifests global economic structures more than purely linguistic needs. AICLU follows a more Eurocentric and hierarchical language ideology, supporting historically prestigious European languages while emphasizing English as an economic necessity. Both Language Communities stress the importance of employability within language learning. However, AULC leans towards global job market needs, while AICLU remains more regionally focused on European networks.

Overall, considering inclusivity features, AULC promotes lifelong learning and multiculturalism, thus a more socially inclusive ideology, where age and ethnicity are explicitly considered. There is strong recognition that language learning involves

psychological factors and mental health considerations, including institutionalized support for physical disabilities. AICLU follows a more structured, cognitive-accessibility-oriented approach, with more emphasis on learning differences but less attention to emotional, ethnic, or age-related inclusion. In addition, the data suggest a more conservative and culturally homogeneous approach to language education, and a lack of institutional attention to psychological factors in language learning. Both Communities underrepresent support for sensory disabilities, showing that visual and hearing impairments remain marginalized in digital accessibility efforts.

Focusing on outreach and engagement, AULC adopts a market-driven approach, where most community and academic programs are paid services rather than freely available. AICLU subsidizes academic language learning more than AULC, showing a commitment to supporting multilingual research and scholarly communication. However, both AULC and AICLU mainly provide paid courses for the community. As for the use of social media, both Communities prioritize mainstream platforms, although AICLU is more experimental with messaging apps and audio-based communication. Moreover, the data do not clarify whether Language Centers manage their own social media accounts or rely on university-wide communication channels, which could affect outreach strategies. The limited use of emerging platforms (TikTok, Pinterest, Spotify) indicates that Language Centers prefer established and recognized communication channels.

6. CONCLUSIONS

Through the analysis of the data presented on the ULCs websites, this paper aimed to understand how language education, accessibility and inclusion are fostered in the UK, Ireland and Italy, as well as to identify the role of language ideologies in representing language diversity. Based on the assumption that Language Centers establish policies as tools for language inclusion and standardization, there is a risk they may tend to reinforce existing power dynamics rather than promote genuine multilingual equity. This can emerge through several mechanisms, including the privileging of dominant languages, the marginalization of minority languages, and the ideological framing of language proficiency (Blommaert 2010). As a matter of fact, the results confirmed some languages are prioritized over others, fostering linguistic hierarchies that favor historically dominant languages.

As demonstrated by the data collected, there is a general failure to provide meaningful support to minority languages, although linguistic diversity is acknowledged. This may be due to a lack of institutional resources for minority language instruction. Most government proceedings are not disseminated in minority languages, also when these are granted an official status. In the case of the European Union, although it promotes multilingualism, languages such as English, French, and German dominate policy-making and institutional practices. Furthermore, multilingualism

is often reduced to bilingualism, with proficiency in a dominant language, primarily English, becoming a prerequisite for success. This leads to language learning often linked to economic and social mobility, strengthening the dominance of English in global education. The analysis of languages offered at ULCs illustrates this dynamic, highlighting the role of English as a requirement for university admission in the UK and Ireland, and as a mandatory exam in Italy, in most cases both often referring to standardized testing.

In conclusion, to guarantee linguistic equity and promote real multilingualism, language policies should advocate minority languages through actual institutional measures in the fields of education, media, and government services. Policies should reconsider and reevaluate the importance given to standardized testing and language certifications requirements in education and employment. In a similar vein, Language Centers should also develop a more unified and economically accessible language assessment system. Future research could involve local communities and students in language policy discussions to further democratize decision-making processes and ensure policies align with authentic multilingual needs and individual interests. Lastly, both physical and virtual accessibility should be explicitly communicated through institutional websites to effectively reach current and prospective students, including individuals with disabilities, to corroborate principles of equality, inclusivity, and social justice in language education.

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