



LCNAU Seventh Biennial Colloquium

The University of Melbourne,
School of Languages and Linguistics
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The University of Melbourne acknowledges the Traditional Owners of the unceded land on which we work, learn and live: the Wurundjeri Woi Wurrung and Bunurong peoples (Burnley, Fishermans Bend, Parkville, Southbank and Werribee campuses), the Yorta Yorta Nation (Dookie and Shepparton campuses), and the Dja Dja Wurrung people (Creswick campus). The University also acknowledges and is grateful to the Traditional Owners, Elders and Knowledge Holders of all Indigenous nations and clans who have been instrumental in our reconciliation journey. We recognise the unique place held by Aboriginal and Torres Strait Islander peoples as the original owners and custodians of the lands and waterways across the Australian continent, with histories of continuous connection dating back more than 60,000 years. We also acknowledge their enduring cultural practices of caring for Country. We pay respect to Elders past, present and future, and acknowledge the importance of Indigenous knowledge in the Academy. As a community of researchers, teachers, professional staff and students we are privileged to work and learn every day with Indigenous colleagues and partners.

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Welcome to delegates

On behalf of the LCNAU committee, I warmly welcome all delegates to our LCNAU Seventh Biennial Colloquium at the University of Melbourne.

We acknowledge the Traditional Owners of the land on which this event is taking place and pay respect to their Elders (past and present) and families.

The Languages and Cultures Network for Australian Universities (LCNAU) was established in 2011 and its first national colloquium was held in Melbourne in that year. 2022 takes us full circle as the colloquium returns to its inaugural hosting city.

The theme this year is *Looking back, moving forward: New directions and challenges in languages and cultures*. It provides us with a timely opportunity to reflect critically on the many changes, challenges and innovations that have occurred during that time, and how they have shaped what we do and who we are. It also provides us with an exciting opportunity to share experiences and to explore where we are heading next and what we can achieve - not just with respect to research and teaching, but also in terms of our contribution to the humanities and social sciences more broadly.

The colloquium is also a wonderful space for colleagues across Australia – after two years of pandemic and lockdown – to reconnect with each other in person. It is being held under the auspices of the inaugural [Congress of Humanities and Social Sciences](#) (CHASS) which brings together conferences from a wide range of HASS associations for the first time. CHASS is also hosting additional events available to all participants during the Congress. LCNAU has also worked closely with the Australian Linguistic Society (ALS) which is running its conference from Wednesday 30th November until Friday 2nd December. Wednesday is a cross-over day for LCNAU and ALS delegates who are free to attend sessions at either conference.

We gratefully acknowledge the important support of our sponsors in making the Colloquium possible, [Melbourne Convention Bureau](#), the [Congress of the Humanities and Social Sciences](#), the [School of Languages and Linguistics](#), the [Asia Institute](#) and the [Faculty of Arts](#) at the University of Melbourne.

Please enjoy your Colloquium.

Prof John Hajek

President,

Languages and Cultures Network for Australian Universities (LCNAU)

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Public Lecture: the Colin Nettelbeck Lecture, 2022

Jean Fornasiero

University of Adelaide

Languages and Cultures in Australian Universities Now: Plotting a Return to Firmer Ground

Jennifer Baldwin (2019) observes, in her comprehensive study of language study within the Australian tertiary sector, from its beginnings to the early twenty-first century, that “shifting priorities of governments have affected sustained and consistent funding of languages”. This statement neatly captures the situation emerging from numerous reviews and analyses of the sector over past decades (e.g., Leal, Bettoni and Malcolm, 1991; Cryle, Freadman and Hanna, 1993; Martin, 2005; White and Baldauf, 2006; Dunne and Pavlyshyn, 2011; Mason and Hajek, 2020), whose recommendations and insights have been largely ignored by governments of all stripes, as they have by university managements. Given the absence over this same period of a national planning mechanism to guide policy on tertiary language study, and hence to afford it the boost that flows from an official imprimatur, it was almost inevitable that university language programs came to experience a steady decline in domestic enrolments over the first two decades of the twenty-first century, until reaching their lowest point in 2020 (Prince, 2022).

It took the pandemic of 2020-2021, to bring the situation into even sharper focus. Despite moves by the Federal Government to encourage the study of languages (e.g., Jobs Ready Graduates Package, 2021, National Languages Plan and Strategy, 2020), there was minimal reaction from the tertiary sector to the announcements of these languages initiatives. Instead, the decisions which were undertaken by individual universities in response to the pandemic and which unleashed a wave of downsizing throughout the entire tertiary sector, wrought damage upon languages departments which, we would argue, proved disproportionately severe. Many of the changes imposed on languages programs went well beyond the brief of crisis management and could not therefore be construed as mere collateral damage. Indeed, the extent and types of changes, both effected and ongoing, signal competing visions for, and often deep misunderstandings of, the life and purpose of the discipline. These differing attitudes stem from a longstanding structural and organisational weakness that fragments the provision of languages, and which fails to recognize languages and cultures as a discipline. If we as language academics must share some of the responsibility for the continued existence of this divide, we must also recognize that it now requires our urgent attention if we are to participate successfully in negotiations around our collective future.

As we survey the vastly uneven scene presented by language departments in Australian universities, we need now more than ever to speak with one voice, and to assert our identity as one discipline, diverse, yet unified, if we are to reclaim our ground within the Australian university system, and to occupy a professional space that is no longer disputed by, nor subject to the caprice of individuals, governments or institutions.

Public Lecture: jointly sponsored by ALS, RUIL and LCNAU

Clint Bracknell

University of Queensland

Yeyinyang: New domains for original languages

UNESCO Expert Group on Endangered Languages identified 'Responses to new domains and media' as one of nine factors contributing to language vitality. A language's future relies on its speakers, resources, and relevant policy. For many Indigenous communities, finding new things to do with their endangered language is also crucial. A recent surge in identification with Aboriginal and Torres Strait Islander languages seems connected to the way these languages are permeating new domains and taking on new challenges. This phenomenon is perhaps most pronounced in the southwest of Western Australia, where the most recent Australian census recorded a 200% increase in avowed speakers of the Noongar language. Noongar has a long history of working its way into theatre and increasingly popular music, television, film, opera, and ballet too. Recent watershed moments for Noongar language include both the first full adaptation of a Shakespearean work and the first dubbed international feature film into a language of Australia. As is the case with many other endangered languages worldwide, online content is also driving Noongar language engagement. While languages constantly adapt and change, maintaining linguistic and cultural integrity, and a connectedness to Country, may be key to the community-perceived success of Noongar responses to new domains and media.

Keynote presentations

Dwi Noverini Djenar

University of Sydney

Speaking like youth? - Exploring 'I' and 'you' in Indonesian, and the challenge for learners

Studies emerging in the past two decades or so on 'youth language' have given us insight into the way young people employ language to relate to each other in various settings. Some studies focus on identifying language features characteristic of youth registers; others are concerned to show what young people's use of language can tell us about race, gender, friendship or social change. As the focus of the literature is on youth speakers—however youth is defined—when those considered as not belonging to the social category of youth (e.g., politicians, religious leaders) use language that is stereotypically associated with youth, they are said to be 'appropriating' youth language. What is involved in recognising a person's speech or writing as youthful (i.e., characteristic of youth)?

Based on examples from Indonesian social media posts and political debates and focusing on reference to the self ('I') and the addressee ('you'), I suggest that instances of language use that may be labelled as appropriation of youth language may turn out to be expressions of individual or sociological concerns that have little to do with youth culture. The challenge, then, is how to describe what people are doing when they speak 'like' youth. Indonesian has multiple terms for 'I' and 'you', some stereotypically linked to the speech of Jakarta youth, others to formal registers. Speakers also use terms from ethnic and foreign languages (e.g., Hokkien, Arabic, English) when speaking Indonesian. This multiplicity of terms is a resource that affords speakers with ways to imagine relations with peers and others, in real or fictional worlds. However, it also poses a challenge for learners of Indonesian in terms of knowing what to use, to whom and when. But this challenge may also be taken up as an opportunity to explore the longstanding tenet that learning language is learning culture.

Alexandra Ludewig

University of Western Australia

Let's wax lyrical! The value of languages for creativity

The latest Human Development Index Report (Sept. 2022) speaks of the peril of new uncertainties, "insecurity, polarization and demagoguery", but also suggests an antidote: we have to reimagine our futures, renew and adapt our institutions and craft new stories about who we are and what we value. Creativity and communication are seen as the most vital ingredients for the required changes, as we face the necessity to imagine that things could be or become different.

Imagining "things can be otherwise" (John Dewey, 1916) has proven harder than anticipated. One reason being that concomitantly with the death of languages, we also observe a loss of diversity and imagination. Just as IQ scores have improved every decade throughout the 20th century (the so-called Flynn effect), we have also become less imaginative as creativity has declined (Kim 2018).

In this keynote the value of languages for imagination will be explored. In particular, creative use of language(s) in classroom settings at all proficiency levels will be highlighted. The concluding plaidoyer will encourage language teachers to "wax lyrical" and spread the message that languages are a useful training for creative thinkers.

Jane Simpson

Australian National University

Fragile ecologies: teaching Indigenous languages at universities: 1995 -2022

Teaching particular Australian Indigenous languages and courses about Indigenous languages currently enjoy some support within universities. Such teaching fits in with university reconciliation action plans, Indigenous Studies programs and embedding Indigenous knowledge into curricula. Tertiary-level language courses also assist in fulfilling community aspirations for language maintenance (language for communication) and for language renewal (language rebuilding). Teaching language for communication fits with traditional university language courses. Teaching languages for renewal has elements of traditional language teaching but also shares much with linguistics teaching (teaching about languages), with cultural awareness courses, and with Indigenous Studies. Whether for language renewal or for communication, involvement of the language community is essential. However, few universities actually offer such courses, only a few languages are on offer, and their administrative position is fragile. I reflect on the history of teaching of Indigenous languages at universities, notably the special constraints of ownership, changing audiences, types of courses, and the role of diaspora heritage language communities.

Abstracts of presentations

Natalia Batova

University of Melbourne

Unconventional verb-initial word order patterns in modern Russian discourse

This paper presents an account of unconventional verb-initial word order patterns (VIPs) in modern Russian discourse, incorporating both the use of unconventional VIPs in the language and their relative stability with respect to the dominant SVO, OVS and SOV word order combinations. Pattern variation, information structures and communicative effects of unconventional VSO, VOS and VS word order patterns as they appear in twenty-first century modern tales and blog entries have been analysed. A decrease in pattern variation and no word order formulae have been observed; the Clause Focus information structure, occurring infrequently overall, is employed considerably more often than the Topical Verb and Rhematised Verb structures; and unconventional VIPs are often used as discourse management or stylistic devices in contemporary discourse. Illustrations and examples reflecting the change in variation and use of these patterns are presented to support a claim of reduced variety of syntactic patterns in modern Russian.

Heather Benbow and Andreas Dorrer

University of Melbourne

German theatre behind barbed wire: The “Deutsches Theater Liverpool” in Holdsworthy Internment Camp in First-World-War Australia

During the First World War, more than 6000 Germans were interned as “enemy aliens” in Australia, including in the “German Concentration Camp” at Holdsworthy in Liverpool, near Sydney. The Deutsches Theater Liverpool began in 1914 in a small tent but soon grew to become a feature of the lively arts and culture scene within the camp. With increasing success and demand for its contribution to life in the camp, its members soon realised that their project had become more than just a pastime. It provided the internees – those on and behind the stage, as well as their large audiences – the chance to engage with German culture and to re-connect with and renew their German identity. This was as true for recently arrived merchant sailors as it was for those interned as enemy aliens by the country they had long called home. The German-language theatre became an expression of resistance to captivity and the now intensely Germanophobic culture of Australia. In short, it became the internees’ peaceful contribution to the German war effort.

Drawing from so-far underutilised sources and archival material, we will outline the development of the Deutsches Theater Liverpool over the years of its operation: its protagonists, the content and manner of the many performances, examining the social and cultural significance of the theatre company for the identity of German internees in terms of gender, nation/ethnicity and civilian or military status.

Eric Bouvet, Lisa Campbell, Javier Diaz, Christele Maizonniaux, Thomas Power and Mirella Wyra

Flinders University

Attitudes towards the study of languages: A case study at Flinders University

Enrolments in language studies have declined in recent years at Flinders University and in the sector generally. A number of identifiable factors that have contributed to this decline: the increasing use of English as a lingua franca in a globalised economic world, as well as the recent restrictions on travelling due to the COVID-19 pandemic, have significantly undermined the attractiveness and perceived usefulness of foreign languages. In South Australia, the gradual drop in language learning at school where the study of language is discontinued by a majority of students before Year 12 means that many students do not necessarily continue their school language at university. At Flinders, the languages curriculum has been reduced to core subjects only, which may have contributed to making languages lack attractiveness and has compounded the decline in enrolments.

This study seeks to investigate the reasons for the decline of language learning at Flinders. More specifically, it aims to look into students' attitudes towards the study of languages in the Flinders context. In doing so, we will present a range of preliminary data collected in Semester 2 2022 among students enrolled in Flinders languages programs and students who are not currently studying a language. We will aim to determine what motivates university students' choices to either continue a language after Year 12, take up a new language, or not study a language at all. Furthermore, this study aims to investigate students' professional aspirations and how they envisage to use their second additional language after they graduate from Flinders University. Finally, we will provide an insight into the structural and administrative enablers and deterrents underpinning language studies at university.

Agnese Bresin and Francesco Possemato

La Trobe University and Macquarie University

Multilingual trajectories and L2 'flourishing' in classroom interaction

Studies detailing how learning a second language (L2) can contribute to students' wellbeing are welcome in tertiary education systems in which the incidence of anxiety and/or depression is high (e.g. Bitsika and Sahrpley, 2012) and the study of languages is constantly under the threat of budget cuts and monolingual mindsets. While the concept of Foreign language enjoyment is generally accepted, further empirical investigation is needed (Dewaele and MacIntyre, 2016) to fully grasp this phenomenon and its possible implications.

This paper presents preliminary results of an ongoing research project that explores Italian L2 learners' "flourishing", namely the "students' psychological, emotional and social wellbeing" (Rubino, Strambi and Tudini, 2017; Keyes, 2002). The project combines the fine-grained examination of classroom interactions, using Conversation Analysis, with a survey-based monitoring of students' emotions, and with insight from follow-up interviews.

This novel approach aims to provide a perspective into the students' involvement in the L2 use in the classroom. Specifically, this project seeks to uncover a) how L2 interactional competence (Hall, Hellerman & Doheler, 2011) emerges in and through the use of L2 in the classroom (e.g. through reparative practices), b) how students feel about being involved in L2 interaction in the classroom, e.g. how they report on their confidence, comfort and motivation during the semester, and c) how students report on their L2 experience after one-to-two years, including the meaning of language learning for their personal lives. This project offers an insight into how a particular cohort of university students flourishes in their language learning.

Joshua Brown

The University of Western Australia

Digital Dante: A digital humanities approach for languages and culture education

This paper reports on the creation and successful integration of a digital humanities component in a third-year elective literature course on Dante Alighieri's medieval masterpiece, the "Divine Comedy". Three teaching activities (text analysis, digital mapping, virtual reality) were incorporated into the course across a twelve-week semester. This paper reports on the creation of these activities, and the reasons for their successful implementation. It makes comparison between two different iterations of the course, the first taught at Australian National University and the second at The University of Western Australia. In both instances, the overall aim was to increase student awareness of the field of digital humanities, as well as to open up the rich available resources of digital technologies to increase student engagement in literature, language, and close reading. Written feedback from students during and after the course is analysed show the positive effects of engaging with literature using digital technologies. The feedback shows that the integration of digital humanities into language programmes is successful, even when students have little or no background in digital humanities. Overall, these innovations led to an increase in reported student satisfaction across both courses. The paper also reports on ongoing efforts at increasing digital humanities across various other courses. At ANU, these efforts led to increased student numbers of 44% for the entire Italian Studies programme.

Hong Cai

The University of Adelaide

Authenticity, diversity, and inclusivity in Australian foreign language classrooms: from a Chinese as a foreign language perspective

There are many ways to create an immersive language environment, for example, through study tours or study abroad programs. The disadvantages of these methods, which are rarely discussed in existing literature, include high costs and travel restrictions, not to mention the once-off nature of most study tours or study abroad programs. This study reports on the Volunteer Tutors Program (VTP), a teaching and learning strategy that can help create an authentic and sustainable language learning environment in a university context. Through simulated and unstructured activities, the VTP engages both English as a foreign language (EFL) learners, and Chinese as a foreign language (CFL) learners in one classroom. Based on data collected from surveys from both EFL and CFL learners, this study adopts a mixed method to examine the effectiveness of the program and provide insights into optimizing language learning environments. The findings suggest that both cohorts regard the VTP as a highly authentic, effective and inclusive program. Students report that their Chinese and English speaking skills have improved considerably during the program. However, their attitudes towards certain language activities vary significantly. The findings also reveal students' preferences for their language partners' gender, accent and geographic location.

Eve Chen and Jia Zhang

Australian National University and University of New South Wales

Poetic or lost in translation? Conceptualizing the use of Chinese classical text in English song subtitling

As listening to English songs is a popular hobby among Chinese young people, China's local music applications often provide Chinese translation of song lyrics as subtitles. In recent years, using Chinese classical text in English song subtitling is trending, which has triggered heated public debates. Many music fans think that the use of Chinese classical text in English song subtitling has achieved the 'elegance (*ya*, 雅)' standard in literary translation and represented the literary aesthetics of Chinese language. However, opponents are skeptical about such trend and critiques are found among both professional translators and members of the general public. The present study aims to identify public perceptions towards the use of Chinese classical text in English song subtitling and investigate the factors that motivate this trend, especially regarding Chinese young people's conceptualization of the Chinese classical text in relation to literary aesthetics. How such trend and its motivating factors may affect translation strategies in English song lyrics translation will also be explored. The present study adopts the theoretical framework of Cultural Linguistics (Sharifian, 2017) to deconstruct the content and viewer comments of popular articles published on WeChat about using Chinese classical text in English song subtitling and unpack cultural conceptualizations underlying public attitudes towards this translation strategy. It is revealed that critics often question the faithfulness (*xin*, 信) and expressiveness (*da*, 达) in such translations, and many consider these translations a form of 'pseudo-classical text' which is more a product of shallow wordplays than an actual demonstration of in-depth understanding of classical Chinese. We argue that the popularity of song subtitling in the classical style is likely a cultural phenomenon boosted by the pervasive instrument of new media and facilitated by the ideological promotion of 'cultural confidence' in contemporary China. The trend of using Chinese classical text in English song lyrics translation and its divided public receptions have presented a conflict between the 'pseudo' conceptualization of classical aesthetics in pop culture and the preservation and succession of Chinese traditional culture among the younger generation, and another between market needs that call for eye-catching translations of English songs and principles upheld by professional translators regarding 'faithful' and 'expressive' translations. This study can enhance understanding of Chinese young people's conceptualization regarding traditional cultural elements and provide insights on the negotiation and application of translation solutions and strategies in both translator training and translation practice.

James Cleverley

The University of Melbourne

Examining the Musical Biopic: Cultural Memories of East Germany and Immersive Encounters in Andreas Dresen's *Gundermann* (2018)

This paper examines how music shapes the audio/visual experience of Andreas Dresen's film, *Gundermann* (2018). Through its intermedial use of music and visual imagery, this musical biopic offers students of German an expansive encounter with the culture of their target language. The biographical film explores the life of Gerhard Gundermann, the East German coalminer and singer-songwriter, his involvement with the Stasi, his love affair with his wife, and his turbulent relationship with authority. Crucially, the performance of Gundermann's music by Alexander Scheer draws the audience close, inviting an empathetic and nuanced understanding of his choices, both in the GDR and after reunification. This analysis frames the musical biopic as a work of cultural memory, examining Gundermann's contradictions through both sound and image, blending fact with fiction. Study of the film's empathetic portrayal of its protagonist may help promote students' critical thinking into how national pasts are remembered. Dresen's biopic demonstrates the significance of cultural context(s), where Gundermann – worker, singer, lover, Stasi informer – despite his many contradictions, is defined by his sense of belonging (*Heimat*). Exploring the possibilities of finding nuance in memory cultures of nationally significant historical events, this paper concludes with reflections on the usefulness and advantages inherent in the immersive qualities of the musical biopic for the teaching of foreign languages and culture.

Ashok Collins

Australian National University

The Singular Plural Subject: Negotiating Inclusivity and Diversity with Jean-Luc Nancy

In this paper, I will explore how the contemporary French philosopher Jean-Luc Nancy's reading of the subject can be utilised to help negotiate issues of inclusivity and diversity in the language and culture curriculum. By connecting Nancy's reading of Descartes to his later thinking on what he names the singular plural, it becomes possible to understand subjectivity as adaptive, open-ended and structurally oriented towards otherness. This Nancean subject is understood as both shaped by discourse and at the same time outside of the grasp of linguistic appropriation, being in essence a gap in thought that offers endless possibilities for a groundless but nevertheless meaningful engagement with the world. I will propose that such a vision of the subject offers an innovative means of engaging with diversity in a participatory and inclusive manner, as notions of otherness are problematised in a reading of the singular that necessarily incorporates the plural from the very outset. When we view the language and culture curriculum through a Nancean lens, new avenues for reading education as a space for both critical engagement with key discourses and for self-transformation open up.

Chantal Crozet

RMIT University

Convergence and divergence on gender inclusive language in France and Anglo/Australian spheres

This paper discusses points of ideological divergence and convergence on gender inclusive language (GIL) between France and Australia, based on the literature and a study drawing data from the written press in both countries. GIL is explored in more depth in France because it has attracted far more controversy in that country than in Australia. It is argued that beyond linguistic challenges, it is France's historically loaded relationship with its national language and gender issues, on a par with French universalism based on equality through sameness, that can explain to a great extent the fierce debates that have taken place taken place on GIL in that country. Comparatively, Australia's multicultural ideology based on equality through the respect of differences, coupled with the fact that English requires less work to achieve gender inclusivity, is more prone to focus on achieving gender equality and inclusivity as a general national societal agenda, with a lesser focus on GIL issues.

Jehan Cruz and Akiko Hiratsuka

Kyoto University of Foreign Studies and University of Technology Sydney

Translanguaging in tandem learning between university students in Japan and Australia: Preliminary analysis of interactions in English-Japanese online language exchange sessions

This is an exploratory study to discover the role of translanguaging in tandem learning between English and Japanese language learners from universities in Japan and Australia. In tandem learning, learners are simultaneously cast into the roles of novice and expert by being responsible for the other's learning through interactive and collaborative practice (Little and Brammerts, 1996). Thus, learners are required to use the target language to collaborate and contribute to the interaction equally by taking the role of expert in turn. The aim of this study was to gain further insights into how tandem pairs interacted during synchronous zoom sessions and what kinds of interactional resources learners utilized during their performances in such roles. This presentation will discuss findings from preliminary analysis of video recorded exchange sessions selected from two tandem learning sessions where tandem pairs met outside classroom hours. It will demonstrate how learners drew into a wide range of linguistic and multimodal resources to achieve successful collaboration in equal language exchange. Preliminary results of the study thus far have revealed that despite the teacher instructions to use only one target language at a time, learners exhibited a flexible approach to manage interactions by using both languages and employing a variety of technological and nonverbal resources according to the interactional needs that arose during the sessions. Focusing on their interactional management in online language exchange, this study suggests strategic translanguaging and use of online resources play an important role to enable learners to accomplish tandem learning equally and collaboratively.

Samantha Disbray

University of Queensland

Going GLAM – Collaborations in language-arts research

Arts-based projects provide rich ground for meaningful Indigenous language and cultural revitalisation. *'Noongar Wonderland'*, a feature event of song and performance in the 2022 Perth Festival, along with productions of Shakespeare in Noongar and film translations are vibrant examples (Bracknell et al. 2022). Visual arts and storytelling offer a further platform for language revitalisation. Two exhibitions in the 2019 Tarnanthi Festival of Contemporary Aboriginal and Torres Strait Islander Art, *Ankkinyi Apparr*, *Ankkinyi Mangurr* (Our Stories, Our Designs) (Disbray et al. 2019) and *Painted Stories: Linking country, art and culture for language revival* sprung from language-focussed community projects, with rich visual and multimodal arts outputs. Such projects often involve the discovery, return and repurposing archival materials to nourish community learning and creative expression, adding archives and holding institutions to the mix. University researchers are frequent collaborators in such enterprises, with art-based practice and research for a framework to understand and examine experience by both researchers and the people involved in such studies (Leavy, 2015).

This paper explores the nature and value of collaborations between researchers and the GLAM sector (Galleries, Libraries, Archives and Museums) in interdisciplinary language-arts projects through the case study the *'Illustrated Literature of Papunya and Strelley'*. This ARC funded project draws together partners including community members, artists, authors and story tellers, community art centres and organisations, videographers, archives, libraries and galleries and academics and its goals are manifold: community language and cultural maintenance and revitalisation, collection return and documentation, arts creation, exhibition and the celebration of language, culture and creativity. The paper also examines non-traditional research outputs in universities, important for positioning collaborative and creative research in academic life.

Martin East

The University of Auckland

The language/culture interface in language acquisition courses: time for reassessment and renewal?

This paper arises from my experiences as an incoming Head of a School for Languages and Cultures in a New Zealand University alongside my research interest in the language/culture interface in the context of second language acquisition (SLA) theory and practice. In my School, language and culture are treated relatively distinctly. Language courses focus on what it means to communicate in the target language and culture courses are often devoted to history and literature. This is an approach supported by colleagues and is the default in many universities. However, it raises the question of whether a different (and complementary) take on culture is needed in language courses. Regardless of context, the theoretical frameworks that inform language teaching have moved us beyond communicative competence (CC) as the dominant model to so-called *intercultural* communicative competence or ICC (see, e.g., Byram in the UK and Liddicoat and others in Australia). However, although CC appears to be well accepted as a foundation for practice, ICC is still not established or understood. In this presentation, I explore the constructs of CC and ICC. I also look at why ICC seems to be lagging behind and speculate on what might be done as part of rethinking and broadening what the language/culture interface might look like in (and beyond) the university sector.

Jodi Edwards

RMIT University

The melody of language: As a sound pedagogical tool to assist with second language learning

From the completed studies of Weaving the past into the future: the continuity of Aboriginal cultural practices in the Dharawal and Yuin nations, a clearer understanding of how the Cultural aspects of Australian Aboriginal peoples were conducted using the environment as a method for story -telling. Language was harnessed within the landscape of learning through creative play, before moving into an area of imaginative and artistic pedagogy and in early adolescence challenging the young person's capacity for independence delivered through performance overseen by our Elders. Implementing performance-based pedagogies saw participants enriched with the philosophies of our cultural ways within their current learning and how it provided Aboriginal participants with a solid foundation for self- esteem, self -confidence and second language acquisition. Development of this performance-based pedagogy created strong personal integrity to build self-confidence and connection with strength in voice through language. Cultural education using guiding principles of the Mother – RESPECT wrapped participants in a safety net to reduce anxiety. The Illawarra Flame Trees program seen participants become solid leaders – using their voices, (speaking language) through the music (second language) and sharing their feelings for their culture and their future it was envisaged the same for the melody of language participants.

Through designing a performance-based program founded on studies from Weaving the past into the future philosophies, the melody of language participants engaged and strengthened their abilities in language use and music knowledges. The program therefore honoured Dharawal matriarchs through their language, connection to Country and each other, within their songs. Together on this journey through the melody of language women became Sista's connected by Country, Dharawal language and the Mother. Women found their voice; they learned the art of Dadirri deep listening and connecting us all to each other and to place. The melody of language was about moving the understanding into your body and situating you into place. Trauma removes breath and land connection, it contains triggers that are cracks in the human connection to country, culture, one another, and self. The heart of this program is healing breath and movement through the melody of language, draped in culture.

Kayoko Enomoto and Richard Warner

University of Adelaide

Partnering with Student Leaders to Activate the 360° Feed-forward Cycle Model

Language students require practical experiences of using the target language, just as science students do through their laboratory practicum. Furthermore, more time is required for students (L1 English speakers) to learn non-cognate character-based languages (such as Japanese) than cognate languages (such as German) (Goodman et al., 1989). In this regard, maximising our Japanese language students' course engagement stands paramount in our course delivery. There is the strong need to systematically embed an effective communication pathway connecting the teaching team with students' realities and to hear their voices. This need was facilitated creatively through partnering with Peer Assisted Study Sessions (PASS) Student Leaders. Drawing on the Student as Partners framework (Harrington, Flint & Healey, 2014), this paper presents a collaborative, systematic course delivery model, namely, the 360° Feed-forward Cycle Model, consisting of three dimensions in the Japanese 2A course delivery. The cycle model was collaboratively enacted by the Course Coordinator in lectures, Tutors in tutorials and PASS Student Leaders in weekly PASS. Central to this cycle is the concept of 'feeding-forward', with each dimension feeding forward into the immediately following dimension in the cycle. This innovative model effectively enhanced student experience and wellbeing and inclusivity in the teaching of Japanese 2A, whilst also enabling realistic anticipation and proactive addressing of content-related difficulties on the part of the teaching team. This model also provided the teaching team with a heightened sense of cohesion and mutual support.

Anna Formosa

University of Technology Sydney

Understanding the Intercultural: A Study on How Secondary School Language Teachers Interpret, Teach, and Assess Intercultural Competence

In an increasingly globalised and multicultural world, intercultural competence (IC) is more than ever a necessary ability to strive towards a fairer and more just society. Numerous researchers, many within the field of language and intercultural communication have focused on the processes and the skills that language learners, need to develop to become responsible and informed citizens (Byram, 2008; Guilherme, 2002; Osler & Starkey, 2005). These characteristics and competencies include the willingness to engage with other cultures, self-awareness, and "the ability to look upon oneself from the outside" (Sercu, 2005).

IC is in fact the ability to understand meanings that may not be obvious, cultural assumptions and contextual meanings that are often implicit in language. Furthermore, it is crucial in understanding one's own cultural and linguistic conceptions. As students interact interculturally and reflect on the interaction, they also ponder on how languages, cultures and experiences can be different for different people, or similar for different people.

Since language learning is almost by definition, intercultural, language educators are expected to take advantage of the potential of their classroom and aid develop this competency in the learners. Intercultural objectives are now included in many scholastic curricula, although research has shown educators may still be unsure about what IC entails and how to include it in their classroom practices (Crochet, 2017; Díaz, 2013; Sercu, 2006). Literature on IC focuses predominantly on tertiary education contexts however little work has been conducted on secondary school adopting IC in their curriculum. In order to address this gap in the literature, this study examines how secondary language teachers interpret IC and how they develop this competence in their learners through a dual phenomenological case study. In particular, the research focuses on high school language teachers in Australia and in Italy to see how the IC requirements are addressed in different contexts.

Nicola Fraschini and Yu Tao

The University of Western University

Epistemic emotions, effort, and the effect of the online language learning classroom environment

The Second Language Acquisition (SLA) field has recently seen a growing interest in the emotional aspect of language learning. This interest has been informed by Positive Psychology and prompted researchers to investigate emotions beyond the construct of Foreign Language Anxiety (FLA), including therefore different emotions such as, for example, enjoyment (Dewaele and MacIntyre 2014), pride (Fraschini & Tao, 2021), and love (Pavelescu & Petrić 2018). Nevertheless, despite the now broader spectrum of emotions considered by current research, epistemic emotions, i.e., emotions related to aspects of knowledge, have been almost virtually ignored. At the same time, researchers are calling for more attention to the dynamic variation, in terms of intensity and frequency, of emotions across a period (Dewaele & Pavelescu 2021).

This presentation focuses on the results of a weekly survey conducted for six consecutive weeks among beginner learners of Korean at an Australian university. It considers the six epistemic emotions (surprise, curiosity, confusion, boredom, anxiety, and frustration) included in Pekrun et al. (2017). The study's goal is to observe the dynamic variation of the six emotions across the data collection period and their correlation with learners' attainment as measured by weekly tests and the final assessment grade. Moreover, this study also considers the learning context to verify whether the online learning environment, compared to the offline environment, has any mediating effect on epistemic emotions and learners' attainment.

The results of this study have theoretical implications for future research and practical implications for the language classroom. Firstly, it sheds light on epistemic emotions and how these emotions are triggered in an instructed learning setting. Secondly, it supports educators in making an important decision regarding epistemic learning activities in foreign language learning and in taking into further consideration the online/offline learning setting.

Peter Friedlander

Australian National University

Indian religious literature: Intercultural and intracultural Hindi studies

The contents of third-year Hindi courses were adjusted during 2020-2022 in response to the pandemic and suggestions from students. The main shift was including more studies of stories from the Indian epics: the Mahabharata and the Ramayana. As I worked with the students on these texts it became apparent that they offered a pathway to discuss Indian and Western identities, intercultural communication, and translation. Students read multiple versions of the stories to see how the stories were constantly being reinterpreted. We compared; modern Hindi school book and popular novel versions and Hindi translations of Sanskrit versions. This led to discussions about how interculturality was not just an intercultural process, but also an intracultural continuously negotiated process within Indian cultures themselves. Studying transcripts of modern TV serial versions of the Ramayana also led to discussions about the implications of studies such as these on how we might understand translation and interculturality itself. In particular close readings of the transcript of the TV serial version of the Ramayana led to discussions about how spiritual teachings in earlier versions were now being presented as discussions about politics and science. The main approach in this presentation is a reflection on the teaching practice of incorporating Indian religious literatures into higher level Hindi language studies during 2020-2022. It also incorporates anecdotal feedback from students on their responses to this form of study of Indian epics and its implications for possible avenues to explore in future higher level Hindi studies courses.

Kellie Frost and Jason Fan

University of Melbourne

Enacting language policy through 'local' English tests: Meso- and micro-level stakeholder perspectives on policy intentions and consequences across five Chinese universities

Universities in China, consistent with trends in numerous countries in Asia, Europe and elsewhere, have come to be seen as instrumental in producing English proficient citizens to enable access to realms of knowledge, technological expertise, and trade opportunities circulating globally (e.g., Lo Bianco, 2021). In this context, the large-scale national College English Test (CET) has functioned as a key mechanism in the implementation of centralised reform agendas aimed at improving the English proficiency of graduates of Chinese universities. However, in recent years, there has been a significant shift from the CET to local testing in China's higher education sector, with many universities, particularly higher-ranking ones, developing and implementing their own local English testing regimes. This trend towards local testing has thus far attracted scant research attention, with little yet known about the intentions behind this shift, nor about its consequences, particularly for teachers and students. To address this gap, we surveyed the perceptions and experiences of policy agents and key stakeholders of local English testing projects at five of China's leading universities, using semi-structured interviews. We adopted a grounded theory-based approach to data analysis, informed by Spolsky's (2009) 'language management' and Johnson and Johnson's (2015) notion of a 'language policy funnel'. Our findings demonstrate nuanced interconnections between the values of university leaders and local testing policy agendas, and highlight diverse capacities for agency on the part of meso- and micro-level stakeholders across different institutions, in terms of negotiating test development, policy rules and policy consequences for English teaching and learning.

Mary-Anne Gale and Rob Amery

University of Adelaide

On the importance of offering regular formal language classes for adults when operating in the Aboriginal language revival context

This presentation looks at the importance of offering regular formal language classes and workshops for Aboriginal adults when operating in the language revival context. The compelling reasons for this will be outlined in our presentation. The ten reasons we offer have become apparent to the co-presenters, over the last decade or so, through their involvement in offering formal training and workshops for various Aboriginal languages under revival in South Australia, including Kurna, Ngarrindjeri, Ngadjuri and Boandik. These formal initiatives have largely been at the request of language communities. The presenters have also conducted interviews over the last two years with their Aboriginal students and have been told how important these formal classes are to them and why.

Lewis and Simons (2016) do not include the participation in formal language classes as a legitimate function of language use in their "Sustainable Use Model" for endangered languages. We argue the opposite and say that not only does participation in language classes serve an important social and educational function for languages in the revival context, but well run, safe, harmonious and professionally run classrooms actually serve an essential function in the Aboriginal language revival context. We also argue that governments should prioritise the funding of educational institutions and language communities that aspire to collaboratively run regular language classes for Aboriginal languages under revival. Our experience tells us that positive outcomes from such investments are inevitable.

Xiaoping Gao

University of Wollongong

Enhancing L2 communicative competence through interactive tasks in synchronous online classes

Technologies have been integrated into language teaching and learning over the past two decades. Arguably, technology-enhanced language education has become one of the fastest-growing research areas in applied linguistics since technologies are entrenched in nearly all phases of the language teaching cycle. Notably, during the global pandemic, online or hybrid delivery has become a primary education mode leading to an unprecedented technologic revolution. Nevertheless, despite the fact that task-based instruction has proven to be conducive to second language (L2) acquisition, to what extent and in which ways task-induced interactions cultivate L2 learners' communicative competence in virtual classrooms remains under-researched.

This presentation reports on a longitudinal study investigating how interactive tasks' execution developed learners' communicative competence in L2 Chinese in virtual classrooms. Participants were students enrolled in third-year Chinese as a foreign language (L2) subjects at an Australian university and their teacher. Data were collected from video recordings of live Zoom classes over two semesters, online surveys, and one-on-one interviews. Qualitative analysis was conducted using Nvivo. Results revealed learners' dynamic progress of linguistic and intercultural competencies through completing interactive tasks in virtual classrooms. It was also found that task design, technological affordances, synchronous interaction, and individual differences were among the factors critically influencing task execution and effectiveness in synchronous computer-mediated communication. Findings lend support to the Interaction Hypothesis and Task-based Language Pedagogy with empirical evidence from L2 Chinese teaching and learning in synchronous online classes. This study has pedagogical implications by providing insights into task-based language practices in virtual classrooms and developing technology-integrated language curricula in the post-pandemic era.

John Giacon

Australian National University

Developments in the teaching of Gamilaraay at the Australian National University

The presentation gives background on Gamilaraay [GR] language and the teaching of GR at university and elsewhere, then presents some of the key differences between languages being revived/rebuilt and strong languages. It then details recent developments in the teaching of GR at ANU. One development is that both the introductory and second GR courses are now available through Open Universities Australia. Another is that a non-accredited short Gamilaraay course is now available through ANU Centre for Continuing Education GR course. The fact that the OUA and CCE courses are online makes them much more widely accessible, a major factor in the large proportion of Gamilaraay people enrolling in them. Responses of GR students to the courses are also discussed. The paper then looks at succession planning for teaching of GR at university.

Angela Giovanangeli and Alice Loda

University of Technology Sydney

Indigenous Perspectives in the Language Classroom: The Australian Context

Increasingly foreign language studies research is challenging the monological identification of language and nation in the language classroom. Foreign language disciplines in Australian universities have the potential to provide valuable opportunities for students to make intercultural comparisons across languages, to include Indigenous perspectives, and to develop an understanding of concepts related to diversity across linguistic landscapes. Currently, language syllabuses in secondary schools in certain states of Australia include representations of Indigenous languages in the delivery of second language syllabuses while some tertiary institutions across the country are investigating how to incorporate Indigenous Graduate Attributes in language and culture subjects.

In this context, this paper examines how the Australian language education program will need to be shaped for what are significant changes in the way language subjects are designed in various educational contexts. Furthermore, this paper voices some of the practical dilemmas that arise for language educators when they consider and plan to teach Indigenous perspectives in their classrooms. Moving beyond a conversational dialogue, this paper draws on scholarship and teaching experiences to invite a re-thinking of foreign language spaces, as possible sites of multiplicity that recognise complexities and convergences of language learning knowledge in relation to content and pedagogy.

John Hajek and Riccardo Amorati

University of Melbourne

Fostering well-being in the Italian language classroom: the “I am an author” project

Positive emotions and well-being are now being increasingly investigated in the field of second language teaching. Studies have shown that activities informed by scholarship in this area not only contribute to learners' flourishing on a personal level, but also to their intrinsic motivations and attitudes towards language learning (e.g. Strambi, Luzecky, and Rubino, 2017).

In this paper, we present an innovative project-based module included in an advanced Italian language subject. As part of this module, students are exposed to a variety of writing genres of interest to young readers and are then required to write and self-publish a short, fully illustrated story in Italian. In doing so, the project gives students an experience of authorship while also supporting the local Italian community through the provision of free literacy resources for language maintenance. We examine whether this learning module has a direct positive effect on students' well-being and positive emotions, by drawing upon selected quantitative and qualitative data collected via a questionnaire (n = 21) using two influential models, EMPATHICS (Oxford, 2016) and PERMA (Seligman, 2011). Preliminary findings suggest that the project contributes to students' well-being, mostly because it creates an authentic opportunity for them to take control of their own learning while being engaged in a task that they perceive as personally enriching and socially meaningful.

Jane Hanley

Macquarie University

Social Justice Agency in Australian University Language and Culture Education

This presentation is a critical reflection on the potential applicability of agential models of language teaching to academic work conditions in Australia. Languages and cultures educators are often called to defend our pedagogical programs in terms of neoliberal and instrumentalist demands. Simultaneously, we recognise that some established patterns of language education in this country entrench inequality and reinforce elitism in foreign language learning. While becoming strategic negotiators of these forces, it is important to articulate our agency beyond reactive adaptation, to reemphasise the power of education to advance social justice. Indeed, as Pantić's model for justice-oriented teacher agency outlines, the development of skills to negotiate constraint may build capacity to locate opportunities and spaces of transformation of and resistance to those structures that contribute to disadvantage and reinforce inequality. Thus, the intersection between critical pedagogy and contextual constraint becomes a nexus for university educators to exercise their dexterity and sustain critical reflection on language ideologies and the multiple contingent contexts of student experience. This can help support our sense of efficacy and investment in our profession, while creating more inclusive educational practices. The greatest challenges meet the greatest rewards of university teaching: navigating our personal, institutional, and wider social constraints in ways that actively facilitate students' development of their own agency in their educational and life projects and their understanding of education as a space with the potential for transformative change.

Barbara Hanna

University of Queensland

Persuasion and Dissuasion: Building a culture of academic integrity in language programmes

Academic integrity is a constant concern for today's universities. While plagiarism scandals are recounted with relish by the media, casting doubt on the validity of student results, equally scandalized stories denounce online proctored examinations. Within the university, our arms are detection (Turnitin, iThenticate); dissuasion (integrity hearings); design (fraud-proofing assessment) – while the values of academic integrity are promoted through training. Many delegates will have attended workshops at which staff have vied to recount the specific challenges which academic malpractice presents for their discipline.

In this paper, and in parallel to a presentation by colleagues on language students' use of online correctors and translators, we explore how a culture of academic integrity may be built in language programmes, looking at measures which can be taken before academic malpractice occurs. We look the challenges and opportunities for language programmes, situated as we are within larger institutional integrity discourses.

From a top-down perspective, we examine generic "integrity" training packages and the extent to which they deal with what is viewed as malpractice by language programmes. For example, the compulsory integrity training for students at the University of Queensland, while it includes helpful examples from a variety of disciplines and has a dedicated quiz on integrity and coding, at no point mentions language studies and condones "proof-reading" of peers' work.

Bottom-up, we present examples of assessment design which scaffold student production so as to reduce the impact of external help, and suggest that language courses have specific opportunities to design dissuasively so persuading students to take responsibility for their own work.

Yu Hao

University of Melbourne

Online versus in-person: Are we dealing with the same group of translation students in blended synchronous learning?

COVID-19 has a long-lasting effect on higher education around the globe. After almost two years of online education, many universities have ramped up hybrid learning by offering dual-delivery subjects which allow students to choose between online and in-person options. In the post-pandemic era, this kind of blended synchronous learning can be here to stay, especially at universities with high international student populations. So how does this affect translator education?

The present study focused on a Master of Translation and Interpreting program (English - Chinese) offered at an Australian university, where most of the students were international and have a Chinese background. Our findings revealed the heterogeneity of the online and in-person students, particularly with respect to their motivational dispositions and career prospects. Questionnaire data suggest that the primary motivations for both groups were to receive high quality education from a prestigious overseas university with qualifications recognized at home and abroad. At the same time, while all MA students in our sample exhibited high aspirations to become practitioners rather than pursue research careers, the online group showed a markedly stronger interest in pursuing employment in the general language sector (e.g., language teaching). With respect to the challenges of online learning, students' feedback suggests that the lack of an authentic language environment, cultural exposure, and interpersonal interaction could hinder the development of the critical skills associated with language mastery and translation service provision. On the other hand, the learning of translation technology and specific translation techniques might be more resistant to COVID-related interruptions.

It is expected that there will continue to be both online and in-person cohorts studying at the same degree program. Against this context, our findings in turn raise new questions about how to make translator education more inclusive to groups with diverse motivational profiles as well as more responsive to challenges posed by the pandemic.

Lesley Harbon

University of Technology Sydney

What if our language teaching pedagogy turns arts-informed?: the link with the intercultural

Keeping language teaching relevant and engaging for learners is a continual challenge for language teachers, particularly when we know teachers and learners are continually multi-tasking and have multiple claims on their time and pressures in their lives. Teachers can plan to engage learners by developing rich, interculturally-oriented learning experiences and by getting to know learners as individuals, and getting to know their students' ways of learning. To further investigate how teachers might undertake this teaching planning, the thread of this paper explores the scholarship published on the relationship between intercultural pedagogy, (language) learning and creativity/the arts.

What is proposed in this paper is that an intercultural language education curriculum enhanced by an arts-informed pedagogy (Forehand, 2008; Piazzoli, 2018) can allow language teachers to prepare their learners to mediate meaning and 'absorb' perspectives (Bresler, 2016). Teacher planning features strongly here, and may exist, or be cultivated, in the teacher's personal and professional identity.

The claim "who I am is how I teach" (Farrell, 2017, p. 183) refers to the close relationship between teacher identities and their personal and professional lives (Barkhuizen, 2017). If the language teacher's identity is shaped by artistic and creative 'ways of knowing', then an arts-informed, intercultural teaching and learning of languages and cultures may result. The 'what if...?' would mean that learners may be engaged with language and culture learning in the same way.

Although this focus is not new (see for example, Eishani et al., 2014; Shier, 1990), this paper moves the field forward by exploring the notions further. Questions are posed relating to what this scenario can look like in practice.

Lucy Howard-Shibuya, Melinda Gibbs and Susan Poetsch

International Grammar School Sydney, Goodooga Central School and University of Sydney

Stepping stones from Sydney to Goodooga: Walking the track together for effective approaches to teaching and learning intercultural understanding

Intercultural understanding is a general capability in the Australian Curriculum and NSW syllabuses, and teachers are expected to incorporate it into their teaching and assessment in all subjects/learning areas. In practice however, many struggle to meet these expectations in meaningful ways, especially with respect to First Nations cultures, depending on a complex interplay of teachers' personal experiences and attitudes and professional skills (Dervin, Maloney & Simpson, 2020).

In this presentation we report findings from 'Schools Walking Together' an intercultural immersion initiative between International Grammar School (IGS) in inner-city Sydney and Goodooga Central School (GCS) on Yuwaalaraay Country in remote north-western NSW. In each school, a particular teacher has championed, designed and driven the initiative, involving students in Years 5-8 in video conferencing, electronic and postal correspondence, and reciprocal travel and hosting.

Throughout the establishment and development of this initiative (2019-present), in an action research framework, we have been observing, documenting, recording and capturing student experience, work samples and feedback. These various qualitative data items inform our analysis of the essential components of the program, and the extent to which it enables students from both schools to broaden their perspectives on their own and each other's communities and lives.

IGS student learning has been enriched by listening to and reflecting on Yuwalaaraay people, language, continuing and evolving cultural practices and traditions, stories, knowledge of Country, identities, communities, and the history of contact between Yuwaalaraay and non-Indigenous people. Meanwhile GCS students are developing understandings of city life, demographic and geographic diversity, and new friendships with peers who value the place of Yuwaalaraay people in Australian society. Equally important though less anticipated additional findings relate to the incidental professional learning by other teachers and school leaders in both schools.

Hui Huang and Jennie Liao

Monash University

What language, what culture? --- A case study of maintaining Chinese with preteenagers in Australian interlingual families

Drawing on the concept of family language policy (FLP), this paper reports on how four Chinese–English interlingual families maintain the heritage language of Chinese with their preteenager children in Australia. The study takes an integrative approach, including survey, semi-structured interview and language use journals, to exploring both parents' and children's perspectives on language maintenance. The analysis was based on synthesised themes of individual perceptions, management approaches, and language use in maintaining the child's Chinese. To explore how FLP was conducted in relation to Chinese maintenance, a comparable approach was also implemented in the analysis to seek the commonalities and differences within and across the families. While highlighting the increasing role that preteenagers play in the maintenance of a minor heritage language, the findings reveal that a successful family language policy in interlingual families is influenced by many other interacting factors, like attitude and support from each parent, language status, and the role of community schools.

Natallia Kabiak

University of Melbourne

Old Film, New Approach: Soviet Cinema in the Russian-as-a-Foreign-Language Classroom

This paper discusses the importance of Soviet film in teaching Russian as a foreign language from linguistic and cultural perspectives drawing upon Krashen's comprehensible input hypothesis (Krashen, 1981). The paper examines the benefits of integration of Soviet cinema in modern tertiary curriculum by drawing on the author's more than twenty years of experience teaching Russian through Soviet film in Ireland and Australia.

The paper considers an increasingly important role of Soviet film in the process of TORFL (Test of Russian as a Foreign Language, introduced in 1990-s) exam preparation and suggests new ways of teaching Russian intonation using Soviet cinema. Special attention is paid to Soviet feature films as training resources on practicing intonation constructions tested in TORFL exams B2 (advanced level) and higher such as expressing joy, astonishment, disappointment, sympathy, doubt, discontent, consolation and other emotions which cause most difficulties in Russian-as-a-Foreign-Language classroom in a non-Russian speaking environment. The paper highlights the value of teaching so-called 'winged phrases' (expressions that have stuck in people's imagination) from Soviet films in modern contexts and offers practical suggestions of innovative pedagogical approaches to teaching such phrases in Russian-as-a-foreign-language classroom. Examples of exercises on word building, grammar, speaking and written language practice are also presented.

Janice Keynton

Monash University

How to learn Mandarin - during and after university

When we review language education, the voices of language learners are often neglected. They and their skills are products of our current system, and it is important to understand their views on how that system could be improved to help them learn their languages.

In the course of a larger project about the motivation of Mandarin learners in Australian universities, 18 interviewees were asked what advice they would give to someone starting to learn Mandarin. Their responses give often hard-won insight and tips for beginner language learners and indicate some of the hazards inherent to language education.

Of the 28 interviews, ten were conducted with students after they had finished their university study of Mandarin. Almost all of these high-achieving, highly motivated individuals remain keen to improve or at least maintain their language skills after finishing Chinese study. They describe their attempts to do so and the difficulties they face.

Hearing what students wish they had known on starting language learning, and what they do to continue developing their language skills after completion, helps educators to better understand the context and the results of their language teaching.

Angie Knaggs and Amy Hubbell

University of Queensland

Going Borderless: Reframing the study of Language and Culture as critical employability

Although employability is a desired outcome for most university students, the word 'Employability' is sometimes viewed with suspicion or anxiety by both educators and learners. In order to move the School of Languages and Cultures at the University of Queensland, our teachers, learners, researchers and industry partners forward together in a strategic employability curriculum journey, we used an evidence-based approach, pulling together a body of contemporary work focused on the process of embedding employability into curriculum. Crucially this work focusses on collaboration and developing capabilities rather than delivering a product. The project is underpinned by the Advance HE Framework for Embedding Employability in Higher Education which was designed by a group of leading Employability researchers in the UK. We lean heavily into the emerging work of Kate Daubney, head of Careers and Employability at King's College London as the HASS focused research-education mix of that context mimics ours at UQ. Daubney's work in 'extracted employability' (2020 and 2021), or the surfacing of employability that is innate in the curriculum, informs our practice through the reminder of the crucial consideration that pedagogy for employability is most effective when germane to curricular and pedagogic regimes.

This presentation will first look at the need for embedding employability into university language courses, examining our specific context at UQ, and the value proposition of the work in the curriculum. Then we unpack the work undertaken thus far as a School and look towards the next two years. Specifically, we identify the key elements (obvious and hidden) that languages offer in terms of employability, and we explain how we collaboratively constructed a model, bringing allies and resistant staff on board with this project. We will examine the key project drivers, milestones, foreseen obstacles, and the end point.

Penny Spicer and Anna Ivanova

The Defence Force School of Languages

Defence Force School of Languages Online Interpreting Package

The Defence Force School of Languages (DFSL) provides military specific LOTE acquisition training in 18 languages of interest to Defence. A 2018 Training Needs Analysis highlighted the need for ADF linguists to have increased interpreting expertise, but with DFSL's intensive 1-yr initial LOTE course curriculum already at capacity, an innovative approach was in order.

To fulfil this need, DFSL launched the pilot of the Online Interpreting Package (OIP) in March 2022. The OIP is a self-paced, online training resource designed to equip DFSL graduates with basic interpreting skills through a mix of theory and practice opportunities. One of the OIPs key goals is to increase learners' awareness of the different types of real life ADF-specific interpreting tasks and to this end provides audio-recorded dialogues and monologues in 18 languages that learners can use for practice. The theory component covers modes of interpreting, preparation, glossary building, note taking, memory techniques, and much more.

To enhance the effectiveness of this novel online approach to interpreting training, a language mentor system was incorporated into the package, in which new linguists are paired with a more experienced member to provide them with support and informal feedback on their interpreting performance.

To date, 166 students have enrolled in the package and initial feedback on the pilot is encouraging.

Robert Lagerberg

University of Melbourne

A New Type of Challenge: Online Open-Book Exams

One of the unforeseen consequences of teaching online during the Covid lockdowns in Australia (2020-2021) was the need to conduct all examinations in an online, open-book format. Students did their exams away from campus and had access to their textbooks. In principle, they also had access to any online materials (including translation tools), although this was not permitted. In this presentation the author describes a project he worked on aimed at designing exams for language and culture courses in Russian which would be able to navigate through this new type of pedagogical challenge. In particular, it highlights the use of metalanguage as a way to verify students' understanding of and engagement with the target language, and also to obviate the motivation for students to use unauthorised materials.

Jane Lai, Angel Chan and Stephen Matthews

The Hong Kong Polytechnic University and The University of Hong Kong

Beyond Relative Clauses in English and Indo-European languages: A Corpus Study of Noun-modifying Clause Constructions in Cantonese-Speaking Children's Naturalistic Speech

Despite the desire to embrace linguistic diversity, the current evidence in child language research still skews heavily towards English and Indo-European languages (Kidd & Garcia, 2022). Our study features the acquisition of relative clauses (RCs) in a typologically diverse language, Cantonese, ranked 4th among the five major home languages other than English in Australia (Australian Bureau of Statistics, 2022) and 19th among the most spoken languages globally (Eberhard, 2022). In certain Asian languages, RC construal has been argued to differ fundamentally from syntactic operations, like gap-filling or movement, adopted for European RCs (Comrie, 2002). Chinese RCs are considered a subset of noun-modifying clause constructions (NMCCs) constructed based on semantic-pragmatic relations (Matthews & Yip, 2017). Despite this proposal, studies have considered the acquisition of RCs largely in isolation from other NMCCs. We present two corpus studies that examine the development of NMCCs in 78 Cantonese speaking children's naturalistic speech aged 1;7-5;6. We examined not only conventional RC-type NMCCs where a filler-gap dependency can be conceived, but also gapless NMCCs where no filler-gap dependency is conceivable, a characteristic unique to Asian attributive-clause languages. Our findings indicated an early emergence of gapless NMCCs and some functional overlaps between the earliest attested conventional RC-type NMCCs and frequently attested gapless NMCCs and SVO transitives. We highlight the differences and similarities between our findings and the acquisition findings from other languages. We advocate for more comparative studies from other Asian attributive-clause languages, addressing how relationships between constructions and language-specific experience jointly affect acquisition outcomes in different languages.

Xiaoli Li and Hui Huang

Monash University

Adult Learners' Language Learning Motivation, Multilingual Self and Identity: A case study of adult learners of Chinese as an additional language in Australia

The publication of 2017 special issue of Modern Language Journal has encouraged further discussions on language learners' motivation, especially on the development of multilingual selves. Many researchers then have attempted to adopt various theoretical constructs to examine learner's multi-faceted learning experience and how they develop their multilingual selves. Drawing on Henry's (2017) Multilingual Motivational Self System framework, this study explored five female adult learners' experiences of learning Chinese as an additional language (Lx/Ly) in Australia. We examined the motivational factors belonging to the formal and informal learning environment based on their narratives of the Chinese learning trajectory. By adopting a short-story approach (Barkhuizen, 2016, 2017) to analyse the interview data, we found how self-guides function in the learning and maintenance of this additional language and how each participant built up their multilingual selves in the process of developing multilingual competence. Despite the constraints, the study tries to contribute to the scholarly discussion on multilingual motivation and the construction of multilingual selves.

Xufeng Ling and Jinghe Han

Huizhou University and Western Sydney University

Contextualizing Chinese language learning – Chinese language class in Australian schools.

Among the complex reasons leading to the high dropping out rate of CFL(Chinese as Foreign Language) school learners in Australian schools (Orton), blanket blame goes to overseas-trained mainstream teaching forces with limited capacity to localize their teaching. The belied blame was based on the assumption that context is a still standing background, only for teachers to fit in. It ignored the fact that teachers, despite of where trained, must have some constructive contextualized practices that are worth exploring and reporting to others. Taking on the social constructionism stance of context, this research perceives context as a dynamic creating process instead of the given condition. Content analysis was employed to analyze the group of 11 teacher researchers' theses with more than 200 class observation recordings of their contextualization practices. This cohort of CFL theses was valid as in these theses, teacher researcher's teaching practice and trials to address local students' learning needs were recorded as action research content. As background information, they experienced an education program in an Australian university and experienced CFL teaching in local schools where their teaching-research experiences were recorded. Through the data analysis, it's found that language learning was activated through dynamic connection-making actions connecting learning content and various 'contexts', several types of 'context' are found to be potentially correlated to students' in-class reactions, indicating the potential applicability of contextualizing teaching to improve in-class performances. This research aims to provide an evidenced-based application reference of contextualization in CFL education with more context-based methodologies, hoping to provide insights into the future development of CFL pedagogy.

Laura Lori

University of Melbourne

Matria in Contemporary Somali Literature in Italian: a 'radical' literary iconography

Moving from the literary analysis of postcolonial Somali novels written in Italian, this paper discusses the concept of *Matria* and its use for mapping and interpreting the forms of solidarity between women in contemporary postcolonial Somali novels and short stories. Through the recurrent presence of pairs of female characters, whose reciprocal support creates a gendered and intersectional long-lasting form of solidarity, the study analyses the dynamic intersection of female gender with various forms of political, cultural, and social identity.

This research examines how characters successfully create belonging and overcome social violence through the sisterhood of mutual friendship and how they find self-acceptance and their own agency by befriending an ally with whom they can heal from lingering effects of patriarchal violence and abuse, even when perpetrated by a family member.

The ***Matria sphere*** should be defined as a way to interpret active means and alternative spaces within and beyond the Somali diaspora that are safe from inherited violence, and performatively constitute an elective rather than traditional family. As such – and because the *Matria* sphere cannot be completely contained within the physical borders of a nation – in time it may prove to be an alternative, even a 'radical' literary iconography of sorts.

Yanying Lu and Xinxin Li

Deakin University and The Education University of Hong Kong

Who are the learners we are assessing: rethinking language skill assessment tasks from students' perspectives

This study investigates the interactions between students' learner identity construction and their perceptions of language skill assessments in the increasingly digitalised learning environment. In light of social constructivism, an individual learner is constantly in the process of re-constructing learner identities. However, it is not uncommon to see language learners forming static views about others and themselves in a language class. For example, heritage speakers are often seen as being good at speaking while those who study a second foreign language might have better knowledge of language structure. The present study investigates how students evaluate their language ability in terms of their receptive skills such as listening and reading, and productive skills such as writing and speaking. We explore the notion of language learner identity and critically reflect on authenticity of assessment tasks of two university Chinese language courses in Australia and Vietnam. This study adopts mixed methods in examining how Vietnamese learners of Chinese connect their language learning experiences within and beyond the digital learning environment, how these connections influence their identities through altering their learning strategies and how language skill assessments contribute to the construction of learner identities. Our findings suggest that static views on one's learner identity can often be reinforced by assessments tasks that are designed with the purpose of assessing these four skills separately. These static views could negatively impact the construction of an inclusive and equitable learning environment. We argue that there should be more room for authentic assessments which have the potential to sustain students' dynamic re-construction of their multiple learner identities.

Yahia Ma

University of Melbourne

Translating Genders in the Translation Classroom: The Case of a Master of Translation and Interpreting Programme

Translating gender issues, specifically in its articulations of gender identity and sexuality, can be extremely challenging for a translator. This is because translating sex/gender-related language does not only involve linguistic or grammatical components but also encompasses aesthetic, ideological and cultural values (José Santaemilia, 2009). The situation is further complicated when we are discussing gender issues in the translation classroom as training translators is changing to encompass aspects of life that were not previously considered. At the same time, the translation classroom could be a site where gender-related languages mix and mingle, opening up a site of queer performance, which is fundamentally at odds with traditional gender roles and heteronormative sexuality. Against this backdrop, in this project I will outline the challenges and opportunities I have encountered in tutoring two Chinese-English translation subjects that involved translating gender issues in the Australian context. Using text as a method, this project provides a qualitative examination of translating, teaching, discussing gender issues in the classroom of the University of Melbourne's Master of Translation and Interpreting programme. Through analysing students' translations and their reflective essays on the translations, I aim to explore the role of translation in mediating the construction of gender identities and how those identities are negotiated, recorded, and remembered in the translation classroom. I argue that the translated texts reflect the translators' set of ideals, values, beliefs and identity, revealing translation to be an actual and potential site of embodied queer performance through challenging traditional binary models of gender and providing alternative understanding of gender and sexuality in different domains and contexts.

Brigid Maher and Gregoria Manzin

La Trobe University

Making a Virtue of Necessity: Challenges and Advantages of Team-Taught Culture Units

There have been moves over recent years at various Australian universities to consolidate, streamline or reduce offerings in the study of languages and cultures. Advanced and later-year units tend to have smaller enrolments than those for beginners, making them a target for cost-cutting measures. Such units can also be very labour-intensive for teaching staff.

At La Trobe University, changes to course architecture, combined with a requirement to eliminate discipline-specific culture units in favour of electives shared across a number of European languages, have resulted in the creation of team-taught third-year culture units in which English has a key role as the medium of instruction.

In this paper we present case studies of two such units – one focused on women through history and the other on translation – and reflect on the challenges and the advantages they have posed both for students and the teaching team. One of the concerns sometimes expressed about such units is that the role of the LOTE is diminished with the need to provide tuition to a more diverse cohort. We explore the ways in which we have sought to compensate for this change in circumstance, sourcing LOTE-specific content while also incorporating a global approach that emphasizes the mobility, throughout history, of both people and texts.

Rethinking some of our offerings in this way allows us to develop students' transferable skills and prepare them for their entry into the workplace as language graduates. It also aids in the development of a team spirit and research synergies among staff.

Melanie Maillot

University of Adelaide

Pedagogy of creative writing in the language classroom for the development of intercultural competence

In a multicultural but largely monolingual society, the need to become global citizens is growing rapidly, so much so that it has entered the Australian curriculum as an essential attribute, thus establishing itself as a new skill to be developed. At the same time, curricula are simplifying and reducing language teaching, thus creating a contradiction between the means and the objectives. This presentation showcases how the creative writing exercise in a foreign language can be used to benefit a process that aims both to work on intercultural competence and to revive students' motivation and interest in foreign languages and cultures. The choice to move away from a more traditional and rigid view of foreign language teaching is motivated by a reflection on what the didactics of creative writing can achieve in terms of identity and transsubjectivity for learners. In a study conducted in 2018 in a French classroom, we proposed a digital comic book writing exercise describing an encounter with a Francophone culture (fictional or real), which was monitored through questionnaires where students could give feedback. Data analysis showed that the adoption of an innovative pedagogy based on creative writing fully activated the intercultural competence while reinforcing the positive emotions associated with learning French.

Samantha Marangell and Giuseppe D'Orazi

University of Melbourne

Testing the waters: Intercultural communicative competence as a tool to pave the way for interaction among students at an internationalised university

Much research has historically highlighted little interaction between international and domestic students in higher education, whilst recent studies have additionally identified the seemingly contradictory importance of intercultural interaction and the presence of a diverse student population in university campuses (e.g. Arkoudis & Baik, 2014). Within this scenario, Marangell's (2020) research participants offer an understanding of an internationalised university as a space characterised by cultural diversity and culture-bound perspectives on course content and world issues disregarding their respective university degree.

Given the evident contradiction of students' standpoints illustrated in the aforementioned studies, this research explores university students' narratives on how they relate to their peers at an Australian major university. Qualitative and quantitative data have been collected via an online questionnaire. For the purposes of this paper, our analysis focuses on the answers provided by 245 students to one open-ended survey question addressing students' description(s) of the relationship among university students.

Results demonstrate a range of dissimilar descriptions, from excellent connections to no connections. Three main factors have been considered largely influential by research participants: the COVID-19 pandemic, cultural and linguistic barriers and structural components related to the remote course delivery and university pedagogical offer.

Drawing upon these results and Marangell and D'Orazi's (under review) conceptualisation(s) of an internationalised university, we argue that intercultural communicative competence is a pivotal skill students need to acquire in an attempt to engage with a very culturally diverse student cohort which populates Australian campuses (Arkoudis et al., 2010) and a more internationally minded curriculum (Brewer & Leask, 2012).

Anna Mikhaylova and Anna Kull

University of Queensland

Parents' and Teachers' Perspectives on Supporting Russian in Queensland Community Schools

Community/heritage language schools have become a major source of support for ethnolinguistic vitality and community building for many minority language speakers in Australia. This paper focuses on a dataset from a larger research partnership project between UQ applied linguistics researchers and Russian community schools in Queensland, which aims at achieving synergy between research and practice in language teaching (Sato & Leowen, 2018) through a mutually respectful dialogue between researchers and teachers (Goldstein et al., 2019) and stepping away from the deficit discourse around the needs of such schools.

The paper discusses the results of an online survey of both teachers and parents in three community school as key stakeholders co-providing language support for the learners. Incorporating some questions from the nation-wide survey of minority language parents in Australia by Gindidis et al. (2020), we elicited quantitative and qualitative data on perspectives of both parents and community language teachers from a specific linguistic community in Queensland regarding the priorities, challenges and the roles of teachers and parents in language maintenance.

We discuss the survey findings as well as insights gained during several professional development workshops at the schools through the lens of the Funds of Knowledge (Hedges, 2012) approach to research on teaching and learning. That is, we view the researchers, community school teachers and parents as possessing unique and often non-overlapping funds of knowledge, i.e. experience based knowledge that can inform and mutually enhance each others' understanding of this community of practice.

Lisa Miller

Monash University

LoVE (Languages other in Virtual Environments) Chinese

Post-pandemic, China remains Australia's largest source of international students, even though travel restrictions mean almost 50% remain outside Australia. Online and hybrid learning provides opportunities and challenges to the tertiary sector, particularly for interaction with multilingual and multicultural students. Should university staff be encouraged to learn other languages (Lo), and to what extent do virtual environments (VE) provide affordances for effective teaching, learning and assessment of intercultural competence?

In a case study of language management at Monash University, Marriott (2013) found a high level of multilingual competence (77%) among academic and professional staff. 79% of respondents expressed willingness to learn another language; a majority were willing to learn Chinese. For this project, an updated survey will initially be undertaken to reassess and renew our understanding of staff training needs. Applying Deardorff's pyramid model of intercultural competence, a pilot language and culture microcredential will be designed and offered to interested participants.

SITXLAN007, basic oral communication in a language other than English, is a unit of competency recognised on the Australian Qualifications Framework. A virtual environment will be developed for participants to practise role plays, gain feedback, and be assessed for knowledge skills and performance competence. This project will provide opportunities to explore the use of emerging technologies to enhance and accredit the linguistic multicompetence of the Australian workforce, with potential for future adaptation to other industries, and other languages.

Robyn Moloney

Macquarie University

The languages of religion/spirituality and their support of community wellbeing

This presentation examines aspects of narratives collected for a new book "Language and Spirit: exploring languages, religion, spirituality in Australia today" (2022). These narratives illustrate the experiences of people for whom language knowledge and use are associated with a religious identity or a spirituality. Their narratives reflect the long-standing body of research which has shown the social-emotional benefits of multilingualism. We link this with the fluid and expanding definitions of well-being. The narratives provide many examples of social-emotional and spiritual wellbeing which narrators express in terms of language use, learning and maintenance. Indigenous narratives particularly focus on the role of language in mental health wellbeing, identity, development of strength in children, and reduction of racism. We examine the relevant notion of relational wellbeing (White, 2017) in this context. A language community can be seen as a relational ecological model, where the interplay and interaction of different variables (history, languages, identities, roles) can generate reproduction and/or transformation. In the ongoing need to acknowledge language as part of interfaith activities and in development of personal Reconciliation, it is useful to consider the intertwined role of language and spirituality in supporting individual and community wellbeing.

Valeria Morelli

University of Melbourne

Desertion, Heroism and Military Cult in Uwe Timm's *Die Entdeckung der Currywurst* (1993)

The memorialisation of the Nazi past is still a central topic on the German literary scene and, in this context, Uwe Timm has been one of the most important voices since the 1970s: his work investigates and offers a chronicle of the 20th-century German past. This paper focuses on the novella *Die Entdeckung der Currywurst*, one of his most famous works, which explores the wartime experiences of a German woman during the closing stages of the Second World War in Hamburg. While important scholarship has focused on the female main character and on the anonymous narrator of the novella, the role of the male protagonist, the petty officer Hermann Bremer, has so far been underexplored. Bremer is the "hero" of the story, but he does not feel like a hero at all because he is a deserter. To compensate for his shame, he becomes obsessed with the war and the hope for a German victory. This paper analyses Bremer's character to provide greater insight into the literary representation and memorialisation of deserters, who are usually portrayed experiencing desertion not as an act of liberation or revolt, but as one of guilt. Such reading reveals the cult of heroism cultivated during National Socialism, which associated military sacrifice to manliness, thus condemning deserters as offenders and betrayers of the *Volksgemeinschaft* (national community), and which has delayed their public rehabilitation until after German reunification.

Judi Morison and Christopher Orchard

Australian National University and Charles Sturt University

Language learning, identity formation and nation-building: a student's perspective

Students studying Indigenous Australian languages at Australian universities come from diverse backgrounds and have a range of motivations underpinning their study choices. This paper will present an autoethnographic account of the authors' experiences in learning Indigenous Australian Languages in tertiary settings. The authors present two unique views from the student perspective. As language learners in tertiary settings, we explore our own individual language learning journeys as they relate to personal identity formation and to notions of nation-building. These include the similarities and differences highlighted through our individual circumstances. We explore questions of tertiary institutions' role in society in the centring of Indigenous voices and examine our own responses to questions of curriculum/pedagogy and accessibility (including online and hybrid learning) from the learner-perspective. We further reflect on the importance of designing learning and language programs that have a good cultural match. Each of these elements is presented with the aim of providing open and safe spaces within the Tertiary Education sector for further discussion when considering emerging and future directions for research into the teaching of Indigenous Australian languages and culture.

Stavroula Nikoloudis and James Walker

La Trobe University

Renewing Greek Studies in Melbourne: Attitudes, Study and Use

Melbourne is considered the largest Greek-speaking city outside of Greece and Cyprus and the most Greek city in Australia (Hajek & Nicholas 2004; Tamis 2005). The heyday of Greek studies in Melbourne was inaugurated in the 1970s by first-generation Greek Australians, who used Greek in the home and encouraged their children to study it formally (Fifis 1999). After the 1990s, the second generation did not make Greek language learning a priority for their own children. This held consequences for tertiary education in the 2000s, when Greek Studies programs underwent declining enrolment and closure (Tsiannikas & Maadad 2013).

Perhaps frustrated by their inability to communicate with their grandparents and their extended family in Greece, the third generation is showing renewed interest in Greek language study.

In this paper, we report on several initiatives aimed at promoting the renewal of Greek studies at the tertiary level in Melbourne. After a brief review of the history of Greek in Melbourne and its place in the Victorian education system, we detail the current approaches used in the Greek Studies program at La Trobe University. We report on responses to a community survey distributed in 2020-2021 exploring views about identity and language use from three generations of Greek Australians in Melbourne and plans for involving students in community research. These initiatives have been inspired in part by the Pharos strategic plan (Lo Bianco 2021) for revitalising the acquisition and study of Greek in Australia.

Jasna Novak Milic

Macquarie University

Benefits of HyFlex course design in tertiary language learning

With both students and teachers embracing online learning and teaching in the post pandemic era, emphasising its benefits, rather than focusing on obstacles, the future of the online component in tertiary language learning has been secured. However, the question is what a successful blended course design involves and whether this is achievable in settings when resources might be limited.

One of the attractive options is the hybrid-flexible course design model (HyFlex) aiming to facilitate successful language learning for all cohorts: on-campus students, who might not be able to attend face-to-face classes due to illness or self isolation, and those enrolled into the same course externally.

The HyFlex model implies flexible learner attendance where learners may attend along a spectrum from fully online through face-to-face on campus (Samuel, 2020). In other words, the goal is to serve “fully online students without abandoning our classroom students” (Beatty, 2007a, as cited in Beatty, 2019: 20), but also students who will fluctuate between attendance options depending on their current circumstances. Essentially, the goal is to achieve a model that “combines face-to-face and online modes to provide flexibility for students to participate in the best mode for them (face-to-face, online synchronously, or asynchronously)” (Vilhauer, 2021).

In this paper the author explores options and provides examples of a successful HyFlex course design at a tertiary level of language learning focusing on four central values in HyFlex design (2007, as cited in Beatty 2019): learner choice (in-class or online; synchronously or asynchronously online), equivalency (no matter the attendance mode chosen, students will be able to achieve unit learning outcomes), reusability (all online resources are available to all students) and accessibility (students can participate in any of the modes offered).

Emi Otsuji and Akiko Hiratsuka

University of Technology Sydney

Digital linguistic landscaping project: a case study of the intermediate Japanese language class

This presentation showcases the digital linguistic landscape project that was developed for the intermediate Japanese class at a university in Sydney when students’ mobility was disrupted by Covid-19. The project drew on the metrolingual approach (examining the relationship between language and the city) (Pennycook & Otsuji 2015) and digital ethnography (Pink 2015). As part of the project, students virtually ‘walked down’ the streets of the cities in Japan using Google Maps. The underlying aims of the project were to explore (1) how linguistic landscapes are multiple layers of the meaning-making practice of the everyday, produced and consumed for particular purposes rather than a static linguistic backdrop, and (2) how cities are translanguistically and multimodally organized spaces with their own demographic, geopolitical and historical attributes. The project also had a practical ramification in that at the conclusion of the project, students created a website that introduces cities (geographical, demographic and sociocultural information) with integrated images of signs accompanied by critical analysis/reflection of them. The primary purpose of the website was the creation of practical references to share with students who intend to go to Japan on an exchange in the coming years. Although this project was developed at the height of COVID-19, the paper argues for the great relevance of the project to the post-corona and digital eras where the integration of critical digital ethnography will become increasingly useful in language education.

Agata Pellerito-Adely

Monash University

“I like Italian, but I think I prefer Spanish” – Exploring the multilingual self in Sicilian-Australian language portraits

In recent years, biographical approaches such as language portraits have garnered interest from both educators and researchers working with multilingual populations (Busch, 2018; Chik, 2018; Obojska, 2019; Purkarthofer & Flubacher, 2022). Language portraits are silhouette drawings filled in by participants to represent their linguistic repertoire and are followed by a spoken or written narrative that is elicited by the researcher. Through reflection and dialogue, multilingual and heritage language speakers consider their lived experience via a narrative process.

The current paper is based on a study of Sicilian-Australian women living in Melbourne. The language portraits were used as a tool to study identity and ideology of 12 women of Sicilian-Australian background. The interactional nature of the language portrait and narrative interviews provided a window into their linguistic repertoires and how they made sense of their multiple identities.

The findings of the current study have applications for educators working with multilingual populations as it allows for a better understanding of student linguistic repertoires. Researchers, such as Purkarthofer (2022), ask educators to better understand how they are “contributing to, or erasing multilingualism” (p. 25) within their institutions. This process begins with understanding the linguistic repertoires of our students. Language portraits are an easily accessible tool that has the potential to provide teachers with a richer understanding of student repertoires and improve teacher practices.

This talk highlights the benefits of using multimodal, biographical methods with heritage language speakers to reflect on their multilingual experience. I explore how participants used the language portraits to show a physical connection to place; express complex attitudes towards language; and negotiate a multilingual & transnational self through both visual and narrative elements.

Elena Pirovano

University of Melbourne

Translanguaging practices and language learning in university courses. The students’ perspective

In the Australian context, the cohort of students that access university language courses has become characterised, in recent years, by increasingly complex linguistic practices (Ollerhead & Baker, 2019). Many students are bilingual or multilingual speakers, either international students with languages other than English as their mother tongues, as well as local students fluent in English and other family or academic languages. Students who come from an English speaking background have usually been exposed (at different levels) to additional languages through school, life experience or family connections. Therefore, the language class has become a multilingual place where students bring their experience with language use and language learning.

Within this context, the concept and practice of translanguaging can provide a significant framework to explore language teaching and learning in university contexts (Mazak & Carroll, 2017). This paper explores the potential of translanguaging practices (e.g. Cenoz & Gorter, 2022; García & Kleyn, 2016) that occur in the language class from the perspective of the students. It reports on data collected through a questionnaire and follow up semi- structured interviews to students of one or more major European languages (French, German, Italian, Spanish) enrolled at seven different Australian universities. It focuses on exploring participants’ understanding of their own linguistic repertoires and how their multilingualism and experience with language learning impact on their learning process. It then explores participants’ beliefs towards effective ways of learning additional languages, their experience with translanguaging in the language class and their spontaneous translanguaging practices.

Grace Qi, Andrew Scrimgeour and Jeffrey Gil

Massey University, University of South Australia and Flinders University

Australia, New Zealand and China relations and their impact in education settings: Findings of an online survey

The deterioration of relations between Australia/New Zealand and China has had wide ranging effects, including in education. A team of researchers in different higher education institutes conducted a study aiming to explore the impact of the current geopolitical relationship between Australia/New Zealand and China on academics, teachers and professionals working in education sectors. Our interest focuses on the perceptions of participants on various aspects of this ever-evolving relationship and seeks to answer three questions:

- 1) What aspects of ANZ-China geopolitical relations have impacted individuals who work in the education sector?
- 2) In what ways have these individuals negotiated with and reacted to the potential challenges at both personal and professional levels?
- 3) How could education continue to play a crucial role to support students and staff of the sector in rethinking the future of bilateral relations and internationalisation?

The project consists of two phases, an online survey and semi-structured one-to-one interviews. The survey responses (n=200) identify the potential factors that may have affected individuals' views on the influence of local Confucius Institutes, of mainstream media and internationalisation in education at personal and professional levels. This presentation explores the data from surveys and individual interviews to identify salient factors, such as workplace (school/university), teaching content, nationality, language proficiency etc, in their perceptions of and responses to the current geopolitical context. Implications for education policy, particularly approaches to the teaching of Chinese language and culture in response to the asymmetry of ideology and social capital in educational settings and beyond, are discussed.

Meron Reda

University of Queensland

Settling with Multiple Languages: The Impact of the Refugee Journey on African Youth in Australia

African background individuals who migrate to Australia as refugees are often exposed to various languages that, if maintained, are useful for their settlement in Australia. The languages are means through which they communicated with family members, peers, and different speech communities during their refugee journey. In Australia, such languages can offer their speakers ways to build social capital that can support their settlement. Families of different ethnic backgrounds with similar 'transit' experiences can communicate with, relate to, and form connections through their common languages acquired during the refugee journey. Nevertheless, settlement service providers and literature on refugee settlement predominately focus on English language acquisition for attaining social capital. Therefore, following Mixed Method approach, this research explores how the maintenance of languages acquired during the refugee journey assist African youth with attaining social capital that can better support their settlement in Australia. It does so via an online questionnaire, a narrative writing task and follow-up interviews. Preliminary analysis of findings shows that ethnic and non-ethnic languages acquired in 'transit' are useful in various domains including the home, school, and the workplace. Non-ethnic languages are particularly resources that people of different language, ethnic and cultural backgrounds share due to their 'transit' experiences. Further, participants would like to sustain their heritage languages as they are part of their identity. Refugee-background youth experience an 'identity search period' after high school which could be avoided if they are assisted with maintain their heritage languages as part of the settlement support that they receive in Australia.

Francesco Ricatti

Australian National University

Decolonising the colonisers? A review of recent approaches to decolonisation in French, German and Italian Studies

The 'decolonial' turn have begun reshaping curricula in language and area studies across North American and Australian universities, but this is still often the result of individual initiatives, rather than structural reforms. While Tuck and Young's warning that 'decolonisation is not a metaphor' is cited by many scholars and teachers involved in such renewal, there is little reflection and no clarity about the extent to which the languages and cultures of the colonisers can actually be decolonised. For instance, can we decolonise modern European languages, while insisting on their centrality in contemporary humanities? And shouldn't decolonisation instead support and prioritise the teaching and learning of Indigenous languages and cultures?

This presentation will critically consider three recent collections of essays on 'Diversity and Decolonisation' in German, French and Italian Studies. It will identify some important contributions to this debate, but also emphasise some of the limitations of an approach that is focused on curriculum renewal by some enlightened scholars and teachers, rather than on the need for radical and structural reforms against extractive neoliberal universities. I will argue that this is particularly relevant to Australian universities, which are located on unceded Indigenous land, and yet largely fail to take Indigenous sovereignty seriously. While I am a strong believer of the need to reframe the teaching of languages through transnational, transcultural and decolonial perspectives, I remain concerned that these changes are not being implemented within broader reforms of the university system, and in fact often remain marginal even within language departments. All the while, scholars of European languages still haven't developed a radical, if inevitably uncomfortable, debate, on what actually means to decolonise the coloniser.

Michael Sadeghi and Mostafa Pourhaji

University of Melbourne and Shahid Beheshti University of Medical Sciences, Iran

Pre-task explicit instruction and allocation of attention during L2 oral production: Evidence from self-repair behaviour

Whereas there is a consensus on the merits of explicit instruction in the post-task stage of a lesson, jury is still out regarding its desirability prior to task performance. There has been much controversy regarding whether pre-task explicit instruction interferes with the normal functioning of tasks by disrupting its meaning-primacy principle. One way to provide further evidence to reconsider the issue can be investigating the overt manifestations of psycholinguistic mechanisms of monitoring underlying L2 learners' oral production, namely self-repair behaviour. This study aimed at examining the effects of pre-task explicit instruction on L2 learners' oral self-repair behaviour while controlling for the effects of working memory. To this aim, a between-subjects design was employed where 121 Iranian EFL learners were randomly assigned to a control and an experimental group. An oxford placement test, a grammaticality judgement task, and an elicited imitation test were deployed to verify the participants' initial comparability in terms of their L2 proficiency. An operation span task and a story-retelling task were employed to gauge their working memory and to obtain samples of their oral performance, respectively. Lastly, a grammar handout, which explained English relative clauses, was given to the experimental group. Pre-teaching the grammatical structure was found to increase the frequency of its repairing (local form repairs), while leaving other aspects of linguistic forms (global form repairs) unaffected. On the contrary, repairs targeting the conceptual content of messages (content repairs) were negatively affected by pre-task explicit instruction. The results can resonate with the concern voiced by the opponents of pre-teaching grammar (Ellis, 2003; Willis & Willis, 2007) in that it can cause learners to treat the task more as a language exercise. The findings also lend credence to the Extended Trade-off Hypothesis (Ahmadian, Abdolrezaei, & Ketabi, 2012), suggesting there is a trade-off between different categories of self-repairs.

Mobina Sahraee Juybari

Monash University

Language and Culture in World Languages Studies in Australian Higher Education

Mobility has a substantial influence on diversifying the landscape of languages and cultures across the globe. Attention to diversity is conspicuous in university English programs in English-speaking countries; for example, in the form of English as in International Language (EIL) and World Englishes. However, English is not the only pluri-centric language. Other such languages include Chinese, Arabic, Spanish and French. In this presentation, I will explore linguistic and cultural diversity in Chinese and Spanish language programs at an Australian university. I will draw on a study investigating the ways language and culture are conceptualised in light of diversity. The study applies translanguaging and transcultural dispositions, and positioning theory as lenses for the investigation of language and culture. This study engaged three groups of participants – course coordinators, tutors, and students – to obtain various data including coursework documentation, semi-structured interviews, observations, and a questionnaire. Preliminary findings show different understandings of language and culture and their diversity across language programs.

Andrew Scrimgeour

University of South Australia

Linguistic diversity and language learning in Australian Schools

The recently released census data (ABS2022) provides a useful profile of dynamism and diversity in languages used at home in Australia. The recent National Languages Strategy and Plan project (AFMLTA 2022) also provides a recent profile of languages taught in Australian schools and within language communities. This paper reviews the 2021 census data to explore trends in linguistic and cultural diversity across states and territories and contrasts that with trends in languages education in schools and the community, as outlined in the NLPS report. It considers the implications of current language policy (or lack thereof) in supporting community languages, and in actively promoting broader community understanding of these languages and their speech communities through language education in schools. Proposals for a more inclusive and diverse offering of languages and language education opportunities in the school education sector in particular, including modifications to curriculum frameworks and pathways, and initial teacher education programs are discussed.

Nadia Selim

University of Sydney

Evidence-based renewal of Arabic in the Australian tertiary sector

Arabic programs have a long history in the Australian tertiary sector. However, only a small number of universities offer Arabic. The expansion of Arabic offerings is unlikely because of the relatively low enrolments in Arabic programs. These low enrolments could be attributed to a range of complex and intersecting reasons, such as low participation in Year 12 Arabic study and lack of advocacy. However, it is also possible that Australian university offerings are hampered by an extreme paucity of language-specific research. This situation ultimately leads to a lack of understanding of Arabic students' needs, expectations and experiences. This research paucity also leads to a reduced grasp of language-specific best practices. The current state of research into Arabic teaching and learning in the Australian tertiary sector suggests that Arabic provisions are contingent on individual convenors', coordinators' or tutors' experience and/or disciplinary grounding. Investment in empirical examinations of students' learning, teaching practices, and critical examinations of course designs and text choices are all urgently needed. The validity of modelling Arabic offerings on the offerings of other languages, and/or Arabic programs in other contexts also requires analysis. This presentation will argue that a better future for Arabic hinges on evidence-based renewal.

Elena Sheldon

University of Technology Sydney

Integrating cross-cultural learning through video communication in foreign language teaching and learning: The case of Spanish

This study examines the teaching of upper-intermediate level Spanish as a foreign language (FL) at two universities: the University of Technology Sydney (20 students) and the Autonomous University in Madrid (20 students). The courses took place over five weeks, and took the following form: class instruction focusing on a contemporary issue, followed by a conversation between the students at the different universities. The program intends to offer greater preparedness for, and hence, enhanced gains from, experiences in In-Country Studies – especially in the challenging academic study component, as students need to attend classes delivered in the target language in partner universities in Hispanic countries. The project builds on an earlier one, in 2021, implemented at intermediate level only, where students were paired with peers at Zaragoza University and conversed about their university lives. This intervention revealed some limitations due to the lack of specific preparation prior to the students' conversation with a university student in Zaragoza University. To remedy this, the project discussed here moved to the upper intermediate level in the hope of seeing more advanced outcomes. For five weeks, both groups of students learnt about the treatment of refugees from Hispanic countries and of refugees from Ukraine. UTS students were paired with students from the University Autonomous (MA). The conversation was asynchronous and organised by both teachers. The analysis of the transcribed oral student-student interactions revealed that the majority of students from UTS displayed similar language competency and knowledge on refugees as the native speakers from MA while a smaller number of students from UTS were less linguistically competent which limited the flow of their ideas on the topic. Overall, using class instruction, alongside virtual oral engagement with a student in Spain gave the UTS students' greater insights into authentic communication.

Penny Spicer and Anna Ivanova

Defence Force School of Languages

Defence Force School of Languages Online Interpreting Package.

The Defence Force School of Languages (DFSL) provides military specific LOTE acquisition training in 18 languages of interest to Defence. A 2018 Training Needs Analysis highlighted the need for ADF linguists to have increased interpreting expertise, but with DFSL's intensive 1-yr initial LOTE course curriculum already at capacity, an innovative approach was in order.

To fulfil this need, DFSL launched the pilot of the Online Interpreting Package (OIP) in March 2022. The OIP is a self-paced, online training resource designed to equip DFSL graduates with basic interpreting skills through a mix of theory and practice opportunities. One of the OIPs key goals is to increase learners' awareness of the different types of real life ADF-specific interpreting tasks and to this end provides audio-recorded dialogues and monologues in 18 languages that learners can use for practice. The theory component covers modes of interpreting, preparation, glossary building, note taking, memory techniques, and much more.

To enhance the effectiveness of this novel online approach to interpreting training, a language mentor system was incorporated into the package, in which new linguists are paired with a more experienced member to provide them with support and informal feedback on their interpreting performance.

To date, 166 students have enrolled in the package and initial feedback on the pilot is encouraging.

Carolyn Stott and Annabel Gassmann

University of Sydney

Learning, assessing and encouraging ethical behaviour in the FLE classroom in the era of AI

The mainstreaming of generative artificial intelligence in recent years has given cause for reflection and concern around assessment in education spheres, with students now being able to not only employ high-quality translation software to produce assessment tasks, but also to generate a unique, credible, and coherent essay from a textual prompt without personally undertaking any research, planning or writing (Education Innovation, University of Sydney). These increasingly sophisticated Artificial Intelligence (AI) capabilities have implications for teachers of languages in relation to the design of learning activities and assessment tasks that promote the ethical use of translation tools and other software to facilitate and enhance learning for our students.

This workshop will present the current state of play in the university FLE classroom and refer to scholarly research undertaken in this area. The challenges presented by universal access to these tools will be discussed – challenges that have been exacerbated due to the constraints of COVID – from a secondary and tertiary classroom perspective. Machine-translation technologies like Google Translate and DeepL are here to stay, and their accuracy will only continue to improve. How can teachers of FLE encourage ethical use of such tools in their classrooms? What technological tools are currently available for use in the contemporary FLE classroom? How can we use these tools to our advantage to encourage student learning? How can we promote these technologies as a tool to enhance learning rather than as a constraint to be discouraged in the FLE classroom? Workshop attendees will share their experiences and contribute to the creation of potential solutions to these challenges for the secondary and tertiary FLE classroom.

Hanxuan Sun

University of New South Wales

How negotiation process matters in the model of online collaborative translation.

In recent years, models of online collaborative translation have come into focus (e.g., Jiménez-Crespo, 2017; Zwischenberger, 2020; O' Hagan, 2021), particularly for field-work studies of Facebook (Dombek, 2014) and Wikipedia (Jones, 2019), Fansubs (e.g., Moreno García, 2020; Wongseeree, 2020) and online translation platforms (e.g., Yu, 2019) - studies which are few in number. In this presentation, I will first introduce these models of online collaborative translation, with definitions, features, methodologies, and recent developments (Jiménez-Crespo, 2022). Secondly, I will review and analyze the importance of negotiation in organizations (Pruitt, 1994), involving a for-profit company, an online translation platform and some Fansubs, and its significance in the distribution of translation work (Wang, 2017), resolution of conflicts among translators, who also act as project managers and post-editors (Jones, 2019; Shafirova, Cassany and Bach, 2020) with equal (Shafirova and Kumpulainen, 2021) or unequal status (Yu, 2019). Informed by previous empirical studies, I will highlight the importance of negotiation in translation process by using ethnographic methods and provide practical evidence for process and product-oriented descriptive translation studies (Holmes, 1988), compared with those context-based analysis in online collaborative model (Shuttleworth, 2017). Finally, I will conclude with an outline of future work on this topic of growing significance.

Katie Sutton and Birgit Lang

Australian National University and University of Melbourne

An Ethical Gaze on the Queer Past: Finding a language for Screening The Steinach Film

This joint paper will investigate the ethical challenges of screening a film such as the 1922 documentary The Steinach Film in the 21st-century present. The Steinach Film was an international blockbuster success which explored the meaning of the sex hormones and their implications for modern medical research on gender, sexuality, and ageing, through a technologically innovative combination of drawings, slides, animations, live footage, and fictionalized narrative film. It works to develop a new language for talking about sex and gender with a broad international public, crossing linguistic boundaries from the original German in its effort to the latest disseminate sexological and endocrinological knowledge from the laboratories and clinics of Berlin and Vienna to cinema goers across the globe. Rather than delving into the original moment of the film's reception in the 1920s, this paper reflects on the reception and framing of this film one century later, in the 2020s. What are the ethical and affective implications of viewing queer, trans and other gender-diverse bodies in historical films such as this from the very different vantage point of the present? How might we acknowledge their capacity to convey a sense of desire, affirmation, or even exhilaration, but equally their capacity to wound or trigger? To do so involves looking back across a century that has seen rapid changes in the language for describing gender and sexual diversity, often in response to major movements for legal and political recognition. It involves acknowledging the exhilaration of "discovering" new kinds of queer and trans histories on film, while juggling the tension between pathologization and liberation these images convey.

Chihiro Thomson

University of New South Wales

Non-Japanese parents of Australian children with connections to Japan.

This presentation, based on an Australia-wide interview study funded by the Japan Foundation, discusses the roles that the Australian parent plays in the Japanese language development of children of Australian-Japanese couples.

The number of children of international couples between Australian fathers and Japanese mothers is on the rise. Despite the reported difficulties of maintaining Japanese in international couples outside of Japan, these children are found to use Japanese in family communication. The interview study revealed that the non-Japanese parents of these children are playing indispensable roles to uphold this trend. The majority of non-Japanese parents have some level of Japanese proficiency, and proactively assist their children's Japanese study. Those without Japanese skills also strongly endorse their children's multi- and pluri-lingual/cultural development.

Some explanations for their support may be found in the Australian sociocultural environment, which embraces diverse languages and cultural heritages. Further reasons could be the long-lasting favorable relationship between Australia and Japan, as well as Australian interest in all things Japanese. What is unique to Australia is the sustained strong enrolment in Japanese language study in schools in Australia. Australia has the largest per capita learners of Japanese in the world. An estimated one in ten Australian children have been studying Japanese for more than two decades. The interview study found that a number of Australian fathers studied Japanese in schools.

Studies in heritage or community languages so far had not paid due attention to the non-Japanese parents in their children's Japanese language development. This study showed that non-Japanese parents have critical roles to play in the development of their children's Japanese language and that the Australian Japanese language education in schools could be making a difference.

Fabrizio Tocco and Cíntia Martins Sanches

Australian National University and Instituto Federal de Educação Ciência e Tecnologia de São Paulo

Teletándem Connecting Australia and Brazil Through Remote Language Exchange

The following paper showcases new directions in the teaching of Portuguese at the Australian National University. A popular practice for additional language acquisition in Brazil, Teletándem incorporates the typical features of tandem language learning (e.g.: peer-to-peer mutual exchange between native or near-native speakers, with little, if any, intervention from the instructor), bringing in an innovative approach: the possibilities that Zoom offers to the classroom. At ANU, we have adopted Teletándem to connect domestic and international students of Portuguese based across Australia, Asia, and the Pacific region with Brazilian students of English enrolled at the Federal Institute of Science and Technology of São Paulo (IFSP); thus, bridging Canberra with Ilha Solteira, a town of 25,000 inhabitants, located at almost 700 kilometres inland from São Paulo. This paper, then, covers aspects of praxis in the Portuguese online classroom and the shared experience with learners of English in Brazil. Both presenters, Fabrizio Tocco, (Convenor of Portuguese at the ANU) and Cíntia Martins Sanches (English instructor at IFSP), will outline the different challenges and successes Teletándem had to date, as the collaboration started in early 2020, (when remote teaching, as we all know too well, became the norm, overnight), and thrived throughout the pandemic years.

Mark Tutton and Doron Cohen

University of Technology Queensland and University of Manchester UK

Language Anxiety in the Context of Online Learning

Language Anxiety (LA) is a distinctive type of state anxiety experienced by learners of foreign languages (Horwitz, 1986; Horwitz et al., 1986). LA can have many causes, such as the fear of losing one's identity (MacIntyre, 2017), embarrassment (ibid), and problems with pronunciation (Price, 1991). However, the relationship between comfort and level of self-disclosure (e.g. responding to questions like 'what did you do on the weekend?') has not been addressed in the literature, despite the standard expectation of students to talk about themselves in the L2 classroom. Hence, can the expectation of self-disclosure contribute to LA? A second variable is that of learning context. Existing research investigates LA within the context of the physical classroom, but little is known about LA in the context of online education (Russell, 2020). As such, do students feel more or less anxious in the online classroom than in the physical one? We addressed these two questions by asking students of French at an Australian university to complete the Foreign Language Classroom Anxiety Scale (FLCAS). On the basis of the 41 responses received, nine students with high levels of LA agreed to participate in a one-one-one semi-structured interview over Zoom. While qualitative analysis of this data using thematic analysis (Braun & Clark, 2006) is not yet complete, an initial overview reveals that students do not feel high levels of anxiety in the online L2 classroom. Another result, somewhat unexpected, is that students overwhelmingly find breakout rooms to be of little benefit for their L2 language development. The implications of these initial results, along with directions for subsequent research, will be discussed.

Ping Wang and Yingli Sun

University of New South Wales

Teaching Chinese Characters and Culture with Digital Educational Technology

Mastering Chinese characters is one of the most difficult aspects in learning Chinese language, especially for beginner-level CFL (Chinese as Foreign Language) students. How to teach characters more effectively? How to approach Chinese culture in teaching? How to enrich and enhance students' learning experience? Finding solutions to issues such as these poses challenges especially during the pandemic, but also opens up new possibilities. In this presentation we will share our experiences, challenges and strategies in exploring new ways of teaching using the two digital projects we have been working on.

Project 1: "Chinese Characters Go Digital" where we tap into the cutting-edge interactive educational technology and turn characters learning into an "edutaining" experience. In our project, we have made animation videos of the key characters in which we show the stroke order when writing the characters, tell the stories of Chinese culture and history behind each character, as well as assessing students' knowledge of the characters through interactive questions. The interactive videos make characters learning a "rich-encoding" fun process that involves multiple modality of information including audio explanation, visual experiences (animation), and tactile semantic associations (interactive practice) which help students learn and memorize Chinese characters more effectively and efficiently. Project 2: "Chinese Culture Comes Alive" where we use the 360 Immersion technology to develop interactive learning activities and resources to enable our students to learn the language and culture in the real social and cultural contexts with a much more engaging and enjoyable experience.

Wei Wang

University of Sydney

Cultivating critical thinking of international Chinese students through media discourse analysis

In the context of increasing Chinese international students attending higher education in Australia, educators are often concerned about how to enhance the learning experience of this cohort of students who are often regarded as deficient participants in a foreign education context. This paper examines teaching practices and student experience in two newly developed Chinese language units of study at an Australian university that were designed to improve international Chinese students' learning experiences. These two units teach advanced communicative skills, critical thinking skills and academic research skills, in Chinese writing and oral presentation, through dealing with a range of authentic Chinese materials. While recognising the importance of these essential skills for their academic endeavours, more than 800 international Chinese students have enrolled in these two units for 2022.

This paper demonstrates how critical thinking skills can be cultivated through media discourse analysis in these units. Based on my own research on Chinese students' academic writing and Chinese media analysis, I designed one critical thinking training module on Chinese media discourse analysis. First, I selected four articles from my dataset of my 2014 research as the primary readings for this module. These articles, published by one of the top general magazines - Duzhe - in China, discuss the experiences of white-collared migrant workers in China. This module also introduces different approaches to media discourse analysis, including analytical frameworks developed by Grabe and Kaplan (1996) and Huckin (1997). By practising these two frameworks in analysis of the media articles in the tutorials, the students have developed critical thinking skills in taking into account the relevant textual and contextual factors that contribute to the production and interpretation of the given texts. This paper illuminates the teaching practice and student experience in this process as well as give voice to the students' favoured academic practices, in the face of their initial difficulties of academic and cultural adjustment.

Rowena Ward and Laura Clark

University of Wollongong and University of New England

Who studies Japanese at Intermediate and Advanced Levels at Australian Universities?

In late 2021, an online survey was disseminated to students enrolled in Intermediate and Advanced level Japanese language students in Australian universities on their motivations for studying Japanese, especially under COVID-19 conditions. In addition to the 148 survey responses received, 23 students were interviewed to further understand their motivations. This presentation discusses a subset of the metadata and some aspects of the students' positive and negative attitudes to studying Japanese online during the COVID-19 pandemic. More specifically, the presentation will show that the students surveyed were overwhelmingly domestic students, over half self-identified as multi-lingual and nearly 70% had studied Japanese formally in high school. Finally, the presentation will consider students' views on what aspects of their Japanese language studies they found 'most engaging' and 'least engaging'. The survey results have implications for language policy development, curriculum content and student satisfaction ratings for Japanese language studies as well as other languages. Importantly, the results highlight a need for more research into students' attitudes to online language studies during COVID-19.

Yasuhisa Watanabe

University of Melbourne

Synchronous online work experience: its affordance and contribution to students' transformative learning

Work experiences in different cultural settings can facilitate students' learning of the target culture and language. By following role models and interacting with people from the target culture, students gain practical skills which can transform and enhance their knowledge about the target culture and language. While pandemic stopped face-to-face contacts, telecollaboration and virtual/online exchange were advocated as alternatives to such learning opportunities. However, the quality of interaction in online environment, and subsequently the quality of learning from online exchange have been questioned by both students and teachers.

This paper will qualitatively analyse the outcomes of pre-session discussions and post-session survey received from advanced-level Japanese language students who participated to the online tour and work experience session with representatives from a shopping street in Osaka. The online tour and work experience was conducted in May, 2022, to expose students to realistic communication in Japanese in business and social settings, at the same time to explore how small shops in Osaka survived pandemic. The representatives from the shopping street took the camera to the street and various shops for the students and students interviewed business owners synchronously via Zoom. The experience gave students an added dimension to their perception of Japanese language and transformed their knowledge of communicating in Japanese, although the amount of learning appeared to be more superficial compared to in-country experiences. The paper will further explore the affordance of synchronous online tours and work experiences in classroom settings.

Alistair Welsh

Deakin University

Redefining Language Education

By various measures, language education in Australia is struggling. Whilst Australian society is diverse, multi-cultural and multilingual, we also face the subtle yet powerful dynamics of a predominantly monolingual Australian mindset. In this context, languages education has struggled to cut through with a clear and convincing message about the place and value of language education. In Australian universities, Languages as a discipline area is undervalued and afforded little voice. Amidst this difficult dynamic, Language departments themselves have struggled to articulate a clear and convincing sense of Languages, as an academic discipline. In the absence of a clear sense of place and purpose, Languages have readily been defined by others.

I argue that we need to rethink language education from within and work towards shifting dominant public thinking and the low regard for language education evident even within educational institutions. Critical consideration of language education also draws attention to the broader inherent limitations – both societal and within our education systems. Drawing from various research projects, I consider contemporary student perceptions about the inherent value and nature of being a learner and user of (an)other language(s). Such perspectives offer insights into the lived experiences and aspirations of contemporary language learners and offer hope for a brighter future for language education. As we grapple with how to shape a more 'sustainable' and optimistic future for language education, I suggest we need to redefine language education itself, for the Australian context.

Tin Kei Wong

The University of Adelaide

Teaching translation today: rethinking assessment and course content for online delivery.

This presentation is an account of my teaching experience in a Chinese-English translation course for Chinese students over the past two years. Due to the pandemic, this translation course originally designed to be delivered in person was moved online, with the majority of students being offshore. The original assessment tasks requiring students to sit in translation tests in the classroom with physical dictionaries were not applicable anymore. When tests were moved online, students could obtain accurate translated texts with a click with the easy access of online translation machines, which made it nearly impossible for markers to detect plagiarism or cheating. I will illustrate how I have restructured the design of course content and assessment to incorporate reflection on cultural issues and critical thinking regarding the translation process. Through tasks such as in-class discussion, group projects, oral presentations, translation practice with reflection, the course aims to offer intellectual training to students despite the presence of translation machines, which is apparently the biggest obstacle for assessment in a translation course.

Jie Yang and Kai Liu

The University of Adelaide and Xi'an Jiaotong-Liverpool University

Educational Policy in Practice for Language Revival Programs in Tertiary Education: Kurna Language in Australia and Manchu Language in China

The Manchu royal family ruled China for over 250 years in Qīng dynasty. Given the size of the Manchu population and the historical importance and depth of its language and literature for Chinese people in general, this is highly inappropriate that the Manchu language is given such low priority in the education system.

In Australia, the last native speaker of the Kurna language passed away in 1929 and no sound recordings were ever made of the language. These days only a small number of Kurna people remain and most live in the city of Adelaide, South Australia and in the surrounding towns and Indigenous communities in the area.

This research employs qualitative research approach in both countries, which examines the language policy and practice from the seven perspectives of access; personnel; curriculum; methodology and materials; resourcing; evaluation and professional accreditation; and further study/career pathways. It also involves the gathering of information through in-depth face-to-face and online interviews.

In Australia, although many people are working enthusiastically and energetically to promote Kurna language, it is difficult to get consistent support, funding and enrolments for ongoing programs. In China, a few universities offer Manchu language courses, however, the teaching contents of these programs are more about Manchu historical document preservation, historical and cultural studies, and archaeology. It is my hope that this research will shine a light on the problems faced by educators and academics of these revival language programs in both countries.

Ping Yang

Western Sydney University

Achieving Intercultural Understanding through a Translation Project

This paper reports on how a translation team have come to intercultural understanding of Aboriginal Australian culture in relation to the Chinese culture during the course of a project-based translation experience. Using cultural linguistics as a theoretical framework (Sharifian, 2017), the researcher interpreted and reflected on the intercultural different perceptions and cultural differences as identified in the translation of a source language (English) into a target language (Chinese). Data were collected from our translation project (funded by Australia-China Council and University of Western Sydney in 2011) on Aboriginal Sydney (2013) and Aboriginal Darwin (2013) which were published in English-Chinese edition by Aboriginal Studies Press (Yang, 2015). A critical analytical approach was used to study a list of English words with cultural concepts different from those in Chinese. It is found that these culturally different and culture-laden words offer culture-unique meanings associated with the linguistic, social, and cultural contexts in which they are immersed and evolved. Each of the English words and Chinese lexemes tells a long and interesting story and engages language learners and researchers in their thought-provoking efforts in undertaking critical comparative studies between source language/culture and target language/culture, thus achieving a deep understanding of languages and cultures concerned. The implications of this project-based research results for multilingual and intercultural education are discussed.

Xiaofang Yao

Federation University Australia

Affect in the linguistic landscape: A tale of two Chinese restaurants

Studies of linguistic landscape have shifted from frequency counting of languages on public signage to ethnographies of idiosyncratic linguistic and cultural practices embedded in geographical spaces. Despite emerging attention to the evocative potential of space, or how space regulates human emotions, the affective dimension of linguistic landscape, especially as it relates to transnational experiences of migrant communities, remains an under-researched area. Drawing on Wee and Goh's (2019) affect theory in the semiotic landscape and Pennycook's (2018) posthumanist perspective on languages, this study examines how affect, a sociolinguistic construct, might be materialised by the linguistic and semiotic resources in two Chinese restaurants from rural and urban contexts respectively. Data for this study include photographs of the linguistic landscapes both internal and external to the two Chinese restaurants, interviews with restaurant owners, as well as newspapers, historical records, and policy documents about the local communities. A geosemiotic analysis (Scollon & Scollon, 2003) reveals that affect can be evoked by and organised around material objects in the environment. Specifically, the use of building signs, cultural emblems and food menus has helped integrate nostalgia sentiments into the broader sociocultural environment where the rural Chinese restaurant situates. In comparison, nostalgia is almost absent in the Chinese restaurant in the urban area, which instead appeals to people's deep inward affections for conviviality through translanguaging on shop signs and appropriation of popular culture. As the cases show, spaces are inherently social and historical, reflective of the memories of Chinese migrants and their aspired affiliation with imagined communities; spaces are also agentive and productive, orienting people towards intentionally constructed affects of nostalgia and conviviality.

Sofya Yunusova

Macquarie University

An online methodology for investigating lexical inferencing strategies in foreign-language reading: a Russian language case study

The ability to read is the most stable and durable of the foreign language skills that can be practised independently and lead to language learning gains. While the research on reading strategies for foreign- language reading is vast, relatively little is currently understood about the kinds of strategies native readers of an analytic language such as English use to infer the meanings of words of a morphologically rich language such as Russian. Moreover, learner ability to access meanings of English loanwords when reading in another script has not been exhaustively addressed in research literature. The paper describes a study of lexical inferencing strategies conducted among university Intermediate-level readers of Russian in Australia. The study used an online research methodology that permitted remote, fast, and arguably less cognitively demanding, data collection than traditionally used think-alouds. The data revealed patterns of usage in students' reading strategies, and problems in performing morphological analysis of unfamiliar words. The data also revealed problems in recognising certain letter-sound correspondences in English words borrowed into Russian, persisting as late as the fourth semester of study. Implications for both reading research methodologies and reading pedagogy are considered.

Ruonan Zeng

University of Melbourne

Starting with some imitations: to create an engaging and inclusive language class in the hybrid learning environment with students from diverse backgrounds

Having delivered classes fully online for two years and then followed with the current hybrid teaching model to an unknown end, the reality unavoidably cast some shadows on L2 language education. The situation is even more challenging with intermediate level Chinese language subjects in the University of Melbourne, where enrolled cohorts from unbelievably diverse backgrounds. The tractional L1 and L2 are not even sufficient to categorise the complicated student backgrounds. Unfortunately, the current hybrid teaching and learning model brought the already challenging classroom situation to another level, with substantial number of students access classes fully or partially online. Their experience of academic and social engagement is undeniably undermined, and their needs of feeling included and belonged are hence mainly sought from class activities. To address the ongoing and new challenges, and to promote a more equitable and inclusive Chinese language learning experience, this report proposes to use "imitation practices" to promote overall engagement, and to integrate culture content into language education. This approach was initially piloted loosely back in 2019, and reformed and reapprached each year since 2020. From classroom observations and learning experience surveys, the communications between students from different background were increased, and those who attended classes online reported feeling more engaged and included. From the end of semester assessments, students also showed an improved understanding of the Chinese culture in the language application. However, high level communications are required if the approach is implemented with colleagues, and perseverance is the key to success especially at the beginning stage of the practice. More data are required to prove if this approach can be applied to different language classes, and of different levels.

Zichen Zhao

RMIT University

Paratexts in the English Translations of Chinese Gay Literature: A case study of Howard Goldblatt's *Crystal Boys*

The English translations of Chinese gay literature show the English-speaking world what life is like for the gay community in Chinese society. As the LGBTQ equal rights ideology is accepted and promoted worldwide, the writing and English translation of Chinese gay literature has become an important part of the cultural communication between Chinese culture and the cultures of English-speaking countries. However, due to Chinese cultural traditions, homosexuality remains a taboo subject in Chinese-speaking society to some extent, and the English translations of gay literature have therefore not received much attention in the field of Chinese translation studies. This research examines the paratexts in the English translations of Chinese gay literature with a case study of *Crystal Boys* translated by Howard Goldblatt. Paratexts refer to the elements that surround the text of a work that facilitate the presentation of the text. This research finds that the paratexts of this translation, especially its title, cover and preface play an important role in highlighting the theme of homosexuality. It is hoped that this study will provide a new insight for the study of the English translations of Chinese gay literature, and that it will serve as a guide for the practice of the English translations of Chinese gay literature from the perspective of paratexts.

Abstracts of panels

Crime Scenes in the Multilingual Classroom

This panel will consist of four briefer (10 min) presentations by members of the teaching team for a new Unit developed as part of the merger of Monash's programs in four European languages (French, German, Italian and Spanish) into a single major in 2021. Titled 'Crime Scenes: Interrogating Societies through Crime Narratives', this unit explores how crime genres interrogate important issues, including history and memory, gender, sexuality, identity, truth and justice, environmentalism, and transnationalism. If crime narratives (fiction, TV and film) are among the most popular and dynamic genres in Europe and beyond, 'Crime Scenes' encourages students to examine critically the connection between the crime fiction genre and evolving historical, political, theoretical, legal and socio-cultural contexts through the analysis and comparison of primary works of crime narratives.

Jarrold Hayes (Monash University): Law and Order à la française

The French tutorials begin with a consideration of the first episode of the television series *Engrenages* [*Spiral*], of which all students of the Unit watch the first three episodes for the week on Crime Fiction (CF) and sexuality later in the semester. This first tutorial begins the process of developing a CF vocabulary in French. *Engrenages* also offers an excellent illustration of the difference between English common law and the French legal system based on a civil code (sometimes referred to in English as the difference between inquisitorial and adversarial systems). The second tutorial asks students to read the French original of Didier Daeninckx's *Meurtres pour memoir* and to compare the English translation read by the other students to the French original. By strengthening links between the School's program in Translation and Interpretation studies, therefore, these tutorials end with a discussion of the role of translation as part of the narrative in *Midnight Sun*, a Franco-Swedish CF series. The overall goal is to encourage students to envision a role for CF within a lifelong process of learning French that can continue beyond their university studies.

Christiane Weller (Monash University): Genre, Hybridity and Atmosphere in German Crime Fiction

The German tutorials begin with an introduction to German crime writing of the 18th and 19th century (Friedrich Schiller, E.T.A Hoffmann etc.), exploring its focus on the perpetrator's psychology and the connection of crime and social disadvantage. Students will develop an understanding of CF terms in German and of the genre conventions particular to German crime narratives. In the following tutorials students will trace this tradition to more current texts, discussing Swiss crime fiction of the interwar-period (Friedrich Glauser's *In Matto's Realm*) or the fictionalisation of the Weimar period in the ARD/Sky adaption of Volker Kutscher's novels, *Babylon Berlin*. Both works play with genre and literary hybridity creating for the reader an unsettling 'atmosphere' in which the investigation of the murder case is secondary to the investigation of social problems, economic uncertainty, and the rise of fascism. Our study of crime fiction will be complemented by a study of the Weimar fascination with true crime. The aim of these tutorials is to encourage students to read past and present societies through the prism of crime fiction and to understand and appreciate the hybridity and polyvalence of those crime narratives.

Barbara Pezzotti (Monash University): The Language and Politics of Crime in Italian Crime Fiction

The Italian tutorials begin with an introduction in Italian about the history of Italian crime fiction in the wider national literary and historical context. Apart from giving students background information, it also introduces some key CF terms in Italian. This is followed by a general discussion in Italian on CF and its appeal during which students need to use the CF vocabulary studied in class. The second tutorial asks students to watch clips from the TV Episode "Carte Blanche" (in Italian with Italian subtitles). Being set in fascist Italy, this episode is a useful tool to both discuss a controversial period of Italian history in general and analyse the strict control on the Italian language that the Fascist regime exercised. In this tutorial students also use a transmedia approach by comparing the original novel and the TV episode. In the third tutorial students discuss the representation of the Mafia in Leonardo Sciascia's *The Day of the Owl* (1961) in comparison with more contemporary representation of this criminal phenomenon. The main goal of these tutorials is to show how crime fiction is a useful tool to discuss contemporary issues in Italian society with the hope that some students may be inspired to pursue graduate and postgraduate studies in this field.

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Stewart King (Monash University): The Hispanic Detective as Barometer of Social and Political Change

The Spanish-language tutorials focus on the exploration of social, political, cultural and economic issues in the Spanish *novela negra* and the Latin American *neopolicial*. The first class introduces students to the topic and presents them with the typical vocabulary needed to analyse CF in Spanish, such as genre designations, main conventions, recurring character types. The second tutorial centres on Paco Ignacio Taibo II and Subcomandante Marcos's *The Uncomfortable Dead*, a Mexico-based crime novel that has far-reaching ramifications. The third tutorial explores the genre's capacity for promoting social change through the representation of gender and alternative sexual identities via an analysis of scenes from three Cuban TV series *Tras la huella*, *Unidad nacional operativa* and *Patrulla 444*.

Challenges in the Provision of Honours and Advanced Language Courses in Australia

This panel will focus on issues concerned with the provision of Honours programs in Asian and European languages in Australia. Over the past decade, Honours programs in the humanities nationwide have met with competition from Masters of Arts (Coursework) programs, which have been vigorously promoted by universities. One consequence has been a decline in student enrolment in Honours programs, including Honours programs in languages. With a drop in student demand, there is now a trend to offer generic subjects rather than language specific subjects within the Honours programs. This can have adverse consequences for learning outcomes, particularly in the more difficult Asian languages. If this trend continues, the long term consequence is likely to be a loss of international expertise for Australia just as the nation faces an era of geopolitical risk. Seasoned language practitioners in Chinese, German, and Japanese, drawing from reports and other research, will discuss recent trends in their respective areas. The main goal is to delineate the nature of the problem and the extent to which these are shared by both Asian and European language programs.

Heather Benbow (University of Melbourne): Decline, Delay and an Opportunity? Honours Programs in European Languages at the University of Melbourne.

Honours Enrolments in European Languages have been in decline for at least a decade, and have reached a nadir at the University of Melbourne, as elsewhere around Australia. Structural factors at UoM including (for many languages) a concentration of enrolments at lower proficiency levels due to the success of breadth and the Diploma of Languages mean that undergraduate students are increasingly unlikely to pursue language studies as a major within the BA. The pipeline to honours has been significantly weakened. With declining numbers, European language programs have been forced to reduce subject offerings, resulting in less appealing Honours programs comprising of shell subjects in many cases. This paper calls for a pragmatic and bold response to this state of play. We can no longer afford to passively observe the decline in our Honours programs. The lively but under-resourced European Studies minor program offers a way forward. Team-taught subjects offering content and assessment in a number of European Languages could provide students of Honours in European languages exciting subjects taught by engaged scholars, and a cohort experience that has been lacking in recent years. Challenges to this approach are not insurmountable and the benefits of a collaborative and collegial European Studies Honours program would accrue not just to students, but also to academic staff.

Jonathan Benney (Monash University): Honours Courses, Chinese Studies, and Institutional Support.

It is widely acknowledged that enhancing Australia's knowledge of China has practical and academic benefits. But there are major constraints on pathways for students who want to undertake research in Chinese studies. These constraints indicate interlinked problems with the supply of suitable academic courses for students and with the creation and management of demand from students for these courses. This presentation analyses Honours courses at several Australian universities, demonstrating that a lack of institutional support has limited pathways for students to expand their China research skills and made it less likely for students to attempt higher degrees. At the same time, the question of student interest and motivation must also be confronted.

Anne McLaren (University of Melbourne): Meeting Australia's Needs for China Knowledge Capability

This presentation will draw on a forthcoming report from the Australian Academy of the Humanities, "Australia's China Knowledge Capability". This report seeks to assess the extent to which Australia's universities meet Australia's medium and long-term needs for China knowledge capability. It is anticipated that the report will argue that there are critical gaps in national provision and training of personnel with China knowledge capability, including Honours level and other forms of advanced language education. The report is based on a nation-wide survey and offers a relatively comprehensive view of the state of Honours provision and enrolments in the case of Chinese.

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Ikuko Nakane (University of Melbourne): How can tertiary advanced Japanese education contribute to reinvigorating the 'Asia-literacy' agenda?

This presentation discusses sustainability of advanced Japanese language education at Australian universities, based on the findings of Australian Network for Teaching Advanced Japanese Project (2020-2021). While the survey results show a generally healthy state of tertiary Japanese language education in Australia, findings from teacher interviews and a closer look at program structures and contents reveals a declining trend in terms of width and depth of subject offerings at advanced levels. A weakening investment in developing specialist knowledge and depth of language and culture expertise in Asian Studies would jeopardize Australia's opportunities and constructive relationship with its partners in Asia. As a recent report by the Australia-Japan Research Centre "Reimagining the Japan Relationship" argues, it is essential for Australia to reinvest in the 'Asia-literacy' agenda for new opportunities in the context of changing post-pandemic global partnerships. The presentation addresses internal and external constraints for tertiary Japanese programs affecting their sustainability and suggests some possible ways to overcome those constraints.

Reimagining narratives of tertiary language education: Perspectives from Asian languages

Knowledge of Asian languages has been linked to trade/commerce and national security in policy documents (e.g. Australia in Asia century 2011) and language policies (e.g. Australian Language and Literacy Policy [ALLP] 1992; National Asian Languages and Studies in Australian Schools [NALSAS] 1994). This discourse has been amplified by the media and also reproduced by the tertiary education sector in terms of graduate attributes. While there has been a decline in government and institutional investment in the study of Asian languages and societies in recent years, a utilitarian discourse of language education is prevalent, thanks partly to the Australian government's policy to steer higher education students towards 'job-ready' subject areas which include languages.

National language policies such as NALSAS and its provision of funding have been proven necessary to increase the number of students who study Asian languages in secondary schools. However, it is still unknown to what extent the discourse of 'trade/commerce and national security' is relevant and attractive to potential future learners. The panel critically engages with these existing narratives and explores alternative narratives of language education in Australian universities by bringing together Arabic, Chinese, Indonesian, Japanese, and Korean language educators, who will briefly discuss dynamic roles of language education in the changing ideological, social and (geo)political landscape and provide a space extended audience participation.

Hui Huang (Monash University) and Tracy Hong (University of Melbourne): Motivation of university Chinese language learners during the pandemics – a lens on language education at tertiary level in Australia.

National language policy, driven by a country's inclusive and international strategic plans, has a significant impact on funding, institutional offerings, and student enrolment in language programs. However, students, the agents of learning, are insufficiently considered in language planning. The presentation is based on an empirical project to investigate the reasons behind two university students' decisions to study Chinese and how these students' motivation fluctuates throughout a pandemic period when tertiary education is heavily influenced and transformed. The preliminary analysis of the data finds that the fluctuations are subject to many internal and social factors, such as students' adjustment to the emerging online teaching and the international relationship between Australia and China (i.e., the source country of Chinese language). Based on both quantitative and descriptive data, the project would provide references for language pedagogy, curriculum development, and language planning for both secondary and tertiary education in Australia.

Michael Ewing (University of Melbourne), Howard Manns (Monash University) and Sharyn Davies (Monash University): Re-centering the Why Indonesian? question: a student, teacher and parent-centred perspective.

The strategic and economic importance of Indonesia to Australia is often stressed to justify the inclusion of Indonesian language education at schools and universities. Yet it is not clear that this is a key motivation for students to undertake Indonesian language study. We will briefly outline alternative narratives that can encourage students to choose and continue with the study of Indonesian language and culture – including intrinsic motivations relating to Indonesia's dynamic contemporary society and people-to-people connections – and how these can inform curriculum development. We suggest that extrinsic objectives, such as economic advancement and enhanced national security, will flow from a growing cohort of Indonesian scholars motivated by personal commitments to Indonesian studies. Yet, to grow this cohort, we must have a better understanding of intrinsic student motivation, and stakeholders must commit to developing and promoting the teaching of Indonesian in Australia.

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Abdul-Samad Abdullah (University of Melbourne) and Tarek Makhoulf (University of Melbourne): Reframing Arabic as a Gateway to Global Culture and Civilisation

Australian universities focus on the career opportunities of learning a new language while ignoring the other profound and enduring benefits. In this presentation, using Arabic as a case study, we argue that highlighting these other benefits can increase student interest in the language. Arabic is not just a national language but a gateway to humanity's culture, traditions, and heritage. Arabic has created an important venue for global knowledge creation for over a thousand years, and its importance should be recognised by students of the arts, sciences, and medicine. Arabic allows access to a literary tradition encompassing a wide range of genres and temporal and geographical sweep. The presentation will begin by assessing the instrumental orientation of language education in Australian universities by drawing on the findings of some quantitative research projects conducted on Arabic learners' attitudes, motivations, and orientations in Australian universities and beyond. Secondly, it will present some reflections on how Global Arabic Studies could be offered, highlighting Arabic's myriad interactions with different disciplines, especially in the humanities and social sciences.

Sunyoung Oh (University of Melbourne): Language maintenance and community interconnection in Korean language education.

Language education and knowledge of language share more than practical application. In Australia, Asian languages have mainly been understood as the languages of migrants and tools concerning trade/commerce, national security and language policies. This has led to foreign language education focusing on need-based functionality and service provider under the significant job sectors in related disciplines.

As one of Australia's fastest-growing and emerging languages, Korean has much to contribute to society and tertiary education. Korea has become a global catch during the pandemic with diverse cultural content available in media and popular culture. However, the traditional curriculum has little room for vast cultural assets and changing society. This paper calls for widening the scope of tertiary and non-traditional Korean language education in conjunction with a deepened understanding of history and contemporary cultures. It also necessitates interaction across sectors (e.g., secondary language education, heritage language education, business industry) for comprehensive and continuing education. Consolidating interests among various sectors and longitudinal investment in language education in tertiary education will cultivate diversity and cultural affinity in Australia and positive steps toward global engagement.

Ikuko Nakane (University of Melbourne) and Carol Hayes (Australian National University): From learners to critical language users: dilemmas facing tertiary Japanese language education.

Globalisation and development of online tools brought about an explosion of resources, alternative modes of communication and opportunities for language learning. In addition to online self-study tools, students can now access and consume digital content in their target language tailored to their specific interests. In the case of Japanese, popular culture is one of the top motivational factors (Japan Foundation, 2018). In this context, how do tertiary language educators address the challenging balance between their own educational philosophy and students' needs? Furthermore, tertiary educators' teaching practice and educational philosophy are embedded in the larger institutional framework of the Australian higher education.

This presentation addresses the tension between Japanese language learning in the academic institutional context and student motivation and their engagement with Japanese as part of their lifestyle. The discussion mainly draws on the findings of the Australian Network for Teaching Advanced Japanese Project. A majority of advanced level teachers design their syllabi and learning activities with an aim of facilitating students' development as independent proactive users or critical users of Japanese who are able to discuss and address social issues using Japanese and to step up as informed global citizens. The results from a follow-on project indicated that student motivations were mainly personally driven, which is not necessarily congruent with educators' philosophy nor with the Australian government's utilitarian view of language education. This has implications for sustainability of tertiary Japanese Studies programs, which calls for renewed collaboration between the secondary and university sectors.

Jun Ohashi (University of Melbourne) and Hiroko Ohashi (RMIT University): Who likes Japanese language and culture?

Asian languages have been associated with a utilitarian discourse of improving access to the growing Asian market and the employability of students in Australia. Such discourses have been produced and reproduced by policy makers, media, and educational institutions. However, there is a disjuncture between the discourse of 'employability' and what learners wish to pursue by learning the language. Therefore, with the aim of further promoting the Japanese language in Australian higher education, this study seeks to find clues from those who are passionate about the Japanese language/culture on its appeal and how it can be communicated to a wider audience. Specifically, the study will analyse online discussion forums where participants discuss passion for the Japanese language/culture to determine what participants find attractive and why they are passionate about the language and culture.

A national approach to languages education (AFMLTA)

Andrew Scrimgeour, Anne-Marie Morgan, Sherryl Saunders and Kylie Farmer (AFMLTA): A profile of languages education in Australian schools.

This presentation reports data and its analysis drawn from an embedded Research Project in the Australian Government commissioned project to develop a National Plan and Strategy for Languages Education in Australia. Nationwide data are provided from two sources - student participation and provision data gathered from education jurisdictions; and further program provision data gathered from language teacher surveys. A national overview of student participation data is presented along with selected data for individual languages, and individual Australian states/territories, across year levels. The dynamics for individual languages and the diversities in policy and practice toward languages education nationwide are discussed, with significance for languages educators at all levels in Australia. This presentation informs the presentation on the National Plan for languages education.

Anne-Marie Morgan, Andrew Scrimgeour, Sherryl Saunders and Kylie Farmer (AFMLTA): National plan for languages education: Outcomes of a profession-led collaboration.

This paper presents findings from the research undertaken as part of the project to develop a National Plan and Strategy for Languages Education in Australia, commissioned by the Australian Government. We link the findings to suggested outcomes for Languages Education policy planning at a national level. Project Leaders connect findings from data collection, stakeholder engagement and deep analysis of national and international trends and practices to a suggested national plan, goals and actions, and implementation recommendations. Possibilities for policy and practice are also provided, including a model for languages education; for provision of high-quality programs; and for initial teacher education and the teaching of languages in universities.

Anne-Marie Morgan, Gillian Cordy and Kylie Farmer (AFMLTA): Language background other than English and the development of literacy and numeracy.

This presentation reports on the performance of students with a language background other than English on the Australian National Assessment Program: Literacy and Numeracy (NAPLAN). These students, on all measures, and at all year levels, outperform (mean scores) students from an English-speaking background in both literacy and numeracy domains. The contribution of additional languages knowledge to literacy development is demonstrable and we make the case that all young people would experience literacy gains from their acquisition of (an) additional language(s) in early and primary years. Furthermore, we argue that high-quality languages learning programs should count as core literacy-skill development time and not as an 'add on' in the curriculum.

Abstracts of workshops

Macarena Ortiz-Jamenez, and Ariana Diaz

University of Sydney and University of Queensland

Gesturing towards language learning and teaching otherwise

Efforts to decolonise learning and teaching are not new, however, in the field of languages education, these efforts have only recently started to gain momentum. While scholarly works in this area continue to advance valuable theorisations of what the decolonial project means for our field, practical illustrations of how to realise it in practice remain scarce. Acknowledging the diversity of teaching contexts, student cohorts and curriculum requirements across sectors, and thus the impossibility of outlining a 'one-size-fits-all' approach to decolonising our languages classroom, we invite workshop participants to join us in exploring possible pathways/transitions toward teaching languages otherwise. The first part of the workshop will be dedicated to unpacking key theoretical concepts and pedagogical principles that may serve as a compass in the path towards co-creation of learning environments that may be more inclusive of other ways of knowing and being. The second part will focus on how these principles may illuminate critical examination of teaching materials to unveil the (in)visibilisation of marginalised knowledges and pluriversal cosmovisions. In this hands-on part of the workshop, we will engage in hyper-self-reflexive exercises and small group discussions to deconstruct, decentre and delink ourselves from the enduring impact of colonial and neoliberal ideologies underpinning language textbooks and teaching resources. We will then collaboratively (re)design lesson plans, teaching content and activities that may enable us to embrace a decolonial teaching approach in our own teaching contexts and daily teaching practices. This workshop is for pre-and-in-service language teachers, teacher educators and researchers and will provide a toolkit for classroom instruction otherwise.

Grace Qi and Diane de Saint Léger

Massey University and University of Melbourne

Decolonising/decentring languages education and interculturality in a digital age

Foreign language education has traditionally been construed as the teaching of national languages. From a "higher culture" paradigm, where cultural canons were privileged, to communicative approaches which emphasised communication and engagement with language communities, the nation-state has remained the implicit benchmark or core centre to conceive of the place, role and symbolic value of languages in education and society. As a result, languages have often been conceived as static and tightly bounded to specific communities or places, which in turn have constrained ways languages could be envisaged across time and space.

Globalisation has paradoxically led us to reconsider these modernist and colonial ideals of language, through the emergence of alternative voices and practices which have challenged these ideals in profound ways. If the decentering and decolonising of language education is a welcome disruption to the status quo that has prevailed for quite some time, it nonetheless raises new questions for language educators and learners.

This 90mn workshop conducted as part of the ILTAC cluster will feature Dr Will Flavell, from Aotearoa New Zealand, who will present via Zoom on his recent school, ministerial and community engagement projects in the revitalisation of Te reo Māori. Participants will be invited to discuss the implications of this decentering and decolonising of languages education in their own practice. They will also reflect on how they – as educators and researchers – can collectively contribute to and support the next generation of language learners, users and community members with a culturally responsive and plurilingual mindset.

Elena Pirovano and Agata Pellerito-Adely

University of Melbourne

Language portraits as a tool for investigating the linguistic repertoire of languages students

Multimodal language biographies (e.g., Busch, 2012; D'warte, 2019; Krumm, 2011; Melo-Pfeifer, 2017) have been researched in the past 20 years as tools to explore linguistic repertoires. Their multimodality (e.g., verbal and visual) has been recognised effective in enabling participants to reflect on their own 'lived experience' with languages allowing for a deeper awareness of and connection with these languages. These techniques have also been found fruitful for raising participants' awareness of the connection between linguistic repertoires and identity. Among multimodal language biography techniques, language portraits (Busch, 2016, 2018) are the focus of this workshop.

This one-hour workshop is targeted to language educators in the upper secondary and tertiary sector. It intends to explore language portraits as a tool for investigating students' linguistic repertoires in language courses.

During the workshop, participants will be creating their own language portrait. The practical activity will allow participants to experiment with the technique with the final goals of

- identifying affordances and challenges of language portraits;
 - exploring opportunities to use language portraits in different contexts;
 - discussing the potential of language portraits in language courses for more inclusive teaching practices in multilingual contexts.
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