

# International Conference on Community/Heritage Languages Education

## Program

Presented by Sydney Institute for Community Languages  
Education (SICLE)

Thursday 11<sup>th</sup> November – Saturday 13<sup>th</sup> November, 2021



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SYDNEY





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Sydney Institute  
for Community  
Languages  
Education

## SICLE International Conference on Community/Heritage Languages Education

**Program Day 1 – Thursday 11<sup>th</sup> November, 2021**

(please note minor program changes may be still be made)

Time	Online via zoom
4.50pm-5.00pm	“Our Community Language Schools” - video
5.00-5.10pm	<b>Welcome and Introduction</b> <b>Welcome to Country/Acknowledgement of Country</b> – SICLE Project Officers <b>Welcome to Sydney University</b> – Mark Scott, Vice Chancellor of University of Sydney
5.10-5.20pm	<b>About SICLE – Ken Cruickshank, Director SICLE, University of Sydney</b> SICLE Showcase
5.25-5.50pm	<b>Panel Discussion</b> <ul style="list-style-type: none"><li>• <i>How can we value languages education in Australia?</i></li><li>• <i>What’s the most exciting/ interesting innovation or idea in languages education that you have come across in the past year?</i></li><li>• <i>Imagine you had the Prime Minister and all state leaders as a captive audience in a room. What advice would you give them about languages education in two minutes of their attention?</i></li></ul> <p>Professor Pasi Sahlberg, UNSW (Facilitator) Professor Joseph Lo Bianco, University of Melbourne Professor Ingrid Piller, Macquarie University A/Professor Angela Scarino, University of South Australia</p>
6.00-6.10pm	<b>Conference Opening – Pasi Sahlberg, Professor of Education Policy, UNSW</b>

6.15-6.45pm		Workshop session 1 (Presentations 25 minutes including Q&A)						
Focus themes (colour coded)								
Policy	CL at tertiary level	Issues for CL schools	Pedagogy/ Classroom practice	Supporting CL teachers	Teacher attitudes to CL	Role of Parents	Early childhood	Language specific
Teaching and learning community languages in Scotland during the COVID-19 pandemic: Challenges and opportunities* <b>Andy Hancock &amp; Jonathan Hancock</b>	What impacts language and identity? Heritage/Community Language Networks of Practice among Transnational and Transcultural Japanese Youth in Sydney* <b>Kaya Oriyama</b>	The intercultural dimension of Chinese community schooling: Fluidity and complexity in Chinese migrant identity* <b>Sara Ganassin</b>	Developing professional learning for community language teachers: 21st Century challenges* <b>Karen Garlan, Tianqi Wu</b>	Innovative programming approaches for language <b>Elizabeth Wang</b>	Scaling for impact: Building on inclusive and effective bilingual program in early literacy education <b>Sherry Chen</b>	Maintenance of heritage languages in "immigrant" families in the UK: Parental decision making and practices and their impact on immigrant-background children as they step into adulthood* <b>Ania Gruszczynska</b>	Re-establishing Kriol education in the Northern Territory: Circumventing a policy vacuum and working from the ground up* <b>Greg Dickson</b>	
6.50-7.20pm		Workshop session 2 (Presentations 25 minutes including Q&A)						
Leading heritage, complementary and community languages schools* <b>Anthony Thorpe</b>	Impacts of COVID-19 on teaching languages: Tamil in Australia <b>Branavie Raajasingam &amp; Janarthan Kumarakuruparan</b>	Arabic heritage schools as sites of multilingualism and positive identity building in the UK* <b>Fatma Said</b>	The challenge and outlook of teaching Chinese as a heritage language: Taking NSW case as an example* <b>Wei Leu</b>	Shifting to online teaching in the languages classroom <b>Sarah Benjamin</b>	School as a community: Assessment task review <b>Elena Tretyachenko</b>	Getting together: Our big Greek family <b>Paraskevi Triantafyllopoulou &amp; Aikaterini Vetsikas</b>	Connection, culture and communication: Teacher trajectories and motivations for teaching in a Vietnamese community language school* <b>Anne Reath Warren &amp; Dr Katrin Ahlgren</b>	
7.20-7.30pm		End of Day 1						

## Program Day 2 – Friday 12<sup>th</sup> November, 2021

Time	Activity							
9.50am-10.00am	"About SICLE" - video							
10.00-10.05am	<b>Welcome to Day 2 Acknowledgement of Country</b>							
10.05-11.00am (45min +Q&A)	<b>Keynote 1</b> Dr Joseph Lo Bianco, Professor Emeritus, of Language and Literacy Education, University of Melbourne <b>Beyond Complementary, More than Integration: Towards a Vision of Community Language Maintenance as the Transformation of Communication</b>							
11.00-11.10am	<b>Break</b>							
11.15-11.45am	<b>Workshop session 3</b> (Presentations 25 minutes including Q&A)							
<b>Focus themes (colour coded)</b>								
<b>Policy</b>	<b>CL at tertiary level</b>	<b>Issues for CL schools</b>	<b>Pedagogy/ Classroom practice</b>	<b>Supporting CL teachers</b>	<b>Teacher attitudes to CL</b>	<b>Role of Parents</b>	<b>Early childhood</b>	<b>Language specific</b>
Profiles of heritage/community language speakers studying languages at tertiary level* <b>Anna Mikhaylova</b>	Community languages school teachers' pedagogical habitus in transition: An Australian perspective* <b>Hongzhi Yang &amp; Hui-Zhong Shen</b>	Parenting bilingually: Intergenerational language transmission and well-being in Hungarian-Australian families* <b>Aniko Hatoss &amp; Mariann Banfi</b>	Investigating pre-service teachers' linguistic funds of knowledge* <b>Jacqueline D'Warte &amp; Kathy Rushton</b>	Student reflection to increase student engagement and improve learning outcomes <b>Coreena Allen</b>	How language and culture are intertwined and some useful ways to teach a language <b>Ekta Chanana</b>	When not all family members speak the community language: the complementary roles of parents/carers in supporting children's language development <b>Susan Oguro</b>	Beyond rote learning - memorization as a bodily activity: Re-viewing memorization with a practice-based approach* <b>Jinqi Xu</b>	
11.50-12.20pm	<b>Workshop session 4</b> (Presentations 25 minutes including Q&A)							
<b>Symposium:</b> Home language and multilingual support to preschoolers in early childhood education settings and community language schools* <b>Paper 1:</b> <b>Criss Jones-Diaz, Beatriz Cardona,</b>	The socio-politics of Spanish heritage language mixed classes in higher education: Insights from language attitudinal and ideological data* <b>Rosti Vana</b>	Developing early literacy materials for community languages in Australia* <b>John Hajek &amp; Doris Schüpbach</b>	Community language learning is not my business: An examination of pre-service teachers' attitudes* <b>Alice Chik</b>	<b>Cont.</b> Student reflection to increase student engagement and improve learning outcomes <b>Coreena Allen</b>	How can concept-based learning enrich and deepen learning in community languages classes <b>Kara Matheson</b>	One community, different Voices: Attitudes to community language schools by Australian Vietnamese* <b>Hoa Do</b>	Teaching Chinese Mandarin to non-Chinese speaking students with picture books <b>Jessica Zhang</b>	

Mojgan Mokhtehi Ardakani Paper 2: Angel Chan								
12.20-12.30pm	Break							
12.30-1.00pm	<b>Symposium continued:</b> Home language and multilingual support to preschoolers in early childhood education settings and community language schools* <b>Paper 3: Kerry Taylor-Leech</b> <b>Paper 4: Marie Quinn</b>							
	<b>Language network sessions</b> Focusing on the key issues for individual language communities (Facilitated by SICLE Project Officers) <ul style="list-style-type: none"> <li>• Arabic</li> <li>• Chinese</li> <li>• Greek</li> <li>• Hindi</li> <li>• Korean</li> <li>• Punjabi</li> <li>• Tamil</li> <li>• Vietnamese</li> <li>• Turkish</li> <li>• All other languages</li> </ul>							
1.00-1.40pm	Lunch break							
1.45-2.15pm	Workshop Session 5 (Presentations 25 minutes including Q&A)							
Focus themes (colour coded)								
Policy	CL at tertiary level	Issues for CL schools	Pedagogy/ Classroom practice	Supporting CL teachers	Teacher attitudes to CL	Role of Parents	Early childhood	Language specific
<b>Symposium continued:</b> Home language and multilingual support to preschoolers in early childhood education settings and community language schools* <b>Paper 5: Van Tran, Sarah Verdon, Sharynne McLeod</b> <b>Paper 6: Paola Escudero, Gloria Pino Escobar, John</b>	Negotiating pathways to becoming a teacher in Australia: Facilitating access to requalification* <b>Maya Cranitch, Elizabeth Makris</b>	Chinese heritage language learners in Australian universities: Motivations and beliefs* <b>Ying Liu</b>	Language mapping: A tool for exploring languages and literacies in educational settings* <b>Jacqueline D'warte</b>	Innovative and effective teaching and learning strategies through the use of technology -Green Screen <b>Frances Lee</b>	Developing a creative pedagogy in the translanguaging space* <b>Kathy Rushton &amp; Janet Dutton</b>	Parents and community language schools: An Australian study* <b>Lilly Yazdanpanah</b>	Language maintenance and community language schools: Is there a relationship? * <b>Phil Benson &amp; James Forrest</b>	

Hajek & Gillian Wigglesworth								
<b>2.20-2.50pm</b> Workshop Session 6 (Presentations 25 minutes including Q&A)								
<b>Focus themes (colour coded)</b>								
<b>Policy</b>	<b>CL at tertiary level</b>	<b>Issues for CL schools</b>	<b>Pedagogy/ Classroom practice</b>	<b>Supporting CL teachers</b>	<b>Teacher attitudes to CL</b>	<b>Role of Parents</b>	<b>Early childhood</b>	<b>Language specific</b>
<b>Symposium continued:</b> Home language and multilingual support to preschoolers in early childhood education settings and community language schools* <b>Paper 7: Sue Ollerhead, Gill Pennington</b>	Negotiating pathways to becoming a teacher in Australia: Institutional supports and impediments* <b>Tina Sharpe, Maya Cranitch</b>	Exploring the ways in which discourses around languages and language practices within the field of education in NSW are framed* <b>Germana Eckert</b>	Task based learning in community language programming <b>Robyn Moloney</b>	<b>Cont.</b> Innovative and effective teaching and learning strategies through the use of technology-Green Screen <b>Frances Lee</b>	Teaching community language in Australian schools: Effective and engaging classroom strategies for primary languages classroom <b>Kanu Priya Tandon</b>	"When I speak to him, I speak from my childhood": Language maintenance, attrition and emotionality in 1.5 generation Russian Australians* <b>Beatrice Venturin</b>	Effective pedagogical approaches to teach Chinese language learners in Australian secondary school* <b>Hing Wa Sit, Shen Chen &amp; Haoliang Sun</b>	
<b>2.50-3.00pm</b>	<b>Break</b>							
<b>3.00-3.55pm</b> (45 min +Q&A)	<b>Keynote 2</b> <b>Dr Vicky Macleroy</b> , Goldsmiths, University of London <b>Stories, communities, voices: Revitalising language learning through digital storytelling</b>							
<b>3.55-4.05pm</b>	<b>Day 2 close</b>							

## Program Day 3– Saturday 13th November, 2021

Time	Activity							
<b>9.50am-10.00am</b>	“Our Community Language Schools” - video							
<b>10.00-10.05am</b>	Welcome to Day 2 Acknowledgement of Country							
<b>10.05-11.00am</b> (45min +Q&A)	<b>Keynote 3</b> <b>Professor Ingrid Piller</b> , Macquarie University							
<b>11.00-11.10am</b>	<b>Break</b>							
<b>11.15- 12.15pm</b> (45min +Q&A)	<b>Keynote 4</b> <b>Professor Maria Carreira</b> , University of California <b>Community/Heritage Language Education in the United States: The state of institutionalization and bottom-up innovation</b>							
<b>12.15-12.45pm</b>	<b>Lunch break and informal networking opportunity</b>							
<b>12.50 -1.50pm</b> (45min +Q&A)	<b>Keynotes 5</b>							
	<b>Professor Mahmoud Al-Batal</b> , American University in Beirut <b>Professionalizing Community-based Arabic Language Education: Prospects and Challenges</b>				<b>Assoc. Professor Angela Scarino</b> , University of South Australia <b>Reimagining language, community and identity in community language learning</b>			
<b>1.50-2.10</b>	<b>Break</b>							
<b>2.15-2.45pm</b>	<b>Workshop session 7</b> (Presentations 25 minutes including Q&A)							
<b>Focus themes (colour coded)</b>								
<b>Policy</b>	<b>CL at tertiary level</b>	<b>Issues for CL schools</b>	<b>Pedagogy/ Classroom practice</b>	<b>Supporting CL teachers</b>	<b>Teacher attitudes to CL</b>	<b>Role of Parents</b>	<b>Early childhood</b>	<b>Language specific</b>
<b>Symposium:</b> Research and development in community languages programs: language as rights, identity and pluralism* <b>Paper 1: Michelle Kohler, Angela Scarino</b> <b>Paper 2: Jing Qi, Kerry Mullan</b>	Progressing progressions: Design considerations in the development of prototype progressions for community languages learning in Australia* <b>Michael Michell</b>	Supporting bilingual and multilingual children in early childhood* <b>Jie Du, Criss Jones Diaz</b>	Achieving the impossible: Effective professional learning for all Chinese language schools <b>Xue Feng Zhang</b>	Story telling – Powerful tool for young learners <b>Varsha Daithankar</b>	Improving teaching and learning through seeking student feedback <b>Kati Varela</b>	Grandparents/ parents-your partners in teaching the language <b>Swati Doshi</b>	Engaging online resources for remote learning <b>Kawther Jipreel</b>	

2.45-2.55pm		Break						
2.55-3.25pm		Workshop Session 8 (Presentations 25 minutes including Q&A)						
Focus themes (colour coded)								
Policy	CL at tertiary level	Issues for CL schools	Pedagogy/ Classroom practice	Supporting CL teachers	Teacher attitudes to CL	Role of Parents	Early childhood	Language specific
<b>Symposium continued:</b> Research and development in community languages programs: Language as rights, identity and pluralism* <b>Paper 3: Lindy Norris</b> <b>Paper 4: Maria Gindidis, Lily Yazdanpanah</b>	The roles of community language school in supporting main-stream school in promotion of second language teaching and learning* <b>Haoling Sun, Hing Wa Sit &amp; Shen Chen</b>	Educational equity when borrowing a classroom at a mainstream school in New South Wales (NSW), Australia* <b>Janica Nordstrom</b>	From my parents' language to my language: Understanding language ideologies of young Australian <b>Korean</b> heritage language learners at the primary and secondary school level* <b>Sun Jung Joo</b>	Ethnic minority teachers' perceived concerns, challenges and preparedness/ expectations prior to their first teaching practicum* <b>Catherine Mottee &amp; William Nketsia</b>	Community Language – <b>Arabic:</b> Using systematic and explicit phonics instruction to improve learning. <b>Noor Elias</b>	Teaching <b>Modern Greek</b> at centre for continuing education: From 00-20 <b>Gina Rizakos</b>	Hindi: A path for understanding culture & values <b>Kavita Sood</b>	
3.30-4.00pm		Workshop Session 9 (Presentations 25 minutes including Q&A)						
<b>Symposium continued:</b> Research and development in community languages programs: Language as rights, identity and pluralism* <b>Paper 5: Elke Stracke, Mandy Scott &amp; Meredith Box</b> <b>Discussion: Joseph Lo Bianco</b>	Linguistic and spiritual identity: Analysis of Australian narratives* <b>Robyn Moloney, Father Shenouda Mansour</b>	From effective classroom teaching to problem-free school management: How to bring about change with constructive communication in your CLS <b>Alex Di Prinzio</b>	Exploring the motivation of adolescent non-Arab Muslim learners of <b>Arabic*</b> <b>Nadia Selim</b>	The necessary ingredients to 'cook the stew': A focus on developing targeted professional learning for teachers of Hindi <b>Swati Doshi &amp; Varsha Daithankar</b>	Reporting on Community Language Teachers Tests <b>Emily Bai</b>	Benefits of language games in primary education <b>Viet Thuy An NGO</b>	Brazilian community language school in Queensland: Developing and implementing a model of a community-based education for heritage language maintenance* <b>Lilian Fleuri</b>	
Conference Close								

\* Peer reviewed papers



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