

# LCNAU Eighth Biennial Colloquium



THE UNIVERSITY OF  
SYDNEY

27–29 November 2024  
The University of Sydney



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University of Sydney Business School, Abercrombie Building H70,  
Corner of Abercrombie Street and Codrington Street, Darlington Campus

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We recognise and pay respect to the Elders and communities – past, present, and emerging – of the lands that the University of Sydney’s campuses stand on. For thousands of years they have shared and exchanged knowledges across innumerable generations for the benefit of all.



## Convenors

Professor Yixu Lu and Associate Professor Antonia Rubino

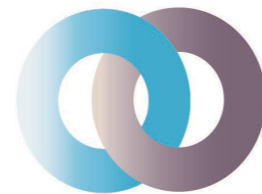
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# LCNAU Eighth Biennial Colloquium

## *Trans/Formation: research and education in languages and cultures*

27–29 November 2024

## Introduction

We find ourselves in a period where the intricate interplay between language and culture is undergoing a profound re-evaluation. Rapid technological advancements, ecological imperatives and geopolitical shifts have collectively pushed language education and research into uncharted territories.

The emergence of new machine learning technologies and generative artificial intelligence promises to reshape the very contours of future cultural practice and meaningful human interaction (Harari, 2023).<sup>1</sup> At a fundamental level, the diversity of cultural and linguistic expression faces the risk of homogenisation through the overuse of these technologies. Simultaneously, ecological threats have also caused a need for a convergence across languages and cultures to describe and address planetary environmental crises (Chakrabarty, 2022).<sup>2</sup> Furthermore, linguistic forms and norms are increasingly challenged by seismic shifts in geopolitics.

Yet, within these challenges lies the potential for valuable scholarly responses and the opportunity to engage in trans/formative thinking and practice: (re)constructing ideas and practices that help us to think in new ways across the relationship between culture and language as we traverse new academic and intellectual frontiers.

<sup>1</sup> Harari, Yuval Noah. (2023, May 14). AI and the future of humanity | Yuval Noah Harari at the Frontiers Forum – by Yuval Noah Harari [Video]. YouTube.

<sup>2</sup> Chakrabarty, Dipesh. Foreword. (2022). In J. Thomas (Ed.), *Altered Earth: Getting the Anthropocene Right* (pp. Xi–Xiv). Cambridge: Cambridge University Press. doi:10.1017/9781009042369.001

# Keynotes

## Day 1 – 27 November 2024



### Professor Charles Forsdick (University of Cambridge, UK) From crisis to transformation: towards a UK national languages strategy

The perceived crisis in Modern Languages in the UK is associated with multiple factors, including the decline in student enrolments for programs in the subject area, the withdrawal in a growing number of universities of management support for the field at degree level and a lack of public understanding of the discipline more broadly. Repetition of the language of crisis risks, however, becoming a self-fulfilling prophecy – meaning that there is a growing commitment across the four nations of the UK to reflect on the ways in which Languages and Cultures (or Languages, Cultures and Societies) as a wider field needs to adapt to the challenges of the 21st century.

The aim of this paper is to offer an overview of the broad range of initiatives that reflect this commitment to transformation. Drawing on the British Academy document *Towards a National Languages Strategy*, it presents policy initiatives aimed at creating a pipeline of learners across a broad range of languages as well as growing a community in which historical divisions (Modern Foreign Languages, Language-Based Area Studies, Sign Languages, Home, Heritage and Community Languages) are replaced with a new unity of purpose.

The paper also focuses on a number of interventions – associated not least with impact case studies submitted to the recent Research Excellence Framework exercise – that demonstrate a new confidence about the centrality

of multilingualism to a broad range of areas of public life. This activity is associated in part with a new openness to linguistically-sensitive policymaking (evident not least in the development in the UK of a significant Civil Service Languages Network), in part with a broader interest in forging a new public idea about language(s).

The paper concludes with a discussion of the document *The Importance of Languages in Global Context: An International Call to Action* and invites further exploration of the ways in which we might work more actively between the UK and Australia to ensure the future health of research, teaching and broader engagement in Languages and Cultures.

—  
**Charles Forsdick** is Drapers Professor of French at the University of Cambridge and Lead Fellow for Languages at the British Academy. He has a broad range of research and teaching interests, including colonial history, postcolonial literature and translanguaging. From 2012–21, Charles was AHRC Theme Leadership Fellow for Translating Cultures. He was elected a corresponding fellow of the Australian Academy of Humanities in 2023.

# Keynotes

## Day 2 – 28 November 2024

### Indigenous panel: Denise Angelo (Australian National University), Jasmine Seymour (University of Western Sydney), Josephine Lardy (Jilkminggan Community NT and Indigenous Literacy Foundation), Carmel Ryan (Ltyentye Apurte Community and Catholic School) What every Australian should know about the patterned configurations of contemporary Indigenous multilingualism – and what these teach us about policy and practice

Aboriginal and Torres Strait Islander Australians have always been positively oriented towards speaking multiple languages, with vibrant oral traditions. They have long advocated for multilingual outcomes that recognise and support Indigenous languages (traditional and contact) and give them benefits associated with English language proficiency.

Informed by the language career and life experiences and communities of three Aboriginal presenters, this keynote address will:

- provide an overview of three types of languages acquired commonly as L1s or L2s
- explain the broad patterns in how the language types are experienced and learned differently in different locations (i.e. language ecologies), and
- ramifications for language policy and practice, linguistic rights, and justice.

The three types of languages are:

1. Traditional Indigenous languages. These are embedded in Country. Whether fully spoken or not, they continue to connect people to their lands, cultures and communities.
2. New Indigenous contact languages. These develop through a historical fusion of linguistic influences from traditional languages and English and are distinct from each.
3. Varieties of English. These include Standard Australian English and the various ways that Indigenous people in different locations use English.

Local historical factors have woven the language types into peoples' repertoires to different extents, creating a pattern of three broad language ecologies across the continent, in which Indigenous people are:

1. speaking English as their main language and adding a traditional Indigenous language to their linguistic repertoire, or
2. speaking a new Indigenous contact language as their main language and adding a traditional Indigenous language and English to their linguistic repertoire, or
3. speaking a traditional Indigenous language as their main language and adding English to their linguistic repertoire.

The experiences and work of the Aboriginal speakers in the keynote panel – one from each ecology – make a clear case for understanding present-day patterns of multilingualism in their communities as essential to implementing suitably differentiated, language-informed responses in education, health, employment and other policy areas. The presenters are collaborators in an ARC-funded project which aims to promote a deeper appreciation of contemporary Indigenous multilingualism to highlight the different strengths and challenges in each context, and to identify the best methods for supporting the language aspirations, initiatives, concerns and needs of different communities.



**Denise Angelo** works at the Australian National University and the University of Sydney. Motivated by a translational imperative, her research focuses on providing a language perspective for Indigenous communities, policy makers, and educators. She works with community members investigating their language contact contexts and developing community-generated descriptions, recognising language strengths and supporting language aspirations. She is currently coordinating an ARC-funded project about the different language ecologies of Aboriginal and Torres Strait Islander peoples, and the roles played at the local level by traditional languages, contact languages and/or Englishes. She also works on these language types with community members and teachers in numerous locations across Australia, and develops community, curriculum, training and policy responses suited to the particular needs in different language ecology contexts.



**Jasmine Seymour** is a Dharug woman belonging to the Burubiranggal people, descended from Maria Lock and Yarramundi. She is deeply committed to Aboriginal education and is the secretary of Da Murruttoola, the branch of the Aboriginal Education Consultancy Group local to her area. She has a Bachelor of Education (Primary) and a Master's of Indigenous Languages Education. Together with fellow language activist Corina Norman, and in collaboration with linguist Denise Angelo, in the *Dharug Dalang (Language) Project* she is co-leading the research, development and delivery of staged curriculum for adults, youth and children in multiple sites across Western Sydney. In 2020–2021 Jasmine collaborated with historian Professor Grace Karskens, investigating Dharug sites, stories and knowledge of the Hawkesbury River, and was a co-curator for the *Dyarubbin* exhibition at the NSW State Library that emerged from that project. Jasmine is the author and/or illustrator of *Baby Business*, winner of the 2020 Children's Book Council of Australia Best New Illustrator Award; *Cooee Mittigar*, winner of the 2020 Prime Minister's Children's Title Literary Award; and *Open Your Heart to Country*, winner of the 2023 Prime Minister's Children's Title Literary Award.



**Josephine Lardy** grew up in the NT, mostly in Jilkminggan community, a community her family were instrumental in establishing in a walk off in the 1970s. Josie is an Aboriginal educator, interpreter and translator. She has a Bachelor of Education (Early Childhood) and worked as a classroom teacher at Jilkminggan school. Fluent in Kriol and English, and a qualified Kriol-English interpreter, she has been able to work bilingually with her students in the school at Jilkminggan. She, like many other Kriol speakers is self-taught in Kriol literacy. She uses this skill in her current role with the Indigenous Literacy Foundation, working with Kriol-speaking mums and dads and early childhood literacy. She has worked with community members translating a suite of popular early childhood books for Kriol speaking children and their caregivers. In the last 20 years Josie has played an important role in building on the work of her aunties and elders to revitalise their traditional language, Mangarrayi, for younger generations. She has collaborated with these old people and non-Indigenous linguists to document, teach and create resources for Mangarrayi as an L2. She has also worked as a researcher, most recently on the development of a Mangarrayi language learning app, with Western Sydney University. Josie is currently employed as the Katherine and Perth Regions Program Coordinator for the Indigenous Literacy Foundation, an organisation that works in over 400 remote communities nationally, to assist with the publishing of books created locally – many in First Languages – as well as to fund development of digital, audio, or other learning resources and workshops.



**Carmel Ryan** is an Arrernte language teacher, interpreter and translator. In the 1980s, she undertook courses at the Institute for Aboriginal Development in Alice Springs to develop her L1 literacy skills, and to qualify as an interpreter to work in legal and health contexts. Over many years she has worked with non-Indigenous linguists eg. on the making of the *Central and Eastern Arrernte Dictionary* (first published 1994), and with missionaries on translating the bible into Arrernte (completed in 2017). In the 1990s, Carmel completed a Bachelor of Education (Primary) through a Remote Aboriginal Teacher Education program with La Trobe University and Batchelor College (now Batchelor Institute of Indigenous Tertiary Education). For over 30 years she has taught her language to both Arrernte and non-Indigenous learners, from preschool through to adults, in Alice Springs and in home community of Ltyentye Apurte. She was a key contributor to the creation of the ground-breaking *Intelyapelyape Arrernte Curriculum* in the 1990s, which integrated development of children's L1 with development of their understanding of their culture and country and put community involvement at the forefront of preschool and school programs. Carmel also continues to mentor young Arrernte Assistant Teachers, to develop their teaching and L1 literacy skills.



# Keynotes

Day 3 – 29 November 2024

## Professor Claire Maree (The University of Melbourne)

### Disrupting inequities: diversity, inclusion and social equity in tertiary language education

Inequities are pervasive in university campuses. In our language education work, how can we collectively work together to disrupt such inequities without reproducing them?

In this talk I build on recent research in critical language studies, queer and trans linguistics and social justice & language research to explore strategies to disrupt inequities experienced by peoples of diverse sexual orientations, gender identities, expressions and sex characteristics (SOGIESC). Research has demonstrated that LGBTIQ+ (lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual plus) students experience challenges in the language classroom (for example, Kappra & Vandrick, 2006; Liddicoat 2009; Nelson, 2010). Diverse genders and sexualities are rarely represented in second language textbooks (Gray, 2013; Moore, 2019; Paiz, 2015; Yoshida, 2023) and individual teachers have attended to this issue by making supplementary materials and integrating queer perspectives into their classroom practices (e.g. de Vincenti et al, 2007<sup>1</sup>).

In the Australian context legal frameworks have evolved (cf. Gray 213). Institutional guidelines around diversity and inclusion which make specific mention of students and staff of diverse genders and sexualities are showcased on university websites. At this time of trans/formation, collaboration across local, disciplinary and international scales (Lawrie et. al 2017<sup>2</sup>) enables language educators to go beyond diversity talk, and to firmly bring queer-affirming and trans-affirming pedagogies (Knisely & Paiz, 2021<sup>3</sup>; Paiz, 2019<sup>4</sup>). In collaborative work with colleagues at the Faculty of Arts, University of Melbourne (e.g Lang & Maree In press), for example, we have argued that a) maintaining a diverse and flexible curriculum that is inclusive of LGBTIQ+ identified learners (and teachers) and b) integrating cultural information and socio-political histories is essential. In work with INGS-J colleagues, we propose that cultivating a learning environment that (a) does not make gender and sexuality a 'problem' (Knisely & Paiz 2021<sup>3</sup>; Moore 2019; Paiz 2019<sup>4</sup>), (b) is transnational in focus (Nelson, 2006<sup>5</sup>) and (c) is responsive to local contexts (Gray, 2013) is key to maintaining sustainable LGBTIQ+ affirmative Japanese language learning environments (Maree et al, 2024<sup>6</sup>).

In closing, I term to research on inclusivity—which pivots on notions of “belonging” and “safety,” Belonging is widely theorised as a sense of connection anchored in an “emotional (or even ontological) attachment about ‘feeling at home’” (Yuval-Davis 2006) in relation to a broader society and/or culture. “Safety”, too, is dynamic and context dependent. “Belonging” and “safety,” therefore, both require not only cultivation, but a collective commitment to practices which seek to understand what impedes and/or facilitates feelings and understandings of safety and belonging.

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**Claire Maree PhD** is a Professor in Japanese at the Asia Institute, the University of Melbourne. Claire’s work mobilises queer, linguistic and cultural studies methodologies in the study of language and identities, and language in the media. Claire’s work has been foundational to the establishment of language, gender and sexuality studies in relation to Japanese linguistics and Japanese language education. Claire’s third monograph *queerqueen: Linguistic Excess in Japanese Media* (2020, OUP) examines the editing and writing of queer excess into Japanese popular culture through mediatization of queerqueen styles. Claire leads the Gender, the Environment and Migration (GEM) Research Cluster and facilitates the Gender, Sexuality and Language Studies Research Group at the Asia Institute, University of Melbourne. Claire is a core member of the Queering the Curriculum Working Group within the Faculty of Arts at the University of Melbourne, and co-founder of the International Network of Gender, Sexuality in Japanese Language Education (INGS-J).

## General information

### Smoking ceremony

We are privileged to be part of a smoking ceremony which will be conducted on day 2 – 28 November for LCNAU Colloquium participants outside the Abercrombie Building by Leanne King (Wollombi Culture).

The purpose of a smoking ceremony is to cleanse body mind and spirit. Conducting the smoking ceremony at the University ensures that all participants of this conference are feeling good, supported and ready to talk a strong story together.

It's a tradition that has been performed by Aboriginal people for centuries and is one of the oldest ceremonies practiced.

Smoking ceremonies can be used for a number of purposes including healing, spiritual renewal and strengthening, birth and Sorry business (one passing away). It can also be used to cleanse objects and items that have crossed cultural borders.

### Welcome cocktail event

On Day 2 (Thursday, 28 November 2024), we invite you to attend the welcome event:

Venue: Sybil Centre, Women's College, Camperdown  
Time: 7–8 pm

### Social media

We'd love you to post about LCNAU Colloquium. Please use the hashtag #LCNAU2024 and tag @usydsic and @LCNAU on X and Facebook.

### Campus maps

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– [maps.sydney.edu.au](https://maps.sydney.edu.au)



## 2024 Triebel Lecture *Emeritus Professor Alison Lewis FAHA*



### Professor Emerita Alison Lewis FAHA (University of Melbourne) *Secret police files as life writing, or how the Stasi made writers into 'enemies of the state'*

*In association with the Australian Academy of the Humanities' Triebel Lecture series*

With the collapse of Eastern European communism an unlikely new resource emerged from the archives of the Cold War: the classified secret police file. Unlike in Australia where ASIO files are declassified after several decades, in Eastern Europe the secret police files of the defunct communist regimes were opened to select members of the public almost immediately. In reunified Germany the files of the Ministry for State Security (Stasi) of its communist twin state, the German Democratic Republic, have been key instruments for lustration and transitional justice as well as personal memory.

Above all, they are crucial to truth-telling, indispensable for exposing collaborators and hearing the stories of victims, many of whom were writers and cultural producers. In light of this, researchers have for some time argued for reading secret police files as forms of life writing, as "arresting biographies" (Vatulescu) compiled to arrest suspects or as "hostile biographies" (Lewis).

In this lecture I expand on this idea of the files as life writing by exploring dominant technologies of surveillance used by the Stasi against intellectuals such as photographic and human-to-human surveillance. Using a range of examples, I argue that Stasi files were a unique kind of secret political-bureaucratic life writing that not only captured masses of raw data on suspects but also turned

the latter, mostly against their will, into likely enemies of the state. The Stasi mobilised cultural techniques of biography and portraiture in their blanket gathering of intelligence but also in their hybridic efforts to "play God" in people's lives (Wolf Biermann). This is most in evidence in the Stasi's efforts to script major life events ranging from marital breakdown, heart attacks, professional failure and forced exile.

In addition, I undercover how these portraits of state enemies acquired a life of their own through the Stasi's elaborate administrative procedures, guidelines and record-keeping processes that are testament to the ministry's quest to be a modern bureaucracy.

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**Alison Lewis** is Professor Emerita in German Studies at The University of Melbourne, Australia. She has published extensively on German literature, culture, film and intelligence history. Her most recent books are *A State of Secrecy: Stasi Informers and the Surveillance of Culture* (Potomac Books 2021), *Secret Police Files from the Eastern Bloc: Between Surveillance and Life Writing* (with V. Glajar/C. Petrescu) (Camden House 2016) and *Cold War Spy Stories from Eastern Europe* (with V. Glajar/C. Petrescu) (Potomac Books 2019). For her contribution to promoting German abroad she was awarded the prestigious Friedrich-Gundolf Prize of the German Academy for Language and Literature in 2022.

# Abstracts

**Alanazi, Fawzah (University of Wollongong) | Gao, Xiaoping (University of Wollongong)**

**Exploring variation in the use of interactional meta-discourse markers between English L1 and L2 writers**

Meta-discourse markers play an important role in academic writing by helping organise content, promoting scholarly argument, and enhancing writer-reader interaction. Due to their context-dependent feature, a growing number of corpus studies aimed to discover variables that may explain their varied usage. Despite this growing interest, few studies have specially explored the effect of first language (L1) on the use of interactional meta-discourse markers (IMM) in English research articles written by L1 and L2 writers in hard sciences. This study aims to address this gap by comparing the use of IMMs between English L1 writers and Saudi English L2 writers. The corpus consists of 20 sole-authored research articles in English published in biology journals over the last two decades: 10 from English L1 writers and 10 from Saudi English L2 writers. IMMs were categorised into five types—hedges, boosters, attitude markers, self-mention and engagement markers—based on Hyland’s (2005) interpersonal model, analysed using NVivo software. The frequencies of the above types were calculated and compared using statistical analyses (i.e., independent samples t-test). The results show significant differences between L1 and L2 writers in the overall frequency of IMMs usage and the frequencies of three subtypes. That is, English L1 writers employed more hedges, attitude markers, and engagement markers than did L2 writers, while there was no significant difference in their uses of boosters and self-mention markers. These findings contribute to the advancement of meta-discourse analysis theory by providing empirical evidence on Saudi English L2 writing in biology and have pedagogical implications for enhancing academic writing instruction, particularly for L2 writers who study English for academic purposes.

**Aliani, Renata (University of Melbourne) | Fraschini, Nicola (University of Melbourne)**

**Language teachers’ beliefs about the efficacy of teaching language competences**

Language teachers may hold different beliefs in relation to different domains of language learning. This presentation sheds light on the beliefs, teachers hold in respect to the effectiveness of their teaching to improve the learners’ language competencies. We adopt Q methodology, a theoretical and analytical approach developed on the principles of inter-behavioural psychology that allows us to explore variations within participants’ perspectives.

Participants of this study are 20 teachers based in Europe, Australia, and East Asia, teaching a variety of European and Asian languages in different educational contexts, from schools to universities. With the inclusion of teachers of languages other than English, from different cultural backgrounds, and working in different educational contexts, we address some of the imbalances of current language teaching research, overtly oriented toward English Second Language learners.

Following a Q methodology protocol, we built the concourse by extrapolating statements about language competencies from the Common European Framework of Reference for Languages (CEFR). The final set of statements, developed through iterative analysis and discussion among the researchers, is representative of all domains and scales included in the CEFR. The analysis shows that teachers hold different, sometimes contrasting, beliefs regarding the effectiveness of their teaching of, among others, language awareness, fluency, ability to recognise socio-cultural conventions, and ability to use non-verbal language. In addition to a qualitatively rich description of different perspectives regarding the effectiveness of foreign language teaching, final results are expected to provide both a prompt for practice-oriented individual reflections, and insights for the design of teacher training and professional development programs.

**Allen, Todd (Kansai University) | Liu, Xiangdong (Western Sydney University)**

**When you want to take a breather before going home...: Exploring the Sociocultural Significance of a Neighbourhood Bar in Japan**

Neighbourhood bars in Japan hold significant importance as communal spaces fostering social cohesion, networking opportunities, stress relief, cultural exchange, and preserving tradition (Allen & Liu, 2022). While neighbourhood bars are pervasive in all areas of Japan, few studies have analysed their role in local communities (see Farrer, 2021). As a result, in this study, we investigate a neighbourhood bar in Kōyōen in Western Japan. This area is renowned for its natural beauty, prestigious schools, and affluent residential neighbourhoods, yet lacks sufficient spaces for alcohol consumption. This study focuses on a small bar in the area (‘Cocktails Orange’) that a married couple has operated for 18 years. The study adopted two qualitative surveys (Braun & Clarke, 2021) for owners (n = 2) and customers (n = 19). The survey topics for owners included factors motivating opening an establishment, challenges faced, efforts to foster a welcoming atmosphere, community engagement, and the role of strengthening community ties. For customers, the survey focused on experiences and perceptions regarding the establishment. The findings indicate owners’ strong commitment to hospitality and skilful customer engagement. Reports also unveiled that owners use diverse (meta)linguistic strategies to achieve this. Additionally, customers frequent the bar for socialising, seeking advice, and discussing hobbies and sports, further supporting the significance found in prior sociolinguistic studies. Overall, this study sheds light on the diverse motivations behind operating and frequenting these establishments, emphasising their broader community impact beyond mere alcohol consumption.

**Amos, Timothy (University of Sydney)**

**Freedom through Denunciation: A Historical Examination of Kyūdan Strategies in the Buraku Liberation Movement**

Denunciation or kyūdan was a key method Burakumin both in the Suiheisha movement (1922-1942) and the post-war Buraku liberation movement adopted to tackle discrimination in 20th century Japan. It was a strategy that involved publicly confronting the person/s responsible for an alleged discriminatory action and convincing them of their need to admit to their wrongdoing, issue an apology, and express a commitment to help eliminate future discrimination. While denunciation was clearly much more than a strategy to police language about Burakumin, there is an important sense in which it enabled Buraku individuals and communities opportunities to establish the limits of acceptable public discourse about issues that related to them. Denunciation has often been heralded within the liberation movement as leading to significant advances for Buraku communities – including the forcing of a political response from the Japanese government in 1965 that led to several decades of ‘Special Measures Laws’ that were instrumental in helping to meaningfully transform the lives of many Burakumin. But its legality as a method for social engagement has also been debated, particularly in light of occasional excesses which included violent confrontations. This paper reexamines the history of denunciation within the Buraku Liberation Movement. It sheds light on the reasons for the emergence and long-lasting continuation of this strategic policy within certain liberation circles. It also maps some of the changes that took place in relation to formal practices of denunciation and examines the highly contested nature of the practice as a legitimate means to combat discrimination against Buraku individuals and communities in the absence of effective preventative laws and established policing practices.



**An, Irene Shidong (University of Sydney)**

### **Identifying Cultural Blocks and Threads: Non-essentialist approach to understanding Chinese International Students' Intercultural Experiences in Australia**

The internationalisation of universities in recent decades leads to a pressing need to develop individuals' intercultural competence to facilitate more effective communication among people from different linguistic and cultural backgrounds. Drawing on the conceptualisation of small cultures against the essentialist large-culture grand narratives, this study takes a non-essentialist approach to cultural differences to investigate the intercultural experiences of Chinese international students during their study abroad in an Australian university. Through analysing interview narratives and the participants' reflective journals, this study aims to identify the potential blocks and threads in their accounts of intercultural encounters. It reveals the complex and fluid nature of intercultural processes that reflect the interplay of personal cultural trajectories and impact of the specific intercultural context. Contrary to the essentialist realities, the individuals undergo a continuous positioning and repositioning of themselves in the intercultural encounters. It shows how cultural threads can help these sojourners cross cultural boundaries, but cultural blocks may reinforce cultural boundaries to hinder intercultural communication. This study contributes to the literature where empirical evidence is needed to operationalise Holliday's conceptualisation of 'small culture formation on the go' and sheds light on our new understanding of interculturality and intercultural competence to reduce the barriers in engaging with the intercultural.

**Angelo, Denise (Australian National University) | Seymour, Jasmine (Western Sydney University) | Holmes à Court, Allegra (Australian National University) | Torning, Richard (Western Sydney University)**

### **How Dharug-led teamwork and collaborations are supporting Dharug language revival**

Over the past three years, a team of Dharug people has been working on researching, learning and teaching their language. They are building up Dharug language resources to realise their aspirations to be able to use their language communicatively with a community of other Dharug learner-speakers. During this time, they have delivered a short, 8 lesson introductory Dharug language course to over 800 people, including many Dharug people as well as their Aboriginal and non-Aboriginal allies. They are also supporting many schools in Sydney to implement a Dharug language program. In this presentation, members of this Dharug language team explain their study pathways and their ways of working that are enabling this considerable momentum. They show how Dharug-led teamwork and collaborations are serving Dharug language revival efforts. In addition to the team's many community capacity building initiatives, they have also been building collaborations with university researchers in the fields of languages and linguistics and with university students. Through these connections members of the Dharug language team have continued to develop skills in the complex area of language revival and to harness linguistic skills and knowledge that support their work. The experienced linguists are learning about the Dharug team priorities and are being guided about what works for them and the Dharug context. Linguistics students have gained important insights from the Dharug team into the value that their theoretical studies can have for Aboriginal language communities, and some have undertaken projects at the behest and under the guidance of the Dharug language team together with university supervisors.

**Aponte Ortis, Lorely (University of Technology Sydney)**  
**Latino Language Dynamics on Screen**

Language plays a dynamic and evolving role in the enactment and expression of identities, actively shaping and reflecting both individual and collective senses of self within the broader contexts of socioeconomic, sociohistorical, sociopolitical, and cultural processes (Pavlenko & Blackledge, 2004; Garcia, 2010). In the United States, language is a highly politicised issue, with English perceived as a defining attribute for belonging to the imagined community. This perception, deeply rooted in historical narratives, has shaped monolingual language ideologies that have significantly influenced societal attitudes towards other languages, often framing them as potentially problematic and a barrier to full participation in the public sphere. The focus of this paper centres on understanding how the complex and rich linguistic practices enacted by Latinos in the US, particularly the use of Spanglish, are constructed on contemporary television, and how they have been shaped by and responded to the sociopolitical climate of the 2017-2021 period. By providing

examples from the narratives of two television texts and drawing connections between these narratives and the political discourse of the time, this paper argues that contemporary television narratives are making deliberate choices to respond to or challenge the perception of these language uses as a threat to cultural and linguistic (English) hegemony.

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**Batova, Natalia (University of Melbourne)**

### **Teaching unconventional word order patterns through Russian anecdotes**

The paper focuses on teaching conventional and unconventional verb-initial word order patterns in the Russian language through anecdotes. The author reviews storytelling as an effective method of improving intercultural communication and language fluency. The main emphasis is on anecdotes - fictional short stories told for the purpose of having a good laugh, which contain elements of satire and wit and are based on cultural stereotype, social and political situations and events. The feasibility of the use of such stories arises from the popularity of this form of entertainment among Russians and from the fact that Russian unconventional VSO, VOS and VS word order variations most commonly occur in stories and, in particular, in anecdotes. The paper presents potential application and validates the use of anecdotes in teaching Russian syntax. The main supporting argument is that teaching complex language structures through humour increases student motivation, introduces history and culture to the students in a more engaging way, and improves intercultural understanding. The author emphasises the communicative effects of the three unconventional word order types that occur in Russian anecdotes.

**Bava, Laura (CEWA - ECU Perth - WAATI)**

### **WAATI Assistenti Linguistici Program -**

### **Using technology to overcome global and economic challenges**

In 2020, the COVID-19 Pandemic forced schools around the world and in Western Australia to shut their doors and rely solely or largely on technology and remote communication. As the world continues to be immersed in a global crisis and undergoes daily changes technology and remote communication have become in 2021 fundamental in delivering lessons all around the world. While in 2020 the rest of the world was required to work from home wherever possible, this was my chance as the WAATI Language Assistant Coordinator to think outside the normal parameter of teaching and create a new WAATI Assistenti Linguistici Program in a virtual mode to be able to support the Italian teachers of WA and their students during their Italian classes in Primary and High School.

During this WAATI Assistenti Linguistici Program (Virtual Mode):

- Students from Italian universities will gain a real-life experience working as part of a remote school team. As a result, they will hone their technology and problem-solving skills as they learn to collaborate with faculty who work in their academic field of interest.
- Italian teachers in WA classrooms will not feel isolated or restricted to the local boundaries and they won't need to feel like they are not able to give the best learning opportunities of learning and as well a life experience to their student through the support of Italian Language Assistants who can work with them during their language programs. - Italian students in WA schools will gain a unique opportunity to learn Italian not only from their dedicated and committed teachers while working face-to-face in the physical space but also from authentic Italian Languages Assistants while also exploring the digital world of remote communication.

## **Bissoonauth-Bedford, Anu (University of Wollongong) | Rando, Gaetano (University of Wollongong)**

### **Polynesian languages, French or English? A sociolinguistic study of factors influencing language shift in French Polynesia**

There is a lack of interdisciplinary research published in the English language on the language situation in French-speaking Pacific. Most publications in the French language point to decline in Polynesian heritage languages because they are not being passed on between generations (Paia and Vernaudon, 2016). Results from a sociolinguistic study among young generations of Polynesians reveal five Polynesian languages present in the grandparents' generations. These have been replaced by French and Tahitian in the home environment, thus suggesting a shift towards Tahitian and French across two generations. Qualitative data reveal a paradox in language attitudes whereby Polynesian languages are valued as cultural heritage however there is a view that young people are not making efforts to sustain their ancestral languages. French as the dominant language is perceived as having a bright future and part of Tahitian culture. While English is a dominant language in the Pacific region, it is for most a foreign language. The relationship between French, Tahitian and other Polynesian languages is one of triglossia (Charpentier and Francois, 2015), where French has the highest status followed by Tahitian then the other Polynesian languages. This presentation gives an overview of the social history and language situation in French Polynesia with a focus on Tahiti where the data was collected. It then describes the methodology and data collection. The conclusion explores implications for the future of multilingualism in French Polynesia in the context of favourable language policies by the local government.

## **Bowden, Shayne (University of Sydney)**

### **It's Not There: Film Location Pilgrimage and the Reconciliation of Trauma**

Before and after comparative imaging involves the pairing of a reference image and an image of the same space or subject taken from the initial image vantage point after time has elapsed. By doing so, the extent of spatial, physical and/or material transition may be observed and assessed. Before and After or Then and Now imaging is commonly used in geology, geography, the visual arts, advertising, and various other fields to measure transition and change. Film pilgrimage refers to the visitation to locations that are sites of filmic production. Film fans, incidental tourists and serious cinephiles visit film locations to equate their memory of a film moment or scene with the actuality of the space as it is in itself. Social media sites such as Facebook, Instagram and YouTube host various pages and channels dedicated to pilgrimages to film locations that involve a comparative Before and After imaging of specific locations to assess what happened where, how that location appears now and how to reconcile the difference between film space and first-hand experienced actual space. This paper will discuss film pilgrimage, the Before and After imaging of film sites and how these practices display an effort by individuals to reconcile trauma that is triggered by cinematic spectatorship. This method of individual trauma reconciliation is both facilitated and triggered by the accelerated immediacy and availability of communication technologies and, increasingly, social media platforms that are designed to initiate trauma through their non-use.

## **Bresin, Agnese (La Trobe University)**

### **Being Italian' vs. 'Being from Italy'**

In this presentation we outline a new project that aims to advance our understanding of the sociolinguistic situation of Italian Australians, with a particular focus on Melbourne. Our investigation is based on interviews with post-war migrants, their children, their grandchildren, and migrants arrived since 2000 (Audenino & Tirabassi 2008, Armillei 2017, Bresin et al 2019). We are interested in how 'Italianness' is perceived and experienced by these groups. In this presentation, we focus on relationships and mutual perceptions between descendants of post-war migrants (second and third generation Italians) and more recent migrants. Our initial findings confirm those of previous studies (Marino 2020, 2022, Sala & Baldassar 2019, Baldassar & Pyke 2014), in which claims of 'Italianness' by second and third generation Italians are often contested by newer migrants. In this paper, we argue that, as native speakers of Italian, recent Italian migrants to Australia tend to have a stricter view of what 'being Italian' means based on the equivalent expression in Italian (essere italiani/e, meaning 'being born in Italy'), whilst a broader concept of 'Italiannes' is advanced and claimed by second and third generation Italians based on the meanings that 'being Italian' can have in English (indicating ethnic identity or affiliation regardless of birthplace), and, importantly, also based on the sociocultural context in which they grew up. We conclude proposing that more dialogue between the various migration cohorts can stimulate reflection and increase mutual understanding, beyond syntactical differences.

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## **Brunetti, Edoardo (RMIT University, Melbourne)**

### **"Regional' languages of France: perspectives from the grassroots**

Now is a pivotal time for the historically marginalised regional languages of France (Judge, 2007). While they have seen significant declines in speaker numbers over the past 70 years, they have also received a cautiously growing level of government support—a shift from previous policies which sought to restrict their use (Fenet, 2004). They can now be taught in schools and are formally recognised as part of France's cultural heritage (Blanchet, 2022). In this time of great significance, however, the perspectives of communities are missing from the literature. What do they want, hope and expect for the futures of their languages? How can their perspectives inform our understanding of the roles of the state and communities in language revitalisation?

This research investigates the perspectives of regional language communities on the state and future of their languages, situated in the broader context of language policy in France. Using Breton, Corsican and Occitan as case studies, a series of semi-structured interviews has been conducted with language speakers—primarily teachers, students, activists or writers. A thematic analysis is ongoing, and the study aims to present findings on the linguistic journeys of the speakers and how they came to be passionate advocates for their languages; their hopes and expectations for the future of their languages; and their opinions on government policy aimed at language maintenance. At this key moment in time for regional languages, understanding the perspectives of speaker communities is vital if language revitalisation efforts are to be successful.

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## **Cameron, Tracey (University of Sydney) | McEwen, Tanya (Coonabarabran Public School)**

### **Growing our own: Working in the language revival and teaching sone**

Teachers of Aboriginal languages in NSW schools face many challenges. They work with a generic syllabus, which must be adapted locally for each language. Further, the languages have been significantly damaged over two centuries, through invasion, systematic violence, colonisation, dispossession, segregation and assimilation. Due to severe interruption to intergenerational transmission, the languages need to be revived through linguistic analysis and reconstruction of information in archival records and community remembrances. The requirements are immense for developing teachers' language proficiency and classroom-ready resources for students in schools. Yet the pool of people and funding sources to do this work are small. This situation demands innovative responses. This presentation reports on an in-progress action research project in which two Gamilaraay-Yuwaalaraay teachers – one at Mungindi Central School in north-western NSW and one at the University of Sydney – are working to overcome these several challenges. Through this partnership, we have been growing our own language capabilities, researching language content and creating classroom



resources suitable for kindergarten through to Year 12 students. We will report on our trialling and refining of ideas to develop a staged curriculum with resources that will appeal to a range of learner ages and abilities, to ensure students have a rich and engaging second language learning experience.

**Carbajal, Beatriz (University of Sydney) | Ortiz Jimenez, Macarena (University of Sydney)**

### **What language? Linguistic variation and discourse modalities**

As a vehicle and content of our core units, delimiting what language we include in the USYD-SLAS curriculum is central to our educational design. In this presentation, we explain how we combined our research expertise in language diversity, multimodality and humour to inform curriculum design from a perspective that challenges the traditional representation of language. By questioning the standard, bona fide and verbalcentric representation of language in textbooks, we provide examples of how our curriculum reflects the authenticity of the sociolinguistic realities that learners inhabit. Such a reality is characterised by linguistic variation, a mix of humorous/non-humorous modalities of discourse and multimodality.

**Carroll, Emily (Department of Foreign Affairs and Trade) | Durbidge, Levi (University of the Sunshine Coast) | Fairley, James (Department of Foreign Affairs and Trade)**

### **The New Colombo Plan: Supporting language acquisition to build a diverse cohort of Australian alumni with deeper Indo-Pacific knowledge, capability and connections**

People-to-people connections and institutional links are the connective tissue of deepening international relationships (Boekenstein, 2021; Tran & Vu 2018). Since 2014, more than 50,000 Australian undergraduates have been supported by the New Colombo Plan (NCP) to undertake study, language training, mobility projects and internships in host locations across the Indo-Pacific (DFAT, 2024a, b; Dorey et al. 2024).

Consistent with Government priorities to invest in learning the language and skills needed to deepen Australia's relationship with the region, in 2024 the NCP provided increased support for language training scholarships and mobility projects (DFAT, 2024a). This presentation will provide an overview of policy and data insights over the past decade of the NCP. Speakers with experience in government, academia and as language learners, will discuss:

1. How does language learning help achieve the NCP's objective of strengthening Australia's regional standing and building a diverse cohort of Australian alumni with deeper Indo-Pacific knowledge, capability and connections?
2. How can international scholarships and mobility projects support this objective into the future?

**Chen, Eve (Australian National University)**

### **The elegy of Cantonese: Legacy and implications for minority community languages in Australia**

Cantonese was once the lingua franca in the Chinese-Australian community, and there are still more than 290,000 speakers in Australia today (2021 Census). Nevertheless, Mandarin has become the dominant Chinese variety and is gradually squeezing out the living space of Cantonese. The declining status of Cantonese is a result of multiple factors, including the lack of course offerings in Australian schools and universities and the limited attention it receives from research fields such as sociolinguistics and heritage language studies. However, one critical yet often overlooked aspect is the changing attitudes of Cantonese speakers themselves in Australia. The present study is an empirical attempt to understand Cantonese's life trajectory and the factors contributing to its weakening presence in Australia from the speakers' perspective. Through an online survey using semi-open questionnaires, we have collected responses from 18 first- and second-generation Cantonese Australians and proficient non-heritage Cantonese speakers about language attitudes towards Cantonese, Cantonese use, Cantonese learning, and Cantonese preservation in Australia. Participants generally expressed positive attitudes towards Cantonese, though its perceived value leans more towards emotional and cultural significance rather than practical utility. The heritage speakers' efforts to preserve Cantonese are also gradually discouraged by its now limited public functions and the lack of educational resources and community support. By examining the role of Cantonese speakers in maintaining its vitality within Australia's diverse linguistic and cultural landscape, this study contributes to amplifying the voices of marginalised and 'invisible' community language varieties often sidelined in national discussions and policymaking.

**Cheng, I-Yun (University of Sydney)**

### **How Indigenous Language Policies Are Implemented in Museums: Comparative Research Between New Zealand and Taiwan**

This study will examine the implementation of Indigenous language policies in museums in Taiwan and New Zealand, focusing on the promotion of linguistic diversity and the practice of Indigenous cultural rights. The Indigenous peoples of Taiwan and New Zealand are classified under the Austronesian language family due to the shared characteristics of their languages. Consequently, there has been an increasing number of exchanges or cooperation between Indigenous people in these two countries. In addition, there is a growing number of cultural or educational activities focused on specific subjects or issues related to Indigenous peoples being initiated in both countries. This is because museums are widely seen as having crucial roles in safeguarding and elucidating human culture and knowledge through exhibitions and other aspects. This study will employ literature reviews and analyse relevant language policies and case studies from museums in Taiwan and New Zealand to investigate and comprehend the influence of museums in both countries. The aim of these methodologies is to develop a comprehensive understanding of how museums can effectively assist to the execution of Indigenous language policies and plans. Furthermore, its objective is to provide valuable contributions to the creation of efficient and successful approaches for advocating Indigenous linguistic variety in other museums or cultural institutions that are engaged in Indigenous rights on a worldwide scale.

**Cleverley, James (University of Melbourne)**

### **Mapping the Landscape: European Studies in Australia and New Zealand**

The higher education landscape is one of constant change, so it is always timely to reflect on current offerings and to consider future pathways, to ensure ongoing relevance and promote future innovation. Within the humanities and social sciences, European Studies (ES) includes topics across historical, cultural, social, and political axes. Given the breadth of study areas, ES is well-placed for wide-reaching appeal and are often, but not always, co-located with language programs and departments, whose staff manage and teach the discipline. This paper seeks to evaluate how tertiary education institutions are structuring and delivering ES in Australia and New Zealand. Who is offering them and why? In what ways and in which structures (e.g. minors, majors)? What are the possible pathways for students enrolled in ES subjects and courses? Conducting an audit of publicly available information (e.g. handbook entries), we map ES offerings within the Australian tertiary sector, paying attention to which universities offer ES and how universities locate and represent it as an area of study. By examining the delivery, structure and content, of ES, this study aims to identify how ES is implemented within wider social/cultural studies and language programs. By facilitating interdepartmental, inter-language, and interdisciplinary exchange, ES programs contribute to the cultivation of a more nuanced understanding of European cultures and contexts. They can also serve to strengthen language programs by providing them with access to a broader student population. Highlighting distinct curriculum foci and pedagogical approaches, as well as interdisciplinary connections, this research seeks to further promote the area of study. We advocate for the continued enrichment and development of ES programs, seeking to secure their relevance and appeal for future student cohorts while also supporting language programs.

**Crump, Desmond (University of Queensland) | Disbray, Samantha (University of Queensland)**  
**Co-designing a Language Revitalisation Studies Program at University of Queensland**

As the Decade of Indigenous Languages begins (2022-2032), community-led language revival and Revitalisation projects are flourishing across Queensland, and nationally. A new Language Revitalisation Studies Program at University of Queensland (UQ) will support communities in the region to realise new opportunities, in fields such as language revival, education, the arts, land management and governance. It will meet demand for First Nations Peoples to extend, formalise and professionalise their skills and leadership in diverse language-related work. To make sure the program is responsive, high quality and relevant its design is led by Indigenous community and industry members and Indigenous UQ staff. The program has been informed by community and industry consultation, responsive and accessible, build on community knowledge and strengths, and engage both-ways approaches. It is an important element in the Strategy for Indigenous Languages in the School of Languages and Cultures at UQ. At its core, the foundation of this work is premised on building relationships of trust between Indigenous peoples and research, cultural and other institutions. This presentation will explore how the development and implementation of the new language studies program has been guided by meaningful and respectful consultation built on trust.

**De Saint Léger, Diane (University of Melbourne) | Mullan, Kerry (RMIT University)**  
**Translating urban spaces: short-term mobility as an opportunity for trans/formative learning in tertiary settings**

This paper will explore the theoretical and practical potential of decentring language instruction to encourage a less monolithic view of the French language (as typically represented by the French Parisian norm or the ‘métropole’), to instead consider other forms of language and representations such as those of our Pacific neighbours, New Caledonia and French Polynesia. In other words, in the context of language education, there is a need to invite teachers and students to consider these French-speaking territories for what they are (rich, diverse, plurilingual) rather than what they are not, or not quite (‘not quite’ France, ‘not quite’ French...).

In this paper, we will explore how concepts derived from sociocultural and critical perspectives (e.g., Lantolf, 2011) may be applied productively to recalibrate our lens in the context of short-term mobility programs. It will be shown how practices derived from the fields of geosemiotics (Scollon & Scollon 2003) and linguistic landscapes (Jaworski & Thurlow 2010; Pennycook 2019) can encourage students to translate their surroundings by provoking the noticing of elements such as signs, sounds, people, drawings, graffiti, tattoos, colours and smells etc. which may have otherwise gone unseen. We will argue that deliberately omitting explicit language instruction in such short-term mobility programs provides a learning experience for participants that goes far beyond classroom-based language instruction or superficial postcard-like tourism, allowing them to engage in a more complex way with the unique cultural, geo- and socio-political aspects of these French territories in the Pacific, while developing their French language skills in context.

Keywords decentring language instruction, French language, short-term mobility, Pacific region

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**Diaz, Adriana (University of Queensland)**  
**Promoting Equity, Diversity, Inclusion, and Sustainability in Spanish Language Education in Australia through Open Educational Resources (OERs)**

This paper explores the vital contribution of languages education to advancing social justice, equity, diversity, inclusion, and sustainability within the context of Spanish Language Education in Australia, leveraging Open Educational Resources (OERs) as a transformative learning tool. In particular, the discussion focuses on two OERs designed for beginner and intermediate university Spanish language courses, aiming to disrupt traditional narratives that often marginalise and erase the experiences of underrepresented communities. This is achieved through carefully curated content and sequence of activities that foreground the pluricentric nature of Spanish and the constellation of hegemonic ideologies of (non) standardness, and (non) nativeness in the Spanish-speaking world; as well as activities that encourage engagement with questions beyond the Anthropocene, or human world, to consider our connections and entanglements with non-human others, land and other life forms that co-exist and contribute to our planet. Drawing on transformative learning theory, critical pedagogy, intersectional feminism, decolonial and raciolinguistic perspectives, the paper outlines a pedagogical framework underpinning these OERs, which not only seeks to democratise access to learning materials, but also advocate for educational practices that are both socially responsible and sustainable, ensuring that language education contributes positively to broader societal and environmental goals.

**D’Orazi, Giuseppe (University of Melbourne) | Nakane, Ikuko (University of Melbourne) | Hajek, John (University of Melbourne) | Leung, Ester (University of Melbourne) | Hong, Tracy (University of Melbourne)**

**How multilingual are we in Australian higher education? A case study of linguistic diversity among university staff**

There has been growing attention to diversity and inclusion at Australian universities in recent years. However, while the student population is widely recognised as culturally and linguistically diverse, there has been relatively little focus on staff in this regard.

In this context, we present and discuss the results of a 2023 staff survey on linguistic and cultural diversity at the University of Melbourne, following a similar survey conducted a decade ago at Monash University (Marriott, 2013). While universities celebrate the diversity of their students, and increasingly also of their staff, from a workplace perspective these institutions are for the most part monolingual.

The 2023 survey (with 511 responses, including academic and professional staff) found a wide range of languages spoken as the first language (60 lgs) as well as LOTE which the respondents can speak (80 lgs). More than 30% of the respondents use LOTE at the university, and among academic staff respondents, 35% have published in LOTE. Despite the technological, ecological and geopolitical changes the world has seen in the past decade, the figures are not dramatically different from Marriott’s (2013) survey. While there was generally a positive attitude towards the provision of language courses for staff, training in intercultural communication, and multilingual signage on campus, age, gender and faculty affiliation were significant factors for differing attitudes towards multilingualism. The implications of these results are discussed considering the fast-evolving contexts of multilingualism and language education and the challenges they bring to higher education in Australia.

**D’Orazi, Giuseppe (University of Melbourne) | Enomoto, Kayoko (University of Adelaide)**  
**Enhancing Student Motivation through AI-Enhanced Learning: A Case Study in Higher Education**

This paper explores the impact of AI technologies on student motivation in an English for Academic Purposes (EAP) course, specifically targeting first-year English as an Additional Language (EAL) students. Departing from traditional motivation studies, we employ a novel ‘real-time’ data collection approach during AI-enhanced learning activities. The study addresses challenges arising from the unconstrained use of AI-powered tools in higher education, particularly among EAL international students, who tend to engage in surface learning due to underdeveloped English proficiency. Recognising the need for evidence-based solutions, we propose reshaping EAP course curriculums for EAL students, emphasising both AI literacy and fostering deeper learning. Our approach involves designing and implementing purposeful AI-enhanced learning activities, with students interacting meaningfully with ChatGPT and receiving support through embedded scaffolds. We present practical examples, steps for activity design, and recommendations, positioning AI as an opportunity rather than a threat to academic integrity. Leveraging digital technologies, our work demonstrates how AI can enhance EAL students’ motivation, self-regulation, and deeper learning. Our presentation includes an overview of technology-enhanced language teaching, the AI-enhanced teaching approach, an analysis of real-time student responses, and an exploration of potential extensions to other disciplines. Key takeaways for the audience include insights into AI’s impact on EAL student motivation, practical examples of AI-incorporated learning activities, and recommendations aligned with Bloom’s Taxonomy for curriculum design. By examining the intersection of AI, motivation, and second language learning in higher education, our contribution aims to enrich the discourse on utilising technology to improve student engagement and learning outcomes.

**Durbidge, Levi (University of the Sunshine Coast)**  
**The participatory dynamics of online language learning communities: amateurisation and tech-bro solutionism**

Independent, informal language learning is increasingly popular as apps, digital resources, and online communities dedicated to language learning have proliferated. While considerable research has explored the use of online resources to facilitate language learning, there has been less attention on the way language learning is discussed online. The importance of examining online communities of language learning is increasingly pressing as ideas reproduced within online publics shape wider perceptions of language and language learning. This presentation reports on a study of the participatory dynamics of one of the largest online language learning communities, r/LearnJapanese. The findings reveal



a distinct set of interactive norms within the community, which are heavily gendered and influenced by programming culture. Authority is obtained and exercised through knowledge of these norms and detailed descriptions of one's learning processes. Moreover, the discourse surrounding learning Japanese is moulded by an ethical framework that values convenience, productivity, techno-solutionism and libertarian ideals. This has implications for pedagogy and formal teaching, as participants in these online communities often endorse methods that prioritise input-based memorisation and passive acquisition, diverging from the principles of communicative language teaching. Further, the valorisation of individual productivity and techno-solutionism may impact the willingness to engage in traditional modes of learning. We also argue that the dynamics at play speak to a broader global narrative privileging the performative and quantifiable over holistic, intrinsic and less tangible dimensions of linguistic and cultural understanding and engagement.

### **Elfving-Hwang, Jo (Curtin University)** **Challenges to Developing Korean Language Education in Western Australian Schools**

This study investigates and interrogates the development of Korean Language Education in Western Australian Schools and identifies some of the key barriers and support needs for successful Korean language education in the WA context. As one of priority languages in Australia since the late 1980s (Garnaut, 1989; Lo Bianco, 1987), Korean has been promoted to support Australia's economic and strategic capacity, as well as Australians' cultural and foreign language sensitivity. Despite successive attempts to reinvigorate Korean language education in Western Australia through language policy initiatives requiring schools to offer at least one foreign language from Y3 to Y8, the numbers have remained relatively low with currently only two schools offering Korean language in the state. Despite this, the Korean language became introduced as an ATAR subject in the WA school curriculum in 2023 together with Tamil and Hindi to encourage multilingual, cultural, and social capacities of Australian students. However, the language has not seen a significant uptake in WA education and the Korean language enrolments at the secondary school level. This is also being exacerbated with the proposed removal of language bonuses from 2026 (TISC), which is expected to bring a further decline in foreign language enrolments in Australian secondary schools, compounded by a general drop in the number of students taking ATAR examinations in WA in general. However, these trends alone do not explain adequately why initiating new programs in schools has proven so difficult despite small seed grants having been made available by the Korean Education Centre (Sydney) to schools, and many schools still without a language program. Through interviews with key stakeholders in WA (recent high school graduates, foreign language teachers, school principals, government officials, community schools, language education associations), this paper analyses barriers for successful implementation of the Korean language education in WA, and as such adds to the existing literature on the educational, political, sociocultural, and linguistic potentials of foreign language education in Australia.

### **Fraschini, Nicola (University of Melbourne)** **Language teachers' beliefs about the efficacy of teaching language competences**

The transition from the physical class to fully digital and remote learning spaces, together with an increasing use of digital devices over traditional paper-based tools, has forced educators to rethink traditional approaches to teach basic writing skill in the context of learning a language adopting a non-latin based script. In Korean language education, this means anticipating the move from handwriting to typing in beginner level classes because of the increased frequency of online testing, the capillary diffusion of personal digital devices, and cohorts of learners who are more and more "digital natives". This presentation focuses on an online application called KeyKorea, developed to support Korean language learners' typing skills. Starting by illustrating the background and rationale of this online application, this presentation will show its main features and discuss insights gained from observing users' statistics related to typing accuracy and speed rates.

### **Gallagher, Maureen (Australian National University)** **Navigating and Negotiating Gender-Neutrality in the German Language**

'Gendern is a linguistic catastrophe' proclaimed a headline in the Berliner Zeitung from 2021; 'Gendern - yes or no?' asked the Bayerischer Rundfunk in 2022; 'Gendern verboten: Bavaria censors language in governmental agencies' declared Deutschlandfunk Kultur in 2024. The tenor of these headlines about gendern, which in German refers specifically to the use of gender-neutral or gender-inclusive language, reveals how the concept has become another front in the culture wars. In my paper I will discuss the debate about gender-inclusive language as a response to the challenging of cultural and linguistic norms about gender and part of a global 'gender backlash,' as Judith Butler has described it. I will also talk about how teachers like me approach gender diversity in the language classroom and

introduce alternative conceptual frameworks for understanding the relationship between gender and language that don't rely on a sense of linguistic purity and strict normativity. Concepts like trans and queer inquiry-based pedagogies, linguistic disobedience, intercultural competence, and culturally responsive pedagogy offer ways to see the language classroom not merely as a site for the dissemination of the linguistic and cultural norms of the source culture but instead as a space of encounter, where issues such as gender can be investigated and negotiated.

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### **Giovanangeli, Angela (University of Technology Sydney) | Sheldon, Elena (University of Technology Sydney) | Hiratsuka, Akiko (University of Technology, Sydney)** **Gender Inclusivity in Foreign Language Learning: Case Study of a Student-Centred Framework**

Gender inclusive language in foreign language education is an emerging field of study (Djavadghasaryans 2020; Djavadghasaryans 2020; Knisely & Pais 2021; Peters 2020; Dias et al., 2022). Gender identity is a person's internal sense of self with regards to gender. A powerful argument for the central place of foreign languages in discussions on gender lies in positioning students in how they perceive and understand themselves and the world around them. Yet some studies argue that the language classroom presents students who transcend heteronormative configurations with a potential conflict because of the way the curriculum is designed around rigid gendered binaries (Liddicoat 2009). Foreign language education has a responsibility to play in adopting an equity framework regarding gender inclusivity because of the way classes can be structured around the self and identity. Much of the research to date on gender inclusive language in foreign language education is from the perspective of educators who argue the need to explore diversity, belonging and a more inclusive language learning trajectory. Few studies exist from the perspective of students studying a language. To address this gap, the aim of this paper is to explore what students learning a foreign language would like to be able to do with gender inclusive language. Through semi structured interviews with undergraduate students enrolled across six languages (Chinese, French, German, Italian, Japanese and Spanish) at an Australian university, the study explores the different concerns of students on the issue of gender inclusivity in language learning.

### **Guo, Sijia (Macquarie University)** **Flip to Online Learning Environments: a Showcase of Design and Tools for an Online Language Teaching Project**

The swift transition to online teaching during the pandemic may fundamentally change the language educators' teaching approach and, thus, greatly influence students' learning experience. As language education is being redefined during the pandemic, how to innovatively use multimodal tools to reach the intended learning outcomes has become imperative for language educators. The emergence of technology-mediated, task-based language teaching and communicative didactical approaches serve as a good solution for these challenges since it offers students opportunities to use the target language in authentic contexts for meaningful communication in virtual learning environments. In this study, captioned videos were innovatively introduced and played a complementary role in creating a "flipped classroom" learning environment to enhance learners' virtual study experience during the pandemic. This paper showcases pedagogical framework and tools for online language teaching activities in the tertiary sector, with examples provided from Chinese as a foreign language setting. It considers how online language learners participate in synchronous and asynchronous learning activities and focuses on a student-centred approach while highlighting the social and communicative aspects of foreign language learning and teaching during and post-pandemic.

**Gusdian, Rosalin Ismayoeng (Universitas Muhammadiyah Malang, Indonesia) | Setyaningrum, Rina Wahyu (Universitas Muhammadiyah Malang, Indonesia)**  
**Awareness of Interculturality and World Englishes (WE) between Indonesian and Korean teachers**

In the vein of an international collaboration between Indonesia and Korea, a folklore-based virtual drama was jointly performed by two primary schools in the two countries. The current study aimed at exploring teachers' perceptions of interculturality and world Englishes (WE) during the online intercultural exchange (OIE). A phenomenological study was conducted to describe the lived experiences of the two teachers from Indonesia and Korea respectively regarding interculturality and WE embedded in the virtual performance-based learning (VPBL). To collect the data, three sessions of in-depth interviews were hosted online. Then, the data trustworthiness was met through the focused group discussions allowing the teachers to review and revise the transcribed interviews and the triangulation by two international collaborators. To analyse the data, thematic analysis was utilised to reveal emerging themes and interpret the data. The study found that both teachers are aware of the connection between language and culture, the urgency of teaching a variety of Englishes, and the need to conduct international collaborations aimed at increasing the students' intercultural understanding and WE. The teachers are highly committed to incorporating these interculturality and WE in their classrooms, despite the differences in their curricula.

**Hajek, John (University of Melbourne)**  
**Mapping the Landscape: European Studies in Australia and New Zealand**

The higher education landscape is one of constant change, so it is always timely to reflect on current offerings and to consider future pathways, to ensure ongoing relevance and promote future innovation. Within the humanities and social sciences, European Studies (ES) includes topics across historical, cultural, social, and political axes. Given the breadth of study areas, ES is well-placed for wide-reaching appeal and are often, but not always, co-located with language programs and departments, whose staff manage and teach the discipline. This paper seeks to evaluate how tertiary education institutions are structuring and delivering ES in Australia and New Zealand. Who is offering them and why? In what ways and in which structures (e.g. minors, majors)? What are the possible pathways for students enrolled in ES subjects and courses?

Conducting an audit of publicly available information (e.g. handbook entries), we map ES offerings within the Australian tertiary sector, paying attention to which universities offer ES and how universities locate and represent it as an area of study. By examining the delivery, structure and content, of ES, this study aims to identify how ES is implemented within wider social/cultural studies and language programs.

By facilitating interdepartmental, inter-language, and interdisciplinary exchange, ES programs contribute to the cultivation of a more nuanced understanding of European cultures and contexts. They can also serve to strengthen language programs by providing them with access to a broader student population. Highlighting distinct curriculum foci and pedagogical approaches, as well as interdisciplinary connections, this research seeks to further promote the area of study. We advocate for the continued enrichment and development of ES programs, seeking to secure their relevance and appeal for future student cohorts while also supporting language programs.

**Han, Jiangu (University of Sydney)**  
**Exploring intercultural competence of Chinese international students (CIS) in Australia classrooms**

An increasing number of Chinese international students (CIS) have selected Australia as their study destination. However, they face many challenges due to poor English language proficiency and lack of intercultural competence (Shang, 2012). This paper aims to investigate whether CIS's intercultural competence has affected their learning and their interactions with Australian tutors in Australian classrooms. It focuses on three factors of intercultural competence: affective/attitude, cultural knowledge and personal behaviours. The study employed both quantitative and qualitative methods. Data was collected from CIS surveys and semi-structured interviews with both CIS and Australian tutors. A total of 281 CIS participated in the questionnaire survey regarding their current level of intercultural competence. Semi-structured interviews were conducted with 21 focus groups of CIS and their 10 Australian tutors. Data analysis was conducted by using SPSS and NVivo. It is noteworthy from the findings that English language proficiency remains a primary area of concern for CIS in classroom interactions when engaged in classrooms. The results also indicate that CIS exhibit high levels of willingness and cultural empathy in terms of their intercultural competence. However, deficiencies in Australian cultural knowledge are evident in their interaction with Australian tutors. They have employed hesitation and sporadically resorted to avoidance strategies. Some CIS display lower levels of intercultural awareness

and communication sensitivity. Moreover, in terms of personal behaviour, CIS demonstrate passiveness, aloof distancing, non-iteration to their tutors. On the other hand, Australian tutors demonstrate heightened cultural sensitivity toward subtle differences among the CIS cohort. Australian tutors make iterative, active classroom engagement and support to help CIS in their learning.

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**Hanna, Barbara (University of Queensland)**  
**AI and language teaching. Opportunities and challenges for the profession**

The recent mainstreaming of artificial intelligence (AI) is challenging notions of authorship, transforming work practices and triggering reflection and concern around assessment in education spheres. Students can now not only employ neural machine translation (MT) software like Google Translate (GT) and DeepL to complete assessment tasks, but also – thanks to the availability of generative AI such as ChatGPT – generate unique, credible, and coherent essays from a textual prompt without personal involvement in research, planning or writing. This interactive panel follows up on a 2022 presentation of a project around Learning, assessing and encouraging ethical behaviour in the languages classroom in the era of AI. Between July and September 2023, the research team surveyed undergraduate students of French from 8 universities about their perspectives on and use of machine translation and AI. We will share our analysis of data collected. The pedagogical implications arising from these results will be of particular interest to teachers of languages reflecting on how to contend with the challenges presented by generative AI, and how to embrace the benefits.

**Hao, Hongyan (University of Sydney)**  
**Inheritance and Innovation: A Study of Jingju (Peking Opera) Master Li Weikang**

Li Weikang is one of the most famous performing artists of Jingju which is Peking Opera, in contemporary China. She is deeply loved by the audience and her fans come from all walks of life. She has outstanding talents, solid fundamentals, innovative spirit. She adheres to the artistic concept of inheritance and innovation. Her vocal style and performing and many other aspects of her performance are quite unique. This paper will focus on two questions that why Li Weikang has a large number of fans and whether she can form a new school. From three aspects, which including her acting career, the characteristics of her stage performing arts and conditions required for forming a new school, this paper analyses and discusses Li Weikang's inheritance and innovation of Jingju arts and her contribution to the development of Jingju. It will also analyse and discuss Li Weikang's singing skills, vocal style, performance, makeup, costumes and other aspects in combination with the analysis of her signature repertoires. Based on the above analysis, this paper will compare the subjective and objective conditions of forming Jingju schools, from the literatures on the development of Jingju, to evaluate and analyse whether Li Weikang meets the conditions of forming an independent school. Meanwhile, in light of the social environment of contemporary China, the dynamics and resistance of forming of a new Jingju school are further evaluated. This paper concludes with answers to the two questions raised at the beginning, based on the above analytical conclusions.

**Harbon, Lesley (University of Technology Sydney)**  
**Indonesian language and studies in Australia over a fifty-year period: A helicopter view**

It must be four or five decades since some of us in Indonesian studies can remember large cohorts of 100+ students enrolled in first year Indonesian at the bigger universities in Australia. Those encouraging numbers didn't stop there. There were also solid numbers in second year. Admittedly by third year class sizes were somewhat smaller. But which third year subject enrolments across the university faculties weren't smaller? Some of us can remember the enticing smell of kretek cigarettes in the corridors outside the classrooms and tutorial rooms. Others can recall our Indonesian teachers in those same corridors, and their hearty laughter. It was an appealing teaching gig: to teach Australians Indonesian language and culture. Cohorts of Australian students graduated knowing much more about Indonesia, having had opportunities to travel to Indonesia and build friendships, and having a unique ability to better understand our place in the region. Those cohorts of Australian students found learning Indonesian language to be challenging, but also to be hugely interesting, and best of all, just plain fun! But today, fewer students are choosing tertiary-level Indonesian, and fewer are entering university with Indonesian from senior school. Those of us who have had this helicopter view of trends in enrolments and programs over time, often cry out in anger, lamenting zero understanding of the importance of cultural intelligence by university administrators and politicians alike. Yet, in between snippets of concerning news



are programs and projects that channel the kind of work we know makes Indonesian language learning for Australians meaningful and important. In this panel we celebrate these lighthouse programs that push through for the purpose of greater bilateral understanding between Australia and Indonesia for the future.

### **Harbon Lesley (University of Technology Sydney) | Moloney Robyn (Macquarie University)** **Transformative classrooms: teaching for linguistic diversity**

This paper profiles a new wave of transformative language awareness developing in schools, which is paving the groundwork for greater student interest in language learning. With all Australian classrooms now multilingual, some inspired teachers who know their school landscape well, are designing learning which explicitly respects and includes students' identities, languages, and knowledge.

This paper profiles a recent national collection of lighthouse practice in linguistic diversity, where teachers are learning to recognise, value, incorporate the languages cultures and knowledge of students and their families, through simple everyday strategies. Teachers are thinking in new ways, to nurture linguistic play, exchange and curiosity, and to critically challenge their own cultural perspectives on knowledge. This trend has the potential to seed a multilingual mindset. This paper will briefly map the scope of who speaks what, why it matters, and offer examples of such transformative practice.

### **Igwedibia, Adaoma Eugenia (Nnamdi Asikiwe University, Awka)** **The Dialectics of Ethnic Minority Discourse in Nigerian Literature: A Study of Helon Habila's Oil on Water and Sam Ahamegbé's Blood in Creek**

Ethnic minority discourse calls for serious concern in Nigeria, as it is condescendingly referred to and treated as the periphery by the majority. It comes in the form of political and socio-economic subjugation, as well as marginalisation of those in the "periphery", which subsequently elicits a consistent unconscious trope of protest and violent struggle amongst ethnic groups in societies. Hence, the Nigerian literary artists, while focusing on the Niger Delta issues in their novels, seek to find how to harmonise and resolve these challenges affecting the state of peace and communality in the society generally. Thus, this study, in using Helon Habila's *Oil on Water* and Sam Ahimegbé's *Blood in the Creek*, interrogates the attitudinal disposition of the people; it discusses issues of class dichotomy and suggests ways of creating peace as highlighted by these writers. Marxist literary theory is therefore employed to lucidly depict and define the nature of the struggle as well as the needed possible interventions for peace in the violently tensed environment of Niger Delta.

### **Jiang, Wenying (University of Queensland) | Wang, Xiaoji (University of Queensland)** **Learners' enjoyment in mobile task-based language learning: feedback from Chinese learners in an Australian university**

Enjoyment constitutes a crucial part of positive emotions. Language learners experiencing enjoyment are intrinsically motivated and highly engaged. However, research on foreign language enjoyment (FLE) has not been extensively deployed in the domain of second language acquisition (SLA). Less is known on how and to what extent classroom activities would help produce FLE. To explore Chinese as a foreign language (CFL) learners' FLE in learning tasks, the present study will carry out a longitudinal mobile project in a Chinese course by pairing up learners with Chinese native speakers in weekly topic-based ask-and-answer interaction via mobile app WeChat. Two rounds of interview and a questionnaire will be conducted to capture the dynamics of learners' enjoyment. The research findings are expected to provide valuable insights on strategies of mobile-assisted language education for enhancing learners' FLE.

### **Kabiak, Natallia (University of Melbourne)** **Contemporary short film as a tool for "providing significant learning experiences" for advanced Russian students**

This paper focuses on teaching L2 through contemporary short films, with a view towards 'providing significant learning experiences' (Fink, 2013) in teaching Russian language and culture to advanced students. The paper presents a student-centred learning model which includes both process and outcome dimensions, while also developing students' intercultural communicative competence (Byram, 2021). The paper offers practical examples of pedagogical approaches to teaching Russian, based on 12 contemporary Russian and Kasakh short films released between 2014 - 2022 (Kabiak,

2024). While the choice of films has been designed to optimise teaching Russian-as-a-foreign-language and offers insights into Russian culture and daily life, language-teaching-through-film methodology is readily adaptable to second language teaching for other L2 classrooms.

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### **Kalyuga, Marika (Macquarie University) | Yunusova, Sofya (Macquarie University)** **Between Scylla and Charybdis: analysing trends in (Russian) language education and research in Australian and New Zealand universities**

The Tertiary languages sector in Australia and New Zealand has been navigating through challenging times for at least two decades. The closing of university departments and the erosion of language and culture programs are just some of the symptoms of this profound crisis. A scholarly way of responding to the latter arguably consists in conducting a diachronic analysis of our disciplines to define their places in national tertiary education and research and to identify the main factors that determine their development. To this end, this article examines the past and present of Russian Studies in Australian and New Zealand universities. It is based on the analysis of higher education statistical materials, specialised academic journals, press materials and official university websites. The findings suggest that the dynamics of demand for Russian language teaching and research at Australian and New Zealand universities, as well as the opening or closing of Russian language programs, mirror shifts in public interest in the language. However, the extent to which Russian Studies are represented at universities has also been strongly influenced by a number of historical, geopolitical and economic shifts, as well as by the reforms undertaken by the governments in the field of language teaching. Further factors impacting upon the development - and future - of Russian Studies in Australia and New Zealand are to be associated with highly limited research funding opportunities and decreased number of permanent full-time academic staff.

### **Keynton, Janice (Monash University)** **"Having" a language and "being" a language learner: Non-Heritage language learners' repertoire development and identity motivations**

Today language learning motivation is conceptualised in terms of self and identity: motivation arises from our sense of who we are and what we want to be in future (Dörnyei & Ushioda, 2009; Ushioda, 2009). For learners from target-language-related backgrounds ('heritage students'), their identification with their heritage culture and community is a significant motivation to learn their heritage language (Xu & Moloney, 2014). This recent research among university learners of Mandarin also finds evidence of identity motivation among non-heritage students: many are driven by wanting to strengthen their identity as a language learner. Some 'language learner' tendencies are described: from students relating to the target language 'as a language' (rather than for its specific features and benefits) or seeking to develop a repertoire by 'collecting' languages (approaches evidencing a 'having' attitude: Muddiman, 2018), to the integrative and transformative nature of an ideal L2 self where language learning is a part of the self, a way of being. The presentation describes non-heritage students driven by their language-learner identity and explores the implications for the teaching of Foreign Languages.

### **Khan, Kashef (University of Sydney)** **Pashtu Prism: Understanding the Interplay of Language "Pashtu", Identity "Pashtun", and Informal Law "Pashtunwali"**

This paper explores the intricate dynamics of language, identity, and customary law within the framework of "Pashtu," an Indo-European language predominantly spoken in Afghanistan. Emphasising the multifaceted role of "Pashtu," beyond its function as a mere linguistic medium, it investigates its pivotal role in shaping the identity of individuals as "Pashtun" and in the application of customary law known as "Pashtunwali." Proficiency in "Pashtu" and adherence to the principles of "Pashtunwali" are key factors in attributing the identity of "Pashtun" to individuals, while those of "Pashtun" lineage who do not speak the language or adhere to "Pashtunwali" often face marginalisation or not accepted

as “Pashtun” within society. The study endeavours to unravel the complex puzzle of how language transcends blood relations in the construction of identity, thus critically examining the symbiotic relationship between “Pashtu” language, identity formation, and cultural significance. Drawing from extensive ethnographic field research conducted in the Pak-Afghan borderlands among tribal societies for the author’s doctoral dissertation, the paper presents insights extracted from a specific chapter of the thesis. Methodologically, the study relies on interview data to elucidate perceptions and experiences related to “Pashtu” language and “Pashtun” identity, supplemented by participant observation to investigate the practical application of “Pashtunwali” within “Pashtun” communities. Through a comprehensive analysis, this paper aims to contribute to a nuanced understanding of how language functions as a catalyst for identity construction and cultural continuity within “Pashtun” society.

### **Khukalenko, Iuliia (University of Sydney)**

#### **Virtual Reality for language learning: software research and development**

An educational software in virtual reality for teaching English will be presented. Virtual reality is seen as a learning environment that reduces the gap between a learner’s restricted knowledge and skills and a real-life experience. Virtual reality possesses unique learning affordances that provide an opportunity for contextualised learning and is already taking its niche in educator’s toolbox. Instructional design of the app is based on two studies conducted earlier: survey research of 2,000 language teachers, and the pilot implementation of the product into twenty educational organisations. Both studies reveal a highly positive attitude among English as an additional language teachers toward the virtual reality software. Another important finding is that practical knowledge and past experiences of incorporating VR in teaching were crucial determinants of teachers’ positive beliefs, showing that teachers were motivated to adopt VR technology in their classrooms if they had previously used it. Language teachers’ favourable beliefs were also positively correlated with the availability of IT personnel in their schools. Our studies contribute pivotal insights into the pragmatic implementation of virtual reality in language education. It underscores the need for teacher training, supportive infrastructure, and well-crafted educational content to ensure effective integration.

### **Khusyairi, Johnny A. (Universitas Airlangga)**

#### **Intercultural Competence of Presenting Javanese Language in a Javanese Reformed Church**

Javanese language was one of elements that formed church denominations during the Dutch colonial period. At the end of the 19th century the Gereformeerde Kerken in Nederland (GKN) formed a Protestant community in Yogyakarta. The congregation was dominated by Javanese. The Javanese demanded to use Javanese as a language of conduct in this church. This paper examines the consequences of the formation of this Javanese Reformed Christian congregations and the use of Javanese in church which was founded during the Dutch colonial period. The main source for this paper is the church archives collected in De Gereformeerde Sending in Midden-Java 1859-1931, een bronnenpublicatie. The use of Javanese language proves the shallow intercultural competence of the church congregation at that time. Issues of ethnic identity and awareness of ethnic groupings that were enforced during the colonial period had an impact on the representation of congregation groups which exacerbated the independence of churches based on ethnic groups.

### **Koromvokis, Patricia (Macquarie University)**

#### **Adapting metalanguage assessment practices to foster critical thinking in language learning in the AI era**

The emergence of generative AI tools has prompted educators to reconsider traditional approaches to language assessment design. In response, the presentation focuses on the implemented innovative assessment strategies to enhance students’ AI literacy and critical thinking skills by incorporating metalanguage criteria into rubrics and assessment tasks. In the language learning process, metalanguage becomes a crucial player, and it comes into play when learners are asked to justify why something is correct or why something is not correct. Aligned with the notion that assessment tasks should foster critical thinking and provide meaningful feedback (Assessment Reform for The Age of Artificial Intelligence, 2023) Modern Greek language assessment rubrics were revised to explicitly include metalanguage criteria (Harun et al., 2017). Through re-designed online language assessment tasks, students were challenged to articulate and justify their grammatical and syntactical choices using their metalanguage knowledge, evaluate AI-generated content (Kohnke, Moorhouse, & Sou, 2023), and identify ChatGPT’s verbose, redundant, and incorrect answers (Bowman, 2022). The presenter shares insights from testing these exercises with ChatGPT, revealing the limitations of AI-generated explanations. Critical thinking and evaluation skills are a lot more important now than pre-ChatGPT. We can easily imagine a time when AI tools will be doing the ‘first draft’ of many things, and the ‘added

value’ of humans would be to evaluate the output and improve on it. This presentation shares practical examples of the redesigned rubrics and language assessment tasks aiming to empower students to engage with metalanguage and critically evaluate AI-generated content.

### **Lee, Narah (University of Queensland)**

#### **Unveiling toxic discourse: A study of YouTube comments on a popular Korean reality show**

This study conducts a detailed examination of YouTube comments revolving around a popular Korean reality show, unveiling the emergence and dissemination of hate speech within contemporary South Korean society. Audiences’ engagement with the show’s content and characters prompts a diverse range of critiques, spanning from assessments of professional competence to societal norms and political implications, particularly focusing on a prominent female celebrity. The study seeks to investigate not only the nature of online discourse but also the prevalence and manifestations of hate speech within these interactions. Through in-depth analysis, the study traces the evolution of toxic discourse within online discussions, especially concerning celebrities embroiled in social controversies. It not only elucidates the mechanisms governing online dialogue but also delves into the profound linguistic and cultural impacts of such interactions. The implications of this research extend beyond its immediate context, offering insights for a global audience interested in understanding Korean society and culture through its media representations. By shedding light on the dynamics of online discourse surrounding Korean media, the study contributes to a deeper understanding of contemporary Korean societal norms and cultural discourses for an international audience increasingly engaged with Korean popular culture.

### **Leung, Ester (University of Melbourne)**

#### **Language practices and ideology of the Hong Kong Diaspora in Melbourne: implications for language acquisition and teaching**

The waves of political unrest and the subsequent implementation of the National Security Law in 2019 have led to a significant exodus of Hong Kong residents to various parts of the world, including Australia. Most Hong Kong diaspora are bilingual or multilingual and proficient in Cantonese, Mandarin Chinese, and English. However, the diasporic experience engenders complex identity negotiations as individuals navigate between multiple cultural, linguistic, and national affiliations. The process of identity formation often involves a synthesis of diverse cultural elements, leading to the emergence of hybrid identities characterised by fluidity and resilience, particularly in Mandarin Chinese. This study adopts an ethnographic approach, with the author as a member of the Hong Kong diaspora in Melbourne; she participates in and observes the diaspora’s interactions online and offline. Results show that most diaspora might continue to speak Cantonese within their communities and households while using English for work, education, or interactions with the broader society. Indeed, the younger individuals involved in this study use predominantly English when communicating with their peers or other children while reverting to Cantonese when interacting with older family members or participating in cultural activities. This intergenerational dynamic is believed to influence the diasporic community’s language attitudes and proficiency levels over time. So, what are the language needs of this recent migration of the Hong Kong diaspora, and what are the implications of language education for their children?

### **Lewis, Vek (University of Sydney)**

#### **Language Learning As/In Sites of Rupture: Emotions and Cognitive Justice in the Language Curriculum**

“This isn’t a language class; it’s sociopolitical studies”. “There’s too much emphasis on race in this unit”. “In this unit we have learnt nothing of practical value for real-world Spanish-speaking situations; we only talk about climate change, minority rights, social inequality”. Such is the pedagogy of discomfort (Motta 2018); language learning in our curriculum disrupts notions of what we learn a language for and what learning a language involves, even what a language is. It’s not a place of reinforcing stereotypes, providing white comfort (Applebaum 2017). It is not even about getting to ‘know’ the ‘other’ in some act of ethnofagia (Días-Polanco 2006). In our pedagogy, encounters in language plumb a wellspring of emotions, (re)cognitions, dispute and negotiation – in critical dialogue. In this presentation, I will delve into what a pedagogy of discomfort looks like, how emotions come into play and can also be fruitfully worked with, including in learning to express oneself in Spanish, but also as a site of reworking what we think/how we know (cognitive justice), in (dis)encounters with text, context, interplay of subjectivities, assumptions about self-other and world(s), beyond arrogant perception (Lugones 1990). Important here, as praxis, is the Maya Xinka feminist, Lorena Cabnal’s, concept



‘acuerpamiento’ (2020). Learning about sociopolitical and linguistic sites of conflict and resistance, reflecting on one’s own positionality, is part of the web and waft of both social and political life and discourse in Spain and Latin America (Abya Yala) — and what we understand as doing Spanish and Latin American Studies in/from so-called Australia. By engaging emotions and with the discomfort that such experiences bring, a more embodied set of relations of intercultural learning in language is possible.

### **Li, Siqing (University of Hong Kong)**

#### **Promoting epistemic pluriversality in foreign language education: a multi-case study in China**

Knowledge of different linguacultures taught in foreign language education has often been viewed as a crucial indicator of the internationalisation of higher education. However, foreign language education in much of the world has become synonymous with English education, resulting in a monolingual mode of thinking and a limited perspective on knowledge construction that has marginalised diverse indigenous epistemological traditions. Amidst Euro-American epistemic dominance, there is a growing awareness worldwide of the significance of epistemic pluriversality. Epistemic pluriversality refers to a decolonial desire to call for the coexistence of diverse epistemologies from various cultures and is particularly emphasised by Global Majority knowledge systems. This research explores how Chinese college language teachers incorporate diverse forms of cultures and knowledges into their teaching to promote epistemic pluriversality. This research employs a qualitative multi-case study of three comprehensive and research-oriented universities in China. It collected data from in-depth interviews with fifty-eight language teachers responsible for courses related to different cultures (including English, Spanish, French, German, Japanese and Thai). The results show lingering inequalities and Euro-American dominance with an implicit hegemonic hierarchy in foreign language teaching and learning. Nonetheless, multiple language teachers adopted several strategies to promote epistemic pluriversality of students majoring in foreign languages. These include: 1) exploring the cultural resources associated with different languages to broaden students’ aesthetic horizons; 2) re-establishing a new frame of reference for comparing different cultures and knowledges; and 3) integrating Chinese cultural elements, both tacitly and explicitly, to enhance students’ understanding of different cultures and knowledge.

### **Li, Lynne (University of Wollongong)**

#### **The Interplay of Learning Styles, Culture, and Teaching Approaches in Language Learning: A Reflective Exploration**

The paper delves into the intricate relationship between learning styles, culture, and teaching approaches within language learning contexts. It aims to explore the pedagogical connections between cultural learning styles and innovative teaching approaches. Through a reflective exploration of various learning style dimensions—including cognitive, affective, process-centred, environment-centred, and cultural—the study seeks to unravel common tensions and misconceptions surrounding cultural learning styles. By scrutinising the interplay among different types of learning styles and sociocultural learning environments, the analysis aims to elucidate the reciprocal and interactive nature of these dynamics (Li, 2022). The examination specifically focuses on cultural learning styles pertinent to Chinese learners and learners of the Chinese language, shedding light on the trait-or-state debate surrounding these styles. Additionally, the paper delves into the nuances of cultural learning style instability and proposes teaching approaches and strategies for language development through targeted training initiatives. Ultimately, the study offers insights into innovative classroom practices in language teaching by drawing upon evidence gleaned from language learning practices.

### **Li, Junzhe (University of Sydney)**

#### **Exploring Chinese as Second Language Learners’ Motivational Factors: Influence of Selves and Contexts**

The past decades have witnessed a significant increase in the number of global Chinese as second language (L2) learners. However, research on their motivational constructs remains limited. This mixed-methods study aims to scrutinise Chinese as Second Language (CSL) learners’ motivational factors from the perspectives of selves and contexts. Drawing the ideal L2 self and ought-to L2 self from Dörnyei’s L2 Motivational Self System (L2MSS), a newer anti-ought-to-L2 self was added to the study. Data were collected from 231 international students from multilingual backgrounds at a Chinese university. Factor analyses confirm seven motivational factors of CSL learners, among which the ideal L2 self, ought-to L2 self and cultural interest are powerful in predicting their intended learning effort. Participants identify the ideal L2 self as the primary self-directed motivational orientation, followed by the anti-ought-

to L2 self and the ought-to L2 self. Their appraisals towards the educational, cultural and community environment in China are also optimistic as revealed by the combinative quantitative and qualitative results. This study also examines significant differences in the motivational selves based on demographic variables, including employment status, gender, and student type. The novelty of this study lies in its focus on Language Other Than English (LOTE) learners’ motivations to enrich the theoretical constructs of L2MSS. From a practical perspective, pedagogical implications are expected to be offered to CSL instructors in developing targeted teaching strategies and plans for learners from distinct educational and socio-economic backgrounds.

### **Li, Ran (The Australian National University)**

#### **Impact of Task Type on Dative Structure Production: Insights from a Chinese National English Exam**

This study explores the impact of task type on structural choices at the pragmatics-syntax interface with a specific focus on dative constructions among L2 English learners. Both double-object datives and prepositional datives are considered. Drawing on Processability Theory and Lexical Mapping Theory, I investigate whether different tasks influence Chinese university EFL learners’ structural preferences. Participants (n=37), assessed at intermediate to advanced proficiency levels, completed two tasks as part of a Chinese National English Examination. In Task 1, learners listened to a pre-recorded story rich in double-object datives before retelling it orally. In Task 2, learners described an incident spontaneously where someone helped others. Task 1 elicited both double-object and prepositional datives, with double-objects being more frequent. In contrast, Task 2 elicited only prepositional datives, with a single exception. Prepositional datives tend to emerge earlier in L2 acquisition, as they require less cognitive processing than double-object datives. The preference for prepositional datives in Task 2 reflects this reduced processing cost. However, the modelling of double-object datives in Task 1 through syntactic priming facilitated their use among L2 learners, underscoring the importance of task design in enhancing learners’ syntactic abilities. The findings reveal that syntactic priming through storytelling in Task 1 boosted the production of double-object datives, a structure infrequently produced in spontaneous speech. This finding emphasises the potential of priming effects in teaching, highlighting that structured storytelling tasks can meaningfully promote challenging structures, enriching learners’ syntactic competence.

### **Li, Xiaoli (Monash University)**

#### **Navigating Motivation in Learning Chinese as a Post-tertiary Adult Learner: Intersecting Roles of Tutors, AI, and Social Networks in the Trans/Formative Era**

This study investigates the motivational dynamics of adult learners studying Chinese as a Language Other Than English (LOTE) in Australia, with a focus on how digital technologies, tutor guidance, and social networks contribute to sustaining motivation amidst technological and socio-cultural changes. Narrative data, collected through in-depth interviews with 14 participants in informal learning settings, illuminate the critical interplay between personal motivation, technological aids, and the socio-cultural landscape. These narratives reveal that leveraging digital tools, including AI-driven platforms and tutor-led instructions, along with fostering social capital, are indispensable for maintaining motivation and enhancing language proficiency. Contributing to the discourse on language learning, this paper offers actionable insights for educators and learners on the effective use of technology for improved outcomes, the customisation of language education to fit diverse experiences, and the importance of social engagement in learning. These strategies are essential for educators who aim to create compelling curricula, and for learners striving to adeptly manoeuvre through the evolving terrain of language education, particularly in the area of Languages Other Than English (LOTEs). This research emphasises the significance of integrating technology, personal growth, and social interaction in language education, providing valuable perspectives for stakeholders striving to adapt and prosper in these dynamic conditions.

### **Li, Jenny (St Mark’s Anglican Community School)**

#### **‘Cultural Teaching in Language Educations’ - the application of The Framework of Reference for Chinese Culture and Society Studies in International Chinese Language Education in Australian school settings**

In December 2021, the Sino-Foreign Language Exchange and Cooperation Center of the Ministry of Education of China released The Framework of Reference for Chinese Culture and Society in International Chinese Language Education (hereafter referred to as The Reference Framework). It stands as the inaugural cultural teaching reference framework, marking a significant milestone in the realm of international Chinese language education. Since 2022, I have conducted

surveys and initiated research investigating the application of the Reference Framework in Australian primary and secondary schools in Western Australia and Victoria. In my presentation, I will explain the cultural teaching content outlined in the framework, which will assist Chinese educators to get a better understanding of how to refine cultural teaching practices and integrate them with language lessons. Additionally, I will share select research findings with participants and engage in discussions regarding the promising path of cultural teaching in language education.

### **Lim Beng, Choo (National University of Singapore)**

#### **Digital technologies and traditional Japanese theatre - from the internet to DH projects**

Formed in premodern time, the four major genres of traditional Japanese theatre – noh, kyogen, kabuki and bunraku, have been established as the representative theatrical forms of Japan. As an embodiment and representation of traditional Japanese culture, these theatrical forms are perhaps not often associated with advanced technologies.

Still, we can identify the presence of digital technologies in traditional Japanese theatre from two broad perspectives: the theatrical production and the academic research. Firstly, performers and production companies have long been using online platforms such as social media or specific sites to communicate information of their work. We also see the active engagement of digital technologies in the production of these theatres, some with collaborations from computer scientists in academic institutions. From the perspective of researcher, digital humanities projects focusing on traditional Japanese theatre, albeit of a small number, are also important presence.

This presentation will provide a general survey of the current state of technological engagement in the internet portal as well as in the physical theatrical productions, followed by a critical evaluation of digital humanities projects that focus on traditional Japanese theatre. How does the use of digital technologies in all these aspects of the traditional theatre change the way audiences, researchers and learners relate to the theatre? What kind of new insights or discovery can be made via the lens of digital technologies, are some of the questions I will ask.

### **Lo, Nelson (University of Sydney)**

#### **Inclusive Education in Australian Community Language Schools**

“Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all” is one of UNESCO’s Sustainable Development Goals (SGD4). While inclusive education is context specific and can be understood differently by various stakeholders, it is commonly understood in Australia as the inclusion of students with diverse learning needs, such as those with disabilities, behaviour support needs and those who are gifted and talented, in the mainstream settings. Teachers are the “key” to achieving inclusive education. This because their attitudes and practices make significant differences in all students’ academic and social outcomes, including those of students with diverse learning needs. While studies about teachers’ attitudes and practices of inclusive education are prolific in the mainstream school settings, very limited is known about teachers teaching in community language schools which play a significant role in delivering lessons of students’ heritage and/or home language over the weekends or after school hours. This presentation aims to present the preliminary findings of a research study conducted by the Sydney Institute for Community Languages Education (SICLE). An online survey was sent to community language teachers to explore their attitudes, confidence, and needs of teaching students with diverse learning needs. Preliminary findings indicate that community language teachers held negative attitudes towards the education of students with diverse learning needs. They also indicated various needs in supporting students with diverse learning needs in their classrooms. Implications of these findings will be discussed in the presentation.

### **Loda, Alice (University of Technology, Sydney) | van der Lubbe, Fredericka (University of Adelaide)**

#### **Multilevel content-based language and culture curriculum: challenges, trajectories, opportunities**

This paper delves into a content-based composite language and culture curriculum implemented in the advanced levels in the Germany and Italy major at the University of Technology Sydney. The introduction of this curriculum addressed three primary needs: firstly, fostering a reflective intercultural approach to language learning supported by authentic real-life materials and place-based activities; secondly, achieving sustainable enrolment numbers in intermediate-advanced subjects; and thirdly, introducing and consolidating strategies for lifelong learning. While the history of composite classes in schools has been extensively documented (see Wilson, 2003), its application in university-level language and culture classes remains relatively unexplored in the relevant literature. This paper elucidates our approach and outlines how we navigate differences while celebrating successes across eight research-inspired composite content-based subjects within the German and Italian language and culture programs. Through an analysis of subjects’

structure and methods, assessment patterns, enrolment trends, student feedback, and student outcomes, this paper demonstrates the effectiveness of content-based multilevel language classes in fostering student engagement and promoting intercultural understanding.

Reference

Wilson, Valerie, 2003. All In Together? An overview of the literature on composite classes. *SCRE Research Report* 113, March 2003

### **Ludewig, Alexandra (University of Western Australia)**

#### **AI and language teaching. Opportunities and challenges for the profession**

Particularly the teaching of translation studies is undergoing dramatic changes since the advent of machine translation since 2016. With advances around neural machine networks and in 2022 the release of AI solutions, the practice in many professions is changing at a pace that universities have found hard to keep up with. In my contribution, I will explore some of the opportunities and challenges I recently encountered in my teaching and learning practice of translating, interpreting and post-editing. Using examples from the coalface, I will share some insights and invite tips from the audience.

### **Lumby, Noleen (Macquarie University) )**

#### **Challenges and Complexities: Indigenous Language Revitalisation and AI**

With the UN Declaration of the Decade of Indigenous Languages (2022-2032), there has been an increased interest in revitalisation of Indigenous languages on this continent now known as Australia. With this growing interest in language revitalisation, comes an increase in appropriation and misuse of our languages. In more recent years, Generative Artificial Intelligence (AI) has begun to pose a notable threat to Indigenous language revitalisation, through perpetuation of inaccuracies and homogenising of Indigenous peoples and languages. With a wider global audience having access to Indigenous languages and culture knowledges resources, the use of generative artificial intelligence poses a further colonising risk. Without appropriate culture expertise and guidance, these practices will be destructive towards Indigenous languages and cultures, particularly within the realm of education and beyond. Indigenous communities are investigating new technologies to assist in their language revitalisation approaches. But what happens when non-Indigenous peoples draw on AI technologies to meet Indigenous language needs? This presentation will explore the risks to Indigenous knowledges and languages that can be perpetuated through the use of generative AI systems. It will interrogate the ways this technology can further maintain inaccurate Indigenous language knowledges and understandings and consequences of this misuse. Ultimately, we argue that there is a need for culturally responsive generative AI protocols to ensure that Indigenous language sovereignty is upheld.

### **Ma, Rui (University of Otago)**

#### **Exploring L2 Writing Task Performance through social media: An Exploratory Study on the WeChat Platform**

The integration of social media into educational settings has evolved alongside technological advancements. This study investigates the efficacy of WeChat, a widely utilised social media platform in China, in facilitating English language learning among L2 learners. Conducted from August 2022 to February 2023 at two public universities in northwest part of China, the research involved 55 sophomore students with low to mediate proficiency level in English. These participants engaged in eight task-based, synchronous discussion sessions at each institution. Analysis of the study’s findings revealed a diverse range of language gains among students, coupled with a prevalent sense of active engagement and positive disposition towards learning through this novel platform. Post-study interviews further substantiated this favourable perception. However, the outcomes of formal assessments yielded mixed results, with some students demonstrating observable progress while others did not. Moreover, the investigation identified several advantages and drawbacks associated with employing WeChat as an informal educational resource. The implications of these findings are thoroughly examined, offering valuable insights for both learners and educators on the potentials and constraints inherent in utilising social media for language acquisition endeavours.



## Macdonald, Gretel (Batchelor Institute)

### When Language is the Main Thing - Teacher Training for First Nations Language Teachers

Access to viable teacher training pathways for First Nations peoples in the Northern Territory has been both limited and inconsistent over the past decade. For First Nations educators who are wanting to teach their languages, the teacher training opportunities have been even fewer. This is despite the huge contribution that local educators can and do make to their community schools in all areas of education delivery (see for example Browne, (2022)), and community aspirations to keep language strong. As Jerry Jangala from Lajamanu has said, 'The most important thing is to know our language. When we know our language then we can sing, then we can dance, then we can know our kuruwarri (law), know our land and the jukurrpa (dreaming)'. Annette Patrick, an educator from Lajamanu echoes Jangala, saying of her role as educator, 'I am holding our languages strong.' Local educators are uniquely placed to ensure that education for their children builds on their cultural backgrounds, interests and lived experiences and their aspirations to live their lives as First Nations people strong in language and culture. In this presentation, First Nations educators who are enrolled in the VET Certificates in Learning and Teaching a First Nations language delivered by Batchelor Institute will share their experiences of training and what it means for them. All are experienced practitioners from Central Australia, who are currently teaching their languages in schools.

#### Reference

Browne, Emma (2022). *Linguistic Innovation and Continuity: Teaching in and of Warlpiri Language at Yuendumu School*, PhD thesis. Australian National University, Canberra. DOI:10.25911/6DRS-DV85"

## Manns, Howard (Monash University)

### Revitalising and future-proofing Indonesian literacy in an era of economic rationalism

The number of Australian students studying Indonesian has dwindled at secondary and tertiary levels. Decreasing Government funding has clearly played a role in this decline. However, even if government funding is restored, history shows that there's no guarantee it will remain. This talk reports on a collaboration between Australian and Indonesian academics, teachers, business, government officials and the Indonesian diasporic community, inspired by similar successful programs in other parts of the world. These global efforts have shown how we can make the study of language both more appealing, and more sustainable. We begin by discussing the US STARTALK program and its relevance to the Australian teaching space. In Australia, one common refrain is that we do not know enough about why students do (not) take up Indonesian. The US STARTALK program, forged in the post-9-11 era, sought to better understand student and teacher motivations and to use this information to create a responsive curriculum. We next discuss the proliferation of open educational practices (OEPs), especially those in Europe. OEPs developed in part as an effort between time-poor teachers to collaborate in the creation of a responsive curriculum and in response to the noted failed uptake of online learning materials. OEPs put the focus on materials developed 'for us, by us' and to get teachers and other stakeholders invested in online materials. In sum, we argue for the relevance of these programs to Australia and the importance of grassroots collaborations to revitalise and future-proof Indonesian language studies in Australia.

## Manns, Howard (Monash University)

### Despair, hope and imagination in the Indonesian classroom: local problems, global solutions and a future-proofed Indonesian teaching space

This talk reports on interviews with Indonesian educators at the secondary and tertiary level. Interviews explore the challenges faced by these educators, but also how they have innovatively met these challenges. Findings overwhelmingly point to challenges around workload, isolation and curriculum and a desire to inspire sometimes Indonesia-wary students, parents and administrators. Yet, amidst these challenges, we also find hope, imagination and innovation. In this talk, we contextualise these challenges and innovations relative to successful language programs in other parts of the world. For instance, we argue that the US STARTALK program has provided a successful model for investigating student, teacher and parent attitudes and developing a responsive curriculum. And, drawing from Europe, we look to Open Educational Practices (OEPs) to bring the diverse and complementary skills of Indonesian educators together. OEPs developed in part as an effort between time-poor teachers to collaborate in the creation of a responsive curriculum, and to deal with the noted, failed take-up of online materials. OEPs put the focus on materials developed "for us, by us", and we argue for the power and potential of OEPs to get Indonesian teachers, students and other stakeholders invested in online materials. In sum, Indonesian language studies desperately need more government support. But, as Michele

Kohler has pointed out - it also needs imagination. Drawing on educator interviews, this talk argues that Indonesian educators are rich in imagination, but we need to create sustainable infrastructure to foster collective imagination and reinvigorate and future-proof Indonesian studies in Australia. (Co-authored by: Howard Manns, Sharyn Davies, Dwi Noverini Djenar, Mike Ewing and Jessica Kruk).

## Matsui, Miyako (University of Wollongong)

### Languages and Identity of Four Adult Children of Japanese-Australian Intermarriage Families

This presentation investigates the relationship between languages and identity of four adult children of Japanese and Australian intermarriage families in Australia. All four adults were raised by a Japanese-origin mother and an English-speaking father. Exposure, choice, and the use of the heritage language are crucial in maintaining a heritage language and fostering positive identities. Not only the decision about which language to speak at home but also the actual use of the language at home and community affect children's language abilities and cultural identities (Norton, 2013; Pauwels, 2014). Through their experiences of heritage language learning and community exposure to those with similar backgrounds, children build positive cultural identities, increase self-esteem, and foster feelings of being accepted for who they are (Lee, 2013). Findings show that adults who had various opportunities to interact with Japanese at home and in the community during childhood were able to communicate in Japanese with their Japanese-origin mothers and identified themselves as Japanese or Japanese-Australian. On the other hand, those who did not have or reduced contact with Japanese could hardly communicate in Japanese and identified themselves as Hungarian-Japanese or Australian. It was evident that both the Japanese parents' home practices and commitment and the community connections were vital factors in maintaining adult children's Japanese language and identities.

## Milne, Amelia (University of Sydney) | Rubino, Antonia (University of Sydney)

### Gender bias in Italian language education: Challenges and progress in L2 teaching materials

In Italy, following global trends, issues regarding language and gender have given rise to intense debates since the 1980s. These discussions have generated several suggestions for how to best combat sexist uses of the Italian language and foster instead a language use that is respectful of gender differences. Such proposals are particularly significant for education, including for the teaching of Italian as a second language (L2) both within Italy and abroad, since they raise important considerations about the linguistic norms to be taught and the creation of a safe and inclusive space for all learners. In this presentation we will first provide an overview of key issues in the Italian debates surrounding language and gender, with a focus on the past 10 to 15 years. We will illustrate the proposed solutions and examine the reactions they have elicited from the general public. We will then present the main findings of a study that investigates how materials published in Italy for the teaching of Italian as L2 have addressed these proposals for more representative language. The analysis considers the language used within 16 textbooks published between 1996 and 2022 to verify if and how the presence of sexist language has changed through time. The results indicate a recent increase in the use of non-sexist alternatives, such as feminine agentive nouns and duplicate feminine and masculine forms. However, female and gender diverse learners continue to be obscured and underrepresented through the persistent dominance of the unmarked masculine. Given that guidelines for anti-sexist language appear to be still misunderstood or overlooked, there is a clear need for further reform and education to foster a more gender-inclusive learning environment.

## Morgan, Anne-Marie (The Australian Federation of Modern Language Teachers Associations - AFMLTA Inc.) | Cordy Gillian (The Australian Federation of Modern Language Teachers Associations - AFMLTA Inc.) | Matsui, Miyako (The Australian Federation of Modern Language Teachers Associations - AFMLTA Inc.)

### Aspiring to universal plurilingual early learning: Evidence and benefits

From the UN Convention on the rights of the child to initial education in their home language(s), to international implementation of first language or mother tongue based multilingual language learning, to recommendations from the recent Royal Commission into Early Childhood Education and Care in Australia and policies across Australian states and territories, there is growing support and evidence for the benefits and common sense of bilingual preschools, and home and additional languages programs in the early years of schooling. As a platform for ongoing learning, a national strategy for languages education, and to support improvement of learning and especially literacy outcomes for young Australians, an early start for plurilingual education, in demonstrably 'successful' approaches, is something Australia can no longer ignore. This presentation draws on multiple research sources, including an Australian Research Council

project on success criteria for early years languages learning, the AFMLTA-developed national plan for languages education, findings from the Multilingual Languages Education activities of the UN, PhD research into heritage language learning, policy approaches in Australian states, and the research literature to present this compelling case. The presentation poses challenges to the university languages education sector on how to support growth and facilitation of early years programs, through provision of languages and preparation of teachers of languages. Insights from a group of languages educators and researchers working in multiple contexts, and examples and evidence of programs that work will be provided as exemplars for ways forward.

### **Muranaka-Vuletich, Hiromi (University of Western Sydney)**

#### **Japanese language students' technology usage**

The usage of technology has become a common practice in tertiary-level language classes. Students are expected to be technologically literate, and some components of teaching and assessment are delivered online. While the implementation of technology has some positive impacts such as convenience, autonomous learning, and the ability to study at their own pace, it is not suitable for all aspects of foreign language learning. Depending on the device used, some activities may become unfeasible or ineffective. Although online activities related to the subject can be controlled and created according to specific aims and purposes in the classroom, students' practice outside the classroom cannot be monitored. This study investigates students' technology use for learning Japanese, with a focus on three areas: 1) students' preference for technology use in formal studies based on the type of activities; 2) the devices they use; and 3) the programs they use for learning Japanese outside the classroom. Data were collected via a questionnaire from 66 participants studying Japanese at an Australian university. The results indicate that students prefer certain in-class or outside-the-class activities and assignments to be conducted online. The study also revealed that although students use numerous apps, only certain apps are employed for self-study purposes outside the classroom. Additionally, there were some relationships between the devices and activities used during their own time. These findings provide insights into the types of online activities and assessments that can be developed based on students' preferences and the devices they use.

### **Nemoto, Hiroyuki (Ritsumeikan University)**

#### **A translingual perspective on identity transformation and career development beyond study abroad**

So far, a growing number of empirical studies have contributed to reconceptualising language learning and use during study abroad (SA) as socially situated processes in which SA participants are often required to negotiate a sense of self and construct alternative subject positions (Kinging, 2013). Nevertheless, there has been a dearth of research on how former SA participants (re-)negotiate their identities and literacy across time, space, and languages beyond SA. It is also imperative to explore how SA experiences enhance not only the participants' further study but also the subsequent development of their employability and professional skills (Tulloch, 2018). Based on a longitudinal case study of six Japanese participants who experienced a yearlong SA at university, this study deals with the long-term effects of SA on the developmental processes of these participants' translingual identities and literacy. Drawing upon translingual practice (Canagarajah, 2013) and poststructuralist theories of identity (Block, 2007; Darvin & Norton, 2016), this paper explores the ways these participants negotiate a sense of self and merge different language resources in discursive literacy practices beyond SA while engaging in job-hunting activities and subsequent career development in the workplace. The case study started when they sought employment in their final year at university and continued for several years after they got employed. The qualitative data were collected through open-ended questionnaires, diary study, and follow-up interviews. The findings demonstrate that the participants undertake various language behaviours and translingually invest in negotiating intelligibility, developing intersubjectivity, and establishing new symbolic power relations.

### **Ning, Shang (University of Adelaide)**

#### **Developing Chinese International Students' Intercultural Competence through Learning Activities**

International students in Australian universities face multiple pressures from studying and daily living matters, as well as emotional problems, such as homesickness and lack of effective communication with locals, peers, and academic staff on campus.

From a broader international education perspective, the students are strategically positioned and equipped with opportunities to develop intercultural competence. This, in turn, becomes their unique asset and capacity for

employment and career development, fostering a sense of hope and optimism. This paper highlights the pivotal role of the English Chinese translation course I coordinate and teach in addressing the challenges faced by international students. It facilitates them with a unique learning experience that not only develops their intercultural competence and empathy with Australian or other cultures but also encourages them to reflect on their language and culture. The paper comprehensively overviews the curriculum design and teaching/learning experiences. It also delves into the challenges encountered in developing students' intercultural competence through translation exercises. These challenges, such as overcoming language barriers, understanding cultural nuances and differences, and fostering effective communication, are addressed effectively for learning outcomes.

### **Nouari, Wafa (University of Mostefa Benboulaïd Batna 2, Algeria.)**

#### **Harmonising Cultural Identity: Infusing Algerian Literary Works into English Language Education**

This study proposes a novel approach to English language education in Algerian higher education institutions by advocating for the integration of Algerian literary works translated into English. By embedding these literary works into the English language curriculum, the study aims to foster a deeper understanding and appreciation of Algerian cultural identity among students while simultaneously enhancing their English language skills. The paper will explore the potential of Algerian literature as a medium to bridge linguistic and cultural divides, arguing that such integration can enrich students' language learning experience, promote cultural pride, and improve linguistic competencies through the exploration of diverse literary genres. It will present a pedagogical framework that includes comparative literature studies, thematic analysis, and critical discourse analysis as methods to engage students with both the English language and Algerian cultural narratives. Preliminary findings suggest that this approach not only elevates students' language proficiency but also their intercultural communication skills, encouraging a more globalised yet culturally grounded perspective in language education.

### **Novak Milic, Jasna (Macquarie University)**

#### **Against the Odds: Success Stories in Language Maintenance**

The Croatian community in Australia, one of the older migrant groups, faces unique challenges in preserving its language heritage. Settling predominantly during the 1960s and 1970s, today's Croatian community encounters numerous obstacles in maintaining its linguistic traditions. While community language schools continue to attract new families and their young children, the declining number of Croatian language learners undertaking the HSC/VCE threatens existing high school programs nationwide. Additionally, the prevalence of English as the dominant home language and the gradual shift towards bilingual services in Croatian Catholic Centres reflect ongoing language assimilation trends. Despite these challenges, some families have defied the odds by successfully passing the Croatian language to the younger generation. This paper presents findings from semi-structured interviews conducted in the 'Social and Affective Factors in the Maintenance of the Native Language - Croatian in Australia' study. Through a qualitative analysis of interview data, this paper highlights the social and affective factors contributing to successful language maintenance. The interviews offer valuable insights into the strategies, motivations, and experiences of individuals and families who have maintained their language proficiency in their home language within the Australian context.

### **Nuningtyas, Rinda (Institut Agama Islam Pematang, Indonesia)**

#### **Transforming Education - Harnessing the Power of Technologies and AI in Language Learning**

This article investigates the transformative role of technology and artificial intelligence (AI) in reshaping language education. Through an in-depth exploration employing surveys, interviews and focus groups, the study captures the diverse perspectives of language learners. The findings underscore the positive impact of personalised learning platforms and AI-assisted assessments, showcasing their potential to revolutionise language acquisition. However, the research reveals critical challenges, including concerns about data privacy, the digital divide and ethical considerations, necessitating a balanced and responsible approach to implementation. The mixed-methods research design incorporates survey data and qualitative insights from interviews and focus groups, providing a comprehensive understanding of learners' perspectives. As learners anticipate the integration of emerging technologies such as virtual reality (VR) and augmented reality (AR), the study underscores the need for ongoing research and policy development to address issues of equitable access. The implications of the research extend to educators, policymakers and technology developers, emphasising the importance of a nuanced and inclusive approach to maximise the benefits of technology while mitigating challenges. In conclusion, this article recognises the transformative power of technology and AI in language learning. It calls for a shared responsibility among stakeholders to ensure that these innovations contribute to



an inclusive, personalised and ethically sound educational landscape in the digital age. By acknowledging challenges and fostering collaborative efforts, education can harness the full potential of technology to create a dynamic and effective language learning experience for learners worldwide.

### **Oculares, Genesis (King Mongkut's University of Technology Thonburi)** **Identity Formation of Filipino Transwomen EFL Teachers in Thailand**

As a safe haven for the LGBTQIA+ community Thailand has become the niche of EFL Teachers from different parts of the globe specially the Filipino transwomen. Although, non-native English educators they play vital role in linking Thai students to the inner circle. For years gender discrimination is widespread where these marginalised population experience prejudices specially in the academe. Thus, inclusion of transwomen in EFL teaching is still critical. This study aimed to investigate the perceived and negotiated teacher and gender identities of Filipino Transwomen EFL Teachers in Thailand and how these identities influence their EFL teaching practices. This qualitative study employed narrative inquiry to explore the experiences of four Filipino transwomen working as EFL teachers in kindergarten and primary schools in Thailand. Each participant shared their experiences in detail during the study. The participants' stories were recorded and analysed using Skate's (1995) four-phase analysis framework: (1) description, (2) categorical aggregation, (3) establishing patterns, and (4) naturalistic generalisations. The researcher listened to the recordings and made sense of the data that suffice the research questions. Surprisingly, the study reveals a prevalence of positive perceived identities including approachable accent, versatility, and relatability, positively influencing their EFL teaching practices. However, negative identities such as linguistic incompetence and lack of ELT certification present challenges stemming from Thailand's lenient recruitment practices. Moreover, they negotiated their gender as women to students and co-workers. Recommendations include a comparative study with Thai transwomen teachers and exploring English proficiency's role in identity formation could provide valuable insights.

### **Oh, Sunyoung (University of Western Australia)** **Transformation and Acceptability of Honorific Polarity and Politeness in Korean**

Honorifics are one of the distinct characteristics of the Korean language that language learners find difficult. Among the seven speech levels of Korean, speakers must determine the most appropriate level of speech both speakers can acknowledge and agree upon. The dynamic formation of the speech style in Korean reveals formality, politeness, and honorifics which represent the speakers' function, social status (age), and intimacy levels. While Korean honorific titles are like English, the honorific system requires a complex combination of an honorific morpheme '-si-', a despective pronoun 'ce' (the humble first-person form), non-human honorification for an honorific subject, and the relations between the listener and the third person for reverse honorifics.

In recent years, the Korean honorific system has undergone simplification and overgeneralisation with radical changes in colloquial Korean and on social media platforms by younger Koreans. Changes in social dynamic structure such as family relations and exposure to foreign cultures and languages also have altered the functions of the honorifics in the language and society. Thus, this study attempts to show how language users perceive the appropriate level of honorifics differently. It compares the evaluations by different age groups and language users (L1-L1, L1-L2, L2-L2) to understand the influence of the cultural and social aspects in language judgment for honorifics.

### **Pauwels, Anne (University of Melbourne / SOAS, University of London)** **Soundwalks in the multilingual city: new ways of exploring urban linguistic diversity**

Cities around the world have always been 'meeting' places of different languages and cultures. Because of globalisation, the frequency of transnational mobility, short and long term (re-)settlement has increased massively. Cities have been the main recipients of these movements leading to 'superdiversity' (Vertovec 2007). Languages are a major part of this superdiversity, and many sociolinguists have (re-) oriented their work to explore all aspects of the multilingual city. Documenting the linguistic landscape of cities has become a key focus to gauge the extent of, as well as changes in the linguistic make-up of the city. Occasionally this visual documentation has been complemented by an audio one, i.e. the multilingual sounds heard in the city - the soundscapes -. The scarcity of work to date is largely due to the technical, linguistic and ethical complexities surrounding audio-recording in public places. However, the ethnographic practice of soundwalking (e.g., Schafer 1994, Semidor 2006) borne out of acoustic studies of urban geography is a very useful alternative or complementary tool to relying entirely on audio-recording. My focus is on explaining the concept and

practice of soundwalking, how it can be integrated into language and linguistic courses to assist students in researching linguistic diversity in society.

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### **Peñaloza, Fernanda (University of Sydney)** **Anti-racist Pedagogies in the Spanish language classroom**

Theoretical debates on race emanating from Latin America as well as those formulated by Latin American scholars working in English-speaking contexts demonstrate a strong tradition of denouncing the power structures of racialised discourses of blanqueamiento (whitening) and blanquitud (whiteness). In dialogue with feminist, intersectional and decolonial frameworks, conceptualisations of whiteness and other identity and representation categories such as indigeneity, blackness, and mestisaje, Race and Ethnicity Studies have comfortably made their way to Latin American Studies programmes taught in the HE Anglo-sphere. Most of these programmes include, for example, courses on Latin American history, film and/or literature, and they are offered alongside Spanish and/or Portuguese language courses. Drawing from personal classroom experiences that apply the above theoretical foundations and developments, this paper offers a reflection on the potential and challenges of educators' positionalities in relation to anti-racist pedagogies with the aim of questioning structural and systemic forms of racism in the context of Spanish language and Latin American cultural studies content teaching.

### **Qi, Grace Yue (Massey University)** **Oral translanguaging in telecollaboration: Effects on EFL learner intercultural awareness, learning and communicative competence**

This study reported twenty-one Taiwanese English as a Foreign Language (EFL) college students who participated in a five-week Taiwan-New Zealand telecollaboration program, Kindling, in a multimodal online environment. We investigated 1) the association between their oral translanguaging practices and development of intercultural communicative competences (ICC), and 2) aspects of intercultural learning that impacted their translanguaging experience. Data included recordings of group-based online communication and the EFL students' individual preparation and reflection notes on their online Quality Talk (QT) discussions, to which we applied content analysis based on ICC and intercultural learning frameworks. The findings indicated that oral translanguaging facilitated students' development of positive attitudes toward intercultural awareness and learning. Analysis of the cultural comparisons and perspective shifts recorded in their QT reflection notes revealed ways in which students experienced dynamic aspects of intercultural learning through oral translanguaging. These results encourage researchers and practitioners to provide opportunities for language learners' ICC development and intercultural learning through (oral) translanguaging opportunities in digitally mediated socialisation through telecollaboration.

### **Rahayu Puji, Sri (University of Canberra)** **Breaking Barriers in EFL Education: A Design-Based Research Study on Maximising Technological Integration Skills with the PICRAT Model**

Technology integration is a key component of effective language teaching in the 21st century. The TESOL technology standards for language teachers (TTST) provide baseline targets for technology-mediated language learning, however there is limited research on their application in different educational settings. This study aims to support the implementation of these standards by adopting the PICRAT model in a pre-service teacher co-designed intervention in the Indonesian context. The PICRAT model is a recently established pedagogical framework enabling teachers' reflection on their use of technologies in terms of student engagement (passive, interactive, or creative) and teacher impact (replace, amplify, or transform). While there is limited research on the use of this model for language teaching, this research investigated its effectiveness in developing pre-service language teachers' pedagogical knowledge and skills in technology integration and assisting them achieve the TTST. This research, guided by the iterative process of Design-Based research, utilised pre- and post-intervention surveys, observations, and interviews to assess participants' views on the efficacy of this model. The findings highlighted that the PICRAT model is a valuable framework for

developing EFL teachers' competencies in technology integration. EFL pre-service teachers and teacher educators had positive perceptions about applying the PICRAT model for designing technology based EFL lessons but also identified several challenges that merit further exploration. This research discusses implications for the adoption of the PICRAT model for preservice teacher education as a systematic approach to enhance teachers' skills in integrating technology and address the challenges they face in the era of Education 5.0.

### **Ricatti, Francesco (Australian National University)**

#### **Challenges and opportunities for university language programs: a proposal for structural reforms**

Language teaching at Australian universities faces old and new challenges, from the well-known monolingual mindset of Australian society to the financial imperatives of neoliberal management, and from limited language teaching in schools to the development of AI and automatic translation tools. These challenges have particularly impacted European languages, and in the past decade have often resulted in lower student enrolments; shrinking majors, programs and departments; and redundancies. In turn, this situation has often impacted negatively on productivity, the learning experience of students, and the wellbeing and job prospects of academics. Based on my experience as European Languages Coordinator at Monash, and more recently as Deputy Head of School at ANU, I will discuss if, and how, some of these challenges may provide an opportunity to improve the learning experience of our students and the viability of language programs. My central argument is that we should restructure our language programs and departments around three fundamental changes in contemporary societies, which are also transforming universities. The first is digital innovation and disruption. The second is a utilitarian approach to education. And the third is globalisation. I suggest that we should implement structural reforms to effectively leverage these changes, with the goal of improving language acquisition and retention, intercultural literacy, and a complex understanding of other cultures and societies. In turn, this may result in stronger retention of students, increased productivity and workloads, and a more viable language offering model. Some of these reforms may include the rejection of the one-language-one-major model; the hiring of education focused language tutors with strong expertise in both language acquisition and digital literacy; the implementation of short, intensive and (where equitable) compulsory in-country study; the development of authentic and effective internships; and the strong integration of language teaching with other disciplines (such as history, literature, linguistics, psychology, music, and international relations).

### **Roberts, Anne (James Cook University)**

#### **The state of Kanak languages in the 21st Century urban Nouméa**

The 1998 Nouméa Accord spoke of facilitating identity symbols conveying the essential place of the Kanak identity, yet more than a quarter of a century later French cultural representations of identity in Nouméa remain overrepresented and the capital remains almost devoid of representations of Kanak culture, particularly Kanak language. It was not until the installation of the handshake statue at Place de la Paix in 2022 (St Leger & Mullan, 2023), that a Kanak language was utilised in the capital in an official capacity in Nouméa Centreville, despite its symbolic value to the Kanak culture. According to the Institut de la statistique et des études économiques Nouvelle Calédonie, in 2019, more than 42,000 people over the age of 15 years in greater Nouméa declared they speak one or more Kanak languages (Institut de la statistique et des études économiques Nouvelle Calédonie, 2023) and 48,071 people in greater Nouméa identified as being of Kanak ethnicity (Institut de la statistique et des études économiques Nouvelle Calédonie, 2024). Moreover, in the context of a linguistic landscape that continues to value French over Kanak languages, Minvielle (2018) asserts that the Kanak language teaching initiative in the Kanaky/New Caledonian education system remains more of a political slogan than a reality. French, however, seems indispensable because of its value to overcome the diversity of languages present in Nouméa.

In this presentation, I use data from ethnographic observations as well as from semi-structured participant interviews, to discuss some of the language choices, attitudes and uses of Kanak people living and working in 21st century Nouméa.

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### **Saha, Mili (University of Wollongong)**

#### **A review of the students' perspectives on L2 pronunciation pedagogies: What is missing?**

Second language (L2) learners' perceptions of pronunciation are relatively understudied. The current review responds to Levis's (2021) call for more research to better understand students' thoughts about teaching L2 pronunciation. Despite teachers' knowledge and instructional skills being found to influence students' pronunciation learning aptitudes (Levis et al., 2023), an in-depth understanding of their perceptions is still unexplored. This systematic review of 30 articles published between 2011 and 2023 attempts to address the issue. It undertakes a wide classification of the study types, settings, and participants in addition to the research aims and results. The studies mostly explore students' attitudes towards teaching and learning pronunciation. Their learning difficulties and strategic needs are also investigated in several studies. Although students' emotions and inhibitions involved in teaching and learning L2 pronunciation are widely examined, only a few studies analyse students' desire to be explicitly taught and motivation to improve pronunciation. The findings show despite students' strong desire to receive instruction needed to improve their pronunciation skills, teachers often limit their instruction to oral corrective feedback and controlled techniques. Therefore, these approaches often misalign with students' needs for communicative pronunciation practice, indicating discrepancies between teachers' methods and students' perceptions. Further, studies mostly explore students' perceptions discretely without looking at the teachers' beliefs or practices, failing to mitigate the gaps. Only two studies explore student perceptions about teaching pronunciation. However, how students' expectations about teaching and learning pronunciation affect teachers' practices is not analysed yet. The current study recommends further research on that.

### **Salwa (University of Newcastle Australia)**

#### **Incorporating Audio-Visual Aids (AVA) into English language Teaching: Exploring 21st Century Classroom Practice**

Twenty-first century pedagogy advocated the adoption of a multiliteracies pedagogical approach and the integration of the 4Cs (Communication, Collaboration, Critical Thinking and Creativity) into EFL teaching. This study presents the findings of a descriptive case study investigating teachers' and students' perceptions of the use of Audio-Visual Aids (AVA) in English language teaching. This study employed a mixed-method research design. Data were collected from surveys, class observations, semi-structured interviews, and focus groups with eight teachers and 120 students. The findings revealed that the use of AVA has positively developed students' multiliteracies and 4Cs skills. However, the 4Cs skills data analysis revealed that fewer activities aimed at promoting students' Critical Thinking were identified. In addition, despite the considerable benefits of the use of AVA in 21st century EFL teaching, the study participants found issues and challenges including technical problems, lack of time and an absence of specific policy or institutional guidelines at the school level on the use of AVA in EFL secondary education settings. Therefore, it is important to improve teachers' pedagogical knowledge and content area knowledge required in EFL 21st century teaching and learning. Given that fact, promoting AVA in preservice teachers' training and teacher professional development in secondary settings is recommended to help prepare students to the 21st century workplace.

### **Sarwono, Billy (Universitas Indonesia)**

#### **Reading Photojournalism by Indonesian Women Photojournalists: A Social Semiotic Multimodality Perspective**

This study examines the practice of photojournalism from a social semiotic multimodality perspective, focusing specifically on the work of Indonesian women photojournalists. Explored how these women use visual elements, such as composition, colour, and framing, to communicate meaning and shape narratives in their photographs. This article analysed a selection of photos from Indonesian women photojournalists and deconstructed the visual elements to understand how they contribute to the storytelling process. Through this exploration, we aim to contribute to a broader understanding of the role of women in shaping visual narratives in the field of photojournalism. This study aims to analyse the practice of photojournalism by Indonesian women from a social semiotic (Caple, 2013) multimodality (Kress



& Leeuwen, 2021) perspective. Social semiotics plays a crucial role in understanding visual narratives, as it focuses on the analysis of semiotical resources within a social and cultural context. Thus, multimodal analysis allows us to explore the ways in which Indonesian women photojournalists navigate cultural norms and challenge traditional representations through their use of different modes of communication. Through their work, Indonesian women photojournalists break down barriers in a male-dominated industry and redefine the boundaries of photojournalism, offering fresh and unique perspectives that contribute to a more inclusive and representative media landscape.

### **Scrimgeour, Andrew (University of South Australia)** **Reimagining language policy and languages provision in a context of increasing linguistic diversity in Australian Schools**

Language policy in Australia in the late 20th century (e.g., Lo Bianco, 1987) was often seen as a benchmark in supporting multiculturalism and multilingualism in society (Smolics & Secombe, 2003). However, in the last two decades little progress has been made in responding to the changing linguistic landscape and the international 'multilingual turn' in language education policy and practice discourse. The paper reviews data from the recent National Languages Plan and Strategy (NLPS) project (AFMLTA, 2022) to provide a detailed analysis of dynamics in program provision and student participation, focussing on changes in provision and participation since the last national survey (Liddicoat et al., 2007), contrasting this data with trends in linguistic and cultural diversity from the Australian national census data on languages spoken at home (ABS, 2022). It considers the implications for national and state language policy, critiquing prevailing rationale(s) for language program provision in schools. The important role language education in schools may play in promoting multilingualism in the community and in schools, through a more inclusive and diverse offering of languages programs and a reconsideration of how the learning of one language can contribute to a broader appreciation of multilingualism in society are discussed.

### **Scrimgeour, Andrew (University of South Australia)** **Reimagining the Chinese writing system - from the learner's perspective**

The Chinese writing system is both a source of wonder and great frustration to second language learners of Chinese in primary and secondary school classrooms. Initial interest in learning to read and write Chinese characters is often tempered by the demands of recognising and remembering the myriads of forms, and by the ongoing demands of routine writing practice that offers learners little insight into how the system works and how best to learn it.

One key contributor to the difficulties learners face are textbook content and activity; how the character system is conceptualised at the outset, and the learning processes used to facilitate recognition and recall of Chinese characters, which has changed little in concept or process of engagement with the character system over decades, which continues to provide few opportunities for rapid development of learner's understandings and productive engagement with the Chinese writing system. This paper discusses ways to provide learners broader access to a more learner-relevant and pedagogically useful conceptualisation of the Chinese writing system, to show how the system works and how to engage productively with it, in school-based contexts.

### **Selim, Nadia (University of Sydney)** **ChatGPT and I: An account of my use of AI as an educator**

The use of technology, and more specifically artificial intelligence, is at the forefront of discussions in higher education. The release of the ChatGPT prototype by OpenAI in 2022 has invited various reflections about the implications of Artificial Intelligence for teaching and learning in higher education and, indeed, humanity. Viewpoints vary, and complex philosophical questions abound. However, these tools are invariably here to stay. This presentation explores my evolving relationship with ChatGPT as a language and culture educator. Surrounded by discussions regarding confronting AI challenges, particularly in language assessments, I became more interested in the opportunities it presents and my evolving use of and interactions with ChatGPT to improve the design of Canvas pages. I reflect on a relationship that began with polite curiosity and evolved into consultations with a more knowledgeable other to interactions fraught with highs and lows.

### **Squires, Graham (University of Newcastle)** **A New Approach to Teaching Kanji in Elementary Japanese Language Courses**

In this paper I will discuss a new approach to teaching kanji in elementary Japanese language courses. In the traditional approach, kanji are treated as an aspect of the Japanese writing system and, as a result, students generally begin studying kanji after they have learnt the kana scripts. In my alternate approach, I treat kanji as an aspect of Japanese culture. Therefore, it is possible for students to begin studying kanji alongside kana right from the beginning of the course. At this stage, the goal is not to have students memorise kanji but to make the study of kanji more interesting by linking it with other aspects of Japanese culture including history, geography and contemporary society. The key to this approach is to provide students with an explanation in English about the meaning and significance of kanji. This is part of a broader approach to language teaching and learning that stresses the importance of competence in inter-cultural communication rather than narrow grammatical proficiency.

### **Taleb, Zeina (University of Sydney)** **The Role of Agency in Family Language Policy: A Critical Examination of Arabic-English Bilingualism among Australian Families**

Agency, defined as intentions and actions that promote and support heritage language use, is among the most critical factors determining the success of family language policy, particularly children's heritage language production skills. This presentation explores the intricate relationship between parental agency and receptive bilingualism within Arabic-English bilingual families in Australia. Receptive bilingualism is a child's ability to understand their heritage language but not speak it. Through qualitative analysis of parental interviews, audio recordings of parent-child interactions, and observational data of three Australian, Arabic-English-speaking families, our study reveals that positive, negative, and passive forms of agency drive family language policies. Positive agency refers to intentions and actions that promote and support heritage language use, whereas negative agency refers to intentions and actions that hinder or diminish heritage language use. In contrast, passive agency refers to intentions and actions that lack or promote heritage language use, a new concept introduced as part of a PhD thesis. This presentation argues that contrary to Spolsky's Model of Language Policy, the most used model in family language research, which shows that beliefs of any speech community drive their language practices and management strategy or the language policy, our study reveals that beliefs do not necessarily drive the family language policy. In fact, agency translates beliefs into concrete language practices and strategies, and the absence of agency significantly leads to receptive bilingualism.

### **Taylor, McComas (Australian National University)** **When ChatGPT Tells Lies? Language teaching and learning with AI**

Literature scholars are familiar with the unreliable narrator, but how are teachers and students to cope with artificial intelligence as an unreliable instructor? This presentation will reflect on application of ChatGPT 3.5 in the teaching and learning of three languages at the Australian National University.

ChatGPT's can create a range of teaching and learning activities across many languages. In the case of Sanskrit, it can produce useful simple student-focused quizzes on vocabulary and basic grammar. More complex texts often contain errors. Specifically, AI cannot cope with the more advanced rules of grammar. This creates a good learning opportunity for students in class to critique and correct ChatGPT output. My experiences largely accord with those of Ross (2023).

As an intermediate student of Turkish, ChatGPT was used to create short narrative texts against which comprehension could be tested. It can also correct and provide useful feedback on student-created passages of text. As a beginning student of Arabic, ChatGPT is useful for creation of quizzes to help learning the alphabet and can provide generally reliable information on Arabic grammar. When quizzed more closely on finer points of grammar of both languages, ChatGPT provided incorrect and sometimes contradictory responses. The challenge remains: how far can teachers and students trust AI output?

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**Tobias, Shani (Monash University) | Moreira dos Anjos Santos, Lucas (Monash University) | Manns, Howard (Monash University)**

### **Collaborative online international learning and linguistic diversity: Between multilingual aspirations and monolingual realities**

Collaborative online international learning (COIL) and virtual exchange (VE) have grown exponentially in higher education as a form of virtual mobility that provides learners with international and intercultural experiences. As is the case for many forms of virtual mobility, English is used as a lingua franca in most COIL and VE activities, with little attention paid to the multilingual repertoires that learners bring to the dynamics of these interactions. A key conundrum emerges within this context: if on the one hand, English as lingua franca (ELF) enables linguistically diverse learners to collaborate in COIL and VE activities, it also obfuscates the opportunities for these activities to challenge existing language ideologies that cast multilingual practices as anything but the norm. This presentation addresses this issue by asking how educators can leverage the linguistic diversity of COIL and VE to enable students to develop their intercultural communication capabilities, while challenging the status quo of English as the 'norm' in intercultural interactions. To address the question, this presentation uses qualitative data generated by an action research group of practitioners, and case studies of COIL and VE in the areas of translation, intercultural and language studies. Preliminary findings highlight how learners expect adjustments to be made by multilingual speakers, without attending to the dynamics and intercultural dimensions of ELF. COIL and VE projects seem to reinforce dominant monolingual language ideologies if learning activities do not account for the multilingual practices that speakers bring to COIL and VE interactions and dynamics.

**Tolosa, Constanza (University of Auckland)**

### **Intercultural language assistants beyond the global vs. local dilemma**

This paper presents evidence of intercultural language education as a way to respond to the challenges to cultural and linguistic diversity. Our findings from a longitudinal study on language assistants in New Zealand schools, a unique cross-cultural setting where their own cultural lenses meet the bicultural nature of New Zealand and the multicultural student body in the classrooms, indicate that rather than being 'monolithic cultural ambassadors' (Codó & McDaid, 2019), the assistants embody culture/s with a mix of local, global and transnational views. Language assistants are employed in foreign language classrooms around the world to help the classroom teacher with a variety of tasks associated with teaching languages. We problematise the view that the language assistants travel to a different country to teach their first language in a 'foreign' language context and to 'enrich' language learning linguistically and culturally. We followed the development of the intercultural identities of assistants contracted to support language programmes for Chinese, French, German and Spanish drawing on data from questionnaires and interviews at three points over a school year. Using a critical cultural awareness lens (Byram, 1997), we examined the differences in expectations from the transnational programmes and school leaders who expect that the language assistants expand the school pupils' horizons toward a globalised world with the way the language assistants develop their intercultural views based on their own local roots intersecting with the local culture/s they encounter in the New Zealand classrooms.

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**Van der Lubbe, Fredericka (University of Technology Sydney)**

### **Multilevel content-based language and culture curriculum: challenges, trajectories, opportunities**

This paper delves into a content-based composite language and culture curriculum implemented in the advanced levels in the Germany and Italy major at the University of Technology Sydney. The introduction of this curriculum addressed three primary needs: firstly, fostering a reflective intercultural approach to language learning supported by authentic real-life materials and place-based activities; secondly, achieving sustainable enrolment numbers in intermediate-advanced subjects; and thirdly, introducing and consolidating strategies for lifelong learning. While the history of composite classes in schools has been extensively documented (see Wilson, 2003), its application in university-level language and culture classes remains relatively unexplored in the relevant literature. This paper elucidates our approach and outlines how we navigate differences while celebrating successes across eight research-inspired composite content-based subjects within the German and Italian language and culture programs. Through an analysis of subjects'

structure and methods, assessment patterns, enrolment trends, student feedback, and student outcomes, this paper demonstrates the effectiveness of content-based multilevel language classes in fostering student engagement and promoting intercultural understanding.

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**Varela Batista, Kati (University of Sydney)**

### **Teaching Online in Community Languages Schools**

Since the COVID19, there is an increasing need and willingness of schools to continue and extend online learning (Hancock & Hancock, 2021). To support the online and blended teaching and learning in NSW government-funded community languages schools, the Sydney Institute of Community Languages has engaged in a project that aims to deliver evidence-based guidelines and models for the implementation of online and blended teaching and learning. The projects design is underpinned by a formative intervention approach (Sannino, 2015). The design starts with a needs analysis of strengths and challenges of the Community Languages teachers' professional learning of and different types of schools. The needs analysis survey was distributed to community languages schools in NSW. Based on their needs, a set of professional learning modules (suitable for blended, synchronous online or self-paced learning) to support implementation of online learning is being developed. The modules cover a range of digital technologies for online and blended learning, including generative AI. The outcome of the project includes a bank of 300 + language-specific and generic online teaching resources to support the online teaching in NSW community languages schools. This presentation will share the key findings of the initial survey, as well as some aspects of the professional learning modules and resources developed for Community Languages teachers.

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**Ward, Rowena (University of Wollongong)**

### **Teaching about Japan's Minority Groups**

In this presentation I reflect on my changing practices when teaching about Japanese minority groups - whether it be a history or language acquisition subjects - to primarily undergraduate students. As both a researcher and an educator I am aware that the way that I speak, and the vocabulary I use, to refer to minority groups sends a message to students about attitudes (mine and others) towards members of the minority groups. At the same time, I recognise that the *tatemae* (public face) of Japanese discourse does not necessarily reflect the *honne* (reality) and both change over time. Whilst Japan's myth of homogeneity (*tan'itsu minsoku no shinwa*) is no longer as persuasive as it was a few decades ago, many students come to classes with an assumption of a monolithic Japan where the population is not as ethnically diverse as is, and has been for centuries, the reality. Introducing the various minority groups (e.g. Ryukyuan / Okinawans) necessitates a nuanced introduction to the historical, political and social background changes over the last 200+ years. But it also requires that I reflect regularly on the content referencing minority groups. In this presentation, I introduce some of the examples of how I discuss minority groups, the vocabulary I employ and some student responses. I also provide examples of some of my own mishaps and successes.

**Watanabe, Yasuhisa (University of Melbourne)**

### **Designing an innovative method to teach Japanese scripts with IT tools for an intensive subject**

Despite the shift from handwriting to typing with the advent of IT tools in our daily lives, learning Japanese scripts is an unavoidable wall for students learning Japanese at a tertiary institution. There are many ways to input Japanese scripts on IT devices, for example, romaji to kana conversion using QWERTY keyboard, romaji to sentence conversion, drawing with mouse or a finger and the 'flick' method on smartphones. But all of them require students to choose correct scripts among alternatives presented by the devices or reject and retry with a different input method to attain desired scripts. It seems the focus of teaching scripts at universities has shifted from writing well-shaped characters to recognition of a wide range of scripts. When taught in intensive mode, the students taking Japanese 1 must learn all 94 kana and 60 kanji in 15 days or shorter. Innovative methods to teach Japanese scripts are desirable to increase the productivity while reducing the stress for these students. There are many tools and apps to learn Japanese scripts on



various IT devices, but most appear to simply replace the teacher with technology as the task master and a judge, which does not necessarily contribute to reducing the time needed to master the scripts. In this presentation, I will present my journey to design the teaching of Japanese scripts to the students in the upcoming intensive offering of Japanese 1 in 2025 through reviewing literature and surveying the current practice in teaching Japanese scripts with IT tools.

### **Watanabe, Yasuhisa (University of Melbourne)**

#### **What influences beginner students' decision to dis/continue their Japanese study after one semester?**

While many students, both from local and overseas backgrounds, enrol in the beginner level Japanese language subject in Semester 1 each year, only half of the students continue their study into Semester 2 at tertiary level. It is clear from previous research that many students enrol in Japanese subject because they are interested in Japanese culture, but reasons for discontinuing Japanese study is not well researched (cf. Xu, 2020). This presentation is based on two sets of data we collected in 2023: a survey of 550 students enrolled in Japanese 1 on their reasons and plans for their future Japanese study in May, and a focus-group discussion conducted by the faculty's curriculum designer with 6 students, 3 who completed and 3 who did not enrol in Japanese 2, in November. The survey revealed that 50% of the students did not intend to enrol in Japanese 2. The most common reasons they gave were workload and availability to take the subject within their degree structures. They did not seem interested to pursue the option to enrol in the Diploma in Languages to continue their Japanese study. The focus group discussion added more nuanced reasons for continuing or discontinuing with their Japanese study linked to individual situations. In this presentation, we will illustrate how the current practice on student enrolment is affecting their university learning experiences and suggest ways to increase the retention of students into the second subject of Japanese.

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### **White, Jeremy (Ritsumeikan University)**

#### **Disentangling the multifaceted impact of AI on curriculum development in the university context in Japan**

The rapid development and widespread integration of AI into various facets of society have reshaped industries, economies, and everyday life (Susuki, 2020). As AI technology becomes more advanced, its potential to revolutionise education, particularly in language learning, is increasingly recognised (De la Vail and Araya, 2023). Japanese English language learners stand to benefit significantly from AI-powered educational tools due to the unique challenges they face in mastering English, such as differences in grammar structures and cultural contexts. The primary purpose of this research is to unravel the multifaceted impact of AI on curriculum development, taking a holistic approach that encompasses student perspectives, pedagogical strategies, instructor training, and evolving attitudes toward AI. By investigating the interplay between these dimensions, the project will offer comprehensive insights into how AI can be optimally harnessed to enhance educational outcomes. This presentation will begin by outlining the current literature on AI and how it is relevant to all language learning researchers. The presenter will outline the mixed methods survey-based research results of n=103 university-aged students in Japan and n=20 language teaching professionals. The presenter will answer four research questions related to students' perceptions and attitudes, integration of AI into curriculum development, instructor training, and instructors' perceptions and beliefs that show that both students and teachers are in favour of AI technology being integrated into their learning and teaching. The presentation will conclude with a discussion on the future direction of AI in curriculum development.

### **Wijaya, David (University of Sydney)**

#### **ChatGPT for teaching languages other than English: The case of L2 Indonesian**

ChatGPT offers affordances and benefits that can support language learning by providing texts, answering learners' questions about linguistic features, providing immediate feedback, among others (see Kohnke et al., 2023 for a review). Given this potential, scholars have endorsed the use of it for language learning and teaching (Kohnke, 2023; Li et al., 2023; Warschauer et al., 2023), but empirical investigations into its affordances as well as how learners interact with it are extremely scarce (Han, 2024). This paper reports on a bidirectional study exploring ChatGPT's feedback in assisting learners learn Indonesian as a foreign language and examine how learners perceive and respond to the feedback. 50 short essays written in Indonesian by Australian undergraduate students studying Indonesian in university

were collected as feedback targets. For the first 25 essays, ChatGPT provided comments and feedback on content, organisation, and language, following Kai & Wang (2023), whereas for the rest, ChatGPT was asked to proofread and point out the linguistic errors in the essays. Students indicated whether they accepted the feedback and provided brief explanations for their decisions before revising their essays. ChatGPT's feedback, the learners' decisions and explanations, and their revisions are analysed. Findings show that despite providing learners with a good model of language, ChatGPT sometimes gave inaccurate comments and feedback (e.g., telling learners to attend to the tenses). Analysis of students' responses displays their ability to deal with the feedback, demonstrating their agency as language learners. Suggestions to use ChatGPT for providing feedback in learning Indonesian are proposed.

### **Williams, Elena (Australian National University)**

#### **Developing Australia's 'Indonesia literacy' through The New Colombo Plan?**

In recent decades, Australia has witnessed a significant decline in Indonesian university language program enrolments, resulting in what has been described as a 'crisis' in Australia's 'Indonesia literacy'. Yet, at the same time, since 2014 Australia has enabled more than 70,000 students to study in the Indo-Pacific region through the federal government's 'New Colombo Plan' (NCP) scholarship program, including more than 10,000 to Indonesia. The NCP has made significant gains in exposing these students to Indonesian language and culture across numerous campuses, workplaces and cities in Indonesia, piquing their interest in our nearest neighbour. However, many of these students have then returned to Australia eager to continue Indonesian language learning, or to pursue Indonesia-focused careers, only to find these academic and professional pathways closed to them. Drawing on PhD fieldwork with more than 85 Australian Consortium for 'In-Country' Indonesian Studies (ACICIS) alumni, this presentation examines how students have developed 'Indonesia literacy' through the NCP and what that means to them, and their experiences of Australia's Indonesian language teaching and learning crisis upon their return. I argue that while the NCP has made significant advances in its first decade in introducing Australian students to Indonesian language and culture, without a substantial investment into Indonesian language at all education levels in Australia, the NCP's potential is yet to be fully realised. Better understanding students' experiences of building Indonesia literacy through the NCP can help to inform future policy discussions as the program enters its second decade and shed new light on alternative ways that Australia might mitigate its ongoing 'Indonesia literacy crisis'.

### **Willoughby, Louisa (Monash University)**

#### **One Cohort or Two? Enjoyment, Anxiety and Study Behaviours among Intermediate Language Learners in Tertiary Language Classes**

Foreign language anxiety and enjoyment have both been shown to correlate with each other (Botes et al., 2022) but few studies to date have considered whether distinct groups of learners within the one class may experience these variables differently. In this presentation we explore whether learners who have arrived in Australian university intermediate language classrooms either having studied the language at university the year before or entering directly from high school report diverse levels of enjoyment, anxiety, or out of class study behaviours. The study draws on data from 141 students studying at an Australian university who allowed their questionnaire data to be matched to their final grade for the unit. While there was no significant difference in the final grades awarded to students from each pipeline, the two groups reported differences in their experience of anxiety, enjoyment and study behaviours. When it came to final grades however only Foreign Language Classroom Anxiety (FLCA) was clearly predictive of performance.

### **Yonezawa, Yoko (University of Sydney)**

#### **Voices of change: Analysing the role of language in the gendered politics of Japan**

In Japanese politics, women are still highly marginalised. Their participation as politicians ranks among the world's worst, placed at 137 out of 146 countries (WEF 2023). Language plays a vital role in circumscribing the gendered nature of political life in Japan. Long-standing linguistic ideologies create an environment where women face not only overt harassment but also nuanced and often subtle but persistent suppression of their voices and capabilities.

This study investigates the role of language in the gendered political arena in Japan. It analyses two sets of data both quantitatively and qualitatively: social media commentaries by the public and records of politicians' interactions in parliamentary debates. The first data set is to examine the meta-linguistic discourses in social media about women politicians and identify aspects of gendered-language ideology. The second data set is to analyse discursive processes of face-to-face interactions with a focus on how female politicians position themselves, negotiate power, and construct

their political identities and public personae using certain linguistic items. The analysis of the first data shows that, when exposed to the public eye, women politicians' linguistic strategies are constantly framed as 'marked' cases, be they evoking historically constructed ideologies of extremely polite Japanese women's language or eschewing femininity in language. The findings from the second data reveal that, while important distinctions in speech patterns between men and women persist, there are also nuanced intragender disparities and intriguing intergender parallels in speech patterns. These disparities and commonalities may intersect with individual politicians' multiple social identities, including gender, class backgrounds, family histories, and political orientations.

The study concludes that, despite their marginalisation and treatment as marked cases, at least some female politicians are using language strategically to subvert these ideologies both covertly and overtly.

### **Yu, Hongchong (University of Sydney)**

#### **Intercultural communication and Chinese international students: A study of the Australian tertiary context**

This paper presents a qualitative study exploring the experiences of Chinese international students at an Australian university when communicating with others across cultural boundaries in both academic and social contexts. The purpose of this study is to investigate Chinese students' perceptions and difficulties in intercultural communication, as well as the sources and nature of these difficulties in particular detail. Research results, derived from semi-structured interviews, indicate that Chinese students' views and positions on the issue of intercultural communication vary, ranging from seeing it as generally positive to largely unfulfilling. The participants pointed out several barriers to effective social interaction while studying and living in Australia, with linguistic and cultural dissimilarities playing a major role, but also argued for the impact of individual affective factors, such as a lack of self-confidence and feelings of anxiety resulting from uncertainties in cross-cultural encounters. The paper concludes by specifying the limitations of the current study and discussing the practical implications for educators in Australian school and higher education sectors where there are Chinese international students, or students from other ethnic groups who may share salient characteristics.

### **Yuan, Jinming (University of Sydney)**

#### **Signs, tourists and tourist destinations: The linguistic landscape of the Humble Administrator's Garden in China**

Public signs in a tourist destination speak more than the language presents. This paper delves into the bilingual Chinese and English signage of tourist destinations with a case study of the Humble Administrator's Garden in Suzhou, China. Based on the data collected during the fieldwork, this paper analyses the distinctive characteristics of both Chinese and English linguistic landscapes of this destination. The Chinese linguistic landscape endeavours to present the historical background, traditional Chinese cultural elements and architectural essence of the tourist destination. Meanwhile, the English linguistic landscape attempts to navigate the linguistic and cultural boundaries by translating selected parts of Chinese linguistic landscape, albeit with traditional Chinese cultural elements that are lost and retained. These two linguistic landscapes elicited different perceptions from Chinese tourists and international tourists. Based on the interviews with tourists, the efforts invested in creating bilingual signage are generally acknowledged for crossing linguistic and cultural borders and presenting a good destination image. However, this study also reveals that tourists advocate for a more dialogical and communicative approach between linguistic landscapes, tourists, and tourist destinations. The results of this study contribute to the intricate dynamics of public signs in tourist destinations, emphasising the importance of improving tourists' experience with communicative linguistic and cultural presentations and representations.

### **Zeng, Ruonan (University of Melbourne)**

#### **The Usage of Input Methods (IMEs) among Victorian University Chinese L2 learners and the Indicative Potential in University Chinese Language Teaching**

The online education and assessments once again brought up the discussion on the correlation between the usage of '输入法 (shu ru fa)', or 'input methods' (IMEs) and the language competency development among Chinese learners. Over the time, a growing number of students replaced the traditional pen and paper with various IMEs, which offers smart correction functions and a more efficient word process, in every possible occasion. As a result, in the two case studies with 40 intermediate level and 25 advanced level Chinese language students, the majority (over 80%) showed that their

reading and writing skills were impaired due to the high frequency of picking up wrong characters from a group of homophones (different Chinese characters with the same Pinyin spelling). Most of the existing research on the impacts of typing suggested that the popularity of computer literacy can improve the development of language competency, which contradicting the results of the above mentioning two case studies. On the other hand, studies also showed direct correlation between handwriting(/spelling) ability and other spectrums of language competency. Therefore, this project reviews research on IMEs and Chinese language acquisition at the university level and collected data across Victorian Universities to discuss the potential causation of the discrepancy. This project also aims at the potentials of incorporating IMEs as pedagogical tools to support advanced level students to achieve a desirable reading and writing competencies.

### **Zhang, Zuocheng (University of New England)**

#### **"If you say something that other people don't understand, it's like it's YOU should feel bad": International graduates enacting communication in English**

Discourse markers are important in oral interactions as they enable the speaker to manage and construct interpersonal relations with their listener and enact certain desired identities. The discourse marker you know is widely used in everyday life, workplace and institutional settings. There has been research on how this discourse marker is used in casual conversations and news interviews. This study focuses on the use of you know by Chinese-background international graduates from Australian universities in interviews about their experiences of transition to the Australian workplace. Through the choice of you know in narrating experiences that may be shared knowledge or unknown to the listener/interviewer, they project themselves as competent, understanding and attentive communicators in English. The findings are helpful evidence for challenging the sometimes-stereotypical deficit view around international graduates of Chinese background.

### **Zhang, Jia (University of New South Wales)**

#### **Too tricky for rookies? An enquiry into novice translation students' knowledge and perceptions of machine translation**

Machine translation (MT) courses have recently been integrated into translation programmes; however, such courses are often offered at the postgraduate level only (e.g., Arenas & Moorkens, 2019; Doherty et al., 2012). With previous empirical studies targeting mainly postgraduate students (e.g., Liu et al., 2022; Yang et al., 2021), the decision of excluding MT from the undergraduate curriculum is not supported with sufficient evidence. This study thus innovatively investigates undergraduate students' perceptions towards MT. Methodologically, year-two translation students (n=20) were asked to complete a questionnaire survey with ten open ended questions. Their answers were manually analysed using NVivo to identify students' knowledge, perceptions, and attitudes of MT. It is revealed that even without proper MT training, students do have basic MT knowledge. MT is more often engaged as an instrument to learn language and translation rather than a straightforward translation tool. Students trust MT quality and believe that MT increases their translation quality and confidence, but they are concerned with its impacts on their critical thinking and creativity. This study challenges the belief that MT is too tricky a technology to be taught to novice translation learners and provides evidence-based suggestions on MT curriculum design and teaching pedagogies.

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## Zhao Zenan (University of Sydney)

### Identity, investment and Chinese language learning: Narratives of Chinese heritage language learners in an Australian university

Chinese heritage language learners (CHLLs) constitute a big portion of the total enrolment in university Chinese programs. However, many programs and instructors have found it hard to retain these heritage learners after their first semester/year of study (e.g. Xu & Moloney, 2014; Wen, 1997). The perspectives of CHLLs who withdraw from their Chinese study would have very important pedagogical implications but unfortunately have received little scholarly attention. Therefore, this study analyses the narratives of 9 CHLLs from a larger linguistic ethnography project, who expressed their interest in further Chinese study in the questionnaire/first interview but discontinued in the end. Classroom observations and informal chats are also used for triangulation. Drawing on the Model of Investment (Darvin & Norton, 2015), this study reveals the interplay of ideology, capital, and identity in investment and divestment of CHLLs in Chinese language learning.

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## Zhao Zichen (RMIT University)

### The construction of Pearl S. Buck's translator's subjectivity

Pearl S. Buck is well-known as a Nobel Prize-winning writer. She is also the first translator to translate the classical Chinese literary work *Shui Hu Shuan* into English. In my PhD research, I found that the publisher did not have many requirements for Buck's translation of *Shui Hu Shuan*, so Buck's translator's subjectivity is more important in the study of this translation. In the present study, I conduct a textual analysis of Buck's translation of *Shui Hu Shuan* to conclude the translation strategies and styles that highlight her subjectivity as a translator. Moreover, I analyse Buck's life experience to find out how Buck developed such translation strategies and styles. The analysis of the formation of buck translation styles and strategies will be theoretically based on Bourdieu's sociological formula [(habitus) (capital)] + field = Practice. The study found that Buck lived for a long time in both China and the United States. Her field was in two different cultural backgrounds of the two countries, which gave her excellent Chinese and English language skills, her interest in literature and translation, and her unique views on culture, philosophy, and society. All of these cultural capitals contributed to her translation styles and strategies and enabled her to show her translator's subjectivity in her translation of *Shui Hu Shuan*.

## Zhao, Hongye (University of Sydney)

### Title of the study: Interaction between modes and the intended learners in two textbooks of Chinese as second language

The interaction between multimodal resources, such as texts and images, in language textbooks significantly impacts the comprehension of the information conveyed by multimodal resources in the books. However, there has been relatively limited research on the dynamic interactions between modes and the intended learners in the analysis of these multimodal resources, given that it is challenging to predict the potential learning effectiveness of learning resources. However, the interactions of modes in the resources play a crucial role in shaping the learning effects experienced by learners. This study investigates the interaction of modes in two Chinese language textbooks: 'Developing Chinese' (published in China) and 'Integrated Chinese' (published in the US). I employ a two-level analysis approach to examining these interactions. At the perceptual level, the intended learners involuntarily capture pieces of information from pages of textbook units. At the cognitive level, learners are expected to actively engage with specific modes while attempting to solve problems posed by tasks. The findings indicate that (1) at the perceptual level, DC tends to use colour and typography to engage learners at an early stage, then the use of visuals for organising complex information has become important in the intermediate level books. IC offers a wider range of visual cues at all levels; (2) DC incorporates tasks primarily cognitive demanding, but most images contribute directly to task-solving, whereas IC tasks are simpler and typically involve single-step processes. Images accompanied in IC tasks are subordinated to texts.

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April Campbell, Annette Patrick and Joyce Palmer are First Nations educators who have extensive experience teaching their language and culture in schools in their own communities. Furthermore, all are currently teaching their respective language and culture in schools. April Campbell is an Anmatyerr woman living in Ti Tree Community. Annette Patrick is a Warlpiri woman from Lajamanu Community. Joyce Palmer is an Arrernte woman living in Mparntwe (Alice Springs). They are all currently enrolled in the VET Certificates in Learning and Teaching a First Nations language delivered by Batchelor Institute. These educators will share their reflections on language teacher training and the path that has led them to becoming language teachers. They will be joined by one of their lecturers, Gretel Macdonald. Gretel has worked as a linguist in community-based language work and education since 2014.

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