These events will be critical to shaping the future of languages and cultures education in Australia, and your participation is invaluable.

LCNAU’s National Colloquium 2011

The Next Step: Introducing the Languages and Cultures Network for Australian Universities

26-28 September, 2011
The University of Melbourne
Welcome to the 2011 Colloquium!

The guiding principle for the ALTC grant supporting this Colloquium is the creation of a network of languages and cultures educators and academics in Australian universities. It is from such a network that we hope and expect the future leadership of the sector to emerge. To be effective, such a network needs to be widely representative, both in the sense of covering the diversities of geography and focus in the Australian university system, and in the sense of giving voice to the full range of academic staff, from the most junior to the most senior.

With over 200 attendees representing 20 different languages from 23 different universities (not to mention other institutions and associations), the present Colloquium is surely on firm ground in respect to those goals.

The Colloquium is posited on the conviction that our work constitutes an academic discipline that can and must play a strategic role in Australian educational and community life. The themes of our Colloquium – “Research, Teaching and Development”, “Students and Programs”, and “Language and Culture, Teaching and Learning” have attracted an impressive list of papers and posters from across the nation; and our plenary speakers will be addressing issues of keen interest to all in the sector. Overall, this work will, we hope, not only demonstrate the energy and dynamism that have long been a feature of university languages and cultures programs, but will lay the groundwork, in a very practical way, for future activities of the network.

Among your papers, you have received a list of principles on which it is intended that the Languages and Cultures Network for Australian Universities (LCNAU) will be constructed over the coming months and years. Please consider them carefully and transmit your thoughts and comments as suggested. Your personal engagement is essential if LCNAU is to flourish.

We are grateful for the direct support of the ALTC, The University of Melbourne, Monash University, RMIT University, and the Australian Academy of the Humanities.

The Project Team
The need for a national network was identified by two ARC-funded studies of beginners’ languages in Australian universities, and a subsequent national languages colloquium staged in February 2009 (‘Beyond the Crisis’), which were initiatives led and supported by the **Australian Academy of the Humanities**.

Funded by the **Australian Learning and Teaching Council**, and still strongly supported by the Australian Academy of the Humanities, the goal of setting up a languages network has now been achieved with the new **Languages and Cultures Network for Australian Universities (LCNAU)**, established in early 2011 as the focus of a national project entitled ‘Leadership for Future Generations: A National Network for University Languages’.

Based at the University of Melbourne, the ALTC initiative has Prof John Hajek as Project Leader, Dr Anya Woods as Project Manager, and a project team consisting of members with wide-ranging expertise, working around the country: Prof Kent Anderson (Australian National University), Prof Kerry Dunne (University of Wollongong), Dr Lynne Li (RMIT University), Prof Joseph Lo Bianco (The University of Melbourne), Prof Colin Nettelbeck (The University of Melbourne) and Prof Marko Pavlyshyn (Monash University). The Project Team is also advised by a distinguished Reference Group: Prof Anne Freadman (The University of Melbourne); Dr Nijmeh Hajjar (The University of Sydney); Prof Mike Levy (The University of Queensland); Dr Phillip Mahnken (University of the Sunshine Coast); Assoc Prof Angela Scarino (University of South Australia); and Prof Krishna Sen (University of Western Australia).

The project will develop a coordinated national approach to language education and scholarship in Australian universities by building strategic leadership across disciplines and institutions through an improvement-oriented network. LCNAU will serve, among other things, to raise the profile of language educators and public awareness of the cultural, strategic and economic importance of language education for Australia. It will undertake the urgent work of reasserting the role of universities as leaders in languages policy and provision, for developing the leadership capacity of the teaching workforce, and for the sharing of best practice that the sector so much needs. It is expected that the project will have significant benefits for growing numbers of students, as well as for individual academics, academic programs, and institutions.

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**About LCNAU**

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<td><strong>OVERALL THEME: RESEARCH, TEACHING AND DEVELOPMENT</strong></td>
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<td>11.00-1.30</td>
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<td>Outside</td>
<td>Rm 143</td>
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<td>12.00-1.30</td>
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<td>Arts Hall</td>
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<td>Lunch</td>
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</table>
| 1.30-2.00| Official    | Plenary       | Public Lecture Theatre (PLT) | Prof John Dewar, Provost, University of Melbourne  
Prof John Hajek and the ALTC Project Team                                        |
| 2.00-2.30| Opening     | Plenary       | PLT                  | Prof Joseph Lo Bianco, President, Australian Academy of the Humanities  
“Languages and research in the new ERA”                                               |
| 2.30-4.00| Session 1a  | Parallel      | Theatre A            | The teaching-research nexus  
Kayoko Enomoto: Promoting deep learning through a scaffolded language curriculum: double tasking language-specific and research-skills development  
Chantal Crozet & Daniel Martin: Difficulties in defining a research field for postgraduate studies in languages & cultures education at ANU  
Karin Speedy: Fostering research in French through discovery-focussed learning in advanced language units |
|           |             |               |                      | (Chair: Greg Hainge)                                                                                   |
| 2.30-4.00| Session 1b  | Parallel      | Theatre C            | Languages in and across the sector  
John Giacon & Jane Simpson: Teaching Indigenous languages at universities  
Jun Ohashi & Hiroko Ohashi: New roles of Japanese language in Australian tertiary education  
Ruying Qi: Designing an assessment for Chinese language teaching in Australian universities: a 3D approach |
|           |             |               |                      | (Chair: Andy Kirkpatrick)                                                                            |
| 2.30-4.00| Session 1c  | Parallel      | Theatre D            | Models of teaching and learning  
Guosheng Chen et al: Language mentoring programs at RMIT University  
Françoise Grauby & Michelle Royer: A discussion on collaborative teaching  
Béatrice Atherton: Project-based learning 'Sans Frontières' |
|           |             |               |                      | (Chair: Diane de Saint Léger)                                                                         |
| 4.00-4.30|             | Outside       | Rooms 143, 227       | Afternoon tea                                                                                      |
| 4.30-6.00| Session 2   | Plenary       | PLT                  | Maintaining the Discipline  
Colin Nettiebeck, John Hajek & Anya Woods: Leadership and development vs casualization of language professionals  
Kerry Dunne & Marko Pavlyshyn: Languages of smaller enrolment  
Elisabetta Ferrari: Report from the Sessionals Forum |
|           |             |               |                      | (Chair: Peter Morgan)                                                                                 |
| 6.00-6.30|             | Outside       | Rooms 143, 227       | Light snack                                                                                        |
| 6.30-7.30| Australian Academy of the Humanities 2011 | Plenary | PLT | Prof Glenn Withers AD, FASSA, Chief Executive Officer, Universities Australia  
“Creating a languages future: How Australia can be world best practice in languages education” |
## Program: Tuesday 27 September

### OVERALL THEME: STUDENTS AND PROGRAMS

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Type</th>
<th>Venue</th>
<th>Title</th>
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| 9.00-10.30 | Session 3a | Parallel Session | Theatre C  | Languages education in schools and universities  
Simone Smala: CLIL programs as a promising languages education model in schools  
Peter Morgan: Languages, ‘studies’ and disciplines |
|            | (Chair: Eric Bouvet) |           |            |                                                                      |
|            | Session 3b | Parallel Session | Theatre D  | Student pathways: retention and attrition  
Gabriele Schmidt: The profile and motivation of German Studies students in Australian universities  
Daniel Martin & Louise Jansen: Student motivation and retention in language and culture programs at the ANU: core findings  
Elliott Forsyth: Why languages? Motivation and objectives in Australian education |
|            | (Chair: Marko Pavlyshyn) |           |            |                                                                      |
|            | Session 3c | Parallel Session | Theatre A  | The language–culture nexus  
Slobodanka Vladiglaser: Freud and Vygotsky on the social/historical ground of memory: the case for cultural texts in language learning  
Rowena Ward: Sexual identities: a contradiction in language learning and teaching  
Colette Mrowa-Hopkins: Side looks, pursed hands and head shakes: learning to interpret conflict signals in Italian and French |
|            | (Chair: Andrea Rizzi) |           |            |                                                                      |
|            | Session 3d | Parallel Session | Theatre B  | Mixed session  
Richard Curtis: Enriching outcomes by relaxing conventions and bridging divides in the teaching–research nexus  
Barbara Hartley: New technologies and language learning: enhancing student proficiency  
Yanyan Wang: Making ‘invisible’ visible: introducing conversation analysis in teaching language and culture in the ANU Chinese language program |
|            | (Chair: Lynne Li) |           |            |                                                                      |
| 10.30-11.00 | Outside Rooms 143, 227 | Morning tea |            |                                                                      |
| 11.00-1.00 | Session 4 | Plenary    | PLT        | About the Nexus: University languages and cultures, the National Curriculum and languages education  
Alfredo Martinez-Expósito: The Languages Curriculum Reform at the University of Melbourne  
Anne Freadman: Rethinking the language and culture nexus: the place of Memory Studies  
Angela Scarino: The Australian Curriculum–university languages education nexus: the why and how  
Anne-Marie Morgan et al: Towards greater collaboration: what can school and tertiary language teachers offer each other? |
|            | (Chair: Rita Wilson) |           |            |                                                                      |
| 1.00-2.00  | Arts Hall | Lunch      |            |                                                                      |
| 2.00-4.00  | Session 5a | Panel      | Theatre A  | Lesley Harbon et al: Longtime passing: where does the time for preparing language teachers go? |
|            | Session 5b | Panel      | Theatre D  | Scott Grant et al: Recent developments in TELL: the Monash experience |
| 4.00-4.30  | Outside Rooms 143, 227 | Afternoon tea |            |                                                                      |
| 4.30-5.30  | Session 6a | Workshop   | tba        | Language programs and teacher training  
Co-Facilitators: Matthew Absalom & Margaret Gearon |
| Session 6b | Workshop | tba        | Models of teaching and learning  
Co-Facilitators: Peter Morgan & Jane Simpson |
| Session 6c | Workshop | tba        | Student pathways: attrition and retention  
Co-Facilitators: Kerry Dunne & Louise Jansen |
| Session 6d | Workshop | tba        | Technology Enhanced Language Learning  
Co-Facilitators: Mike Levy & Scott Grant |
| Session 6e | Workshop | tba        | The language and culture nexus  
Co-Facilitators: Anne McLaren & Nijmeh Hajjar |
| Session 6f | Workshop | tba        | The National Curriculum and Universities  
Co-Facilitators: Angela Scarino & Joseph Lo Bianco |
| Session 6g | Workshop | tba        | The teaching and research nexus  
Co-Facilitators: Jean Fornasiero & Lynne Li |
Program: Tuesday 27 September

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<th>Session</th>
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<tr>
<td>5.30-6.30</td>
<td>Session 7</td>
<td>Posters</td>
<td>Arts Hall</td>
<td>Interactive poster session</td>
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<td>Matthew Absalom &amp; Diane de Saint Léger: Student perceptions of reflective tasks in tertiary language study</td>
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<td>Ali Alamir: The perceptions of English foreign language (EFL) learners towards the interactions of their peers and instructors when they use the Blackboard environment in their EFL blended courses</td>
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<td>Guosheng Chen et al: Language mentoring programs at RMIT University</td>
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<td>Lillian Fleuri: Portuguese language diffusion in the world and in Australia</td>
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<td>John Hajek &amp; Doris Schupbach: The network at work: the web presence of Italian as a case study for language program visibility in Australian universities</td>
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<td>Aishah Khohaj: The use of figurative language in ESL textbooks</td>
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<td>Duck-Young Lee: English as a lingua franca in a multicultural Japanese classroom</td>
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<td>Mike Levy &amp; Caroline Steel: Recent developments in TELL with a focus on listening</td>
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<td>Julien Leyre &amp; Raphael Trantoul: The Marco Polo translation project</td>
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<td>Grazia Micciche: Diversifying Italian language teaching</td>
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<td>Maria Isabel Pena: Machine Translation: students’ perceptions</td>
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<td>Celia Thompson: A dialogic approach to the design of a transcultural communication classroom activity for advanced level language learners</td>
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<td>Rey Tiquia: Translating Chinese and English languages as assemblages</td>
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<td>Conference Dinner (NB bookings have closed)</td>
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Program: Wednesday 28 September

OVERALL THEME: LANGUAGE AND CULTURE, TEACHING AND LEARNING

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<tbody>
<tr>
<td>9.00-10.30</td>
<td>Session 8a</td>
<td>Parallel</td>
<td>Theatre B</td>
<td>Recent developments in TELL</td>
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<td>Session</td>
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<td>Wenying Jiang: TELL tasks in the Chinese as a foreign language classroom: a study on web-diary use</td>
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<td>Carol Hayes: “Digital Storytelling” &amp; student-centred Japanese language learning</td>
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<td>Martha Flores: Languages interface with technology, Web2.0-wikiialogic</td>
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<td>(Chair: Matthew Absalom)</td>
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<td>Session 8b</td>
<td>Parallel</td>
<td>Theatre A</td>
<td>Models of teaching and learning</td>
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<td>Session</td>
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<td>Marian Cordella, Hui Huang &amp; Ramona Baumgartner: Intergenerational, intercultural and second language gains: a collaborative approach to research</td>
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<td>Pam Allen: UTAS University College Program: The Languages experience</td>
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<td>Howard Manns &amp; Paul Thomas: Using sociolinguistic data to teach cultural competency</td>
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<td>(Chair: Guosheng Chen)</td>
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<td>Session 8c</td>
<td>Parallel</td>
<td>Theatre D</td>
<td>The language-cultural nexus</td>
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<td>Session</td>
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<td>Huda Al-Tamimi: Teaching literature to foreign language learners: ‘A medium to bridge the gap between cultures’</td>
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<td>Adriana Diaz: Stumbling blocks in the path of meeting the twin goals of linguistics proficiency and cultural competency</td>
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<td>Anne McClaren: Teaching language, teaching culture: issues in Chinese studies</td>
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<td>(Chair: Nijmeh Hajjar)</td>
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<tr>
<td>10.30-11.00</td>
<td>Session 8d</td>
<td>Plenary</td>
<td>PLT</td>
<td>Mike Levy &amp; Caroline Steel: Developing a collaborative framework for university languages provision in South-East Queensland: Strategies for Phase II</td>
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<td>11.00-11.30</td>
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<td>Outside</td>
<td>Rooms 143, 227</td>
<td>Morning tea</td>
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<tr>
<td>11.30-1.00</td>
<td>Session 9</td>
<td>Closing</td>
<td>PLT</td>
<td>Where to next? – LCNAU’s workplan</td>
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<td>Session</td>
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<td>(Chair: Kerry Dunne)</td>
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<td>1.00</td>
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<td>Arts Hall</td>
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<td>Lunch</td>
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Old Arts Building

Old Arts Building – Level One

Old Arts Building – Level Two

Registration Desk & Morning / Afternoon Tea
Enter & Exit Building Here

Morning / Afternoon Tea
Lunch & Poster Session

Arts Hall
Public Lecture Theatre
Theatre B
Theatre C
Theatre D
Theatre A
Toilets
Lift
Stairs
Entrance & Exit
Public Lecture Theatre

Lift
Stairs
Toilets
Stairs
Toilets
Lunch & Poster Session
Registration Desk & Morning / Afternoon Tea

LCNAU Colloquium 2011 – www.lcnau.org
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General Information

OFFICIAL OPENING
We hope you will join us at 1.30pm on Monday 26 September in the Public Lecture Theatre, Old Arts Building, for the Official Opening of the Colloquium by Prof John Dewar, Provost, The University of Melbourne.

OPENING PLENARY
The Opening Plenary, “Languages and Research in the new ERA”, will be given by Prof Joseph Lo Bianco, President, Australian Academy of the Humanities. This will take place at 2.00pm on Monday 26 September in the Public Lecture Theatre, Old Arts Building.

2011 TRIEBEL LECTURE
A highlight of the Colloquium program is the Australian Academy of the Humanities 2011 Triebel Lecture, which will be delivered by Prof Glenn Withers, AO, FASSA, CEO Universities Australia. This will take place at 6.30pm on Monday 26 September in the Public Lecture Theatre, Old Arts Building. Entitled “Creating a languages future: How Australia can be world best practice in languages education”, this is an event not to be missed.

COLLOQUIUM DINNER
The Colloquium Dinner will take place at 7pm on Tuesday 27 September, at University House (see Map). Please note that registrations for the Colloquium Dinner have already closed; no additional bookings may be taken during the Colloquium.

INFORMATION FOR PRESENTERS
All PowerPoint presentations are to be uploaded on to the computer in the allocated room immediately prior to the session. If you are presenting in Session 1 on Monday 26 September, you should ensure you do this between 1.00-1.30pm so that you do not miss the Opening Plenary. It is most important that all technical requirements are dealt with before the session is due to begin as we are running on a tight schedule. All rooms are equipped with a computer with internet access, should this be required for presentations.

If you are presenting a poster in the Interactive Poster Session (Session 7, Tuesday 27 September), please take your poster to the Arts Hall, Old Arts Building, during the 4.00-4.30pm afternoon tea break on Tuesday to have it put on display. Posters are to be removed immediately following the session, at 6.30pm.

INTERNET ACCESS DURING THE COLLOQUIUM
We have organised for all participants to have access to the wireless Visitor Network at The University of Melbourne for the duration of the Colloquium. A separate sheet is available with step-by-step instructions should you need them, however the essential details are below:

Network Name: Visitor
Guest User Name: LanguageAndCultures
Password: wtatKG1v
STORAGE OF LUGGAGE
We are able to assist with storage of luggage during Colloquium sessions if necessary; see the registration desk for further information.

CATERING
All daytime catering is provided onsite, within the Old Arts Building.
Morning and Afternoon Tea will be provided in the areas outside Rms 143 & 227 of the Old Arts Building. Lunch will be provided in the Arts Hall, on the first floor of the Old Arts Building. A light snack will be provided between 6.00-6.30pm, immediately prior to the Triebel Lecture on Monday 26 September, in the areas outside Rms 143 and 227 of the Old Arts Building.

DINING SUGGESTIONS WHEN NOT AT THE COLLOQUIUM
When not at the Colloquium, you may like to explore Melbourne’s vibrant restaurant scene. Swanston Street, Chinatown (Little Bourke Street), Collins Street and Little Collins Street are all well known, although Melbourne is also notorious for hiding restaurants and bars in laneways such as Hardware Lane and Flinders Lane. These are all easily accessible via Tram 19.
Lygon Street is also famous for its restaurants, although it is on the other side of the campus and is not accessible by tram. It is a 20-minute walk from the Colloquium venue to Lygon Street (see attached map).
Alternatively, travelling by Tram Number 19 away from the city (north along Royal Parade), you will reach Sydney Road, which has a great mix of interesting restaurants.

TRANSPORT INFORMATION
If you are driving to The University of Melbourne, parking is available at the University Square car park on Berkeley Street, off Grattan Street (maximum of $14 per day), or the Eastern Precinct car park at 375 Cardigan Street (maximum of $7 per day). Please refer to The University of Melbourne Car Parks and Public Parking page (http://www.pcs.unimelb.edu.au/services/parking/car_parks/) for further details and to have alternative car parks in mind in case the University car parks are full.
Taxi phone numbers:  13CABS (Blackcabs), 131 008 (Silvertop), 1300 635 222 (Melbourne Cabs)
A 2-hour public transport ticket costs $3.80 (adult, zone 1), while an all-day ticket costs $7. Tickets can be purchased on the trams (coins only).
For Colloquium participants staying at the Vibe Hotel: the distance between the Vibe Hotel (441 Royal Parade, Parkville) and The University of Melbourne is around 2km. This equates to a 25-minute walk or around 8 minutes on the Number 19 tram. The closest tram stop to the Vibe Hotel is Stop 17 (“Ievers Street/Royal Parade”). The closest tram stop to The University of Melbourne is Stop 11 (“The University of Melbourne”). Tram frequencies vary, of course, depending on the time of day. In peak hour, Number 19 trams run along Royal Parade every 5 minutes, but late at night, for example after the Colloquium dinner, trams run only every 20 minutes. Please allow for this, in particular when travelling to the University from the Vibe Hotel for a 9am start; it might be wise to allow 30 minutes in case of tram delays in order to ensure you arrive on time.
If you are staying in the city or travelling through the city, trams run on both sides of the University – up Swanston Street (Tram Numbers 1, 3, 5, 6, 8, 64, 67 and 72) and up Elizabeth Street/Royal Parade (Tram Number 19). The Colloquium venue (Old Arts Building) is closest to the Elizabeth Street/Royal Parade side of the University. There are many more trams running on the Swanston Street side but you will then need to make your way across the campus (see campus map).

NEED HELP?
We have a number of people assisting us during the Colloquium, who will be easily recognisable by their white t-shirts with the LCNAU logo. Alternatively you may also email anya@unimelb.edu.au. Please don’t hesitate to ask if you need assistance with anything – we will be happy to help in any way we can.
Creating a languages future:
How Australia can be world best practice in languages education

At first superficial glance Australia may seem unpromising soil for leading global languages education: an English speaking country in the antipodes. But reflect just a little and the idea is far from fantasy. Australia can surprise the world and often does. And the world’s most multicultural and immigrant nation at the forefront of international education is actually in an excellent position to be best practice in languages education. A country of European heritage on the edge of a dynamic Asia with a world-ranking higher education system, can do it. Further key steps are needed. There is a policy hiatus to be overcome. But vision and some key component policy initiatives could deliver on this prospect. The goal, its rationale and the settings needed are the subject of this lecture which will seek to look at the place of European, Asian and Indigenous languages and culture, the role of higher education policies including research, the government framework policies needed in immigration and foreign policy, and the question of how Australian business and community can partner the project.

Professor Glenn Withers is the Chief Executive Officer of Universities Australia. Previously he was Professor of Public Policy at the Australian National University, and a Professor at the Australia and New Zealand School of Government. Professor Withers also has extensive experience working in government including as Head of the Economic Planning Advisory Commission and Co-Chair of the National Population Council. Professor Withers is a Harvard PhD and was awarded an Order of Australia in 1992 for services to applied economics including for development of the Australian immigration points system. His academic research has included work on the arts, conscription, crime and broadcasting as well as economic and political history, labour markets and population.
As we are reminded by Stracke, Houston, Maclean and Scott (2011), a long time has passed since the many reviews and reports on language teacher education in Australia began to appear. As language teacher educators who seek to ground our current work in a historical narrative, we well remember the images of language teachers standing at the “crossroads” (Nicholas et al., 1996) and being portrayed as the “pivot of policy” (ALLC, 1996). Many of us still believe that the field of language teacher education is fragile and in need of much government attention if our upcoming Australian Curriculum Languages is to achieve its ambitious goals for student language learning in Australian schools.

This panel brings together language teacher educators from four Australian states and allows them to discuss the short time they have to spend on language teacher preparation along with key issues they perceive to be impacting the design and implementation of language teacher education for their contexts. Issues include (i) the increasing policy and regulations impacting our program design, (ii) the crowded curriculum, (iii) preparing native speakers for the Australian classroom, (iv) the importance of the in-country experience, (v) developing a language-specific and generic stance, (vi) demands on the pre-service teachers regarding proficiency levels and pedagogical understandings, and (vii) the special considerations in preparing teachers for community languages schools. The panels’ views on the importance of collaboration across the arts/education divide will also be discussed.

References:

Rather than replacing traditional teaching models, modern digital technology has created new learning opportunities for current and upcoming generations of digital learners. While the case for the use of digital technology in distance education is fairly intuitive and has been made strongly by a range of educators from around the world, the use of digital technology in face-to-face classroom-based language, culture and studies curriculums at tertiary level is still being explored. The panel is made up of seven highly experienced tertiary LOTE language, culture and studies educators / academics who have integrated a range of different digital technologies into their regular teaching practices. Panel members will each undertake a detailed description and discussion of the specific digital technologies they are working with, the types of curricula involved, the pedagogical rationale behind using the respective technologies, the envisioned benefits for learning / assessment, and in several cases, preliminary findings on research done into the application of the technologies in the classroom. While touching on a range of theoretical issues underpinning the intersection of language, culture and studies learning with technology, the session will

Scott Grant, Marisa Cordella Masini, Nadine Normand-Marconnet, Heinz-Josef Kreutz, Hui Huang, Sarah Pasfield-Neofitou & Hailan Paulsen (Monash University)
be practically focused with real examples given of technologies concerned and with maximum audience participation in discussion encouraged.

<table>
<thead>
<tr>
<th>Name</th>
<th>LOTE</th>
<th>Technology focus</th>
<th>Project Title</th>
<th>Presentation</th>
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<tbody>
<tr>
<td>Marisa Cordella &amp; Nadine Normand-Marconnet</td>
<td>Spanish &amp; French</td>
<td>Blogging (text, pictures, audio, video)</td>
<td>Enhancing writing skills for L2 learners through the digital medium of blogs</td>
<td>A report and discussion of preliminary findings on the evaluation of the use of blogging to enhance L2 writing skills in terms of student engagement, language gains, student own evaluation and ways in which students access activity.</td>
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<tr>
<td>Heinz-Josef Kreutz</td>
<td>German</td>
<td>Tablets and MeTL</td>
<td>Tablets and MeTL in the foreign language classroom</td>
<td>Use findings from recently commenced pilot project to illustrate how learning potential can emerge in ICT-supported teaching and learning contexts as a complex interrelationship of the &quot;designer's and teacher's intentions, the teacher's and students' perceptions and constructions of how the technology can be used, and the cultural context into which the new technology has been placed&quot;, including the subject domain and its culture.</td>
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<tr>
<td>Sarah Pasfield-Neofitou</td>
<td>Japanese</td>
<td>SmartBoards &amp; Tablet PC inking</td>
<td>SmartBoards &amp; Tablet PC inking in a LOTE studies classroom: student linguistic analysis of authentic texts, assessment and feedback</td>
<td>A briefing on and discussion of a pilot project involving the use of SmartBoards and Tablet PC inking in a Japanese studies unit called 'Introduction to Japanese Sociolinguistics' with the aim of encouraging students to perform linguistic analysis of authentic texts and also for carrying assessment and giving feedback to students on their work.</td>
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<tr>
<td>Hailan Paulsen</td>
<td>Chinese</td>
<td>Logolab and Robotel Computer Lab</td>
<td>Adapting Logolab software for use in oral interpreting examinations.</td>
<td>A briefing on and discussion of the viability of using Logolab software to conduct computer-based oral interpreting exams for large classes more efficiently. The presentation will also look at designing testing activities, creating new content and curriculum delivery techniques and further research possibilities in the area of pedagogical approach and student-centred learning.</td>
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<tr>
<td>Scott Grant</td>
<td>Chinese</td>
<td>Virtual Worlds (Second Life) and Moodle</td>
<td>The integration of task-based learning in 3D multi-user virtual worlds underpinned by Moodle into the undergraduate foreign language classroom</td>
<td>This presentation will describe and discuss the integration of an online multi-user 3D virtual world platform underpinned by a conventional Web 2.0 learning management system Moodle into a first year undergraduate Chinese language and culture curriculum. Specifically, the presentation will look at how appropriate lesson design can reinforce and extend classroom-based learning.</td>
</tr>
<tr>
<td>Hui Huang</td>
<td>Chinese</td>
<td>Multimedia resources</td>
<td>Integrate self-designed multimedia resources into university language curriculum</td>
<td>This project is an attempt to use self-designed multimedia CALL resources to support the teaching and learning of Chinese as a second language at university level. It is envisaged that this informative, interactive and reflective platform will engage students into the language learning both affectively and cognitively. The potential of using such a platform in the second language teaching will also be discussed in terms of the development of students' learning autonomy, task design and assessment.</td>
</tr>
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As the processes of globalization continue to increase the pace of international communications, allowing foreign language students to become more proficient and enthusiastic about their learning, teaching literature has taken new relevance and importance. A growing body of evidence indicates that teaching literature to foreign language learners can provide a number of valuable outcomes, including helping students to understand and appreciate other cultures different from their own. It also provides useful examples of syntax and language usage in different genre, introducing a level of enjoyment to the learning experience and encouraging second language learners to pursue additional readings in the target language. The opportunity for immersion in the target culture takes the students to another level of appreciation and competence in the foreign language they learnt. To determine how these desirable outcomes can be achieved in Arabic as a foreign language classroom, this paper provides a review of the relevant scholarly literature concerning teaching literature to foreign language learners in general and as a medium to bridge the gap between cultures in particular. A summary of the research and important findings are presented in the conclusion.

Now a cornerstone of UTAS pathways programs, the University College Program began in 2007 with a pilot program in Chinese, Indonesian and Japanese. The University College Program is a partnership endeavour between the University of Tasmania, the Tasmanian Academy and senior secondary colleges, enabling students to undertake university units of study either in conjunction with or in addition to their TCE studies. In the case of languages, because the TCE curriculum closely aligns to UTAS first year units, students undertake extension work online and/or at university workshops or colloquia, which is assessed by the university. The University College Program is now offered in a diverse range of units across the university. In my paper I will discuss the processes, pitfalls, trials and tribulations of this pathway program.

Australian tertiary institutions are increasingly recognizing the value of a diversified curriculum. Some language majors now include courses which focus more specifically on the linguistic and cultural skills required to operate effectively in a professional context. By harnessing the potential of Web 2.0 technologies and applying the principles of project-based learning, language teachers can complement their students’ discipline-based training very effectively. To demonstrate the potential of this approach, two projects being implemented at the University of Queensland, in collaboration with the Lille Catholic University, will be presented. Fiable (Business English/French) and e-Legal (Legal English/French) bring together Australian and French learners and provide a space in which they can collaborate and develop intercultural skills as well as an understanding of their discipline in the target culture. The context and design principles of these projects will be outlined and their impact on student motivation and learning outcomes will be discussed.

Language teaching requires constant innovation to thrive and adapt to changing global needs. In this context, university-school collaborations are becoming increasingly crucial to sustain and develop language education in Australia. The RMIT language team recognises the importance of tertiary education to engage in, and to support secondary language education.
Through the RMIT VET in Schools (VETiS) program, in which secondary schools and tertiary education teachers and students work together, RMIT has the opportunity to work as a link between these two institutions.

A fundamental aim of the VETiS program is to build a bridge between two separate and very different educational institutions working towards the same goal. In partnerships with schools, the university works to raise aspirations and to provide academic mentoring and support for schools and their students through the auspiced delivery of the TAFE Certificate in Language. The success of this collaboration was recognised when the RMIT language team received funding through the 2011 DEEWR NALSSP Partnership Fund for the VETiS Chinese and Japanese programs.

Drawing on RMIT’s experiences working with schools, this paper explains how tertiary students can be mentors and role models for school students, and examines the benefits for both universities and schools through partnerships and its future application to other university settings.

Guosheng Chen, Malamatenia Demiraki, Lynne Li, Kerry Mullan, Susana Chaves Soli & Barbara White (RMIT University)  
Session 1c

Language mentoring programs at RMIT University

The current trend for larger class sizes and reduced contact hours bring challenges for tertiary language students, where smaller group tuition is more effective, and regular sustained practice is essential. The benefits of collaborative learning and peer teaching are well known, and establishing a peer academic mentoring program among language students at RMIT University was seen as a possible solution to these challenges. Indeed, many studies on mentoring and tutoring report that mentors or tutors benefit as much as (if not more than) the mentees or students being tutored.

The programs at RMIT consist of intermediate, advanced or native speaker students mentoring beginner students in five target languages for up to two extra-curricular hours a week, assisting with specific language or study related difficulties and/or providing extra practice activities related to course content. The programs have proved an effective way of enhancing the language learning experience for both mentors and mentees, and the feedback received is continually overwhelmingly positive.

This presentation will describe both the operational side of the language mentoring programs at RMIT University, and the positive outcomes for all involved, with the aim of encouraging others to consider establishing similar programs in their own institutions.

Marisa Cordella, Hui Huang & Ramona Baumgartner (Monash University)  
Session 8b

Intergenerational, intercultural and second language gains: a collaborative approach to research

Linguists from the Arts Faculty and specialists in aging from the Faculty of Medicine, Nursing and Health Sciences at Monash University, in collaboration with four industry partners (COTA, DEECD, ISV, OMAC) are working together on the ARC linkage project ‘Connecting younger L2 learners and older bilinguals: Intergenerational, intercultural encounters and second language development’ to enhance second language learning and strengthen Australia’s social fabric through interactions between cultures and generations.

This project utilizes the language and cultural resources of L1 Australian senior citizens to develop L2 learners’ communicative skills in Chinese (Mandarin), German or Spanish at VCE level in three upper secondary schools located in Melbourne’s southeast region.

Close collaboration among industry partners, school principals, LOTE teachers, language teachers, seniors, students and researchers facilitate the development and implementation of better VCE language programs for students and also social programs aimed at improving senior citizens’ quality of life.

A cross-language, cross-disciplinary and cross-faculty team is performing quantitative and qualitative analyses using diverse theoretical approaches in the fields of second language acquisition, discourse analysis and healthy ageing.

Positive effects of these intergenerational and intercultural encounters are detected on senior participants’ health and well-being as well as the language gains of L2 learners.
Chantal Crozet & Daniel Martin (Australian National University)  
**Session 1a**  
**Difficulties in defining a research field for postgraduate studies in languages & cultures education at ANU**

This paper presents a case study on the difficulties encountered when trying to develop a common approach to postgraduate studies in languages & cultures education in the School of Language Studies at the ANU. It examines issues which have prevented us so far to make more transparent, to ourselves and the outside world, the theoretical backbone and research base of languages & cultures education at tertiary level. Some of the issues examined relate to the political and educational mindsets of tertiary leadership and administration, others relate to the limitations of our own academic mindsets in recognising the need for an independent research field associated to tertiary languages & cultures education.

Richard Curtis (Charles Darwin University)  
**Session 3d**  
**Enriching outcomes by relaxing conventions and bridging divides in the teaching-research nexus**

Relaxing conventions and bridging divides when utilising the two nexuses of research and teaching, and language and culture fosters a diversity of enriched, multiple outcomes of mutual benefit with surprising impact. Not much of this was planned, but grew organically out of ‘accidental’ and symbiotic processes and relationships in the production and reception of a bilingual anthology of poems called ‘After my father disappeared/Selepas bapakku hilang (2009)’, composed by Indonesian teenager, Fitri Nganthi Wani.

The 2009 symposium of the Australian Academy of the Humanities, aptly entitled ‘Taking Stock’, recognised the importance of exploring alternative, less rigid, more collaborative ways of conducting academic research and writing, publishing and distribution. Within the spirit of that discussion, this paper illustrates some of the conventions and borders blurred in the production and reception of ‘After my father disappeared’, including: individual versus collaborative authorship, the authoritative scholar versus research informant, between academic writing, youth literature and language learning in schools, and between target language learner and native speaker audiences and sensibilities. Interesting outcomes or spin-offs from this publication also contest the lineal distinction between production and reception.

Adriana Diaz (Griffith University)  
**Session 8c**  
**Stumbling blocks in the path of meeting the twin goals of linguistics proficiency and cultural competency**

In spite of an ‘interculturally aware’ vision for the future of Australian university graduates, no official frameworks have been proposed to help university language instructors achieve the twin goal of linguistic proficiency and cultural competency. Moreover, for the most part, university language programs’ curricular content and objectives still fail to reflect this widened educational mission. This paper aims to explore the obstacles or ‘stumbling blocks’ standing in the way of developing and implementing interculturally responsive language teaching practices in the Australian higher education context. The premise of this paper is that the identification of these ‘stumbling blocks’ can constitute a suitable starting point to uncover grounds more conducive to innovation and, ultimately, to the sustainable achievement of this goal in practice.

Kayoko Enomoto (The University of Adelaide)  
**Session 1a**  
**Promoting deep learning through a scaffolded language curriculum: double tasking language-specific and research-skills development**

This paper explores the pragmatic value of a scaffolded curriculum (SC) model for fostering students’ deep approaches to learning in a language discipline. An SC based on the Control Wedge Model (Cadman & Grey, 2000) was implemented with third-year undergraduate students in Advanced Japanese - the majority completing various non-Arts degrees. Building upon students’ existing Internet literacy in English, a variety of staged tasks were embedded and scaffolded in a curriculum, guiding students to complete a research project - involving writing a research essay and giving an oral research presentation, both in Japanese. Students investigated self-selected social issues in Japan to develop both their Japanese
language-specific and research skills. With a gradual control shift from teacher to student, students became increasingly autonomous, in their utilisation of Japanese search engines and online tools to locate and read authentic online materials in Japanese. Results from both formal student experience surveys and post-course reflective commentary show that authentic tasks embedded in an SC effectively improved students’ course experience ratings in all areas; most markedly transferable research and thinking skills, without increasing perceptions of workload. Other findings, limitations and future directions, including transferability of this model to other language learning contexts, are also discussed.

References:

Martha Florez (Australian National University)  
Languages interface with technology, Web2.0-wikiloquial

Increasingly the Web has evolved. In early days, the Web was a place to get information or entertainment and now instead of just downloading, users are uploading and creating content. With newer interactive and emerging technologies, Web 2.0 for instance, is a paradigm shift that has occurred, from Computer-Assisted Language Learning (CALL) to Technology-Enhanced Language Learning (TELL), in the way that individuals perceive and use the Internet. In view of the fact that wikis are most useful as a repository for collaboratively created, wikiloquial provides opportunities to engage foreign language students in the development of a sustainable repository. Through this project I’m exploring the impact of wikis as an online space to support and document the understanding of colloquial expressions.

Elliott Forsyth (La Trobe University)  
Why languages? Motivation and objectives in Australian education

The most powerful force in successful teaching is positive motivation, not only on the part of the student and teacher, but also on the part of the community in which the teaching takes place. The intrinsic interest that we feel as teachers is not necessarily shared by our students, especially at the beginning of secondary school. At higher secondary levels, motivation was largely determined by university entrance requirements. Not many students saw further than this, and many dropped the language subject(s). Some of the more perceptive students would have been aware of significant gains. My generation of university students were required, in Faculties of Arts, to complete a unit of a language at post-matriculation level. This was an obstacle for many and greatly resented. The gradual removal of language requirements in universities was soon reflected in secondary school programmes where language offerings were reduced or dropped altogether as the principal motivation had disappeared.

There were, however, some who came into tertiary education wanting to learn a language for the first time, and in view of falling enrolments, university departments felt impelled to introduce beginners’ courses, which raised complex problems of standards and finance. This has resulted in a confused situation, where motivation and the perception of objectives have been anything but clear. Unless the educational objectives and benefits of language study in schools and universities are clearly understood by teachers and administrators and made clear to students and to the public at large, and unless teachers at all levels develop the skills to motivate their students through their own enthusiasm and understanding of their objectives, little will change.

These skills and advantages of language study need to be defined and promoted.

John Giacon & Jane Simpson (Australian National University)  
Teaching Indigenous languages at universities

In 1966 the University of Adelaide introduced the first university-level language course in an Indigenous Australian language (Pitjantjatjara), but it remained the only such course for many years, and until recently, the only course for non-Indigenous students. From the 1970s courses for Indigenous students were introduced at CALL, Batchelor, and subsumed into Batchelor Institute of Indigenous Education. Subsequently the study of Yolŋu languages and culture was introduced at Charles Darwin University for both Indigenous and non-Indigenous students. Pitjantjatjara and Yolŋu languages are both languages
spoken by children. For the last 6 years, Gamilaraay, a language which probably ceased to be spoken as a first language by children in the early 1950s, has been taught at the University of Sydney, and Gamilaraay, Gumbaynggiirr and Wiradjuri have been taught at summer schools.

We discuss the challenges of teaching indigenous languages and cultures at universities. These include:

- who the audience is and what their knowledge of the language is;
- what the assumed intellectual property rights over the language are;
- what the audience's aims in learning the language are;
- the state of the language: is it still spoken by children, are there adults who still speak it;
- who is available to teach it at university-level, how are they trained;
- what resources are there available for teaching [three step process: assembling materials, analyzing materials (e.g. creating reference grammar and dictionary), creating teaching materials (including online versions)];
- where is the student demand, and how to let people know what is available;
- teaching languages and teaching culture – what is culture? Traditional? Adapted? Modern?;
- can we use video-conferencing and online materials for cross-institutional teaching.

Universities wishing to put on such courses face several challenges: the funding challenge of preparing the courses, and the even more fundamental challenge of developing teachers who can teach the courses.

Françoise Grauby & Michelle Royer (The University of Sydney) Session 1c

A discussion on collaborative teaching

This paper will explore the Collaborative Teaching in the School of Languages and Cultures at the University of Sydney by discussing the specific example of the sharing of units between the Department of French Studies, International Comparative Literature Studies (ICLS) and European Studies (EUST). Collaborative teaching is enriching for individual lecturing staff who have the opportunity to teach in their area of research, as it enables cross fertilisation and renewal of ideas, and can sometimes leads to collaborative research initiatives. Such collaborative teaching has also been very positive for students with very high level of student satisfaction. This growth of interdisciplinary co-operation however raises important questions for the future of language departments in their twin role as language providers and in their academic mission within and outside language departments.

Carol Hayes (Australian National University) Session 8a

“Digital Storytelling” and student-centred Japanese language learning

Students often find it hard to express their emotions and opinions in their target foreign language. Digital stories, focusing on tales “from the heart”, encourage students to tell a personal story, and are thus a useful teaching and learning tool for expressing emotions and opinions. Drawing on research partially funded by an ANU VC's Teaching and Learning Grant, this paper aims to present the results of the Digital Story Telling Project that has been running as part of the ANU 2nd Year Intermediate Japanese language course for the past two years. The project aims firstly to assess the value of using digital stories in Japanese language teaching as an alternative to the individual oral/aural presentations or tests, and secondly to examine ways of enhancing student learning outcomes. It will include an examination of assessment requirements and feedback methods to assess the value and impact of this approach to language teaching.

Barbara Hartley (The University of Tasmania) Session 3d

New technologies and language learning: enhancing student proficiency

The exponential technological advances of the past two decades present unlimited potential for language learning. You-tube clips can provide student with access to a range of language models that almost defy the imagination and creates pedagogic possibilities that are a far cry from the single teacher authority supported by the odd audio-tape that was the learning experience of many in the past. In the area of textual production and reception, Facebook and Twitter provide fun and accessible means for students to engage in real-life written language exchange with multiple language partners literally around the world. This paper will examine the enormous potential benefits to language learners of these new technologies.
It will also suggest strategies that need to be undertaken by systems and institutions to ensure that incorporating these technologies into language teaching results in a measurable enhancement of language proficiency. Specific examples will be provided from Japanese language units currently being devised as part of a degree restructure at the University of Tasmania.

Wenyang Jiang (The University of Queensland)  
**Session 8a**

**TELL tasks in the Chinese as a foreign language classroom: a study on web-diary use**

One of the benefits of Technology Enhanced Language Learning (TELL) has been the extension of the language learning experience beyond the confines of the classroom. Increased flexibility, reduced negative affect (compared to face-to-face interaction), and the ability to cater to differing learning styles have seen the incorporation of TELL into the language learning curriculum as generally well received by learners and perceived as providing positive learning outcomes. This study focuses on the use of web-diary in the Chinese as a foreign language classroom at tertiary level. It investigates how well this task is received in general by students, whether it is an effective way of improving their language skills and what type of scaffolding measures are required to make the use of web-diary successful in a foreign language classroom. In so doing, the study will present an instruction model for maximizing the potential of using web-diary to improve students’ language skills.

Howard Manns & Paul Thomas (Monash University)  
**Session 8b**

**Using sociolinguistic data to teach cultural competency**

This paper posits that not only can sociolinguistic findings inform the language-culture nexus, but the data obtained can be directly applied to the teaching of cultural competency within language programs. Focusing on the teaching of Indonesian, whose speakers often switch between multiple languages and varieties, we draw on 40-hours of naturally-occurring conversations in positing a place for sociolinguistic data in the classroom. Two possibilities are raised at the outset. Firstly, natural data may be used to teach awareness and use of discourse markers which occur much less frequently in formal domains like classrooms. Secondly, these data illustrate how native speakers vary their language from context-to-context to construct spoken ‘genres’. For instance, speakers are shown to strategically select styles to construct ‘interviews’, ‘foreigner speak’ and a locally relevant confessional genre known as curhat. We close by positioning this information with regard to the current Indonesian curriculum at the tertiary level.

Daniel Martin & Louise Jansen (Australian National University)  
**Session 3b**

**Student motivation and retention in language and culture programs at the ANU: core findings**

This paper presents the second stage of a project investigating student retention in language and culture programs at the Australian National University (ANU). We reported on the results from the first stage of the project, involving a pilot study, at the ‘Beyond the Crisis’ colloquium in 2009. The current paper presents results from the full follow-up study.

The project explored students’ motivation and learning experiences as well as the reasons why students continue or discontinue their language studies beyond their ab-initio year. The data for the full study comprise responses by 1321 students to an extensive on-line questionnaire. Students of all levels were surveyed, each being enrolled in at least one of the ANU’s 21 Language and Culture programs. Of the more than 100 possible variables influencing reasons to discontinue or continue with language studies, 43 were identified as significant and further explored to understand student’s decisions.

The focus of the presentation will be on the in-depth statistical analysis applied to the data, including a discriminant analysis which revealed three groups along two dimensions: degree of commitment and degree of compulsion in language and culture study. Details characterizing and interpreting these dimensions as represented in the data will be presented. These will form the starting point for the development of educational measures designed to maximize retention of students likely to discontinue their language and culture study.
Anne McLaren (The University of Melbourne)  

Teaching language, teaching culture: issues in Chinese studies

How can one go about define the goal of “cultural competency” in teaching Chinese in Australian higher education? The Chinese language presents particular difficulties with regard to the language-culture nexus. Decisions need to be made concerning issues of script (traditional or simplified), location (mainland China as distinct from Taiwan, Hong Kong and the Chinese diaspora) and time (‘traditional’ culture as distinct from ‘modern’ culture). In the context of the Australian multicultural classroom, where one can easily be teaching students from Australia, China, Taiwan, Hong Kong, Malaysia and so on, decisions on these issues can be sensitive and political. This paper will engage with these issues from the perspective of a teaching practitioner in the field of Chinese language and culture studies with a focus on the complexities of defining pedagogic goals for “cultural competency”.

Peter Morgan (The University of Sydney)

Languages, Studies and Disciplines

In terms of disciplines, the foreign languages at Australian universities are at a cross-roads. The old ‘language and literature’ model is a thing of the past. Language departments can no longer guarantee Honours students a reasonably thorough grounding in the philology and literature of the relevant language. Students want different things of their language courses and in the attempt to move with the times language departments have offered broader ranges of material to an increasingly diverse student cohort. In terms of disciplinary identity, however, this has led to problems. Many language academics find themselves increasingly alienated within their institutions from the generalist disciplines that they also represent, whether literature, history, or social sciences. This paper looks at some of the problems facing academics in language departments in maintaining disciplinary links within institutions that remain surprisingly monolingual in a global world.

Colette Mrowa-Hopkins & Antonella Strambi (Flinders University)

Side looks, pursed hands and head shakes: learning to interpret conflict signals in Italian and French

This paper reports on the design and implementation of a project which aims to develop a dynamic approach to language and culture teaching, with a focus on sociocultural norms regulating emotion communication in disputes.

In the available literature on language and culture teaching and learning, effectiveness research has been rather scarce. Furthermore, very little attention has been given to norms regulating emotion communication, especially through non-verbal means, though with some welcome exceptions (e.g. Dewaele & Pavlenko, 2002; Rintell, 1984).

We developed teaching and learning activities for University students of Italian and French, which encourage learners to become ethnographers to some extent, to observe and generate hypotheses on other people’s behaviour, and to develop flexibility. Our aim was to facilitate a process which progresses from (1) an initial ethno-centric perspective, through (2) the development of cultural knowledge and the refinement of learners’ analysis, interpretation and interaction skills, to (3) an open and “decentralized” attitude towards one’s own as well as the target culture.

In this paper, we present some preliminary results obtained during the piloting phase of our project, involving two conversation classes. The focus of our analyses is on evidence of the developmental process described above.

References:
Session 1b

New roles of Japanese language in Australian tertiary education

Echoing Kramsh’s (2006) call for a new language pedagogy which takes account of issues the humanity is facing in the 21st century (such as ethnic identity issues which are closely linked to religious and ideological orientations) and which redress the widening gaps of many kind (including socio-economic inequality, and historical and cultural gaps), this paper explores new roles of Japanese language education in Australia. Focusing on the unique characteristics of language learning which are deeply rooted in humanistic, cultural and intellectual domains of mankind (Lo Bianco 2009) and the special qualities of language learning that “potentially challenge and extend the sense of self of the student” (Lo Bianco 2009:64), the paper discusses new educational values of Japanese language education in Australian context, demonstrating examples from two language teaching institutions in Victoria. The first example illustrates that Japanese language, as one of the most popular LOTE subjects, has an educational role of promoting intercultural exchanges between international and domestic students in a university. The second example illustrates an intensive Japanese programme (18 hours per week for 8 months) in a TAFE sector, identifying the students’ needs as going back to the ‘main stream’ tertiary education sectors/ workplaces and gaining self-confidence and self-esteem.

References:

Session 1b

Designing an assessment for Chinese language teaching in Australian universities: a 3D approach

Language assessment is an important part of language planning and language policy as it often has a direct impact on the way language is taught and learnt. Chinese language is perceived as the language of one of Australia’s most important trading partners. In Australian universities, we have typically taught classes of students with a broad spectrum of abilities and language backgrounds, including non-background, mixed background and Chinese background. However, there are challenges in Chinese language classes in an Australian university environment, e.g. (1) a mixed group of students: non-native, quasi-native and native (international) in one class; (2) differences in levels of knowledge, skills, development and needs; (3) constraints in face-to-face teaching time, funding for class size, teaching resources and others. How can language teachers handle these challenges? What solutions could language teachers find to meet challenges and maximise students’ learning experience within these constraints?

The current study reports an assessment design, which has been developed over fifteen-years of Chinese language teaching experience at the University of Western Sydney in Australia since the programme was at its infancy in 1997. The Chinese program at the University of Western Sydney in Australia grows from 33 students in 1997 to more than 600 students in 2011 through innovative research-based strategies. In particular, a model of language assessment that is based on research findings in bilingualism and language acquisition plays an important role in ensuring the success of the program. Language assessment in line with learning outcomes is the focus of this investigation. Three assessment models are compared: norm-referenced assessment, criteria-based assessment, and standards-based assessment (Sadler, 2005). Findings from this study suggest that a model of criteria and standards-based assessment prove to bring maximum learning outcomes in a composite Chinese class. Course outlines, assessment tasks, and student feedback are presented to help address the three key research questions: 1. What do we want students to learn? 2. How well are they learning what they need? 3. How can we help students learn more effectively? Results demonstrate that research-based 3 D Assessment: Differentiated, Developmental and multi-Dimensional approach is the most effective and efficient way of assessment in a non-Chinese-L1 context. The design of the assessment has implications for other immigrant languages as well as for the teaching of Chinese in other contexts.
**Gabriele Schmidt** (Australian National University)  
**Session 3b**  
**The profile and motivation of German Studies students in Australian universities**

I recently conducted a study of the profile and motivation of German Studies students in Australian universities. My 2005 survey data consists of responses from 520 German Studies students from ten universities. In my analysis I focused on students’ demographic backgrounds, their motivation to learn German, and on their expectations towards course content. Where possible I compared the data with former studies in order to investigate what changes have occurred over the last two decades. The analysis indicates that these changes are primarily a reflection of changes to higher education policies. Furthermore, I compared students according to their degrees, in particular to explore whether students from non-Arts disciplines require tailored course offerings. The findings do not support a separation of students. In my presentation I will summarise the main results of the study.

**Simone Smala** (The University of Queensland)  
**Session 3a**  
**CLIL programs as a promising languages education model in schools**

CLIL, or Content and Language Integrated Learning, programs now operate in 12 schools across Southeast Queensland. In these programs, seven different second languages are used as the medium to teach Mathematics, Science and Studies of Society from Years 8 to 10. The current project of developing a National Curriculum for Languages prompted the Modern Language Teachers Association of Victoria (MLTAV) to include questions about immersion teaching as preferred second language teaching option in a recent online survey. 71% of the 386 respondents assigned a medium to very high importance to the inclusion of immersion models for a National Languages Curriculum (Modern Language Teachers Association of Victoria, 2009). In the recent Australian Council for Educational Research review on Second Languages and Australian Schooling, the author Jo Lo Bianco dedicates several sub-sections to immersion pedagogies and declares them as amongst the most promising design developments in the area (Lo Bianco & Slaughter, 2009). Based on a current research project, this presentation links the contextual and pedagogical variables in Queensland CLIL programs with a review of CLIL research worldwide, and offers some insights into retention and proficiency as part of the CLIL variables.

**Karin Speedy** (Macquarie University)  
**Session 1a**  
**Fostering research in French through discovery-focussed learning in advanced language units**

While French Studies at Macquarie has always had strong undergraduate numbers, few students had been continuing on to further study. Committed to fostering a depth of engagement in French and with a strong belief in research-based teaching, I have recently developed our two most advanced French language units as pathways to Honours and Postgraduate study. Set within a historical framework, the units provide an overview of the emergence of French identities and give the students the opportunity to discover the diversity of French and francophone literature, film, history, society, culture, philosophy etc. Whilst on this journey through the historical, cultural and intellectual development of France and the French-speaking world, students are expected to research, analyse, evaluate and share whatever interests them on the way through class contributions and various assessment tasks. My discovery focused learning approach, which allows students to identify their own research interests, aims to inspire students to continue their studies at Honours level and beyond. This paper will discuss the development of the units, how they are assessed and the student response to classes that encourage them to become active learners and extend not only their language skills but also their research and analytical skills.

**Slobodanka Vladiv-Glover** (Monash University)  
**Session 3c**  
**Freud and Vygotsky on the social/historical ground of memory: the case for cultural texts in language learning**

This paper takes as it starting position the reality of the psychic apparatus which according to psychoanalytic theory and theory of language (Sigmund Freud and Lev Vygotsky) operates through the storing of memory traces in the unconscious and the use of “inner speech” (“autistic speech”) as an integral part of the process of concept formation. According to Vygotsky, concept formation is pre-verbal...
(not in any language), while the verbal transposition of the concept into speech – syntax, morphology and word formation – is a secondary process. The paper argues that according to this model of speech, supported by post-structural theory (Derrida et al) as well as European literary aesthetics (Modernism’s ideas about the “native melody” of speech and the importance of intonation and voice in meaning construction), there can be no language acquisition outside the context of a cultural simulacrum which sets up, albeit under ‘laboratory conditions’, a replica of the learning situation of infants in a natural language. The inference drawn from this hypothesis is that the best method of language acquisition and language maintenance is through the learning of poetry and reading literary texts in the target language which should accompany any computer-assisted, interactive and communicative-situation based language instruction. Close reading of literary texts in the target language, with detailed explanations of word connotations in the historical context of their usage, would allow students to “think” in the culture of the target language.

**Yanyan Wang** (Australian National University)  
**Session 3d**

**Making ‘invisible’ ‘visible’: introducing conversation analysis in teaching language and culture in the ANU Chinese language program**

In spite of an increased emphasis on language education, limited research has focused on how culture and linguistic pragmatics can be incorporated into the language classroom (Liddicoat et al, 2003). Of particular interest in this paper is how tertiary language learners can develop their linguistic capabilities while achieving cultural communicative competence. This paper will show how one way of developing cultural awareness is through close linguistic analysis of people, interacting both within their own culture and across cultures. Using the framework of conversation analysis (CA) or talk-in-interaction which has an emphasis on close and detailed analysis of naturally occurring everyday interaction, the paper will show how language learners and educators can be given the tools to examine real interactions in order to explicate and understand hidden cultural assumptions. This paper will firstly show CA analysis of “ni hao ma” (how are you) in students’ telephone oral tests to demonstrate the power of CA in making invisible aspects of the talk visible. Secondly a lesson from a CA-based textbook to be used in 2012 by ANU Chinese language beginners (Chinese 1 and Chinese 2) will be discussed and finally the advantage and disadvantage of CA as a tool in language teaching will be outlined.

**Rowena Ward** (University of Wollongong)  
**Session 3c**

**Sexual identities: a contradiction in language learning and teaching**

For the most part, model dialogues, textbook illustrations and exercises assume a heterosexual norm. As a result, non-heterosexual language learners can be restricted in their ability to express themselves honestly and effectively in class.

Contemporary language methodologies understandably give primacy to the cultural contexts of the language being studied yet in the expression of sexual identities in places such as Australia, this can serve to negate student-centred learning and inhibit student exploration and open expression of their own sexual identities.

In this paper, it is argued that the sometime contradiction in the cultural context versus a student-centred learning environment needs to be addressed in such a way that language learners can express their sexual identities yet explore how these are expressed in the cultural contexts of the language. As such this paper addresses the language and cultural nexus. To illustrate the argument, some illustrations and examples from contemporary textbooks and examples of the presenter’s own experience are provided.
PLENARIES (SESSIONS 2, 4, 8)

Kerry Dunne (University of Wollongong) & Marko Pavlyshyn (Monash University)  
Languages of smaller enrolment  
An update will be given on changes in language offerings across Australia focussing on languages with small enrolments. In addition a progress report will also be provided on collaborative arrangements which were surveyed most recently in the 2009 DASSH project on collaborative models for the provision of languages in Australian universities.

Elisabetta Ferrari (The University of Melbourne)  
Report from the Sessionals Forum  
This brief report will outline the outcomes of the National Forum and Workshop for Sessionals held in the morning immediately preceding the opening of the Colloquium. During the Forum, titled “What place for sessionals in languages and cultures education?”, sessionals from various Australian universities had the opportunity to discuss (1) the situation of sessional and short-term contract staff involved in teaching languages and cultures; as well as (2) responses to an online survey distributed to sessional staff across the country. The report will, as a result, also provide a series of recommendations to LCNAU on how best to interact with and help sessional teaching staff within the sector.

Anne Freadman (The University of Melbourne)  
Rethinking the language and culture nexus: the place of Memory Studies  
Memory Studies have come to occupy a significant place in cultural studies over the past decade of so, and for this reason alone should not be neglected by teachers and scholars of languages. More significantly, cultural memory and the methodologies at work in its study can help to solve a problem that has beset the practical conceptualisation of the “nexus” of language and culture. This problem results from the obeisance paid by language teaching methodologies to a rigorously synchronic view of language, a view that underpins decisions to select exclusively contemporary or topical cultural content for language classes. These decisions stand in contradiction with most understandings of culture, both traditional and coming from recent paradigms in cultural studies, all of which require a diachronic dimension. It follows that the presence of the past – its sedimentation in discursive practices – is occulted by standard conceptions of language. This creates an acute need in our students, and an obstacle for us to meet that need.

Arguing from this premise, I suggest that the study of memory can help us out. Memory studies are concerned precisely with the cultural presence of the collectively presupposed past. Understanding how we talk and what we say, understanding what we do not need to make explicit in the dynamics of debate, participating in the collective conversation: if these are part of our objective in language teaching, then we need to take full account of what memory studies and its methodologies can offer us.

Mike Levy & Caroline Steel (The University of Queensland)  
Developing a collaborative framework for university languages provision in South-East Queensland: Strategies for Phase II  
‘... both in Australia and internationally there has been a great deal of rhetorical attention paid to the need for collaboration and innovation in the provision of teaching of languages other than English. By contrast there has been far less systematic examination of what exactly effective and sustainable collaboration involves...’ (Lo Bianco & Gvozdenko, 2006, p.10)

According to Hajek, Slaughter and Stevens (2008, p. 23): “The primary rationale for the introduction of the collaborative provision of languages is a commitment to the provision of a wide range of languages in the tertiary sector. This includes supporting languages of smaller candidature, which may have a fairly specific
target group,...”. There are other advantages too—especially when one considers the limited resources available and the potential for sharing those resources—and yet collaboration, especially between universities in close proximity to one another, is often complex and challenging for all parties involved.

This paper reflects upon the experience of collaborative provision of languages in South-East Queensland in relation to the Brisbane Universities Languages Hub (BULH), a 3-year agreement between the University of Queensland, Griffith University and Queensland Institute of Technology. In the presentation, areas of focus will include: 1) providing the most effective administrative arrangements and structures <Phase I>, and; 2) developing deeper collaborations around teaching and learning <Phase II>.

Alfredo Martinez-Expósito (The University of Melbourne)  
**The Languages Curriculum Reform at The University of Melbourne**

The University of Melbourne is currently embarked on a comprehensive curricular reform of nine language disciplines - Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Russian and Spanish. The first suite of subjects offered under the new model will be implemented in semester one, 2012. This presentation will offer an overview of this project’s institutional background as well as its rationale and aims. It will also address some organisational and logistic challenges and the solutions that have been deployed.

Colin Nettelbeck, John Hajek & Anya Woods (The University of Melbourne)  
**Leadership, and development vs casualization of language professionals**

One of the results of the ALTC-funded project “Leadership for future generations: A national network for university languages” has been the development of a research program to address an issue of deep concern to the tertiary languages sector, namely the trend to systemic deprofessionalization through marked erosion of senior leadership and widespread juniorization and casualization of staff. This paper will give an account of the outcomes to date and the plans for ongoing research undertaken by members of the ALTC project team.

Angela Scarino (University of South Australia)  
**The National Curriculum—university languages education nexus: the why and how**

The Australian Curriculum: Languages is being developed in the context of a rapidly changing social landscape that places particular demands on the nature of the languages curriculum, teaching and learning. Its development is bringing to the fore many policy issues that pertain to languages education at all levels in Australian education: primary, secondary and tertiary. In this paper, I outline some of these demands and policy issues. I then discuss a rationale for and the opportunities afforded by the Australian curriculum – university languages education nexus. I conclude with an argument for collaboration across languages, levels, settings and spheres of engagement as a necessary condition for meeting the requirements of languages education in Australia in contemporary times.

Anne-Marie Morgan (University of South Australia, incoming Babel editor), Matthew Absalom (The University of Melbourne, Babel editor), Sherryl Saunders (President AFMLTA) & Ruth Fielding (The University of Sydney & AFMLTA secretary)  
**Towards greater collaboration: what can school and tertiary language teachers offer each other?**

The Australian Federation of Modern Language Associations (AFMLTA) is the peak body representing languages educators in Australia. As members of the executive of the AFMLTA, the presenters of this paper work closely with language teachers across all Australian states and territories, and advocate for languages teachers in all national discussions about the state and future of languages education in Australia, including the Australian Curriculum, professional learning and pre- and in-service language teaching programs and policy. The presenters have been involved in implementing a number of professional learning programs for languages teachers, including the Professional Standards Project, based on the AFMLTA’s Professional Standards for Accomplished Teaching of Languages and Cultures (AFMLTA 2005), as well as being involved in pre- and in-service teacher language teacher training programs and
research. In a field that faces considerable and well-documented challenges, the need for collaboration across education levels is paramount, to facilitate transition between school and university programs, in working towards ensuring maximum student interest and engagement with languages learning and to retain both teachers and learners in school and tertiary programs. Many of the initiatives that have been explored with school teachers of languages, and programs used in tertiary contexts, have relevance to each other, and can provide possible ways forward in improving transition between school and university. The panel will problematise some of these transition impediments and opportunities and offer a selection of initiatives and strategies that might provide fruitful pathways for enhanced collaboration between school and tertiary level languages and cultures teachers.
Increasingly, quality teaching and learning experiences are characterised as being student-centred and providing opportunities for students to take a step back and consider their learning, both the how and the what. Over the past 30 years, diaries and learning journals have been used in the languages classroom for a wide range of pedagogical purposes. Requirements vary in accordance with aims and institutional settings, from the very structured and prescriptive, to open-ended, informal and, sometimes, unassessed production in the target language. Reflective tasks involve two major shifts in learner perceptions of tasks and of the teacher-student relationship. Notably, although not commonly considered in the literature, anecdotal evidence suggests that these shifts are not always straightforward for language learners. Reflective tasks firstly require a change from a product orientation to a process orientation. Second, the teacher-learner relationship is reconfigured so that the task becomes a type of dialoguing between teacher and learner in a way that is different from other tasks. This poster discusses attempts to provide students in tertiary Italian and French language subjects at The University of Melbourne with a reflective space through assessed tasks: a pen-and-paper reflective journal (Italian) and a weekly online blog (French). At the end of the semester we administered a brief online survey to uncover learner perceptions of the journal/blog. Students were asked about their perceptions of the aims of the task and for an evaluation of the usefulness of the task. We present our findings and compare differences between online and pen-and-paper reflective tasks.

In recent years, educators have paid more attention to the use of the Blackboard (BB) system as a supportive environment in their English foreign language (EFL) teaching and learning context. Nonetheless, little research has been given to the perceptions of students in terms of how students perceive the online interactions of their peers and instructors and how they experience using the BB in their EFL blended courses. The role of instructor participation is also seen as crucial, particularly in the students’ online discussion boards. To date, it is yet to be concluded what works best for students to be learning socially and to be productive and satisfactory when they use the BB system in their EFL blended learning. This paper presents some preliminary findings from a PhD study that utilized mixed methods research. Data (online documents, questionnaires, and interviews) were collected from 12 EFL blended courses of 265 undergraduate students and 9 native Arabic-speaking instructors in the Middle East in 2010. Findings show that EFL students feel more socially to interact with their peers than with their instructors in the BB system. Although the use of the BB system is seen as a useful environment by students, some of them express that they would prefer using the traditional teaching and learning environment than the blended mode because of several reasons.

The current trend for larger class sizes and reduced contact hours bring challenges for tertiary language students, where smaller group tuition is more effective, and regular sustained practice is essential. The benefits of collaborative learning and peer teaching are well known, and establishing a peer academic mentoring program among language students at RMIT University was seen as a possible solution to these challenges. Indeed, many studies on mentoring and tutoring report that mentors or tutors benefit as much as (if not more than) the mentees or students being tutored.
The programs at RMIT consist of intermediate, advanced or native speaker students mentoring beginner students in five target languages for up to two extra-curricular hours a week, assisting with specific language or study related difficulties and/or providing extra practice activities related to course content. The programs have proved an effective way of enhancing the language learning experience for both mentors and mentees, and the feedback received is continually overwhelmingly positive.

This presentation will describe both the operational side of the language mentoring programs at RMIT University, and the positive outcomes for all involved, with the aim of encouraging others to consider establishing similar programs in their own institutions.

Lilian Fleuri (The University of Queensland)  
*Portuguese language diffusion in the world and in Australia*

The Portuguese language is increasingly being taught at universities around the world. In 2010, the University of Queensland signed an agreement with the Brazilian Embassy in order to develop the first program of Brazilian Portuguese language in Australia. In 2011 the University of Queensland began teaching Brazilian Portuguese.

This paper will discuss how the program at the University of Queensland forms part of a worldwide picture of the promotion of the Portuguese language by the Brazilian government. A special attention is drawn upon the UQ Portuguese Program: its structure is examined as are its future projections.

It is verified that the number of Brazilian communities and its influence in the world, and in Australia, has increased considerably in the last decade. The growth of such an influence indicates that UQ Portuguese Program is only a starting point for the consolidation of studies on Portuguese language and Brazilian Culture in Australia.

John Hajek & Doris Schupbach (The University of Melbourne)  
*The network at work: the web presence of Italian as a case study for language program visibility in Australian universities*

The internet is now the primary source of information about language programs in Australian universities, for prospective students as well as for other academics and the interested public. Its web presence can thus have a significant impact on a program’s public profile as well as potentially also student numbers. The case study, on which we report, surveyed the web presence of Italian programs around Australia’s universities. It examined the websites from several perspectives: (1) the general visibility of the program; (2) the perspective of prospective students; and (3) the program’s general academic profile, taking into account issues of content, design and navigation. This survey aims to maximise accessibility and visibility of language programs across the sector and is a useful example of the improvement focus of the Languages & Cultures Network for Australian Universities (LCNAU). LCNAU offers a unique and productive context in which to audit and to explore best practice and to promote it across the sector.

Aishah Khojah (The University of Sydney)  
*The use of figurative language in ESL textbooks*

This study investigates types of figurative language used in English textbooks in the curriculum that are taught to Arabic speaking students at King Abdul Aziz University as a general English course (Kirn and Hartmann 2007; Cox and Hill 2004). The study applies a new method based on Metaphor Identification Procedure (Pragglejaz Group 2007) to identify figuratively used lexical items in the ESL textbooks. The purpose is to explore the different types of figurative language in the ESL reading texts that have similar or different elements with Arabic. It is assumed that figurative expressions can be compared across two languages in terms of whether they have: 1. Similar linguistic forms and similar conceptual basis; 2. Similar linguistic forms but different conceptual basis; 3. Different linguistic forms but similar conceptual basis; 4. Different linguistic forms and different conceptual basis. The results showed that these textbooks use different types of figurative language. Figurative expressions that are linguistically and conceptually different in English and Arabic are not as frequently used as those that are linguistically and conceptually similar in the two languages. Despite the small number of figurative examples found in these textbooks, the textual data in this study can be useful for a corpus based approach in both Arabic and English. They
are authentic data and can be cited in the concordance corpus data because the figuratively used lexical items have their roots in lexicography. This study may also help the ESL curriculum developers to realize the types of figurative expression that can be include in ESL textbooks.

References:

**Duck-Young Lee** *(Australian National University)*

**English as a lingua franca in a multicultural Japanese classroom**

Australian schools and universities provide a natural learning environment in which English is used as an academic lingua franca. A Japanese language course in this context is particularly interesting as it offers an excellent educational setting for exercising internationalization, in which the students learn Japanese language/culture through English-medium instructions while interacting with other students from diverse language/cultural backgrounds. However, it also creates a situation where international students may encounter difficulties in adapting and adjusting because of the linguistic/cultural complexity involved.

There is a strong tendency in Japanese courses across Australian universities to have more than half of the learners from non-Australian cultural backgrounds. While extended cross-institutional investigations and discussions are necessary to fully address the relevant issues, as an initial step, this study interviewed international students who were learning Japanese at the ANU, and investigated how they perceived this unique environment of learning Japanese within the Australian context. Findings show that their linguistic and cultural backgrounds have a great influence on their perception about learning Japanese in this context. Further, their view is not necessarily a negative one, contrary to expectation that they are at a disadvantage in the English-medium classes competing with local Australian students.

**Mike Levy & Caroline Steel** *(The University of Queensland)*

**Recent developments in TELL with a focus on listening**

Digitized audio and video have made their way into all aspects of educational computing. On the Internet, streaming audio and video allow the learner access to a vast quantity of audio material of all kinds. Audio and video files may be stored, managed, and distributed using technologies such as iTunes/iTunesU and YouTube along with mobile phones. Listening materials may be manually or automatically downloaded to a computer or portable media players for later study and use through simple file transfer, podcasts, and Web casts. Readily available programs such as Media Player enable the learner to examine sound and video files in flexible ways for learning, by adjusting the speed to slow down the stream of language or to pause and repeat key segments.

This presentation examines a number of these new developments relating to the development of the listening skill with a dual focus on design and use. Generic software tools for listening will be considered as will the pedagogical design of podcasts that blend content with pedagogy using a variety of approaches to facilitate structure and sequencing. A podcasting blog is also an option, and learners may create their own podcasts. These various alternatives will be examined and compared with an emphasis on their practical value for language teachers and learners.

**Julien Leyre & Raphaël Trantoul** *(La Trobe University)*

**The Marco Polo translation project**

The Marco Polo Project is an online platform that brings across contemporary Chinese writing to Western audiences using crowd-sourcing to select and translate influential texts not currently available in any Western language. It provides a platform for cultural mediation, through its selection, translation and referencing.
The Marco Polo project provides an innovative collaborative model of teaching and learning. Teachers of language and translation will use the website to source material for their classes, find real-life examples of translation difficulties, and integrate it as part of their curriculum.

Students will use the website to exercise their translation skills. They will be able to meet and dialogue with native speakers of the language they study through the social networking interface, creating an incentive to participate and have their translations improved by native speakers. Additionally, they will be able to use their translation as a portfolio to showcase their translation skills.

The beta version is accessible at http://marcopolo.org/terms
More information on strategic vision for the project is accessible on: https://sites.google.com/site/marcopolo2011/

Grazia Micciche’ (Australian National University)
Session 7
Diversifying Italian language teaching

The cultural section of the Ministry of Foreign Affairs of Italy has been sending lecturers to academic institutions abroad for more than 10 years. Their role is teaching the language and exposing the students to the latest aspects and developments of Italian language and culture.

When I was sent to the ANU, I soon realized that the offer in language teaching needed a boost toward new and unexplored directions, and that this renovation should take place via a much more widespread use of all forms of technological communication, which are so familiar as a form of everyday language among teenagers, but seemed, at least they did three years ago, so foreign to academic communication.

If you read the ANU flyer which explains why one should study Italian, you’ll read that “Italy is a very popular tourist destination, particularly for young people”. This is wonderful, and certainly crowds of foreign visitors bring significant revenue to the country I come from, but my first reaction, in reading this was: “I don’t think that we should just teach Italian for tourists. We should teach Italian for jurists!” That is, I realized that it was about time to come out of cultural stereotypes, and that we had the resources and the teaching methodology to move to new directions. It’s in this spirit that two new courses, ‘Juridical Italian’ and “Italian for Opera Singers” were born. My colleagues, the diplomats from the Ministry of Foreign Affairs of Italy on the one hand, and Alan Hicks, Head of the Voice Department at the ANU School of Music, have offered their expertise, and have helped to create a course tailored on the specific students’ needs for professional development.

My talk will be on the methodological aspects of these courses, keeping in mind the frame of Italian language teaching in Australia and elsewhere, as a whole.

Maria Isabel Pena (University of Western Sydney)
Session 7
Machine Translation: students’ perceptions

The popularity of the communicative approach in the sixties displaced the use of translation as a language learning and teaching strategy. Since then, only a few voices have raised to defend its value, within the right context, as another communicative activity, particularly at higher levels (Sewell 1996; Kaye 2009).

Machine translation (MT) is another teaching/learning tool altogether. The machine-generated text offers a type of scaffolding upon which the individual student can project their grammatical knowledge on the language being learned. The teacher may find in it also a common platform for a class activity.

Anecdotal evidence points to the fact that, against the explicit advice of teachers, some students recognize having written first the text in English, then ‘fixed’ its MT output. Teachers have found also students presenting the raw MT as their own work. As web-based free MT improves, this trend cannot but rise.

This poster reports on the preliminary results of a study on the use of MT in the production of written text by undergraduate Spanish language students at beginner and intermediate levels.
When preparing communication and language learning materials for people from different language backgrounds, many factors require consideration; these include theoretical orientation, purpose, context, educational needs, study level, as well as the cultural backgrounds of the teachers and their target learners. The classroom activity presented in this poster aims to engage advanced level language learners in discussion, analysis and reflection about the interrelationships between language, identity, culture and communication. The theoretical basis of the paper draws on dialogic and poststructural approaches to communication. During this activity students: discuss theoretical approaches to communication; analyse text extracts about language, identity, culture and communication written by authors from different linguistic backgrounds; interview each other about their own experiences of communicating in different languages with people from different cultures; analyse and reflect on the interview data they have gathered. It is hoped that this approach to transcultural communication pedagogy will not only deepen students’ understanding of the ways in which language, culture and communication interact in the creation and practice of their own evolving multilingual identities, but equally encourage teachers to reflect on how their subjectivities also continue to be formed and re-formed through the design and delivery of such activities in multicultural learning environments.

Rey Tiquia (The University of Melbourne)  
**Translating Chinese and English languages as assemblages**

The English and Chinese languages are assemblages. Both languages are an assembly of heterogeneous components - letters, characters, phonemes, ideograms, tongue, mouth, throat, teeth, *pin yin*, books, discrete signals, computers, the Internet and so on. Elements in this assemblage come together in space and time to generate communication, culture and knowledge. Language can come in a variety of forms and versions, e.g. vocal, pictures, symbols, digital, alphabet-based, hieroglyphic and so on.  
As assemblages, how can we translate alphabet-based English into inscription-based Chinese and vice-versa?  
In alphabet-based English, one assembles the letters of the alphabet in the right order to generate words orally or in text to convey meaning. On the other hand, in the Chinese language (modern and classical), monosyllabic words are assembled in the right sequence by a number of standardized graphs or ‘tools’ like dots and various line strokes to convey meaning. However, the Chinese language is currently undergoing transformation. The scripts are being ‘simplified’ *jian hua* while its traditional phonetic system *sheng yun xue* is being structured by the phonetics of the Western alphabet. This is a situation which presents problems in understanding and translating premodern classical Chinese concepts into contemporary English.
WORKSHOPS (SESSION 6)

Language programs and teacher training  
Co-Facilitators: Matthew Absalom (The University of Melbourne) & Margaret Gearon (Consultant)  
Session 6a

Models of teaching and learning  
Co-Facilitators: Peter Morgan (The University of Sydney) & Jane Simpson (Australian National University)  
Session 6b

Student pathways: attrition and retention  
Co-Facilitators: Kerry Dunne (University of Wollongong) & Louise Jansen (Australian National University)  
Session 6c

Technology Enhanced Language Learning  
Co-Facilitators: Mike Levy (The University of Queensland) & Scott Grant (Monash University)  
Session 6d

The language and culture nexus  
Co-Facilitators: Anne McLaren (The University of Melbourne) & Nijmeh Hajjar (The University of Sydney)  
Session 6e

The National Curriculum and Universities  
Co-Facilitators: Angela Scarino (University of South Australia) & Joseph Lo Bianco (Australian Academy of the Humanities, The University of Melbourne)  
Session 6f

The teaching and research nexus  
Co-Facilitators: Jean Fornasiero (The University of Adelaide) & Lynne Li (RMIT University)  
Session 6g