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Multilingualism in a bicultural society: The experience of African immigrant students in New Zealand

Linguistic and cultural diversity in New Zealand's tertiary institutions and communities has the potential to enlighten and expand our understanding of ourselves and others; it also presents challenges, particularly for students and educators.

Studying in a different country presents foreign students with different academic and cultural challenges. The ability of foreign students to successfully respond to these challenges is often linked to the following: their proficiency in English language; their ability to cope with different approaches to teaching; moving from teacher-dependent to autonomous-earner status and dealing with psycho-social cultural pressure.

However, the social and political relations between groups often determine how a language is perceived, treated, or utilised within society as a resource, problem, or even as part of the civil and human rights of individuals or groups.

This paper explores the interconnections between language, identity and education as they relate to the right of African immigrant students to a meaningful and inclusive education within New Zealand's bicultural society. To achieve this purpose, the paper uses contrasting discourses on multilingualism and biculturalism in New Zealand and narrative methods to examine the influence of biculturalism on African immigrant students as well as the interconnection between their languages, beliefs, values and behaviours and the impact of these on their learning.

Further to this, the paper examines research findings supporting the emotional, cultural and academic challenges experienced by African immigrant students (arising from the need to be 'competent' users of English language) and the associated impact on cultural diversity. It also makes a case for recognizing African immigrant languages, beliefs, values, and behaviours, not as a negative barrier to social and political integration, but as a critical constituent of culture and identity and a positive national resource.

Strand: *Bilingual/immersion education*, Sector: *Adult*

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The use of Afrikaans lyrics to improve first-year students' pronunciation

This study examines the use of Afrikaans song lyrics in acquiring the pronunciation of sounds. It shows how the use of the lyrics increased the students' ability to correctly pronounce words. Furthermore, it examined the influence of the students' first language on pronunciation and the effect of using lyrics to motivate students to learn Afrikaans.

The main objective of the study is, not only to discover whether the lyrics of the songs had a positive effect in acquiring the typical sounds in Afrikaans, but to discover why the use of lyrics is effective in learning Afrikaans pronunciation. To achieve this, 34 first-year students enrolled in the Afrikaans language acquisition module were recruited.

The students were divided into two groups: the control and the experimental group. Both groups completed a pre- and a post-questionnaire and pre- and post-recordings. The pre-questionnaire gathered information on the students' language background, their attitude towards, and their experience of, Afrikaans. They also had to rate their proficiency in Afrikaans pronunciation and their current knowledge of Afrikaans. They had to list their favourite music genre – the reason for this was to lower the affective filters of the students in the control group by giving them song lyrics in their music genres of choice. All the students were recorded and then observed in the classroom setting. The control group were given a list of Afrikaans lyrics to listen to and a grid to fill in. At the end of the study, all the students completed the post-questionnaire and were recorded again. The questionnaire examined the students' knowledge after the study took place to assess the students' progress in the pronunciation of Afrikaans sounds (and words) and vocabulary and the effect of the lyrics on the students' motivation. The recordings were transcribed and analysed.

Strand: *Bilingual/immersion education*, Sector: *Tertiary*

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The use of literature in an Afrikaans, task-based, second language module for university students

One aspect of the task-based approach to the teaching and learning of a second language which has not received much attention is the use of literature as a means to teach and learn a new language. This is also the case for the use of Afrikaans literature as a means of teaching and learning Afrikaans in a university context.

Researchers in South Africa claim that the use of literature is not received enthusiastically in Afrikaans second language classrooms because literature is seen as too complex for Afrikaans second language learners and therefore as disadvantageous in the process of language acquisition. But recent trends show the necessity of integrating Afrikaans second language teaching and the use of Afrikaans literature as a resource for teaching and learning Afrikaans because of the rich content and examples of authenticity which can be found in Afrikaans literature. Proponents of task-based teaching are of the opinion that task-based teaching can encourage teachers to use more literature in their language acquisition classrooms. They argue that the most effective way to teach a language is by engaging students in real world language use in the classroom by designing tasks which require the students to use the language themselves.

This paper starts with a brief summary as to why literature is not used in Afrikaans second language classrooms as well as reasons why it *should* be used. It then briefly explains the task-based approach to teaching and gives some examples of task-based literature activities which can be used in the Afrikaans second language classroom. A lesson plan using Jane Willis' task-based learning framework on teaching a short story to first-year students learning Afrikaans is used to highlight the importance of creating and sequencing tasks to promote language use.

Strand: *Bilingual/immersion education, Sector: Tertiary*

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Assessment of learning of minority and endangered languages in multilingual schools: A vitality-driven framework

Western Armenian is a 'Definitely Endangered' language spoken throughout a global diaspora, the heart of which is in Beirut, Lebanon. For 100 years, schools have sustained the language without state support or official status. This case can offer many lessons to nascent minority language programmes which are proliferating worldwide. However, falling enrolment in these schools in recent decades weakens the language's vitality. Two key challenges for Armenian schools in Lebanon and elsewhere are their justified reputation for outdated pedagogy, and their lack of preparedness to teach Armenian as a second language. Enrolment drops when parents seek learner-centred teaching and cannot find it in Armenian schools, and again when parents hope to enrol a child whose dominant language is not Armenian. The vitality of the language is then impacted through the alienation of potential competent speakers, future teachers, community leaders and parents.

Questions of measuring and instilling language proficiency are particularly complicated in Lebanon's multilingual context, where European languages and hybrid language practices disrupt the familiar minority/dominant language dichotomy. This paper takes on this challenge, however, from the perspective that the two challenges to the schools can begin to be addressed by the same approach: a framework that reorganizes language pedagogy in the schools to be both engaging for learners and effective in creating active maintainers and revitalizers of the endangered language. Acknowledging the specificities of a multilingual context, the framework combines standards and assessment tools developed at a Lebanese research centre for educational innovation with the rich understanding of language vitality dynamics that has been developed by 'Ethnolinguistic Vitality' theorists.

The vitality-based framework will emphasize specific domains of spoken competence, functional and symbolic literacy, and the penetration of the language into social domains. An action research agenda will map the continued enrichment of the programme methodology.

Strand: *Bilingual/immersion education, Sector: Secondary*

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Learning Māori: Folk linguistic perspectives of language acquisition policy in New Zealand

Language acquisition is central to revitalising the world's endangered languages, including Māori, which was all but erased by colonial forces. Traditional language revitalisation theories, such as Fishman's (1991, 2000) Reversing Language Shift theory and the United Nations (2003) language vitality matrix, are popular amongst academics and authorities to advance their interests in stopping language attrition and preserving linguistic diversity. The theories propose who should learn the language, where they should learn it, and prioritise the restoration of a native language community across domains. They see intergenerational language transmission in the homes of minority populations as pivotal to language vitality and largely see language acquisition as a matter only for, and by, the endangered minority. However, such theories often rely on traditional European ontologies of language vitality and ethnolinguistic identity and are politically, culturally and socially decontextualized from the diverse communities they seek to serve. Postmodernists are skeptical: Romaine (2006) calls for a reconceptualisation of postcolonial language vitality and points to Basque, Welsh and Irish as examples where the objectives of indigenous language revitalisation depart from traditional theory and where proficiencies are obtained largely, and successfully, outside homes.

What then do New Zealanders specifically envisage as priorities for Māori language acquisition within language revitalisation policy? Positioned in the folk linguistics of language policy (Albury, 2014), this paper reports and compares findings from a quantitative and qualitative survey undertaken amongst Māori and non-Māori youth about what role they afford language acquisition within policy and what they see as policy priorities: who should become new speakers of Māori, where should language acquisition take place, and indeed to what proficiency level? The paper concludes with insights to help revisit traditional understandings of language revitalisation and vitality in postcolonial communities.

Strand: *Language education planning and policy*, Sector: *Community*

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Levels and sources of foreign language anxiety among Saudi EFL learners: A proposed model

Feelings of anxiety are commonly expressed by Saudi learners in their English as a foreign language (EFL) classes. These feelings typically exert detrimental effects on these learners' foreign language attainment. This paper reports on the findings of a large-scale study for which three data-collection iterations were conducted over three years to investigate the levels and sources of foreign language anxiety (FLA) among 1389 Saudi EFL learners. Learners were asked to report the amount of anxiety they typically experienced in English language classes and the potential causes that evoked their feelings of language anxiety. The Foreign Language Classroom Anxiety Scale (FLCAS) was used to evaluate learners' anxiety. Descriptive statistics such as mean and standard deviation were used to assess the levels of learners' anxiety, and an explanatory factor analysis (EFA) was conducted to identify the sources that evoked learners' anxiety in classroom-based language learning. Participating learners in the three studies reported moderate to high levels of anxiety, with communication being the key cause of learners' language anxiety. The three studies' findings were highly consistent and thus we were able to propose a context-based model of FLA in the Saudi EFL context.

Strand: *English language education*, Sector: *Primary*

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The impact of content and language integrated learning in Qatar

This paper focuses on the impact of the introduction of Content and Language Integrated Learning (CLIL) in two Secondary English classrooms in Qatar. The discussion details the teaching strategies used by teachers in Qatar and how their capacity and intention to implement CLIL has affected the way they teach and handle challenges.

This research enquiry involved a qualitative research framework that involves classroom observation of CLIL classes and interviews of both teachers and students. The study aims to explore the strategies teachers use in teaching academic content and linguistic content, the strategies used to study the academic content and linguistic content, and finally the challenges that both teachers and students face in the implementation of this language method. The main

WITHDRAWN

finding that the paper will focus on is the relationship between the implementation of CLIL and teachers' self-efficacy.

Strand: *Bilingual/immersion education, Sector: Secondary*

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Using listening portfolios to promote agency in English language learners

Together with a reflective memorandum, the listening portfolio makes an effective means for assessing adult learners' independent acts of extensive listening in an English as an Additional Language (EAL) degree programme in the interconnected world of the 2010s. Framed by studies investigating informal and strategic EAL learning beyond the classroom, this paper describes a situated pedagogical approach to the assessment of extensive, real-world listening. This approach was developed in the light of emerging understandings about learners' needs to demonstrate both their awareness of the features of authentic spoken language and the desire to assess their application of extensive listening strategies in a range of authentic and sociocultural settings.

Thirty-five international and migrant students submitted portfolios recording their implementation and evaluation of strategies used in authentic listening events, either in person or using digital texts and learning technologies, over an eight-week period. The study uses qualitative descriptive methodology. It draws on constructivist thematic analysis of both the listening portfolios, where students describe the strategies tested and their contexts, and the reflective memoranda where they evaluate their success in applying strategies. The analysed findings bring forward evidence supporting the proposition that learners encouraged to learn one- and two-way extensive listening via real world experience both report increased communicative confidence and take steps beyond autonomy towards agency.

This supports the use of a pedagogy for teaching and learning extensive listening that presents, demonstrates and practises key strategies and assesses them via a flexible listening portfolio developed over the duration of a programme. The students emerge with what one participant calls 'memorable and meaningful tools' for his future life. This might suggest the possibility of developing future identities as agential participants in communities (Toohey & Norton, 2003); not merely students instrumentally completing a competency test.

Strand: *English language education, Sector: Tertiary*

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Javanese maintenance strategies in multilingual setting of Yogyakarta, Indonesia

Multilingualism differs from place to place, with different pressures and outcomes depending on each unique situation. In the Indonesian context, an important factor is the status and overt prestige afforded to the national language, Bahasa Indonesia, posing a possible threat to local language maintenance. The mandating of Bahasa Indonesia as a symbol of national identity was expected to unify Indonesia's diverse population, and as such it is used in inter-ethnic communication across the country, including in Yogyakarta, the centre of Javanese language and culture. Increasing numbers of the Javanese community in this multicultural city use Bahasa Indonesia in both official and domestic domains. Some evidence shows it is beginning to gradually replace Javanese, the dominant local language, in many everyday and business domains.

This paper explains the findings from a research project that explored young Yogyakartaans' local language maintenance, and multilingual use, choices and perceived competence from cognitive, behavioral, and affective perspectives; it focuses on findings related to attitudes and use of Javanese, Bahasa Indonesia, and the international languages, English and Arabic. The paper also details best practice strategies for local language maintenance.

A mixed-methods approach was used and data were collected using questionnaires, observations and interviews. The main participants were 1,039 junior and senior high school students between 12 and 18 years of age. They completed a questionnaire and their language interactions were observed in classes and playgrounds. Supporting data were collected from 34 language teachers, who also filled in a different questionnaire from the students and from nine principals, who were interviewed in depth. The data were analyzed using statistical and qualitative methods.

Strand: *Bilingual/immersion education, Sector: Secondary*

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White guys in Asia: Dilemmas of diversity for English language educators

This paper reports on a five-year ethnographic research project that investigated the personal and professional experiences of white Western men teaching English in Japan. Drawing on ethnographic data and interviews with 54 participants from the USA, UK, Ireland, Canada, Australia and New Zealand, the paper discusses the complex and contradictory positioning of white Westerners as privileged outsiders in a non-white-majority context.

The research participants in this study taught English language in various institutions within the Japanese education system, including high schools, conversation schools, vocational colleges, women's colleges, and universities. On the one hand, most of the men in the study reported that they enjoyed significant professional and personal benefits as exotic 'others' in Japan, including easy access to employment and an enhanced sense of masculinity. In the longer term, however, many reported that they faced challenges in both professional and personal domains as a consequence of their membership in a category marked by 'otherness' in skin colour, national origin, and native-speaker status. Although most aspired to higher-status employment and security as English language educators in the Japanese higher education system, their continuing status as outsiders rendered them as marginalised in, and perhaps superfluous to, the Japanese education system.

On the basis of recent research literature and informal discussions across the sector, the paper suggests that the experiences of white Western men in Japan may be repeated across other North-East Asian contexts, including Korea, Taiwan, and China. The paper concludes with a series of open questions about the value and status of native English speakers as teachers of English language in East Asia.

Strand: *English language education, Sector: Tertiary*

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Mind the gap from methodology to policy: The European survey on language competences

This paper reflects on the aims and methodology of the European Survey on Language Competences (ESLC). The survey tested the foreign language competence of approximately 55,000 students across 14 European countries with the goals: (1) providing comparative data on foreign language competence; and (2) informing policy on language learning and teaching. These goals originate from the 2002 Barcelona European Council Conclusions which called for 'action to improve the mastery of basic skills, in particular by teaching at least two foreign languages from a very early age' (European Commission 2005, 3). Thus, the same survey is designed to measure the effectiveness of current policy as well as being used formatively for future policy generation. In the context of the ESLC, this is not only at the level of individual country but also at European Union (EU) level where the findings will be used to inform future European policy on multilingualism.

The paper argues that there is a gap between the purpose of international comparative education surveys such as the ESLC and the methodology used, and thus also the ability of the data to feed into and inform policy and practice. It is suggested that further methodological advances and improvements are needed if such surveys are to produce data that give a clearer and more in-depth understanding of what actually goes on in classrooms and positively impact on learning and teaching.

In particular, this paper focuses on the limitations of the methodology used in adequately capturing the linguistic diversity and complexities of the language learning context in Europe.

Strand: *Language education planning and policy, Sector: Secondary*

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The multilingual Province of Bolzano, Italy: Language lab models for migrant pupils

In the Autonomous Province of Bolzano, in Alto Adige/Südtirol, Italy, more languages are appearing: this area has been enriched, over the last 15 years, by a number of linguistic nuances due to the migration of people from all over the world. The changes concern all sectors of society, education included: the school system in South Tyrol has been dealing in the last decade with the creation of a educational network education for all students. Since 2007 a joint project between the three language education systems (German, Italian and Ladin) has been established in order to promote the integration of pupils (and their families) with migrant backgrounds. The presentation focuses on the strengths and weaknesses of language labs in Italian as a Second Language for pupils with migrant backgrounds in a district of South Tyrolean. The research identified criteria for structuring models of language labs fitting into the educational programme of the school institutions with an action plan based on the networking of schools, families, Language Centres and associations on multiple levels for a growing inte-(G)R-a(C)tion in the social fabric of the new citizens in this area.

Strand: *Language education planning and policy*, Sector: *Primary*

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Grammar instruction as a prerequisite for word recognition

North Sámi is an indigenous language traditionally spoken in the northern regions of Scandinavia, in Northern Norway, Northern Finland and Northern Sweden. It has less than 40,000 speakers, and the speakers are scattered over a vast geographic area. In all of Scandinavia, there are only three municipalities where North Sámi is the majority language. In Norway, there has been an effort to increase the number of adult speakers of the language, through language courses in the communities, and in higher educational institutions such as UiT, The Arctic University of Norway and the Sámi University College.

Teaching North Sámi as a foreign language is challenging. The language has extensive morphology, with inflections and stem alternations that create word forms that differ substantially from the base form of the word. The students have few possibilities to interact with actual language users outside the classroom, and teaching material produced for adult learners is virtually non-existent. To become fluent speakers of North Sámi, students have to master extensive morphology in practical language usage, based on meagre linguistic input. This situation is not unique to North Sámi; it is a fitting description of many indigenous languages throughout the world. Immersion courses for adults have been developed and tested, with relative success. We would like to present a different solution: a focus on the importance of grammar in word recognition. We will show how an integration of grammar instruction, practical conversational training and online teaching resources can ensure the students have a linguistic platform for word recognition and spontaneous production in conversational situations. This platform also enables students to proceed with language learning on their own, after the course is completed.

Strand: *Bilingual/immersion education*, Sector: *Adult*

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Everyday vocabulary in a multilingual situation

North Sámi is the biggest of the Sámi languages, but still with less than 40,000 speakers. It is spoken in three countries, Norway, Sweden and Finland. Most speakers of North Sámi are bilingual, speaking one of the national languages in addition to North Sámi. The everyday use of North Sámi is thus influenced by three majority languages. As an example, new technology necessitates new terminology. This terminology enters the languages of North Sámi speakers in one of the majority languages first. One would think that this situation would give rise to common language planning efforts in the North Sámi community, but this has proven to be difficult. There has been an increased effort in the development of common terminology across the three countries since 2013, with the establishment of the Giellagaldu ('Language Source'). Giellagaldu develops terminology and addresses 'norming' issues in all Sámi languages at a Nordic level.

However, the influence of the three majority languages on North Sámi everyday vocabulary is already evident, and hard to reverse. This is something that must be taken into account when developing linguistic material to be used by the North Sámi speaking population.

The DASAGO project at UiT – the Arctic University of Norway – has adapted the MacArthur-Bates Communicative Development Inventories to North Sámi. These Inventories consist of two parent report forms for the assessment of the linguistic and communicative development of young children. The forms consist of, among other things, vocabulary check-lists. In this presentation we will discuss some of the challenges in adapting the vocabulary check-lists to North Sámi. These challenges are due, partly to the massive majority language impact on new terminology, and partly to the lack of long-term language planning.

Strand: *Language education planning and policy*, Sector: *Community*

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Discourses in place: Patient texts in a hospital space and health literacy

Scollon and Scollon (2003) contend that socio-political control of the spaces we live in is achieved through ‘the control of discourses in those spaces’ (p. x). Exploration into these discourses in place and the meanings they might have can disclose institutional processes or systems of context or control. In a hospital setting, patient notes or patient education texts and realia are discourses in place. This presentation reports on research undertaken within the cardiovascular service of a hospital. It examines the space of the literacy practices, the texts available in that context as artefacts, and the peopling of the texts. It extends Swales’ (1998) notion of ‘textography’ by using ethnographic research approaches. This approach allowed the examination of the position of written texts, the recording of the mediation of texts by literacy brokers (nurses) as well as the patient reactions to the texts in their own health journey. The research found the spatial placement and scarcity of patient information texts constrained patient health literacy. In addition, text mediations in the hospital space by literacy brokers were pivotal literacy events for enhancing patient understanding of condition and care. These findings have implications for literacy education in health and other domains, which will also be presented.

Strand: *Literacy education*, Sector: *Community*

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Short stories of a language teacher’s imagined identities: A (very) longitudinal study

Narratives can offer a way of bringing coherence to teachers’ fragmented and shifting teacher-learning experiences and, since these experiences are embodied in their stories, researchers are able to learn about them by analysing the complex process of narration in specific instances (i.e., the teachers’ stories). Short stories are short excerpts of data extracted from a larger set of narrative data such as interviews and written narratives. Short excerpts of data are often used to illustrate themes found in data, but these are not always short stories, since they have an illustrative purpose rather than being analysed in their own right. In analysing short stories, interest turns to the content of the stories – what they are about – and how, through this content, we learn about the experiences and identities that are displayed and reflected on in the stories. In making sense of the content of the short stories, attention should also be paid to the contexts in which they are constructed. In this presentation we report on a study which investigated the imagined identities of a pre-service teacher of English in New Zealand. In written narratives and interviews, the teacher, a Tongan migrant, imagined quite definite identities for herself in her future teaching world. Eight years later, the teacher is teaching in a secondary school in New Zealand. In a lengthy narrative interview with the researcher, the earlier imagined identities are revisited, deconstructed and compared with current identity constructions. In the presentation, a detailed content and context analysis of two to three short stories extracted from the early data and the interview data generated eight years later will be conducted collaboratively by both the researcher and the teacher.

Strand: *English language education*, Sector: *Secondary*

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Language-in-education policies: What's going on right here, right now?

The nurturing revitalisation efforts for te reo Māori today, as an official language of New Zealand, is a stark contrast to its treatment 80 years ago. Since then, New Zealand governments and educationalists have extinguished assimilationist views and this has resulted in New Zealand's rich bicultural identity being infused throughout curriculum documents and educational frameworks. The New Zealand Curriculum (2007) embeds the rising status of te reo Māori as a central part of New Zealand's ideology and national identity (Shohamy (2006), Ricento (2009), Pennycook (2010)). However, despite Waite (1992) recommending a specific language policy for New Zealand over two decades ago, no government has promoted any language policy, undermining many revitalisation attempts.

This research aimed to investigate how the well-meant intentions of official documentation translate into mainstream, primary school classroom environments, and questions: are intentions really enough to preserve and promote te reo Māori? The study triangulated sociolinguistic interviews, linguistic landscapes of classrooms and a close analysis of official documentation used in a decile 1, a decile 4 and a decile 9 primary school in the Hawkes Bay region. Sociolinguistic interviews were conducted with both a teacher and principal in each school, and the interview questions discussed issues of language policy implementation, successes and problems related to the teaching of te reo, and achieving expectations set by the Ministry of Education.

The findings revealed that each school interpreted and implemented very different language-in-education policies depending on unique environmental influences. Using Bourdieu's (1986) symbolic capital framework as a lens, lower-income schools had higher cultural capital to utilise for te reo Māori instruction, while higher-income schools had low cultural, but high economic and institutional capital. Furthermore, the documentation, implementation and 'connectivity' of each school's policy differed depending on their goals and plans for te reo Māori.

Strand: *Language education planning and policy, Sector: Primary*

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Literacy education for future rural prosperity and sustainability

Using Gee's (2012) definition of literacy, individuals are viewed as literate when they are able to successfully and fluently engage in communication practices with others, and have the ability to participate in literate practices with sufficient mastery to achieve social and economic goals. This presentation will explore the types of literate practices likely to be needed in the future by those who choose to remain and build rural communities which are sustainable in an increasingly urbanised and globally connected world. A picture of probable and preferred futures for rural communities in Australia have been developed using Gough's (2010) futures research methodology and a sample of publications about rural South Australia as data. Trends indicate diverse challenges will be faced in the future by rural residents and their communities, requiring community members to work together to maintain social infrastructure when circumstances change, and to ensure the economic viability of enterprises. Rural communities will increasingly need to be self-sufficient, and able to respond creatively to challenges caused by decision makers outside the community. Adaptability will also be important where economies are dependent on products subject to global markets. These conclusions highlight the importance of students who are being educated in rural locations receiving a high quality literacy education that will enable them to be flexible in their literacy practices in the future, both in interpreting and analysing the texts they receive, and creating texts that can successfully influence policy makers and business leaders and support engagement in markets.

Strand: *Literacy education, Sector: Secondary*

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Looking at indigeneity and its 'representation' in Latin America: Reframing identity through education

Indigenous people have regained visibility in the past decades all over the world. Their long resilience has allowed some of them to find ways to instrument particular educational projects to search for a better future for their communities. In Latin America, indigenous communities have long been the Other in what used to be their own land. For a long time, the representations that the dominant culture of the region has placed upon them have been seen as different, enigmatic, exotic and even uncivilised and barbaric. Knowledge and perceptions of indigenous

communities very often come from the representations drawn by outsiders, which look at them as if looking at a distant Other.

Drawing upon Edward Said's concept of 'Representation' and the discourse that can be weaved through visual and literary representations on the Other, several examples will be reviewed. I will look over the contrasts among these generalized depictions and how a particular community has chosen to represent themselves. The aim is to have a visual, literary, symbolic contrast of these representations to better understand the concept of indigeneity or 'indianidad' in some countries of Latin America and how this is understood and perceived in Aotearoa New Zealand. What defines indigeneity? What contrasts can we identify in these two regions of the world? How do we 'read' indigenous communities in a particular country in Latin America, and how can these communities start to be 're-read' through their own eyes, through the ways in which they are choosing to represent themselves?

Strand: *Bilingual/immersion education*, Sector: *Community*

Beukes, Vernita (Stellenbosch University, vernita@sun.ac.za)

Applying Mayer's instructional principles to create an Afrikaans computer program

This paper focuses on the application of Mayer's (2009, 2011) instructional principles, to create an Afrikaans computer program for international students. These students are all enrolled in courses presented by Stellenbosch University's Language Centre. The question of how the principles that Mayer designed could be used in a South African context, with Afrikaans as the instructional language, was used to underpin the research.

Through the application of Mayer's instructional principles, I developed a computer program to address the needs of international students studying Afrikaans. This program was developed in response to feedback collected over a two-year period (2011–2013), from students enrolled for Afrikaans vir Beginners vlak 1 (Afrikaans for Beginners level 1). The course falls under the International Programme at Stellenbosch University (IPSU) and students attend classes for 4 hours a week for one semester.

The feedback emphasised a specific need for a computer component in the above-mentioned course. Stellenbosch University's learning management system SUNLearn, was used to develop this program which was developed in 2013. In 2014, a cohort of students registered for the Afrikaans vir Beginners vlak 1 (Afrikaans for Beginners level 1) course tested the program, which yielded both qualitative and quantitative information.

In my presentation, I will provide some background on both the course and the students who are enrolled for the course. I will also explain the method used for data collection.

The computer program consists of four principles: namely *coherence*; *redundancy*; *spatial contiguity*; and *personalization*. These principles will first be explained, and then examples of their use in the computer program will be provided.

In conclusion, the piloting of the program will be discussed, results presented and recommendations made for future development.

Strand: *Bilingual/immersion education*, Sector: *Tertiary*

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Investigation language policy implementation in IB World Schools: A closer examination of Asian contexts

This presentation reports findings from a study that investigated language policy (LP) development and implementation in selected International Baccalaureate (IB) Schools with a particular focus on how these schools balance the promotion of English versus other languages. Designed for a network of more than 3,700 schools in nearly 150 countries, IB's stated LP endorses a multilingual approach to language use and learning as a means of providing students with a rich foundation from which to grow academically. English, French, and Spanish are the organisation's international working languages for communication and instruction. Thus, the role of other languages is an important consideration because IB schools are expected to place importance on students 'mother tongues' and other languages.

Findings from case studies of IB schools in China, India, and Japan are highlighted with brief reference to five studies conducted in North America, Europe, and Africa. Data were drawn from site visits, classroom observations,

interviews, and document analyses. Following Tollefson (2013) and Tollefson & Tsui (2003), consideration was also given to the role of ideologies that affect policy implementation and emphasis was put on the promotion of English versus other languages. Each case study identified salient themes that were common across schools, as well as those that were unique to each local and national context. Findings indicated the dominance of English as either the medium of instruction or to fulfill 'foreign' language requirements, often to the detriment of other languages, particularly students' mother tongues. More inclusive practices were found in schools that included teachers in the process of developing policies from the outset.

Strand: *Language education planning and policy*, Sector: *Secondary*

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Ma, Georgina (Auckland UniServices Ltd, georgina.ma@auckland.ac.nz)

Avoiding checkmate: A winning combination to achieve a language proficient Aotearoa

'Daring ideas are like chessmen moved forward. They may be beaten, but they may start a winning game.' Johann Wolfgang von Goethe

Without a formal policy for languages, the learning of foreign languages in New Zealand may seem like it is in stalemate.

English is no longer enough. Globally, there has been an increase in the demand for graduates who are interculturally capable and proficient in an additional language. International research has identified a shortfall in additional language skills and intercultural capabilities and governments around the world are scrambling to address the issue. Language learning and intercultural capabilities have never been more important for New Zealand's future success in the global context.

Despite growing interest in and support for the learning of additional languages, data show decreasing numbers in the five major international languages at secondary level. There is evidence that many New Zealand students are not given the opportunity to study a foreign language as regularly or for the length of time that is required for them to progress to formal study or achieve a useful level of proficiency in the language.

In this presentation, we examine the key players, including parents, teachers, school administration, academics, policy makers as well as the business community and the roles that they play in working towards achieving foreign language proficiency in New Zealand. As in the art of chess strategy, we identify key strategies that could be used by these players to promote and foster the learning of foreign languages in New Zealand.

Strand: *Language education planning and policy*, Sector: *Secondary*

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Facilitating Pasifika bi/multilingualism and bi/multiculturalism in a South Island, New Zealand secondary school context

While Samoan, Tongan, Cook Island Māori are recognised through the National Certificate of Educational Achievement (NCEA), languages such as I-Kiribati and Fijian are not (NZQA, 2015). The accessibility of these languages in the New Zealand secondary curriculum are further complicated by these Pasifika languages not being offered through Te Aho o Te Kura Pounamu (Te Aho o Te Kura Pounamu, 2015). This is despite the government's focus on Pasifika achievement and statements such as 'Pasifika Success will be characterised by demanding, vibrant, dynamic, successful Pasifika learners secure and confident in their identities, languages and cultures . . .' (Pasifika Education Plan, 2013-2017, p. 3). Ironically, many Pasifika students experience subtractive bilingualism (Cummins, 1994) in the New Zealand secondary education system, and the devaluing of their cultural capital by the students' Pasifika language and culture placed outside a secondary school's curriculum. The context of this project is a secondary school in the South Island. The South Island has 7.1 percent of the Pasifika population in New Zealand (Statistics New Zealand, 2013). First, this paper outlines the implementation and effects of a multilingual languages programme which supports I-Kiribati, Samoan, Tongan and Fijian at a senior level, as well as Samoan at a junior level. Secondly, it explains the effects of the building and integrating of cultural knowledge and capital as part of a recognised course. Finally, this paper challenges current language and education policies about the provision of Pasifika languages and cultures (and other community languages) in secondary education as opposed to traditional foreign languages and cultures. It proposes that the English Language Learner (ELL) has the right to maintain, and be

acknowledged academically (through NCEA) for, their community language or languages in the New Zealand secondary education system. It will also make recommendations for the resourcing and provision of community languages in secondary schools.

Strand: *Bilingual/immersion education, Sector: Secondary*

Boettger, Heiner (Catholic University of Eichstaett-Ingolstadt, heiner.boettger@ku.de)

Towards justice and democracy in language education: Gender distinction in language learning

Learning languages is strongly influenced by an existing, but mostly still disregarded diversity.

In many parts, boys and girls, men and women obviously learn and use languages in a completely different way. This initially hypothetic claim, based on pedagogical and educational as well as psychological observations, can currently be newly restarted on neuro-scientific references.

Differences between boys and girls, men and women are many in number - from average body height to muscle growth to several endocrine functions. However, locating them in the learning center, the brain, is not so easy. The dimorphisms are small, scarce and usually still have unknown functions.

Correlating existing findings cross-sciences worldwide, including my own on a neuro-didactical basis, in order to prepare and identify implications for (foreign) language learning on a didactical level and therefore to implement another specific aspect of justice in the learning and teaching process, here right at the rock bottom of education – in institutionalized settings of language learning, will be the main focus of the presentation. It will also not exclude the culture-bound gender differences in immigrants` language learning.

Constitutional as well as conceptual differences may not lead to discrimination or injustice of any kind – not even through school didactics or pedagogy for example – but have to be considered an asset.

Strand: *English language education, Sector: Community*

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Corrective feedback for L2 writers: Effects of two modes of CF delivery on grammatical accuracy

It has been established that corrective feedback (CF) can, in some circumstances, promote the grammatical accuracy of second language (L2) writers, and attention has turned from investigating whether CF is useful to investigating *how and when* it is useful. Much of the existing research has focused on the effects of various types of CF, but little work has been done on the effects of different modes of CF delivery. This study considers whether the mode of CF delivery may affect learners' grammatical accuracy in new writing.

Two modes of CF delivery were investigated for their effect on grammatical accuracy in the English L2 writing of first-year university Korean L1 EFL learners (n=119) in a longitudinal, mixed-methods study. Both delivery modes were based on concepts from socio-cultural theory: (a) one-to-one conferences, conceptualised as expert–novice scaffolding, where the tutor reviewed learners' work orally, prompting learners to notice errors and recall grammar rules which had been taught in class; and (b) worksheets conceptualised as expert-provided tools, which prompted learners to reflect on direct corrections provided by the tutor, and elicited taught grammar rules by asking learners to write short explanations about the relevant rules. These two modes of delivery were tested against direct written CF supplied to a comparison group. Four writing samples were collected from each participant during a fifteen-week term, with both treatment groups receiving CF twice, and the comparison group receiving direct written CF twice.

At the end of the study, both treatment groups had significantly fewer errors than the comparison group, but conferencing was not superior to the worksheet condition in improving accuracy. This suggests the value of worksheets as learning tools. The findings shed new light on how learners interact with tutor-provided feedback, and could supply teachers with a time-saving and effective method of delivering CF to students.

Strand: *English language education, Sector: Tertiary*

Brookie, Hanna (Massey University/English Teaching College, hannabrookie@yahoo.com)

Navigating cultural diversity in the migrant language class: Managing conflict and developing intercultural competence

The cultural diversity of the migrant ESL classroom has the capacity to create a space of rich cultural learning and enhanced intercultural communicative competence. When the classroom is allowed to become a cultural third space where cultures may intersect and interact, learners are given the opportunity to evaluate and create their own cultural identities as well as gain the skills required to interact with the cultural Other and navigate a new society. However, the cultural dissonance that exists in this dynamic space may in some cases escalate into overt cultural conflict, further complicated by a lack of shared language as well as a lack of shared cultural norms in terms of conflict resolution.

In this complex interactional space, the role of the teacher as cultural mediator and classroom manager is highly significant and different practitioners navigate instances of dissonance and conflict in various ways depending on their own systems of beliefs, assumptions and knowledge. This paper looks at how teachers create classroom communities and to what extent they encourage the development of intercultural competence and cultural integration through lesson planning and through their responses to cultural dissonance and conflict. Further, it considers the impact on classes and teachers when conflicts escalate, and what resources are available to teachers to achieve a level of resolution.

The paper is based on a multi-methodological qualitative pilot study undertaken as part of my PG Dip in Second Language Teaching through Massey University. The study used narrative frames, semi-structured interviews, focus groups and a short questionnaire to explore teacher cognition (knowledge, assumptions and beliefs) and practice in relation to cultural conflict and dissonance in the immigrant classroom.

Strand: *English language education, Sector: Tertiary*

Bruce, Ian (University of Waikato, ibruce@waikato.ac.nz)

The expression of critical thinking through academic text: Studies of three genres

In academic writing, a common expectation is that a competent writer will communicate critical or evaluative thinking. Developing proficiency in its textual expression is, therefore, seen as an essential element of the literacy development of novice writers bidding for membership of particular academic discourse communities. However, research that has examined the expression of critical thinking through written texts shows considerable diversity in terminology, approaches to defining and operationalizing the underlying construct and the research methods employed, with most studies employing a single-variable approach. For example, some have used corpus methods to investigate a particular lexical element (e.g., Charles, 2006; Conrad & Biber, 2000) while others have examined a single syntactical or information-structuring element (e.g., Cortazzi & Jin, 2000; Hunston & Sinclair, 2000).

This paper reports progress on a project that aims to achieve a more holistic, multiple-variable examination of the expression of critical thinking in academic writing by employing a genre-based approach. The findings from the investigations of three genres are reported in overview, the genres being: extended undergraduate essays, PhD discussion chapters and research article literature reviews. The social genre/cognitive genre model of the author (Bruce, 2008) is used in each case to operationalize genre knowledge and to identify those elements specifically employed to express critical thinking. So far the findings indicate the use of different elements, sometimes operating integratively across different textual and discursive levels (including lexical features, coherence relations and content-structuring moves). These elements relate to the communication of both content (propositional knowledge) and writer stance (metadiscourse knowledge).

Strand: *Literacy education, Sector: Tertiary*

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English-speaker accents, perceptions of speakers and value-laden judgements: Perspectives from a Lingua Franca context

Research suggests that passing for a native English speaker (NES) is often perceived as desirable by EFL teachers and employers, and students may claim to prefer certain NES accents as learning models. While this may be partly motivated by the prevalence of a particular regional accent in ESL contexts or indicative of a stronger socioeconomic

orientation towards, for instance, either the US or the UK in EFL contexts, this is not the case in Oman, where English is widely used as a lingua franca between ethnically diverse residents.

This paper presents the results of three different (but related) studies on university students' attitudes towards teachers' accents in the classroom and teachers' perceptions of attitudes towards regional accents in their careers. The studies were conducted at a university in Oman with around 350 Omani students from various disciplines. Verbal guise and matched guise methods were used to elicit data from students using audio prompts of NES and non-NES accents typically heard in their environment. Statistical analyses established correlations between students' perceptions of the accent as an appropriate model and their understanding of the speakers' respective NES status. The data elicited from teachers were compiled by using an electronic survey of over 200 English language teachers and lecturers employed at tertiary institutions located throughout Oman. Results from students indicated that, while (perceived) NES were often rated higher, students responded very positively to Arabic-accented English. With respect to the survey results from teachers, stronger orientation towards particular inner-circle accents was found among self-identifying non-native English speaker teachers. The findings from these studies shed light on the values attached to accents within a highly multi-ethnic, multilingual context in which English is one of the principal linguas franca between expatriate workers and the indigenous Arab community.

Strand: *English language education*, Sector: *Tertiary*

Bui, Thi Khoi Nguyen (The Australian National University, nguyen.bui@anu.edu.au)

IT-HELPS: Free online exchange tools and activities for intercultural communication

Rapid evolution of modern technologies has effectively facilitated online communications across boundaries; however, not all information technologies are free and useful for English language teaching. This paper addresses this issue by introducing the successful application of such free web 2.0 tools as Webs, Jing, YouTube, Skype, Google Docs, DropBox and ThinkFree to constructing the multimedia-based and culturally embedded IT-HELPS exchange programme that enhanced intercultural communication and cross-border academic collaboration between students of a Second Language Acquisition class in the United States and an English as a Second Language class in Vietnam in 2012. In-depth qualitative data were collected from six semi-structured interviews with students and teachers of this eight-week online intercultural exchange and then analysed in reference to Byram's (1997) definition of intercultural communicative competence (ICC) as well as its five principles. The research findings showed that the IT-HELPS exchange activities, which used video sharing, discussion forums, collaborative group projects, and video conferences to develop the global and intercultural awareness of such topics as Identity, Taboos and Stereotypes, Holidays, Education and Entertainment, Languages, People and Places, and Social Issues, were effective and relevant to the participants' ICC enhancement despite the failed communication in some collaborative tasks. New avenues and suggestions are also discussed in this paper to advance future research into the benefits of using online intercultural exchanges to facilitate English language learning.

Strand: *English language education*, Sector: *Adult*

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An investigation of pragmatics development during telecollaborative dialoguing between Vietnamese and American students

The teaching and learning of English have played key roles in Vietnamese education since the emergence of the Foreign Language National Project 2020. However, Vietnamese students do not make important breakthroughs in language learning, especially the domain of pragmatics due to a dearth of exposure to the target culture. Therefore, extraordinary innovations in interactivity and multimedia resources, together with numerous emerging technologies, will help bridge this gap and improve the situation in Vietnam. This has enabled the conception of tele-collaborative dialoguing, which helps students to have more interaction with people from the target culture. However, this is still a new concept in foreign language teaching and learning in Vietnam. Therefore, this research aimed to examine the pragmatics development of Vietnamese learners through tele-collaborative dialoguing with students in the US. It then indicated the advantages and disadvantages of tele-collaborative course in pragmatics development among Vietnamese learners. This research suggested the necessary conditions and teaching instructions for successful implementation of tele-collaborative dialoguing in Vietnamese schools thus revolutionising both course design and delivery. This research is also a pathway for further investigation in applying tele-collaborative dialoguing in teaching pragmatics in particular, and English language learning in general for Vietnamese schools.

Strand: *English language education, Sector: Tertiary*

Burgess, Feaua'i (EFKS A'oga Amata, amosa@clear.net.nz)

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Monitoring the languages policy in a Samoan early childhood centre

When teachers played a role in monitoring a section of the languages policy in a Samoan early childhood centre, they became involved in an enquiry cycle that created a number of benefits. They came to understand the policy statements better, they developed professionally, and they became more able to take part in the eventual revision of the policy.

The present paper looks at how four staff and a facilitator at an A'oga Amata studied language use during book experiences, and in various play contexts. Although the teachers were exclusively using Samoan within a communicative event the children, who come from diverse language backgrounds, preferred to use English for their contributions to the talk. The benefits of this arrangement were seen in the children developing both receptive skills in Samoan and productive skills in English. The complexity of use of each language appeared to play a reciprocal role in influencing the level of both the teachers' and children's talk.

Information for the paper was gathered from comments by parents, from learning stories, from vignettes collected by staff, and from a self-report scale developed cooperatively with the teachers.

The findings raise ethical questions about the nature of language development in an A'oga Amata, and the guidance to be given to teachers and parents.

Those attending the presentation will be asked to comment on the direction that bilingualism should take with the children concerned.

Strand: *Bilingual/immersion education, Sector: Early Childhood*

Buripakdi, Adcharawan (Suranaree University of Technology, ajarngob@gmail.com)

Discourse of AEC: Language policy or a craze on English learning and teaching in Thailand?

This presentation reports on perspectives of university learners on English learning and teaching. After returning from their internship over one semester, 20 fourth-year English major students were interviewed to reflect upon their experiences over the course of internship in relation to the role of English in the Asian Economic Community (AEC) in 2015. The findings revealed that the internship sites rather than the classrooms made the students realise the importance of English as the lingua franca in workplaces. Most coincidentally, all addressed the importance of English pertaining to AEC or the ASEAN Economic Community. Asked further why Thailand should promote the English language, the students linked English to AEC but could not give sound explanations. In this light, the interviews demonstrated that, thanks to intensive government campaigns, the discourse of AEC has become a clichéd term like 'global warming', 'globalization' or 'integration'. Responding to the government policy, most of the students recognized the AEC discourse as something 'trendy' i.e., without profound understanding. Strategically speaking, this is a wake-up call for the government to deal with real English communication. Now, on a surface level, all roads of the English learning and teaching in Thai contexts seem to lead, not to Rome, but to AEC. This presentation raises the question of critical language policy in ELT Thailand.

Strand: *Language education planning and policy, Sector: Tertiary*

Burri, Michael (University of Wollongong, mikeburri@gmx.net)

Baker, Amanda (University of Wollongong, abaker@uow.edu.au)

Teacher cognition development and embodied teaching techniques: Making the connection

Pronunciation is considered to be important in second language (L2) teaching/learning; yet, many L2 instructors find it challenging to teach (Macdonald, 2002). These challenges are understandable, given that pronunciation tends to be under-represented in L2 teacher education programmes, and relatively little is known about the preparation of pronunciation teachers (Murphy, 2014).

Consequently, this paper reports on a qualitative study examining the cognition (beliefs and knowledge) (Borg, 2006) development of 15 student teachers enrolled in a postgraduate subject on pronunciation pedagogy offered at an

Australian university. More specifically, the paper explores the impact of a newly developed kinaesthetic/tactile pronunciation teaching system (Acton, Baker, Burri, & Teaman, 2013; see <http://bit.ly/1tEBYHp> for more information) on participants' perceptions, and whether, and to what extent, learning this system facilitated the growth of student teachers' cognition about pronunciation instruction.

Focus groups, observations, assessment tasks and semi-structured interviews were triangulated to collect data over a period of 17 weeks. Nvivo 10 was used to code thematically and to generate graphs/conceptual displays to obtain an in-depth understanding of participants' perceptions and their potential cognition development.

The findings demonstrated that the kinaesthetic/tactile system made a positive contribution to participants' processes of learning to teach pronunciation, although their cognition about the system varied. Observing some of the techniques used in classroom contexts and (these non-native speakers) felt a sense of personal pronunciation improvement as a result of learning the system-facilitated cognition growth. Pre-existing pedagogical beliefs, L2 learning experiences, and insufficient phonological awareness on the other hand, appeared to be restricting factors. The study confirmed that the development of student teachers' beliefs and knowledge is a complex and individualistic process (Baker & Murphy, 2011).

Strand: *English language education, Sector: Tertiary*

Cadman, Kate (University of Adelaide, kate.cadman@adelaide.edu.au)

Responding to the Challenge of Neo-colonialism in Transnational English Language Teaching and Research Education

In 2011 Professor Tania Aspland made a public statement in which she presented an empirically based challenge to dominant Australian transnational education practices, arguing that her personal goals were to:

- transform teaching, learning and curriculum delivery in the intercultural contexts of transnational education;
- disrupt the silences that continue to impose 'Western' hegemonic ways of knowing and inequitable teaching practices in transnational programs which are most often aimed at financial profit;
- shift the location of off-shore students from periphery to centre in productive pedagogies that empower students, value cultural ways of knowing, and engage learners in transformative learning.

In this paper I draw on the work of recent Northern and Indigenous scholars to argue that Aspland's institutionally embedded conclusions are well supported by contemporary theoretical analyses of Northern metropolitan 'epistemicide' and initiatives towards knowledge suppression. My aim here is to demonstrate how I have responded to Aspland's challenge in my teaching of a Northern university's Masters-level research methods course for English language teachers in Vietnam. In doing this I analyse how I have adapted a previously developed 'pedagogy of connection' (Cadman 2005) to create strategic activities and materials for this transnational context. I will show how I have fully met institutional obligations while yet interrogating the globally dominant assumptions of English language teaching and research in English, and interrupting Northern neo-colonial processes of knowledge and language transmission.

Strand: *English language education, Sector: Tertiary*

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Examining EFL teachers' cognitions about L2 oral interaction and the relation to their practices

In EFL contexts, the Communicative approach became the most important component of language curricula to teach English. Within this approach, L2 oral interaction is considered a means and the fundamental goal of learning English. However, evidence from research has shown that teachers give little relevance to oral interaction. For instance, in Chile, the results of a standardised English test showed that only 7% of the students in public schools were able to understand English after studying it for 7 years and this was attributed to the minor importance that teachers give to oral interaction. This session aims to show the results of an exploration of the cognitions of EFL teachers of young learners in public and semi-private schools in Chile that intended to understand the situation from the teachers' perspective. Using Borg's (2003) definition of cognitions – what teachers think, know and believe – and responding to a gap identified in the literature (Borg, 2009) on the dearth of research on teachers' cognitions concerning the teaching of L2 speaking, the study surveyed the teachers' cognitions regarding L2 oral interaction and

the relation to their practices. To that end, English teachers completed a questionnaire and were video recorded teaching in their classrooms.

The questionnaire included items from two well-known and validated questionnaires: the Foreign Language Attitude Survey (FLAS) (Garcia, Reynolds, & Savignon, 1976) and the Beliefs about Language Learning Inventory (BALLI) (Horwitz, 1987) and open questions created by the researcher. The Communicative Orientation of Language Teaching observation scheme (Spada & Frohlich, 1995) was used in order to reliably account for the amount of interaction in the observed lesson.

The questionnaire indicated that the participants considered L2 oral interaction important, yet these cognitions conflicted with the analysis of their classroom practices where lessons consisted mostly of teacher talk in Spanish (L1). Implications for TEFL will be offered at the end of the session.

Strand: *English language education*, Sector: *Primary*

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'Bislama ruins English!' Exploring the influences of bislama on primary children's written English in Vanuatu

Within a larger case study exploring how Bislama influences children's vocabulary choices in their written English in a rural Vanuatu primary school, this paper focuses on a selection of the children's writing samples collected during one term at a government school in 2013. This context presents numerous challenges for both teachers and students, particularly in regard to falling English literacy levels and ongoing reservations and concerns from both parents and teachers regarding the use of Bislama in education. Analysed within the framework of formal and semantic lexical transfer and Gibson's theory of affordances (1977, 1986), some writing samples reveal Bislama's affordances, while others highlight particular challenges that Bislama poses for the children. However, the data also suggest that these challenges can be overcome when the lexical similarities and differences between Bislama and English are accurately perceived and utilised. This suggests that it is not Bislama *itself* that presents the linguistic issues, but rather how these similarities and differences are perceived and utilised by both teachers and students. This study concludes therefore, that Bislama can have a positive influence on the lexical choices in the students' written English and has the potential to be used as a linguistic resource, in terms of both its formal and semantic features, to facilitate not only the learning of English vocabulary, but also writing in English for young language learners. It is proposed therefore that, if teachers explicitly teach the similarities and differences between Bislama and English, both vocabulary learning and written English can be improved. Therefore, despite the study's limitations in terms of methodological design and scope, it offers valuable contributions towards understanding the influences of Bislama on English writing development in the Vanuatu education context and informs the debate of first language use in second language classrooms from a South Pacific perspective.

Strand: *English language education*, Sector: *Primary*

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Bilingual acquisition: Parental aspirations of Chinese immigrants in New Zealand

This paper reports findings from aspects of a recently completed doctoral study that highlight the parental aspirations of a group of Chinese immigrants in New Zealand regarding their children's bilingual development. A life-story methodological approach was used to investigate the involvement of these parents in their children's early childhood education (ECE) in New Zealand. A documentary analysis and two phases of individual interviews were carried out to collect findings. While key concepts of critical multiculturalism were applied to analyse the mismatch between espoused discourses of New Zealand ECE and parental aspirations, social spaces theorising was used to examine spatial strategies employed by the participants.

Findings indicated that the Chinese immigrant parent participants expected their children, while growing up in New Zealand, to maintain the ability to communicate in Chinese for various functional reasons. A range of documents reviewed, including the ECE curriculum, also emphasised the importance of incorporating children's home languages in ECE settings, such as by encouraging parents and children to speak their home languages in the centres. The participants, however, were indifferent to this expectation because, in terms of their children's learning and readiness for primary school, they prioritised English language acquisition over Chinese linguistic ability. They were eager for their children to learn as much English as possible in the ECE settings. They also felt that New Zealand did not provide a conducive and authentic Chinese learning environment, and therefore, many compromises had to be

made and a repertoire of strategies employed to support their children to maintain and develop their bilingual ability. The findings highlight a discrepancy between parental and teacher expectations, the importance of not assuming the existence of shared parent–teacher understandings, and the need for parent–teacher dialogue when developing language policy in ECE settings.

Strand: *Bilingual/immersion education, Sector: Early Childhood*

Chapple, Julian (Ryukoku University, julianchapple@me.com)

Teaching 'in' English is not necessarily the teaching 'of' English

The fast-moving, worldwide shift from English being taught as a foreign language (EFL) to English being the medium of instruction (EMI) for academic subjects (Dearden, 2014) has been described as a 'galloping' phenomenon considered 'pandemic' in proportion (Phillipson, 2009). The policy to use English as the medium of instruction (EMI) at higher education institutions (HEIs) across the globe is today considered the most significant trend in educational internationalisation. Japan is no exception and an increasing number of the nation's universities are now offering classes – and even entire courses – in English and the government and other private institutions have strongly urged universities to offer between 10-30% of their academic courses in English (Brady, 2008). While seen by some as a panacea for jump-starting the nation's stagnant internationalist profile and contributing to the development of its students' bilingual abilities, this policy is not without problems. This paper firstly addresses the theoretical background and rationale behind the trend to utilize EMI. Next, while concurrently drawing upon the results of questionnaire data and feedback from a case study of Japanese and international students who had taken EMI classes and teachers involved in instruction, the problems and limitations revealed in the Japanese context of second-tier universities are examined and discussed to help shed light on attitudes, ascertain the issues and highlight some limitations involved with EMI classes. In particular, it looks at the issues of who teaches, how and what they teach and highlights the gap here between supposed and actual goals. Finally, it concludes with practical recommendations for greater language support activities and warns of the implications of naively assuming that EMI alone can, and will, lead to an automatic improvement in English language ability in the Japanese context.

Strand: *English language education, Sector: Tertiary*

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Should English be taught in English? A critical assessment of the teaching policy in Japanese high schools

With the aim of improving the communicative English language abilities of the nation's high school students, Japan's Ministry of Education announced a new curriculum policy in 2008, which stated that, in principle, English classes should be taught in English. The purpose of this study is to examine the effectiveness of teaching English in English (TEE) as a foreign language. This includes examinations of, firstly whether or not the use of TEE is effective in enhancing motivation for learning English in comparison with the selective use of Japanese in English classes, and secondly, how English teachers perceive the use of TEE and actually utilise it in their classes. Data collected from 194 teachers using a 48-item questionnaire survey, follow-up interviews with selected teachers, and classroom observations of TEE classes indicate various factors that make the use of TEE difficult in the EFL context. In particular, students view TEE as being awkward in a learning environment in which there are only Japanese-speaking students and teachers. Further, teachers' understanding of the TEE policy varies, some seeing English as being the only medium of instruction and others interpreting TEE as merely a way of increasing the amount of exposure to English, suggesting inconsistency and inequality of learning. Results also reveal that both teachers and students show concerns about the difference between the aim of TEE and their goal of study, namely, improving grammar and translation skills assessed in university entrance exams. As in McKay (2009) and Wakita (2011), we argue that the selective use of a students' native language in English classes provides a foundation for the development of English proficiency, what Cook (1991) refers to as 'multi-competence', and hence critically examine the Japanese Ministry of Education's policy. We conclude by discussing some of the necessary conditions required to enable a communication-centred English teaching policy in an EFL environment.

Strand: *English language education, Sector: Secondary*

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Communicative competence in the globalized world: An investigation into ELF learners' translation of figurative language

The recent trend to globalisation makes translation a popular communicative activity among people who use English as a lingua franca (ELF); translation is deemed as a realisation of communicative competence, serving communicative purposes. Accordingly, strategies of translating figurative language, the expression which delivers compact and abundant information in a limited number of words, gain the greater attention in the discipline of translation and ELF studies. Figurative language was argued for its translatability, that its cultural embedment causes problems concerning the concept of equivalence. Cognitive cultural models, however, adopt the characteristics of cultural universality and specificity in languages and strengthen associations between conceptual metaphors and cultural embedment. Investigations on ELF learner translators utilising their communicative competence for translating figurative language between L1 and L2 can demonstrate how ELF learners use or develop their competence and strategies as well as cultural awareness.

The purposes of the study are to illustrate cultural models of figurative language translation in an ELF context and to examine ELF learners' development of intercultural awareness through translation. Thirty-six Taiwanese university students participated in the study, taking an English-to-Chinese translation test with 12 English sentences containing figurative expressions that represented four patterns of correspondence of figurative expressions between English and Chinese. Results show that the participants performed better when both languages adopted the same conceptual metaphor; however, when a conceptual metaphor was exclusive in either language, the participants tended to interpret general meanings according to contextual clues or to native cultural conventions. Such strategies also indicated intercultural awareness. The study contributes to the literature of ELF learners' development on linguistic, cognitive, and cultural aspects, and to the promotion of pedagogical applications for ELF learner translators.

Strand: *English language education, Sector: Tertiary*

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Science teachers' perceptions of the use of English-medium textbooks in EFL-content courses

The use of English-medium textbooks is prevalent in university courses in various areas in EFL contexts. Scholars have believed that reading English-medium textbooks in content courses will allow university students to learn and communicate content knowledge in English. In other words, it is believed that, with the use of English-medium textbooks, students can, not only improve their English reading abilities, but also learn to communicate content knowledge via English, the international language of science communities. However, the impact of English-medium textbooks on the acquisition of content knowledge as well as on learning morale among ESL/EFL learners has yet to be explored. Therefore, this study, as part of a three-faceted exploration, aimed to investigate the instructional impacts of adopting English-medium textbooks through the lens of critical literacy. University science teachers in Taiwan were invited to participate in a survey study to explore their rationales for, and perceptions of, using English-medium textbooks in their domain-specific introductory courses in chemistry, biology, and information science courses. The survey explored the respondents' reasons for choosing textbooks written in English rather than students' L1, Mandarin. It also explored respondents' awareness of the possible linguistic and cultural mismatches between the texts and their students' existing backgrounds, i.e., English language proficiency and content knowledge. The results of this study allow us to scrutinize the impacts of the common practice of using English-medium textbooks at university level in EFL contexts and help content-area teachers think critically from students' angles and seek pedagogical strategies that facilitate students' learning of content knowledge with English-medium textbooks.

Strand: *English language education, Sector: Tertiary*

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Creative criticality in multilingual texts

Multilingual and multimodal texts abound in multilingual classrooms but there is limited literature on how language teachers read and understand texts created by their language learners. In this paper, I reflect on multilingual students' collaborative artworks and captions from a three-week intensive programme in a university in Sydney to

illuminate some of the inherent qualities of creativity in texts created by multilingual speakers. Using Li's (2011) definition of 'creativity' as a starting point, I present my own reading of their artworks as one way of illuminating the dimensions of 'criticality' that lie in their texts, which I call here 'creative criticality'. The aim here is two-fold: I hope to raise awareness of the importance of stepping out of our own ways of knowing when interpreting the creative language acts by multilingual authors and in doing so, provoke language teachers and other interested readers to: 1. critically reflect on what sits at the core of their own understandings of 'multilingualism' and 'language' more generally; and 2. invite others to offer their own scholarly interpretations of these and their own learners' creative texts.

Strand: *English language education, Sector: Tertiary*

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The Mandarin syllable-final nasals spoken in Taiwan

Taiwan is known as a multilingual society, where Taiwan Mandarin (TM) is the lingua franca and some other minor languages, such as Taiwan Southern Min (TSM) and Hakka are used in informal settings. Since previous studies (Fon et al., 2011; Hsu, 2007; Lin, 2002; Su, 2012; Yang, 2010) have observed that TM's syllable finals, [n] and [N], tend to merge in either forward or backward directions, this study aimed especially to assess the direction of the nasal merger and the role played by native language background.

A word list of all CVC structures, where nasals follow the vowels, /i/, /ə/ and /a/ was conducted. Forty-five participants, each group (TSM, Hakka and TM) with 15 native speakers, were asked to read a total of 240 stimuli with nasal endings. We extracted the median values of F2 to show the trajectories of the vowels, getting the last three slopes to run the repeated, measured ANOVA. The results indicated that the [ŋ] tends to be produced more as [n] after the [i] than after other vowels. The TSM group seemed to lead this trend. We argue that the F2 of the vowels determines the place of articulation (POA) of the following nasals in TM, which is in line with what Hsieh (2010) proposed in TSM unreleased stops. That is, the 'frontness' of the [iN] tends to assimilate to [in] in TM, which is the same strategy TSM natives employ in their L1 coda determination. The way to identify nasals in L1 (TSM) was transferred into that in L2 (TM).

Strand: *Bilingual/immersion education, Sector: Adult*

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Model minorities and 'integrated immigrants': Framing diversity as the neoliberal consumer

The issue of racialised diversities in TESOL has become an important research focus (Kubota & Lin, 2009). English language education curriculum texts drawing upon idealized 'model minority' representations portray racialized achievements resulting in a form of 'liberal multiculturalism' (Kubota, 2004). How are these textual representations are actually taken up in an English language classroom?

This presentation examines how interconnecting discourses of racialised, cultural, and immigrant identities in an English for Academic Purposes (EAP) textbook chapter were addressed and mediated by an EAP instructor and her students. Drawing upon one thread from a nearly year-long collaborative classroom ethnography, it explores how particular meanings of diversity as encoded in racial, immigrant, and cultural representational identities were co-constructed, contested, and or reproduced in this classroom context.

Viewed from a mediated discourse analysis perspective (Scollon, 2008), three important aspects are examined: a) the complex interplay of text, the teacher's and students' lived experiences, and classroom talk in addressing the chapter's representations; b) the impact of these class discussions on how these students were able to make meanings in this context; and c) the pedagogical moves following a collaboration with the researcher that sought to critically address the constructions of the textbook's hypothetical consumer named 'Jennifer Wong' and its notion of 'integrated immigrants'.

Heeding the call for more researcher reflexivity (Harklau, 2005), the interpretation of the data is framed by discussing the implications of contesting racialized and immigrant representations that seemingly champion certain

'model minorities' while actually serving to oppress other minority groups. The presentation concludes by considering how a critical literacy pedagogy can act in concert with English language students to challenge representations of the Other, and help them find ways to articulate their own identities.

Strand: *English language education*, Sector: *Tertiary*

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Intercultural communicative language teaching (iCLT): Acknowledging learner diversity in the language learning classroom

One of the New Zealand government priorities is for school students to develop skills for success in multicultural and multilingual situations both locally and internationally. Recognised as integral to this vision is the facility to communicate with people from different cultures. To support the Learning Languages area of the New Zealand Curriculum 2007 for English-medium schools, the Ministry of Education commissioned a report on intercultural language teaching and its implications for effective practice. The resulting publication (Newton, Yates, Shearn, & Nowitzki, 2010) provides six principles for Intercultural Communicative Language Teaching (iCLT).

Our research project, undertaken in 2013, investigated language teachers' familiarity with, and interpretation of, these six iCLT principles. In this presentation we report on findings related to Principle 5: iCLT 'acknowledges and responds appropriately to diverse learners and learning contexts' (Newton et al., 2010, p. 63). Data come from a nationwide survey of teachers of learners in Years 7–13 (ages 11–17) who are learning additional languages (i.e., additional to Māori and English), i.e., Chinese, Japanese French, German, Samoan and Spanish. The quantitative survey findings are explored more deeply through qualitative data gained from case studies in a range of teaching settings. We consider ways in which teachers say they implement the principle and suggest how language teachers could be further supported in their classroom practice.

Strand: *Language education planning and policy*, Sector: *Secondary*

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Teaching pronunciation: Uruguayan and New Zealand teachers' views and concerns

This paper reports on research into teacher cognition of pronunciation teaching in two distinctly different contexts: Uruguay and New Zealand. The aim is to understand teachers' concerns and issues so that research and pedagogical advice may be appropriately directed towards teachers' needs. These emerged from semi-structured interviews as the researcher talked to 28 teachers in Uruguay and 19 in New Zealand. The participants were all experienced and well-qualified teachers and had a great deal of insight and expertise to offer as well as being aware of the problems facing teachers. Firstly, the Uruguayan interviews were transcribed and analysed for themes which emerged revealing a wide range of perspectives on pronunciation teaching. These themes included uncertainty about what exactly was meant by pronunciation teaching, teachers' anxiety about their own pronunciation as well as their ability to teach it. A number of external factors which affect the degree to which pronunciation is taught were also discussed such as curriculum and exam pressures, textbooks, and training received. Other themes relate to approaches to pronunciation teaching, error correction, and activities and techniques. There were diverging views on the role of orthography, listen and repeat drills, phonemic symbols and pronunciation models. The New Zealand interviews were then analysed in the same way. The results from the two different contexts are compared, finding many similarities despite the differences in context. The implications for teacher education programmes are considered, leading to practical conclusions as to what should be included in such programmes and how this might vary according to the context. Implications for further research into pronunciation teaching and learning are also explored as one of the critical issues impeding effective pronunciation teaching is the lack of empirical evidence to guide teachers in which particular types of instruction are most likely to be effective and why.

Strand: *English language education*, Sector: *Adult*

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Applying a cognitive linguistic framework to L2 pronunciation teaching

The focus of this paper is on the practical implications of Cognitive Linguistics for teaching L2 pronunciation. This is based on the premise that the cognitive abilities required for language are similar to those used on other cognitive tasks, and also that pronunciation is a cognitive phenomenon involving cognitive abilities such as categorisation, perception and forming mental representations of sounds. Cognitive Linguistics enables one to bring a fine-grained approach to defining type of instruction in terms of psychological constructs and cognitive abilities which any particular classroom episode may be drawing upon. This is in contrast to broader distinctions such as explicit versus implicit teaching or a focus on meaning, focus on form, or focus on forms, provided by mainstream Second Language Acquisition theory. This paper reports on how Cognitive Linguistics can be applied to L2 pronunciation teaching by combining it with other disciplinary approaches such as Educational Psychology, Socio-Cultural Theory, and L2 Speech research which provide useful pedagogical perspectives on concept formation and the learning of new categories. Empirical evidence is provided from a number of classroom-based studies: Firstly, three studies which formed part of the author's PhD and focussed on syllable codas; Secondly, an extension to these studies which focussed on word stress; And finally, a replication of the word stress study which was extended to include a focus on stress at the level of the utterance. These studies have derived, defined and further tested the key role of two particular variables which emerged as a result of applying this framework: Critical Listening and Socially Constructed Metalanguage. In conclusion, guidelines for teachers are developed based on a Cognitive Linguistic understanding of language and language learning.

Strand: *English language education, Sector: Adult*

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Educational innovation and global transfer: Challenges for CLIL as a transnational pedagogic 'solution'

Since its inception in Europe some 20 years ago, Content and Language Integrated Learning (CLIL) is increasingly positioned as a powerful "change agent" (Coyle, 2013, p. 244) for improving language teaching and learning. Yet throughout other parts of the world, including Australia (Cross, 2013; Smala, 2013; Turner, 2013), its presence is still relatively nascent (e.g., Hanington, Devi Pillai, & Kwah, 2013; Sasajima, Ikeda, Hemmi, & Reilly, 2011; Riddlebarger, 2013).

As Australia continues to move into the 'Asian Century' (Australian Commonwealth Government, 2012), we recognise the significant potential of CLIL to help facilitate large-scale national and state languages education reform (ACARA, 2014; Cross, 2014). However, drawing on work from policy sociology (e.g., Apple, 2013; Ball, 1998), we also argue that transnational pedagogic transfer brings with it many additional challenges, including the caveats of policy borrowing, policy learning, and, ultimately, policy failure in global times (Lingard, 2010; Steiner-Khamsi, 2012; Stone, 1999).

This paper argues of the need to more clearly define CLIL as a pedagogical model in response to the demands and particularities of the Australian educational context as one example, highlighting the conceptual fuzziness already apparent in the emergent Australian-based CLIL literature. By attempting to offer greater conceptual clarity between CLIL and existing models within the Australian context – and to caution against the conflation of CLIL with past methods that have failed to bring about sustainable systemic reform – the paper hopes to clear the groundwork to realize the full potential of CLIL as a transformative agent with genuinely new points of distinction in contrast to methods that have gone before, and failed.

Strand: *Language education planning and policy, Sector: Other - Schools (K-12)*

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Factors affecting parental decisions to pass on a heritage language to New Zealand-born children

At present in New Zealand, parents whose children are potential bilingual speakers of English and their heritage language are not given adequate information or support to encourage them to make linguistic decisions that will

enable their children to realise this potential. In fact, migrant parents may be actively discouraged from using their language with their children. Consequently, we find that New Zealand-born children of migrants are much less likely to speak the migrant language than are children born overseas.

Our analysis of commissioned data from the 2013 census finds further important differences between 23 migrant communities in New Zealand regarding the degree to which New Zealand-born teenagers speak the language of their parents. For example, the percentage of 13–18-year-olds who do not speak the language of their parents ranges from 23% for Korean to 90% for Dutch. Unsurprisingly, migrant children are more likely to be raised as speakers of their heritage language if there is more than one adult speaker of the language in the household and if their mother speaks the minority language.

In order to look at more finely grained factors which affect parental practices in raising bilingual children, we also report findings from interview studies with young adults who do speak the heritage language, and their parents, to investigate factors affecting parental decisions regarding family language practices in Christchurch, New Zealand. This work is part of the Intergenerational Transmission of Heritage Languages project at NZILBB which aims to produce a website with recordings from these interviews to support new parents in their language choices. We will also develop brochures with information about bilingualism for professionals, such as midwives and Plunket nurses, who support new parents.

Strand: *Bilingual/immersion education*, Sector: *Community*

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The spectacle of the self: Migrant students' linguistic capital and scholarly identity in secondary school

This research seeks to explore how new migrant students negotiate social identities (Jenkins, 2008) and scholarly identities (Watkins & Noble, 2013) within a new schooling environment. Social identity in social spaces becomes linked to 'imagined communities' (Norton-Pierce, 1995), in which participants within the social space negotiate diverse understandings of how that space should be constructed. The ways in which students' linguistic, social and cultural capital (Bourdieu, 1984) are used in school and these students' sense of scholarly investment (Norton-Pierce, 1995) in a year of high-stakes, English-orientated assessment, was the focus of the study.

The study adopted a mixed-methods approach framed by a sociocultural perspective, in order to gain a 'thick description' (Geertz, 1994) of the identity negotiations experienced in school. Foucauldian theories of discourse and power (1991) informed an understanding of how discursive constructions of social norms are utilised in school to constitute regimes of truth around new migrants (Blackledge & Creese, 2009; Corson, 1998; Harklau, 2000). These regimes of truth act to create understandings within the students around the role of their language and culture in school.

Participants were involved in semi-structured individual interviews and focus groups about the ways they have constructed identities in relation to English and their L1 use in school. Classroom observations of participants' interactions also helped gain an understanding of the relationship between classroom norms and identity which manifests in their learning experiences. Journaling was also conducted, allowing participants' own expressions of, and reflections about, scholarly identity.

The study aims to reconceptualise notions of 'scholarly habitus' (Watkins & Noble, 2013) shaped around existing 'funds of knowledge' (Moll & Gonzalez, 1997), such that a sense of scholarly investment, centred upon their language and culture, is enhanced in these students.

Strand: *Language education planning and policy*, Sector: *Secondary*

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Language policy at the local level: A high school teacher's negotiation of new policy standards

In 2012, Michigan adopted the World-Class Instructional Design and Assessment standards, an English language proficiency set of standards for English language learners (ELLs). Consistent with recent calls by scholars such as Garcia and Menken (2010) to focus more on how local contexts influence the interpretation and implementation of language planning and policy, our presentation draws on a larger study which focused on the roles of teachers' professional training, personal identity and local factors in policy implementation. Further, and drawing on research

on teacher identity (Cheung et al., 2015), we investigate how Mrs Kelley, a Michigan ESL high school teacher, engaged the WIDA standards.

Our analysis of classroom observations and semi-structured interviews as well as Mrs Kelley's instructional materials revealed that personal and professional identity played a significant role in how she implemented the standards. A strong ELL advocate, she reached out to subject area teachers by conducting professional development (PD) sessions on how to better work with ELLs. She also spoke against the pressures of accountability measures so that her students would not lose valuable class time to take the tests. Additionally, she actively built connections with ELLs by conducting family visits, and by capitalising on their funds of knowledge (González et al., 2005) in her instruction. Notably, her instruction shifted to focus on academic language. Despite these efforts, due to her traditional management style, meaning negotiation rarely occurred in her classroom. Relatedly, because the needs of ELLs were not prioritised in the school, Mrs Kelley's PD sessions for subject area teachers were not fully translated into classroom practices. Overall, through a systematic and longitudinal analysis of one teacher's response to a language policy change, we: (1) illustrate the tensions that emerge as a result of a host of sociocultural influences; and (2) problematise the attendant complexities surrounding teacher agency.

Strand: *Language education planning and policy*, Sector: *Secondary*

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Landscaping a midwestern Nepalese linguistic community from the inside

The Midwest is often characterized as 'fly over' country in that it is often overlooked in favour of coastal US cities. Contrary to this perception, however, the Midwest is multicultural and diverse, having witnessed migration streams since the 19th century. Given this growing heterogeneity, this study examines how linguistic vitality and literacy education are represented within a Nepalese community in a small Midwestern city. In contrast to earlier linguistic landscape research which focused on public spaces, signage, language-density maps, and bilingual newspapers in the communities (Shohamy, Ben-Raphael, & Barni, 2010), this study expands the linguistic landscape construct both theoretically and methodologically by conducting informal meetings and formal interviews with members of the local Nepalese community. Such data-collection tools illuminate how languages are used and literacies developed in these spaces inhabited by migrant communities. Drawing on data involving 10 Nepali immigrants who had lived in Michigan for 5–25 years, the findings revealed that the participants held mixed views of living in the US. On the one hand, when they recalled the political instability in Nepal, they felt fortunate to be living in a country that was more affluent than their home country. On the other hand, several participants also expressed feeling lost and being looked down upon. Crucially, there was general agreement that the use of their heritage language at home and among other Nepali immigrants helped them maintain their Nepali identity which, in turn, fuelled their desire to teach their children/grandchildren their heritage language and thus sustain Nepali literacy development. By examining language use and the literacy practices in the Nepalese community, this study thus brings to light: (1) the often seen, but sometimes unnoticed, conditions of inequality; and (2) affective dimensions of language learning and literacy development (Benesch, 2012; Kramsch, 2009).

Strand: *Literacy education*, Sector: *Community*

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PELA palladium: Identifying and supporting (reluctant) students at risk

There is debate on the ethics and effectiveness of Post-Entry Language Assessment (PELA), academic writing tests designed to measure the academic writing abilities of students arriving at university. Many Australian tertiary institutions use PELAs for a range of purposes. Staff who work in academic language and learning units are often involved after the PELAs have been administered and marked to provide support to students identified as 'at risk'. This paper reports on a research project at a small campus where PELAs were introduced in 2014. UNSW Canberra undergraduates are almost all employed by the Australian Defence Forces during their studies. This means that students identified as 'at risk' through PELAs can be required to attend follow up academic support as a condition of their employment. Requiring students to attend one-to-one support overcomes issues of non-attendance identified in civilian universities. However, it raises other issues for staff, such as building relationships with reluctant students. Our early data suggests that some students feel that despite their initial reluctance they gained skills and confidence from attending regular consultations with ALL staff. For instance, time management skills were enhanced and

students benefitted from one-to-one teaching as they completed assignments for their courses. However, other students remained reluctant, especially those enrolled in programs without assessment tasks requiring sustained writing. During 2015 the experiences of students from the first two cohorts will be studied. Through semi-structured interviews with students and staff, we aim to gain an enhanced understanding of the factors that contribute to positive student engagement with the one-to-one support provided. This paper will report on our preliminary findings.

Strand: *Language education planning and policy*, Sector: *Tertiary*

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Test of first language competence: An example of Nuosu in Liangshan, Sichuan

This research talks about how to develop competence tests for speakers of vulnerable first languages (L1) based on descriptive linguistics. The main purpose is to identify those speakers' L1 competence when the dominance of the L1 is challenged by another language or is already lost.

As a prototype of such a test, a fully computerised test of the Nuosu language was designed after year-long fieldwork. Nuosu is a Tibeto-Burman language spoken in Liangshan, Sichuan, China. It is representative because Chinese is becoming a dominant language in the community and most of the Nuosu people are illiterate in their L1. Through computer technology (Java and HTML), we have overcome the literacy issue and made the test applicable to all Nuosu speakers, literate or illiterate. A user-friendly interface has been built.

In the current research, we will first talk about four principles governing such a competence test: 1) testability; 2) dialectal consistency; 3) sustainability; and 4) no formal learning is needed. We will then compare it with the assessments of American indigenous languages, Māori, and Taiwan indigenous languages. In terms of the Nuosu competence test per se, we will address its three components: 1) morphological competence; 2) syntactic competence; and 3) semantic competence, and the selection of linguistic features, the structure of the test, the question types, and the marking scheme.

The test has been applied to three groups of Nuosu people: young speakers (19.8 years old), middle-aged speakers (40.6 years) and older speakers (66.3 years). The results show that the performance of middle-aged and older speakers is close to that of 'ideal' speakers with an average correctness rate of over 90%; but the performance of the young speakers is relatively low, at about 79%. Moreover, a similar test of Mandarin Chinese, which is the subjects' second language, is designed and applied. The results show that the performance of young speakers' Chinese is the best of the three groups, but not as good as the Chinese L1 speakers. Finally, we will discuss the subjects' bilingual competence in Nuosu and Chinese.

Strand: *Bilingual/immersion education*, Sector: *Adult*

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Divergent aspirations: Exploring the language learning motivation of local and international English majors in China

The number of degree-seeking international students at universities in mainland China is growing dramatically, and many of these students, mostly from Asian countries such as Indonesia and South Korea, choose to major in English. However, host universities in China are often unaccustomed to accommodating learners who come from diverse backgrounds, and the influx of non-Chinese students has led to new pedagogical challenges for teachers and course administrators. This is an unstudied phenomenon, and due to the important role of motivation in second language (L2) learning, to address these challenges it is essential to understand how and to what extent these international students differ from their local Chinese classmates in terms of the factors that influence their effort and persistence in learning English.

In this paper, I present findings from a mixed-methods study that used student questionnaires and interviews to compare the motivational dispositions and language learning histories of Chinese and international undergraduate English majors ($n = 500$) at two comprehensive universities in mainland China. Using Dörnyei's (2009) L2 Motivational Self System framework and its synthesis of L2 motivation theory with the concept of 'possible selves', I investigated the extent to which differences in the way students envisioned themselves using English after completing their Bachelor's degree placed them on divergent L2 motivational trajectories.

The findings suggest that many Chinese students held a clearly focused aspiration of using English for academic purposes in postgraduate study and this gave structure and direction to their English learning efforts. In contrast, their international classmates tended to have less focused plans related to using English in the workplace after graduation, aspirations that did not provide clear objectives for English learning. I share the pedagogical implications of these findings along with suggestions for motivating students who have diverse cultural backgrounds and future plans.

Strand: *English language education, Sector: Tertiary*

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Developing communicative competence of business communication students of India through social media and literary texts

Often, the English teacher finds it difficult, in the Business Communication classrooms in the MBA course in India, to engage the attention of students. A typical course book used in Indian MBA English courses employs a series of business idioms and phrases, correction of errors and a few business-context letters and some selections of oral presentations and written formal reports. Reading is often confined to a few selections of office situations. Listening skill acquisition in colleges without ICT tools is deplorably insufficient. This approach is not purposeful and students fail to become aware of the whole gamut and finer nuances of business communication. To overcome this predicament, and to enhance the effectiveness of the course, a change of mode and resources is suggested here. Henceforth, Business Communication course students might be invited to use internet technology extensively and this would enable them to happily use social media and Web 2.0 tools. This would allow them to practise their communicative tasks and to gain confidence. Further, students can be given pre-class exercises requiring them to access business professionals using social media like Facebook, Google+ and so on. Such direct participation helps them look at professionals as human beings with preferences and prejudices. It is argued here that literary texts would go a long way in sensitising students to people's varied nature and encourage them to think of strategies to negotiate with people. Stories and poems have great potential to develop their communicative competence, while encouraging their personal growth and intellectual development. They enable the teacher, because of their authenticity and real-life applications, to reach out to the students more easily and engage them in meaningful communication practice while appealing to their emotional dimensions. It is argued that a combination of technology and affective sources would improve this Business Communication course.

Strand: *English language education, Sector: Tertiary*

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Enhancing engagement with New Zealand's cultural and linguistic diversity: One school's story

A substantially revised curriculum for New Zealand's schools was published in 2007 and fully mandated from 2010. The revised curriculum places an expectation on schools with students in Years 7 to 10 to establish programmes in languages additional to the language of instruction which will enhance students' linguistic proficiency and intercultural capability. In this learning area schools are free to facilitate programmes in a range of languages including te reo Māori, Pasifika languages (e.g., Samoan, Tongan, Tokelauan), international languages (e.g., Chinese, French) and New Zealand Sign Language (NZSL). The increasing diversity of backgrounds of learners and their families in New Zealand is an imperative to utilise programmes in additional languages as vehicles to enhance learning outcomes such as increased intercultural awareness, and capacity to understand and relate effectively to diversity.

The expectation to introduce languages programmes has proved to be challenging for many intermediate schools, largely because these schools lack appropriate teaching expertise and experience. The challenges involved have implications for language policy and planning in New Zealand's schools with a view to meeting the needs of a diverse range of learners in the face of New Zealand's increased cultural and linguistic diversity. This paper outlines a small-scale project (a pilot study for a larger project) to investigate how one intermediate school is meeting the challenge. Using interviews with a teacher of languages, classroom observation and a summative focus group with students, a

small-scale project investigated current practice in the school with a view to identifying how the school was currently applying the requirement to introduce a languages programme, and how it might strengthen the programme. This paper presents the findings that emerged from the study, and proposes what these initial findings mean for future research with a broader range of partner schools.

Strand: *Language education planning and policy, Sector: Primary*

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Nativelike Māori oral language proficiency in Māori-medium education

In July 2014 there were 17,713 students enrolled in Māori-medium education in Aotearoa New Zealand. This number represented 2.3% of the the total school population. Māori-medium are those schools where the curriculum is taught in the Māori language for at least 51% of the time: Level 1 immersion, 80% of the time and Level 2, 51% of the time. The 282 schools with students enrolled in Māori medium include Kura Kaupapa Māori and Kura under Section 155 and Section 166 of the Education Act. A significant number of schools (189) are not designated Kura but offer Level 1 or Level 2 immersion.

Oral language proficiency progressions were established and reported in Kaiaka Reo – Reo-ā-Waha ki te Motu (2013). The nationwide study used descriptive analysis and Rasch analysis to determine the reliability and validity of the Kaiaka Reo as an oral language assessment tool for Year 1 to Year 8 students in Māori medium.

In this current project the researchers were charged with the annotation of Māori oral language exemplars. The oral language samples were collected from three year levels, that is, Year 1, Year 4r and Year 8 of five kura using the Kaiaka Reo oral language proficiency assessment tool. In total, 54 oral language exemplars are annotated in detail against the progressions established by Kaiaka Reo and the alignment or non-alignment of the annotations with Ngā Whanaketanga Reo Māori and Te Marautanga o Aotearoa. Special attention is given in this paper to the nativelike language of some of the students.

Strand: *Bilingual/immersion education, Sector: Primary*

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Assessment of English language learners in New Zealand primary schools: Purposes, principles and practices

As of March 2015, it is mandatory for all New Zealand primary and secondary schools with English language learners (ELLs) to use the stages of the English language learning progressions (ELLP) (Ministry of Education, 2008) to determine learners' eligibility for Ministry funding for resourcing of ESOL programmes. This represents a significant change from the previous cohort-based system of determining funding eligibility. Teachers with ELLs in their classrooms are now expected to 'use a wide range of assessment tasks, activities and observations to make an OTJ (overall teacher judgment) with reference to the various descriptors on the ELLP matrices' (Ministry of Education, 2013). The guidelines provided to teachers regarding the new assessment process are fairly brief, and the Ministry advises that the assessment used to arrive at an OTJ should not be additional to the school's 'usual age-appropriate assessment tools, activities and observations'. This paper provides the background to the current assessment situation, which is located in the wider context of a move to standards-based assessment. It then examines three key considerations for teachers relating to aspects of the new assessment process. Firstly, how should teachers view the purpose of the assessment activities for determining funding eligibility – achievement, proficiency, diagnosis, or a combination of these? Secondly, what principles should guide teachers as they make assessment choices and decisions for ELL funding eligibility, including considerations such as validity, reliability, fairness, practicality and authenticity? Finally, what assessment practices are currently being chosen by teachers – how many assessment activities are used, how are they implemented, and what use is made of the results? Little is known regarding current practices in regard to the assessment of ELLs using the new guidelines, and this paper includes a pilot study of a small number of teachers regarding this. Suggestions are also made for ongoing research in this area.

Strand: *English language education, Sector: Primary*

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'Connecting up' through spaces of encounter in international higher education

This paper highlights possibilities and potentials of 'spaces of encounter' for linguistically and culturally diverse students in Australian higher education. It reports some data from 'Connecting Up', a small-scale qualitative case study of the cross-national social networks of some international post-graduate students from the Faculty of Education at Monash University. By focusing on the micro scale of lived spaces (Robertson, 2010) where people are brought together across boundaries of nations, languages, religions and cultural differences, this research reveals practices and spaces that incorporate the multiple voices, ways of knowing and decision-making structures engendered by transnationalism (Vertovec, 2008).

The data suggests international higher education as a transnational, transcultural social and academic space which offers optimistic possibilities for wider social integration. While much recent literature about international students focusses on English language deficits in the context of dichotomous relations – or lack of them – between the host community and international students, or on the benefits and problems caused by market-driven internationalisation, the spaces described here construct international students as cosmopolitan subjects and active agents (Chen & Koyama, 2012) rather than as subalterns. The paper broadens our understanding of the 'intercultural' beyond dichotomous transactions between the 'West'/'Australia' (formulated as singular and fixed entities) and 'international' Others and shows international education is a dynamic, complex site of multiple, distributed and evolving possibilities and sensibilities, providing for a generation for whom 'both education and employment processes are themselves globalising and changing rapidly' (Harris, 2014).

On the other hand, the transnational spaces that higher education creates cater mainly for a global power elite (Bauman, 2007) raising questions about the transformative potential of such spaces beyond widening networks of relationships with other relatively elite people.

Strand: *Language education planning and policy, Sector: Tertiary*

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'Being strict with oneself while relaxed with others' – Attitudes of university students towards English accents

The current status of English as a lingua franca (ELF) demonstrates that English is used among speakers of different first languages as a common language of choice for communication. Today, English has spread across the globe and has been adopted and adapted in various contexts. Apart from the traditional inner- and outer-circle contexts, English has gained unprecedented status in expanding 'circle' regions such as East Asia and Europe. China is a case in point, with English having gained considerable popularity, particularly over the last two decades. Against this backdrop, this research examined the attitudes of Chinese university students towards their own and other English accents. Two research questions were explored: 1) What are the attitudes of Chinese university students towards their own and other English accents? ; and 2) How do the attitudes of Chinese university students towards their own and other English accents affect their academic and social identities? A qualitative research method was applied and nine university students were selected to participate in the study. During the data-collection process, nine individual face-to-face interviews and two focus group discussions were conducted to tackle the research questions. Based on the data collected, the findings indicate that the student participants had 'mixed' attitudes towards different English accents and these may be closely linked to their experiences of learning English. Interestingly, although a native standard ideology is quite entrenched, the students seemed to recognise their own English accents as part of their identities. One salient aspect in terms of their attitudes to accents is 'being strict with oneself while relaxed with others'. In sum, a pronunciation-teaching approach based on an ELF framework is proposed for English higher education in China.

Strand: *English language education, Sector: Tertiary*

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Teaching the long view – the complexity of knowledge

Teaching a university bridging course in-country highlights differences in methodology and beliefs about the purpose of education and learning between a communicative language teaching (CLT) approach in Australia and a conventional teacher-monopoly method in China.

In a Western classroom, students are encouraged to engage in critical thinking. Critical thinking, by its nature, suggests grey areas, nuanced thought, competing arguments, that is: no 'right' answer. However, in a Chinese classroom, students have great difficulty with the concept of analytical and lateral thinking as it is not a part of their mainstream education.

Independent learning, in an academic skills course aimed at admission into an Australian university, is considered to be vital. In-country however, it became apparent that personal initiative, inquiry-based learning was not normally encouraged and success is assessed by one's ability to reproduce the prevailing view. This does not allow for sufficient university-level inquiry, self-motivated research or self-reflection.

Finally, the differences in the power dynamic: Western teachers confidently take responsibility in their classrooms and feel supported by their superiors, whereas Chinese teachers have a fear of being criticised and judged by both their students and their peers, with potentially negative consequences. This is also apparent in daily interactions with colleagues, therefore teachers do not share ideas or communicate well, as the workplace is highly competitive – as is the classroom.

Critical thinking, independent learning, truth-based judgements – all are necessary for long-term learning, yet are difficult to quantify and harder to explain, in a cultural environment that minimises the complexity of knowledge. As a consequence, while we, as outsiders, had the freedom to teach with an outlook towards the long view, this was continually challenged and restricted by the prevailing cultural beliefs about what education is for.

Strand: *English language education*, Sector: *Tertiary*

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The meaning of multilingualism in Hong Kong language policy

Hong Kong's policy of 'biliteracy and trilingualism' is officially intended to promote spoken Cantonese, Mandarin and English, and literacy in standard Chinese and English. This paper will critically interrogate this policy, contrasting its implementation (or lack thereof) with regard to the majority 'local Chinese' and two groups which are commonly perceived not to be living up to this ideal: working class 'ethnic minorities' and middle/upper class 'expatriates'. Using ethnographic data from a multiethnic Hong Kong secondary school and media and policy analysis, this research questions the policy's intentions and implications. Is every citizen really intended to achieve this goal? What does it imply for these different social groups and their relationship to Hong Kong as a polity? We take approaches from language policy and planning, language ideology and linguistic ethnography to examine implicit class and racial factors motivating the different expectations for these groups. What does English knowledge mean for each of these groups? Why is Cantonese seen as vital for working-class minorities and unnecessary for expatriates? Is the increased emphasis on Mandarin a threat to Cantonese, and/or another gatekeeping mechanism? We demonstrate that 'biliteracy and trilingualism' is not evenly applied to all sectors of society, inviting questions about who benefits and who loses out in this system and what exactly the policy is intended to achieve. Our analysis reveals how multilingual language policies can reinforce existing patterns of stratification and particular images of the ideal citizen.

Strand: *Language education planning and policy*, Sector: *Secondary*

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Ways of acknowledging and reducing epistemological distance between international postgraduate students and supervisors

As higher education institutions seek to attract more international postgraduate students, academic staff become supervisors of students whom they are likely to be epistemologically distant from. The literature offers much in the way of research exploring notions of difference, arising from culture and prior learning experiences in particular, to help supervisors understand the challenges faced by postgraduate research students. However this often takes an adjustment perspective which focuses on the need for students to come to know the codes and conventions of the new academic community which they wish to become a part of (Author, 2012). Author (2012) argues that a transition perspective which 'takes into account the assumptions made about students by the host institution, what students bring to the learning context, and how this can best be integrated with the teaching and learning of new knowledge and skills' (Author, 2012, p. 846), guides supervisors to focus more on the students and their epistemological beliefs rather than the codes and conventions of the academic community. The study reported in this paper involved four cohorts of international students, all of whom who had received scholarships to study a Masters of Education in a New Zealand university. The group included students from the Solomon Islands, Papua New Guinea, Tonga, Vietnam, and Malaysia. The paper draws on interaction data from workshop sessions aimed at supporting these international Masters students to draft proposals for their research theses, and from data generated in the context of semi-structured interviews with students at three points as they progressed through their Masters research. The data suggest important ways that students think about research, about their own research intentions, and their experiences of enacting research practices that supervisors could usefully take into account. This paper discusses pedagogical practices that may serve to reduce epistemological distance.

Strand: *Literacy education, Sector: Tertiary*

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Multilingual students, monolingual school: Students' use of multilingual resources for school-based learning

In the context of increasing diversity in Australian schools, it is important to understand the extent to which monocultural and monolingual assumptions still hold. To the frustration of many students and their teachers, multilingual and English as an Additional Language (EAL) students often face difficulty engaging with a culturally alien curriculum, demonstrating the standards of English language required for academic success, and being valued in the school community. This case study of a multilingual secondary school considers how students' own cultural and linguistic resources can be more effectively harnessed rather than relying on traditional monolingual and monocultural educational approaches.

The study incorporates multiple data-collection methods, including analysis of student research projects and school documents, student focus group discussions, a staff questionnaire and staff interviews. Findings reveal ways in which multilingual students construct and enact language policy at the classroom level, and responses from staff which may support or challenge the agency of multilingual students. Key themes include students' public and private, individual and collaborative use of multilingual resources for academic and social purposes, with some specific findings related to translanguaging practices and collaboration using shared languages. Additionally, the data suggest a continuum of teacher approaches, from resistance towards student languages, to active construction of a multilingual classroom. Language policy may be student-generated rather than developed by teachers or the institution.

Analysis draws from a theoretical framework incorporating early approaches to multilingual classrooms and contemporary ethnographic research in multilingual contexts (e.g., Blommaert, Collins, & Slembroek, 2005) to analyse the school as an institution and the interactions between staff and students. The analysis further draws on explorations of multilingual classrooms and contexts (Blackledge & Creese, 2010) to characterise multilingual learning strategies.

Strand: *English language education, Sector: Secondary*

Fry, Juliet (UC Education Plus, juliet.fry@canterbury.ac.nz)

Shifting thinking, shifting approaches

Teachers in New Zealand have considerable autonomy in designing curriculum. The *New Zealand Curriculum* sets the direction and gives 'guidance for schools as they design and review their curriculum' (Ministry of Education, p. 6). It is a concise document, providing rich and broad principles. Teaching English as an additional language is conceptualised as support reaching into all Learning Areas and detail is not given. Recognition and affirmation of students' languages are acknowledged in the Principle of Inclusion. I thought it was important to look at the interface between national curriculum direction and actual school and teacher curriculum decisions. I was particularly interested in how Pasifika learners' language strengths and needs were understood and addressed within school and classroom curriculum. I wanted to examine how teachers' conceptualisations about curriculum might change.

For my Master's thesis I used action research methodology to look at my own professional learning and development (PLD) facilitation with two teachers. By interweaving the two teachers' teaching-as-inquiry with my action research I examined the conceptualisations of knowledge and curriculum that appeared to influence national, school and classroom decisions and how these might change.

I found that the teacher-participants had vastly different ideas about curriculum that had significant influence on their teaching and their roles in schools. I found that PLD was important in enabling teachers to think through their often tacit ideas about curriculum, and come to grips with the direction provided by the *New Zealand Curriculum*. In examining different PLD events I found that the teaching-as-inquiry approach was significant in making changes in how the teachers conceptualised teaching and learning for Pasifika students. This paper provides some of the background to the significant developments in one school.

Strand: *Language education planning and policy, Sector: Secondary*

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Competing narratives in policy debates on adult ESOL access in Aotearoa New Zealand.

The number of adults with limited English proficiency in New Zealand has been growing, but the current system of ESOL provision is fragmented and does not meet the needs of all migrants. Thus, improving access to adult ESOL has been an issue that has been raised frequently in debates about New Zealand language policy. In this paper I combine narrative (Roe, 1994) and traditional policy analysis approaches to compare and contrast how access to adult ESOL is framed in policy debates in New Zealand. There are two distinct strands of arguments for improved access that are made by government agencies and policy advocates: one that focuses on individualized employment and business opportunities and another that emphasises equity, empowerment, full participation in society and the value of diversity. Drawing on government, academic, media, NGO and community publications, I reveal how these two competing narratives are used to justify the inclusion or exclusion of various 'costs' and 'benefits' and thus lead to different conclusions about the degree and type of adult ESOL provision that should be offered by government and its agencies. At an empirical level, my analysis investigates examples from healthcare and social welfare and demonstrates how the cost-benefit analysis is structured depending on which narrative is accepted. In addition, at a more theoretical level the paper identifies the analytical utility associated with combining Roe's narrative policy analysis and traditional policy analysis, which are often considered opposing approaches. Finally, I express concern that the narrowly focused 'employment' narrative is increasingly dominating the debate, and that the vision of ESOL provision based on this narrative can be harmful for long-term integration and equity of vulnerable migrant and refugee groups.

Strand: *Language education planning and policy, Sector: Adult*

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Professional learning communities: ESOL clusters – a way to empower teachers

All teaching professionals value the opportunity to share knowledge and expertise with colleagues. To support ESOL specialists and mainstream teachers who work with English Language Learners the Ministry funds ESOL Professional Learning Communities. Since 2005 this initiative has supported over 60 clusters throughout the country. These cluster meetings are an opportunity for sharing of ideas, strategies and resources for meeting the needs of all English

Language Learners and are related to the language teaching and learning thread or Aho Tapu (the thread that holds together the learning pattern together). Keith Sawyer identifies in *Group Genius: The Creative power of Collaboration* (2007) there are seven signs of Creative Professional Learning Communities. In this paper we will discuss the relevance of them to the Professional Learning Communities. Feedback from cluster members reveals that the different clusters are spread across the continuum of effective professional learning communities. This variation could be due to the facilitation skills of the leader, the stability of the cluster membership, the willingness of participating schools to make changes and receiving the time to get creative. We will discuss some of the reasons and give examples of best practice.

Strand: *English language education, Sector: Primary*

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the importance of English language proficiency in predicting academic success

It is widely accepted that English language proficiency is associated with academic success at university. However, the nature of difficulties faced by students with limited language skills and the means by which they can be readily detected and addressed are not well understood. The aim of the research is to identify these difficulties by establishing the validity of tools that detect levels of English proficiency. Additionally, we aim to identify ethnic groups with limited linguistic skills. By identifying these groups, we can form more specialised guidance thereby addressing their linguistic difficulties.

In this paper we describe the Diagnostic English Language Needs Assessment (DELNA) on a sample of approximately 4,000 students undertaking business courses to demonstrate that the results of screening are highly predictive of academic success. DELNA is a screening and diagnostic tool that is used at the University of Auckland. Using statistical tests such as regression and one way ANOVA, the authors' findings suggest that demographics and the nature of the course play an important role in this predictive relationship. Furthermore, the relative contribution of reading, listening and writing skills to course performance is not uniform. Findings suggest that strong reading and writing skills contribute more to course performance than do listening skills. This work has important implications for the support we offer students and for teaching and assessment practices particularly during the first year of study.

Strand: *Language education planning and policy, Sector: Tertiary*

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A study of Australian community schools in action – invisible to visible

Research depicting teachers often present them as 'stick figures' depicted to show the researcher's view of effective practice (Carter, 1993). This paper uses phenomenology to describe each teacher personally, professionally, and contextually, attempting to avoid collapsing and romanticising the view of a teacher (Hargreaves, 1996).

The presentation's purpose is to use six teachers' stories as a starting point for understanding and reflecting on the complex nature of community language teaching. The 'voices' of six teachers working in three of the largest languages – Chinese, Arabic and Greek – are researched. The study specifies and documents what teaching means to the six teachers and what it means to be a community language teacher from the perspective of a particular ethnic/language group.

Rarely and in no cited research literature have such teachers been asked what they really do and need, or about the realities of their work with their students and the effects of policies and curricula they are asked to implement by federal, state and school mandates.

This research presents findings on 'ethnic identity', 'language attrition and maintenance', and the silent everyday struggle that faces teachers in community language schools. This struggle manifests itself in the lack of resources, training, support and problematic nature of creating materials that engage and reflect the current language generational skills and knowledge of second- and third- and fourth-generation language learners.

Through telling these community languages teachers' stories, 'insights into the particulars of how and why something works and for whom, within in the contexts of particular classrooms' (Zumwalt, 1982, p. 235, cited in Corchran-Smith & Lytle, 1990) and schools are shared and analysed.

Strand: *Bilingual/immersion education, Sector: Community*

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EFL teachers and policy makers: Two parallel worlds?

Many countries are currently implementing national educational agendas that promote the learning of English and a major national language. The educational objectives proposed from these language education policies often base their success on the quality of English teachers. As a logical consequence, on the quality of teachers. Policy makers take actions that attempt to improve learning and teaching reflected in the curricula proposed, the assessment practices promoted and the training offered. Colombia is no exception to the global promotion of bilingualism. In the last decade, the Ministry of Education has implemented a national programme for the promotion of English from primary to higher education.

In this paper, the paper presents the findings of a mixed-method qualitative study that explored the voices of EFL teachers in Colombia regarding the implementation of the English language education policy. The study was developed in different parts of the country. Participants were EFL teachers from private and public schools. Data collection included surveys, focus groups, and semi-structured interviews.

Findings suggest that policy makers have taken action based more on external factors than on the realities of the classrooms. A major concern of the Colombian EFL teachers in the study is the distance between the regional and national policy makers' decisions and the teachers' voices. The majority of the top-down decisions disregard teachers' needs, suggestions, and the knowledge they have constructed locally. In the case of teacher training initiatives, many teachers believe that the topics, length, frequency and delivery do not meet their expectations, and therefore, their needs are not fulfilled. The co-construction of educational plans and collaborative decision making that include the teachers is usually very difficult to achieve. As a result, the implementation of the policy has become a source of frustration and job dissatisfaction for many professionals.

Strand: *Language education planning and policy, Sector: Tertiary*

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On nativespeakerism and official discourses about English language teaching quality: the case of Colombia

Bilingualism has been, for a decade, a target for Colombian educational agendas. The capacity to use English and Spanish is a desirable skill for citizens of the country because it facilitates their successful insertion in the globalised labour market. Government-sponsored policies aim to search for better standards in the teaching of English. Various actions have taken place: the implementation of national English standards; the promotion of testing of English teachers' language proficiency; the investment in teaching materials; the offering of teacher training programmes; and the justification of native speakers of English as teachers. In the implementation of these policies, local teachers of English have often been questioned over their responsibility for the slow achievement of the objectives proposed. Criticisms are often based on their limited language proficiency and their inadequate teaching methodologies.

In this paper we analyse critically how the implementation of the national language education policies in the country has become an open mechanism for the promotion of native-speakerism. Various campaigns endorsed by the Ministry of Education present them as ideal instructors who can replace, or complement the 'poor performance' of, local, nonnative-speaker teachers.

We report the findings of a qualitative study that explores some official discourses about English teaching in the country. Through an interpretive approach, we analyse critically some examples of the official discourses which portray native speaker teachers as ideal representatives of the quality of English instruction in private and public education.

Our findings suggest that these discourses are highly detrimental to the English teaching profession in Colombia in that they: contribute to perpetuating inequalities between native and non-native teachers of English; promote labour discrimination based on the assigned benefits that native speakers bring to the teaching of English; and reinforce the processes of non-native speaker teachers' de-skilling.

Strand: *Language education planning and policy, Sector: Secondary*

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Teacher professional reading in a TESOL programme: catering for diversity

Our research into teachers' views on effective ways of organising professional reading is inspired by Allwright's (2003, 2012) work in exploring classroom puzzles. Professional reading is a key source of input and a way of keeping up to date with new ideas, but often teachers feel there is little time for their own reading. Such reading is a key component of many teacher professional development programmes but the paucity of research suggests that it is a practice little examined.

We teach on a TESOL in-service qualification for practising primary and secondary ESOL and content teachers. Teachers are teaching full-time and studying part-time. In the four compulsory courses, undertaken over two years, three different approaches are used for the required course readings: independent reading; presenting a summary and leading a group discussion; and reciprocal reading in groups. We are interested in the ways in which this reading component caters for diverse needs, linguistic, cultural, pedagogic and contextual. In particular we want to know: a) which readings the teachers find most helpful and why; b) which approaches to the reading requirement they find most effective; c) and ways in which they are able to use their reading to inform their teaching and work with school colleagues.

Our two-year study is framed by two questionnaires completed by about 60 students: one prior to commencing study and the second at the end of the fourth compulsory course. In addition, five teachers participated in interviews at the end of each of the four courses to discuss how the reading component meets their needs.

Findings from the first year of data collection will be discussed, in particular those related to ways in which diversity can be catered for within the reading component of an in-service TESOL teacher education programme.

Strand: *English language education, Sector: Tertiary*

Grover, Tommi (Multilingual Matters/Channel View Publications, tommi@multilingual-matters.com)

An introduction to academic book publishing

This session will be a roundtable discussion format. Tommi will outline the process of getting an academic book published, from early preparation and planning, through choosing the right publisher, submitting a book proposal and all the editorial stages to final production, publication, and ultimately sales, marketing and other forms of circulation. You are invited to come and ask any questions you like about the world of academic publishing, provide feedback from your perspective, and most importantly contribute your opinions on the directions of academic publishing and knowledge sharing in the coming years. Although Tommi no longer has any involvement in journal publishing, he does have a background in journal publishing too and can answer some queries about that process too.

Gu, Peiya (Soochow University, pygu@suda.edu.cn)

Understanding the context of university EFL teacher development in China through narrative frames

While research suggests that it is teachers who will change the world of the school by understanding it, few studies discuss what the world is like for current university EFL teachers in China. The presenter will address this issue by reporting on a National Social Science Fund project using narrative frames and interviews as means of investigation. A total of 346 complete sets of the five narrative frames collected from 10 campuses across China were analysed using the qualitative analysis software NVivo 9 to explore commonalities among the teachers' perceptions of their context of development. Follow-up interviews were conducted with 30 selected data-rich participants from three key participating universities to probe into their situated experiences of teaching, research, reform, relationships and personal life. The findings identified a number of contextual factors, interpersonal, institutional, and socio-cultural, that promote or hinder the participants' professional development. While all participants indicated that interpersonal relationships played a key role in their learning and development, many mentioned constraining factors, such as a lack of mutual respect and support that resulted in tensions and conflicts between the teachers and the administrators, and the supporting staff as well. Data also showed that most participants saw the need to do research and innovative teaching, but many commented on the problems of institutional evaluation system,

inconsistent administrative and curriculum requirements. Most participants attributed constraining factors to socio-cultural reasons reflecting the impact of the broader economic, cultural, and sociopolitical contexts that shaped and constrained teacher development in China. An examination of these findings from the perspective of ecological human development theory demonstrated an urgent need to better understand the broader contextual factors for teacher development in China. Suggestions for improvement emerged for teachers, educators, and administrators at all levels.

Strand: *English language education, Sector: Tertiary*

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Language education locally – exams at the university

On the Norwegian side of Sápmi, there has been an increased effort to revitalize the Sámi language among adults, after a long period of Norwegianification. The Sámi parliament has funded local Sámi Language Centres for carrying out language courses. Some municipalities offer adults paid leave to attend these courses. This is the case for the Municipality of Lavangen, where the Ástávuona Language Centre (ÁG henceforth) offers Sámi language courses for adults. The challenge for adults is that they do not have the opportunity to move to cities to attend university courses. Nowadays, adults expect to gain credits after completion of a course. The challenge for the local language centres is that they do not have the authority to offer courses that give credits.

In this presentation we will show how cooperation between UiT – The Arctic University of Norway (UiT henceforth) – and the ÁG responds to these challenges. First, we will present the municipal language plan that allowed for paid study-leave, not only for municipal workers, but also for parents, workers in the private sector, and for workers in other municipalities. Secondly, we will show how important the municipal language plan and the cooperation with UiT have proven to be, especially for student recruitment. We will focus on how the courses have been organised and implemented. The ÁG has carried out Sámi language courses locally according to university course plans. The language centre has the freedom to adjust the syllabus to the local dialect and local themes. The students have the opportunity to register for exams at the UiT, and hence gain credits after the completion of the course.

Strand: *Bilingual/immersion education, Sector: Adult*

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Mirroring and conversational shadowing in terms of fluency and comprehensibility

The purpose of this paper is to examine the effectiveness of mirroring and conversational shadowing on oral fluency and comprehensibility. Shadowing, the act of repeating simultaneously what one hears as accurately as possible, has been dominantly used as a teaching technique for listening in Japan. Mirroring, a similar activity (repeating and mimicking what one hears as accurately as possible but not simultaneously), has been used as a teaching technique for speaking, especially in ITA training in the US. Conversational shadowing, an expansion of shadowing which focuses more on conversation while shadowing, was proposed about 15 years ago in Japan.

Researchers have agreed on the general effectiveness of shadowing as improving lower-proficiency learners' listening skills, meaning the shadowing technique does not focus on output. Thus, in this study, two similar techniques to shadowing (mirroring and conversational shadowing), are examined for oral fluency and comprehensibility.

A total of 44 Japanese university freshmen participated in the study: 21 students engaged in mirroring and 23 did conversational shadowing both for eight lessons. Before the training, all the participants took an oral short examination (a picture description task) in which they described three simple pictures. After the training, they worked on the same task again. The 44 pairs of speech samples were evaluated on a dichotomous rating scale; the raters gave 0 when they found the speech sample did not change and 1 when the sample changed. Two female native speakers of English volunteered to rate the samples. Prior to the analysis, they practised several times until they understood the procedure clearly.

The results suggest that mirroring is more effective for improving learners' fluency and that conversational shadowing is more effective for improving learners' comprehensibility. In the presentation, the results will be discussed mainly in terms of learners' attention, interaction, and depth of process.

Strand: *English language education, Sector: Tertiary*

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Medium of instruction and identity: discursive construction of elitism

The increasing use of English as a medium of instruction (EMI) in polities across the world has subscribed to instrumentalist views of the dominant language of knowledge, learning and communication in a globalising world. Based on these views, English in education is often considered simply as a vehicle for learning, emphasising mainly academic issues and outcomes of EMI. This consideration has led to either bypass or pays only limited attention to sociocultural issues in relation to EMI. This presentation seeks to illustrate identity issues associated with the medium of instruction in secondary education in Bangladesh using Bourdieu's concepts of linguistic market, capital and distinction. Drawing on letters written by English-medium (EM) and Bangla-medium (BM) students to the editor of an English language daily, we illustrate how EM students constructed distinct elitist identity for themselves in line with their privileged social status and set them apart from their mainstream BM counterparts. Specifically, we examine the discourses that they constructed for themselves, and for their BM other, with reference to the national language, global language, language proficiency, quality of schooling, educational outcomes and individual and social mobility in a globalised world. The analysis will lead to a discussion of the implications for medium-of-instruction policies in terms of academic, social and sociocultural issues and consequences. The discussion aims to help understand the nature of the linguistic market of English in a developing society such as Bangladesh.

Strand: *English language education, Sector: Secondary*

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Māori partial immersion education: what are schools' experiences?

The international literature on effective bilingual education programmes is well established. It shows that, provided schools observe attested bilingual education practices and those practices correspond to the unique language backgrounds of the students, their students are more likely to experience positive schooling, be successful academically, and achieve the goal of becoming bilingual and biliterate. This pattern is true for both minority and majority students, whether they are learning at school through their first language or their second language. While the literature is clear about the advantages of bilingual education, there is very little New Zealand research that corresponds directly with this body of knowledge. Most of the recent research has focused on kura kaupapa Māori schools which use te reo Māori as the medium of instruction for at least 81% of total instructional time. However, little is known about partial immersion programmes which offer between 12% and 80% Māori language instruction.

These programmes educate the majority of the Māori-medium student population. In 2013, 37,014 students were in Level 2-4 programmes. This compares with 12,028 students who were enrolled in Level 1 programmes (New Zealand Ministry of Education, 2013). Partial immersion programmes, many of which operate within English-medium (mainstream) schools, struggle to negotiate the Māori language component of their programmes. They may also experience conflicts in principles with the English stream of the schools, and have difficulties attracting staff who are suitably qualified to implement programmes. This project, which included a survey of New Zealand Māori partial immersion programmes and visits to 12 schools to interview key players, will shed light on how these programmes operate, their successes and the issues their teachers face. A case will be made for these schools to take a greater role in supporting the Māori language revitalisation effort.

Strand: *Bilingual/immersion education, Sector: Primary*

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Transitioning from Māori-medium to English-medium education: five students' experiences

This project follows on from a pilot project (Hill, 2015) that explored the experiences of a Māori-medium student in her first year attending an English-medium school. This student's experience was highly successful because she had ability, drive, family support and strong English language ability. But her experience may not be typical for other Māori-medium students transitioning to English secondary schools. In fact, many Māori-medium students struggle when exposed to a new educational context where English is the sole language of instruction (Berryman & Glynn, 2003; Weir, 2012). The issues are not confined to the New Zealand context. In international settings, such as the

United States, it is common for the bilingual children of new migrants to be prematurely submersed in English-medium programmes before their English language skills are sufficiently developed (Thomas & Collier, 1997, 2002). The high frequency of bilingual students performing poorly in English submersion programmes has led researchers such as Cummins (2000) to urge educational authorities to allow students to stay in bilingual programmes to allow them to gain academic English knowledge while being educated beside students whose total schooling has been through an English-medium education.

This paper reports on a project into five students from Māori-medium schools who transitioned to a range of English-medium secondary school settings. It used interviews with the students, their parents and their teachers annually over the four-year period to Year 12. This paper will report on their progress to reveal their successes and the issues that they experience. Of particular importance will be how well prepared they were for academic English language instruction and their ability to maintain their Māori language skills in an English language context.

Strand: *Bilingual/immersion education*, Sector: *Primary*

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Additive perspectives and inclusive education: shining a light on refugee learners' experiences of school transition

This research investigated the experiences of newly arrived refugee EAL learners transitioning to mainstream secondary schooling in Victoria, Australia. The aims were to develop understandings of students' social, academic and institutional experiences as they integrated into school, and explore factors which facilitated or inhibited transition. Seven Karen learners were the main participants of this ethnographic case study. Many Karen learners arrive having interrupted schooling and limited first language literacy; this is common for refugee learners and impacts on their educational trajectory. Whilst literature abounds in early childhood school transition for L1 students, little has been documented for refugee EAL learners. Data were collected over three terms throughout students' transition. Data sources included interviews, work samples, school observations and a series of student-drawn pictures across the transition period. The drawings contribute powerful imagery, expressing elements of transition as experienced by the students. A theoretical framework applying notions of 'cultural capital' (Bourdieu) and 'funds of knowledge' (see González; Moll & Amanti) was utilised to interpret the data. This enabled examination of the rhetoric and discourse surrounding policy and practice, which ultimately affected students' experiences of transition and schooling itself. Findings reveal that school integration was a simultaneously challenging and rewarding experience for participants; and that transition is a complex, individual and long-term process requiring consistent support from the whole school. A strengths-based approach employing additive perspectives of refugee students is recommended to enact inclusive education policies and respect for diversity. This research offers contributions towards language education planning and policy by bridging gaps in knowledge regarding refugee students' schooling experiences. In reframing transition and deepening understandings of students' educational needs, findings have implications for more equitable outcomes for refugee EAL learners.

Strand: *Language education planning and policy*, Sector: *Secondary*

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How valid is the use of language test scores for immigration? an insider perspective

Language tests increasingly inform immigration authorities' decisions over prospective migrants, which can be life-changing for migrants. This small-scale study aims to explore validity issues concerning this use of language test scores through the lens of test-takers, the most profoundly and directly affected (yet seriously under-represented) stakeholders in language-testing research. It is guided by contemporary validity theory, which dictates that a test score use is valid only if the score is reliable *and* the score-based inferences and actions are appropriate, having greater benefits than harms for stakeholders.

Participants were 37 people residing globally who took IELTS (The International English Language Testing System) and TOEFL (Test of English as a Foreign Language) for immigration purposes. They completed an online questionnaire and six of them went on to in-depth individual interviews. The quantitative and qualitative data generated were combined for analysis.

Surprising results were found. Specifically, a considerable proportion of participants did not think that the tests were effective measures of English ability or that the scores accurately reflected their proficiency. The most significant interferences to their performance included: test-takers' feelings while taking the test; (in)effective use of tips and

tricks; and the test content (topics). Furthermore, although most participants saw this test score use as appropriate, more than half of them found one or more elements of this process problematic. While this score use affected the vast majority of the participants positively in their language learning, it has complicated effects on different groups of test-takers in many other areas including finance, psychological well-being and time investment. Moreover, while some participants benefited greatly from it, others had to pay high 'prices' to obtain the desired score, in some cases without success.

Finally, implications for test authors, test administrators and score users based on the results are discussed.

Strand: *Language education planning and policy*, Sector: *Community*

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Language and education policies in Bangladesh: conflicts and politics

South Asia consists of seven nations on the subcontinent: Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan and Sri Lanka. Among these seven nations, Bangladesh, India and Pakistan comprised the same country before 1947. The educational and linguistic profile of these three countries is essentially the same due to British colonialism and the countries' geographical location. In 1947, India gained its independence from the United Kingdom and then Pakistan separated from India. The Hindi-Urdu conflict constantly divides India and Pakistan. In 1952, East Pakistan emerged with the language movement known as 'The Bhasha Andolon'. In 1971, East and West Pakistan fought for their separate identities. Bengali was the linguistic marker of identity for East Pakistan and Urdu for the identity of the leadership in West Pakistan. Because of the language and identity conflict, Bangladesh emerged as an independent nation in 1971. A two-pronged ethnographic method: (a) in-depth interviews with key policy planners; and (b) historical document analysis was used to answer the following research question:

(i) What are the reasons that led to language conflicts and language as a political concern in Bangladesh?

Results indicated that language conflict began with the arrival of the British. Bengali plays a crucial role in Bangladesh, but it has not been adopted as a medium of instruction in the formal education sector. Bangladesh has not taken steps to make Bengali an effective co-equal language of instruction. Ironically, English plays an important role in language and education policy. English is linked with socioeconomic class in Bangladesh and the language offers significant economic opportunity and privileges for its speakers. Although most of the conflicts regarding language and education are over, an unseen internal language conflict is still going on. This paper calls for language planning and policy that emphasise pedagogic equity.

Strand: *Language education planning and policy*, Sector: *Secondary*

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Pragmatic transfer from Chinese to English in emails among EFL students in Taiwan

Since the 1990s, emails have been a ubiquitous medium of communication worldwide. To address the uniqueness of email writing, this study extends an earlier study (Huang, forthcoming) and analyses the pragmatic transfer from Chinese to English in emails among EFL students in Taiwan. Huang (forthcoming) found that Taiwanese EFL learners predominantly use English in their emails, together with a mix of both English and Chinese. Emails written in English often exhibit features such as abbreviations, syntactic reduction, and use of informal vocabulary. It was found that features found in students' emails may be due to first language influence. Thus, this study extends Huang's (forthcoming) research and further analyses pragmatic transfer from Chinese to English in emails among ELF students in Taiwan. The context is an institutional one where college students interact with their teacher. The aims are two-fold: (1) to identify the discourse structure of emails among EFL learners of Chinese background; and (2) to identify the pragmatic transfer from Chinese to English in emails among the EFL learners of Chinese background. The email corpus includes 132 emails produced by two groups of students: undergraduate students major in English and graduate students majoring in linguistics in a university situated in central Taiwan. The researcher collected the emails over a span of nine months from 2012 to 2013. The paper will present the analysis of the pragmatic transfer in email writing and provide pedagogical implications on how such transfer can be used in English language teaching classrooms.

Strand: *English language education*, Sector: *Tertiary*

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Third language acquisition – the influence of L2 on L3

Second language acquisition (SLA) has been extensively studied in the past few decades. However, the effect of bilingualism/multilingualism on the learning of a third language has not received the same attention from linguists/educators. Although cross-linguistic influence has been one of the major issues discussed in the field of SLA, the role of L2 on L3 has been relatively unexplored. To address this issue, this project investigates the development of second foreign languages (L3) – French and Spanish – by Taiwanese students with Chinese as their first language (L1) and English their second language (L2). Much research in Taiwan has focused on the learning of English as it is the required subject from elementary school level. Unlike English, most foreign languages are learned in university. Therefore, the project considers the phenomenon of trilingualism (Clyne, 1997). In particular, Clyne's classification on transference (Clyne, 1992) is used as the main framework of analysis. The aims of this study are: (1) to identify the influence from L1 on L3 at various linguistic levels; and (2) to identify the influence from L2 on L3 at the various linguistic levels.

One class of Intermediate French and one of Intermediate Spanish were recruited. The students taking these courses are mainly students from the Department of English and there are, in total, 65 of them. Adopting a mixed-methods approach to achieve triangulation, this study collects data from four sources: (1) classroom observation; (2) writing assignments; (3) interviews with the teachers to help identify students' learning progress; and (4) questionnaires. In this paper, the researcher will present the main findings from the questionnaires together with analysis of the writing assignments in order to provide evidence for L2 influence on L3.

Strand: *Bilingual/immersion education, Sector: Tertiary*

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Paradigm shift in early childhood education: towards mother-tongue-based multilingual education in Indonesia

Indonesia is home to a wealth of over 700 indigenous languages. As pre-school children from these various language groups begin school, they are faced with more challenges than just learning their ABCs and getting along with peers. The language of instruction for formal education in Indonesia is often not the language children speak at home, nor is the educational setting relevant to, or appropriate for, these preschool learners. In order to help children from minority language groups succeed in school, there needs to be a paradigm shift in pre-primary education that addresses learner needs.

In the Maluku province, such a shift has begun. Yayasan Sulinama, a local non-profit foundation, is addressing the education issue through a mother-tongue-based pre-school programme (PAUD-B2S) which has expanded to serve more than 30 partner preschools and three language groups. This programme uses the mother tongue of learners as the language of instruction in a holistic curriculum that is contextualised to each learner's environment and culture. Moreover, the programme trains learners to think critically and creatively in the language they know best. The strong educational foundation that these skills provide can then be transferred to the national language in primary school.

Over the past five years, both qualitative and quantitative data have been collected regarding student and teacher performance as well as overall success of the programme. This paper will present a case study of the PAUD-B2S mother-tongue-based preschool programme explaining programme implementation, impact, challenges and future plans.

Strand: *Bilingual/immersion education, Sector: Early Childhood*

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Bilingual assessment service (Ministry of Education New Zealand)

There is a small proportion of English language learners in schools who come to the attention of teachers when they fail to make progress at an expected rate, or who show signs of behavioural issues. Before deciding whether a referral needs to be made to specialist services, it is necessary to assess the learner's cognitive functioning and achievement in their first language. It is also important to collect information about social and emotional health and any factors such as family circumstances, which might be negatively affecting the learner's performance at school. This can only be done effectively through first language by an assessor who is trained in working with children in this

context, with the assistance of a bilingual support person. Without such assessments there may be some serious misinterpretations of the child's learning needs or a failure to recognise factors affecting achievement.

The Bilingual Assessment Service provided by The New Zealand Ministry of Education enables schools to access specially trained resource teachers to assess the learning needs of students from language backgrounds other than English. A bilingual assessment can distinguish between language learning needs, additional special learning needs and social/emotional needs, through dual assessment in first language and English.

This paper gives an overview of this service, who is involved in the process and provides a brief outline of how a bilingual assessment is conducted and some of the outcomes that are expected.

Strand: *English language education, Sector: Primary*

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Thinking anew about literacy pedagogy for immigrant adolescents in Japan through participatory video practice

The presentation attempts to think anew about a literacy pedagogy that is relevant, meaningful, and inclusive for immigrant adolescents in Japan based on 3-month youth participatory action research. Collaborating with the presenter who is a researcher and a professional videographer, six immigrant (i.e., five Chinese and one Filipino) adolescents of a JSL school in the city of Toyota, Japan, engaged in a digital video production project in which they selected topics, wrote scripts, directed, and shot videos to explore racial/ethnic stereotypes prevailing in the country. The research was guided by multiliteracies perspective and work on youth critical literacies. Participatory video practice informed by YPAR was the overall research design. The presentation not only discusses the viability of this practice that allowed the adolescent participants to optimize multiple, quotidian, and critical forms of literacy, but also provides autobiographical accounts of the presenter's ethnical positionality throughout the research.

Strand: *Literacy education, Sector: Community*

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Developing a learning@home framework to support parental involvement in digital learning

Drawing upon an ecological framing, the value of building alignment between home and school is increasingly recognised as high priority. In this paper we describe a 'learning@home framework' with accompanying resources developed as a result of our interviews with 40 students and their parents in a group of multicultural Auckland schools. As part of our responsibility as researchers to social transformation, we present the learning@home framework as resources that build from the findings with a view to enhancing intersubjectivity between families and schools.

Previous studies describe a range of parental involvement practices, from traditional, overt actions (e.g., homework oversight) to more contemporary, 'interactive' forms of engagement, such as learning-centred communication. Digital affordances potentially enhance particular types of interactive parental involvement by facilitating communication between home and school, enhancing learning visibility, engaging formats and 'anytime, anywhere' participation.

Findings from our study suggested some differences between the understandings of parents, students and teachers about the nature and role of home learning and guidance. Moreover, the varied nature of reported practices and understandings offered insight into a number of potentially productive avenues that might optimise the interactive nature of parents' involvement. In particular, five dimensions contribute to a framework supporting learning@home, and a role for parents in these dimensions is highlighted. We envisage the framework forming a basis for closer home-school communication and alignment.

The framework constitutes our response to the danger that parents' traditional role as mediators of learning becomes eroded as more time is spent learning online. Potential outcomes include: (a) promoting parental agency through accessible online resources; (b) overcoming marginalisation of parental expertise because the child is seen a 'digital expert'; (c) closer home-school connections through visibility and the 'shareability' of students' digital creations.

Strand: *Literacy education, Sector: Primary*

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Language policy and educational opportunity in the new latino diaspora

The New Latino Diaspora is a demographic phenomenon that describes the immigration of Latinos from across Latin America – but especially Mexico – to small cities and towns in the United States, which have historically not been popular destinations for Spanish speakers. The small midwest state of Iowa has traditionally been a place with relatively little linguistic diversity but, over the past 20 years, it has experienced a 452% increase in its non-native-English-speaking population. While the influx of students has helped keep some school districts open (that were otherwise losing students), educators and policymakers have struggled to accommodate their newly arrived students. In this paper, we look at how educational language policies have adapted to this changing linguistic ecology. Utilising intertextual discourse analysis of official and unofficial policy documents, along with interviews with educators and policymakers, we analyse the connections between local, state-wide, and national language policies. Of particular interest are a handful of bilingual education primary schools, which have established themselves in disparate parts of the state. Findings suggest that policymakers and educators alike have struggled to develop coherent plans for accommodating Spanish speakers, and further, in leveraging resources to enact what plans do exist. While there is support at the state level for a diversity of educational programmes – including bilingual education – there is very little guidance or financial support for districts. In other words, while educators have a lot of agency in determining how to educate non-native English speakers – and some very industrious individuals have opened bilingual schools – what is needed is a more robust (funded) structure for language education. Our results have implications for the future of linguistic accommodation and educational opportunity in the New Latino Diaspora.

Strand: *Language education planning and policy, Sector: Primary*

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The development of a Māori language pronunciation tool for Māori language learners

The MAONZE project (Māori and New Zealand English) uses recordings from three sets of speakers to track changes in the pronunciation of Māori and evaluates influence from English. The first group of speakers were born in the late nineteenth century and recorded mostly between 1946 and 1948. Most of these speakers comprise part of the Radio New Zealand Mobile Unit (MU) archive in the Origins of New Zealand English (ONZE) project at the University of Canterbury. The second group of speakers are kaumātua/kuia (elders) born between 1920 and 1940, and the third group are young speakers born between 1970 and 1990.

In the 2007 and 2011 LED conferences we reported results from the project showing changes in both vowel quality and vowel duration (for all age groups and both genders) and evidence of diphthong mergers especially among the younger speakers. We also outlined how female speakers from all three age groups were ahead of the male speakers in terms of raising the short vowels /e/ and /o/ and in glide weakening in the diphthongs. The young women were also in advance of the young men in /u/ fronting.

In this paper we describe our efforts to trial and develop computer-based tools that assist learners to improve their own pronunciation of Māori. Tools developed allow users to get real time feedback on their own pronunciation of individual vowels, diphthongs and commonly mispronounced Māori words. The tools draw on a speaker database developed by the MAOZNE project. This allows users to make comparisons by gender and compare themselves both to younger speakers and the 'gold standard' kaumātua/kuia age group.

Our current research is supported by a University of Auckland Strategic Initiatives Fund (SRIF) grant.

Strand: *Bilingual/immersion education, Sector: Tertiary*

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Ethnography of language policy in rural primary schools in Pakistan

Ethnography of language policy (Hornberger & Johnson, 2007) – a 21st century approach to researching LPP (Johnson & Ricento, 2013) – emphasises the centrality of teachers' language perceptions and practices (Valdiviezo, 2013) in understanding the role of their agency (García & Menken, 2010) in bottom-up transformation of language policy (Canagarajah, 2006) through its micro-level appropriation (Ricento & Hornberger, 2006). This paper presents narrative ethnographic research carried out in three Pakistani rural primary schools located close by but following different languages as MOI – English, Urdu and Pashto.

The study aimed to unpeel the language policy onion (Ricento & Hornberger, 1996) and slice it ethnographically (Hornberger & Johnson, 2007) to explore how teachers stir it (Garcia & Menken, 2010) using their agency in language preferences and practices and evolve policies based on local conditions. It aimed to explore which languages teachers employ for teaching/learning, why they make these choices, and what implications their decisions hold for language-in-education policy. Extensive narrative interviews with, and classroom observations of, six participants (two teachers from each school), journal entries, and official documents constituted the methods used for data collection. Analysis of data involved NVivo software and a thematic analysis (Riessman, 2008) approach.

Preliminary findings reveal that, while the teachers emphasise the importance of using Pashto (MT of all teachers/students) for explaining lesson content, they do not perceive it of any pragmatic value in the linguistic marketplace and oppose its inclusion as a taught subject or MOI. Their language practices show a predominant employment of Urdu and subsidiary use of Pashto, with the use of English limited to reading from textbooks, regardless of the MOI followed by the school. The findings point towards ineffectiveness of using different MOIs, and necessitate a policy model that makes contextual factors and teacher meaning-making integral parts of the policymaking process.

Strand: *Language education planning and policy, Sector: Primary*

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Crime and mystery fiction as a tool for teaching culture

It has often been argued that culture and language are inextricably bound (e.g., Xiu, 2014). If this is true, then learning a language entails learning culture, including idioms. This is arguably the case not just when learning a new language, but also when learning another dialect of a language. This paper proposes that crime and mystery fiction can be used as a tool for teaching culture, including the idioms that reflect that culture. First, the paper gives a brief background on the language/culture relationship and the way idioms reflect this (e.g., Eroğlu & Karaq, 2014). Then the paper moves to a discussion of crime and mystery fiction, making an argument that this genre is a highly effective choice for teaching culture. A study is then presented which addresses learning culture through crime and mystery fiction. The study posed the question: Do adults learn culture and idioms through crime fiction? Adult native speakers of various dialects of English (e.g., UK, American, Australian, Canadian) were included in this study, as were non-native speakers of English. Participants were surveyed regarding their learning of different cultures and the idioms associated with those cultures, as well as the role crime and mystery fiction played in that learning. It was found that these participants reported learning a variety of different idioms and other aspects of culture through their interaction with crime and mystery fiction. Results of this study are discussed and implications for the classroom are proposed.

Strand: *English language education, Sector: Adult*

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Language of learning and teaching in a multilingual school environment: what do teachers think?

An enduring problem of educational policy changes in the past 20 years is the fact that curricula, legislation and policies have changed radically while the staff complement has remained relatively stable. On the one hand, as Heugh (2009, p. 97) notes, 'increasing numbers of African-language-speaking students have entered the formerly privileged, middle-class suburban schools aching for a better chance in life and hoping that the English-medium education offered [...] will facilitate a realisation of this aspiration'. On the other hand, teachers, who may have

chosen a particular school because they know the language of learning and teaching (LoLT), may suddenly find themselves facing learners who do not understand a word of what they are saying. Ultimately, when policies have been decided on and need to be implemented, and parents have made a choice about the language in which their child(ren) are to be educated, it is the teacher who must face a class and put these policies and decisions into practice. Yet it seems teachers do not have a big enough say or may not be fully aware of alternative models for multilingual classes (or may themselves be driven by their own perception of which language is 'important'). Small wonder then that policies are often subverted when teachers realise that learners are not coping. This study set out to bring the teacher's voice to the Language in Education Policy (LiEP) debate. An anonymous quantitative questionnaire was administered to obtain the opinion of teachers who face multilingual learners every day and are perhaps best positioned to provide a practical contribution to the LoLT debate. The results from this small study show that a monolingual orientation towards schooling does not reflect the complexity of teachers' decision-making processes in multilingual classes, and that a gap remains between the LiEP and practice.

Strand: *Language education planning and policy*, Sector: *Primary*

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Chances and obstacles of language policy within the Malawian education system

This article focuses on the chances and obstacles of the implementation of language policy within the Malawian education system. Language policy consists of the tripartite division of language practice, language attitude and language management, whereby language management itself is divided into status, corpus and acquisition planning. The main focus of this article is on language practice and language attitude, as the daily implementation at specific selected schools is highly influenced by the attitude and practice of the local teachers. Data collection was done through questionnaires and semi-structured interviews in selected public primary and secondary schools in selected districts in Northern and Central regions in Malawi in 2015. The results of the data collection showed a quite discernible share of code-switching of the involved teachers almost regardless if English was the Language of Learning and Teaching (LoLT). Within the Northern Region, Chitumbuka und Chitonga, and within the Central Region, Chichewa, were applied significantly. Since Bakili Muluzi's Presidency in the 1990s the language policy of Malawi has become more multilingual and open, compared to the long-lasting dictatorship period of Dr Hastings Kamuzu Banda. This was also expressed by the renaming of the Chichewa Board to the Centre for Language Studies, which indicated a more multilingual approach. As aforementioned in the Northern region the code-switching, especially at primary schools and during oral communication, was much more visible than during written communication at secondary schools where nearly no examples of code-switching appeared. Furthermore the teachers' language attitude towards the indigenous languages was more positive at primary schools compared to those at secondary schools. More quantitative and qualitative research is necessary to find out more about differences between the various linguistic groups regarding the usage of their vernacular and related attitudes towards their own indigenous languages.

Strand: *Language education planning and policy*, Sector: *Primary*

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Developing critical thinking of primary school pupils by teaching reading through mother-tongue-based multilingual education

While the Governance of Basic Education Act of 2001 mandates all educational institutions to encourage critical and creative thinking, attaining functional literacy has remained a major issue in the Philippine education setting.

As a response, the Department of Education (DepEd) mandated the implementation of the mother-tongue-based multilingual education (MTB-MLE) in all public schools, specifically in Kindergarten, and Grades 1 to 3 (DepEd Order No. 16, s. 2012).

Accordingly, this study focuses on DepEd's Two-Track Method which is the use of the mother tongue for storytelling and reading, listening to stories, and oral communication activities (DepEd Order No. 18, s. 2011).

Utilizing the descriptive research design, this study aims to describe the effects of using story books written in the mother tongue on developing and enhancing critical thinking of primary school pupils. Recognising that reading is a

thinking skill (Hermosa, 2002), this study looks into the relationship of the development of pupil's critical thinking skills to their reading ability.

Following Young's (2012) claim that, among the desired outcomes of MTB-MLE is the 'conscious reflection on heritage language and culture', this study concludes that teaching reading through MTB-MLE could help preserve pupils' cultural identity. Teaching reading using MTB-MLE seeks to address the tendency towards undervaluing the use of the mother tongue which extends to undervaluing one's linguistic identity, and one's cultural identity as a whole. This tendency is implicitly conveyed to the students, and there is a high possibility of being emulated by the students beyond the classroom.

In the end, the effectiveness of MTB-MLE in developing critical thinking skills of pupils depends on the educator's ability to make use of the elements of good education in the classroom setting.

Strand: *Bilingual/immersion education*, Sector: *Primary*

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EFL classrooms with walls: Two worlds inside and outside Chinese schools

Research has shown that the most recent national English as a foreign language (EFL) curriculum has not been implemented successfully since the nation-wide commencement in Chinese schools in 2001 due to various reasons such as a lack of proficient and competent English language teachers in both quantity and quality, examination pressure, cultural resistance, impracticality of the curriculum, and lack of collaborative effort among practitioners at various levels.

To add to the existing literature and to explore in which sense the EFL curriculum policy is impractical – this is argued by this paper as the basic cause of the previous issues – this study aimed to find EFL teachers' and their students' perspectives about teachers' classroom practice. Two instruments were adopted for collecting different types of data: 1) document study of curriculum policy document to locate the policymakers' expectations for teachers' implementation; and 2) semi-structured interviews with EFL teachers and students in various secondary schools. In analysing the data, the techniques of both quantitative and qualitative content analysis were used. The findings of this study revealed the gap between policy and practice, as well as the gap between the policymakers' expectations and the reality in the EFL classrooms which, in EFL teachers' term, are 'two worlds'. The implications of the study may shed light on a more applicable EFL education policymaking process.

Strand: *English language education*, Sector: *Secondary*

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Chinese oral narrative skills among bilingual children learning Chinese as a second language

Oral narrative skills (ONS) are found to be well developed among monolingual Chinese children aged eight to nine. Association has also been marked between monolingual children's ONS and aspects of their language skills in both oral and written forms. Despite its importance of linking oral language to literacy, oral narrative skills in a second language have not been fully investigated. We know little about Chinese oral narrative skills among bilingual children learning Chinese as a second language. This study examined Singaporean Chinese-English bilingual children's oral narrative skills and their relations to children's home literacy environment and their reading achievement.

A total of 121 children aged eight to nine, from two Singaporean primary schools, were tested on their ONS with a recount storytelling task. ONS were scored on five aspects, namely: 'introduction', 'theme', 'conflict and resolution', 'conclusion' and 'coherence', with an adapted story quality rubric. Children's receptive vocabulary and reading comprehension were measured with age-appropriate tasks. They also completed a home literacy environment survey asking about their language preference at home and frequencies of exposure to Chinese language and literacy materials at home.

Significant correlations were found among aspects of children's ONS, their receptive vocabulary, reading comprehension, their language preference at home and their Chinese-literacy-related activities. This revealed an association between children's ONS, home literacy environment, oral vocabulary and reading. After controlling for receptive vocabulary, there were still significant correlations found between one aspect of ONS (theme), reading comprehension and self-reading activities at home, indicating the importance of reading activities at home to

children's ONS and the link between ONS and reading comprehension beyond vocabulary. Future analyses and discussion will further our understanding of bilingual children's development of ONS in Chinese.

Strand: *Bilingual/immersion education, Sector: Primary*

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Learner perspectives on English language teaching in China

Instruction in English has been receiving increased attention in China since the 1980s, and studying English has become a national priority and mass movement ever since. Currently there is considerable interest in China because of China's growing economic prosperity and rising international status. Research on the large EFL learning population in China will expand our understanding of EFL education in one of its largest areas of growth.

This presentation reports findings from a recent research study of 1,613 Chinese undergraduates regarding their experiences, perspectives and attitudes toward English and English Language Teaching (ELT) in China. Data were collected using an online survey questionnaire consisting of 44 questions. Statistical analyses of data, including chi-squared tests and linear-trend tests of independence were conducted to examine Chinese learners' perspectives, motivation to learn English, and the association between various learner characteristics and factors in language learning, including students' gender, major, home town, extramural studies, and parents' level of education.

The main findings indicated that the majority of respondents have strong motivation to learn English, based on the belief that English has been, and will continue to be, useful and important in their studies and work as they imagine themselves as global citizens who will participate in global affairs in the future. These findings reinforce the emphasis of China's national policy to promote English learning starting from elementary school and through to college. The majority of respondents reported reading and writing as their strengths regarding English proficiency, while listing speaking and listening as their weaknesses. The association between students' self-reported proficiency and their majors, home town, and parents' level of education was statistically significant. Nevertheless, the study also indicated that the majority of English learners in China lack opportunities to use English both in, and outside of, school.

Strand: *English language education, Sector: Tertiary*

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Cultural representations and ideological underpinnings of college English textbooks in China: A corpus linguistics approach

English learning is required for almost every student from primary school to doctoral programmes in China, and textbooks are common and dominant features in all English programmes. Given the significant role of textbooks, the Chinese Government launched its 'Twelfth Five-Year Plan', and included numerous textbooks for education programmes in 2010, including 10 sets of English textbooks which are widely used in Chinese colleges and universities.

The study based on self-build College English textbooks Corpus (over 900 texts of 40 volumes) aims to unearth the cultural representations and potential ideological underpinnings in these texts. In order to address the questions concerned, linguistic details in these texts will be analysed through APPRAISAL theory (Martin & Rose, 2007; Martin & White, 2005) within the framework of Systemic Functional Linguistics. APPRAISAL theory helps to decode textual discourse features and their functions, providing a detailed analysis and linguistic understanding of these texts. The linguistic findings then will be analysed, and interpreted within the framework of Critical Discourse Analysis (Fairclough, 1995). Jan Blommaert's (2010) theory of sociolinguistics of globalization will also be used to analyse and explain the linguistic phenomena by connecting discourse and social context, especially in the context of globalization and related significant social transformations in China. Throughout the process, corpus linguistic techniques will be employed. Corpora as a tool may provide new considerations for the English textbook analysis, and it will be a beneficial supplement to the analytical systems on the aspect of objectivity.

This study is expected to enrich approaches to studying language textbooks, especially in understanding their cultural representations and ideological underpinnings. It is also expected to inform the development of English as Foreign Language (EFL) textbooks worldwide, especially in an era, when 'the multilingual turn' (May, 2014) has been a trend.

Strand: *English language education*, Sector: *Tertiary*

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Professional services for supporting diverse language learners

Differences identified in the literature among language learners include age, learning styles, gender, sexual preferences, aptitude and many others. The approach of the language teaching profession to addressing these differences has been one of specialisation, so that teaching young learners now has its own specialist literature. This is a rational approach where there is a consolidated profession, as in medicine for example, where the responsibilities of general practice include referral to specialists. Good general practice in language teaching is informed by research and by expert opinion but is not consolidated in the same way as it is in the medical profession. The consequence is that systems of accountability in educational institutions tend to assign a passive role to learners, and a subordinate role to teachers who are accountable to their institutions through bureaucratic, rather than professional, procedures.

To attend to the needs of learner diversity, teachers need appropriate knowledge, skills and attitudes (together with the freedom to act accordingly) and appropriate systems of accountability. At the same time, learners need to be active in understanding their own learning goals, opportunities and restrictions. This paper draws on the author's empirical research on the roles of learners, institutions and teachers in supporting more autonomous language learning in a Mexican institution of higher education, and relates these findings to concepts of expertise and professionalism taken from the broader literature. The results show that institutions, learners and teachers all feel disempowered in different ways by the educational system, and that the system is incompatible with the delivery of accountable professional learning support services. However, much language teaching takes place outside that system and there is an opportunity as well as a responsibility to provide a professional language learning support service. This paper suggests areas where teachers can align their practice with professional criteria.

Strand: *English language education*, Sector: *Adult*

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Evolution of attitudes of European study-abroad students towards language diversity

The Erasmus student mobility programme has been sometimes referred to as one of the most powerful tools of European integration. This is the case of Viviane Reading who, in the acceptance speech of the 2004 Príncipe de Asturias Award for International Cooperation, declared that 'Erasmus enables them [students] to discover sometimes for the first time a citizenship founded on others' roots, common to all Europeans, respecting historical, cultural and linguistic diversity.'

In a series of fairly recent studies, study-abroad experiences have been claimed to produce an impact on language development (Llanes, 2011) and intercultural competence (Engle & Engle, 2004; Williams, 2005; Zielinski, 2007) of students. However, little research has been done so far on how they may alter students' attitudes towards language and identity.

Our study intends to cover this area of research by focussing on students' attitudes and perceptions regarding languages and their role in the configuration of an imagined European identity. To this end, we have obtained both quantitative and qualitative data before and after the Erasmus experience to a group of students by applying a questionnaire (pre and post, $n=109$) and by conducting focus group discussions before and after the experience with a total of 18 students.

The results of the quantitative analysis of the questionnaire point to a significant change of perception of the role of languages in mobility within Europe, with English losing predominance after the experience and multilingualism becoming a more appreciated asset. Additionally, focus group discussions point to an enhanced view of the moments and circumstances expected before and experienced while being abroad, but at the same time show a

relatively low interest in the host culture and language expressed through a lack of contact with the language of the host community.

Strand: *Language education planning and policy*, Sector: *Tertiary*

Macnaught, Lucy (University of Technology, Sydney, lucymmac@gmail.com)

Classroom talk to co-create a written text

This paper reports on PhD research about the use of teacher-led collaborative writing to support students' academic literacy. It focuses on the methodology of joint construction (Rothery, 1996) where the teacher guides the whole class to co-create a target text. While data involve classroom interaction from intensive tertiary preparation courses, this writing methodology has been widely used in a variety of first and second language teaching and learning contexts (Martin, 2009). Recent studies exploring the enactment of joint construction with advanced language learners have focused on: the overall lesson structure (Humphrey & Macnaught, 2011); interpersonal patterns of interaction across different lesson stages (Dreyfus, Macnaught, & Humphrey 2011); and adaptations to online learning environments (Dreyfus & Macnaught, 2013). As yet, there is limited understanding of how teachers organise classroom talk to support this form of collaborative text creation.

This study draws on functional linguistic theories of language (Halliday & Matthiessen, 2004; Martin & Rose, 2007) to closely examine classroom discourse. Phasal analysis (Rose, 2005; Rose & Martin, 2012) is used to consider how teachers 'guide but not provide' wording for the scribed text. A key finding involves the structuring of classroom talk to support field traversing, i.e., movement back and forth between the field of the writing topic and knowledge about language. Talk about language is key because it identifies 'kinds of' language patterns. This enables teachers to specify what they are asking for. It also allows current language choices to be related to future language choices in other texts. Findings contribute to discussion of how classroom talk pairs with the pedagogic goals of particular writing methodologies, and also the role of metalanguage in negotiating language choices for the benefit of students' future writing.

Strand: *Literacy education*, Sector: *Tertiary*

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Social and psychological factors that influence indigenous Malaysian students' academic performance

Factors that contribute to the performance gap between subgroups and mainstream students deserve special attention. Different subgroups are faced with different sets of challenges which could significantly hinder them from performing to their fullest potential in formal assessments. In this study, we sought to determine the relationships between social and psychological aspects of L2 learning: home literacy practices, L2 communicative confidence, L2 learning motivation, as well as students' L2 proficiency and their overall academic achievement. The possible influence of these four factors on overall academic outcomes was investigated with a sample of 200, third to fifth grade, underserved, Indigenous Malaysian students – learning Malay as a second language – in the states of Perak and Pahang, Malaysia. Using structural equation modeling, we found that Orang Asli students' home literacy activities and L2 learning motivation contributed significantly to their L2 proficiency and overall academic performance. L2 learning motivation was also positively associated with students' confidence to speak in the target language. L2 communicative confidence on the other hand, has significant contributions to L2 proficiency, but no influence on students' overall academic achievement. The major finding of this study is that home literacy activities have a significant and important role in the model established. This variable has significant correlations with both the confidence to speak in Malay and motivation to learn the Malay language, and has contributed significantly to the variances of students' Malay language results and overall academic achievement. The current study has therefore demonstrated the significant role home literacy activities play in the development of the second language, particularly among Indigenous students. Given the importance of L2 proficiency in improving students' overall academic outcomes, these results altogether indicate that parents can help provide much needed support for a more encouraging home literacy environment.

Strand: *Literacy education*, Sector: *Primary*

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What narratives emerge as Māori parents seek to revitalise Māori language with their children?

This presentation is a summary of the results of a doctoral research that looked at eight parent narratives and the emerging themes about Māori language identities. Using a kaupapa Māori theoretical approach and indigenous narrative methodology, parents' narratives were gathered and emerging themes were formed from these. Parents discussed their Māori language identities and what they wanted for their children including educational experiences and aspirations. Using Benham's (2007) indigenous narrative framework for analysis the themes were placed into ecological, socio-cultural, and institutional features and then the relationships across all three of these features were discussed. I present the themes generated by the realities of parents living in the context of Christchurch and how these themes match the current literature and educational environment. The emerging themes demonstrate the continuing effects of historical trauma and colonisation upon language loss on the lives of Māori parents. Despite trauma and loss parents navigate the interface between two worlds: te ao Māori (the Māori world) and te ao whānui (the globalised world) (Durie, 2004) by developing resilience strategies to enable successful Māori language identities. These strategies are presented in the hope that other parents embarking on the journey of intergenerational transmission of te reo Māori language identities benefits from these parents' experiences. The journeys demonstrate why and how they got to the commitment level needed to sustain te reo Māori and what the parents need to continue on this journey. As Tā Apirana Ngata stated in 1947 in an address to the Polynesian Society in Wellington, 'it is up to the younger generation of Māoris to maintain their pride of race and to preserve the language of their forefathers'. These are the parents that are doing this with the next generation.

Strand: *Bilingual/immersion education*, Sector: *Adult*

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Rethinking diversity in language education: Towards a new philosophy of language and policy formulation

The paper observes that language ideological frameworks that insist on homogeneity, uniformity and correctness continue to inform language education policies in many plurilingual communities. This has resulted in a mismatch between the language practices that learners from diverse backgrounds bring and their learning environments. The language policies in their current state have created 'imagined communities' in the education system that have failed to fully address the complexity of the diverse backgrounds and the multiple identities of the learners. While language policymakers are agreed on the need for linguistic and cultural diversity in language education, current efforts to address this mismatch have resorted to multiple language and multi-literacy pedagogical models aimed at revamping the schools' curriculum. These efforts have equated diversity to the adoption of multiple standard languages. Rather than solving the problem, these changes have instead created multiple, hegemonic and monolithic stand-alone forces that often vie for supremacy and control. The paper argues that standard language ideological frameworks are actually among many other discursive language practices that should be explored for possible inclusion during language policy formulation.

The paper uses the findings of a study that explored language practices and strategies of communication of cross traders from diverse geographic locations and cultural backgrounds brought together for the purposes of trade in the unstandardised zones of contacts of selected borders in Southern Africa. The study found that, even in the absence of a common language, the participants were able to come up with discursive intercultural and cross-language communication strategies that were not solely based on homogeneity and uniformity. Gleaning lessons from this study, the paper makes suggestions for broadening notions of diversity through the recognition and better understanding of the diverse ways in which policymakers define and conceptualise language and diversity in education.

Strand: *Language education planning and policy*, Sector: *Community*

Matheson, Neil (University of Auckland, nj.matheson@auckland.ac.nz)

Exclusion or success: A multi-faceted approach to increase pasifika performance in an EAP writing course

The ability to write well is a decisive factor in academic success, yet disproportionately poor outcomes for Pasifika students in a New Zealand university English for Academic Purposes writing course means those students are more likely to do poorly in tertiary education overall. As success in the course is increasingly required as a condition of enrolment, students with poor outcomes even risk being excluded from tertiary study altogether. Research (e.g., Chu

et al., 2013; Patterson, 2012) indicates a number of issues create difficulties for Pasifika students at university, requiring a multi-faceted response from institutions, academic and support staff and students themselves to raise achievement. This paper describes a three-year teaching intervention project implementing such a response in an attempt to improve outcomes for Pasifika students in the academic writing course. Adaptive strategies (Zepke et al., 2005) aimed at developing a more learner-centred approach and promoting student engagement (Airini et al., 2010; Benseman et al., 2006; Madjar et al., 2010; Tumen et al., 2008; Zepke, Leach, & Prebble, 2006) were adopted. More specific initiatives requiring a greater investment of time and effort by students were also developed, including an emphasis on attendance and assessments. Accurate course placement using the institution's language diagnostic system, targeted workshop sessions, and individualised support for the most at-risk students were also employed. Results over the three-year project have fluctuated, but an overall increase in pass rates for Pasifika students indicates this intensive, multi-faceted approach is beginning to pay dividends.

Strand: *English language education*, Sector: *Tertiary*

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NNETs in Japan: Could they make the best EFL teachers?

The demand for English Language Teachers in Japan continues to grow as the Japanese government puts more pressure on enhancing the language proficiency of the future generations. Job advertisements seek two types of teachers for this task: either native speakers of English or Japanese non-native speakers who are fluent in English. However, there is a small number of teachers working in Japan who do not fit either one of these categories but who can bring new perspectives and original insights into English teaching in Japan. Very little research has explored the role, challenges, and strengths this group of teachers can provide, except for questionnaire-type studies examining student perceptions of their English teachers, both NETs and NNETs. This study attempts to do that by building on Norton's (2000) and Gee's (2008) theoretical conceptions of identity while it examines the identity constructions of three such teachers in Japan through ethnographic self-reflections. Through narrative inquiry from discussions and dialogic journal interactions, this study tries to understand how these teachers struggle to assert and negotiate an identity to be considered legitimate TESOL professionals in a society where preference for native speakers of English is overwhelming. Some of these challenges the participants experience involve teacher credibility and accent. The study will also examine the strengths these teachers can bring into the classrooms, and how they possess some unique characteristics that can empower the future of English teaching in Japan. Some of the strengths the participants view themselves as having include being good role models and better anticipators of language learning difficulties of students as well as being more sensitive to their language learning needs.

Strand: *English language education*, Sector: *Tertiary*

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A combination of product approach and process approach to TOEFL writing independent tasks

For those who teach the TOEFL iBT Writing Independent Task, it is a subject of debate what type of writing approach helps students to perform better on the task. One common approach, a process approach, is said to give solid support for students to become successful writers. However, according to my teaching and research experiences, another approach, a *product* approach, allows students to write effective essays for the task in a shorter period of time, provided that model essays are appropriately established. What if a combination of the two approaches was the best solution?

In light of the background above, the purpose of the presentation is to validate the effectiveness of applying a combination of product and process approaches when teaching the TOEFL iBT Writing Independent Task. This presentation will: (1) give the rationale for implementing both a product approach and a process approach to the TOEFL iBT Writing Independent Task by comparing features of these two approaches; (2) introduce a 10-hour TOEFL iBT writing class designed on the basis of two approaches; (3) share model essays used in the classroom; and (4) uncover the findings from an analysis of students' essays. These essays are what university students at intermediate and novice levels composed at the beginning and at the end of the course. The ideas raised in the presentation will help teachers reconsider how to design an effective TOEFL writing course in order for students to become successful writers on the TOEFL.

Strand: *English language education, Sector: Adult*

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Indigenous bilingual and immersion education in Canada and the US: Current shifts and emerging trends

The sociolinguistic landscape in Native North America is defined by language loss and reclamation. While bilingual education in Native American/Indigenous and dominant languages exists, the overwhelming trend is toward immersion education. The sociolinguistic contexts in which bilingual and immersion education takes place are characterised by tremendous linguistic diversity coupled with relatively small numbers of people. Recent US Census data report 6.4 million Native American people (2.1% of the population), and 169 Native American languages spoken by approximately 370,000 people (Siebens & Julian, 2011). Recent Canadian Census data enumerate 1.4 million Aboriginal people (4.3% of the population) (Statistics Canada, 2011b). Of these, 240,815 Aboriginal people (17.2% of the Aboriginal population) reported Aboriginal language conversational proficiency (Statistics Canada, 2011a). However, an encouraging statistic has more Aboriginal people reporting conversational proficiency in an Aboriginal language than those reporting an Aboriginal mother tongue, indicating that more than 20% of Aboriginal language speakers in Canada are second language learners (Statistics Canada, 2011a). Pairing this linguistic diversity with increasing urbanisation and diaspora realities creates an even greater challenge for bilingual and immersion education. This is further complicated by the various school systems Native students attend, which include federally run schools; federally funded but tribally controlled schools; parochial, charter, and other private schools; and public schools — by far the most common type serving Native students. However, in the US, charter schools play a growing role in Native peoples' efforts to regain control over their children's schooling. While shared patterns across the two countries are emphasised, important differences remain. Given this intra- and inter-national diversity, this presentation will provide an overview of historical and contemporary policies and practices across regions and within each nation-state, while highlighting key cases.

Strand: *Bilingual/immersion education, Sector: Primary*

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Igniting indigenous language policy to promote mother tongue education in Canada's colonial language environment

Indigenous people have never stopped fighting for the maintenance of our languages as the original languages of our territories, however, they have been increasingly drowned out by dominant languages worldwide. Many countries and states have successfully lobbied for Indigenous official language status, however, Canada thus far is not one of them. This presentation recounts the multi-decade efforts of Indigenous people in Canada to assert Indigenous languages as co-official alongside the two existing colonial languages. A move towards multilingualism supported by national and provincial education and language policies implemented at regional and local levels will be argued for countries such as Canada and the US looking towards regional consortia such as the European Union (with its similar geographic size and language diversity).

Canadian language policy history demonstrates a need for the enactment of national policies foregrounding Indigenous languages in order to be seen as equal and valued in social, political, academic and societal spheres. This critical and strategic advocacy on policy change supports and contributes to Indigenous self-determination movements also currently under way. Change agents for this policy work must be a shared endeavour between community members, government officials and academics.

This presentation will overview the state of Indigenous languages in Canada, detailing the history of their strength, their demise and efforts towards their resurgence. The interplay between the two 'founding' colonial languages of Canada, other minority languages and Indigenous languages will be discussed, with special attention to Canada's national and provincial/territorial language policies and their implications. This presentation will explore the possibilities for effecting Indigenous language and language-in-education policy reforms and implementation nationally, provincially and locally through collective efforts.

Strand: *Language education planning and policy, Sector: Other – Language Policy*

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EMI in a Japanese global 30 university: From EFL to ELF

Japan's Ministry of Education (MEXT) first acknowledged the shift from traditional EFL goals to ELF goals over a decade ago in recognition of the rise of English as a global means of communication. The move to prepare Japan to use ELF in a globalised world has manifested in a number of MEXT initiatives in recent years. In one large initiative, university programmes conducted entirely in English have emerged across the country as part of the 'Global 30' project, in a bid to attract international students into the Japanese higher education sector – creating new communities for ELF usage in Japanese universities that rarely existed before. This paper will examine the transformations from EFL to ELF in the global cultural construction of English-medium international university programmes in Japan using five case studies at a Global 30 university.

The paper uses both ELT vs GELT and EFL vs ELF models to evaluate the extent to which these programmes have made the transition from an EFL- to ELF-focused curriculum. The study takes a constructively critical view of the Global 30 initiative in making this transformation. The study uses a mixed-method approach to data collection; data were collected through interviews with professors, analysis of programme descriptions, teacher focus groups, and classroom observations. While the limited use of English in many of these programmes continues to be the most cited concern, another major concern is that current policy fails to distinguish Japan's higher education institutions from its late-modern competitors in regional and global markets for overseas students. If Japanese universities can manage to make the EFL-to-ELF transformation, they could develop as hybridised institutions, giving them a niche advantage in the overseas student market.

Strand: *Language education planning and policy*, Sector: *Tertiary*

McKinley, Jim (Sophia University, j-mckinl@sophia.ac.jp)

Critical thinking in East Asian students' English academic writing

The debate on East Asian students' critical thinking skills involves claims ranging from scathing to heroic. In this paper, I focus primarily on Japanese university students. In order to get to a clear idea of the issues these students face regarding the need to display critical thinking in their EFL writing, which I argue is crucial for students to successfully develop as academic English writers, I draw on literature from three areas. First, I offer three main issues as they pertain to English L2 in the Japanese context, including what it means for Japan to be an 'expanding circle' country, how Japan's English education does not fit in to the BANA and TESEP contexts but rather the TiDC (Teaching in Difficult Circumstances) context, and finally Turner's (2011) argument against using Confucianism as an excuse for faulting EFL in Japan. Next, I discuss two areas of issues in Japanese to English contrastive rhetoric with particular focus on first, some criticisms of Japanese writing made several decades ago viewed later as over-generalized and second, influences of socio-cultural theory on our understanding of Japanese EFL writing. The final section provides a discussion of Japanese students' critical thinking skills in three parts: first, I highlight negative stereotypes; next I take a cultural perspective on defining critical thinking, return to the discussion on the impact of Confucian ideals on Japanese students' thinking, and highlight some successful Japanese EFL writing cases; and finally, I return to the issues regarding Japanese to English contrastive rhetoric that may prevent students from successfully displaying critical thinking in their EFL writing. The conclusion closes with some proposals for dealing with these issues and providing Japanese (and other East Asian) EFL students with better opportunities to successfully display critical thinking in their academic writing.

Strand: *English language education*, Sector: *Tertiary*

McPake, Joanna (University of Strathclyde, joanna.mcpake@strath.ac.uk)

Walking and talking: Bilinguals on the move

This paper discusses the development and trialling of walking and talking (W&T) as a method to investigate the language practices of minority-majority bilinguals on the move. Deriving from mobile research methods emerging in response to the mobilities turn in the social sciences, the approach involves inviting participants to walk along routes of current or historical relevance in their own lives (e.g., their childhood walk from home to school or a contemporary route around their workplace) and to talk – in either or both languages – about the ways in which their languages have shifted or are shifting now.

Proponents of mobile methods such as W&T, which enable researchers to be and see with their participants on the move, argue that these bring new insights to phenomena now conceptualised as 'shifting, morphing and mobile' (Hannam et al., 2006). As commentators on bilingualism (e.g., Heller, 2007; Pennycook, 2012) increasingly stress the fluidity and permeability of languages in use in multilingual societies, an exploration of the potential of such methods to capture distinctive features of languages on the move seems warranted, not least in support of rethinking the goals and practices of bilingual education: as Creese and Blackledge (2011) among others, have argued, this has traditionally been predicated on separatist and static models of bilinguals' language use.

The paper reviews methodological discussions around mobile methods and considers their application to researching the language practices of bilinguals moving between home and the outside world, formal and informal educational settings, rural and urban environments, or through diverse linguistic landscapes. Drawing on trial expeditions with bilingual Scottish Gaelic and English speakers of diverse ages, language histories and engagement with the Gaelic revitalisation project, it presents an initial view of the potential of W&T to reveal ways in which bilinguals' language practices shift in space and time.

Strand: *Bilingual/immersion education*, Sector: *Other – Across the lifespan*

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Saying and playing: Supporting language revitalisation among the very youngest children

Scottish Gaelic, now spoken by 1.1% of the Scottish population, is at risk of disappearing over the course of the 21st century. Although several initiatives have been established in recent decades to promote and support the language, including Gaelic-medium education, available from age 3 (pre-school) to age 18 (end of the secondary phase), very few families now use the language at home, even when one or both parents have some competence in the language. This is undoubtedly a significant factor in the continuing decline of the language, as it is now well established in the literature on language revitalisation that intergenerational transmission is critical to long-term success.

Bòrd na Gàidhlig, the statutory body charged with promoting and improving the status of Gaelic, instigated a programme of support for parent and toddler (P&T) groups to encourage learning about Gaelic and using the language, in ways appropriate for the youngest learners; and also to assist parents as they introduce their children to Gaelic at home. It includes funding to help with set-up and running costs, deployment of early years support workers to work with playleaders and parent volunteers, and training opportunities. This paper reports findings from an independent study commissioned by Bòrd na Gàidhlig to investigate the impact of the initiative. Based on a telephone survey of P&T staff and volunteers, and on case study visits to six thriving P&T groups, the study investigated participants' perspectives on supporting young children's learning of Gaelic, their understanding of the purposes of the national initiative, and how they set out to achieve these. It raises questions about playleaders and parents' access to the kind of specialist education and expertise needed to develop age-appropriate and linguistically effective provision, and about the extent to which this kind of provision can support revitalisation.

Strand: *Bilingual/immersion education*, Sector: *Early Childhood*

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The notion of language planning in the education system of the Bahamas

For over two decades, linguists in The Bahamas have proposed that the government give more attention to language planning on the basis that what is commonly referred to as Bahamian Dialect is really a creole language, distinct from Standard English. To date, the government has paid little attention to this advice and arguably, as a result, successive governments have apparently made excuses for the poor results obtained by students in English Language examinations and other core subjects. In 2010, the Director of Education said, 'the subjects we have been most concerned with are the maths and English language. These have perennially been problem subjects for us and we have been working very hard to ensure that the problems that we are confronted with, that we deal with them in terms of our instructional programs every year' (Rolle, 2011). In 2012, the Minister of Education admitted in a press conference: 'We accept that reading, grammar and mathematics are weak and we know we have to create a stronger foundation' (Thompson, 2012). While the government has taken steps to improve the education system, for example some teachers have been trained in ESL to accommodate schools with large immigrant populations, and in

2010, specialist teachers from England were hired to ‘improve the literacy... skills’ of students (Thompson, 2009), arguably, these temporary measures have not addressed a root cause of poor literacy skills – inadequate language planning. This paper presents an overview of language planning in The Bahamas, paying particular attention to language arts curricula. It recommends that, given the creole status of Bahamian Dialect and the unsatisfactory examination results in English language for over a decade, English should be taught as a second language in all Bahamian primary schools.

Strand: *Language education planning and policy*, Sector: *Primary*

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Fanau engagement: Understanding the effects of digital learning and home–school partnership

This research study seeks to understand the ways that a digital schooling innovation, ‘Manaiakalani’, impacts upon the families of the children within the participating schools. The study will explore the impact of digital learning on families with primary school children (aged 8–12 years) who are the first in the family to access and use digital learning in at least two Manaiakalani schools. The research will evaluate the impact of netbook training for parents, family and their school involvement activities. The study will highlight how effective (or not) home–school partnership is in a low-income community engaged in digital learning and explore the extent of capacity building. This is an in-depth ethnographic qualitative case study that seeks to describe experiences of six Pasifika parents before and during the Manaiakalani training, their family learning practices and engagement with schools. The research methods for this study will employ two main data sources: interviews with families and observations of parent netbook training.

There is little research on best practice models in delivering digital literacy programmes to families, school involvement and effective home–school partnership in low-income communities. By examining parental involvement in schools, home–school partnership, parent netbook training, digital practices at home and in other activities, these interactions will help us gain an understanding of how families engage with schools to support their children’s academic achievement. Parental engagement in their children’s learning is a major factor in academic success and outcomes (Desforges & Abouchard, 2003; Hill & Taylor, 2004; Hoover-Dempsey & Sandler, 1998; Grant, 2011). Therefore the study aim is to extend current theories about family engagement in home school partnership and learning. We need to consider how and why families (i.e., parents) engage in learning to support their children’s academic achievement. This paper will present the findings of this study.

Strand: *Literacy education*, Sector: *Adult*

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Constructivism in Indian classrooms: An experimental study

These days education has been experiencing a revolution. Now, memorisation and rote-learning are considered to be less important than developing skills for problem-solving and life-long learning. Traditional methods of teaching never give the opportunity for the students to develop either their creative knowledge or reflective thinking. And in the process learners are not given the scope to construct their own knowledge. But gradually things are beginning to change in classroom contexts where teachers do not hesitate to experiment with new ideas and approaches in their teaching. In any teaching–learning situation, the role of the teacher in the classroom is of paramount significance because it is central to the way in which the classroom environment evolves. Moreover, the role adopted by the learner in the classroom also hinges on the role of played by the teacher. The language teacher should be the facilitator of learning instead of following the narrow concept of ‘teacher as instructor’. A teacher’s role as a facilitator entails the sub-roles of an ‘overseer’, a ‘classroom manager’, a ‘consultant’ or an ‘advisor’ and sometimes a ‘communicator’ with the learners. Theoretical origins of the constructivist approach can be traced back to ancient philosophers such as Plato, Kant and Aristotle and their views concerning knowledge. The educational philosophies influenced by constructivism are mainly based on progressivism, reconstructionism, pragmatism and existentialism.

The objective of the study was to find: a) whether the constructivist approach is really applied by the second language teachers in English-medium schools of Assam; and b) whether the students are benefited or not by the application of constructivist theory and, if not, what were the problems faced by students and teachers. Instead of providing students with information and distinct skills, constructivism prefers to promote an environment in which pupils can acquire knowledge through investigation of relevant questions.

Strand: *English language education, Sector: Secondary*

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Understanding the rules of engagement in articulation programmes: Chinese international students and English academic writing

Learning to write in one's first language (L1) is a demanding endeavour, requiring a great deal of focus from the student in conjunction with specifically targeted and effective instruction. L1 writing skills and strategies create a blueprint from which second language (L2) writing can be produced while L2 skills and strategies develop (Hirose, 2003). For an L2 learner planning to study abroad, learning to write academically is fraught with challenges (Gilmore, 2009), creating a situation where attitudes associated with L2 writing skill development become critical. Thus, if international students are to engage effectively with English academic writing, host institutions need to amplify and enhance spaces where L2 writing skills and strategies can develop.

This paper draws on qualitative data gathered from a group of eight Chinese international students. These students were enrolled in articulation programmes (2+2 model), where they spent two years studying at their respective universities in China before travelling to Australia for the final two years of study. The data told the story of the potentially fragile nature of Chinese students' agency when developing English academic writing skills in the Chinese context and the impact that it can have on students planning to study abroad. Four factors are identified as being pivotal to students' engagement with English academic writing during the first stage of study. The findings show that disengagement from English academic writing exacerbated students' experiences of English academic writing language shock during the second stage of study in Australia. The analysis of this dynamic and its relationship to academic writing language shock informs a more nuanced discussion of how writing support could be framed in the context of articulation programmes.

Strand: *English language education, Sector: Tertiary*

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Exploring test consequences of IELTS through international students' personal and academic experiences

The business of tertiary study in Australia is driven by complex interactions between various stakeholders, amongst whom international students play an increasingly significant role. The internationalisation of education demands that tertiary institutions successfully facilitate and interface with international student flows. This is often achieved via edu-businesses that provide access to gatekeeper mechanisms such as IELTS, making this language proficiency test a focal point for many international students planning to study in Australia.

This paper is timely and significant due to the large number of students attracted to Australian universities and IELTS' growing status as primary gatekeeper when deciding who is able to gain access and who is not. From an equity perspective, such a high-stakes test thus requires ongoing investigation and scrutiny. Stakeholders are assured through online marketing materials that the test offers a reliable and rigorous measure of a candidate's proficiency in English (IELTS, 2014), through tests of reading, listening, writing, and speaking. However, once students have met language requirements, how well equipped are they for university study? And what of students who struggle to attain required IELTS scores? What are their perceptions of the university admissions process?

Drawing on these important questions, this paper explores the relationship between IELTS and the academic literacy experiences of international students. This paper interrogates the ways that preparing for high-stakes English language proficiency tests such as IELTS impact on student perceptions of what is required to be a successful student in an Australian university. Drawing on interview data collected from international students studying at the University of Queensland, the paper explores these questions and provides insights into the linguistic and academic challenges facing international students as they interact with standards and assessment.

Strand: *Language education planning and policy, Sector: Tertiary*

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Language policies, practice and diversity: Voices of students

Partly due to the process of globalisation, the mobility of people is ever increasing, that of students being no exception. With this situation in mind, this paper specifically focuses on the international mobility of Japanese tertiary-level students albeit taking their secondary educational experiences into consideration. In so doing, the paper first discusses the Japanese government's recent educational policies in promoting English-medium instructions (EMI) at university, realised initially as the Global 30 Program, involving 13 designated universities. This has most recently been renewed as the Top Global University Project, selecting 13 top universities and 24 further universities which will be expected to lead the 'internationalisation' of Japanese universities and society (MEXT, 2014). Second, the paper closely examines the language policies of these projects to investigate the ways in which internationalisation or globalisation is defined in terms of languages to be used for their purposes. In particular, it critically examines the government's promotion of EMI at university to attract more overseas students and also to raise the international mobility of Japanese students from the perspective of English as a lingua franca (ELF). Third, the paper reports a case study of one EMI programme at a university in Japan, where classes are conducted in English and students are also required to spend a year studying abroad during their four-year undergraduate programme. This investigation will be based mostly on interviews conducted among students before and after their study-abroad programme. It illustrates in detail the students' complex and conflicting identity formation and its shift through the EMI and study-abroad experiences. Finally, the paper discusses implications of this research for language policies aiming at 'internationalisation' or 'diversity' of universities from the perspective of ELF.

Strand: *Language education planning and policy*, Sector: *Tertiary*

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Can low-level adult English language learners produce creative language in a constraint-led task?

Creative language production in adult English learners has thus far been researched using higher-level learners. Tin (2012) argued that language level should theoretically not be a barrier whereas Zhang and Gao (2014) challenged her views but without any research-based evidence. The aim of this study therefore, is to investigate whether low-level language learners are able to be creative in English and if so, how their creative product and creative process differ from higher-level learners.

Tin (2012) has shown how use of constraints enhances, rather than limits, creativity. For this creative task, eight pictograms were presented on one piece of paper to a pair of lower, pre-intermediate A2 learners and higher-level Upper-intermediate B2 learners. Each pair comprised a Chilean and Vietnamese student, necessitating English as a lingua franca. Each pair worked together to describe in English what the pictogram looked like. Each student in each pair took turns to write their collaborative efforts on the piece of paper and their discussions were audio recorded and transcribed for analysis. The framework for analysis of whether creative language was produced is based on Maley's (2003) eight criteria. As for the creative process, three different frameworks are used. The first is Finke's (1996) chaotic and ordered thinking, the second is Boden's (2001) combinational, exploratory and transformational thinking and Tan's (2013) idea generation and idea exploration. The results showed that lower-level learners can indeed produce creative products as their sentences matched five of Maley's (2003) eight ideas for creative items. As for creative thinking processes, the lower-level students were equally able to engage in combination thinking and idea generation, but the higher pair engaged in deeper exploratory thinking and idea exploration. The implications of this study are that creative tasks need not be the preserve of only higher-level students.

Strand: *English language education*, Sector: *Adult*

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Linguistic policing and racialisation: Latino secondary school students' language variation in NYC and Barcelona

Matched year-long ethnographies of Generation 1.5-2+ Latinos at working-class secondary schools in NYC and Barcelona explore similarities and differences of similar immigrant groups across the Atlantic.

In NYC, racially heterogeneous groups outnumbered homogeneous ones. Nevertheless, whatever the social network, participants expected English variation to index racialised identity. Nonconformers were policed as inauthentic, e.g.,

as 'sounding White'. As one Dominican (arr. age 9) reflected, 'Growing up in ... Queens required me to sound Spanish.'

In Barcelona, networks were also often heterogeneous but participants, though aware of linguistic patterns, did little to no policing. Only one academically oriented Ecuadorian (arr. age 7) who participated in mainly autochthonous networks stratified language by local hierarchy of Catalan at top > Standard Peninsular (i.e., from Spain) Spanish > low SES Peninsular Spanish > and Latin American Spanish as lowest. His Spanish was essentially Peninsular. Also attitudes seemed less predictive of language and dialect choice than social network composition. Catalan was primarily used academically, but systematic avoidance seemed associated with insecurity not rejection. One Colombian (arr. arrived age 3) avoided speaking Catalan because, it 'comes out Colombian' and so 'is ugly' but said Catalan has formed 'part of me'. She also spoke Spanish with Colombian phonology despite expressing preferences for Spain over Colombia. Her social network was largely Colombian.

Although both sites show interactions between dialect, class, and racial/ethnic identities, the ethno-dialectal patterns reflected contrasting stances to ethnicity. Policing in NYC responded to an ideology of authenticity focused on racial identities as immutable individual traits. Participants in Barcelona accepted linguistic idiosyncrasies, and these reflected social network composition with more fluid identity. In conclusion, in NYC racialisation of variation followed from norm-governed social identity construction; in Barcelona it depended on adolescent social structure.

Strand: *Language education planning and policy*, Sector: *Secondary*

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Multilingualisms and mediums of instruction in Timorese tertiary classrooms

The higher education sector in Timor-Leste is expanding and changing at a rapid rate, with the demand for a national skilled workforce increasing along with growing foreign investment in infrastructure development and resource extraction. Timorese tertiary institutions are orienting themselves increasingly towards industry and employment markets dominated by foreign companies, signalling a vocational turn as well as an increasing preference for English-speaking graduates. At the same time, there is growing national pressure for Indonesian to be phased out as the language of instruction, while Tetun, the national lingua franca, is taking on new responsibilities as a language of academic and disciplinary discourse socialisation, alongside gradually increasing student proficiencies in the (other) colonial language of Portuguese. In this paper I present the preliminary findings from research conducted during 2014–2015 into the ways that Timorese tertiary teachers are conceiving of academic and professional transformation in this complex transitional 'moment' for their sector, as well as what multilingual classroom teaching practices and strategies they are developing and implementing. A combination of content and discourse analysis will be employed using data gathered from group and individual interviews as well as classroom observations in three Timorese higher education institutions – one urban, public university, one urban, private technical institute, and one small rural institute. It is hoped that this research will reveal, not only the perceptions of Timorese tertiary teachers of the academic and professional language development needs of their students, but also what local and situated multilingual teaching practices are being deployed in the higher education contexts in which they are operating, and what orientations to multilingualism are shaping these perceptions and practices.

Strand: *Literacy education*, Sector: *Tertiary*

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English-medium instruction for internationalisation of Vietnamese higher education: A focus on critical issues

English has been stipulated as the medium of instruction (EMI) in an increasing number of higher education institutions (HEIs) in Vietnam. From the national policy perspective, EMI enables partnership between Vietnamese and foreign HEIs in developing transnational programmes, by internationalising the teaching content and diversifying the modes and methods of higher education. Therefore, from the national policy perspective, EMI plays an important role in helping Vietnamese higher education (HE) integrate into the global HE system. Although many countries in Asia, Africa and Latin America have pursued internationalisation of HE through EMI, research on EMI in non-English dominant countries has revealed complexities in policy implementation.

Against this background, the paper presents part of a larger research's findings on the implementation of EMI in a university in Vietnam. Using the language-in-education planning as the framework of analysis, the paper seeks to problematise the introduction of EMI as the means for internationalisation of HE in developing countries where

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English is spoken as the foreign language. Analysing in-depth interviews with university executives and lecturers, and student focus groups in EMI programmes, it is argued that, since EMI seems to be the current trend in HE in Asia (including Vietnam), government policy should make prompt adjustments to support EMI development at the institutional level. On their part, HEIs should devise more strategic planning to support the lecturers and students who are ultimately the implementers of the policy and those who decide the success of the national and institutional initiatives.

Strand: *Language education planning and policy*, Sector: *Tertiary*

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Digital technology policy in English language education: Contexts of influence and practice

This paper examines the contexts of influence and practice of digital technology policy in English language education in Vietnam's higher education. Digital technology has been acknowledged as a push factor in English language education; conversely it is argued that digital technology is not necessarily the magic wand that could, shortly and comprehensively, transform education quality. Rather, the importance lies in academic activities, practices and contexts surrounding the use of digital technology for educational purposes. Indeed in policy analysis, a good top-down policy idea is not necessarily well interpreted and effectively implemented to get desired outcomes. Positive policy effects are very much dependent on institutional culture, governance and resources.

On the bases of previous research in critical policy studies, digital sociology and English language education, this paper is aimed at exploring the underlying complexity of digital technology policy in the specific circumstance of English language education in a Vietnamese university, thus explaining lessons learned, missed opportunities and possible potential. Specifically, the paper looks at the contexts of practice and influence in a policy cycle; discusses facilitators and inhibitors in realising digital technology policy in the institutional history, culture and organisation of Vietnam National University, Hanoi; and analyses possible causes for undesirable consequences.

Given the fact that the Government of Vietnam has been enhancing digital technology integration in English language education nationwide through initiating and funding the ambitious National Foreign Language Project for the period 2008–2020, the paper concludes with recommendations on holding a circumspect attitude toward digital technology use in English language education rather than a technology determinism view, and a comprehensive, critical understanding of the policy cycle rather than a simplistic translation of top-down policies into practice.

Strand: *Language education planning and policy*, Sector: *Tertiary*

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Reframing pedagogy in the English as an international language context: A reflexive story from Vietnam

This paper is a reflexive story of my journey to reframe my practice given the emphasis of the Vietnamese Government's National Foreign Languages Project 2020 on Vietnamese learners' ability to confidently use English in the multicultural and multilingual environments of work, study and communication in the future. Three conceptual approaches have informed my pedagogic transformation. The first is Cummins's (2001) transformative pedagogy, which highlights a multiliteracies' perspective and suggests a framework for collaborative creation of power through cognitive engagement and identity investment. Complementing Cummins's transformative pedagogy are some principles for teaching in the English as an International Language paradigm, which promotes the view of English as 'a pluralistic and dynamic entity rather than a monolithic and static one' (Matsuda, 2012, p. 169). Adding to these pedagogic approaches is Cadman's (2005) pedagogy of connection, which aims to create a learning environment 'where [students'] affective and intellectual energies are engaged and they can connect to the teacher, the other students, and the learning process in relevant and fulfilling relations' (Cadman & Song, 2012, p. 16). With these three conceptual approaches, I carried out an action research project in my listening–speaking class. Multiple sources of qualitative data were collected including artefacts, audio-recordings of lessons, observation notes from my colleagues and audio-recordings of discussions with them, focus group interviews with my students, and my reflective journal. Data analysis reveals a number of pedagogic tensions as well as possibilities, reflection on which has helped me reframe my understanding and practice. Implications drawn from my reflexive story might be helpful to Vietnamese teachers of English in particular and language teachers in general in this context of diversity.

Strand: *English language education*, Sector: *Tertiary*

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Stimulating EFL pre-service teachers' metacognition through group feedback in writing skills

Metacognition can play a significant role in second language acquisition because metacognitive strategies can activate learners' thinking and better their learning process (Anderson, 2002; Öz, 2005). These strategies can also be used in assessment and students' self-monitoring and evaluation of error analysis (Hartman, 2001). Yet, little research on metacognitive strategies in assessment has been conducted on pre-service teachers of English as a Foreign Language (EFL) especially in Vietnam. Drawing on data collected for a qualitative doctoral case study, the implementation of a kind of group feedback called 'jigsaw' feedback will be discussed in this paper. In this jigsaw feedback, each of four students in one group will provide feedback to their friends' writing papers on one of four criteria: ideas, organisation, vocabulary, and grammar respectively. Data were collected from classroom observations of two groups of EFL pre-service teachers in Vietnam and semi-structured interviews with each group's lecturer, teaching assistant and five pre-service teachers (also known as 'the learners'). Some of the learners' writing papers (first and second drafts) were also collected for evidence of writing skill improvement. The findings reveal that, regardless of minor drawbacks during its implementation, this group feedback activity helped to raise and activate students' metacognitive awareness and develop their writing skills. Remarkably, the learners' language competence and positive attitudes towards writing practice have been improved. The learners' progress in writing skills has been discovered in both language use and contents in their writing products. Accordingly, the paper will present significant implications for English language teaching and learning, especially in strengthening the correlation between metacognition and assessment in EFL contexts in general and in Vietnam in particular.

Strand: *English language education*, Sector: *Tertiary*

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Policy as representations and framings: Frictions in civic debates about the CEFR adoption in Vietnam

This paper explores frictions and tensions in the interpretation and understanding of an English language education policy ensemble in Vietnam context. The policy exemplifies the influence of globalised standards on local language education systems. It aims to build a nationally unified framework in Vietnam based on a Western model known as the Common European Framework of Reference (CEFR) in order to serve as a platform for curriculum design, course materials development, and testing and assessment. Drawing on Bianco and Aliani's (2013) interactive models of policy as text with authority, civic debate, and implementation communicative behaviour, van Dijk's (2009) notion of 'representation', and Templeton's (2011) 'framing', the paper endeavours to shed light on how mass media in Vietnam help to showcase the public debate on a public policy and thus shape public opinion of that particular policy. The paper focuses on analysing the frictions between the CEFR adoption policy as intentions and that policy as interpretations in the Vietnam context. It highlights the divergences and gaps among those who are legally charged with responsibility to implement the policy and those who critically contribute to the communication of the policy to a broader readership and to the dissemination of the policy from macro to micro levels. It also contributes to re-examining Habermas's (1989) bourgeois 'public sphere' where issues of governance are debated in the context of a formally proletariat-based communist country.

Strand: *Language education planning and policy*, Sector: *Tertiary*

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Diversity and cross-cultural pedagogy: A case study in French teaching and learning in Iran

While currently under-researched, diversity is one of the main features of contemporary Iran. This country offers a unique example in which the fusion of ancient civilisations, religions and cultures has produced an education system at the crossroads of tradition and modernity. Today, the country is facing a slow transition from one paradigm to another: the essential components of the traditional Islamic educational system are in conflict with Western pedagogies that promote independent learning. Within this evolving context, the researcher launched an innovative two-year project to introduce a self-assessment portfolio in the French departments of two language institutes in Iran. The methodology simultaneously combines both questionnaires and focus groups to investigate the impact of this learner-centred process in Iran, which is heavily reliant on test results. The findings of the present paper contribute to further our understanding of the pedagogical challenges faced by students and teachers who experience self-assessment in an educational context with a different educational perspective, for example, one

oriented more towards teaching and exam results. Besides the specificity of the Iranian context – largely influenced by the Islamic teaching tradition – it will be shown that perceptions of Iranian students and teachers do not differ greatly from those experienced by their peers who are unfamiliar with self-reflective practices, regardless of their educational context. Overall, the participants considered the experience to be beneficial and raised common issues relating to the reliability of the process and the innate capacity of a learner to both assess and monitor his or her progress in language proficiency. The main challenge emerging from this study focuses on the major shift brought about by the introduction of self-assessment practices, i.e., the influence of students' empowerment in terms of goal-setting and decision-making processes on the dynamically changing role and status of teachers.

Strand: *Language education planning and policy*, Sector: *Tertiary*

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Globalisation vs diversity: A case study on communicative language teaching in Vietnam

In Vietnam, as in other Asian countries, the appropriateness of Communicative Language Teaching is being debated. Questions on curriculum, assessment, teacher training, etc., must be addressed by authorities not only in English, the prevailing medium of instruction, but also in French. Vietnam, a former French colony, became a member of the International Organisation of La Francophonie (OIF) in 1997. Over the last 20 years, in collaboration with local authorities, French, Belgian and Canadian governments and organisations funded programmes to invigorate the teaching of French in Vietnam. As a result, whilst only 5% of Vietnamese students are learning French today, the different curricula have gained formal recognition due to the quality of teaching (such as French bilingual classes which are currently being used as a model to develop English Bilingual Education). In comparison with the abundant literature on the pros and cons of CLT in English, the French context has been under-researched. The aim of this paper, therefore, is to explore the experiences of French teachers in Vietnam. The data is extracted from a corpus of 468 papers written in French, and included in the proceedings of the annual Seminar on Action Research. This seminar was organised by the regional office of the OIF from 1999 to 2009 in Cambodia, Laos and Vietnam for teachers and academics involved in education in this region. The researcher selected a qualitative approach to analyse this discursive resource and compares the results in terms of benefits and challenges of CLT in French to studies done on English language teaching. Across the sector, the identification of beliefs and needs of teachers is pivotal to improving, not only their own professional development, but also students' language proficiency. In this paper, theoretical debate on multilingual pedagogy in Vietnam is correlated with the professional experiences of the teachers involved.

Strand: *Language education planning and policy*, Sector: *Primary*

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Competing pedagogical tensions in immersion: Content-based instruction and form-focused instruction

Despite the wealth of research findings on language development in immersion, our understanding about the integration of form-focused instruction (FFI) in immersion teaching remains incomplete. FFI refers to 'any planned or incidental instructional activity that is intended to induce language learners to pay attention to linguistic form' (Ellis, 2001, p. 1). It has been suggested that the less than optimal levels of students' immersion language 'persist in part because immersion teachers lack systematic approaches for integrating language into their content instruction' (Tedick, Christian, & Fortune, 2011, p. 7). It is essential to explore and understand immersion teachers' lived experiences if we are to fully grasp the complexity of balanced language and content instruction in immersion.

The central aim of this research was to critically examine the perspectives and practices of three immersion teachers in relation to FFI. Philosophical underpinnings of the interpretive paradigm and critical hermeneutical principles informed and guided the study. A multi-case study approach was adopted and data were gathered through classroom observation, video-stimulated recall and semi-structured interviews.

This paper will critically examine the multitude of considerations at play in the work of immersion teachers from a classroom-based, teacher-informed perspective. While all immersion teachers in this research study clearly defined their instructional goals, their understanding of how to actually accomplish these goals was far from clear. Several complex and persistent FFI pedagogical dilemmas were uncovered in the processes of immersion instruction. In this paper, these dilemmas will be explored in terms of essential skills, dispositions, and knowledge to be developed by immersion teachers in reconceptualised initial teacher education and early and continuing professional development

programmes. Innovative FFI opportunities for professional development across the continuum of teacher education will be outlined and areas for further research will be delineated.

Strand: *Bilingual/immersion education, Sector: Primary*

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Teaching language and literacy to marginalised EAL learners: Lessons from Australian and South African schools

In keeping with a global trend towards increasing multilingualism in school contexts, school students from migrant or refugee backgrounds who speak English as an additional language at home are a growing population in Australia. In New South Wales alone, approximately one third (31.6%) of students in government schools come from language backgrounds other than English (LBOTE), compared with 21% of the student population in the United States. Concerns have grown proportionately in these contexts around teacher training developments to assist such students in relation to learning English and/or maintaining heritage languages.

In contrast to emerging problems around minority students in these settings, such children have long constituted the large majority of the student population in South Africa, where most students grow up speaking languages other than English in their home settings yet are taught and tested through the medium of Standard English in schools.

We undertake a contrastive study across our respective sites, focusing on implications for teacher training and school language policy development. Faced with concerns from policymakers in both contexts with moving such children quickly and successfully to English-language proficiency, we examine the real challenges of addressing such concerns, not just with the development of English-language proficiency but also as to what happens to students' heritage languages and what the challenges are for bilingual development across these settings. The potentials for dual-language programmes, translanguaging and responsive English-only teaching are compared and contrasted across these settings. In the Cape Town setting, the apparently strong case for effective translanguaging strategies is shown to encounter deeply felt language ideologies that support language separation. In the Sydney setting, teachers often find it challenging to navigate spaces that are so culturally diverse, with, for example Arabic, Mandarin, Vietnamese and Hindi speakers in the same classroom. We identify as a critical issue, the need to pay attention in our research to the sorts of mobility and constraints which students experience in their daily lives, and how this affects their access to language learning opportunities. We draw implications for teacher training that conceptualises teacher interactions with marginalised LBOTE students as 'contact zones', where cultures come together, often in contexts of conflict and misunderstanding, in social spaces characterised by unequal power relationships.

Strand: *Literacy education, Sector: Secondary*

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A study of creative writing forms on signboards in Malaysia and Singapore

In today's globalised world, the development of modern technology and the advent of the Internet have created multilingual urban environments, which make digital communication ubiquitous in our daily lives. This mode of communication has now crossed over from virtual to physical spaces. Symbols and communicative tools used in digital interaction are found in the physical landscape, as exemplified on signboards. Blommaert (2012, p. 13) mentions that, in 'superdiversified' environments, people appear to blend together any linguistic and communicative resource available to create complex linguistic and semiotic forms. These hybrid forms of communication, which are an epiphenomenon of globalisation and its resulting hypertextualised communication, are progressively 'destandardising' our traditional writing practices. Nevertheless, they are seen more and more as a practical means to save time and space in a fast-evolving world. Our study aims to exemplify how creative writing systems on signboards and digital interfaces (or what we term the 'Linguistic Landscape') are progressively revolutionising communication and creating new understandings of literacy and language use. From our findings, we conclude that pictograms and ideograms are used as eye-catching corporate identities. These signs, which mostly use the English language, are attractive mainly to a younger readership, who also recognised the pictograms and ideograms easily and thus comprehended the messages conveyed by shops and businesses.

Strand: *English language education, Sector: Other*

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Examining variations of teachers' speech to understand academic and social inequalities

While the communication report initiated by the teachers is situated at the heart of the educative intervention (Terrail, 2009), the relation of communication in an educative context is principally due to inequalities of academic success (Bourdieu, 1970). We have to recognise that the language used by teachers as a function of social and scholastic characteristics of the students that are addressed are rarely interrogated by research in education (Rochex & Crinion, 2011; Rondal, 1995). To explain thoroughly and to understand how the teachers use discursive practices that might contribute to reproduce social and academic inequalities, our contribution is a proposal to reconstitute the procedure and a part of the results linked to a quantitative and qualitative study that was undertaken in France for almost a complete school year. In light of the works of Basil Bernstein (Bernstein, 1975), around 40 interviews and 100 hours of ethnographic observation issued from six secondary establishments are compared to support the thesis in which the linguistic capital (Bourdieu, 1982) of the teachers is unequally selected, mobilised and distributed as a function of the dominant social composition of the public. In addition, to nuance the thesis of the apathy towards the differences defended by Pierre Bourdieu (Bourdieu, 1970), results show that the discursive practices of the teachers in function of the contexts reinforces social and academic inequalities.

Strand: *Bilingual/immersion education, Sector: Secondary*

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Designing, usability testing and delivering a web-based, English language test

A new web-based English language test was designed for delivering to international educational institutes and business corporations. The proliferation of distance learning programmes has increased the demand to assess learners' present competencies and future learning needs in more varied and less conventional learning situations. The challenge was to develop a test which could be readily accessed and easily administered by our offshore partners. The test needed to provide a snapshot of a learner's current English language competency and provide valuable insight into the test-taker's challenges when decoding extended discourse. While at the same time, it was anticipated that the results would provide some direction for the learner's future learning needs in vocabulary and grammar. Designing the test required a substantial amount of collaboration and discussion between the design and development team and offshore administrators, as well as a significant amount of observation and monitoring of the end-users. During the test development phase, construct validity, usability and security of the delivery was an overriding concern.

This presentation will describe the processes of good practice in the initial test design, the usability testing, and the carefully considered approach taken to user-interface design. It will describe the development activities and the challenges that took place during each phase of the design process. It will also discuss some of the emerging uses for the test and possibilities for further test development.

Strand: *English language education, Sector: Adult*

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Ako conceptual framework: Working towards a culturally responsive pedagogy

The 2013 New Zealand census indicated that 7.4% of the national population (295,941 people) identified with one or more Pasifika ethnic groups; including having more children aged 0-14 years, at 35.7%, than any other ethnic group (Statistics New Zealand, 2013). The New Zealand Ministry of Education has included Pasifika students as one of the priority learner groups by implementing the Pasifika Education Strategy 2013–2017 as a means of engaging Pasifika students in education and achieving positive results (May, Cowles, & Lamy, 2012). However, the 2012 PISA survey results for New Zealand show that over one-third of Pasifika students performed below Level 2 for reading (at 34%) and a relatively small proportion attained Level 5 and above in reading, at 4% (May, Cowles, & Lamy, 2012).

Taking into account that the Tongan ethnic group is the third-largest Pasifika ethnic group in New Zealand with 60,333 people (20.4%), and that 59.8% of Tongans are born in New Zealand, it is argued that, in order to adequately address the learning needs and the learning interests of the Tongan learner, the identity of a Tongan learner needs

to be set apart from that of the identity of a Pasifika learner, English language learner (ELLs), or an English Speaker of Other Language (ESOL), or that of a bilingual learner (Pale, 2013).

In considering the development of a culturally responsive pedagogy for literacy instruction in Tongan bilingual classrooms, the Ako Conceptual Framework was designed to address Tongan strengths-based principles, values and educational concepts that are of relevance to the quest for academic success of Tongan students who reside in New Zealand (Pale, 2013). This paper presents the theoretical propositions that the Ako Conceptual Framework has to offer for the education of Tongan students in New Zealand.

Strand: *Bilingual/immersion education*, Sector: *Primary*

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Everyone speaks English anyway: Looking at schools' language provision through the lens of motivation

UK schools face a double challenge in languages education – the issue of English as a lingua franca, and the burden of tradition. French has always been the central modern language taught and, although German and more recently Spanish have increased in popularity, French still accounts for almost half of all language GCSE exams (at age 16) and is taught in all but a handful of schools. The number of students studying languages outside this 'Big Three' is worryingly low and, combined with the dramatic decline in total numbers of students taking languages at this level (down to 48% of all students in 2013; prior to 2004 the subject was compulsory for all students) and beyond over recent years this raises concerns about the language skills of school leavers and the capacity to meet the nation's linguistic needs. This paper presents findings of research into the languages taught and learned in English schools, from both staff and student perspectives. Self-determination theory and related motivational frameworks are used as a lens through which to view the thought processes and priorities which are central in schools when setting their language teaching policy and curriculum, and to consider the student decision-making process. Data from students who have chosen to take languages, those who have not been given a choice and those who have opted out are considered in order to gain as full a picture as possible. The implications for language planning in schools and nationwide are considered with a view to improving student outcomes and meeting the present and future needs of employers in business, tourism and defence.

Strand: *Language education planning and policy*, Sector: *Secondary*

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Developing second language proficiency in bilingual learners : A collaborative action research

The aim of this research was to study the impact of second language education in developing second language skills in the bilingual learner. Bilingual education was introduced into Sri Lanka in early 2000 in some schools with the intention of spreading it to all schools in the country within five years. However, at present less than 18% of the schools have bilingual education. The main reason for this failure it is claimed, is the low English language competency of the students. The strategy adopted in this study to improve English language proficiency was a collaborative action research with a second language teacher (ESL) and a bilingual teacher teaching science in English. As the first step, a pre-test was conducted to identify the language needs of the learners in relation to both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency Skills (CALPS). The ESL teacher exploited some lessons in the second language textbooks which relate to language needs in the science lessons, and used the material from the science textbook as supplementary material to plan the intervention programme. Further, the ESL teacher guided the bilingual teacher to make the science lessons more interactive in keeping with the theoretical underpinnings of second language acquisition. When the results of the pre-test were correlated with the post-test at the conclusion of six lessons, it was revealed that there was an improvement in the word stock of the learner, and lower order and higher order reading skills. On the other hand, improvement in writing skills when compared with the reading skills was low. Results indicate that the second language curriculum in bilingual education needs to be designed and implemented collaboratively by language and bilingual experts in order to facilitate second language learning in bilingual education.

Strand: *Bilingual/immersion education*, Sector: *Secondary*

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Thought patterns and verb tenses: A case study of four international students writing English essays

Dealing with the teaching of composition to foreign students requires a clear understanding of cultural differences in the nature of second language (L2) grammar and writing. In respect to Kaplan's (1966) work, cultural thought patterns and the development of paragraphs were

The data for the study narrowly focused on verb phrase features, such as tenses and aspects, determining how they were presented and identifying areas of English language learning in need of instruction.

The main goal of the analysis was to identify thought patterns and frequency rates of L2 uses of English verb tenses (the present, the past, the present perfect, the past perfect, the present progressive, and the past progressive) as well as two aspects (the progressive and the perfect) encountered in L2 narrative essays on the same topics written by four speakers of Thai and Chinese. These participants were graduate students at two different universities in the United States.

The quantitative findings of this research indicated that the participants had difficulties with the use of tenses, aspects, and subject-agreement in written discourse. Qualitative data demonstrated that the participants did use a topic sentence. The findings also illustrated fairly strong indications of self-describing of experience rather than presenting logical sequence of thoughts to which the discourse referred. In addition, the development of paragraphs was 'turning and turning in a widening gyre' (Kaplan, 1966, p. 17) illustrating the indirect approach. Results suggest that the participants may need assistance in successful English writing and explicit feedback to improve their writing skills. Implications of the findings for future comparative writing research (L1 and L2) and practical concerns of teaching and learning are discussed.

Strand: *English language education*, Sector: *Tertiary*

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Preparing regular classroom teachers for culturally and linguistically diverse classrooms: Challenges to policy and practice

In the US state of Kansas, where the non-native English-speaking student population has increased by 62% in just seven years, elementary and secondary teachers are under tremendous pressure to effectively serve a diverse population and raise the achievement of English learners (ELs). Yet, because federal legislation has tied dollars for school districts to teachers' adding of an endorsement in English to Speakers of Other Languages (ESOL) to their regular teaching licence, Kansas policymakers have eliminated the requirement of college coursework and allow teachers to become ESOL-endorsed by simply achieving a minimum score of 50.5% on a standardized ESOL subject assessment. At the same time that Kansas is making it easier for teachers to become endorsed in ESOL, a significant body of research into ways to close the achievement gap between linguistic majority and minority children indicates the imperative for teachers to participate in professional development relative to language minority students.

The purpose of this study is to address this contradiction through an investigation of the experiences of pre-service (unlicensed) and in-service (licensed) teachers in a university ESOL programme. In particular, we explore the ways in which they develop knowledge about and skills in SDAIE (Specially Designed Academic Instruction in English), including: knowledge of the linguistic and cultural needs of ELs; knowledge of the principles and practices of SDAIE; and skills in preparing and implementing lessons designed to ensure the full and equal participation of ELs in the regular classroom. Through interviews, review of SDAIE lesson plans, classroom observations, and questionnaires with over 100 participants, we arrive at a better understanding of just what teachers without this particular training are missing, and why it is important for policymakers to rethink the ways in which districts support ELs in the regular classroom setting where bilingual instruction is not an option.

Strand: *English language education*, Sector: *Tertiary*

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Te tiori a ngā pīpī: Māori language use among youth and young adults raised through wharekura

Thirty years have passed since the birth of the first kura kaupapa Māori and its eventual secondary school extension, wharekura. These schools were built to continue to nurture the efforts made by kōhanga reo to revive and

regenerate Māori language use among children. A new generation has grown up as bilingual youth and young adults in Aotearoa New Zealand and are spreading their wings in our communities. Although much effort has been made to revitalise the Māori language, recent census data shows a decline in speakers. Very little research has looked directly at language use among youth raised from kōhanga reo right through to wharekura. Language choices and use among this generation provide an insightful glimpse into the future of the Māori language.

This paper draws from my doctoral thesis written in Māori and titled 'Kia tiori ngā pīpī' ('May the chicks sing') and asks 'What are the influences on Māori language use among wharekura youth? Where, when and with whom do wharekura youth speak Māori?'

This kaupapa Māori research incorporated a mixed methodology with an online survey of 478 current and former wharekura students from across Aotearoa New Zealand and interviews with 50 current and former wharekura students, and community members from seven wharekura in the lower North Island region of New Zealand.

The research highlights the unique and complex identity of wharekura youth, their language use at home, at kura (school), in the wider community and the modern cyber world. Key influences on their language use include Te Aho Matua o ngā Kura Kaupapa Māori (the guiding philosophy of immersion Māori language schools), relationships with family members, teachers and peers, their self-perception and the complex and multiple worlds which wharekura youth straddle and navigate as young speakers of Te Reo Māori.

Strand: *Bilingual/immersion education*, Sector: *Secondary*

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Coherence and cohesion in enhancing English writing quality of Chinese college students

The study was based on the theory of coherence and cohesion coming from three advancements in this aspect and recent writing research results both at home and abroad. The subjects were two classes from the first-year student cohort in Harbin Institute of Technology, China. It was conducted through paper scores. Concerning the English writing teaching are the following questions: (1) Can the learning of each item of coherence and cohesion have an effect on the college students? (2) Does the theory of coherence and cohesion have an influence on writing? (3) Does the theory of coherence and cohesion have an influence on English learning?

After a one-term experiment, all the statistics were analysed through SPSS for difference and correlation. This study yielded several findings: (1) although the theory of cohesion and coherence is abstract, it can be mastered by the college students; (2) Although the statistics showed no significance, the tested class performed better than the contrast class in writing; (3) the tested class performed a little better than the contrast class in English learning; (4) the items, usage of conjunctive, transitivity and thematic progression are correlated with writing performance – they can be taught first; (5) Conjunctives are correlated with reference and transitivity; thematic progression is correlated with reference and transitivity; reference is correlated with thematic progression, reference and transitivity; and (6) there is some correlation between the traditional grading guide and the new one concerning coherence and cohesion, because it involves a question over whether they can be willingly applied in college English teaching in China.

The current study has several implications. The theory of cohesion and coherence can be applied to the college English teaching. When teaching cohesion and coherence, some items should be taught first and some can, to some degree, be taught together. Future scoring guides should give more consideration to coherence and cohesion.

Strand: *English language education*, Sector: *Primary*

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Being and becoming TESOL educators: Embodied and experiential learning via practicum

This paper reports on a small-scale qualitative study of the practicum learning experiences of 20 teachers of English to Speakers of Other Languages enrolled in a Masters of TESOL at Victoria University in Melbourne, Australia. The teaching practicum, comprising 22 days of 'off campus' placement including seven observations and 15 days of planned, supervised teaching, is a core component of the course.

Drawing on current thinking about the value of learning beyond the classroom, the importance of assessment to be flexible and qualitative not prescriptive, and the role of reflective practice in teacher education, the enquiry aims to identify the types of learning that occur during practicum placements in terms of enhancing learners' knowledge and skills, increasing their self-reliance and self-confidence and contributing to their growth as both educators and as individuals – their professional and social identities. 'Becoming' a teacher, Graham and Phelps (2003) wrote, is a multi-faceted process involving individuals 'intellectually, socially, morally, emotionally and aesthetically'.

At the same time, building an effective and self-reflective assessment approach is critical for further learning where practice is prioritised over theory. Utilising a portfolio of authentic narratives as data – teaching practice notes, reflective diaries and observation reports, supervisory discussions and feedback and lesson plans – the researchers create narratives of 'being and becoming' which foreground the salient themes previously mentioned. This approach allows students to engage in a learning community not only for the practicum but for further professional development.

The results suggest that the practicum shapes practice, ESL teachers' identities and promotes professional learning and growth.

Strand: *English language education, Sector: Tertiary*

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Leaving translation behind: Indigenous teachers' construction of a dual immersion programme in Guerrero, Mexico

Aim: This study documents how Indigenous teachers in the Amuzgo-speaking region of Mexico worked to construct an educational programme utilising innovative second language instructional strategies and anchored in thematic units based on community-identified needs: (1) culture and identity and (2) the local ecosystem. The study examines teachers' goals in integrating cultural knowledge in the dual immersion programme, as well as the local cultural practices and community sources of knowledge that they identify and utilise in instruction.

Methodology: The qualitative study focuses on the work of 23 teachers and directors in seven rural, multigrade schools and utilises teacher focus group interviews, observations in the 20 classrooms in these schools, individual in-depth interviews with 10 of the teachers, and participant observation as teachers discussed their philosophies of education and drafted their school vision statements.

Theoretical Underpinnings: Drawing on a linguistic human rights framework (May, 2006), current Mexican law guarantees Indigenous children the right to bilingual education. Concepts used in analysis include heritage language revitalization (Reyhner et al., 1999), linguistic genocide (Skutnabb-Kangas, 2000), and Indigenous agency (Nakata et al., 2012).

Findings: Amuzgo teachers drew upon dual immersion education models and research as they moved away from a translation pedagogy and applied interactive, collaborative instructional strategies in both Spanish and Amuzgo (each for 50% of the day). They taught, not only the national curriculum, but also ethnomathematics during the Amuzgo language block and culturally based thematic units in both language blocks. Teachers and students used 'community walks' to interact with community elders and obtain information about community history, health practices, language, agriculture, and the ecosystem. Teachers expressed fear of linguistic genocide if their efforts at 50/50 education were not successful. Due to a diversity of religious practices in some communities, inclusion of certain elements of the Amuzgo cosmology in instruction was highly contested.

Strand: *Bilingual/immersion education, Sector: Primary*

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A meta-analysis on the effectiveness of bilingual programmes in Europe

How to best educate language minority children is becoming an increasingly important topic in today's society. The relaxing of borders in Europe, particularly since the inception of the European Union (EU), has also increased the significance of the topic for many European countries. This importance is also related to the economic competitiveness of a country. It is evident that academic achievement and later chances in the labour market largely depend on the difficulties in understanding the language of school instruction in the country in which language-

minority children live. Difficulties with language may also increase the dropout rate, which will then increase the cost of education for language minority children. Bilingual programmes seem to promote language-minority children's academic achievement at no cost to the development of the school language – this has been supported by multiple meta-analyses from the United States. The present meta-analytic study investigates this topic for the first time in the European context. Thorough literature searches uncovered 101 European studies, only seven of which met the inclusion criteria. Two studies were excluded from further analyses. Results from the random-effects model of the five remaining studies indicate a small positive effect ($g = 0.23$; 95% CI [0.10, 0.36]) for bilingual over submersion programmes on reading of language-minority children. According to Cooper (2009), the present effect size ($g = 0.23$) would generally mean that children in bilingual programmes scored about 20% higher in reading in school language than children in submersion programmes. Thus, this meta-analysis supports bilingual education – that is, including the home language of language-minority children – in school instruction. However, the generalisability of the results is limited by the small number of studies on this topic. More published studies on bilingual education in Europe are needed as well as closer attention to the size of the effects.

Strand: *Bilingual/immersion education, Sector: Primary*

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Unearthing the material culture of a literacy intervention for out-of-school children in Ghana

An estimated 61 million children in Ghana are estimated to be not attending formal schooling; an estimated 250 million children are labelled as being unable to read or write. This assumption of deficiency, although persistent, has been challenged through sociocultural approaches that have created frameworks for understanding literacy: frameworks that expose the social, economical and cultural situation of literacies. Frameworks and understandings of literacy have drawn a sharp demarcation between in-school and out-of-school literacies. Complementary Basic Education (CBE) is a space that disrupts this demarcation, a context whose study offers an opportunity to advance theoretical understandings of children's literacy. Research on young children's out-of-school literacies is incomplete and under-theorised, particularly in developing country contexts. This paper, as a visual ethnography of communication, examines how girls and boys from two ethnic groups in northern Ghana reconcile and understand literacy. Ten children attending CBE were given digital cameras for two weeks, and invited to explore literacy materials, events and actions. They were then asked to discuss their photographs with the researcher. Interviews were also conducted with parents, guardians and NGO staff involved in CBE. The research reveals the broad patterning of literacy practices as mediated by CBE, which are translated into local contexts in northern Ghana. The children's literacies are materialised in things, events and places, but that process of materialisation is very much mediated by CBE, which itself is a global/local institution. The contribution of this thesis is not only methodological, providing a framework for using digital cameras to document and analyse literacy, but also theoretical, advancing our understanding of the material and social practice of children's literacy.

Strand: *Literacy education, Sector: Primary*

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The spirit of Kwak'wala: Indigenising language revitalisation

British Columbia (BC), Canada is home to 32 Indigenous languages, all of them considered to be endangered. First Nations communities are undertaking considerable work to revitalise their languages. However, teaching and learning an endangered Indigenous language presents a set of unique issues and challenges. The existing language curricula for teaching BC's Indigenous languages rely heavily on the curricula for teaching English and French as a second language. This is problematic because the form, or grammatical structure, of BC Indigenous languages is very different from that of English and French. Indigenous languages, in these instructional settings, are often taught as translations of English, which leaves out the rich worldview and knowledge embedded in those languages and ignores the internal makeup of the words.

This paper describes a research project that is motivated by a desire to Indigenise language revitalisation programmes and improve language acquisition outcomes. Specifically, the research takes as its case study my own language, Kwak'wala, a Wakashan language of coastal BC. Understanding the literal and metaphorical meanings of Kwak'wala words allows for a deeper understanding of the worldview reflected in the language. While strong fluent speakers and linguists who work with the language have knowledge and appreciation of these units of meaning, those understandings are often not reflected in our approaches to teaching and learning Kwak'wala. This research is

being developed and implemented in a cycle of inquiry that allows for collaboration with language teachers and learners, Elders and fluent speakers. The project explores more effective approaches to Kwak'wala revitalisation and considers, not just how to retain the language, but how to retain and transmit the worldview and cultural understandings within the language, what I refer to as the spirit of Kwak'wala.

Strand: *Bilingual/immersion education*, Sector: *Community*

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A global Englishes approach to language teaching: A framework for curriculum innovation

'The linguistic, cultural and functional diversity associated with English today challenges some of the fundamental assumptions of English language teaching (ELT) and requires that we revisit our pedagogical practices' (Matsuda & Friedrich, 2012, p. 17). In this conceptual paper, we examine Global Englishes Language Teaching (GELT), a vision of curriculum for ELT that embodies distinct beliefs about the need to emancipate non-native English speakers, or future English as a Lingua Franca (ELF) users from adherence to a fixed set of native English-speaking norms. GELT is a framework for understanding ELT in relation to the globalisation of English. It is not a prescriptive model, nor does it promote the use of a single 'variety' or a 'reduced' version of English; rather it is an ideology of ELT that aims to help teachers, and learners, move away from the epistemic dependency on native English speaker norms that takes a deficit view of the learner. It aims to help teachers, and curriculum developers better prepare their learners to use ELF. Native English may be relevant for some, but GELT also allows for exposure to the diversity of global English usage. The students' first language is seen as an important resource, and competence is not judged in relation to conformity to NES norms. This presentation outlines a number of classroom-based and teacher-training research projects that aim to bridge the gap between theory and practice and help move the ELT industry forward. This presentation will also examine a number of barriers to implementing curriculum change.

Strand: *English language education*, Sector: *Tertiary*

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'We don't do unfamiliar texts': Access to literacy in secondary English classrooms

In literacy teaching there is a notable tension between providing access to powerful forms of literacy (as a way of providing valuable cultural capital) and promoting diverse and multiple forms of literacy (as a way of disrupting hegemonic constructions of literacy). Janks (2010) offers a model for teaching critical literacy that weaves together four necessary and interdependent dimensions: power, access, diversity and design. Janks argues that both access and an analysis of power are required for the development of critical awareness and agency. Using a Foucauldian approach to discourse analysis this presentation will use data from interviews with English teachers to examine the extent to which teachers enact this model. In particular, it will consider how current policy concerns and mandates produce particular ways of being an English teacher. The presentation will consider how teachers' choices about the kind of literacy they make available to different groups of students is mediated by their own understanding of concepts such as literacy, diversity and equity, as well as the general purposes of subject English. It will be argued that these conceptions are further mediated by neoliberal discourses around individualised 'tailored' learning and progressive discourses around responsive pedagogies. My argument is developed by using Wheelahan's (2010) work which considers the appropriation of progressive educational discourses that emphasise responsive and learner-centred pedagogies by neoliberal instrumentalist discourses which emphasise skills and a competency-based curriculum. The effects and consequences for literacy and English teaching and its (desired) potential for maximising equity and justice in the lives of young people are discussed.

Strand: *Literacy education*, Sector: *Secondary*

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Using controversial humour as a springboard for exploring cultural boundaries in language classes

Krasner (1999) noted that it takes more than just linguistic mastery to be proficient in a foreign language. In other words, language teachers must also provide cultural instruction in order to empower our learners to be able to more competently communicate with people in the target language. One overlooked aspect of culture is humor, as

researchers have noted that some of the most substantial cultural differences are perceptions of humor (Geugan-Fisher, 1975; Ziv, 1988).

Despite the importance of humour in cross-cultural communication, some language teachers hesitate to use certain types of humour in the classroom, citing cultural appropriateness as one chief concern. However, the issue of appropriateness could actually be one area in which there is the biggest need for humour to be addressed in the language classroom. In order to expand cross-cultural awareness, it is important to be aware of, not only lighter elements of other cultures like food and festivals, but also cultural taboos. As so much humour is based on cultural stereotypes and other controversial issues, this provides relevant material for the multicultural classroom. With proper guidance from the instructor, the language classroom can be a safe haven for students to explore important lessons about humour taboos of other cultures and react to stereotypes about their own culture.

As one example of using humour, the presenters will demonstrate a model unit on stereotypes in humour designed for multicultural classes. Pre-, during, and post-viewing activities for the core humour examples will be explained. This will especially focus on the latter, as the presenters will demonstrate how humour can be used not merely for a laugh, but as a springboard for deeper cross-cultural discussion and other expansion activities. The presenters will also share quantitative and qualitative results of surveys ($N=51$) regarding student reactions to controversial humour.

Strand: *English language education, Sector: Tertiary*

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New perspectives on content-based instruction in education: Contextualising the approach

Within the field of content-based instruction (CBI) or Content and Language Integrated Learning (CLIL), five dimensions relating to culture, environment, language, content and learning have been identified which provide a comprehensive foundation to understand the potential of this integrative approach in different settings. Two of these dimensions, the content and the language dimensions have been broadly studied in the last years to analyse the approach in detail. The content dimension deals with the opportunities that may be provided by the educational approach to study content through different perspectives, which can be complemented by the learning dimension, which sees how the approach can increase learner motivation by diversifying methods, learning strategies and forms of classroom practice. The language dimension deepens the awareness of the target language and the mother tongue, improving the overall competence in the additional language while developing intercultural knowledge and understanding. These dimensions are focused on promoting multilingual programmes in a number of geographical contexts. This presentation analyses these dimensions in different contextualised settings with the aim of providing a greater understanding of the approach in education.

Strand: *Bilingual/immersion education, Sector: Secondary*

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Beyond the academy: Tracking the uptake and maintenance of preservice teachers' literacy beliefs and practices

There has been a great deal of research examining teachers' beliefs but far fewer studies have examined the literacy beliefs of teachers, particularly in light of the rapidly changing literacy landscape (e.g., New London Group, 1996). This small-scale research project elicited the literacy beliefs of a group of pre-service teachers at the conclusion of their one-year teacher education programme, and followed them out into their first year of teaching to examine their literacy beliefs and self-reported teaching practices. Fifteen out of 26 pre-service teachers elected to participate in the research at the conclusion of their programme.

The pre-service teachers' literacy pedagogy paper placed a particular emphasis on future-focussed literacy practices and introduced students to a theoretical framework called the Four Resources Model (Luke & Freebody, 1999). The researchers have worked with this model in New Zealand research on critical multiliteracies and advocate for its use as a flexible structure to plan a balanced literacy programme. The students completed an assignment that asked them to explore the theory and research underpinning the development of a balanced literacy programme using the Four Resources Model. For this paper, we conducted a content analysis of the participants' assignment. Participants also completed an online survey and a follow-up interview during the first year of his/her teaching.

This paper reports on the following questions:

- What are the literacy beliefs of pre-service teachers at the conclusion of their teacher education programme?
- What are the literacy beliefs and practices of the graduates during their first year of teaching?

We conclude with a discussion on the barriers and enablers to the uptake and maintenance of future-focused literacy beliefs.

Strand: *Literacy education, Sector: Tertiary*

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Evaluating the role of language and culture in educational leadership: Diversity as innovation in Aotearoa-NZ

An understanding and applied practice of Treaty-responsivity, similar to cultural responsivity, as a means to foster collaboration within an educational leadership context is critical when Māori and non-Māori principals of mainstream schools strive to build whanaungatanga (relationship) to achieve one common purpose: 'improving Māori success as Māori' (Ministry of Education, 2013). The New Zealand Ministry of Education (2013) has acknowledged that identity, language and culture are critical ingredients in the educational success of Māori and have stated that schools and teachers need a greater 'understanding [of] the importance of Māori identity, language and culture in effective teaching and learning' (p. 34). Through the national strategy, Ka Hikitia – Managing for Success: The Māori Education Strategy 2008–2012, the Ministry of Education has recognised the widespread aspirations of Māori to live and succeed as Māori. Ka Hikitia – which means to step up, to lengthen one's stride, to lift up – encourages schools and teachers to pay attention to cultural components, personalising education so that Māori students enjoy educational success in ways that affirm their cultural identity (Ministry of Education, 2008, p. 9).

In order for this type, and level, of culturally appropriate education to occur, culturally different ways of approaching and evaluating educational leadership are needed. In early 2014, the authors of this chapter, representing what is labelled in this study as the Cross-Cultural Research Collaborative (CCRC), were invited to partner with a national network of approximately 60 principals, known here as the Māori School Initiative (MSI), to engage and evaluate MSI principals' efforts for raising Māori achievement. The purpose of this paper is to illustrate CCRC's evaluative findings of the effective, Treaty-responsive leadership outcomes demonstrated by MSI principals in relation to Aotearoa NZ Ministry of Education's Ka Hikitia – Accelerating Success leadership framework (Ministry of Education, 2013).

Strand: *Bilingual/immersion education, Sector: Primary*

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Multiculturalism within civics education: A logical means to a socially just and equitable end?

How can multiculturalism within citizenship/civics education be utilised as a tool to promote social justice in schooling? It has been widely argued that educational paradigms such as citizenship education, education for social cohesion and governance are based on the nation's desire to mould students into productive citizens, who ideally, would benefit the functioning of the nation (e.g., Davies, 2005; Heyneman & Todoric-Bebic, 2000; Korostelina, 2012). While the state-centric nature of citizenship education is contested by critical multicultural and intercultural education scholars, it is a tool with potential to build peace in post-war nations, build trust and inter-cultural understanding, and one that can expose unjust power structures. This paper argues citizenship education has the potential to reduce inequalities by using appropriate language abstaining from identity-based prejudice and stereotypes while promoting multicultural teaching methods and materials relevant to each nation's unique socio-political and environmental context. The authors agree that essential elements of multiculturalism can be strategically integrated into compulsory civics education and utilised as pedagogical tools to expose socio-cultural and socio-political inequities and discourse while purposefully teaching students to challenge systemically shared oppressions (Santamaría, 2009). Moreover, thinking about ways in which civics education can build on critical multiculturalism (May & Sleeter, 2010) may lead to increased student understanding and application of social justice

and equity beyond the classroom as agency and peaceful activism. The authors argue that multiculturalism and citizenship/civics education are complementary in their goals for a pluralistic, peaceful and socially just society.

Strand: *Bilingual/immersion education, Sector: Secondary*

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German adolescents studying in New Zealand colleges – would they profit from more grammar?

New Zealand is a popular country in which German adolescents study abroad (SA). Besides cultural and personal growth, improving English is a key reason for the sojourn. The naturalistic environment of SA allows language learning in real contexts, and with native speakers. Given their often already well-developed practical English communication skills prior to arriving in New Zealand, German international students tend to take advantage of the opportunities presented during SA to use English in a meaningful way. However, they appear to have relatively few opportunities to improve accuracy. They would benefit from greater focus on form in their English language classes to enable them to improve their English accuracy, complexity, and fluency.

This presentation examines the spontaneous language production of four upper-intermediate-level German adolescents who spent one semester (5.5 months) in New Zealand to measure English development. Monthly semi-structured interviews were analysed using various complexity, accuracy, and fluency measures. The students had already arrived with remarkable English communication skills and preliminary results show that their second language (L2) performance did not increase markedly during their SA experience. Grammatical L2 improvements in particular appeared difficult to achieve. While inconclusive, the results suggest that entrenched errors remained throughout their SA.

A pressing question is how to make such SA experiences linguistically more fruitful. The students in my study attended either mainstream English classes focusing on the interpretation of English literature or EAP classes directed at the practical skills required for university learning. An implication of my preliminary results is that routinely directing class time to the study of grammar would create opportunities for students to notice their errors and take up corrected forms. This, in turn, may improve students' overall English language performance.

Strand: *English language education, Sector: Secondary*

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Investment in translanguaging and the social, educational, and linguistic outcomes

Translanguaging, the process of fluidly using multiple languages to maximise multilingual abilities, has found great support and success in the past decade in applied linguistics (e.g., Garcia 2009, Creese & Blackledge, 2010, Hornberger & Link, 2012). Likewise, the notion of investment in language learning has become widely adopted in language and identity research (e.g., Cummins, 2006; Norton 2013; Potowski, 2007). The current study brings these two concepts together to answer the question – 'What are the traceable effects of a mainstream educational programme that invests in translanguaging?'

The data for this study come from a three-year ethnography at a rural primary school in the Western United States. The site provides a unique location, as the study tracked the development and later dismantling of a multilingual (Ukrainian, Russian, and Spanish) heritage language programme that encouraged investment into translanguaging practices across the school. Over 100 hours of classroom audio and video recordings, interviews with programme stakeholders, and artefact collection at the school site, from the larger community, and at the official state level make up the data set for this investigation.

The findings show that during the active promotion of investment in translanguaging, the ecology of the school site was developing as positively and visibly multilingual. This correlates with official reports of linguistic, behavioural, and educational gains by the heritage language students. However, the findings also show that when the administration began dismantling the programme, investment in translanguaging was diminished. This also co-occurred with reports of decreased language gains, behavioural problems of affected students, and losses on educational state exams.

This study tracks the rise and fall of educational investment in translanguaging, which uniquely provides both support for its success and the insight into the repercussions of its failings, making this research of interest to researchers, educators, administrators, and government officials alike.

Strand: *Bilingual/immersion education, Sector: Primary*

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Developing a context-sensitive pedagogy for EFL secondary students in Iran: A cultural–historical activity theory perspective

Following a reform in the Iranian educational system and a change in English textbooks at schools in 2013, teachers were invited to adopt the communicative approaches currently used worldwide in order to help the students learn another language through social interaction. Similar to many studies in Asia and the Middle East, the Iranian English language teachers have resisted changing their teaching practice or adopting a communicative-based approach.

In order to avoid resistance to communicative approach implementation, this presentation focuses on teachers' adaptation of task-based language teaching (TBLT) and the practical realisation of communicative approaches in the Iranian ELT context. The aim is to investigate how TBLT is manifested in teachers' instructional practice, how this practice is related to their beliefs and what factors influence this relationship. Data will be collected from two volunteer teachers through pre-observation interviews, observations, semi-structured interviews and focus-group interviews during an intensive summer-school course. The data will be analysed using Engestrom's Cultural–Historical Activity Theory Model. The model maps the mutual interaction between individuals and environments. It represents the cultural historical development of subject(s) and the mediating role of mind while they are interacting in their activity systems. Their collective, tool-mediated, object-oriented activity forms the unit of analysis. This analytic unit includes an interaction of subject(s), tools, object(s), rules, community and division of labour. Each teacher's activity at the micro-level will be analysed as inseparable from the collective activity the two teachers constitute at the macro-level to negotiate tensions in a cycle of expansive learning (including developing, implementing, reflecting on and revising new tools).

This presentation will report on the potential of Engestrom's model to describe and analyse the data and address the aforementioned issues.

Strand: *English language education, Sector: Secondary*

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Proficiency, perspectives and language learning experiences – second-generation Chinese Australian's language maintenance

This study investigates second-generation Chinese immigrant children's language maintenance, with a particular focus on their literacy levels and the opinions they hold concerning Chinese learning. Thirty 10-or-11-year-old children born and educated in Australia participated in the study.

The research questions addressed include: 1) what are the participants' Chinese proficiencies in listening, speaking, reading and writing? 2) what are their perspectives and experiences of Chinese learning? and 3) How do their perspectives and experiences interplay with their Chinese proficiency?

The research instruments were proficiency tests and interviews. The test was adapted from YCT (Chinese Youth Test) and HSK, and encompassed four sections: listening, reading, writing and an oral test. Moreover, there was a semi-structured interview for each participant, which was recorded and transcribed. All the interviews were carried out in English according to the participants' choices.

The quantitative data from the tests were processed by SPSS while the qualitative data from the interview were thematically analysed with the help of Nvivo. The preliminary findings discovered from the quantitative data analysis can be summarised as follows: all the participants do very well in listening comprehension, but their capabilities in literacy, i.e., reading and writing, vary greatly; in speaking, the best they can do is repeat what is said and give short responses to questions. Creative oral production, like describing a picture with their own words, is hard for them. As to reading, it was found that the participants did much better in reading with Pinyin.

The qualitative data analysis has revealed the following themes: the importance of learning Chinese; use of Chinese, language and identity; Chinese language school versus Chinese LOTE; and Chinese literacy. How each theme interplays with the participants' Chinese proficiency in either or all of the four language skills will be discussed.

Strand: *Bilingual/immersion education, Sector: Primary*

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Statistical analysis and introspection on research situation of foreign language teaching under the CALL environment

This paper presents an overview of the development of CALL research in the past seven years (2007–2013). Based on the previous studies published in eight most influential foreign language teaching journals in China, a statistical analysis is made of the collected research. Features and tendencies of CALL research are explored and summarised based on the comparison results of Na Min's research (which also gives a statistical analysis on CALL researches published between 1995–2006 with the same collected range): (1) the past seven years sees a sharp drop of research in CALL; (2) with respect to research areas, five are identified (theoretical discussions relevant to CALL; classroom practice of CALL; the positioning of teachers and students in CALL; computer-assisted language testing; and the development of computer technologies and software); (3) In terms of research methods, the number of empirical studies has remained stable since 2008 and equals non-empirical studies. Finally, some conclusions, along with suggestions for further improvements, are made.

Strand: *English language education*, Sector: *Community*

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Linguistically and culturally responsive pedagogies for Pasifika learners

For Pasifika learners being schooled in English-medium classrooms, success is premised on the belief that language and literacy development are central to their achievement at school. Schools, however, are not culturally neutral domains, and certain forms of knowledge are valued over others in English-medium classrooms. If Pasifika learners' languages, cultures and identities are represented in the 'valued knowledge of school', and utilised as a normal part of language and literacy learning in their classrooms, then their perceptions of success will include, rather than exclude, their linguistic and cultural identities. This research explored the notion of success for Pasifika learners, and the central roles that teachers and leaders played in enabling these learners to connect the worldviews, languages, literacy practices and experiences of their homes with the valued knowledge and literacy practices of school. The research was set within a New Zealand national literacy professional development project which schools joined voluntarily with the goal of raising student achievement in literacy. The study used a mixed-methods case study approach in which the practices of 'effective' teachers of Pasifika learners were explored in order to devise, with support from the research literature, dimensions of effective literacy practice specific to Pasifika learners. In addition, leadership practices that promoted reciprocal, learning-focused partnerships between school leaders, teachers, and families of Pasifika learners were examined. This presentation explains the Va'a Tele Framework (the ocean-voyaging canoe of Pasifika peoples) as a metaphor for Pasifika learner success, supported by stories from the effective teachers and their Pasifika learners. Analysis of findings suggests that teachers can teach Pasifika learners effectively, and in particular ways that connect with and build on their specific languages, cultures, and identities to become literate at school. This presentation discusses the enactment of these linguistically and culturally responsive pedagogies.

Strand: *Literacy education*, Sector: *Primary*

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New migration patterns in EU and mother-tongue tuition in EU immigrant languages

Modern migration patterns (such as shuffle migration and short-term residence) are increasingly common in EU and mobile EU citizens constitute a new group of immigrants, whose mother-tongue tuition is one of the priorities of the EU Multilingualism Strategy. Although many member states (like Denmark and Sweden) have committed themselves to offering mother-tongue tuition (hereafter MTT) in EU languages to EU citizens, a close look reveals that the size of the language group, its ability to organise and act as a coherent group and the infrastructural and language ideological and political aspects in the home and host country have a crucial impact on intergenerational language transmission. Furthermore, the national language policies, still marked by a national paradigm of inseparability between language and ethnic culture (Risager, 2003) and fiercely defending monolingual views (Jørgensen, 2010), are not capable of addressing the complexities of mobility-caused hybrid identities and multilingual language practices (Blommaert, 2014). In order to examine the complexity of the MTT phenomenon, situated at the crossroads of home and host states' language policies, infrastructural peculiarities and individuals' growing need for

self-reflexivity (Giddens, 1991), there is a need for a multimodal tool that can embrace these complexities. The paper presents the results of a case study of teaching Estonian as a mother tongue in Sweden and Denmark, applying the multimodal tool nexus analysis, employing methods like policy analysis, observations and interviews. The preliminary results of the study reveal that common activities, rather than language (teaching) per se increase the sustainability of the immigrant language group.

Strand: *Language education planning and policy*, Sector: *Community*

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Elementary pre-service teachers' ideologies on language and culture

The number of English language learners (ELLs) has been increasing significantly in US schools, especially in elementary schools. Studies have been conducted on pre-service teachers' beliefs toward giftedness (Troclair, 2013), pre-service teachers' metaphor plotlines (Pinnegar, Mangelson, Reed, & Groves, 2011), pre-service teachers' understanding of critical thinking (Liu, Wagner, Xiang, & McBride, 2014), and pre-service teachers' attitudes toward inclusion (Nordness, Swain, & Leader-Janssen, 2012). However, there is a gap in the literature that does not investigate pre-service teachers' ideologies on language and culture. They should be aware of, and prepared to teach, not only content but also language because ELLs learn language better when language is embedded in context. Besides that, knowing students' cultural background helps teachers understand the different environments students come from and how it can have an effect on students' literacy development. Bullough (Bullough & Gitlin, 1995; Bullough et al., 1991) has stated that the way teachers see themselves as teachers is based on who they are as people. Investigating their ideologies on language and culture will shed light on how these pre-service teachers see their future encounters with ELLs.

This study will analyse pre-service teachers' ideologies in a US university course of second language teaching and learning in early childhood to 6th Grade, through surveys and the analysis of a tutorial reflection paper that students have to turn in at the end of the semester. I argue that having an understanding of pre-service teachers' ideologies on culture and language provides an overview of how they see the importance of addressing culture and language in a content class. The implication is that teacher preparation programmes will be more effective if they know what their pre-service teachers think of culture and language thus their courses can accommodate the need for an emphasis in this area.

Strand: *English language education*, Sector: *Primary*

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Kei waho, kei te moana! Promoting Māori/English bilinguals: A journey into an alphabet

The objectification of our reo (and people) has been going on for 200 years now so that there is interminable resistance to the pigeonholing effect (objectification) that goes on. Nakata (2007) refers to an institutionalised set of discourses, their socio-historical and discursive practices, including objectified knowledge about Indigenous societies and cultures. Nearly 70 years ago, in 1946, Tā Apirana Ngata, on speaking about a New Zealand nationhood not coming to fulfilment in that '...it certainly cannot be achieved if the Māori way of life is to be compressed into a Pākehā pattern...' (Ramsden, 1948, p. 56) resisted the abolition of te reo Māori which was already on the agenda. But even back then he identified there were issues with many Māori themselves believing they had one foot already in the grave, and the concomitant negative impacts of the ongoing disruption in the intergenerational transmission of te reo Māori to children. To get past that, he said, 'Let us live past the present generation and concentrate on the children. Let the present wave expend itself, and then let us wait for the second wave (i.e., the children), and bring our canoe in on that!' (p. 65). That canoe is still out there on the moana. This presentation is a reflection on some of those discourses, recent language theory, policy and strategies for advancing oral and written language development through promoting Māori literacy in the early years. The first alphabet reader was published in 1815. Two hundred years later we are celebrating the development of an alphabetic tool through its introduction into television. Some of the historic background of that very first alphabet tool, Te Arapū Māori, will be covered in this presentation.

Strand: *Bilingual/immersion education*, Sector: *Early Childhood*

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Creating effective learning environments in the course of English for science students

The aim is to examine the problem of creating a blended learning environment for science students who study English at the University. In the course of English they are to acquire communicative competence in order to be able to communicate effectively on professional topics. My students study Biology and conduct real research work at Novosibirsk State University. Among other things they take part in scientific conferences.

In the course of English they learn to take part in a training conference 'Discovering Life – Research for the Future'. The preparation for, and conducting of, the conference is organised as a long-term project, in which the teaching of language skills and of new 'electronic literacies' are integrated. This provides a meaningful and motivating context to frame learning activities. Modern information and communication techniques both support class-based learning and help to develop independent learning skills in students. Electronic literacies are especially important in English because about 85% of the electronically stored information in the world is in English.

The learning is problem-based. The basic concept is that, if you learn by doing, you will retain the experience more effectively. This approach is based on asking you to solve the problem. The problem solved in this case is a scientific conference at an English language lesson. The learners are engaged in various complex tasks throughout the activity. Electronic literacy skills are integrated in a traditional EFL (English as a Foreign Language) classroom here. The teacher facilitates learning by moderating the activity, providing advice and being a resource for the students.

The students prepare for the conference and run it using a blended learning environment, by which we mean a combination of e-learning approaches with traditional/face-to-face methods. The web page, APres, created by the author is a part of this environment. The Internet is integrated here into collaborative, content-focused project work. Technology becomes both an environment and a tool for learning.

Strand: *English language education, Sector: Tertiary*

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L2 learning and social space: A socio-interpretive turn in language learning

This paper examines the international students' representations of their new L2 social space at a New Zealand university. Following Lefebvre's trialectics of space, this study analyses social spaces of international students and their negotiation of identities in their new academic context. By drawing on Lefebvre's spatiality framework, this study informs language socialisation theory and looks at language learning from a socio-interpretive perspective. To date, there have been many studies which have investigated the advantages of a study abroad experience. However, few studies have examined the everyday challenges that these students face in their normal interactions in the academic social space. The focal students in this research are six undergraduate students from Japan, China, Vietnam, and Tonga. Data will be presented from a variety of sources including diaries, interviews, class observations, field notes, and video/audio recordings. The study aims to analyse how students negotiate participation in the oral practices of their L2 university courses. It further investigates how the students' identities are constructed in their classroom social spaces. This longitudinal qualitative study has presented a more comprehensive view of these individuals' experiences in their new L2 spaces. This study draws on the language socialisation framework (Duff, 2010; Schieffelin & Ochs, 1986), the production of space (Lefebvre, 1974), L2 learning as identity construction (Norton, 2010), and the 'community of practice' concept (Lave & Wenger, 1991; Wenger, 1998), to present an ecological perspective of the socialisation of students' into their new, complicated L2 academic environments. The findings regarding focal students will be presented. Triangulating the data and bringing together the constructs mentioned above provides us with 'analytical generalizations' (Duff, 2008) and sheds light on our conceptualisation of experiences of these learners in their new academic social spaces.

Strand: *English language education, Sector: Tertiary*

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Designing a test of early academic literacy

The language of teaching and learning is a perennial source of concern in multilingual contexts. Despite having 11 official languages in South Africa, only two of these languages, English and Afrikaans, are used beyond foundation-phase education. Consequently, many of the learners who study English only as their second language from grade 0 to 3 must make the shift from a mother-tongue education to English-medium instruction once they enter the intermediate phase (Grade 4–6). This means that, like native speakers of English and learners who use English as their language of teaching and learning (LoLT) during their early education, these learners will have to be able to use English proficiently enough to receive all further instruction in English. This study looked at the design of a new test that measures a student's ability to use English for academic purposes at this level. A theoretically defensible construct was used to design the test before a prototype was administered to a cohort of 179 Grade 3 and 4 learners (9 and 10 years old) from English-medium schools in South Africa and the Netherlands. The piloting results were used to evaluate the productivity of the test items and the overall performance of the test. With a Cronbach alpha of 0.91, this test appears to be highly reliable. Two items were flagged and need further refinement before application of the developed instrument. The final product of this study, the Test of Early Academic Literacy or TEAL, must now be subjected to further piloting and evaluation. The paper will conclude with an outline of what should be included in this further process of refinement, as well as how the multilingual goals of South African education may be better served by developing a variety of similar tests.

Strand: *Literacy education, Sector: Primary*

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'A necessary evil?' – the positioning of foundation study students in New Zealand polytechnics

Adult literacy and numeracy education is a government priority in New Zealand, and significant funding has been invested in initiatives to raise levels of literacy and numeracy. In particular it has been emphasised that the number of young people moving successfully from school into tertiary education needs to be substantially increased. However, this funding has come at a cost, the most important of which is perhaps the cognitive approach employed to define literacy. This approach dismisses any understanding of literacy as social practice and there is growing concern that the government is largely blind to pedagogical concerns as it pursues its 'learning for earning' agenda. This study attempts to examine the effect such an approach has on students by investigating foundation bridging programmes (literacy, numeracy and vocational programmes for those who do not have the requisite school-leaving qualifications to enrol on their desired courses of study), in NZ universities and polytechnics. These institutions were invited to participate in a study that sought to explore the perspectives of staff teaching on these programmes. Lecturers from four universities and seven polytechnics on both the North and South Islands of the country accepted the invitation and over 100 face-to-face, semi-structured interviews were carried out with volunteers between February and December 2012. This paper reports on the views of 34 lecturers at three large polytechnics. Unfortunately the data from this study indicate that these students are often viewed as the 'poor relative' of the institutions they attend, and are marginalised in terms of resources. How this impacts on their sense of self-worth and ultimately their academic progression is explored through the eyes of those who teach them.

Strand: *Literacy education, Sector: Tertiary*

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The initial phase of materials development for MTB-MLE in the Philippines

The issuance of the Enhanced Basic Education Act of 2013 through Republic Act 10533 to institutionalise the Mother-Tongue-Based Multilingual Education (MTB-MLE) sets a clear and fitting direction for the country's educational system given the demands of critical education in a multilingual and multicultural environment like the Philippines. For this undertaking, instructional materials are indisputably crucial to ensure the success of the multilingual education policy (Ball, 2010). Hence, this paper attempts to provide an insight into the state of materials development for MTB-MLE in the Philippines thus far.

Since its first implementation in 2013, many have indicated that the availability of materials necessary for the implementation of the MTB-MLE in the Philippines has been scarce. Because of this, these teachers continue to face the challenge that comes with a lack of resources especially in doing something new and perhaps unfamiliar. Despite this sentiment, it can be argued that efforts to address the issue can be seen through what has been developed and provided so far by various sectors such as the Department of Education, some publishers and even teachers themselves. One might have to ask though, at this juncture, if such materials are sufficient to address the needs of the teachers and the learners involved. How much has been done so far? What kinds of materials are available to help teachers and learners achieve the very basic goals of the MTB-MLE curriculum? These are some of the questions this paper hopes to shed light on.

Strand: *Language education planning and policy*, Sector: *Primary*

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Vocabulary use in CLIL and non-CLIL students' written production

Content and language integrated learning (CLIL) is promoted as one way of enabling young European citizens to become bi- or multilingual, by using a second or foreign (L2) language as the medium of instruction in non-language subjects (e.g., Dalton-Puffer, 2011; Nikula & Willis, 2001; Willis & Willis, 2010). However, there is great variation in findings depending on where the studies have been carried out. In point, in Sweden no positive effects of CLIL on L2 proficiency have yet been reported (Sylvén, 2004; Washburn, 1997). These differences in reported outcomes can, to a large degree, be explained by factors in the national context (Sylvén, 2013).

This paper will report on studies carried out within the framework of the longitudinal, large-scale CLISS project, looking into CLIL students' written production in English. Baseline data suggest that CLIL students have a larger receptive vocabulary than the non-CLIL ones already at the start of CLIL (Sylvén & Ohlander, 2014). They are also more motivated (Sylvén & Thompson, in press).

The specific focus is productive, general vocabulary use, as measured by the New General Service List (Browne, 2014). Student essays, written in the first (CLIL $N=94$, non-CLIL $N=52$) and third (CLIL $N=80$ non-CLIL $N=35$) year respectively of senior high school are analysed, and results are presented both from the CLIL vs non-CLIL and the gender perspectives. As data exist both from the very start of CLIL for the CLIL students and from the end of high school three years later, longitudinal effects can be traced, and therefore any effects of CLIL are possible to determine. Using the New General Service List also allows analysis per frequency band, which facilitates the investigation into what kind of vocabulary the students use, and possible differences in vocabulary use between sub-groups.

Strand: *Bilingual/immersion education*, Sector: *Secondary*

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Skype eikaiwa in Japan: A new fashion or refashioned tradition?

While eikaiwa (English conversation) schools employing a considerable number of native English-speaking teachers are still in fashion in Japan, a new type of business has recently emerged in this educational industry: online eikaiwa via Skype. What is remarkable about Skype eikaiwa is that many schools have established offices in the Philippines, and the majority of teachers are local university students or graduates. The popularity of these new eikaiwa schools is rapidly growing owing to their low tuition fees.

This presentation examines what language ideologies operate in the Skype eikaiwa context. It primarily analyses multiple texts and visual images produced in this educational sector and supplementally utilises data obtained through interviews with Skype eikaiwa teachers. In the presentation, I first show the ways in which the legitimacy of Filipino teachers is emphasised in Skype eikaiwa promotional materials and teachers' narratives, apart from the low tuition fees. Thereafter, I present the ways in which Skype eikaiwa learners react to these claims of legitimacy by posting their comments about the schools on a large online platform ranking customer service according to user reviews. For this presentation, a total of 231 comments about 57 schools were collected. Through the analysis of learners' comments as well as the promotional materials and teachers' narratives, I explore the ways in which the notions of 'English-speaking country', 'native English speaker', and 'ideal English teacher' are discursively constructed, specifically referring to Skype eikaiwa learners' (and teachers') micro-level negotiation processes concerning these discursive constructions. I conclude by addressing whether people's engagements with the

Philippines-based Skype eikaiwa are a dramatically new fashion or only a refashioning of traditional eikaiwa teaching and learning.

Strand: *English language education, Sector: Adult*

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The trans-acquisitional approach to bilingualism and biliteracy for English instruction in Kura Kaupapa Māori

Kura Kaupapa Māori developed outside of the New Zealand state system to achieve the aspirations of parents who wanted their children educated totally in te reo Māori to revive the language and as a means to arrest the downward spiral of Māori educational underachievement. Kura emphasise the need for their graduates to exit the kura schooling system as balanced bilinguals in te reo Māori and English, however, since the inception of kura there has been an ambivalence toward English instruction and the issues surrounding how and when to teach English remain unresolved. In the absence of consistent Māori-to-English transitional practices in English instruction, the trans-acquisitional approach to English was theorised, developed and successfully trialled in two kura as the focus of my doctoral research. This paper will report on aspects of the trans-acquisition intervention and the ability of the kura learners to use their reo Māori and English languages in a mutually supportive way to maintain literacy in te reo Māori while developing literacy in English. Underpinned by the kaupapa Māori principles of Tū takitahi (independence) and tū takitini (interdependence), the trans-acquisitional approach uses te reo Māori and English in an interdependent and developmental way for the teaching of academic concepts. The principles of Tū takitahi and tū takitini are expressed in the kaupapa Māori metaphor associated with the distinctive growth pattern of kahikatea trees. These principles are used to reflect both learner independence as conceptual knowledge is gained and the way the kura learners used their two languages interdependently to build that conceptual understanding. The trans-acquisitional approach is an original work about the relationship between language acquisition and the development of academic knowledge in kura kaupapa Māori that will contribute new knowledge to Māori-medium education and an international audience in language acquisition, socio- and applied linguistics.

Strand: *Bilingual/immersion education, Sector: Primary*

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Teacher beliefs on L1 use in the multilingual classroom

First language (L1) use in English language classrooms has been the subject of debate among practitioners of second language (L2) and foreign language (FL) teaching. Classrooms for English for Academic Purposes (EAP) are usually multilingual, implying the presence of L1s, student use of L1 remains a core feature of the classroom, making the L1 impossible to eliminate. Yet an English-only approach has been preferred and prescribed by both official and non-official policies in English Language Teaching (ELT) despite increasing literature supporting the L1 as playing instrumental cognitive and affective roles that enhance L2 or Target Language (TL) learning. Nevertheless, teacher beliefs – what language teachers hold to be true – are powerful constructs which could influence the extent of L1 use in the classroom if they believe it aids L2 learning. Even with monolingual language policies in place, language teachers could exercise their prerogative as classroom managers to ‘allow’ judicious student L1 use to enhance English language learning.

This paper reports on a study of teacher beliefs regarding L1 use in university bridging courses in a New Zealand university language centre. Results indicate that despite an English-only rule, the teacher participants believe that student L1 use enhances English language learning, especially at lower levels. However, due to the students studying in, and preparing for, a New Zealand university environment, the teacher participants reported emphasising the importance of English use. During the study, tensions regarding L1 use vs English use emerged in the classroom especially when students had lower English proficiency or lacked interest participating and interacting in classroom activities in English. It concludes with recommendations on how the monolingual rule can be modified to reflect a more multilingual classroom atmosphere and how students from abroad should be more aware of classroom expectations when studying in a New Zealand university environment.

Strand: *English language education, Sector: Tertiary*

Tancock, Christopher (Elsevier Ltd., c.tancock@elsevier.com)

An introduction to metrics in academic journals: From the beginning to the future

In this workshop, the Publisher for Elsevier's journals will host a session exploring why and how journal and research quality is measured. We will look at the origins, features and drawbacks of the Impact Factor as well as looking at the H-Index, SCImago and several other metrics. This will be an open and informative session, aimed at those who are interested in the numbers associated with academic publishing, how they work and how they can affect a researcher's career.

For those wishing to register or have any questions ahead of the conference; this can be accomplished by emailing the presenter: c.tancock@elsevier.com.

Tarau, Maria (The University of Auckland, fata.rosie@yahoo.com)

The plight of the Romanian Roma: Investigating linguistic human rights in national legislation and local practices

Minority communities around the world are becoming increasingly successful in reclaiming their identities and having their linguistic human rights recognised. In the shadow of these developments lies an ethnic group whose plight seems never-ending. Hounded from the West towards Central and Eastern Europe, lacking territorial reference, linguistic heterogeneity and cultural unity, the Roma continue to struggle for survival. Large numbers of European Roma now live in the territory of Romania. As a member of the European Union, this Eastern European country is increasingly being pressured to provide a solution to what is termed 'the Roma problem', yet it seems to be failing in its attempts to integrate this minority into mainstream Romanian society. This failure could be explained by the fact that Romanian policies emphasise granting the Roma individual human rights, as opposed to group rights and recognition of their cultural and linguistic identity. In light of these issues, there is an acute need to investigate the extent to which Romani could be instrumental in the process of Roma unification and integration. Perhaps following the example of other European initiatives which have granted linguistic human rights to minorities, and recognising the transformational power of such initiatives at both grassroots and governmental levels, could be the path to unifying and integrating the Roma of Romania. For that purpose, there is a need to identify Roma attitudes towards their own language. The practices which effectively foster the development of Romani also need to be highlighted and incorporated into future national policy making. Should this approach realise positive outcomes, it may serve as a model to other European countries struggling with similar issues regarding this particular minority.

Strand: *Language education planning and policy*, Sector: *Community*

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Problem-based learning in a linguistically and culturally diverse classroom

In an international English language classroom setting of adult learners, it is common to have learners with diverse linguistic and cultural backgrounds learning the English language. However, this diversity and the uniqueness of the learners can be contributing factors towards interference with the learning strategies in the classroom. Hence, this study aimed to examine Problem-Based Learning (PBL) as one of the best practices and creative methodologies in maximising this diversity so as to enable the learning process to take on as many possible directions while producing the desired outcomes. This study focused on international adult learners from different linguistic and cultural backgrounds learning English in an international college. It was carried out using the qualitative approach over a period of two weeks with 15 learners. A pre-test which comprised writing and speaking was administered to determine the proficiency level of the learners and their groupings. Data on the learners' communicative and writing skills were collected throughout the PBL-collaborative activities using observation checklists and journal, and a speaking and a writing test. The findings from this study showed that the process of PBL and its activities provided a common ground for the learners to work together and maximise their diverse linguistic and cultural backgrounds in learning the target language. They were using more of the target language and structures – weaving them into their discussions instead of using their mother tongues. On top of that, they were more motivated to work with their fellow peers from other nationalities. The immediate feedback in the PBL activities also reinforced the learners' linguistic discovery which allowed them to scaffold their learning experiences to the next level. With such positive findings, PBL may prove to be one of the effective learning strategies in a linguistically and culturally diverse classroom.

Strand: *English language education, Sector: Tertiary*

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The mess is all inside our own heads: Peer observation and peer mentoring for reflective practice

In 2014, I planned, led, and evaluated a pilot classroom research project introducing cross-discipline teaching (CDT) to respond to NZQA's requirements for greater teacher self-assessment within tertiary institutions. As Kruse and Louis (2009) note, when teachers engage in cross-disciplinary joint work incorporating peer observation and reflective self-evaluation, their diverse perspectives support an integrated teacher culture in which trust and transparency '[break] protective barriers' (Stoll, Bolam, & Collarbone, 2002, p. 52). This paper will present and discuss my research project which explored peer observation, peer mentoring, and reflective practice.

Before the project, teacher-participants attended a workshop on using reflective enquiry for excellence in teaching and student achievement. During the project, participants observed three lessons and had feedback sessions to reflect upon students' and teacher's interactions. For instance, a teacher was anxious and forgot his warmer activity, which would have relaxed him and reduced his teacher talk. Nevertheless, the observer said that 'the mess was all in your own head', as students achieved learning outcomes.

Later, participants discussed a critical incident and evaluated the project's outcomes. Although setting aside hours was challenging, participants said the project increased their confidence and introduced them to useful teaching ideas and techniques.

At the end of the project, participants demonstrated a greater ability to:

1. Help colleagues understand and learn from their own teaching experiences.
2. Engage in cross-discipline peer observation to develop a collegial teacher culture.
3. Use critical incident discussion to gain valuable insights into their own teaching.
4. Incorporate learner-centred and reflective practice into lesson planning.

As recommended by a participant, I will look into establishing a 'collegial coffee club' for staff to discuss critical incidents, share teaching ideas, and support each other's professional development in the spirit of collegiality and collaboration.

Strand: *English language education, Sector: Tertiary*

Te Huia, Awanui (Victoria University Wellington, awanui.tehuia@vuw.ac.nz)

The place of te reo Māori in the development of a New Zealand national identity

The term 'heritage language learner' varies considerably in its usage (Valdes, 2005). Language experts have in some cases included both colonial languages (such as speakers of German in the US) and Indigenous languages in the single term (Fishman, 2001). One of the overt differences between Māori (Indigenous) and Pākehā (post-colonial) language learners of te reo Māori is the historical factors that have led to contemporary language decline. This study explores the differences and similarities for both Māori and Pākehā learners of te reo Māori. A qualitative study of 19 Māori and 13 Pākehā learners of te reo Māori revealed that identity was a key contributor to the motivations of both sets of learners. Māori learners of te reo Māori were motivated to improve fluency due to a desire to fulfil cultural obligations and to meet expectations that linked knowledge of te reo Māori with ingroup membership. The micro-level motivations of Māori learners contrasted with Pākehā learners' motivations in that Pākehā commonly discussed how Māori culture and language were incorporated into their identity as New Zealanders. The expectations that were expected of both groups varied considerably, whereby Pākehā were often charged with the normalisation of not learning or speaking te reo Māori, whereas Māori had far higher expectations placed on them as learners despite the fact that, in many cases, both groups had similar levels of language exposure. The role that identity plays for both the Indigenous and post-colonial groups choices to learn te reo Māori will be discussed. For Pākehā learners who reached a stage of language fluency often expressed a heightened sense of socio-political consciousness. Although socio-political awareness was positive for bicultural growth, it often put these learners in an unusual position, which may have impacted on the level of language anxiety that was experienced in language classrooms.

Strand: *Bilingual/immersion education, Sector: Tertiary*

Te Rito, Joseph (Ngā Pae o te Māramatanga, UoA, j.terito@auckland.ac.nz)

Not just reading and writing: Promoting conversational Māori language through pukapuka kōrero/talking books

Māori language teaching and learning has made great advances in recent years during which time Māori people have become quite adept in terms of their reading and writing skills. However, with respect to their listening comprehension and speaking (conversational) skills, many Māori are much less adept and lack confidence in these skill areas. This situation has arisen partly because there has been a vast shortfall of oral/aural resources as compared to reading and writing resources and also, because of a rapidly diminishing number of native speakers of the language in homes and community to model the language for ensuing generations. With the linguistic diversity that now prevails in Aotearoa, there is even greater pressure on Māori to keep their language alive as a spoken language and not just a language of textbooks or of rituals. Fortunately Māori radio came into existence some 25 or so years ago and it has helped greatly in bringing the sound of the language back into homes. Only recently, however, have stations realised the vast treasure troves, or repositories of oral resources they possess. As the founding and current head of one such tribal radio station, the presenter of this paper has access to over 2,000 digitised recordings stored on an external drive and permission to use these largely untapped resources for research purposes. He has embarked on a research project utilising 20 of these hour-long recordings to create a 'pukapuka kōrero' or 'talking book' as a teaching and learning resource comprised of verbatim transcriptions of the recordings, respective English translations, annotated footnotes, and a linguistic analysis. While the use of this resource inevitably promotes reading and writing skills, the more specific purpose of the resource is to promote listening comprehension and conversational speaking skills. Such a situation is made possible by the realisation of the existence and availability, through Māori radio stations, of these authentic conversations of native speakers modelling best practice examples of spoken Māori language.

Strand: *Bilingual/immersion education, Sector: Adult*

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Contemplative education and diversity: Reports from a nation-wide study of tertiary teachers

This paper reports on doctoral research involving in-depth interviews and a nation-wide survey of NZ university educators regarding use of Contemplative Education (CE). The paper particularly focuses on ways that educators report using contemplative pedagogies to promote acceptance of diversity, and examines applications for English Language Teaching.

The emerging field of Contemplative Education (CE) shows promise in equipping tertiary students to meet the challenges presented by high-stakes exams, digital distraction, and the complex problems of our age. Contemplative pedagogies such as mindfulness, centring, introspection, reflection, and focusing have a long history in philosophic, monastic, Montessori, Steiner and Quaker schools. More recently, their use has received impetus from the popularity of secular mindfulness practice and an explosion of mindfulness research in medicine, psychotherapy and neuroscience. CE is believed to enhance and complement critical epistemology, bringing about deeper insights and transformational learning, and is used in courses as widely diverse as language teaching, economics, physics and feminist studies.

Contemplative Education embraces principles and practices of ELT, including for example, use of wait-time, lowering the Affective Filter, and bypassing the mental 'editor' through freewriting or journaling. The contemplative practice of mindfulness can also improve focus and target test anxiety. Further, contemplative methods can increase acceptance of diversity, essential in ELT classes comprising students from many cultures and nations, and have been shown to enhance dispositions for critical thinking, including perspective taking.

Teaching practices reported on include: designing activities to encourage pausing before speaking or acting, setting up dialogue practice that involves listening to each person rather than arguing, and fostering examination of unquestioned assumptions before leaping to judgement. How tertiary teachers attempt to weave these practices into pedagogy that targets learning goals is discussed.

Strand: *English language education, Sector: Tertiary*

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Dah Dzahge Nodesidē: Implementing community-based Tahltan language revitalisation research

As a member of the Tahltan Nation, I carried out research that focused on community experiences of language revitalisation. Conversations with fluent speakers, language teachers, educators, administrators, and language learners informed the investigation with their ideas and experiences regarding Tahltan language revitalisation.

The investigation focused on how language revitalisation is connected to health and healing, as well as researching what has been done and what still needs to be done to revitalise the Tahltan language. Language revitalisation was seen to be the start of a process in which our people can heal from impacts of past losses by reclaiming our language, culture, and identity, thereby allowing our voices to become stronger and healthier. The status of the language was assessed by finding out where the language is being used, as well as listing both human and documentation resources. From what was learned from co-researchers, scholars who have worked with our communities, Indigenous community language revitalisation experts, and international language revitalisation scholars, suggestions were provided that could be used by a Tahltan language governing body that needed to be formed. This newly formed governing body would be able to use these recommendations to deal with the assessment of the language, community support, and language revitalisation programmes.

From this research, a Tahltan Language Revitalisation Framework has been developed focusing on governance, language programmes, documentation, and training and professional development. The ways in which community members in Tahltan communities are implementing this framework will be discussed, with examples from all areas being highlighted, such as: the formation of the Dah Dzahge Nodesidē/Tahltan Language and Culture Council, language nests, Master–Apprentice Programme teams, the creation of a significant Tahltan dictionary, digital language learning tools, children’s language books, and a Bachelor of Education in Indigenous Language Revitalisation being offered in our territory.

Strand: *Language education planning and policy*, Sector: *Community*

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Preparing graduates from the first kura kaupapa Māori to participate in the wider world

Kura kaupapa Māori comprise a unique New Zealand primary school education system in which children are immersed in a Māori language and cultural environment with the aim of enabling graduates to ‘live as Māori’ and to make positive contributions as bilingual and bicultural citizens to New Zealand society and to the wider world.

Narratives from some of the graduates from the first kura established in Auckland between 1984–1989, provide information about the learning of English language literacy skills, part of the goal of attaining bilingualism. In the early days of kura, classrooms were set up specifically for the teaching of English and placed apart from the main teaching areas to ensure the students’ Māori language was kept intact. The graduates share their varied experiences of learning English at kura and express recognition of the benefits of being skilled in the literacies of both Māori and the English language.

For the majority of the graduates it has been the Māori language knowledge that has secured them employment in television, teaching and, for those who have chosen the academic world, their Māori and bicultural knowledge has provided valuable understandings and insight for study and associated work. As bilingual and bicultural adults the graduates demonstrate self-confidence, self-determination and the ability to advance their talents to high levels of achievement.

This presentation will interest all those who work or study in Indigenous education, and particularly those curious about the place of English literacy in Indigenous language education.

Strand: *Bilingual/immersion education*, Sector: *Primary*

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Japanese EFL learners’ implicit and explicit knowledge: What they know and what they can do

In an EFL environment, where learners have little opportunity to practise using the language outside class, it takes a lot of conscious practice for knowledge to be reflected in performance. This is an ongoing three-year-plan research, aiming to investigate the difference between Japanese EFL students’ knowledge and performance on English

grammar structures using a battery of tests based on Ellis (2009). Learners' knowledge was to be measured by an untimed Grammaticality Judgement Test (GJT) with Japanese translation, untimed written sentence translation, and untimed written picture description, while performance will be measured by timed GJT, timed oral sentence translation, and oral picture description tests. According to Ellis (2004), GJT is said to involve three stages: semantic processing, noticing and reflecting. However, semantic processing can be heavily affected by learners' vocabulary knowledge. To measure the learner's grammar knowledge and performance without interference from their vocabulary knowledge, learners' L1 (Japanese) translations were provided for GJTs, and content words were provided in all production tests.

Timed and untimed GJT were conducted on 260 freshmen and sophomores at a Japanese private university. Rasch analysis was conducted on the data from the GJT, and the results showed that time limit had no significant effect on the results while some of the 20 grammar structures were too difficult or too easy to discriminate learners' abilities. Also, there were some problematic items. Following the results, items were revised and grammar structures were reduced to 17 for the rest of the tests in the battery. The results from the revised tests will be presented at the conference.

Strand: *English language education, Sector: Tertiary*

Tran-Dang, Khanh-Linh (Monash University, dang.tran@monash.edu)

Teacher educators' perceptions of task-based language teaching (TBLT): A Vietnamese case

While Task-based Language Teaching (TBLT) has grown a worldwide momentum, research on English language (EL) teacher educators' perceptions of TBLT is still non-comprehensive. Little is known about teacher educators' understanding of TBLT, how they approach the methods, whether they implement the methods in their pre-service teacher training setting, and what context-bound factors enhance or impede their implementation of TBLT.

This paper was spurred by a current case study that seeks to fill in the aforementioned gap in TBLT literature. Informed by the sociocultural perspective on teachers' perception, the study examined the TBLT experiences of eight EL teacher educators in Vietnam. Data were collected from interviews, demonstration classes, focus group discussions, and related educational policies. Content analysis of the data was based on Engestrom's third generation of activity theory to explicate the multiple perspectives and the interactions between the teacher educators' activity system and that of the current ELT reform in Vietnam. Preliminary findings indicate that the teacher educators were in favour of TBLT rationale and eager to implement TBLT in their pre-service teaching. However, the data also reveal a superficial understanding of the methods, especially about the concept of 'task' in task-based instruction. These perceptions appear to be shaped by the sociocultural contexts of the teacher educators' teaching. Their role in the whole educational system and in the current ELT reform is overlooked, thus causing multi-level contradictions. The paper concludes with a proposed operation model for ELT reforms which highlights teacher educators' roles for the benefit of all related stakeholders.

Strand: *English language education, Sector: Tertiary*

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The significance of (bi)literacy for the identity of multilingual adolescents

An increasingly heterogeneous L1 situation is observable in German classrooms due to a growing number of pupils with a 'migration background', who have another/additional L1 besides German. Statistically, one third of all children under the age of five had a migration background in 2013.

The scientific discussion, especially in Germany, is still treating bilingualism controversially, e.g., by taking a utilitarian perspective for L2 learners. Apart from these discussions, it is widely accepted that language plays an important role for identity. Therefore, the space accorded to it by society and individuals has an impact on access to cultural heritage, identity construction and integration.

With regard to people with linguistically diverse backgrounds (especially the so-called 'new' minorities), three questions will be discussed: First, what is the situation regarding 'minority language' teaching in the institutional education system in Germany? Second, how significant is biliteracy for the identity of adolescents who have another/additional L1 besides German? And third, what consequences can be deduced from the answers to these questions?

Methodologically, the first question may be answered by analysing the current minority language teaching policies in Germany which differ from state to state due to various factors. Besides these findings at the national level, legal statements and laws concerning language rights have already been made if we consider supranational or international organizations (EU, UNESCO).

The second issue will be investigated by qualitative empirical case studies following the methods of linguistic biography. Assuming that the reflection on biliteracy requires complex abilities, the empirical study focuses on 10th graders at high schools (Gymnasien) in four Federal States which have different minority language teaching policies. The data collection includes results conducted by questionnaires and guided interviews.

The consequences of the findings for minority language education will be presented at the conference.

Strand: *Language education planning and policy*, Sector: *Secondary*

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Dale, Hemi (Te Puna Wānanga – The University of Auckland, h.dale@auckland.ac.nz)

Challenges of creating new lexicon: The contrasting fortunes of pāngarau (mathematics) and tikanga-a-iwi (social studies)

In the past 30 years there has been considerable lexication work to support curricula development for Māori-medium schooling. Lexication of a language is a subdomain of corpus planning. Corpus, status and language-in-education are considered the three major interconnected domains of language planning and policy. Traditionally, lexication was considered purely a technical exercise. It was argued that status planning dealt primarily with political matters. However, the reality for Indigenous languages such as te reo Māori, is that macro-level factors have impacted on micro-level lexication. The aim of this paper is to examine the sociolinguistic issues from language planning perspectives that have impacted on lexicon development as a result of the conflicting language goals of the various groups and agencies directly and indirectly involved in the process. For example, the development of new terminology, especially the issue of whether lexication follows the Indigenous origins (purism) versus the borrowing approach, is contentious. The impact of macro-level political imperatives on the lexicon for schooling is also examined. Our findings suggest that these imperatives, particularly economic, in the form of particular educational initiatives have acted as de facto language plans privileging certain curriculum areas over others. We examine the contrasting process of lexication for pāngarau (mathematics), a high status subject in national education with that of tikanga-a-iwi (social studies), a low status subject. We question whether pāngarau would have the same status if educational priorities were determined by the Māori-medium community. This paper highlights the tensions between the distinctive needs and priorities of Māori-medium developments and those of majority 'national' (English-medium) education. These include the ongoing tendency of education agencies in New Zealand to frame initiatives in terms of mainstream education which, in turn, impacts on language planning for Māori-medium schools.

Strand: *Language education planning and policy*, Sector: *Primary*

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Cross-curricular Japanese language use in mainstream Australian secondary schools: A focus on affordances

In Australia, monolingual educational structures prevail. Although primary and secondary schools with bilingual programmes do exist, they are in the minority. Against this monolingual institutional backdrop, the popular European umbrella approach of Content and Language Integrated Learning (CLIL) has recently been introduced into Australia, and CLIL training is being offered in the state of Victoria. This presentation reports on a qualitative study that aimed to investigate significant affordances associated with cross-curricular Japanese language use in mainstream Australian secondary schools. The focus on affordances was informed by literature on translanguaging pedagogy. This literature highlights the importance of situated practices, student differentiation, and the spontaneous use of language(s). The affordance focus, where attention is given to institutional opportunities and constraints, was considered to be a preliminary step in thinking about the potential of translanguaging pedagogy in the Australian cross-curricular language(s) context because languages education is frequently marginalised in schools. Five teachers from three government schools in Victoria participated in the study. The teachers were observed teaching units in which Japanese language had been integrated with a subject area. Semi-structured interviews were then conducted with four of the teachers. Data were analysed by identifying emerging themes from

the interview data and by categorising data according to these themes. Observation data were used to cross-reference and give context to interview data. The main affordances influencing the programming decisions made by teachers were found to be curriculum-related school structures, collaboration and CLIL training. Affordances differed quite substantially from school to school. However, collaborative practices appeared to be embedded in the school structures of all three schools, and CLIL training appeared to endow the trained teachers with sufficient authority to experiment with the integration of language and subject area in their setting.

Strand: *Bilingual/immersion education, Sector: Secondary*

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The multi-layered impact of multilingualism on the educational achievement of pupils

Immigrant children's poor school results are often linked to their linguistic background. The abilities of pupils who are able to 'language' bilingually (Garcia, 2009) are rarely appreciated in society (Creese & Blackledge, 2010), especially in education. It is a common belief that pupils speaking another language at home than the dominant one in society, perform lower on educational achievement tests. Recent research has also shown how strong teachers' monolingual beliefs are and what the impact of these beliefs on teachers' trust in students is (Pulinx, Agirdag, & Van Avermaet, forthcoming). In Flanders, little research is performed on the relationship between home language of immigrants and educational achievement. The small amount of research done has made use of more traditional measurement methods. They are mainly dichotomous in nature, e.g., they only distinguish between non-native and native speakers. This is also true for international comparative research like, for example, the Programme for International Student Assessment (PISA). This poses serious limitations on the interpretation of these results.

To go beyond the binaries discussed above, a multi-method study was conducted using a more refined instrument for investigating the dynamic interaction between multilingual proficiencies, users' dispositions and perceptions, and their effects on school results. We consider whether different effects on educational achievement are found, depending on the dyads in which the pupils speak their home language, the setting in which they do, the literacy activities they are involved in, including the use of multimedia, as well as their own perceptions of multilingualism, and those of their teachers. Data were gathered through quantitative (tests, questionnaires) and qualitative methods (observations, interviews, focus groups). In this paper we will report on the multi-layered impact of the multilingual repertoires of pupils ($n=1700$) in the fifth grade of elementary schools ($n=64$) in Flanders on their educational achievement, as revealed in the quantitative study.

Strand: *Language education planning and policy, Sector: Primary*

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English language paraprofessionals: Empowering outcomes

Teachers working with English language learners are viewed generally as more positively affecting learning than teacher aides. However, in many countries throughout the world, teacher aides are appointed to work intensely with learners with the greatest language-acquisition needs. Studies of teacher-aide effect on student learning and their relationships with students, staff and families (Gerber, Finn, Achille,s & Boyd-Zaharias, 2001; Harvey, Richards, & Stacey, 2009; Howard & Ford, 2007), suggest variability in task or role demand, a major focus on students with special needs, and a general lack of available training for specialisations such as supporting English language learners.

Training availability and impact in countries such as the US, Britain and Australia suggests a disjuncture between task or role demand and the professionalisation and training of teacher aides. In New Zealand, prior to 2003, there was no specific training available for teacher aides to become knowledgeable and confident English Language Assistants. With the increasing number of teacher aides in schools in New Zealand (and internationally), alongside an increasing number of ESOL-funded learners, the Ministry of Education in New Zealand is committed to providing on-going English Language Assistant training for teacher aides in main centres across New Zealand. This is in recognition that teacher aides trained to become English Language Assistants in a high-calibre training programme, can and do, significantly contribute to positive language learning outcomes for students.

The model and programme is outlined and cumulative evidence of empowering outcomes is presented. Some international comparisons are made, identifying discourse trends about teacher aides, and their role and value in supporting teachers and learners in schools.

Strand: *English language education, Sector: Adult*

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Bilingual theories, critical realities: A critical discourse analysis of teachers' subjectivities and dispositions toward English additional language students in mainstream secondary school

This study explores how teachers' ideas and beliefs manifest within applications of practice and contribute toward dominant and counter Discourses around the positioning of English Additional Language (EAL) students.

The findings revealed a functional plurality of certain key terms. Dominant Discourses promoting ideals of a 'comfort zone' established via teacher-centred transmission processes emerged alongside significant counter Discourses which promoted more student-centred socio-cultural approaches to pedagogy via student-centred and articulated ideals of their own sense of comfort zone. These countervailing Discourses create binaries within the EAL cohort between international students and migrant students around ideals of their particular capabilities in class. These Discourses came to serve the justification for a high degree of teacher control with perceived low-capability students who seemed out of their comfort zone. This is while perceived high-capability students who showed socially affective traits of adapting well and being in their comfort zone when allowed a higher degree of agency over their work.

This study revealed the need of educators to develop a reflective awareness of dominant and counter Discourses and engage in self-evaluation of how their own Discourse may manifest in practice.

Strand: *English language education, Sector: Secondary*

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Influence of human factors on second national language (2NL) (Sinhala) teaching in Tamil-medium schools

The subject of Second National Language (2NL) was introduced to the Sri Lankan curriculum in 1997. The main objective of this was to equip students with required language skills to facilitate social cohesion among two main ethnic groups: Sinhala and Tamil. However, the expected learning outcomes of this subject have not been successful (Department of Examination, 2013). The main objective of this sequential, exploratory, mixed-method study is to gain in depth understanding of human factors on teaching 2NL Sinhala (i.e., the mother tongue of the Sinhala community) in Tamil-medium schools. The quantitative phase of the study involved surveying a representative sample of principals, 2NL teachers, students in 48 Tamil-medium schools in the Baticaloa district, Sri Lanka. The findings revealed the absence of an established national policy on Second National Language. Lack of qualified 2NL teachers, the lack of native teachers to teach 2NL, other subject teachers being employed to teach 2NL, and the use of uninteresting textbooks were among major variables that badly affect the teaching-learning process. Special 2NL Sinhala-trained teachers should be appointed to teach 2NL in Tamil-medium schools. There is an urgent need to formulate a national Second National Language policy for the country. While the curriculum used needs to be revisited, special attention should also be paid to the development of students' textbooks.

Strand: *Language education planning and policy, Sector: Secondary*

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Diversity, variation and fairness: Equivalence in national-level language assessments

The post-1994 South African constitution proudly affirms the language diversity of the country, as do subsequent laws, while ministerial policies, both at further- and higher-education levels, similarly promote the use of all 11 official languages in education. However, such recognition of diversity presents several challenges to accommodate potential variation. In language education at secondary school, which is nationally assessed, the variety being

promoted immediately raises issues of fairness and equivalence. The final high-stakes examination in South Africa of learners' ability in home language at the exit level of their pre-tertiary education is currently highly contentious. It is known, for example, that in certain Indigenous languages, the exit-level assessments barely discriminate among learners with different abilities, while in other languages they do. For that reason, the Council for Quality Assurance in General and Further Education, Umalusi, has commissioned several reports to attempt to understand the nature of the problem. This paper will deal with a discussion of a fourth attempt by Umalusi to solve the problem. That attempt, undertaken by a consortium of four universities, has already delivered six interim reports to this statutory body, and the paper will consider some of their content and methodology. In their reconceptualisation of the problem, the applied linguists involved first sought to identify the theoretical roots of the current curriculum in order to articulate more sharply the construct being assessed. That provides the basis for a theoretical justification of the several solutions being proposed, as well as for the preliminary designs of modifications to current, and the introduction of new, assessments. The impact of equivalence of measurement as a design requirement will be specifically discussed, with reference to the empirical analyses of results of a number of pilots of equivalent tests in different languages.

Strand: *Language education planning and policy*, Sector: *Secondary*

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Language awareness and content-based teaching across the curriculum

The recent policy document promulgated by the Victorian Coalition Government, the Victorian government's vision for languages education (2011) reiterates the Government's support for languages learning in Victorian schools and recommends that schools implement pedagogies of Content and Language Integrated Learning (CLIL) as best practice in relation to languages teaching. Similarly, DEECD (e.g., the EAL companion to AusVELS) and Catholic Education office documents (Languages – Finding your voice 2014-2016, F-12 Strategy for Victorian Catholic Schools) support similar approaches. These documents iterate notions prescribed in education documents produced by the EU, the British Council and a number of European and Asian countries.

This paper explores the ways in which language programmes have been implemented in a number of countries with a long tradition of languages education, e.g., Germany, Spain, UK and Australia. The recent trend towards CLIL in EU countries is a particular example of the directions that content-based languages learning and language awareness have been following. Frameworks to support these more recent integrated approaches often discuss terms and concepts such as culture, cognition and language in quite simplistic terms and do not account for the complex understandings of any of these terms or more recent research described in educational literature. Studies of such pedagogic directions are often small, consider only the language aspects of programme, and are based on language literatures which do not account for the contextual and notional aspects of language. They often include studies which are 'scattered, non-systematic and incomplete' and include only scarce research exploring the effectiveness of CLIL (Paran, 2013).

The paper is a prelude to research which explores the ways how teachers implement content-based and language awareness programmes in languages and EAL education, and what impact this has on students' language learning.

Strand: *Language education planning and policy*, Sector: *Secondary*

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Beyond English: Tensions in pre-departure EAP pedagogies

Universities in New Zealand and Australia increasingly rely on income from international students. Prior to their undergraduate and postgraduate courses, many of these students take preparatory English for Academic Purposes (EAP) programmes either in their country of origin or destination. In our paper we reflect on experiences of co-teaching in a Lao-based programme for students planning to undertake tertiary studies in New Zealand or Australia. We focus on tensions raised in the literature and by the students, many of which reveal the challenges of addressing the particularities of diverse student cohorts and cultural contexts.

In the literature, teachers and researchers of EAP describe concerns about the extent of emphasis on English language study, on preparation for particular entry tests, on cultural integration or on tertiary study preparation.

There is also discussion around appropriate qualifications for staff, course location and whether the programme allows opportunities for discipline-specific learning or is generic in nature. Student perspectives reveal the wish to move beyond English language learning coupled with a sense of being constrained by language ability at the same time. EAP courses can be a secondhand experience for students and, while teachers try to convey the tasks and demands of tertiary study, this can surface student anxieties, as opposed to building confidence. We take the view that adopting an approach that takes into account both the students' contexts and theories built through practice sets out a way for teachers to acknowledge, rather than ignore these tensions.

Strand: *English language education, Sector: Tertiary*

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EAP in diverse tertiary contexts

Diversity is a key term in most Australian university mission statements: universities strive to Indigenise, Internationalise, widen participation and get the gender balance right. How well do the universities account for diversity in their pedagogic work? When students come to university and are unfamiliar with the university's cultural content, practices and assumptions, or are the first to attend university in their extended family, what provisions are made for students to become aware of 'how things are done here'? In this presentation we report on qualitative data gathered from students and teachers in three distinct centres which provide English language and academic literacy support to different undergraduate and postgraduate student groups. The research focussed on how students and teachers experience different teaching and learning practices and raises critical issues about the ways teachers can strengthen their pedagogical relationships with students and, in doing so, better attend to their academic literacy needs. Many of the students who use the academic literacy services are often identified as learners of English, however, in their studies at university the students' identity shifts to learners who are learning academic content in English. We look at the ways the university accounts for this identity shift and the different needs that the students have.

Strand: *English language education, Sector: Adult*

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Epistemology, multimodalities and narratives: Are different ways of thinking related to different ways of narrating?

Contemporary technology has been responsible for modes of transmission of narratives other than writing. Stories are still told through books, but more traditional ways, like theater, or even radio, cinema and television share the ground with cyberspace and videogames. However, the written medium is the privileged one in teaching narratives (literature) at schools. If we start from the premise that different media imply different epistemologies, we may assert that the hierarchy of media, with writing on the top, can imply favouring one specific epistemology, relegating other possibilities and, consequently, excluding people from the educational process for not conforming to the dominant system of thought. Pierre Lévy (1993) argues that the social forms of time and knowledge that we know nowadays present themselves to us as natural and irrefutable, but they are, in fact, based on historically dated techniques. So, understanding the fundamental place of communication technologies and of intelligence in the history of culture can contribute to a different way of perceiving reason, truth and history in the civilisation of television and computer. For Lévy, written prose is not only a means of expression of philosophy, science, history or law, but it *constitutes* them, since none could exist without the written mode. For Roger Chartier (2002), the originality and importance of the digital revolution lay in the fact that they force contemporary readers to abandon the heritage that has moulded them, transforming their habits and perceptions, and challenging the categories they used to handle to describe the world of books and the written culture. In these terms, this paper proposes to discuss the possibility of employing such challenge, and even discomfort, as a tool for regarding media other than the written one for expressing narratives as valid ways of meaning making in teaching literature.

Strand: *Literacy education, Sector: Secondary*

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Perceptions around the inclusion of academic content into ELT pedagogies in Sri Lankan tertiary education

In the last decade many Sri Lankan universities and higher education institutes have introduced English-Medium Instruction (EMI) due to globalisation and an emphasis on English language proficiency. The implementation of EMI has led to interest around how best to support university students with varying degrees of English language proficiency. In this presentation, part of the analysis done for a doctoral case study on perceptions around the inclusion of subject-specific content into English support classes in the Sri Lankan EMI higher education context will be discussed. Data were drawn from a large-scale student survey, five focus group interviews, 32 semi-structured interviews which included 15 interviews with students, nine English language teachers (ELTs) and eight academic lecturers in one Sri Lankan university. The ROAD-MAPPING framework developed by Dafouz and Smit (2014) in the European university context was used to analyse the interview data. This framework highlights dimensions which comprise the Roles of English (RO), Academic Discipline (AD), Management (M), Agents (A), Processes and Practices (PP), Internationalisation and Glocalization (ING).

Preliminary findings suggest that, of these six dimensions, perceptions around the inclusion of subject-specific content in the English support classes relate to the roles of English dimension for all three categories of participants. The prominence of other dimensions differs according to category of participant: ELTs appear to be more likely to focus on processes and practices, academic lecturers on more subject-specific academic discipline and students on internationalisation and glocalisation.

Strand: *English language education*, Sector: *Tertiary*

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A Commonwealth culture course: Bringing diversity to a monocultural, monolingual classroom

Modern universities recognise diversity as a requisite of healthy democratic societies, as vital in globalisation, and as essential for quality education. However, in Japan where citizens are largely homogenous and any daily, face-to-face interaction with 'others' is rare, universities must strive to find ways to encourage cultural diversity. Efforts include credited study abroad programmes, offering content-based courses by non-Japanese instructors, and recruiting overseas students. However, Aubrey (2009) reports Japanese students rarely ever encounter any non-Japanese on campus, and most Japanese classes remain monocultural and monolingual. Japanese students are also reported as being apathetic to the issue of diversity, Morita (2013) noting that they tend to think globalisation, diversity, and interacting with others is 'not their concern, or something they can opt out of' (Aubrey, 2009, p. 31). In an effort to raise awareness of both historical and present issues of diversity, one Japanese university recently opened a Commonwealth Culture Course in English medium. Meeting three hours a week and carrying four credits, students investigate the Commonwealth of Nations and its 53 member countries, with an emphasis on the concept of strength and progress through diversity. Making reference to Hofstede's theory of diversity, among others, this presentation evaluates the success of the course in encouraging acceptance of diversity. It analyses the results of student pre- and post-course surveys, and student interviews on attitudes and practices, and concludes with recommendations for further improvements of a course approach to raising awareness of diversity.

Strand: *Bilingual/immersion education*, Sector: *Tertiary*

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A survey of staff responses to bilingual instruction in Zulu and English at tertiary level

The University of KwaZulu-Natal has a bilingual language policy which creates an opportunity for students to receive instruction in Zulu as well as in English which has important implications for staff capacity to deliver instruction in these languages. This paper reports on an audit of such capacity in the form of an online survey which was compulsory for all staff to complete, both academic and support staff. Questions included in the survey aimed to determine staff profiles in relation to their respective colleges, schools and disciplines; staff profiles with respect to their age, language group, language use, language of schooling and years of experience in the higher education sector; the nature and number of modules currently taught through the medium of Zulu; language proficiency in terms of basic interpersonal communication; language proficiency and expertise in relation to the languages of instruction; perceptions of their own capacity to deliver instruction in Zulu; staff perceptions of the time it would take them to develop adequate proficiency in the use of Zulu as an academic language and language of instruction

and the type of support needed for this. In addition to the required information, respondents were asked to translate a fairly complex sentence into Zulu, the responses to which were later analysed and sorted into three categories: fluent, semi-fluent and not fluent. These results were then compared with the staff member's own perceptions of their proficiency levels. Finally, answers to the questions on language capacity were matched with respondents' background information in order to discern significant patterns in the data which could be linked to their profiles. Results revealed interesting patterns in the data linking staff profiles to disciplines, to years of experience at tertiary level and to language backgrounds. What was also significant were the missing voices, which were also linked to language groups.

Strand: *Bilingual/immersion education, Sector: Tertiary*

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Using imagery to improve students' second language fluency

This presentation will address the importance of recognising how learning 'pasts' influence the present. Developing from past learning paradigms, the discussion will focus on how to employ a visual learning technique in a language classroom. Language instructors at the university level in an English foreign language environment (EFL) must have a cultural awareness of language expectations and stereotypes. This denotes that we must consider how culturally accepted learning paradigms can inhibit language acquisition. Although the focus of current EFL policies in Japan is on communicative EFL skills, Japanese students have had few opportunities to be independently communicatively expressive. This necessitates EFL instructors adopt a learning environment which encourages communicative skills acquisition. One way to achieve this is through the use of imagery, such as artwork. Through employing imagery, students acquire new language learning skills, as they are encouraged to voice a position in their interpretation of an image and support it with justifications interpreted from the imagery. As students have had different life experiences their interpretations of the imagery might differ. This sets up a situation where students are negotiating for meaning and the comprehension of others' ideas. This challenge pushes students' learner capabilities as they reflect on their language use and comprehension of others' opinions. Using imagery as the basis of discussions engages students in meaningful interaction; with their peers, they develop their language base, their confidence, and their fluency. Initiating discussions through imagery enables students to be in control of how their discussions develop, and necessitates that they draw away from textbook stock responses. Students therefore create a bridge between their current and previous learning experiences. The benefits of this approach are that it increases students' confidence in discussions while also increasing their conversational skills – not merely by offering a statement, but also justifying their opinions.

Strand: *English language education, Sector: Tertiary*

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Language policy of multilingual families in contemporary Estonian society

Estonia's large Russian-speaking population was formed mainly through immigration during the Soviet period (1944–1991). In independent Estonia, Russians found themselves socially in a subordinate position, as speakers of a language that was not the dominant language. During the Soviet era, a strong oppositional identity among ethnic Estonians resulted in Estonian language maintenance in all domains of life (including its intergenerational transmission by mixed couples). In the post-Soviet context, due to rapid foreign and second language learning among the Estonian-speaking and Russian-speaking populations and the lack of oppositional identity to English as a lingua franca, forms of multilingualism have acquired a more diffuse character.

I concentrate on the intergenerational transmission of heritage languages in interethnic Estonian–Russian and Estonian–x families. I conducted individual semi-structured interviews on family language choice patterns with couples from Estonian–Russian and Estonian–x families. The goal was to specify the patterns of intergenerational language transmission in families using Estonian and Russian as one of their home languages, and to contribute to a theory explaining intergenerational language transmission processes in a changed sociolinguistic situation.

The results show that the external linguistic environment has a strong influence on home language: in Russian-speaking towns, it is more likely Russian in Estonian–Russian families; in Estonian-speaking towns, it is more likely Estonian in Estonian–Russian and Estonian–x families. In an Estonian-dominant language environment, children in Estonian–Russian families do not retain the heritage language, preferring to speak Estonian, as often this is the

language of their education. It is noteworthy that Russian, even though a minority language in Estonia, is well transmitted even in Estonian–Russian mixed families living in a Russian linguistic environment. The paper analyses how family language policy choices and parents' linguistic experiences affect the language of the child's education.

Strand: *Language education planning and policy*, Sector: *Adult*

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Accommodating diversity: Immigrant language learners' 'errors' from a variationist perspective

Variation in the speech of non-native speakers (NNSs) is readily categorised as errors, especially where the forms deviate from the prescriptive standard. Recent work in variationist sociolinguistics reframes the problem: variation in NNS speech is analysed to see how far it replicates the patterns of variation found in the vernacular of native speakers (NSs). This seems a more useful frame in which to examine the performance of immigrants, especially, as they often rely on picking up local vernacular norms through everyday encounters.

I present a quantitative investigation of how successfully NNSs target NS-like variation after immigration to New Zealand. I interviewed 20 NSs of Arabic residing in Wellington, recruited via snowball techniques. Time-aligned transcriptions of conversations and reading aloud were subjected to multivariate analysis of linguistic and social factors that constrain variation in native speakers' speech to discover how much NNSs' patterns match those of NSs. The results are consistent with previous findings; indicating that NNSs replicate some of the NS constraints resulting in NS-like forms, but they also reinterpret other constraints (Drummond, 2011; Meyerhoff & Daleszynska; 2014; Schleef, 2013a, 2013b, 2014; Schleef et al., 2011). The results also highlight the importance of NNS-specific social factors.

Considerable evidence suggests that variation is an aspect of the NNSs' developing grammar and is far from being random or erroneous per se; readily accepting the tendency for language transfer in the early stages of acquisition (Hansen Edwards, 2011). My research shows that, if we incorporate knowledge about NNSs' patterns of acquisition, interlanguage level, potential L1 transfer and social network patterns (all of which may either hinder or promote acquisition), we can better appreciate the potential for incorporating variation into learner-oriented social interactionist language learning approaches. Accommodating learners' diversity will better inform language policy, language planning and English teaching in multicultural settings.

Strand: *English language education*, Sector: *Adult*

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Selected readings of original English works

A survey shows that, despite over 10 years of English language learning experience, most of the university students in China are dissatisfied with their English proficiency, especially in the reading of original English works. To address the challenging task of learning to read the great works by English authors, or rereading some of the authors the readers did poorly in their earlier years, Selected Readings of Original English Works, a multidisciplinary course across the curriculum and disciplinary fields, has been developed for students in Chinese universities. The course is designed to stimulate a serious interest in reading the great works for advanced College English learners at a time critical to their academic development, and to serve as a means to an end of 'making a full man', focusing on language and education, with particular reference to accommodating diversity. On one hand, the selected works cover such broad areas as literature, philosophy, history, journalism, economy, biology, and environment, which increases the scope of reading, and cultivates a keen interest and confidence in the reading and interpretation of classic works. On the other hand, the great ideas in the selected works are best expressed in great clarity and conciseness, which serve as cultural thought patterns for cross-cultural education and critical thinking, as they represent distinctive cultural values and perspectives. It is expected that Selected Readings of Original English Works will facilitate motivated readers in language style, content structure, thought patterns, and cross-cultural communications. It is also expected that the effort will promote academic discussions and critical debates on the often-complex interconnections between diversity and language education, as best demonstrated in the theme of LED 2015: Language, Education and Diversity.

Strand: *English language education*, Sector: *Tertiary*

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A qualitative inquiry of changes in migrant language learners' beliefs

Scholarship on learners' beliefs has received increasing attention in second language acquisition (SLA) in recent years. Nonetheless, few studies to date have investigated changes in learners' beliefs and the factors contributing to this development have largely been neglected. Using a multi-case study design, the current study aims to investigate the extent to which Chinese migrant learners' beliefs develop over an 18-week period and explores factors that give rise to these changes.

Following inductive qualitative data analysis procedures, this study identified three major changes in the learners' beliefs. Cognitive dissonance was the first and the most important factor accounting for changes in the learners' approaches to language learning. Another factor was related to the teaching methods. New beliefs about collaborative learning emerged as a result of the learners' exposure to the communicative language teaching approach in the new learning context. Finally, the learners' own language progress, along with their positive learning experiences and encouragement from their teachers contributed to the change in their self-efficacy beliefs. This study also reveals that, apart from these three noticeable changes, the majority of the learners' beliefs remain relatively stable over the observed period, suggesting a duality of learners' beliefs.

The findings of this study have important theoretical and practical implications. Theoretically, the empirical evidence provided will help advance our understanding of the nature of learners' beliefs, the role these play during an individual's learning process, and factors that contribute to shifts in learner beliefs. More practically, findings from the study will help language teachers make better sense of what their students bring to the learning context.

Strand: *English language education, Sector: Tertiary*