## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Message from the Director</td>
<td>1</td>
</tr>
<tr>
<td>About the Centre</td>
<td>2</td>
</tr>
<tr>
<td>Who we are</td>
<td>3</td>
</tr>
<tr>
<td>Advisory Group</td>
<td>5</td>
</tr>
<tr>
<td>Publications</td>
<td>7</td>
</tr>
<tr>
<td>Projects</td>
<td>10</td>
</tr>
<tr>
<td>Some Highlights</td>
<td>13</td>
</tr>
<tr>
<td>Visiting Scholars</td>
<td>21</td>
</tr>
<tr>
<td>RCLC Seminars 2016</td>
<td>23</td>
</tr>
<tr>
<td>Conference Presentations</td>
<td>25</td>
</tr>
<tr>
<td>Editorial Responsibilities</td>
<td>26</td>
</tr>
<tr>
<td>Research Education</td>
<td>27</td>
</tr>
</tbody>
</table>
2016 was an exciting year for RCLC as we continued our important interdisciplinary programs of research, focused on multilingualism, language and culture in education, and language and culture in diverse, social and professional contexts. This work is always challenging because it is work that crosses linguistic, cultural and epistemic boundaries. It is also work that engages us in working with many diverse individuals and groups locally, nationally and internationally, to create new knowledge and understandings and find new ways of ‘doing’. And it is precisely in working across boundaries and in working collaboratively with people who bring alternative understandings and ways of working that we find the provocations that prompt the necessary and ongoing shift in our own knowledge, understanding, reflection and ways of working.

I thank all our colleagues, collaborative partners and Advisory Group members for their provocations and contributions throughout 2016.

Associate Professor Angela Scarino
About the Centre

In an increasingly interconnected, globalised world, it is the aim of the Research Centre for Languages and Cultures (RCLC) to be a national and international leader in shaping the agenda of languages, cultures and intercultural learning. The RCLC will be an impetus for change, improving understanding of how language both shapes and is shaped by the diverse cultures in which people are located in their social and professional lives.

Our work

The RCLC conducts high-quality and high-impact research and consultancy in collaboration with government, industry, commerce, professional associations and community groups. Researchers at the RCLC are broadly interested in a wide range of languages and cultures and their interactions in social and professional life. The work of the RCLC was evaluated as ‘world standard’ in the Australian Government’s 2012 Excellence for Research in Australia evaluation.

The RCLC undertakes a variety of professional activities characterised by collaboration locally, national, and internationally, with fellow researchers, industry and community partners, professionals in a range of fields, teachers and students.

We have carried out research in diverse settings in collaboration with a range of partners from large to small, including government departments at all levels in Australia and several countries in sub-Saharan Africa, universities and research centres in Australia and internationally, educational jurisdictions and schools, not-for-profit organisations and international organisations.

Some of the countries in which we are working are Indonesia, France, India, Hong Kong, Italy, Japan, Kazakhstan, Senegal, Singapore, South Africa, Spain, Uganda and the United Kingdom.

What we do

We carry out research and consultancy across many languages and in intercultural and cross-linguistic contexts. Our research interests include languages at work, languages in education, languages in health and aged care, languages in society, language policy, and multiculturalism and multilingualism.

We have specific language expertise in Chinese, English, French, German, Indonesian, Italian, Japanese, and Spanish.

Our expertise

We focus on four main areas:

- Living in a linguistically and culturally diverse world
- Working in a linguistically and culturally diverse world
- Learning and teaching languages and cultures in a diverse world
- Examining the structure and use of languages in a diverse world
Who we are

The RCLC has a committed team of members with a range of disciplinary viewpoints and interests, all of which centre on languages and cultures. Each member has his or her own specialised research area, but we also work in different combinations to provide the appropriate supervision for PhD students:

Dr Jonathan Crichton
Senior Lecturer
Key research interests: language in the professions: medicine, health, education and law, methodology in language-focused research

Dr Tim Curnow
Senior Lecturer
Key research interests: languages-in-education policy in schools, attitudes and motivation in language learning, evaluation of languages education programs, discourse and pragmatics (particularly in English and Spanish and cross-linguistically), sociolinguistics, language variation and change

Dr Ibrahima Diallo
Lecturer
Key research interests: language planning/policy in Africa and other francophone countries, education policies in Africa, language maintenance and shift in African contexts and in African diaspora, attitudes towards languages and identities in Africa, French studies and francophonie, second language teaching

Dr Isobel Grave
Lecturer
Key research interests: Italian studies in the areas of medieval and modern literature and cultural studies, translation studies, contrastive linguistics (Italian and English) in a translation studies framework

AsPr Kathleen Heugh
Associate Professor
Key research interests: bilingualism and multilingualism; bilingual and multilingual education and assessment, decolonial and southern theory, economics of language, literacy/ies, language and literacy acquisition in diverse settings, first, second and foreign language teaching; language assessment in multilingual settings; language policy and planning, post-colonial debates on languages and citizenship, linguistic diversity, migration and mobility, the economics of language

Prof Tony Liddicoat
Professor
Key research interests: the role of language and culture in education; language planning and policy; conversation analysis and discourse analysis, French linguistics

AsPr Angela Scarino
Associate Professor
Key research interests: languages education, especially in linguistically diverse societies; intercultural language learning, second language curriculum development, language assessment, languages and learning, teacher education
Mr Andrew Scrimgeour  
Research Fellow  
Key research interests: Chinese language teaching and learning, literacy development in Chinese as a second language, teacher pre-service and in-service training, classroom-based research and evaluation, curriculum development and implementation, learner diversity in languages education

Dr Enza Tudini  
Senior Lecturer  
computer-mediated communication, conversation analysis, second language acquisition, Italian language and culture

Dr Reiko Yoshida  
Lecturer  
second language acquisition, second language classroom studies, beliefs about second language learning and teaching, sociocultural dimensions of second language learning and teaching

Adjuncts

Dr Giancarlo Chiro  
Italian language varieties and variation, Italian culture and society, migration studies, cultural values and identity studies, language maintenance among minority groups in ethnically plural societies

Dr Michelle Kohler  
Mediation, intercultural perspectives on language teaching and learning, (languages) curriculum design and implementation, language policy, planning and program implementation, assessment of student achievement, and more recently, interpreting and translating

Research Assistants

Ms Xuan (Anne) Li  
Key research interests: bilingualism, bilingual schools, intercultural learning, translanguaging, translation

Ms Kate Loechel  
Kate is a former primary Indonesian teacher who has assisted on many of the projects, research activities and events of the RCLC over the past 13 years

Dr Fiona O’Neill  
Key research interests: multilingual professionals: mobility, language and interculturality; communication in contexts of linguistic and cultural diversity, e.g. healthcare and education; languages and intercultural communication learning and teaching

RCLC Support

Ms Anna Dinys  
Centre Administrator  
With a Ukrainian background and a long-term engagement with linguistic and cultural diversity in South Australia, Anna provides administrative support for the research and activities of the RCLC

Ms Julie White  
Team Leader: Research  
Julie has worked for many years at the University of South Australia supporting research activities of both staff and PhD students
Language is the repository of millennia of lived experience of each society and culture is the contemporary efflorescence of that accumulated lived experience. The more we can know about language and culture in our society, the better we can have confidence in how we may chart the future. And in the multilingual and multicultural society in which we live, it is even more important that we have the capacity to reflect upon the dynamic tapestry of languages and cultures that weave themselves together in a splendid and ever-changing diversity. So it is wonderful that here, at the University of South Australia, we have the RCLC, which is a centre of research excellence acknowledged both nationally and internationally.

The past year has, once again, been one of notable achievement by the Centre, as attested by research projects, publications, and presentations at conferences. Among the wide range of topics dealt with by the Centre has been a particular focus on language education and the theme of interculturality has continued to be a key focus of much of the Centre’s work.

The Advisory Committee serves as a source of advice, counsel, and encouragement to the research team. On behalf of my fellow members, I wish to express our thanks for the opportunity to be able to serve in this capacity. On behalf of all committee members, I offer our appreciation to Associate Professor Angela Scarino and all the staff of the Centre for another excellent year.

Rev Dr Lynn Arnold AO
Chair
Advisory Group, RCLC
Advisory Group members

Rev Dr Lynn Arnold
Anglican deacon with a career in teaching, politics (as a former Premier of South Australia) and non-government organisations

Professor Joseph Lo Bianco
Professor of Language and Literacy Education at the Melbourne Graduate School of Education. Immediate Past President of the Australian Academy of the Humanities

Mr Edgar Bliss
Senior Education Advisor at Catholic Education, South Australia

Ms Toni Cocchiaro
Former Regional Director, Northern Area, Department for Education and Child Development (DECD)

Ms Megan Corlis
Director of Research & Development at Helping Hand

Associate Professor Catherine Elder
Associate Professor of Linguistics & Applied Linguistics at The University of Melbourne

Professor Diana Glenn
Dean of the School of Humanities at Flinders University

Dr Antonio Mercurio
Formerly Executive Manager of Curriculum Services, SACE Board of South Australia

Professor Mobo Chang Fan Gao
Director of the Confucius Institute at The University of Adelaide

Ms Lia Tedesco
Principal of the School of Languages

University of South Australia members of the Advisory Group

Professor Tony Liddicoat
Professor in Applied Linguistics, School of Communication, International Studies & Languages, University of South Australia

Professor Kerry London
Dean, Research and Research Education, Division of Education, Arts & Social Sciences, University of South Australia

Professor Clayton MacKenzie
Head of School, School of Communication, International Studies & Languages, UniSA

Associate Professor Angela Scarino
Director, Research Centre for Languages and Cultures, School of Communication, International Studies & Languages, University of South Australia
Publications

Books


We live in a world shaped increasingly by risk, a fact underscored by recent events in the financial markets, science and technology, environmental policy and biosecurity, law enforcement and criminal justice. Risk assessment has become a central concern of governments, organisations and the professions, and the communication of risk is a crucial part of professional work. Exploring how risk is discursively constructed across these domains is therefore central to our understanding of how professional practice affects people’s lives. Communicating risk takes up this challenge, with contributions from leading researchers and practitioners that examine key issues of risk communication across diverse professional domains.

Book chapters


Refereed journal articles

Diallo, I 2016. Literacy and education in West Africa: From Ajami to francophonie. Africa Review, 8, 60–70. DOI: 10.1080/09744053.2015.1090663


Dooly, M & Tudini, V 2016. ‘Now we are teachers’: The role of small talk in student language teachers’ telecollaborative task development. Journal of Pragmatics, 102, 38–53.

Grave, I 2016. Mediating metaphor in English translations of Dante’s Inferno, Canto 13. Perspectives: Studies in Translatology (Special Issue: Translation as intercultural mediation), 24, 393–416. DOI: 10.1080/0907676X.2015.1113999


Leung, C & Scarino, A 2016. Reconceptualising the nature of goals and outcomes in language/s education. Modern Language Journal, 100, 81–95. This was an invited paper for the centenary issue of the journal. DOI: 10.1111/modl.12300


Reports

Diallo, I 2016. *The role and importance of Islamic Studies and faith in community Islamic schools in Australia: A case study of Adelaide (SA) and Darwin (NT)*. Funded by the Division of Education, Arts & Social Science, University of South Australia.


Projects

Provision of Curriculum Services for Chinese Bilingual School

AsPr Angela Scarno, AsPr Kathleen Heugh, Xuan (Anne) Li (PhD student), Kate Loechel, Kathy Purvis, Lihua Jin

This project involves working in collaboration with the South Australian Department for Education and Child and Plympton International College, which was chosen as the site for South Australia’s first Chinese Bilingual School. One-third of the students at this school speak a language other than English. The role of the RCLC team is to develop curricula and provide related professional development, monitoring and evaluation of the bilingual program. The curriculum design includes a curriculum for Chinese K-3 (for a lesson a day) for Year 8 Chinese, and an integrated Year 3 bilingual program that includes Humanities and Social Sciences, Health and Physical Education, and The Arts. This is a ten-year project and the team has successfully undertaken the curriculum development needed for the first year.

Communicating Care and Safety in the Context of Linguistic and Cultural Diversity in Aged Care: An Intercultural Approach to Training

AsPr Angela Scarino, Dr Fiona O’Neill, Dr Jonathan Crichton

This project builds on the findings and recommendations of a previous study that explored the communication of safety in aged care in contexts of linguistic and cultural diversity (Scarino, O’Keeffe, Crichton, O’Neill, & Dollard, 2014). This study showed how staff and residents are linguistically and culturally situated, and as such the communication of care and safety necessarily becomes an intercultural process of exchange. It recommended and explained an intercultural approach to the communication of care and safety. The present project enacts and evaluates this approach, focusing on (a) supervisory staff training and (b) direct-care staff training, which is being collaboratively developed and implemented with staff in two industry sites. The training is designed to equip them with practical strategies to better communicate care and safety, particularly around resistive behaviours. Such an intercultural approach foregrounds ‘on the job’ action, critical thinking and reflective practice. This involves stepping outside of routine ways of interpreting what is going on in care and safety interactions, considering the multiple perspectives in play, mediating understandings and reflexively changing practices. The outcomes include (1) a transferable resource comprising a set of training modules, with related video clips, and (2) the development and initial implementation of a dissemination strategy.

Knowledge for Network-based Education, Cognition and Teaching (KONECT) 2015–2018

Dr Melinda Dooly, AsPr Numa Markee, Dr Shannon Sauro, AsPr Steve Thorne, Dr Enza Tudini

This research involves school-based research and collaborative publication of books/articles on telecollaboration, with Dr Tudini contributing to a conversation-analytic perspective on classroom and online interaction. A team of international experts, led by Dr Melinda Dooly, is analysing data stemming from the design and implementation of telecollaborative international projects at two levels: primary school pupils and middle-school students will be matched with international partners. Based on conclusions drawn from the results of the analysis, this project will then propose specific measures for improving students’ communicative and academic skills in order to better ensure their future participation in the 21st century knowledge society. This study was funded by the Ministerio de Economia y Competitividad (Spanish Ministry of Economics and Competitiveness).
Developing English Language and Intercultural Learning Capabilities 2015-2016

AsPr Kathleen Heugh, AsPr Angela Scarino, Dr Fiona O’Neill, Dr Jonathan Crichton, Ms Li Xuan (Anne)

This project is a collaboration between researchers from the RCLC and the School of Communication, International Studies & Languages and has received seed funding from the Division of Education, Arts and Social Sciences (EASS). The project has focused on developing the English language and intercultural learning capabilities of both domestic and international students. The experience of both students and teachers involved in four undergraduate courses, three English as additional language courses and one intercultural communication course have been documented in the research study. An important aim of the project has been to develop an understanding how teaching staff support students in developing their English language and intercultural learning capabilities. The English Language Learning case study draws attention to the linguistic and cognitive advantages of translation and translanguaging pedagogies. The Intercultural Learning Capabilities case study reveals student and teaching staff insights on the process of developing these capabilities. The outcomes of the project have been documented in two reports, and in November 2016 were presented in a public forum hosted by the Dean: Academic, EASS. Key findings have been further disseminated within the Division. During 2016, an English language support framework was adopted as an initiative in the EASS Strategic Plan (2016–2020), and it is anticipated that the research findings and recommendations will inform the support framework and thus the Division’s Strategic Plan.

Mid-term Evaluation of Mother-Tongue Education Project in Uganda

AsPr Kathleen Heugh

In September/October, AsPr Kathleen Heugh was invited by the NGO, Literacy and Adult Basic Education to return to Uganda to do a follow-up evaluation on a second phase of the Mother-Tongue Education Project. AsPr Heugh also worked with other development agencies, Comic Relief (UK) and Africa Educational Trust (both based in the UK).

Closing a case: When should a Patient/Client’s Case be Closed in a Community Mental Health Setting?

Prof Nicholas Procter, Dr Jonathan Crichton, Dr Andrew Champion, Prof Libby Roughead

This project aimed to inform practice and make recommendations for current standards by investigating how clinicians working in community mental health settings go about making decisions when closing a case. Current knowledge surrounding communication among mental health professionals, consumers and their families at the time of discharge is minimal. There is a significant gap in the research and clinical literature because the reasoning that informs discharge, the provisions put in place to support a person, the diversity of professions involved, and the extent to which the person has been involved in these decisions bear directly on the nature and extent of the person’s recovery. This is a process whereby, in the context of mental health, individuals if possible lead a hopeful, flourishing life, taking into account integrating mental health care and current treatments with daily living. However, although research and clinical literature portrays recovery in mental health care as a shared decision-making process, recent studies show that consumers often do not have an active role. Specifically, the project is focusing on what nurses, social workers, psychiatrists and psychologists actually accomplish in discussing and making decisions to close a case, how future needs assessment and treatment are represented, and the extent to which consumer involvement and preferences are acknowledged. The transdisciplinary research team bring together researchers and practitioners from applied linguistics, mental health management, mental health nursing, psychiatry and pharmacology. The data include transcripts and ethnographic notes of routine case closure meetings at a community mental health centre. The data have been the focus of collaborative, ongoing, iterative analysis by the research team. The recommendations will inform current sector standards, provide guidelines for practice, and drive new research to prevent service discontinuity and breakdown for people with mental illness. The project involved a collaboration with the Centre for Mental Health and Substance Use Research Group, University of South Australia, and is a one-year project funded under the university’s Research Themes Investment Scheme.
Engaging with Diversity: A Case Study of the Intercultural Experiences of Muslim and Non-Muslim Students in an Australian School

AsPr Angela Scarino, Prof Tony Liddicoat and Dr Fiona O’Neill

This study was funded by the Centre for Muslim and non-Muslim Understanding at the University of South Australia. The study explored how students in a highly diverse school experienced interacting within and between their languages, cultures and faiths. A Catholic secondary college that has seen its traditional Anglo-Australian Catholic student population transformed by the arrival of various migrant groups over recent decades, this school community has developed a multidimensional approach to living and learning in diversity that goes beyond token multiculturalism. View the video presentation at

www.youtube.com/watch?v=oFmFFDLY_Xc&feature=youtu.be

Investigating Pedagogies for Language-and-Culture Learning

AsPr Angela Scarino, Dr Michelle Kohler, with Angela Benedetti

The purpose of this project, commissioned by the Department for Education and Child Development, was to outline the relationships between: Australian Curriculum — Language, the Teaching for Effective Learning (TiEL) Framework, as the policy framework for teaching and learning of DECD, and the Australian Curriculum: Languages and the Shape of the Australian Curriculum: Languages.
Some Highlights

Report launch — Maximising Intensity and Continuity in Language Learning: Developing, Implementing and Evaluating Models of Provision

The Honourable Dr Susan Close, MP, Minister for Education and Child Development, Minister for Higher Education and Skills officially launched the report of the project Maximising intensity and continuity in language learning: Developing, implementing and evaluating models of provision, prepared by members AsPr Angela Scarino, Prof Tony Liddicoat and Dr Michelle Kohler. Minister Close recognised the complexity of provision of languages education and that this project has specifically investigated three models of provision designed to extend the time on task available for language learning in schools. She noted that this three-year project had created an opportunity for all involved to examine the school structures and curriculum provisions that can advance student learning. Minister Close described this as a necessary part of the process of strengthening provision and quality of language programs in schools. She highlighted that this kind of research — informed experimentation through collaborative work — is highly valuable. She agreed that more innovation in languages education is needed and the outcomes of this project invite this. School sector representatives who attended the workshop and launch engaged with presentations from the project development team and project participants. Associate Professor Angela Scarino provided the background and rationale for the three-year study, funded by the Minister for Education and Child Development, through the Office of Non-Government Schools and Services and the office of the Italian Consulate in South Australia in conjunction with the Dante Alighieri Society of South Australia. AsPr Scarino highlighted that the collaborative nature of the project will lead to sustainable change over time. It necessarily involved highly supportive principals, teachers and coordinators both across and within schools, and within the ecology of curriculum, teaching, learning, assessment and improvement. Each school team — Modbury and Norwood–Morialta High Schools, St Peters Girls School and a cluster of Catholic schools in the Mount Gambier region — presented its individual case study, which achieved two goals: to learn more about the complex nature of the provision of languages education in schools, and to improve students’ language learning by enhancing the nature of learning and teaching. Dr Michelle Kohler (Flinders University, and co-investigator on the project), presented the project findings. The value of the qualitative study was highlighted by all.
English Language and Intercultural Approaches to Student Learning forum

The English Language and Intercultural Approaches to Student Learning Forum was held at the Science Exchange on 4 November 2016. AsPr Joanne Cys, Dean: Academic, Division of Education, Arts & Social Sciences invited staff from the Division of EASS and beyond to consider how, in line with the Division of EASS strategic plan, innovative approaches to teaching and learning might enhance the student experience, respect students in their diversity and provide a framework to support their English language, academic literacies and intercultural learning capabilities. A project team from the RCLC, including AsPr Kathleen Heugh, AsPr Angela Scarino, Dr Jonathan Crichton, Dr Fiona O’Neill and Ms Xuan Li, presented findings from a study funded by the Division of EASS, which explored the development of English language and intercultural learning capabilities of more than 600 undergraduate students for two years in two case studies.

Global Education Monitoring Report policy paper no 24

The Global Education Monitoring Report policy paper no 24, If you don’t understand, how can you learn? was released for UNESCO’s International Mother Language Day on 21 February 2016. This paper drew substantially from research that AsPr Kathleen Heugh has been undertaking, in particular, Key Messages, 1, 2, 3 and 5 and Recommendations 1 and 2. This report is an authoritative reference that aims to inform, influence and sustain genuine commitment towards the global education targets in the new Sustainable Development Goals framework.

Trilingual Education: National and International Experience conference

AsPr Kathleen Heugh was invited to give a keynote presentation, ‘Translanguaging as an opportunity to expand and strengthen students’ trilingual repertoires’, at the Trilingual Education: National and International Experience conference hosted by the JSC-Analytic Information Centre of the Ministry of Education in Astana, Kazakhstan, 23–24 November 2016. She was also asked to convene and chair a panel on trilingual (multilingual) teacher education and to run a workshop on trilingual (multilingual) assessment at the conference. This was followed by meetings with the Minister of Education in Kazakhstan and the President of the JSC-Analytic Information Centre of the Ministry of Education. Kazakhstan has changed from a mainly Russian-medium system of education to a bilingual Kazakh–Russian medium system (1990–2015), and now plans to extend this across the country to a trilingual Kazakh–Russian–English medium system of education.
Uganda NGO builds early learning capacity in remote communities and leads national education policy and implementation

In September and October 2016, AsPr Kathleen Heugh was asked to return to Uganda to lead a follow-up evaluation of the Mother-Tongue Education Project: Improving Educational Access and Outcomes for Marginalised Children in Post-Conflict Northern Uganda (Phase 2). This is a project led by the Kampala-based Literacy and Adult Basic Education, funded by Comic Relief (UK) and supported by London-based Africa Educational Trust. This project focused on expanding the home learning centres and capacity building of local communities, especially provision for pre-school education. Over the last two years, a ‘home learning centre’ has been established in 450 villages to support early years’ learning programs. LABE works to build local capacity, ownership and sustainability of the home learning centres. These centres also serve as local hubs for health education, adult learning and (after school hours) enrichment programs for school pupils. As part of the evaluation process, AsPr Kathleen Heugh met with and reported to senior government officials in Kampala in early October. These include the Minister of Education and Sports for Primary Schools, and the Director of the National Curriculum and Development Centre. LABE’s local-level interventions that lead to locally sustainable early years’ learning programs in village communities are welcomed by senior officials. These now inform policy and implementation at the national level. Government on its own does not have the funds or capacity to implement its newly announced national reception year policy. In this context, LABE’s success with local capacity development and multi-stakeholder collaboration at the local, district and national levels, offers government a viable solution in a country in which approximately 80% of the population live in rural and remote settings. Field research that informs or leads directly to government policy and implementation, particularly in education, is one of the most rewarding aspects of research for any researcher. And it is a good reason why we encourage students to undertake this kind of research.

English Language Institute of Singapore Fellowship

AsPr Angela Scarino was invited by the English Language Institute of Singapore to undertake a Fellowship that involved leading a process of data analysis in a collective case study project. The purpose of the project was to examine the impact of different models and foci of professional development on the professional learning of lead teachers of English in Singaporean schools. The visit from 10 to 14 October 2016 builds on fellowships undertaken at the institute in 2014 and 2015. The scope of the 2016 fellowship program included: (1) facilitating a review of the research team’s analyses of diverse kinds of data gathered in each of 20 case studies, (2) advising on the process of integrating the diverse data sets for each case and for the collective case study as a whole, and (3) advising on the preparation of the final report of the research project. This investigation of impact is intended to inform future work of the English Language Institute of Singapore. The visit also afforded an opportunity to meet with leaders in educational research at the National Institute of Education and officials from the Ministry of Education.
Southern Multilingualisms and Diversities Consortium

The RCLC continued to host the Southern Multilingualisms and Diversities Consortium and its website during 2016. The consortium has expanded its membership base, with members carrying forward and building on an interest in 'southern' sociolinguistics. Currently our members are based in 19 countries: Australia, Botswana, Brazil, Canada, Ethiopia, France, India, Indonesia, Mozambique, New Zealand, Norway, Singapore, South Africa, Sweden, Uganda, the UK, the USA, Wallis Island, and Zimbabwe. A southern focus was taken in multiple applied, educational and sociolinguistics’ conferences, notably at the Joint Annual Linguistics Society of Southern Africa (LSSA), Southern Africa Applied Linguistics Association (SAALA) and Southern Africa Association of Language Teachers Conference in July. A southern theme has been adopted for the international Sociolinguistics Symposium to be hosted at the University of Auckland in 2018. A southern multilingualisms focus is appearing increasingly in academic literature, for example in Entangled discourses. South–North orders of visibility, edited by Caroline Kerfoot and Kenneth Hyltenstam, in the Routledge Critical Multilingualisms Series, 2017. Bloomsbury Academic has launched a new education series, Multilingualisms and Diversities in Education, edited by the founding members of the consortium, Kathleen Heugh and Christopher Stroud, together with Piet van Avermaet. Several consortium members are on the editorial board of this series, which includes a strong emphasis on southern approaches to multilingualism in education. In 2017, the website, southernmultilingualisms.org, will migrate to the Centre for Multilingualism and Diversity Research at the University of the Western Cape for a period of two years. Terry Wiley, Director of the Center for Applied Linguistics, Shereen Bhalla, Kathleen Heugh and Christopher Stroud have been preparing to convene the International Applied Linguistics Association (AILA) Research Network (ReN) Language Policy Colloquium, which will be included in the World Congress of Applied Linguistics Associations (AILA) 2017 in Rio de Janeiro.

Applied Linguistics Association of Australia annual conference

Five members of the RCLC attended the Applied Linguistics Association of Australia annual conference, which was held at Monash University, Melbourne, 5–7 December 2016. Prof Angela Scarino, Dr Jonathan Crichton and Dr Fiona O’Neill co-presented a paper, ‘Developing students’ intercultural capabilities. A case study in higher education’. Dr Fiona O’Neill presented a paper, ‘Multilingual professionals’ experience of moving between their languages and cultures: A narrative study’. Dr Fiona O’Neill, Ms Li Xuan and AsPr Kathleen Heugh co-presented a paper, ‘Developing students’ English language capability and advancing academic learning through translanguaging practices: A case study in higher education’. Ms Li Xuan presented a paper, ‘Enriching Chinese–English bilingual education with translanguaging: an Australian case study’. A highlight of the conference was the national awards ceremony, at which Dr Fiona O’Neill was awarded the Michael Clyne Prize. This is a joint annual award by the ALAA and the Australian Linguistics Society for the best Australian postgraduate research thesis on immigrant bilingualism and language contact.
International Applied Linguistics Association’s (AILA) Research Network: Intercultural Mediation in Languages and Cultures Teaching and Learning

Prof Tony Liddicoat convened the annual meeting of the International Applied Linguistics Association’s Research Network, Intercultural Mediation in Languages and Cultures Teaching and Learning / Mediation Interculturelle in Didactiques des Langues et des Cultures in Besançon, hosted by the University of Franche Comté 29 June 1–July 2016. This network will function initially for the period 2015–2017 and brings together 25 researchers in eight countries to focus on diverse contexts of intercultural mediation. The outcomes of this three-year project will be presented at the World Congress of Applied Linguistics to be held in Rio de Janeiro in 2017.

International Association of Applied Linguistics Research Network (AILA ReN), Migrants in Working Life: Language, Identities and Positions

Dr Fiona O’Neill has been invited to join this international research network which investigates the language practices of employed and employment-seeking migrants, using a range of theoretical and methodological approaches. The network focuses on how migrants construct identities when working in a second language, and when (if ever) they are positioned as legitimate members of the new language and work community. We explore the perceived barriers faced by migrants, who range from low-income workers to highly educated experts. The network pays special attention to policies and practices adopted in different national and work-related contexts.

American Association for Applied Linguistics Conference 2016

Five members of the RCLC attended the 2016 conference of the American Association for Applied Linguistics (AAAL) which was held in Orlando, Florida, 9–12 April 2016. The AAAL conference has an international reputation and is known for its topical and thought-provoking plenary presentations, colloquia and individual papers. RCLC Director AsPr Angela Scarino and Prof Constant Leung (King’s College London) contributed to the Modern Language Journal Colloquium: Language Learning in a Globalized Multilingual World; they co-presented a paper, ‘Reconceptualising the nature of goals and outcomes in language education’, which discussed tensions for language teaching and learning when transactional, monolingual models meet interactional, multilingual realities in increasingly complex configurations of linguistic and cultural diversity.

Translanguaging within and beyond pedagogical practice was a major theme of the conference. One of the RCLC’s PhD candidates, Mei French, presented a paper on her research in the area of translanguaging, ‘Purposeful, playful and private: A privileged insight’, in which she explored the creative ways in which high school students from migrant backgrounds draw on their multilingual repertoires. Another PhD candidate from the RCLC, Kerrilee Lockyer, presented a paper entitled ‘Animating the brand: A study of how wine industry professionals construct brands in a multinational corporation’. Kerrilee was also nominated for the Student Award based on the quality of her abstract. Dr Fiona O’Neill presented a paper on her recently completed PhD thesis, ‘The intercultural experience of multilingual professionals: A narrative study’. A roundtable discussion of an interdisciplinary research project involving AsPr Kathleen Heugh, AsPr Angela Scarino, Dr Jonathan Crichton and Dr Fiona O’Neill, ‘Towards reconceptualising the place of languages in learning: Translanguaging and interculturality within southern perspectives’, was also led by members of the RCLC.
International Partnership on Multilingualism summer school

AsPr Kathleen Heugh was invited to give the opening keynote presentation, ‘Southern Multilingualisms and Diversities, a Southern Africa perspective of the de-colonial project’, at the International Partnership on Multilingualism (INTPART) Summer School for Higher Degree by Research students and Post-Doctoral Fellows in Cape Town, 5–9 December 2016. INTPART is a consortium of five universities, Universities of Oslo, Cape Town, Western Cape, Stellenbosch and Witwatersrand. Each of these universities is also a member of the Southern Multilingualisms and Diversities Consortium, which is hosted jointly by the RCLC at the University of South Australia and the Centre for Multilingualism and Diversities Research at the University of the Western Cape. The International Partnership is funded by the Centre for Research on Multilingualism in Society across the Lifespan, University of Oslo.

Virtual workplace communication — a linguistic perspective

AsPr Jane Lockwood from the City University of Hong Kong gave a presentation on ‘Virtual workplace communication — a linguistic perspective’ as part of the RCLC’s regular seminar series on 2 May 2016. This seminar explored how the field of linguistics may contribute to an improved understanding of why communication breaks down in virtual teams. Data from a training needs analysis for a virtual team communication course, collected within a multinational company, was used for this seminar.

Learners’ foreign language self-concepts and beliefs about language learning: focusing on transition periods to university and study abroad

Dr Reiko Yoshida has carried out a project to investigate foreign language (FL) self-concepts of Japanese language learners at an Australian university. This is a new area in second language acquisition. FL self-concepts are learners’ beliefs about themselves as FL learners. The study focused on factors that influence the construction of the learners’ FL self-concepts and changes in the FL self-concepts in relation to their beliefs about language learning (e.g. beliefs about what is important in language learning) and their ideal L2 selves (future selves that learners desire to achieve). Nine learners (four males and five females) were involved in the study. Data were collected longitudinally, including transition periods from high schools to the university and Japanese study abroad, with the learners’ diary writing, interviews with individual learners, and classroom observations and recordings. The duration of participation in the study varied for individual learners. The longest duration was approximately three years and the shortest one was approximately four months. The data were analysed qualitatively and a basic descriptive quantitative analysis was carried out for numbers of beliefs about language learning that the learners reported. The learners’ FL self-concepts were influenced by various internal factors, such as affect and comparisons across foreign languages, and external factors, such as social comparisons with peers and feedback from significant others. The learners’ FL self-concepts tended to be negative in new learning environments. However, the learners took learning action based on their beliefs in the importance of practice and effort to achieve their ideal L2 selves. When the learners had feelings of progress by reducing gaps between their ideal and real L2 selves, their FL self-concepts became more positive.

South Australian Multicultural, Education and Languages Committee

AsPr Angela Scarino has been appointed by the Hon Susan Close, Minister for Education and Child Development, to Chair the new Multicultural Education and Languages Committee for a 5-year period. The purpose of the intersectional committee (including government and non-government sectors) is to provide the Minister with key advice on languages, multicultural education in a contemporary context and shaping an agenda for an internationally focused and recognised education system in South Australia. The focus of the work of the committee in 2016 was on preparing advice on the development of a positioning paper and strategy for languages, multicultural education and the internationalisation of education.
**Australian Technology Association delegation to Indonesia**

AsPr Angela Scarino was invited by Prof Tanya Monro, DVC-Research & Innovation, to be part of an Australian Technology Association delegation to Indonesia. AsPr Scarino represented the University of South Australia in the research area of humanities, arts and education on 25–29 September 2016.

**South Australian Multicultural, Education and Languages Committee**

AsPr Angela Scarino has been appointed by the Hon Susan Close, Minister for Education and Child Development, to Chair the new Multicultural Education and Languages Committee for a 5-year period. The purpose of the intersectional committee (including government and non-government sectors) is to provide the Minister with key advice on languages, multicultural education in a contemporary context and shaping an agenda for an internationally focused and recognised education system in South Australia. The focus of the work of the committee in 2016 was on preparing advice on the development of a positioning paper and strategy for languages, multicultural education and the internationalisation of education.

**Multilingualisms and diversities in education**

AsPr Kathleen Heugh, Prof Christopher Stroud, Universities of Stockholm and the Western Cape, and Prof Piet van Avermaet, University of Ghent, have been appointed the editors of a new research book series, Multilingualisms and Diversities in Education, by Bloomsbury Academic. The purpose of the series, which sits within both linguistics and education, is to draw attention to the very different contexts, dimensions and scales of multilingualism and diversity as they appear in both the global south and global north. It will also bring a decolonised perspective of communities that bring expertise in diversities to policies, curricula and assessment in mainstream school and higher education from the borderlands and margins of society.

**Global Reading Repository**

AsPr Kathleen Heugh has been invited by USAID to offer advice on the expansion of the Global Reading Repository. This is a large not-for-profit network that provides books across the world in order to address the UNESCO global priority of literacy for all. USAID’s strategic priorities towards literacy have been informed by country-wide and multi-country studies in which AsPr Heugh has been a chief investigator for several governments and international development agencies (including Irish Aid, UNESCO and UNDP).

**Conference for Italian Teachers**

The Conference for Italian Teachers was held on Saturday, 19 November at the University of South Australia, Magill Campus. This initiative was organised by the Italian Consulate in Adelaide and the Italian Embassy in Canberra in collaboration with staff of the RCLC, AsPr Angela Scarino and Dr Enza Tudini, who were both invited speakers at the conference. Other speakers included Hon Susan Close MP, Minister for Education and Child Development and Minister for Higher Education and Skills, Susan Cameron, DECD, Dott Anna Rita Tamponi, Cultural Attaché, Italian Embassy and Edgar Bliss, Catholic Education South Australia. Sixty primary and high school teachers of Italian in Adelaide, Mt Gambier and Whyalla attended the conference.

**2016 Michael Clyne Award for Postgraduate Research**

Dr Fiona O’Neill was awarded the 2016 Michael Clyne Prize for the best postgraduate research thesis in Australia in the area of immigrant bilingualism and language contact. Michael Clyne (1939–2010) was a highly regarded scholar in the field of linguistics, both in Australia and internationally. His research contributed to understandings of how language is critical to the ways in which people can participate and belong in society. This prestigious award is jointly administered by the Australian Linguistics Society and the Applied Linguistics Association of Australia. Fiona’s research explored how multilingual French-speaking professionals from a range of professions make sense of and manage their experience of moving between their languages and cultures in their social and professional lives. Her research was recognised for its innovative methodology and theorisation. It has contributed to the first fine-grained account of how multilingual professionals experience, manage and draw on their intercultural experience, not only to manage the challenges, but to create opportunities for how they live and work.
The lived experience of African youth in South Australian education

RCLC Bachelor of Arts Honours student, Dashielle Allain, undertook a research study titled ‘The lived experience of African youth in south Australian education: a case study’. The study, supervised by AsPr Angela Scarino, investigated how African migrant and refugee youth experience and reflect upon living in linguistic and cultural diversity, with a central focus on their experiences in educational domains. Adopting a qualitative narrative inquiry methodology, the study aimed to offer insights into the sociolinguistic phenomena of African migrant and refugee youth living and learning in the context of diversity.

British Association for Applied Linguistics Scholarship

Recently completed PhD student, Dr Yingna Wang, was chosen as a recipient of the British Association for Applied Linguistics student / early career scholarship. The scholarship, valued at up to £1000, covered travel, registration and accommodation to attend the 2016 conference at Anglia Ruskin University in Cambridge, 1–3 September 2016.

Farewell to Colleagues

Three valued members of the RCLC team were farewelled in 2016. Tony Liddicoat and Tim Curnow have relocated to the United Kingdom, where Tony has taken a position at Warwick University as Professor in the Centre for Applied Linguistics. Tony and Tim have contributed to the fields of languages, linguistics and education in South Australia for 10 years. To provide an opportunity for many of the RCLC’s colleagues and friends to say farewell to Tony and Tim, a public lecture was held in which Tony gave a personal account of his language, culture and learning journey, as well as his time in the RCLC. Many University of South Australia colleagues, current and former students as well as project partners and friends, took the opportunity to give Tony and Tim their best wishes.

We also farewelled Isobel Grave, Cassamarca Lecturer in Italian and a member of the Research Centre for Languages and Cultures at UniSA. A thoughtful teacher, passionate about the Italian language, as well as language in general, Isobel completed an important work, prior to leaving UniSA, the translation of Vincenzo Cerami’s novel Un borghese piccolo piccolo into English A very normal man. Isobel is an Italianist with interests in both the literary and linguistic aspects of Italian Studies. Isobel has taught in a number of Australian Universities; she taught Italian at La Trobe University, the University of Tasmania, the Australian National University and Flinders University before joining the team in Italian Studies at the University of South Australia as Cassamarca Lecturer. Her passion for teaching and language will be missed.
Visiting scholars

Professor François Grin

The RCLC and the Hawke European Union Centre for Mobilities, Migrations and Cultural Transformations was delighted to host a visit by Professor François Grin of the University of Geneva, 25–30 August 2016. Professor Grin is a specialist in language economics, education economics, and the evaluation of public policies in those fields. He is the author of more than 200 articles, book chapters, monographs and research reports. He sits on the board of academic journals such as Language Problems and Language Planning, Language Policy, Journal of Ethnopolitics and Minority Issues in Europe, Critical Inquiry in Language Studies, and Français & Société, as well as on the board of book series on language policy issues at Multilingual Matters and John Benjamins. He has worked as a consultant or adviser for national or regional authorities in Switzerland, France, Spain, Ireland and New Zealand, as well as for international organisations (European Commission, Council of Europe, World Bank Institute, Francophone University Agency) and NGOs. He was the co-leader of the European Commission’s evaluation project on Support for Minority Languages in Europe, and directed several large-scale research projects on language and education issues funded by the Swiss National Science Foundation. Professor Grin gave two public lectures: ‘Approaching the value of linguistic and cultural diversity’, which was co-hosted with the ministerial advisory Multicultural, Education and Languages Committee, and ‘Dealing with linguistic and cultural otherness: The “tolerance-tolerability-toleration” (TTT) model and its implications’. He conducted a seminar with members of the RCLC and higher degree research students to discuss their research and the relationship between language and the economy. South Australian Premier Jay Weatherill and South Australian Multicultural and Ethnic Affairs (SAMEAC) Chair, Grace Portolesi, met with Professor Grin and AsPr Angela Scarino and AsPr Kathleen Heugh to discuss issues relating to multiculturalism and linguistic and cultural diversity in our context. Professor Grin also met with Multicultural SA to discuss issues relating to a shift in policy and practice from multiculturalism to interculturalism in Australia.
Dr Melissa Moyer

From 11 July – 31 August 2016, the RCLC hosted a visit by Melissa G Moyer who is a Professor of English Linguistics at the Universitat Autònoma de Barcelona where she leads the C.I.E.N. research team. She has carried out research on the management of multilingualism in various institutional settings. Her current research is concerned with multilingualism and mobility in connection to linguistic practices and the construction of identity by persons who move around the globe and settle in new places for purposes of work and leisure. Some of her most recent publications include: “Work” in N. Flores, O. Garcia, M. Spotti (eds.), The Oxford Handbook of Language and Society, (2016); “Language, Migration and Social Inequality: A Critical Sociolinguistic Perspective on Institutions and Work” by A Duchêne, M. Moyer and C. Roberts (eds.) (2013); “The Blackwell Guide of Research Methods in Bilingualism and Multilingualism” edited in collaboration with L. Wei, (2008) and awarded with British Association of Applied Linguistics Prize 2009. During her visit Dr Moyer was engaged in full-time research on the topic of mobility and multilingualism, in collaboration with staff from RCLC. During this time, Dr Moyer gave two school presentations: ‘Exploring class and multilingualism in a tourist community’ and ‘Language as resource: migrant agency, positioning and resistance in a health care clinic’.

Professor Alison Phipps

The RCLC hosted Professor Alison Phipps of the University of Glasgow while she was in Adelaide in November as 2016 Visiting EU Thinker in Residence for the Hawke EU Centre for Mobilities, Migrations and Cultural Transformations. Professor Phipps gave a public lecture entitled ‘From fluency to linguistic incompetence: Humble reflections on multilingual research’. Professor Phipps also participated in roundtable discussions with members and HDR students of the RCLC in which the work of the RCLC was showcased alongside the Professor’s own international work. Members of the Ministerial Multicultural Education and Languages Committee (chaired by AsPr Angela Scarino), with representatives of South Australia’s school education sector, attended a discussion with Professor Phipps focusing on languages and multicultural education policy. In her presentation she described some of the insights gained from her interdisciplinary research carried out in situations of multilinguality and compared these to recent autoethnographic research in several contexts, including languages such as Arabic, Tigrinya, Bilen and Chichewa. She used these examples to reflect on the concept and tenability of multilingualism itself and also reflected on the role the arts can play in overcoming monolingual dominance in research and practice. Professor Phipps offered valuable perspectives on the work of the RCLC. Her visit was most timely as a source of valuable input to discussions at Department for Education and Child Development on the development of a positioning statement and strategy for languages in South Australia.
RCLC seminars — 2016

In 2016 the RCLC hosted the following weekly seminars throughout the year:

**Constructing employee legitimacy: Towards an analysis of multinational expertise**
Kerrilee Lockyer (PhD candidate), Research Centre for Languages & Cultures, University of South Australia

**The challenge of standardising aviation safety in varying cultural environments**
Dr Steve Leib, Lecturer in Aviation, University of South Australia

**Linguistic diversity and the economy**
Professor François Grin, University of Geneva

**Persistent bullies: the power of language**
Dr Deborah Green and Dr Deborah Price, School of Education, University of South Australia

**Virtual Workplace communication - a linguistic perspective**
AsPr Jane Lockwood, Department of English, City University of Hong Kong

**‘Resistive behaviours’ or ‘unmet needs’? Making sense of and accomplishing safety and care in contexts of linguistic and cultural diversity in residential aged care**
AsPr Angela Scarino, Dr Jonathan Crichton and Dr Fiona O’Neill, Research Centre for Languages & Cultures, University of South Australia

**High school students’ use of their multilingual resources**
Mei French (PhD candidate), School of Education, University of South Australia

**Cultural literacy in Chinese language learning — the place of culture in the language classroom**
Andrew Scrimgeour, School of Communication, International Studies & Languages, University of South Australia

**The intercultural portrait now**
Daniel Connell (PhD candidate), School of Art, Architecture & Design, University of South Australia

**Who are the good women? A critical discourse analysis of 31 English translations of one semantic unit in a Qur’anic verse**
Ameneh Mohaghegh (PhD candidate), Research Centre for Languages & Cultures, University of South Australia

**Communicating in community policing in contexts of linguistic, cultural and faith-based diversity**
Phil Gurr, Multicultural Engagement Supervisor, State Community Engagement Section, SAPOL
Invited Keynote and Plenary Presentations

Members of the RCLC were invited to give the following keynote or plenary presentations:


Heugh, K. Southern Multilingualisms. Keynote presentation at the International Partnership on Multilingualism (INTPART) Summer School for HDR students and Post-Doctoral Fellows, Cape Town, 5–9 December 2016. INTPART is a consortium of five universities, Universities of Oslo, Cape Town, Western Cape, Stellenbosch and Witwatersrand. Each of these universities is also a member of the Southern Multilingualisms and Diversities Consortium, which is hosted jointly by the RCLC at the University of South Australia and the Centre for Multilingualism and Diversities Research at the University of the Western Cape.


Scarino, A. Working with the Australian Curriculum—Languages: learning, unlearning, re-learning. Invited keynote presentation, the Second Annual ALL Languages Teacher Learning Event, Brisbane, 10 March 2016.

Scarino, A. Language policy and language learning in the context of multilinguality. Keynote address, Association of the Spanish Teachers of South Australia conference, 4 May 2016.


Scarino, A. Exploring options for strengthening primary Chinese language programs. Opening address on approaches to Chinese language learning programs at primary level, Chinese Language Teachers Association of South Australia forum, 3 June 2016.


Scarino, A. The role of MELC and the distinctive role of ESA/community languages. Invited paper on the theme of several of their language programs, the Ethnic Schools Association of SA, 19 October 2016.


Scarino, A. The teaching of Italian in SA and the Norwood–Morialta High School ‘bilingual’ Project. Invited paper, Conference for Teachers of Italian, hosted by the Consul for Italy in South Australia, 19 November 2016.

Scarino, A. Language policy, curriculum and research in Australia – some aspects and considerations. Opening plenary address, invited by the Chair of the University Council for Modern Languages Scotland, University of Dundee, and Scotland’s National Centre for Languages, University of Strathclyde, at the Conference on Language Policy and Planning in Scotland, 29 November 2016.

Scarino, A & Liddicoat, AJ. Convened the colloquium, Mediation in Interculturally Oriented Language Teaching and Learning, ALAA/ALANZ/ALTAANZ conference, Learning in a Multilingual World, 29 November – 1 December 2016. Presenters in the colloquium included:

- Tony Liddicoat: The scope of intercultural mediation in languages education
- Michelle Kohler: Understanding teachers’ ways of mediating in intercultural language teaching and learning
- Kathleen Heugh: Translanguaging as mediation and mediating translanguaging: Multilingual practices of learning and exchange
- Angela Scarino: Assessing intercultural mediation in language learning
Conference Presentations


de Miguel, C. *Assessment of intercultural understanding in language teaching: The case of Spanish ab initio*, 21 Sociolinguistics Symposium, Murcia, Spain, 15–18 June 2016.


Heugh, K. *Southern Multilingualisms and contemporary urban life: diversities and affinities*. Multilingual Sydney: Human Sciences Perspectives on Urban Diversities workshop, Macquarie University, 15 November 2016.


Marino, S. *Emotions, memory and practice within the field of Italian-Australian grandparents: Fieldnotes on the relevance of the nonni (Italian grandparents) in constructing a sense of Italian-ness*. Paper presented at Transnational Italies: Mobility, Subjectivities and Modern Italian Cultures conference held in Rome and organised by the University of Bristol, Migration Studies and International Languages Department, 28 October 2017.


Several members of the RCLC presented papers at the conference of the American Association of Applied Linguistics held in Orlando Florida, 9–12 April 2016:


- O’Neill, F. *The intercultural experience of multilingual professionals: A narrative study*.

- Lockyer, K. *Animating the brand: A study of how wine industry professionals construct brands in a multinational corporation*. Ms Lockyer was also nominated for the Graduate Student Award based on the quality of her abstract.

- French, ML. *Purposeful, playful and private: A privileged look into the translanguaging practices of multilingual high school students*.

Members of the RCLC presented the following papers at the Applied Linguistics Association of Australia annual conference, 5–7 December 2016, Monash University, Melbourne:

- Scarino, A, Crichton, J & O’Neill, F. *Developing students’ intercultural capabilities: A case study in higher education*.

- O’Neill, F (Michael Clyne Prize Recipient). *Multilingual professionals’ experience of moving between their languages and cultures: A narrative study*.

- O’Neill, F, Li, Xuan & Heugh, K. *Developing students’ English language capability and advancing academic learning through translanguaging practices: A case study in higher education*.

- Li, Xuan. *Enriching Chinese—English bilingual education with translanguaging: an Australian case study*. 
Editorial Responsibilities

Journals edited by RCLC members
- Current Issues in Language Planning
- International Journal of Pedagogies & Learning

Book series edited by RCLC members
- Communicating Risk (Palgrave Macmillan)
- Multilingualisms and Diversities in Education (Bloomsbury Academic)

Book series editorial board members
- Communicating in Professions and Organisations (Palgrave Macmillan)
- Langues, Identités. Pluralité (Editions des Archives Contemporaines)
- Linguistic Diversity and Language Rights (Multilingual Matters)
- Multilingual Education (Springer)
- Research and Practice in Applied Linguistics (Palgrave Connect)
- Research and Practice in Applied Linguistics (Palgrave Macmillan)
- Studies in Language Policy in South Africa (Van Schaik)

Journal editorial boards with RCLC members
- Advances in Language and Literary Studies
- Australian Journal of Linguistics
- Australian Review of Applied Linguistics
- Current Issues in Language Planning
- International Journal of Education for Diversities
- International Journal of Multilingualism
- Journal of Language and Identity in Education
- Journal of Language and Language Teaching
- Journal of Language and Sexuality
- Language, Culture and Curriculum
- Language Policy
- Language Teaching
- Le Français dans le monde: Recherche et application
- Lenguaje
- Modern Language Journal
- Multilingual Education
- Multilingual Margins
- Reading and Writing
- Revue japonaise de didactique du français
Research Education

Current Students

RCLC members supervise PhD, Masters by Research and Honours students in a range of research areas. In 2016 our students were:

**Condro Alim**
Supervisors: Prof Tony Liddicoat, Dr Michelle Kohler
*Linguistics and cultural competencies of Indonesian students in translation*

**Janet Armitage**
Supervisors: AsPr Kathleen Heugh, Prof Tony Liddicoat
*Successes and challenges of language shift from ‘orare’ to ‘literate’ language use amongst nomadic oral language groups*

**Necia Billinghurst**
Supervisors: AsPr Kathleen Heugh, Dr Fiona O’Neill
*Can letting students use all their language capabilities in a temporarily borderless manner (translanguaging) lead to more socially equal (horizontal) and socially mobile (vertical) linguistic competences?*

**David Blaiklock**
Supervisors: Dr Jonathan Crichton, Mr Greg Donovan
*Image making: Towards an understanding of expertise in illustration design practice*

**Chantel Bongiovanni**
Supervisors: Dr Jonathan Crichton, AsPr Angela Scarino
*Experiencing inclusivity from the perspective of disability: A narrative study*

**Carmen de Miguel**
Supervisors: AsPr Angela Scarino, Dr Enza Tudini, Prof Tony Liddicoat, Dr Rebecca Hamer (IBO)
*Assessment of intercultural understanding in languages teaching and learning: The case of Spanish ab initio in the International Baccalaureate (IB)*

**Alex Dunkin**
Supervisors: Dr Enza Tudini, Dr Ioana Petrescu
*The expansion of cannibale writing into a new cultural space: satirising Australian traditions*

**Mei French**
Supervisors: AsPr Kathleen Heugh, Dr Michele de Courcy
*Students' use of multilingual resources for school-based learning*

**Ibrahim Gaylan**
Supervisors: Dr Jonathan Crichton, Dr Enza Tudini
*Pragmatic competence in English as a foreign language: A study of Kurdish senior learners' politeness*

**Simone Genovese**
Supervisors: Prof Tony Liddicoat, Dr Ibrahima Diallo
*Analysis of discourse of Anglophone university students in British Columbia, Quebec and New Brunswick on language policy and planning in Canada and its provinces*

**Kazuhiko Hagiwara**
Supervisors: Dr Enza Tudini, Dr Reiko Yoshida, Prof Tony Liddicoat
*Affordance for learning developed through ecological semiosis in suggestopedia*

**Nur Hafezah Hussein**
Supervisors: Prof Tony Liddicoat, Dr Tim Curnow
*Motivation and attitude in learning English as a second language: Influence of gender among first year Malaysian university students*
Rosanna Kelly
Supervisor: Dr Enza Tudini, Dr Sasikala Nallaya
Teaching foreign language conversation in the virtual classroom: Interactional and pedagogical considerations

Xuan Li
Supervisors: AsPr Kathleen Heugh, AsPr Angela Scarino
Investigation of language learning and teaching conditions that would support Chinese–English bilingual education in South Australia

Kerrilee Lockyer
Supervisors: Dr Jonathan Crichton, Prof Tony Liddicoat
Accomplishing internal branding in a multinational corporation: A study of intercultural communication

Jane Mahar
Supervisors: Dr Christopher Hogarth, Dr Enza Tudini, Dr Natalie Edwards
Lucarelli and the contemporary 'giarlo' through a post-colonial lens

Simone Marino
Supervisors: AsPr Angela Scarino, Dr Giancarlo Chiro, Prof Loretta Baldassar
The construction and transmission of ethnic identity among a group of Calabrian–Australians living in Adelaide

Ameneh Mohaghegh
Supervisors: Prof Tony Liddicoat, Dr Tim Curnow, Dr Jonathan Crichton
Critical discourse analysis of English translations of controversial Quranic verses about non-Muslims and women

Keiko Nakao
Supervisors: Prof Tony Liddicoat, AsPr Angela Scarino, Dr Reiko Yoshida, Ms Akiko Tomita
Intercultural assessment task in a beginner’s Japanese language course

Alyssa Pearce
Prof Tony Liddicoat, AsPr Angela Scarino
Investigating language ideologies and their influence on foreign language policies in South Australian high schools

Yukiko Saito
Supervisors: AsPr Angela Scarino, Dr Giancarlo Chiro
The relationship between teachers’ conceptions of culture and their practices in the classroom learning of Japanese

Jamillah Shaari
Supervisors: Dr Giancarlo Chiro, Dr Shamsul Khan
Intercultural sensitivity: A case study of the intercultural ecology of a public university in Malaysia

Kim Tomlian
Supervisors: Dr Jonathan Crichton, Dr Sara McLean, Prof Kurt Lushington
Best interests of the child: The interaction of discourses of different professionals in the context of child protection cases heard in the Youth Court of South Australia

Jen Zhao
Supervisors: AsPr Angela Scarino, Dr Jonathan Crichton
The interpretation of communication contexts: A study of assessor mediation of oral language assessment interviews in the language, literacy and numeracy program
PhD Completions

RCLC members supervised the following PhD candidates to completion:

**Muziatun**
Supervisors: Prof Tony Liddicoat, Dr Michelle Kohler  
*Lexical borrowing in Indonesian printed media*

**Dr Novriyanto Napu**
Supervisors: Prof Tony Liddicoat, Dr Michelle Kohler  
*A case study on the implementation of English curriculum in Indonesia*

**Dr Corinna Di Niro**
Supervisors: AsPr Angela Scarino, Dr Daniela Kaleva, Prof Claire Woods  
*Re-reinterpreting the commedia dell’arte for a diverse Australian audience*

**Dr Fiona O’Neill**
Supervisors: Dr Jonathan Crichton, Prof Tony Liddicoat  
*Multilingual francophone professionals’ experience of moving between languages and cultures: A narrative study*

**Dr Yingna Wang**
Supervisors: AsPr Angela Scarino, Dr Jonathan Crichton  
*Voice of participants: A study of interaction in college English classroom language learning in China*

Honours Completions

**Dashielle Allain**
Supervisor: AsPr Angela Scarino  
*The lived experience of African youth in South Australia*

**Sarah Bakker**
Supervisor: Dr Enza Tudini  
*I’m made of love: An analysis of the censorship of homosexual themes and online response to the French translation of Steven Universe*