



University of  
South Australia

# Research Centre for Languages and Cultures

*Annual Report 2015*





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## Message from the Director



2015 was a highly productive year for the Research Centre for Languages and Cultures (RCLC), a year in which many projects and publications came to fruition as described in this report. Of the many highlights I signal the value of international collaboration through two important international networks that we are co-hosting as well as other activities that we undertook in 2015. The first is the network of the Southern Multilingualisms and Diversities Consortium, a group of sociolinguists and applied linguists who work in multilingual contexts around the world and who collaborate with research groups and centres with a focus on multilingualism. Having established the network, attention focused in 2015, on the one hand, on highlighting the need for and value of working with perspectives of the south; and on the other hand, on initiating the preparation of a publication that captures work in this area in diverse contexts internationally. The second international network is the AILA research network, Intercultural Mediation in Languages and Cultures Teaching and Learning. Within this bilingual English/French consortium we experience the joy of exchanging perspectives interculturally across the languages and cultures of the collaborating members (Chinese, English, French, Japanese and more, in varying combinations and with no single common language). Each member or group is undertaking a project related to the theme and bringing the findings to an annual animated discussion and meta-analysis. The culmination of this work will be presented at AILA in Rio de Janeiro in 2017 and will lead to an edited volume. I cannot emphasise enough the exhilaration of the experience of ongoing collaboration across international networks.

Another significant collaboration for RCLC in 2015 was hosting the combined conference of the Applied Linguistics Association of Australia (ALAA), the Applied Linguistics Association of New Zealand (ALANZ) and Association for Language Testing and Assessment of Australia and New Zealand (ALTAANZ). This conference followed the annual RCLC invited symposium. Both activities considered the theme of 'learning' in languages education as a concept that is perhaps just assumed in applied linguistics, and yet is being challenged by the complex nature of multilingualism and multiculturalism in our times.

I thank all our colleagues, collaborators, and Advisory Group members for their contribution to our work throughout 2015.

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 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, nationally, 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, 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, Italy, Japan, Senegal, Singapore, South Africa, Spain, 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 Giancarlo Chiro**

*Senior Lecturer*

Key research interests: 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 Jonathan Crichton**

*Senior Lecturer*

Key research interests: language in the professions: medicine, health, education and law; methodology in language-focused research

### **Dr Tim Curnow**

*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*

Applied Linguistics (language planning and language-in-education); Francophone Studies (the geopolitics and the politics of French in Francophone Africa); Islamic education (Quranic literacy, Islamic epistemology and Ajami)

### **Dr Isobel Grave**

*Lecturer*

Key research interests: Italian studies; 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: 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

### **Dr Christopher Hogarth**

*Lecturer*

Key research interests: literature and culture of Francophone Africa (especially Senegal); Africans in francophone and italoophone literature; French Studies (especially issues surrounding gender and autobiography)

**Prof Tony Liddicoat**

*Professor in Applied Linguistics*

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*

Key research interests: conversation analysis; computer-mediated communication; second language acquisition; Italian language and culture

**Dr Reiko Yoshida**

*Lecturer*

Key research interests: second language acquisition; second language classroom studies; beliefs about second language learning and teaching; sociocultural dimensions of second language learning and teaching

## Research Assistants

**Ms Kate Loechel**

*Research Assistant*

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**

*Research Assistant*

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



## Advisory Group

### Message from the Chair

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, highlighted this year by the theme of the annual symposium — "The Nature of learning in languages education". The theme of interculturality has also been a key focus of much of the Centre's work, for example the research project *Engaging with diversity: A case study of the intercultural experiences of Muslim and non-Muslim students in an Australian school*.

The Advisory Group 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: Linguistics & Applied Linguistics at The University of Melbourne

### **Professor Diana Glenn**

Dean: School of Humanities at Flinders University

### **Dr Antonio Mercurio**

Executive Manager: Curriculum Services, SACE Board of South Australia

### **Professor Mobo Chang Fan Gao**

Director: Confucius Institute at The University of Adelaide

### **Ms Lia Tedesco**

Principal: School of Languages

## UniSA members

### **Professor Susannah Radstone**

Dean, Research and Research Education, Division of Education, Arts & Social Sciences, UniSA

### **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, UniSA

### **Professor Tony Liddicoat**

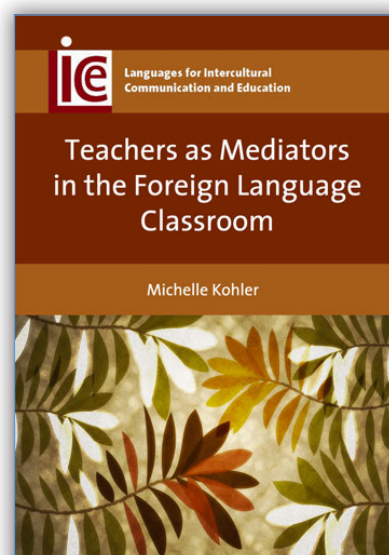
Professor in Applied Linguistics, School of Communication, International Studies & Languages, UniSA

## Publications

### Books

Kohler, M 2015. *Teachers as mediators in the foreign language classroom*, Multilingual Matters, Clevedon.

Language teachers are key figures in preparing young people for participation in an increasingly multilingual and culturally diverse world, yet little is known about how they go about this in practice. This book uses examples of classroom interaction to reveal how teachers of languages act as intercultural mediators, and the implications of this for practice. To date, there has been little exploration of how teachers mediate language and culture learning from an intercultural perspective, and what underlies their mediation practices in terms of their conceptions of intercultural language teaching and learning. This book offers an account of what teachers are thinking, feeling, and doing as they enact an intercultural perspective on language teaching and learning.



### Book chapters

Heugh, K 2015. South Africa — three periods of bilingual or multilingual education. In P Mehisto and F Genesee (Eds), *Building bilingual education systems: Forces, mechanisms and counterweights*, Cambridge Education Research Series. Cambridge University Press.

Hogarth, C 2015. The image of self-effacement: the revindication of the autonomous author in Marie N Diaye's *Autoportrait en vert*. In N Edwards, B McCann & P Poiana (Eds) *Framing French culture*, University of Adelaide Press, pp. 193–207.

### Refereed journal articles

Farina, M 2015. Facebook first post telling. *Journal of Pragmatics*, 90, 1–11.

Grave, I 2015. Repairing sentences in translation from Italian to English: A case study. *Babel*, 60:4

Heugh, K 2015. Harmonisation and South African languages: Twentieth century debates of homogeneity and heterogeneity. *Language Policy*. DOI 10.1007/s10993-015-9372-0

Heugh, K 2015. Epistemologies in multilingual education: Translanguaging and genre – companions in conversation with policy and practice. *Language and Education* (Special issue: Language in epistemic access: Mobilising multilingualism and literacy development for more equitable education in South Africa), 29, 280–285.

Hogarth, C, 2015. Translating Africa to Italians: Mediating a presence. *Perspectives: Studies in Translatology* (Special issue: Translation as intercultural mediation) 24, 458–469.

Liddicoat, AJ 2015. Intercultural mediation, intercultural communication and translation. *Perspectives: Studies in Translatology* (Special Issue: Translation as intercultural mediation), 24, 353–364. DOI: 10.1080/O907676X.2014.980279

Liddicoat, AJ 2015. Multilingualism research in Anglophone contexts as a discursive construction of multilingual practice. *Journal of Multicultural Discourses*, 11, 9–24. DOI: 10.1080/17447143.2015.1086361

Scarino, A 2015. Reconceptualising translation as intercultural mediation: A renewed place in language learning. *Perspectives: Studies in Translatology* (Special Issue: Translation as intercultural mediation), 24, 470–485. DOI: 10.1080/O907676X.2015.1022192

Tudini, V 2015. Interactivity in the teaching and learning of foreign languages: what it means for resourcing and delivery of online and blended programmes. *The Language Learning Journal*, DOI: 10.1080/O9571736.2014.994183

Tudini, V 2014. Extending prior posts in dyadic online text chat. *Discourse Processes*, DOI: 10.1080/O163853x.2014.969138.

Ullrich, S & Crichton, J 2015. Older people with dysphagia: Transitioning to texture-modified food. *British Journal of Nursing*, 24, 686–692.

## Reports

Scarino, A, Liddicoat, AJ, O'Neill, F, 2015. Engaging with diversity: A case study of the intercultural experiences of Muslim and non-Muslim students in an Australian school prepared for the University of South Australia's International Centre for Muslim and non-Muslim Understanding Centre.

## Non-traditional publications

Grave, I, 2015. *A very normal man*, translation of Vincenzo Cerami's *Un borghese piccolo piccolo*. Wakefield Press, Adelaide.

*A Very Normal Man* is the first English translation of a work by the Italian screenwriter and novelist, Vincenzo Cerami. The original, titled *Un borghese piccolo piccolo*, was written in 1976 and set in Rome of that time. It is a confronting story that suits the age—Italy of the *anni di piombo* (years of lead)—the decade dominated first by right, then by left-wing terrorism. However, the relationship of the protagonist and his world to this turbid political setting is an oblique one. The *borghese piccolo piccolo*, this very small and very middle-class man, is only a micro-player in the workings of the Italian bureaucracy, where he has laboured away without event (or impact) for the past 40 years. His interests are narrow and his resources few. On the eve of retirement, in a last endeavour for upward mobility, he tries to secure a job for his son in the Ministry, enacting the values of *familismo*—and turning to the Freemasons for empowerment. This shortcut to success is about to yield when fate (or a social force) gets in the way. What turns the *borghese piccolo piccolo* from victim into monster at this point has a touch of the allegory of political extremes, without the labels. The publication of the Italian original in 1976 put Cerami at the forefront of the Italian literary scene of his day. Italo Calvino, arguably the most significant voice in modern Italian narrative, wrote the preface to the first edition, where he notes that poet and director Pier Paolo Pasolini was to have been the one to launch the work. (Pasolini had been murdered the year before.). Cerami's first novel has been translated into 11 languages, including French, Spanish, Hungarian and Arabic.





## Research Projects

### Maximising Intensity and Continuity in Language Learning: Developing, Implementing and Evaluating Models of Provision, DECD, 2012–2015

*AsPr Angela Scarino, Prof Tony Liddicoat, Dr Michelle Kohler*

The aim of the project Maximising Intensity and Continuity in Learning Languages: Developing, Implementing and Evaluating Models of Provision was to investigate some of the structural difficulties that schools have experienced in the provision of languages education; to pilot some program models and development strategies in schools; and to provide a mechanism for gathering data (through ongoing evaluation) about the process and value of each model. The Italian Consulate supplemented this project by funding an additional case study that specifically targets a content-based program in Italian.

### Language Expert in Residence: Professional Investigations for Teachers of Languages, 2015

*AsPr Angela Scarino, Prof Tony Liddicoat*

This project involved the development of a professional investigations program based on the conceptual paper on language learning and the exemplars developed in the Investigating Pedagogies for Languages Learning Project. The structured program explored four themes:

- Profiling learners and characterising language learning in the Australian Curriculum
- Working with concepts in language learning
- Working with processes in language learning – mediating, decentring, reflecting
- Assessment and language learning

### Engaging with Diversity: A Case Study of the Intercultural Experiences of Muslim and non-Muslim Students in an Australian School, 2015

*AsPr Angela Scarino, Prof Tony Liddicoat, Dr Fiona O'Neill*

Funded by the International Centre for Muslim and Non-Muslim Understanding, this study explored how students in a highly diverse school experienced interacting within and between their languages, cultures and faiths. The case study was undertaken in a Catholic 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. Semi-structured focus group interviews were conducted with students, teachers, school leadership and parents. The transcripts were thematically analysed to give an account of the different perspectives in play, and the effect of social discourses on understandings of diversity, in particular those regarding representations of Muslims.

The findings highlight how students and the school community more broadly, interpret, reflect on, and manage reflexively the phenomenon of diversity. The role of languages and cultures is seen as key in mediating and creating spaces for diverse ways of knowing and learning, believing and being, and ultimately, belonging. This is significant when we learn that more students at the school are multilingual than monolingual, and 50 per cent of the students are not Catholic, but Muslim. From the perspective of students and the school community, understanding one another in terms of a Muslim and non-Muslim

distinction is considered to be an overly simplistic representation of their experience of interacting in diversity. The faith-based nature of the school facilitates a supportive response to the students' diverse religious identities and needs, and there is an emphasis on creating a whole-of-school culture of learning and understanding through an ongoing dialogue of engagement and reciprocity. Read the final report: [https://www.unisa.edu.au/PageFiles/199171/Engaging with diversity A case study - Feb 16%5d.pdf](https://www.unisa.edu.au/PageFiles/199171/Engaging%20with%20diversity%20A%20case%20study%20-%20Feb%2016.pdf)

## The Australian Curriculum: Languages in Use — An Implementation Study 2014-2016

AsPr Angela Scarino

This three-year project is a collaboration between 38 teachers and school leaders from the School of Languages and RCLC to undertake an implementation study of the Australian Curriculum — Languages in ten languages offered by the School of Languages. Through a process of facilitated dialogue with the RCLC, the teachers have developed scope and sequences of learning and related multilingual and intercultural pedagogies based on the new national curriculum. The outcome of the project will strengthen the planning of teaching and learning of diverse languages offered by the school, as well as processes of assessment and ongoing curriculum evaluation and renewal.

## Developing English Language and Intercultural Learning Capabilities 2015-2016

AsPr Kathleen Heugh, AsPr Angela Scarino, Dr Jonathan Crichton, Dr Fiona O'Neill & Li Xuan

This project is a collaboration between researchers from the RCLC and CIL and is funded by the the School of Communication, International Studies and Languages. The project focuses on developing English language and intercultural learning capabilities of both domestic and international students, and aims to document the experience of both the students and the teachers involved in four undergraduate courses, three English as additional language courses, and one intercultural communication course. Intercultural understanding and the crucial role of languages and cultures in learning (Lo Bianco 2010) are frequently invoked, but the relationship between them is not well understood. Knight (2006, p.49), expressed the need to address how internationalisation is to 'deal with the intersection of international and intercultural'. Bodycott & Walker (2000 p. 92) expressed concern that, for many university teachers, 'the onus is often placed on students to adapt to the cultural context in which they are studying', with the result that 'the quality of teaching and learning can suffer, or at worst, become irrelevant'. This project seeks to better understand how teaching staff support students in developing their English language and intercultural learning capabilities. The outcomes of the project will be to explain, exemplify, and document the teaching and learning strategies used by students and teaching staff in the development of English language and intercultural learning capabilities, in order that they may be shared across the Division.

Bodycott, P & Walker, A 2000, Teaching abroad: Lessons learned about intercultural understanding for teachers in higher education. *Teaching in Higher Education*, 5:79–94.

Lo Bianco, J 2010, The struggle to retain diversity in language education. The rise and fall of multiculturalism in Australia. A return to integration? In AJ Liddicoat & A Scarino (Eds), *Languages in Australian education. Problems, prospects and future directions*, pp. 97–108. Newcastle-upon-Tyne: Cambridge Scholars Publishing.

Knight, J 2006, *Internationalisation of higher education: New directions, new challenges*. 2005 IAU Global Survey Report. Paris: International Association of Universities.



## **Closing a Case: When should a patient/client's case be closed in a community mental health setting? 2014–2016**

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

Although research and clinical literature portrays recovery in mental health care as a process of shared decision-making between professionals and people with mental illness, recent studies show that consumers often take a passive role in their treatment decisions. In the context of mental health, recovery is a process whereby individuals lead a hopeful, flourishing life, taking into account integrating mental health care and current treatments with daily living. With this as the focus, this project will investigate the nature and extent of what happens during a time of routine practice by examining the way clinicians working in a community mental health service go about making decisions when closing a case.

## **How Clinicians and People with Thought Disorders Communicate in the Clinical Setting: An Observational Study, 2014–2016**

*AsPr David Ash, Mr Peter Metcalf, Prof Cherrie Galletly, Dr Jonathan Crichton*

This three-year project explores how psychiatrists interact with patients diagnosed with thought disorder, a common symptom in psychotic disorders such as schizophrenia. The research and clinical literature portrays people with thought disorder as incapable of meaningful communication. However, they routinely interact with their clinicians in accomplishing collaborative mental health care. This suggests that together, thought-disordered people and their treating clinicians accomplish more in interaction than is currently acknowledged. Participants in the study include 25 patients and five psychiatrists. The study investigates how the accomplishments of thought-disordered people in clinical interviews are facilitated by their psychiatrists. The aim of the study is to understand this expertise so that it can be included in training, improving the ability of clinical staff to communicate with patients, enabling a more accurate understanding of the patient's current concerns, an improved therapeutic alliance, balanced negotiation of treatment options, and ultimately, better outcomes.

## **Knowledge for Network-based Education, Cognition, and Teaching (KONECT), 2014–2018**

Ministerio de Economía y Competitividad (Spanish Ministry of Economics and Competitiveness)  
*Dr Melinda Dooly, AsPr Numa Markee, Dr Shannon Sauro, AsPr Steve Thorne, Dr Vincenza Tudini*

This research involves school-based research and collaborative publication of books/articles on telecollaboration, with Dr Tudini contributing a conversation-analytic perspective on classroom and online interaction. A team of international experts led by Dr Melinda Dooly will analyse data stemming from the design and implementation of telecollaborative international projects at two levels, matching primary school pupils and middle-school students 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.

## **Language and Culture in Islamic Education Schools in Australia: A Case Study of Adelaide (SA) and Darwin (NT), 2012–2015**

*Dr Ibrahima Diallo*

The aim of the study was to understand the role and place of Islamic education among the Muslim communities in Australia and investigate the ways in which Islamic education schools cater for the language and culture needs of Muslim communities while accommodating the wider Australian culture. The study investigated the role and importance of Islamic studies, including Arabic language study and Quranic studies, in Islamic education schools in Australia; the extent to which Islamic education schools cater for the linguistic and cultural needs of Muslim students, and the role Islamic education schools (can) play in preparing young Muslim students for understanding Australian values. The findings of the study contribute to an understanding of student and community perspectives on language and culture in Islamic education schools; and the role of Islamic education schools in preparing young Australian Muslims to both maintain their heritage and interact successfully with the Australian community.

## Some Highlights

### Visiting Scholar – Professor Christopher Stroud

The RCLC was delighted to host Professor Christopher Stroud as a Distinguished Visiting Scholar for three weeks, with funding support from the Division of Education, Arts and Social Sciences. Professor Stroud is Senior Professor of Linguistics and Director for the Centre for Multilingualism and Diversities Research (CMDR), University of the Western Cape, South Africa; and Professor of Transnational Multilingualism at the Centre for Research on Bilingualism, Stockholm University. During his visit to the RCLC Professor Stroud presented a public lecture, *Southern multilingualism and diversities: Some reflections*, and a UNESCO International Mother Language Day lecture, *Languishing behind: Towards a politics of language for a linguistics of contact*, hosted jointly by the RCLC and the Multicultural Education Committee. He also gave a masterclass for HDR students to further develop their understanding of multilingualism and diversity and to forge links with their own research.



Professor Stroud's visit also included collaborative work with the RCLC's Associate Professors Kathleen Heugh and Angela Scarino towards the establishment of the Southern Multilingualisms and Diversities Consortium. Discussions between the RCLC and CMDR in early 2012 led to a proposal to invite a small group of sociolinguists to discuss at AILA 2014 whether or not there might be an appetite for a southern multilingualisms network. An informal meeting of interested scholars took place in Singapore in 2013, leading to the RCLC's invitation for the group to meet in Adelaide in August 2014 at the time of the RCLC symposium and immediately following AILA. Twenty-three internationally regarded scholars joined this First Roundtable meeting of the Consortium and many more, unable to attend the meeting, have expressed interest in joining this network. A number of developments have resulted from Professor Stroud's collaborative work with the RCLC, including the initial design of the consortium website, planning for a proposed edited volume, and planning for future research activities. Please visit the Southern Multilingualisms and Diversities Consortium website for updated information:

<https://southernmultilingualisms.org/>

### Report launch

On 16 April 2015, the University of South Australia's RCLC and the Asia Pacific Centre for Work Health and Safety, together with Helping Hand Aged Care, held a workshop and launch of the report *Communicating work health and safety in the context of cultural and linguistic diversity in aged care*. The event was attended by representatives from the aged care industry, WHS sector, and multicultural affairs organisations, with the report officially launched by the Pro Vice Chancellor Professor Denise Meredyth. The report responds to unprecedented changes in the Australian aged care sector. The population is ageing, traditional sources of care such as the extended family are less readily available, and there is a shortage of skilled personnel in the labour market. Combined with the changing demographics of the Australian workforce in general, there has been a significant increase in cultural and linguistic diversity among staff and residents. The report is based on an extensive study of communication within the aged care sector, and provides recommendations on how

## *Communicating work health and safety in the context of cultural and linguistic diversity in aged care*



workers, employers, and residents can accomplish safety in care in this increasingly complex environment of cultural and linguistic diversity. The research identifies ways in which diverse linguistic and cultural groups work together to develop safe work practices and more enriching experiences of work and care for those involved. Based on the findings of the report, strategies for improving communication of health and safety at work are outlined. See the full report and website:

<https://linguisticandculturaldiversityinagedcare.wordpress.com/>

### **Transatlantic Forum for Inclusive Early Years Sixth Meeting**

AsPr Kathleen Heugh was invited by the King Baudouin Foundation to participate in the Sixth Meeting of the Transatlantic Forum for Inclusive Early Years (TFIEY): Investing in the Development of Young Children from Migrant and Low Income Families, at the Migration Policy Institute in Washington in July 2015. Through TFIEY, the King Baudouin Foundation brings together 'leading scientists, practitioners, civil society members, business leaders and political decision-makers from Europe and North America' in a series of high-level meetings in order to discuss recent 'research results, strategies, policies, innovations and best practices'. The purpose of the discussions is to 'create the opportunity to scale-up existing knowledge and evidence-based research' in early child-care education for children of poor and migrant communities. The focus of the Washington meeting, 'Multilingualism, identity and diversity in the early years', was to explore the relationship among these features of society in relation to the changing profile of students in education systems. Furthermore, it discussed evidence-based research in multilingual education that points towards increased student retention and achievement to the end of secondary school. Of particular interest in the discussions was how best to include the home languages of students in the teaching and learning context of classrooms characterised by linguistic and cultural diversity. There was some irony in that the sixth meeting took place only a few weeks before what became identified as an unprecedented 'migration crisis' involving large-scale movement of refugees to Europe from Syria, North Africa and South-East Asia in the second half of 2015.

Kathleen referred to research in Africa, which indicates that overly centralised systems that reduce opportunities for local variability and multiple stakeholder participation neither facilitate successful assimilation of minority communities nor build sociocultural and political homogeneity. In African settings, at least, administrative or state-led attempts to homogenise systems of education exacerbate division. In Africa, where the majority of communities have low incomes, which often coincide with forced human displacement, educational success correlates with the extent to which communities participate in educational decision-making, and the highest incidence of community participation occurs with decentralised decision-making. Given the complexity of recent mobilities and vulnerable communities, wider dissemination of African research may be useful for education officials in Europe, North America and Australia to consider, more so in circumstances where (fear of) social cleavage has become a pressing issue. More information on TFIEY and VBJK can be found at:

<http://www.vbjk.be/en/node/4495> or <http://www.vbjk.be/en>

## Southern Multilingualisms and Diversities Consortium

RCLC together with the Centre for Multilingualisms and Diversity Research (CMDR) at the University of the Western Cape, initiated the establishment of the Southern Multilingualisms and Diversities Consortium (SMDC) during 2014. The purpose of this consortium is to engage scholars and research centres that work and participate in collaborative fora in which experiences of people and communities in post-colonial societies are brought into focus. This is particularly in relation to how alternative systems of knowledge, belief and being articulate with those of the mainstream, and how through this articulation the possibilities of decoloniality and social justice might be realised. In our case, we are most concerned with the dimensions and scales of multilingualism and diversity and how these alter according to context and historical timeframes. Most particularly we are concerned with contemporary mobilities of people and the implications for linguistic diversity.

The RCLC has the task of building and hosting a website for the SMDC for two years, after which this will transfer to CMDR in Cape Town for the following two years. Since the second half of 2014, there has been an increasing interdisciplinary interest in southern theory as well as in systems and experiences of southern knowledge, belief and ways of being. Clusters of researchers and practitioners are engaging with these issues from a broad range of socio-political, economic and educational perspectives, particularly in South America, Africa and Australasia at present. Our membership of affiliate research centres, individual researchers and independent organisations is growing steadily, while southern perspectives of multilingualisms and diversities have already featured in the programmes of a number of international conferences in applied and sociolinguistics over the last two years.

We would particularly like to signal that the International Association of Applied Linguistics (AILA) Language Policy Research Network (LPRen) will host a Symposium at the AILA World Congress in Rio de Janeiro in Brazil next year. The title of the Symposium is: 'Multilingual Frontiers: an emerging politics of southern linguistics'. Queries in regard to participation in this symposium can be sent to Shereen Bhalla ( [sbhalla@cal.org](mailto:sbhalla@cal.org) ). The next Sociolinguistics Symposium, SS22, the first of these to be held outside of Europe, will be hosted by the University in Auckland in June 2018. It will also include a southern focus.

Members of the SMDC have been collaborating through their research centres with exchanges of scholarly visits. Christopher Stroud spent three weeks at the University of South Australia in February 2015, while Kathleen Heugh spent several weeks in South Africa at Rhodes University, and visited the Universities of the Free State and Cape Town. She also visited the Center for Applied Linguistics in Washington in July. Several members have exchanged visits among the Centre for Research on Bilingualism at Stockholm University, CMDR at the University of the Western Cape, and the Center for Multilingualism in Society across the Lifespan, University of Oslo. Tope Omoniyi has invited members of the consortium to teach students in one of his undergraduate courses on multilingualism. Christopher Stroud led the submission of a number of research proposal applications that focus on southern multilingualisms during 2015 and early 2016, and we're obviously hoping for good news on this front. Several publications with a southern multilingualisms focus have been published or are currently in press. The details of these will be added to a reading list of publications and accessible literature with a southern focus. The reading list can be found under the Publications tab on the website. We invite you to send us suggestions to expand this resource.



<https://southernmultilingualisms.org/>



## Visiting Fellow — English Language Institute of Singapore

AsPr Angela Scarino was invited as a Visiting Fellow to the English Language Institute of Singapore, an institute with the mission to improve the teaching and learning of English and to research the practices of teaching English. The major purpose of the fellowship was to provide input on the work of the ELIS Research Team, suggesting areas which might be improved, especially in supporting teacher inquiry and building a culture of teacher research. It also included discussions with the Subject Literacy Team and the Pedagogy Team on aspects of their work. Many themes were explored in discussion, including models of inquiry, the role of teachers and facilitators, the nature and scope of the inquiry processes, the kinds of support needed, various inquiry methods, and expectations of outcomes, evidence, impact, and the scalability of such work. During her stay she gave three presentations:

- Encouraging teachers to develop their skills in and to embark on classroom inquiry — a focus on student and teacher learning
- Investigating pedagogies for English language learning
- Investigating subject literacy

Angela also participated in a session with teacher-researchers, who presented the findings of their inquiry projects. Those of us from outside Singapore can only admire the vision of the Singapore Government in establishing and supporting an organisation with the specific purpose of advancing teacher professional learning through research in the crucial area of English language and literacy.



## Intercultural mediation in language and culture teaching and learning/ La médiation interculturelle en didactique des langues et des cultures

*Convenors: Prof Tony Liddicoat and Prof Geneviève Zarate*

The research network (ReN) held its first meeting in June 2015 in Paris and Landau with the aim of developing a common way of understanding the idea of intercultural mediation by drawing on the English- and French-speaking academic traditions. The ReN is a bilingual project with a plurilingual methodology. Our work took place according to a policy of systematic and successive translation between English and French, which was done in an informal way by the participants. Japanese, which was spoken by several participants, was also used for discussion as part of the same process. As things went on, this way of working proved fruitful as it reveals some differences between academic and linguistic traditions, especially between the English-language and French-language traditions, and to a lesser extent the Arabic tradition.

Five concepts were identified that helped describe intercultural mediation in language and culture teaching and learning. These concepts were defined collectively by consensus:

- Reflexivity: Revisiting one or more previous experiences, or one's life history, to distance the self from this lived experience and develop awareness of phenomena connected to diversity, opening up multiple possible perspectives and interpretations where previously only one had been seen. The process attempts to take into account the social and cultural context of these perspectives.
- Re-establishing meaning: Restoring, re-establishing, or reconstructing meaning after a breakdown to create better understanding. This can occur in a context of intercultural conflict and/or confrontation within or between individuals within or between societies.
- Managing tensions: Recognising the existence of real or possible tensions; choosing strategies appropriate to institutional or other contexts, which can range from forbidding conflict to managing crises and negotiation; and focusing on either cognition or emotion. With the aim to preserve or



reconstruct relationships, the central capabilities are attentive listening and the ability to accept conflict based on an institutional or contextual analysis.

- Connecting: Creating and understanding new meaning as the result of interacting with others, making connections between one's own and other ways of thinking and meaning, and considering the consequences of such new connections for one's own way of interacting with others.
- Interpreting: Seeking meaningfulness in experiences of linguistic and cultural diversity; creating and recognising meaning in communication; and understanding the process of meaning-making and what each person brings to the act of making and interpreting meaning; and seeking ways to explain meanings to others.

## **International Association of Applied Linguistics Research Network: Migrants in Working Life: Language, Identities and Positions**

PhD candidate, Kerrilee Lockyer and Dr Fiona O'Neill were invited to join the International Association of Applied Linguistics Research Network (AILA ReN) Migrants in Working Life: Language, Identities and Positions, and to present at a seminar at the Vienna University of Economics and Business next year. Fiona met with Martine Derivry ( UPMC / Sorbonne Universités / Didactique des Langues, des Textes et des Cultures ) to discuss a potential teaching and learning collaboration between students from the Sorbonne Universités and the University of South Australia students undertaking English language and intercultural communication studies.

## **Memorandum of understanding: Centre for Applied Linguistics, Washington, DC**

An MOU has been signed between the Centre for Applied Linguistics (CAL) in Washington, DC and the RCLC. The CAL is one of the most highly regarded international institutions in the field of applied linguistics.

## **Comitato degli Italiani all'estero**

Associate Professor Angela Scarino has been invited to be a member of Comitato degli Italiani all'Estero (Com.It.Es) — the Committee for Italians Abroad. This committee meets under the auspices of the Italian Consulate of South Australia. The term of office is for a period of five years.

## 2015 Annual Symposium: The nature of learning in languages education

The RCLC again hosted its annual symposium, which is designed to stimulate discussion and debate on a range of important issues relating to language and languages education and to disseminate the often valuable and cutting-edge insights that the event showcases. As in previous years, we were again fortunate in being able to bring together a group of high-profile, internationally respected scholars. The theme of the symposium, held 26–27 November 2015, was 'The nature of learning in languages education'.

This symposium brought together international, national and local researchers who presented on a range of topics:

- *Critical learning in madrasah education contexts*  
Dr Ibrahima Diallo, University of South Australia
- *Is language learning shaping languages education?*  
Professor Lesley Harbon, University of Technology Sydney
- *Multilingualism, translanguaging and learning English in an Australian university*  
Associate Professor Kathleen Heugh, Ms Li Xuan, Dr Song Ying, University of South Australia
- *Examining the learning dimension of intercultural language learning through a focus on mediation*  
Dr Michelle Kohler, Flinders University
- *Learning language(s) and learning to communicate through language: Emerging issues from EMI and CLIL*  
Professor Constant Leung, King's College London
- *Values and ideology in language learning and assessment: The case of the CEFR*  
Professor Tim McNamara, The University of Melbourne
- *The impact of initial teaching experiences on understandings of language learning by early-career language teachers*  
Dr Jonathan Newton, Victoria University of Wellington
- *On the epistemological multiplicity of 'learning' in languages education*  
Professor Lourdes Ortega, Georgetown University
- *Language learning as an interpretative process*  
Associate Professor Angela Scarino, Professor Tony Liddicoat, University of South Australia
- *Online social interaction for learning: The role of multilingual conversational repair*  
Dr Vincenza Tudini, University of South Australia
- *Co-learning and symbolic competence in the community language classroom*  
Professor Li Wei, University College London
- *The nature of language learning in Indigenous Australia*  
Professor Gillian Wigglesworth, University of Melbourne
- *The impact of learners' beliefs about language learning on their second language learning*  
Dr Reiko Yoshida, University of South Australia



From left: Angela Scarino, Tony Liddicoat, Alyssa Pearce, Yingna Wang, Kathleen Heugh, Anna Dinys, Xuan Li (Anne)

## ALAA / ALANZ / ALTAANZ (AAA) 2015 Conference

The RCLC hosted the 4th combined conference of the Applied Linguistics Association of Australia (ALAA), the Applied Linguistics Association of New Zealand (ALANZ) and Association for Language Testing and Assessment of Australia and New Zealand (ALTAANZ) in Adelaide from Monday 30 November to Wednesday 2 December 2015. The conference theme was 'Learning in a multilingual world'. The plenary speakers were Constant Leung (King's College London), Li Wei (UCL Institute of Education, University College London), Tim McNamara (University of Melbourne), Jonathan Newton (Victoria University of Wellington), Lourdes Ortega (Georgetown University) and Amy Tsui (Hong Kong University), video presentation.

The following RCLC members and HDR students presented papers at ALAA / ALANZ / ALTAANZ:

- Mr Condro Alim, *Improving students' linguistic competence in translation class in Indonesian tertiary education context*
- Ms Chantel Bongiovanni, *Experiencing "inclusive" policies in higher education: A narrative analysis*
- Dr Jonathan Crichton, Prof Cherrie Galletly, AsPr David Ash & Dr S Sweeney, *Learning to communicate with thought disorder in the clinical setting*
- Ms Carmen de Miguel, *Concept of culture as reflected in International Baccalaureate students' essays*
- Dr Ibrahima Diallo, *English in Madrasa education in India: A quiet revolution?*
- Dr Matteo Farina, *Is it possible to use Facebook for language learning?*
- Associate Professor Kathleen Heugh, *Translanguaging as mediation and mediating translanguaging: Multilingual practices of learning and exchange*
- Associate Professor Kathleen Heugh, Xuan Li & Dr Ying Song, *Multilingualism, translanguaging and learning English in an Australian university*
- Ms Nur Hafezah Hussein, *The L2 selves of Malaysian university students*
- Ms Xuan Li, *Investigating the provision of Chinese language in South Australian schools*
- Professor Tony Liddicoat, *The scope of intercultural mediation in languages education*
- Ms Kerrilee Lockyer, *Accomplishing brands across cultures: A linguistic study of Australian wine*
- Ms Amenegh Mohaghegh, *Discourse analysis as ideology analysis in English translations of Qur'anic verses about women*
- Ms Keiko Nakao, *Intercultural assessment tasks in a beginner's Japanese language course: Conceptualizing culture and language*
- Mr Novriyanto Napu, *Do translated texts achieve their purpose? A case of tourism texts translation in Indonesia*
- Dr Fiona O'Neill, *Risk, reflexivity and recontextualising: Learning to navigate the monolingual mainstream as a multilingual speaker*
- Ms Alyssa Pearce, *Exploring gender construction through language in World of Warcraft*
- AsPr Angela Scarino, *Mediation in the assessment of intercultural language learning—some reflections*  
Colloquium: *Mediation in interculturally oriented language teaching and learning*
- Mr Andrew Scrimgeour, Huang Hui, *Examining learner background and experience in the first year of Chinese language learning at university*
- Ms Jamilah Shaari, *Intercultural sensitivity: Respect for cultural differences among foreign academics in a public university in Malaysia*
- Mr Ying Song, *The English listening and speaking expertise of software engineers in IT outsourcing companies in China: Problems and solutions*
- Dr Vincenza Tadini, *Telecollaboration in foreign languages in Australia*
- Colloquia presentation: AsPr Angela Scarino, Prof Tony Liddicoat, Dr Michelle Kohler, AsPr Kathleen Heugh, *Mediation in interculturally oriented language teaching and learning*

From Left: Fiona O'Neill, Carmen de Miguel, Keiko Nakao, Kerrilee Lockyer, Xuan Li (Anne)



## Keynote and Plenary Presentations

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

Alim, C, *How should translation competence be taught? A quest for a better approach in translation class.*

Invited plenary speaker via teleconference, 7th Conference on Teaching English as Foreign Language (COTEFL 7th), University of Muhammadiyah Purwokerto, Indonesia, 16–17 May 2015.

Chiro, G, *Tradition and identity: A multigenerational study of Calabrian-Australian families.* Plenary paper, 9th International Seminar and Festival on Oral Traditions, 13 June 2015, Wakatobi, Indonesia.

Heugh, K, *Multilingual education, knowledge systems & community participation: What we know from southern experience & research.* Invited plenary address, Transatlantic Forum for Inclusive Early Years (TFIEY 6), Washington, DC, 8–10 July 2015. Followed by a panel discussion with Dr Kristina Cunningham, Council of Europe Director-General of Education and Culture; the Special Assistant to the President for Education Policy, White House, Roberto Rodriguez; and Dr Michael Hempel, Ministry of Social Affairs, Health, Science and Equality, Schleswig-Holstein and Speaker of the German Länder in the OECD Network on Early Childhood Education and Care.

Heugh, K, *Southern multilingualisms and diversities — African and South African perspectives: Connecting with Indigenous knowledge systems & southern theory.* Plenary Paper, Rhodes University Annual Multilingualism Colloquium, 22 September 2015, Grahamstown.

Heugh, K, *Optimising learning, education and publishing in Africa: The language factor recommendations from a stock-taking research*, on behalf of Dr Christine Glanz, Institute of Lifelong Learning. Plenary panel: RASA 2015, 9th Pan African Reading for All Conference and 10th Reading Association of South Africa Literacy Conference, in association with the International Literacy Association, in Cape Town, 4 September 2015.

Heugh, K, *Multilingualism and Diversity: A global challenge, 'southern expertise', and how do South African universities respond now?* Plenary paper, Language Policy Review Panel Forum, University of the Free State, 31 August 2015, Bloemfontein, South Africa.

Heugh, K, *Home (first) language, bilingual & trilingual education: What we know from 120 years of research and how this may have relevance in Kazakhstan.* 7th International Conference of the Nazarbayev Intellectual Schools: Education: Research and Sustainable Development, in Astana, Kazakhstan, 23–24 October 2015.

Heugh, K, co-ordinated a symposium, *Approaching Southern Multilingualisms*, on behalf of the Southern Multilingualisms and Diversities Consortium (SMDC), 4th International Conference on Language, Education and Diversity, Auckland, NZ, 23–26 November, 2015. Kathleen also presented the following, by invitation:

- *Multilingual education policies and assessment practices: A politics of innovation and resistance.* Symposium: Education and Multilingualism: Navigating Policy and Assessment, 24 November.
- *Approaching southern multilingualisms.* Symposium: Approaching Southern Multilingualisms, 25 November.
- *Micro, meso and macro actors articulating multilingual education in Ethiopia and Uganda.* Symposium: Diversity Management at Different Scales: Operationalizing Compatibility between the Micro, Meso and Macro Levels, 26 November. Liddicoat, AJ, *Adopting an intercultural orientation in language teaching and learning.* Plenary lecture, All Languages Teachers Professional Development Conference, Brisbane, 20–21 February 2015.

Liddicoat, AJ, *Native and non-native speaker identities in interaction.* Keynote address, 18th Warwick International Postgraduate Conference in Applied Linguistics, University of Warwick, 23–25 June 2015.

Liddicoat, AJ, *Advantages/disadvantages of current practices.* Round table discussion, Re-visiting the Pedagogy of the Languages of Minority Communities Conference, School of African and Oriental Studies and the Fryske Akademy, London, 26 June 2015.

Liddicoat, AJ, *L'évaluation de la médiation interculturelle dans le cadre de l'apprentissage des langues et des cultures/Assessment of intercultural mediation in the context of learning languages and cultures. Mediations interculturelles en didactique des langues et des cultures/Intercultural mediations in teaching and learning languages and cultures*, INALCO, Paris, France, 12 June 2015.

Liddicoat, AJ, co-convened two meetings of the Intercultural Mediation in Languages and Cultures Teaching and Learning/La Médiation Interculturelle en Didactiques des Langues et des Cultures international research network, INALCO, University of Koblenz-Landau, Paris, 13–16 June.

Liddicoat, AJ, *Learning to mediate cultures: Intercultural education in foreign language learning*, EU Centre Conference, University of South Australia, Adelaide, 6–7 October 2016.

Liddicoat, AJ, *Assessing the intercultural in language teaching and learning/La interculturalidad en la enseñanza de lenguas extranjeras y minoritarias*. Plenary lecture and plenary panel presentation, Primer Simposio Internacional: Contactos Interlingüísticos e Interculturales, Cali, Colombia, 11–13 November 2015.

Scarino, A, *Using technologies to mediate language learning*. Invited keynote address, Conference of the Ethnic Schools Association, Adelaide, 20 June 2015.

Scarino, A, *Mediating the learning of teachers of languages: towards an interpretive, reflective orientation*, National Conference of the Centre for Advanced Research on Language Acquisition: Invited plenary address, Ninth International Conference on Language Teacher Education, Minnesota, USA, 14–16 May 2015. She also offered a pre-conference workshop: *Investigating and interpreting the professional learning of teachers of languages*.

Scarino, A, *A multilingual orientation to the languages curriculum: An implementation study*. Invited paper, 10th International Symposium on Bilingualism, New Jersey, USA, 20–24 May, 2015.

Scarino, A & Liddicoat, AJ conducted an invited short course on intercultural language learning for teachers of Chinese, Invited by the Confucius Institute at the Queensland University of Technology, Brisbane, 1–2 August 2015.

Scarino A, *Reconceptualising language learning*. Invited keynote, Languages Expo, Brisbane, 30 October 2015.

Scrimgeour, A, *Why is Chinese so difficult to learn?* A reflection on 200 years of 'innovation' in Chinese foreign language learning. Keynote address. National Conference of the Chinese Language Teachers Federation of Australia, 4–5 July in Adelaide.

## Conference Presentations and Seminars

Crichton, J, *Communication between clinicians and people with thought disorder in the clinical setting: An observational study*, with C Galletly, D Ash, CN Candlin & S Sweeney, Communication, Medicine and Ethics Conference, University of Hong Kong, 25–27 June 2015.

Curnow, TJ & Liddicoat, AJ, *Contradictions between policy and practice in the provision of first language education programs: South Australia's FLMD program*. Symposium Conflicts and Contradictions in Language Education Policy, 4th International Conference on Language, Education and Diversity, Auckland, NZ, 23–26 November, 2015.

Grave, I, *Repairing sentences in translation from Italian to English: A case study*. 8th Biennial Australasian Centre of Italian Studies Conference, University of Sydney, 1–4 July 2015.

Grave, I, *From formal equivalence to creative rewritings: some modern approaches to translating imagery in Dante's Inferno*. 8th Biennial Australasian Centre of Italian Studies Conference, University of Sydney, 1–4 July 2015.

Heugh, K & Scarino, A, *South–South dialogues: Situated perspectives in de-colonial epistemologies*. On behalf of the Southern Multilingualisms and Diversities Consortium (SMDC), International South–South Dialogues Conference, University of Queensland, 5 November 2015.

Hogarth, C, *Twenty years of translating an African presence in Italian classrooms*. 2015 Conference of the American Association of Teachers of Italian, Università per Stranieri di Siena, Italy, 22–26 June 2015.

Hogarth, C, *Fighting on the margins: Combat sports in francophone literature from Senegal*. Society for French Studies (UK) 56th Annual Conference, University of Cardiff/Prifysgol Caerdydd, Wales, 29 June – 1 July 2015.

Hogarth, C, *Negotiating glocality: Local duties and the pull of migration*. Senegalese Women's Writing' Cosmopolitanism/Women Writers/Biography Symposium, University of Queensland, Australia, 13–14 July 2015.

Hogarth, C, *Sport and literature at the heartland of global France*. Global France, Global French 2015 conference, Humanities Research Centre, Australian National University, Canberra, 22 October 2015.



Hogarth, C, *Pity the poor children... like me?* African child war experience as an affective strategy in an African-Australian novel. Inaugural Conference for the International AutoBiography Association's Asia Pacific Chapter, Flinders University, Adelaide, 1 December 2015.

Hogarth, C & Edward, N, *Honours, MA and PhD theses written in languages other than English: Policies, practices and strategies*. Languages and Cultures Network for Australian University Biannual Colloquium, Macquarie University, Sydney, Australia, 27 November 2015.

Lockyer, K, *Constructing a brand: Towards an analysis of multinational expertise. Brand construction in multinational corporations*. 5th International Conference on Applied Linguistics and Professional Practice (ALAPP), Language, Discourse and Action in Professional Practice, Milano, Italy, 5–7 November, 2015.

Marino, S, *Work in progress: Processes and methods of creating music knowledge*. Musicological Society of Australia, SA Chapter's Study Day, University of South Australia, 20 June 2015.

Marino, S, *Memory, emotions and practice, a consideration of the role of the nonni among Italian-Australian families*. The Australian Sociology Association TASA 2015 conference, Neoliberalism and Contemporary Challenges for the Asia-Pacific, James Cook University, Cairns, 23–26 November 2015.

Muziatun, *The power of English in Indonesian print media: Evidence from lexical borrowings in Indonesia*. 5th Asian Conference on Arts & Humanities 2015, International Academic Forum, Osaka, Japan, 5 April 2015.

Muziatun, *Lexical borrowings and genders: Pattern of English lexical borrowings in Indonesia print media*. 2nd Indonesian Research Day by GoLive Indonesia, Adelaide University, 12 October 2015.

O'Neill, F, *Multilingual professionals: Acceptability, acceptance and (non)belonging*. 5th International Conference on Applied Linguistics and Professional Practice (ALAPP), Language, Discourse and Action in Professional Practice, Milano, Italy, 5–7 November, 2015.

Scarino, A, *Teacher judgment of student writing performance in second language learning*. Conference of the American Association of Applied Linguistics, Toronto, 21–24 March 2015.

Scarino, A, *Investigating and interpreting the professional learning of teachers of languages*. A pre-conference workshop in conjunction with the 9th International Conference on Language Teacher Education, Minnesota, USA, 14–16 May 2015.

Scarino, A, *A multilingual orientation to the languages curriculum: An implementation study*, 10th International Symposium on Bilingualism, New Brunswick, USA, 20–24 May 2015.

Scrimgeour, A, *Developing cultural literacy through a language program: A Chinese case study*. Australian Federation of Modern Language Teachers Association 20th National Languages Conference, University of Melbourne, Australia, 9–12 July 2015.

Tudini, V, *The role of reciprocal corrective feedback in multilingual online social interaction*. Computer ASSISTED Language Learning (CALL) 2015: Task design and CALL conference, Universitat Rovira i Virgili, Tarragona, Spain, 6–8 July 2015.

Tudini, V *The role of punctuation in signalling availability of transition-relevance places in quasi-synchronous online written interaction*. Online Communication, Discourse and Context, 3rd international Symposium: Micro-Analysis of Online Data (MOOD-Z), at University of Zurich, Switzerland, 11–17 July 2015.

Wang, Y, *A grounded theory approach to understanding participants' experiences in interaction in EFL Classrooms in China*, 13th Asia TEFL International Conference, Nanjing, China, 6–8 November 2015.



## Editorial Responsibilities

### Journals edited by RCLC members

- Current Issues in Language Planning
- International Journal of Pedagogies & Learning

### Book series editorial board members

- Communicating in Professions and Organisations (Palgrave Macmillan)
- Langues, Identités: Pluralité (Editions des Archives Contemporaines)
- Languages and Intercultural Communication in Education (Multilingual Matters)
- Linguistic Diversity and Language Rights (Multilingual Matters)
- Multilingual Education (Springer)
- Post-Intercultural Communication and Education (Cambridge Scholars)
- Research and Practice in Applied Linguistics (Palgrave Macmillan)
- Studies in Language Policy in South Africa (Van Schaik)
- Research and Practice in Applied Linguistics (Palgrave Connect)

### Journal editorial boards with RCLC members

- Advances in Language and Literary Studies
- Australian Journal of Linguistics
- Australian Review of Applied Linguistics
- 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 Policy
- Language, Culture and Curriculum
- Le Français dans le monde: Recherche et application
- Lenguaje
- The Modern Language Journal
- Multilingual Education
- Multilingual Margins
- Reading and Writing
- Revue japonaise de didactique du français

## Professional Engagement

Associate Professor Kathleen Heugh spent five weeks at Rhodes University (19 August–23 September) as a Distinguished Visiting Professor with the Institute for the Study of English in Africa and the Department of African Languages in the School of Languages. During this time she was invited to offer a number of plenary and keynote presentations at Rhodes University, the University of the Free State, and the International Association of Literacy and Reading Association of South Africa Conference in Cape Town. During her visit, she was involved in curriculum development and evaluation of a Master's Degree in Language Education, ECR mentoring, and school visits with classroom observation. She also gave a number of newspaper and radio interviews on language education policy and research in Africa. She also made use of the opportunity to continue to strengthen the collaboration among researchers and research centres concerned with the Southern Multilingualisms and Diversities Consortium, which is currently hosted by the RCLC at the University of South Australia.

Associate Professor Angela Scarino has been engaged by the Department for Education and Child Development as a 'Languages Expert in Residence' to advise on the state-wide implementation of the Australian Curriculum — Languages and other matters relating to language education policy.

Associate Professor 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 Kathleen has been a chief investigator for several governments and international development agencies (including Irish Aid, UNESCO and UNDP).

## Community Engagement

Associate Professor Kathleen Heugh was interviewed by a Seoul-based radio station in South Korea on 20 July 2015. She was interviewed on tbs eFM's 'This Morning with Alex Jensen' in relation to the international research on and implementation of Dual Language (bilingual) education programs. A number of Dual Language, Korean-Putonghua schools are being established in Seoul. The discussion included implications for other minority students in the context of issues of Global Citizenship, increasing migration and diversity across the world.

Dr Isobel Grave gave an interview in Italian on SBS Radio to discuss the publication of her translation of Vincenzo Cerami's novel, *Un borghese piccolo piccolo*.

Associate Professor Angela Scarino was invited by the Australian Curriculum Assessment and Reporting Authority to contribute to a two-day meeting in Sydney to review the framework for Aboriginal and Torres Strait Islander Languages.

## Research Education

RCLC members supervise a number of PhD and Honours students in a diverse range of research areas. In 2015 our students were:

### PhD completions

Dr Matteo Farina, *Sequence organisation of Facebook home threads*

Supervisors: Dr Vincenza Tadini, Dr Tim Curnow

Dr Katayama Kumiko, *Sociocultural investigation of students' use of English in the Japanese language classroom during collaborative group work*

Supervisors: Prof Tony Liddicoat, AsPr Angela Scarino

Dr Fiona O'Neill, *Multilingual francophone professionals' experience of moving between languages and cultures: A narrative study*

Supervisors: Dr Jonathan Crichton, Prof Tony Liddicoat

Dr Ying Song, *The provision of English language training in IT outsourcing companies in China*

Supervisors: Dr Kathleen Heugh, Dr Tim Curnow

Dr Jennifer Wagner, *Vocabulary, variation, and culture in American university textbooks of French*

Supervisors: Prof Tony Liddicoat, Dr Ibrahima Diallo

### Current students

Condro Alim, *Linguistics and cultural competencies of Indonesian students in translation*

Supervisors: Prof Tony Liddicoat, Dr Michelle Kohler

Abdulrahman Almushawah, *A study of Saudi university students' motivation and attitudes toward learning English as a foreign language in Saudi Arabia*

Supervisors: Dr Tim Curnow, Prof Tony Liddicoat

Janet Armitage, *Successes and challenges to language shift from 'orate' to 'literate' language use amongst nomadic oral language groups*

Supervisors: Prof Tony Liddicoat, Prof Kathleen Heugh

David Blaiklock, *Image-making: towards an understanding of expertise in illustration design practice*

Supervisors: Dr Jonathan Crichton, Mr Greg Donovan

Chantel Bongiovanni, *Navigating disclosure: A narrative study*

Supervisors: AsPr Angela Scarino, Dr Jonathan Crichton

Carmen de Miguel, *Assessment of intercultural understanding in languages teaching and learning: The case of Spanish ab initio in the International Baccalaureate (IB)*

Supervisors: AsPr Angela Scarino, Prof Tony Liddicoat, Dr Rebecca Hamer

Corinna Di Niro, *Re-reinterpreting the Commedia dell'Arte for a diverse Australian audience*

Supervisors: Prof Claire Woods, AsPr Angela Scarino

Duc Do, *The use of discourse markers in marking non-coherent topic shifts*

Supervisors: Prof Tony Liddicoat, Dr Tim Curnow

Alex Dunkin, *The expansion of cannibale writing into a new cultural space: Satirising Australian traditions*

Supervisors: Dr Enza Tadini, Dr Ioana Petrescu

Simone Genovese, *Analysis of discourse of Anglophone university students in British Columbia Quebec and New Brunswick on language policy and planning in Canada and its provinces*

Supervisors: Prof Tony Liddicoat, Dr Ibrahima Diallo

Kazuhiko Hagiwara, *Affordance for learning developed through ecological semiosis in suggestopedia*

Supervisors: Dr Reiko Yoshida, Prof Tony Liddicoat

Nur Hafezah Hussein, *Motivation and attitude in learning English as a second language: influence of gender among first year Malaysian university students*

Supervisors: Prof Tony Liddicoat, Dr Tim Curnow

Gaylan Ibrahim, *Pragmatic competence in English as a foreign language: A study of Kurdish senior learners' politeness*

Supervisors: Prof Tony Liddicoat, Dr Tim Curnow

Xuan Li, *Investigation of language learning and teaching conditions that would support Chinese-English bilingual education in South Australia*

Supervisors: AsPr Angela Scarino, AsPr Kathleen Heugh

Kerrilee Lockyer, *Accomplishing internal branding in a multinational corporation: A study of intercultural communication*

Supervisors: Dr Jonathan Crichton, Prof Tony Liddicoat

Simone Marino, *The construction and transmission of ethnic identity among a group of Calabrian-Australians living in Adelaide*,

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## Honours student

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