



Annual Report 2014



Contents

Message from the Director	1
RCLC at a glance	3
Message from the Advisory Group Chair	4
Research activity	
Publications	8
Research projects	11
2014 highlights	13
Keynote and plenary presentations	20
Conference presentations and seminars	22
Awards and recognition	23
Editorial Responsibilities	24
Professional Engagement	25
Research Education	25

Message from the Director

The Research Centre for Languages and Cultures enjoyed a highly productive year in 2014, with many achievements in research, international collaborations, our work with industry, our continuing public engagement with linguistic and cultural diversity, and promoting multilingualism and intercultural understanding. The RCLC's achievements in each of these areas is described in the pages that follow. I am pleased to highlight some of them.

In line with the University's 'Crossing the Horizon' vision and the RCLC's mission, the major focus of our research continued in the area of learning and teaching languages and cultures in a diverse world. The RCLC was invited to contribute to major national initiatives such as the development of the Australian Curriculum and the performance of research, reviews and evaluations that are intended to strengthen the learning of languages in diverse contexts.

We completed the collaborative project, *Communicating work health and safety in the context of cultural and linguistic diversity in aged care*, undertaken in conjunction with the Asia Pacific Centre for Work Health and Safety at the University of South Australia and with SafeWork SA and Helping Hand as industry partners. The study examined how safety is understood and communicated in aged care, an environment characterised by growing linguistic and cultural diversity among care workers and residents. The understandings developed through this research will have a major impact on policy and practices in working with diversity.

Our publications included 22 refereed journal articles, 13 book chapters (generally invited), 3 edited works and 8 reports. These too capture the collaborative nature of our work.

During 2014 the RCLC continued to strengthen its international collaborations. Building on some long-standing partnerships, the RCLC hosted the first roundtable meeting of the Southern Multilingualisms and Diversities Consortium, which brings together some 25 research centres and individuals working on the agenda of multilingualism and multiculturalism. This consortium establishes a strong platform for research collaboration. In addition, a collaborative colloquium was held in Paris with the National Institute of Oriental Languages and Civilisations (INALCO), the School of Oriental and African Studies, University of London and the RCLC. This activity has strengthened research collaboration on the theme of intercultural mediation in language-and-culture teaching and learning. International research collaborations were also extended through a strong presence and contribution of RCLC members at major international conferences including the World Congress of Applied Linguistics held in Brisbane, Australia and the UNESCO International Conference on Language held in Suzhou, China.



In addition to an ongoing program of public lectures, the RCLC hosted its annual symposium, *Diversities, Affinities and Diaspora*, a forum that brought together a group of leading national and international researchers working on multiculturalism and multilingualism. These forums are an integral part of our academic, government and community engagement.

Our PhD students make a valuable contribution to the work and life of the RCLC and we congratulate those who had their PhDs conferred during 2014.

I thank all the researchers and professional staff whose knowledge, commitment and energy give life to the centre and its program. I also acknowledge the ongoing support of our Advisory Group in providing strategic advice.

I hope that you enjoy reading this report and I look forward to continuing to work with you to foster the quality research and mutual understanding that is necessary in sustaining linguistic and cultural diversity.

Associate Professor Angela Scarino
Director, Research Centre for Languages and Cultures

RCLC at a glance

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.

The Centre's work

The Research Centre for Languages and Cultures 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 (ERA) evaluation.

The RCLC undertakes a variety of professional activities characterised by local, national and international collaboration with fellow researchers, industry and community partners, professionals in a range of fields, and 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 include Indonesia, France, India, Italy, Japan, Senegal, Singapore, South Africa, Spain and the United Kingdom.

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

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.



Message from the Advisory Group Chair

In its mission statement, the UniSA Research Centre for Languages and Cultures states that the Centre aims 'to be a national and international leader in shaping the agenda of linguistic and cultural diversity.' This aspiration is bold, yet it is also one that marks the character of the team at the Centre. Associate Professor Angela Scarino and her team have once again completed a year of achievement and significance for the cause of research on languages and cultures. The annual report details the nature of those achievements and points to their significance. That significance can be attested not just by outputs but also by the reception of others to the work. The attendance at the annual conferences, such as this year's on 'Diversities, Affinities and Diaspora', showed continued growth in interest in the work of the Centre from an ever-widening range of disciplines. In addition to generating research and disseminating the findings among the interested, the Centre has also played the role of expert advisor in policy discussion, including making representations to the South Australian Government on the area of language teaching in the education system.

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 Committee, 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, 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

Hieu Van Le AO

Previously serving as Lieutenant-Governor of South Australia, and Chairman of the South Australian Multicultural and Ethnic Affairs Commission, now Governor of South Australia

Dr Antonio Mercurio

Executive Manager: 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

UniSA members of the Advisory Group

Professor Tony Liddicoat

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

Professor Kurt Lushington

A/g Pro Vice Chancellor, Division of Education, Arts & Social Sciences, UniSA

Professor Clayton MacKenzie

Head of School, School of Communication, International Studies & Languages, UniSA

Professor Susannah Radstone

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

Associate Professor Angela Scarino

Director, Research Centre for Languages and Cultures, School of Communication, International Studies & Languages, UniSA



RCLC members

The Research Centre for Languages and Cultures 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 their own specialised research area, but we also work in different combinations to provide the appropriate supervision for PhD students. In addition, we undertake smaller or larger research projects, using a variety of methodological approaches and with a more theoretical or practical focus as required.

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 education and language learning (in particular languages-in-education policy in schools, attitudes and motivation in language learning, and evaluation of languages programs); discourse/pragmatics (in particular looking at English and Spanish, crosscultural pragmatics, discourse markers and deixis); and sociolinguistics (in particular language maintenance and language loss in migrant and Indigenous contexts)

Dr Ibrahima Diallo, *Lecturer*

Key research interests: Languages in-education in French-speaking Africa; language, culture and identity; French and francophone studies; Qur'anic and madrasah literacies; Western and Islamic pedagogies

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

Associate Professor Kathleen Heugh, *Associate Professor in Applied Linguistics*

Key research interests: Multilingualism and multilingual education; language and literacy acquisition in multilingual contexts; teaching and learning English in multilingual contexts; language policy and planning; language assessment in multilingual settings; 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 italophone Literature; French Studies (especially issues surrounding gender and autobiography); Postcolonial studies (francophone and anglophone)

Dr Michelle Kohler, *Research Fellow*

Key research interests: Teacher pre-service and in-service; languages and cultures education; Indonesian language teaching and learning; curriculum design, implementation and evaluation; languages policy and program implementation; classroom based research and assessment

Professor Tony Liddicoat, *Professor in Applied Linguistics*

Key research interests: Language planning and policy; language and culture in education; discourse analysis; intercultural language teaching and learning

Associate Professor Angela Scarino, *Associate Professor in Applied Linguistics*

Key research interests: Language assessment; language learning, language and culture in education; intercultural language learning; language teacher education

Andrew Scrimgeour, *Research Fellow*

Key research interests: Asian languages teaching and learning including curriculum design assessing student outcomes; literacy development in Chinese second language learning; policy and practices in teaching and learning Chinese language and culture in the Australian context; the history and development of Chinese–English bilingual dictionaries

Dr Enza Tadini, *Senior Lecturer*

Key research interests: Computer-mediated communication; conversation analysis; 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

Administration

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

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 12 years

Julie White, *Team Leader: Research*

Julie has worked for many years at UniSA supporting research activities of both staff and PhD students



Publications

Book chapters

Crichton, J & N Murray, 2014. Plurilithic and ecological perspectives on English: Some conceptual and practical implications. In N Murray & A Scarino (Eds), *Dynamic ecologies of languages education in the Asia-Pacific region*, pp. 31–48. New York/Heidelberg: Springer.

Heugh, K, 2014. Margins, diversity and achievement: System-wide data and implementation of multilingual education in Ethiopia, in D Gorter, Z Zenotz, & J Cenoz, (Eds), *Bridging the local and the global*, Educational Linguistics, Volume 18, pp. 45–63. Dordrecht: Springer.

Heugh, K, 2014. Shades, voice and mobility: Remote communities resist and reclaim linguistic and educational practices in Ethiopia. In M Prinsloo & C Stroud (Eds), *Educating for language and literacy diversity: Mobile selves*, pp. 116–134. Houndsmills, Basingstoke: Palgrave MacMillan.

Heugh, K, 2014. Multilingualism, 'the African lingua franca' and 'the new linguistic dispensation'. In H McIlwraith (Ed), *Language rich Africa. Policy dialogue*. The Cape Town Language and Development Conference: Looking beyond 2015, pp. 80–87. London: British Council.

Kohler, M, 2014. The teaching and learning of Indonesian in Australia: Issues and prospects. In N Murray & A Scarino (Eds), *Dynamic ecologies: A relational perspective on languages education in the Asia-Pacific region*, pp. 169–182. Dordrecht: Springer.

Liddicoat, AJ & K Heugh, 2014. Educational equity for linguistically marginalised students. In M Bigelow & J Ennser-Kananen (Eds), *The Routledge handbook of educational linguistics*, pp. 79–9. Routledge, New York & London1.

Liddicoat, AJ, 2014. Tensions in the linguistic space. In N Murray & A Scarino (Eds), *Dynamic ecologies of languages education in the Asia-Pacific region*, pp. 217–228. Dordrecht: Springer.

Murray, N & A Scarino, 2014. Introduction: A relational view of language learning. In N Murray & A Scarino (Eds), *Dynamic ecologies: A relational perspective on languages education in the Asia-Pacific Region*, pp. 3–13. Dordrecht: Springer.

Scarino, A, 2014. Recognising the diversity of learner achievements in learning Asian languages in school education settings. In N Murray & A Scarino (Eds), *Dynamic ecologies: A relational perspective on languages education in the Asia-Pacific Region*, pp. 137–150. Dordrecht: Springer.

Scarino, A, 2014. The place of heritage languages in languages education in Australia: A conceptual challenge. In P Trifonas & A Themistoklis (Eds), *Rethinking heritage language education*, pp. 66–88. Cambridge, Cambridge University Press.

Scarino, A, 2014. The development of the Australian Curriculum and implications for Japanese language education. In CK Thomson (Ed), *National Symposium on Japanese Language Education, 2012, Creating the Future Sydney*, pp. 15–29. The Japan Foundation.

Scrimgeour, A, 2014. Dealing with 'Chinese fever'—The challenge of Chinese teaching in the Australian classroom. In N Murray & A Scarino (Eds), *Dynamic ecologies: A relational perspective on languages education in the Asia-Pacific region*, pp 137–150. Dordrecht.

Sentumbwe, G & K Heugh, 2014. Local languages and primary education in Northern Uganda: Post-conflict community and local partnerships. In H McIlwraith (Ed), *Language rich Africa. Policy dialogue*. The Cape Town Language and Development Conference: Looking beyond 2015, pp. 132–135. London: British Council.

Refereed journal articles

- Chiro, G, 2014. Cultural and linguistic diversity in Australia: Navigating between the Scylla of nationhood and the Charybdis of globalisation. *International Journal of Multilingualism* (Special Issue: Educational Responses to Multilingualism), 11(3):334–346. DOI:10.1080/14790718.2014.921179
- Diallo, I, 2014. Emirati students encounter Western teachers: Tensions and identity resistance. *Learning and Teaching in Higher Education: Gulf Perspectives*, 11(2): 1–14.
- Diallo, I, 2014. English in education policy shift in Senegal: From traditional pedagogies to Communicative Language Teaching. *International Journal of the Pedagogies of Learning*, 9(2):142–151.
- Diallo, I & AJ Liddicoat, 2014. Planning language teaching: An argument for the place of pedagogy in language policy and planning. *International Journal of Pedagogies and Learning*, 9(2):110–117.
- Heugh, K, 2014. Shades, voice and mobility: Afar pastoralist and Rift Valley communities (re)interpreting literacy and linguistic practices. *Multilingual Margins*, 1(1):16–39.
- Heugh, K, 2014. Turbulence and dilemma: Implications of diversity and multilingualism in Australian education. *International Journal of Multilingualism*, 11(3):347–363.
- Hogarth, C, 2014. What will the new generation generate? Gendering accumulation in *Fatou Diome's Celles qui attendent*. *Studies in Twentieth and Twenty-first Century Literatures*, 38(2): Article 5.
- Krawczyk, VJ, MA Hamilton-Bruce, SA Koblar, & J Crichton, 2014. Group organization and communities of practice in translational research: A case study of a research team. *SAGE Open*, DOI: 10.1177/2158244014562380.
- Liddicoat, AJ, 2014. Pragmatics and intercultural mediation in intercultural language learning. *Intercultural Pragmatics*, 15(2):259–277.
- Liddicoat, AJ & TJ Curnow, 2014. Students' home languages and the struggle for space in the curriculum. *International Journal of Multilingualism*, 11(3):273–288.
- Liddicoat, AJ, K Heugh, TJ Curnow & A Scarino, 2014. Educational responses to multilingualism: an introduction. *International Journal of Multilingualism* (Special Issue: Educational Responses to Multilingualism), 11(3). DOI:10.1080/14790718.2014.921174.
- Liddicoat, AJ & K Taylor-Leech, 2014, Micro language planning for multilingual education: Agency in local contexts. *Current Issues in Language Planning*, 15(3): 237–244.
- Marino, S & G Chiro, 2014. Family alliances and 'comparatico' among a group of Calabrian-Australian families living in Adelaide. *South Australia Journal of Anthropological Research*, 70:107–130.
- Morgan, AM, M Absalom & A Scrimgeour, 2014 Addressing language teacher professional learning needs. *Babel*, 49(2):37–47.
- Scarino, A, 2014. Learning as reciprocal, interpretive meaning-making: A view from collaborative research into the professional learning of teachers of languages. *The Modern Language Journal*, 98(1):386–401.
- Scarino, A, 2014. Situating the challenges in current languages education policy in Australia: Unlearning monolingualism. *International Journal of Multilingualism* (Special Issue: Educational Responses to Multilingualism), 11(3):289–306.
- Taylor-Leech, K & AJ Liddicoat, 2014. Macro-language planning for multilingual education: Focus on programmes and provision. *Current Issues in Language Planning*, 15(4):353–366.
- Taylor-Leech, K & AJ Liddicoat, 2014. Micro language planning for multilingual education: Agency in local contexts. *Current Issues in Language Planning*, 15(3):237–244.
- Tudini, V, 2014. Extending prior posts in dyadic online text chat. *Discourse Processes*. DOI: 10.1080/O163853X.2014.969138.
- Ullrich, S, J Buckley, J Crichton, & A Esterman, 2014. An exploratory study of the mealtime experience of older people with dysphagia. *Journal of Aging Research and Clinical Practice*, 3(4):229–236.

Edited works

Heugh, K, AJ Liddicoat, TJ Curnow & A Scarino. 2014. (Eds) *International Journal of Multilingualism* (Special Issue: Educational Responses to Multilingualism), 11(3).

Murray, N & A Scarino, 2014. (Eds) *Dynamic ecologies. A relational perspective on languages in the Asia–Pacific region*. Dordrecht: Springer.

Diallo, I & AJ Liddicoat, 2014. (Eds) *International Journal of Pedagogies and Learning* (Special Issue: Language Planning and Pedagogy), 9(2).

Other publications

Curnow, TJ, M Kohler, AJ Liddicoat, & K Loechel, 2014. Review of languages retention from the middle years to the senior years of schooling. Report to the South Australian Department for Education and Child Development.

Curnow, TJ, & C Travis, 2014. El es enfático del español colombiano [Translation by Diego Arias Cortés of Curnow & Travis (2004). The emphatic es construction of Colombian Spanish]. *Lenguas en contacto y bilingüismo*, 5.

Heugh, K & BM Mulumba, 2014. Implementing local languages medium education in the early primary curriculum of Ugandan schools: A literacy and adult basic education (LBE) intervention in six districts in North and North West Uganda. Kampala: Literacy and Adult Basic Education (LBE).

Scarino, A, 2014. Proficiency descriptors for mother tongue languages (MTL): A framework for teaching, learning and assessment of MTL in Singapore. Report to the Ministry of Education, Singapore.

Scarino, A, 2014. Report on the Fellowship Programme with the English Language Institute of Singapore. Report to the English Language Institute of Singapore (ELIS).

Scarino, A, 2014. Australian Curriculum: Languages foundation to Year 10 curriculum design prepared for the Australian Curriculum, Assessment and Reporting Authority (ACARA).

Scarino, A, AJ Liddicoat & J Crichton, 2014. The value of international education (Stage 2). Report to International Education Services, Department for Education and Child Development (South Australia).

Scarino, A, M Kohler, with A Benedetti, 2014. Investigating pedagogies for language-and-culture learning. Report to the Department for Education and Child Development (South Australia).

Scarino, A, V O'Keeffe, J Crichton, F O'Neil, & M Dollard, 2014. Report on communicating work health and safety in the context of cultural and linguistic diversity in aged care. Report for SafeWork SA.

Tudini, V, 2014. Conversation analysis of computer-mediated interactions. In C Chapelle (Ed.) *The Encyclopedia of Applied Linguistics*, Hoboken, NJ, Wiley-Blackwell.



Research Projects

Maximising Intensity and Continuity in Learning Languages 2012–2016

Associate Professor Angela Scarino, Professor Tony Liddicoat & Dr Michelle Kohler

Commissioned by the Minister for Education and Child Development to investigate ways of increasing intensity and continuity in the learning of languages. This project seeks to address some of the structural difficulties that schools have experienced in the provision of languages education. Three program models are being trialled in four case-study schools.

Review of Languages Retention from the Middle Years to the Senior Years of Schooling

Dr Tim Curnow, Dr Michelle Kohler, Professor Tony Liddicoat & Kate Loechel

Commissioned by the South Australian Department for Education and Child Development, the RCLC investigated factors that may be impacting on students' choices around languages during secondary education.

Conducted in 2013 and 2014, this research involved talking with students, language teachers and school leadership in a number of South Australian government schools about the issues around language education: why they believe students do or do not continue to study a language through to senior secondary; and what would encourage more students to undertake language study through to Year 12. Interviews were also conducted with representatives from other organisations involved in languages education, including the Department for Education and Child Development, the SACE Board, the South Australian Secondary Principals' Association, the Modern Language Teachers' Association, and complementary providers of education, the South Australian School of Languages and Open Access College. The Review integrated the interview data with a survey of previous research on retention in languages education, to examine the various barriers to and enablers of retention, in order to improve the likelihood of students in South Australia continuing to study a language through to completion of their senior secondary qualification.

Senior Secondary Language Education Project: Policy audit and literature review

Dr Michelle Kohler & Dr Tim Curnow

This project was funded by the Asia Education Foundation (AEF) to find ways to encourage more secondary students to continue languages education in Years 11 and 12. The project was carried out between January and August 2014. The RCLC provided a research report in the form of a policy audit and literature review related to the scoping and methodology, literature surveys research and report writing aspects of the overall project being managed by the AEF.

Developing a Collaborative Research Agenda for the Southern Multilingualisms and Diversities Consortium

Associate Professor Kathleen Heugh, Division Research Performance Fund

This project built on growing recognition of the advantages of diversities studies that draw on experiences in the global south. RCLC is spear-heading a new consortium of international scholars engaged in theoretical exploration of multilingualism in highly diverse global contexts. Following the World Congress of Applied Linguistics (AILA) held in Brisbane, 10–15 August 2014, the RCLC had a unique opportunity to host the first roundtable meeting and the launch of the Southern Multilingualisms and Diversities Consortium with 21 eminent international scholars, following the AILA Congress in Brisbane, 18–19 August 2014.

The Australian Curriculum: Languages in Use, An Implementation Study 2014–2016

Associate Professor Angela Scarino

A three-year project in collaboration with the School of Languages, to undertake a participatory whole-of-school study of the implementation of the Australian Curriculum—Languages.

In 2014 Associate Professor Angela Scarino facilitated an in-depth familiarisation program designed to introduce the teachers to the change in curriculum that the Australian Curriculum proposes and to plan the study. This research will be conducted over a period of three years and is designed around three phases. In total, there will be 38 participating teachers from across ten languages.

Communicating Work Health and Safety in the Context of Linguistic and Cultural Diversity in Aged Care 2012-2014

Associate Professor Angela Scarino, Dr Valerie O’Keefe, Dr Jonathan Crichton, Professor Maureen Dollard

Commissioned by SafeWork SA, this project examined how growing numbers of culturally and linguistically diverse workers in the aged care industry disseminate, interpret, and understand OHSW information and carry out OHSW instructions. An ethnographic approach was used to establish the psychosocial environment pertinent to OHSW. Data were collected by interviews; focus groups; document analysis; and observations with management, health and safety representatives, OHSW Committee members, workers and residents. The research method incorporated observation of training and other means of communication, particularly worker interactions, supervision, verbal and pictorial instruction and the completion of tasks. A participatory process was used to identify interventions that will lead to improvements in OHSW training programs, policies and procedures, and communication processes for workers. This research developed approaches to OHSW in the context of linguistic and cultural diversity that may be generalisable to other industries.

The project report: Communicating work health and safety in the context of cultural and linguistic diversity in aged care is available from: <http://linguisticandculturaldiversityinagedcare.wordpress.com>

Knowledge for Network-based Education, Cognition and Teaching (KONNECT) 2014–2018, Spanish Ministry of Education

Dr Melinda Dooly, Professor Numa Markee, Professor Steve Thorne & Dr Enza Tudini

The research involves school-based research and collaborative publication of books/articles on telecollaboration. Dr Tudini will contribute 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—primary school and middle-school—in which 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.

Japanese Language Learners’ Beliefs about the Language Learning

Dr Reiko Yoshida

The aim of this project is to examine how learners’ beliefs about Japanese language learning affect their self-concepts as the language learners and motivation to learn the language, and how they develop and change their beliefs throughout their university study longitudinally.

2014 Highlights

Annual symposium and public forum

The Research Centre for Languages and Cultures hosted its sixth annual symposium and Public Forum on Monday, 18 August 2014: Diversities, Affinities and Diaspora. The symposium brought together a group of high-profile, internationally respected scholars working on multilingualism and multiculturalism, to explore the changing nature of languages, cultures and identities in diverse global settings, partly as a consequence of mobility.

Presenters

Professor Rob Amery, University of Adelaide

The Diaspora Returns: The Crystallisation of a Kurna Linguistic Identity

Professor Jane Simpson, Chair of Indigenous Linguistics at the Australian National University

Diaspora, Diglossia and Diversity in Indigenous Australian Speech Communities

Associate Professor Kathleen Heugh & Associate Professor Angela Scarino, University of South Australia

Diversities, Affinities and Diaspora in Australia

Professor Terrence G Wiley, Center for Applied Linguistics, Washington, DC

Outside In: Reconstructing Super-Diversity in the Purported Normative Past.

Dr Estêvão Cabral, Tilburg University & **Professor Marilyn Martin-Jones**, University of Birmingham

Material and Symbolic Resources for Return: Language, Literacy and Economy Among the New East Timorese Migrants to the UK

Associate Professor Terezinha de JM Maher, State University of Campinas

Unseen and Unheard: Índios in Brazilian Cities

Professor Christopher Stroud, University of the Western Cape and Stockholm University

Linguistic Citizenship: Traveling North

Professor Mobo Gao, University of Adelaide

Linguistic Diversity in China and its Implications for Policies on Ethnicity

Dr Caroline Kerfoot, Stockholm University

Constructing Solidarity: The Use of Multilingual Repertoires in a Cape Town Primary School

Professor Marilda Cavalcanti, University of Lancaster

Weaving (De-)Essentialisations in the Landscape of Brazilian Minority

Associate Professor Elizabeth Lanza, University of Oslo & **Professor Hirut Woldemariam**, Addis Ababa University

Diversity in Political and Ethnolinguistic Identities in the Ethiopian Diaspora in Washington DC

Professor Andy Kirkpatrick, Griffith University

Shifting Englishes, Shifting Identities

Presenters at the public forum

Professor Joseph Lo Bianco, University of Melbourne

The enduring hold of the old under the pressure of change

Associate Professor Sifree Makoni, Pennsylvania State University

Spontaneous order, System 'D', humanistic monolingualism and harmonisation

Professor Elana Shohamy, Tel Aviv University

The role of linguistic landscape in cultivating multilingualism

Emeritus Professor Marilyn Martin-Jones, University of Birmingham: Discussant

First meeting of the Southern Multilingualisms and Diversities Consortium Roundtable

The RCLC hosted the first roundtable meeting of a new collaborative network, the Southern Multilingualisms and Diversities Consortium, chaired by Associate Professor Kathleen Heugh (RCLC) and Professor Christopher Stroud (Stockholm University and University of the Western Cape). This initiative follows a current trajectory of research specialisations of both centres, which is to develop evidence-based capability in and theory of linguistic diversity as it occurs in different contexts. The consortium comprises a group of research-active scholars who are renowned for their scholarly work and research associations with prominent institutions in Asia, Europe, Latin America, Africa, the Middle East and Australia.

Participants

Dr Rob Amery
University of Adelaide, Australia

Professor Sangeeta Bagga-Gupta
Örebro University, Sweden

Dr Estêvão Cabral
Tilburg University, Netherlands

Professor Marilda Cavalcanti
State University of Campinas, Brazil

Professor Mobo Gao
University of Adelaide, Australia

Associate Professor Kathleen Heugh
University of South Australia

Dr Caroline Kerfoot
Stockholm University, Sweden

Professor Andy Kirkpatrick
Griffith University, Australia

Professor Elizabeth Lanza
University of Oslo, Norway

Professor Tony Liddicoat
University of South Australia

Professor Joseph Lo Bianco
University of Melbourne, Australia

Professor Reynaldo F Macias
University of California, Los Angeles, USA

Associate Professor Terezinha de JM Maher
State University of Campinas, Brazil

Professor Sifree Makoni
Pennsylvania State University, USA

Emeritus Professor Marilyn Martin-Jones
University of Birmingham, United Kingdom

Professor Tim McNamara
University of Melbourne, Victoria, Australia

Associate Professor Angela Scarino
University of South Australia

Professor Elana Shohamy
Tel Aviv University, Israel

Professor Jane Simpson
Australian National University, Australia

Professor Christopher Stroud
University of the Western Cape, South Africa, and
Stockholm University, Sweden

Professor Gillian Wigglesworth
University of Melbourne, Australia

Dr Terrence Wiley
Center for Applied Linguistics, Washington DC, USA

Multicultural Education Committee

In 2014 members of the RCLC worked closely with the Multicultural Education Committee, whose primary role is to provide advice to the Minister for Education and Child Development on policy matters relating to languages and multicultural education across government and non-government education sectors in South Australia. Some of the joint activities undertaken were:

- Associate Professor Angela Scarino hosted the first of a series of roundtables. The theme of the first was 'youth'. Fifteen young students from diverse linguistic and cultural backgrounds presented on how they experience their multilingual and multicultural lives. The highly successful roundtable was also attended by key educators and community groups.
- As Chairperson of the Multicultural Education Committee, Angela Scarino hosted the forum: Learning in the Context of Linguistic and Cultural Diversity, 4 December 2014.
- Associate Professor Kathleen Heugh gave a public lecture: Recovering Australian Participation in the International Debates on Linguistic and Cultural Diversity, 3 April 2014.

Distinguished visiting professorships

During 2014 RCLC members were invited to visit universities as Distinguished Visiting Professors. These visits provide a valuable opportunity for reciprocal exchange:

Professor Tony Liddicoat was a visiting Distinguished Scholar at the School of Literature, Languages and Linguistics, Australian National University, 15 to 19 September 2014. While there he delivered the keynote address at the School's research development day and presented a public lecture entitled *Intercultural Language Teaching and Learning: Rethinking Language, Culture and Learning in the Language Classroom*.

Professor Tony Liddicoat was the inaugural Distinguished Visitor to the School of Language & Comparative Cultures, University of Queensland, 13–17 July 2014. He presented a public lecture entitled *Intercultural Language Teaching and Learning: Rethinking Language, Culture and Learning in the Language Classroom* and two workshops for the school on integrating culture into language education.

American Association for Applied Linguistics Conference

Some members represented the RCLC at the AAAL Conference, Portland, USA, 22–25 March 2014. Presentations included:

Candlin, C & Crichton, J, *Beyond mixed methods: Warranting multi-perspectival research in applied linguistics*

Crichton, J & Scarino, A, *Safety in interaction: A study of linguistic and cultural diversity in residential aged care*

Heugh, K, *Negotiating the complexities of multilingual assessment*

Heugh, K, Invited colloquium: *Negotiating the Complexities of Multilingual Assessment, Multilingual Assessment: from Bilinguality to Multilinguality in South Africa*

Scarino A, *Judging intercultural capability in language learning*



Dr Tim Curnow, Prof Tony Liddicoat, and
HDR students Jennifer Wagner, Fiona O'Neill, Yingna Wang & Carmen De Miguel Rodriguez

National Institute of Oriental Languages and Civilisations (INALCO)

Members and Higher Degree by Research students of the RCLC participated in an international colloquium held at INALCO in Paris on 11-14 June 2014. The colloquium, entitled: *Policy and Ideology in Language Teaching and Learning: Action and Discourses*, was a collaborative activity that included INALCO, the Centre for Language Pedagogy (School of Oriental and African Studies, University of London) and the RCLC at the University of South Australia.

Professor Tony Liddicoat and Associate Professor Angela Scarino were members of the organising committee for the colloquium. The conference included a concurrent seminar for doctoral students.

Papers presented

Curnow, TJ & Kohler, M, *Languages Education in the Autonomous School: Ideology Trumps Policy*

De Miguel, C, *Teaching and Assessment of Intercultural Understanding In the Context Of International Baccalaureate (IB) Language Programs*

Liddicoat, AJ, *Ideologies of Value and the Place of Australian Indigenous Languages in Education: International Colloquium, Politique Et Idéologies En Didactique Des Langues : Acteurs Et Discours / Policy and Ideology in Language Teaching and Learning : Actors and Discourses*

Liddicoat, AJ, Roundtable Presentation: *From Research to Employment: Which 'Migration'? Which Jobs for Young PhDs?*

O'Neill, F, *Mobility, Multilingualism and the Art of Impression Management*

Scarino, A, *Complexity in Curriculum Policy Development for Languages Education in Australia*

Wagner, J, *The Representation of Francophone Cultures in French Language Textbooks*

Wang, Y, *Two Languages and Cultures in Play: Experiencing EFL Classroom Language Learning in China*

DECD launch of the Statement: Value of International Education

Launched Monday 8 September by *International Education Services*, the statement was developed by Associate Professor Angela Scarino, Professor Tony Liddicoat and Dr Jonathan Crichton as the second stage of a project examining international education in South Australian Schools. Stage 1 (in 2013) involved research in schools, documenting students, teachers' and school leaders' experiences of international education. It revealed that international education has a profound influence on the ways that schools work and has led to changes in teaching and learning that benefit all students. It also showed that international education works well when schools recognise linguistic and cultural diversity as a resource and work actively to foreground this diversity in their approaches to teaching and learning. The Statement of Value is designed to influence schools' work by communicating to schools the principles of international education developed in Stage 1. It discusses what can be achieved through international education and what needs to be in place to enhance the benefits for teaching and learning. It also includes a number of vignettes that document particular aspects of innovation in international education, collected from schools in South Australia.



Associate Professor Angela Scarino; Marilyn Sleath, Director, International Education; DECD; Jayne Johnson, Chief Education Officer, DECD; Professor Tony Liddicoat

Visit of a delegation from Seoul National University of Education

On 27 October 2014, members of the RCLC (Associate Professor Angela Scarino, Associate Professor Kathleen Heugh and Professor Tony Liddicoat), along with staff from the School of Education, met with a delegation from the Seoul National University of Education (SNUE). The members of the delegation included: Dr Sihng, Hang Gyun, President, SNUE and Dr Kim, Jin-Seok, Director of the Foundation for University Development & Planning SNUE. Discussions between the RCLC and the delegation established that there is synergy in multilingualism, multiculturalism, languages and cultures education, and languages curriculum development



Dr Kim, Jin-Seok, Associate Professor Kathleen Heugh, Professor Tony Liddicoat, Dr Sihng, Hang Gyun, Associate Professor Angela Scarino

and assessment. We highlighted our unique English language pathway program, which includes a series of courses in English as an additional language that are taught within a multilingual orientation, and our work on intercultural language learning and assessment.

语言能力提升与语言教育 *Enhancing Language Ability and Language Education*

中国 苏州 Suzhou, China
2014.6.5-6

主办 Organizers

中华人民共和国教育部

国家语言文字工作委员会

中国联合国教科文组织全国委员会

江苏省人民政府

Ministry of Education of the People's Republic of China

State Language Committee

National Commission of the People's Republic of China for UNESCO

People's Government of Jiangsu Province

合作举办 Partner

联合国教科文组织

UNESCO

承办 江苏省语言文字工作委员会 江苏省教育厅 苏州市人民政府 中央电视台

Hosts: Jiangsu Provincial Language Commission Jiangsu Provincial Department of Education People's Government of Suzhou CCTV

协办 中国教育出版传媒集团 江苏教育出版社 教学与研究出版社 教育科学出版社

Sponsors: China Education Publishing & Media Group Ltd Jiangsu Education Publishing House Teaching and Research Press Educational Science Publishing House

WWW.NEWS.CN

UNESCO collaboration

The RCLC has a long-standing collaboration with the UNESCO Institute for Lifelong Learning (UIL) in Hamburg and more recently with the UNESCO Thailand office in regards to multilingual literacy and mother-tongue-based multilingual education (MTB-MLE) in sub-Saharan Africa, which has now been extended through South East Asia.

During 2014 RCLC was involved in two UNESCO events:

Associate Professor Kathleen Heugh was invited to present a keynote speech at the UNESCO International Mother Language Day Seminar, 'Implementation of local languages in primary schools in Northern Uganda: A case-study of language planning from below'. This was held at the Human Sciences Research Council in Pretoria, 21 February. This presentation and an interview with Kathleen was filmed for a South African Broadcasting Corporation Television (SABCTV) documentary on Mother Language Education.

Kathleen Heugh and Associate Professor Angela Scarino were invited by the Minister of Education, People's Republic of China, and UNESCO, to present papers and to act as rapporteurs in the first International Conference on Language Education, held in Suzhou, China, 5–6 June 2014. The primary purpose of this conference was to explore issues relating to linguistic diversity and minority language education. The conference was opened by Vice Premier Liu Yangdong of China, Irina Bokova, the Director General of UNESCO, and Yuan Guiren, the Minister of Education, China.

Kathleen Heugh gave a plenary presentation: *Bilingual and multilingual education: Research findings from developing countries*.

Angela Scarino gave a plenary presentation: *Changing perspectives on language learning: Towards an interlinguistic and intercultural perspective*.

Participation in the 2014 World Congress of Applied Linguistics (AILA) Conference

RCLC Members and HDR students participated in the 2014 World Congress of Applied Linguistics (AILA) Conference held in Brisbane on 10–15 August. The theme of the conference, One World, Many Languages, highlighted the importance of the richness of linguistic diversity and recognised the role that applied linguists have in shaping the ways in which the world responds to this richness. RCLC colleagues contributed a wide selection of papers:

Bongiovanni, C, *Experiencing inclusive policy in higher education: A narrative analysis*

Crichton, J & Scarino, A, *Aged care in linguistic and cultural diversity: A study of workplace safety*

Crichton, J co-convened an invited symposium with Professor Christopher N Candlin, entitled *Making Applied Linguistics Matter: Opportunities for Engaging with Professional Practice*

Curnow, TJ & Kohler, M, *Lack of retention in high school language programs: Students' own understandings*

Heugh, K convened a symposium *Theorising Multilingualism and Diversity In, Of and From the South*, and co-presented the opening paper for this symposium with Professor Christopher Stroud of Stockholm University and University of the Western Cape. In addition, she presented the papers *Women and girls in Africa: Language and literacy matters in girls' education - tension between agents, providers and communities*, in the invited ReN Symposium *Adapting learning environments in one world with many languages: Migrant/Indigenous learners' Funds of Knowledge and International Implications of Language Teacher Interventions, including Surveys in the Symposium, Improving Teacher Training in Japanese & European Contexts: Meeting Challenges & Creating Opportunities*.

Kohler, M, *Language teachers as mediators: The Inseparability of teachers' lives from teaching in symposium Language Education and Intercultural Mediation: Perspectives from France and Australia*.

Kerrilee Lockyer, Fiona O'Neill, Jennifer Wagner,
Chantel Bongiovanni



Liddicoat, AJ co-convened a symposium entitled *Researching Multilingualism: Unilingual or Multilingual Approaches?* with Geneviève Zarate from INALCO, Paris. He also presented three papers: *Language and languaging and intercultural mediation*, *Native and non-native speaker identities in interaction* and *Multilingualism in publishing practices in multilingualism research in Anglophone contexts*.

Lockyer, K, *Between branding and mobility: Employees' experiences of belonging to a multinational company* (poster)

O'Neill, F, *Professional mobility, multilingualism and the art of impression management*.

Scarino, A, presented papers and convened the following: *Mediation in the Assessment of Intercultural Language Learning in Language Education and Intercultural Mediation: Perspectives from France and Australia*; *The Australian Curriculum for Languages: Developing curricula for specific languages* in invited symposium *One Size Does Not Fit All: Specificities of Language and Culture in the Australian*; *Developing teacher capabilities for teaching languages in the context of linguistic and cultural diversity* in invited symposium *Perspectives on Improving Teaching Training: Meeting Challenges and Creating Opportunities*; *Developing the assessment literacy of teachers of languages: A conceptual and interpretive challenge* in invited symposium *Teacher Assessment Literacy in Second and Foreign Language Education: International Perspectives*.

Scarino, A & Liddicoat, AJ *Reconceptualising learning in languages education* in invited symposium *Interdisciplinary Approaches to Language Teaching and Learning in Contemporary and Transnational Times*.

Wagner, J, *Authenticity and technology: variation in French textbook packages*

Keynote and plenary presentations

In addition to the above, members were also invited to give the following keynotes or plenary sessions:

Heugh, K, Invited keynote presentation: *Bi-/tri-literacy and multilingualism in schools: Managing learning and teaching in local and international languages*. Government Cluster Policy Workshop (multi-sectoral South African Government workshop), Department of Science and Technology, and the Human Sciences Research Council of South Africa, at the CSIR, Pretoria, 20 February 2014.

Kohler, M, Plenary address: *Dimensions of language learning in the Australian Curriculum: Indonesian*. SA Indonesian Teachers' Conference, Hindmarsh: Adelaide, August 2014.

Kohler, M, Bradshaw, S & Corston, A, Plenary presentation: *The Australian Curriculum: Indonesian: What lies beneath and where to for teachers?* Australian Society of Indonesian Language Educators' Biennial Conference, Denpasar, Bali, 29–30 September 2014.

Liddicoat, AJ, Plenary address: *Teaching and learning languages from an intercultural perspective*. Invited workshop: *Using intercultural language teaching and learning in the classroom*. Intercultural Competency and Language Learning Symposium, Auckland University of Technology, 28 February and 1 March 2014.

While in New Zealand Professor Liddicoat, presented seminars for the School of Languages and Cultures at Auckland University of Technology, and for International Languages Exchanges and Pathways at the University of Auckland.

Liddicoat, AJ, Keynote address: *Conscience métapragmatique et médiation interculturelle dans l'apprentissage des langues* [Metapragmatic awareness and intercultural mediation in language learning]. International Conference *L'interculturel à la croisée des mondes: Didactique et pédagogie des langues et des cultures*, Kyoto University, 4 and 5 April 2014. He also presented an invited paper: *Linguistics and the integration of language and culture in language education*.

Liddicoat, AJ, Opening keynote address: *Intercultural language teaching and learning: Rethinking language, culture and learning in the language classroom*. British Association for Applied Linguistics Seminar on Language Teaching and Language Learning, University of Edinburgh, 22 May 2014.

Liddicoat, AJ, Plenary address: *Discovery learning for language and literacy*. Seminar of English Language Teaching, 21 October 2014, Muhammadiyah University of Purowkerto, Indonesia. He also taught two master classes for graduate students on discovery learning for English language teaching and integrating language and culture into English language teaching while at the university.

Liddicoat, AJ, Keynote address: *Linguistics, the intercultural and language learning*. First International Conference on Intercultural Competence in Language Teaching, 12–15 November 2014, Universidad del Valle in Cali, Colombia.

Liddicoat, AJ, Keynote address: Language planning in religious observance. International Conference on Language and Religion, State Islamic University Sunan Kalijaga, Yogyakarta, Indonesia, 24 October 2014.

Scarino, A, 2014, Invited paper: *Changing perspectives on language learning: Towards an interlinguistic and intercultural perspective*. UNESCO/Ministry of Education, People's Republic of China International Conference on Language Education, Suzhou, China, 5 June 2015.

Scarino, A, Invited keynote address: *What's new in the Australian Curriculum: Language?* 2014 Conference of the Australian Network of Government Language Schools, 21–23 August 2014.

Scarino, A, Invited keynote address: Pedagogies for teaching languages in the context of the Australian Curriculum, Annual Conference of the Modern Language Teachers Association of South Australia, 30 August 2014.

Scarino, A, Invited plenary address: *The teaching of Italian in Australia: Opportunities and threats at the Italian Down Under Conference* organised by the Italian Embassy, Canberra, 5–6 September 2014.

Scarino, A, Invited plenary paper: *International education as intercultural learning*, 2014 Conference of the Council of International Schools, 17 September 2014.

Scarino, A, Invited session: *Collaborations in languages education in higher education*. Conference of Deans of Arts, Social Sciences and Humanities on Collaborative Arrangements for Teaching Languages (with Professor Tim Mehigan and Associate Professor Marisa Cordella, from University of Qld), Brisbane, 17–19 September 2014.

Scarino, A, Opening keynote address: *The role of languages in developing Asia literacy*. Leading Engagement with Asia Forum, Adelaide, 17 November 2014.

Scarino, A, Workshop presentation: *The role of interpretation in assessment for learning in languages education*. 2014 Association for Language Testing and Assessment of Australian and New Zealand Conference, University of Queensland, Brisbane. 27 November.

Scarino, A, Invited keynote address: *Expanding language assessment practices: The possibilities and challenges of assessing the interpretation and exchange of meaning in language learning*. She also offered a pre-conference workshop: *The role of interpretation in assessment for learning in languages education*. National Conference of the Association of Language Testing and Assessment Association of Australia and New Zealand, University of Queensland, Brisbane, 27–29 November 2014.

Tudini, V, Invited speaker: *Constructing intersubjectivity in online intercultural talk: Research findings*. Language Teaching and Technology Symposium organised by the Department of Linguistics at Macquarie University, 9 October 2014.

Tudini, V, Paper: *Interactivity in the online teaching and learning of foreign languages: reconciling teacher centrality, learner autonomy and resourcing*. She also represented Australia in the Roundtable on Telecollaboration in University Foreign Language Education to explore how telecollaboration can contribute to university internationalisation policy. European Commission–funded conference, Telecollaboration in University Foreign Language Education, León, Spain, 12–14 February 2014 and is a member of the conference management committee.



Conference presentations and seminars

Bongiovanni, C, *Experiencing inclusivity from the perspective of disability: A narrative study*. Pathways 12 Conference, Perth, Western Australia on 3–5th December 2014.

Curnow, T & Kohler, M, 2014, *Lack of retention in high school language programs: Students' own understandings*. International Association of Applied Linguistics, Brisbane 2014.

Heugh, K, Multilingualism, multilinguality and English medium education: Rethinking boundaries or falling off the edge. Symposium: The use of English as a Medium of Instruction in Higher Education in the Asia-Pacific: Issues and Challenges, Griffith University, Brisbane, 29 March 2014.

Heugh, K, *Southern practices and theories of multilingualism and multilinguality*. Conference: Modern Transformations and the Challenges of Inequalities in Education in India, University of Delhi, 27–29 December 2014.

Heugh, K, *Diversities, affinities and diaspora: An introduction with an Australian focus*. Joint paper presentation and co-convenor: RCLC Symposium, Diversities, Affinities and Diaspora, Adelaide, 18 August 2014.

Hill, K, King, J Crichton, J & Gleason, A, *Defining effective communication in the psychiatric interview*. International Conference on Applied Linguistics and Professional Practice, Geneva, 10–13 September 2014.

Hogarth, C, *L'insolence littéraire inspire toujours: Alain Mabankou: A scandal-seeking aesthetic?* Australian Society for French Studies Annual Convention, University of Melbourne, 4 December 2014.

Kohler, M, *Language teachers as mediators: the inseparability of teachers' lives from teaching*. Symposium: Language education and intercultural mediation: Perspectives from France and Australia. International Association of Applied Linguistics, Brisbane, 2014.

Kohler, M, *Holding up a mirror through participatory action research: Developing language teachers' intracultural awareness*. Flinders Educational Futures Research Institute, Flinders University, Adelaide, November 2014.

Li, X, *Identities, Histories and languages of Chinese communities in South Australia*. MLTASA Bi-Annual Conference, 30 August 2014 at the EDC, Hindmarsh, Adelaide.

Liddicoat, AJ, *Linguistics, the intercultural and language learning*. First International Conference on Intercultural Competence in Language Teaching, Universidad del Valle in Cali, Colombia, 12–15 November, 2014. He also presented a workshop: *Linguistics and the Integration of Language and Culture in Language Education*, and a roundtable contribution: *Interculturalidad y la enseñanza de lenguas extranjeras* [Interculturality and foreign language teaching].

Lockyer, K & Crichton, J, *Accomplishing the brand: Employees' experiences of working of a multinational corporation*. Applied Linguistics in Professional Practice 4th International Conference, Geneva, Switzerland, 10–12 September 2014.

Napu, N, *The translation of tourism texts: Problems and implication on the text effectiveness for tourism promotion*. International Conference on Community Translation, University of Western Sydney, 11–13 September 2014.

Scarino, A, *Classroom research in Australia*. English Language Institute of Singapore, 5–9 May 2014.

Scarino, A, *Changing perspectives on language learning: Towards an interlinguistic/intercultural perspective*. And workshop: *Tools for measuring the impact of classroom inquiry on teacher growth*. English Language Institute of Singapore, 5–9 May 2014.

Scarino, A, 2014, *Issues in assessing intercultural language learning*. Invited lecture, Language Centre, National University of Singapore, 21 May 2014.

Scrimgeour, A, *Becoming a language teacher: The practicum as a critical site for learning*. Chinese Teacher Training Centre (CTTC) Annual Roundtable Symposium, University of Melbourne, 18–19 October 2014.

Scrimgeour, A, *The experiences of Chinese native speakers becoming teachers of Chinese language in schools*. International Conference, Parma, Italy, 29–30 August 2014.

Scrimgeour, A, *Dealing with distinctiveness—reflections on the development the Australian Curriculum: Chinese, Chinese as a Second Language Acquisition Research (CASLAR)*. International Conference, Parma, Italy, 29–30 August 2014.

Scrimgeour, A, *Asian language teaching in the Asian century, Promoting Asia Literacy in the Australian Asian language classroom*. AEF National Conference Sydney, June 2014.

Scrimgeour, A, *Asian language teaching in the Asian century, Australian Curriculum and the Asian language classroom*, NZALT Annual Conference, Palmerston North, New Zealand, July 2014.

Scrimgeour, A. Address: *Developing Chinese cultural-literacy in a Chinese language program*. Invited panel member of experts from Australia and China at the Confucius Institute (University of Adelaide) China Briefing: Cross Cultural Values and Its Influence on Language, 12 November 2014.

Sentumbwe, G & Heugh, K, 2014, *Local languages and primary education in Northern Uganda: Post-conflict community and local partnerships*. In McIlwraith, H (ed) *Language rich Africa: Policy dialogue, The Cape Town Language and Development Conference: Looking Beyond 2015*, pp. 132–155. London, British Council.

Song, Y, *English training inside IT outsourcing companies in China: Evaluation of training lessons and software engineers' views*. Victoria University of Wellington's 14th National Conference for Community Languages and ESOL, 12 July 2014.

Song, Y, *English and China's economy: English use and English training in IT service outsourcing companies in China*. International TESOL Conference organised by Australian Council of TESOL Association (ACTA), Melbourne, October 2014.

Yoshida, R, *Japanese language learners' beliefs and motivation*. Sixth CLaSiC International Conference 2014, National University of Singapore, 4–6 December, 2014.

Awards and recognition

Associate Professor Kathleen Heugh was reappointed Honorary Research Fellow of the Human Sciences Research Council of South Africa (2014–2017)

Associate Professor Angela Scarino was awarded a certificate of recognition of her service and dedication in promoting Italian language and culture in our State on the occasion of the 50th Anniversary of the Dante Alighieri Society of SA on 10th December 2014

Elected Co-President of the Language Testing and Assessment Association of Australia and New Zealand

Invited by the Premier of South Australia to join an advisory group for a Chinese bilingual school program in South Australia.



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)

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

Modern Language Journal

Multilingual Education

Multilingual Margins

Reading and Writing

Revue japonaise de didactique du français

Professional engagement

During 2014, members of the RCLC undertook a variety of activities. Of note are the following:

Associate Professor Kathleen Heugh

- Extraordinary Associate Professor of Linguistics at the University of the Western Cape (continuing)
- International Advisor to the National Multilingual Education Consortium at Jawaharlal Nehru University, India
- International peer reviewer for the National Research Council of South Africa

Associate Professor Angela Scarino received invitations to the following roles:

- Reference member of the OLT-funded project:
A National Language Studies Portal for Australian Universities. This two-year project seeks to create a searchable online database that can be used by students, educators and the public. It will be used for making language courses visible and so provide access to language learning across Australia.
- Member, External Advisory Board of the Language Testing Research Centre at the University of Melbourne
- External reviewer of research proposals submitted to the Office of Education Research, Singapore.
- She continued in other roles as:
 - Chair, Multicultural Education Committee (MEC) of South Australia, a ministerial advisory committee.
 - Member, Chinese Bilingual School Working Party of the Department of Education and Children's Services
 - Member, National Advisory Committee of Australian Curriculum, Assessment and Reporting Authority (ACARA).

Research education

Higher degree by research students

RCLC members supervise a number of PhD and Masters by Research students in a diverse range of research areas. In 2014 our students were:

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

Abdulrahman Almushawah, *A study of Saudi university students' motivation and attitudes towards learning English as a foreign language in Saudi Arabia*. Supervisors: Dr Tim Curnow, Professor Tony Liddicoat

Janet Armitage, *Successes and challenges to language shift from 'orate' to 'literate' language use amongst nomadic oral language groups*. Supervisors: Professor Tony Liddicoat, Dr Kathleen Heugh

Chantel Bongiovanni, *Navigating disclosure: A narrative study*. Supervisors: Dr Jonathan Crichton and Associate Professor Angela Scarino

Carmen De Miguel Rodriguez, *Assessment of intercultural competence in the International Baccalaureate diploma*. Supervisors: Associate Professor Angela Scarino, Professor Tony Liddicoat, Dr Rebecca Hamer

Corinna Di Niro, *Re-reinterpreting the Commedia dell'Arte for a diverse Australian audience*. Supervisors: Associate Professor Angela Scarino, Dr Daniela Kaleva

Duc Tien Do, *A study of the use of discourse markers in contexts of non-coherent topic shift in Australian English conversation*. Supervisors: Professor Tony Liddicoat, Dr Tim Curnow

Alex Duncan, *Analysing and understanding the expansion of Italy's cannibale literature into Australian literature*. Supervisors: Dr Enza Tudini, Dr Ioana Petrescu

Matteo Farina, *Sequence organisation of Facebook home threads*. Supervisors: Dr Enza Tudini, Dr Tim Curnow

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: Professor Tony Liddicoat, Dr Ibrahima Diallo

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

Supervisors: Dr Reiko Yoshida, Professor 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: Professor Tony Liddicoat, Dr Tim Curnow

Xuan Li, *Towards translation as a pedagogy for teaching English to Chinese students*. Supervisors: Associate Professor Angela Scarino, Associate Professor Kathleen Heugh

Kerrilee Lockyer, *Between branding and mobility: Employees experiences of belonging in a multinational corporation*. Supervisor: Dr Jonathan Crichton, Professor Tony Liddicoat

Simone Marino, *The intergenerational transmission of cultural values and identity among the Calabrian community of Adelaide, South Australia*. Supervisors: Associate Professor Angela Scarino, Dr Giancarlo Chiro

Ameneh Mohaghegh, *Critical discourse analysis of English translations of controversial Quranic verses: The case of representing Islamic ideology on treating non-Muslims and women*. Supervisors: Professor Tony Liddicoat, Dr Tim Curnow

Muziatun, *A Discourse analysis: press language politicization and foreign language interference in Gorontalo local newspapers; Gorontalo Post and Tribune News*. Supervisors: Dr Michelle Kohler, Professor Tony Liddicoat

Keiko Nakao, *Intercultural assessment task in Japanese language classroom*. Supervisors: Professor Tony Liddicoat, Dr Reiko Yoshida, Ms Akiko Tomita

Novriyanto Napu, *The translation of tourism texts: exploring the quality and its relationship to the commissioning process*. Supervisors: Professor Tony Liddicoat, Dr Michelle Kohler

Fiona O'Neill, *Multilingual francophone speakers experience of moving between languages and cultures in Australia: A narrative study*. Supervisors: Dr Jonathan Crichton, Professor Tony Liddicoat

Yukiko Saito, *The relationship between teachers' conceptions of culture and their practices in the classroom learning of Japanese*. Supervisors: Associate Professor Angela Scarino, Dr Giancarlo Chiro

Tara Sehatzadeh, *The migrant mother tongue—an investigation into the middle eastern approach towards its language and script in the contemporary era*. Supervisors: Associate Professor Angela Scarino, Associate Professor Kathleen Heugh

Jamillah Shaari, *Foreign academics in local universities in Malaysia: The matter of being intercultural competent communicator*. Supervisors: Dr Shamsul Khan, Dr Giancarlo Chiro

Ying Song, *The provision of English language training in IT outsourcing companies in China*. Supervisors: Dr Kathleen Heugh, Dr Tim Curnow

Jennifer Wagner, *Geographic and stylistic variation in the lexicon of French language textbooks*. Supervisors: Professor Tony Liddicoat, Dr Ibrahima Diallo

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

Jen Zhao, *The interpretation of communication contexts; a study of assessor mediation of oral language assessment interviews in the language, literacy and numeracy program*. Supervisors: Associate Professor Angela Scarino, Dr Jonathan Crichton

PhD completions

Dr Arianna Dagnino, *The Istanbul quintet: transcultural writers and transcultural novels in the age of global mobility*. Supervisors: Dr Giancarlo Chiro, Dr Enza Tudini; Professor Sneja Gunew

Dr Stefan Gulmanelli, *The long journey of Australia's engagement with Asia: A national identity perspective*. Supervisors: Dr Giancarlo Chiro, Professor Suzanne Franzway

Dr Nga Nguyen, *The pragmatic performance of discourse markers in conversation by Vietnamese learners of English across levels of proficiency*. Supervisors: Professor Tony Liddicoat, Dr Tim Curnow

Honours students

Alyssa Pearce, *Speak that I may know thee; an exploration of female gender construction through language in World of Warcraft*. Supervisor: Dr Enza Tudini

Samantha Farquhar, *Requests made by learners of Japanese*. Supervisor: Dr Tim Curnow

Christina Monti, *Narrative research into the experiences of African migrants in the Veneto region of Italy*. Supervisor: Dr Giancarlo Chiro

Jane Mahar, *Translating Lucarelli—theory and practice*. Supervisor: Dr Isobel Grave

Christine Macdonald, *Representation through narrative identity: Writing the self in memoirs of Italian prisoners of war in Australia*. Supervisor: Dr Isobel Grave

Kenneth Gavin, *Memorie scritturali e rinnovamento spirituale in Jacopone da Todi*. Supervisor: Dr Isobel Grave

<http://www.unisa.edu.au/research/research-centre-for-languages-and-cultures/>

Research Centre for Languages and Cultures

University of South Australia

GPO Box 2471

Adelaide SA 5001 Australia

Telephone +61 8 830 24775

Fax +61 8 830 24396

Email Angela.scarino@unisa.edu.au

CRICOS provider number 00121B



University of
South Australia

School of
**Communication,
International Studies
and Languages**



University of
South Australia

Research Centre for
**Languages
and Cultures**

