



## POSTGRADUATE CONFERENCE ON MULTILINGUALISM

*Saturday, 10 October 2020*

Co-hosted by Multilingualism Research Centre, Macquarie University,  
and School of Education, University of New South Wales, Australia



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## WELCOME AND THANKS

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It is with great pleasure that I welcome you to this first Postgraduate Conference on Multilingualism held jointly by the Multilingualism Research Centre at Macquarie University and the School of Education at the University of New South Wales.

Earlier this year we decided to hold a conference at Macquarie University to bring together Sydney-based postgraduate research students who were working on topics of multilingualism. Within a few weeks we were in the midst of the first wave of the coronavirus outbreak and we realized that there would be no conference on campus this year. But the Conference Committee made the brave decision to go ahead and hold the conference online and here we are today.

The Conference Committee has worked tirelessly on the logistics of running an online conference and I am sure their efforts will be rewarded with a successful day of presentations and discussion. One advantage of being online is that we have been able to widen participation beyond the Sydney region. I want to offer a special welcome to participants from New Zealand and elsewhere in Australia.

Many international conferences have had to be cancelled this year and only a few have managed to run online alternatives. I appreciate that many of our postgraduate students have missed the chance to travel and present their work overseas. This is a different kind of conference and we hope it will offer a different kind of experience.

A conference is a great opportunity to present your work and get feedback. It is an even better opportunity to listen to find out about other students' work and meet like-minded researchers. Stay for the day, take the opportunity to get to know each other online, and I hope we will see you on the Macquarie University before too long!

Lastly, I would like to thank the Macquarie IT staff for their help in organizing this conference, our plenary speakers, Prof. Gary Barkhuizen and Dr Luis Miguel Rojas-Berscia, and my colleagues at UNSW Associate Prof. Gao Xuesong and Dr. Hoa Nguyen for their participation and support.

Professor Phil Benson  
Director, Multilingualism Research Centre  
Department of Linguistics  
Faculty of Medicine, Health and Human Sciences  
Macquarie University

## **ABOUT THE POSTGRADUATE CONFERENCE ON MULTILINGUALISM**

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The *Postgraduate Conference on Multilingualism*, co-hosted by Multilingualism Research Centre, Dep. Linguistics & School of Education, Macquarie University and School of Education, University of New South Wales, is a student-led, web-based conference.

The Conference aims to provide a valuable opportunity for postgraduate students and early career researchers, affiliated with universities in Australia and New Zealand, to present on completed or on-going Master's or Doctoral research related to Multilingualism.

The Conference research streams include:

- Australian indigenous languages
- Geographies of multilingualism
- Language education policy
- Language learning and use in the community
- Language teacher education
- Learning and using English in a multilingual society
- Multilingualism in literature and translation
- Multilingualism in social and professional life
- Multilingualism, technologies and literacies in education

### **Keynote Presentation**

1. Professor Gary Barkhuizen (The University of Auckland, New Zealand)
2. Dr Luis Miguel Rojas-Berscia (The University of Queensland, Australia)

*\* Keynote presentations are accessible via Zoom links shared with registered presenters and attendees only.*

### **Individual Presentation**

48 individual presentations are organised within four parallel sessions. Each presentation is 20 minutes (including 5 minutes of Q/A).

*\* Each presentation is accessible via a parallel session Zoom link shared with registered presenters and attendees only.*

### **The Conference Committee**

Yeong Ju Lee (Chair, Macquarie University)

Teguh Khaerudin (Member, Macquarie University)

Junjun Ramdani (Member, The University of New South Wales)

Muhammad Zeeshan (Member, The University of New South Wales)

Dr Lisa Gilanyi (Member, The University of New South Wales)

### **Volunteers**

HDR students and academics at Dep. Linguistics and School of Education, Macquarie University are moderating parallel sessions.

## PROGRAM OVERVIEW

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- 08.45-09.00 **Welcome:** Yeong Ju (Crystal) Lee, Chair of the Postgraduate Conference on Multilingualism  
**Venue:** Zoom Link A
- 09.00-09.40 **Keynote:** Prof Gary Barkhuizen, The University of Auckland  
**Title:** Immigrant identity integration over time: A cognitive-development narrative study  
**Venue:** Zoom Link A
- 09.40-10.00 **Morning Break** (A brief instruction session for presenters)
- 10.00-12.00 **Individual Presentations Session 1**  
**Venue:** Zoom Link 1, Link 2, Link 3, Link 4
- 12.00-13.00 **Lunch Break**
- 13.00-15.00 **Individual Presentations Session 2**  
**Venue:** Zoom Link 1, Link 2, Link 3, Link 4
- 15.00-15.10 **Afternoon Break**
- 15.10-15.50 **Keynote:** Dr Luis Miguel Rojas-Berscia, The University of Queensland  
**Title:** Remixing in the desert: An introduction to dynamic linguistics through the lenses of a Balgo multilingual repertoire  
**Venue:** Zoom Link A
- 15.50-16.20 **Social Mingling**  
**Venue:** Zoom Link A
- 16.20-16.30 **Closing:** Yeong Ju (Crystal) Lee, Chair of the Postgraduate Conference on Multilingualism  
**Venue:** Zoom Link A

## PRESENTATION SCHEDULE

Time	Session			
08.45 – 09.00	Welcome Venue: <<Zoom Link A>>			
09.00 – 09.40	Keynote: Prof Gary Barkhuizen (The University of Auckland) Title: Immigrant Identity Integration over Time: A Cognitive-Development Narrative Study Venue: <<Zoom Link A>>			
09.40 – 10.00	<i>Morning Break</i> (A brief instruction session for presenters)			
	Zoom Room 1 <<Link 1>>	Zoom Room 2 <<Link 2>>	Zoom Room 3 <<Link 3>>	Zoom Room 4 <<Link 4>>
10.00 – 10.20	Victoria, Eliza  Estranging the Philippines: An Analysis of Dean Alfar's "L'Aquilone du Estrellas (The Kite of Stars)"	Liang, Luyao  Two Countries, One Policy: A Comparative Synthesis of Early Childhood English Education in China and Australia	Wilson, Owen  Using Chakowa's Digitally Enhanced Learning Model to Adapt Face-to-Face EAP Materials to Be Taught Online	Barnes, Gareth  Exploring the Ecology of 3rd Age Language Learner Groups
10.20 – 10.40	Dettwiler-Hanni, Tina U.  Plurilinguals' Experiences in the Languages Classroom in Regional New South Wales (New England Region)	Lee, Huan Yik (Patrick)  Addressing Fallacies of English Language Education in Multilingual Southeast Asia	Davis, Emily E., Jeffery, Danielle & Kretzer, Michael M.  Lost in Translation: Multilingual Public Health Signage during the COVID-19 Pandemic in Australia	Mashayekh, Sara  The Influence of Task on EFL Learner Oral Language Performance: A Sociocultural Analysis
10.40 – 11.00	Billingham, Necia Stanford  Southern Multilingualisms in Geopolitical Spaces of (Im)Mobility	Sakamoto, Fern  Foreign-Language Education and Global Competence in Japan	Dofs, Kerstin  Adjustment Issues by English as an Additional Language Students at Higher Educational Institutions	Truong, Liem Thi Tu  English-Medium Instruction through the Lens of Vietnamese Insiders: Learning, Transitioning and Re-Thinking
11.00 – 11.20	Nagahawatte, Kethakie  An Exploration of English Language Learner Subjectivity Negotiation in a Multilingual Setting	Wang, Sixuan  Language Education Policies of China and their Implementation in the Blang Community	Nu, Anh T. Ton  Teacher Education in Australia and Vietnam: An Investigation into Pragmatics Teaching	Ong, Teresa Wai See  "Ngi Ho Mo?": Challenging Hakka Language Maintenance Issue in Malaysia
11.20 – 11.40	Amalo, Bonik  Exploring Indonesian EFL Teachers' Perceptions about the Benefits and Challenges in Promoting Learner Autonomy in	Browne, Emma & Gibson, Fiona  Warlpiri Educator Language Ideologies Shaping Language Use and Pedagogy in the Classroom	Tran, Van H., Verdon, Sarah, McLeod, Sharynne & Wang, Cen  Vietnamese-Australian Families: Family Language Policy and Home	El-Khaissi, Charbel  The Sociolinguistics of Script: A Case Study on a Multilingual Australian-Lebanese Community

	Underprivileged Senior High Schools		Language Maintenance	
11.40 – 12.00	Nguyen, Thu Thi  Cooperativeness in Academic Communication in English as a Lingua Franca	Wood, Megan  Murrinhpatha Language Maintenance and Literacy Education	Nguyen, Thi Phuong Lan  Vietnamese English Language Teacher Education: Policy and Practice	Grasso, Suzanne  Spanish Heritage Language Maintenance in Melbourne
12.00 – 13.00	<i>Lunch Break</i>			
	Zoom Room 1 <<link 1>>	Zoom Room 2 <<link 2>>	Zoom Room 3 <<link 3>>	Zoom Room 4 <<link 4>>
13.00 – 13.20	Saunders, Sherryl  Professional Standards for Languages Teachers: Meeting the Challenge of Plurilingual Australia	Ruane, Colum  Examining English within Contemporary Society: Exploring a Korean perspective	Xu, Samantha Zhan  Understanding the Chinese Restaurant Scape of Hurstville: An Ethnographic Linguistic Landscape Study in Sydney	Al-Hinaai, Badour  Virtual Reality in ESP Writing Classroom: Improving Learners' Writing Performance and Increasing Motivation through ZPD Perspective
13.20 – 13.40	Wulandari, Ella  An Exploration of Professional Learning Experiences of Preservice Teachers in a Teacher Placement Program in Indonesia	Uptin, Jonnell  Beyond Language Learning: Examining How Labelling Learners from Refugee Backgrounds Limits not only the Students but Australian Schools	Castle, Chloe  Consciously Co-Opting Grammar Between Languages: The Case of Borrowed Morphology from Czech Into English	Cao, Lu  Investigating the Revision Processes of Chinese-English Student Translators
13.40 – 14.00	Avilés, Annie  The Complexities of Becoming a Language Teacher Educator: The Role of Professional Identity and Professional Development	Hoang, Trang  Challenges of English Medium Instruction in Vietnamese Higher Education	Walker, Talia  Apology Emails to Academic Staff: A Comparison of Australian Learners of Italian and Italian Native Speakers	Crosby, Simon  Watch your Language: Bi/Multilingual Language Practices in an Innovative Learning Environment: A case Study in a New Zealand Junior College
14.00 – 14.20	Mustikasari, Dewi Wahyu  English Teachers' Design Work of Online Distance Learning: Through the Lens of the Language Policy	Do, Thi My Ha  Bilingual Curriculum Adoption: A Cross-Case Study of Two Primary Schools in Vietnam	Yeh, Li-Chen  Unveiling the Complexity of Past Multilingualism: The Atypical Colonially-Mediated Contact Outcomes in Pazeh-Kaxabu	Freeman, Leonard  Investigating the Fairness and Validity of Using Remote Aboriginal Students' Standardised English Reading Test Scores to Make Judgements and Decisions
14.20 – 14.40	Acton, Laurel  Challenging Dark Myths about International	Kharchenko, Yulia  Developing Multilingual Identities of International	Wang, Yining  "I Rarely Speak English/Chinese in my Social Circle" – Heritage Language	Chen, Lin  Learning Experience of Mandarin Learners from Chinese Dialect

	Students' Use of Machine Translation	English Language Students in Australia	Experiences and Language Use of Chinese Migrant Children in Australia	Backgrounds in New Zealand
14.40 – 15.00	Gilanyi, Lisa  Transnational Sojourners' Investment in Learning English: A Multi-Case Study of Partners of International Students in Australia	Istiqomah, Lilik  A Narrative Depiction of Teaching Learning Interpreting toward Indonesian Students (Pre-Service Interpreters): My Challenging Experiences	Albalawi, Hend  Bedouin Dialects: Language Use and Identity Perceptions of Bedouin Speaking University Students in North-Western Saudi Arabia and Implications for Language Vitality	Liu, Chang  Becoming a Teacher of Chinese Language in Australia: The Wider Discourse
15.00 – 15.10	<i>Afternoon Break</i>			
15.10 – 15.50	Keynote 2: Dr Luis Miguel Rojas-Berscia (The University of Queensland) Title: Remixing in the Desert: An Introduction to Dynamic Linguistics through the Lenses of a Balgo Multilingual Repertoire Venue: <<Zoom Link A>>			
15.50 – 16.20	Social Mingling Venue: <<Zoom Link A>>			
16.20 – 16.30	Closing Venue: <<Zoom Link A>>			

## KEYNOTE ABSTRACTS

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**Keynote:** Professor Gary Barkhuizen

The University of Auckland, New Zealand

**Title:** Immigrant Identity Integration over Time: A Cognitive-Development Narrative Study

**Time:** 9:00 – 9:40

### Abstract

In this presentation I tell the story of an Afrikaans-English bilingual immigrant's pre-departure (in South Africa) expectations and desires and her retrospective meaning making of the experiences she had lived since her arrival in New Zealand. The 15-year longitudinal narrative study focuses on her use of English and Afrikaans in the host country, particularly in the community and the workplace, and pays attention to its reception by others in these contexts. The study draws on a cognitive-developmental model of identity integration, which frames the analysis of interview data from a narrative perspective, and analyses her experiences at the nexus of language, social inclusion, and identity. In the presentation, I'll analyse story excerpts to show how the participant's languages are used and received in New Zealand and what effect this has on her life and identity as an immigrant in the country over time. Salient themes in her development include the English language, employment, host culture reception, agency, and coping and adaptation. I conclude with some points to consider when doing multilingual identity research.

### Biography

Gary Barkhuizen is a Professor of Applied Linguistics at the University of Auckland in New Zealand. His teaching and research interests are in the areas of teacher education, language teacher (educator) and learner identity, study abroad, and narrative inquiry. His books include *Narrative Research in Applied Linguistics* (Ed., 2013, Cambridge University Press), *Narrative Inquiry in Language Teaching and Learning Research* (2014, Routledge, with Phil Benson and Alice Chik), and *Qualitative Research Topics in Language Teacher Education* (Ed., 2019, Routledge). His latest book is *Communicating Identities* (2020, Routledge, with Pat Strauss). He is currently editing a book on the psychological experiences of language teachers who study abroad. He likes Bob Dylan, good wine and the Warriors.

## KEYNOTE ABSTRACTS

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**Keynote:** Dr Luis Miguel Rojas-Berscia

The University of Queensland, Australia

**Title:** Remixing in the Desert: An Introduction to Dynamic Linguistics through the Lenses of a Balgo Multilingual Repertoire

**Time:** 15:10 – 15:50

### Abstract

This talk is an introduction to *Dynamic Linguistics* (DL), through the analysis of the linguistic competence of speakers in Balgo, a multilingual town in Australia's Great Sandy Desert. DL is a formal theory of grammar that bridges the advances in the understanding of language production (cf. Seuren 2018, *Semantic Syntax*) and the incorporation of variation in the transformational machinery (Bailey 1973). One of its most important contributions to the field is the idea of *lect*, as “a completely non-committal term for any bundling together of linguistic phenomena” (Bailey, 1973, p. 13). Mental grammars would therefore be *poly-lectal* and “whatever the level of abstraction represented by a grammar may be, it should contain underlying representations and rules which will generate all the systematic variation in the data at the systematic phonetic level of every lect abstracted from” (Bailey, 1973, p. 13). In addition, following Schuchardt (1885), DL attempts at incorporating internal reconstruction and the comparative method (Bailey, 1973, p. 33, Rojas-Berscia 2019, in press), as well as the concept of ‘creolisation’ as the axis of creation of new linguistic systems in the historical sense (Seuren & Wekker 1986).

In this talk I will show how such an encompassing model of competence, i.e DL, updated and informed by recent developments in third wave sociolinguistics, particularly the notion of *non-polyglossic multilingualism* (Lüpke, 2017), as well as *lingueme* (Croft, 2000) or item-based approaches (Enfield, 2014), can help us to understand the development of contact languages in Australia.

### Biography

Dr Luis Miguel Rojas Berscia was born in Lima (Peru) in 1991. He studied Hispanic linguistics at the Pontificia Universidad Católica in Peru. He then moved to The Netherlands where his MA(Hons) [2014] and PhD [2019] degrees were conferred. He is particularly interested in the factors underlying the origins of language diversification in the Americas and Australia, from a contact linguistics and a modular point of view. For the past eight years he has been working on Shawi, a Kawapanan language spoken by the swidden agriculturalist Shawi in Peruvian northwestern Amazonia. His work has been fieldwork-based and has since focused on the study of causation, ergativity, and sociolinguistic variation. He has also conducted fieldwork with

other related and adjacent Amazonian languages, such as Shiwilu (Kawapanan), Muniche (isolate), and Upper Amazonian Quechua (as spoken in Lamas, Munichis, Charapillo, Ungurahui and Santa Cruz del Huallaga). He has also written a heritage reference grammar of Selk'nam, a Chonan language once spoken in the island of Tierra del Fuego (Argentina and Chile). Dr Rojas Berscia has also worked on East-Asian languages, such as Mandarin Chinese, Hakka Chinese (as spoken in Suriname), and Yilan Japanese, an Atayal-Japanese mixed language spoken in Yilan County, Taiwan.

To date, he is focused on the study of Mission Kukatja, a Wati (Pama-Nyungan) language spoken in Wirrimanu (Balgo), in the south easternmost part of the Kimberley region in Western Australia. He is particularly interested in the development of this contact language, as well as on the ongoing contact-induced language change due to the imminent arrival of Kriol and English.

## INDIVIDUAL ABSTRACTS

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**Session 1: 10.00 – 12.00**

**Room 1**

**Estranging the Philippines: An Analysis of Dean Alfar’s “L’Aquilone du Estrellas (The Kite of Stars)”**

*Victoria, Eliza - University of Sydney*

*Multilingualism in Literature and Translation*

My research investigates the strategies Filipino authors of speculative fiction in English employ to “estrangle” the Filipino reality and to bridge the geographical, cultural, and linguistic boundary spaces between themselves and their readers. Estrangement comes from Russian Formalist Victor Shklovsky’s concept, *ostranenie*, which he sees as the purpose of art (Shklovsky & Berlina, 2015); *ostranenie* is also translated to “defamiliarization”. Following Michael Adams’ argument that estrangement is a literary illocutionary act (from J.L. Austin’s speech act theory) which the writer of fantasy and science fiction—genres I include under the cultural field of speculative fiction—employs to produce doubt or wonder (Adams, 2017), I contend that Filipino writers employ estrangement through various linguistic and rhetorical mechanisms to re-write the Filipino identity and nation, defamiliarizing the Philippines in order to free their stories from the burden of the Filipino reality and its past and present colonial and political concerns, and to address and challenge these same concerns as well as transnational and universal themes. For this conference, I will present an analysis of Dean Alfar’s short story “L’Aquilone du Estrellas (The Kite of Stars)” as a case study.

**Plurilinguals’ Experiences in the Languages Classroom in Regional New South Wales (New England Region)**

*Dettwiler-Hanni, Tina U. - University of New England*

*Multilingualism in Social and Professional Life*

Australia has one of the more complex linguistic demographics in the world because it comprises three groups: the indigenous category, with all its varieties, the settlers’ British and Irish English, and the more than 350 languages introduced by immigrant groups arriving from the middle of the 20<sup>th</sup> century onwards. Around a quarter of the population speak another language than English at home these days. However, the mindset of the Australian society is still characterised by monolingual thinking. The aim of the study is to examine the experiences of plurilingual students in regional Australian and to link these experiences to family and educational settings. The study will try to answer the question: What is the experience of plurilingual children in regional schools generally, and in languages classrooms in particular? And furthermore, how can plurilinguals sustain their heritage language in a regional area like the New England Region with few to no other people speaking it in the community? Consequently, the study will investigate how students live their plurilingual life, how parents manage languages in the family and how teachers and schools administer and support plurilinguals in the (languages) classroom and it will also show how plurilinguals manage to be resilient in a monolingual world.

Due to Covid-19 the data collection will be online only. It includes an online questionnaire for parents, languages teacher and plurilingual children and using Zoom/ Skype or FaceTime for interviews.

## **Southern Multilingualisms in Geopolitical Spaces of (Im)Mobility**

*Billingshurst, Necia Stanford - University of South Australia*

*Geographies of Multilingualism*

This presentation contributes to South-North dialogue on southern multilingualisms (Heugh & Stroud, 2014) through an investigation of geopolitical dislocation and the role of multilingualisms in northern and southern spaces of (im)mobility. Four encounters along pathways of forced migration are explored, revealing situations of inequality where linguistic repertoires pose both opportunity and risk. The discussion builds on a consideration of De Certeau's (1984) notion of space as 'practiced place' and Higgins's (2017) assertion that space is shaped by multilingual language practices.

I draw on data collected through a mixed-methods study into the language choices and affinities of 31 women with ties to South Sudan now residing in South Australia. Questionnaires, semi-structured interviews, ethnographic observations, and epistemic reflexivity (Bourdieu, 1989; Salö, 2019) are used to elicit the role of language in experiences of displacement, asylum, and settlement. Data analysis is conducted using inductive social constructivist grounded theory (Charmaz, 2006). Analysis of the 'small stories' (Georgakopoulou, 2007) shared in the interviews blends the open coding of grounded theory with Reissman's (2008) dialogic/performance analysis.

Findings suggest that in certain points along the migration trajectory, multilingual abilities may enable the creation of safe spaces and enhanced opportunities for movement. Conversely, migrants may find that in other situations their multilingualism restricts mobility, increases precarity, and inhibits belonging. This occurs in surprising ways in both northern and southern geopolitical spaces along their migration, resulting in trade-offs between physical and sociolinguistic mobilities and belonging. Optimization of mobility and inclusion during periods of displacement, asylum, and settlement may appear unattainable; however, possibility and opportunity may lie at the frontier of space and language.

## **An Exploration of English Language Learner Subjectivity Negotiation in a Multilingual Setting**

*Nagahawatte, Kethakie - University of Auckland*

*Learning and Using English in a Multilingual Society*

This presentation reports on findings of a study conducted on English language learning and learner subjectivity negotiation with four final year undergraduate students at a State University in Sri Lanka. The study aimed at exploring how sociocultural narratives impact English language learning through an analysis of subjectivity negotiation in learner narratives. Sri Lanka is a multilingual country with Sinhala and Tamil as its official and national languages. However, specific contextual dynamics and global trends have established English as the language of power and prestige essential to achieve upward social and economic mobility in Sri Lanka. The study was driven by two research questions: How do learners construct their subjectivities in relation to the English language learning process? and How do the sociocultural narratives embedded in the learners' narratives impact their subjectivity negotiation? The research questions were informed by applied linguistics studies that argue for socially informed understandings of second language learning and conceptualize identity as fluid, multiple, contradictory, and a site of struggle. It employed narrative inquiry because its epistemological understanding of knowledge and identity as unfixed, relational, and socially constructed enables critical probing of learner subjectivity negotiation.

The findings indicated that limitations of the national English language teaching programme and metanarratives, such as social class, exclude learners from English language speech communities and curtail opportunities to negotiate their subjectivities. Their inability to access a type of learning that can empower them leaves them frustrated. Supporting claims made by previous studies on the "right to speech," this study argues that "competency" should be broadened to entail learners' ability to negotiate their subjectivities and demand respect from the target language speakers. This would ensure an empowering learning experience.

## **Exploring Indonesian EFL Teachers' Perceptions about the Benefits and Challenges in Promoting Learner Autonomy in Underprivileged Senior High Schools**

*Amalo, Bonik - University of Canberra*

*Learning and Using English in a Multilingual Society*

With the recent emphasis placed on learner autonomy in the Indonesian national curriculum, teachers are expected to integrate autonomous learning practices. As one of the key factors in the success of mainstream education as well as English language learning in EFL/ESL contexts, numerous studies have focused on learner autonomy mainly in well-resourced environments (Smith, Kuchah & Lamb, 2018). However, such research is absent in less resourced and underprivileged contexts where the promotion of learner autonomy is not only a necessity but also a big challenge. In a multilingual and multiethnic context such as the one in Indonesia, the English teachers' role is demanding, as the English language competes with students' local languages and the learning of the national language. To address the research gap, this research set out to examine the teachers' beliefs and practices for developing autonomy in order to address various challenges in the under-resourced and multilingual teaching context. A qualitative approach was adopted in this study combining semi-structured interviews and classroom observations.

This paper highlights findings from interviews with 32 EFL teachers in 23 underprivileged senior high schools situated in Kupang and TTS regencies. The findings revealed that teachers acknowledged various advantages of autonomous learning and they all reported that they applied autonomy in their teaching contexts. Despite this, most of them were doubtful of the effectiveness of their practices given various constraints emerging from their poor teaching environments and students' multilingual background. Results also showed that teachers' reported practices of developing learner autonomy included encouraging collaborative learning through group work, creating a positive learning environment, employing discovery learning and project-based learning.

This study raises awareness of how learner autonomy can be implemented in less resourced and multilingual contexts and offers pedagogical recommendations to address these challenges suitable not only to the Indonesian but other similar teaching environments.

## **Cooperativeness in Academic Communication in English as a Lingua Franca**

*Nguyen, Thu Thi – Macquarie University*

*Learning and Using English in a Multilingual Society*

Group discussion tasks, which are common academic activities in higher education, can sometimes pose communication challenges to students, especially in a multi-lingual environment in which people use English as a lingua franca (ELF). Thus, how to prepare ESL or EFL learners to communicate effectively in such an environment is a major concern for research and practice in applied linguistics.

Communication strategies (CSs) have attracted considerable research interest for decades. From a Second Language Acquisition (SLA) perspective, CSs have been considered largely as problem-solving devices. However, this conceptualization does not adequately capture the complexity of what actually happens in authentic contexts when ELF speakers from different backgrounds use a range of means and strategies in the achievement of their communication goals. Lately, therefore, there has been an increased focus on CSs from the perspective of ELF pragmatics, mainly conducted in Europe. These studies have suggested that CSs are characterized by their cooperative nature, as ELF speakers use a range of devices to accommodate their speech and pre-empt or resolve understanding problems.

In this paper, I take a qualitative approach to investigate how international students use CSs to build cooperation and mutual support with peers in their academic communication at an Australian university. The data comprised 10 video-recordings of authentic small-group discussions among students from different linguistic backgrounds. They were recorded discussing topics taken from their units of study.

Findings show that participants used a wide range of strategies retrospectively and pro-actively to achieve their task goals. These included repetition, paraphrase, questioning strategies, verbal and

non-verbal backchannels, utterance completion, and several topic management techniques. The “cooperative” nature of ELF communication thus extends beyond the notion of assistance at the word level to reach mutual understanding to notions of collaboration and support at the discourse level as participants pursue their shared academic goals.

## **Session 1: 10.00 – 12.00**

### **Room 2**

#### **Two Countries, One Policy: A Comparative Synthesis of Early Childhood English Education in China and Australia**

*Liang, Luyao - Macquarie University*

*Language Education Policy*

English is taught to students worldwide at different educational levels including early childhood education and care (ECEC) settings. The present study aimed to compare how early childhood English education (ECEE) is being put into practice in Chinese and Australian contexts. To this end, a critical review was conducted by examining relevant policy documents and the empirical studies found in the literature. Results showed that in China, kindergartens face the great challenge of the forbidden stance taken by the educational authority regarding early English education. Such educational policy has forced kindergartens to, on the one hand, conform to the governmental regulations while on the other, provide the much-needed English education to meet parents' ever-increasing demands. In practice, much variations exist in how each kindergarten goes about their actual implementation of English curriculum. Similar to their Chinese counterparts, Australian ECEC practitioners face much difficulties and confusion as there is an absence of a comprehensive English curriculum framework at the preschool level to guide their implementation of English program. Also, the limited existing research yields no scientific evidence showing English program is practiced as a norm in preschool settings, despite many children from non-English-speaking households require language support. This worrying reality may put young Australian children, particularly those who learn English as an additional language or dialect, at a disadvantaged position since they are missing out coherent language support from an early age, the critical period for L2 acquisition. In sum, it appears that despite their different sociolinguistic contexts, the educational authorities in China and Australia are surprisingly similar in their inactive involvement in overseeing and directing the practice of ECEE. Such 'Ostrich' policy, whether prohibitive or laissez-faire, does not benefit the long-term development of young children and the two countries thus should be reviewed with empirical evidence, urgently and systematically.

#### **Addressing Fallacies of English Language Education in Multilingual Southeast Asia**

*Lee, Huan Yik (Patrick) - University of Queensland*

*Language Education Policy*

With more than 1200 living languages, Southeast Asia is a region rich in linguistic and cultural diversity. Its sociolinguistic landscape has been largely attributed to colonialism, postcolonialism and deep-rooted socio-cultural practices. In recent decades, there has been an incessant push for English language education (ELE) throughout the multilingual region, mainly for economic development and social mobility taking into account the potential of English as a global language. What is currently observed across Southeast Asia is the dominance of monolingual foreign language education, almost entirely focused on ELE, ranging from pre-school to university levels. The expansion of ELE is generally grounded on widespread fallacies of ELE, i.e. Earlier is better; more is better; and native speakers provide the best model of English. Such fallacies have led most national governments to enact ELE policies by introducing English at an earlier grade as well as increasing the time for English language instruction in the school curriculum. These reforms have resulted in a crowding out in the curriculum for other languages. There is also a persistent pressure for using English as a medium of instruction at various levels of education. Many edu-businesses capitalise on this global trend, inadvertently advocating for native speakerism. This has stirred debates on which varieties of English are to be taught and learnt. Informed by findings gathered

through interviews with global scholars in the field, this presentation challenges the existing fallacies and offers possible policy alternatives for the region. Some of the possibilities include providing better access to ELE, revamping ELE with a focus towards multilingual competence, prioritising development of local expertise in teacher education and experimenting with mother-tongue based multilingual education. The presentation also recognises the need to celebrate the region's linguistic diversity and cautions against over-promoting ELE, often at the detriment of other languages within the ecology.

### **Foreign-Language Education and Global Competence in Japan**

*Sakamoto, Fern - Macquarie University*

*Language Education Policy*

Universities worldwide are under pressure to produce global citizens capable of navigating the demands of life in the twenty-first century. In Japan, numerous government initiatives intended to internationalize universities and foster globally competent graduates have been launched over the past decade. Related policy documents focus on quantifiable foreign language (FL) goals and describe other elements of global competence only in vague terms, making them difficult to target and teach. It is largely up to individual institutions or educators to interpret exactly what the less quantifiable aspects of global competence look like, and how to cultivate and measure them. In many cases, this results in FL education that focuses on measurable linguistic targets (often based on test scores) and avoids addressing other aspects of global competence entirely. Yet FL mastery alone is not a good predictor of global communicative success. For FL educators in Japan to be able to effectively cultivate global-ready graduates, an understanding of target outcomes to strive for is needed. Extant research in global competence is overwhelmingly Western-centric and most global competence frameworks have been developed on a foundation of Western cultural norms. This is problematic for their application in the Japanese context.

This exploratory study aims to address the need for a conceptual framework for global competence that can be applied by FL educators in Japan. The researcher used a bilingual qualitative questionnaire to collect opinions from students, teachers, professionals and researchers (N=130) regarding what it means to be globally competent in Japan, and the challenges that need to be addressed to help university students in Japan to develop global competence. By integrating multiple perspectives this study aims to explore the concept of global competence in Japan and begin to map the terrain of what a Japan-specific framework may look like.

### **Language Education Policies of China and their Implementation in the Blang Community**

*Wang, Sixuan - University of New South Wales*

*Language Education Policy*

This study provides a review of language education policies of China with regards to the national lingua franca named Putonghua (also known as Standard Mandarin) and minority languages over the past four decades. Then it examines the implementation of the policies in one of the ethnic minority communities, the Blang community. Data were collected through in-depth interviews and ethnographic observations during two months of fieldwork in the Blang Mountain Township, Xishuangbanna Dai Autonomous Prefecture close to the China-Myanmar border. Findings of this study revealed inconsistent and ineffective policy implementation on minority education policies in the Blang community. For example, Blang was not taught at school, even though the Thirteenth Five Year Plan for the Spoken and Written Languages of Ethnic Minorities (2017) set a task to encourage bilingualism. Against the backdrop of the decreasing use of Blang amongst the youth generation, this study highlighted the necessity of bilingual education. This study allows for a comprehensive evaluation of the language education policy and provides insights into policy implementation in ethnic minority areas, which can contribute to the maintenance of minority languages and the preservation of linguistic diversity.

### **Warlpiri Educator Language Ideologies Shaping Language Use and Pedagogy in the Classroom**

*Browne, Emma & Gibson, Fiona - Australian National University*

*Australian Indigenous Languages*

In the remote multilingual community of Yuendumu in the Northern Territory, Warlpiri educators have long advocated for bilingual, bicultural education in a dynamic and changing policy space (Disbray, 2015). In recent decades the key role of language teachers in navigating language policy and shaping diverse classroom language practices has been recognized in the literature on multilingual education (Menken & García, 2010; Palmer, 2011; Palmer & Martínez, 2013; Varghese, 2008). These language practices are locally defined and enacted within individual and wider ideological dimensions (Kroskrity, 2005; Silverstein, 1979).

This presentation explores themes arising from semi-structured interviews with five Warlpiri educators as part of a doctoral research project into classroom language practices at Yuendumu School. The interviews were co-constructed in collaboration with a Warlpiri educator to explore the language ideologies that shape Warlpiri educators' language practices and pedagogy in the first language classroom. Educators expressed consistent commitment to Warlpiri language maintenance at school in the context of diverse community language practices. A central theme was the importance of Warlpiri language education for achieving community goals of quality education for future generations.

### **Murrinhpatha Language Maintenance and Literacy Education**

*Wood, Megan - Australian National University*

*Australian Indigenous Languages*

A Murrinhpatha language maintenance and literacy approach has run in various forms at Our Lady of the Sacred Heart Thamarrurr Catholic College in Wadeye, Northern Territory, since 1976 (Bunduck & Ward, 2017). Most students in Wadeye begin school with Murrinhpatha as a first language. This research aims to document current teaching practices in a participatory action research (Tuck, 2009) process with Murrinhpatha educators to strengthen and showcase teaching and learning through Murrinhpatha. The research responds to the need for the legitimization of culturally responsive and effective pedagogies for Indigenous learners that are informed by Indigenous students, their communities and their teachers (Lloyd et al., 2015).

This research shares how processes of teaching and learning in the Murrinhpatha classroom highlight an approach to school-based language and literacy education that embraces a place-based contextual approach to teach Murrinhpatha language, literacy and knowledge from Wadeye and the Thamarrurr Region. In an educational space that is so often governed by standardisation and 'narratives of failure' (Schwab & Fogarty, 2015), the research process documents how students' stories, identities and language use are honoured in the Murrinhpatha classrooms.

## **Session 1: 10.00 – 12.00**

### **Room 3**

#### **Using Chakowa's Digitally Enhanced Learning Model to Adapt Face-to-Face EAP Materials to Be Taught Online**

*Wilson, Owen - University of Sydney*

*Multilingualism, Technologies and Literacies in Education*

The unexpected descent of Covid-19 has driven many countries into lockdown. Universities have been forced to shut down physical spaces, which has left teachers with the daunting task of transitioning their courses to the online environment. This article describes an EAP teacher's

process of applying Chakowa's (2016) Digitally Enhanced Learning (DEL) model to adapt face-to-face EAP materials for online teaching and learning. First, it concisely reviews the DEL before illustrating how the model was applied, along with personal reflections on procedural steps and technological choices. After that, empirical data is introduced, which supports that the DEL can be a useful tool for adapting classroom teaching materials for online learning. The article concludes with recommendations on how other teachers can apply the DEL.

### **Lost in Translation: Multilingual Public Health Signage during the COVID-19 Pandemic in Australia**

*Davis, Emily E. - University of Groningen  
Jeffery, Danielle - University of Queensland  
Kretzer, Michael M. - Rhodes University*

*Language Learning and Use in The Community*

Although it lacks official status, English is Australia's de facto national language. Australian language policy aims for full English literacy and the intergenerational maintenance of minority languages, such as indigenous Aboriginal languages and languages spoken by migrant groups (Lo Bianco & Slaughter 2016). Thus, while English remains the primary language of public life, the government's language and translation services provides assistance in languages other than English and in the healthcare field the first translation services can be traced to the 1950s (Ozolins 2001). With nearly 30% of the country's population born overseas and in 2019, with migrants admitted from every country in the world (Australian Bureau of Statistics 2020), multilingual support remains vital, especially during crises. However, the rapidly developing and changing pace of the COVID-19 pandemic has required an emergency response to translate materials and it is unclear how multilingual public health communication is being employed in this evolving landscape. Using a sociolinguistic theory of public signage (Spolsky 2008), this study examines multilingual COVID-19 public health outreach in Australia. By studying which languages are used in official signs and where such signs are posted online, it adds to linguistic landscape research (Landry and Bourhis 1997), particularly that focused on minority language use (Cenoz and Gorter 2006), language policy (Shohamy 2006), and healthcare (Schuster, Elroy, and Elmakais 2017). However, unlike most linguistic landscape research, which examines the physical environment, we argue that during periods of social distancing, when one's presence in public space may be limited, virtual space becomes increasingly important. Consequently, we examine materials published online through federal and state government media channels, including public broadcasting outlets and, as such, our research contributes to the nascent field of virtual linguistic landscapes (Ivkovic and Lotherington 2009).

### **Adjustment Issues by English as an Additional Language Students at Higher Educational Institutions**

*Dofs, Kerstin - Macquarie University*

*Language Learning and Use in the Community*

There is no doubt that English as an Additional Language (EAL) students face adjustment challenges which need to be attended to when they enrol in Higher Educational Institutions (HEI) abroad. Meeting the needs of these students is especially important with the increased influx of students from all over the globe into HEIs, and with the increased HEI vulnerability if student numbers drop.

This presentation is based on an ethnographic qualitative longitudinal study, at a HEI in New Zealand. It covers how EAL students adjust to using a new language, in a different educational system, and in a new socio-culture. The main theories informing this study were around socio-culture, non-deficit views of students, and HEI environments, by Devlin (2012), mutual adjustment and EAL student self-formation, by Marginson (2014), and the dialogical pedagogic model for mutual adaptation, by Tran (2011). The presentation also covers intercultural competence by Kim (2015), L2 identity development by Benson et. al. (2013), and internationalization at HEIs by De Wit & Jones (2018), and Knight (2004; 2015).

The findings show that EAL students often are capable, self-forming, autonomous, active agents, in charge of their own lives, and that their autonomy and second language use may impact positively on their academic success. Moreover, staff and learners are generally aware of a range of adjustment issues and challenges. The reasons for the challenges are typically two-fold; either caused by individual learners, or by the teaching and learning inherited from the prevailing pedagogic approach by the institution. The presentation suggests acknowledging the positive results of EAL students' study efforts, and seeing student challenges in relation to the pedagogy, to heighten awareness of the necessity of mutual adjustment, by both students and HEIs. This will optimally lead to more successful students, in a more student-centred teaching and learning environment.

### **Teacher Education in Australia and Vietnam: An investigation into Pragmatics Teaching**

*Nu, Anh T. Ton - Macquarie University*

*Language Teacher Education*

This paper focuses on how prospective teachers of English are provided with pragmatic knowledge of the target language and pragmatics teaching methodologies through the training contents for English teachers at undergraduate level in Vietnam and at Master by coursework level in Australia. By looking at two different training levels at both domestic – non-English speaking and international – English speaking training contexts, this paper aims at bringing about enlightening insights into the professional development journey for English language teachers from Vietnam to Australia, which can be both opportunistic and challenging. As knowledge about pragmatics – that is, knowledge about how to communicate appropriately in different social contexts in the target language, is important for language teachers for their own communicative competence and their students', this study paid close attention to the treatment of pragmatics in the overall teacher training curricula at teacher education universities in both countries.

This study, which is the initial stage of a PhD project, adopted an instrumental multi-site case study method with the use of an online questionnaire and an in-person or online interview for each research participant. It involved the participation of four course coordinators or program directors from Australian universities and two counterparts from Vietnamese universities. The different number of participants allocated to Australian and Vietnamese universities is due to the fact that all Vietnamese university training curricula must follow the general requirements of its Ministry of Education and Training.

The findings of this study indicate that pragmatics is taught at both levels at Vietnamese and Australian teacher education universities under its inquiry. However, a great deal of variation between the two levels and among the universities was found in terms of the treatment and allocation of pragmatics, the ways that textbooks and other teaching materials are used, and especially the covered pragmatic topics.

### **Vietnamese-Australian Families: Family Language Policy and Home Language Maintenance**

*Tran, Van H., Verdon, Sarah, McLeod, Sharynne & Wang, Cen - Charles Sturt University*

*Language Education Policy*

This mixed-methods study explores family language policies and home language maintenance of 151 Vietnamese-Australian families. Participants responded to closed and open-ended questions within an online questionnaire that was available both in English and Vietnamese. Bivariate analyses (Chi-square analysis and analysis of variance (ANOVA)) and multiple regression models were conducted to explore relations between family language policies and factors related to demographics and Spolsky's (2004) language policy theory. Content analysis was undertaken in NVivo to investigate family language policies. A third of the participants (35.6%) reported to have a language policy or set of rules about which languages are used by their family in different places and situations and 72.5% of these people indicated that they consistently enforced their family language policy or rules. Significant factors associated with having family language policies were related to parents' higher Vietnamese proficiency, more Vietnamese language use with child, and intention of future residence in Vietnam. Four common language policies were identified: Vietnamese with nuclear family (FLP1), Vietnamese outside nuclear family (FLP2), English outside

the home (FLP3), and English at home (FLP4). Some families used more than one of these concurrently. FLP1 included the use of Vietnamese at home, with parents, between siblings, or at mealtimes. FLP2 included speaking Vietnamese with family friends, relatives, at Vietnamese language schools, and cultural events. FLP3 referred to the use of English with parents when outside the home, at school, mixed gatherings, or with children when in Vietnam. FLP4 was related to practices namely one parent one language (e.g.: mother speaking Vietnamese and father speaking English), English or Vietnamese between siblings, or English only at home when father is at home. These findings align with Spolsky's language policy theory and provide insights into Vietnamese-Australian families' home language maintenance.

### **Vietnamese English Language Teacher Education: Policy and Practice**

*Nguyen, Thi Phuong Lan - University of Newcastle*

*Language Teacher Education*

The English Language Teacher Education (ELTE) in Vietnam has been changing a lot to meet the requirements of the globalization and internationalization era. ELTE has been dramatically invested for its development. The Vietnamese National Foreign Language Project 2020 which was launched in 2008 and is still now in place is one of many big investments for English language teaching (ELT) development. This project aims to innovate ELT and require graduates at all levels to achieve new high standards of English language proficiency. However, there has been big gaps between the national standards and students' capacity as well as between the institutional outcomes and their curriculum. In other words, Vietnamese ELTE practice does not match its policy.

The study was conducted to investigate the alignment level between the institutional curriculum, teaching practices, and the outcomes at institutional level as well as the standards at national level. The study was conducted at different institutions in all parts of Vietnam, both metropolitan and provincial areas, with participants are those who are directly working with ELTE programs, including lecturers and instructional leaders. The data included surveys, interviews, and documents issued at institutional and governmental levels.

The findings demonstrate the strong alignment between institutional outcomes and national standards, but they also illustrate the poor alignment of curriculum and teaching practice with outcomes and standards. The finding shows imbalance between theory and practice within the ELTE curriculum, which may not provide graduates with sufficient knowledge or skills to teach effectively. The participants believed that they taught well, but they identified a variety of challenges of teaching (for example, students' low entry levels, large classes, poor teaching and learning conditions, limited teaching resources, and limited time along with an overburdened curriculum).

The study proposes recommendations to improve the ELTE system, including increasing professional development, revising curriculum so that it relates to outcomes and standards, and improving the teaching conditions to assist lecturers in teaching and providing students with efficient knowledge and skills to meet national standards and social expectations.

## **Session 1: 10.00 – 12.00**

### **Room 4**

### **Exploring the Ecology of 3rd Age Language Learner Groups**

*Barnes, Gareth - Macquarie University*

*Learning and Using English in a Multilingual Society*

This research explores the factors involved in a 3rd Age language learner group in a community centre in Japan. The research adopts Bronfenbrenner's bioecological approach and applies the PPCT (Process-Person-Context-Time) methodology to provide a detailed perspective of the people, the environment, and the settings over time, to show how these factors interact to construct an emergent learner group (Bronfenbrenner, 1979; Bronfenbrenner & Ceci, 1994; Bronfenbrenner &

Morris, 2006; Rosa & Tudge, 2013). The analysis looks at how and why these specific learning ecologies emerge and ultimately, how they can benefit the 3rd Age.

There were 8 participants, aged 60 and over in the independently organised learner group, and the lengths of involvement ranged from over 30 years to 2 months. Proficiency levels experiences of FLL were varied. Multiple data sources were used; 2 rounds of semi-structured in-depth interviews, one focus group interview, and a questionnaire eliciting information about life experiences, beliefs and opinions about FLL from the participants, including direct information from the Mesosystem.

The study highlights the heterogeneity of the 3rd Age, the interplay between the personal resources and life experiences, and the importance of these factors in the emergent learner ecology.

### **The Influence of Task on EAL Learner Oral Language Performance: A Sociocultural Analysis**

*Mashayekh, Sara - University of New South Wales*

*Learning and Using English in a Multilingual Society*

Over the past two decades, an increasing importance has been attached to the use of task and task-based concepts in language pedagogy. However, we are still far from knowing the interplay between tasks and English as an Additional Language (EAL) learners and how it can influence learners' performance. On the one hand, psycholinguistic approach tends to focus only on the individual performance and, on the other hand, in the sociocultural approach the mere focus is on the social side of learner's performance.

To come to a better understanding of the nature of task and how EAL learners interact with it, the present study attempts to examine EAL learners' performance from both an individual and social focused perspective. To this end, this study attempts to examine learners' individual performance as well as try to understand how learners negotiate a task in a classroom-based oral performance assessment in a secondary school in Australia.

This research adopts a qualitative exploratory design and analyses 36 recordings of student's performances of 9 different tasks designed by 4 highly experienced task designers. The transcribed data from student's performance and the tasks used to elicit learner's performance were analysed to determine learner's individual success across different tasks. In order to examine how learners negotiate a task, this study utilised learners' orientation and positioning to analyse discourse elicited from EAL learners in a classroom-based oral performance assessment. Task designers' orientation, intentions, and expectation of learners' performance of the task were also elicited through a semi-structured interview.

The findings of the present study reveal that although tasks can influence and restrict learners' agency by designing in specific elements into the task, learners' agency and how they negotiate the task, and group arrangements seem to play a more important role in their oral performance.

### **English-Medium Instruction through the Lens of Vietnamese Insiders: Learning, Transitioning and Re-Thinking**

*Truong, Liem Thi Tu – Macquarie University*

*Learning and Using English in a Multilingual Society*

Continuing economic development and globalisation of English as a foreign language has led to an increasing tendency to adopt English as a medium of instruction (EMI) in different education contexts. In Vietnam, EMI has been adopted more often following the Ministry of Education and Training's Project stressing on developing English language skills by assigning leading higher education institutions to design and pilot advanced programmes in which EMI is employed (Moet, 2008). While the effectiveness of EMI has been critically examined using students' perspectives (e.g. Hellekjaer, 2010; Zumor, 2019), little or no study has been conducted on the same student cohort about the impact of their EMI experiences while transitioning from a non-English dominant home country to an English-dominant context. This paper reports on a qualitative study using a combination of Vietnamese students' experiences from their EMI programmes in Vietnam then

transitioning into overseas higher education and their retrospective views of the combined exposure to EMI in the two contexts. This was done through fifteen interviews to students of varied majors, locations and education levels from many parts of the world. While critically examining the effectiveness of EMI implementation in a number of EMI programmes in Vietnam, the paper also points to the missing features of those local EMI programmes realised by their own students after encountering challenges in overseas EMI learning.

**“Ngi Ho Mo?”: Challenging Hakka Language Maintenance Issue in Malaysia**

*Ong, Teresa Wai See - Griffith University*

*Multilingualism in Social and Professional Life*

Every language spoken in this world represents the unique culture and identity of its users. The loss of language symbolises the loss of culture and tradition. At present, children from small communities are increasingly speaking global languages rather than their heritage languages. This situation is worrying; therefore, the issue of language maintenance should be seriously addressed.

In Malaysia, the Chinese community is experiencing evident shift from Chinese heritage languages to Mandarin Chinese due to influences of globalisation, job opportunities, and the rise of China in the world's economy. Resulting from such shift is the decline use of Chinese heritage languages in many Chinese families. This situation raises questions and brings to debate regarding the survival of these heritage languages in relation to the Chinese community's belonging and identity in multiethnic and multilingual Malaysia.

To access how the Hakkas, a subethnic group of the Chinese, maintain their heritage language and identity in Penang, a city that has a long history of Chinese settlement, Splosky's (2007) language planning and policy framework is employed to collect and analyse six semi-structured interview transcripts. The findings demonstrate the Hakkas' efforts in continuing the use of their heritage language due to their wish in maintaining the Hakka identity. With these findings, this study hopes to raise awareness about the importance of maintaining Chinese heritage languages in a non-Chinese context. It can also be used as an exemplary study for other small communities that are eager to maintain their heritage languages.

**The Sociolinguistics of Script: A Case Study on a Multilingual Australian-Lebanese Community**

*El-Khaissi, Charbel - Australian National University*

*Multilingualism in Social and Professional Life*

The adaptation of the Roman script to represent the Arabic language may be argued to follow a cognitive process whereby a user engages in a mental process of merging two distinct orthographies (e.g. English: 'we worked'; Arabic: 'عملنا') to produce a "linguistic mosaic" (Kenner 2004: 109): '3mlna'. I analyse script choice and innovation in the community materials of a migrant-ethnic, Lebanese Maronite community in Melbourne, Australia. This dataset is characterised by parallel script forms - English, Modern Standard Arabic (MSA), Romanised Arabic, Romanised Syriac and Arabicised Syriac - thus reflecting the community's broad "multilingual repertoire" (Blommaert, 2010: 8). A character-by-character analysis is conducted between the MSA orthography and its Romanised transliteration. This reveals transcription variants of the Lebanese vernacular. I interpret this as evidence in support of analysing scripts to infer the sociolinguistic identities of multilingual communities (Unseth, 2008, 2005). This study is among the first detailed linguistic investigations of Romanised Arabic digraphia in an Australian context.

**Spanish Heritage Language Maintenance in Melbourne**

*Grasso, Suzanne - Monash University*

*Multilingualism in Social and Professional Life*

Spanish is one of the ten most spoken community languages in Australia, with an increasing number of Colombians and Chileans forming the largest Spanish speaking communities in Melbourne. In spite of this, to date there have been few Australian studies of Spanish heritage language maintenance.

For this study, interviews were conducted with ten mothers from Colombia and Chile regarding their experiences raising their children in Spanish in Melbourne. These interviews cover the challenges that parents face across a spectrum of monolingual, bilingual and trilingual lingua franca environments and the FLP they create and recreate to address these challenges. They focus on the source and quality of advice that informs FLP for Spanish speaking communities in Melbourne, particularly the role of online sources, social networks and early childhood practitioners.

This study found that trilingual families' FLP proved to be amongst the most resilient compared to families who were raising children in bilingual or even monolingual Spanish speaking families. There was an overwhelming reliance on both off and online social networks for advice around FLP, which is indicative not just of the diasporic familism (Guardado, 2008) typical of Spanish speaking communities, but is consistent with other culturally and linguistically diverse (CALD) communities in Australia (ECCV, 2012). Early childhood practitioners, in contrast, were generally not considered to be a relevant source of advice about FLP. This study outlines suggestions to improve upon existing multilingual advocacy for CALD clients, particularly as children transition to majority language environments when they are most at risk of language shift.

## Session 2: 13.00 – 15.00

### Room 1

#### **Professional Standards for Languages Teachers: Meeting the Challenge of Plurilingual Australia**

*Saunders, Sherryl - University of Technology Sydney*

*Language Teacher Education*

Languages teachers, well-trained and well-supported, play an important role in the successful realisation of plurilingual learning opportunities for all students (Lo Bianco & Slaughter, 2009). The intrinsic importance of learning additional languages cannot be overstated. Languages are rich, dynamic, complex and intimately human. Using languages is the medium through which peoples communicate and accomplish action. As Halliday (1993, p.94) succinctly states “[W]hen children learn language, they are not simply engaging in one kind of learning among many; rather, they are learning the foundation of learning itself.” A persistent challenge for the learning of languages in the Australian school context is availability of languages teachers. In consideration of well-trained and supported teachers who are able to educate students in and for a plurilingual Australia, this paper analyses the extent to which the professional standards used by language teachers can assist in a response to this challenge. Of particular focus is the extent to which the professional standards support a rigorous understanding of accomplished languages teaching.

In Australia, all teachers engage with the Australian professional standards for teachers (APST). Those who teach second languages may, also, engage with the Professional standards for accomplished teaching of languages and cultures (AFMLTA Standards). Using a critical framework (Habermas, 1987), an analysis of the two professional standards documents that inform practices of languages teachers is provided. Arguments as to whether generic standards are sufficiently comprehensive and robust to enable appropriate support for the growth of well-trained and well-supported languages teachers are presented.

#### **An Exploration of Professional Learning Experiences of Preservice Teachers in a Teacher Placement Program in Indonesia**

*Wulandari, Ella - Deakin University*

*Language Teacher Education*

International studies on ITE generally highlighted the (lack) of roles of ITE programs in preparing teachers for effective teaching. Some focused on theory-practice divide, poor partnership between school and university ITE providers, and the resultant unpreparedness of graduates for teaching. The studies further demonstrated that better school-university partnership ensures aligned curricular expectations on preservice teachers' (PSTs) teaching performance. Yet, the providers' apprenticeship view and differently perceived roles in facilitating learning teaching were reported to persist and worsen the discontinuity in PSTs' learning experiences particularly during placement period in various contexts of ITE, including in Indonesia. Discontinuity between knowledge of and practices of teaching at schools has contributed to Indonesian PSTs' disengagement with their mentors and decreasing commitment to teach. Further research is thus needed to explore how learning teaching is experienced by Indonesian PSTs during placement and affects their preparedness for performing effective teaching.

This study is exploratory with case study design. It explores factors contributing to PSTs' lived experiences while learning to teach during placement, as it is implemented by a public ITE-university provider and three partner schools in Indonesia. Following Cultural-Historical Activity Theory, it is designed to identify what works, or not, in the provision of field experiences within Indonesian ITE system. Data have been collated from individual interviews with preservice teachers, mentor teachers, university supervisors and school placement coordinator who are under the placement, and relevant government officials. Regulatory documents and physical artefacts related to placement organisation, delivery and assessment have also been gathered. Thematic analysis will be employed. Informed by cultural-historical contexts of Indonesian ITE and the researcher's insider perspectives as a teacher educator, this study seeks to shed light on current practices of ITE

in Indonesia situated in the country's recent sociopolitical dynamics. It expects to provide evidence-based direction for ITE reform agenda in Indonesia.

### **The Complexities of Becoming a Language Teacher Educator: The Role of Professional Identity and Professional Development**

*Avilés, Annie - University of Auckland*

*Language Teacher Education*

In this presentation I discuss the study design of my PhD research proposal, which focuses on the professional preparation, identity construction, and induction of novice English language teacher educators. My personal motivation to conduct this project relates to my previous experience as a language teacher, and later, as a teacher educator. As I transitioned into teacher education, I realised there were several challenges to face and that my identity was an important aspect of my new role. The purpose of this research project is to explore the professional journey of eight Mexican English language educators, and to understand the details of their professional identity construction. Mexico's professionalization of the English teaching sector is characterised by its long history of efforts to legitimize the field within the social sciences. Focusing on teacher educators who prepare future English teachers seems an appropriate initial route towards recognising language teaching as a vital profession. The role of teacher educators in the preparation of pre-service English teachers is essential to their development. However, while English teacher identity has been widely researched, the identity of teacher educators remains relatively under-investigated. It is for this reason that in I present a model for the exploration of the process of becoming an English language teacher educator. I emphasize the importance of the teacher educator roles from the perspective of professional identity formation, which is largely influenced by the transition from being an English teacher to being a teacher educator. The study design that I propose uses narrative inquiry as the approach to collect and analyse the data. In the presentation, I describe my methods and provide a rationale for their selection. Feedback from participants will be most welcome.

### **English Teachers' Design Work of Online Distance Learning: Through the Lens of the Language Policy**

*Mustikasari, Dewi Wahyu - University of Technology Sydney*

*Multilingualism, Technologies and Literacies in Education*

This document analysis-based study forms a basis for understanding how Indonesian university teachers engage in designing and preparing online language learning subjects. The implementation of online distance learning has been mandated in Indonesia to minimize the spread of the COVID-19. The Directorate General of Higher Education (DGHE) and Directorate General of Islamic Religious Higher Education (IRHE) issue instructions to the education system. The DGHE reports to the Ministry of Education and Culture, and IRHE reports to the Ministry of Religious Affairs. The Directorates' documents are analysed to understand policy in implementing online distance learning. Within the conceptual frame of Activity Theory, this approach provides a rich data set to understand context and contributors (e.g. policymakers, colleagues, and learning management system designers) which will subsequently be investigated through the eyes of the participating teachers. The analysis of the results uses Activity Theory components (rules, tools, and community) in order to discern the contextual, policy-related factors of online distance learning from the higher education directorates, and, subsequently will examine their influence on teachers' design work in the planning phase. A suite of support mechanisms using online digital technology has been established to assist teachers and students in their online teaching and learning. However, this might prove to be either a support or a hindrance to the teachers. For example, it might incorrectly assume of ease of accessibility for all teachers and students; it might fail to account for a variety of contexts such as cities, rural areas, and isolated areas. Associated policy implications are also discussed.

## **Challenging Dark Myths about International Students' Use of Machine Translation**

*Acton, Laurel - University of Technology Sydney*

*Multilingualism, Technologies and Literacies in Education*

Students' use of machine translation is a hotly contested topic, despite its increasing popularity amongst students. While students see its value in providing quick, convenient access to meaning, many educators dismiss machine translation as a crutch with questionable academic integrity. This attitudinal divide on machine translation and the lack of studies in this area point to the importance of research to inform understanding of student experience. In particular, few studies have been conducted into the use of machine translation by students needing to comprehend lecture content at university. This paper investigates key questions about student use of machine translation for this purpose: their reasons for choosing this method, the ways they use machine translation, and its effectiveness for content and vocabulary acquisition. These questions are explored in a study of the lived experiences of 18 international students engaged in first-semester studies at an Australian university.

Data were collected from participant responses in three semi-structured interviews and analysed thematically according to the theoretical framework of Oxford's (2017) Strategic Self-regulation Model. This innovative model, which conceptualises learners' strategy use as fluid and flexible, helpfully prioritises understanding of strategic choices. The study's findings reveal that the difficulty of comprehending lecture content prompted participants to supplement lecture attendance with machine translation of slide materials. Participants used machine translation in combination with bilingual dictionaries and inference in complex, highly individualised strategic forms which changed according to need. These findings underscore the interrelationship between the use of technology and literacy in participant experiences. More importantly, the study positions students as agentive, pragmatic learners, calling into question criticisms of machine translation as inducing student dependence and impeding language acquisition.

## **Transnational Sojourners' Investment in Learning English: A Multi-Case Study of Partners of International Students in Australia**

*Gilanyi, Lisa – University of New South Wales*

*Language Learning and Use in the Community*

Although second language learning has been explored extensively in permanent migration contexts in Australia, scant attention has been given to how short-term migrants grapple with acquiring the language of their temporary homeland. In particular, very little is known about the language learning of the many thousands of partners of international students who arrive in Australia each year, intending to return to their home countries at the conclusion of their partners' studies.

In this presentation, I will discuss the findings of my doctoral thesis, which explored the factors that impacted on partners of international students' investment in learning English (Darvin & Norton, 2015) during their sojourns in Australia. Using a narrative inquiry methodology, longitudinal data was generated through multiple interviews with seven partners of international students living in Australia, and analysed using a multi-layered approach that drew on both "narrative analysis" and "analysis of narrative" (Polkinghorne,

Whilst each participant in the study professed a desire to improve their English, few engaged in activities to achieve this. Several factors contributed to their apparent lack of investment, including: the temporary nature of their migration; the fact that their migration and investment decisions were made as part of a family unit; the embodied nature of the participants' identities; the way they viewed their existing linguistic resources; and the reality that their investment choices were made in the context of limited resources and a restricted timeframe. The study contributes insights into the many differences between the way temporary and permanent migrants' experience and respond to their contact with English in Australia.

## Session 2: 13.00 – 15.00

### Room 2

#### **Examining English within Contemporary Society: Exploring a Korean Perspective**

*Ruane, Colum - Macquarie University*

*Learning and Using English in a Multilingual Society*

The proliferation of English worldwide in which many aspects of pop and social culture have been infiltrated has given rise to a global network of familiarity and continuity. In this communal space, individuals and their local communities are increasingly involved in the formation of a mutually influencing global community. It is here also that increases in virtual encounters and growth in transnationalism places English within a more linguistically visible and textured global landscape, which can have direct implications for modern language classrooms as learners' unique individuated experiences and cultural backgrounds come more into play.

This presentation is in response to current globalising trends where more informed perspectives and broadened cultural influences can allow for fresh critical insights to English's position in the world and in local contexts. It draws from a qualitative study on seven South Korean nationals that examined the ideological positioning and utility of Global English within the backdrop of more visible cultural variability and influence in our everyday environments, e.g., diversified linguistic and cultural landscapes. The presentation also gives insight into how the cohort conceived an identity with English and how such conceptions inform a sense of internationalism.

A number of key insights were observed that bring into focus how contemporary English users can construct a sense of global community through unique and more culturally informed engagement with the world, e.g., English is not the only way. While findings shine a spotlight on the Korean education system, they also have implications for English education worldwide in terms of integration of cultural uniqueness in the classroom as a representation of the real multicultural and multilingual environments in which individuals are immersed today. How educational institutes adapt to that reality to forge programmes that reflect multilingual mobility beyond the classroom are issues that need to be addressed going forward.

#### **Beyond Language Learning: Examining How Labelling Learners from Refugee Backgrounds Limit not only the Students but Australian Schools**

*Uptin, Jonnell - University of Sydney*

*Learning and Using English in a Multilingual Society*

Learning English in Australia has often been simplified to language acquisition. Schools are under pressure to achieve high results in testing regimes such as NAPLAN, putting pressure on EAL students and their teachers to quickly produce high levels of English. However, there is much more to being immersed in an English-speaking country than language acquisition, particularly for students from refugee backgrounds. Their stigmatised positioning in Australia, as it retreats from multiculturalism, leaves them with deficit labelling such as 'victim' and 'traumatised'. This can mean that language learning takes place amid identity struggles, discrimination and interculturality. This presentation will report on data from PhD research that examined how young former refugees negotiate cultural identities while settling in Australia. One finding from narrative inquiry was, due to the stigmatisation of refugees in the Global North, the young participants were seen as politicised subjects experiencing polarised attitudes toward their presence. They therefore spent a lot of energy explaining why they were here. The presentation will argue that while the labels of 'victim' and 'traumatised' invoke sympathy for them in school settings it also hinders expectations for success. Schools consequently missed out on embracing opportunities for rich intercultural understand by connecting with their own refugee student populations.

## **Challenges of English Medium Instruction in Vietnamese Higher Education**

*Hoang, Trang - University of Technology Sydney*

*Learning and Using English in a Multilingual Society*

English medium instruction (EMI), the teaching of content subjects in English in contexts where English is an additional language, is a growing global phenomenon. Globally, EMI enhances institutional reputation, increases institutional income, fosters academic mobility and academic collaboration via foreign partnerships (Macaro, Curle, Pun, An, & Dearden, 2018), and develops academics' international professional identity (Dafouz, 2018). However, EMI implementation is also beset with several problems, such as a threat to local languages and cultures, reduced teaching and learning quality due to students' and (sometimes) teachers' lack of English language proficiency, and the shortage of professional development opportunities for EMI lecturers. In Vietnam, EMI has been increasingly practised in higher education in the last 10 years. Although sharing several challenges with other countries, EMI implementation in Vietnam faces unique difficulties due to the country's special socio-economic, political and cultural contexts of a socialist, one-party-led country, with the modern history involving in a war against a major Anglophone nation, the USA. This presentation will elaborate on these special contexts of Vietnam and the unique challenges that Vietnam is facing in EMI implementation. Building on this background, it lays out the context for my current doctoral study of Vietnamese EMI lecturers' professional practices. The presentation emphasizes the need for an insider's understanding of EMI practices (i.e. from the perspective of EMI lecturers themselves) in order to generate a local solution to enhance the quality of Vietnamese EMI implementation.

## **Bilingual Curriculum Adoption: A Cross-Case Study of Two Primary Schools in Vietnam**

*Do, Thi My Ha - Queensland University of Technology*

*Learning and Using English in a Multilingual Society*

Bilingual education is one of the most effective ways to develop the second language proficiency for children. In Vietnam, bilingual education curricula are currently being applied in different ways in primary schools, with the different approaches not investigated to date. The study presented here investigates bilingual education as it is being implemented in private and public primary schools. The questions for the study focused on the goals, objectives and curriculum contents of the program as defined by principals, parents and teachers as well as the resources and teaching approaches in the respective settings. The study involved a multi-site case study of two schools – one private and one public – with interviews conducted with school leaders, teachers, and parents. Additional data included classroom observations of teaching, and materials collection. The findings reveal that the schools do not develop curricula and teaching materials themselves. Rather the schools rely on commercially-produced textbooks and materials produced either in a native English-speaking country such as the United Kingdom or by a Vietnamese education company. In both schools, however, problems arose in implementation because of the following reasons: first, the foreign curriculum was not designed specifically for second language teaching; rather it was an English-language mathematics/science textbook; and second, the teaching content of the commercial programs were similar to of the national curriculum and thus, involved the students in repetition of subject matter which they found unstimulating and boring. The study suggests that teaching contents, although strongly supported by stakeholders, should be adapted, based on students' interests and learning ability, to ensure better teaching and learning experience and efficiency.

## **Developing Multilingual Identities of International English Language Students in Australia**

*Kharchenko, Yulia - Macquarie University*

*Learning and Using English in a Multilingual Society*

For many English language students worldwide their study abroad experiences are characterised by an intensive change in language use, as well as profound identity development (Benson, Barkhuizen, Bodycott, & Brown, 2013). However, the non-linguistic aspects of study abroad remain overlooked

in research, while the focus on language development dominates in pedagogy. This is the case in Australia, where English language teaching methodology maximises target language exposure with little reference to the transnational students' existing language skills and evolving multilingual identities. Yet, outside the classroom these very students experience the multilingual and multicultural realities of a diverse urban setting (Benson, Chappell, & Yates, 2018) through studying, living, working and socialising with individuals from all over the world. This paper presents preliminary findings of a longitudinal study that uses narrative inquiry to explore this contradiction by approaching study abroad as a complex, holistic experience. Through multi-modal diaries and semi-structured interviews, it investigates how linguistic identities of Australia's international English language students are manifested in the domains of work, home and social life, on the one hand, and what evolving multilingual identities these students are able to enact within the constraints of educational language policies and current pedagogies, on the other. The significance of this research lies in its capacity to influence language policies and contribute to multilingual approaches to English language teaching in Australia and globally. In addition, novel conceptualisations of multilingual identity development arising from the study can help re-think study abroad in terms including, but not limited to, language acquisition.

**A Narrative Depiction of Teaching Learning Interpreting toward Indonesian Students (Pre-Service Interpreters): My Challenging Experiences**

*Istiqomah, Lilik - Western Sydney University*

*Multilingualism in Literature and Translation*

As a part of multilingualism, interpreting may be one of an interesting as well as daunting tasks to discuss. In this article, I explore the challenges of teaching learning interpreting toward pre-service interpreters. This study used a narrative approach to portray how the process of teaching, training, exercising, interpreting and representing narratives. Data were obtained from semi structured interview with three pre-service interpreters, field notes of my subsequent experiences teaching with novice interpreters and six video projects as well. Findings suggests that good cooperation between lecturer and students, and a sense of responsibility in doing all the exercises requested is one of the strongest points for the success of teaching learning interpreting. In addition, engaging meaning making between native speakers and pre service interpreters will be very helpful and provide new insights for them to prepare more mature novice interpreters in the middle lack of curriculum and good laboratory facilities.

**Session 2: 13.00 – 15.00**

**Room 3**

**Understanding the Chinese Restaurant Scape of Hurstville: An Ethnographic Linguistic Landscape Study in Sydney**

*Xu, Samantha Zhan - University of Sydney*

*Multilingualism in Social and Professional Life*

This study investigates the linguistic landscape of Chinese restaurants in Hurstville, a Chinese-concentrated suburb in Sydney, Australia. It draws on Blommaert and Maly's (2016) ethnographic linguistic landscape analysis and Scollon and Scollon's geosemiotics (2003). Our data set consists of photographs, ethnographic fieldwork and Google Street View archives. Qualitative analyses of restaurant signage show the vitality of Chinese language, the superdiverse origins of Chinese community and the development trajectory of Chinese restaurant scape. Different discursive practices adopted by Chinese restaurateurs in Chinese and English contribute to our understanding of different identities projected in the LL of Hurstville's Chinese restaurants. This paper adds to a deeper understanding of the key economic activity of diasporic Chinese and hence the Chinese community in Sydney. It also shows how a social and historical perspective contributes to interpretations of LL in a wider social context.

**Consciously Co-Opting Grammar Between Languages: The Case of Borrowed Morphology from Czech into English**

*Castle, Chloe - University of Adelaide*

*Multilingualism in Social and Professional Life*

This paper focuses on the conscious choices of bilinguals and multilinguals to engage in borrowing the form and function of morphology between their languages, or “MAT” borrowing (Matras & Saka 2007: 841), whilst acknowledging that most language contact phenomena occur as a result of unconscious linguistic processes. It analyses language use and grammatical borrowing phenomena in the L1 English bilingual community in Prague.

The method involved seven observation sessions and thirteen interviews. No instances of MAT borrowing were found in the observation sessions, which were mostly between strangers. However, participants shared about the use of MAT borrowing in their personal lives during the interviews; both confirming that this occurs, whilst also providing further evidence for the well-documented idea that language use in bilinguals depends on context (Giles et al. 1973; Fishman 1965; Grosjean 2010).

This study builds on the findings of Porte (2003) in identifying “playful” borrowing; wherein interlocutors consciously choose to borrow morphology. A conscious/creative borrowing model is proposed which aims to consider the contextual circumstances under which individuals engage in MAT borrowing, as well as presenting mitigating factors including purism, self-pressure, and societal pressure not to consciously borrow.

**Apology Emails to Academic Staff: A Comparison of Australian Learners of Italian and Italian Native Speakers**

*Walker, Talia - University of Sydney*

*Multilingualism in Social and Professional Life*

This paper will discuss differences in (i) apology strategy realisation between Australian learners of Italian and native speakers of Italian, and (ii) participants’ perceptions of their language use. The data are part of an ongoing doctoral research project which investigates the performance of written apologies by Australian learners of Italian to academic staff at university, in a comparative perspective with native speakers of both Italian and Australian English. Utilising a mixed methodology to holistically explore these apologies, the project considers how learners of Italian perform emailed apologies, the perceptions of these learners regarding their performance, and the perceptions of academic staff to whom the emails are hypothetically addressed.

The paper will focus on one apology strategy emerging from the data, namely, providing an explanation, which will be explored through an analysis of elicited emails written in Italian by both the learners and Italian native speakers. It will be demonstrated that while many Australian learners of Italian tend to construct explanatory stories as an obligatory stage in the performance of apologies, native Italian speakers frequently omit this.

In addition to the linguistic analysis of the elicited emails, such difference between the two groups will be explored through the investigation of interview data and fieldnotes, which yield insights into the rationale underlying such linguistic choices of constructing and/or omitting stories in order to account for offences.

The analysis of this data, and of this strategy in particular, will explore the position of Australian learners of Italian as being on the borderline of two sometimes conflicting linguistic and cultural systems. More broadly, it will highlight the Australian and Italian students’ understanding of the different institutional roles of professors and tutors in the two contexts, also pointing to some potential linguistic and pragmatic difficulties faced by Australian university students studying Italian.

**Unveiling the Complexity of Past Multilingualism: The Atypical Colonially-Mediated Contact Outcomes in Pazeh-Kaxabu**

*Yeh, Li-Chen - Australian National University*

This paper reports the complexity of past multilingual ecology in the Puli basin from the late 19th century to the late 20th century and reveals the intricacy of multiple extralinguistic factors, cross-checked from the atypical linguistic phenomenon of the Pazeh-Kaxabu language (ISO: UUN, a moribund indigenous language in Taiwan) and historical meta-data. Extralinguistic factors in multilingual society are known to be crucial in influencing the processes and outcomes of language contact, but this study demonstrates that different weighting exists for the underlying extralinguistic factors (incl. demographic, attitudinal, economic, and social factors) regardless of the presence of colonial pressures. How was the Pazeh-Kaxabu language used in the past? Which factor can best explain the contact-induced outcomes? In answering these questions, a pilot qualitative analysis on loanwords and phrases in the Pazeh-Kaxabu language was undertaken, based on the Loanword Typology Meaning List and legacy materials. This is to discover the patterns of changes in the domains of language use and structural aspects of transferred linguistic substances introduced into the Pazeh-Kaxabu language. Archive history analysis was also conducted to contextualize the identified patterns of language use in the pre-existing multilingual society with information about socio-economic status and demography of the community. Linguistic evidence shows that the language demonstrates the surprisingly low levels of lexical transfer from neighbouring languages, including Japanese, the coloniser's language, but higher levels of pattern similarity to only one source language, Taiwanese Southern Min, the language of the lowest socio-economic group in the past. A synthesized inference from the linguistic and the history evidence reveals a weighted attitudinal effect on top of the pre-existing unbalanced social-economic status between immigrants and indigenous people prior to the Japanese colonisation. These findings illustrate that recognising the difference in the weighting of extralinguistic factors is crucial to understanding the outcomes and mechanisms of language contact.

**“I Rarely Speak English/Chinese in My Social Circle” – Heritage Language Experiences and Language Use of Chinese Migrant Children In Australia**

*Wang, Yining - Macquarie University*

*Multilingualism in Social and Professional Life*

Diversity is the recognition and celebration of differences and the global migration flows bring a strong cultural and linguistic diversity into today's schools. Under current mainstream schooling, rapid language shift of migrant children to the dominant language is the well-established sociolinguistic fact, while the regular use of the heritage language is rarely recorded. With a growing representation of Chinese migrant children in Australian schools, what are the trajectories of their language use patterns in migration context? Using a sociolinguistic ethnographic approach, this study details the heritage language experiences and language use in peer communication of 33 Chinese migrant children and examines the reasons under the emergent language use patterns. Data sources include open-ended interviews with both parents and children, informal conversations, observations, the evidence of literacy practices and WeChat postings. Findings show an evident dichotomy of the children's language use, i.e. predominant English-speaking habitus vs Chinese-speaking habitus. Moreover, the patterns of children's language use and their heritage language learning opportunities are primarily determined by their age of migration and then shaped by the type of school they have attended. Ultimately, the study suggests that the current language policy and education system seem to entrench this division of language use patterns.

**Bedouin Dialects: Language Use and Identity Perceptions of Bedouin Speaking University Students in North-Western Saudi Arabia and Implications for Language Vitality**

*Albalawi, Hend - University of New South Wales*

*Language Education Policy*

Amid the dynamic use of the Arabic language worldwide, Saudi Arabia employs Modern Standard Arabic as its formal, official language, whereas other dialects of Arabic are common in informal situations. Such trends not only maintain the powerful, state-supported status of Modern Standard Arabic but are liable to also affect the use and status of other varieties, including Bedouin dialects, and prompt code-mixing behaviour among their speakers. Exposure to Modern Standard Arabic and English in education in Saudi Arabia may also be liable to reduce the vitality of Bedouin dialects in the country, particularly among current generations of educated Bedouin speakers. The proposed research will involve examining the perceived vitality of Bedouin dialects in Saudi language policies prescribing Modern Standard Arabic as the official national language of Saudi Arabia and requiring post-secondary students to complete English-language coursework in the national education system. It will also entail identifying Bedouin speakers' attitudes towards the use of Bedouin dialects in order to assess the need, if any, to implement policies in Saudi Arabia that can enhance the use of those dialects amid the competing use of Modern Standard Arabic and English in the country. Empirical data collected from questionnaires and semi-structured interviews that purport patterns of the everyday use of languages among Bedouin-speaking university students in Tabuk, as well as the content of language policy documents, can clarify whether policy-based pressure to use Modern Standard Arabic and English in mainstream educational and social activities in Saudi Arabia has jeopardised the language vitality of Bedouin dialects. The findings of the research can thus ultimately contribute to the development of policies to support and enhance the use of Bedouin dialects and, in turn, their language vitality.

**Session 2: 13.00 – 15.00**

**Room 4**

**Virtual Reality in ESP Writing Classroom: Improving Learners' Writing Performance and Increasing Motivation through ZPD Perspective**

*Al-Hinaai, Badour - University of Sydney*

*Multilingualism, Technologies and Literacies in Education*

Although Virtual Reality (VR) has been used in the Education field, there are limited studies on using VR to learn English for Specific Purpose (ESP) especially on writing skills. This study aims to investigate the effectiveness and motivational outcomes of using VR in ESP writing classrooms based on Vygotsky's sociocultural theory (SCT), especially on his notion of zone of proximal development (ZPD) which will differentiate between what learners can do without help of VR and what they can do with help of VR. The participants are students in two writing classes in the foundation programme in the Military Technical College in Oman, and the study will last for six weeks. A quasi-experimental design will be employed with the experimental group who learn writing through VR and a comparison group who learn writing through traditional technology, such as video, pictures and audio. The two groups will receive identical writing instructions, and they will write essays about same topics within same period of time. There will be pre-test and post-test to assess the students' writing performance by using Common Core English Language Arts Standards Writing Rubric to score their overall writing. Students' motivation about learning writing through VR will be measured through using ARCS model: Attention, Relevance, Confidence and Satisfaction. A questionnaire assessing the acceptance of VR in improving writing and raising motivation will be distributed. During qualitative stage, classroom observation and interviews will be conducted. It is anticipated that the experimental group will demonstrate a higher level of writing performance and of motivation than the control group.

### **Investigating the Revision Processes of Chinese-English Student Translators**

*Cao, Lu – University of New South Wales*

*Multilingualism, Technologies and Literacies in Education*

As the final phase of the translation process, revision has traditionally been a neglected component despite it being critical to achieving high-quality translation. The significant role played by revision was recognized relatively late in the development of Translation Studies. However, revision is very relevant to translator training. Recent advances in research technologies and methods (e.g. screen recording and eye tracking) can now be harnessed to investigate the process of translation, including the nature of revision. Indeed, translators' reflections and self-awareness of the translation process and the quality of the products they produce can also be explored in this manner. In order to address the gap in the literature, this project situates itself in process-oriented translation research and aims to provide original, empirical work that is likely to have implications for models of the revision component of the translation process and translator training. The research attempts to explore the development of translation students' self-reflection on their own translation processes by using translation process protocols of eye tracking and screen recording.

### **Watch Your Language: Bi/Multilingual Language Practices in an Innovative Learning Environment. A Case Study in a New Zealand Junior College**

*Crosby, Simon – University of Auckland*

*Learning and Using English in a Multilingual Society*

In New Zealand, the linguistic landscape has been transformed since the mid-1990s by mass migration and Auckland (the largest and most populous city) is now a "superdiverse" city (Vertovec, 2007). This has obvious implications in the process of schooling. In classrooms around the city, many different languages and language varieties can be heard. In tandem with the linguistic diversity has been a push to redesign schools as open learning spaces. In New Zealand, these are referred to as innovative learning environments (ILE) (New Zealand Ministry of Education, 2015)

As we enter the second decade of the twenty-first century, this research project examines the complex dynamic relationships between environments, people and language in the context of one junior college in New Zealand. There has been a dearth of empirical research in a New Zealand context on innovative learning environments (ILE) in general and specifically, on the language practices of bi/multilingual students in these environments. This study explores the intersection of social relations and language through an ecological lens and considers a theory of affordances as a useful way to analyse the influence of social institutions on interpersonal interactions (e.g. Kordt, 2018).

This paper presents preliminary findings on the linguistic practices of students in multilingual classrooms in an ILE in a diverse neighbourhood of Auckland to suggest that such environments and associated pedagogical practices allow students to bring to bear all their rich tapestry of linguistic resources and thus unsettle monolingual and monoglossic teaching practices. The paper will conclude with some possible practical implications for teachers and policy-makers.

### **Investigating the Fairness and Validity of Using Remote Aboriginal Students' Standardised English Reading Test Scores to Make Judgements and Decisions**

*Freeman, Leonard – University of Melbourne*

*Language Education Policy*

For the last decade, the National Assessment Program – Literacy and Numeracy (NAPLaN) has been the primary measure used by Australian governments, education authorities, and schools to make claims about the literacy outcomes of Australian students. NAPLaN was designed to provide a 'reliable and rich' measure of the literacy outcomes of students, schools and education systems. Many Aboriginal students living in remote areas of Australia's Northern Territory speak

an Aboriginal language/s or Aboriginal English as their first language. Many of these students do not speak Standard Australian English (SAE) when they first attend school, most of which teach in SAE-only. While NAPLaN may be working for Australia's monolingual English speaking students attending mainstream schools, remote education scholars have argued that using NAPLaN achievement data to make judgements about remote Aboriginal students' literacy outcomes has contributed to the inequitable education outcomes of Australia's remote Aboriginal students because their English language and literacy learning needs are not visible in this dataset.

International and Australian scholars and educators have argued that standardised literacy tests designed for students from an English-speaking background are not appropriate for students who are still developing the level of English language proficiency required to access the test.

This research project assessed 74 Year 3 Aboriginal students for their mastery of isolatable components of English language and word recognition (decoding) skills which are theorised to underlie reading comprehension. Statistical analyses were then undertaken to investigate the degree to which individual student's English grammar, vocabulary, word recognition skills, school attendance rate, level of remoteness, language background and attitude (motivation) towards reading explained their standardised reading comprehension test scores on NAPLaN. Kane's (2013) interpretation/use argument (IUA) framework was used to question the fairness and validity of using NAPLaN tests scores to make judgements about students' achievement and inform policy decision making.

### **Learning Experience of Mandarin Learners from Chinese Dialect Backgrounds in New Zealand**

*Chen, Lin – University of Auckland*

*Language Education Policy*

As with the Chinese diaspora at large, early Chinese immigrants in New Zealand were a multilingual community. The reason is that they came from different parts of (mostly southern) China. Many of the dialects they spoke are mutually unintelligible with Mandarin. For example, Cantonese, Hakka and Teochew. These types of dialects are the ones which have historically dominated Chinese heritage language education.

However, with the standard language status of Mandarin emphasised in China's Mandarin promotion policy and increasing numbers of Mandarin-speaking immigrants in the 1990's, Chinese teaching overseas began to shift from dialects to Mandarin. As a result, many Chinese dialect-speaking descendants have chosen to learn Mandarin for practical reasons, while others may deny that Mandarin is their real heritage language as it is not spoken at home or in their communities. This shift in Chinese language education may be responsible for issues such as the neglect of learning needs of dialect-background students and increasing dialect-based discrimination. I advocate to emphasize the connections among language varieties and social cultural backgrounds in heritage language instruction. In so doing, learners can utilize sociolinguistic tools to understand the nature of learning Mandarin as an additional heritage language, rather than replacing other dialects. This study, conducted in New Zealand, applied an ethnographic method to investigate dialect-background students' reaction to the given language educational policy, their own implicit language policy, negotiated language ideology and identity. Under the guidance of the transdisciplinary framework for SLA (DFG, 2016) and critical pedagogy, this study concludes with possible solutions for developing educational Chinese heritage language policy and building pedagogy, including not just instrumental value but also dialect awareness.

## **Becoming a Teacher of Chinese Language in Australia: The Wider Discourse**

*Liu, Chang - University of Technology Sydney*

*Language Teacher Education*

In Australia, Mandarin Chinese has been strongly promoted and financially supported at the national level, leading to increasing demand for Chinese language teachers and teacher preparation programs, and resulting in Mandarin Chinese now being one of the six commonly taught languages in Australian classrooms (Orton, 2016). Yet there are issues reported about Chinese classroom teaching, and as a result, high dropout rates have become a widespread phenomenon (Wang, Moloney, & Li, 2013). Preparation of Chinese language teachers for Australian classrooms is a complex issue and involves a variety of interrelated individual and social factors, but is necessary to keep up with aspirational targets of policies such as Australia in the Asia Century (Commonwealth of Australia, 2012).

This paper reports one aspect of a doctoral study on pre-service Chinese language teachers' identity development. Drawing on situated learning theories (Lave & Wenger, 1991), an analysis of data from government documents, curriculum policies, teacher standards statements and news media in Australia is presented. The analysis will provide an in-depth understanding of how the broader socio-political environment shapes Chinese language teachers' learning. The analysis will also highlight the influence of context on the preparation of Chinese language teachers.

## PRESENTERS & AUTHORS

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1	Acton, Laurel	University of Technology Sydney	<p>Laurel Acton is a Stage 3 PhD student at the University of Technology Sydney (UTS). Her doctoral work investigates the development of an independent learning approach in international students during their first semester at an Australian university.</p> <p>E: Laurel.N.Acton@student.uts.edu.au</p>
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3	Al-Hinaai, Badour	University of Sydney	<p>Badour Al-Hinaai is a PhD student at University of Sydney. Her research interests centre around the technologies in education and virtual reality in language learning. Her current research investigates the effectiveness and motivational outcomes of using virtual reality in ESP writing classrooms based on sociocultural theory.</p> <p>E: balh4371@uni.sydney.edu.au</p>
4	Amalo, Bonik	University of Canberra	<p>Bonik Amalo is an English lecturer at Agriculture State Polytechnic of Kupang, Indonesia. She holds an MA TESOL from the University of Canberra. She is currently undertaking a PhD in TESOL at the University of Canberra focusing on EFL teachers' and learners' beliefs on learner autonomy. Her research focuses on learner autonomy, learning motivation and ELT methodology.</p> <p>E: Bonik.Amalo@canberra.edu.au</p>
5	Avilés, Annie	University of Auckland	<p>Annie Avilés obtained a Bachelor's degree in TESOL and Master's degree in Applied Linguistics, both from the University of Guanajuato, Mexico. Annie is a current PhD candidate of Applied Linguistics at the University of Auckland.</p> <p>E: aavi949@aucklanduni.ac.nz</p>

6	Barnes, Gareth	Macquarie University	<p>Gareth has been involved in TESOL since 2002, completed his Master's degree in Applied Linguistics in 2008, and is now doing his MRes at Macquarie University focussing on FLL in the 3rd Age. He is currently a lecturer at Ochanomizu Women's University and Tokai University in Japan.</p> <p>E: <a href="mailto:gareth.barnes@hdr.mq.edu.au">gareth.barnes@hdr.mq.edu.au</a></p>
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9	Cao, Lu	University of New South Wales	<p>Lu Cao is a PhD candidate in the school of Humanities and Languages at University of New South Wales. Her project aims to provide original empirical evidence that is likely to have implications on the theoretical models of revision process and on the training of student translators. The mix-methods study uses eye tracking, screen recording and questionnaires to investigate the process of self-revision.</p> <p>E: <a href="mailto:lu.cao1@student.unsw.edu.au">lu.cao1@student.unsw.edu.au</a></p>
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12	Crosby, Simon	University of Auckland	<p>My interest and research focuses on the lived experience of bi/multilingual students. This doctoral research has developed from my professional practice and prior research into English language learners. I am enrolled with the University of Auckland under the faculty of Education and Social Work.</p> <p>E: <a href="mailto:simonccrosby@gmail.com">simonccrosby@gmail.com</a></p>
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14	Dettwiler-Hanni, Tina U.	University of New England	<p>Tina U Dettwiler-Hanni is a primary school teacher since 1999 (Switzerland, UK, Australia). Move from Switzerland to Australia (Armidale, NSW) in 2014. 3 bilingual children. Research area: Plurilinguals' experience in schools in regional Australia Institution: Master of Education (research) at UNE</p> <p>E: <a href="mailto:tdettwil@myune.edu.au">tdettwil@myune.edu.au</a></p>
15	Do, Thi My Ha	Queensland University of Technology	<p>My research focuses on bilingualism and bilingual education at the school level. I am interested to investigate how schools interpret and translate the government policy as well as contextual factors into bilingual curriculum; and how the bilingual curriculum is enacted in classroom.</p> <p>E: <a href="mailto:thimyha.do@hdr.qut.edu.au">thimyha.do@hdr.qut.edu.au</a></p>
16	Dofs, Kerstin	Macquarie University	<p>Kerstin Dofs has a Master of Arts in Language Learning and Technology, through The University of Hull, UK. She is currently a PhD student at Macquarie University. Her research covers, English as an additional language students' adjustment issues at higher educational institutions, and how these are dealt with presently.</p> <p>E: <a href="mailto:kerstin.dofs@ara.ac.nz">kerstin.dofs@ara.ac.nz</a></p>
17	El-Khaissi, Charbel	Australian National University	<p>Charbel El-Khaissi is a PhD candidate at the Australian National University with a research focus in historical syntax, and a linguistic consultant for multinational technology companies in the artificial intelligence space.</p> <p>E: <a href="mailto:Charbel.El-Khaissi@anu.edu.au">Charbel.El-Khaissi@anu.edu.au</a></p>

18	Freeman, Leonard	University of Melbourne	<p>Leonard Freeman is a PhD candidate at the University of Melbourne, and an Honorary Fellow at Charles Darwin University. Leonard has worked in the Northern Territory for over a decade as a classroom teacher and school principal. Leonard is passionate about educational equity and supporting Aboriginal students to achieve their potential.</p> <p>E: lafreeman@student.unimelb.edu.au</p>
19	Gibson, Fiona	Australian National University	<p>Fiona Gibson is a Warlpiri educator and mentor who has dedicated her career to ensuring that Warlpiri children have access to quality bilingual and bicultural education.</p> <p>E: fnapaljarri@gmail.com</p>
20	Gilanyi, Lisa	University of New South Wales	<p>Dr Lisa Gilanyi completed her PhD in the School of Education at UNSW at the beginning of 2020 and continue her affiliation with UNSW through sessional teaching and research activities. Her main research interests include second language acquisition; first and second language literacies; bilingual family language practices; and language and migration.</p> <p>E: Lisa.gilanyi@unsw.edu.au</p>
21	Grasso, Suzanne	Monash University	<p>Suzanne is a Spanish interpreter and PhD candidate in the School of Languages, Literatures, Cultures and Linguistics at Monash University, where she also works as a Spanish&gt;English translation Teaching Associate. Her research interests include multilingualism, heritage language maintenance, second language acquisition and language policy.</p> <p>E: suzanne.grasso@monash.edu</p>
22	Hoang, Trang	University of Technology Sydney	<p>Trang Hoang (Ms.) has over 10year experience in teaching English and training pre-service and in-service English language teachers in Vietnam. Her research areas are bilingual education, language teacher education and second language acquisition. She is currently a doctoral student at University of Technology Sydney.</p> <p>E: tranghong.hoang@student.uts.edu.au</p>
23	Istiqomah, Lilik	Western Sydney University	<p>Lilik Istiqomah is a lecturer of English language and translation studies at English Education Program, IAIN Surakarta - Indonesia. She usually teaches translation, interpreting and subtitling. She got a PhD scholarship from MORA and is going to study at WSU, Sydney in September 2020 (due to coronavirus disease pandemic, all awardees should start their study next year). Her research interests are in applied linguistics especially translation (pedagogy), interpreting and subtitling.</p> <p>E: lilik.istiqomah@iain-surakarta.ac.id</p>

24	Jeffery, Danielle	University of Queensland	<p>Danielle Jeffery is a doctoral candidate at the University of Queensland, Australia. Her research explores language ideologies in relation to Spanish as world language drawing on qualitative methods incorporating social media informed by theories of new materialism and decoloniality. She is also interested in heritage language identities, multilingualism and remote education.</p> <p>E: d.jeffery@uq.net.au</p>
25	Kharchenko, Yulia	Macquarie University	<p>Yulia Kharchenko has taught English in Russia, Ireland and Australia for over 10 years. She is currently a PhD candidate in Applied Linguistics at Macquarie University, Sydney, where she also teaches on the Graduate Certificate of TESOL program. Her research interests include multilingual pedagogy and language policies in ELT.</p> <p>E: Yulia.Kharchenko@hdr.mq.edu.au</p>
26	Kretzer, Michael M.	Rhodes University	<p>Dr. Michael M. Kretzer is the NRF SARCHI Chair Post-Doctoral Research Fellow at Rhodes University, South Africa. His research focuses on education systems, language policies, and the relationship between education and agriculture in Sub-Saharan Africa, especially in South Africa, Malawi and Botswana. In addition, he works on Linguistic Landscape (LL) research.</p> <p>E: m.kretzer@ru.ac.za</p>
27	Lee, Huan Yik (Patrick)	University of Queensland	<p>I am Huan Yik Lee (Patrick). I am a Malaysian, currently pursuing PhD at the School of Education, University of Queensland, Brisbane, Australia. My research interests include language policy and planning, language-in-education policy, language ideology, language ecology, macro-sociolinguistics, politics of language and societal multilingualism.</p> <p>E: huanyik.lee@uq.net.au</p>
28	Liang, Luyao	Macquarie University	<p>Luyao (Louie) Liang is a first-year PhD candidate at School of Education, Macquarie University. His research interests lie in early childhood curriculum and pedagogy, early bilingual education, language teacher education, educational policy, and developmental psycholinguistics. His PhD project looks at early childhood English curriculum in both China and Australia.</p> <p>E: luyao.liang@hdr.mq.edu.au</p>

29	Liu, Chang	University of Technology Sydney	<p>Chang Liu is a Ph.D. candidate at the Faculty of Arts and Social Sciences, University of Technology Sydney. Her main research focus has been on teacher identity and teacher education, particularly in the language other than English context.</p> <p>E: Chang.Liu-23@student.uts.edu.au</p>
30	Mashayekh, Sara	University of New South Wales	<p>Sara Mashayekh has a PhD in education and is a researcher and literacy content specialist with the division of Equity Diversity and Inclusion, University of New South Wales. She specialises in teaching and assessment of language and literacy and her research interests include pedagogical tasks, learners' agency, and teacher education.</p> <p>E: sara.mashayekh@unsw.edu.au</p>
31	McLeod, Sharynne	Charles Sturt University	<p>Sharynne McLeod, is Professor at Charles Sturt University, Australia, is a Life Member of Speech Pathology Australia and Fellow of the American Speech-Language-Hearing Association. She was named Australia's Research Field Leader in Audiology, Speech and Language Pathology in 2018 and 2019. She has won Editors' Awards from Journal of Speech, Language, and Hearing: Speech (2018) and American Journal of Speech-Language Pathology (2019). She has co-authored 11 books and over 200 journal articles and chapters focusing on children's speech acquisition, speech sound disorders, and multilingualism.</p> <p>E: smcleod@csu.edu.au</p>
32	Mustikasari, Dewi Wahyu	University of Technology Sydney	<p>Dewi Wahyu Mustikasari works for the English Education Department of IAIN Salatiga, a public tertiary education in Central Java, Indonesia. Her research interests include technology-enhanced language learning, teachers' design work, and teacher practices. She is currently an HDR student at UTS.</p> <p>E: dewiwahyu.mustikasari@student.uts.edu.au</p>
33	Nagahawatte, Kethakie	University of Auckland	<p>Kethakie Nagahawatte is a doctoral candidate at the School of Cultures, Languages and Linguistics, University of Auckland and a Senior Lecturer at the Department of English Language Teaching, University of Colombo. She holds a MA in TESL (PGIE, OUSL). Her research areas are learner identity formation and language ideology.</p> <p>E: knag402@aucklanduni.ac.nz</p>

34	Nguyen, Thi Phuong Lan	University of Newcastle	<p>Thi Phuong Lan Nguyen - a Doctor of Philosophy in Education. She is an English lecturer of Hanoi Pedagogical University No.2, Vietnam, and a researcher of School of Education, the University of Newcastle, NSW, Australia. Her professional interests are Language Teacher Education - Policy and Practice.</p> <p>E: thiphuonglan.nguyen@newcastle.edu.au</p>
35	Nguyen, Thu Thi	Macquarie University	<p>Thu Thi Nguyen has recently finished her Ph.D. study at Department of Linguistics, Macquarie University. She is teaching English at Police University, Ho Chi Minh City, Vietnam. Her research interests include spoken English, communication strategies, intercultural pragmatics and English as a lingua franca.</p> <p>E: thu-thi.nguyen@students.mq.edu.au</p>
36	Nu, Anh T. Ton	Macquarie University	<p>Anh T. Ton Nu is currently working towards her PhD at the Department of Linguistics, Macquarie University under the supervision of Dr Jill Murray. Her research interests include pragmatics in English Language Teaching, teacher education, and textbook evaluation.</p> <p>E: anh.ton-nu@hdr.mq.edu.au</p>
37	Ong, Teresa Wai See	Griffith University	<p>Teresa Wai See Ong received her PhD in sociolinguistics from Griffith University, Australia. Her doctorate thesis examines language maintenance pertaining to Chinese community languages in Malaysia. Her findings inform language policy by drawing attention to the complex social, cultural, and political issues involved in language maintenance.</p> <p>E: ongtesa@gmail.com</p>
38	Ruane, Colum	Macquarie University	<p>Colum completed his PhD in Applied Linguistics in 2019 with a focus on cosmopolitanism and English ideologies. His interests include, among many, World Englishes, linguistic imperialism, ELF, global identity, language learning beyond the classroom. He currently works at Macquarie University as a post-doc research fellow.</p> <p>E: colum.ruane@mq.edu.au</p>
39	Sakamoto, Fern	Macquarie University	<p>Fern teaches English-language and intercultural competence courses at Nagoya University of Foreign Studies in Japan. She is a part-time PhD candidate at Macquarie University, Australia. Her current research investigates the nature of global competence in the Japanese context and global competence-oriented foreign language pedagogy for higher education in Japan.</p> <p>E: fern.sakamoto@students.mq.edu.au</p>

40	Saunders, Sherryl	University of Technology Sydney	<p>Sherryl Saunders is a PhD candidate from the University of Technology Sydney, focussing on the professional growth of early career languages teachers. She has been a teacher, including languages, in particular Japanese; a curriculum consultant, an assistant principal and a teacher of pre-service education students. Sherryl has a keen interest in maximising teacher quality to ensure maximised opportunities for learners.</p> <p>E: Sherryl.A.Saunders@student.uts.edu.au</p>
41	Tran, Van H	Charles Sturt University	<p>Van Tran is a PhD candidate in an ARC-funded project on Vietnamese language maintenance and Vietnamese-English competence. She is also a linguist and a NAATI-accredited translator. She has been teaching English language and linguistics and translation at University of Wollongong and Western Sydney University. Her research has been focussing on discourse analysis, SFL, multilingualism, home language maintenance and children's speech acquisition.</p> <p>E: vtran@csu.edu.au</p>
42	Truong, Liem Thi Tu	Macquarie University	<p>Liem Thi Tu Truong is a PhD candidate at the Department of Linguistics, Macquarie University. She is also a lecturer at the Department of English for Specific Purposes, Hue University of Foreign Languages, Vietnam. Apart from English-medium instruction - EMI, her research interests also include TESOL and ESP teacher education.</p> <p>E: thi-tu-liem.truong@students.mq.edu.au</p>
43	Uptin, Jonnell	University of Sydney	<p>Dr Jonnell Uptin is an early career researcher. She is an Academic Fellow in Literacy, Language and Culture and TESOL Primary Education in the School of Education and Social Work, at The University of Sydney. Her research centres on issues of social justice for former refugees and, more recently young Thai adults who have grown up in Thai orphanages.</p> <p>E: jonnell.uptin@sydney.edu.au</p>
44	Verdon, Sarah	Charles Sturt University	<p>Dr Sarah Verdon, PhD is a Senior Lecturer Charles Sturt University, Australia. Her research focuses on the development of a culturally responsive workforce and supporting the communication of children from diverse backgrounds. She is co-chair of The International Expert Panel on Multilingual Children's Speech and oversaw the development the Speech Pathology Australia national position paper and clinical guidelines for "working in a culturally and linguistically diverse society".</p> <p>E: sverdon@csu.edu.au</p>

45	Victoria, Eliza	University of Sydney	<p>Eliza Victoria is the author of several books including the Philippine National Book Award-winning <i>Dwellers</i> and the novel-in-stories <i>Nightfall</i> (2018). She is currently a PhD candidate at the University of Sydney. The focus of her research is speculative fiction in English written by Filipino authors.</p> <p>E: <a href="mailto:evic7389@uni.sydney.edu.au">evic7389@uni.sydney.edu.au</a></p>
46	Walker, Talia	University of Sydney	<p>Talia Walker is a PhD candidate at the University of Sydney. Her research explores the performance of emailed apologies by learners of Italian to academic staff in the Australian university context. Through a mixed methods approach, her research explores apologies from the perspectives of both the apologisers and the recipients.</p> <p>E: <a href="mailto:talia.walker@sydney.edu.au">talia.walker@sydney.edu.au</a></p>
47	Wang, Cen	Charles Sturt University	<p>Dr Cen (Audrey) Wang is a project officer of the Australian Research Council funded VietSpeech project at Charles Sturt University. Her research focuses on children's academic and social emotional development and the associated factors.</p> <p>E: <a href="mailto:cwang@csu.edu.au">cwang@csu.edu.au</a></p>
48	Wang, Sixuan	University of New South Wales	<p>I am a PhD candidate studying in the school of humanities and languages of UNSW. I am currently working on language maintenance and shift of the Blang language, a minority language in China. My research interests include language maintenance and shift, language attitudes and language use.</p> <p>E: <a href="mailto:sixuan.wang@student.unsw.edu.au">sixuan.wang@student.unsw.edu.au</a></p>
49	Wang, Yining	Macquarie University	<p>Yining Wang was a PhD candidate between 2016-2020 in Linguistics department of Macquarie University and she completed her PhD thesis in June 2020. Yining's research areas include bilingual education, multilingualism, heritage language maintenance, and migrant's children's education. Her PhD thesis is 'The heritage language maintenance of Chinese migrant children and their families'.</p> <p>E: <a href="mailto:yining.wang@students.mq.edu.au">yining.wang@students.mq.edu.au</a></p>
50	Wilson, Owen	University of Sydney	<p>Owen Wilson is an EAP teacher at The University of Newcastle, an M.Ed TESOL tutor at The University of Sydney and a PhD candidate at The University of Sydney, researching trainee ESL teachers' identity and agency.</p> <p>E: <a href="mailto:owen.l.wilson@gmail.com">owen.l.wilson@gmail.com</a></p>

51	Wood, Megan	Australian National University	<p>My name is Megan Wood. I am a second-year PhD student at the ANU within the School of Language, Literature and Linguistics. I am currently in the fieldwork component of the research, working alongside Murrinhpatha speaking teachers at Our Lady of the Sacred Heart College in Wadeye, Northern Territory.</p> <p>E: <a href="mailto:megan.wood@anu.edu.au">megan.wood@anu.edu.au</a></p>
52	Wulandari, Ella	Deakin University	<p>Ella Wulandari is a first-year PhD candidate in School of Education, Deakin University, and a teacher educator in Indonesia since 2006. She earned her MA in TESOL from University of Canberra. Her research interests include teacher education and professional learning, EIL pedagogy, world Englishes and classroom discourse.</p> <p>E: <a href="mailto:ewulandari@deakin.edu.au">ewulandari@deakin.edu.au</a></p>
53	Xu, Samantha Zhan	University of Sydney	<p>Samantha Zhan Xu is a PhD candidate in the Department of Chinese Studies at the University of Sydney. Her current research project concentrates on the linguistic landscape of Chinese restaurants in Sydney. She holds an MPhil degree in translation studies from the University of Sydney and has been teaching translation practice and theory since 2015.</p> <p>E: <a href="mailto:zhan.xu@sydney.edu.au">zhan.xu@sydney.edu.au</a></p>
54	Yeh, Li-Chen	Australian National University	<p>Li-Chen Yeh is a PhD student with the School of Culture, History and Language at ANU. She has been working on documentation of moribund Austronesian languages in Taiwan since 2015. Her research areas include contact linguistics and theoretical approaches to historical and present-day morpho-syntactic development of contact involving languages.</p> <p>E: <a href="mailto:li-chen.yeh@anu.edu.au">li-chen.yeh@anu.edu.au</a></p>

# Applied Linguistics Research at Macquarie University

Applied Linguistics is a research strand in the larger department of Linguistics at Macquarie University in Australia. We conduct research and supervise Master of Research and Doctoral (PhD) students across a variety of research areas.

## RESEARCH AREAS

- Classroom-based research
- Out-of-class language learning, especially in regard to study abroad, migration, and online learning
- Language assessment including issues related to the validation of language tests
- Language curriculum and language program evaluation
- Text and discourse analysis, and multimodality.
- Disciplinary and workplace communication including academic and professional communication and language for specific purposes
- Issues related to bilingualism and multiculturalism
- Language teacher education

## WHY APPLIED LINGUISTICS AT MACQUARIE?

- We offer a research training program, the Master of Research (MRes) as well as a doctoral (PhD) program.
- Our programs are internationally relevant and highly regarded.
- Our academic staff have expertise in a wide range of areas of Applied Linguistics and TESOL.
- Macquarie Linguistics is ranked in the Top 50 internationally in the QS Top University Rankings (2017).



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## OUR APPLIED LINGUISTICS SCHOLARS

- Professor Phil Benson
- Professor Ingrid Piller
- Professor Mehdi Riazi
- Professor Lynda Yates
- Associate Professor Stephen Moore
- Dr Phil Chappell
- Dr John Knox
- Dr Cassi Liardet
- Dr Jill Murray
- Dr Peter Roger
- Dr Helen Slatyer

## SAMPLE PUBLICATIONS

- **Benson, P.** (2016). *The Discourse of YouTube: Multimodal text in a global context*. London: Routledge.
- **Candlin, S. & Roger, P.** (2013). *Communication and professional relationships in healthcare practice*. Sheffield: Equinox.
- **Chappell, P.** (2014). *Group work in the English language curriculum: Sociocultural and ecological perspectives on second language classroom learning*. London: Palgrave MacMillan.
- **Knox, J. S.** (2014). *Online newspapers: Structure and layout*. In C. Jewitt (Ed.), *The Routledge handbook of multimodal analysis* (2nd ed.) (pp. 440-449). London: Routledge.
- **Liardet, C.L.** (2016). *Grammatical Metaphor: Distinguishing Success*. *Journal of English for Academic Purposes*, 22, 109-118.
- **Gollin-Kies, S., Hall, D.R., & Moore, S. H.** (2015). *Language for Specific Purposes*. Houndmills, Basingstoke, Hampshire, UK: Palgrave Macmillan.
- **Murray, J. C.** (2017). Politeness and the Greek diaspora: Emic perceptions, situated experience, and a role for communicative context in shaping behaviors and beliefs. *Intercultural Pragmatics*, 14(2), 165-205.
- **Piller, I.** (2016). *Linguistics Diversity and Social Justice: An Introduction to Applied Sociolinguistics*. New York: Oxford University Press.
- **Riazi, A.M.** (2016). *The Routledge Encyclopaedia of Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed-methods*. London: Routledge.
- **Yates, L.** (2015). *Intercultural communication and the transnational: Managing impressions at work*. *Multilingua*, 34 (6), 773-795.

## FIND OUT MORE

<http://www.mq.edu.au/research/phd-and-research-degrees>  
ling.postgrad@mq.edu.au

# Master of Applied Linguistics

Applied Linguistics is the application of language studies to understand and offer solutions to real-life problems. The Master of Applied Linguistics covers theoretical and methodological issues relevant to qualified and/or experienced practitioners in a variety of professions whose work is concerned with language and communication. This internationally relevant degree will develop your analytical skills and your understanding of the complex relationships between language use and context.

## KEY FEATURES

- Allows the opportunity to study with one of the largest and most diverse Linguistics departments in Australia, which features four research centres
- Flexible study options allow study on-campus or online, full-time or part-time
- Provides an internationally relevant and highly regarded qualification
- Covers a wide range of topics in Applied Linguistics

## CAREER OPPORTUNITIES

This degree can enhance career opportunities in many professions where an in-depth understanding of language and communication is important, especially for graduates with prior experience as language teachers.

The program is suitable if you are a qualified TESOL teacher, or an experienced language professional working or aiming to work in areas such as:

- teaching
- curriculum development
- literacy education
- bilingualism
- teacher education
- policy development
- management
- community service
- community liaison



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## COURSE INFORMATION

Minimum course duration	1-1.5 years depending on prior qualifications and experience, or part time equivalent
Attendance mode	Internal, external
Study mode	Full-time, Part-time
Commencing	Session 1 (February) Session 2 (July)
Credit points required	48

## ENTRY REQUIREMENTS

- Australian bachelor degree or recognised equivalent in a related area and/or at least 1 year of relevant work experience.

## WHO SHOULD APPLY

- Experienced/qualified TESOL teachers, or other language professionals, working or aiming to work in areas where language and communication are critical issues.

## WHAT YOU WILL STUDY

- Language, Learning and Community
- Genre, Discourse and Multimodality
- Second Language Acquisition
- Exploring Discourse in Context and Action
- Language for Specific Purposes
- Language Testing and Evaluation
- Pragmatics and Intercultural Communication
- Research Methods in Language Study
- Teaching English for Academic Purposes
- Languages and Cultures in Contact

## FIND OUT MORE

[courses.mq.edu.au/MAppLing](https://courses.mq.edu.au/MAppLing)  
[ling.postgrad@mq.edu.au](mailto:ling.postgrad@mq.edu.au)

+61 (2) 9850 7102

# Master of Applied Linguistics and TESOL

The Master of Applied Linguistics and TESOL (Teaching English to Speakers of Other Languages) is a teaching qualification. It covers theoretical and methodological issues, with a particular focus on TESOL. Students develop their understanding of the complex relations between language use and context in educational and professional settings, and apply this understanding to the teaching and learning of languages. This degree is valued by major TESOL employers in Australia and internationally.

## KEY FEATURES

- Allows the opportunity to study with one of the largest and most diverse Linguistics departments in Australia, which features four research centres
- Flexible study options allow study on-campus, online, or blended learning modes
- Provides an internationally relevant and highly regarded qualification
- This degree can be combined with the Master of Translating and Interpreting studies

## CAREER OPPORTUNITIES

Graduates will be able to teach in a variety of Australian and overseas English language teaching contexts, including:

- Australian Migrant English Program (AMEP)
- English Language Intensive Courses for Overseas Students (ELICOS)
- Teaching ESL or EFL in international settings
- Overseas language colleges for young, adolescent and adult learners
- Overseas schools (requirements will vary by country)
- In private companies as language tutors in English for Specific Purposes programs

## ENDORSEMENT

This is an internationally relevant and highly regarded qualification that qualifies graduates to teach in ELICOS, AMEP, LL&N, Australian University language centres, and many contexts overseas.



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## COURSE INFORMATION

Minimum course duration	18 months - 2 years depending on prior qualifications and experience, or part-time equivalent
Attendance mode	Internal, external
Study mode	Full-time, Part-time
Commencing	Session 1 (February) Session 2 (July)
Credit points required	64

## ENTRY REQUIREMENTS

- Australian bachelor degree or recognised equivalent

## WHO SHOULD APPLY

- Experienced teachers wanting a recognised TESOL qualification
- Prospective teachers wishing to enter the field of TESOL
- Anyone with a completed Bachelor degree and an interest in applied linguistics and English language teaching

## WHAT YOU WILL STUDY

This degree includes subjects such as:

- Language Teaching Methodologies
- Planning and Programming in TESOL
- Linguistics and Language Teaching
- Practicum in TESOL
- Classroom, Curriculum and Context
- Communicative Grammar
- Language for Specific Purposes
- Pragmatics and Intercultural Communication
- Research Methods in Language Study
- Teaching English for Academic Purposes

## FIND OUT MORE

[courses.mq.edu.au/MAppLing](https://courses.mq.edu.au/MAppLing)  
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+61 (2) 9850 7102



# Master of Teaching

EARLY CHILDHOOD/PRIMARY/SECONDARY EDUCATION



Macquarie University’s Department of Educational Studies offers three Masters degree courses for anyone interested in becoming a teacher in early childhood, primary or secondary education. Ranked in the top 100 for education in the world (QS, ARWU & THE rankings, 2019), our high-quality teaching and curriculum are informed by cutting-edge interdisciplinary research.

## WHY STUDY WITH US?

Our courses are enriched by work-integrated and research-informed practices that equip graduates with knowledge, skills and understanding relevant for future-orientated teaching and learning. By studying with us, you will be able to strengthen your critical thinking capabilities so you can respond to changing educational environments, and design, implement and evaluate innovative, evidence-based solutions.

Each of these degrees has been accredited by the relevant Australian teacher accreditation agency – the Australian Children’s Education and Care Quality Authority (ACECQA) or New South Wales Education Standards Authority (NESA).

## KEY FEATURES

### SUPPORTIVE LEARNING ENVIRONMENT FOR YOUR STUDIES

We take pride in helping students develop their full potential through practical teaching experiences informed by a coherent and reflective teaching philosophy. Our approach to learning design, pedagogy and assessment is underpinned by our 5 Rs – capabilities we see as essential to great teaching – Resilience, Reflexivity, Responsiveness, Readiness to learn, and Research-informed practice.

### HIGH RANKING ACADEMICS

You will benefit from active researchers who are world class experts in their fields and will guide your learning through up-to-date research, theories, and practices in education.

### NOT JUST AN ACADEMIC EXPERIENCE

You will work collegially with like-minded peers from diverse backgrounds through in-class and community-based interactions.

COURSE INFORMATION	Birth to Five Years	Primary	Secondary
Minimum course duration	2 years full-time	2 years full-time *	2 years full-time *
Attendance Mode	Internal, External	Internal, External	Internal, External
Study mode	Full-time, Part-time	Full-time, Part-time	Full-time, Part-time
Commencing	Session 1 (February)	Session 1 (February)	Session 1 (February)
Credit Points required	160	160	160

\* Accelerated options are available for these courses.

You can undertake some of your professional experience placements within Australia or overseas through special programs offered through Macquarie University.

## ADMISSION REQUIREMENTS

**English Language Requirements:** Academic IELTS of 7.5 overall (with a minimum 7.0 in reading, 7.0 in writing, 8.0 in listening, 8.0 in speaking) or equivalent.

**Master of Teaching (Birth to Five Years):** An Australian level 7 bachelor’s qualification or recognised equivalent from ANY discipline, with a Weighted Average Mark (WAM) of 55, or equivalent.

**Master of Teaching (Primary & Secondary):** A recognised undergraduate or graduate degree that meets the relevant subject knowledge requirements of the NSW Educational Standards Authority (NESA) for primary/secondary teaching.



#### MASTER OF TEACHING (BIRTH TO FIVE YEARS)

This course equips you with knowledge of child development, curriculum design, learning assessment and pedagogical skills necessary when working with young children and their families. Graduates of this degree are in high demand because of the global recognition of the importance of the early years in life-course development.



#### MASTER OF TEACHING (PRIMARY)

This course equips you with knowledge of curriculum design, learning assessment and pedagogical skills necessary when working with children and their families. Primary school teachers play a critical role in inspiring a love of learning, as well as assisting children to develop foundation skills such as literacy and numeracy, and physical and social competencies. In addition to the core education units, students will select one primary specialisation in either English, or Science, Technology and Mathematics for advanced study.



#### MASTER OF TEACHING (SECONDARY)

This course equips you with knowledge of curriculum design, learning assessment and pedagogical skills necessary to support secondary students to reach their full potential. Secondary school teachers play a critical role in inspiring a love of learning as well as guiding students through what can be an exciting and challenging period in their lives. In addition to the core education units, students will select at least one secondary teaching subject from: Business Studies, Economics, English, Geography, History, Languages, Mathematics, Science, and Society & Culture (2nd teaching subject only)

#### CAREER OPPORTUNITIES

Graduates from these three Master of Teaching degrees qualify to work as teachers in either early childhood, primary and secondary school settings in Australia. Graduates can also seek employment in a variety of Australian and overseas English language teaching contexts, including:

- School-based leadership roles
- Education administrator
- Education researcher
- Education specialist/professional/consultant/adviser
- Education policy or curriculum developer
- Education Ministry or other relevant government department
- Professional learning coordinator or leader in business or industry
- Education program management
- Education media and publishing
- Training agency consultant

- Resilience
- Reflexivity,
- Responsiveness
- Readiness to learn, and
- Research-informed practice.

**FIND OUT MORE**  
Macquarie University NSW 2109  
Australia

E: [futurestudents@mq.edu.au](mailto:futurestudents@mq.edu.au)

Ph: 02 9850 6767

W: [www.mq.edu.au](http://www.mq.edu.au)



# Master of Education

This degree is best suited to education professionals working in early childhood or school education who are keen to pursue advanced studies in education embedded within a research-enriched teaching and learning environment.

## KEY FEATURES

- This is a research-led, evidence-based and practice-focused degree that can enhance your professional knowledge and skills so that you can support and mentor colleagues.
- This degree is offered online, allowing you to study while you work and apply what you learn in the classroom.
- After you graduate, you'll have access to ongoing professional learning and cutting-edge professional development through our Academy of Continuing Professional Development in Education.
- Many of the units included in this degree will be available through micro-credentialing.

## SPECIALISATIONS

- ◆ Applied Studies in Education
- ◆ Bilingual Education
- ◆ Leadership in School Education
- ◆ Special Education Studies

## SUITABLE FOR

This program is aligned with the AITSL Professional Standards for Teachers, and is designed to support the development of teachers' knowledge and skills as they progress through the stages of their career. It is suitable for primary and secondary trained teachers in all school contexts.

## ENGLISH LANGUAGE REQUIREMENTS

The required standard of English for this program is: Academic IELTS of 6.5 overall with minimum 6.0 in each band, or equivalent.

## Apply on:

<https://courses.mq.edu.au/2020/domestic/postgraduate/master-of-education>

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## Domestic fee-paying

**AUD \$20,806**

Indicative annual fee

Fee per credit point AUD \$260.08



# Master of Early Childhood

This degree enhances professional and theoretical understanding and knowledge of factors that impact a child's emotional, social and intellectual development. It includes studies on child development, play, infant and toddler curriculum and pedagogies, creative arts, policy, language and literacy, STEM, and management and leadership in early childhood contexts.

## KEY FEATURES

- You can choose from two specialisations: Curriculum and Pedagogy or Leadership in Early Childhood.
- You'll have opportunities to engage with early childhood experts who are active researchers and who are recognised worldwide as authorities on early childhood education, development and educational leadership.
- A combination of on-campus classes, online discussion tools and virtual classrooms means you can continue to work full-time while studying. Depending on the units you select, you may also be able to complete your degree completely online.
- Recognition of prior learning allows you to apply for up to four units of credit based on previous postgraduate studies, professional development and training, and work experience.

## SPECIALISATIONS

- ◆ Curriculum and Pedagogy
- ◆ Leadership in Early Childhood Education

## SUITABLE FOR

Those keen to continue early childhood studies at an advanced level. Those who have a three year Early Childhood teaching degree can use this course to obtain a fourth year qualification.

## ENGLISH LANGUAGE REQUIREMENTS

The required standard of English for this program is: Academic IELTS of 6.5 overall with minimum 6.0 in each band, or equivalent.

## Apply on:

<https://courses.mq.edu.au/2020/domestic/postgraduate/master-of-early-childhood/>

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## Domestic fee-paying

Estimated annual fee AUD \$6,684  
Fee per credit point AUD \$83.55

