



School of Education Professional Learning Hub

Colloquium for educators & researchers

25 May 2019

Language, Identity and Culture Colloquium



The colloquium will bring together leading and emerging applied linguists to discuss different linguistic rationales for opportunities and challenges for language, identity and culture in critical language education contexts.

The sessions will offer new levels of analysis to common approaches to language education, offering researchers, teachers and practitioners complex and critical perspectives of multilingual and multicultural diversity in the increasingly globalised world.

Through this conference you will gain:

Keynote Speakers:

- ❖ Professor Brian Paltridge *University of Sydney*
- ❖ Professor Ian G. Malcolm *Emeritus Professor, Edith Cowan University*

Colloquium Convenors:

- ❖ Associate Professor Toni Dobinson *Curtin University*
- ❖ Dr Sender Dovchin *Curtin University (ARC DECRA Fellow)*
- ❖ Dr Paul Mercieca *Curtin University*

- ✓ a better understanding of Language, Identity and Culture in Language Education
- ✓ experiences to develop approaches to language education for your personal teaching context
- ✓ network opportunities with your peers and knowledge experts in this area
- ✓ a certificate of professional learning

Dates:

Saturday 25 May 2019

9:00am – 5:00pm

Venues:

Building 500, Curtin University,
Kent Street, Bentley, Western
Australia

Cost:

Standard: \$180

(includes morning tea, lunch and afternoon tea)

Curtin Staff and Students: \$90

(includes morning tea, lunch and afternoon tea)

This colloquium is aimed at *academics, scholars, teachers, practitioners and policy-makers.*

It seeks to address the importance and significance of understanding language users' cultural, social and linguistic backgrounds as crucial sites within educational practices, classrooms and policies.

[Register here](#)

Language, Identity and Culture Colloquium

Saturday, 25 May 2019

9:00 - 9:30	Arrival and registration
9:30 - 9:40	Professor Simon Forrest <i>Welcome to country</i>
9:40 - 9:45	Associate Professor Craig Lambert <i>Welcome and introductions</i>
9:45 - 10:15	<p>Dr Sender Dovchin (ARC DECRA FELLOW) <i>Current trends, critical theories and practices in language, identity and culture in education</i></p> <p>Recent debates in the critical studies of language and identity have problematised paradigms such as bi/multilingualism for reifying static language boundaries and for their inability to account for communicative practices constructed out of a diversity of linguistic and cultural repertoires. Instead, terms such as translanguaging, polylingualism, metrolingualism and linguascapes, reflective of a translinguistic turn in applied linguistics, have been introduced in an attempt to capture the critical complexity of language and identity. This emergent trend helps educators capture multiple hidden meanings and identities embedded within learners' multiple ways of communicating, speaking, and being. Learners would be able to contribute their own cultural and linguistic experience in educational settings, as to how they would exactly experience it in their real-life situations.</p>
10:15 - 10:45	<p>Professor Brian Paltridge University of Sydney <i>Language, identity and communities of practice: Implications for language education</i></p> <p>This presentation discusses the relationship between language, identity, and communities of practice, as it is in our participation in communities of practice that identities are created. The ways in which people display their identities includes the way they use language and the way they interact with people. Identities are not natural, however. They are constructed, in large part, through the use of language. Identity, however, is not something that is fixed and remains the same throughout a person's life. It is something that is constantly constructed and re-constructed as people interact with each other. Identity, further, is a two-way construction in that part of having a certain identity is that it is recognised by other people. All of this has implications for the field of language education. A number of examples will be presented which illustrate these points, from the points of view of both learners and teachers.</p>
10:45 - 11:00	Morning Tea
11:00 - 11:30	<p>Professor Ian Malcolm Emeritus Professor, Edith Cowan University <i>Maintenance of Identity in an Adopted Language: Development and Use of Aboriginal English</i></p> <p>The maintenance of Aboriginal English by its speakers, despite the low status the variety is afforded in the general community, reflects an unwillingness, on the part of these speakers, to allow themselves to be linguistically identified by Australian English. The adoption of English by Aboriginal and Torres Strait Islander Australians represents a survival strategy rather wholesale cultural exchange. This paper examines the selective processes of retention, elimination, modification and extension which were brought by Australian Indigenous speakers to the English, and English-derived varieties which they encountered. Then, drawing on research in Cultural Linguistics, it presents four predominant conceptual orientations which guided the way in which English was adopted: relational, experiential, integrative and marginal. Finally, it examines the ways in which Aboriginal English functions as an identity-marker in contemporary Australia.</p>

11:30 - 12:30	<p style="text-align: center;">Associate Professor Toni Dobinson and Dr Qian Gong</p> <p style="text-align: center;"><i>Teaching international students from Asia and the Middle East: Some cultural considerations</i></p> <p>Students from Asian and Middle Eastern backgrounds can present both teachers and students with opportunities to learn about different ways of seeing the world. Knowing about the cultural, linguistic and pragmatic norms of the contexts from which students have come can also help teachers to be more effective in providing a comfortable learning environment for their learners. Culturally inclusive approaches to learning and teaching can help promote and celebrate cultural and linguistic diversity in classrooms while, at the same time, ensuring that students' identities are endorsed. Aware of the dangers of falling into Culturalism and othering with such a session, the presenters aim to draw attention to possible linguistic-cultural considerations when teaching students from Asia and the Middle East in full knowledge of the importance of recognizing intersectionality at the same time.</p>
12:30 - 13:00	Lunch
13:00 - 14:00	<p style="text-align: center;">Professor Brian Paltridge</p> <p style="text-align: center;"><i>Research methodologies in applied linguistics: What is a good research project?</i></p> <p>This workshop will discuss characteristics of a good research project. It will then discuss strategies for developing a research proposal. This will include suggestions for how to choose and focus a research topic as well as how to refine a research question. Details to include in a research proposal will be discussed as well as the very specific areas that a research proposal needs to address. Questions to guide the design of research proposal will also be presented. The presentation will include the discussion of a sample study which contains the characteristics of a good research project. Suggestions for further reading on the development of a research project will also be provided.</p>
14:00 - 15:00	<p style="text-align: center;">Professor Rhonda Oliver</p> <p style="text-align: center;"><i>Language, identity and culture in Aboriginal Education</i></p> <p>For Aboriginal people, particularly those living in the rural and remote communities, the importance of language (i.e., traditional languages, creoles and AE), both for the maintenance of culture and as a marker of Aboriginality, should not be underestimated. For younger people in particular, their Aboriginal languages contribute in significant ways to the formation of their self-identity. At the same time, however, to fully participate in mainstream Australian society Aboriginal people also need to develop an awareness of and have skills in using SAE. This is especially the case for those studying in schools and universities. From this point view, I will describe various observational data showing the diverse ways and various modes in which they do this and make suggestions for how pedagogy (including assessment) can move beyond our current monolingualistic hegemony to one that is Informed by a translanguaging perspective.</p>
15:00 - 15:15	Afternoon Tea
15:15 - 16:30	<p style="text-align: center;">Dr Paul Mercieca</p> <p style="text-align: center;"><i>Critical Implications and Future Directions</i></p> <p style="text-align: center;">Roundtable discussions, concluding remarks, questions/answers and workshops.</p>
16:30: 17:00	Wine and cheese