



Applied Linguistics Association of Australia Conference 2025

*Language and the interface of mono-/multi-
/transnational mindsets*

17–19 November 2025 | Garramilla/Darwin | Charles Darwin University

Conference Handbook

During the conference, please check the conference website for daily updates that may relate to the conference program. This live program will be maintained for the duration of the event.



<https://alaaconference.cdu.edu.au/>

Thank you to our key partners for their facilitation and support of this event.



ALAA also extends their thanks for Duolingo for their support of the Duolingo English Language Test Conference Scholarships.



Welcome from the ALAA 2025 Conference Committee

Dear Colleagues

On behalf of the conference organising committee, it is my great pleasure to welcome you to Charles Darwin University for the ALAA 2025 conference: *Language and the Interface of Mono-/Multi-/Translingual Mindsets*.

We are excited to host this conference in the Northern Territory, a unique part of Australia, which is ideally representative of a multilingual context. This is reflected not only in over one hundred living languages spoken amongst our Indigenous population, for whom English is normally a second or third language, but also in our extended multicultural, multilingual community from Southeast Asia, the African subcontinent, Greece, and beyond.

2025 marks twenty years since esteemed linguist Michael Clyne coined the term 'monolingual mindset' in his book *Australia's Language Potential* (2005) to describe how Australia's multilingual society continues to adopt monolingual ways of being. This theme resonates with our locality and highlights the persistence of a monolingual mindset within Australian society, particularly in our educational and bureaucratic institutions, despite the multilingual nature of the community.

This year's conference brings delegates from across the globe to share significant and diverse research that speaks to our conference theme and promises rich and enlightening discussions and new collaborations.

We are privileged to have four esteemed keynote speakers across our range of subthemes, who will challenge and stimulate our knowledge, understanding, and conversations throughout the conference. We thank them for their time and willingness to step into this pivotal space for galvanizing the conference themes.

I would like to extend my heartfelt thanks to our conference organising committee and volunteers for making the conference possible, Charles Darwin University for providing the venue, and the ALAA Committee for their guidance and support.

I look forward to meeting all of you at the conference.



Nicola Rolls

Conference Chair ALAA 2025

Conference Organising Committee:

Andrew Pollard, James Bednall, Awni Etaywe, Raelke Grimmer, Angelica Carlet, Sarah Dowden-Parker, Peter Crosthwaite

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Note: concurrent session abstracts are organised alphabetically by first author surname.

General Information

Conference Venue

The venue for ALAA 2025 is the Education and Community Precinct (ECP) Building at Danala, the Charles Darwin University City Campus.

Address: 54 Cavenagh Street
Darwin City
NT 0800
T: 1800 654 865

The location is available online at: <https://maps.app.goo.gl/SABSuPJsidPF8ami9>

Conference Registration Desk

For the duration of the conference, the Registration Desk is located on **Level 1** of the **ECP Building** (see address above). On your first visit to the conference, please attend the Registration Desk to check in and collect your name badge from our friendly team.

Dates and Location:

- **Monday 17 November, 08:30am – 09:00am, Foyer – Level 1**
- **Tuesday 18 November, 10:00am – 10:30am, ECP 1.12 – Level 1**
- **Wednesday 19 November, 08:30am – 09:00am, ECP 1.12 – Level 1**

Delegates are requested to wear their **name badges** throughout the conference. This will allow access to **conference sessions, morning and afternoon teas, and lunches**

Conference Catering and Refreshments

Morning tea, lunches, and afternoon tea are included in the registration and are provided on Level 1 of the ECP Building throughout the conference. Please note that the location varies across the conference. Break times are noted in the program.

Dates and Location:

- **Monday 17 November, Foyer – Level 1**
- **Tuesday 18 November, ECP 1.12 – Level 1**
- **Wednesday 19 November, ECP 1.12 – Level 1**

Conference Rooms

The live program advises which rooms are dedicated to the conference and at which times. Across the conference, the rooms that will be used are:

- **Level 1:** Foyer, ECP 1.01, ECP 1.11, ECP 1.12
- **Level 3:** ECP 3.18, ECP 3.19, ECP 3.20, ECP 3.23, ECP 3.26

Social Events

Welcome Reception and Book Launch

🕒 6:00pm-8:00pm, Monday 17 November 📍 ECP Level 1 Foyer

Conference Dinner (Ticketed Event)

🕒 6:30pm, Tuesday 18 November 📍 Yots Greek Taverna, Cullen Bay

Taxis and Rideshare

- Darwin Radio Taxis – 131 008
- Blue Taxi Company – 131 924
- Uber available city-wide

Emergency Contacts and Local Information

- **Emergency (Police, Fire, Ambulance):** 000
- **CDU Security (City Campus):** (08) 8946 6666
- **Royal Darwin Hospital:** (08) 8922 8888

Daily Program Overview

Day 1 – Monday, 17 November 2025

8:30am-9:00am	Conference Registration
9:00am-9:45am	Welcome to Country and Opening Address
9:45am-10:45am	Keynote Speaker Session 1 – Toni Dobinson
10:45am-11:15am	Morning Break
11:15am-12:45pm	Concurrent Sessions (1)
12:45pm-2:00pm	Lunch and ECR Catch-up
2:00pm-3:30pm	Concurrent Sessions (2)
3:30pm-4:00pm	Afternoon Break
4:00pm-6:00pm	Featured Sessions and Concurrent Sessions (3)
6:00pm-8:00pm	Welcome Reception, Book Launch and HDR Meet-up

Day 2 – Tuesday, 18 November 2025

8:30am-9:00am	Arrival Tea and Coffee (ALAA AGM)
9:00am-10:00am	ALAA AGM
10:00am-10:30am	Morning Break and Conference Registration
10:30am-12:00pm	Concurrent Sessions (4)
12:00pm-1:00pm	Keynote Speaker Session 2 – Shoshana Dreyfus
1:00pm-2:00pm	Lunch and Film Screening
2:00pm-3:30pm	Concurrent Sessions (5)
3:30pm-4:00pm	Afternoon Break
4:00pm-5:00pm	Keynote Speaker Session 3 – Roby Marlina
6:30pm	Conference Dinner

Day 3 – Wednesday, 19 November 2025

8:30am-9:00am	Conference Registration
9:00am-10:30am	Concurrent Sessions (6)
10:30am-11:00am	Morning Break
11:00am-12:00pm	Keynote Speaker Session 4 – Robyn Ober
12:10pm-1:10pm	Concurrent Sessions (7)
1:10pm-2:00pm	Lunch
2:00pm-3:30pm	Featured Workshops
3:30pm-4:00pm	Afternoon Break
4:00pm-5:30pm	Featured Workshop and Film Screening
5:30pm-5:45pm	Conference Closing

Keynote Speakers

Monday, November 17, 2025

9:45am – 10:45am

ECP 1.01 - Level 1

Making the path by walking:

Challenging linguistic (in)visibility in translingual settings

Toni Dobinson

Curtin University

Australia is diverse in its multicultural and multilingual composition, including the languages and cultures of the First People, Aboriginal and Torres Strait Islander peoples. And yet it remains wedded to the notion that the dominant language (English) must prevail in key institutional contexts, reflecting the broader linguistic imperialism associated with monolingual ways of thinking, doing, being and a resistance to any decolonizing of the social and educational landscape. In this keynote address I draw attention to the way that the language policies and practices of our nation do not reflect the linguistic realities of our population and, more alarmingly, support deficit raciolinguistic notions that plurilingual individuals operate with incomplete linguistic systems, ignoring language rights, diversity, identity and social justice. I focus on how we can decolonize multilingual spaces through the endorsement of translingualism, and, in particular, the promotion of expressions of linguistic identity, maintaining and revitalizing traditional languages and retaining visibility of heritage languages/varieties. I argue that translanguaging can act as an empowering mechanism for individuals in spaces where dominant discourses are privileged, such as precarious migrant and international education spaces as well as First Peoples' educational spaces. Moreover, the decolonizing of English as a medium of instruction settings, through the co-opting of translanguaging approaches, can facilitate learning in settings which are content focused. Whilst arguing the benefits of translanguaging, however, I also problematize the notion of it; recognizing the complexity, precarity and critique surrounding it, and acknowledging prevailing discourses which prioritize social cohesion, linguistic and educational capital.

***Toni Dobinson** is professor and Discipline Lead in Applied Linguistics, TESOL/Languages in the School of Education at Curtin University in Western Australia. Her research extends across language teacher education and sociolinguistics. She is committed to qualitative research, especially linguistic ethnography, in the areas of language and identity, language and social justice, linguistic racism and translingual practices. Her current research also focuses on the*

experiences of migrants, refugees and international students on university campuses and in the wider local community. She received an Australian Award for University Teaching (AAUT) Citation for Outstanding Contribution to Student Learning for her culturally and linguistically responsive teaching in 2021 and was responsible for the changing of the EAL/D ATAR entry requirements in Western Australia in 2023 with her report commissioned by the School Curriculum and Standards Authority (SCSA) entitled English as an Additional Language/Dialect (EAL/D): Eligibility Research. She has published widely in high-ranking journals such as TESOL Quarterly, Language Teaching Research, International Journal of Bilingual Education and Bilingualism, Language and Education and more. She has co-edited two volumes 1) Dobinson, T., & Dunworth, D. (Eds.) (2019). Literacy unbound: Multiliterate, multilingual, multimodal. Switzerland: Springer Nature and 2) Dovchin, S., Gong, Q., Dobinson, T., & McAlinden, M. (Eds.) (2023). Linguistic diversity and discrimination: Autoethnographies from women in academia. Routledge.

Tuesday, November 18, 2025

12:00pm – 1:00pm

ECP 1.01 - Level 1

**Linguistics at the intersection of language and action – understanding
how activists try to rally support for their cause**

Shoshana Dreyfus

University of Wollongong

In a world abound with challenges in many arenas, citizens somehow need to find a space to take action if they are not to be left feeling helpless and hopeless. This is the space of activism, and the way activists try to make change is through both language and action. So how do activists use language to attempt to achieve these changes? As an instance of positive discourse analysis (Martin 2004), where we analyse discourses of empowerment, discourses of those we admire, as opposed to critical discourse analysis (Fairclough 1995), where we analyse discourses of oppression, this presentation aims to unpack what makes effective activist discourse in letters to the Minister that resulted in positive changes. It uses aspects of systemic functional linguistics, such as appraisal (Martin & White 2005; Martin in press), affiliation, bonding and couplings (Knight 2010; Etaywe & Zappavigna 2024), genre stage and phase analysis (Dreyfus & Han 2024), as well as legitimation analysis (van Leeuwen 2007; Han & Dreyfus in press) and Aristotelian rhetoric (Kennedy 2007; Humphrey 2008) to give an account of how different linguistic strategies might be used to effect change in the world.

Shoshana Dreyfus is an Honorary Associate Professor at the University of Wollongong, Australia. She specialises in discourse analysis, systemic functional linguistics and academic literacy, and has over 20 years research and teaching experience in functional and applied linguistics. She has an additional background in education, in particular literacy education. Her research focuses on a diverse range of objects of study including non-verbal communication and language disorder in intellectual disability; families who have a family member with disability; activist discourse; discipline-specific academic literacy; as well as developments in systemic functional linguistic theory and discourse semantics. She also regularly speaks on ABC radio about language and linguistics and advocates for the rights of people living with severe intellectual disabilities.

She has published widely in high-ranking journals such as Discourse & Society; Social Semiotics; Discourse, Context & Media; Journal of English for Academic Purposes; International Journal of Social Research Methodology: Theory & Practice; Journal of Intellectual and Developmental Disability; The Australian Journal of Social Issues; and Language, Context & Text.

She has co-written the highly cited book Dreyfus, S., Humphrey, S., Mahboob, A. & Martin, J.R. Genre Pedagogy in Higher Education: The SLATE Project, published by Palgrave Macmillan in 2016, and has co-edited two volumes: Dreyfus, S., Hood, S., & Stenglin, M. (eds) Semiotic Margins: Meaning in Multimodalities, published in 2011 by Continuum and Zappavigna, M. & Dreyfus, S. (eds) Discourses of Hope and Reconciliation: J.R. Martin's contribution to Systemic Functional Linguistics, published in 2020 by Bloomsbury Academic. She is currently writing and co-editing another book to be published by Palgrave: Teaching Writing in Universities around the World, which is due to be released in 2026.

In 2025 A/Prof Dreyfus won the Universities Australia People's Choice award in the category of The Community Champion for her groundbreaking 'All ages, all abilities' playground project (<https://www.shapingaustraliaawards.com.au/finalists/the-all-ages-all-abilities-playground-university-of-wollongong>).

Tuesday, November 18, 2025

4:00pm – 5:00pm

ECP 1.01 - Level 1

**The Illusion of Inclusivity: Disrupting the Monolingual and
Monocultural Mindset in ELT Materials**

Roby Marlina

SEAMEO-RELC (Regional Language Centre)

Despite the multilingual realities of today's classrooms and communities, English Language Teaching (ELT) materials remain shaped by entrenched ideologies that privilege a monolithic view of language and culture. This talk critically examines the extent to which ELT textbooks legitimately acknowledge or overlook lingua-cultural plurality. Framed within the Global Englishes paradigm, I explore how these materials reflect or resist monolingual and monocultural orientations to language learning. Drawing on a range of empirical studies, I highlight the gap between publishers' claims of inclusivity and the actual representation of linguistic and cultural diversity in textbook content. This analysis reveals how ELT materials often reinforce ideologies that obscure the multilingual and intercultural nature of today's communicative exchanges. In contrast, I also spotlight promising efforts by educational and bureaucratic institutions working toward materials that are multilingual, multidialectal, and multicultural in orientation. I conclude by offering key questions and considerations for researchers, educators, and policymakers committed to developing more inclusive ELT materials that prepare learners to communicate effectively and respectfully in today's societies where lingua-cultural plurality is a lived reality.

Dr Roby Marlina is a Senior Language Specialist (Teacher-Educator) with the Training, Research, Assessment and Consultancy Department at SEAMEO-RELC, Singapore. He is also the main editor of the Scopus-indexed RELC journal. Prior to joining RELC, he was a lecturer in the Department of Languages, Literatures, Cultures and Linguistics, at Monash University, Melbourne, Australia.

He has published widely in the fields of World Englishes curriculum and pedagogy, language teacher education, and intercultural education. His scholarly works have appeared in international peer-reviewed journals; and various edited books and the encyclopaedias on language teaching and teacher-education. His edited book, *The Pedagogy of English as an International Language: Perspective from Scholars, Teachers, and Students*, was published by Springer International Publishing. He is also the sole author of a monograph entitled *Teaching English as an International Language: Implementing, Reviewing, and Re-Envisioning World Englishes in Language Education*, published by Routledge (Taylor and Francis Group).

Wednesday, November 19, 2025

11:00am – 12:00pm

ECP 1.01 - Level 1

**Recognising cultural and linguistic diversity in Indigenous
Australian educational contexts**

Robyn Ober

Batchelor Institute of Indigenous Tertiary Education

Indigenous Australians are culturally, and linguistically diverse peoples and they draw upon their linguistic repertoires to communicate and make meaning. Throughout the nation they may speak a combination of traditional heritage languages, Aboriginal and Torres Strait Islander Creoles/Kriols and varieties of English including Aboriginal English and Standard Australian English. The language(s) they use are determined by the social and cultural contexts of their communication. For example, in educational learning environments this will differ according to the age of students (e.g., ranging from Early Childhood settings to Tertiary educational contexts) and depending on the nature and cultural association of the constructs being discussed. In this presentation I will address the importance of providing culturally safe and inviting educational spaces to ensure and encourage Indigenous students to draw confidently on their social, cultural and linguistic repertoires. By doing so we can support their educational pursuits with clarity, particularly their development and sharing of cultural and academic concepts and ideas.

***Dr Robyn Ober** is a Mamu/Djirribal woman from Far North Queensland. She is a Lead Researcher and educator at Batchelor Institute and has extensive experience in the Northern Territory that spans 3-decades. She is well renowned for her expertise of both-ways pedagogy, working to combine Indigenous and non-Indigenous ways of knowing, being and learning in teaching practice and research. Dr. Ober's PhD thesis is titled: *Aboriginal English as a Social and Cultural Identity Marker in an Indigenous Tertiary Educational Context*. Her educational and research leadership is internationally and nationally recognised and reflected in her numerous consultancies and research on education delivery, both-ways education, social linguistics and Indigenous research methodologies in the Northern Territory, national and international Indigenous educational contexts.*

*Robyn is pleased to announce the publication of a new book; *Celebrating First Nations Languages and Language Learning in Australian Schools: Stories Across Generations of Language Activism, Advocacy and Allyship* (1st ed.). Routledge. This book introduces key underlying principles for teaching First Nations languages and language learners in schools across a range of contexts. It takes a comprehensive approach covering traditional languages, new languages, and English.*

Featured Sessions and Workshops

Monday, November 17, 2025 – 4:00pm – 5:00pm

ECP 1.11 - Level 1

Book Talk

Social Media and Language Learning: Using TikTok and Instagram

Yeong-Ju Lee

Macquarie University

Overview

This presentation draws on my new book 'Social Media and Language Learning: Using TikTok and Instagram' (Lee, 2025), which explores how visual and multimodal social media technologies mediate informal language learning. The book analyses two studies: a comparative analysis of online data from Instagram and TikTok posts, and a multiple case study based on ethnographic narratives from international students in Australia. These studies show how learners creatively repurpose social media features such as hashtags, carousels, and short-form videos to engage in language learning beyond the classroom. They reveal how multimodal affordances and spatially connected digital environments enable users to practise pronunciation, grammar, and vocabulary while participating in global networks of linguistic exchange. The findings highlight the agency and creativity of learners as they integrate digital content creation and reflection into their everyday lives. Based on these findings, in this presentation, I will discuss how spatial and ecological perspectives can deepen our understanding of informal, technology-mediated language learning. I will also consider pedagogical strategies for integrating social media practices into language education to foster learner autonomy, multimodal literacy, and connected classroom–community learning environments.

Lee, Y.-J. (2025). *Social media and language learning: using TikTok and Instagram*. Routledge. <https://doi.org/10.4324/9781003543541>

Yeong- Ju Lee obtained her PhD from the Department of Linguistics at Macquarie University. She teaches courses in Applied Linguistics, TESOL, and Literacy. Her research interests include digital language learning and teaching using social media and AI. She is a Chief Investigator of the Data Horizon Research Centre-funded project on a customised AI chatbot for language learning at Macquarie University, and the Teaching Development Grant-funded project on AI and literacy at Australian Catholic University.

Monday, November 17, 2025 – 5:00pm – 6:00pm

ECP 1.11 - Level 1

Colloquium/Yarn

**Celebrating First Nations Languages and Language Learning in Australian Schools:
Stories Across Generations of Language Activism, Advocacy and Allyship**

Co-chairs: Carly Steele¹, Robyn Ober², Rhonda Oliver¹

¹Curtin University, ²Batchelor Institute of Indigenous Tertiary Education

Discussant: Rhonda Oliver

Overview

At a critical time for Indigenous languages across the globe, the United Nations International Decade of Indigenous Languages (2022–2032) draws attention to the endangerment of these languages and advocates for the role of education to preserve and revitalise Indigenous languages. At the same time, many new language varieties spoken by Indigenous peoples often remain unrecognised in education systems, and their English language learning needs are left unaddressed. The presentations in this colloquium yarn about the advocacy, activism, and allyship for First Nations languages and language learners undertaken by educators, education systems, and researchers in Australia. With a practical focus, the authors illustrate innovative and contemporary approaches to language learning for First Nations students.

Presentation 1

Teaching First Nations Languages in Queensland Schools

Samantha Disbray and Des Crump

Teaching First Nations languages is on the rise in Australian schools, fostering community involvement, student well-being and language revitalisation, and raising public awareness. This is an important step towards acknowledging and addressing the destructive impacts of invasion on traditional languages and their speakers. This presentation describes the broad range of language situations and contexts in Queensland. Recent top-down language policy moves in Queensland and nationally are creating space for a growing number of practitioners and communities to teach Language in Queensland schools. It explores some of these moves and foregrounds the voices of languages teachers who are leading two programs, to understand elements key to thriving and sustainable programs and languages.

Presentation 2

Content Language Integrated Learning (CLIL) for Learning Aboriginal and Torres Strait Islander Languages

Jacquie Hunter and Helen McCarthy

In this presentation, we introduce Content Language Integrated Learning (CLIL) as a theoretical and pedagogical approach to language learning and teaching. We then describe how this approach may be effective for learning Aboriginal and Torres Strait Islander languages. Using a case study and illustrative examples from a remote Aboriginal community in Western Australia, we describe how CLIL can facilitate students' learning of the Bardi language, Bardi Jawi culture, and science through a two-way approach to learning. We also describe how the language, skills, and understanding learned in this CLIL context have not only been taken up by the students but also transferred for use in other areas of the curriculum.

Presentation 3

Gija Curriculum at Purnululu School

Rhonda Oliver (on behalf of Sophia Mung and Libby Lee-Hammond)

In this presentation I will describe the pedagogical approach used at Boornoolooloo (Purnululu) School that infuses Gija language and culture through multilingual and multimodal learning. Drawing on the wisdom of Manambarram (Elders), Dreaming Stories and local places of cultural significance, the school approaches planning, assessment documentation and reporting with Gija at the centre. Based on our belief that the Australian Curriculum is not fit for purpose for children in remote schools, the school staff are continually seeking ways to decolonise the programs and processes that have been imposed on Gija people through the institution of schooling in Australia. In this chapter we will use examples of two school wide projects, to demonstrate how we deliver a culturally responsive curriculum with Gija community.

Wednesday, November 19, 2025 – 2:00pm – 3:30pm

ECP 1.11 - Level 1

Workshop

Culturally and linguistically inclusive teaching and research

Toni Dobinson, Carly Steele and Rhonda Oliver

Curtin University

Overview

Australia is diverse in its multicultural and multilingual composition. It is, therefore, incumbent upon us to teach and research in ways which are both inclusive and appropriate. In our workshop we hope to stimulate discussion about the creation and management of teaching and research environments which are culturally and linguistically inclusive. We will begin by presenting some examples of our own attempts at Culturally and Linguistically Responsive Teaching (CLRT) in early childhood, primary, secondary and university settings. We will then turn our attentions to research and how this can be designed and managed to be culturally and linguistically appropriate. In providing examples of this we will focus on Indigenous and multilingual migrant contexts in both educational and community settings. Following this we recall experiences that we have had which have been either challenging or delightful or both in classroom teaching or research contexts. This storytelling will serve as the basis for discussion with the audience about their experiences, challenges and delights when teaching and/or researching in different cultural and linguistic settings. We will finish by involving the audience in activities designed to stimulate reflection on multilingual identities and language learning trajectories, as well as providing opportunities for collaborative tasks which involve setting up research projects in various hypothetical culturally and linguistically diverse settings.

Facilitator Profiles

Toni Dobinson is professor and Discipline Lead in Applied Linguistics, TESOL/Languages in the School of Education at Curtin University in Western Australia. Her research extends across language teacher education and sociolinguistics. She is committed to qualitative research, especially linguistic ethnography, in the areas of language and identity, language and social justice, linguistic racism and translingual practices. Her current research also focuses on the experiences of migrants, refugees and international students on university campuses and in the wider local community. She received an Australian Award for University Teaching (AAUT) Citation for Outstanding Contribution to Student Learning for her culturally and linguistically responsive teaching in 2021 and was responsible for the changing of the EAL/D ATAR entry requirements in Western Australia in 2023 with

her report commissioned by the School Curriculum and Standards Authority (SCSA) entitled English as an Additional Language/Dialect (EAL/D): Eligibility Research. She has published widely in high-ranking journals such as TESOL Quarterly, Language Teaching Research, International Journal of Bilingual Education and Bilingualism, Language and Education and more. She has co-edited two volumes 1) Dobinson, T., & Dunworth, D. (Eds.) (2019). Literacy unbound: Multiliterate, multilingual, multimodal. Switzerland: Springer Nature and 2) Dovchin, S., Gong, Q., Dobinson, T., & McAlinden, M. (Eds.) (2023). Linguistic diversity and discrimination: Autoethnographies from women in academia. Routledge.

Carly Steele is an applied linguist and a fully qualified teacher with over 12 years' experience in diverse educational contexts across Australia including urban cities, and rural and remote communities. She holds the position of Senior Lecturer and Master of Education Course Coordinator at Curtin University, Perth. Carly engages in participatory action research in collaboration with classroom teachers and her research aims to promote culturally and linguistically responsive teaching and assessment practices.

Professor Rhonda Oliver has researched extensively and is widely published in the areas of second language and dialect acquisition, and task-based language learning, especially in relation to child and adolescent language learners. For over a decade a considerable body of her work has involved studies within Australian Aboriginal education settings.

Wednesday, November 19, 2025 – 2:00pm – 3:30pm

ECP 3.19/20 - Level 3

Workshop

How to analyse language used to build solidarity around an important cause

Shoshana Dreyfus¹ and Awni Etaywe²

¹University of Wollongong, ²Charles Darwin University

Overview

In our interconnected yet increasingly divided world, exposure to hate, fear, authoritarian discourse, climate denial, and adversarial language and communication has become commonplace. This reality, however, underscores the crucial role of language in nurturing positive discourses of compassion and solidarity. This workshop introduces participants to a dual-layered method for analysing solidarity in discourse, drawing on the Appraisal framework and Bonding Analysis, both grounded in Systemic Functional Linguistics.

Co-led by Associate Professor Shoshana Dreyfus and Dr Awni Etaywe, the session offers a critical yet practical approach to uncovering how texts cultivate collective sentiment and moral alignment. Focusing on one solidarity-oriented media text, participants will first apply Appraisal analysis to identify patterns of Attitude and their role in positioning readers through values and emotions. We will then build on this analysis to demonstrate how Bonding analysis works with clusters of evaluative couplings and axiologically loaded language to model affiliative dynamics at a higher level of discourse organisation.

Rather than treating solidarity as a given, the workshop interrogates how it is constructed, layered, and mobilised through linguistic patterning. Participants will work through pre-coded excerpts using a structured worksheet, followed by guided interpretation and discussion. The workshop aims to demystify these tools, highlight methodological affordances and limitations, and provoke reflection on how evaluative language mediates moral affiliation in pro-social communication. It will be of particular interest to discourse analysts, educators, and researchers in digital activism and social justice communication seeking a transparent method for analysing values and alignment in text.

Facilitator Profiles

Shoshana Dreyfus is Honorary Associate Professor at the University of Wollongong, Australia. She specialises in discourse analysis, systemic functional linguistics and academic literacy, and has over 20 years research and teaching experience in functional and applied linguistics. She has an additional background in education, in particular literacy education. Her research focuses on a diverse range of objects of

study including non-verbal communication and language disorder in intellectual disability; families who have a family member with disability; activist discourse; discipline-specific academic literacy; as well as developments in systemic functional linguistic theory and discourse semantics. She also regularly speaks on ABC radio about language and linguistics and advocates for the rights of people living with severe intellectual disabilities.

Awni Etaywe is a linguist whose research aligns with UNSDG 16, specialising in the discourses of violence and social justice. His work bridges counter-extremism and peacebuilding by analysing threats, incitement, and radical messaging, while advancing social semiotics on the language of peace, solidarity, and compassion in digital media and activism. This dual focus critiques manipulative tactics and fosters strategies for positive change. His work appears in esteemed journals such as Discourse & Society and Language & Society.

Wednesday, November 19, 2025 – 4:00pm – 5:30pm

ECP 1.11 - Level 1

Workshop

Academic Publishing for PhD students and Early Career Academics

Solène Inceoglu¹ and Elke Stracke²

¹Australian National University, ²University of Canberra

Overview

This workshop is designed to support PhD students and Early Career Researchers in navigating the publishing landscape in applied linguistics with greater confidence. Through practical, research-informed guidance, participants will learn how to frame their arguments clearly, choose suitable journals for their work, and respond strategically to reviewer feedback. The session will also highlight common pitfalls in the submission and revision process, offering concrete strategies for refining your manuscript and understanding editorial expectations. Whether you are preparing your first article or seeking to strengthen a resubmission, this workshop will provide tools to help you develop a strong academic voice and communicate your research with greater clarity and impact.

Facilitator Profiles

Solène Inceoglu is a Senior Lecturer in French and Applied Linguistics at the Australian National University. She received her Ph.D. in Second Language Studies from Michigan State University (USA). She currently serves as Vice President for ALAA. Her research interests include L2 speech perception/production, individual differences, and language learning and technology.

Elke Stracke is a professor in applied linguistics and TESOL in the Faculty of Education at the University of Canberra, Australia. Her current research interests focus on motivation, autonomy, blended language learning, curriculum development, and feedback and assessment in doctoral education.

Concurrent Session Abstracts

Concurrent Session 5.1

Exploratory structural equation modeling (ESEM): A new and powerful factor analysis method for L2 researchers

Dr Abdullah Alamer

King Faisal University

Workshop Overview

Quantitative researchers in second language research use different types of measures to assess theoretical constructs. Among different validation steps, researchers are required to check the extent to which their measures are valid from a statistical perspective. The dominant factor analysis methods used in the field are possibly exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). However, recent advancements in psychometric research brought a new method called exploratory structural equation modeling (ESEM) that integrates the best of CFA and EFA in one analytical framework. ESEM is essentially an EFA being executed through structural equation modeling (SEM). Accordingly, it is superior to EFA because it brings the features accustomed to structural equation modeling (SEM) such as model fit indices, error correlation, including covariates in the analysis, and multigroup analysis that were missing from EFA. Importantly, it outperforms CFA because it often provides better model fit indices and natural factor correlation; thus, ESEM retains a valid measurement model and supports the discriminant validity of the factors. This workshop explains ESEM in detail and provides guidelines for applying ESEM and discusses situations when users should use EFA or CFA instead. We also explain the bifactor-ESEM, where a global factor is included in the model. To make the workshop practical, we present an applied example building on the research in second language motivation using the statistical software Jamovi, a user-friendly tool based on the R package of lavaan.

Biography:

Dr Abdullah Alamer is Associate Professor in the Psychology of Language Learning at King Faisal University, Saudi Arabia.

Rethinking language anxiety: Insights from a new experimental study

Dr Abdullah Alamer

King Faisal University

Abstract

Second language (L2) anxiety has been a central concern in L2 research due to its “presumed” negative impact on learning. While earlier studies linked higher anxiety to lower L2 achievement, recent longitudinal research suggests that anxiety has minimal long-term effects on L2 achievement. Instead, studies suggest that L2 achievement is a better predictor of reduced anxiety rather than the reverse. However, no experimental studies examined how enhancing students’ language skills can reduce their L2 anxiety without any anxiety-reduction techniques. This study focused on improving students’ vocabulary acquisition.

A total of 143 university students enrolled in an English course participated in this semester-long study (3-time point), with an experimental group (N = 66) receiving a vocabulary-focused teaching method and a control group (N = 77) following standard instruction. The Short Foreign Language Classroom Anxiety Scale (S-FLCAS) and Vocabulary Knowledge Test (VLT) were used to assess anxiety and achievement. Data was analysed using the conditional latent growth curve modeling (LGCM). Results revealed that the experimental group experienced a significantly greater decline in anxiety due to their increased vocabulary achievement.

A key contribution of this study is that anxiety can be reduced through language skills development without explicit anxiety-reduction strategies. These findings suggest that teachers should (1) recognize anxiety as a natural part of early learning, (2) prioritize structured language exposure at an optimally challenging level, and (3) encourage language use while normalizing mistakes. This approach may provide a more effective means of reducing L2 anxiety than targeting anxiety itself.

Biography:

Dr Abdullah Alamer is Associate Professor in the Psychology of Language Learning at King Faisal University, Saudi Arabia.

The causal relationship between motivation and achievement: A new dynamic perspective

Dr Abdullah Alamer

King Faisal University

Abstract

Researchers in language learning have long examined how motivation influences outcomes such as engagement and L2 achievement, with consistent evidence supporting the positive role of motivation. However, less is known about the dynamic and reciprocal relationship between autonomous motivation and achievement over time. Specifically, can L2 achievement foster increased motivation?

To investigate this, 226 university-level language learners in Saudi Arabia were tracked across 17 weeks at three time points. Two complementary longitudinal approaches were employed: the random-intercept cross-lagged panel model (RI-CLPM) to examine the directional effects.

Findings from the RI-CLPM indicated that autonomous motivation at Time 1 predicted greater language achievement at Time 2, but early language achievement did not enhance motivation at the following time point. Interestingly, a reversed pattern emerged later in the semester: achievement at Time 2 significantly predicted an increase in autonomous motivation at Time 3, whereas motivation at Time 2 did not predict increase in achievement at Time 3. The results were stable across the two genders.

Together, these findings offer novel insights into the temporal interplay between motivation and achievement. It is the first to suggest a loop effect (Motivation --> Achievement --> Motivation). The study contributes to self-determination theory by highlighting how learning progress can eventually foster motivational growth, thereby enriching our understanding of motivation as both a driver and an outcome in L2 learning.

Biography:

Dr Abdullah Alamer is Associate Professor in the Psychology of Language Learning at King Faisal University, Saudi Arabia.

Phonological Variation in the Realization of Qaf in the Rabigh Village Dialect

Safiah Almurashi

Australian National University

Abstract

Previous studies have examined how the /q/ phoneme is realized in different Arabic dialects, presenting it as a useful example of sociolinguistic variation. While phonemic variation is understudied across Arabic dialects, its patterns—and the influence of social factors such as age, gender, and education in Saudi dialects remain largely unexplored, with no prior research on the Rabigh village dialect. This study provides a preliminary account of sociophonetic variation in Rabigh village, a Saudi Arabic variety spoken in Hajur, Hijaz.

Data were collected from 24 native Rabigh village speakers (12 males and 12 females) aged (20+ years) and from various educational backgrounds. All participants, including the researcher, were raised in Hajur. Data was elicited through sociolinguistic interviews and a controlled word list targeting the /q/ phoneme. Auditory analysis identified three main variants: [q], [dʒ], and [k]. These variants are influenced by social factors such as age, gender, and education. [q] and [k] were used by all speakers, regardless of background, but with varying frequencies. Interestingly, [dʒ] appeared only among older, less-educated females.

These results document patterns of sociophonetic variation in relation to /q/ in Rabigh village, and the findings are expected to provide valuable contributions to our understanding of sociophonetic variation in the context of Arabic dialectology in general and within the Saudi context in particular. These findings highlight variability in language and have implications for Arabic language teaching as learners need to be able to perceive and produce sociolinguistic variants appropriately.

Biography:

Safiah Almurashi is a Ph.D. candidate in linguistics at the Australian National University, specializing in sociophonetics and Arabic dialectology.

Emotional factors underlying bilingual English learners' well-being: exploring the role of hope and enjoyment

Professor Fakieh Alrabai

King Khalid University

Abstract

While a large body of research has been conducted on the critical role of well-being in language learners' academic success, this line of research has extensively explored the predictive role of interpersonal and environmental factors, such as teacher communication behaviours, peer interactions, and classroom climate, leaving the critical role of a wide spectrum of language learners' emotions and emotional experiences that shape their overall wellbeing largely unexplored. Guided by the PERMA model of language learner well-being, this cross-national study probed the interplay between hope, enjoyment, and well-being among Iranian and Saudi bilingual English learners, with a focus on the predictive role of hope and enjoyment in learners' overall well-being. Data were collected from 486 participants (236 Iranian and 250 Saudi learners) through two validated questionnaires, and the analysis was conducted using 'confirmatory factor analysis' (CFA), 'multiple regression analysis' (MRA), and 'measurement invariance' (MI) testing. The findings uncovered close, positive associations between hope, enjoyment, and well-being across both cultural contexts. The findings also identified that hope and enjoyment were significant predictors of well-being, jointly explaining a substantial proportion of the variance in the well-being of Iranian and Saudi bilingual learners. In addition, no statistically significant differences were found between the Iranian and Saudi regression models regarding the predictive power of hope and enjoyment. Taken together, these outcomes suggest the need for educational policies and interventions that promote positive emotional experiences in language learning environments, ultimately leading to learners' overall well-being.

Biography:

Alrabai is a Professor of Applied Linguistics at the Department of English Language, King Khalid University, Saudi Arabia. Dr. Alrabai's research focuses on Second/Foreign Language Acquisition with significant emphasis on Psycholinguistics variables including second/foreign Motivation, language anxiety, L2 learner emotions, basic psychological needs, engagement, and autonomy.

ALAA ECR SCHOLARSHIP

Power dynamics in language education: A case study of English and Asante-Twi in Kumasi, Ghana

Dr Davida Aba Mensima Asante-Nimako¹, Grace Donkor², Emmanuel Kwesi Asiedu²

¹ Curtin University, ² Wesley College of Education

Abstract

English remains the lingua franca of power structures in Ghana, often dominating official gatherings and educational contexts. This dominance continues to shape speaker preferences, respect and recognition, mostly at the expense of Ghanaian languages, including Asante-Twi. While most studies have focused on social, institutional and cultural hierarchies, there is a gap in the literature on the power dynamics of linguistic repertoires in the language teaching classroom in Kumasi.

This study draws on the concept of coloniality (Ndhlovu & Ndhlovu-Gatsheni, 2024) to explore the implications of the linguistic power dynamics for teachers and pre-service teachers and broader educational outcomes within the context of Kumasi, Ghana. Using the qualitative research approach, data were collected from three teachers and three pre-service teachers in an institution individually, through interviews, classroom observations, audio and video recordings. Data were transcribed and analysed inductively with NVivo 15 software.

Key findings include: (a) some teachers' code-switch practices inadvertently exclude pre-service teachers from diverse linguistic backgrounds, raising concerns about inclusivity and equity. (b) English language (what we term the new Ghanaian L1 language) and its association with intelligence, leading to prioritisation over the local languages. (c) Ironically, some pre-service teachers and teachers' difficulty in the oral use of the English language due to low proficiency, reflecting the social impact of the inappropriate application of Ghana's language policy.

Hence, this study contributes to limited research on school-related language power dynamics in this space and setting and proposes context-sensitive and educational innovations that respect linguistic diversity while highlighting inclusive and effective education.

Biography:

With a 12-year teaching experience, Davida has contributed to the training of pre-service teachers, including supervision of both 60-plus research projects and teaching practice. She taught the English language, including Content and Methodology. The B.Ed (Art) and M.Phil in Applied Linguistics place her heart into language teaching and Linguistics

Grace Donkor is an Assistant Lecturer at the Languages Department, Wesley College of Education, Kumasi, Ghana. She has Bachelor's and Masters' Degree in English Language and Teaching English as a Second Language. Her Research interests are Teaching English as a Second Language and English as Lingua Franca.

Emmanuel Kwesi Asiedu is an Assistant Lecturer in the Department of Languages at Wesley College of Education, Ghana. He has a bachelor's and a master's degree in English and is pursuing a doctorate in English Language at KNUST in Ghana. His research focuses on Critical Discourse Analysis (CDA) and pedagogy.

Concurrent Session 4.1

Professional constraints and contemporary trends in curriculum: Exacerbating language education challenges in Queensland senior schooling

Luke Beck

University of the Sunshine Coast

Abstract

Language education in Australian schools is in crisis, neglected in policy and facing stubbornly low participation and retention rates. It is imperative that language teachers are afforded conditions and resources that enable them to achieve agency in their work in order to produce quality programmes that are responsive to local contexts and capable of challenging prevalent monolingual mindsets. However, Australia is caught up in a global policy trend of increasing accountability practices and outcomes steering in education that has had a constraining effect upon teacher professional practice. This can be seen in Queensland, where a new senior education system and suite of supporting syllabuses have been strongly criticised by language teachers in the state for their impact upon the profession. Curriculum documents and their formal features play a central but under-acknowledged role in these processes. This presentation will present the findings of an analysis of Queensland senior Japanese curriculum documents that draws on Systemic Functional Linguistics to illustrate how the formal features of these documents and their use in systems of educational governance can constrain or enable teachers' professional practice. Findings include the significant contribution of interpersonal language resources in accountability practices, the use of intertextual links to constrain curriculum interpretation, and the function of language choices in establishing a balance between teacher professionalism and central prescription. Given the current challenges facing language education in Australia, and the place of educational reform and teacher pedagogy in proposed solutions, this research has practical implications for curriculum development and enactment.

Biography:

Luke is a graduate student in education research at the University of the Sunshine Coast. His research interests include teacher agency, curriculum design, language education, and discourse analysis.

Concurrent Session 4.3

Strengthening language through first language mathematics education

James Bednall^{1,2}, Melissa Alimankinni³, Merrilyn Bara⁴, Christine Bennett⁵, Sharon Carrol⁵, Kate Charlwood^{6,1}, Cris Edmonds-Wathen¹, Leanne Goldsworthy⁵, Edith Kirlew¹, Roshania Lalara⁷, Lucinda Nipper⁵, Peter Nyhuis⁸, Sarah Peters⁴, Rachel Lisa Puantulura³, Sasha Wilmoth⁶, Holly Yantarrnga⁹

¹Charles Darwin University, ²Australian National University, ³Murrupurtiyanuwu Catholic Primary School, ⁴Umbakumba School, ⁵Areyonga School, ⁶University of Melbourne, ⁷Angurugu School, ⁸University of Surrey, ⁹Milyakburra School

Abstract

The Mathematics in Indigenous Languages project seeks to design and deliver mathematics education in Indigenous languages in remote Northern Territory schools. We work collaboratively as a team of researchers in linguistics and education, and school-based educators from four language groups: Pitjantjatjara, Tiwi, Anindilyakwa and Kriol. This paper focuses on how teaching mathematics through First Nations children's first language also contributes to broader language maintenance goals. The overall project adopts a design-based research methodology, in which a model based on theory and research is iteratively designed, improved and validated. Case studies developed through the implementation cycles are site specific and responsive to each language and community, grounded in participatory action research methods. We take a strengths-based approach, identifying the existing mathematical affordances of the languages. This involves the identification and development of a mathematics register, undertaken in collaboration with Elders and knowledge holders. Often, there is appropriate traditional terminology which can be used. However, in some cases the children may not know this and may be using English or Kriol equivalents only. In other cases, traditional terminology is extended metaphorically to new domains. The mathematics classroom also provides children with opportunities for rich oral language use and increases the value of adult speakers in the school. Through this project we are developing a concrete pathway for intergenerational knowledge transmission in this high-status domain. Through our focus on multiple languages, we explore how mathematics terminology can be developed and used in varied

language ecologies, as well as adding to the theoretical understanding of the relationship between mathematics and language more broadly.

Biography:

James Bednall is a Lecturer in Linguistics at Charles Darwin University. He has expertise in language documentation and description, community-led language revitalisation and maintenance, and the interfaces between morphosyntax, semantics and pragmatics. Since 2015, James has worked closely with communities in East Arnhem Land.

Melissa Alimankinni is an Assistant Teacher at Murrupurtiyanuwu Catholic Primary School.

Merrilyn Bara is an Assistant Teacher at Umbakumba School, on Groote Eylandt.

Christine Bennett is an Assistant Teacher at Areyonga School.

Sharon Carrol is an Assistant Teacher at Areyonga School.

Kate Charlwood is a PhD candidate at the University of Melbourne, working on a linguistic documentation of contemporary Tiwi. Having worked as a community linguist at Mirima Dawang Woorlab-gerring Language and Culture Centre (Kununurra), she is particularly interested in language revitalisation and Indigenous languages education.

Cris Edmonds-Wathen is a Senior Lecturer in Education at Charles Darwin University and leads the Mathematics in Indigenous Languages (MIL) project. Cris has expertise in mathematics education and in linguistics, field-based research in Indigenous communities, and working with schools involved in IL mathematics teaching.

Leanne Goldsworthy is a Teacher-Linguist at Areyonga School.

Edith Kirlew is a PhD candidate at Charles Darwin University researching the use of Kriol to teach mathematics in Numbulwar. With a background in Linguistics and Mathematics, she supports community-led language projects, including Wubuy revitalisation and First Nations media, aiming to strengthen cultural and educational outcomes through language.

Roshania Lalara is an Assistant Teacher at Areyonga Preschool.

Lucinda Nipper is an Assistant Teacher at Areyonga School.

Peter Nyhuis is a postdoctoral researcher at the Surrey Morphology Group, University of Surrey. He previously worked with speakers of Australian Aboriginal languages to develop bilingual school programs, in his role at the NT Department of Education.

Sarah Peters is a Classroom Teacher at Umbakumba School.

Rachel Lisa Puantulura is an Assistant Teacher at Murrupurtiyanuwu Catholic Primary School.

Sasha Wilmoth is a Lecturer in Linguistics at the University of Melbourne. Her research focusses on the description and documentation of Australian Aboriginal languages, particularly Pitjantjatjara. Her interests include the morphology and syntax of these languages, as well as processes of language variation and change within the context of colonisation and language contact.

Holly Yantarrnga is an Assistant Teacher at Milyakburra School.

Multilingual repertoires and practices of Manobo Kulamanen people in Mindanao, south-central Philippines

Rene M. Bonifacio

University of Nottingham

Abstract

Manobo Kulamanen language variety is spoken by approximately a thousand Manobo people in Lumintao, Quezon, Bukidnon, south-central Philippines. It may become extinct if no language protection measures are implemented, as may other Indigenous minority languages, because the country's current language policies and legislation favour English, Filipino, and nine other major languages spoken by Philippine dominant cultural groups with at least one million native speakers¹. My project explores how language policies and legislation affect Manobo people's use of, and attitudes and ideologies towards, languages. In this paper, I present their reported linguistic repertoires and practices. Particularly, I examine changing patterns of multilingualism amongst four languages: Manobo (the Indigenous language), Cebuano (the regional language), Filipino (the national language), and English (an international language). 260 Manobo participants completed the (printed or online) questionnaires and 29 engaged in in-person semi-structured interviews with the help of six trained Manobo assistants. The data show increased multilingualism amongst younger and educated community members. I suggest reasons for these differences such as varied levels of language contact with Dumahat (or non-Manobo) people, their varying academic levels, and the prevalent language policies and legislation in the Philippines. I argue that multilingual repertoires and practices are useful to preserve an Indigenous language, including culture and identity, amid language shift patterns of some members, thereby mitigating language endangerment.

¹The major languages in the Philippines include Tagalog, Cebuano, Ilokano, Hiligaynon, Bikol, Waray, Kapampangan, Pangasinan, Maranao, and Maguindanao (McFarland, 2008, p. 132; Reid, 2005, p. 1; Wurm, 2011, p. 735).

Biography:

I am a third-year PhD researcher in Linguistics (Modern Languages) at the University of Nottingham. I advocate for Indigenous language maintenance and conservation; hence my previous studies focused on language ecology, language contact and language change, language transmission, identity, and translanguaging amongst Manobo Kulamanen, Matigsalug-Manobo, Bukidnon, and Talaandig people in Bukidnon, south-central Philippines.

Learner Reflections on High Variability Phonetic Training (HVPT) Tasks: Pronunciation Pedagogy through Learner-Responsive Approaches

Dr. Angélica Carlet

Charles Darwin University

Abstract

The study explores learner experiences and outcomes of two High Variability Phonetic Training (HVPT) tasks—Identification (ID) and Categorical Discrimination Training (CDT)—in the development of L2 stop consonant perception and production. Stops were selected because they pose persistent challenges for Romance language learners of English (Carlet & Rato, 2017). Sixty Catalan/Spanish bilingual university students learning English in Spain took part in a five-week training regime using CVC non-words produced by multiple native speakers of Southern British English. Participants were assigned to either ID, CDT, or control groups and completed pre-/post-perception and production tests. Post-training, learners responded to a survey evaluating task difficulty, enjoyment, and perceived learning.

In addition to perceptual improvement, production was assessed through an intelligibility judgment task by native English raters. Findings indicate that perceptual training methods generalized to modest gains in intelligibility, particularly for voiced stops, with the ID group showing slightly stronger performance. Importantly, the study adopts comfortable intelligibility (Scovel, 1988) rather than native-like accuracy as the central goal of pronunciation development. This reflects a more inclusive and realistic objective aligned with contemporary multilingual pedagogies.

Survey results further highlight learner preferences: 85% of the ID group reported enjoying the training, compared to 38% in the CDT group, suggesting that affective responses may influence learner engagement and outcomes. These findings argue for pronunciation instruction that is both empirically grounded and attuned to learners' experiences. By combining intelligibility-focused outcomes with learner reflection, this study values learner agency and the multilingual realities of L2 users.

Biography:

Dr. Angélica Carlet is a lecturer in education at Charles Darwin University and an applied linguist with a focus on L2 phonetics, additional language acquisition, and multilingual education. She has published widely and contributed to international research projects. She maintains strong academic links with Spain, where she completed her PhD and held prior academic appointments.

Navigating Identity: Chinese Students' Transition from EFL to ESL in Australia

Qingmiao Cheng, Dr Noriko Iwashita

The University of Queensland

Abstract

Learning a second language (L2) offers valuable insights into the target culture but can also present barriers to building meaningful relationships. Despite meeting English language proficiency requirements, international students often encounter challenges navigating real-world interactions in a new linguistic and sociocultural environment.

Language learning and identity construction are interrelated, dynamic processes. As identity is expressed through language, L2 learners may experience identity shifts or tensions during social interactions (Nematzadeh & Narafshan, 2020). While research increasingly explores identity in study-abroad contexts, few studies examine how new academic and linguistic environments shape non-native English speakers' identities.

This study investigates how Chinese EFL students construct self-perceived identities while using English in an ESL context and how these identities influence their interactional practices. Ten Chinese international students participated in questionnaire surveys and class-like discussion tasks; four took part in in-depth interviews, selected based on English proficiency and duration of stay.

Qualitative analysis revealed that participants gradually integrated English into their daily routines. However, practical language use beyond academic settings remained limited. Students who demonstrated a sense of ownership of English were more likely to adopt empowered identities (Zhang, 2021), viewing themselves as legitimate users rather than learners. Many participants also shifted identities depending on their interlocutors' language proficiency.

These findings highlight the need to support international students in extending their L2 use into social and professional domains. Educators play a key role in helping learners claim agentic identities and addressing power dynamics linked to language proficiency.

Biography:

Qingmiao Cheng holds a Master of Applied Linguistics in TESOL from The University of Queensland. Her research focuses on learner identity transformation and peer interactions in second language contexts. Qingmiao's dissertation explored how language learning shapes and reshapes learners' identities, contributing to the broader discussion on identity and language acquisition.

Noriko Iwashita is an Associate Professor at UQ's School of Languages and Cultures. She teaches SLA, pedagogy, and assessment while supervising PhD and MA students. Her research focuses on peer interaction, classroom assessment, and task-based teaching. Her work appears in Applied Linguistics, Studies in Second Language Acquisition, and Language Testing.

Concurrent Session 6.4

Navigating restriction and fragmentation: Understanding systemic barriers to Chinese students' argumentative writing through teachers' perspectives

Qiyue Cheng

The University of Sydney

Abstract

For many Chinese students, writing text with argumentation using academic English is a difficult process. This study takes a holistic view, examining the sociocultural and linguistic factors that contribute to the argument quality of Chinese English majors in reading-to-write tasks. In this paper, I address the environmental issues regarding how the institution prepares and educates Chinese English major undergraduates in tertiary English writing. Adopting a generic qualitative research design, this paper explores teacher perspectives through in-depth interviews. Utilising purposive sampling, this paper recruits four English writing instructors teaching English majors. The findings reveal that 1) English writing, introduced as a standalone course in 2021, remains a nascent area of instruction in the local EFL context; 2) the course design lacks a cohesive structure, with limited linkage or progression between year levels; 3) none of the teachers has received any pedagogical training in English writing; 4) there is limited guidance on students' argumentation ability and critical thinking skills, and few real-life writing opportunities; and 5) political and ideological pressures constrain teachers from addressing critical-thinking-related elements in English writing instruction. This paper highlights how institutional constraints influence course design, scheduling, and teaching practices, creating a chain of factors that ultimately determine students' learning outcomes. It concludes by suggesting the need for policy-level reform for a more coherent, content-driven, and real-world-relevant EFL academic writing environment.

Biography:

Qiyue Cheng is a PhD candidate in TESOL at the University of Sydney, funded by the International Stipend and Tuition Fee Scholarships. She holds an MEd (TESOL) from the University of Sydney with a GPA of 88.2, and a BA (Honours) in Translation, with eight years' teaching and leadership experience.

Writing feedback at university: benefits and impact on students' academic writing literacy

Dr Neda Chepinchikj , Dr Joyce Wu

University of New South Wales

Abstract

Since feedback is crucial for student learning (Han & Xu, 2020), providing first-year undergraduate students with feedback on their first assessment drafts is invaluable to their academic success and writing skills development. Due to time and resource constraints, external writing support often fulfills this purpose. Based on data from a first-year undergraduate course in Social Sciences, this presentation aims to demonstrate the impact and value of external writing feedback for written course assessments, and how it supports students develop their writing skills by providing specific constructive feedback. The external writing feedback tool used is a human-operated online service, which delivers personalised ethical formative feedback absent of corrections or editing. We dive deep in the students' journey from first assessment draft, external writing feedback, final draft and marker's feedback and assessment grade and follow the developmental changes in the students' writing as well as their choices in applying or disregarding the feedback. As such, this is a qualitative case study of four students' assessments using text analysis and thematic analysis. Theoretically, we apply the concepts of feedback literacy (Hattie & Timperley, 2007) and student feedback literacy (Boud & Dawson, 2023) to demonstrate the benefits of writing feedback and its impact on students' academic writing literacy. The study shows that students who engage with external writing feedback and revise their writing in ways contextually and purposefully suited to their assessments show improvements in their final assessment outputs, receive more positive feedback from their marker and obtain higher grades.

Biography:

Dr Neda Chepinchikj is a linguist, educator and researcher, managing the area of English Language Development at the University of New South Wales (UNSW), Sydney. Her research focus is on academic writing, multimodal conversation analysis and telecinematic discourse. She is a published author and an Associate Fellow of the Advance Higher Education Academy.

Dr. Joyce Wu is a Global Development Senior Lecturer at the School of Social Sciences. She is also a Fulbright Senior Scholar, Deputy Editor of the Journal Development in Practice. Prior to academic life, Joyce has worked in the development sector with DFAT and UN Women.

Reclaiming and sustaining Indigenous knowledge - Indigenous Language Revitalisation Studies at the University of Queensland

Des Crump, Dr Samantha Disbray

University of Queensland

Abstract

With the Decade of Indigenous Languages underway (2022-2032), community-led activism to reclaim, revitalise and sustain Language and Cultural knowledge and practice is flourishing across Australia (Tudor-Smith, Williams and Meakins, 2024) and internationally. In Queensland, the first Aboriginal and Torres Strait Islander students graduated in 2025 from Australia's first Indigenous Language Revitalisation studies program. The program was developed by an Indigenous Steering Committee of community and industry language specialists and Indigenous staff at the University of Queensland. It was designed to extend, recognise and professionalise the leadership and skills of First Nations Languages champions, advance Language reclamation (De Korne & Leonard, 2017) and challenge the power that institutions such as universities have held over Indigenous languages (Woods, 2023).

In this presentation, we share the goals and design process for the newly developed Graduate Certificate in Indigenous Language Revitalisation. We discuss the content and pedagogical approaches that guide this innovative program. In particular, we discuss ways of centering 'the wisdom in the room' - the knowledge and experience that the program participants bring and the insights and power they generate as they come together to learn from each other and from other First Nations scholars and practitioners.

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Biography:

Des Crump is a Gamilaroi man from South-east Queensland. He was in the first intake of Masters of Indigenous Language Education at University of Sydney in 2006. He supported

Queensland communities to access language materials for a decade in his role with the State Library Queensland and is now Indigenous Industry Fellow at the University of Queensland.

Samantha is a non-Indigenous linguist who has worked with Indigenous communities across Australia for over 2 decades on language documentation and resource creation projects. She currently convenes and teaches in the Graduate Certificate Indigenous Language Revitalization program of the University of Queensland.

Concurrent Session 3.1

Task-Based Language Teaching in Japan: A Systematic Review of Implementation and Research (2008–2025)

Brent Cotsworth

University of Queensland

Abstract

While Task-Based Language Teaching (TBLT) has gained international attention over the last three decades for its communicative and learner-centred focus, its uptake in Japanese educational contexts remains limited. This presentation reports on an in-progress systematic review that investigates the empirical research base of TBLT in Japan from 2008 to 2025. The review draws on English and Japanese-language resources retrieved from four international databases (Scopus, ERIC, LLBA, Web of Science) and several Japanese-language repositories including CiNii and J-STAGE.

The study aims to address four guiding research questions: (1) What is the distribution of TBLT research across education levels in Japan? (2) What are the methodological characteristics of these studies? (3) What are the defining features of TBLT classroom practice? (4) What design patterns and limitations emerge from the research base? Screening is being conducted in accordance with PRISMA guidelines using a defined set of inclusion and exclusion criteria.

Preliminary analysis reveals notable trends in TBLT implementation across linguistic and educational contexts. Published literature shows a strong emphasis on higher education, with comparatively limited focus on secondary school classrooms. A contrast emerges between English-language and Japanese-language research: while English sources often highlight TBLT, the Japanese literature often includes traditional approaches such as the Presentation, Practice, and Production (PPP) model and task-based supported learning. Importantly, the Japanese-language studies display culturally distinctive insights that are potentially more relevant to the local teaching context. Recognizing and incorporating these underrepresented perspectives strengthens the evidence base and supports a more multifaceted understanding of TBLT's implementation in Japan.

Biography:

Brent Cotsworth's research interest is in teaching methodologies namely CLT and TBLT from the teachers' perspective. Brent lived and worked in Japan teaching at university level for several years. He has a Masters of Applied Linguistics and is currently a PhD candidate focussing on TBLT in Japanese secondary education.

Concurrent Session 5.4

Constructive integration of AI in the development of academic literacy of non-native English-speaking master students

Dr Hanandyo Dardjito¹, Dr Ari Setiawan¹, Dr Nicola Rolls², Dr Peter Wignell²

¹*Universitas Sarjanawiyata Tamansiswa,* ²*Charles Darwin University*

Abstract

In English as a Foreign Language (EFL) settings, postgraduate students and young researchers traditionally experience significant English language barriers when writing their theses or publications in English (Phyo et al., 2025). This paper describes the design of an academic literacy scaffolding approach that incorporates the legitimate use of AI to develop EFL postgraduate students' confidence and writing ability. Whilst the arrival of AI promises an irresistible panacea for EFL students, using AI incorrectly places them at risk of breaching academic integrity. Additionally, because institutions and students are inconsistent in interpretations of what use of AI counts as academic integrity breaches, EFL students are subject to increasing anxiety regarding how their use of AI will be interpreted (Greg-Harrison & Quarterman, 2024). These tensions call on HE institutions to provide systematic support for students to both develop their academic reading and writing skills and their AI literacy so they can participate meaningfully in disciplinary discourse. This study uses a mixed-methods explanatory sequential approach, beginning with a quantitative analysis of a survey related to tensions in reading and writing and students' use of AI. A qualitative analysis of follow-up focus groups will provide nuanced understandings of students' experiences. Based on these insights, a model will be developed incorporating AI use with academic literacy scaffolding (Rose, 2018) that explicitly teaches the use of AI within the parameters of academic integrity. This model will be relevant for English language learning contexts, both in foreign-speaking countries and in English-speaking institutions with large numbers of international students.

Biography:

Dr Dardjito is a faculty staff of Universitas Sarjanawiyata Tamansiswa, Indonesia who focuses his research interest in researching and developing higher education and academic literacy in EFL context.

Ari Setiawan is an active lecturer at Sarjanawiyata Tamansiswa University (UST), Yogyakarta. He completed his doctoral program at Universitas Negeri Yogyakarta (UNY). Currently, Ari Setiawan teaches in several programs, including the Master's at Educational Research and Evaluation (PEP), Master's at Elementary Teaching, and other programs at UST. He is also active in academic activities such as writing books and journal articles, and plays a role in the National Accreditation Agency (BAN) in the Special Region of Yogyakarta. Within the UST academic environment, he contributes as Deputy Director and is involved in curriculum development and improving the quality of education. In addition, he is known as a prolific writer and is active in developing student character through various scientific publications.

Dr Rolls has significant experience in managing, researching and developing higher education and transition programs in response to the climate of diversity, the academic challenges faced by university students and approaches to overcoming these from a systemic functional linguistic and socio-cultural perspective. She is the principal editor and author of two books on Higher Education Teaching and Learning and Academic Language and Learning and has developed numerous courses for students and staff relating to academic literacy development and successful first-year learning and teaching.

Dr Peter Wignell has been working as a lecturer, senior lecturer, research fellow and senior research fellow in universities in Australia and Singapore since the late 1980s. His background is in Systemic Functional Linguistics, discourse analysis, multimodal discourse analysis and social semiotics, especially in relation to language, literacy and language in society. He has taught, researched and published in all these fields.

Indonesian EFL Teachers' Perceptions of Genre-Based Approach Implementation: A Case Study in Aceh Secondary Schools

Merina Devira

Flinders University

Abstract

The present study examined English language teachers' perceptions of the Genre-Based Approach (GBA) implementation in Indonesian secondary schools as part of EFL curriculum reform in Indonesia. Very few studies have explored the factors that prevent or facilitate EFL teachers in a remote province in Indonesia from applying teaching activities that align with the GBA. This qualitative study was conducted in five senior high schools in the Langsa region of Aceh Province, where case studies were undertaken using semi-structured interviews. The research participants were all English language teachers from each school. The data from semi-structured interviews were analysed through thematic analysis to identify the factors that inhibit or facilitate teachers in teaching genre (text types) under the GBA. The preliminary findings of this study showed that limited teacher knowledge of the GBA, lack of training on the GBA, students' low vocabulary, and students' low motivation in learning English impeded the implementation of the GBA. On the other hand, factors that facilitated its implementation included the use of a teaching guide, technology-based teaching media, teacher discussion, teaching preparation, various learning sources, and variations of teaching techniques. The findings obtained in this study have implications for school leadership, the local education agency, and the central government about the support that can be applied and strengthened for English language teachers, especially in a remote region, in implementing the GBA.

Biography:

Merina Devira is a PhD candidate in the TESOL (Teaching English to Speakers of Other Languages) at Flinders University. After completing a two-year postgraduate Applied Linguistics program at the University of Adelaide in 2012 with an interest in applying functional linguistics in language education, she lectures at the English Education Department of Samudra University, Indonesia. Her research interests are in Systemic Functional Linguistics (SFL), text/genre-based pedagogy (curriculum), English for Academic and Specific Purposes, and English language teaching and learning. Her current study focuses on the implementation of the genre-based approach (GBA) for English as a Foreign Language (EFL) courses in Indonesia.

Celebrating and sustaining language and multilingualism through the arts

Dr Samantha Disbray

University of Queensland

Abstract

Arts-based language projects to reclaim, sustain and celebrate Indigenous languages and multilingualism show the power of innovation and collaboration (Bracknell et al. 2022; Tudor-Smith, Williams and Meakins, 2024), with outcomes including film, theatre, song, visual arts and multimodal story-telling offering rich platforms for Communities relearning and representing their languages and cultures, and for wider audiences' learning and appreciation of them. This presentation explores the nature and value of interdisciplinary arts-based language projects and collaborations through two case studies: the Warumungu Ankkinyi Apparr, Ankkinyi Mangurr language repatriation and exhibition project, and the development of the Pintupi-Luritja Wangka Walytja exhibition. It details how in both projects diverse partners are drawn together, including language specialists, artists, authors and story tellers, community art centres and organisations, videographers, archives, libraries and galleries and academics, with diverse outcomes and insights, presenting art-based practice and research as a framework to understand and examine experience by all involved in art-based work (Leavy, 2015).

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Biography:

Samantha is a non-Indigenous linguist who has worked with Indigenous communities across Australia for over two decades on language documentation, language in education and resource creation projects. She currently convenes and teaches in the Graduate Certificate Indigenous Language Revitalization program of the University of Queensland.

Discourses about language education for adult migrants in Australia and Germany

Hailey Doan¹, Fee Sponagel², Dr Marie Stevenson¹, Professor Claudia Harsch²

¹University of Sydney, ²University of Bremen

Abstract

This presentation compares discourses in public documents about adult migrant language education (AMLE) in Australia and Germany. Australia and Germany both have large migrant populations, yet they represent opposite poles on the migration spectrum (Castles & Miller, 2015). Being a country of migration forms part of Australia's national identity and it has a long history of providing migrant language education. However, Australia also has restrictive migration policies, such as off-shore detention for asylum seekers and a highly selective, skills-based migration program. In contrast, Germany has made a recent transition to viewing itself as a country of immigration (Lancee, 2012), with very large inflows of migrants over the past years, many of whom are refugees from conflict areas, such as Iraq, Syria and Ukraine (Yaman et al., 2022). The integration of migrants is a key issue in German political and public discourse (Ernst, 2021).

Discourse analysis was carried out on a sample of public documents about AMLE from the two countries, employing content analysis and linguistic analysis based on Appraisal (Martin & White, 2005). The results show that the documents in both countries emphasize the role of language education in facilitating integration. However, the Australian documents take a more 'service-oriented' position in which language schools are viewed as service providers, whereas the German documents take a more 'responsibility-oriented' position in which a greater burden of responsibility for language learning and integration is placed on migrants themselves. The results are discussed in relation to discourses of integration (Flubacher & Yeung, 2015).

Biography:

Hailey Doan recently completed the Master of Crosscultural and Applied Linguistics at the University of Sydney. She is currently completing a Master of Teaching at University of Technology, Sydney.

Fee Sponagel recently completed a Bachelor's degree in Linguistics at the University of Bremen, Germany. She is currently enrolled in a Master's degree in Linguistics at the University of Bremen.

Marie Stevenson is an applied linguist and educationalist whose main fields of expertise are literacy and language teaching. She has researched and written on a wide range of topics within these fields, including discourse.

Claudia Harsch is a professor at the University of Bremen, Germany, specialising in language learning, teaching and assessment. She has worked in Germany and in the UK and is active in teacher training worldwide.

Concurrent Session 7.4

From immersion to entanglement: Language, technology and (new) materialities in study abroad contexts

Dr Levi Durbidge

University of the Sunshine Coast

Abstract

As language education faces the disruptive pressures of hyperconnectivity, algorithmic influence and global human mobility, we should look to approaches which recognise how processes of languaging are entangled with these forces. Study abroad programs, often idealised as sites of immersive linguistic and cultural contact, represent a key site for observing how these and other elements intersect with meaning-making.

Drawing on a New Materialist framework, this research investigates student experiences during a two-week study abroad program in Japan, using observations, participant journals, and interviews. A semiosis in situ approach reveals how understanding was co-created through assemblages of clothing, menus, smartphone-based AI translation, urban infrastructure, weather, and multilingual repertoires.

By foregrounding the role of non-human actors in shaping interactions, the presentation demonstrates how intercultural communication and learning emerge through semiotic assemblages that entangle human and non-human elements. In exploring these distributed, materially mediated processes, the presentation suggests ways that language learning pedagogies can begin accounting for the technological, spatial, and embodied conditions in which communication takes place.

Finally, the study challenges construct-oriented understandings of communicative competence, proposing instead a view of competence as dynamic, creative, and relational; emergent from situated encounters within technologised and materially diverse settings.

Biography:

Levi has over two decades of experience in language education in Australia and Japan. His research focuses on transnational mobility, language learning, and digital technology. He

won the 2021 Michael Clyne Prize and the 2024 M.A.K. Halliday Prize. His monograph, Language Learning, Digital Communications and Study Abroad, was published in 2024.

Concurrent Session 4.2

Machine translation – multilingual ally or trap? Adult migrants’ English written development and perceptions

Dr Bronwen P. Dyson, Dr. Benjamin Miller

The University of Sydney

Abstract

Machine translation (MT) is recognized as a language learning aid, which raises ethical concerns when used for writing (Lee, 2023). The study explores the relationship between students’ written development and ethical collaboration with MT. An innovative framework synthesizes the concepts of ‘developmental readiness’, or readiness to learn, (Dyson & Håkansson, 2017) and ‘ethical writing collaborations’ (Ede & Lunsford, 2001). Data were collected from 35 adults studying English in the Australian Adult Migrant English Program. Following Chon, Shin & Kim (2021), the participants completed a pretest of English writing, direct writing in English, written self-translation from the L1 and written machine translation from the L1. Then, the participants read one of the following forms of advice: 1) a suggestion to use only some of the machine’s output (language training) and 2) the institutional guide on acknowledging AI (acknowledgement training), after which they could change their direct writing. Finally, the participants completed a questionnaire on their MT use. The writing was analyzed according to an emergence criterion (Dyson & Håkansson, 2017) and the questionnaire responses according to the “Student Guide to AI Literacy” (MLA, 2024). The findings for writing show that developmental readiness and the MT output influenced written development and that the language training generated significantly more targeted changes than the acknowledgement training. The findings for the questionnaire revealed the lack of clarity for many participants about the existence of, and applicability of, institutional sources for ethical guidance on MT use. Implications for pedagogy and policy development in relation to use of MT are discussed.

Biography:

Bronwen Dyson is a Senior Lecturer in the Discipline of English and Writing at The University of Sydney. Bronwen specializes in English linguistics and is interested in pedagogy and policy on English as an Additional Language and multilingualism. She has written one monograph and various articles and co-authored two books.

Dr Benjamin Miller is a Lecturer in the Discipline of English and Writing at The University of Sydney. Benjamin's teaching and research draws connections between rhetorical theory, Australian literary studies, theatre history and Indigenous studies.

Concurrent Session 6.2

Task-based language teaching and translanguaging: Is there an interface?

Professor Martin East, Associate Professor Danping Wang

The University of Auckland

Abstract

In line with the focus of the ALAA conference on interacting within a multilingual community as a fundamental aspect of contemporary society, this presentation explores the place of translanguaging in task-based (communicative) language classrooms and its potential to transform traditional (one language only or one language at a time) pedagogical practice.

Translanguaging may be defined as language users' practice of drawing on linguistic and non-linguistic resources both in and beyond the target language or TL (including their first language) to maintain or augment the effectiveness of what they are trying to communicate. It has often been utilised by TL speakers in real-world situations and therefore represents a linguistic reality for TL users.

In the context of TBLT, translanguaging arguably aligns with the task construct where a primary focus is on encoding and decoding messages to reach a defined task outcome using any resources at the language user's disposal (e.g., Ellis & Shintani, 2014). Tasks potentially encourage meaningful interactions that utilise learners' entire linguistic repertoires. However, translanguaging may be seen to undermine TBLT's primary goal: learning to communicate in the TL. It may be viewed as a questionable practice because it contrasts with the traditional understanding that the TL should be central to language pedagogy - an ideology that has "long dominated the TBLT field" (Bui and Tai, 2022, p. 8).

This presentation explores arguments for and against translanguaging in communicative/TBLT classrooms, drawing some conclusions for theory and research and discussing what the interface might mean for transformative pedagogical practice.

Biography:

Martin East is Professor of Language Education at the University of Auckland, New Zealand. He is an experienced teacher and teacher educator in the languages field, and his research

interests include innovative practices in language pedagogy and challenges for additional language learning in English-dominant contexts.

Danping Wang is an Associate Professor and Programme Leader for Chinese at the University of Auckland, New Zealand. She currently serves as Director of the Centre for Chinese Language Education and Advanced Research (CLEAR). Her research explores translanguaging, curriculum decolonisation and relational technologies as pathways to reimagining language education.

Concurrent Session 2.6

Moral Bonding and Solidarity in Progressive Co-resistance Discourses on Palestine: Reclaiming Jewish Ethics

Dr Awni Etaywe

Charles Darwin University

Abstract

This paper examines how Jewish solidarity and human rights organisations in Australia, the United States, and Israel construct counter-discourses that challenge dominant state narratives on Palestine in the period from October 2023 to May 2025. Focusing on digital texts—including website materials and Instagram posts—by the Jewish Council of Australia, Jewish Voice for Peace, B'Tselem, and Breaking the Silence, the study applies a complementary Critical Discourse Analysis/Positive Discourse Analysis (CDA/PDA) approach (Van Dijk, 2009; Martin, 2004, 2025; Etaywe, 2024) to explore how relational bonds and bond clusters generate ethical convergence around human rights, anti-occupation resistance, anti-racism, and Palestinian solidarity. Through discursive strategies—including recurring evaluative couplings (e.g. Israel's actions + "incompatible with Jewish values"), appeals to master values (e.g. freedom, justice, equality), and the deployment of axiologically charged terms ('axitechs' such as apartheid, genocide, war crime), icons ('axicons' like tikkun olam), bonding icons ('bondicons' like Moses), and anti-icons ('anticons' e.g. the idol of Zionism, the apartheid wall, rogue state)—these organisations construct pluralistic Jewish identities grounded in justice, co-resistance, cohabitation, and co-humanity. Simultaneously, they reject the conflation of Jewishness with Israeli state violence. The paper argues that these discourses reframe solidarity as a 'humanised We-ness and interdependent ethos,' positioning pro-Palestinian solidarity as a Jewish moral imperative. The identified convergence and divergence bond clusters model a progressive digital discourse that fuses moral critique with affective and ideological realignment toward transformative change.

Biography:

Etauwe is a linguist whose research aligns with UNSDG 16, specialising in the discourses of violence and social justice. His work bridges counter-extremism and peacebuilding by analysing threats, incitement, and radical messaging, while advancing social semiotics on the language of peace, solidarity, and compassion in digital media and activism. This dual focus critiques manipulative tactics and fosters strategies for positive change. His work appears in esteemed journals such as Discourse & Society and Language & Society.

Concurrent Session 2.4

Not the Usual Suspect: Autonomising Assessments to Empower Authentic Language Learning Experiences

Minnie Fabiansson

The University of Sydney

Abstract

The rise of AI-generated writing tools such as ChatGPT has intensified concerns about academic integrity in English language education, prompting many institutions to deploy rigid essay formats and surveillance-based assessment models (Parviz, 2024; Sharma, 2024; Tian, 2023). However, this approach often disengages learners and reduces assessment to a task of compliance rather than genuine language development.

This presentation advocates for the autonomisation of assessments, for designing tasks that prioritise learner choice, authenticity, and ownership. Drawing on research in language assessment (Fulcher & Davidson, 2007), learner autonomy (Benson, 2013), and recent scholarship on AI and academic integrity (Chan & Hu, 2023; Lo et al., 2024; Kijinc, 2024), it explores how multimodal tasks - such as digital journals, podcasts, Vlogs, live & performance-based PechaKucha/ TED-style talks, mixed media language portfolios - can promote integrity and meaningful engagement.

This approach is grounded in my own PhD experience, where I was invited to submit a research reflection in the form of an essay, visual project, or creative work, including performances. Inspired, I applied a similar approach in my recent “Teaching International English” and ELTT courses, where students chose formats for their lesson designs and Discussion board assessment. A 99% satisfaction score, the highest across all units in S2, 2024, highlighted the value of this practice.

By moving beyond the heavily prescriptive assessment formats, which often increase the assessor's workload and AI-related concerns, this shift allows teachers to focus more on the quality, creativity, and personal relevance of students' work, especially to triumph learners' autonomy.

Biography:

Minnie is a demonstrated teacher-training educator at the University of Sydney, focusing on theorising good practices and practising good theories in English classroom contexts. Their interests include AI-enhanced language learning, gamified assessments, teacher feedback, and teacher education. They are currently a PhD candidate in Political Science, researching Asian Australian parenting.

Concurrent Session 2.5

Oral corrective feedback in Saudi EFL classrooms: Comparing face-to-face and synchronous online strategies

Ammar Faidah

Curtin University

Abstract

This study investigates the strategies employed and challenges encountered by English as a Foreign Language (EFL) instructors in Saudi higher education when delivering oral corrective feedback (OCF) in both face-to-face and synchronous online environments. Informed by interactionist and sociocultural theoretical frameworks, the research adopts an explanatory sequential mixed-methods design. The study began with an online questionnaire completed by 52 instructors, capturing the frequency and perceived effectiveness of six canonical OCF strategies using Likert scales. Results indicate moderate overall use of all strategies, with elicitation and clarification requests among the most frequently used and highly rated, alongside metalinguistic feedback. Following this preliminary phase, ongoing analysis of recorded lessons and semi-structured interviews with selected participants will explore modality-driven practices, timing, and challenges such as larger class sizes and interactional constraints. This comparative approach aims to uncover specific pedagogical patterns and inform context-sensitive training for EFL instructors. Insights from these qualitative and observational data are expected to illuminate how teachers balance implicit and explicit feedback, maintain communicative flow, and adapt pedagogical choices to an online setting compared to the embodied face-to-face environment. Ultimately, the study seeks to inform professional development initiatives by identifying targeted strategies that enhance OCF effectiveness across the two teaching contexts. By situating findings within the Saudi higher education landscape and broader sociocultural dynamics, the research offers practical guidance for curriculum designers, teacher trainers, and language educators seeking to bridge gaps between traditional and online pedagogies.

Biography:

Ammar is a lecturer in English language teaching at the University of Jeddah, Saudi Arabia, with over ten years' experience in EFL instruction. He is currently pursuing a PhD in education at Curtin University, focusing on oral corrective feedback in face-to-face and synchronous online English language learning environments.

Concurrent Session 1.4

The Subtlety of Influence: Investigating Indirect Communication Strategies and Power Relation in an Educational Setting

Eshauqi Fitrayatra, Professor Engkus Kuswarno, Dr. Ilham Gemiharto

Universitas Padjadjaran

Abstract

Effective communication is integral to navigating power relations in several settings, including educational institution. However, the complex role of indirect language strategies in Indonesian educational context remains underexplored. Drawing on speech act theories focusing on language, power, and politeness, this ethnographic study investigates how members of a state elementary school in Jakarta, Indonesia, employed indirect communication strategies to negotiate institutional hierarchies. Data were gathered through participant observation, interviews, and document analysis, involving principal and six teachers in a state primary school in Jakarta, Indonesia. Thematic analysis revealed that indirect speech acts were used for humour, expressing frustration, making requests, and conveying politeness, enabling participants to subtly assert authority, manage face, and maintain social harmony. Factors such as age, interpersonal closeness, and cultural background shaped these linguistic choices, with indirectness sometimes reproducing, but also challenging, existing power structures. By highlighting the adaptability and complexity of indirect communication, this study underscores its significance not only for institutional dynamics but also for developing culturally responsive educational policies and practices in diverse settings.

Biography:

Eshauqi is a former corporate professional who transitioned his career focus to the fields of language and education. His academic pursuits are deeply rooted in understanding how language use profoundly influences communication dynamics within organizational settings. He earned his Master's degree from the esteemed Faculty of Communication Sciences at Universitas Padjadjaran, Indonesia

Engkus Kuswarno is a professor in the Department of Communication Sciences at Universitas Padjadjaran, Indonesia. His research focuses on phenomenological studies of communication and the critical role of language in organisational contexts, particularly in the sociolinguistic and communication spheres.

Ilham Gemiharto is an academic who works as a lecturer at the Faculty of Communication Science, Universitas Padjadjaran (Fikom UNPAD).

Concurrent Session 4.3

"It was just the right thing to do": Aboriginal language use by parliamentarians

Dr Alexandra Grey, Kristen Martin

University of Technology Sydney

Abstract

This paper examines Aboriginal and Torres Strait Islander language use in the parliaments of Australia and how domination is perpetuated through parliaments' language rules and monolingual practices, applying to parliaments the theory that institutional language norms are 'all the more important when institutional relations of power are tied up with ethnolinguistic ones' (Heller 1995). We begin by referencing original research on Hansard transcripts which identified 86 instances of Aboriginal and Torres Strait Islander language use up until 2023, as reported in 2nd Author (2025; under submission). We examine these translanguaging practices as 'slipping and sliding' (Ober 2022) to challenge institutional norms and create affordances for others.

Extending those findings, this paper reports for the first time on our interviews in 2025 with elected representatives who have used Aboriginal or Torres Strait Islander languages in parliament. These interviews enliven the Hansard records, providing insights into speakers' connections to languages and motivations, their preparations for speaking in language in parliament, challenges they faced (especially in the form of parliamentary rules on Hansard requirements), and the responses of their constituencies/communities. We use this interview data to analyse Aboriginal and Torres Strait Islander language use in parliament as a practice of resistance/self-determination, and as a linguistic component of political representation.

Discussing this paper at ALAA will feed into our contribution to a collaboration about language policies in Australia and 'opportunities to recognise and embrace linguistic diversity and suggest decolonising ways of building of respect for all knowledges and languages' (Dobinson and Steele).

Biography:

Dr Alexandra Grey is a Chancellor's Research Fellow at University of Technology Sydney, Australia

Ms Kristen Martin is a Research Assistant and Linguistics Student at University of Technology Sydney, Australia

Concurrent Session 6.4

The nature of L2 writers' planning before and during writing across different planning conditions

Valentina Guzman Polanco

The University of Melbourne

Abstract

A key issue in the teaching of writing is whether and how students should plan before they begin writing. While much research has explored the effects of individual pre-task planning on written performance, little is known about how planning unfolds across different conditions. This paper reports on a study, part of a larger project, exploring L2 learners' planning behavior before (pre-task planning) and during (online planning) the act of writing across three planning conditions: Individual pre-task planning, collaborative pre-task planning and online planning. Participants were 26 adult EFL students enrolled in an English teaching degree at a large university in Chile. Each participant wrote three argumentative essays, one in each condition. In the pre-task planning conditions (individual and collaborative), participants had 5–10 minutes of pre-task planning. In all three conditions, they were informed that they could plan during the untimed writing phase if needed. Participants completed concurrent verbal protocols during planning and writing, which were screen- and audio-recorded. Transcripts were coded for four activities: idea generation, reading the prompt, organization-related, and deliberating about language. Findings revealed: (1) no significant difference in the proportion of time participants spent planning across conditions; (2) no major differences in what learners attended to; but (3) qualitative analysis suggested that how they engaged with activities was different specially when comparing both pre-task planning conditions (Individual and collaborative) to online planning. These findings offer insights into learners' writing engagement under varying planning conditions, with implications for pedagogical approaches to pre-task planning in L2 writing instruction.

Biography:

Valentina Guzman is a PhD candidate in Applied Linguistics and a Graduate Researcher Academic Associate at The University of Melbourne, where she teaches academic writing to ESL learners. Her research focuses on second language writing, particularly on planning and has presented her work at the Symposium on Second Language Writing.

Concurrent Session 6.1

Mobile-Assisted Language Learning in Rural Indonesia in Policy and Practice During the Recovery Phase

Fais Nurul Hadi, Dr. Jon Mason, Dr. Betty Noad

Charles Darwin University

Abstract

Mobile-Assisted Language Learning (MALL) has been used to support English education in rural Indonesia, especially during the COVID-19 pandemic and recovery period. This qualitative study explores how national education policies have influenced the use of mobile learning in rural classrooms, and how teachers respond to these policies in practice. The study involves a content analysis of policy documents and semi-structured interviews with eleven English teachers from one of the rural districts in Lampung, Indonesia. Findings show that teachers use simple mobile tools like WhatsApp and YouTube mainly as supplementary support for learning. However, the level of use varies depending on internet access, digital skills, and school support. Teachers face ongoing challenges, including poor connectivity, limited training opportunities, and a lack of learning materials suited to local contexts. While national policies encourage digital learning, they often do not reflect the specific needs of rural schools. This study highlights the importance of more grounded teacher training that is practical and applicable in rural settings. It also emphasises that supporting mobile learning in the recovery phase requires attention not only to infrastructure, but also to teachers' readiness and contextual needs, especially in rural areas of Indonesia.

Biography:

Fais is a PhD student at Charles Darwin University focusing on Mobile-Assisted Language Learning (MALL) in rural Indonesia. His research includes teacher engagement, implementation, challenges, and education policy in supporting digital language learning in under-resourced contexts.

Dr. Jon Mason is an Associate Professor at Charles Darwin University, Australia. His research focuses on digital learning, policy development, and educational technology. With a background in philosophy and instructional design, he contributes to national and international education initiatives, particularly in open education, digital futures, and rural and remote learning innovation.

Dr. Betty Noad is a lecturer in education at Charles Darwin University. Her expertise includes literacy education, English as an Additional Language or Dialect (EAL/D), and language learning for remote and Indigenous contexts. She has contributed to several national literacy projects and teacher development initiatives across Australia.

Concurrent Session 6.5

Translanguaging for Belonging: Language Biographies of Humanitarian Entrants in Australia

Jonathan P Howard

Charles Darwin University

Abstract

In an era of global displacement and cultural fragmentation, furthering the scope of linguistic scholarship plays a vital role in fostering inclusion, healing, and belonging. This study explores how translingual and transcultural communication practices support the wellbeing of humanitarian entrants—by creating environments where their voices are not only heard but valued.

Drawing on language biographies of participants from diverse backgrounds, the research traces their journeys from countries of origin through displacement to resettlement in Darwin. Through reflective thematic analysis, the study uncovers the complex interplay of language, identity, and power in their lived experiences. Participants reveal how language mixing and translanguaging are not merely survival strategies but essential tools for meaning-making, adaptation, and cultural continuity.

Translanguaging in this context is explored through the emerging themes of multilingual identity formation, language acquisition and attrition, education and policy impacts, institutional support, and the role of home and social language practices. The findings highlight how translanguaging enables humanitarian entrants to navigate shifting linguistic landscapes, maintain cultural ties, and assert agency in new sociocultural contexts that contribute to their processes of meaning-making and identity construction.

By centering the linguistic and cultural repertoires of humanitarian entrants, this research offers insights into more inclusive communication practices and policy

frameworks through translingual and transcultural approach to long-term resettlement success and social cohesion.

Biography:

Jonathan is a PhD student at CDU in his second year of study. His PhD study is concerned with the role of translanguaging in facilitating a sense of belonging for newly arrived humanitarian entrants in Darwin, Australia.

Concurrent Session 2.2

Effects of Flipped Classroom on Indonesian Preservice EFL Teachers' Writing Skills and Engagement

Husnawadi Husnawadi, Professor Elke Stracke

University of Canberra

Abstract

Despite a myriad of empirical research documenting the impacts of Flipped Classroom (FC) in the ELT landscape, no studies have examined its effects on preservice EFL teachers' writing performance and engagement in Indonesian English language teacher education programs. This study is important because FC can help overcome the shortcomings of the traditional writing approaches and promote the overall quality of writing instruction in the context. Enacting FC for writing instruction in Indonesian English language teacher education programs, this study aims to investigate its effects on the preservice EFL teachers' writing skills and engagement and the interplay between the two variables. It involves 117 student teachers: the control group (N = 60) and the experimental group (N = 57), from two different English language teacher education programs in Indonesia. Using a sequential explanatory mixed-methods research design, this study reports the findings of the first quantitative phase. We will present the findings for the extent to which FC affects the student teachers' writing skills and their writing engagement. We will also discuss the correlation between the two variables. To conclude, we present theoretical and practical insights for researchers and practitioners in the field of TESOL, before highlighting the limitations of this study and offering recommendations for future research.

Biography:

Husnawadi (Adi) is currently a PhD student at the University of Canberra with research focusing on the flipped classroom method and its impact on students' writing and

engagement in English language teacher education programs in Indonesia. His research interest falls within the technology-enhanced language learning landscape.

Elke Stracke is a professor in applied linguistics and TESOL in the Faculty of Education at the University of Canberra, Australia. Her current research interests focus on motivation, autonomy, blended language learning, curriculum development, and feedback and assessment in doctoral education.

Concurrent Session 5.4

Assessing ASR accuracy in transcribing L1 and L2 Japanese phonetic contrasts

Dr Solène Inceoglu, Dr Ruri Ueda

Australian National University

Abstract

Automatic Speech Recognition (ASR) technologies are increasingly used as tools for second language (L2) pronunciation learning and assessment. While ASR systems have shown near-human accuracy in transcribing English and identifying segmental errors in L2 English (e.g., Inceoglu, Chen, & Lim, 2023; McCrocklin & Edalatishams, 2020), their effectiveness in other languages—such as Japanese—remains underexplored.

This study evaluates how accurately two ASR systems (Google and Mac) transcribe Japanese speech produced by 20 first language (L1) and 20 L2 speakers, focusing on two key phonemic contrasts: vowel length and consonant gemination. These contrasts are critical for intelligibility and pose persistent challenges for L2 learners (Hirata, 2015). Participants read aloud 10 minimal pairs contrasting short and long vowels (e.g., *biru* ‘building’ vs. *bīru* ‘beer’) and 10 carrier sentences containing those items, followed by 10 minimal pairs (e.g., *saka* ‘slope’ vs. *sakka* ‘writer’) and 10 sentences targeting geminate consonants. Speech samples were transcribed by both ASR systems, and transcription accuracy was analyzed across speaker groups and contrast types.

Preliminary analyses revealed that ASR transcribes target words more accurately in sentences than in word-isolation, showing high accuracy for distinguishing phonemic contrasts in L1 speech but reduced accuracy in L2 speech. These findings shed light on the current limitations and affordances of ASR for processing Japanese speech and have implications for developing ASR-informed pronunciation training tools for L2 Japanese learning contexts.

Biography:

Solène Inceoglu (PhD, Michigan State University) is Senior Lecturer in the School of Literature, Languages and Linguistics at the Australian National University. Her main research interests include L2 pronunciation learning, L2 learning and technology, (audiovisual) second language speech perception/production, individual differences in SLA, and co-speech gesture.

Ruri Ueda (PhD, Australian National University) is a Japanese language instructor at the ANU. Her research interests include L2 speech perception/production, pronunciation teaching and learning, the role of phonological short-term memory in L2 phonetic acquisition, and the use of automatic speech recognition in pronunciation learning.

Concurrent Session 2.1

Mapping the Assessment of Interactional and Pragmatic Competence: A Systematic Review

Dr Noriko Iwashita, Anh Nguyen

The University of Queensland

Abstract

Since Kramsch's (1986) foundational work, the concept of interactional competence (IC) has been extensively developed in second language (SL) pedagogy and assessment. IC refers to both general linguistic knowledge and the ability to manage context-sensitive communicative strategies, such as turn-taking and role negotiation (Hall & Pekarek Doehler, 2011; Ross, 2018; Young, 2008, 2011). As IC gains prominence in speaking assessments, researchers have identified its key components, incorporated them into tasks, and embedded them in rating scales (Galaczi & Taylor, 2018). However, synthesised insights remain limited, particularly concerning the challenges of assessing IC in multicultural contexts.

While pragmatic competence—language use appropriate to social contexts—has traditionally been treated as distinct, it is increasingly viewed as integral to IC, particularly in assessment practices. This paper presents findings from a systematic review examining how pragmatic competence is conceptualised and operationalised within IC assessment research.

Guided by the PRISMA framework (Page et al., 2021), the review analysed 60 studies published between 2019 and 2024. Thematic analysis identified four focal areas: (1) defining features of IC, (2) developmental and performance factors, (3) interactional modes, and (4) research methodologies. Turn-taking, particularly in non-verbal exchanges, was the most frequently studied feature. Conversation analysis dominated, though mixed-methods approaches are growing. Role-play tasks and speech act analysis—typical of pragmatic studies—were commonly employed.

Studies spanned face-to-face, virtual, and high-stakes testing contexts. This review advances a more integrated understanding of IC and pragmatic competence and offers practical implications for assessment design and educator training in multicultural settings.

Biography:

Noriko Iwashita teaches classroom SLA, language pedagogy, and language assessment in Master's program and supervises PhD and MA students' research projects at The University of Queensland. Her research interests include peer interaction in classroom-based research and classroom assessment, the interfaces of language assessment and SLA, and task-based teaching and assessment.

Anh Nguyen, a PhD candidate at The University of Queensland, investigates the impact of speaking assessors on interactional competence assessment, focusing on interactive listening. Prior to commencing her PhD study, she taught English at a university in Vietnam and contributed to developing and accessing speaking tests across multiple proficiency levels.

Concurrent Session 4.6

Understanding the Nuances of English Modal Verbs: A Comparative Study between Native and Non-Native Speakers

Tatsuya Kajiyama, Dr. Nobuhiko Akamatsu

Doshisha University

Abstract

This study investigates the extent to which non-native speakers of English (i.e., Japanese learners of English) (NNSs) accurately perceive nuanced differences in politeness, obligation, and possibility embedded in the English modal verbs *could*, *would*, *must*, *should*, and *might*.

Thirty-seven NNSs, whose vocabulary sizes ranged from the 5000- to 7000-word levels, and 16 native speakers of English (NSs) completed a context-based fill-in-the-blank test consisting of 40 items. The test targeted both core meanings (e.g., obligation and politeness) and peripheral meanings (e.g., possibility), presenting semantically plausible options (e.g., *can*, *could*, *will*, *would* for *could*). Participants rated the appropriateness of each option in the given contexts on a five-point scale.

Chi-square analyses and adjusted residuals revealed significant differences in modal verb preferences between the groups. For polite requests, NNSs favored *could* and *would*, while NSs preferred *could* and *can* (e.g., *could*: $\chi^2 = 420.2$, $p < .01$, $V = .50$). For obligatory expressions, NNSs favored *must*, whereas NSs preferred *have to* ($\chi^2 = 493.6$, $p < .01$, $V = .54$). In expressing permission, NNSs favored *could*, while NSs

preferred might ($\chi^2 = 296.54$, $p < .01$, $V = .42$). For expressions of necessity, NNSs showed a preference for must, whereas NSs favored should ($\chi^2 = 190.52$, $p < .01$, $V = .34$).

These findings suggest that NNSs struggle to distinguish subtle semantic differences among English modal verbs, potentially leading to unintended miscommunication. To address this issue, pedagogical interventions that incorporate authentic input and contextualized practice of modal usage are essential.

Biography:

Tatsuya Kajiyama is a doctoral candidate in the Department of English at Doshisha University, Japan. His current research explores the polysemy of English expressions, particularly modal verbs, and examines the influence of cognitive linguistic approaches on the processes of foreign language learning.

Nobuhiko Akamatsu is a professor in the Department of English at Doshisha University, Japan. His research interests include the influence of first language and learning context on the bilingual mental lexicon, the impact of cognitive linguistics approaches on foreign language learning, and bilingual cognition in tense and aspect.

Concurrent Session 5.2

ALAA HDR SCHOLARSHIP

Exploring affective dimensions of language learning in early childhood settings, Australia

Sammanie Upadya Kandambi

Griffith University

Abstract

In a multilingual context such as Australia, fostering other language learning in Early Childhood Education (ECE) is essential not only for children from diverse linguistic backgrounds but for all children, as it promotes values, identity and empathy (Eisenclas & Schalley, 2020). However, language learning in ECE is often promoted for its cognitive and developmental benefits, with limited attention given to the role of feelings and emotions (Lampe et al., 2023). This narrow view overlooks the affective experiences of multilingual learners in ECE, despite these being central to engaging young children in it (Arnold, 2019). This research explores how affective experiences emerge through language learning to inform pedagogical designs that attend to affective dimensions and better support inclusive early language learning.

To explore this, I undertook participatory action research with 20 kindergarten children and 2 educators in Queensland, Australia over six weeks. We co-designed and enacted language learning experiences aiming to generate emotions and feelings through relational, embodied and arts-based pedagogies. To unpack these examples, I draw on Deleuze and Guattari's new materialist theory (Fox & Alldred, 2017), which views language learning as relational process shaped by intra-actions, moving beyond human-centred understandings. Using diffractive analysis, which encourages thinking about patterns of difference and their entanglements with matter and meaning (Barad, 2007; Heinrichs, 2021), I highlight instances of touch, smell and movement and offer provocations asking why these matter in this context. These insights contribute to the planning of language learning in ECE settings, offering inspiration for pedagogical design attentive to affective dimensions.

Biography:

Sammanie Kandambi is a PhD candidate at Griffith University in the School of Humanities, Languages and Social Science. Her thesis focuses on the affective dimension of languages learning in early childhood education settings, Australia. Her other research interests include teaching Chinese as a second language, curriculum development and new materialism.

Concurrent Session 1.1

Students' experience and perceptions of AI Tools in Academic Writing

Dr. Magdi A Kandil

Qatar University

Abstract

The advent of Artificial Intelligence (AI)-powered text generation tools, such as ChatGPT and Grammarly, has sparked a debate among educators and academic policymakers. While some (e.g., McKnight, 2021) are optimistic that there could be productive ways to incorporate AI tools into the classroom, others (e.g., Grassini 2023; Kasneci et al. 2023) are concerned about their potential negative impact on academic integrity and skill development. This study aims to contribute to this discussion by investigating how students themselves engage with AI tools and what their perceptions are regarding the impact of AI-powered tools on their academic writing skills. An anonymous survey was administered to a group of Qatar University undergraduate students after their completion of an academic writing course. A major assessment in the course is a home-written term paper that requires students to incorporate academic sources. The aims of the study include identifying the different reasons why some students resort to AI tools and exploring their perceptions regarding the impact of those tools on their writing skills and their

commitment to the university's academic honesty policy. Findings indicate that while some students believe that AI tools can significantly improve the linguistic accuracy of their writing, others are aware that overreliance on AI tools can hinder the development of their own writing skills. By highlighting students' voices, this study hopes to contribute to a more balanced discussion of the role of AI in academic writing and to inform the processes of curriculum design and policy development in higher education.

Biography:

Magdi Kandil has an MA and PhD in Applied Linguistics from Georgia State University. He has taught ESL/EFL and applied linguistics courses for over 20 years in Egypt, the United States, and Qatar. His research interests include corpus linguistics, critical discourse analysis, and educational technology.

Concurrent Session 4.1

How Multilingual Early Childhood Educators Use Languages in their Everyday Practice: An Australian Pilot Study

Assoc. Prof. Anne Keary¹, Dr Haoran Zheng², Professor Susie Garvis³

¹Monash University, ²University of New England, ³Griffith University

Abstract

Dynamic and creative language experiences can foster young children's sense of belonging in early childhood education. These dynamic pedagogical strategies are especially valuable in supporting multilingual learning from an early age. However, early childhood (EC) educators can find it challenging when it comes to planning and implementing such responsive language practices in everyday practice.

This presentation reports on a study which draws on the theoretical framework of Pierre Bourdieu to examine the role of multilingualism among three Australian EC educators. Specifically, we investigated how these educators draw upon their own linguistic resources and cultural knowledge in the everyday early childhood environment. Central to the research are language maps, which the educators created to visually represent the various ways they use multiple languages in both in their personal lives and their professional interactions with children.

To deepen the analysis, the presentation also incorporates qualitative data from interviews with the educators. These interviews provided additional context to the language maps, offering insights into the educators' reflections on their multilingual practices and how these practices influence their work with children.

The findings highlight the positive impact of multilingual support in early childhood education revealing that when children's home languages and cultural identities are recognised and incorporated into learning, a strong sense of belonging is fostered. We also argue that the linguistic capital of the multilingual educators is deeply intertwined with emotional capital. This emotional capital reflects the EC educators' cultural sensitivity and personal commitment to nurturing inclusive and affirming early childhood education environments.

Biography:

Anne's research, teaching and engagement work enhances the provision of socially-just education in diverse cultural and linguistic educational settings. She undertakes qualitative intergenerational longitudinal research. She teaches in the area of early childhood education and care at undergraduate and postgraduate levels.

Dr Haoran Zheng is a lecturer in early childhood education at the University of New England. Her teaching and research interests are focused on diversity in early childhood teacher education, early STEM education and early childhood professionalism.

Susanne Garvis is a professor of early childhood education and specializes in policy, quality and learning. She is a mixed methods researcher who has worked with many local, national and international governments and organisations. She currently teaches undergraduate and postgraduate courses at Griffith University.

Concurrent Session 1.5

Beyond Defensive Fixations: Using the Adult-Ego-Centric (ADEC) Model to Enhance Critical Thinking in L2 Speakers

Hlaing Minn Khant, Dr. Punchalee Wasanasomsithi
Chulalongkorn University

Abstract

Critical thinking (CT) is central to education, including EFL and EMI contexts, yet effectively fostering it in learners remains a challenge to most educators. CT is often assessed through multiple-choice tests or essay writing, but rarely within the context of spoken interactions, which are more challenging for CT applications, as responses are influenced by a need to defend self-face rather than seek optimal solutions, particularly during disagreements. Defensive fixations, driven by a desire to protect self-face, hinder active listening necessary for critical engagement by triggering emotionally charged responses, cognitive biases, and logical fallacies. The Adult ego state (Berne, 1960s) refers to the aspect of our personalities that enables accurate data processing and problem-solving using facts, reducing defensive fixations caused

by prejudged thoughts (Parent ego) or reactive emotions (Child ego), which hinder CT in spoken interactions. This study employs a sequential explanatory mixed-methods design with randomized control and experimental groups, using double post-tests. The immediate post-test provides data on the impact of the ADEC model on CT, while the delayed post-test evaluates the long-term impact on CT. Sixty Burmese students with equivalent B2 English proficiency and motivation were randomly assigned to the groups. Quantitative analysis of post-tests revealed a significant difference between groups ($p < .001$), with qualitative thematic analysis triangulating these findings, while delayed post-tests demonstrated the model's long-term impact on CT ($M=3.50-4.29$). This study demonstrates that the ADEC model effectively enhances CT in L2 speakers by addressing defensive fixations rooted in the Parent and Child ego states.

Biography:

Hlaing Minn Khant is a Ph.D. candidate in English as an International Language (EIL) program at Chulalongkorn University, Bangkok, Thailand, and a former lecturer at Yangon University of Foreign Languages, Yangon, Myanmar. He holds a B.A. and M.A. in Russian from Yangon University of Foreign Languages, an M.A. in Communicative Linguistics and Language Education from Moscow State Pedagogical University, and a Diploma in TESOL from London Teacher Training College. He earned a Russian government scholarship for his Master's degree and Chulalongkorn University's Graduate Scholarship for his current doctoral study. His academic interests lie in Critical Thinking, CLIL, Educational Psychology, and Intercultural Communication.

Punchalee Wasanasomsithi is an associate professor at Chulalongkorn University Language Institute (CULI), Bangkok, Thailand. She holds a B.A. (2nd class honors) in English from Chulalongkorn University and an M.A. in Applied Linguistics and a Ph.D. in Language Education from Indiana University, USA. She served two terms as the Director of the English as an International Language (EIL) Program, an international program under the Chulalongkorn University Graduate School (CUGS) where she has been teaching and supervising graduate students for more than two decades. She is also currently serving her third term as the Deputy Director for Academic Affairs of CULI and her second term as the Editor-in-Chief of PASAA Journal, a Scopus-indexed publication of Chulalongkorn University and the oldest journal in English language teaching and learning in Thailand. Her current research interests are in the areas of learning-oriented assessment, language assessment literacy, and academic writing.

ALAA ECR SCHOLARSHIP

Who Speaks for the Forgotten? Interpreting Korean Dementia Patients in Australia's Korean Community

Dr Soyeon Kim¹, A/Prof Lucien Brown², Dr Dima Rusho²

¹Alfred Deakin Institute for Citizenship and Globalisation, ²Monash University

Abstract

As dementia rates rise globally, the need for linguistically and culturally appropriate care is becoming increasingly urgent. Interpreters often play a crucial role in mediating communication between healthcare providers and patients from diverse backgrounds, yet their positioning practices remain underexplored. This paper examines how Korean interpreters position dementia patients in relation to both their dementia condition and their assumed shared Korean cultural background. Drawing on data collected as part of the Global Dementias project, this paper focuses on the experiences of Korean people living with dementia. Six out of thirteen interviews conducted with Korean participants, each lasting approximately one hour, were selected for analysis. The findings reveal the complexities and challenges that arise during interpreting, particularly when interpreters navigate the patient's cognitive condition and their cultural identity. Although the interviews were conducted in a research setting, these findings highlight the potential for similar challenges to emerge in other interpreting contexts, emphasizing the need for greater awareness and training for interpreters working with dementia patients from diverse cultural backgrounds. Overall, this paper underscores the importance of culturally sensitive interpreting practices, especially in healthcare.

Biography:

Soyeon Kim is a visiting scholar at the Alfred Deakin Institute for Citizenship and Globalisation, following the completion of a postdoctoral research fellowship at Monash University, where she also earned her PhD in linguistics. With over a decade of teaching experience in both Korea and Australia, she integrates her educational expertise with a strong commitment to sociolinguistic research. Her research focuses on Korean heritage language maintenance and multilingualism, particularly within cross-cultural contexts such as intercultural families in Australia. She remains an active member of the Language Ideologies in Multilingual Korean Communities in Australasia project at Monash University, which explores how ideologies and identities are negotiated through language practices among migrants in Australia and Korea. Soyeon's broader research interests span a range of interdisciplinary topics, including dementia and ageing in Korean migrant communities, language use in Korean media, and the political participation of Korean communities in Australia.

Lucien Brown is Associate Professor of Korean Studies at Monash University. His research looks at the Korean language from a socio-cultural and multimodal perspective. He is the author of Korean Honorifics and Second Language Learning (John Benjamins), as well as Editor of Korean Linguistics and Associate Editor of Journal of Pragmatics.

Dr Dima Rusho is a Postdoctoral Research Fellow in the School of Social Sciences at Monash University, Australia. Her research investigates systemic barriers and inequities experienced by marginalised communities in accessing institutional services, with a focus on the justice and healthcare systems. In the justice system, her work examines how language and communication barriers shape access to justice for Indigenous Australians in remote regions. In the field of health, she explores the political and socioeconomic determinants that affect access to care for people living with chronic conditions, including dementia, in Southeast Asia.

Concurrent Session 5.3

Developing mathematical language in Kriol: Language planning for early years education in Numbulwar

Edith Kirlew

Charles Darwin University

Abstract

In many remote Northern Territory communities, First Nations students begin school with little or no understanding of the language used in formal instruction. At Numbulwar School on the Gulf of Carpentaria, children speak Kriol as their first language, yet foundational mathematical concepts are typically taught in English by non-Kriol-speaking teachers. This paper outlines the initial stages of a collaborative project that aims to support early years Mathematics teaching in Kriol, within the Australian Curriculum domains of Space and Measurement. The project forms part of the broader Mathematics in Indigenous Languages initiative (cf. Edmonds-Wathen et al. forthcoming). Grounded in a Participatory Action Research methodology, the study brings together Kriol-speaking Assistant Teachers, community members, and a linguist researcher to co-design approaches to teaching mathematics in children's first language, including by exploring and documenting existing Kriol mathematical language, and working with Elders to incorporate perspectives from Wubuy, the community's heritage language. The process includes establishing a collaborative team, setting shared goals, and developing culturally and linguistically appropriate teaching strategies. This paper focuses on the co-design process and early stages of collaboration of the project, highlighting the challenges, negotiations, and possibilities involved in developing a culturally and linguistically responsive approach to mathematics education for First Nations learners in the Northern Territory.

Biography:

Edith Kirlew is a PhD candidate at Charles Darwin University researching the use of Kriol to teach mathematics in Numbulwar. With a background in Linguistics and Mathematics, she supports community-led language projects, including Wubuy revitalisation and First Nations media, aiming to strengthen cultural and educational outcomes through language.

Concurrent Session 7.1

Digital stories in the German classroom: Transforming Grimms' fairy tales.

Lieutenant Colonel (Ph.D.) Shoshannah B.J. Lane, Major Daniel W Baughman
United States Military Academy

Workshop Overview

Benefits of digital storytelling are well-documented within second language acquisition studies and include enhancing problem-solving and cognitive development, improving writing and grammar in the second language (L2), and supporting the attainment of multiple literacies. In this workshop, participants learn a method of integrating digital storytelling into an intermediate German language course from task development through execution and assessment. While most digital storytelling studies involve recounting personal experiences, this project centers around retelling Grimms' fairy tales from the first-person to support learners' ability to recognize and communicate emotions in the L2. This workshop begins with a demonstration of how language instructors can use fairy tales as source material in a digital storytelling task by asking students to transform the text into personal narratives from a character's perspective. Participants will be guided through the process of task development using the principles of genre-based instruction, task-based language teaching, and multiliteracies, capitalizing on the existing cultural content and language in an authentic text. Emphasis will be placed on how doing so facilitates building language capability and literacies within the genres of the fairy tale, personal narrative, and digital story, while also affording learners meaning-making opportunities through the integration of multimodal elements. Finally, the workshop will include a discussion of authentic texts beyond fairy tales that lend themselves to digital storytelling tasks, a discussion of how to integrate technology (including artificial intelligence) required for digital story production, and a forum for participants to discuss ways of implementing a digital story task in their own practice.

Biography:

Lieutenant Colonel Shoshannah B.J. Lane, PhD, received her doctorate from Georgetown University in 2024. She is now the Academy Professor of German at the United States Military Academy, where she has taught for the past three years. Her areas of interest include L2 writing, genre-based instruction, TBLT, and assessment.

Major Daniel W. Baughman holds an M.A. in German Language and Literature from Georgetown University. He currently works as an instructor of German at the United States Military Academy. His areas of interest include applied linguistics and technology in language learning.

Concurrent Session 2.2

ALAA HDR SCHOLARSHIP**‘What they know about it’ matters: Exploring how students’ field knowledge strengthens their argumentative writing**

Hoang Han Le

University of Wollongong

Abstract

Field knowledge, or knowledge of the writing topic, has been long acknowledged as one of the most significant factors in argumentative writing. Particularly, profound field knowledge helps writers select relevant information to support their positions. However, the significance of field knowledge in constructing persuasive arguments has been underexplored especially in the Vietnamese high school context. In fact, although the Vietnamese Ministry of Education requires students to generate well-reasoned arguments, the students’ argumentative writing heavily relies on personal experiences, or more often demonstrates understanding of the writing topics. Addressing this critical gap, the current presentation reports on a doctoral study that examines how the students’ development of field knowledge facilitates their writing quality arguments. Using Systemic Functional Linguistics analytical tools, a set of 10 students’ argumentative texts was analysed. The preliminary findings show that the students’ accumulation of field knowledge enhanced their conceptual understanding of the writing topics, evidenced in the diverse lexical relations in their writing. These lexical relations in turn interacted with the organisation of information and the spread of feelings and evaluations to produce effective arguments. The presentation ends with some practical suggestions for English language teachers to support strategically their students’ development of argumentative writing skills, moving the students from knowledge display to knowledge transformation. These suggestions

may be applicable not only within the Vietnamese high school context but also across broader English as a foreign language settings.

Biography:

Hoang Han Le is currently undertaking his doctoral study at the University of Wollongong, Australia. He obtained his Bachelor's degree in English Language Education from Can Tho University, Vietnam and Master's degree in Applied Linguistics from Macquarie University. He has had five-year experience in teaching English as a foreign language to Vietnamese students at public high schools. His research interests include TESOL, English language writing development, and technology-enhanced English language teaching.

Concurrent Session 6.6

AI-Mediated and Tutor Feedback in Chinese EFL Students' Argumentative Writing Development: A Sociocultural Approach

Dr. Danli Li, Xilin Xu, Ge Xu

Wuhan University

Abstract

This study investigates the role of AI-mediated and tutor feedback in facilitating university students' argumentative writing development, with a specific focus on the content and organization from a sociocultural perspective. Data were collected from pre- and post-tests, students' writing drafts, AI-generated and tutor feedback, and tutor-student interaction with 19 English major undergraduates over 16-week writing tutorials in a university in Central China. Analysis revealed significant improvements in content and organization across both short-term interventions and longitudinal tracking, demonstrating enhanced performance in students' writings. AI-mediated feedback and tutor feedback served as mediational tools. Microgenetic analysis of discourse showed that the integration of AI-mediated feedback with dialogic feedback promoted students' progress through effective scaffolding with their ZPD. This co-constructed mediation extended the scope of teacher feedback by offering specific comments on content and organization, ultimately facilitating mediated development as learners transitioned from other-regulation to self-regulation. The study provides theoretical and pedagogical implications for integrating AI technology with writing instruction, while deepening our understanding of alternative pathways for language development in AI-enhanced learning.

Biography:

Dr. Danli Li is an Associate Professor of English Linguistics at the English Department of School of Foreign Languages and Literature, Wuhan University, China. Her research interests include second language learning / acquisition from Sociocultural perspectives, language policy in education, teacher development, and cross-cultural communication.

Ms. Xilin Xu is a Ph.D. student at the English Department of School of Foreign Languages and Literature, Wuhan University, China. Her research interests include foreign language education, second language learning / acquisition.

Ms. Ge Xu is a Ph.D. student at the English Department of School of Foreign Languages and Literature, Wuhan University, China. Her research interests include foreign language education and translanguaging.

Concurrent Session 1.1

From Knowledge to Use: Vocabulary Depth, Breadth, and Lexical Features in EAL Writing

Dr Elaine Yan Li

The University of Sydney

Abstract

Understandings around the nature of vocabulary knowledge and its relationship with vocabulary use in productive domains remain vague. This study explores how the depth and breadth dimensions of vocabulary knowledge relate to lexical features in EAL writing. Data were collected for 97 Chinese EAL learners, with vocabulary depth measured through the knowledge of form-meaning links, synonyms, collocations, and vocabulary breadth assessed at four frequency levels (2K, 3K, 5K, and 10K) and the academic band. Productive vocabulary use was analysed in the learners' argumentative essays in terms of lexical diversity (variability of learners' vocabulary) and lexical complexity (sophistication of learners' vocabulary) indices through computational research methods. The findings show that vocabulary depth is more strongly linked to how complex vocabulary is used in writing, while vocabulary size is more associated with how diversified vocabulary is used. This research provides preliminary evidence for substantiating the interface between declarative and procedural components of EAL learners' vocabulary competence, with implications for developing evidence-based vocabulary instruction that bridges vocabulary learning and academic writing performance.

Biography:

Elaine Yan Li is an applied linguist whose research explores how language—particularly vocabulary—develops and functions in monolingualism and bilingualism, and how these can

inform educational and communicational practices in diverse settings. She approaches these questions through interdisciplinary lenses from linguistics, education, and cognitive science, and her methodology combines computational techniques, alongside other traditional research methods.

Concurrent Session 3.1

ALAA HDR SCHOLARSHIP

Developing theoretical and pedagogical knowledge of translanguaging: Insights from a TESOL professional development program

Keith Cheng Li

The University of Sydney

Abstract

This study investigates the development of TESOL postgraduate students' knowledge of translanguaging through a five-week professional development (PD) program. Drawing on a mixed-methods design, the paper presents findings regarding the first research question on the development of TESOL postgraduate students' knowledge of translanguaging before, during, and after the program. Data were collected from twelve participants through pre-workshop interviews, workshop reflections, and a post-program knowledge test. A deductive analysis based on the SOLO taxonomy was used to assess levels of knowledge, complemented by inductive thematic analysis to capture emergent patterns in participants' understanding.

Findings reveal that before the PD program, participants' knowledge of translanguaging was largely superficial or fragmentary. Most equated translanguaging with general multilingual practices or code-switching, without recognising its theoretical foundations or pedagogical implications. During the program, participants progressed from pre-structural and uni-structural responses to multi-structural and relational levels, demonstrating an increasingly integrated understanding of translanguaging's cognitive, sociocultural, and sociopolitical dimensions. However, no participant reached the extended abstract level, suggesting a need for sustained engagement beyond short-term interventions.

These findings address a research gap regarding how TESOL postgraduates conceptualise translanguaging before focused instruction—an issue rarely examined in depth. Crucially, the study highlights a validity concern in existing beliefs research: when foundational knowledge is limited or misconceived, self-reported beliefs may not reliably reflect theoretically informed pedagogical stances. Understanding how knowledge develops provides an essential basis for interpreting teacher beliefs

meaningfully and for designing PD programs that move beyond ideological promotion to foster conceptual clarity and pedagogical depth.

Biography:

Keith is a final-year PhD candidate at the University of Sydney, researching TESOL postgraduate students' knowledge and beliefs about translanguaging. He has tutored in subjects such as Second Language Acquisition and Language Testing and Assessment, and currently serves as a student representative for the Applied Linguistics Association of Australia (ALAA).

Concurrent Session 3.2

The impact of ChatGPT-Assisted Vocabulary Learning on Taiwanese EFL Learners: An Experimental Study

Szu Cheng Liao

National Taiwan Normal University

Abstract

This study explores the effectiveness of a ChatGPT-assisted chatbot in supporting advanced English vocabulary acquisition and short-term retention among Taiwanese EFL learners. A one-group pretest–posttest–delayed posttest design was adopted. Twenty-three participants interacted with a self-developed AI chatbot programmed to explain word meanings, provide example sentences, prompt learners to create original sentences, and offer immediate feedback. The target vocabulary consisted of 10 GRE-level words selected for their real-life relevance and accessibility for non-English majors. Participants completed a pretest, interacted with the chatbot for 40 minutes, and then took both immediate and delayed posttests. Quantitative data analysis showed significant improvement from pretest to posttest, with knowledge largely retained after three days. While the chatbot promoted vocabulary learning and production, irregular patterns in the delayed posttest raised concerns about unsupervised testing conditions. These findings highlight the potential of AI-powered chatbots in L2 vocabulary instruction while pointing to the need for improved integrity in retention assessments. Implications for pedagogy and suggestions for future research are discussed.

Biography:

I am a TESOL graduate student at National Taiwan Normal University. My research focuses on AI-assisted language learning, vocabulary acquisition, and EFL pedagogy. I have teaching

experience with learners of all ages and is currently investigating the effectiveness of ChatGPT in enhancing English vocabulary learning and retention.

Concurrent Session 5.4

Constructing an emotional safe space in migrants' EFL classroom in Australia: An AI-Driven Transpositioning perspective

Fangye Luo, Zixiang Wei

University of New South Wales

Abstract

This theoretical study proposes an AI-driven transpositioning framework to mitigate foreign language anxiety (FLA) in migrants' English as a foreign language (EFL) classrooms in Australia, who face the negative emotional reactions, such as "forgetfulness", "feelings of isolation", and "self-avoidance", as well as strong emotional outbursts (Dryden et al., 2021). Drawing on the Transpositioning-Translanguaging-Co-Learning Model (Tai & Lee, 2024) and new materialist perspective (Heikkilä & Mankki, 2023), the framework highlights the revolutionized practices of AI in the emergence of the translanguaging classroom, proposing a new pedagogical AI-human collaboration model, Transpositioning-Translanguaging-Assisted-learning.

Specifically, at the transpositioning level, AI enables translingual teachers to preset positions in social interaction by providing individualized teaching supports. At the translanguaging level, AI facilitates the teaching of EFL in a translanguaging setting and lowers their insecurity. At the co-learning level, AI reflects shared agency within the classroom to construct an emotionally supportive atmosphere.

Myriad empirical studies have supported AI's practicality in promoting a safe pedagogical environment. By treating AI as a component of the teaching ecosystem, teachers can leverage its potential to support learners' negative emotions. Focusing on transformative pedagogy and AI technology in applied linguistics in translingual mindsets, this study emphasizes integration of AI in Australian contexts, aiming to inform future Computer-Assisted Language Learning (CALL) research and educational policies that advocate for equitable education in a translanguaging world.

Biography:

Fangye Luo is a Master's candidate in Applied Linguistics at the University of New South Wales, focusing on second language acquisition and language teaching. He has had several conference papers accepted at CALL, HAAL, and Warwick conferences.

Zixiang Wei is a postgraduate student in Applied Linguistics at the University of New South Wales. His research interests include high-stakes language assessment, multilingual identity, and educational equity in East Asian contexts. He has taught in both public and private tertiary institutions in China and Australia.

Concurrent Session 4.4

When Cultures Meet in the Classroom: Learning English in a Sino-Australian Program

Dr Yingmei Luo

Deakin University

Abstract

Extending current scholarly work on discourse and identity, this study explores how English learners' experiences in offshore ELICOS centres are shaped by their Chinese-medium conceptions of "good English language pedagogy" and by teachers' cultural identity as "foreigners." Data were collected through interviews with students at an ELICOS centre based in a Sino-Australian joint tertiary program in China. Using the theoretical lens of representation theory and discourse analysis, this study investigates how Chinese-background students negotiate their Australian teachers' foreignness and the monolingual pedagogy these teachers employ. Findings suggest that students' learning experiences result from the complex interplay between two Discourses: the Discourse of effective English language pedagogy and the Discourse of foreign teachers as "foreign friends." Students' negative experiences are largely due to their framing of learning within the Discourse of good English pedagogy, which is shaped by Chinese social, cultural, and educational norms. In contrast, positive experiences are largely attributed to students' curiosity about and interest in foreigners, rather than to the teachers' pedagogical effectiveness. Similarly, contradictory student responses reflect the tension between these two Discourses. The study argues that monolingual English language pedagogy—often considered best practice—is not universally effective across different teaching contexts. Cultural identity continues to play a crucial role in shaping language teaching and learning. Ultimately, learners' perceptions of their experiences are constructed by the competing discourses they engage with.

Biography:

Dr. Yingmei Luo is a lecturer in the TESOL program at Deakin University in Australia. She has extensive teaching experience in both China and Australia. She has published a monograph with Springer as well as several book chapters. Her research interests include discourse studies, identity, multilingualism, and intercultural language education.

Quality of life: EFL students re-engaging in an Exploratory Practice classroom

Dr Elizabeth Machin

Abstract

This practitioner research study offers insights on engagement within a higher education classroom in the bilingual region of Catalonia, Spain. The principles of Exploratory Practice (EP) are implemented within a compulsory English as a Foreign Language (EFL) module on a teacher training programme, otherwise delivered in Catalan/Spanish. The account sits within the 'L2 learning experience' strand of the L2 Motivational Self System (Dörnyei, 2009). Student-led debates (a 'Potentially Exploitable Pedagogic Activity') emerge as a way of co-operative puzzling about motivation to learn English and bringing teacher (the practitioner-researcher of this EP) and students (her EP co-researchers) together. Students are asked to put themselves in the shoes of their future teacher selves in preparing their debate scripts in groups outside class. Debate topics relate to the place of English within the local education system, although some students express concerns about defending the use of English. The debates are delivered in groups (each member takes a turn to narrate a section of their group's proposition/opposition). The scripts, comments gathered by the students during the ensuing classroom discussion, and individual freestyle commentary within follow-up questionnaires are analysed collectively in the classroom, in the spirit of thematic analysis. Six themes emerge from the discussion and freestyle commentary: (1) Positive nerves (2) We liked it (3) Respect (4) We learnt new things (5) A challenge and (6) A good form. The EP co-researchers, invoking their prospective professional selves, are moved to improvise in English during the debate, and re-engage with their next assignment.

Biography:

Elizabeth Machin is an early career researcher and former doctoral student in the Department of Translation and Language Sciences at the Universitat Pompeu Fabra. Her research interests include the motivation and identities of additional language learners and users, both inside and beyond the classroom setting. She has run seminars in Applied Linguistics and in Translation at her university, and has taught English as a foreign language in Czechia, Hungary, Italy, Slovakia, Spain, and the UK.

Implementing and Shaping Practice: A study of Chinese Language Pedagogy in Australian Primary School Classrooms

Xinning Mao

University of Melbourne

Abstract

Teaching Chinese as a second language presents several challenges for teachers due to the language's complexity and differences to other languages, particularly Indo-European languages. Teaching Chinese characters and literacy to young second-language learners therefore requires innovative teaching methods that are tailored to the specific educational environment. There is limited research, however, focusing on the pedagogical practices of Chinese language teachers to young learners both in Australian and global contexts. Within a Practice Architectures (Kemmis et al., 2014) framework, the main objective of this study was to investigate teacher practice in Chinese language classrooms at the primary school level in Australia and the cultural-discursive, material-economic and social-political arrangements that shape practice. Qualitative data were generated from interviews, classroom observations, and document analysis, and analysed through the lens of the Theory of Practice Architectures. Adopting a site-based approach, the findings reveal the complex factors that shape teachers' practice, as well as the pedagogical strategies that evolve in these sites. These practices not only enhance learner engagement but also reflect teachers' professional agency and adaption within the constrained environments. This study contributes to the development of second language pedagogy by highlighting how classroom practices emerge from the complex entanglements of curriculum, resources, professional development, and teacher knowledge. It also offers practical insights for curriculum and resource development, and teacher professional learning in Chinese second language education, illustrating how Chinese literacy teaching can be reimagined for equitable and effective learning experiences in linguistically diverse contexts.

Biography:

Xinning Mao is a PhD candidate in the Faculty of Education, University of Melbourne. Her research focuses on Chinese as an additional language pedagogy in Australian primary schools, using the Theory of Practice Architectures. She also teaches Chinese as an additional language to young learners in Melbourne and has a strong interest in multilingual education.

Navigating Symbolic Boundaries: Chinese International Students in Australian Teacher Education

Dr Sara Mashayekh, Associate Professor Meghan Stacey

University of New South Wales

Abstract

Despite forming the largest group of international students in Australia, Chinese students remain underrepresented in teacher education programs, and their experiences in this field are significantly under-researched. This study explores the complex interplay of language, identity, and institutional structures in shaping the educational journeys of Chinese international students enrolled in teacher education programs. Drawing on Bourdieu's theory of cultural capital—particularly the concepts of symbolic power and symbolic violence—this research investigates how dominant language ideologies, institutional structures, pedagogical norms and curricular assumptions influence the inclusion and marginalisation of these students.

Semi-structured interviews were conducted with seven Chinese international students enrolled in teaching programs across Australian universities. Thematic analysis revealed that students frequently encountered language-based hierarchies, implicit curricular assumptions rooted in local educational norms, and limited access to professional support networks. These dynamics often undermined their confidence and positioned them at the margins of both academic and practicum environments.

However, the findings also highlight moments of resistance. Some participants framed their linguistic and cultural capital as assets, drawing on bilingual and bicultural perspectives to enhance classroom inclusivity and connect with diverse learners. Others viewed teacher education as a strategic pathway to migration and long-term professional security, navigating symbolic boundaries with resilience and pragmatism.

This paper illustrates how power dynamics in languaging and institutional structures shape multilingual student experiences. It calls for more inclusive pedagogical practices and policy reforms in teacher education that embrace linguistic plurality and challenge monolingual mindsets embedded in educational institutions.

Biography:

Dr Sara Mashayekh is a Lecturer in the UNSW School of Education whose research centres on inclusive education, power dynamics in education, and culturally responsive pedagogy. She is particularly interested in the experiences of diverse learners and educators, with additional research interests in the ethical and pedagogical implications of AI and educational technologies.

Dr Meghan Stacey is an Associate Professor and ARC DECRA Fellow at UNSW's School of Education. Her research focuses on the Sociology of Education and Education Policy, with a particular emphasis on teachers' work, professional identity, and the impacts of policy on teaching and schooling practices.

Concurrent Session 5.6

Pursuing 'real proficiency': Integrating ELF with ELT

Professor Paul L McBride

Tamagawa University

Abstract

The scope of English exceeds the established code and sanctioned conventions of its monolingual users. English is a widely shared communicative resource: diverse, variable, evolving, and shaped by its multilingual users. Real proficiency in learning English involves using it as a resource which is adaptable in serving one's own communicative needs and purposes, exploiting the protean nature of language rather than conforming to linguistic forms used by native speakers (Widdowson 1994). Considered in this presentation are practices implemented in a campus-wide ELF (English as a Lingua Franca) program at a private university in Japan. The program was developed in response to essentialist, reductionist, and exclusionist educational practices, the results of which include inhibitory effects on teaching and learning. No distinction is made within the program between native and non-native speakers, and students are encouraged to adapt their language use to various contexts and to reflect on their communication practices. Native-speaker-like competence is not a primary objective. The presenter will reflect on areas of contestation such as the nature of language and implications of ELF for curriculum planning, while considering effects on identity and confidence. To avoid hegemonic practices, potentially fresh approaches are examined, including post method pedagogy, post textbook curricula, and reassertion of contextuality and locality. The presenter will explore the transformative potential of ELF-aware practices in facilitating contextually relevant and inclusive approaches to English language teaching.

Biography:

Paul McBride is a Professor and Director at the Center for English as a Lingua Franca (CELF) at Tamagawa University in Tokyo. He is interested in pedagogical implications of ELF, including how language, literacy, meaning, and knowledge are related to structural power within academic institutions.

Agency and Voice: Aboriginal student researchers working with their teachers as allies and accomplices

Dr Helen CD McCarthy, Lissy Jackson

Curtin University

Abstract

Our paper presents a unique study undertaken at a regional Western Australian Vocational Education and Training (VET) Aboriginal boarding school.

The study sought to learn how well the school was preparing its young people to transition from school to life beyond school. It involved teachers working as teacher researchers and the young people currently enrolled at the school as student researchers. Together as allies and accomplices, they collected data through a collaborative dialogic approach, through interviews via yarning, to capture the perceptions of former students.

The project evolved organically, with the student researchers increasingly taking responsibility for the research, influencing the research design, actively shaping it with their ideas, and inculcating it with their own cultural and linguistic ways of knowing and doing. This included applying relational kinship/language contexts determining the use of narrative structures, storytelling traditions, including metaphors and yarning, 'utilising the fluidity and interconnectedness of languages', translinguaging fluently between English, Aboriginal English, Kriol and/or their home language/s. This resulted in greater engagement by the student researchers and richer narratives by the study's participants.

The research culminated in producing a three-part podcast series that included designing the podcast's cover using cultural motifs, edited interviews, and songwriting in English and Aboriginal English. Supporting the research outcomes, a mobile app was designed to provide life-affirming strategies across five themes.

The findings also highlighted the transformative potential of language as a carrier of socio-cultural significance and identity in empowering Aboriginal youth, amplifying student voice, and reshaping educational research in a genuine way.

Biography:

Helen CD McCarthy is a Senior Lecturer in the School of Education at Curtin University, Western Australia. Helen's research is in bilingual approaches to developing holistic, emergent curriculum frameworks to venerate Indigenous epistemological traditions. Her focus is the critical interpretive research design of Autoethnography: The intertwining of voices respecting decolonising epistemologies encompassed within a people-centred community of learners.

Lissy Jackson is the Head of English and a Teacher at Wongutha CAPS, Esperance, WA, a boarding school for Indigenous students, and is currently completing her Master of Education at Curtin University. Her developing research is on negotiating curriculum with Indigenous students, and past works include collaborating on other research projects focusing on Indigenous wellbeing and education.

Concurrent Session 3.1

Action, bioecology, context: An ABC of ecological SLA

Paul Moore

University of Queensland

Abstract

In this presentation, I aim to trace the influence of a sociocultural ecological perspective on SLA and its contribution to broadening the scope of theory, research and pedagogy in ways that help teachers understand and account for contextual influences on the learning experiences of their students in their broadly defined “classrooms.”

Starting with an overview of van Lier’s (1996; 2004; 2008) work on ecological SLA, I explore the broad influences on his perspective (e.g., Bateson, 1973; Gibson, 1979, Leontiev, 1981; Vygotsky, 1978), and his and others’ (Breen, 1985; Lantolf & Thorne, 2006) reaction to “brain-based cognitive models.”

I then draw on my ongoing research into task-based interaction, performance, and reflection in two contexts (second language learning in Japan; pre-service teacher training in Vietnam) to show how contextual features at the macro- (e.g., national) and meso- (institutional) levels influence can influence task performance at the micro-level (e.g., classroom interaction).

By providing links across the expanding contexts relevant to learners’ interaction, performance and perspectives, I provide insights into features of the learners’ environments that may influence their performance and learning in both predictable and unpredictable ways. These range from macro- and meso-level policy and pedagogical decisions, to the negotiation of individual perspectives and social relations at the micro-level.

This ongoing research provides new evidence of the value of a incorporating a context-aware, ecological perspective (e.g., Douglas Fir Group, 2016; Happy Cactus Group, 2025) into second language research and pedagogical practice across physical and technology-mediated contexts.

Biography:

Paul Moore is a Senior Lecturer in Applied Linguistics at The University of Queensland, specialising in Language & Technology and Sociocultural Theory. He has held positions on the executive board of the Applied Linguistics Association of Australia (ALAA), and the editorial board of Language Learning and Technology.

Concurrent Session 6.2

Investigating teachers' agency in the application of Task-Based Language Teaching (TBLT) in Indonesian universities

Nissa I Mukti

The University of Queensland

Abstract

This paper presents findings from an earlier phase of research examining how English language lecturers in Indonesian universities enact their agency in implementing Task-Based Language Teaching (TBLT). For many years, Indonesian universities have been designing their English language curricula to promote students' communicative competence. To achieve this goal, some lecturers have adopted TBLT in their practice. However, lecturers implementing TBLT often encounter institutional constraints and sociocultural pressures that hinder the realization of communicative goals and the effective implementation of TBLT in classroom settings. Based on the ecological framework of teachers' agency (Priestley et al., 2015), this phase of the study specifically highlights the narratives of three lecturers who use TBLT in their instruction and demonstrate various methods of managing the conflicts between institutional policies and classroom realities. Their narratives, drawn from a series of classroom observations and semi-structured interviews, illustrate how the lecturers enact their agency by recontextualizing TBLT to suit multilingual classrooms characterized by diverse religious backgrounds, varying proficiency levels, and differing levels of student motivation. These adaptations are carried out while maintaining alignment with institutional curricula and policies. The findings from this phase of the study may offer valuable suggestions for curriculum developers to design curricula that meaningfully reflect lecturers' lived experiences and decision-making processes. It is also hoped that this study contributes insights into the more context-sensitive and sustainable implementation of task-based pedagogy in multilingual higher education settings.

Biography:

Nissa is a PhD candidate at The University of Queensland and an English lecturer in Indonesia. Her research focuses on second language acquisition and TBLT. She is a student

member of ALAA and is passionate about improving English language teaching through context-responsive methodologies and supporting learners in achieving communicative competence.

Concurrent Session 4.2

ALAA HDR SCHOLARSHIP

Policy Approaches to Parent-School Communication in Linguistically Diverse Schools

Sophie Munte

Macquarie University

Abstract

When children of newly migrated families start compulsory schooling, their parents may not yet be proficient in the new language. At the same time studies show schools practicing a monolingual habitus (Gogolin, 2008; Piller et al., 2023). This tension between a multilingual society and monolingual schools is set to create barriers in parent involvement in school (Baxter & Kilderry, 2024). To gather insights on how communication between teachers and parents who are not proficient in English/German is intended by policy makers, this research conducts a comparative policy analysis between Sydney and Hamburg.

A total of 17 legislations, policies and associated documents such as implementation guides addressing school communication with parents who are not proficient in English/German will be subject to a policy analysis. A particular focus lies on the governance of (child) language brokering which is interpreting and translation performed by multilinguals who have not undergone specific training. While both policy contexts share common ground regarding schools' obligation to communicate with parents, different approaches to governing communication with parents who are not proficient in English/German were found. Where Hamburgs policy recommends the use of children as language brokers, New South Wales policy considers it as inappropriate. This comparative perspective on the ways in which policy makers imagine parent-school communication in linguistically diverse schools will contribute to identifying what resources teachers can or cannot build on to overcome linguistic barriers in highly diverse society.

Biography:

Sophie Munte holds a Master of Arts in Education from University of Hamburg. She is currently undertaking a joint PhD degree at University of Hamburg and Macquarie University investigating teachers' perspectives on child language brokering in school.

Concurrent Session 1.4

Multilingual Dynamics in English-Speaking Classes at Indonesian Universities

Muthiah, Hiromi Muranaka-Vuletich, Mark Richards

Western Sydney University

Abstract

Language mixing is an inevitable phenomenon in English as a Foreign Language (EFL) learning. In EFL classrooms at Indonesian universities in Makassar, students' diverse linguistic backgrounds represent various regional languages. Although the curriculum requires lecturers to primarily use English in Speaking classes to develop students' communicative competence, exclusive use of the target language is rarely achieved.

This qualitative study investigates the multilingual dynamics of classroom interactions, focusing on language combinations, mixing patterns, and translanguaging purposes. Participants were drawn from two universities in Makassar, South Sulawesi, and data were obtained from recorded sessions of three Speaking classes taught by different lecturers.

Findings indicate that English and Bahasa Indonesia formed the dominant combination, most frequently appearing in embedded clauses. The Arabic–English combination also occurred in embedded clauses and was more context-specific. Local languages appeared primarily in students' speech, often as affixes attached to Indonesian or English words, functioning as system morphemes. Language mixing mainly served communicative purposes, such as clarifying meaning and emphasizing particular ideas.

The three lecturers expressed differing attitudes toward translanguaging. One advocated strict limits to promote English proficiency, another viewed language mixing as a pedagogical tool to support comprehension, and the third required English for formal presentations while allowing flexible language use during discussions. Overall, the study illustrates how multilingual practices shape classroom interaction and reflect both pedagogical strategies and linguistic realities in Indonesian EFL contexts.

Biography:

Muthiah is a lecturer at UIN Alauddin Makassar in South Sulawesi, Indonesia. She is currently in her second year as a PhD candidate in Language and Linguistics at the School of Humanities and Communication Arts, Western Sydney University. Her studies are supported by scholarships from the Indonesian Ministry of Religious Affairs (MoRA) and the Indonesia Endowment Fund for Education (LPDP).

Hiromi Muranaka-Vuletich is a senior lecturer at Western Sydney University, Australia. Her research interests are primarily in applied linguistics, particularly bilingual and second language acquisition, narrative acquisition, as well as digital language learning and teaching.

Mark Richards is a Research Support Program Fellow – Language Revitalisation within the Speech and Language program at the MARCS Institute for Brain, Behaviour and Development at Western Sydney University. He has over 30 years' experience as a second language teacher.

Concurrent Session 4.2

Engaging Communities in Learning EFL: A Lesson-Study Approach to Community-Based Language Practices by Pre-Service Teachers

Muhammad Syahrudin Nawir¹, Prof Djuwairiah Ahmad², Prof Sahraini Sahraini³

¹Queen's University Belfast, ²UIN Alauddin Makassar, ³IAIN Palopo, Indonesia

Abstract

This presentation outlines the research design of a PhD project that investigates how Community-Based Language Learning (CBLL) fosters student engagement in learning English as a foreign language. Despite the increasing recognition of the importance of meaningful and contextualized language instruction, student engagement remains a persistent challenge in many EFL classrooms, particularly in contexts such as Indonesia, where teaching often relies heavily on textbook-driven approaches. In such environments, the potential of CBLL to connect classroom learning with students' lived experiences and community contexts remains underexplored. This study argues that leveraging CBLL is worth investigating as it may offer a powerful way to make language learning more relevant, participatory, and socially grounded. Grounded in the theoretical concepts of Funds of Knowledge and the social dimensions of engagement, the study adopts a lesson-study approach to explore the practices of EFL pre-service teachers as they engage with local communities. The project addresses the limited opportunities that Indonesian pre-service teachers often face in applying pedagogical theory in real-world contexts. By integrating CBLL and lesson-study, the research promotes collaborative planning, implementation, and reflection cycles, enabling participants to connect language learning with their community experiences. The study highlights the transformative potential of CBLL to enhance authentic, socially relevant learning. It aims to identify critical areas of

practice, explore community resources, and develop practical community-based lessons that support engagement. Findings are expected to inform culturally responsive teacher education and contribute to more meaningful and contextually grounded EFL practices.

Biography:

Muhammad Syahrudin Nawir is a PhD student at the School of Social Sciences, Education and Social Work, Queen's University Belfast. He is a lecturer from Indonesia with a background in English language education, and his current research focuses on community-based language learning and student engagement in EFL teacher education.

Prof. Dr. Hj. Djuwairiah Ahmad, M.Pd., M.TESOL is a Professor of English Language Education at UIN Alauddin Makassar. She earned her doctorate in Linguistics from Universitas Hasanuddin and a Master's in TESOL from Victoria University, Australia. Her research interests include English language teaching, curriculum development, and instructional materials.

Prof. Dr. Sahraini, M.Hum. is a professor at IAIN Palopo specializing in English language education evaluation. She earned her PhD from Universitas Negeri Yogyakarta (UNY). Her research focuses on assessment models, English teaching evaluation, and learner needs-based materials, with publications in national and international journals on applied linguistics and education.

Concurrent Session 4.1

Beyond monolingual boundaries: navigating pre-service language teacher education in Australia

Dr Trent Newman¹, Assoc. Prof. Yvette Slaughter², Dr Andrea Truckenbrodt², Dr Annamaria Paolino³, Dr Renata Aliani²

¹Federation University, ²University of Melbourne, ³Edith Cowan University

Abstract

With a critical language teacher shortage in Australia, pre-service teacher education programs play a key role in teacher supply and in contributing to the vibrancy of language education programs. However, as the predominant mechanism through which language teachers gain accreditation to teach in schools, tertiary institutions play a gatekeeping role which shapes language teacher educator agency, language teacher educator training, and the choice and nature of Languages programs in Australian schools. With prevailing English-only, monolingual-centric assumptions still underpinning much of Australia's education policy discourse, the positioning of training programs within a plurilingual and multi-epistemic framing is challenging.

At present, there is little research into language teacher training programs. Our research has investigated where language teacher training is provided across Australia, how programs are designed and delivered, the pedagogical-content knowledge being taught in such programs, and the experiences of language teacher educators. Interviews were conducted with 28 language teacher educators and specialists across 26 Australian universities. Thematic analysis of the data reveals the monolingual and mono-epistemic (Ndhlovu, 2015) imperatives that shape language teacher education, their impact on program structure, language teacher agency, pedagogical innovation and teacher candidate readiness to teach in schools. Our findings illustrate the disparate programming of language teacher education across universities and the institutional constraints which limit the potential of language teacher training and languages education. These findings underscore the importance of challenging institutional constraints to enhance the quality and effectiveness of language teacher training programs, and the diversity and quality of language programs offered in Australian schools.

Biography:

Trent Newman is lecturer in Applied Linguistics at Federation University Australia. His research and teaching focus is on the ways that multilingual environments shape language teaching and learning, and the changing nature of literacy amid increasingly AI-dominated education and work practices.

Yvette Slaughter is Associate Professor in the Faculty of Education at the University of Melbourne. Her teaching and research focus on advancing theoretical and pedagogical innovations for languages education.

Andrea Truckenbrodt lectures in the Master of Teaching in the Faculty of Education at the University of Melbourne. She has a particular interest in plurilingual pedagogies, multiliteracies and CLIL. Her current research focuses on embedding Indigenous Knowledges into Languages programs and quality Languages Teacher Education.

Annamaria Paolino is a lecturer in the School of Education at Edith Cowan University. Her teaching and research focus on the teaching and learning of languages and EAL/D in primary settings, multiculturalism, plurilingualism and creating inclusive learning environments.

Renata Aliani is a researcher in the Faculty of Education at the University of Melbourne. Her research interests focus primarily on teaching in primary and early childhood settings, and on bilingual education.

From "Everyday" to "Powerful": A Critique of the ACARA Japanese Curriculum

Duc Manh Nghiem

Charles Darwin University

Abstract

Twenty years after Michael Clyne (2005) diagnosed the “monolingual mindset” in Australian society, this paper uses it as a main analytical framework to evaluate the Australian Curriculum: Japanese (Version 9.0) for Years 7–10. The question is: What vision of language learning does the curriculum build, and how does this vision contradict its own stated aspirations?

This paper undertakes a qualitative document analysis of 148 curriculum entries using a theoretical framework drawing on Young and Muller’s “powerful knowledge,” Kramsch’s “symbolic competence,” and Clyne’s fallacies. This framework is used to produce a mixed-methods analysis, quantifying the curriculum’s ideological and pedagogical patterns through a series of specifically designed metrics, including an “Alignment Score.”

The analysis reveals a systemic contradiction where the curriculum’s progressive promises are consistently undermined by its own architecture. I argue that the curriculum constructs an idea of language learning that is transactional and monolingual, realised through three key features: the systematic reduction of powerful knowledge into functional skills, proven by a negative alignment between mandates and their elaborations; the construction of an imaginary monolingual learner that erases Australia’s linguistic diversity; and an ideological separation of languages that structurally prevents plurilingual practice.

The paper concludes that this is not an accidental flaw but a systemic shortfall. While recommending structural reform, it also identifies evidence-based strategies from the curriculum’s own “islands of excellence” that teachers can use to resist its reductive tendency, teach to the more ambitious mandates, and activate the plurilingual repertoires of the students who actually populate Australian classrooms.

Biography:

Duc Manh Nghiem is a Master of Teaching (Secondary) student at Charles Darwin University, specialising in Humanities and Languages Other Than English. With an undergraduate background in Japanese studies and hands-on experience as an English and Japanese teacher in Vietnam, his research critically examines curriculum design, powerful knowledge, and culturally responsive pedagogy, with a particular emphasis on enhancing educational outcomes in the Northern Territory.

Hosting a Community Language School in NSW: Leadership, Power, and Agency

Dr Janica Nordstrom¹, Dr Andrew Ross², Dr Alex McCormick¹

¹University of Sydney, ²University of Canberra

Abstract

Languages remain marginalised within school curricula. In New South Wales, fewer than one in five primary students study a language, often superficially, and enrolments decline sharply in secondary school. Community language schools have emerged to fill this gap, teaching heritage languages outside school hours to over 100,000 students nationally. Most operate in borrowed classrooms, and in NSW, approximately 80% are hosted by public schools. Yet, little is known about the nature of these host-school relationships.

This study explores the leadership, values, and agency of principals in government schools that host community language schools. Combining Department of Education datasets with a survey of 31 host principals and follow-up in-depth interviews with three principals, it examines attitudes toward language learning, the integration of community language schools into the school community, and the adequacy of policy and support structures. Findings show that principals broadly value language and cultural learning, but fewer support integrating community languages into the formal curriculum. Practical challenges, such as staffing constraints, space-sharing tensions, and lack of Departmental resources, limit deeper engagement.

While most principals trust and respect community language schools, few feel connected or perceive them as contributing to mainstream teaching and learning. These dynamics highlight the importance of principal leadership and policy clarity in fostering more equitable partnerships. The study calls for stronger systemic support to enable community language schools to move from peripheral guests to integrated community partners in education.

Biography:

Dr Janica Nordstrom is a Senior Lecturer at the School of Education and Social Work at the University of Sydney. Her main research area is in the field of community language schools with a particular focus on social justice and educational equity.

Dr Andrew Ross is a Senior Lecturer at the Faculty of Education at the University of Canberra. His main research area is applied linguistics and sociolinguistics.

Dr Alex McCormick is an Associate Professor at the School of Education and Social Work at the University of Sydney. Her main research area is comparative and international education, with a particular focus on equity in multi-scalar education policy and governance in the Asia-Pacific region.

ALAA HDR SCHOLARSHIP

Students' Perspectives on Translanguaging in Indonesian ESP Classrooms

Nurlaily Nurlaily, Dr Gary Bonar, Associate Professor Anne Keary

Monash University

Abstract

English for Specific Purposes (ESP) courses help students develop English language skills needed for fields such as business, engineering, or hospitality (Anthony, 2018). Although ESP courses commonly encourage the exclusive use of English, this does not always reflect how students use language in class. This study explores how students in ESP classrooms in Indonesia perceive the use of translanguaging to support their ESP learning. The study involved semi-structured interviews with 38 undergraduate students from various academic disciplines at a university in Indonesia.

The findings show that students regularly draw on Indonesian, English, and other local languages to understand course materials, clarify meanings, and collaborate with peers. Students described translanguaging as a practical and familiar way to deal with challenges in academic texts and discussions. Rather than viewing it as a distraction from English learning, they explained that using multiple languages helped them feel more involved and able to express themselves more clearly. The findings support the view that translanguaging is a natural and useful strategy in multilingual classrooms (García, 2009; García & Wei, 2014). It also aligns with recent findings that question the effectiveness of English-only policies in ESP settings (e.g. Chen, 2020). This study suggests that more inclusive classroom practices can better support student learning by valuing the full range of linguistic resources they bring.

Biography:

Nurlaily is a PhD candidate at the Faculty of Education, Monash University. Her research interests are bi/multilingualism, identity and English for Specific Purposes. With a background as a teacher educator in Indonesia, she has conducted research on English learners at both school and university levels.

Gary Bonar is a Senior Lecturer in Languages and TESOL at Monash University, Australia. His research interests are in the areas of language teacher education, educator agency in English Medium of Instruction (EMI) contexts, and Asia-related learning in Australian schools. His recent work examines the dynamics of language teacher multilingual identities and how to effectively prepare and support both current and future language educators to succeed in schools.

Anne Keary is an Associate Professor with the Faculty of Education, Monash University and Program Director for graduate studies. She employs a qualitative intergenerational longitudinal approach for gaining a better understanding of the impact of changes in families and family relationships, and how these changes shape transitions to education, work and community life.

Concurrent Session 7.4

Designing Didactic Tools for Early Childhood Literacy in Multilingual Classrooms: challenge for the monolingual mindset

Mfona Nakkazi Pauline

Charles Darwin University

Abstract

This paper presents an innovative pedagogical intervention focused on the development of didactic tools to support early literacy acquisition in Mambae, one of the indigenous languages of Timor-Leste. In a multilingual education system historically dominated by Portuguese and Tetum, Mambae-speaking children often enter school linguistically disadvantaged, with few culturally and linguistically appropriate resources to support their literacy development.

The work responds to a gap by designing a set of didactic materials —storybooks, picture cards, and oral activities—that are rooted in local knowledge systems and linguistic structures. These tools are developed collaboratively with community members, educators, and student teachers to ensure cultural relevance and pedagogical alignment with early learning frameworks. The initiative does not only affirms children's linguistic identities but also enhances the instructional capacity of teachers working in linguistically diverse classrooms.

This paper situates the design process within the broader framework of transformative pedagogy and multilingual education. It highlights how innovative, community-informed practices can shift teaching approaches, empower learners, and promote more equitable learning outcomes. In addition, it explores how teacher cognition and assessment strategies evolve when educators are trained to implement translanguaging and culturally responsive techniques in early childhood settings.

Preliminary reflections from field implementation and educator feedback suggest that these tools foster improved learner engagement, greater confidence among teachers, and a deeper connection between home and school language environments. This research offers scalable insights for curriculum developers, teacher educators, and policymakers committed to inclusive, multilingual pedagogies in under-resourced and post-colonial contexts.

Biography:

Mfona Nakkazi Pauline is a PhD candidate specializing in multilingual education and pedagogic innovation. Her research focuses on inclusive early childhood literacy practices and the empowerment of linguistically marginalized communities. She is currently initiating a community-based project focused on Mambae literacy development in Timor-Leste.

Concurrent Session 2.1

From Human to Machine: Validating an AI Rater for an Academic Reading-to-Write Task

Professor Aek Phakiti

The University of Sydney

Abstract

This study investigates the accuracy of an AI rater (namely Cogniti, developed by the University of Sydney) in assessing integrated academic writing (reading-to-write) by comparing its performance with human raters, general essay scores, official IELTS results and feedback. Integrated writing is crucial for the academic success of international ESL students, as it reflects authentic language use across reading and writing modalities. However, such tasks pose challenges for admissions due to concerns around task design, scoring reliability, and cost-effectiveness.

Automated writing evaluation (AWE) offers potential for consistent, scalable assessment. While most AWE research relies on holistic scoring, this study adopts an analytic approach, evaluating five criteria: task fulfilment, source use, coherence and cohesion, lexical resource, and grammatical accuracy. Participants completed an online integrated writing task that required synthesising two source texts into a 250-word essay within 50 minutes, without the use of AI or spelling assistance.

The AI rater (with GPT 4.o) was developed and calibrated using 18 essays rated by two IELTS-accredited raters, achieving over 95% agreement across all criteria. In the main study, 136 new essays were independently scored by the AI rater. Inter-rater reliability between human raters was 0.838, while agreement between the AI rater and the human average was 0.90, indicating strong alignment.

This presentation examines the correlations between AI and human scores, their relationship with IELTS scores, and the differences in feedback quality. Findings support the viability of AI for integrated writing assessment and highlight key design, ethical, and practical considerations for future development of AWE.

Biography:

Aek Phakiti is Professor of TESOL at the Sydney School of Education and Social Work at The University of Sydney. His interests include language testing and assessment, second language acquisition, AI in language education and research methods. Aek is the author of numerous books, including Language Testing and Assessment: Theory to Practice (Bloomsbury, forthcoming, 2025) and Assessment for Language Teaching (with Constant Leung, Cambridge, 2024).

Concurrent Session 1.2

University language students' reflections and views on their own bilingualism

Dr Elena Pirovano

University of Melbourne

Abstract

More restrictive views of bilingualism assume that people considered bilinguals need to demonstrate a near native competence in both their languages. However, bilingualism refers also to the coexistence of two or more languages in the speaker repertoire used for different purposes at different levels of proficiency. From this perspective, some research has explored language learning as bilingual education arguing that learners of additional languages can be defined as emergent bilinguals, at any level of their learning journey. This position may enable more expanded reflections on bilingualism. Despite a strong tradition of research in bilingual education, limited attention has been given to university language learners' reflections and views of their own bilingualism and how they may evolve when learning additional languages.

This research investigated how language students enrolled in Australian university courses talk about their linguistic repertoires and under which conditions they define themselves as bilingual or multilingual speakers. The research methods included a questionnaire and semi-structured interviews with students enrolled in one of the following four European languages, French, German, Italian and Spanish, from beginner to advanced levels. The data were analysed using a thematic analysis approach. The findings suggests that university students are reflective agents, capable of expressing critical and complex ideas and of developing dynamic views. In describing their own experience, participants referred to notions of fluency, proficiency and near native competence but were also able to disrupt these monolingual views by introducing notions of identity and emergent bilingualism.

Biography:

Elena Pirovano is a language educator and Lecturer in Languages and Literacies Education at the University of Melbourne. Her research focuses on the affordances of plurilingual pedagogies and pedagogical translanguaging for learning additional languages. In her research and teaching practice, she also advocates for more inclusive and gender-just linguistic practices.

Concurrent Session 2.2

THE DUOLINGO ENGLISH LANGUAGE TEST (HDR) SCHOLARSHIP

The online effects of processing instruction on the acquisition of the English passive structure

Amin Pouresmaeil¹, Dr Xin Wang¹, Prof Alessandro Benati²

¹Macquarie University, ²University College Dublin

Abstract

Previous studies on processing instruction (PI) have mostly relied on offline measures, leaving open the question of whether PI facilitates moment-by-moment processing of input. Therefore, this study investigates the immediate and delayed effects of PI and its core component, structured input (SI), on the acquisition of the English passive structure as measured by online tasks. Seventy ESL learners with no prior formal instruction on the target structure were randomly assigned to a PI group (n = 24), an SI group (n = 25), or a control group (n = 21). The PI and SI groups received one hour of computer-based instruction, while the control group received no instruction. A self-paced reading (SPR) test and a self-paced listening (SPL) test measured accuracy of response, response time in picture selection, and reading/listening time. The tests were administered at pretest, immediate posttest, and delayed posttest, run three weeks after instruction. The results indicated that both PI and SI groups significantly improved in accuracy on both SPR and SPL tests at both posttests, while the control group showed no improvement. However, no significant gains were found in response time or reading time for any group on the SPR test. In contrast, the SPL test revealed significant gains for the PI group in both response time and listening time at both posttests, and for the SI group in response time at the immediate posttest only. These findings highlight the potential of explicit information provided in PI to facilitate more efficient processing of auditory input.

Biography:

Amin Pouresmaeil is a PhD candidate in Linguistics at Macquarie University. He has been working as an ESL practitioner and researcher for over 15 years. Amin's main areas of interest in research include "form-focused instruction", "processing instruction", "corrective feedback", "Task-based Language Teaching", and "individual differences in second language acquisition".

Xin Wang is a Senior Lecturer in the Department of Linguistics at Macquarie University. Broadly defined, her research interests are in Language and Cognition. In particular, she is interested in the cognitive and neural aspects of Second Language Processing and Representations and how L2 processes inform second/foreign language learning/teaching.

Alessandro Benati is a Professor at University College Dublin, Ireland. He has published ground-breaking research on the pedagogical framework called "processing instruction". Alessandro has coordinated national and international high-impact research projects which have been influential in determining educational policy and had an impact in providing effective language teacher training programs.

Concurrent Session 2.4

Promoting Critical Literacy Skills Through a Metacognitive-Based Academic Writing Framework for EA in Tertiary Education

Rahmat AA Putra, Dr Sarah Ohi, Associate Professor Rod Neilsen

Deakin University

Abstract

This paper presents an innovative metacognitive-based academic writing framework designed for the English for Academic Purposes (EAP) classroom to address the need to promote students' critical literacy skills in tertiary contexts. Drawing upon transformative pedagogy approaches, this model moves beyond traditional writing instruction by emphasising students' awareness and regulation of their learning process during academic writing. The framework delineates eight stages: Pre-Writing, Writing Planning, Critical Perspective Discussion, Drafting, Collaboration and Peer Feedback, Revising based on Feedback, Critical Evaluation of Texts, and Metacognitive Reflection. This study employed a six-phase design-based research approach. Data was collected from two lecturers and 40 students in an Indonesian university through classroom observations, interviews, focus groups, and document analysis, then analysed thematically. This research explores how metacognitive strategies empower EAP students to deconstruct texts using the Four Resources Model (code breakers, text participants, text users, text analysts) to identify biases, perspectives, and ideologies. It encourages critical engagement by disrupting assumptions, considering multiple viewpoints, and analysing power dynamics. Findings revealed that applying metacognitive strategies, including self-monitoring

and debugging during drafting, revision, and active peer feedback based on the Four Resources Model enhances students' academic writing. This model aims to promote autonomous, critically aware academic writing in EFL tertiary settings.

Biography:

Rahmat is a PhD student at Deakin University's School of Education in Melbourne, Australia. His research focuses on metacognition in academic writing, aiming to enhance critical literacy skills among English as a Foreign Language (EFL) students. Passionate about TESOL and Language and Literacy Education, Rahmat is dedicated to advancing effective teaching practices in these fields.

Sarah Ohi, a Senior Lecturer at Deakin University, is a leader in education, particularly in language and literacy development, teacher education, and digital literacies. Her research focuses on early years literacy education, digital literacies, and the intersection of education policy and practice, with notable publications and significant external research grants.

Rod Neilsen is an Associate Professor in TESOL at Deakin University, Melbourne, with experience teaching English and training language teachers in the UK, Saudi Arabia, Colombia, and Brunei. Research interests include bilingual reading development, multilingual approaches to language learning, and pre-service teacher mobility.

Concurrent Session 1.5

Teaching English, Thinking Politically: Novice TESOL Teachers' Agency under China's Language Education Policy

Jing Ren

University of Technology Sydney

Abstract

This paper presents a case study of five Chinese university novice TESOL teachers to explore how they enact agency while navigating these mandates. Drawing on Fairclough's (1992) critical discourse analysis framework and Priestley et al.'s (2016) ecological model of teacher agency, the study analyzes data from document analysis of government policies, classroom observations, and in-depth interviews and focus group discussions with teachers. Findings reveal how teacher agency is shaped in teaching settings where diverse linguistic backgrounds and cultural identities interact with top-down curriculum content. The study identifies novice teachers' professional histories, beliefs, and future aspirations as some of the key factors which influence how novice teachers' agency reconciles policy mandates with classroom realities. Sustainable curriculum implementation thus hinges not only on individual capacity but also on an ecological negotiation between teachers and their contexts,

underscoring the need for policymakers and institutions to cultivate flexible, dialogic support systems that empower novice teachers. The findings offer insights relevant to similarly multilingual and values-driven educational settings beyond China.

Biography:

Jing Ren is a PhD candidate in TESOL and Teacher Education at the University of Technology Sydney. She previously worked as a lecturer in the TESOL and Applied Linguistics program in China. Her research interests include language policy and practice in educational contexts, as well as teacher agency in education.

Concurrent Session 1.3

Transforming Classrooms with the CEFR & a Language Portfolio: Learner and Teacher Experiences in Japan

Prof. Colin Rundle, Forrest Nelson, Prof. Eucharía Donnery, Dr. Bryan Buschner, Gee Lian Ng

Soka University

Abstract

Awareness of the Common European Framework of Reference for Languages (CEFR) has expanded in Japan since the early 2000s. However, as in many other contexts, its use has often focused on its scales and levels for purposes of accountability (Nagai et al., 2020), while its pedagogically most promising aspect, the European Language Portfolio (ELP), has been largely overlooked (Luelmo del Castillo & Pérez-Cavana, 2020). This study replicates previous research in Japan (Cook & Rutson-Griffiths, 2020) to evaluate students' understanding and views on the CEFR and also (Wicking, 2016) to evaluate students' views on a Japanese version of the ELP. Five teachers developed materials to introduce the CEFR and a portfolio which were then introduced over one semester. The teachers kept journals to record how they used and modified the materials and also administered pre- and post-semester questionnaires, conducted interviews, and analyzed portfolios to monitor students' understanding and evaluations. The teachers' aggregated and individual results were compared with those of the previous studies to answer three research questions: Do the materials improve understanding of the CEFR? How useful do learners find the CEFR and portfolio? Were some implementation methods more effective than others? The results show a clear improvement over previous studies regarding the first two questions. Discussion of the third question provides practical input for educators wishing to realize the CEFR's transformative potential by integrating a portfolio into their programs and classes to empower learners with greater control over their learning.

Biography:

Colin Rundle is the Assistant Director in the World Language Center at Soka University. He has researched and taught languages for 30 years, most recently focusing on aligning English courses with the CEFR. His other interests include learner autonomy and English for specific purposes.

Forrest Mitchell Nelson is a program coordinator at Soka University's World Language Center. His main research area is how AI can support student self-analysis in speaking and writing. He has worked on several projects at various universities to align English language courses with the CEFR.

Eucharia Donnery is an associate professor in the World Language Center, Soka University. In 2014, she was part of the CEFR to CASEC project committee and has incorporated CEFR into her teaching since. Other research interests include drama-based pedagogy, CALL, intercultural communicative competence, feminist theories, and colonial studies.

Bryan Buschner received his Ph.D. from Pennsylvania State University in Applied Linguistics and Asian Studies. He teaches classes on academic writing, global issues, and study abroad. He also works in language advising, helping students develop lifelong learning skills. Research interests include CEFR, academic writing, learner autonomy, and sociocultural theory.

Gee Lian Ng is an Assistant Lecturer at Soka University, where she earned her MA in TESOL. Her research interests include developing listening skills and applying the CEFR in the classroom. She also has extensive corporate and public sector experience in presentations and writing.

Concurrent Session 1.3

Territory Teachers - remote, but resilient

Zoe Saliba¹, Chee Hock Tan², Virginia Price³

¹Darwin Languages Centre, ²NT Department of Education, ³MacKillop Catholic College NT

Abstract

This presentation celebrates the work, resilience and determination of primary and secondary Language teachers across the Northern Territory. In our unique context, Territory teachers often find themselves as lone advocates for Language learning while navigating limited teaching time, isolation from metropolitan opportunities, and an ongoing lack of visibility in educational policy.

Despite these persistent challenges, our teachers remain passionate and committed to delivering high-quality Language education. This presentation brings their voices to the forefront, sharing stories from classrooms across urban, regional and remote contexts. It highlights how Territory Language teachers adapt to local needs,

embrace innovative and transformative pedagogies, and build powerful connections between their students and the wider world.

Whether by incorporating community partnerships, cultural exchanges, or digital technologies, these educators find creative ways to make Languages meaningful, relevant, and engaging. Importantly, they support one another—forming professional learning networks that foster collaboration, mentorship, and a shared sense of purpose.

The session will explore how teacher voice and perseverance are at the heart of transformative practice, and how flexibility and community-driven approaches can redefine what effective Language teaching looks like in diverse and often under-resourced settings.

By amplifying Territory teachers' perspectives and showcasing their work, this presentation aims to inspire, inform and connect educators who understand that advocacy and perseverance are not optional—but essential to the future of Language education.

Biography:

Zoe has been teaching for eighteen years, including the past twelve years in the Northern Territory. Zoe started as a secondary Japanese teacher, and is now the Assistant Principal at Darwin Languages Centre. She is active in the Languages community and has served on the NT language teacher association's committee.

Chee is a Teaching and Learning Coach for Languages in the Northern Territory. He advocates for teacher voice and equity in Language education, drawing from experiences across diverse Northern Territory contexts. Chee supports educators to navigate challenges, share their practice, and create meaningful, student-centred learning environments.

Virginia recently returned to the Northern Territory after over twenty-five years of teaching experience in Japan. She has taught English and Japanese in both Japanese and Australian secondary schools, and at universities in Japan. Virginia now teaches Japanese to secondary students and advocates for quality language education through her role as Japanese Representative for LTANT.

The Effect of Speaker Arabic Dialect Background on the Production of Non-Native Consonant Clusters

Amani Salman

The Australian National University

Abstract

Existing literature investigating speech production by L2 speakers suggests that L1 background is a significant predictor of phonetic realisations (e.g., Flege et al. 2003). However, little attention has been given to the influence of regional variation within the L1, particularly how speakers of different varieties within the same language may differ in their L2 phonological production (Chládková & Jonáš Podlipský 2011). The current study examines the effect of different regional varieties on accuracy and choice of modification strategies in the production of English complex syllable margins by Arabic L1 speakers, with respect to cluster position (onset vs. coda). To this aim, an online production experiment was conducted with 25 Jordanian and 25 Egyptian participants, as well as 5 L1 English speakers for comparison. In a reading-list task, participants read 24 pseudo-words presented orthographically. The collected audio-responses were transcribed and coded into target-like and non-target-like productions, and non-target-like responses were classified according to modification type (i.e. deletion, substitution, etc.). Mixed effects regression models were fit, with the response accuracy as a dependent variable and participant variety and cluster position as predictors. The results revealed that although participants showed different linguistic behavior, participants' Arabic variety was not a significant predictor of production accuracy. In contrast, an interaction between participants' variety and cluster position was significantly meaningful where Jordanian participants demonstrate higher degree of target-like productions in onset clusters while Egyptian participants outperform in codas. This pattern is likely attributable to the influence of their Arabic varieties phonological systems and phonological markedness.

Biography:

Amani holds BA in English for Specific Purposes (ESP) and MA in Applied Linguistics (Discourse Analysis) from Jordan (JUST). She worked as a lecturer at Majma'ah university, KSA (2012-2023), a tutor at ANU (S2 2024) and a high school teacher at Taqwa school (2024 till present), ACT. Amani is PhD candidate at CASS, ANU. The focus of her thesis is on the influence of various experiential and cognitive factors, most importantly the native dialect background, on the production and perception of English consonant clusters by Arabic L1 speakers (Jordanian and Egyptian) who are L2 speakers of English in Australia. Amani presented the results of her Perception study at the Australian Linguistics Society (ALS, ANU 2024).

AI-marked written English-language assessment and unit success in an enabling program: an equity analysis

Jillianne Segura, Dr James Valentine

Charles Darwin University

Abstract

Enabling programs were founded on principles of widening access to tertiary education, particularly for equity students. Though contradictory to the open access ethos, almost half of Australian Enabling programs in 2015 used point of entry literacy/numeracy testing. In most cases, this testing was used as a gatekeeper, while others used it to stream students into the appropriate Enabling program, or to trigger directed support for students (Baker et al., 2020).

Between 2017 and 2022, the Tertiary Enabling Program at Charles Darwin University used an AI-assessed written English-language task to admit only those students whose literacy skills were deemed sufficient for academic success. A preliminary whole-cohort analysis found a statistically significant positive correlation between AI-assessed English-language literacy scores and students' unit completion status. However, the small effect size suggests minimal practical significance, indicating that literacy is just one factor influencing unit completion.

This project develops the analysis by focusing on the relationship between assessment score and unit success for equity cohorts; the students for which Enabling programs were introduced. The results contribute to the conversation on whether the inclusion of English-language tasks as a gatekeeping mechanism for ensuring students entering the program can be successful, or if they are another barrier equity students must overcome to access higher education. This is particularly important as the Enabling education sector is set for a period of significant growth in response to the goals of the Australian Universities Accord to reach population parity of equity cohorts in higher education (O'Kane et al., 2024).

Biography:

Jillianne Segura is a Lecturer in the Tertiary Enabling Program at CDU, specializing in STEM education. With a background in academic support coordination and data science, Jillianne leverages evidence-based practices to enhance student success. Her passion for enabling education drives her commitment to improving educational quality and experiences.

James Valentine, Lecturer and Unit Coordinator in the Tertiary Enabling Program at CDU since 2013. He actively engages in the scholarship of teaching and learning, focusing on improving student outcomes and researching generative AI and assessment in Enabling education.

The skin of belonging: Acts of linguistic citizenship through skinscapes

Matthew Skidmore

Monash University

Abstract

This paper investigates the power dynamics of languaging through the lens of linguistic citizenship, focusing on the embodied semiotics of a young woman of Korean heritage living in Australia. Drawing on Stroud's (2001, 2018) theory of linguistic citizenship and the concept of skinscapes (Peck & Stroud, 2015), the study explores how tattoos become agentive sites of meaning-making, challenging dominant discourses of nationhood, heritage, and belonging. Through multimodal and multilingual inscriptions on her skin, the participant enacts a transpositional identity (Li & Lee, 2024), repositioning herself within and against state-centric frameworks that regulate cultural legitimacy and linguistic normativity. These tattoos serve as both acts of transgression and transformation; resemitotizing (Iedema, 2003) boundary objects across cultural imaginaries and invoking chronotopic resonances that materialize identity beyond institutional definitions of citizenship. The analysis highlights how power operates not only through macro-level discourses but also through the micro-level, embodied, semiotic practices that individuals use to negotiate their place in the world. This work contributes to applied linguistics by foregrounding how material-discursive language practices unsettle hegemonic discourses and open up space for new configurations of voice, identity, and belonging.

Biography:

Matt Skidmore is a PhD candidate at Monash University researching cultural identity through a language materiality lens. Their work explores how semiotic assemblages, material objects, and embodied language practices shape belonging and resistance in transnational and superdiverse contexts. They focus on migration, multimodality, and language practices across diasporic communities in Australia.

Empowered by Connection: Enhancing language teacher self-efficacy in advocating for languages in Northern Territory schools

Candice Slingerland¹, Alexi Milne², BeeHuang Khoo³

¹Catholic Education NT, ²Darwin Languages Centre, ³MacKillop Catholic College NT

Abstract

In Australia, second language programs frequently contend with significant marginalisation within school curriculum and broader policy frameworks. This often leaves dedicated language teachers feeling isolated and insufficiently equipped to effectively advocate for the essential value of their learning area in an environment of an already crowded curriculum. A pervasive monolingual mindset within many educational institutions further compounds these challenges, pushing Languages Education to the periphery of what is considered a key educational agenda.

This paper will explore the crucial role of the Language Teachers Association of the NT (LTANT) in directly addressing these systemic issues by fostering a robust sense of collective self-efficacy among its members. It will examine how LTANT functions as a vital professional support network, empowering language teachers to navigate the unique socio-linguistic landscape of the Northern Territory and more effectively champion their programs. The presentation will discuss the association's growth, highlighting the tangible benefits teachers have derived through facilitated professional development, peer mentorship, and collaborative advocacy initiatives aimed at reframing the discourse around language learning. By providing a platform for connection and collective action, LTANT enhances teacher retention and strengthens the overall presence and perceived value of language education in NT schools, serving as an innovative, community-led solution to enduring real-world challenges in applied linguistics.

Biography:

Candice is a Leader of Teaching & Learning and an advocate for language learning including foreign, local and community languages based in the Northern Territory. Candice is an Indonesian teacher when she is in the classroom, has been on the LTANT Committee for the past 10 years, is currently on the executive of the Australian Federation of Modern Language Teachers Associations and is studying a Masters of Applied Linguistics through UNE.

Alexi has a passion for language and has been teaching since 2012, including teaching German in remote Queensland, and working on the Tiwi Islands. More recently, she has stepped out of the classroom, running her own tutoring business, teaching after-school language classes, and studying towards a Masters degree.

Bee is Head of Languages and teaches Indonesian at MacKillop Catholic College. She previously served as Principal of a Mandarin community language school and is currently

president of LTANT. Bee is dedicated to supporting heritage and second language learners and actively collaborates with language teachers to promote language learning.

Concurrent Session 7.3

Reimagining Language Teacher Education through Arts-Rich Translanguaging Pedagogy (ARTP)

Melissa Jufenna Slamet, Assoc. Prof. Julie Choi, Assoc. Prof. Yvette Slaughter

University of Melbourne

Abstract

Current trends in language teacher education emphasize preparing educators for linguistically and culturally diverse classrooms by engaging student teachers in critical discussions about race, identity, and language. Scholars in multilingualism advocate for developing critical multilingual language awareness (CMLA) (Cummins, 2023; García, 2017), allowing language teachers to better understand and challenge language ideologies (e.g., monolingualism and native speakerism), recognize the privileging of dominant languages (e.g., standard varieties of English), and appreciate the fluid nature of multilingual learners' language use (e.g., translanguaging).

Building on translanguaging pedagogy literature that highlights the benefits of multilingual (e.g., language), multimodal (e.g., visuals), and multisensory (e.g., collage materials) resources in developing CMLA (Burton et al., 2024; Deroo & Ponzio, 2023; Prada, 2024), this study proposes 'Arts-Rich Translanguaging Pedagogy' (ARTP) as an innovative approach that harnesses these resources in an interconnected way to support learning. This case study, conducted at an Australian university, investigates the processes of how student teachers develop their CMLA in a TESOL program coursework subject designed with ARTP principles. Bringing together written works, multimodal artifacts, and interview transcripts, findings highlight the transformative potential of arts-rich experiences. Through activities such as meme-making, multilingual book-making, and video creation, student teachers gain awareness of language hierarchies, critically examine monolingual ideologies ingrained in their educational backgrounds, and creatively resist deficit discourses surrounding multilingualism. In investigating the awareness-developing process, the study highlights how ARTP-based tasks and resources support student teachers in reconnecting with local histories, affirming their unique knowledge and identities, and reimagining language teaching as a culturally sustaining practice.

Biography:

Melissa Slamet is a PhD Candidate in Language and Literacy Education, in the Faculty of Education, University of Melbourne. Her research focus includes investigating the development of critical multilingual language awareness in language teacher education and the meaning-making resources in multilingual students' academic literacy practices.

Associate Professor Julie Choi leads the Master of TESOL and Master of Modern Languages Education courses in the Faculty of Education, University of Melbourne. She is co-editor and author of multiple books on language, culture, identity, autoethnography, plurilingualism, and academic writing.

Yvette Slaughter is Associate Professor in Languages and Literacies Education at the University of Melbourne, Australia, where her teaching and research focus on advancing theoretical and pedagogical innovations for languages education, problematizing monolingual-centric assumptions underpinning curriculum, pedagogy and assessment.

Concurrent Session 6.1

The teaching of Auslan in early childhood contexts - language rights, teacher agency and pedagogical innovations

Assoc. Prof. Yvette Slaughter¹, Assoc. Prof. Louisa Willoughby²

¹University of Melbourne, ²Monash University

Abstract

While the study of Auslan as a second language has grown in recent decades, it raises critical questions around language rights, ownership and agency for those for whom Auslan is a first language. Deaf and Hard of hearing people receive little benefit from the teaching of Auslan if they are not engaged with or employed in the teaching programs, field of interpretation or associated fields of employment. The teaching of Auslan by Deaf and Hearing teachers to hearing children in the Victorian Early Childhood Language Program represents an innovative education initiative supporting social justice imperatives for both staff and children. However, the employment of Deaf teachers of Auslan in hearing educational spaces introduces a unique set of circumstances to be negotiated by language and EC staff.

This presentation reports on a project investigating crucial questions around teacher pedagogy, workplace relations, and program development for language teaching at the Early Childhood level. Drawing on in-depth interviews with 13 Deaf and hearing teachers of Auslan, early childhood educators and stakeholders, the research findings identify ideological and structural influences at work in the negotiation of cultural and linguistically responsive workplace practices. The complexities and challenges in developing effective pedagogical practices are unpacked, illustrating inequitable access to professional support for teachers of Auslan, alongside

sometimes limited understandings of language learning by EC staff. The findings contribute to growing evidence base on culturally and linguistically responsive work practices and effective pedagogical practices in teaching Auslan at the early childhood level.

Biography:

Yvette Slaughter is Associate Professor in Languages and Literacies Education at the University of Melbourne. Her teaching and research focus on advancing theoretical and pedagogical innovations for languages education, problematizing monolingual-centric assumptions underpinning curriculum, pedagogy and assessment.

Louisa Willoughby is an Associate Professor in Linguistics at Monash University. Her work focuses on the intersecting areas of language and identity, language policy and service provision for speakers of minority languages, particularly in health and education settings.

Concurrent Session 3.2

Supporting Effective Pedagogical Practice in the Era of AI: Maintaining Teacher Integrity and Relevance

Magda Smith

ILSC Sydney

Abstract

This presentation explores the rapidly changing world of education, and the complex role artificial intelligence now plays in it. As AI becomes more integrated into teaching and learning environments, from content generation to automated feedback, educators are faced with the challenge of redefining their roles. Will language teachers become obsolete as AI continues to evolve and disrupt the traditional teaching practice or can they maintain their relevance by integrating it into their practice? Drawing on the presenter's own classroom experience based on two main aspects: 1) observation of students' interactions with AI and its use in the classroom environment and 2) the presenter's own use of AI for teaching and learning purposes, this session will examine how teachers can uphold their professional integrity and stay significant in the classroom through embracing AI as a support tool rather than viewing it as a threat to their professional identity. Additionally, this session will highlight strategies for using AI in the classroom to facilitate meaningful learning without compromising the teacher's personal and pedagogic integrity. By considering the unique strengths that educators bring—such as critical thinking, empathy, and contextual judgment - this presentation invites practitioners and researchers to engage in dialogue about reshaping the role of the

teacher in a future where technology is designed to enhance, not replace, the human element of education.

Biography:

Magda Smith is an English language educator at ILSC Sydney with experience teaching in Poland, England, and Scotland. She holds a Master of Applied Linguistics and TESOL from Macquarie University. Her professional interests include gamification, media in language education, and developing innovative, research-informed classroom practices to enhance learner engagement and outcomes.

Concurrent Session 7.2

ALAA HDR Scholarship

GenAI, self-regulated learning and academic language needs: Supporting multilingual students in Higher Education

Franciele Spinelli

The University of Queensland

Abstract

As higher education grapples with balancing monolingual institutional frameworks and multilingual student realities, the intersection of self-regulated learning (SRL) and Generative Artificial Intelligence (GenAI) has emerged as a critical area within second language (L2) studies. Recent studies show that multilingual international students with strong SRL skills tend to use GenAI more effectively to support L2 development and academic learning (e.g., Fangzhou et al., 2025; Shi et al., 2024). However, these students need structured opportunities to practise SRL to fully benefit from GenAI's potential in supporting their academic language challenges. Yet, little is known about whether and how academics address this within their pedagogical practices and curricular constraints in higher education. This mixed-methods study investigates how academics in humanities and business faculties of an Australian university, teaching large multilingual cohorts, (1) perceive GenAI use to support academic language across reading, writing, speaking and listening; and (2) whether they provide curricular-embedded support for SRL strategies linked to GenAI use. Preliminary results from surveys and semi-structured interviews reveal academics' recognition of GenAI's potential for academic language development, particularly in supporting multilingual students with idea structuring and English expression. However, they emphasise the need for students to use GenAI ethically and as a supplement for their learning. The findings suggest that academics are open

to integrating GenAI and fostering SRL to support multilingual students' academic English challenges, but require institutional support and opportunities to collaborate with students to understand their language and SRL needs.

Biography:

Franciele Spinelli is a PhD candidate, sessional academic and casual learning designer at The University of Queensland (UQ). She holds a Bachelor of Education in Languages from Universidade do Vale do Rio dos Sinos (Brazil) and a Master of Applied Linguistics in the field of TESOL studies from UQ.

Concurrent Session 6.3

Afrikaans youth language: an investigation into the language use of Coloured youth

Byron N Steyn

North-West University

Abstract

This study presents a quantitative analysis of the language use among Afrikaans speaking Coloured youths, focusing on three distinct social groups (klevaas, moegoos and draadsitters) within this demographic at a local (township) school from the North-West province in South-Africa. Utilizing individual interviews, the study examined the language use and its social implications among these social groups, with a particular emphasis on the frequent use of specific grammatical variables. The hypothesis was that non-standard forms would be more frequently used by the klevaas, least frequently by the moegoos, and the draadsitters would be in between. By quantitatively analysing the frequency of grammatical variables, such as the frequent use of the regularisation of (auxiliary) verbs and the use of the genitive "se" with pronouns in Afrikaans (among other), the research investigated how linguistic practices vary across different social groups. By employing this quantitative research method, this study does not only contribute to valuable insights into the nuanced dynamics of language use among Afrikaans speaking Coloured youths from the north-eastern parts of the country (also see Marais, 2005) but also highlights the role of social meaning of certain grammatical variables when language teaching needs to take place. The implications of these quantitative findings are for an understanding of the community of practice concept applied to the Coloured youths across the three identified social groups, which builds upon Eckert's (1989) work on "Jocks and Burnouts: Social Categories and Identity in the High School", exploring similar themes of social categorization, identity construction, and linguistic variation.

Biography:

Byron specializes in Variationist Sociolinguistics. His thesis focuses on language variation, with particular interest in sociolinguistic patterns. His research is based on linguistic variation found in the youth's spoken language, specifically on grammatical features, and continues to explore how language reflects social structures and (social) identity in diverse communities.

Concurrent Session 2.4

Fostering Balanced Bilingual Vocabulary: Effects of a Synchronized English-Chinese Reading Programme in Kindergarten Classrooms

Dr Baoqi Sun

National Institute of Education, Nanyang Technological University

Abstract

Research has shown that bilingual children often demonstrate distributed vocabulary knowledge, whereby some words specific to certain contexts are known in only one language, while others are known in both. Thus, providing opportunities to learn context-specific vocabulary across both languages simultaneously may promote more balanced bilingual vocabulary development. This quasi-experimental study examined the effects of a Synchronized Bilingual Reading Programme on the vocabulary knowledge of 111 English–Chinese bilingual kindergarteners in Singapore. The 8-week intervention used thematically matched narrative and expository books in both languages and emphasized conceptual-level cross-language transfer to enhance learning efficiency. Vocabulary breadth was assessed using a receptive vocabulary task, and depth through two tasks: a curriculum-unrelated word description task and a curriculum-related verbal fluency task. The verbal fluency task was administered in three versions - English, Chinese, and a mixed-language version allowing responses in either language. Linear mixed-effects models revealed significant Time × Group interactions for all three versions of the verbal fluency task. Furthermore, children in the intervention group provided a higher proportion of responses than the control group in their weaker language during the mixed version. These results suggest the intervention not only significantly enhanced verbal fluency within each language and shared conceptual knowledge but also promoted greater use of the weaker language during bilingual lexical retrieval. No significant intervention effects were found for the receptive vocabulary or word description tasks. These findings lend empirical support to bilingual models and underscore the importance of fostering cross-linguistic transfer in bilingual classrooms to support more balanced vocabulary development.

Biography:

Sun Baoqi is Senior Research Scientist at the Centre for Research in Child Development, National Institute of Education, Nanyang Technological University, Singapore. Her research encompasses socio-cultural-cognitive perspectives on language learning with particular focus on children's bilingual education and biliteracy development.

Concurrent Session 2.3

Receptive Bilingualism as a Real-World Challenge in Family Language Policy

Zeina Taleb, Dr Bronwen P. Dyson

The University of Sydney

Abstract

Maintaining heritage languages in monolingual societies presents significant challenges for bilingual families, particularly when children become receptive bilinguals, where they can understand their heritage language but do not speak it. Receptive bilingualism can be a baffling experience for parents who expect their children to speak their heritage language (De Houwer, 2007), given the time and effort parents have invested in applying a family language policy. This phenomenon, while not new, remains underexplored in the field of family language policy and requires critical research attention.

This presentation draws on my doctoral thesis, which investigates receptive bilingualism as a real-world challenge in family language policy among Arabic-English-speaking families in Australia. Guided by Spolsky's (2004) model of language policy, I adopted a qualitative, longitudinal case study approach, which included interviews, three months of audio recordings of parent-child interactions, informal chats with children, and participant observations.

Findings reveal that even when parents apply explicit family language policies, receptive bilingualism often persists as a complex reality for both parents and children. These findings underscore the need for further research on receptive bilingualism as a real-world challenge in family language policy, as well as the development of solutions that can support parents in their heritage language maintenance journeys.

Biography:

Zeina Taleb is an academic and a PhD student at The University of Sydney, investigating receptive bilingualism through a family language policy lens with the Faculty of Arts and Social Sciences.

Bronwen P. Dyson is a Senior Lecturer in the Discipline of English and Writing at The University of Sydney. Bronwen specializes in English Linguistics and is interested in pedagogy and policy of English as an Additional language and multilingualism. She has written one monograph, various articles and two coauthored books.

Concurrent Session 3.2

Exploring the Pedagogical Potential of an AI-Based Reading Tool for Japanese EFL Learners' Reading Anxiety

Keisuke Tanino¹, Dr. Atsushi Mizumoto²

¹Osaka Metropolitan University College of Technology, ²Kansai University, Japan

Abstract

This study investigates the effect of a generative AI-assisted reading tool on second language (L2) reading anxiety among Japanese EFL learners. Although AI tools are increasingly prevalent in language education, little research has specifically examined their affective impact, such as anxiety. It was hypothesized that AI tools assisting with vocabulary lookup, sentence explanations, and content comprehension might positively affect learners' emotional responses compared to independent reading tasks. Anxiety was measured using a modified Foreign Language Reading Anxiety Scale (FLRAS) (Saito, Horwitz, & Garza, 1999), whose three-factor structure (reading difficulty, reading confidence, language distance) was validated by Hamada and Takaki (2019, 2022). Exploratory analyses refined the anxiety scales, yielding acceptable reliability.

Twenty-eight fourth-year students at a Japanese Public College of Technology used the integrated AI system during regular English classes aimed at developing reading proficiency over three weeks. The system featured dictionary glosses, AI-driven explanations, and automated comprehension questions. Wilcoxon tests revealed no statistically significant changes (reading difficulty: $V = 235.5$, $p = .269$, $r = .21$; reading confidence: $V = 222.5$, $p = .109$, $r = .30$; language distance: $V = 92.5$, $p = .636$, $r = .23$). Despite the limited sample and statistical insignificance, observed effect sizes suggest practical tendencies worth further investigation.

Future research should test the tool with larger, diverse cohorts, use longitudinal designs with longer interventions, and incorporate qualitative methods like learner interviews, focus groups, and detailed usage logs to clarify effective AI features and enhance understanding of learners' experiences.

Biography:

Keisuke Tanino (M.Ed.) is Lecturer in the Division of English Education at Osaka Metropolitan University College of Technology, Japan.

Dr. Atsushi Mizumoto is Professor in the Graduate School of Foreign Language Education at Kansai University, Japan, and holds a Ph.D. (Foreign Language Education).

Concurrent Session 4.6

Effect of Text Elaboration on Incidental Collocation Learning Across Input Modalities: Reading, Listening, and Reading-While-Listening

Dr Hoang Minh Tran

Jinan University-University of Birmingham Joint Institute

Abstract

Text elaboration, involving providing the meanings of linguistic features within a text, is a common technique in second language instruction. It serves as both an input-modification technique in supporting learners' text processing for comprehension and a device in assisting learners' attention to linguistic features. Despite its importance, the impact of text elaboration on acquiring aspects of collocation knowledge has been relatively underexplored. This is an important research gap because collocation knowledge is a crucial part of language development. Against this backdrop, this study investigated the impact of text elaboration on incidental collocation learning in different input modalities: reading, listening, and reading-while-listening.

One hundred and fourteen Chinese speakers were assigned two texts, containing twelve infrequent adjective-noun collocations under one of six conditions, reading-while-listening with text-elaboration, reading-while-listening without text-elaboration, reading with text-elaboration, reading without text-elaboration, listening with text-elaboration, and listening without text-elaboration. Participants' text comprehension was examined using a multiple-choice test, whereas gains of collocations were assessed with immediate and delayed post-tests of form recall, form recognition, and meaning recall over a two-week interval.

The results showed that text elaboration facilitated participants in reading and listening groups to recall collocation forms and meanings in immediate posttests, and its impact maintained in delayed post-tests. The technique and input modalities had interactive effects on collocation learning but did not have the impacts on text comprehension. The study findings offer pedagogic implications for the employment of text elaboration in certain texts in support of learners' incidental collocation learning in reading and listening modalities.

Biography:

Tran Minh Hoang holds a Ph.D. in Applied English Linguistics and obtained Cambridge CELTA and TKT certificates. He also achieved a status of FHEA for contribution to teaching and learning support in higher education. His research interests include vocabulary teaching and learning, second language teaching, and testing and evaluation.

Concurrent Session 2.1

Training Data Effects in AI Writing Evaluation: Comparing ChatGPT and Claude for EFL Assessment

Wen Ling Tsai

National Taiwan Normal University

Abstract

This study examined how training data affects AI writing evaluation by comparing ChatGPT 4o and Claude Pro in EFL assessment. Twenty-one high school students provided forty-one EFL writing manuscripts from two mock TVE Joint College Entrance Examinations. Manuscripts were evaluated using prompts with and without training data (exemplar essays) in a 2×2 factorial design, with correction performance scored across four linguistic categories: grammar, vocabulary, sentence structure, and clarity/coherence. The training data condition included official TVE writing rubrics and eight exemplar essays, while the control condition contained identical prompts without exemplars.

Results showed that Claude demonstrated greater overall sensitivity in writing correction than ChatGPT ($M = 18.31$ vs. $M = 16.04$). The findings revealed a significant crossover interaction effect ($F = 143.84$, $p < .001$, $\eta^2p = .270$), accounting for 27% of the variance in correction performance. Claude's correction performance improved substantially with training data ($M = 19.88$ vs. $M = 16.76$), while ChatGPT's performance declined dramatically when provided with high-quality exemplar essays ($M = 12.95$ vs. $M = 19.12$), representing a 6.17-point decrease. This finding suggests that ChatGPT experienced interference when excellent exemplars conflicted with essays from low-proficiency students, whereas Claude effectively utilized these reference materials.

The opposing responses highlight fundamental differences in how AI models process contextual information and underscore the critical importance of training data selection. The findings have practical implications for educators to carefully pilot-test different AI platforms and select training materials that reflect diverse student proficiency levels.

Biography:

Wen Ling (Daphne) Tsai is currently a graduate student in the TESOL program at National Taiwan Normal University. She has assisted in research projects involving Computer-Assisted Language Learning (CALL), such as VR and AI-assisted projects. She is particularly interested in the effects of AI-assisted language assessment.

Concurrent Session 2.5

THE DUOLINGO ENGLISH LANGUAGE TEST (ECR) SCHOLARSHIP

The role of phonological short-term memory in perceptual learning: Evidence from Japanese learners of English

Dr Ruri Ueda

The Australian National University

Abstract

Phonological Short-Term Memory (PSTM) has been increasingly recognised as a potential factor influencing individual differences in second language (L2) phonetic learning. While several studies have reported that PSTM predicts L2 perceptual accuracy (e.g., Inceoglu, 2019; Kondo, 2019), others have found no significant relationship (e.g., Safronova & Mora, 2012). Additionally, the majority of previous research is cross-sectional in nature, leaving open the question of whether PSTM predicts phonetic learning following perceptual training. This study aimed to address this gap by examining whether PSTM can predict gains in L2 perceptual learning after phonetic training.

Forty-six Japanese learners of English were assigned to one of three training conditions and completed four ABX-based perceptual training sessions. One group received perception-only training, while the other two repeated the final word aloud, either before or after responding to the ABX discrimination task. All participants completed pre- and post-tests consisting of a discrimination task, an identification task, and a PSTM task created using participants' L1, following Kondo's (2019) Non-Word Memory Test.

Although participants in two of the three groups showed significant improvement in perceptual accuracy, linear regression analyses revealed that PSTM was not a significant predictor of either initial performance or learning gains in the discrimination and identification tasks ($p > .05$). These findings suggest that PSTM may not play a critical role in L2 perceptual learning. One possible explanation for the discrepancy with previous research is a mismatch between the phonological systems of participants' L1, used in the PSTM task, and those of the target language.

Biography:

Ruri Ueda (PhD, Australian National University) is a Japanese language instructor at the ANU. Her research interests include L2 speech perception/production, pronunciation teaching and learning, the role of phonological short-term memory in L2 phonetic acquisition, and the use of automatic speech recognition in pronunciation learning.

Concurrent Session 6.1

From Access to Agency: Addressing Real-World Barriers in Language Learning for Students with Visual Impairment

Shakhnoza Uzokova

Jizzakh State Pedagogical University

Abstract

Despite increasing calls for inclusive education, visually impaired learners continue to face pedagogical barriers in language classrooms, particularly in pronunciation instruction which is heavily reliant on visual cues. Pronunciation is a critical component of language learning, yet students with visual impairment face “unique challenges due to their inability to rely on visual cues” (Emily & Beamish, 2012). This presentation highlights the urgency of shifting from mere access to learner agency for this underserved group. The aim is to explore how auditory-driven techniques and tactile strategies can serve as innovative pedagogical responses to real-world accessibility challenges in language learning. This presentation draws on classroom-based interventions conducted with B1-B2 level students with visual impairments in Jizzakh State Pedagogical University, contextualized within broader debates on inclusive education and applied linguistics. The session details a series of multimodal tasks designed to develop pronunciation skills without visual support. It also examines how student agency is enhanced when learners can interact with language input through customized sensory pathways. Qualitative data from six students’ interviews and performance assessments of language use will be presented to show efficacy. Findings indicate improved learner confidence, greater phonological awareness, increased autonomy. These outcomes suggest that inclusive techniques are not only accessible but empowering, transforming traditional deficit-based approaches into learner-centered practices. This presentation calls for a paradigm shift from “accommodation” to “transformation” in language pedagogy for students with disabilities. It argues that when access is reimagined as agency, inclusive education becomes not a challenge to overcome but a site for innovation and equity.

Biography:

Shakhnoza Uzokova is a senior lecturer at Jizzakh State Pedagogical University, Uzbekistan. With over sixteen years of experience in English language teaching and teacher training, her research focuses on pedagogy, cognitive linguistics and inclusive language practices. She holds a PhD in Philological Sciences.

Concurrent Session 6.5

Learning English, Living Displacement: Multilingual (Refugee) Experiences of Racialization and Aspiration in Australia

Associate Professor Leonardo Veliz¹, Associate Professor Julian Chen²

¹University of New England, ²Curtin University

Abstract

The widely held belief that English is the key to the successful ‘integration’ of non-dominant communities carries significant consequences across social, cultural, and educational domains. This ideology reinforces the hegemony of English, often at the expense of Indigenous and minoritized languages, by positioning English proficiency as essential for economic mobility and global participation. This study critically examines the intersecting experiences of language, race, and ethnicity among seven multilingual (refugee) learners from a minoritized Assyrian community in northern Iraq, now living in Australia. These adult learners face considerable challenges adapting to a predominantly monolingual, English-speaking environment, where access to inclusive language support is limited. Framed by coloniallingualism (Meighan, 2023) and raciolinguistic ideologies (Flores & Rosa, 2015), the study explores how participants navigate the racialized and linguistic pressures associated with dominant English ideologies. Through in-depth, semi-structured interviews, participants reflected on their personal experiences, current challenges, and future aspirations. Findings reveal that while they often feel marginalized and disconnected, their strong desire to improve their English is tied to their aspirations for their children’s futures. Participants expressed a shared hope that their children would not experience the same racialization and exclusion they have endured. Instead, they envision a future where their children are respected members of society—able to succeed within English-dominant contexts while also preserving their cultural and linguistic identities. The study highlights the complex tensions between language, identity, and belonging, as well as the resilience and aspirations that sustain multilingual learners in navigating these challenges.

Biography:

Leonardo Veliz is an Associate Professor in Language and Literacy in the School of Education at the University of New England. Leonardo's research centres around multilingualism, multiculturalism, language teacher identity and language education for equity and social justice.

Julian Chen (they/them) is an applied linguist, language educator, and seasoned researcher. Julian's research repertoires synergise technology-enhanced language teaching, game-based learning, immersive virtual reality (VR), queering curriculum, and critical and humanising pedagogy.

Concurrent Session 2.3

Negotiating Multilingual Identities: Language Teachers' Experiences in Monolingual Educational Contexts in Australia

Associate Professor Leonardo Veliz¹, Associate Professor Julian Chen²

¹University of New England, ²Curtin University

Abstract

Although Australia is characterized by increasing cultural and linguistic diversity, many prevailing social norms, educational practices, and teaching methodologies remain shaped by monolingual ideologies. These dominant frameworks influence how language teachers, particularly those who speak languages other than English or teach less commonly taught languages, construct and negotiate their professional and linguistic identities. This study investigates the evolving multilingual identities of secondary language teachers in New South Wales (NSW), exploring how they navigate an educational landscape often underpinned by Eurocentric and monolingual assumptions. Employing a qualitative, interpretive methodology, data were gathered through in-depth semi-structured interviews with eight NSW secondary school language teachers. The findings reveal that the development of teachers' multilingual identities is influenced by an interplay of personal experiences, institutional policies, and broader sociocultural factors, many of which are constrained by monolingual norms. Furthermore, the current NSW languages curriculum is identified as a key site where monolingual ideologies are reinforced, often marginalizing multilingual teachers and their practices, despite the broader multicultural context of Australian society.

Biography:

Leonardo is an Associate Professor in Language and Literacy Education at the University of New England. His research centres on multilingual and multicultural education, language teacher agency and language teacher identity.

Julian's research repertoires synergise technology-enhanced language teaching, game-based learning, immersive virtual reality (VR), queering curriculum, and critical and humanising pedagogy. Their work has appeared in multiple flagship journals, including but not limited to Modern Language Journal, TESOL Quarterly, Language Teaching Research, System, Computers & Education, ReCALL, and Computer-assisted Language Learning.

Concurrent Session 6.3

Accessibility of public communications: Linguistic landscape and implications for settlement and work in regional Australia

Associate Professor Wei Wang

The University of Sydney

Abstract

This paper investigates the evolving linguistic landscape (LL) of Armidale, a regional town in New South Wales, in the context of increasing global migration and the growing presence of diverse mobility groups, including refugees, immigrants, and international students. Drawing on the concept of the LL focusing on the visible and symbolic presence of language in public spaces, this paper examines how public communication facilitates or constrains access to essential services, civic participation, and social inclusion in regional Australia. The paper addresses a significant gap in migration and settlement research by focusing on regional communities, which are often underrepresented in scholarly literature despite being key sites for resettlement under national migration policy. Adopting an assemblage perspective, the paper explores how language, space, institutional practices, and communities of practice to shape integration experiences. It analyses key sites central to the settlement process, such as local councils, employment services, and educational institutions, to assess the linguistic accessibility and inclusivity of public communications. Findings reveal the dual role of language as a means of social mobility and a site of identity negotiation, as well as the critical importance of multimodal and multilingual communication strategies in addressing the needs of newly arrived populations. By situating the LL within broader socio-economic and institutional frameworks, this paper offers practical insights into how regional communities can enhance linguistic accessibility and cultural responsiveness. In doing so, it contributes to the development of more equitable, inclusive, and cohesive approaches to settlement and communication in regional Australia.

Biography:

Dr Wei Wang is Associate Professor and Chair of Chinese Studies at the University of Sydney. His research expertise lies in sociolinguistics, translation studies, discourse studies, and

language education. He is particularly passionate about intercultural communication, identity formation, and ethnographic approaches to discourse analysis. Widely published in these areas, Dr Wang is well regarded for his contributions to research, teaching, and academic leadership.

Concurrent Session 4.4

Empathy as Teacher Knowledge: Insights from Plurilingual ESOL Teachers' Instructed Language Learning Experiences

Dr Rohan K. Willis

The University of Auckland

Abstract

This presentation draws on a qualitative study recently published in TESOL Quarterly, which explores how plurilingual ESOL teachers' additional language (AL) learning experiences inform both their empathy for English language learners and their teaching practices. Based in Aotearoa New Zealand, the study highlights how teachers draw on a range of instructed AL-learning experiences, some beginning in childhood and others later in life, as meaningful sources of pedagogical insight. These lived experiences challenge dominant assumptions in TESOL that position native English-speaking teachers (NESTs) and non-NESTs as oppositional figures with fixed strengths and weaknesses. Instead, the findings emphasise AL learning as a foundational part of language teacher knowledge and call for a shift away from the limiting NEST/non-NEST binary.

Drawing on focus group and interview data, and analysed using interpretative phenomenological analysis (IPA), the study identified two stages of empathy: 'reflective empathy,' grounded in participants' recognition of shared struggles and achievements with their students; and 'enacted empathy,' in which these recognitions informed intentional pedagogical decisions. One teacher, for example, described learning Japanese as an adult as a disorienting experience that heightened his sensitivity to the emotional vulnerability of adult language learners.

This paper contributes to ongoing discussions in TESOL, language education and applied linguistics by reimagining teacher knowledge as shaped by lived AL-learning experiences rather than formal training alone. It also speaks to conference strands related to bi-/plurilingualism, linguistic identity and teacher education, and may interest those engaged in transformative pedagogy, language policy and qualitative research methodology.

Biography:

Rohan K. Willis is a Professional Teaching Fellow at the University of Auckland. Since 2002, he has taught ESOL in several Asian countries and New Zealand. He holds a PhD in education, specialising in applied linguistics. His research focuses on teacher knowledge, language education, linguistic identity, and plurilingualism.

Concurrent Session 5.6

Enhancing Chinese Learners' Epistemic Participation through Plurilingual Pedagogies in a SFL Classroom

Ge Xu, Dr Danli Li

Wuhan University

Abstract

This paper reports on a study that explored how Chinese students' epistemic participation was enhanced through plurilingual pedagogies in a Spanish as a foreign language (SFL) classroom and examined the students' attitudes toward these strategies. Data were collected through classroom observations, questionnaires, and semi-structured interviews. Classroom discourse analysis revealed that the teacher employed four plurilingual pedagogies to address epistemic injustices and support students' knowledge co-construction across linguistic, cultural, and epistemic dimensions. The analysis of questionnaires and interviews identified that these pedagogies empowered students as knowledge contributors and promoted equitable knowledge sharing in this SFL classroom. These findings help language teachers structure their teaching to value and amplify diverse ways of knowing and participating in knowledge construction.

Biography:

Ms. Ge Xu is a Ph.D. student at the English Department of School of Foreign Languages and Literature, Wuhan University, China. Her research interests include foreign language education, second language learning / acquisition.

Dr. Danli Li is an Associate Professor of English Linguistics at the English Department of School of Foreign Languages and Literature, Wuhan University, China. Her research interests include second language learning / acquisition from Sociocultural perspectives, language policy in education, teacher development, and cross-cultural communication.

A poststructural analysis of Australia's recent policy on international students

Dr Xing Xu

Deakin University

Abstract

Recent years have witnessed significant shifts in Australia's policy landscape concerning international students. Yet, there remains a notable lack of research that interrogates these changes—particularly through a poststructural lens. Drawing on Bacchi's "What is the Problem Represented to Be?" (WPR) approach, this study critically examines how the so-called "international student problem" has been constructed in recent policy discourse.

The analysis reveals that international students are represented not through isolated or singular concerns, but as a holistic problem embedded within a complex ecology of governance. This problematisation is underpinned by political rationalities and power relations that frame international education as a manageable and increasingly securitised domain aligned with national interests. Within this framing, alternative knowledges and critical issues—such as students' lived experiences, structural inequalities, and broader contributions—are rendered silent or irrelevant.

This representation, while ostensibly designed to ensure quality, integrity, and sustainability, paradoxically undermines many of the foundational goals of international education. It generates a series of discursive, experiential, and subjectification effects that warrant further attention. These effects not only shape institutional practices and policy rationales but also impact how international students are perceived, positioned, and governed.

This study contributes a timely and critical perspective to debates on international education governance. It reveals how specific representations produce particular truths and effects—some intended, others unintended—that may reverberate within and beyond Australia in the years to come.

Biography:

*Xing is an Alfred Deakin Postdoctoral Research Fellow at Deakin University. Her research focuses on international higher education, international students, and student mobility. She is currently working on a project investigating Australia-China research collaboration. Xing has published across a wide range of outlets, including monographs, book chapters, peer-reviewed articles, and editorials. Her work has been published in leading academic journals, including *Higher Education* and *Studies in Higher Education*. She has also contributed commentaries to media outlets such as *University World News* and *PIE News*.*

Indigenising knowledge in world Englishes: developing a translingual mindset in 'seasonal calendars'

Dr. Zhichang Xu

Monash University

Abstract

"Indigenising knowledge has been an ongoing topic among academics, educators and researchers across communities around the world. It refers to the process of integrating Indigenous worldviews and methodologies into our everyday personal and professional experiences and contexts. It involves recognising and valuing Indigenous ways of knowing, which are deeply rooted in our connections to land, community and tradition in order to ensure that such worldviews and methodologies are respected and represented alongside many different other ways of acquiring knowledge" (Xu, 2024, p. 247). In this presentation, I explore the cultural conceptualisations of a Chinese concept of jieqi (节气, or Chinese Solar Terms) and 'seasonal calendars' among Chinese and Australians (including peoples of First Nations) beyond the standard four seasons, i.e., Spring, Summer, Autumn and Winter, in relation to different cultural traditions and the ongoing global climate change. I adopt a Cultural Linguistics framework and narrative inquiry as a method to unpack the cultural schemas, conceptual categories, and cultural metaphors of 'seasonal calendars' across multi-cultural world Englishes communities in Australia and beyond. I also explore the implications of the 'seasonal calendars' and Chinese jieqi research for developing awareness of the intricate relationship between language and translingual mindset among speakers of world Englishes, and for integrating Indigenous knowledge and methodologies regarding global challenges, such as climate change, into our embodied system world and life world for a shared future.

Reference

Xu, Z. (2024) Indigenising knowledge through world Englishes. *English Today*, 40(4): 247

Biography:

Zhichang Xu is Associate Professor in the School of Languages, Literatures, Cultures and Linguistics at Monash University, and Associate Editor for English Today. He has studied and worked in Beijing, Perth, Hong Kong and currently in Melbourne. His research areas include World Englishes, Cultural Linguistics, and Interpreting and Translation Studies.

The Effect of Music-Based Contextual Input on Near-Synonym Learning

Meng-Ning Yang

National Taiwan Normal University

Abstract

Murphey's (1990) "song-stuck-in-my-head" (SSIMH) phenomenon suggests that the repetitive nature of songs may support long-term memory retention. This concept inspired the present study, which investigates whether music-based input can enhance Taiwanese EFL learners' ability to distinguish near synonyms. Eighteen A2–B1 level Taiwanese learners were matched based on pretest scores and assigned to either a control or an experimental group ($n = 9$ each). Both groups completed a pretest (Day 0), a five-day intervention (Days 1–5), a posttest (Day 6), and a delayed posttest (Day 14). Participants received researcher-designed materials targeting five synonym clusters commonly used in daily communication (e.g., hear / listen to; answer / reply / respond). Each cluster included: (1) definitions paired with contrastive example sentences (e.g., "I hear the music" vs. "I listen to the music"); (2) contextualized summaries featuring romantic, story-based examples; and (3) multiple-choice quizzes. In the experimental group, the second section was transformed into original "summary songs" using Suno AI, an AI-powered music generator. These songs were composed in ballad and dance-pop styles, genres shown to support memory retention and language learning (Kim, Chong, & Lee, 2024). Thus, participants in the experimental group accessed the second section in both written and musical forms. Paired t -tests revealed significant pretest-to-posttest improvement in the experimental group ($p = .004$), but not in the control group ($p = .435$). While between-group differences were not statistically significant ($p = .182$), the findings still suggest the potential of music-based contextual input on near-synonym learning.

Biography:

Meng-Ning Yang is a TESOL graduate student at National Taiwan Normal University, exploring how music, emotion, and multisensory storytelling support second language acquisition by engaging EFL learners' cognitive and affective pathways.

The university classroom landscape: One English or many Englishes

Joseph Yeo

University of Technology Sydney

Abstract

Assessment is ubiquitous in higher education. As a cornerstone of the curriculum, assessment is influenced by a host of historical, political, economic, social, epistemological, and educational factors. It is mandatory for students to complete and succeed in a chain of assessments in order to progress and graduate. Despite having an enduring impact on students' wellbeing and future, there exists racial discrimination and exclusion in assessment that prevent some students from reaching their potential and achieving success. For instance, (written or unwritten) language in assessment can privilege White hegemony, single out minority groups of Asian descent, entrench the stigmatisation and marginalisation of a particular non-White racial group, and favour or discriminate someone because of their (lack of) cultural or social capital. Informed by Coloniality Theory and Critical Race Theory, a preliminary critical discourse analysis of documentary and qualitative data collected from two faculties in a Sydney metropolitan university in this PhD research study has identified four key themes in assessment practices for inclusion and social justice: language, representation, groupwork, and assessment design. This paper delves into the first theme: the language landscape, or 'landscape', of our classrooms in the context of assessment; how that reflects on our language ideologies, the tertiary education system, and the contemporary multicultural yet monolingual Australian society; and the impacts that has on our domestic as well as international students, particularly those who are perceived to be inferior as they speak non-native varieties of English.

Biography:

Joseph Yeo is a part-time PhD candidate at the University of Technology Sydney. His PhD research project investigates if, and how, racial discrimination and exclusion is manifested through the written and unwritten language of university assessment, as well as good practices for an inclusive and equitable assessment.

Enacting multiple identities: International graduates' use of you know in interviews about their transitional experiences

Dr Zuocheng Zhang

University of New England

Abstract

Discourse markers are subtle but vital resources in oral interactions. The discourse marker *you know* is used by the speaker to engage their interlocutor in some desired way, for example accepting the propositional content of the utterance as shared information or inviting them to attend to certain information he or she provides. Metapragmatics broadens the understanding of discourse markers by demonstrating how they are used to manage the discourse and enact identities and illuminating the role of factors such as language ideology in interactions. Researchers of international mobility groups have begun to examine the acquisition and use of discourse markers by the mobility groups including international students/graduates. This presentation builds on this body of literature in understanding the use of *you know* by international graduates in qualitative interviews about their transition from the university to the workplace in Australia. It aims to analyse how they used *you know* to manage the interactions and enact multiple identities in the interviews and how their language ideology and experience of learning and using languages in Australian communities and workplaces played a role in the use of the discourse marker. The presentation showcases a metapragmatics perspective on international graduates' learning and use of discourse markers as a vital part of their second/additional language and culture learning journey. The insights will inform English language educators on the selection of discourse markers as an essential element of teaching to international students to facilitate their transition to their new community or workplace, including in Australia.

Biography:

Zuocheng Zhang is an associate professor in English, Literacies and Language Education at the School of Education, the University of New England. His teaching areas include TESOL education, disciplinary literacies and teaching for cultural diversity. He researches Business English, multimodal construction of prestige on university websites and international graduates' agency.

Exploring the Impact of Professional Development on EMI teaching in Chinese universities

Mr Jianghua Zheng, Dr Helena Sit, Dr Leanne Fray

University of Newcastle

Abstract

As English Medium Instruction (EMI) continues to expand across non-English-speaking higher education contexts, the role of EMI teachers has emerged as a pivotal catalyst in the EMI implementation. While EMI policies prioritise content delivery in English, limited attention has been given to the pedagogical and linguistic competencies of EMI teachers in Mainland China. Recent research shows a growing need for professional development (PD) that is both discipline-specific and pedagogically guided.

This study aims to explore how PD influences the effectiveness of EMI teachers in Chinese universities, with particular attention to pedagogical practices and linguistic competencies. Guided by the Quality Teaching (QT) Model, the study employs both quantitative and qualitative research methods to identify EMI teachers' perceptions of PD in the EMI programme through three core teaching dimensions: intellectual quality, quality learning environment, and significance. The follow-up semi-structured interviews will be conducted to further explore their PD experiences and contextualise the quantitative findings.

The research is to provide the context-sensitive evidence on developing the PD training to provide policy-driven support for EMI instructors in multilingual and pedagogically complex environments. By examining how the QT Model, originally developed and widely applied in the Australian education context, adapts and transforms within Chinese EMI settings, this research contributes to the broader discourse on the feasibility and practicality of theoretical models across diverse educational contexts. The findings will also enhance global understandings of effective teacher development in EMI, offering insights relevant to other higher education systems with similar contexts to China.

Biography:

Jianghua is a PhD candidate at the University of Newcastle, specializing language education. His research focuses on bilingual education, exploring EMI frameworks in higher education.

Dr Sit is a teacher educator and PhD supervisor in the School of Education, at the University of Newcastle, also engaging in service roles for Applied Linguistics Association of Australia (ALAA) executive as an Information Officer.

Dr Fray is a senior lecturer and PhD supervisor at the University of Newcastle (UoN), also a member of the Teachers and Teaching Research Centre, leads the Primary Literacy team at

the UoN and teaches courses in Initial Teacher Education (ITE) at both the undergraduate and post-graduate level.

Time		Monday Session Information			
08:30-09:00	Conference Registration Foyer - Level 1				
09:00-09:45	Welcome to Country - Cyan Sue Lee Opening Address ECP 1.01 - Level 1				
09:45-10:45	Keynote Speaker Session 1 ECP 1.01 - Level 1 Making the path by walking: Challenging linguistic (in)visibility in translingual settings Toni Dobinson Curtin University				
10:45-11:15	Morning Break Foyer - Level 1				
11:15-12:45	Concurrent Session 1.1 ECP 3.18 - Level 3 AI-driven language learning tools Session Chair: Elaine Yan Li	Concurrent Session 1.2 ECP 3.19 - Level 3 Bi-/multilingualism and bi-multilingual education Session Chair: Elena Pirovano	Concurrent Session 1.3 ECP 3.20 - Level 3 Transformative pedagogy in language teaching Session Chair: Colin Rundle	Concurrent Session 1.4 ECP 3.23 - Level 3 Power dynamics in language, culture and identity Session Chair: Sara Mashayekh	Concurrent Session 1.5 ECP 3.26 - Level 3 Teacher training and identity Session Chair: Helena Sit
	The Effect of Music-Based Contextual Input on Near-Synonym Learning Meng-Ning Yang National Taiwan Normal University	Multilingual repertoires and practices of Manobo Kulamanen people in Mindanao, south-central Philippines Rene M. Bonifacio University of Nottingham	Territory Teachers - remote, but resilient Zoe Saliba Darwin Languages Centre Chee Hock Tan NT Department of Education Virginia Price MacKillop Catholic College	The Subtlety of Influence: Investigating Indirect Communication Strategies and Power Relation in an Educational Setting Eshauqi Fitrayatra Engkus Kuswarno Ilham Gemiharto Universitas Padjadjaran	Beyond Defensive Fixations: Using the Adult-Ego-Centric (ADEC) Model to Enhance Critical Thinking in L2 Speakers Hlaing Minn Khant Punchalee Wasanasomsithi Chulalongkorn University

	From Knowledge to Use: Vocabulary Depth, Breadth, and Lexical Features in EAL Writing Elaine Yan Li <i>The University of Sydney</i>	ALAA HDR Scholarship Students’ Perspectives on Translanguaging in Indonesian ESP Classrooms Nurlaily Nurlaily Gary Bonar Anne Keary <i>Monash University</i>	Empowered by Connection: Enhancing language teacher self-efficacy in advocating for languages in Northern Territory schools Candice Slingerland <i>Catholic Education NT</i> Alexi Milne <i>Darwin Languages Centre</i> BeeHuang Khoo <i>MacKillop Catholic College</i>	Multilingual Dynamics in English-Speaking Classes at Indonesian Universities Muthiah Hiromi Muranaka-Vuleitch Mark Richards <i>Western Sydney University</i>	Teaching English, Thinking Politically: Novice TESOL Teachers’ Agency under China’s Language Education Policy Jing Ren <i>University of Technology Sydney</i>	
	Students' experience and perceptions of AI Tools in Academic Writing Magdi A Kandil <i>Qatar University</i>	University language students' reflections and views on their own bilingualism Elena Pirovano <i>University of Melbourne</i>	Transforming Classrooms with the CEFR & a Language Portfolio: Learner and Teacher Experiences in Japan Colin Rundle Forrest Nelson Eucharía Donnery Bryan Buschner Gee Lian Ng <i>Soka University</i>	Navigating Symbolic Boundaries: Chinese International Students in Australian Teacher Education Sara Mashayekh Meghan Stacey <i>University of New South Wales</i>	Exploring the Impact of Professional Development on EMI teaching in Chinese universities Jianghua Zheng Helena Sit Leanne Fray <i>University of Newcastle</i>	
12:45-14:00	Lunch and ECR Catch-up <i>Foyer - Level 1</i>					
14:00-15:30	Concurrent Session 2.1 <i>ECP 1.11 - Level 1</i> <i>Language assessment, testing and evaluation</i> <i>Session Chair: Aek Phakiti</i>	Concurrent Session 2.2 <i>ECP 3.18 - Level 3</i> <i>Transformative pedagogy in language teaching</i> <i>Session Chair: Elke Stracke</i>	Concurrent Session 2.3 <i>ECP 3.19 - Level 3</i> <i>Power dynamics in bi-/multilingualism and bi-multilingual education</i> <i>Session Chair: Nicola Rolls</i>	Concurrent Session 2.4 <i>ECP 3.20 - Level 3</i> <i>Bi-multilingual education and Language teaching</i> <i>Session Chair: Baoqi Sun</i>	Concurrent Session 2.5 <i>ECP 3.23 - Level 3</i> <i>Language teaching and acquisition</i> <i>Session Chair: Angelica Carlet</i>	Concurrent Session 2.6 <i>ECP 3.26 - Level 3</i> <i>Analysis of discourse and interaction</i> <i>Session Chair: Awni Etaywe</i>
	Mapping the Assessment of Interactional and Pragmatic Competence: A Systematic Review Noriko Iwashita Anh Nguyen <i>The University of Queensland</i>	ALAA HDR Scholarship ‘What they know about it’ matters: Exploring how students’ field knowledge strengthens their argumentative writing Hoang Han Le <i>University of Wollongong</i>	Negotiating Multilingual Identities: Language Teachers’ Experiences in Monolingual Educational Contexts in Australia Leonardo Veliz <i>University of New England</i> Julian Chen <i>Curtin University</i>	Promoting Critical Literacy Skills Through A Metacognitive-Based Academic Writing Framework For EAP In Tertiary Education Rahmat AA Putra Sarah Ohi Rod Neilsen <i>Deakin University</i>	Oral corrective feedback in Saudi EFL classrooms: Comparing face-to-face and synchronous online strategies Ammar Faidah <i>Curtin University</i>	A poststructural analysis of Australia’s recent policy on international students Xing Xu <i>Deakin University</i>

	Training Data Effects in AI Writing Evaluation: Comparing ChatGPT and Claude for EFL Assessment Wen Ling Tsai <i>National Taiwan Normal University</i>	The Duolingo English Language Test (HDR) Scholarship The online effects of processing instruction on the acquisition of the English passive structure Amin Pouresmaeil Xin Wang <i>Macquarie University</i> Alessandro Benati <i>University College Dublin</i>	Receptive Bilingualism as a Real-World Challenge in Family Language Policy Zeina Taleb Bronwen P. Dyson <i>The University of Sydney</i>	Fostering Balanced Bilingual Vocabulary: Effects of a Synchronized English-Chinese Reading Programme in Kindergarten Classrooms Baoqi Sun <i>National Institute of Education, Nanyang Technological University</i>	Quality of life: EFL students re-engaging in an Exploratory Practice classroom <i>Elizabeth Machin</i>	Discourses about language education for adult migrants in Australia and Germany Hailey Doan <i>University of Sydney</i> Fee Sponagel <i>University of Bremen</i> Marie Stevenson <i>University of Sydney</i> Claudia Harsch <i>University of Bremen</i>
	From Human to Machine: Validating an AI Rater for an Academic Reading-to-Write Task Aek Phakiti <i>The University of Sydney</i>	Effects of Flipped Classroom on Indonesian Preservice EFL Teachers' Writing Skills and Engagement Husnawadi Husnawadi Elke Stracke <i>University of Canberra</i>	ALAA ECR Scholarship Power dynamics in language education: A case study of English and Asante-Twi in Kumasi, Ghana. Davida Aba Mensima Asante-Nimako <i>Curtin University</i> Grace Donkor <i>Wesley College of Education</i> Emmanuel Kwesi Asiedu <i>Wesley College of Education</i>	Not the Usual Suspect: Autonomising Assessments to Empower Authentic Language Learning Experiences Minnie Fabiansson <i>The University of Sydney</i>	The Duolingo English Language Test (ECR) Scholarship The role of phonological short-term memory in perceptual learning: Evidence from Japanese learners of English Ruri Ueda The Australian National University	Moral Bonding and Solidarity in Progressive Co-resistance Discourses on Palestine: Reclaiming Jewish Ethics Awni Etaywe Charles Darwin University
15:30-16:00	Afternoon Break Foyer - Level 1					
16:00-18:00	Featured Sessions ECP 1.11 - Level 1 <i>Book Talks and Colloquium/Yarn</i> <i>Session Chair: Nicola Rolls</i>			Concurrent Session 3.1 ECP 3.19 - Level 3 <i>Language teaching and development</i> <i>Session Chair: Paul Moore</i>		Concurrent Session 3.2 ECP 3.20 - Level 3 <i>AI-driven language learning tools</i> <i>Session Chair: Magda Smith</i>
16:00-17:00	Book Talk <i>Social Media and Language Learning: Using TikTok and Instagram</i> Yeong-Ju Lee <i>Macquarie University</i>			From "Everyday" to "Powerful": A Critique of the ACARA Japanese Curriculum Duc Manh Nghiem <i>Charles Darwin University</i>		AI-marked written English-language assessment and unit success in an enabling program: an equity analysis Jillianne Segura James Valentine <i>Charles Darwin University</i>

		Task-Based Language Teaching in Japan: A Systematic Review of Implementation and Research (2008–2025) Brent Cotsworth <i>University of Queensland</i>	The impact of ChatGPT-Assisted Vocabulary Learning on Taiwanese EFL Learners: An Experimental Study Szu Cheng Liao <i>National Taiwan Normal University</i>
17:00-18:00	Featured Colloquium/Yarn <i>Celebrating First Nations Languages and Language Learning in Australian Schools: Stories Across Generations of Language Activism, Advocacy and Allyship</i> Carly Steele <i>Curtin University</i> Robyn Ober <i>Batchelor Institute of Indigenous Tertiary Education</i> Rhonda Oliver <i>Curtin University</i> <u>Presentation 1</u> <i>Teaching First Nations Languages in Queensland Schools</i> Samantha Disbray and Des Crump <u>Presentation 2</u> <i>Content Language Integrated Learning (CLIL) for Learning Aboriginal and Torres Strait Islander Languages</i> Jacquie Hunter and Helen McCarthy <u>Presentation 3</u> <i>Gija Curriculum at Purnululu School</i> Rhonda Oliver (on behalf of Sophia Mung and Libby Lee-Hammond)	ALAA HDR Scholarship Developing theoretical and pedagogical knowledge of translanguaging: Insights from a TESOL professional development program Keith C Lin <i>The University of Sydney</i>	Exploring the Pedagogical Potential of an AI-Based Reading Tool for Japanese EFL Learners' Reading Anxiety Keisuke Tanino <i>Osaka Metropolitan University College of Technology</i> Atsushi Mizumoto <i>Kansai University</i>
		Action, bioecology, context: An ABC of ecological SLA Paul Moore <i>University of Queensland</i>	Supporting Effective Pedagogical Practice in the Era of AI: Maintaining Teacher Integrity and Relevance Magda Smith <i>ILSC Sydney</i>
18:00-20:00	Welcome Reception and Book Launch HDR Meet-up <i>Foyer - Level 1</i>		
20:00	Close of Day 1		

Applied Linguistics Association of Australia 2025 Conference
Language and the interface of mono-/multi-/translingual mindsets
 Day 2 Program: Tuesday, November 18, 2025

Time		Tuesday Session Information				
08:30-09:00	Arrival Tea and Coffee (ALAA AGM) ECP 1.12 - Level 1					
09:00-10:00	ALAA AGM ECP 1.11 - Level 1					
10:00-10:30	Morning Break and Conference Registration ECP 1.12 - Level 1					
10:30-12:00	Concurrent Session 4.1 ECP 1.11 - Level 1	Concurrent Session 4.2 ECP 3.18 - Level 3	Concurrent Session 4.3 ECP 3.19 - Level 3	Concurrent Session 4.4 ECP 3.20 - Level 3	Concurrent Session 4.5 ECP 3.23 - Level 3	Concurrent Session 4.6 ECP 3.26 - Level 3
	Language teaching and teacher training	Language planning and belonging	Indigenous languages in education	Language teaching, culture and identity	Phonology and phonetics	Second language acquisition
	Session Chair: Anne Keary	Session Chair: Nicola Rolls	Session Chair: James Bednall	Session Chair: Noriko Iwashita	Session Chair: Angelica Carlet	Session Chair: Hoang Minh Tran
	Beyond monolingual boundaries: navigating pre-service language teacher education in Australia Trent Newman Federation University Yvette Slaughter University of Melbourne Andrea Truckenbrodt University of Melbourne Annamaria Paolino Edith Cowan University Renata Aliani University of Melbourne	Machine translation – multilingual ally or trap? Adult migrants’ English written development and perceptions Bronwen P. Dyson Benjamin Miller The University of Sydney	“It was just the right thing to do”: Aboriginal language use by parliamentarians Alexandra Grey Kristen Martin University of Technology Sydney	When Cultures Meet in the Classroom: Learning English in a Sino-Australian Program Yingmei Luo Deakin University	Phonological Variation in the Realization of Qaf in the Rabigh Village Dialect Safiah Almurashi Australian National University	Understanding the Nuances of English Modal Verbs: A Comparative Study between Native and Non-Native Speakers Tatsuya Kajiyama Nobuhiko Akamatsu Doshisha University

	Professional constraints and contemporary trends in curriculum: Exacerbating language education challenges in Queensland senior schooling Luke Beck <i>University of the Sunshine Coast</i>	ALAA HDR Scholarship Policy Approaches to Parent-School Communication in Linguistically Diverse Schools Sophie Munte <i>Macquarie University</i>	Reclaiming and sustaining Indigenous knowledge - Indigenous Language Revitalisation Studies at the University of Queensland Des Crump Samantha Disbray <i>University of Queensland</i>	Empathy as Teacher Knowledge: Insights from Plurilingual ESOL Teachers' Instructed Language Learning Experiences Rohan K. Willis <i>The University of Auckland</i>	The Effect of Speaker Arabic Dialect Background on the Production of Non-Native Consonant Clusters Amani Salman <i>The Australian National University</i>	Effect of Text Elaboration on Incidental Collocation Learning Across Input Modalities: Reading, Listening, and Reading-While-Listening Hoang Minh Tran <i>Jinan University-University of Birmingham Join Institute</i>
	How Multilingual Early Childhood Educators Use Languages in their Everyday Practice: An Australian Pilot Study Anne Keary <i>Monash University</i> Haoran Zheng <i>University of New England</i> Susie Garvis <i>Griffith University</i>	Engaging Communities in Learning EFL: A Lesson-Study Approach to Community-Based Language Practices by Pre-Service Teachers Muhammad Syahrudin Nawir <i>Queen's University Belfast</i> Djuwairiah Ahmad <i>UIN Alauddin Makassar</i> Sahraini Sahraini <i>IAIN Palopo</i>	Strengthening language through first language mathematics education James Bednall et al. <i>Charles Darwin University</i>	Navigating Identity: Chinese Students' Transition from EFL to ESL in Australia Qingmiao Cheng Noriko Iwashita <i>The University of Queensland</i>	Learner Reflections on High Variability Phonetic Training (HVPT) Tasks: Pronunciation Pedagogy through Learner-Responsive Approaches Angelica Carlet <i>Charles Darwin University</i>	The causal relationship between motivation and achievement: A new dynamic perspective Abdullah Alamer <i>King Faisal University</i>
12:00-13:00	Keynote Speaker Session 2 <i>ECP 1.01 - Level 1</i> <i>Linguistics at the intersection of language and action – understanding how activists try to rally support for their cause</i> Shoshana Dreyfus <i>University of Wollongong</i>					
13:00-14:00	Lunch <i>ECP 1.12 - Level 1</i> Film Screening – from 13:15 <i>Wangka Walytja - The Story of the Papunya Literature Production Centre</i> Directed and produced by Samantha Disbray and Vivien Johnson, 2024 <i>ECP 1.11 - Level 1</i>					

14:00-15:30	Concurrent Session 5.1 <i>ECP 1.11 - Level 1</i> <i>AI and disruptive technology in applied linguistics research</i>	Concurrent Session 5.2 <i>ECP 3.18 - Level 3</i> <i>Transformative pedagogy and power in language teaching</i> <i>Session Chair: Joseph Yeo</i>	Concurrent Session 5.3 <i>ECP 3.19 - Level 3</i> <i>Both-ways education and research</i> <i>Session Chair: James Bednall</i>	Concurrent Session 5.4 <i>ECP 3.20 - Level 3</i> <i>AI-driven language learning tools</i> <i>Session Chair: Nicola Rolls</i>	Concurrent Session 5.5 <i>ECP 3.23 - Level 3</i> <i>Language, culture and identity</i> <i>Session Chair: Soyeon Kim</i>	Concurrent Session 5.6 <i>ECP 3.26 - Level 3</i> <i>Plurilingualism and English as a lingua franca</i> <i>Session Chair: Zhichang Xu</i>
	<u>1-hour Workshop</u> Exploratory structural equation modeling (ESEM): A new and powerful factor analysis method for L2 researchers Abdullah Alamer <i>King Faisal University</i>	Implementing and Shaping Practice: A study of Chinese Language Pedagogy in Australian Primary School Classrooms Xinning Mao <i>University of Melbourne</i>		Assessing ASR accuracy in transcribing L1 and L2 Japanese phonetic contrasts Solène Inceoglu Ruri Ueda <i>Australian National University</i>	The skin of belonging: Acts of linguistic citizenship through skinspaces Matthew Skidmore <i>Monash University</i>	Enhancing Chinese Learners' Epistemic Participation through Plurilingual Pedagogies in a SFL Classroom Ge Xu Danli Li <i>Wuhan University</i>
		The university classroom landscape: One English or many Englishes Joseph Yeo <i>University of Technology Sydney</i>	Developing mathematical language in Kriol: Language planning for early years education in Numbulwar Edith Kirew <i>Charles Darwin University</i>	Constructing an emotional safe space in migrants' EFL classroom in Australia: An AI-Driven Transpositioning perspective Fangye Luo Zixiang Wei <i>University of New South Wales</i>	Enacting multiple identities: International graduates' use of you know in interviews about their transitional experiences Zuocheng Zhang <i>University of New England</i>	Pursuing 'real proficiency': Integrating ELF with ELT Paul L McBride <i>Tamagawa University</i>
		ALAA HDR Scholarship Exploring affective dimensions of language learning in early childhood settings, Australia Sammanie Upadya Kandambi <i>Griffith University</i>	Agency and Voice: Aboriginal student researchers working with their teachers as allies and accomplices Helen CD McCarthy Lissy Jackson <i>Curtin University</i>	Constructive integration of AI in the development of academic literacy of non-native English-speaking master students Hanandyo Dardjito Ari Setiawan <i>Universitas Sarjanawiyata Tamansiswa</i> Nicola Rolls Peter Wignell <i>Charles Darwin University</i>	ALAA ECR Scholarship Who Speaks for the Forgotten? Interpreting Korean Dementia Patients in Australia's Korean Community Soyeon Kim <i>Alfred Deakin Institute for Citizenship and Globalisation</i> Lucien Brown Dima Rusho <i>Monash University</i>	Indigenising knowledge in world Englishes: developing a translingual mindset in 'seasonal calendars' Zhichang Xu <i>Monash University</i>
15:30-16:00	Afternoon Break <i>ECP 1.12 - Level 1</i>					

16:00-17:00	Keynote Speaker Session 3 ECP 1.01 - Level 1 The Illusion of Inclusivity: Disrupting the Monolingual and Monocultural Mindset in ELT Materials Roby Marlina SEAMEO-RELC
18:30	Conference Dinner – Ticketed Event Yots Greek Taverna

Applied Linguistics Association of Australia 2025 Conference
Language and the interface of mono-/multi-/translingual mindsets

Day 3 Program: Wednesday, November 19, 2025

Wednesday Session Information						
08:30-09:00	Conference Registration <i>ECP 1.12 - Level 1</i>					
09:00-10:30	Concurrent Session 6.1 <i>ECP 1.11 - Level 1</i> <i>Curriculum, planning and inclusion</i> <i>Session Chair: Yvette Slaughter</i>	Concurrent Session 6.2 <i>ECP 3.18 - Level 3</i> <i>Task- and genre-based pedagogies</i> <i>Session Chair: Martin East</i>	Concurrent Session 6.3 <i>ECP 3.19 - Level 3</i> <i>Community language and sociolinguistics</i> <i>Session Chair: Wei Wang</i>	Concurrent Session 6.4 <i>ECP 3.20 - Level 3</i> <i>Language teaching, literacy and development</i> <i>Session Chair: Neda Chepinchikj</i>	Concurrent Session 6.5 <i>ECP 3.23 - Level 3</i> <i>Bi-/multilingualism and transcultural identity</i> <i>Session Chair: Leonardo Veliz</i>	Concurrent Session 6.6 <i>ECP 3.26 - Level 3</i> <i>Technology in language learning and assessment</i> <i>Session Chair: Nicola Rolls</i>
	Mobile-Assisted Language Learning in Rural Indonesia in Policy and Practice During the Recovery Phase Fais Nurul Hadi Jon Mason Betty Noad <i>Charles Darwin University</i>	Indonesian EFL Teachers' Perceptions of Genre-Based Approach Implementation: A Case Study in Aceh Secondary Schools Merina Devira <i>Flinders University</i>	Afrikaans youth language: an investigation into the language use of Coloured youth Byron N Steyn <i>North-West University</i>	The nature of L2 writers' planning before and during writing across different planning conditions Valentina Guzman Polanco <i>The University of Melbourne</i>	Emotional factors underlying bilingual English learners' well-being: exploring the role of hope and enjoyment Fakieh Alrabai <i>King Khalid University</i>	
	From Access to Agency: Addressing Real-World Barriers in Language Learning for Students with Visual Impairment Shakhnoza Uzokova <i>Jizzakh State Pedagogical University</i>	Investigating teachers' agency in the application of Task-Based Language Teaching (TBLT) in Indonesian universities Nissa I Mukti <i>The University of Queensland</i>	Accessibility of public communications: Linguistic landscape and implications for settlement and work in regional Australia Wei Wang <i>The University of Sydney</i>	Navigating restriction and fragmentation: Understanding systemic barriers to Chinese students' argumentative writing through teachers' perspectives Qiyue Cheng <i>The University of Sydney</i>	Translanguaging for Belonging: Language Biographies of Humanitarian Entrants in Australia Jonathan P Howard <i>Charles Darwin University</i>	

	The teaching of Auslan in early childhood contexts - language rights, teacher agency and pedagogical innovations Yvette Slaughter <i>University of Melbourne</i> Louisa Willoughby <i>Monash University</i>	Task-based language teaching and translanguaging: Is there an interface? Martin East Danping Wang <i>The University of Auckland</i>	Hosting a Community Language School in NSW: Leadership, Power, and Agency Janica Nordstrom <i>University of Sydney</i> Andrew Ross <i>University of Canberra</i> Alex McCormick <i>University of Sydney</i>	Writing feedback at university: benefits and impact on students' academic writing literacy Neda Chepinchikj Joyce Wu <i>University of New South Wales</i>	Learning English, Living Displacement: Multilingual (Refugee) Experiences of Racialization and Aspiration in Australia Leonardo Veliz <i>University of New England</i> Julian Chen <i>Curtin University</i>	AI-Mediated and Tutor Feedback in Chinese EFL Students' Argumentative Writing Development: A Sociocultural Approach Danli Li Xilin Xu Ge Xu <i>Wuhan University</i>
10:30-11:00	Morning Break <i>ECP 1.12 - Level 1</i>					
11:00-12:00	Keynote Speaker Session 4 <i>ECP 1.01 - Level 1</i> <i>Recognising Cultural and linguistic diversity in Indigenous Australian educational contexts</i> Robyn Ober <i>Batchelor Institute of Indigenous Tertiary Education</i>					
12:10-13:10	Concurrent Session 7.1 <i>ECP 1.11 - Level 1</i> <i>Transformative pedagogy and digital and multimodal communication</i>	Concurrent Session 7.2 <i>ECP 3.18 - Level 3</i> <i>AI-driven language learning tools</i> <i>Session Chair: Awni Etaywe</i>	Concurrent Session 7.3 <i>ECP 3.19 - Level 3</i> <i>Language and cultural agency</i> <i>Session Chair: Samantha Disbray</i>	Concurrent Session 7.4 <i>ECP 3.20 - Level 3</i> <i>Pragmatics and intercultural communication</i> <i>Session Chair: Angelica Carlet</i>		
	<u>1-hour Workshop</u> Digital stories in the German classroom: Transforming Grimms' fairy tales. Lieutenant Colonel Shoshannah B.J. Lane Major Daniel W Baughman <i>United States Military Academy</i>	ALAA HDR Scholarship GenAI, self-regulated learning and academic language needs: Supporting multilingual students in Higher Education Franciele Spinelli <i>The University of Queensland</i>	Reimagining Language Teacher Education through Arts-Rich Translanguaging Pedagogy (ARTP) Melissa Jufenna Slamet Julie Choi Yvette Slaughter <i>University of Melbourne</i>	Designing Didactic Tools for Early Childhood Literacy in Multilingual Classrooms: challenge for the monolingual mindset Mfona Nakkazi Pauline <i>Charles Darwin University</i>		

		Rethinking language anxiety: Insights from a new experimental study Abdullah Alamer <i>King Faisal University</i>	Celebrating and sustaining language and multilingualism through the arts Samantha Disbray <i>University of Queensland</i>	From immersion to entanglement: Language, technology and (new) materialities in study abroad contexts Levi Durbidge <i>University of the Sunshine Coast</i>
13:10-14:00	Lunch <i>ECP 1.12 - Level 1</i>			
14:00-15:30	Featured Workshop 1 <i>ECP 1.11 - Level 1</i> <i>Culturally and linguistically inclusive teaching and research</i> Toni Dobinson Carly Steele Rhonda Oliver <i>Curtin University</i>		Featured Workshop 2 <i>ECP 3.19/20 - Level 3</i> <i>How to analyse language used to build solidarity around an important cause: Appraisal and bonding</i> Shoshana Dreyfus <i>University of Wollongong</i> Awni Etaywe <i>Charles Darwin University</i>	
15:30-16:00	Afternoon Break <i>ECP 1.12 - Level 1</i>			
16:00-17:30	Featured Workshop 3 <i>ECP 1.11 - Level 1</i> <i>Academic Publishing for PhD students and Early Career Academics</i> Solène Inceoglu <i>Australian National University</i> Elke Stracke <i>University of Canberra</i>		Film Screening <i>ECP 1.12 - Level 1</i> <i>MILKUM GA WALŪA</i> <i>Pattern Camera, life</i> <i>Paul Gurrumuruwuy Wunungmurra</i>	
17:30-17:45	Lab Launch and Closing Ceremony <i>ECP 1.11 - Level 1</i>			