AILA World Congress 2014

10-15 August 2014 | Brisbane Australia
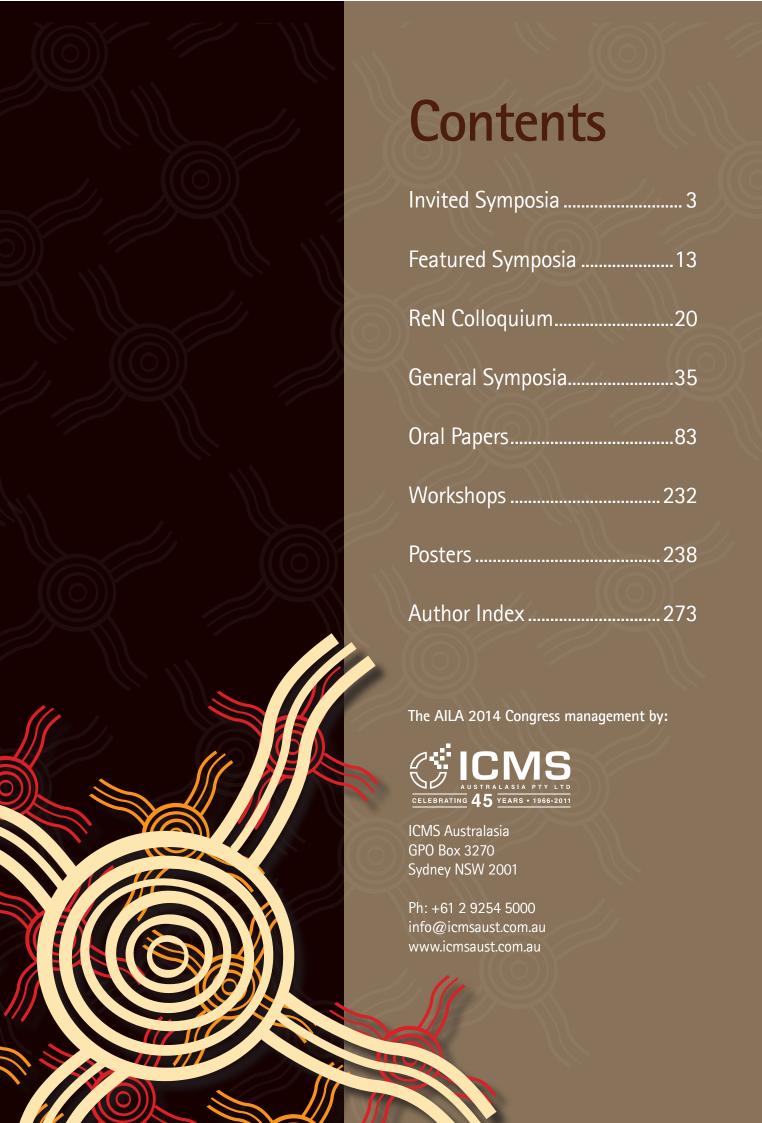
One World | Many Languages

Abstract Book

www.aila2014.com

Contents

metapragmatically indexicalized through different sociolinguistic power-invested scales.

OR845
The social meaning of style-shifting between three varieties of Belgian Dutch in parent-child interactions
Dorien Van De Mieroop*, Eline Zenner, Stefania Marzo
KU Leuven, Belgium

We investigate the social meaning of the three layers of Belgian Dutch by analyzing over 50 hours of dinnertable conversations of 16 families with young children, integrating a quantitative and qualitative perspective. The variation in linguistic codes is related to demographic features of the interlocutors and local contextual elements.

OR983
Prestige shifts in the linguistic landscape: The geosemiotics of linguistic capital in Hawai'i
Christina Higgins
University of Hawaii at Manoa, USA

This paper discusses how linguistic landscape analysis can expand current understandings of symbolic capital (Bourdieu, 1991). It illustrates how geosemiotics (Scollon & Scollon, 2003) can shed light on the the movement of languages from low to high prestige domains, and how such shifts relate to language attitudes and ideologies.

D2: Language Policy and Planning

OR1109
The use of English as a medium of instruction in Indonesia: Is it a threat?
Dyah Sunggingwati
Mulawarman University, Indonesia

The presenter will describe some disputes of the implementation of English as a medium of instruction in Indonesia. She will present the findings from 120 questionnaires of secondary students. It is hoped more research is carried out to consider the decision the policy makers have with regard to the use of English

OR1118
Peacebuilding: A new paradigm in language planning?
Joseph Lo Bianco
University of Melbourne, Australia

Conflict and language education in South East Asia: a focus on Malaysia, Myanmar/Burma and Thailand. The paper reports research conducted for the United Nations Education for Peace-building project, addressing questions of both macro and micro language policy, especially national citizenship, language of instruction, script and access to foreign and national languages.

OR1179
Flexible models of multilingual education: The withdrawal of top-down language planning
Fiona Willans
King's College London, London, United Kingdom

This presentation will examine the potential for a model of multilingual education in which teachers and learners are given the freedom to negotiate teaching and learning through whichever linguistic resources are available to be used. It will argue that success relies on the withdrawal of formal top-down planning procedures.

OR1308
Constructs of ESOL learners in adult migrant language education policy in New Zealand, 1999-2013
Yulia Khan*, Sharon Harvey
Auckland University of Technology, New Zealand

The presentation examines adult migrant language education policy in New Zealand and analyses the discursive constructs of adult ESOL learners using methods of critical discourse analysis. It will highlight salient omissions and insertions in the policy documents and the differences between the adult ESOL and adult literacy learners.

OR1491
Bilingual children's language use and linguistic identity: Home contributions and family language policy.
Naashia Mohamed
Maldives National University, Maldives

Children's literacy, linguistic identity and language choice depend on the synergy evident within the sociolinguistic ecology of the family. The data from the case studies presented here will highlight the language roles within the home and the factors that affect their development. The need to promote positive bilingualism is explored.

OR157
The textbook as a change agent: Factors influencing the appropriate use of innovative textbooks

Simon Humphries
Doshisha University, Kyoto, Japan

Although textbooks can provide visible frameworks for teachers and students to follow during curricular innovation (Rubdy, 2003), if teachers do not understand and take ownership of the changes they may continue using previous methods (Nur, 2003). This presentation outlines factors inhibiting teachers' adoption of new methods from a communicative textbook.

OR1741
Internationalisation of Higher Education and the role of languages

Sabine Ylönen
University Of Jyväskylä, Finland

University language policies seem to support English as THE language for internationalisation of Higher Education (HE). This paper focuses on HE language policies in Finland, exploring questions such as the impact of language on research, based on extensive survey data, and discusses how internationalisation and multilingualism could be concerted aims.

OR1838
Bilingualism, globalization, non-native speaker English teachers, and the media: The case of Latin America

Adriana Gonzalez*[1], Enric Llurda*[2]
1. Universidad de Antioquia, Colombia 2. Universitat de Lleida, Spain

News in the media often question the quality of English teaching in Latin America, placing a major responsibility on the role that non-native speaker teachers (NNST) have in the achievement of bilingualism. The presenters analyze critically news excerpts and recommend the deconstruction of discourses about NNST outside the Linguistics field.

OR2033
Dilemmas and contradictions faced by universities regarding foreign language education policies: The case of Colombia

Doris Correa*, Jaime Usma*
Universidad de Antioquia, Colombia

This presentation aims at exemplifying through a discussion of the Colombian case, the dilemmas and contradictions that many public Latin American higher education institutions are now facing regarding how to make government imposed foreign language education policies more responsive to local conditions and more democratic and fair for all.

OR2050
Whither 'official English?' The implications of census data for US educational and language policy

Sandra Gollin-Kies*[1], Daniel Kies*[2]
1. Benedictine University, USA 2. College of DuPage, USA

This paper analyzes US census and other survey data from 1980 to 2010 and couples those results with a critical analysis of 'official English' and 'English only' discourse. The study examines the linguistic framing of the ideological agendas of English protectionists (of all political bents) and negates their claims.

OR2053
Knowledge transmission and sustainable language use

M Paul Lewis
SIL International, USA

The sustainable transmission of life-crucial knowledge is the primary concern of non-dominant language communities. Language and media choices follow from the knowledge transmission decisions that a community makes. The Sustainable Use Model (SUM) proposes concrete steps a community can follow to achieve their knowledge transmission goals.