

LANGUAGES EDUCATION IN AUSTRALIA

Volume Two Number One: 21 February 2008

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Welcome to our second edition for 2008, published on International Mother Language Day and the Launch of the International Year of Languages 2008. In this (very full) issue we touch on:

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INTERNATIONAL YEAR OF LANGUAGES

Mother Language Day

21 February was proclaimed the International Mother Language Day by UNESCO on 17 November 1999.

The date commemorates a tragic event in 1952 when Bangla university students in East Pakistan were shot and killed while protesting their right to speak in their mother language.

International Mother Language Day is observed yearly by UNESCO member states to promote linguistic and cultural diversity and multilingualism.

Nowhere in the world has a greater reason for celebration than in Australia - the most successful multicultural country in the world, whose astonishing linguistic inheritance includes at least 60-70 of the 200 indigenous languages which developed through some 50,000 years of cultural evolution.

Plus successive generations of new arrivals, who brought with them and established a further 200 languages that are spoken in homes and communities across the country.

International Mother Language Day will also mark this year the start of the International Year of Languages proclaimed by the United Nations General Assembly, which has entrusted its coordination to UNESCO.

"Far from being a field reserved for analysis by specialists, languages lie at the heart of all social, economic and cultural life. That is the meaning of the slogan launched by UNESCO for the International Year of Languages: Languages matter!" said UNESCO's Director-General Koïchiro Matsuura in his special message for International Mother Language Day.

What better day, then, for the Australian Council of State School Organisations (ACSSO) to launch the Australian website for the International Year of Languages 2008.

This initiative reflects and responds to the feedback, input and suggestions which we received in the thousands of qualitative responses to our national Research, the findings of which were reported in July 2007.

The site aims to provide timely and actionable information about news, resources, opinions, web links that may be of use or interest to communities around Australia during the course of the year.

It can, however, be much more than that. We extend an open invitation to every school, university, organisation and community to tell us about the events and initiatives which you are planning for the International Year of Languages. With contact details, so other keenly interested schools, groups and organisations can get in touch with you, share information, maybe work together to make the event even more successful!

And then, when you have set up and run these events and activities, send us a report, with pictures, so we can publish that on the website also - forming a rich tapestry in national celebration of Australia's unique multicultural and multilingual heritage.

A heritage that is alive and well today - and upon which we can build for future benefit of every young Australian, each community, our whole society and the prosperous future of our nation in an increasingly globalised world.

Visit the new website: <http://www.languages2008.org.au>

ACSSO-APC Information Leaflet for International Mother Language Day 2008

On International Mother Language Day 2007, we launched a brochure "It is important to keep your first language" in English. This was developed with input from Michael Clyne, John Hajek and Phillip Mahnken.

To mark International Mother Language Day 2008 and the launch of the UN International Year of Languages, we announce a project to produce this leaflet in five other important community languages: Arabic, Mandarin, Vietnamese, Italian and Greek.

We invite schools and organizations to email us at info@languageseducation.com to order free supplies of leaflets in each of these languages, to meet your community needs.

Please provide in the email a contact name, school name and mailing address, and the numbers of leaflets in each of these languages. English leaflets will be mailed at once; other languages once they are translated and printed.

If there are other languages you need, let us know in your email. We may be able to add other languages versions later this year.

Delivering on Language Education

ACT Minister for Education and Training Andrew Barr, 21 February 2008

Around one hundred ACT school principals and teachers started further developing their language teaching skills today as part of the ACT Labor Government's extra \$300,000 commitment to provide better language education to ACT students.

Speaking at the launch of the Language Matters! professional development conference at Stirling today, Minister for Education and Training Andrew Barr said investing in language studies is investing in the futures of ACT students.

"Under this program ACT Government schools will provide courses in 8 focus languages being Indonesian, Japanese, Mandarin, Korean, French, German, Italian, and Spanish," Mr Barr said. "This investment will help prepare our kids for a more globalised future by equipping them to better understand and communicate with people from our closest regional neighbours and trading partners such as Indonesia, Japan, China and Korea.

"Besides helping our kids develop the skills they will need to work in various geographic locations across the globe in the future, the study of languages also has a more immediate benefit in helping children understand and appreciate the variety of cultures and traditions that make up a vibrant multicultural city such as Canberra."

Mr Barr said increasing the professional skills of language teachers is a key to delivering better language education to students.

Read more at

<http://www.chiefminister.act.gov.au/media.asp?media=3449§ion=56&title=Media%20Release&id=56>

UNESCO Courier Newsletter Focuses on International Year of Languages

"The first instrument of a people's genius is its language," said the French writer Stendhal.

Literacy, learning, social integration. Everything transits through language, which embodies national, cultural and sometimes religious identity for each person. It constitutes one of the fundamental dimensions of a human being.

Yet specialists estimate that within only a few generations, more than half of the 7,000 languages spoken in the world face extinction, because they are not represented in government, education and the media.

For this reason, the United Nations had declared 2008 the International Year of Languages, to be launched by UNESCO on 21 February, International Mother Language Day. Produced with the support of UNESCO's Inter-sectoral Group for Languages and Multilingualism, this year's first issue of the Courier is devoted to languages.

A crucial concern for the writers Boubacar Boris Diop and Jean Portante who "migrate" -happily but also painfully - from one language to another, language is also a "visa" for immigrants who have to adapt to a new society, French-Serbian psycholinguist Ranka Bijeljic-Babic explains. Her thoughts are completed by Afghan novelist Spôjmaï Zariab: "A brutal separation from one's linguistic and cultural context evokes in my mind the image of a tree cut down one fine day to be planted in different earth."

Safeguarding knowledge and know-how is also intrinsically linked to local and indigenous languages. Examples include the Machaj Juyai, "secret language" of the Kallawaya, Bolivian herbalists, whose story is told by Carmen Beatriz Loza, researcher at the Bolivian institute of traditional medicine in La Paz, or the language of the Ainu people in Japan, described in the process of dying out by Kaori Tahara, historian of Ainu origin.

Some languages are disappearing while others are emerging. Often they are ancient but only now beginning to show up in public life, like the ones in the former Soviet Union, for instance. Our colleague Katia Markelova has decided to tell you about Kirghiz.

Finally, education is a crucial factor for safeguarding or developing a language: the Indian linguist Appasamy Murugaiyan examines the relationship between language and school, which is unusually complex in India, a country that is home to 1,650 languages and over a million educational institutions.

Read more:

http://portal.unesco.org/en/ev.phpURL_ID=41344&URL_DO=DO_TOPIC&URL_SECTION=201.html

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NATIONAL LANGUAGES EDUCATION SEMINAR

Report: Aust Federation of Modern Language Teachers Associations

Held November 2007

The National Seminar for Languages was held at the end of November in Melbourne. It was attended by some 150 delegates from all educational sectors in each state and territory; and by representatives of business and industry.

The AFMLTA was given the opportunity to put forward its views during several sessions at the Seminar. (The AFMLTA also had the opportunity late last year to express these views through a number of radio interviews and interviews with the press.)

The key points put forward by AFMLTA included:

- The need for an extension to the current MCEETYA National Statement and Plan for Languages which runs 2005-2008
- The need for national curriculum and national collaboration
- The need for a project to gather baseline data on student achievement, to tell us the story of what it is that students are actually learning. Such a project would inform future directions
- The need to pay more attention to Teacher supply and retention (eg, workforce planning, incentives to attract young people to the teaching profession and to languages teaching in particular, overhaul teacher education at tertiary level, etc)
- The need to give priority to maintenance of and access to a diversity of languages
- Concern that PM Kevin Rudd's policy focus for Asian Languages could have the potential to lead to the marginalisation of other languages
- The need for ongoing promotion of Languages to the broader community
- Concern with APPA's charter proposing a narrow curriculum. This has the potential to lead to an impoverished education for our children - and collectively for the nation as a whole.
- That position is supported by Hon Jane Lomax-Smith, the SA Minister of Education, who recently forwarded a very supportive letter to the AFMLTA, expressing her appreciation of the AFMLTA's engagement in this debate; affirming her view that Languages are a key part of the curriculum, and that APPA's stance is at odds with the Government's position.

Communique from the National Languages Education Seminar 2007

The Australian Government, as part of the School Languages Programme, funded the 2007 National Seminar on Languages Education. The Asia Education Foundation managed the development and implementation of the Seminar.

The Seminar was attended by 146 delegates from across Australia, representing State and Territory education jurisdictions, schools, parent bodies, peak principal associations, teacher professional associations and universities.

The focus of the Seminar was the implementation of the National Statement and Plan for Languages Education in Australian Schools 2005-08 [Statement and Plan] and the identification of priorities for future program planning and implementation.

The Seminar identified the Statement and Plan as providing vital national impetus for Languages education. It was acknowledged that the Statement and Plan complements and adds value to initiatives being undertaken in States/Territories.

- It was however agreed that current Language education strategies are not sufficient to fully meet the size of the challenge.

- Urgent action and intervention is now required to re-conceptualise Languages education in Australian schools.
- Transformative and bold innovation is needed.
- Further discussion required regarding whether resources should be focused on languages most taught and studied in Australian schools.
- Significant increase in funding to effectively support Languages is required at both national and State/Territory level.

The Seminar identified the following specific priority areas moving forward:

Raising Demand

Delegates identified the need for a nationally coordinated and adequately funded advocacy and promotion campaign to increase demand for Languages.

- Raising demand for Languages education requires national leadership that can be built on at the State/Territory level.
- There is an urgent need to shift negative community perceptions about Languages learning and position Languages skills as a required component of contemporary curriculum.
- Increased advocacy and promotion of Languages education needs to be targeted at, and involve, the non-education community [business and industry, government and non-government bodies, media] as well as the education community [jurisdictions, principals, parents, students].
- Raising demand for Languages at the Primary school level is a particular priority.
- The identification of 'Languages Champions' [at national and State/Territory levels] from a range of industries and sectors who can advocate for Languages is required.

National Collaboration

The Seminar was of the strong view that a unique opportunity currently exists to move Languages education forward through strengthened, nationally led collaboration.

- Extending the National Statement and Plan for Languages Education in Australian Schools beyond 2008 through a further Quadrennium of funding. This investment will help the Statement and Plan to achieve its goals.
- A national approach to guide the most effective distribution of resources for Aboriginal, Asian and European Languages in line with Australia's strategic, cultural and economic interests.
- Establishment of a national Languages curriculum and assessment pathways.
- A national Languages policy that mandates and scopes goals to be achieved at national and state/territory level.
- National and State and Territory commitment to, and accountability for, implementation of a national Languages curriculum.
- Languages education having a voice through the National Curriculum Board.
- Structures for sharing of best practice and effective models of delivery of Languages through ICT.
- Strengthening delivery of distance programs, especially in small candidature and Indigenous Languages.
- Establishment of a sub-committee comprising key stakeholder groups (eg peak principal groups, parents, tertiary sector) that can add value to and inform the activities of the MCEETYA Languages Education Working Party.

Teacher Supply and Quality

Urgent and innovative strategies are required nationally to attract and retain Languages teachers. Strategies will require bold and transformative 'new ways of thinking about old problems'.

- Incentives at Year 11/12, tertiary and teacher training level.
- Expand in-country professional learning opportunities to support skills upgrade.
- Teacher training of native speakers from local communities.
- Recruitment of teacher assistants from target language country (eg China, Indonesia).

- Improved partnerships between the school and tertiary/TAFE sectors to enhance Languages pathways.

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INDIGENOUS LANGUAGES

Aboriginal Languages Slowly Making Way in Australian Schools

By Nicola Fell, Sydney, 04 December 2007

On the eve of European settlement in Australia, around 250 indigenous languages were spoken. Today most of them have been lost, and only 17 are thought likely to survive for another generation. But in the state of New South Wales, the government is attempting to reverse this. In schools with a large indigenous population, learning an aboriginal language will be available to all students, as Nicola Fell reports from Sydney.

At Broulee Primary School on the southeastern coast of Australia, Waine Donovan is greeting his students in the local Aboriginal language, Dhurga.

"I didn't learn the actual Dhurga language because traditionally, Aboriginal people were forbidden from speaking their own language. If they were caught doing it, they could be punished by beating, or they could be killed. So, a lot of our elders still don't speak the language. They also don't feel that it's valuable," he explained.

Donovan, who is half Aboriginal and grew up here in Broulee, says the new emphasis on native languages is popular among Aboriginal students.

"For Aboriginal people in Australia, if you do something that draws attention to yourself, it's seen as a shame. But since we've been doing this language course in our school, we actually use the language a lot more, in the staff room, we hear it being used in the playground, it permeates throughout the school. That shame aspect has actually been turned around, to pride," said Donovan.

In New South Wales, all students have to learn a second language, and this policy being pioneered by the state government aims to make indigenous languages the main option, along with Chinese and French.

Read complete Article: <http://www.voanews.com/english/archive/2007-12/2007-12-04-voa15.cfm?CFID=262163933&CFTOKEN=53158498>

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THE 2020 SUMMIT & LANGUAGES CAPABILITY

The Rudd Government will convene an Australia 2020 Summit at Parliament House on 19 and 20 April to help shape a long term strategy for the nation's future.

The Summit will bring together some of the best and brightest brains from across the country to tackle the long term challenges confronting Australia's future -challenges which require long-term responses from the nation beyond the usual three year electoral cycle.

To do this, the Government will bring together 1000 leading Australians to the national Parliament to debate and develop long-term options for the nation across 10 critical areas:

Area 10 is "Australia's future security and prosperity in a rapidly changing region and world".

In this context, the Australia 2020 Summit will examine:

The long-term adequacy of Australia's existing foreign language capabilities to meet increasingly complex challenges presented by the globalisation.

Read more at <http://www.australia2020.gov.au/>

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YOUR SCHOOL STORY

Italian with the Lot!

Hands-on LOTE in action at Kurunjang Secondary College

Kurunjang Secondary College, located in the suburb of Melton in the Western Metropolitan Region of Melbourne, successfully trialled a new year 9 Italian program in 2007. With a large proportion of the approximately 1000 students at the college opting to undertake TAFE courses upon exit, the year 9 Italian program has been redesigned to incorporate a more practical vocational component.

The LOTE faculty, headed by Joe Costa, decided this year to establish two options for year 9 students of Italian: the first being the regular Italian classes which prepare students for continued studies at year 11 and 12, called "Italian with The Lot"; the second being a new combined Italian and Food Technology course for students who are interested in using LOTE for hospitality.

This new course is called "Italian Cooking". Joe Costa says, "Since offering the two different options for Italian we have noticed significant improvements in student outcomes - improvements both in terms of students' engagement levels and their proficiency in the language."

"We have always had to battle the perception that LOTE is not of relevance to students, given the kinds of careers they tend to aspire to go on with here.

At present many of our students do not continue on to university, so we have had to battle the perception that LOTE, like physics or specialist maths classes, is too academic and can only be successfully studied by certain elite students," says Joe.

"In the past, for students planning to take a non-academic, vocational pathway the sense that the payoff for learning a LOTE is too remote has sometimes led to a sense of disengagement in the subject". The Italian Cooking course was designed in response to these issues and the need to engage students in learning Italian through a more practical course - a course that incorporated sensorimotor modalities as well as clear and immediate benefits for studying the language.

College Website: <http://www.kurunjangsc.vic.edu.au/index.html>

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RESOURCES

The Assessment of Language Competence Certificates Project

The Assessment of Language Competence (ALC) celebrates and encourages the learning of languages in a wide range of schools in Australia, New Zealand and, increasingly, further afield in places such as Singapore and Fiji. Student achievement is recognised with the award of widely-recognised Student Certificates.

The project underwent a change of name and structure in 2007 and would be more familiar to many parents, teachers, and students as the Australian Language Certificates.

An initiative of the Australian Multicultural Foundation, which has provided regular sponsorship, the ALC has operated continuously for the past 17 years.

Sponsorship from the Australia China Council allowed for the development of test materials in Chinese in 2007.

The project is administered and funded by the Australian Council for Educational Research (ACER).

Since its inception in 1990, the ALC has provided a unique language testing service to schools. Tests are currently provided at three levels and in six languages (Chinese, French, German, Indonesian, Italian and Japanese).

At Certificate 1 level, students sit a listening test only. At Certificate 2 and 3 levels, students undertake both listening and reading tests. Students respond to realistic texts and situations which are relevant to the interests of young people and reflect their increasing use of information and communications technologies. Students sit the tests annually in August and receive their certificates by October.

Schools are provided with detailed reports, including a summary of each individual student's results together with an analysis of the school's performance measured against achievement levels of all participating students in each language and level from all other schools.

In 2007 over 40, 000 students and 560 schools took part in the tests. These include primary and secondary, government and non-government schools ranging from small rural schools to some of the larger metropolitan schools.

Read more at <http://www.acer.edu.au/alc>.

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FROM HERE AND THERE

USA: If It's Tuesday, It Must Be Spanish

HILLARY CHURA New York Times, February 2, 2008

CONVENTIONAL wisdom says it is never too early for children to learn a foreign language. But conventional wisdom predates the days of paying someone to teach your child another tongue.

"The marketplace has parents totally bamboozled," said Roberta Michnick Golinkoff, co-author of "Einstein Never Used Flashcards: How Our Children Really Learn — and Why They Need to Play More and Memorize Less" (Rodale Books, 2003) and "How Babies Talk: The Magic and Mystery of Language in the First Three Years of Life" (Dutton, 1999). "Being immersed in the language and living within it are what lead to language learning, not 20 minutes of exposure to a limited set of vocabulary and sentence structures or attendance at a weekly one-hour Spanish class."

An increasing number of American parents fluent in a foreign language, as well as their English-only counterparts, want their children to be bilingual if not multilingual. While no one knows how much is spent in total on games, books, DVDs, online tools and foreign-language baby sitters, the amount can easily reach thousands of dollars a year per toddler. That counts tutors who charge \$70 an hour, classes for \$50 a week, foreign au pairs who can cost \$16,000 a year and annual tuition at private immersion schools that charge \$20,000 for nine months of study.

And this does not include the outlay to retain a language as a child ages.

Read more at

<http://www.nytimes.com/2008/02/02/business/yourmoney/02money.html?pagewanted=1&r=1>

USA: Nick Speaks to Kids in Mandarin in new TV Show

Variety (CA) January 25, 2008

Since Nickelodeon's billion-dollar, bilingual success, "Dora the Explorer," the children's television network has decided to launch a new bilingual show in Chinese and English called, "Ni Hao, Kai-lan," starting February 7.

The show not only incorporates Mandarin phrases throughout its episodes, but the messages for toddlers are based on a "social-emotional curriculum" that teaches young viewers how to handle negative emotions such as frustration, anger, jealousy and sadness.

Its creators believe the series has a good chance of connecting in the year of the Beijing Olympics. It should also play to achievement-obsessed U.S. families, whose pint-sized corporate warriors-to-be are learning Mandarin as the language of tomorrow's business world. The services of Mandarin-speaking nannies and tutors have become scarce in major cities over the past few years.

Read article: <http://www.variety.com/article/VR1117979675.html?categoryid=2522&cs=1>

USA: Reviving a Dying Language

The Casper Star Tribune (WY) February 6, 2008

The Northern Arapaho Council of Elders are trying to save the Arapaho language by opening two schools in the area, projected to open this fall. If no action is taken to save the language, it is highly probable that it will not only die out, but its people's culture and identity will become extinct within the next 30 years.

"There are only about 200 fluent speakers left," Redman said. "And almost all of them are over 60. This language could become extinct, but we're not going to let that happen."

To save the language, the Council of Elders has completed a strategic plan, and has secured funding, to create a new Arapaho Immersion Grade School, set to open in August.

If the council succeeds in its efforts to revitalize the Arapaho language, new generations of fluent speakers will begin to emerge in a few short years, Redman said. And the language will not only survive, but the Arapaho people will gradually reclaim more of their traditional culture, and become, on the whole, a more vibrant and healthy nation.

Read Article:

<http://www.casperstartribune.net/articles/2008/02/06/news/wyoming/5a730f3b4eac40e2872573e7009c369.txt>

Ecuador: Rescuing Quichua

Latinamerica Press February 7, 2008

Descendants of the Incas, they managed to escape extermination during the Spanish conquest, though this has meant integrating into a new way of life imposed by another culture — a difficulty that still persists today.

The Saraguro indigenous community in Ecuador, whose name was derived from the Quechua term "sarajuru," meaning "germinated maize," currently includes 28,000 inhabitants in 32 communities of the Andean and Amazonian regions of Ecuador.

Located 64 kilometers (nearly 40 miles) north of the Southern province of Loja, Saraguro is well-known for having developed a bilingual education system almost two decades ago, with the principal objective of recuperating the Quechua (or Quichua) language that has been lost over time.

According to current studies, Quechua or "Runasimi" was born in the central region of Peru and expanded as a lingua franca over the entire Incan empire until the 16th century. Today Quechua is spoken in Bolivia, Ecuador, Peru and some parts of Argentina and Chile.

"Our native language is Quichua, but it started fading since the 1970s. Quichua is was only spoken in the communities," said Rosa Valvina Quispe Bacacela, president of the Saraguro indigenous community.

In contrast to what is happening in Peru, where Quechua is losing out to Spanish, despite being one of the official languages, the Saraguros have decided to rescue their language.

"We are in a singular process of recuperating the Quichua language through the bilingual schools," Quispe explained. "The National Office of Intercultural Bilingual Education in Ecuador is strengthening this language in 12 of the country's provinces as well as other systems of coexistence."

For the mayor of the Loja province, Jorge Bailón Abad, the bilingual education program "seeks to offer excellence in academics for the Saraguros, an education with values for boys, girls and youths who have to use Quichua for communication and learning."

"There is concern and interest in consolidating this educational model so that it becomes an education alternative through the Saraguro communities," indicated Bailón.

Read entire article: <http://www.latinamericapress.org/article.asp?lanCode=1&artCode=5482>

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CONFERENCES & EVENTS

The 42nd Annual TESOL Convention & Exhibit (TESOL 2008)

2-5 April 2008, New York, USA

Early registration deadline: March 3, 2008

The 42nd Annual Meeting of Teachers of English to Speakers of Other Languages (TESOL) will be held April 2-5 at the New York Hilton and Sheraton New York, in New York, NY.

The theme of the conference is "Worlds of TESOL: Building Communities of Practice, Inquiry, and Creativity."

For details: http://www.tesol.org/s_tesol/seccss.asp?CID=1518&DID=8281

"Multilingualism & the Information Society"

15-16 May 2008, Melbourne

Fourth in the series, Open Road 2008 will be a major two day conference presented by Vicnet, a division of the State Library of Victoria.

A unique, biennial conference held in Melbourne, Open Road brings together Australian and international participants, providing an excellent opportunity to discuss and showcase innovative Information and Communication Technology (ICT) developments in the area of multilingualism.

Open Road 2008: Multilingualism and the Information Society will explore, discuss and showcase the latest use of ICT in linguistic and cultural development, in delivering information to culturally and linguistically diverse communities and in developing and promoting multilingual and multicultural societies.

Open Road 2008 will provide innovative presentations, case studies and workshops in the eve of the World Information Society Day celebrated worldwide on 17 May.

The Open Road Conference Committee is seeking expressions of interest from you and your organisation in participating in a tradeshow at the Open Road Conference 2008.

Read more at <http://www.openroad.net.au/conferences/2008/>

Annual Conference: Central Association of Teachers of Japanese

20 May 31-June 1, 2008, University of Wisconsin-Madison, USA

The 20th Annual Conference of the Central Association of Teachers of Japanese (CATJ 20) will take place at University of Wisconsin-Madison on May 31-June 1, 2008.

The central theme of this conference is "Toward Advanced Japanese Language Proficiency."

Read more <http://imp.lss.wisc.edu/catj2008>

New Zealand Language Teachers Biennial Conference

6-9 July 2008, Wellington NZ

Now calling for refereed papers and non-refereed presentations.

Further details at <http://www.nzalt.org.nz/conference>

"Pedagogies of Connection: Developing Individual & Community Identities"

9-12 July 2008: Alice Springs Convention Centre

9 July - One Day Symposium: "Keeping Language Diversity Alive"

This one day symposium explores the complex issue of keeping Indigenous and other community languages alive. Four expert presenters investigate the reasons for language decline and extinction, the processes in place for language maintenance, and its importance for the expression of community, culture and sense of identity. The positioning of the symposium prior to the 'Pedagogies of Connection' Conference highlights the dynamic relationship between English language teaching and maintenance of language diversity.

10-12 July 2008 Conference

The focus of this conference is on the potential for TESOL pedagogies to make connections among individuals and communities. The conference will explore a range of TESOL pedagogies and their influences on the development of identities and relationships in diverse TESOL settings. This will include discussion of the role of language and culture within pedagogy. The keynote speakers are international leaders in the field, and conference participants will comprise TESOL educators and researchers from around the globe.

Further Information: <http://www.tesol.org.au/conference/index.html>

"Languages: The New World Currency"

August 7-9, 2008 Hobart

Modern Language Teachers Assoc of Tasmania State Conference

Conference strands:

1. Intercultural Language Teaching and Learning
2. The Languages - Literacy Connection
3. Innovative Classroom Practice including ICT

Presentation proposals, entitled 'Call for Papers', are to be sent by e-mail or post to the Conference Academic Registrar before the last day of April, 2008:

Suzette Holmes Geilston Bay High School 271 East Derwent Highway Geilston Bay, Tasmania 7015
E-mail: suzette.holmes@education.tas.gov.au

Proposals must include the suggested title; preferred length of session (45 min or 90 min); abstract of about 1/2 page; and full contact details.

Japan Studies Association of Canada 2008 Annual Conference

Waterloo, Ontario 3-5 October 2008

The Japan Studies Association of Canada is the largest organization in the country devoted to academic research and teaching related to Japan. The annual meeting attracts between 70 and 120 scholars and graduate students.

The organizers of the 2008 conference welcome proposals from Canadian, Japanese and international academics working in any field of Japan Studies.

Inquiries and Paper Proposals can be submitted to: Dr. Ken Coates, President of the Japan Studies Association of Canada and Dean, Faculty of Arts, University of Waterloo Proposal Deadline: 31 May 2008

Contact Information: kcoates@uwaterloo.ca

Mailing Address: 2008 Japan Studies Association of Canada Conference

Office of the Dean, Faculty of Arts, University of Waterloo 200 University Avenue West Waterloo, Ontario N2L 3G1

More information <http://www.lib.unimelb.edu.au/collections/asian/jsaa/JSAC.pdf>.

Immersion Education: Pathways to Bilingualism & Beyond

St. Paul, Minnesota USA October 16-18, 2008

Language immersion education has emerged as a uniquely constituted, highly effective program model for launching students on the road to bilingualism, multilingualism and intercultural competence.

School-based immersion programs follow a variety of paths, including one-way foreign language immersion, two-way bilingual immersion, and indigenous immersion for language and culture revitalization.

While each pathway targets distinct socio-cultural contexts and educational needs, all are grounded in a set of core characteristics with a strong focus on subject matter learning as well as language development.

Under the leadership of two national centers in the U.S., CARLA (Center for Advanced Research on Language Acquisition, University of Minnesota) and CAL (Center for Applied Linguistics, Washington, D.C.), this third international conference on immersion education brings these pathways together to engage in meaningful dialog and professional exchange across languages, levels, learner audiences, program models and sociopolitical contexts.

Further information: <http://www.carla.umn.edu/conferences/immersion2008/call.html>

8th International Symposium on Japanese Studies and Japanese Language

The University of Hong Kong, Hong Kong, November 8-9, 2008

Theme of the symposium is "Multiculturalism and Japanese Language Education/ Japanese Studies in Asia and Oceania" and its aim is to enhance the mutual understandings between Asian and Oceanian people of the different cultural backgrounds.

As well as impressive line-up of international main speakers, the Symposium will also include numerous paper, workshops and colloquium presentations by practitioners, teachers and researchers. We would particularly like to invite you to respond to the Symposium Call-for-papers. The deadline for the call-for-paper is March 31, 2008.

Read more at <http://www.lib.unimelb.edu.au/collections/asian/jsaa/hk-j.pdf>

To unsubscribe from ACSSO mailings click here: <mailto:webmaster@acssso.org.au?subject=unsubscribe>