

LANGUAGES EDUCATION IN AUSTRALIA

Volume Two Number Four: 24 April 2008

Read this on the web at <http://www.languageseducation.com/news1080424.pdf>

Languages Matter!

Welcome to our fourth edition in celebration of the International Year of Languages 2008:

- [The 2020 Summit: Ambition](#)
- [Have Your Say: Online Opinion in May](#)
- [Research: An Investigation of the State and Nature of Languages in Australian Schools](#)
- [Australian Indigenous Languages \(3 items\)](#)
- [Opinion: Stop Minding Your Language](#)
- [Tales From Here & There \(6 items\)](#)
- [Resources \(2 items\)](#)
- [Conferences & Events \(1 item\)](#)
- [Reminders](#)

THE 2020 SUMMIT

Ambition for 2020:

- To ensure that the major languages and cultures of our region are no longer foreign to Australians but are familiar and mainstreamed into Australian society.

A Campaign to develop regional literacy:

- A comprehensive cross-agency national plan for a major reinvigoration of Asia literacy in Australia, to enhance our global engagement in trade, security and people-to-people exchanges;
- Commence a more focused effort to recruit foreign language teachers from local communities and overseas, and to enhance Australia's foreign language teaching skills
- Link thousands of young Australians to Asian communities through support for school twinning, exchange programs, mentoring, in-country and community based learning programs.

Additional Data/Research required:

- Too little is known about the stock and trend of foreign language skills in Australia.

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

HAVE YOUR SAY

"Online Opinion" invites contributions on: Languages Education at School

The "Online Opinion" theme for May 2008 is Languages Education at School.

Contributions are invited to progress the ongoing national debate. Online Opinion suggests some questions to start the thought processes rolling: What's the point of language learning?

Is its purpose just economic? Or are the biggest benefits intrinsic? What languages should be taught? Just how should we determine priorities? And what about "dead" languages like Latin? And invented languages like Esperanto? Quo vadis.....?

And what are the initiatives and strategies we should be setting in place in this International Year of Languages 2008 - that will set us on sustainable courses towards 2020!

Please email your contributions to Susan Prior at <mailto:susan@onlineopinion.com.au>

=====

RESEARCH

An Investigation of the State and Nature of Languages in Australian Schools

Liddicoat, A; Scarino, A; Curnow T J; Scrimgeour, A; Morgan, A

This national investigation was commissioned by the Australian Government through the then Department of Education, Science & Training (now Department of Education, Employment & Workplace Relations) on the advice of the MCEETYA Working Party on Languages Education.

This is one of two significant scoping studies whose purpose is to provide a detailed contemporary framework and evidence-based context within which will shape and inform more focused strategic activities that will turn generic policy into effective sustainable action to advance the objectives of the 2005 National Statement on Languages Education in Australian Schools.

The research was completed in October 2007 - however, because of the then move into "caretaker" mode during the election and the transition period to a new administration, the Report had been published as recently as March 2008, and is now available in both print format and online.

Read more at:

http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/investigation_languages_in_schools.htm

=====

AUSTRALIAN INDIGENOUS LANGUAGES

Talking in tongues; walking together

Joel Gibson, Sydney Morning Herald, March 29, 2008

Putting Aboriginal languages on the curriculum in Walgett has improved race relations.

Ned Yeomans, the 11-year-old school captain at St Joseph's Catholic School in Walgett, has a couple of rare talents for a blond-haired boy from the bush. He is something of a super-fish, having represented NSW and placed fourth in the under-11 years breaststroke at the Australian swimming championships. He also speaks Yuwaalaraay, the indigenous language of Walgett's Aborigines.

Asked to demonstrate his skills, he grins, looks skyward for a moment, and offers the following: "Dhigayaa buluuy nhama muyaanga. That means 'the black bird is in the big tree'. Dhigayaa means bird, buluuy means black, nhama means the and muyaanga means in the big tree".

Ned's mate Geoffrey Walford, 10, a member of the large indigenous family that produced the rugby league player Ricky, reckons their language skills might come in handy one day. "When you get a job, and they ask you how many languages you can speak, you can say two!" he says.

Ned and Geoffrey are two of the 170 children at St Joseph's and an estimated 5000 across the state who are learning some of the oldest languages on earth, because they attend a mostly indigenous school.

They say it's fun. But teachers, parents and linguists say it is improving self-esteem, literacy and school attendance, rescuing indigenous languages from near oblivion and bringing communities such as the 8000-member Walgett shire, 700 kilometres north-west of Sydney, closer together.

"It's the white kids and the black kids," says Sharon Cooke, an Aboriginal education consultant for the Catholic diocese of Armidale.

"They all learn together and sing together, it's really quite beautiful, it's quite emotional when you see it ... and not just for the Aboriginal kids. You'll see the pride on the faces of non-Aboriginal kids as well, that they're learning this language."

Read more at <http://www.smh.com.au/news/national/talking-in-tongues/2008/03/28/1206207395354.html>

High School Indigenous Language Scheme to be Expanded

ABC 14 April 2008

There are plans to broaden a successful Aboriginal language program at the Bourke High School in northern New South Wales.

Lessons in Waangkumarra began last year and are compulsory for all year eight students.

Greg McKellar from the Muda Aboriginal Corporation, which helps runs the program, says it has produced fantastic results.

"We're getting a lot of positive feedback, like particularly Aboriginal children, their general interest in academic studies has been enhanced and ... it's ... filtering into the other grades as a direct result of them participating in the language program, so it could be seen as a stimulant," he said.

He says there has been a change in attitude towards the program since the lessons began.

"Initially there was some reluctance for some children to participate, but after they've come along you see there's a lot more support now and obviously it's filtered through the children's general behaviour in the community," he said.

The principal of the Bourke High School, David Lloyd, says the program will be expanded from next year.

"We're really excited about the possibility and probability of expanding it into year nine and making it into a full 200 hour school certificate elective course for next year," he said.

Source: <http://www.abc.net.au/news/stories/2008/04/14/2215633.htm>

Using technology to save our native languages

Daryn McKenny, Arwarbukarl Cultural Resource Association Inc.

"Somewhere in the world every 2 weeks a native language disappears. And with each language gone, we lose thousands of years of culture, history and identity.

Australia's traditional languages are the most at risk in the world to disappear.

2008 is the International Year of Languages - so let's do something about saving our traditional languages and their rich heritage!

At Arwarbukarl CRA (ACRA) we have been developing a program called Miromaa over the last 3 years, currently this program is supporting language maintenance work in over 25 communities in Australia. One of the program's biggest features is that it empowers Aboriginal people to work directly on our native languages, this in turn should help build up the number of people supporting Language Revival, Our Elders, Linguist's and other Academics in the unlocking of our languages' many secrets, but most importantly: to stop language loss.

So ACRA is pleased to release our newly developed 3rd evolution of Miromaa, now known as Miromaa3, it has now been redeveloped from the ground up on a totally new development platform.

Please have a look at a sneak preview that we released some months back at <http://www.arwarbukarl.net.au/blog/?p=69>

You can now view screenshots of the program and its features at <http://www.arwarbukarl.com.au/default.aspx?id=153>

Now, for the biggest change of at all, we have now introduced a secondary method of obtaining Miromaa.

- If you are Aboriginal or Torres Strait Islander person working directly on maintaining a traditional language you may be able to receive Miromaa3 at no cost.
- If you are Language Centre working directly with the maintenance of Aboriginal and Torres Strait Islander languages you may be able to receive Miromaa3 at no cost.
- If you are a Linguist, Researcher or other Academic working directly with Aboriginal or Torres Strait Islander people in the maintenance of their traditional language you may be able to receive Miromaa3 at no cost.

Further information on how to obtain the program can be found here <http://www.arwarbukarl.com.au/default.aspx?id=157>

We hope that you view this new program and opportunities of obtaining Miromaa3 favourably and that you continue to support the empowering of Aboriginal and Torres Strait Islander people in being able to directly work in the maintenance of our traditional languages.

Read our Indigenous Language BLOG at <http://www.arwarbukarl.net.au/blog/>"

=====

OPINION

Stop minding your language

Matthew Absalom, April 02, 2008

The push to revitalise the learning and teaching of Asian languages by Lu Kewen (Kevin Rudd's adopted Chinese name) and the federal Government is welcome and overdue. The Howard government's curtailing of National Asian Languages and Studies in Australian Schools Strategy funding, which supported Asian languages education in schools from 1995 to 2002, has led to the dramatic lack of expertise we experience today.

On Easter Sunday Acting Prime Minister Julia Gillard indicated that her Government would work to significantly increase the number of students finishing secondary school with languages skills.

In media coverage of the languages push, two things stood out to me. First, Gillard noted the need for young Australians to "converse with people in our region in their own language". Second, it was

reported that Gillard had sought information from the states on the extent of Asian language teaching and teachers. Along with an indication that languages will make it into the sights of the new National Curriculum Board, these are positive signs. I would sound a note of caution, however: don't let's put all our eggs in the one regional basket.

The solution is not simply to pour money into a limited range of (Asian) languages based on some limited perceived benefits, such as economic or geographic need.

The crucial first step, as my colleague Joe Lo Bianco has recently written, is to build success in language learning, both for students and for schools.

One of the factors which limits our success is the apologetic nature of the language teaching profession in this country.

We need to move past trying to justify the study of languages!

The benefits of language study on literacy, intelligence, problem solving, reasoning and general study skills have been comprehensively proven and shouldn't have to be trotted out over and over. The message now should simply be that Australians will learn languages.

It works for other areas of study. Have you ever seen a promotional campaign for fractions? Yet I'm sure that you, like me, accept that our children will study them at school without any need to be reassured about their positive effects on problem solving.

So, how to build success in languages learning? Here are my top three tips:

Read more at <http://www.languageseducation.com/absalom080402.pdf>

***Matthew Absalom** is an academic in the Italian studies program at the University of Melbourne.*

*Just to remind you that the Languages Education website includes an expanding and ongoing array of **Opinion** pieces which chart the public debate around languages learning as it has evolved from 2006 to now - and beyond.*

26 March 2008: Joseph Lo Bianco: Mother tongue, father tongue:

<http://www.languageseducation.com/lobianco080326.pdf>

12 March 2008: John Tons: Minding our language:

<http://www.languageseducation.com/tons080312.pdf>

March 2008: Tony Liddicoat et al: Languages: All Key Learning Areas are Equal - But Some Are More Equal than Others: <http://www.languageseducation.com/liddicoat0803.pdf>

16 February 2008: Michael Clyne: Mother tongue, father tongue:

<http://www.languageseducation.com/clyne080216.pdf>

9 February 2008: Alexandra Aikhenvald: Me and other languages:

<http://www.languageseducation.com/aikhenvald080209.pdf>

17 November 2007: Andrew Ferguson: Languages for Australia's Future:

<http://www.languageseducation.com/ferguson071117.pdf>

5 November 2007: Koichiro Matsuura: Languages Matter:

<http://www.languageseducation.com/matsuura071105.pdf>

27 October 2007: Peta Lowry: **LOTE@HOME**: <http://www.languageseducation.com/lowry071027.pdf>

23 October 2007: Jieh-Yung Lo: The Case for Investing in Diversity:

<http://www.languageseducation.com/lo071023.pdf>

7 October 2007: Michael Clyne: The Time has Come to Go Forward Together:

<http://www.languageseducation.com/clyne071007.pdf>

6 October 2007: Michael Clyne: Languages Leverage Learning & Life Skills:

<http://www.languageseducation.com/clyne071006.pdf>

September 2007: L Thornquist: Language Learning: Beyond Politics - Practice as Policy:

<http://www.languageseducation.com/thornquist0709.pdf>

August 2007: Dr Nola Purdie: Indigenous Languages in Australian Schools:

<http://www.languageseducation.com/purdie0708.pdf>

6 July 2007: Matthew Absalom: Language, the Missing Word in Our Schools:

<http://www.languageseducation.com/absalom07076.pdf>

8 June 2007: Prof. Robin Jeffrey: Ignorance as a Second Language:
<http://www.languageseducation.com/http://www.valuesineducation.org.au/pdf/jeffrey070608.pdf>

June 2007: Sharyn Rankine: Why Should My Child Learn a Language?:
<http://www.languageseducation.com/rankine0706.pdf>

14 May 2007: Rupert Macgregor: Languages in crisis:
<http://www.languageseducation.com/macgregor070514.pdf>

8 April 2007: Tim Lindsey: Relaxed, complacent and risible:
<http://www.languageseducation.com/lindsey070408.pdf>

28 March 2007: Michael Clyne, Anne Pauwels & Roland Sussex: The state of languages education in Australia: a national tragedy and an international embarrassment:
<http://www.languageseducation.com/clyneetal070328.pdf>

24 March 2007: Judith Weeldon: Speaking in tongues:
<http://www.languageseducation.com/weeldon070324.pdf>

19 March 2007: Luke Slattery: Multicultural but still monolingual:
<http://www.languageseducation.com/slattery070319.pdf>

17 March 2007: Mike Carlton: Our neighbour, and yet we know little of them:
<http://www.languageseducation.com/carlton070317.pdf>

11 March 2007: Noel Pearson: The value of our imperilled native tongues:
<http://www.languageseducation.com/pearson070311.pdf>

19 February 2007: Rupert Macgregor: Attitudes to study of languages in Australian schools:
<http://www.languageseducation.com/macgregor070219.pdf>

9 February 2007: Roly Sussex: Speaking in Tongues:
<http://www.valuesineducation.org.au/pdf/sussex070209.pdf>

10 December 2006: Shanti Senadeera: The Importance of Learning the Mother Tongue in an Adopted Country: <http://www.valuesineducation.org.au/pdf/senadeera061210.pdf>

2 November 2006: Phillip Mahnken: Obstinate Ignorance - the Glad Game and the Blame Game in Languages Education: <http://www.valuesineducation.org.au/pdf/mahnken.pdf>

November 2006: Nola Purdie: Investigation into the Current Provision of Indigenous Language Programmes in Australian Schools: <http://www.languageseducation.com/purdie0611.pdf>

=====

TALES FROM HERE & THERE

Hindi teacher's loss hurts tongue

Brendan O'Keefe The Australian, April 02, 2008

The teaching in Australian universities of Hindi, the language of nearly 500million Indians, has suffered a blow, with the departure of one of the few lecturers left in the discipline.

Former La Trobe University lecturer Peter Friedlander has taken up a post with the National University of Singapore, leaving just the Australian National University and the University of Sydney as significant presences in the field. La Trobe, through Open Universities Australia, was the only provider of Hindi as a distance subject.

A La Trobe spokesman said Hindi would continue to be taught, but Dr Friedlander told the HES the university would not commit to teaching the language beyond this year because its teacher-student ratio was uneconomic.

He said a teacher had been employed on contract (paid for with external funds raised by Dr Friedlander) until December "to teach out the contractual requirements (La Trobe) had entered into with OUA, but at a much reduced level".

"My program had been developed over 10 years and had seen student numbers rise from a handful to around 100 a year, but it was not completely self-supporting and, due to this, La Trobe was not interested in supporting it further, although I made a case to them that within five years it could have become completely self-supporting," he said.

The university had 16 students on campus and about 100 distance students. A Hindi program should be a national priority as the Australia-India relationship strengthened, Dr Friedlander said.

India is Australia's fourth biggest trading partner.

Read more at <http://www.theaustralian.news.com.au/story/0,25197,23468672-12332,00.html>

India shining: US headhunts Hindi teachers

Hemali Chhopia, Times News Network, 23 Mar 2008

Little would Jagdish Prasad Sharma have dreamed that his proficiency in Hindi would one day take him from the quiet holy town of Mathura to the bright lights of the US.

Earlier this month, Sharma was one among the 100-odd Hindi teachers who travelled to Noida to be interviewed by a delegation from Connecticut and Carolina, in India to headhunt young, full-time Hindi teachers for their schools.

Hindi is the new Mandarin. Just as Mandarin is being learnt by youngsters all over the world to give them a strategic advantage with the emerging China, Hindi too is being sought after as the language of the other Asian tiger.

Some schools in the US have decided to introduce Hindi as a foreign language with staples like French, Spanish and German.

Apart from Hindi, the visiting delegation also interviewed about 70 Arabic teachers. Last year, the Bush administration had identified Arabic and Hindi among half-a-dozen critical foreign languages which it felt was vital for its national security.

"We're going to teach our kids how to speak important languages. We will welcome teachers here to help teach our kids how to speak languages," US President George Bush had said during a National Security Language Initiative in New York.

Read more at

http://timesofindia.indiatimes.com/India_shining_US_headhunts_Hindi_teachers/articleshow/2890036.cms

Our thanks to Pat Heenan from Education Queensland, currently working on Special Projects for the Abu Dhabi Education Council, for bringing this to our attention. Have you seen or heard something worth sharing? Do you have an opinion? We welcome readers' contributions to <mailto:info@languageseducation.com>.

Sudan: Education in Mother Tongue Should Be Encouraged

April 3, 2008 (Juba) - Southern Sudan's Minister of Education Science and Technology says teaching mother tongues in southern Sudan's primary school should be encouraged.

Speaking at the second anniversary celebration of the government's "go to school" initiative in Juba on Tuesday, Prof. Job Dhoruai said mother tongue education in the lower grades is vital if children are to understand their lessons well. He added that mother tongue education can also help children enjoy school.

[Job Dhoruai]: "The mother tongue is very important. We need all the children who are going to school to begin with their mother tongue so that they enjoy learning. They take learning as an area of discovery. I am bringing it up today because it is one of the problems I know very few people have interest in it. But I will try to let people know that it is important and they have to begin from there."

Read more at http://www.anyuakmedia.com/sudnews_temp_403082.html

Immersion Program Provides New Hope for Preserving Ojibwe Language

Minnesota Public Radio April 11, 2008

The Ojibwe language, spoken by Native Americans in northern Minnesota, is endangered and on the verge of becoming extinct.

In order to revive the language, a new program at Leech Lake Elementary School on the reservation is designed for young students to hear Ojibwe in the classroom — all day, every day.

Director of the program Leslie Harper explains that the process has not been easy, but that community members are working together to preserve their heritage. Harper said "We are really coming close to losing our language, to letting go of it... and that was just too great, too devastating a thought for a few of us to face, you know? We just said we cannot let this happen."

Read more or listen in at <http://minnesota.publicradio.org/display/web/2008/04/08/teachingojibway/>

On path to learning obscure languages

Yale Daily News, April 7, 2008

Yale University offers a unique program called the Directed Independent Language Program (DILP) within the Center for Language Study. Students within the DILP can study rare languages not usually offered by the university such as Zulu, Tibetan, Swahili, or Basque. Director Nelleke Van Deusen-Scholl from the Center for Language Study said regardless of their motivation "whether heritage, academic or career-related" — DILP students are drawn to the challenge of learning a new and, more importantly, a different language.

Ari Berlin fared well during his spring-break travels to Morocco and Spain. He mastered "jus d'orange" in French and got by in Barcelona with his high-school Spanish. "I'm not a languages kind of guy," Berlin says. Yet he speaks — or "interacts," rather — in four languages: English since birth, Spanish from high school and Zulu and Afrikaans after Yale's language programs.

Berlin has no ancestral connection to Africa. But as an African Studies and International Studies double major, he is devoting his academic career to the continent's politics, culture and, of course, its languages.

Berlin is one of three non-heritage students in his four-person advanced Zulu class. He is also one of three students at Yale taking Afrikaans under Directed Independent Language Study, a program established in 2001 for students who want to study languages not usually offered by Yale. DILS currently has 52 students enrolled this semester; approximately half are undergraduates. But Berlin is one of many Yale undergraduates who take up lesser-known languages — categorically called "less commonly taught languages" by the Modern Language Association — such as Basque, Tibetan, Estonian or Oromo.

For Berlin, language study rounds out — and solidifies — his interest in South African township and youth culture. And after spending a summer in South Africa and taking advanced Zulu at Yale, he said he can now converse in the language.

"Speaking bits of Zulu is a good way to connect with people my age," Berlin said.

Read more at <http://www.yaledailynews.com/articles/view/24265>

Project Aims to Enlist Migrant Parents' Help

The Wichita Eagle (KS) April 10, 2008

A recent outreach event for Hispanic parents in Wichita hosted by the Kansas Migrant Parent Advisory Council focused on literacy and reading.

Jane Groff, director of the Kansas Parent Information Resource Center, presented data showing that while white parents read to their children at home 62% of the time, the figure is only 42% of the time for Hispanic parents.

Parent Herminia Carrillo was reassured that the 30 minutes she spends each day reading to her children is beneficial.

Groff also addressed parents who were concerned about reading to their children too much in Spanish. "I said read to them all you want," Groff said.

"If the children get the first language solid then they're going to be able to learn a second that much more easily."

Read more at <http://www.kansas.com/news/local/story/368474.html>

RESOURCES

"Bilinguality and Literacy: Principles and Practice"

Manjula Datta (Ed), Second Edition: 23 November 2007

The new edition of Bilinguality and Literacy argues that bilingual children's literacy learning in English is necessarily an intercultural process.

Children's voices are strong in this revised, updated and expanded edition and looks closely at bilingual children's writing development in view of the Ofsted statement that 'fluent bilingual pupils struggle with writing (2003).'

Bilinguality and Literacy will be of interest to undergraduate students of applied linguistics, teacher training courses, and academics researching multilingualism and literacy

Read more at

<http://www.continuumbooks.com/Books/detail.aspx?ReturnURL=/Subjects/default.aspx&CountryID=2&ImprintID=2&BookID=126298>

"Memory, Psychology and Second Language Learning"

Mick Randall 2007

This book explores the contributions that cognitive linguistics and psychology, including neuropsychology, have made to the understanding of the way that second languages are processed and learnt.

It examines areas of phonology, word recognition and semantics, examining 'bottom-up' decoding processes as compared with 'top-down' processes as they affect memory.

It also discusses second language learning from the acquisition/learning and nativist/connectionist perspectives.

These ideas are then related to the methods that are used to teach second languages, primarily English, in formal classroom situations.

This examination involves both 'mainstream' communicative approaches, and more traditional methods widely used to teach EFL throughout the world.

Read more at http://www.benjamins.com/cgi-bin/t_bookview.cgi?bookid=LL%26LT%2019

=====

CONFERENCES & EVENTS

14th National Chinese Language Teachers' Federation Conference:

"Chinese: Teaching, Learning & Assessment in the 21st Century"

Canberra (Australian National University): 12 - 13 July 2008

Chinese is increasingly accepted as the most important non-English language for the future of Australia. The demand from students wishing to learn Chinese is growing strongly across the nation from preschool to university levels.

The resources made available by education systems to teach Chinese, however, are not growing in line with demand. It is vital, therefore, that Chinese teachers make the best possible use of the resources that are available to them.

The 14th Annual Conference of the Chinese Language Teachers Federation of Australia is being held against this backdrop, and will provide participants with

- the latest developments in Chinese teaching practice,
- the latest understandings about how students learn Chinese, and importantly,
- about assessment and quality assurance issues in relation to learning Chinese.

The Conference will be held in Canberra in the Manning Clark Centre, Australian National University. The host organiser of the Conference, the Canberra Chinese Language Teachers Society, gratefully acknowledges the assistance of the Australian National University in staging this conference.

Further information and Registration details at: <http://www.cltfa.asn.au/confreg08.pdf>

Australian National Chinese Speaking (Hanyuqiao) Competition 2008:

Friday 11 July 2008, Australian National University

In conjunction with the 14th National Chinese Language Teachers Federation Conference, the Chinese language Teachers federation of Australia will be staging the Australian National Chinese Speaking Competition 2008.

The competition is open to students in Years 10 and 11. There are two sections:

- For students with a Chinese language background; and
- For students with no Chinese language background

The competition will be held on the afternoon of Friday 11 July 2008 in the Manning Clark Centre at the Australian National University.

The competition will be preceded by a Mix 'Mingle Reception, the cost of which is included in the Conference registration fee.

The Competition is supported by the Australia China Council and Hanban, the International Chinese Language Council of the People's Republic of China.

Detailed information about the requirements of the competition can be found in English here <http://www.clfta.asn.au/compeng08.pdf> and in Chinese here <http://www.clfta.asn.au/compchin08.pdf>

=====

REMINDERS

25-26 April - Texas Foreign Language Education Conference - Austin, USA - <http://studentorgs.utexas.edu/flesa/texflec/tex2008/>

9 May - Celebrating the International Year of Languages - Melbourne - <http://www.mltav.asn.au/content/view/168/>

15-16 May - Open Road 2008 - Melbourne - <http://www.openroad.net.au/conferences/2008/>

22-23 May - Engaging with Languages Education in the 21st Century - Indooroopilly - <http://www.aisq.qld.edu.au/CalendarBook.aspx?category=1&element=23&PKID=447>

31 May-1 June - Central Association of Teachers of Japanese Annual Conference Madison, USA - <http://imp.lss.wisc.edu/catj2008>

30 June-11 July - LingFest 08 - Sydney - <http://www.lingfest.arts.usyd.edu.au/>

5-6 July - Language Education in Transition: College and University Educators Conference - Kinki University, Japan - <http://jaltcue-sig.org/>

6-9 July - New Zealand Language Teachers Biennial Conference - Wellington, New Zealand - <http://www.nzalt.org.nz/conference>

9-12 July - Australian Council of TESOL Associations International Conference - Alice Springs - <http://www.tesol.org.au/conference>

7-9 August - Modern Language Teachers Assoc of Tasmania State Conference - Hobart - <mailto:suzette.holmes@education.tas.gov.au>

3-5 October - Japan Studies Association of Canada 2008 Annual Conference - Waterloo, Canada - <http://www.lib.unimelb.edu.au/collections/asian/jsaa/JSAC.pdf>

16-18 October - Immersion Education: Pathways to Bilingualism & Beyond - St Paul, USA - <http://www.carla.umn.edu/conferences/immersion2008/call.html>

25-27 September - XIIth Foundation for Endangered Languages Conference 2008 - Leeuwarden, Netherlands - <http://www.ogmios.org/home.htm>

8-9 November - International Symposium on Japanese Studies and Japanese Language - Hong Kong - <http://www.lib.unimelb.edu.au/collections/asian/jsaa/hk-j.pdf>

4-7 December - Media in Foreign Language Teaching and Learning: CLS International Conference - Singapore - <http://www.fas.nus.edu.sg/cls/clasic2008/>

=====

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