

Third Annual Language and Society Centre Roundtable Language Learning in the 'Global Economy'

In memory of Michael Clyne



17th and 18th February 2011

Japanese Study Centre
Monash University, Clayton Campus

Welcome to the Third Annual Language and Society Centre Roundtable

This year's theme, 'Language Learning in the "Global Economy"', is an opportunity to explore language learning in the global context. Like any other phenomenon, language learning is influenced by major forces that accompany globalisation, in the widest possible sense of the word. These global forces are often explored in terms of their economic impacts, but the notion of "economy" is generally understood in the narrow sense of "money matters". In a wider sense, however, 'economy' can be understood to include factors that give context and content to social structures, which in turn have an impact on financial issues. In this sense of the word, 'global economy' includes major forces that operate at a global level and that have tangible implications at the local level. These include human mobility (for migration, asylum seeking, business, study or holidays) and technological advancements. These forces and factors have serious implications for language learning in general.

The Third Roundtable of the Language and Society Centre is an opportunity for scholars to explore the nature and impact of global forces that have in recent years changed the conditions, contents, and contexts of language learning. Presentations examine these processes at the local and global levels and in the public and private domains.

This year's Roundtable is dedicated to the memory of Emeritus Professor Michael Clyne, Foundation Director of the Language and Society Centre (see page 16). We invite you to join us in remembering Michael's contributions to the fields of multilingualism/bilingualism, language policy/planning, and intercultural communication.

Thank you for participating in this year's roundtable. We hope you find it informative and thought-provoking.

**Associate Professor Farzad Sharifian
Director, Language and Society Centre**

**The Third Annual Language and Society Centre Roundtable:
Language learning in the “global economy”**

In Memory of Michael Clyne

Day One: Thursday 17th February 2011

- 9.30am** **Acknowledgement of the traditional owners of the land**
Welcome from LASC Director Farzad Sharifian (*Monash University*)
- Session chaired by Farzad Sharifan*
- 9.45am** **Keynote Address**
Alan Firth (*Newcastle University, UK*)
- 10.45am** **Accessing local communities: The planning of Visitor Sessions for**
Japanese language education
Helen Marriott (*Monash University*)
- 11.15am** **Morning Tea**
- 11.45am** **Language use amongst Chaldeans and Assyrians in Melbourne**
Jim Hlavac (*Monash University*)
- 12.15pm** **Community language maintenance efforts in a globalised world: the**
experience of Sudanese refugees
John Hajek (*The University of Melbourne*) & Simon Musgrave (*Monash University*)
- 12.45pm** **LUNCH**
- 2pm** **Bridging the Gap between Monolingual Mindset and a Multilingual**
Society
Marisa Cordella, Hui Huang, Ramona Baumgartner, Michael Clyne (*Monash University*)
- 2.30pm** **Language teaching in multilingual Australia: A look at Spanish**
Celeste Rodríguez Louro (*The University of Western Australia*) & Michael Clyne (*Monash University/The University of Melbourne*)
- 3pm** **Tribute to Michael Clyne**
Farzad Sharifian, Rolly Sussex, John Hajek, and LASC colleagues
- 4.00pm** **Drinks in memory of Michael Clyne**

Day Two: Friday 18th February 2011

Session chaired by Julie Bradshaw

- 9.30am** *Plenary Address:*
The spontaneous acquisition and use of Turkish by non-Turkish adolescents in Germany
Peter Auer (*University of Freiburg*)
- 10.30am** **Second language literacy in mobile times: Teacher perspectives on pedagogy for at-risk students**
Joel Windle, Jenny Miller, Debra Ives (*Monash University*)
- 11am** *Morning Tea*
- 11.30am** **Language Learning in the Cyber World: ‘Digital Natives’ and ‘Native Speakers’**
Sarah Pasfield-Neofitou (*Monash University*)
- 12pm** **Investment and the language learning experiences of a Japanese background speaker**
Kenta Koshiha (*Monash University*)
- 12.30pm** **Perceptions of and Attitudes towards English: A Study of Staff and Students at Yogyakarta Universities (*Mid-Candidature Review*)**
Anita Dewi (*Monash University*)
- 1pm* **LUNCH**

Session chaired by Helen Marriott

- 2pm** **English Language Learning in Thailand in the context of Association of South East Asian Nations (ASEAN): A second official language vs. World Englishes**
Anamai Damnet, Pattraporn Jintakanon & Pantira Mongkoljutha (*Kasetsart University, Thailand*)
- 2.30pm** **Learning World Englishes in today’s globalising world: From learners’ perspectives**
Roby Marlina (*Monash University*)
- 3pm** **Regional, National and International language teaching at school: policy, ideology and identity in a new global era**
Yacinta Kurniasih (*Monash University*)
- 3.30pm** *Conclusion of Roundtable*

The Third Annual Language and Society Centre Roundtable: Language learning in the “global economy”

In Memory of Michael Clyne

Day One: Thursday 17th February 2011

Keynote Address:

Alan Firth (*Newcastle University, UK*)

Accessing local communities: The planning of Visitor Sessions for Japanese language education

Helen Marriott (*Monash University*)

Concomitant with the intensification of social changes in recent decades, including increasing globalisation and the spread of the “global economy”, is the movement of people across countries, permanently or temporarily, for a myriad of purposes. While contact with their second language communities is now often readily available to language learners through information technology-mediated communication, and study abroad is more attainable, the social movement of people means that many more second language learners in Australia are able to gain access to speakers of the languages they study in face-to-face situations.

Extending upon the work of sociolinguists such as Clyne and others interested in language-in-education policy and practice, this study examines the ways in which a tertiary program of Japanese in Australia over a period of three decades has incorporated contact with the local Japanese community into its curriculum design. Focusing upon one manifestation of this contact - “Visitor Sessions”, a program in which Japanese “visitors” are invited to participate in Japanese language classes - I will outline changes in the nature of the Japanese communities participating in the Visitor Session program over this period (including the connection with the global economy and its influence on the movement of people), the kinds of networks which have been utilized to facilitate this interaction of learners and community participants in the in-class context, and the functions motivating the planning of this provision of interactional opportunities.

Helen Marriott is the incoming Section Convenor of Asian Languages and Studies within the School of Languages, Cultures and Linguistics, Monash University. Her research interests include intercultural communication and the development of academic literacy.

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Language use amongst Chaldeans and Assyrians in Melbourne

Jim Hlavac (*Monash University*)

This paper looks at language use amongst Chaldeans and Assyrians recently settled in Melbourne. The Chaldeans and Assyrians are Christian minorities in northern Iraq who speak regional varieties of modern Neo-Aramaic. In addition to Chaldean (north-eastern Neo-Aramaic) and Assyrian (western Neo-Aramaic) all Chaldeans and Assyrians speak Arabic and many are multilingual, speaking Kurdish, Turkish, Persian and British English.

The paper is backgrounded by personal, anecdotal and historical accounts of language use in Iraq in the twentieth century in which various languages occupied a place in people's linguistic repertoires. Evacuations and expulsions, urbanisation and upward mobility, 'homeland' and secular ideologies have played a significant role in facilitating or interrupting transmission of Chaldean and Assyrian as endangered, minority languages and in promoting language shift to Arabic. Some of those who have shifted to Arabic now define themselves as 'Christian Iraqis'.

Domain-, network- and activity-based data were gathered from 60 Chaldeans and Assyrians recently settled in Melbourne to examine which functions and situations are served by which language/s. Analysis is informed by research on the sociology of language (Fishman 1971), language ecology factors (Kloss 1966), maintenance and shift research (Clyne 1991, García 2003), minority and threatened languages (Fishman 2001), data on Chaldeans and Assyrians in the diaspora (Sengstock 1982, Odisho 1993, 2004) and data on religion and language use amongst Arabic-speakers in Australia (Robertson Rieschild and Tent 2008). Language use in family and friendship networks reflects various constellations: Chaldean or Assyrian + Arabic; Chaldean or Assyrian + English; Arabic only. New friendship networks and employment opportunities are based on Chaldean and Assyrian contacts rather than Iraqi-Arabic or non-Iraqi-Arabic ones. The Chaldean or Assyrian 'electronic diaspora' – DVDs, internet and computer-based forums hosted in Sydney, Detroit and Chicago – enjoys little popularity, except amongst some young adult enthusiasts who wish to gain literacy skills in Chaldean or Assyrian. Elsewhere, some young male informants from Baghdad, are experiencing a second language shift in their lifetime from Chaldean to Arabic to English.

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Jim Hlavac has lectured and published in the following areas: bilingualism, immigrant languages spoken in Australia, language policy, interpreting and translation studies.

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Community language maintenance efforts in a globalised world: the experience of Sudanese refugees

John Hajek (*The University of Melbourne*) & Simon Musgrave (*Monash University*)

There is a long tradition of migrant groups in Australia organising language classes and language maintenance activities within their various communities. For more recent arrivals, however, the context of such activities is different from that which obtained in earlier times. The possibilities for continued contact with the homeland speaker community which are made possible by modern communication technologies and by the relatively low cost of international travel mean that language maintenance is viewed in a different way by newer immigrant groups. Australia has seen a rapid growth in its population of people from Africa over the last two decades and in this paper we discuss the language maintenance initiatives which are developing amongst one group from this population, the Sudanese community in Melbourne. We set the motivations and outcomes of such initiatives in the context of globalisation.

Professor John Hajek is Director of the Research Centre for Multilingualism and Cross Cultural Communication at The University of Melbourne, where he also teaches in the School of Languages.

Dr Simon Musgrave is a lecturer in the Linguistics Program at Monash University and Deputy Director of the Language and Society Centre. Together, Musgrave and Hajek have been studying minority languages in the Sudanese community in Melbourne for several years.

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Language teaching in multilingual Australia: A look at Spanish

Celeste Rodríguez Louro (*The University of Western Australia*) & Michael Clyne (*Monash University/The University of Melbourne*)

Teaching languages other than English in Australia is linked to a desire to develop the country's linguistic potential by portraying multilingualism as a national asset leading to group identification (Clyne 1991: 230), as well as a vehicle facilitating business, trade and links to foreign nations (Pauwels 2007: 112). Although Spanish is not one of the six most widely taught languages in Australian schools today, student enrolment at universities is fast increasing – as is the number of home users (Clyne 2007: 3.7). Spanish programs at tertiary level institutions in Melbourne have recently seen a rise in student numbers, e.g., total enrolments in the Hispanic Studies program at Melbourne University have escalated from 202 students in 2006 to 1,292 in 2010.

Against this backdrop, we explore students' attitudes – understood as “feelings people have about their own language or the languages of others” (Crystal 1992) – to Spanish language and language learning. We report on results from an attitudinal survey administered to 453 beginner, intermediate and post-intermediate students of Spanish at La Trobe, Monash and Melbourne Universities.

Besides the general position that learning a language other than one's own mother tongue is beneficial cognitively and socially, three attitudes were salient across the board with Spanish seen as (1) a useful business tool in an internationalised global world (cf. Block & Cameron 2002; Mar-Molinero 2004: 16; Kramsch 2007); (2) a “fun”, “sexy”, “laid back” language with a relatively easy grammar (cf. McConchie 2007: 169); (3) a way to express one's (other) identity (mainly for background speakers and people taking Spanish as their L3). We conclude by highlighting the importance of (attitudinal) sociolinguistic study in understanding current linguistic markets, while noting the value of empirical research in informing new language learning and transmission trends in a rapidly changing global world.

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Celeste Rodriguez Louro (BA English Language Teaching Universidad Nacional de Mar del Plata, Argentina, 2001; MA Hispanic Linguistics, University of Illinois at Urbana-Champaign, 2004; PhD Linguistics, University of Melbourne, 2009) is Assistant Professor of Linguistics at the University of Western Australia. Her research interests include grammaticalization, morphosyntactic and semantic change in Romance and English, urban sociolinguistics, first and second language acquisition, social bilingualism, and language learning and teaching.

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Bridging the Gap between Monolingual Mindset and a Multilingual Society

Marisa Cordella, Hui Huang, Ramona Baumgartner, Michael Clyne (*Monash University*)

This inter-disciplinary project involving linguists and aging specialists is designed to bridge the gap between multilingual Australia and the ‘monolingual mindset’. It brings together secondary students who are learning German, Mandarin or Spanish in three Melbourne schools with the senior participants over 60 years of age speaking that language as an L1 to conduct an hourly conversation every fortnight. It is thus a way of utilising community language resources for the spread of plurilingualism in Australia.

The project has used both quantitative and descriptive methodology to assess the effects of the program on the second language acquisition of the students and the well being of the elderly. The initial data analysis has suggested an enhancement of students’ self-efficacy in learning and conversing in the language, an improvement in conversational management among the students and a development of inter-generational inter-cultural empathy and a feeling of self-esteem among the older participants. We believe that this project could provide a model and insights for future programs in languages in a multilingual society like Australia.

Marisa Cordella holds a PhD in linguistics from Monash University, Australia and is currently a Senior Lecturer in Spanish Linguistics and Translation and Interpreting Studies. Her research expertise includes discourse analysis, intercultural communication, medical communication and translation studies. She is author of the book ‘The dynamic consultation: A discourse analytical study of doctor–patient communication’ and many other international peer-reviewed manuscripts (selected publications at <http://arts.monash.edu.au/spanish/staff/mcordella-pubs.php>). Marisa takes a multidisciplinary approach in her studies to gain a comprehensive understanding of how discourses function in a given context within the external macro-factors that contribute in the development of

the talk. She has developed strong collaboration links with the Faculty of Medicine at Monash University.

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Hui Huang, a Ph.D. in applied linguistics. She is currently a lecturer in Chinese Studies Program at Monash University. She has been researching and publishing in the areas of second language acquisition and pedagogy, teaching Chinese as a second language and as a community language, language pedagogy involving the use of ICT to promote second language learners' self-efficacy and language learning, learner needs analysis and curriculum development as well as cross-cultural communications. She has developed academic collaborations across faculties and universities in the many above areas.

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Ramona Baumgartner holds a degree in Bilingual teaching for Europe from the University of Education in Freiburg, Germany and has taught German and English as a second language, in Australia and in Europe. She has strong links with Australia's multicultural communities through language programs and a range of other community activities. Her research interests are languages as a (re)source for social cohesion in multicultural communities and its application to the field of second language acquisition.

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Tribute to Michael Clyne

Farzad Sharifian, Rolly Sussex, John Hajek, and LASC colleagues

Day Two: Friday 18th February 2011

Plenary Address:

The spontaneous acquisition and use of Turkish by non-Turkish adolescents in Germany

Peter Auer (*University of Freiburg*)

Looking into the spontaneous acquisition of Turkish by speakers of non-Turkish family background in Germany, and reporting in particular on our research in the city of Hamburg, I will try to make the following points in this paper:

- (1) The acquisition of Turkish by adolescents of non-Turkish family background in Germany questions the hegemonic status of German.
- (2) The acquisition process rarely leads to a monolingual Turkish speaking style, but to codemixing and codeswitching which become part of social styles.
- (3) These styles are structured like those of Turkish adolescents.
- (4) They imply a convergence towards their speech, and do not constitute a case of „crossing“.
- (5) Using these styles often, but not always positions the speaker close to the Turkish group.
- (6) In addition, it may position the speaker, i.e. as a member of a certain youth culture or a subcultural milieu.
- (7) The acquisition process includes learning through routine formulae and prefabricated speech, but also self-administered and other-administered informal (lay) instructions.
- (8) It supports the prestige of this language in peripheral language markets.

Full professor of Germanic Philology (Linguistics) at the University of Freiburg. **Peter Auer** studied General Linguistics, German Linguistics, and Sociology as well as Psychology at the Universities of Cologne, Constance, and Manchester. From 1980-1989 he was a researcher and subsequently assistant professor at the department of Linguistics at the University of Constance, where he completed his dissertation (Promotion) in 1983 and post-doctoral dissertation (Habilitation) in 1988. In 1989 he was a Heisenberg Scholar and later on professor of German Linguistics at the University of Hamburg. He declined positions as a professor at the universities of Munich, Mainz and Bangor (Wales). In addition to six monographs and thirteen edited books and journal issues, he has written around 100 research articles, specialising in bilingualism, sociolinguistics, interaction analysis, dialectology, syntax of spoken language, phonology, and prosody. He has been the principal researcher of 15 externally funded research projects (DFG, VW-Stiftung, Thyssen-Stiftung), co-director of the European Science Foundation Network on “Convergence and divergence of dialects in a changing Europe”, organizer of various international conferences, elected referee of the German science foundation (DFG) for General Linguistics (2000-2008) as well as a member of the Editorial Boards of various national and international academic journals. He presently is one of the directors of the Freiburg Institute of Advanced Studies (FRIAS) as well as the director of the Hermann Paul Centre for Linguistics (HPCL).

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Second language literacy in mobile times: Teacher perspectives on pedagogy for at-risk students

Joel Windle, Jenny Miller, Debra Ives (*Monash University*)

Forced migration has made a dramatic impact in many Australian schools, with the arrival of large numbers of refugee background students with severely disrupted education and minimal literacy. These students arrive under the Humanitarian Program for refugees, from places of conflict and persecution, including Sudan, Iraq, Afghanistan and Burma/Myanmar. They represent a significant shift in classrooms and patterns of settlement have resulted in high concentrations of such learners

in schools in the low socioeconomic metropolitan fringe of all major Australian cities. Recent research shows that these students create challenging new pedagogical dilemmas for both ESL and mainstream teachers, who now need to add a second language focus to content area teaching.

This paper reports the first phase of a major new study funded by the Australian Research Council to investigate the literacy pedagogy of teachers who work in schools with large numbers of refugee background students. Australian research has been in the foreground of many literacy frameworks, including the Four Resources model (Luke and Freebody), genre-based pedagogy (Derewianka, Street), and literacy scaffolding (Gibbons, Hammond). But what do teachers know and do in classrooms where literacy is (or needs to be) a focus? These frameworks were integrated into a comprehensive survey of high school teachers, including English as a second language specialists and mainstream content area teachers. The analysis provides insight into pedagogical knowledge and practice, and therefore into the learning opportunities of students, who through their interrupted education backgrounds are often disadvantaged in the global economy. Presenters will also outline the development of the survey instrument, and its implications for language and literacy pedagogy and for the social and educational mobility of this group of students in global times.

Jennifer Miller is a Senior Lecturer in the Faculty of Education at Monash University. Her research and publications are in the areas of language acquisition and identity, the sociocultural framing of language pedagogy, and teacher's work. Her current research concerns low literacy refugee students in the high school mainstream, and teachers from non-English speaking backgrounds.

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Joel Windle is a lecturer and post-doctoral fellow at Monash University, Clayton (Australia). His research is in the field of the sociology of education, and the implications of cultural diversity for pedagogical and social relations across institutional settings. He is currently working on projects investigating school choice among ethnic minorities and transition programmes for students with interrupted schooling.

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Language Learning in the Cyber World: 'Digital Natives' and 'Native Speakers'

Sarah Pasfield-Neofitou (*Monash University*)

Many claims have been made as to the benefits of computer-mediated communication (CMC) for intercultural communication, including efficiency, cost-effectiveness and most importantly, egalitarianism. Internet communication is proposed to represent a forum in which every participant's voice is equally valued, with some scholars claiming that CMC renders 'native/non-native' distinctions almost irrelevant. Instead, a new distinction, 'digital natives' (those who have grown up using computers) and 'digital immigrants' (those who are less familiar with such tools) has been proposed (Prensky, 2001).

This paper, which focuses on Japanese-English intercultural communication via a number of computer-mediated means, challenges the notion that CMC is inherently egalitarian. Although users may, in theory, have the same opportunities to participate, their actual participation is highly dependent upon numerous social and technical factors, including access to technology. Being, or being perceived as, a 'native speaker' or 'digital native' can also affect users' language use and level of participation, and hence, opportunities for language learning.

This paper will compare online communication in which 'native speaker' is a contested (or perhaps, irrelevant) category, and those spaces in which native/non-native distinctions are emphasized. The relative importance of being a 'native speaker' or 'digital native' in such environments, and the

extent to which such labels may be considered discrete categories, will be considered. Drawing on interviews with language learners, and the analysis of over 2,000 instances of intercultural communication online, this paper will demonstrate the influence of typing speed, computer knowledge, understanding of 'netspeak', in-game prestige and character building, and language management on perceptions of one's online communicative abilities.

Sarah Pasfield-Neofitou is an assistant lecturer in the School of Languages, Cultures and Linguistics, Faculty of Arts, Monash University. She recently graduated from her PhD, and her doctoral thesis was entitled *An Analysis of L2 Japanese Learners' Social CMC with Native Speakers: Interaction, Language Use and Language Learning*. Sarah's research interests include online communication, applied linguistics and sociolinguistics. She co-authored a chapter in the book *New Pedagogies for Learner Agency: Japanese language education research and practice in Australia* (2009), based upon a social networking project that she implemented for beginning students. A list of other publications is available at her website: <http://www.sarahpasfieldneofitou.com/>

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Investment and the language learning experiences of a Japanese background speaker

Kenta Koshiba (*Monash University*)

With transnational movement and large-scale immigration becoming more common in today's globalised society, language learners' backgrounds in foreign language classrooms are becoming more diversified in terms of their cultures and languages. One such example is the presence of Japanese home-background speakers who enrol in Japanese language classrooms to study their background language. Their home-exposure to Japanese as well as their varying sense of affiliation to the language make them a different group of language learners from traditional foreign language learners. However, relatively little is known about the language learning experience of these students and the reasons motivating these students to learn Japanese. This case study, therefore, examines the language learning experience of a tertiary level Japanese background speaker with a focus on how she positions herself between two languages and cultures, which in turn influences her motivation and investment in learning Japanese. As a conceptual framework, the notion of investment (Norton, 2000) and the framework for the negotiation of identities in multilingual contexts (Pavlenko and Blackledge, 2004) will be utilised in an attempt to gain a better understanding of the connection between a language learner's identity and the investment in learning a language. This study hope to further our understanding of language learning in a multilingual and multicultural contexts, so that language classrooms can better address the needs of students from diverse backgrounds.

Perceptions of and Attitudes towards English: A Study of Staff and Students at Yogyakarta Universities (*Mid-Candidature Review*)

Anita Dewi (*Monash University*)

Mid Candidature Review - Anita Sartika Dewi

Supervisors: Assoc. Prof. Farzad Sharifian, Prof. Kate Burridge

There has been a tremendous increase in the number of English speakers around the world, with the dominance of non-native speakers using diverse varieties of the language. In its history, English has spread through a number of processes ranging from colonialism to globalisation, leading to various relationships between English and community. The language has also spread to Islamic countries in which religious teachings are embedded with local or national cultures resulting in non-homogeneous Islamic communities across the globe.

Since both English and Islam develop through some sort of diversifications, it is an oversimplification to conclude that English stands as an opposite to Islam everywhere. This reflects the importance of studies on perceptions of and attitudes towards English across Islamic countries. Indonesia, as the fourth most populated country and the largest Muslim community in the world, is one of the most valuable contexts for such a study. Thus, this research examines perceptions of and attitudes towards English, focusing on staff and students at Yogyakarta universities, in Indonesia.

This study employs a mixed-methods approach, with university attended and religion backgrounds as its variables. The study is carried out at nine public and private universities of different “aromas” – Secular, Catholic, and Islamic. There are five different groups of participants for individual interviews and questionnaire surveys. The first four groups for individual semi-structured interviews include students, English language lecturers, non-English lecturers, and leaders of Yogyakarta universities. Meanwhile, the last group consists of students for questionnaires. The data are analysed in both qualitative and quantitative manners.

The results reveal that English is viewed as a tool for advancement of knowledge, communication, competitiveness, and opportunities in the global arena. In brief, English is viewed as a commodity providing an instrumental orientation, instead of identification with any particular culture(s). A contestation between English and Indonesian as the national language is also found, rather than between English and any religion including Islam. These findings will certainly contribute to a better understanding of the dynamics of the English language in Indonesia.

Anita Dewi is an academic staff of Universitas Islam Indonesia Yogyakarta, currently pursuing a PhD in English as an International Language at the School of Languages, Cultures, and Linguistics, Faculty of Arts, Monash University - Australia. Her research interests are English as an International Language (EIL), language, culture and identity.

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English Language Learning in Thailand in the context of Association of South East Asian Nations (ASEAN): A second official language vs. World Englishes

Anamai Damnet, Pattraporn Jintakanon & Pantira Mongkoljutha (*Kasetsart University, Thailand*)

Association of South East Asian Nations (ASEAN) is an organization based on geography, politics and economy in south-east of Asia. Ten members of this association are Thailand, Malaysia, Philippines, Indonesia, Singapore, Brunei, Laos, Cambodia, Vietnam, and Burma. In 2015 this salient association is going to establish a new economic organisation entitled “ASEAN Economic Community (AEC)”. Further, these ten countries need to communicate in English in order to achieve its goals since each nation has got different languages, however, there are only two couples countries that can speak to each other with their own languages, i.e., Laos and Thailand, and Malaysia and Indonesia. Significantly, some purposes of this new reborn economic establishment are to promote tourism and education services amongst its member nations. Apparently, applying English language as a medium of instruction of subjects, such as Math, Sciences, Physical Education, Marketing, Accounting, Economy, etc., has been popular over a decade in school system in Thailand, i.e., primary, secondary and high schools or even university level, as well. Thus, this year Thai government has officially announced that English language is considered as a second official language in Thailand whilst previously, it was as a foreign language for several decades. Empirically, it is accepted that English is also a global language, i.e., world Englishes. Thus, this presentation is going to explore and discuss on vital features that can effect of utilising English as the second official language in Thailand, as well as the global language when communicating with other nine nations in the ASEAN.

Anamai (Andy) Damnet (Ph.D. in Applied Linguistics and Intercultural Communication, Victoria University) is a lecturer and a Deputy Dean (International Affairs) and a chairperson of the master and doctoral degree programmes in English as an International Language at Kasetsart University, Thailand. His research interests are intercultural language teaching and World Englishes.

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Learning World Englishes in today's globalising world: From learners' perspectives

Roby Marlina (*Monash University*)

The global expansion of English and the growing number of second language speakers of English have led many sociolinguists and World Englishes scholars to view and emphasise the importance of learning the pluricentricity of English or World Englishes (WE) at all levels of study. This is also motivated by the globalisation of commerce, advancement of communication technology, and increased human mobility around the globe that have allowed speakers of different world Englishes, without stepping outside their national boundaries, to be in frequent contact with each other. Despite WE scholars' extensive promotion of the importance and relevance of learning WE in today's postmodern globalisation era, it is still unknown if students, especially those who have learnt or are still learning WE, also share similar views. The question of how ready these students feel to apply the WE paradigm outside the classrooms has not been asked. This paper attempts to report on a research study that addresses those questions.

An analysis of in-depth interviews with 3 undergraduate students from the English as an International Language (EIL) program at Monash University reveals bitter-sweet feelings these students experience in learning WE and its paradigm. The "sociopolitical context" (Nieto, 1996) within which the students live, have lived, or are going to live, partly explains these mixed feelings that students have. The paper, thus, concludes with some food-for-thoughts for scholars and educators to consider in designing curriculum for students to learn world Englishes.

Reference

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Regional, National and International language teaching at school: policy, ideology and identity in a new global era

Yacinta Kurniasih (*Monash University*)

Fishman (1972) has declared that the 'Indonesiation' of Indonesia is one of the most successful stories in the history of Language In-education Planning involving central, regional or local government and education as the key players in promoting and making Indonesian language the language of unity and modernity in a national political sphere. Since its adoption in 1928 by young educated and Indonesian nationalists and its formal declaration as an official and national language of the Republic of Indonesia in 1945 Indonesian Institution, Indonesian language has become one of the most important political agenda in the formation of national identity. Indonesian is widely used in the media, education and government (local and central). It is estimated that by now more than

90% of Indonesian population can speak Indonesian. Increasingly there have been some concerns regarding the status of some 700 hundreds (regional or indigenous) languages which have been impacted or replaced by Indonesian. In 1993 the central government in Jakarta issued a policy in the form of autonomy in education area for regional government across Indonesia to include local content subjects at school. A number of provinces in Indonesia such as Bali, West Java, Central Java, East Java and Special District of Yogyakarta choose to teach their regional language at school as a compulsory local content subject alongside Indonesian as a national language and English as an international language. This paper will examine how are these three elements (regional, national and international) played out within the current debate about language teaching in a new global era. Key-words: Regional, National, International language, Indonesian education

Yacinta Kurniasih was born in Central Java Indonesia and was educated both in Indonesia and Australia. She is currently teaching in Indonesian Studies Program, Arts Faculty, Monash University. Her research interests are Indonesian and Javanese Studies, Indonesian Education and Sociolinguistics. Currently she is working on her PhD Thesis (Linguistic Program, Monash University) about (regional) language teaching policy at schools in Yogyakarta.

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Michael George Clyne (1939–2010): scholar and champion of languages

Farzad Sharifian (Monash University) and Roland Sussex (The University of Queensland)

Michael George Clyne, AM, FAHA, FASSA, who died on 29 October 2010, was a leading scholar and an inspirational figure in many fields of linguistics, including sociolinguistics, pragmatics, language planning, bilingualism and multilingualism, second language learning, and intercultural communication. He was a fellow of the Academy of the Social Sciences of Australia, the Australian Academy of the Humanities, and the Royal Netherlands Academy of Sciences. Michael was also a foundation member of the editorial board of CILP.

Michael was born in Melbourne in 1939 and was educated at Caulfield Grammar School. He then studied for his Bachelor and Master of Arts degrees at the University of Melbourne, focusing on Germanic and French languages. He undertook further graduate studies in German and general linguistics at Utrecht and Bonn Universities, before joining the teaching staff in German language at Monash University in 1962. He was awarded his PhD from Monash in 1965; this was the first doctorate awarded by the Faculty of Arts at Monash. Michael was appointed Professor of Linguistics at Monash in 1988 and remained at Monash until 2001, when he became a professorial fellow of linguistics at Melbourne University and director of the university's Research Unit for Multilingualism and Cross-Cultural Communication. From 2005, he renewed his association with Monash University, where he held the title of Emeritus Professor.

Michael's conception of language began from the position that language was first and inextricably a social phenomenon. His first single-authored book, *Transference and triggering*, published in 1967 at the height of the autonomous Chomskyan domination of general linguistics, was a confident and authoritative study of language interference, more in the framework of Weinreich and Fishman. The questions which he addressed during his long and exceptionally productive intellectual career centred on language users in social communities. His work was always firmly grounded in the empirical world. He loved and savoured the data that he and his colleagues gathered, and he never lost his sense of intrigued curiosity, backed up by formidable powers of analysis and interpretation.

This engagement in the role of language in social contexts soon drew Michael into the domain of public policy, particularly in the area of Languages other than English (LOTEs). For students in the education system, this included meetings, projects, presentations, and shared activities with primary and secondary students, teachers, and parents and with the educational authorities which ran them; involvement and dialogue with politicians, education departments, and parliaments, both state and federal; collaborations with professional organizations; research projects; and involvement in curriculum design and delivery, pedagogy, and assessment. Michael was among the first to appreciate that change and progress in these fields requires engaging with policy, policy-makers, and administrators on an ongoing basis, combined with a sustained effort to bring LOTEs to the attention of the wider population and to raise the status of LOTEs in the education system.

And for Australia's migrant communities and speakers of community languages, Michael became a leading national champion. He did this not only as an academic researcher into languages in contact and language maintenance, but also on the grounds of equity and human rights. He was passionate, determined, and indefatigable in his advocacy for both the rights of ethnic communities to use, practise, and develop their languages and cultures and for resources which would enable them to do so. He was an enthusiastic supporter of SBS and of ethnic radio across Australia. Early in his career Michael appreciated the importance of being publicly proactive, both socially and ethically, in terms of language rights and privileges. He was a key moving force in the development of language policy in Australia in the 1980s, in the establishment of the National Languages Policy (the plural

“languages” owed much to him) and of the National Languages Institute of Australia, later the National Languages and Literacy Institute of Australia. He felt a keen disappointment that this policy direction, which had made Australia an international leader in language policy and realization, lost momentum and political traction. And he was always ready to speak out and write in public, with driving sincerity as well as objectivity, about issues of policy, language, and culture which he felt were inconsistent with human rights and human dignity.

Michael was engaged as a public linguistic intellectual in many areas. He was part of the team which recently produced the highly regarded English language syllabus and materials for years 11 and 12 in Victoria. And he collaborated over many years in the formulation of the Victorian education approach to languages, a factor which is now clearly bearing fruit in Victoria’s leading position in Australia in the promotion of the study of second languages in the school systems. The notion of second languages as a resource was both strongly argued and forcefully advocated in his Australia’s language potential of 2005.

But Michael was, first and fundamentally, a university person. He savoured the scholarly context, a good library, teaching, conversation, the company of his peers, and perhaps most of all the formulation and challenge of a substantial research question in languages and linguistics. During his career at Monash and Melbourne, Michael carried out research across many areas of linguistics, with a particular emphasis on bi- and multilingualism, intercultural communication, and language policy. He published numerous books and articles (28 authored, co-authored, and edited books and over 300 articles and book chapters) of research in areas of linguistics, particularly in the field of bilingualism. The books include *Language and society in the German-speaking countries* (CUP, 1984) and its sequel *The German language in a changing Europe* (CUP, 1995), *Community languages: The Australian experience* (CUP, 1991), *Pluricentric languages* (ed., Mouton de Gruyter, 1992), *Intercultural communication at work* (CUP, 1994), *Undoing and redoing corpus planning* (ed., Mouton de Gruyter, 1997) *Dynamics of language contact* (CUP 2003) and *Australia’s language potential* (UNSW Press, 2005). His last major book-sized project was an edited volume of the *Australian Review of Applied Linguistics*, where he collaborated with Farzad Sharifian, devoted to English as an international language.

In addition to his own research, Michael supervised more than 20 doctoral students during his career, inspiring many young people to follow him in researching issues around language and society. He gained the admiration and affection of his students and his colleagues with his exceptional scholarship allied with an unfailing courtesy and a willingness to listen to any point of view which was put forward with sincerity. A decanal colleague has described him as a “self-evidently wise man”. This is very apt. He was a man wholly without hubris. For him, the important thing was the ethical and insightful formulation of language problems and the search for their rich description and resolution.

Michael held appointments at Monash and at the University of Melbourne. He was also a Visiting Professor of Linguistics at both the Ruprecht Karl University of Heidelberg and the University of Stuttgart and was awarded an honorary doctorate from the Ludwig Maximilians University of Munich. He spoke fluent English, German, and Dutch and had also studied French, Italian, Swedish, and Norwegian. Other awards included: the Austrian Cross of Honour for Science and the Arts, 1st class, German Cross of Merit 1st class, and a Foreign Member of the Royal Netherlands Academy of Sciences. He was made a Member of the Order of Australia on 13 June 1993 “for service to education, particularly in the field of linguistics”.

Michael Clyne did not create a “school” of sociocultural linguistics around himself, his departments, and his projects. He was not the charismatic guru type. But he was a powerful centripetal intellectual

force, attracting into his orbit many scholars and especially research students and collaborators in his research projects. And he set a domain of work, programmes of research and analysis, standards of achievement, and key themes, which made such a profound impact in Australia and overseas.

These themes are worth enumerating, because they help to capture the focus of his work and its dynamic directions.

(a) A pluralistic, eclectic, and inclusive intellectual perspective

Michael's vision of language did not involve the deductive exploration of hypotheses. The domain of his work was varied and data-rich and focused on differentiated and overlapping human communities and languages in use. He incorporated both quantitative and qualitative epistemologies and methodologies in his work. He was the key instigator in the inclusion of questions about language use and homeland origin in the Australian census, which for the first time allowed substantial work to be done on the scope and detail of the fabric of languages and language use in Australia.

(b) Theoretical positions should be located in a functioning social context

A pertinent and typical example was Michael's modification of Grice's Maxims by requiring that they be situated in sociocultural space. Grice's Maxims and his Cooperative Principle have achieved a dominant position in studies of interpersonal conversation, with their requirement that speakers should contribute talk which is appropriate in quality, quantity, relation (be relevant), and manner. But this profile finds radically variable expression in different cultures. The well-known disinclination to say "no" to the face of an interlocutor in many East Asian cultures, for instance, can be seen as failing on the criteria of quality to Anglo-Europeans, who expect franker interaction.

(c) The importance of the careful, multi-dimensional (triangulated) interpretation of data

Strongly consistent with (b) was Michael's strong focus on language data in both extent and depth. The social world of language which he studied was full of data, which were to be cherished and interrogated. He controlled a phenomenal amount of language material, and derived – and communicated – an almost aesthetic pleasure at the rich variety of human language use and performance. His papers typically did not explore a single aspect of language performance, but showed how multiple aspects of the data fitted together to form patterns and principles.

(d) Group communication and interacting individuals

Michael's work spanned both the sociology of language – the study of social communities and their dynamics – and a more sociolinguistic focus on the finer-grained aspects of communicating. For instance, he saw intercultural communication not just as the contrastive study of communication (e.g. apologies in Greek versus English) or a feature of interlanguage (e.g. how native speakers of Greek manage apologies when speaking English), but also as a matter of face-to-face interactive intercultural communication (e.g. Greeks and Italians communicating in English).

(e) The need for a social linguistics to be publicly active and proactive

Michael saw earlier than most people that multiculturalism in Australia could be a model of social integration for modern societies, and his commitment to research was accompanied by an equal commitment to ensure that the findings of his research informed government policies. For someone who was so modest of manner, Michael was a formidable and implacable public intellectual. These five features help to characterize a contribution which spanned both the intellectual and the social domains. Like his intellectual orientation, Michael's social orientation was also pluralistic, eclectic, and inclusive. He deplored the decline of multiculturalism as a policy and a guideline for communities in Australia and did what he could to reverse it. During the 1990s and the first years of the current century, the political machine, following the lead of the USA, used multiculturalism as a

scapegoat for interethnic friction and tarnished the word and the concept. Michael did not like cultural hegemonies and was uncomfortable with hegemonists – hence his strong opposition to Hansonism. And he loved and cherished Australia and its peoples – emphatically in the plural. For him, pluralism was a sign of special strength, richness, and resilience in human communities. His work has left an unquestionable mark on Australian society and has resulted in a substantial enhancement of the status of languages and ethnic languages and communities in Australia. His promotion of the study of second languages has had many successes, especially in the leading position of second languages in the education system in Victoria. The making of Australia into a proactively multilingual nation is one of the major unfinished pieces of business which he leaves to his successors.

All of these varied and vigorous themes were linked in Michael's approach to engagement in public life and policy. He wrote about language planning as early as 1975 and continued to engage actively in research and debate about language planning and policy throughout his long career and with unflagging energy. The reference list that is included at the end of this paper includes some of his contributions to the area of language planning and policy, but it is far from a comprehensive catalogue. As can clearly be seen from the list, Michael's contributions in this area did not stop at the national level, and he constantly engaged in debates about language policy and planning in Europe and elsewhere.

Although Michael's health had declined in recent years, his appetite for intellectual adventure was undiminished. His focus on intercultural communication, and intercultural communicating events between real speakers across cultural barriers, was an expression of his commitment to understanding the ways in which people make collaborative messages in pluralistic space. Over the last 2 years, he inspired and participated in an innovative interdisciplinary project at Monash which explored the potential of older foreign language speakers in our community to act as a resource for younger language learners. This project continued Michael's career-long interest in foreign language learning and in community languages, but it also opened new avenues in exploring how the language skills of community members could be valued and how that process might contribute to healthy ageing.

Until the very last day of his life, Michael fought against a monolingual mindset, promoted multilingualism and multilingual policy, and called for more studies on intercultural communication. In an interview with *Lingua Franca*, ABC Australia, entitled 'Wake up Australia!' Michael gave a strong message that would be relevant to many communities around the world today. In his words, "In this era of globalisation, we need to put our rich linguistic diversity back on the agenda. The first part of the agenda is to recognise our multilingualism. We need to encourage the fostering and transmission of our community languages in the interests of the individual, the family, the community and the nation". We very much hope Michael's legacy and his visions for a world that appreciates multilingualism and multiculturalism will continue to flourish.

Michael will be remembered by a very large number of colleagues and friends, in Australia and overseas, with gratitude, appreciation, admiration, and warmth.

He is survived by his wife Irene Donohue Clyne and their daughter Joanna.

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A more complete list of Michael Clyne's publications can be found at:
http://www.linguistics.unimelb.edu.au/about/staff_docs/clyne_publications.pdf.

About the Language and Society Centre

Establishment of the Centre

In 1989, the Australian Research Council (ARC) called for tenders from Australian tertiary institutions for the establishment of a centre for applied linguistics. When the Commonwealth government increased the funding available for the project, with the aim of promoting research to implement the national policy on language, the five institutions shortlisted joined together as part of the National Languages and Literacy Institute of Australia.

The institutions, Monash University, University of Melbourne, University of Sydney/University of Western Sydney, University of Queensland, and Griffith University, all developed their own research centres. Monash University's centre, the Language and Society Centre, was launched in 1990 by then-Victorian governor Davis McCaughey.

Activities of the Centre

The main focus of the centre is sociolinguistic research and the dissemination of that research. Initially, the centre focussed on researching aspects of multilingualism, and later incorporated the study of Australian English and indigenous languages. Today, primary areas of research include:

- multilingualism in Australia
- language contact
- language shift
- language policy
- intercultural communication
- sociolinguistic aspects of second language acquisition and bilingual education in schools
- Australian English

The centre is active in community-based research, working with schools, school systems, and industry. This research has been funded by the ARC, government, and other grants.

The centre has had many visiting academics, published widely, and held numerous seminars and workshops, covering topics such as:

- Raising children in more than one language
- The value of satellite programs in primary schools
- The use of English as a lingua franca in Melbourne industry

In 1999, the centre produced a video on bilingualism, "Growing Up with English Plus", highlighting the benefits of bilingualism in childhood. The production was launched by then-Victorian Governor James Gobbo

The Future of the Centre

The Language and Society has continued with the aims of the early years and has continued to enhance Monash University's reputation as a leader in linguistic research. Collaboration with other areas of study and other institutions is a key feature of the centre, making the research of the centre relevant to a wide variety of areas.

The location of the centre offers unique possibilities in the study of multilingualism – the cultural diverse area around Monash University and the university demography itself provides an

opportunity to explore multilingualism and language contact and develop programs to aid cross-cultural communication. Other areas of current and future research include:

- Multilingualism in Australia
- Intergenerational effects in second language acquisition
- Dimensions of Australian English
- Indigenous languages of Victoria

The community profile of the centre has allowed its research findings to be available not only to government, policy-makers, and institutions, but also to individual communities and the wider public.

For more information on LASC, including details about how to become a member, please visit: <http://www.arts.monash.edu.au/language-and-society/>

Advance notice: Michael Clyne Memorial Symposium

This symposium will pay tribute to the enormous contribution to linguistics and related disciplines made by Emeritus Professor Michael Clyne, (AM, FAHA, FASA), who died on October 29 2010. Speakers at the symposium will explore different facets of Michael's work, including his contributions to such varied areas as code-switching, language policy and address terms. The symposium will be a chance for colleagues and friends throughout academia to reflect on Michael's intellectual legacy and to farewell a dear friend.

Date: Friday 30th September 2011

Venue: Monash University Clayton Campus – venue to be announced

More information will be provided closer to the event. To register for updates about this event please email Melanie Burns (Melanie.Burns@monash.edu)

Language and Society Centre

School of Languages, Cultures and Linguistics

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<http://www.arts.monash.edu.au/language-and-society/>