

Language, Education and Diversity Conference



**2011 LANGUAGE
EDUCATION
& DIVERSITY**

FACULTY OF EDUCATION | THE UNIVERSITY OF AUCKLAND

3rd International

Conference on Language, Education and Diversity (LED 2011)

The 3rd International Conference on Language, Education and Diversity (LED

2011) is the next conference in an international quadrennial conference series which focuses specifically on the impact of increased cultural linguistic diversity, at both national and supranational levels, and its consequences for the theory, policy and practice of language education. As such, LED provides an international forum that brings together the latest academic and policy discussions, and promotes critical debate, on the often-complex interconnections between diversity and language education.

Notice

[Keynote presentation recordings](#) now available!

As you will see, the draft LED programme is now available. You will notice that we have adjusted slightly the start and end times of the conference. The pre conference workshops are to be held on Tuesday 22 November. This will be followed by the formal conference opening, now on the Tuesday evening, with a pōwhiri (formal Māori welcoming ceremony), the first keynote address, and an extra function, with wine and canapés provided.

Heoi anō

Professor Stephen May
LED Conference Convenor

Wednesday 23 November 2011 Continued – Conference Programme

ROOMS	OGGB3 (289)	OGGB4 (291)	OGGB5 (142)	Case Room 1 (70)	Case Room 2 (69)	Case Room 3 (69)	Case Room 4 (69)	Room 260-223 (47)	Room 260-325 (47)
11:40 am – 11:45 am	BREAK TO MOVE BETWEEN SESSIONS								
11:45 am – 12:15 pm	<p>LIT Colloq. (S) The literacy learning cycle: An integrated approach to building first-year student confidence and competence in the literacy practices required at university. Devereux, L., Wilson, K. & Hosten, M. <i>TER</i></p>	<p>BIL Colloq. (S) Effective language learning interactions between teachers and students in M?ori-medium settings Dale, H., Tauwehe, T., Henry, T. & Lowman, C. <i>PRI</i></p>	<p>ELE Supporting low-literacy ESL learners: Principles and strategies Williams, A. <i>SEC</i></p>	<p>BIL Teachers with limited English proficiency in Indonesian/ English junior late partial immersion education: Classroom strategies and their effectiveness Sultan, S., & Borland, H. <i>SEC</i></p>	<p>ELE Dynamicity in L2 motivation theory: How does this apply to the Willingness to Communicate umbrella of variables for migrant learners of English in New Zealand Cameron, D. <i>TER</i></p>		<p>ELE Colloq. (S) Making people up: Singles, students and new selves Pennycook, A., Appleby, R. Choi, J. & Otsuji, E. <i>ADT</i></p>	<p>ELE Exploring speaking-learning-evaluating activities in the EFL university classroom in Taiwan Loncar, M. <i>ADT</i></p>	<p>LIT Family literacy programmes in Aotearoa/ New Zealand: Differences and commonalities in ways of 'doing' family literacy Furness, J. <i>ADT</i></p>
12:15 pm – 12:20 pm	BREAK TO MOVE BETWEEN SESSIONS								
12:20 pm – 12:50 pm		<p>BIL Bridging the gap: How a Year 9 M?ori-medium student transitions to an English-medium secondary school Hill, R. <i>SEC</i></p>	<p>LIT Second language literacy and high-needs ESL learners Miller, J. & Windle, J <i>SEC</i></p>	<p>LP Learning in the mix: Languages of schooling in Timor-Leste Quinn, M. <i>PRI</i></p>	<p>ELE From policy and curriculum to practice: Collaborating to bring an inclusive academic language focus to secondary content area teaching Gray, S. <i>SEC</i></p>	<p>LP Bilingual language and education policy initiatives in Colombia De Mejía, A-M. <i>ADT</i></p>			<p>LIT Women with pre-schoolers – a learning community Hope, C. <i>COMM</i></p>
12:50 pm - 1.40 pm	Lunch in the Trade Exhibition Area								
1:40 pm - 2:10 pm	<p>BIL Colloq. (I) Supporting and enhancing Yup'ik through Yup'ik-medium schools Siekmann, S , & Thorne, S. et al. <i>PRI</i></p>	<p>LP Colloq. (I) Gaps between research evidence and language education policy Spolsky, B. Wiley, T., Bale, J., Rajagopalan, K., Johnson, D.C., Kaplan, R. & Turner, G. <i>OTH</i></p>	<p>ELE Conceptualising and measuring the impact of learning context in the teaching and learning of English as a second/foreign language Housen, A. <i>PRI</i></p>	<p>LP Colloq. (L) Literacy and language policy, past and present, in Timor-Leste Cabral, E., Benedito, A., Boughton, B., Durnan, D., Boon, D. & Taylor Leech, K. <i>ADT</i></p>	<p>BIL A commitment to diversity: Insights into schools strengthening and expanding bilingual programs. Molyneux, P. and Aliani, R. <i>PRI</i></p>	<p>LP Colloq. (L) Rye bread and integrated speech: enregisterment of cultural and linguistic artefacts among grade school students in the superdiverse city of Copenhagen, Denmark Møller, J S., Staehr, A., Ag, A., Karrebaek, M. & Holmen, A. <i>COMM</i></p>	<p>LP Multilingual education in South African universities: A critical reflection on policies, pedagogy and strategies Madiba, M. <i>TER</i></p>	<p>ELE Exploring the classroom observation in a Japanese team teaching context Hiratsuka, T. <i>SEC</i></p>	<p>LIT Colloq. (S) Exploring the roles of books in families for literacy development of children of diverse languages and cultures Tran, T-B. Dickinson, D. & McNaughton, S. <i>PRI</i></p>
2:10 pm – 2:15 pm	BREAK TO MOVE BETWEEN SESSIONS								
2:15 pm – 2:45 pm	<p>BIL Colloq. (I) Supporting and enhancing Yup'ik through Yup'ik-medium schools Siekmann, S , & Thorne, S. et al. <i>PRI</i></p>	<p>LP Colloq. (I) Gaps between research evidence and language education policy Spolsky, B. Wiley, T., Bale, J., Rajagopalan, K., Johnson, D.C., Kaplan, R. & Turner, G. <i>OTH</i></p>	<p>ELE TESL without cultural baggage Sperlich, W. <i>TER</i></p>	<p>LP Colloq. (L) Literacy and language policy, past and present, in Timor-Leste Cabral, E., Benedito, A., Boughton, B., Durnan, D., Boon, D. & Taylor Leech, K. <i>ADT</i></p>	<p>BIL Children's voices and their dispositions: Growing up bilingual and negotiating identity in urban multilingual and multicultural Australia Jones-Diaz, C. <i>ECE</i></p>	<p>LP Colloq. (L) Rye bread and integrated speech. Møller, J S., Staehr, A., Ag, A., Karrebaek, M. & Holmen, A. <i>COMM</i></p>	<p>LP Multilingualism at a South African university: Challenges and opportunities Adendorff, E. <i>TER</i></p>	<p>ELE An experiment on the teachability of oral communication: Strategies in the English language classroom. Do they really work on ESL pre-university learners? Mohd. Ramli, Nur Aziera <i>TER</i></p>	<p>LIT Colloq. (S) Exploring the roles of books in families for literacy development of children of diverse languages and cultures Tran, T-B. Dickinson, D. & McNaughton, S. <i>PRI</i></p>
2:45 pm – 2:50 pm	BREAK TO MOVE BETWEEN SESSIONS								



Friday 25 November 2011 – Conference Programme

ROOMS	OGGB3 (289)	OGGB4 (291)	OGGB5 (142)	Case Room 1 (70)	Case Room 2 (69)	Case Room 3 (69)	Case Room 4 (69)	Room 260-223 (47)	Room 260-325 (47)
7:30 am – 6:00 pm	Registration Desk Open								
8:00 am – 8:30 am		LP Panel (I) Language Policy in Australasia and the Pacific Lo Bianco, J. de Bres, J. Tukuitonga, C. Caet, A. Spolsky, B.	BIL Colloq (S) How do Pasifika student teachers make use of their complex linguistic histories in teacher education programmes? Tuafuti, P., Harvey, N. & Paleai, I. <i>TER</i>	LIT Language diversity and gender identity: A developing world investigation Foroutan, Y.	LIT Southern Celts: A celebration of Irish and Scots Gaelic in Aotearoa / New Zealand now Kearney, C. & Andrew, M. <i>ADT</i>	ELE The interface between receptive and productive vocabulary knowledge: Vocabulary knowledge as a multi-dimensional construct Zhong, H. <i>SEC</i>			BIL Nga Manaakitanga Hauora King, J. <i>ADT</i>
8:30 am – 8:35 am	BREAK TO MOVE BETWEEN SESSIONS								
8:35 am – 9:05 am		LP Panel (I) Language Policy in Australasia and the Pacific Lo Bianco, J. De Bres, J. Tukuitonga, C. Caet, A. Spolsky, B.	BIL Colloq (S) How do Pasifika student teachers make use of their complex linguistic histories in teacher education programmes? Tuafuti, P., Harvey, N. & Paleai, I. <i>TER</i>	ELE Teaching English for global citizenship or national identity: A critical investigation of English language textbooks Suzuki, A. <i>SEC</i>	BIL Te reo Māori and hāpū identity: Language loss and language revitalisation Woller, P. <i>COMM</i>	ELE Working out which words to teach: Teachers' perspectives on specialised vocabulary in secondary school classrooms Coxhead, A. <i>SEC</i>	BIL E-learning for Indigenous languages: Two Canadian success stories Eamer, A. <i>SEC</i>		LIT The contribution of adults' participation in family literacy programmes to the well-being of individuals, families and communities: Findings from a study of four diverse programmes in Aotearoa/New Zealand Furness, J. <i>ADT</i>
9:05 am – 9:10 am	BREAK TO MOVE BETWEEN SESSIONS								
9:10 am – 9:40 am		LP Panel (I) Language Policy in Australasia and the Pacific Lo Bianco, J. De Bres, J. Tukuitonga, C. Caet, A. Spolsky, B.	BIL Colloq (S) How do Pasifika student teachers make use of their complex linguistic histories in teacher education programmes? Tuafuti, P., Harvey, N. & Paleai, I. <i>TER</i>	LIT Accommodating diversity in ELT material: The impact on Sri Lankan textbooks Herath, S.	BIL Language revitalization: Place-based experiential learning in Hawaiian immersion camps Oliveira, K., Perez, A., & Saffery, M. <i>ADT</i>		LIT Cyberspora: Challenges and motivations of first language literacy development among Sudanese immigrants in Australia Hatoss, A. <i>TER</i>	LP Why do you waive your language rights? A field study at a Chinese school in the Philippines Chien, K-W. <i>COMM</i>	LIT Health literacy in Aotearoa/New Zealand: Challenges and promises for education Hunter, J. <i>ADT</i>
9:40 am – 10:10 am	Morning Tea in the Trade Exhibition Area								
10:10 am -11:10 am	Lecture Theatre 260-098 Keynote Speaker: Professor Monica Heller, University of Toronto, Canada Between pride and profit: the changing value of linguistic resources in the globalized new economy								
11:10 am – 11:20 am	BREAK TO MOVE BETWEEN SESSIONS								
11:20 am – 11:50 am	BIL Addressing the monolingual bias in SLA and TESOL May, S.	LIT Colloq. (S) Teachers talking about teaching literacy: Community, mobility, and literacy reform Henderson, R., Iyer, R. & Woods, A. <i>OTH</i>	BIL Establishing oral language progressions for the Māori language Edmonds, K.	ELE Three constructs of institutional identity: International doctoral students in Australia Fotovatian, S. <i>TER</i>	LP What is important to learn in the 21st century: A report on the relative positioning of Learning Languages in New Zealand upper primary programmes Howard, J. <i>PRI</i>	LIT So what do you like to do for fun? Exchanging ideas in English and Spanish in an online reciprocal peer-tutoring environment Villers, H. & Tolosa, C. <i>PRI</i>	LP Colloq. (S) Rejuvenating endangered Polynesian Pacific languages in New Zealand McCaffery, J., McFall-McCaffery, J.T. & Tuafuti, P. <i>OTH</i>	BIL Strong language, strong culture, strong teachers Hall, L. <i>COMM</i>	ELE Tapping into students' reflective journals as a way of exploring New Zealand culture and personal identities Kearney, C. & Brown, T. P. <i>ADT</i>

