Learner Identities and Languages Other Than English:
Foreign Languages for Immigrant ESL Learners in Australian Schools

HKU Constituent Theme-
Languages, Media & Communication:
Language in Education & Assessment **Seminar Series**

Speaker
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LG02 Hui Oi Chow Science Building, HKU

Abstract

The paper reports on learner identity, behaviour and display in relation to the study of Italian and Japanese in Victorian schools. In many ways Italian is the exemplar of the community languages ideology and language planning in Australian education that had its origins in the 1970s. Japanese, on the other hand, is the exemplar of the Asia- accommodating strategies of the late 1980s and 1990s.

The paper explores language learning experiences by refugee and other non-English speaking immigrant children. Many are of African origin in working class inner urban schools in Melbourne whose present language offerings, reflect a sedimentation of past language planning. Using the words and behaviours of these students I explore notions of multiple selves, plural identity and cultural hybridity and their connection with prevailing assumptions about second language study. From a language planning perspective the paper problematises language categories, teacher practices and wider notions of acceptable language behaviours.

Joseph Lo Bianco holds the Chair of Language and Literacy Education at The University of Melbourne and was formerly Director of the National Languages and Literacy Institute of Australia. He is also Honorary Professor in Language Education at the University of Hong Kong. He has worked on language policy, literacy planning, bilingualism and multicultural education in many countries including Australia, Sri Lanka, Vietnam, Western Samoa and Scotland. His recent books include: Australian Literacies; Australian Policy Activism; Voices from Phnom Penh; Teaching Invisible Culture and Language Policy in Australia.

All are Welcome