

The assessment of world/international Englishes

Monday, July 25 8:15-11:15 AM • MT Ballroom A

The AILA/ILTA Symposium

Sponsored by Educational Testing Service and the International Language Testing Association

Organizer: Micheline Chalhoub-Deville

Although there is considerable research in the area of instruction, curriculum, and policy around the issues of international English (IE) and World Englishes (WE), such research is relatively absent in the area of assessment. This is particularly surprising in view of the ever-increasing efforts by major language testing organizations to market their English language tests internationally. The purpose of this symposium is to bring together researchers from different areas of applied linguistics and language assessment to consider the implications of the WEs and IE positions on English language testing/assessment. We hope to create connections between the discussions taking place in various domains of WE/IE and language testing.

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Suresh Canagarajah • *Changing communicative needs, shifting pedagogical priorities, revised assessment objectives*
• Postmodern globalization requires that students strive for competence in a repertoire of English varieties as they shuttle between communities. The changing pedagogical priorities suggest that we should test language awareness rather than grammatical correctness in a single variety; strategies of learning and negotiation rather than mastery of product-oriented rules.

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Bernard Spolsky • *Measuring globalized proficiency* • In the early days of the growth of English tests, one constant question was, should the test assess British or American English. With the realization that English no longer belongs to native speakers, the challenge is to determine the norm against which the candidate should be assessed.

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Liz Hamp-Lyons, Alan Davies • *Are international tests of Standard English(es) biased against speakers of World English(es)?*

• Reported bias in international English tests is investigated empirically by comparing ratings of six sets of written scripts by L1 English judges and judges who have the candidates' own L1. We consider whether differences in judgments provide evidence of bias. Reasons for differences are proposed and conclusions drawn.

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Micheline Chalhoub-Deville, Gillian Wigglesworth • *Rating English across global boundaries: Is there a norm?* • The study investigates whether there is a shared perception of speaking proficiency among raters from different English speaking countries. The study examines the ratings of English language teachers in Australia, Canada, the UK, and the USA when evaluating TSE samples of international language students. MANOVA analyses and effect sizes are reported.

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Anne Pakir • *Measurement in World Englishes: Kachruvian concerns* • Developments in the field of World Englishes have led to a timely consideration of what it means today to 'test in English'. It is argued that measurement in World Englishes needs to pay heed to the Kachruvian concerns of the paradigms of marginality and of (the) invisible chains of control.

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Language and aging

Monday, July 25 2:00-5:00 PM • MT Ballroom A

Organizer: Kees de Bot

In this symposium an attempt is made to bring together sociolinguistic, psycholinguistic and healthcare perspectives on language and aging, aiming at an integrative approach in which individual changes and changes in the environment interact in a dynamic way.

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Ellen Bouchard Ryan, Hendrika Spykerman, Ann P. Anas

Reading and writing in Alzheimer's disease: Losses and remaining strengths • After reviewing the losses in reading and writing abilities typical of dementia, we focus upon ways to facilitate reading and writing activities among persons with dementia. These strategies make use of written communication to enhance self esteem and oral communication, thereby affirming personhood.

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Susan Kemper • *Constraints on language production in elderly people* • Previous studies suggest that age-related declines in grammatical complexity and propositional content reach a "function floor." Recent studies have used controlled elicitation tasks to probe older adults' production of sentences by requiring them to complete sentence stems. This suggests that there is a "functional ceiling" on older adults' speech.

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Monica Ferreira • *Towards a cultural and linguistic construction of late life dementia in an urban African population* • A cultural and linguistic construction of dementia, largely undiagnosed in African populations, is offered, as established in an urban Xhosa-speaking study population in South Africa. The construction is based on a hermeneutic understanding and meaning of dementia and cognitive functioning, as opposed to biomedical definition and measurement.

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Hector M. González, Sinfree Makoni • *Acculturation, language and episodic verbal learning and memory among a population-based sample of older Mexican Americans* • The purpose of this study is to examine how contextual language usage predicts verbal episodic learning and memory across five years of longitudinal data of older Mexican Americans. Findings from four years of longitudinal data indicate that bicultural participants evinced greater verbal episodic learning and memory decline.

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Robert Schrauf • *Distributed cognition explains age-gains in older adults' vocabulary* • Older adults as a group produce a greater variety of words within a domain than younger adults, even when production is held constant. Thus, expanding inter-individual variation in experience benefits intra-individual production in free recall. This cross-linguistic study includes older and younger Spanish-speakers in Mexico and English-speakers in the US.

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Kees de Bot • *A dynamic systems approach to language and aging* • Language and aging should be studied from a Dynamic Systems perspective in which traditional distinctions between sociolinguistic and psycholinguistic approaches more or less disappear as does the distinction between functional and psychological change and decline. Memory and perceptual skills, but also language skills are seen as resources that become more limited due to physical and psychological changes.

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Accomplishing family social life through embodied language practices

Tuesday, July 26 8:15-11:15 AM • MT Ballroom A

Organizer: Marjorie H. Goodwin

As family members jointly produce the meaningful events of their lives, alternative forms of social organization emerge given the diverse ways that families display affect, align themselves towards other family members, manage structures of control, develop ways of exploring new and possible worlds, negotiate speaking rights, and deal with conflict. This panel will investigate how families in diverse cultural settings (Rome, Linköping, Sweden, suburban New Jersey, and multi-cultural Los Angeles) jointly constitute themselves focusing on participation frameworks and embodied language practices.

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Karin Aronsson • *Rhetoric, embodiment, and family life* • Family life is a moral arena, where the members recurrently engage in protracted negotiations about children's comportment; e.g. what to eat. In a microgenetic analysis of a dinner time drama, it is demonstrated that parents and children draw on nonverbal and nonvocal rhetorical resources for accomplishing distinct projects.

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Alessandra Fasulo • *Displays of understanding in family dialogue* • Intersubjectivity is generally taken for granted in social interactions, but it can surface as explicit reference to the understanding of another person's verbal and physical action. In family interaction, members display different degrees and quality of understanding and attunement, or discuss the lack of it, thus achieving a range of interactional effects.

alessandra.fasulo@uniroma1.it • U of Rome "La Sapienza" • Italy

Charles Goodwin • *The social life of aphasia* • Despite a three-word vocabulary, Chil functions as a powerful actor and a consequential member of his family. Rather than building action in isolation he uses both the structure present in his lifeworld and the sequential organization of human interaction to get others to produce the words he needs to say and do something relevant.

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Marjorie H. Goodwin • *Orchestrating middle class family culture: Planning, negotiation, and assessment as social practice* • This paper investigates directives in the family as situated activity systems constructed through resources that mutually elaborate each other, including talk, prosody, body alignment, gaze, and forms of stance. Directives propose a relevant interactive field; the embodied behavior of participants visibly displays alignments consequential for the evolving sequence.

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Clotilde Pontecorvo, Francesco Arcidiacono • *How Italian fathers try to enter into new family participation frameworks* • Observing everyday life of Italian middle class working families, we found that Italian fathers are available as active partners in household duties even though often under the mother's control. Interacting within the couple Italian fathers produce and/or accept humorous comments on their skills. Fathers often arrange beds, dress young children and help older children in their homework.

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Transdisciplinary perspectives on teaching language in queer times

Tuesday, July 26 2:00-5:00 PM • MT Ballroom A

Organizer: Cynthia D. Nelson

How are sexual identities featuring within contemporary local/global discourses, and what innovations in theory and practice are needed to move beyond monosexual pedagogies? Drawing on education, applied linguistics, gender studies, and media studies, this symposium aims to extend, inform, and provoke the field of language education in these queer times.

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Luiz Paulo Moita Lopes • *Reinventing social life: Queering school literacy contexts in Brazil* • This paper explores why and how to queer school literacy practices as a way of bringing into these contexts the need to reinvent social life. This can be done by engaging pupils with a view of discourse as social action, which draws attention to the discursive nature of sexualities.

moita@olimpico.com.br • The Federal U of Rio de Janeiro • Brazil

Cynthia D. Nelson • *Queering language pedagogies* • Drawing on empirical research from English language teaching contexts, this presentation outlines key dilemmas and opportunities that are arising as issues of sexual identity become increasingly foregrounded in classroom interactions. It illustrates and contrasts several pedagogic approaches, making a case for generating queer inquiry by analyzing local/global discourses and practices.

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Gilad Padva • *Teaching queer representations in contemporary visual media* • Taking a media studies perspective, this presentation provides a pedagogic framework for analyzing queer representations in contemporary visual media. It shows how a TV program episode (*The Simpsons* 'Homer's Phobia', 1997) can be used to (humorously) deconstruct hetero- and homo- sexual codes of (body) language, gestures, clothing and masculine visibility.

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James T. Sears • *Lesbian/gay/bisexual/transgender issues in education: A global overview* • This presentation details governmental and educational policies and their intersections with LGBT youth and schools in selected countries worldwide. It outlines various governmental policies on homosexuality and LGBT persons, ranging from prosecutorial to proactive, and discusses formal and informal educational policies, curriculum and pedagogy, research and scholarship, and activism.

author@jtsears.com • Independent Scholar • US

Susan Talburt • *Queer movements, languages, and cultures* • What are the implications for language teaching and learning of understanding sexual identities and related cultural practices, like languages and cultures generally, as fluid, relational, and changing? This paper asks how educators and researchers might conceptualize curricular and pedagogical practices in language learning to address uncertain identities.

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Can schools be agents for indigenous language revitalization? Policy and practice on four continents

Friday, July 29 8:15-11:15 AM • MT Ballroom A

The Language Learning Roundtable

Organizer: Nancy H. Hornberger

This symposium will address recent language education policy initiatives and their implementation among native Quechua, Hñähñu, Maori, and Saami peoples, with special attention to the degree to which school-based initiatives bode well for language revitalization. Our particular focus will be on professional development, distance education, community presence in classrooms, literacy and artistic development, or other initiatives that reflect local and grassroots involvement and bottom-up language planning.

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Leena Huss, Vuokko Hirvonen • *Saami education today: Resisting but not reversing language shift?* • In 1992, Norway and Finland approved a Saami language law and Sweden followed suit in 2000. Today, the official protection of the Saami language is most advanced in Norway where the Saami curriculum of 1997 is designed to give strong support to the acquisition of Saami among children with varying language backgrounds. However, a new study shows that the implementation of the curriculum is lacking and many teachers find the practical problems of the everyday Saami education overwhelming. At the same time, the other Saami groups in the Nordic countries look towards Norway for inspiration and support. Our paper seeks to describe the present situation of Saami language revitalisation in three countries with special emphasis on current language policy implementation in education.

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Luis Enrique López • *¿Diferentes o iguales? La EIB desde la propuesta indígena y desde la estatal* • Inserta en una perspectiva de planificación lingüoeducativa que va “de abajo hacia arriba”, la comunicación revisa demandas e iniciativas educativas que han surgido como producto de la motivación e involucramiento directo de distintas comunidades y organizaciones indígenas sudamericanas. El análisis busca establecer la medida en que estas demandas e iniciativas coinciden con los planteamientos gubernamentales de educación intercultural bilingüe (EIB), modelo en boga actualmente en la mayoría de países latino-americanos. Particular énfasis se pondrá en aquellas experiencias dirigidas a la revitalización de los idiomas indígenas, en contextos en los cuales la cuestión indígena recibe mayor atención en el plano internacional y nacional, pero, paralelamente, el conocimiento ancestral indígena, en general, y los idiomas que lo vehiculan, en particular, ven su continuidad amenazada por el avance cada vez mayor de la tradición occidental y del modo de vida hegemónico, de corte-criollo y que se expresa en castellano.

lelopez@proeibandes.org • La Universidad Mayor de San Simón, de Cochabamba • Bolivia

Stephen A. May • *Māori-medium education 20 years on: Implications for ongoing Māori language revitalization* • It is now over 20 years ago that the first Māori-medium preschools (Kōhanga Reo) were established in Aotearoa/New Zealand, at a time when the potential death of te reo Māori (the Māori language) was predicted. This ‘flaxroots’ (bottom-up) initiative has subsequently led to the state-funded development of Māori-medium education through all levels of education, including now at the tertiary level, albeit still catering to only a small minority of Māori students. At the present time, the development of Māori-medium education, and Māori language revitalization, is entering a new stage of development. While considerable challenges still exist in securing the survival of te reo Māori, this new stage also aims to extend its use, not only in schools but also in other key language domains. This paper charts the impact of Māori-medium education on the wider goal of Māori language revitalization over the last 20 years, and focuses in particular on current issues and challenges.

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Nicanor Rebolledo • *Recenzid etnicidad y bilingüismo: Revitalización del Hñähñu y aprendizaje intercultural en una escuela de la Ciudad de México* • En la presentación trataremos tres cuestiones: la primera se refiere, en general, a un análisis acerca de la situación educativa de los niños indígenas inmigrantes y nativos de la Ciudad de México, que toca los difíciles caminos de la escolarización de la población indígena dentro de las escuelas “regulares” no bilingües y no indígenas; la segunda trata una experiencia de revitalización del Hñähñu en la Escuela Primaria Alberto Correa, de la Ciudad de México, en la cual incluimos una serie de tópicos relacionados con la enseñanza del Hñähñu a profesores no indígenas, la construcción de un modelo de enseñanza bilingüe e intercultural (que comprende la elaboración de una gramática del Hñähñu, un libro de lecto-escritura bilingüe y materiales bilingües de lectura) para una escuela como esta que atiende a una población mayoritaria de niños Hñähñu procedentes de la comunidad rural de Santiago Mexquititlán, en el Estado de Querétaro, y a una población minoritaria ciudadana no indígena; y la tercera cuestión consiste en una reflexión acerca del proceso de adquisición de una nueva conciencia lingüística de los profesores no indígenas (que se encuentran aprendiendo la lengua de sus alumnos y comienzan a usar el Hñähñu en la instrucción) y de los efectos que hemos podido detectar en el rendimiento académico de los estudiantes.

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