Bridging Language Acquisition and Language Policy

List of Presentations[*]
(alphabetical by first presenter)

**Language Policy and Classroom Practice in Minority Language Education:
Examples from Asia-Pacific**
Fred E. Anderson, Kansai University, Japan

This presentation examines the relation between language policy at the national level and the teaching/learning of "languages of lesser power" (indigenous and immigrant languages) at the local level in the Asia-Pacific region. The paper interprets studies from throughout the region from the presenter's recent co-edited volume (2015).

**Rethinking the Starting Age in Learning English as a Foreign Language in Indonesia:
Theory, Policy and Practice**
Puput Arfiandhani, University of Nottingham, UK

The notion of 'critical period', which bases the notion of when to start L2 instructions, has influenced language policy. This exploratory paper aims at reviewing theories, policy and practices surrounding the notions of 'younger=better' and 'older=better' to investigate which one may bare a more optimum English attainment in Indonesia.

Language Acquisition Policy in US Early Childhood Settings
M. Beatriz Arias, Amy Markos, and Shereen Bhalla, Center for Applied Linguistics, USA

Recently, each state in the US has adopted an Early Education Policy. Through an examination of the Head Start curriculum and early learning guidelines, we will be able to determine state support for bilingualism. This study will identify states that reflect promotion, tolerance or repression of language in their Early Education Policy.

Teachers´ Beliefs about Multilingual Education
Eli Arocena, Durk Gorter and Jasone Cenoz, University of the Basque Country, Spain

In the Basque Country (Spain), primary teachers aim at multilingualism. All children are taught Basque, Spanish and English. We analyze teachers´ beliefs and challenges, and their ideas for improving the multilingual programme of the school. Their innovative proposals want to avoid "one size fits all" in terms of language policy.

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[*] Updated 20 May 2015

Broken Itineraries and Back Translation: Geometries of Methodology in Language Policy as Applied Research
Helen Avery, Jönköping School of Education and Communication, Sweden

Interdisciplinary interaction between the areas of language acquisition and language policy can be considered as a process and analysed from the methodological meta-perspective of how it interrelates with institutional practices. Mother tongue tutoring in Sweden is used to illustrate impacts when concepts travel across disciplinary and institutional contexts.

Investigating Language Policy Development and Implementation at Excellence Academy of India: A Case-Study of an IB School
Shereen Bhalla and Terrence G. Wiley, Center for Applied Linguistics, USA

This presentation reports on a study that investigated language policy development and implementation in an International Baccalaureate School in India. Through case study analysis researchers conducted in-depth interviews and document analysis to examine how language policies have been established and implemented through national and cultural contexts.

EMI in French Higher Education: Competing Ideologies in Language Policy Documents
Marianne Blattès, King's College London, UK

This paper examines the multiple drafts leading up to the 2013 law facilitating EMI in French universities. A close analysis of policy development will show how policies are the product of compromises and competing ideologies reflecting the struggle between the place of French and English in France.

Legitimacy and Heritage: Questions of Authority in a Minority Language Classroom
Diana Camps, University of Oslo, Norway

This analysis will demonstrate how discourses of heritage are articulated with discourses of use within an adult reading & writing classroom, providing insights to how dominant ideologies of language are recontextualized in a minority language context to achieve different ends.

Comasan Labhairt ann an Gàidhlig: The role of SLA Research in Scottish Gaelic Language Revitalisation Policy
Nicola Carty, University of Glasgow, UK

The Comasan Labhairt ann an Gàidhlig / Gaelic Proficiency project aims to develop a framework for the learning of Scottish Gaelic. By doing so, limitations identified in Gaelic language education policy can be overcome, and learners of Gaelic can fulfill their potential as key agents in Gaelic language revitalisation.

The Value of Language Education to Global Institutions
Stephane Charitos, Columbia University
and Nelleke Van Deusen-Scholl, Yale University, USA

Research institutions are redefining themselves as "global universities." Unfortunately, few such institutions have made language education a pillar of their strategic plan. In this presentation, I will examine why departments of foreign languages are not positioned more prominently within the discourses shaping how global universities are thinking about their future.

Second Language Exposure: Its Role in Language Acquisition and Language-in-education Policy
Edward Y. W. Chu, The Open University of Hong Kong, Hong Kong

This paper begins with classical L2 acquisition theories concerning exposure, then looks at two recent educational initiatives, CLIL and Content-based instruction (CBI), in light of the development of neuro-science and findings of two recent language-in-education policies of Hong Kong. It concludes that a deeper understanding of exposure from language acquisition serves useful reference for L2 language policy.

Multilingualism, Language Acquisition and Healthcare in Multilingual Contexts
Gessica De Angelis, Trinity College Dublin, Ireland

Doctors and nurses working with families in the Republic of Ireland, a bilingual country with a high flow of recent immigration, were interviewed to begin to examine the extent to which research findings about language acquisition and language development in children and adults are reflected in current practices in the medical profession. The discussion reports on major findings and suggests possible area of intervention.

Language Policy Development and Implementation in Formal Education Systems: What Perspectives for Mobility and Inclusion in Europe
Vittorio Dell'aquila, Forskningscentrum för Europeisk Flerspråkighet, Finland
and Mahbod Karamouzian, University of Milano-Bicocca, Italy

To examine the gap between policy and practice, our research team explores: first, which language policies/practices at compulsory education contribute to the development of mobility and inclusion? Secondly, how can teacher development programs assist educators in providing appropriate practices? And thirdly, how do these language policies/practices help maintain language variety?

Resistance to ESOL Teacher Curriculum and other Challenges Perceived by Teacher Educators: Narratives from Florida
Julie Dell-Jones, University of South Florida, USA

As instructor for undergraduate teacher candidates enrolled in English as a second language (ESOL) education courses in the state of Florida, I often see struggles, resistance, and some

opposition towards multilingualism and culturally- responsive teaching ideas. Through narrative inquiry, I will share experiences and challenges in teaching ESOL courses to monolinguals.

Language Policy in a Multilingual Crèche in France: How is Language Policy Linked to Language Acquisition Beliefs?
Eloise Ebersold and Christine Hélot, Université de Strasbourg, France

This presentation will examine how language policy in a multilingual crèche in Strasbourg is negotiated between the different actors (the workers, parents, and children) involved in the structure. Furthermore, we will point out whether there are links between the choice of language policy and beliefs regarding bi/multilingual language acquisition.

A Case Study of the Development and Demise of a University-Wide ESL Language Plan
William Eggington, Brigham Young University, USA

I present a case study of the development of an institutional language plan implemented at a U.S. university with many ESL students. In its early stages, the plan's implementation was successful. However, later administrative changes resulted in lowered effectiveness. I offer suggestions for further language planning development in university contexts.

Swedish Language Politics - Promoting Linguistic Diversity, or a "Swedish-only"-Strategy?
Lena Ekberg, Stockholm University, Sweden

The Swedish language politics is contradictory as regards linguistic diversity in society. On the one hand it promotes multilingualism, giving rise to a discourse of "linguistic rights" of the minorities; on the other hand it promotes a "Swedish-only"- strategy in language acquisition planning, questioning both mother tongue instruction and bilingual education.

Mother Tongue Instruction in Sweden and its Contradictions Regarding Language Policy and Practice
Natalia Ganuza and Christina Hedman, Stockholm University, Sweden

In the Swedish school system, many children are entitled to weekly instruction in mother tongues (other than Swedish). Through provisions in the Swedish Education Act (SFS 2010:800), the schools are obliged to offer weekly MTI to all pupils with a legal guardian with a mother tongue other than Swedish, if the pupil has basic knowledge of the language in question and uses it for daily communication in the home. In this paper, we highlight examples of an ideological mismatch in legislation vs educational practices as well as a mismatch in curricular aims vs practical-educational constraints.

Language Planning and its Impact on Minority Language Education in Québec
Diane Gerin-Lajoie, University of Toronto, Toronto, Canada

We will look at the most influential language policies and how it impacted on the school system in Québec. We will pay particular attention to how Anglophone minority language schools have become essential institutions, especially for those Anglophones living in areas of the province located outside of Montréal where members of the group are in small minority. Our discussion is based on an ongoing qualitative study of the life trajectories of 20 students enrolled in two English minority language high schools outside of Montréal.

Bridging Family Language Policy and Parents' Attitudes towards Heritage Language Use and Maintenance
Khadij Gharibi, Victoria University of Wellington, New Zealand

Adopting a model of family language policy, this study addresses a gap in research on parents' attitudes towards heritage language maintenance. The findings suggest that studies on migrant language attitudes towards the heritage language should not only consider beliefs towards minority language maintenance, but also language practices and management.

Participatory and Collaborative Action Research – An Approach for Bridging Language Acquisition and Policy
Christine Glanz, UNESCO Institute for Lifelong Learning, Germany

Participatory and collaborative action research initiatives that aim at enhancing the quality of adult education could be spaces where language acquisition and policy researchers could make major contributions and inform their research. We suggest a frame of reference that could inspire such initiatives.

Policy Design for EMI Language Skills: Navigating the Bermuda Triangle with Usage-based Linguistics
Hana Gustafsson, University of Oslo, Norway

Using ecologically valid interactional data from a group of EMI medical teachers we will show that usage-based approaches to language acquisition can contribute to the development of a coherent policy for language training and language support of teachers in international English-Medium Instruction (EMI) higher education.

Transforming a University Language Policy from within: The Interplay between Institutional, Local and Individual Drivers of Change
Anne Holmen, University of Copenhagen, Denmark

This paper will deal with language planning in higher education based on needs analysis among stakeholders. Its focus is on the interplay between institutional, local and individual interests and the possible alignments and mismatches between these levels during the development of a new, plurilingual strategy.

A Lever of Change?: The Role of the Community in Educational Language Acquisition Planning
Megan Hopkins and Kristina Brezicha, The Pennsylvania State University, USA

This paper will present a case study of one US school district in the midst of language acquisition planning for its increasing English learner population. The paper will show how community involvement is essential to such planning to help policymakers understand the nature and needs of their population.

Implementation of Arabic Language Program in Armenian Schools for Syrian Immigrants
Alvina Hovhannisyan, Yerevan State University, Armenia

Implementation of language program for a minority in the school program has a crucial importance for comforting their stay in the host country. The main purpose of Arabic language program is to provide continuity of school education for immigrants, but through the instruction language, it is expected to support them in acquisition of local language.

Assessment of Mother Tongue-based (MTB) Instruction Policy Implementation in Nigeria
Gladys Idogo, Delta State University Abraka, Nigeria

This study assessed the implementation of mother tongue education using Aniocha-Igbo language as a medium of instruction in Aniocha-North Local Government Area of Delta State, Nigeria. It also examined the attitude of teachers, students and parents toward the use of the language as a medium of instruction.

Language Policy and its Practice in Bangladeshi School Contexts
S M Ariful Islam, Aalborg University, Denmark

Bangladesh, similar to other post-colonial nations, has tried to ensure English linguistic capital available to its school population by significant pedagogical and policy reforms in the late 1990s. This PhD project investigates how Communicative Language Teaching is actually implemented at the micro level in various institutions as intended by policies made at the macro level.

Reviewing Multilingual Education in Nepal
Pushker Kadel and Kuldip Paudel, Language Development Centre, Nepal

Empowering minority language speaking communities to understand their rich linguistic, cultural and religious heritage, its uses in formal and non-formal education. The use of mother tongue in Basic Education as a means to providing a strong foundation leading to quality education for all remains a great challenge in Nepal.

The Disconnect between Policy and Practice: The Case of CLIL Education in Austria
Abigail Kahn, The Pennsylvania State University, USA

There is a disconnect between language education policies and the enactment and support of said policies. One example of such a conundrum is the policy of advocating for CLIL in Austria since the 1990s and the lack of support for such programs (including incentives for schools and teachers to implement programs, resources, training, etc.), which this paper will explore.

Language Learning at Secondary Level in the UK: Comparing Student, Teacher and Management Perspectives of Today's Experiences
Ursula Lanvers, Open University, UK

The four nations of the UK (England, Scotland, Wales, Northern Ireland) share a low priority on modern languages education: at Secondary school level, language learning is only compulsory for three years (age 11-14), and in one foreign language. Language proficiency among the UK adult population consistently scores among the lowest in Europe (European Commission 2012). This paper offers a 360° view of language learning at English Secondary schools, comparing student, teacher, senior school management views of today's experiences of students in England learning languages, and concludes with a discussion of pedagogical as well as and policy measures to counter this English monolingual outlook.

Translanguaging as a Pedagogical Strategy in Multilingual Education
Oihana Leonet, Xabier Etxague, Durk Gorter and Jasone Cenoz,
University of the Basque Country, Spain

This paper focuses on a pedagogical intervention based on a holistic approach to language learning which aims at developing communicative and academic competences in Basque, Spanish and English. The intervention, which was implemented for 12 weeks, is based on the use of translanguaging as a pedagogical strategy.

Beyond Language: An Ethnographic Study of Family Language Policy in 1.5[th] Generation Chinese Immigrant Families on the West Coast of the United States
Lu Liu, University of California, Los Angeles, Los Angeles, USA

This ethnographic study will examine the family language policies that inform the daily language practices of a select group of 1.5th generation Chinese immigrant families on the West Coast of the United States. By exploring their language education within the home through non-participant observation and in-depth interviews, it will illuminate the tensions and challenges in their family language policies so as to heighten the cultural awareness among these immigrant families, as well as supporting them in negotiating the racial and ethnic identity within the power relations between the parents and their children.

The Swedish Syllabuses for English: The Process of Writing them and its Outcomes
Bo Lundahl, Malmö University, Sweden

This talk will describe some aspects of the process of writing the new Swedish syllabuses for English. It will also include reflections on some contentious issues, including areas where I attempted to make a difference through my own expertise.

Gaelic-medium Early Years Provision and its Role(s) in Gaelic Language Acquisition and Revitalisation
Kirstie Macleod, University of Edinburgh, Scotland

Utilising ethnographic fieldwork conducted in Scottish Gaelic parent and child groups in Edinburgh, I will examine the varied understandings of the role of such provision and assess how such understandings fit with the aims of Bòrd na Gàidhlig, the statutory national language board,   and   the wider Gaelic revitalisation endeavour.

The place of Language Acquisition in University Internationalisation Policies: Comparing the Discourses of Study-abroad Students and Host University Staff in Three European Contexts
Xavier Martin-Rubio and Josep Maria Cots, Universitat de Lleida, Spain

This presentation aims at exploring comparatively the discursive constructions made by the students of a university in Catalonia and the academic and administrative staff of three universities in Europe (UK, Italy and Denmark) of the study-abroad experience as an opportunity for language acquisition.

Teaching English in English: A Critical Examination of the Policy in Japanese High Schools
Shoichi Matsumura and Julian Chapple, Ryukoku University, Japan

This study, using data collected from teacher questionnaires, interviews and observations, evaluates the policy of teaching English in English in Japan in terms of increasing students' motivation and teaching quality. Results show that both students and teachers reported difficulties, and some necessary conditions to enact that policy are discussed.

Students' and Teachers' Perceptions of Genre Goals: Self-regulation and Performance of Students Writing a BA Essay in Literature
Spela Mezek and Raffaella Negretti, Stockholm University, Sweden

This paper reports on the preliminary results of a study that takes the moves from previous research on metacognitive awareness and self-regulation in novice academic writers, posing that effective self-regulation is achieved when writers are able to metacognitively connect perceptions of the task to communicative and rhetorical requirements, and thereby adapt their strategic choices to the specific demands of the task.

Language Acquisition Planning by Multilingual Families in Germany
Verena Mezger, University of Potsdam, Germany

The talk focuses on multilingual German-Polish families in Brandenburg. Semi-structured qualitative interviews with parents are analysed to explore internal and external factors which influence their language acquisition planning. Central therefor are parents' decisions a) for or against languages used in their families; b) regarding the educational institutions for their children.

Language Education Policy and Practice in the U.S.: Emerging Efforts to Expand All Teachers' Understanding about Language Development and Learning
Peggy Mueller, The Chicago Community Trust, USA
and Aída Walqui, WestEd, USA

This paper presents efforts to create professional development policy around issues of language and disciplinary literacy education in multilingual contexts in American schools. Against fixed notions of learning and thus teaching, this initiative uses a model of language as action and of disciplinary learning as apprenticeship within communities of practice.

Speakers as Stakeholders: Role of Newspeaker Parents in Creation of Bottom-up Language Policies in Galicia (Spain)
Anik Nandi, Heriot-Watt University, UK

In this paper, I am intended to investigate the role of individual agency in the interpretation and implementation of LPP. This will be studied in relation to Galician newspeaker parents who through their individual linguistic behaviour play a prominent role in the revitalization and maintenance of Galician outside the school.

Calibrating Genre: Metacognitive Judgments and Rhetorical Effectiveness in Academic Writing by L2 Graduate Students
Raffaella Negretti, Stockholm University, Sweden

This study merges investigates calibration in academic writing: the accuracy of metacognitive judgments by L2 writers about their performance. Continuing previous research and responding to a call for ecological validity in the study of metacognitive phenomena, it aims to bridge the insights from cognitive/experimental L2 writing research on metacognition and the socially-sensitive assumptions of genre pedagogy, to provide an account of how and why different metacognitive behaviors can help L2 academic writers to apply genre knowledge in authentic situations, and how these behaviors affect the quality of their texts.

Additional Language within and beyond Borders: A study of the Linguistic Domains among Young Learners
Ana Neves, University of Saint Joseph, Macau

The present paper is based on a study that investigates the domains of the Portuguese language applied to the context of second language acquisition by young learners. Indeed, the case of the Portuguese-speaking world is unique, as it is the only of the 10 most spoken languages worldwide that reveals a non-linear geographic line throughout the continents. This

study considers three different contexts of formal education, where Portuguese plays a role as an additional language: a second language in Cape Verde, a heritage language in the Portuguese-speaking community of Switzerland, and a de facto foreign language in Macau.

A Multi-sited Exploration of CLIL: Political Pedagogies, Pedagogical Policies
Tarja Nikula, Taina Saarinen and Kristiina Skinnari, Unviersity of Jyväskylä, Finland

The presentation explores the pedagogically and politically multi-sited, and simultaneously contested environment of CLIL teaching. We will analyse selected European Union documents, the new Finnish compulsory school curriculum, and teacher interviews, in order to make visible the tensions in the interfaces of language education policies, pedagogical practises and educational values.

Language Policy in Reality – An Ethnographic Study of Language Use in two English-taught Courses at the University of Copenhagen
Camilla Falk Rønne Nissen, University of Copenhagen, Denmark

Using methodology of linguistic ethnography this study of language use at two faculties at University of Copenhagen finds that although internationalisation equals increased use of English in academic practices, students choose language based on attitude and communicative efficiency rather than language policy, which, alongside cultural differences, questions an international environment.

Globalization, Foreign Language Acquisition Planning and Classroom Practice: A Case Study of a TOEFL Preparation Course in a Japanese University
Hirokazu Nukuto, Kansai University Graduate School, Japan

This research describes acquisition planning and its practice in a TOEFL preparation course of a Japanese university. It suggests that the learners experienced not only language acquisition but also a globalized situation. The analysis illustrates how the planning process is reproduced in the micro-setting of the classroom.

Plurilingual Families in the Czech Republic: Reflections on the Educational System
Helena Özörencik and Magdalena Hromadová, Charles University Prague, Czech Republic

The paper describes reflections on primary public education as reported by plurilingual families living in the Czech Republic. The data derive from a qualitative study on intergenerational language transmission. The paper is based on the assumption that the family's position is decisive in processing different agendas directed at multilingual acquisition.

Language Education Policy and Planning as Teacher Practice in Italy: How do State Policy and Local Enactments Intersect to foster Programming Based on SLA Research?
Carla Paciotto, Western Illinois University, USA

Presenting the preliminary results of a microlevel study of a localized Italian as L2 program at an "experimental" middle school in Italy, this paper discusses the intersections of local and state language education policy and planning as practitioners develop knowledge of second language learning/teaching processes and are transformed into policymakers.

From the Past to the Future: Self-Motivation in ESL Teachers
Noelle Nayoun Park, University of Jyväskylä, Finland

I will discuss the inter-relations between L2 learning motivation and current and ideal self-concepts in ESL teachers in Finland and Korea. The findings provide an empirical foundation to propose a model in-service ESL teacher training program that motivates the teachers to become better English learners, users and teachers.

A Longitudinal Study of Canadian-born Romanian-English bilingual children with French as L3
Maria Claudia Petrescu, University of Toronto Mississauga, Canada,
Mihaela Pirvulescu, University of Toronto Mississauga, Canada
and Rena Helms-Park, University of Toronto Scarborough, Canada

Recent research stresses that maintaining minority languages is important for the children's personal, educational and overall development. The present study documents the minority language development of Canadian-born Romanian-English bilingual children with French as L3, and makes a case for carefully developing language policies that are inclusive of minority languages.

Serbian Language Acquisition through the Lens of Hungarian Minority in Vojvodina
Gleb Pilipenko, Institute for Slavic studies of the Russian Academy of Sciences, Russia

The paper deals with the Serbian language acquisition among Hungarians in Vojvodina. The study is based on the field work conducted in this region. The knowledge of Serbian is on low level in Nothern Bačka. We can see the linguistic isolation of Hungarians with the low knowledge of Serbian.

Negotiating Language Policy at the Local Level: An ESL Teacher's Enacting of New Policy Standards in a U.S. High School
Kongji Qin and Peter De Costa, Michigan State University, USA

This paper reports on a year-long ethnographic study which examined an ESL teacher's response to a state language policy change. Findings from our systematic and longitudinal analysis revealed the tensions that emerged as a result of a host of sociocultural influences, allowing us to problematize the complexities surrounding teacher agency.

Global Skills in Language Education from Policy Maker, Teacher, and Student Perspectives

John Rucynski Jr, Okayama University, Japan and Peter Neff, Doshisha University, Japan

A growing emphasis on globalizing higher education has forced teachers to rethink how foreign languages are taught. In this session, the presenters will demonstrate how to modify traditional language teaching tasks to give them a stronger cross-cultural component. Additionally, quantitative and qualitative student reactions to these activities will be shared.

Heritage Language Maintenance and Language Policies: Gujarati in Singapore, South Africa and the U.K.

Sheena Shah, University of Cape Town, South Africa

National policies towards heritage languages and levels of Gujarati proficiency differ significantly in Singapore, South Africa and the U.K. This paper presents outcomes of a comparative study and provides recommendations to parents, heritage language schools and policy makers on how to ensure high proficiency levels and support heritage language maintenance.

"To teach or not to teach": Language Education Planning in Defense of Shanghai Dialect

Qi Shen, Shanghai International Studies University, China

Drawing on interviews with stakeholders in language education planning for Shanghai dialect in kindergartens, the paper contends the importance of language planning for the regional dialect to sustain sociocultural bonds and regional identity. Fine tuning of language policies could be achieved through pilot teaching programs and corpus planning efforts.

Becoming and Remaining Multilingual in Modern Europe. New Immigrants from East and Mother Tongue Tuition in Denmark and Sweden

Maarja Siiner, University of Tartu, Estonia

Present paper explores the terms of becoming and remaining multilingual in modern Europe by looking at how the mother tongue tuition of Estonian is organized in Sweden and Denmark. Inspired by the Ethnolinguistic vitality theory, the paper analyses the sustainability of a language groups as its ability to organize itself.

Immigrant Children, "Steamer Classes," and the Official Discourse of Americanization, 1900-1925

Jeanne Sinclair, University of Toronto, Canada

This paper investigates the historical development of New York City's first ESL classes in the early twentieth century. I analyze the official discourse that rationalized English-only instruction as a tool to assimilate and discipline immigrant children. I compare it to the current debate in the U.S. about language education programming.

Language policy in Higher Education: Estonia and Sweden in Dialogue
Josep Soler-Carbonell, Beyza Björkman and Maria Kuteeva, Stockholm University, Sweden

As a result of increased internationalisation trends, universities throughout the world have recently had to adapt themselves at many different levels, particularly from the language policy viewpoint. The purpose of our paper is to analyse and contrast two different case studies in northern Europe, namely Estonia and Sweden.

Similarities and Differences in Policies and Practices for the Acquisition of English as a Second Language: A Comparative Study of Sweden and Vietnam
Thanh Vi Son, Lund University, Sweden

The paper highlights differences in approaches to teaching English as a second language for primary school children (grade 5) in Sweden and Vietnam. The paper will draw on data collected from classroom, teachers and curriculum on English teaching that reflect the policy of English teaching in the two countries,. Implications for national policies and classroom practices for teaching and learning of English as a second language are suggested.

Implementing EFL Policy at the Elementary Level in Taiwan: Teachers' Reflections
Ya-Chen Su, Southern Taiwan University of Science Technology, Taiwan

The purpose of this study was to investigate how Taiwan's elementary EFL teachers perceive the factors affecting students' EFL learning and how they respond to and implement the current English policy of English as a compulsory subject at the elementary level.

Ethnolinguistic Vitality, Language Maintenance and Family Language Policy in the Turkish Immigrant Community in Ireland
Ugur Tok, Trinity College Dublin, Ireland

This paper focuses on the presenting the findings of the question whether the Turkish community in Ireland can maintain their first language maintenance or not? Particularly looking at issues related to family language policies in mixed family context.

Globalizing Higher Education: Is There a Role for Language Acquisition Planning?
Nelleke Van Deusen-Scholl, Yale University
and Stephane Charitos, Columbia University, USA

Institutions of higher education are engaged in a process of globalization without systematically addressing the role of language education. I will outline the context that informs and constrains foreign language education in the U.S and ask whether there is a role for a more systematic approach to language acquisition planning.

On the Tight-rope between Uncritical Acceptance and Responsible, Efficient Functioning
Tobie Van Dyk, Centre for Academic and Professional Language Practice, South Africa

This paper reports on the first empirical steps taken to bridge the linguistic gap between patient and medical practitioner: identifying an appropriate theoretical framework, developing and conducting a needs analysis, and designing a syllabus and course materials (in the framework of the international project Communication for Professionals) which in turn have the power to inform policy issues about responsible and efficient functioning in a multilingual work environment where clear and transparent communication can be a matter of life or death.

Open Educational Resources for Less Used Languages Calling for Policy Collaboration
Sylvi Vigmo, Gard Titlestad, Linda Bradley, Monique Lamarque-Udnæs, and Øystein Johannessen, University of Gothenburg, Sweden

This study reports on investigations of open educational resources (OER) for less used languages. In an increasingly digital world linguistic diversity is part of today's society, leading to questions that concern policy issues. A policy brief developed and presented, will address key messages to be addressed for less used languages.

Bilingualism, Disablism, and Misrecognition: Discourses Among Bilingual Chinese/English-Speaking Parents of Children with Autism Spectrum Disorders on Heritage Language Transmission and Bilingual Learning
Betty Yu, San Francisco State University, USA

This study investigates the views on heritage language maintenance of 15 bilingual, Chinese/English-speaking parents of children with autism spectrum disorder. The findings suggest that social, ideological, and institutional barriers as well as deficit views of autism and bilingualism can significantly disrupt linguistic continuity in families living with communication disabilities.

Taking a Closer Look at the Trilingual Policy in the Seychelles National Curriculum Framework - Intentions and Practice
Justin Zelime, Umeå University, Sweden

This paper takes a closer look at the trilingual language policy in the Seychelles National Curriculum Framework and how it is implemented in the classroom at primary level. It also assesses the impact of policy decisions such as choice of MoI on teaching and learning in the Seychelles.