# Table of Contents

**Acknowledgements** ....................................................................................................................... iv

**Prologue** ....................................................................................................................................... v

**LCNAU Principles** ............................................................................................................................ vi

**Introduction** ...................................................................................................................................... 1

## Section 1: University language policy

- Less Commonly Taught Languages in Australian higher education in 2013: Plus ça change...
  - Kerry DUNNE and Marko PAVLYSHYN ............................................................................................. 9

- Languages, the Asian Century White Paper and three provocations for the committed from a pragmatic humanist:
  - three myths obstructing our success
  - Kent ANDERSON ............................................................................................................................ 19

- New Courses 2012: The impact on enrolments in Italian at the University of Western Australia
  - Joshua BROWN and Marinella CARUSO ........................................................................................ 39

- The character of language program evaluation in Australian university language departmental reviews
  - Lucia Alicia MARTINEZ MARCO ..................................................................................................... 55

- The Diploma of Languages meets AQF ‘compliance’
  - Kerry MULLAN and Meredith SEAMAN ......................................................................................... 71

## Section 2: Strategies and pathways in language education

- Why do we teach languages at universities? Re-conceptualization of foreign language education
  - Yuko KINOSHITA and Yanyin ZHANG .............................................................................................. 87

- Creating learning pathways through Japanese Communities of Practice
  - Chihiro Kinoshita THOMSON ........................................................................................................... 101

- Enhancing secondary to tertiary pathways: The ANU EngageAsia 2-Day immersion workshop model
  - Carol HAYES ......................................................................................................................................... 113

- Learning the Arabic language in Australia’s Arab communities: Perspectives of young Arabic-speaking Australians on informal and formal opportunities
  - Nina MAADAD and Judith THOMAS .................................................................................................. 129

- Slavic language-and-culture disciplines in Australia’s universities: Less and less commonly taught
  - Marko PAVLYSHYN and Kerry DUNNE.......................................................................................... 145
The road to Mandarin at ANU: Capitalising on what students bring with them on the journey
Mandy Scott and Lihong Rambeau ................................................................. 157

Motivations, learning activities and challenges: Learning Mandarin Chinese in Australia
Xiaoqing Gao ................................................................................................... 169

Potholes in the road to an initial teacher training degree for Australian revival languages
John Hobson ...................................................................................................... 193

I Quit! An exploratory study into language teacher attrition in Queensland schools
Shannon Mason .................................................................................................. 207

Why Aboriginal languages teaching sometimes works: a view from New South Wales
Susan Poetsch ..................................................................................................... 223

Section 3: Language-culture nexus
Sociopragmatic development and L2 identity during study abroad
Tim Hassall ....................................................................................................... 241
Using language class to prepare for study abroad: Confronting the challenge of ethno-culture
Julie Robert ....................................................................................................... 253

The pedagogy of humour: Inhabiting the Third Space in a tertiary French class
Ashok Collins and Bénédicte André ................................................................. 265

Making the invisible visible: Raising student awareness of literary translation
Karen Daly ........................................................................................................ 277
Teaching language as culture: using the Japanese writing system as a target of cultural research
Yasuhiro Watanabe ........................................................................................... 289

A bicycle made for two: ‘Tandem translation’ as a response to changing student cohorts in advanced Chinese classes.
Isabel Tasker .................................................................................................... 301

Section 4: Models of teaching and learning
Does practice make perfect? It all depends...
Louise Jansen .................................................................................................... 319

Non-award language courses: Designing a Confucius Institute program for Mandarin Chinese
Zongmin Chen and Paul Black .......................................................................... 337

Reflecting on your own language: A case study of an advanced Japanese course at the Australian National University
Yuki Itani-Adams ............................................................................................. 351

Incorporating technology into teaching L2 conversation through scenarios
Eleonora Quijada Cervoni and Mario Daniel Martín ......................................... 363

Improving pronunciation: Using guided reflective journals
Emmaline LEAR ............................................................................................... 377

Prosodic factors that affect the accentedness of L2 Japanese utterances. What matters most?
Chiharu Tsuratani and Shunichi Ishihara .......................................................... 395

Quantifying Australian L2 Spanish pronunciation
William Steed and Manuel Delicado Cantero ................................................... 411

What educators think and students want—‘virtually’ worlds apart? Web-based role-plays as a challenge to contemporary approaches to teaching
Alexandra Lu德wig and Iris Lu德wig-Rohwer .................................................. 427

Making films in French and Italian: A collaborative approach to language learning
Kerry Mullan and Matthew Absalom ............................................................... 441

“I love how the content stimulates and encourages me to want to continue to learn French” or
How teaching literary adaptations makes for better French students
John West-Sooby and Ben McCann .................................................................. 457

Section 5: Technology Enhanced Language Learning
Learner autonomy and blended learning in the language classroom
Mark Gibeau and Jun Imai ................................................................................ 471

Effective social learning pedagogy in Spanish language teaching: Integrating podcasting and blogging to teach current affairs
Maria Alba Barahona and Mario Daniel Martín ................................................ 485

Resource development and teacher training: a model of Interactive WhiteBoard (IWB) integration in language labs
Lidia Bilbatua and Laetitia Vedrenne ............................................................... 497

Innovative translation: Dubbing films in Italian with iMovie
Marinella Caruso and Joshua Brown ............................................................... 507

UniBRIDGE Indonesian: Quasi in-country experience through telecollaboration
Richard Curtis .................................................................................................. 519

Using television dramas to teach Japanese language and culture
Graham Squires ............................................................................................... 535