

**LPP**

**Conference**

**Multidisciplinary Approaches in Language Policy and Planning**

**FINAL PROGRAM 2022**



**McGill University,  
Department of Integrated Studies in Education  
3700 McTavish, Montréal H3A 1Y2  
Québec, Canada**

**August 25–27, 2022**

## Land Acknowledgment / Reconnaissance territoriale

McGill University is on unceded land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous peoples whose presence marks this territory on which peoples of the world now gather.

L'Université McGill est située sur des terres non cédées qui ont longtemps servi de lieu de rencontre et d'échange entre les peuples autochtones, notamment pour les nations Haudenosaunee et Anishinabeg. Nous saluons et remercions les divers peuples autochtones dont la présence enrichit ce territoire accueillant aujourd'hui des gens du monde entier.



*This map of Tiohtià:ke tsi ionhwéntsare was made by Karonhí:io Delaronde, a Kanien'kéha speaker from Kanièn:ke (Ganienkeh – <http://ganienkeh.net/>), and Jordan Engel, a map-maker from Ka'skonhtsherá:kon (Rochester).*

*For more information about these toponyms and their meanings, consult The Decolonial Atlas: <https://decolonialatlas.wordpress.com/2015/02/04/montreal-in-mohawk/>*

## ***Welcome message***

On behalf of the program committee, we would like to welcome you to the 2022 Multidisciplinary Approaches in Language Policy and Planning conference (LPP2022) at McGill University. This year at the conference we focus on the theme of *Language Policy, Linguistic Human Rights, and Cultural Genocide*. We are delighted to see that the conference has brought together researchers interested in the role of language policy in the minoritization of language speakers and the oppression of linguistic human rights.

After being hosted in Toronto for three years, this conference moved to Montreal in 2021. This year it is our pleasure to host the conference at McGill for the second time. Our three-day conference covers a range of disciplinary approaches to questions about language policy in different international contexts. In total, there are over 100 paper presentations and several stand-alone events for you to enjoy and interact with. These sessions include a public round table on Quebec language policy with a focus on Bill 96, an Indigenous language revitalization workshop, and a “Meet the Editors” brown bag lunch session. Our in-person participants will be able to enjoy an Alternative Walking Tour of the McGill campus and environs. McGill University celebrated its bicentennial anniversary last year. During this walking tour of the campus, we will explore McGill’s past and present through a critical lens, highlighting the ways different communities and events have shaped the institution.

We are also excited about our three plenary speakers who will highlight the struggles, challenges, and successes of minoritized learners and teachers of minority languages. Abduweli Ayup, a proponent of linguistic rights and an active promoter of Uyghur language education in China, will open the conference. On the second day, Owennatekha (Brian Maracle) will share his experiences with preserving Onkwehonwe languages. The conference will end with Jaffer Sheyholislami’s presentation, which will inform us about how the Kurds have tried to protect their languages in five different nation-states.

We would like to express our gratitude to all the presenters, round table and workshop participants, and plenary speakers for their significant contributions to the conference. This year’s conference is a hybrid conference with in-person and virtual components. We would not have been able to host a hybrid conference without the generous contributions and hard work of our amazing volunteers. We are thankful to the conference volunteers, abstract reviewers, and session chairs. In addition, we have depended a great deal on the services of the following McGill personnel as we negotiated the logistics of putting on a hybrid conference: Sharlene Baksh, Vanessa Bridgman, Lara El-Challah, Daniela Frischer, Jim Harris, David Maris, Degane Sougal, Andee Shuster, Gerry Spataro and his IT team, and Jennifer Wallace.

This conference was supported throughout by McGill University’s Department of Integrated Studies, chaired by Lisa Starr. We also received much-appreciated financial assistance through Connections Grant 611-2021-0238 awarded to Amir Kalan by the Social Sciences and Humanities Research Council of Canada.

More information is forthcoming to registered participants with details about navigating the conference rooms (both physical and online through Zoom). Click [here](#) for additional information on how in-person participants can make the most of their stay in Montreal with tips about what you can do off-campus.

We welcome you all to the conference and look forward to meeting you on Zoom and in McGill University’s Education Building.

*Amir Kalan & Mela Sarkar*

*Conference co-chairs*

# Message d'accueil

Au nom du comité de programmation, nous vous souhaitons la bienvenue au Colloque 2022 sur les approches multidisciplinaires de la planification et des politiques linguistiques (PPL2022) organisé par l'Université McGill. Cette année, la conférence se portera sur les thèmes des politiques linguistiques, des droits linguistiques et du génocide culturel. Nous sommes ravis de constater que la conférence a rassemblé des chercheurs.euses intéressés.ées par le rôle que jouent les politiques linguistiques dans la minorisation des langues et l'oppression des droits humains linguistiques.

Cette conférence, qui s'est déroulée à Toronto pendant trois ans, est maintenant organisée et reçue à Montréal depuis 2021. Cette année, nous avons le plaisir d'accueillir la conférence à l'Université McGill pour la deuxième fois. Notre colloque de trois jours couvre une multitude d'approches disciplinaires comprenant des questions relatives aux politiques linguistiques dans différents contextes internationaux. Vous pourrez apprécier et interagir avec plus de 100 présentations et plusieurs événements indépendants. Ces sessions comprennent une table ronde publique sur la politique linguistique du Québec et la Loi 96, un atelier sur la revitalisation des langues autochtones et « *une rencontre avec les éditeurs.trices* » des revues scientifiques. Nos participants en personne pourront profiter d'une visite à pied du campus de McGill et de ses environs. L'Université McGill a célébré son bicentenaire l'année dernière. Au cours de cette visite à pied du campus, nous explorerons le passé et le présent de McGill à travers une perspective critique, en soulignant la façon dont différentes communautés et événements ont façonné l'institution.

Nous nous réjouissons également de nos trois conférenciers pléniers qui mettront en lumière les luttes, les défis et les succès des apprenants et des enseignants de langues minoritaires. Abduweli Ayup, défenseur des droits linguistiques et militant de l'enseignement de la langue ouïghoure en Chine, ouvrira la conférence. Le deuxième jour, Owennatekha (Brian Maracle) partagera son expérience de la préservation des langues onkwehonwe. À la dernière journée, la conférence se terminera par la présentation de Jaffer Sheyholislami qui nous informera sur la façon dont les Kurdes ont essayé de protéger leurs langues dans cinq États-nations différents.

Nous tenons à exprimer notre gratitude à tous les présentateurs, aux participants des tables rondes et des ateliers, ainsi qu'aux conférenciers pléniers pour leurs contributions significatives au colloque. La conférence de cette année adopte une approche hybride avec des options de présentation en présentiel et en ligne. Nous n'aurions pas été en mesure d'organiser une conférence hybride sans les généreuses contributions et le travail acharné de nos formidables bénévoles. Nous sommes reconnaissants envers les bénévoles de la conférence, les réviseurs de résumés et les présidents de séance. En outre, nous avons beaucoup compté sur les services du personnel suivant de McGill pour négocier la logistique de l'organisation d'une conférence virtuelle : Sharlene Baksh, Vanessa Bridgman, Lara El-Challah, Daniela Frischer, Jim Harris, David Maris, Degane Sougal, Andee Shuster, Gerry Spataro et son équipe informatique, et Jennifer Wallace.

Cette conférence a bénéficié du soutien du Département d'études intégrées (DISE) de l'Université McGill, dirigé par Lisa Starr. Nous avons également bénéficié d'une aide financière très appréciée grâce à la subvention Connexion accordée à Amir Kalan par le Conseil de recherches en sciences humaines du Canada.

Les participants inscrits recevront bientôt plus d'informations sur les lieux, que ce soit en présentiel ou en ligne via Zoom. Cliquez [ici](#) pour des informations supplémentaires sur des façons dont les participants en personne peuvent profiter le plus possible de leur séjour à Montréal.

Nous vous souhaitons à tous la bienvenue au colloque et nous nous réjouissons de vous rencontrer sur Zoom ainsi qu'en personne à la Faculté des sciences de l'éducation de l'Université McGill.

*Amir Kalan et Mela Sarkar, Coprésidents*

# ***LPP 2022 program committee***

## ***Volunteer team***

Karen Andrews	Reza Jafary	April Passi
Beatrice Cale	Rubina Khanam	Hannah Southwood
Ben Calman	Andréanne Langevin	Jeannet Stephen
Yan Altan Cheuk	Édouard Laniel-Tremblay	Sitong Wang
Rhonda Chung	Mingyi Li	Xirui Wang
John Wayne dela Cruz	Elizabeth MacDougall	Yunjia Xie
Meilan Piao Ehlert	Paul Meighan-Chiblow	Shuya Zhao
Bianca Gonzalez	Anna Metreveli	
Kate Hardin	Shiin Moon	

## ***Abstract reviewers***

Jennifer Burton, University of Toronto	Reza Jafary, McGill University
Beatrice Cale, McGill University	Amir Kalan, McGill University
Ben Calman, McGill University	Andrea MacLeod, University of Alberta
Rhonda Chung, Concordia University	Paul Meighan-Chiblow, McGill University
Caroline Dault, Université de Sherbrooke	April Passi, McGill University
John Wayne dela Cruz, McGill University	Mela Sarkar, McGill University
Colette Despagne, Benemérita Universidad Autónoma de Puebla	Jeannet Stephen, Universiti Malaysia Sabah
Meilan Piao Ehlert, University of British Columbia	Ivy King Yan Sun, McGill University
Xinyan Fang, McGill University	Emmanouela Tisizi, McGill University
Sumanthra Govender, McGill University	Xirui Wang, McGill University
Simone Hengen, University of Regina	Yiwei Zhou, McGill University

## ***Additional session chairs***

Albert Maganaka	Jinyi Liu	Tatiana Becerra
Almaz Wasse	Lauren Schellenberg	Teresa Plumb
Anis Sundusiyah	Otilia Sousa	Vahid Rashidi
Basanta Kandel	Renee Davy	Virak Chan
Bengt-Arne Wickström	Robyn Penney	Yao Xu
Catrine Demers	Sofia Nemouchi	Yiwei Zhou
Colette Despagne	Stephen Bahry	
Grace Labreche	Stephen Davis	

## *Plenary Speakers*

# Abduweli Ayup



Writer and linguist specializing in Uyghur language education, **Abduweli Ayup** was born in 1973 near Kashgar in the Xinjiang region of China. Upon graduation from Minzu University where he completed his bachelor studies in Turkic literature in 1997, he obtained his master's degree at Xinjiang University in 2001. He was a professor at Northwest Minzu University and Xinjiang Financial and Economic University for 9 years. He then went to study at the University of Kansas at Lawrence, where he obtained his master's degree in linguistics in 2011.

Abduweli Ayup has long been a proponent of linguistic rights and an active promoter of Uyghur language education. Returning to Xinjiang in 2011 after graduating from the the University of Kansas, Abduweli opened language schools and kindergartens in the cities of Ürumchi and Kashgar. During that period of time he was subjected to repeated interrogations and harassment on the part of Chinese authorities. Abduweli was arrested in August 2013 and accused of promoting separatist activity. After 15 months in detention, he fled to Turkey from China with his family in August 2015. Since 2019, Abduweli has lived in Bergen, Norway, as a writer-in-residence through the ICORN (International Cities of Refuge Network) program. In September 2016 Abduweli founded Uyghur Hjelp, with his team advocating and documenting the Uyghur plight.

From January 2017, Abduweli has organized a mother language campaign among members of the Uyghur diaspora. Since then, more than 70 Uyghur mother language classes have started to teach Uyghur around the world. Abduweli has published Uyghur mother language textbooks; he has now already published three books for children. He has published five books, included a volume of essays and his prison memoir, in Turkish and Uyghur. The English version will appear soon.

The title and abstract of Abduweli Ayup's talk are as follows:

### ***When a language stands up against genocide***

In this presentation, Abduweli Ayup focuses on the Uyghur mother language movement, which started in 2011 in the northwest part of China. The activists and educators involved in the movement aimed to protect the minoritized language of the Uyghurs. Ayup will illustrate examples of the movement's activities, including writing textbooks, instructing in the mother language at kindergarten level, holding academic conferences in the Uyghur, and expanding the use of the language in general.

# Owennatekha Brian Maracle



Owennatekha (Brian Maracle) is the co-founder of Onkwawenna Kentyohkwa, a Mohawk immersion program on the Six Nations Grand River Territory in southern Ontario where he has been the director and lead instructor since the program's founding in 1999. Onkwawenna Kentyohkwa (Our Language Society) enables adults to become Advanced-Level speakers after two years. The program's root-word curriculum and teaching method has spawned similar programs in other communities and in other languages.

Onkwawenna Kentyohkwa has also conducted an online program based on the root-word method since 2013. In partnership with the National Research Council, Onkwawenna Kentyohkwa has developed Kawennonnis, a digital verb generator.

Before returning to live at Six Nations in the early 1990s, Owennatekha was the host of the CBC radio program *Our Native Land*, and a reporter for *The Globe and Mail*. He is the author of two books on Native issues, *Crazywater: Native Voices on Addiction and Recovery* (1993), and *Back on the Rez* (1996). Owennatekha is one of the Turtle Clan speakers at the Grand River Mohawk Longhouse.

The title and abstract of Owennatekha's talk are as follows:

## ***"If You Really Care about Onkwehonwe Languages ..."***

The United Nations has declared the ten-year period of 2022-2032 as the International Decade of Indigenous Languages. As a speaker of one of those languages, Owennatekha will answer two questions: "Why should anyone care about onkwehonwe languages?" And "if someone really does care, what can they do?"

# Jaffer Sheyholislami



Dr. Jaffer Sheyholislami is professor of applied linguistics and discourse studies in the School of Linguistics and Language Studies at Carleton University. He has published extensively in the areas of critical discourse studies, language policy and planning, Kurdish linguistics, language ideologies, and sociolinguistics in general. He is the author of *Kurdish Identity, Discourse and New Media*, Palgrave MacMillan (2011), and co-editor of the special issue of the *International Journal of the Sociology of Language* (2012). In addition to numerous publications in Kurdish, he has contributed to over twenty English edited volumes, handbooks, encyclopedias, and peer-reviewed journals, among them *Language Policy*, *Language and Politics*, *Discourse & Society*, and *International Journal of the Sociology of Language*. He has given over 50 interviews to a variety of media outlets in English, Kurdish and Persian regarding linguistic human rights, mother-tongue education, language policy, and language standardization and variation. On the same topics, he has delivered over twenty keynote and plenary talks. His upcoming contributions to this line of research will appear in Wiley-Blackwell's *Handbook of Linguistic Human Rights* (edited by T. Skutnabb-Kangas & R. Phillipson), and *The Routledge Handbook of Language Policy and Planning* (edited by M. Gazzola, F. Grin, L. Cardinal & K. Heugh), among others. Sheyholislami is currently leading an editorial team in the preparation of *The Oxford Handbook of Kurdish Linguistics*.

The title and abstract of Jaffer Sheyholislami's talk are as follows:

## ***Language Policy and Linguistic Human Rights in Kurdistan***

Drawing on critical language policy and approaches to linguistic human rights and orientations to linguistic diversity, this paper focuses on the Kurdish language in Kurdistan, the homeland of the Kurds, which straddles five nation-states: Armenia, Iran, Iraq, Turkey, and Syria. The aim of the paper is to illustrate how covert or overt, top-down or bottom-up, and *de jure* or *de facto* language policies have been in a dialectical relationship with language practices and ideologies. The talk will try to show the ways in which this complex relationship has impacted not only status, corpus, and acquisition planning, but also aspects of nation building, identity, ethnicity, oppression, and resistance.



# Conference Schedule

*(for details of stand-alone events and individual papers, see below)*

NOTE: “Online presentation” means the presenter(s) will be attending through Zoom.

“In person presentation” means the presenter(s) will be physically present in a room at McGill.

“In person and online presentation” means, in the case of a co-authored paper, that at least one presenter(s) will be attending through Zoom and at least one presenter will be physically present.

*IN ALL CASES, it will be possible for members of the audience to attend either through Zoom or in person at McGill.*

*We look forward to welcoming you to this HYBRID conference.*

The conference location is the Faculty of Education, McGill University, 3700 McTavish, Montreal H3A 1Y2. Please note that all times are EDT, Eastern Daylight Time, i.e., Montreal time: GMT – 4.

Thursday, August 25					
8:45– 9:00	<p>Opening remarks</p> <p>Amir Kalan &amp; Mela Sarkar (Conference co-chairs)</p>				
Thursday Plenary 9:05– 10:05	<p>Plenary Session: Abduweli Ayup</p> <p>Uyghur language activist and founder of Uyghur Hjelp (ICORN, Bergen, Norway)</p> <p><i>“When a language stands up against genocide”</i></p> <p><i>Introduced by Mela Sarkar</i></p>				
10:05– 10:35	Break				
Thursday Session A 10:35– 12:00	<p>A1 <i>Room 358</i> <i>Chairs: Catrine Demers, Stephen Davis</i></p>	<p>A2 <i>Room 360</i> <i>Chairs: Virak Chan, Yan Altan Cheuk</i></p>	<p>A3 <i>Room 113</i> <i>Chairs: Albert Maganaka, Tatiana Becerra</i></p>	<p>A4 <i>Room 627</i> <i>Chairs: Teresa Plumb, Basanta Kandel</i></p>	<p>A5 <i>Room 129</i> <i>Chairs: John Wayne dela Cruz, Hana El-Shazli</i></p>
10:35– 11:00	Braiding Indian Education for All, Indigenous Language Preservation Efforts, and Academic Literacy Skills in English to Prepare Regular	Official recognition of minority languages and linguistic justice: An indicator based on welfare economics	Radical multilingual spaces of hope for refugee-background students in Poland: Transformative language policies and practices	The impact of the Moroccan language policy on the minoritization of the Amazigh language speakers  <i>Online presentation</i>	Kurdish language planning policy: Linguistics or politics?  <i>Online presentation</i>

	<p>Classroom Teachers to Meet the Needs of American Indian English Language Learners</p> <p><i>In person presentation</i></p> <p>Jioanna Carjuzaa</p>	<p><i>In person and online presentation</i></p> <p>Bengt-Arne Wickström, Michele Gazzola</p>	<p><i>Online presentation</i></p> <p>Aleksandra Ita Olszewska, Maria Coady</p>	<p>Souhaila Khamlichi</p>	<p>Muhamad Tawfiq Ali</p>
11:05–11:30	<p>The influence of (post-) colonial language policies on Indigenous languages in Cameroon: An acquisition planning perspective</p> <p><i>In person presentation</i></p> <p>Alain Flaubert Takam</p>	<p>Language choice and educational equity: A case study of a Cambodian higher education</p> <p><i>In person presentation</i></p> <p>Virak Chan</p>	<p>Integration in Portuguese schools: Voices of immigrant children</p> <p><i>Online presentation</i></p> <p>Otilia Costa Sousa, Ana Sofia Pinho, Maria João, Maria Joao Mogarro, Daniela Semião, Teresa Costa Pereira, and Renata Oliveira</p>	<p>English as a medium of instruction in Moroccan Universities: Implications for multilingualism and linguistic dependency</p> <p><i>Online presentation</i></p> <p>Hamza R’boul</p>	<p>The Kurdish speaker’s attitude in the capital city of KRG on their language in the context of language policy</p> <p><i>Online presentation</i></p> <p>Shallaw Salih, Mzgin Abdulrahman</p>
11:35–12:00	<p>Idéologie monolingue et héritage colonial dans l’éducation en/des langues et des pratiques de littératie : penser avec les perspectives autochtones pour s’en détacher</p> <p><i>Online presentation</i></p> <p><i>Language of presentation: French</i></p> <p>Magali Forte</p>	<p>Limits on the European charter for minority or regional languages’ economic benefits</p> <p><i>Online presentation</i></p> <p>Walther Alexander Glodstaf</p>	<p>The PluriDigit project : Rejecting normative monolingual policies in language programs through a decolonial plurilingual lens</p> <p><i>In person presentation</i></p> <p>Angelica Galante</p>	<p>Identity and language conflict in Morocco</p> <p><i>Online presentation</i></p> <p>Abderrahman Zouhir</p>	<p>Language policy in Turkey: The Kurdish case</p> <p><i>Online presentation</i></p> <p>Guler Aslihan</p>

12:00– 13:15	<p>Lunch break</p> <p>“Meet the editors” brown bag session with journal editors over lunch  <i>Language Policy; Current Issues in Language Planning;  J-BILD (Journal of Belonging, Identity, Language and Diversity)</i></p> <p><i>Organized and chaired by Jeannet Stephen</i></p>
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Thursday Workshop 13:15–14:45	<p>Language policy, activism &amp; strategic planning:  over fifty years of Indigenous language reclamation efforts in Kahnawà:ke</p> <p>Indigenous language revitalization workshop</p> <p>Kahtehrón:ni Iris Stacey &amp; Wahéhshon Shiann Whitebean</p> <p><i>Chair: Paul Meighan-Chiblow</i></p>
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14:45– 15:15	Break
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Thursday Session B 15:15–17:10	B1 <i>Room 358</i> <i>Chair: Bengt-Arne Wickström</i>	B2 <i>Room 360</i> <i>Chairs: Renee Davy, Amir Kalan</i>	B3 <i>Room 113</i> <i>Chairs: Albert Maganaka, Yiwei Zhou</i>	B4 <i>Room 627</i> <i>Chairs: Virak Chan, Hana El-Shazli</i>	B5 <i>Room 129</i> <i>Chairs: John Wayne dela Cruz, Stephen Davis</i>
15:15– 15:40	<p>Central Nahuatl language reclamation in Puebla, Mexico: a bottom-up language policy</p> <p><i>In person presentation</i></p> <p><i>Language of presentation: Spanish</i></p> <p>Xóchitl Cuauhtémoc</p>	<p>French Immersion: How Existing Language Policies Address the Nexus of Accent, Identity, and Community Belonging</p> <p><i>Online presentation</i></p> <p>Livia Poljak</p>	<p>Monolingual ideologies in U.S. college remediation reform policy discourse</p> <p><i>In person presentation</i></p> <p>Linda Harklau, Kate Batson</p>	<p>Beyond textuality in language policy: Entextualization and fragmentation</p> <p><i>Online presentation</i></p> <p>Kristof Savski</p>	<p>Community empowerment or commercial enterprise: three corporate approaches to digital linguistic inclusivity in Automatic Speech Recognition</p> <p><i>Online presentation</i></p> <p>Nina Markl, Stephen Joseph McNulty</p>
15:45– 16:10	<p>Indigenous language study as teacher education:</p>	<p>School Policies Towards Multilingualism:</p>	<p>The Future of English in Post-Brexit Europe: A</p>	<p>Illinois ESSA Accountability and Assessment</p>	<p>‘Separate but equal’: Power-sharing viewed</p>

	<p>A Collective Autoethnography from three different perspectives</p> <p><b>In person presentation</b></p> <p>Theresa Catalano, Dan Moran, Hector Palala</p>	<p>Differences Between Majority and Minority Linguistic Contexts</p> <p><b>In person and online presentation</b></p> <p>Catrine Demers, Andrea A.N. MacLeod</p>	<p>Critical Discourse Analysis of the EU Language Policies and Brexit Media Coverage</p> <p><b>Online presentation</b></p> <p>Vannessa Quintana Sarria, Nasiba Norova, Iuliia Fakhrutdinova</p>	<p>Policies and Practices for English Language Learners</p> <p><b>In person and online presentation</b></p> <p>Chen Li, Wayne Wright</p>	<p>through language in education policy in South Tyrol</p> <p><b>In person presentation</b></p> <p>Vincenzo Della Sala, Lynn Mastellotto</p>
16:15-16:40	<p>The TEK-nology (Traditional Ecological Knowledge and Technology) project, Community-based language planning for Anishinaabemowin language reclamation</p> <p><b>Online presentation</b></p> <p>Paul Meighan-Chiblow</p>	<p>Iranian adult learner's perception of their French courses, their social investment and linguistic integration in Montreal</p> <p><b>Online presentation</b></p> <p>Niloufar Ataeeepour</p>	<p>Chère loi 101, c'est à ton tour, de nous laisser parler d'avenir</p> <p><b>In person presentation</b></p> <p><b>Language of presentation: English</b></p> <p>Andréanne Langevin</p>	<p>Fading voices: How language endangerment and biodiversity loss are interconnected</p> <p><b>Online presentation</b></p> <p>Hadas Marcus</p>	<p>New technologies, old ideologies: Language representation in BBC Learning English</p> <p><b>Online presentation</b></p> <p>Anđel Starčević</p>
16:45-17:10	<p>Research on Indigenous language vitality and epistemological linguistic justice: From "suicidal" to dormant family language policies</p> <p><b>Online presentation</b></p> <p>Aisha Barise</p>	<p>Teachers' perceptions and strategies of plurilingual implementation and challenges of language policy</p> <p><b>Online presentation</b></p> <p>Li Peng</p>	<p>Role of L1 in ESL/ELD Policy Documents in Ontario – An Analysis</p> <p><b>Online presentation</b></p> <p>Nidhi Sachdeva</p>	<p>Corpus Linguistics Analysis of Educational Language Policies and Outcomes for Multilingual Communities</p> <p><b>Online presentation</b></p> <p>Pagán Rivera, Enid Xiomara</p>	<p>L'assertivité linguistique : défiant les idéologies de politesse dans de contextes minorisés</p> <p><b>Online presentation</b></p> <p><b>Language of presentation: French</b></p> <p>Guillem Belmar</p>

17:15– 18:15	<p>THURSDAY AFTERNOON AFTER SESSIONS:</p> <p>ALTERNATIVE CAMPUS TOUR 17:15-18:15</p> <p>Sign-up not required. Please come to the Education lobby at 17:15 sharp. Bring comfortable footwear.</p> <p><i>Organized and led by Édouard Laniel-Tremblay</i></p>
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Friday, August 26					
Friday Session C 9:15– 10:40	C1 <i>Room 358</i> <i>Chairs: Mela Sarkar, Yiwei Zhou</i>	C2 <i>Room 360</i> <i>Chairs: Sitong Wang, Jeannet Stephen</i>	C3 <i>Room 113</i> <i>Chairs: Grace Labreche, Xirui Wang</i>	C4 <i>Room 627</i> <i>Chairs: Tatiana Becerra, Hana El- Shazli</i>	C5 <i>Room 129</i> <i>Chair: Mingyi Li</i>
9:15– 9:40	Teacher attitudes towards trans- linguaging ideologies and language policies  <i>Online presentation</i>  Mili Saha	<i>free slot</i>	Linguistic functions of emoji in Mongolian computer-mediated discourse  <i>Online presentation</i>  Narmandakh Khaltar, Shirnen Tsolmon	The policy of standardization, emerging contact languages, and identities in the Hindi Belt  <i>Online presentation</i>  Sabiha Hashami	Minority language revitalization and social media through the lens of Covid-19 in Yunnan and Gansu, western China  <i>In person and online presentation</i>  Ge Wang, Stephen Bahry
9:45– 10:10	The Postcolonial performa-tivity of teaching of English in higher education in Philippines  <i>Online presentation</i>  Carlo Gallego Soberano	Attitudes of Chinese public university administrators towards Standard English  <i>Online presentation</i>  Ning Xu, Jeannet Stephen	“We’re revolutionaries”: Collective language self-management as an agentive response to minoritisation of Catalan on Facebook  <i>Online presentation</i>  Stephen Joseph McNulty	India’s language policy for people with hearing and speech impairment  <i>Online presentation</i>  Abhimanyu Sharma	Language as problem, right, and resources: Language planning and policy in the Philippines during the pandemic  <i>Online presentation</i>  Jayson Petras
10:15– 10:40	An ontological under-standing of	Party-centric national interest	“#AnadiliniSec”(#Ch ooseYourMotherTo	Economically deprived masses	Moroccan Teacher Perspectives on

	English in Hong Kong's language education and language policy: A discussion from the perspective of trans-linguaging  <i>Online presentation</i>  Thomas Siu Ho Yau, Derik Wai Sun Chun	and the re-politicization of English language education policies in China  <i>Online presentation</i>  Chung Kwok	ngue): Social media discourses of language advocacy on minoritized language education in Turkey  <i>Online presentation</i>  Betül Seda Battilani  <i>Cancelled</i>	and English language in India  <i>Online presentation</i>  Ali M. Sabur, Shhiva Rajendran	Potential Outcomes for Tamazight Language in Education in Response to Framework Law 51.17  <i>In person presentation</i>  Obi Eneh
10:45–11:15	Break				
Friday Plenary 11:15–12:15	<p>Plenary Session: Owennatekha (Brian Maracle)</p> <p>Onkwawenna Kentyohkwa Immersion Program, Six Nations Grand River Territory</p> <p><i>“If You Really Care about Onkwehonwe Languages ...”</i></p> <p><i>Introduced by Paul Meighan-Chiblow</i></p>				
12:15–13:55	Lunch break				
Friday Session D 13:55–14:20	<b>D1</b> <b>Room 358</b> <i>Chair: Bengt-Arne Wickström</i>	<b>D2</b> <b>Room 360</b> <i>Chair: Robyn Penney</i>	<b>D3</b> <b>Room 113</b> <i>Chairs: Lauren Schellenberg, Jeannet Stephen</i>	<b>D4</b> <b>Room 627</b> <i>Chairs: Renee Davy, Otilia Sousa</i>	<b>D5</b> <b>Room 129</b> <i>Chairs: Mela Sarkar, Yao Xu</i>
13:55–14:20	Language rights and the law in education for immigrants in Denmark  <i>Online presentation</i>  Eduardo Faingold	Job satisfaction and use of official languages in the workplace: evidence from the federal civil service of Canada  <i>In person and online presentation</i>  Michele Gazzola, René Houle, François Vaillancourt	Promoting state language, preserving Indigenous languages? The effect of the federal language policies on the Circassian language in Russia  <i>In person presentation</i>  Valeriya Minakova	“Am I learning a language or adopting an ideology?”  <i>Online presentation</i>  Vikrant Chap	Normalizing Tamazight Language in Algeria: a documentary analysis  <i>Online presentation</i>  Sofia Nemouchi

<p>Friday</p> <p>Invited colloquium</p> <p>14:25–17:00</p>	<p><i>Round table on Quebec language policy: At the dawn of Bill 96</i></p> <p><b>Table ronde sur la politique linguistique québécoise: À l'aube de la Loi 96</b></p> <p><b>Conférenciers invités / Invited speakers</b></p> <p>Chef John Martin de Gesgapegiag et Mme Sarah Cleary</p> <p>Professeur Émérite Daniel Turp, Université de Montréal</p> <p>Professeur Émérite Richard Y. Bourhis, Université du Québec à Montréal</p> <p>Professeure Garine Papazian-Zohrabian, Université de Montréal</p> <p><i>This free event is open to the public and is in French. Pre-registration is required; click <a href="#">here</a> to register. Simultaneous interpretation will be offered into English, ASL and LSQ.</i></p> <p><i>Organized and moderated by Andréanne Langevin; online chairing by Kate Hardin</i></p> <p>14:30–17:00</p>
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Saturday, August 27					
Saturday Session E 9:15–10:40	E1 <i>Room 358</i> <i>Chairs: Karen Andrews, Xirui Wang</i>	E2 <i>Room 360</i> <i>Chairs: Renee Davy, Hannah Southwood</i>	E3 <i>Room 113</i> <i>Chairs: Albert Maganaka, Mingyi Li</i>	E4 <i>Room 627</i> <i>Chairs: Sitong Wang, Sofia Nemouchi</i>	E5 <i>Room 129</i> <i>Chairs: Jinyi Liu, Almaz Wasse</i>
9:15–9:40	<p>Family language policies for educating multilingual children in international families in Japan: Resources and strategies</p> <p><b>Online presentation</b></p> <p>Kyoko Motobayashi, Kanako Ideda, Maiko Okunishi</p>	<p>Learning as a continuing reconstruction of experience: The plurilingual learners from Chinese/English as foreign language classes in higher education- Canada and China</p> <p><b>Online presentation</b></p> <p>Meilan Piao Ehlert, Cheng-Yu Nan</p>	<p>Political Buddhism, ethnocentrism and the ESL textbook prescribed for monastic education in Sri Lanka</p> <p><b>Online presentation</b></p> <p>Sachin Anushka Wanniarachchi, Sahana Anushka Wanniarachchi</p>	<p>Linguistic diversity in Australian higher education: Policy, practice, and epistemic justice</p> <p><b>Online presentation</b></p> <p>Michelle Ocriciano, Rachel Burke, Thi Phuong Lan Nguyen</p>	<p>Institutional language policies pertaining to the provision of mental health services to Inuit in Nunavut</p> <p><b>In person presentation</b></p> <p>Alana Duncan</p>

9:45– 10:10	Family language policies, emotions and language management strategies  <i>Online presentation</i>  Sviatlana Karpava	Humor as a language oppression form against ethnic Chinese in Indonesia: A critical discourse analysis  <i>Online presentation</i>  Surahmat Surahmat	Heritage language socialisation and religious socialisation among Vietnamese Catholics in the United Kingdom  <i>Online presentation</i>  Anh Khoi Nguyen	Resisting language alternation in international communication: A case of a press conference  <i>Online presentation</i>  Benio Suzuki	Official language policy in local governments in Nepal  <i>Online presentation</i>  Basanta Kandel
10:15– 10:40	Weaving a Collaborative Safety Net for Equitable Inclusion: Entwined Stories from a Multilingual, Multicultural International School  <i>Online presentation</i>  Anis Sundusiyah, Loretta Fernandez	Towards epistemic justice: Transforming relations of knowing in multilingual classrooms  <i>Online presentation</i>  Caroline Kerfoot, Basirat Bello-Nonjengele	Personal challenges and resources manifesting early career non-tenured English teacher’s resilience  <i>Online presentation</i>  Imamatul Khair, Bektı Febriarti	Monolingual, multilingual or plurilingual language in education policy, practice and research in contemporary central Asia: Tajikistan and Kazakhstan  <i>In person and online presentation</i>  Tojiniso Olimnazarova, Raushan Ayekenova, Stephen Bahry	Multilingual ideologies in Nepal’s English textbooks: A critical discourse analysis  <i>Online presentation</i>  D. Philip Montgomery, Vashti Lee
10:45– 11:15	<b>Break</b>				
<b>Saturday Session F</b> 11:15– 12:10	<b>F1</b> <i>Room 358</i> <i>Chairs: Lauren Schellenberg, Anis Sundusiyah</i>	<b>F2</b> <i>Room 360</i> <i>Chairs: Jinyi Liu, Amir Kalan</i>	<b>F3</b> <i>Room 113</i> <i>Chairs: Elizabeth MacDougall, Mingyi Li</i>	<b>F4</b> <i>Room 627</i> <i>Chairs: Yao Xu, Xirui Wang</i>	<b>F5</b> <i>Room 129</i> <i>Chair: Andréanne Langevin</i>
11:15– 11:40	Interpreting Curriculum: An action-research study on teaching ESL through creative writing  <i>In person presentation</i>	Is there room for the languages of minorities and for dialects in China yet? On the opposite tendencies in PRC’s language policies?	Social perceptions of linguistic diversity in Ethiopia: The case of the Gamo language  <i>Online presentation</i>	Exploring language teacher identity through illuminating discourses surrounding “non-native” English speaking teachers in English	English as a Lingua Franca: Reverting the school system back to a monolingual ideology—why it’s dangerous and how to move toward a



	April Leigh Passi	<i>Online presentation</i> Tommaso Pellin	Almaz Wasse Gelagay	education policy in Japan  <i>Online presentation</i> Ryosuke Aoyama	Plurilingual ideology  <i>In person presentation</i>  Ivana Stanisavljevic
11:45– 12:10	Family language policy via grassroots social media: A double- bind for ‘good’ Latino parents?  <i>Online presentation</i>  Sabrina Fluegel, Kendall King	Language Policy and Cultural Adaptation of Foreign Students in Vienna  <i>Online presentation</i>  Roshanak Nouralian	Postmodernism and Language Policy  <i>Online presentation</i>  Aicha Rahal	Conceptualizing and understanding assistant language teachers (ALT) in Japan: Government policy vs. realities in the classroom  <i>In person presentation</i>  Ayako Hiasa, Mitsuyo Sakamoto	From Target Languages to Multilingual Learners: a Translanguaging Approach for Minority Languages Education  <i>Online presentation</i>  Francesca D'Angelo
12:10– 13:50	<b>Lunch break</b>				
<b>Saturday Session G 13:50– 14:45</b>	<b>G1 Room 358 Chairs: Elizabeth MacDougall, Tommaso Pellin</b>	<b>G2 Room 360 Chairs: April Passi, Hana El-Shazli</b>	<b>G3 Room 113 Chairs: Albert Maganaka, Rubina Khanam</b>	<b>G4 Room 627 Chairs: Lauren Schellenberg, Sofia Nemouchi</b>	<b>G5 Room 129 Chair: Lauren Schellenberg</b>
13:50– 14:15	Families with emergent bilinguals of English and Chinese: A case study of family language policy in China  <i>Online presentation</i>  Yue Ma	The Effect of Monolingual Discourses on Language, Writing, and Assessment for Multilingual Students: Exploring Multilingual Pedagogical Perspectives  <i>Online presentation</i>  Maria Chiras	Chinese-foreign Cooperative Education under the Vision of Fusion of Horizons  <i>In person presentation</i>  Sitong Wang	Canada’s proposed approach to addressing harmful content online: Implications of commercial content moderation for language policy and practice  <i>Online presentation</i>  Mandy Lau	Silence as political speech: adult immigrant students’ strategic use of silence in educational research and practice  <i>Online presentation</i>  Katherine Entigar
14:20– 14:45	Linguistic identity construction and family language practice among second generation	Redistributing Expertise in the English-for- Academic Purposes Classroom Through	<i>free slot</i>	Discover Canada: Language ideologies in the Canadian	Disrupting the Norms: A Bilingual Community Challenging and Breaking Linguistic

	Wenzhounese in Paris: A case study  <i>Online presentation</i>  Shuting Zhu	Spoken Word Curricular Activities with Multilingual Learners  <i>Online presentation</i>  Jennifer Burton		Citizenship Test study guide  <i>In person presentation</i>  Rachelle Vessey, Angel Arias, Jaffer Sheyholislami	Policies in a Dual Language Mathematics Classroom  <i>Online presentation</i>  Armando Garza Ayala
14:45–15:15	<b>Break</b>				
<b>Saturday Session H</b> 15:15–16:40	<b>H1</b> <i>Room 358</i> <i>Chairs: April Passi, Mingyi Li</i>	<b>H2</b> <i>Room 360</i> <i>Chairs: Colette Despagne, Rubina Khanam</i>	<b>H3</b> <i>Room 113</i> <i>Chair: Andréanne Langevin</i>	<b>H4</b> <i>Room 627</i> <i>Chair: Stephen Bahry</i>	<b>H5</b> <i>Room 129</i> <i>Chairs: Yao Xu, Hana El-Shazli</i>
15:15–15:40	Family language policies, practices and needs of Chinese immigrant parents of toddlers in Montreal  <i>Online presentation</i>  Chen Xiong  <i>Cancelled</i>	When schools and parents share a common language goal: Investigating Hmong family language policies in dual language immersion programs  <i>Online presentation</i>  Lee Her	<i>free slot</i>	Language Ecology & Shift at Baawating: Language, Race and the Canadian Liberal Order  <i>In person presentation</i>  Sean Meades	L2 Academic Literacy Development within Iranian Higher Education Context  <i>In person presentation</i>  Mohamadreza Jafary
15:45–16:10	Impact of ESSA on ELLs in a Chicago Chinatown Elementary School  <i>Online presentation</i>  Chen Li, Wayne Wright	Bilingual and bicultural identities in the Spanish classroom: a case study of a plurilingual approach in Mexican return migration context  <i>In person presentation</i>  Coral Buitron	Experiences of Students Labeled "Long Term English Learners" Under the English Language Proficiency Act  <i>Online presentation</i>  Chelsey Klassen	Intercultural and Bilingual Education in Mexico: a discursive and ethnographic analysis of public policy  <i>In person presentation</i>  Susana Ayala-Reyes, Susana	Facilitating Foreign Language Learning through an Authentic Writing Curriculum  <i>In person presentation</i>  Gail Renée Davy
16:15-16:40	Exploring social justice and policy-making: a	1.5 generation return migrants from the United	Redefining the Silent Period from Silent to Silenced: A	Education planning for critical less commonly taught	Sub-Saharan African National Languages:

	<p>comparative ethnography of heritage language education in the UK and Canada (a pilot study)</p> <p><b>Online presentation</b></p> <p>Lixinhao {Aurora} Gao</p>	<p>States to Mexico: building alternative notions of citizenship</p> <p><b>In person presentation</b></p> <p>Colette Ilse Despaigne</p>	<p>Translanguaging Stance</p> <p><b>In person presentation</b></p> <p>Sophia Thraya</p>	<p>languages (CLCTLs) in China: Suggestions based on a survey of the market demand</p> <p><b>Online presentation</b></p> <p>Shiping Deng</p>	<p>Perpetrators of Linguistic Injustice or Keepers of Linguistic Equilibrium?</p> <p><b>Online presentation</b></p> <p>Martin Guardado, Rika Tsushima, Aisha Barise</p>
<p><b>Saturday Plenary</b> 16:45– 17:45</p>	<p><b>Plenary Session: Jaffer Sheyholislami</b></p> <p>Carleton University</p> <p><b>From Language Assimilation to Language Promotion across Five Nation-States: Insights from Research in Kurdistan</b></p> <p><i>Introduced by Vahid Rashidi</i></p>				
<p>17:45– 18:00</p>	<p><b>Closing remarks</b></p> <p><b>Amir Kalan &amp; Mela Sarkar (Conference Co-chairs)</b></p>				

## Stand-alone events and individual papers: details

### “Meet the editors” brown bag session over lunch, Thursday, August 25, 12:00–13:15

All conference attendees are invited to our "Meet the Editors" session to listen to highly experienced editors of renowned journals: *Current Issues in Language Planning*, *Language Policy*, and *J-BILD (Journal of Belonging, Identity, Language and Diversity)*. The editors will be attending the event virtually but will still be able to interact with attendees during the Q&A session. Postgraduate students, early career researchers, and those who are new to academic publishing are invited to take advantage of this opportunity and join the session. You can attend on-site or online — the Zoom link will be available to registrants on the final conference program as well as emailed to conference participants.



**LPP Conference 2022**  
Multidisciplinary Approaches in Language Policy and Planning

## MEET THE EDITORS SESSION

25 AUG 2022 | 12.00pm - 1.15pm  
(The Zoom link will be emailed to conference participants)





*Journal of Language Policy*  
Kate Menken  
CUNY, USA  
Miguel Pérez-Milans  
University College London, UK



*J-BILD*  
Lauren Halcomb-Smith  
Royal Roads University, Canada

*Current Issues in Language Planning*  
Anthony Liddicoat  
University of Warwick, UK



BILD LIDA  McGill Faculty of Education Department of Integrated Studies in Education CRSH SSHRC Conseil de recherches en sciences humaines du Canada  
Social Sciences and Humanities Research Council of Canada

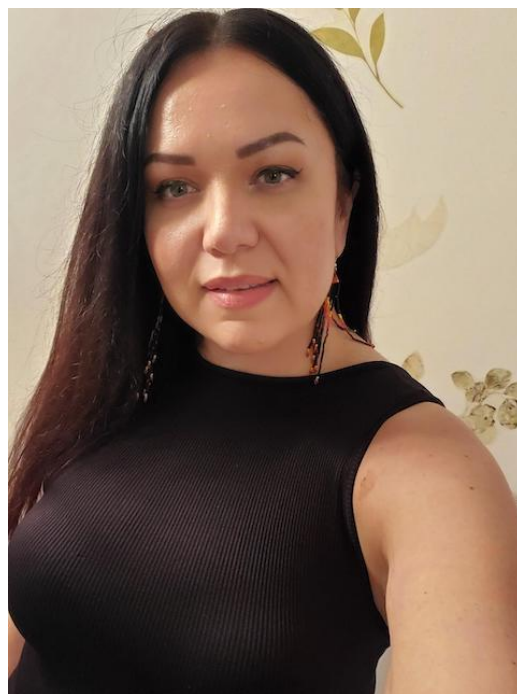
***Indigenous language revitalization workshop,  
Thursday, August 25, 13:45–14:15***

**Kahtehrón:ni Iris Stacey & Wahéhshon Shiann Whitebean**

**Language policy, activism & strategic planning:  
over fifty years of Indigenous language reclamation efforts  
in Kahnawà:ke**



Kahtehrón:ni Stacey is Turtle Clan of the Kanien'kehá:ka Nation from Kahnawà:ke Mohawk Territory. She is a traditional Haudenosaunee woman with extensive experience doing language work in her community. She is the curriculum team coordinator for the Kahnawà:ke Education Center, leading the development of their N-11 program by rooting all disciplines in Haudenosaunee worldview and ways of knowing. Kahtehrón:ni received her master's from the University of Victoria in Indigenous Languages Revitalization and is currently a PhD candidate (ABD) and Vanier scholar at McGill University. Her doctoral research focuses on supporting advanced level Kanien'kéha speakers through Haudenosaunee-centric pedagogies and the resurgence of Haudenosaunee pathways of education.



Wahéhshon is a traditional Wolf Clan member of the Kanien'kehá:ka (Mohawk) Nation at Kahnawà:ke and mother of three. She is a Vanier scholar, Tomlinson Fellow, and PhD Candidate (ABD) in the Department of Integrated Studies in Education at McGill University. Wahéhshon is a second language learner and language advocate. She works on language and culture revitalization projects, and is the Education Research Coordinator & Ethics Chair at the Kahnawà:ke Education Center. Her doctoral research examines Indian Day School experiences, centralizing Kanien'kehá:ka life stories about navigating historic, contemporary, and multigenerational colonial traumas while demonstrating language reclamation and cultural land-based education as pathways to resilience and well-being.

***Alternative walking tour of McGill campus and area,  
Thursday, August 25, 17:15–18:15***



***McGill campus, 1852.***

Photo credit: <https://www.flickr.com/photos/urbexplor/8096099860/in/photostream/>

McGill University celebrated its bicentennial anniversary last year. During this walking tour of the campus, we will explore the past and the present of this institution through a critical lens. We will discuss the university's implication in colonial Montreal and how it was involved in significant 20th-century socio-political phenomena. We also want to highlight how different communities and events have shaped the institution and how they influenced the city and, to a certain extent, the country. This tour is free. Donations are welcome; they will be contributed to the NBS Studio, a Hip Hop recording studio for youth in Montreal.

***Signup not required. Please come to the Education lobby at  
17:15 sharp. Bring comfortable footwear.***

**Friday, August 26, 14:25–17:00**

**Table ronde sur la politique linguistique québécoise**

**Round table on Quebec language policy**

Click [here](#) to register / Cliquez [ici](#) pour vous inscrire

**Conférence PPL 2022 LPP Conference**

CONFÉRENCE SUR LES APPROCHES MULTIDISCIPLINAIRES DE LA PLANIFICATION ET DES POLITIQUES LINGUISTIQUES

**À L'AUBE DE LA LOI 96**  
TABLE RONDE SUR LA POLITIQUE LINGUISTIQUE QUÉBÉCOISE

26 AOÛT 2022 | 14H30 - 17H00  
ÉVÈNEMENT GRATUIT PRÉSENTÉ EN FORMAT HYBRIDE

**PROFESSEURE GARINE PAPAZIAN-ZOHRABIAN**  
*Les populations immigrantes vulnérables face aux défis posés par la Loi 96*

**PROFESSEUR ÉMÉRITE RICHARD Y. BOURHIS**  
*Le déclin de la vitalité démographique et éducationnelle des communautés de langue anglaise au Québec*

**CHEF JOHN MARTIN DE CESAPECIAC ET MME SARAH CLEARY**  
*Les élèves autochtones : langues officielles et autodétermination*

**PROFESSEUR ÉMÉRITE DANIEL TURP**  
*L'enseignement collégial en français ou comment se refuser à «[d]e l'audace, encore de l'audace, toujours de l'audace!?!»*

CLIQUEZ OU SCANNEZ POUR VOUS INSCRIRE

CLICK OR SCAN TO REGISTER

THE DAWN OF BILL 96: ROUND TABLE ON QUEBEC LANGUAGE POLICY, A FREE HYBRID EVENT PRESENTED IN FRENCH WITH SIMULTANEOUS ENGLISH INTERPRETATION

ÉVÈNEMENT GRATUIT PRÉSENTÉ PAR

THIS FREE EVENT IS PRESENTED BY

Dans le cadre du 45<sup>e</sup> anniversaire de la Loi 101, vous êtes convié.e.s à assister à une discussion entre expert.e.s intitulée *À l'aube de la Loi 96*, présentée dans le cadre du Colloque sur les approches multidisciplinaires de la planification et des politiques linguistiques 2022. Cet événement gratuit et ouvert au public sera présenté en format hybride le 26 août 2022 à 14h30 à la Faculté des sciences de l'éducation de l'Université McGill, situé au 3700, rue McTavish, à Montréal, H3A 1Y2.

Cette rencontre prendra la forme d'une table ronde où chaque invité.e présentera son sujet d'expertise, suivi d'une courte période de questions/réponses avec les autres expert.e.s invité.e.s. Une période de questions ouverte au public est prévue à la fin de la rencontre. La conférence se déroulera en français. Un service d'interprétation simultané en anglais sera offert, ainsi qu'en LSQ et ASL, disponible sur demande. Nous serions enchanté.e.s de vous compter parmi nous le 26 août!

On the 45th anniversary of the enactment of Bill 101 to the very day, you are invited to attend a round table discussion entitled *At the Dawn of Bill 96*, presented by the Multidisciplinary Approaches in Language Policy and Planning 22 Conference. This free event is open to the public, and will be presented in a hybrid format on August 26<sup>th</sup> 2022 at 2:30 p.m. at the Faculty of Education of McGill University, 3700 McTavish, Montreal H3A 1Y2.

During this round table event, each guest will present their subject of expertise followed by a short Q&A period with the other guest experts. The round table will conclude with a Q&A open to the audience. The conference will be held in French with simultaneous interpretation in English. Additionally, interpretation into ASL and LSQ will be available on request.

We would be delighted to have you with us on August 26<sup>th</sup>!

## *Individual paper summaries*

<b>Presentation</b>	<b>Presenter(s)</b>
<p><b>Economically Deprived Masses and English Language in India</b> This paper would discuss a crucial problem. Despite the fact that English has played a significant role in reaping the benefits of both public and private institutions in India, 90% of the population (Economically deprived masses) lacks English communication skills.</p>	<p>Ali M, Sabur (1); Rajendran, Shhiva (1,2) 1: Citizens for law and Democracy (NGO), India.; 2: Indus Action, India. sabur.mcc@gmail.com, shhiva8@gmail.com</p>
<p><b>Kurdish Language Planning Policy: Linguistics or Politics?</b> This study's objective is to investigate and propose a linguistic, rather than political solution to standardizing written Kurdish, which is necessary, but need not entail changing spoken varieties in favour of one adopted as standard. Standardisation of the Kurdish dialects constitutes an impending challenge comparable to that of the past political leadership of the Kurdish people, which divided them roughly along linguistic/ethnographic fault lines.</p>	<p>Ali, Muhamad Tawfiq Retired (FCIL.CL), United Kingdom m.t_ali@talktalk.net</p>
<p><b>Exploring language teacher identity through illuminating discourses surrounding "non-native" English speaking teachers in English education policy in Japan</b> This study investigates and conceptualizes identity of Japanese high school "non-native" English-speaking teachers through a multi-layered analysis of discourses and identity. Informed by poststructuralist views of identity, it explores dominant discourses surrounding "non-native" English-speaking teachers by analyzing their portrayal in national English education policy in Japan.</p>	<p>Aoyama, Ryosuke University of British Columbia, Canada ryosuke.aoyama.11@gmail.com</p>
<p><b>Iranian adult learner's perception of their French courses, their social investment and linguistic integration in Montreal</b> Montreal has changed demographically over the years with the arrival of new immigrants, many of whom do not have a command of French. It is important to equip these immigrants to facilitate their integration (MIDI, 2015). The integration of immigrants is achieved, among other factors, by learning the language of the host society (Amireault, 2007).</p>	<p>Ataepour, Niloufar Université du Québec à Montreal niloufar_ataepour@yahoo.com</p>
<p><b>Intercultural and Bilingual Education in Mexico: a discursive and ethnographic analysis of public policy</b> Based on a study of the creation of the subject of Ch'ol indigenous language and culture in secondary schools in Tabasco, Mexico, I analyze the continuities and semantic</p>	<p>Ayala-Reyes, Susana Center for Research and Advanced Studies, Mexico sasybeu@gmail.com</p>



<p>contradictions in the discourses surrounding intercultural and bilingual education in the educational reforms of the twentieth century.</p>	
<p><b>Presentation</b></p>	<p><b>Presenter(s)</b></p>
<p><b>Research on Indigenous Language Vitality and Epistemological Linguistic Justice: From “suicidal” to dormant family language policies.</b></p> <p>The notion "linguistic suicide" referring to Indigenous family language policy (FLP) of making the "active" decision to "kill" Indigenous languages, perpetuates epistemological linguistic injustice. This is based on underlying epistemological strategies leveraged in linguistic suicide approaches, whereby fostering a settler move to innocence. A counter to “linguistic suicide,” is dormant FLP.</p>	<p>Barise, Aisha McGill University, Canada aisha.barise@mail.mcgill.ca</p>
<p><b>Presentation</b></p>	<p><b>Presenter(s)</b></p>
<p><b>“#AnadiliniSec” (#ChooseYourMotherTongue): social media discourses of language advocacy on minoritised language education in Turkey</b></p> <p>This study examines an ongoing social media campaign in Turkey focusing on the right to education in minoritised languages at the secondary school level. Focusing on language advocacy as a concept, the study finds that campaign discourses notably show a focus on horizontally persuasive language advocacy work, and language rights as a process rather than as a given.</p>	<p>Battilani, Betül Seda University of Stirling, United Kingdom b.s.usta@stir.ac.uk</p>
<p><b>Presentation</b></p>	<p><b>Presenter(s)</b></p>
<p><b>L’assertivité linguistique : défiant les idéologies de politesse dans de contextes minorisés</b></p> <p>Nous évaluons la mise en place de stratégies d’assertivité linguistique en Catalogne et Frise. Nous utilisons des observations qualitatives et des interviews pour analyser les attitudes sociales envers le multilinguisme réceptif, les dynamiques de politesse et d’accommodation et l’effectivité de l’assertivité linguistique pour la revitalisation de langues minorisées.</p>	<p>Belmar, Guillem University of California, Santa Barbara, USA gbelmarviernes@ucsb.edu</p>
<p><b>Presentation</b></p>	<p><b>Presenter(s)</b></p>
<p><b>Bilingual and bicultural identities in the Spanish classroom: a case study of a plurilingual approach a in Mexican return migration context</b></p> <p>This presentation draws the concepts of national identity (Wodak, 2002) and imagined communities (Anderson, 2016) to analyze identity construction and belonging of a young returnee from the 1.5 generation. I will share preliminary findings of a case study collected through linguistic autobiography and in-depth interviews.</p>	<p>Buitron, Coral Benemerita Universidad Autonoma de Puebla, Mexico coralbuitronh@gmail.com</p>

Presentation	Presenter(s)
<p><b>Redistributing Expertise in the English-for-Academic Purposes Classroom Through Spoken Word Curricular Activities with Multilingual Learners</b></p> <p>Grounded in theories of translinguaging (García et al, 2017) and affect (Ahmed, 2013) and drawing on insights from a researcher-practitioner relationship (Lau &amp; Stille, 2014), this paper presents data from a qualitative study examining multilingual learners' experiences with spoken word poetry. I present key themes that underscore the redistribution of expertise, authority and power between and among teachers and students, and highlight the role of emotion in supporting linguistic and cultural engagement and challenging essentialist notions of identity.</p>	<p>Burton, Jennifer OISE/University of Toronto, Canada jennifer.burton@mail.utoronto.ca</p>
<p><b>Braiding Indian Education for All, Indigenous Language Preservation Efforts, and Academic Literacy Skills in English to Prepare Regular Classroom Teachers to Meet the Needs of American Indian English Language Learners</b></p> <p>The Culturally and Linguistically Diverse Education certificate program braids the intent/goals of Indian Education for All, Indigenous language preservation efforts, and academic literacy skills in English and provides opportunities to nurture community engagement to improve the pedagogical capacity of teachers and facilitate the academic achievement of their American Indian ELLs.</p>	<p>Carjuzaa, Jioanna Montana State University-Bozeman, USA carjuzaa@montana.edu</p>
<p><b>Indigenous Language Study as Teacher Education: A Collective Autoethnography from Three Different Perspectives</b></p> <p>This presentation describes the study of Indigenous languages as part of a bilingual teacher education course in the United States. Using collective autoethnography, the authors discuss how studying Mayan languages helped participants increase multilingual awareness, connect to their students and community, and learn more about themselves in the process.</p>	<p>Catalano, Theresa; Moran, Dan; Palala, Hector University of Nebraska-Lincoln, USA tcatalano2@unl.edu, moran.danielc@gmail.com, hectorpalala@huskers.unl.edu</p>
<p><b>Language choice and educational equity: A case study of Cambodian higher education</b></p> <p>This qualitative study examines language choices at different policy levels, the contexts surrounding their implementation, and the potential impacts of these choices on educational equity. The study draws important implications for policy makers and actors in the choices they make about the language of instruction, particularly in resource-limited contexts.</p>	<p>Chan, Virak Purdue University, USA chan201@purdue.edu</p>

Presentation	Presenter(s)
<p><b>"Am I learning a language or adopting an ideology?"</b> When the issues of language and ideology are not resolved at a policy level, the spiral effects escalate into educational practices. Situated under a critical theory frame, this paper presentation discusses the perceptions of the management team, lecturers, and students in a university subject at one of Cambodia's higher education institutes.</p>	<p>Chap, Vikrant Purdue University, USA vchap@purdue.edu</p>
<p><b>Presentation</b></p> <p><b>The Effect of Monolingual Discourses on Language, Writing, and Assessment for Multilingual Students: Exploring Multilingual Pedagogical Perspectives</b> This presentation presents findings from a qualitative study examining institutional and social contexts that shape language education in English college courses, in Montreal, Canada. Both policy and teacher (N=12) data was gathered: policies on language education and semi-structured interviews. Results revealed that policies systematically devalue multilingualism and contribute to language-based discrimination.</p>	<p><b>Presenter(s)</b></p> <p>Chiras, Maria McGill University, Canada maria.chiras@mail.mcgill.ca</p>
<p><b>Presentation</b></p> <p><b>Central Nahuatl language reclamation in Puebla, Mexico: a bottom-up language policy</b> In the central region of Puebla, Mexico, linguistic strategies have emerged in defense of the Nahuatl language. The analysis of these strategies allows us to question the neutrality of the concepts of linguistic shift and linguistic revitalization, by establishing a decolonial turn towards the notions of linguistic genocide and language reclamation.</p>	<p><b>Presenter(s)</b></p> <p>Cuahtémoc, Xóchitl Benemérita Universidad Autónoma de Puebla, Mexico irmaxochitl@gmail.com</p>
<p><b>Presentation</b></p> <p><b>From Target Languages to Multilingual Learners: a Translanguaging Approach for Minority Languages Education</b> The work aims at filling the gap between official language policy and research on multilingualism in Canada. An inclusive translanguaging approach in education is propounded to switch the focus from the target language(s) to the multilingual learners' peculiar linguistic and cultural profiles.</p>	<p><b>Presenter(s)</b></p> <p>D'Angelo, Francesca University Giustino Fortunato, Italy f.dangelo@unifortunato.eu</p>
<p><b>Presentation</b></p> <p><b>Facilitating Foreign Language Learning through an Authentic Writing Curriculum</b> This study examines foreign language curricula used at a national and regional level in the Anglophone Caribbean context in order to determine the extent to which students are given opportunities to write for real readers beyond the classroom.</p>	<p><b>Presenter(s)</b></p> <p>Davy, Renee Gail McGill University, Canada renee.davy@mail.mcgill.ca</p>

Presentation	Presenter(s)
<p><b>'Separate but equal': Power-sharing viewed through language in education policy in South Tyrol</b></p> <p>This paper examines how the PSA that regulates language policy in South Tyrol through a 'separate but equal' approach is not favouring multilingual education. The difficulty of managing language diversity reveals an underlying tension between the local and global dimensions of multilingualism that is not easily resolved in the region.</p>	<p>Della Sala, Vincenzo (1); Mastellotto, Lynn (2)</p> <p>1: University of Trento; 2: University of Bolzano</p> <p>vincenzo.dellasala@unitn.it, lynn.mastellotto@unibz.it</p>
<p><b>School Policies Towards Multilingualism: Differences Between Majority and Minority Linguistic Contexts</b></p> <p>School policies are compared between an English preschool and a French school board in Western Canada. The English-speaking preschool is supportive of supporting multilingualism while the French-speaking school board is more hesitant. These practices can be understood within the majority and minority linguistic context of English and French in Canada.</p>	<p>Demers, Catrine; MacLeod, Andrea A.N.</p> <p>University of Alberta, Canada</p> <p>catrine.demers@ualberta.ca, andrea.a.n.macleod@ualberta.ca</p>
<p><b>Education Planning for Critical Less Commonly Taught Languages (CLCTLs) in China: Suggestions Based on a Survey of the Market Demand</b></p> <p>This paper proposes a framework of education planning for critical less commonly taught languages (CLCTLs) in China based on a survey. It then argues that GE (general education) oriented curricula of CLCTLs should be developed, translanguaging classes should be encouraged, and technology empowerment needs to be achieved.</p>	<p>Deng, Shiping</p> <p>Shanghai International Studies University, People's Republic of China</p> <p>dengshipingdsp@163.com</p>
<p><b>1.5 generation return migrants from the United States to Mexico: building alternative notions of citizenship</b></p> <p>This presentation examines critical notions of citizenship of return migrants to Mexico. The talk specifically focuses on how the 1.5 generation goes through various simultaneous learning processes to acquire Mexican habitus amidst multiple social, linguistic, and cultural tensions.</p>	<p>Despaigne, Colette Ilse</p> <p>Benemérita Universidad Autónoma de Puebla, Mexico</p> <p>colette.despaigne@gmail.com</p>
<p><b>Institutional language policies pertaining to the provision of mental health services to Inuit in Nunavut</b></p> <p>This paper explores institutional language policies pertaining to the provision of mental health services to Inuit in Nunavut from a decolonial perspective. Language is recognized as an integral component of Inuit wellness, yet results indicate that mental health providers face systemic challenges in consistently offering services in Inuktitut to Nunavummiut.</p>	<p>Duncan, Alana</p> <p>University of Ottawa, Canada</p> <p>adunc047@uottawa.ca</p>

Presentation	Presenter(s)
<p><b>Learning as a continuing reconstruction of experience: The plurilingual learners from Chinese/English as foreign language classes in higher education - Canada and China</b></p> <p>This contribution reports the key findings from a pilot study of how a combined approach of experiential learning and plurilingual/pluricultural education was implemented in the academy. We draw from the study of two groups of plurilingual youths: Chinese or English as foreign language learners from universities in Canada and China.</p>	<p>Ehlert, Meilan Piao (1); Nan, Cheng-Yu (2)  1: Faculty of Creative and Critical Studies, University of British Columbia—Okanagan, Canada; 2: College of Foreign Languages, Yanbian University, China  meilan.ehlert@ubc.ca</p>
<p><b>Moroccan Teacher Perspectives on Potential Outcomes for Tamazight Language in Education in Response to Framework Law 51.17</b></p> <p>This paper explores the gap between language-in-education planning and policy implementation at the classroom level. Six in-service Moroccan primary school teachers were interviewed virtually to gather their perspectives concerning current and foreseeable challenges associated with top-bottom implementation and inclusion of Tamazight language in the Moroccan education system.</p>	<p>Eneh, Obi  Teachers College, Columbia University, USA  fae2114@tc.columbia.edu</p>
<p><b>Silence as political speech: adult immigrant students' strategic use of silence in educational research and practice</b></p> <p>A 2018 study found that adult immigrant students desired to choose silence in education, challenging current thinking in inclusive, plurilingual/translanguaging pedagogical frameworks. This centres the claim that silence is in fact a form of political speech and thus comprises an important part of students' linguistic repertoires.</p>	<p>Entigar, Katherine  University of Toronto, Canada  k.entigar@utoronto.ca</p>
<p><b>Language rights and the law in education for immigrants in Denmark</b></p> <p>This paper offers an exhaustive analysis of laws and regulations enacted by the Danish Ministry of Social Affairs and the Danish Parliament that protect the language rights of the Danish-speaking majority and hinder the language rights of immigrants from early childhood education through elementary school and high school.</p>	<p>Faingold, Eduardo  University of Tulsa, USA  eduardo-faingold@utulsa.edu</p>
<p><b>Family language policy via grassroots social media: a double-bind for 'good' Latino parents?</b></p> <p>This paper analyzes the discourses of social media targeted at Spanish-speaking, immigrant-background families in the U.S. Analysis demonstrates how this media presents a double-bind for many immigrant-background parents in which there are two, idealized and incompatible, images of 'good' parenting.</p>	<p>Fluegel, Sabrina; King, Kendall  University of Minnesota, USA  flueg042@umn.edu, kendall@umn.edu</p>

Presentation	Presenter(s)
<p><b>Idéologie monolingue et héritage colonial dans l'éducation en/des langues et des pratiques de littératie : penser avec les perspectives autochtones pour s'en détacher</b></p> <p>Cette présentation souligne et dénonce les influences néfastes d'une idéologie monolingue coloniale qui perdure dans le système éducatif canadien. Plusieurs perspectives autochtones sur l'éducation et les langues ont le potentiel de perturber cette réalité et sont mises de l'avant afin de soutenir l'effort de réconciliation qui doit animer nos institutions.</p>	<p>Forte, Magali Simon Fraser University, Canada magalif@sfu.ca</p>
<p><b>The PluriDigit project: Rejecting normative monolingual policies in language programs through a decolonial plurilingual lens</b></p> <p>Using conceptual lenses of plurilingualism and decolonial pedagogy, the PluriDigit project was conducted in three language programs (English, French, Spanish) in an NGO in São Paulo, Brazil. As a teacher-researcher collaborative initiative, this presentation focuses on pedagogical and methodological alternatives enacted, which challenged normative monolingual policies in the language programs.</p>	<p>Galante, Angelica McGill University, Canada angelica.galante@mcgill.ca</p>
<p><b>Exploring social justice and policy-making: a comparative ethnography of heritage language education in the UK and Canada (a pilot study)</b></p> <p>This study aims to examine the underlying ideologies behind key heritage language policies in two highly multicultural and multi-ethnic countries: Britain and Canada. Additionally, it captures how these policies and ideologies are interpreted, adapted or contested by schools and individuals.</p>	<p>Gao, Lixinhao {Aurora} University of Cambridge, United Kingdom lg587@cam.ac.uk</p>
<p><b>Disrupting the Norms: A Bilingual Community Challenging and Breaking Linguistic Policies in a Dual Language Mathematics Classroom</b></p> <p>This paper presents linguistic instances where a 7th grade mathematics teacher and his bilingual students disrupt linguistic policies of dual language classrooms in the USA. Findings suggest that teaching bilingually through a translanguaging frame (García, 2009) is an effective way for teaching and learning mathematics, and promoting academic biliteracies.</p>	<p>Garza Ayala, Armando University of New Mexico, USA agarzaayala@unm.edu</p>
<p><b>Job satisfaction and use of official languages on the workplace: evidence from the federal civil service of Canada</b></p> <p>Using data released by the Canadian federal government in 2017 in the Public Service Employee Survey, we show that there is a significant statistical correlation between the</p>	<p>Gazzola, Michele (1); Houle, René (2); Vaillancourt, François (3) 1: Ulster University, United Kingdom; 2: Statistics Canada, Canada; 3: Université de Montréal, Canada</p>

capability of federal civil servants to use their first official language on the workplace and their job satisfaction.	michele@michelegazzola.com, rene.houle@statcan.gc.ca, francois.vaillancourt@umontreal.ca
<b>Presentation</b>	<b>Presenter(s)</b>
<p><b>Social perceptions of linguistic diversity in Ethiopia, the case of the Gamo language</b></p> <p>The Gamo language is an Afro-Asiatic Omotic language spoken in South West Ethiopia. It is spoken in diverse forms in the area and the dialects bear different levels of intelligibility. This paper describes what speakers think of the dialectal diversity and their level of understanding of dialects in the Gamo language. Qualitative data were collected from speakers via interviews and focus group discussions. Of the nearly 42 dialects, one is selected to be used as a language of education for primary education, so to consider speakers' attitudes towards diversity would help to include their views on policy formulations.</p>	Gelagay, Almaz Wasse Kotebe University of Education, Ethiopia almiermi@gmail.com
<b>Presentation</b>	<b>Presenter(s)</b>
<p><b>Limits on the European Charter for Minority or Regional Languages' Economic Benefits</b></p> <p>Against expectations from previous large scale studies it was found that multilingual language policies do not automatically increase levels of public trust significantly, which latter has been argued to stimulate the economy. Instead, the exact type of bilingual policy (segregationist versus integrationist) seems to matter for public trust and economic benefits.</p>	Glodstaf, Walther Alexander University of Illinois at Urbana-Champaign, USA wag4@illinois.edu
<b>Presentation</b>	<b>Presenter(s)</b>
<p><b>Sub-Saharan African National Languages: Perpetrators of Linguistic Injustice or Keepers of Linguistic Equilibrium?</b></p> <p>This case study profiles Sub-Saharan interlingual families. The data points to a theme of FLP echoing the dilemmas of linguistic hegemony and loss presented by neocolonial African language policies. Drawing from a decolonial African plurilingualism, official languages are dismantled as neocolonial language policies to centre the plurality of Indigenous languages.</p>	Guardado, Martin (1); Tsushima, Rika (2); Barise, Aisha (2) 1: University of Alberta; 2: McGill University guardado@ualberta.ca, rika.tsushima@mail.mcgill.ca, aisha.barise@mail.mcgill.ca
<b>Presentation</b>	<b>Presenter(s)</b>
<p><b>Language Policy in Turkey: The Kurdish Case</b></p> <p>Kurdish society is one of the minority groups in Turkey whose mother language was officially banned from the establishment of the Turkey Republic (1923) to 1991 by the Turkish government. Even though the official ban for speaking Kurdish in public was lifted almost thirty years ago, social marginalization is still the case in Turkey. Moreover, education in the Kurdish language is still banned in Turkey. Nearly 30 million Kurdish people currently live under the pressure of a monolingual Turkish language policy in Turkey, and Kurdish children can't get an education in their mother tongue. Building</p>	Guler, Aslihan Indiana University, USA aaguler@iu.edu

<p>on Tollefson's (1998, 2006) critical language policy theory, and Bourdieu's (1991) theory of power, this proposed study seeks to understand how the top-down monolingual Turkish language policy impacts language and educational experiences of Kurdish society under political, social, and economic pressure.</p>	
<p><b>Presentation</b></p>	<p><b>Presenter(s)</b></p>
<p><b>Monolingual ideologies in U.S. college remediation reform policy discourse</b>  We analyze language ideologies underlying the influential remediation reform movement in U.S. higher education. Applying a Critical Discourse Studies approach, we analyzed policy documents on three reform organization websites. We found pervasive monolingual English bias and reticence regarding reform policy implications for English learners and other multilingual students.</p>	<p>Harklau, Linda; Batson, Kate  University of Georgia, USA  lharklau@uga.edu, kate.batson@uga.edu</p>
<p><b>Presentation</b></p>	<p><b>Presenter(s)</b></p>
<p><b>The Policy of Standardization, Emerging Contact Languages, and Identities in the Hindi Belt</b>  This paper attempts to discuss the implications of Hindi being the standard language for various diverse languages in the Hindi belt on education and employment and highlights the tussle between identities associated with regional languages, contact Hindis, and MSH, the public sphere occupied by them, and new developments due to easy access to social media.</p>	<p>Hashami, Sabiha  Indian Institute of Technology, Goa, India  sabihaashami@gmail.com</p>
<p><b>Presentation</b></p>	<p><b>Presenter(s)</b></p>
<p><b>When schools and parents share a common language goal: Investigating Hmong family language policies in dual language immersion programs</b>  This study focuses on how access to a dual language immersion program shapes family language policy for two Hmong-American families in California. The session offers insight into how families view the dynamic relationship between the school and home environment for student linguistic development.</p>	<p>Her, Lee  Michigan State University, USA  herlee1@msu.edu</p>
<p><b>Presentation</b></p>	<p><b>Presenter(s)</b></p>
<p><b>Conceptualizing and understanding assistant language teachers (ALT) in Japan: Government policy vs. realities in the classroom</b>  The study identifies the imperialistic and raciolinguistic ideologies about foreign assistant language teachers embedded in the Course of Study of Japan. We problematize the non-recognition of multilingual teachers from the Outer Circle (Kachru, 1985) and suggest ways to acknowledge unique linguistic resources multilingual teachers can bring to the language classroom.</p>	<p>Hiasa, Ayako (1); Sakamoto, Mitsuyo (2)  1: Arizona State University, USA; 2: Sophia University, Japan  ahiasa@asu.edu, mitsuy-s@sophia.ac.jp</p>



Presentation	Presenter(s)
<p><b>L 2 Academic Literacy Development within Iranian Higher Education Context</b></p> <p>The current project focuses on academic literacy derived from the studies carried out, guided by five main aims: firstly, to explore the higher education students' perceptions regarding the influence of their socio-cultural and educational background, and the institutional context on their academic literacy development (Iranian context).</p>	<p>Jafary, Mohamadreza McGill University, Canada mohamadreza.jafary@mail.mcgill.ca</p>
<p><b>Official Language Policy in Local Governments in Nepal</b></p> <p>This study explores the agencies and practices of policymakers, officials, and local people to the official language policy in Vyas Municipal Government, Nepal. Further, it opens up discussions on how the language policy stakeholders, at the local government level, should create justifiable official language policy concerning the society, context, and necessity.</p>	<p>Kandel, Basanta Aadikavi Bhanubhakta Campus, Tribhuvan University, Nepal bkandel009@gmail.com</p>
<p><b>Family Language Policies, Emotions and Language Management Strategies</b></p> <p>This study investigated the interrelationship of the family language policies (FLPs), emotions, socialisation practices and language management strategies of immigrant Russian families in Cyprus. A thorough analysis of the diverse family types revealed both differences and similarities amongst Russian speakers in Cyprus and their FLPs.</p>	<p>Karpava, Sviatlana University of Cyprus, Cyprus karpava.sviatlana@ucy.ac.cy</p>
<p><b>Towards epistemic justice: Transforming relations of knowing in multilingual classrooms</b></p> <p>This study engages with epistemic justice from the perspective of language. Using linguistic ethnographic data from a Grade 6 classroom, it illustrates how a shift from a monolingual to a multilingual episteme enabled the emergence of new social and epistemic orders from below. It suggests implications for language-in-education policy.</p>	<p>Kerfoot, Caroline (1); Bello-Nonjengele, Basirat (2) 1: Stockholm University, Sweden; 2: Cape Peninsula University of Technology caroline.kerfoot@biling.su.se, bellob@cput.ac.za</p>
<p><b>Personal challenges and resources manifesting early career non-tenured English teacher's resilience</b></p> <p>Early career non-tenured teachers are likely to pursue strength and determination from themselves and their community despite ongoing challenges. Power relations, emotional state, teachers' satisfaction about their teaching knowledge and practice and school resources, family support, motivation, and confidence challenge teachers to build their resilience. In fortifying themselves as resilient teachers, some resources have been performed, and they adequately help them confront the challenges.</p>	<p>Khair, Imamatul (1); Febriarti, Bektı (2) 1: University of Massachusetts Amherst, USA; 2: University of Arizona, USA ikhair@umass.edu, bektifebriarti@email.arizona.edu</p>

Presentation	Presenter(s)
<p><b>Linguistic functions of emoji in Mongolian computer-mediated discourse</b></p> <p>Our study is the newest and the first in computer-mediated discourse or internet communication in Mongolia. We have tried to research the linguistic functions of emoji in Mongolian computer-mediated discourse, an object of Internet Linguistics, which emerged at the intersection of sociolinguistics and psycholinguistics. The authors take into account the linguistic functions of emoji, especially in Mongolian internet discourse using the examples of Facebook and Twitter chats, comments, and posts.</p>	<p>Khaltar, Narmandakh; Shirnen, Tsolmon Mongolian National University of Education, Mongolia kh.narmandakh@msue.edu.mn, tsolmon@msue.edu.mn</p>
<p><b>The impact of the Moroccan language policy on the minoritization of Amazigh language speakers</b></p> <p>The paper revisits the Moroccan linguistic situation and the status of the Amazigh language in the light of the changes the Moroccan society has undergone recently and seeks to highlight how the Amazigh linguistic policy results in the oppression of Amazigh linguistic human rights through an implicit marginalization policy.</p>	<p>Khamlichi, Souhaila Sidi Mohammed Ben Abdellah University, Fes, Morocco sou.khamlichi@gmail.com</p>
<p><b>Experiences of Students Labeled "Long Term English Learners" Under the English Language Proficiency Act</b></p> <p>The English Language Proficiency Act (ELPA) is a language policy in Colorado that dictates strict English Language Development (ELD) services are to be provided to emergent bilingual and multilingual students. This presentation will showcase qualitative research in which these students' experiences were recorded, explored and analyzed.</p>	<p>Klassen (Dennis), Chelsey University of Colorado Denver, USA chelseyklassen22@gmail.com</p>
<p><b>Party-centric national interest and the re-politicization of English language education policies in China</b></p> <p>After President Xi Jinping took power, China's English language policies have given more importance to nationalism and socialism. This paper argues that the Chinese Communist Party has increasingly relied on nationalism and ideological control to shore up its legitimacy as China's economic growth began to slow down a decade ago.</p>	<p>Kwok, Chung Trinity College Dublin, Ireland kwokc@tcd.ie</p>
<p><b>Chère loi 101, c'est à ton tour, de nous laisser parler d'avenir</b></p> <p>Since August 26th 1977, Bill 101 protects French in Quebec, namely through strict provisions regulating language of instruction in schools. This study presents the perspective of 44 Quebec parents of school-aged children, voicing their support for the modernization language policies institutionalizing the privilege of second language learning in the province.</p>	<p>Langevin, Andréanne McGill University, Canada andreeanne.langevin@mcgill.ca</p>

Presentation	Presenter(s)
<p><b>Canada’s proposed approach to addressing harmful content online: Implications of commercial content moderation for language policy and practice</b></p> <p>Commercial content moderation legislation, policies, and practices are forms of language policy. Moderation by humans and algorithms enforces normative values on words. As users adapt, language beliefs and practices are shaped. This presentation introduces commercial content moderation, issues related to Canada’s proposed anti-hate legislation, and implications for language practices.</p>	<p>Lau, Mandy York University, Canada laumandy@yorku.ca</p>
<p><b>Presentation</b></p> <p><b>Illinois ESSA Accountability and Assessment Policies and Practices for English Language Learners</b></p> <p>The qualitative study explores critical policy actors’ interpretation of policy requirements and implementation by examining their exercises of power, values, and the use of policy instruments during their decision-making process. The findings highlight the challenges faced by the state in developing its ESSA plan to address the needs of ELLs.</p>	<p><b>Presenter(s)</b></p> <p>Li, Chen; Wright, Wayne Purdue University, USA li2146@purdue.edu, wewright@purdue.edu</p>
<p><b>Presentation</b></p> <p><b>Impact of ESSA on ELLs in a Chicago Chinatown Elementary School</b></p> <p>This study utilized interpretive (qualitative) policy analysis and delves into Illinois ESSA test-based accountability to explore how the administrators at the state level and a local school understand, interpret, negotiate, and (re)create English Progress to Proficiency component and its implementation from the lens of language policy.</p>	<p><b>Presenter(s)</b></p> <p>Li, Chen; Wright, Wayne Purdue University, USA li2146@purdue.edu, wewright@purdue.edu</p>
<p><b>Presentation</b></p> <p><b>Families with emergent bilinguals of English and Chinese: A case study of family language policy in China</b></p> <p>This study explored the family language policy of Chinese parents who are raising emergent bilinguals with Chinese and English in China.</p>	<p><b>Presenter(s)</b></p> <p>Ma, Yue University of Calgary, Canada emma.mayue@gmail.com</p>
<p><b>Presentation</b></p> <p><b>Fading voices: How language endangerment and biodiversity loss are interconnected</b></p> <p>Sadly, geographic regions with the highest rate of biodiversity loss (e.g., Australia, the Amazon rainforest) are also undergoing rapid language extinction as a parallel process. This paper demonstrates how policies to protect linguistic rights of indigenous groups must go hand in hand with nature conservation, before it is too late.</p>	<p><b>Presenter(s)</b></p> <p>Marcus, Hadas Tel Aviv University, Israel h_marcus@netvision.net.il</p>

Presentation	Presenter(s)
<p><b>Community empowerment or commercial enterprise: three corporate approaches to digital linguistic inclusivity in Automatic Speech Recognition</b></p> <p>We analyse public-facing webpages of three organisations providing Automatic Speech Recognition services. Adopting a critical approach, we consider how they differ in their discursive portrayals of linguistic diversity, and language management approaches. We analyse especially how each prioritises engaging and empowering minoritised language communities, or data reusability and commercial viability.</p>	<p>Markl, Nina; McNulty, Stephen Joseph The University of Edinburgh, Scotland nina.markl@ed.ac.uk, Stephen.McNulty@ed.ac.uk</p>
<p><b>“We’re revolutionaries”: Collective language self-management as an agentive response to minoritisation of Catalan on Facebook</b></p> <p>This paper introduces the concept of "collective language self-management" to explore the agentive responses of two Facebook groups to the perceived situation of linguistic substitution and decay currently affecting Catalan. Employing theories of social and lifestyle movements, this paper proposes a "centre-out" LPP model that further complicates traditional macro-micro/top-down-bottom frameworks.</p>	<p>McNulty, Stephen Joseph The University of Edinburgh, Scotland Stephen.McNulty@ed.ac.uk</p>
<p><b>Language Ecology &amp; Shift at Baawating: Language, Race and the Canadian Liberal Order</b></p> <p>Profiling shifting language use of Indigenous communities of the Upper Great Lakes over three hundred years, this research illustrates the process of colonization across multiple domains and how language has substituted for race in constructing idealized national subjects within a liberal order from the early twentieth century in Canada.</p>	<p>Meades, Sean Algoma University, Canada sean.meades@algomau.ca</p>
<p><b>The TEK-nology (Traditional Ecological Knowledge and Technology) Project: Community-based language planning for Anishinaabemowin language reclamation</b></p> <p>This presentation will introduce the TEK-nology (Traditional Ecological Knowledge [TEK] and technology) project as an example of community-based language planning (CBLP) for Anishinaabemowin language reclamation. This presentation highlights the importance of technology being an extension of Indigenous worldviews and exemplifies how Indigenous CBLP can inform more equitable language policy.</p>	<p>Meighan-Chiblow, Paul J. McGill University, Canada paul.meighan@mail.mcgill.ca</p>
<p><b>Promoting state language, preserving indigenous languages? The effect of the federal language policies on the Circassian language in Russia</b></p>	<p>Minakova, Valeriya The Pennsylvania State University, USA valeriyaminakova@gmail.com</p>

<p>This presentation explores how recent language policies in Russia forcefully promote Russian as a state language while granting only limited rights to indigenous languages. Through a 10-month ethnographic case study, I explore how these policies affect the Circassian people and what measures the community is taking to preserve the Circassian language.</p>	
<p><b>Presentation</b></p>	<p><b>Presenter(s)</b></p>
<p><b>Multilingual ideologies in Nepal’s English textbooks: A critical discourse analysis</b>  In Nepal’s language-in-education policy texts and national 9th-grade English textbook, three ideologies—nationalism, neoliberalism, and multilingualism—feature prominently. Critical discourse analysis revealed that the textbook promotes multilingualism and cultural diversity, narrowly defined as knowing the two dominant languages and appreciating food and religion. We discuss ways textbooks might actively promote linguistic diversity.</p>	<p>Montgomery, D. Philip; Lee, Vashti  Michigan State University, USA  montg301@msu.edu, leevasht@msu.edu</p>
<p><b>Presentation</b></p>	<p><b>Presenter(s)</b></p>
<p><b>Family language policies for educating multilingual children in international families in Japan: Resources and strategies</b>  This study examines family language policies of international families living and raising children in Tokyo, Japan, based on data collected through focus group interviews. The findings indicate that each family strategically constructs its policy for educating their multilingual children utilizing various human, material, and institutional resources.</p>	<p>Motobayashi, Kyoko (1); Ikeda, Kanako (2); Okunishi, Maiko (3)  1: Ochanomizu University, Japan; 2: Ochanomizu University, Japan; 3: Ochanomizu University, Japan  motobayashi.kyoko@ocha.ac.jp, mi.kanako2012@gmail.com, okunishi.maiko@gmail.com</p>
<p><b>Presentation</b></p>	<p><b>Presenter(s)</b></p>
<p><b>Normalizing Tamazight Language in Algeria: a documentary analysis</b>  With the rise of linguistic human rights in the postmodern era of language policy in decolonial contexts, Algeria granted official status to a minority language, Tamazight, but it remains to be seen if giving status has changed the existing language ideologies towards this language and made it a 'normalized' language.</p>	<p>Nemouchi, Sofia  University of Limerick, Ireland  Sofia.Nemouchi@ul.ie</p>
<p><b>Presentation</b></p>	<p><b>Presenter(s)</b></p>
<p><b>Heritage language socialisation and religious socialisation among Vietnamese Catholics in the United Kingdom</b>  This paper discusses the interplay between heritage language socialisation and religious socialisation within the institutional setting of a Vietnamese Catholic network in the United Kingdom. Socialisation into the Vietnamese Catholic faith community and participation in religious practices is argued to contribute more to language maintenance than educational practices alone.</p>	<p>Nguyen, Anh Khoi  University of Manchester, United Kingdom  anhkhai.nguyen@manchester.ac.uk</p>

Presentation	Presenter(s)
<p><b>Language Policy and Cultural Adaptation of Foreign Students in Vienna</b></p> <p>The results of this study show that due to the Austrian language policy, knowledge of the German language has a significant role in the lives of Iranian students in Austria. In addition, their language learning is based on standard German, but they face problems with the Austrian accents in Austrian society.</p>	<p>Nouralian, Roshanak University of Vienna, Austria r_nouralian@yahoo.com</p>
<p><b>Linguistic Diversity in Australian Higher Education: Policy, Practice, and Epistemic Justice</b></p> <p>Australian universities make minimal reference to the crucial role of languages within education and the specific ways in which students' diverse linguistic and literate repertoires can be valued through educational practices. In this presentation, we will argue that this failure to engage with linguistic diversity in terms of <i>de jure</i> university policies represents a specific form of epistemic injustice.</p>	<p>Ocriciano, Michelle (1,2); Burke, Rachel (2); Lan Nguyen, Thi Phuong (2) 1: University of Queensland, Australia; 2: University of Newcastle m.ocriciano@uq.edu.au, Rachel.Burke@newcastle.edu.au, ThiPhuongLan.Nguyen@newcastle.edu.au</p>
<p><b>Monolingual, Multilingual or Plurilingual Language in Education Policy, Practice and Research in Contemporary Central Asia: Tajikistan and Kazakhstan</b></p> <p>We look at how practices of two innovative teachers in Tajikistan and Kazakhstan, Central Asia, who arrived at plurilingual approaches to English-only foreign language instruction in Tajikistan and English-medium science instruction in Kazakhstan using practical pedagogical reason alone, might become more widespread, and what research and policy would support this.</p>	<p>Olimnazarova, Tojiniso (1); Ayekenova, Raushan (2); Bahry, Stephen (3) 1: University of Central Asia; 2: OISE, University of Toronto, Canada; 3: OISE, University of Toronto, Canada tojiniso.olimnazarova@ucentralasia.org, ayekenova@gmail.com, s.bahry@utoronto.ca</p>
<p><b>"Radical multilingual spaces of hope for refugee-background students in Poland: Transformative language policies and practices"</b></p> <p>This study examines an exemplary school where refugee-background students' rights are respected and linguistic repertoires leveraged, despite the xenophobic sentiment in the Polish context. Guided by the concepts of translanguaging, critical pedagogy, and hope, this presentation advocates for transformative educational practices towards socially-just education that reject monolingual schools.</p>	<p>Olszewska, Aleksandra Ita (1); Coady, Maria (2) 1: University of Oslo, Norway; 2: University of Florida aleksandra.olszewska@iln.uio.no, mcoady@coe.ufl.edu</p>
<p><b>Interpreting Curriculum: An action-research study on teaching ESL through creative writing</b></p> <p>In Fall 2019, I conducted an action-research pilot study with my students to gain insight into the impacts of second language creative writing on language learning and identity</p>	<p>Passi, April Leigh McGill University, Canada april.passi@mail.mcgill.ca</p>

<p>development. Main findings confirm that giving students freedom to share their own stories through creative writing leads to greater engagement in learning, as well as greater self-awareness of language skills and use.</p>	
<p><b>Presentation</b></p>	<p><b>Presenter(s)</b></p>
<p><b>Is there room for the languages of minorities and for dialects in China yet? On the opposite tendencies in PRC's language policies</b>  The present contribution has the aim of discussing two opposite tendencies in China's LPP. On the background of a long tradition of linguistic work for the establishment and strengthening of the position of Putonghua, China promotes activities to support the language of the minorities and dialects.</p>	<p>Pellin, Tommaso  University of Bergamo, Italy  tommaso.pellin@unibg.it</p>
<p><b>Presentation</b></p>	<p><b>Presenter(s)</b></p>
<p><b>Teachers' perceptions and strategies of plurilingual implementation and challenges of language policy</b>  Language teachers not instructed in plurilingual pedagogies often see students' plurilingual discourses as a deficit, given the monolingual language policy and assessment practices which limits teachers' plurilingual implementation. This study presents how language teachers address the tension between plurilingual process and monolingual product, and unpacks the power dimensions in institutions.</p>	<p>Peng, Li  McGill University, Canada  li.peng2@mail.mcgill.ca</p>
<p><b>Presentation</b></p>	<p><b>Presenter(s)</b></p>
<p><b>Language as Problem, Right, and Resource: Language Planning and Policy in the Philippines during the Pandemic</b>  This paper aims to discuss the linguistic experiences of the Philippines in relation to the COVID-19 pandemic.</p>	<p>Petras, Jayson  University of the Philippines, Philippines  jdpetras@up.edu.ph</p>
<p><b>Presentation</b></p>	<p><b>Presenter(s)</b></p>
<p><b>French Immersion: How Existing Language Policies Address the Nexus of Accent, Identity, and Community Belonging</b>  Immersion speakers are surveyed and recorded to expand on our understanding of what it means to be a French speaker in the context of mostly English-speaking BC. The results question the codified divisions between what it means to be Francophone and Francophile.</p>	<p>Poljak, Livia  Simon Fraser University, Canada  lpa10@sfu.ca</p>
<p><b>Presentation</b></p>	<p><b>Presenter(s)</b></p>
<p><b>The Future of English in Post-Brexit Europe: A Critical Discourse Analysis of the EU Language Policies and Brexit Media Coverage</b>  This research explores the status of English in the post-Brexit EU through an analysis of news media, policy documents, and political speeches. We argue that English will likely secure its position as a <i>de facto</i> language in the EU operations, provoking ideological tensions regarding the status of French and Spanish.</p>	<p>Quintana Sarria, Vanessa; Norova, Nasiba; Fakhrutdinova, Luliia  University of Massachusetts Boston, USA  v.quintanasarria001@umb.edu,  nasiba.norova001@umb.edu,  i.fakhrutdinova001@umb.edu</p>

Presentation	Presenter(s)
<p><b>English as a Medium of Instruction in Moroccan Universities: Implications for Multilingualism and Linguistic Dependency</b></p> <p>This presentation will report the findings of a qualitative study using focus groups discussions that sought to examine the perceptions of university professors and students of the intersection of EMI, cultural politics of English, coloniality and linguistic dependency in Morocco as a postcolonial context.</p>	<p>R'boul, Hamza Public University of Navarre, Spain hamzarboul4@gmail.com</p>
<p><b>Postmodernism and Language Policy</b></p> <p>This presentation seeks to apply the theory of post-modernism to language policy with a particular focus on the Tunisian context. It focuses on the role of local agents in creating a language policy that meets their needs. In other words, it investigates the way language experts formulate language education policy.</p>	<p>Rahal, Aicha Pazmany Peter Catholic University, Hungary, Hungary aicharahal00@gmail.com</p>
<p><b>Corpus Linguistics Analysis of Educational Language Policies and Outcomes for Multilingual Communities</b></p> <p>Through a corpus-linguistic critical discourse methodology and analysis, findings demonstrate quantitative and qualitative alignment of both terms, English and bilingual, to the orientation objectives as defined by Kloss (1998). The presentation will review the study, findings, and implications for revision, creation, and reflection of policy to intentionally orient towards promoting equitable and multilingual decision-making for multilingual students.</p>	<p>Rivera Pagán, Xiomara Enid Language Policy Consulting LLC, USA riverapagan.xiomara@gmail.com</p>
<p><b>Role of L1 in ESL/ELD Policy Documents in Ontario – An Analysis</b></p> <p>This ongoing case study analyzed specific curriculum documents developed by the Ministry of Education in Ontario for students from ESL backgrounds since 2001 until 2019. The purpose of this analysis is to better understand the evolving role of students' first languages (also referred to as home languages) in their current learning experiences in Ontario schools. The case study suggests how these changes have impacted the language policy and planning field with regards to curriculum documents aimed at emergent bilinguals in Ontario students, and what these changes mean for educators, students and parents.</p>	<p>Sachdeva, Nidhi OISE, Canada n.sachdeva@mail.utoronto.ca</p>
<p><b>Teacher attitudes towards translanguaging: Ideologies and language policies</b></p> <p>This research explores EFL/ESL teachers' attitudes towards instructional translanguaging in Bangladeshi K-12 settings. It analyses pre-and in-service teachers' perceptions about</p>	<p>Saha, Mili University of Wollongong, Australia milisahadoll@gmail.com</p>



translanguaging and the shifts in their ideologies. Results show that institutional language policies (LPs) primarily construct the teachers' beliefs about instructions, often shifting from pre-service stances and conflicting practices.	
<b>Presentation</b>	<b>Presenter(s)</b>
<b>The Kurdish speaker's attitude in the capital city of KRG on their language in the context of language policy</b> In this research we attempted to clarify the attitudes of Kurdish speakers in the capital city of KRG on their language in the context of language policy. The results are statistically determined as to how positive or negative attitudes are within the framework of the KRG language policy.	Salih, Shallaw; Abdulrahman, Mzgin Salahaddin University, Iraq shallaw.hamahamagharib@su.edu.krd, Mizgin.abdurahman@su.edu.krd
<b>Presentation</b>	<b>Presenter(s)</b>
<b>Beyond textuality in language policy: entextualization and fragmentation</b> Attention to complexity, dynamicity and hybridity in language policy should involve movement away from conventional, structural concepts of 'textuality', and toward a view of policy as a process of continuous entextualization, focusing on identifying how the social actions mediated by policy texts imbue particular textual fragments with context-specific sets of meanings.	Savski, Kristof Prince of Songkla University, Thailand kristof.s@psu.ac.th
<b>Presentation</b>	<b>Presenter(s)</b>
<b>India's language policy for people with hearing and speech impairment</b> The aim of the paper is to investigate India's language policy for people with hearing and speech impairment, with a special focus on the Indian Sign Language.	Sharma, Abhimanyu Jawaharlal Nehru University (JNU), India sharma.abhi1@gmail.com
<b>Presentation</b>	<b>Presenter(s)</b>
<b>The Postcolonial Performativity of Teaching of English in Higher Education Philippines</b> This paper examines the institutional language policy and ELT practices in Higher Education Philippines. It answers the question: How is the teaching of English implemented (institutional level) and practiced (classroom level) in the Higher Education Institution? Findings revealed the (dis)alignments between institutional language policy and ELT practices.	Soberano, Carlo Gallego National University, Manila, Philippines cgsoberano@national-u.edu.ph
<b>Presentation</b>	<b>Presenter(s)</b>
<b>Integration in Portuguese schools: voices of immigrant children</b> This communication focuses on the voices of immigrant children, presenting the humanistic way teachers and children include newcomer migrant pupils. It is a part of a larger project analysing inclusion in multilingual classrooms. The study illuminates the meaning of inclusion and the critical role of the teacher and classmates as hosting partners.	Sousa, Otilia Costa (1,2); Pinho, Ana Sofia (2); Hortas, Maria João (1,3); Mogarro, Maria Joao (2); Semião, Daniela (2); Pereira, Teresa Costa (2); Oliveira, Renata (2) 1: Polytechnic Institute of Lisbon, Portugal; 2: Institute of Education, Lisbon University; 3: IGOT, Lisbon University

	otilias@eselx.ipl.pt, aspinho@ie.ulisboa.pt, mjhortas@eselx.ipl.pt, mjmogarro@ie.ulisboa.pt, daniela.semiao@campus.ul.pt, teresa.costa.pereira@hotmail.com, renata_jatoba@hotmail.com
<b>Presentation</b>	<b>Presenter(s)</b>
<p><b>English as a lingua franca: Reverting the school system back to a monolingual ideology—why it’s dangerous and how to move toward a plurilingual ideology</b></p> <p>English is the most widely spoken language in the world. It is the most commonly taught, learned, and used L2 worldwide as well as the one assigned the most value within the Canadian school system. This monolingual ideology needs to transition into one of plurilingualism, where we as educators need to assign value to all home languages within our literacy instruction. This is a bottom up initiative.</p>	<p>Stanisavljevic, Ivana Hamilton Wentworth District School Board, Canada ivanastanisa@gmail.com</p>
<b>Presentation</b>	<b>Presenter(s)</b>
<p><b>New technologies, old ideologies: Language representation in BBC Learning English</b></p> <p>This study looks at the presentation of English on the BBC’s language-learning platform <i>BBC Learning English</i>, focusing on a multimodal analysis of the ideologies and discourse strategies. The results show the presence of conflicting ideologies and attempts to delegitimize and erase various linguistic forms, potentially increasing learners’ language anxiety.</p>	<p>Starčević, Anđel University of Zagreb, Croatia andelstarcevic79@gmail.com</p>
<b>Presentation</b>	<b>Presenter(s)</b>
<p><b>Weaving a Collaborative Safety Net for Equitable Inclusion: Entwined Stories from a Multilingual, Multicultural International School</b></p> <p>This study identifies the needs and principles essential in co-designing a culturally and religiously responsive approach that counters exclusionary, marginalizing, and anti-immigrant settings. Applying qualitative methods, we entwine stories of stakeholders from an international, multilingual school, documenting areas of convergence and conflict toward developing a sustainable, transformative partnership.</p>	<p>Sundusiyah, Anis; Fernandez, Loretta University of Pittsburgh, USA ans161@pitt.edu, lof7@pitt.edu</p>
<b>Presentation</b>	<b>Presenter(s)</b>
<p><b>Humor as a language oppression form against ethnic Chinese in Indonesia: a critical discourse analysis</b></p> <p>Ethnic Chinese in Indonesia have experienced prolonged discrimination since the declaration of independence in 1945. The discrimination is legitimated through various official government policies. Besides, it is reproduced through language, including humor. The research results demonstrate</p>	<p>Surahmat, Surahmat Universitas Negeri Semarang (Faculty Member), Universitas Gadjah Mada, Indonesia (Doctorate Student) surahmat@mail.unnes.ac.id</p>

that humor acts as an inseparable cultural violence form attached to discriminatory policies in Indonesia.	
<b>Presentation</b>	<b>Presenter(s)</b>
<p><b>Resisting language alternation in an international communication: A case of a press conference</b></p> <p>Using discourse analysis, the current study aims to revisit English in Japan’s globalized society by examining a press conference in Japanese between the Minister of Foreign Affairs and a spokesperson from a Japan-based English language newspaper. The findings show the complex nature of language alternation and reaction from the public.</p>	<p>Suzuki, Benio Utsunomiya University, Japan ben300.tko@gmail.com</p>
<b>Presentation</b>	<b>Presenter(s)</b>
<p><b>The influence of (post-)colonial language policies on indigenous languages in Cameroon: An acquisition planning perspective</b></p> <p>This paper examines some strategies for promoting indigenous languages in Cameroon during the colonial period and just after independence. It also investigates the survival problems faced by these languages while showing how such languages could be better revitalized through the education system.</p>	<p>Takam, Alain Flaubert University of Lethbridge, Canada alain.takam@uleth.ca</p>
<b>Presentation</b>	<b>Presenter(s)</b>
<p><b>Redefining the Silent Period from Silent to Silenced: A Translanguaging Stance</b></p> <p>For linguistically minoritized multilingual refugee youth and children, formal educational settings can be assimilative spaces with policies and pedagogy which are inherently nested in colonial logic and English linguistic superiority. Since the emergence of the silent period phenomenon, there have been various theoretical takes within applied linguistics, cognitive psychology and language acquisition fields. This study demonstrates the transformative power of bringing forth fluid and agentive translanguaging practices — to carefully listen to historically silenced voices.</p>	<p>Thraya, Sophia University of Calgary, Canada sophia.thraya@ucalgary.ca</p>
<b>Presentation</b>	<b>Presenter(s)</b>
<p><b>Discover Canada: Language ideologies in the Canadian Citizenship Test study guide</b></p> <p>In this paper, we consider the language ideologies underpinning the Canadian citizenship test by examining its associated study guide. Using corpus linguistics and critical discourse analysis, we determine the explicit and implicit ways in which languages and language issues become embedded in discourses of Canadian nationhood.</p>	<p>Vessey, Rachelle; Arias, Angel; Sheyholislami, Jaffer Carleton University, Canada rachelle.vessey@carleton.ca, angel.arias@carleton.ca, jaffer.sheyholislami@carleton.ca</p>
<b>Presentation</b>	<b>Presenter(s)</b>
<p><b>Minority language revitalization and social media through the lens of Covid-19 in Yunnan and Gansu, western China</b></p> <p>Drawing on frameworks of language revitalization, this paper explores how the global pandemic has provided minority</p>	<p>Wang, Ge (1); Bahry, Stephen (2) 1: Zhongnan University of Economics and Law; 2: The University of Toronto</p>

nationalities in west China the opportunity to increase recognition and revitalization of their cultures and languages.	stelewang@hotmail.com, stephen.bahry@gmail.com
<b>Presentation</b>	<b>Presenter(s)</b>
<p><b>Chinese-foreign Cooperative Education under the Vision of Fusion of Horizons</b></p> <p>Chinese-foreign cooperative education uses advanced language teaching resources both at home and abroad. However, it confronts obstacles due to the disparities in educational concepts. This case study uses the “fusion of horizons” theory to illustrate how different language instruction can be incorporated in Chinese-foreign cooperative institutions.</p>	<p>Wang, Sitong Department of Integrated Studies in Education, McGill University sitong.wang@mail.mcgill.ca</p>
<b>Presentation</b>	<b>Presenter(s)</b>
<p><b>Political Buddhism, Ethnocentrism and the ESL Textbook Prescribed for Monastic Education in Sri Lanka</b></p> <p>This paper addresses how ESL textbooks for monastic education in Sri Lanka foster the establishment of the dominant ideology, disregarding the identities of alterity/the Other.</p>	<p>Wanniarachchi, Sachin Anushka (1); Wanniarachchi, Sahan Anushka (2) 1: Bhiksu University of Sri Lanka, Sri Lanka; 2: University of Peradeniya, Sri Lanka sachinwanniarachchi1000@gmail.com, sahan.anushka55@gmail.com</p>
<b>Presentation</b>	<b>Presenter(s)</b>
<p><b>Official recognition of minority languages and linguistic justice: An indicator based on welfare economics</b></p> <p>A numeric indicator measuring the degree of linguistic (in)-justice inherent in the non-recognition of official status of minority languages in given jurisdictions is proposed. The indicator is based on ideas from constitutional economics concerning the trade-off between equal treatment of individuals and cost-efficient policy measures.</p>	<p>Wickström, Bengt-Arne (1); Gazzola, Michele (2) 1: Andrassy-Universität, Budapest, Hungary; 2: Ulster University, Belfast, UK bengt-arne@wickstroem.eu, m.gazzola@ulster.ac.uk</p>
<b>Presentation</b>	<b>Presenter(s)</b>
<p><b>Family language policies, practices and needs of Chinese immigrant parents of toddlers in Montreal</b></p> <p>The research provides in-depth case studies of the family language policies, practices and needs of five Chinese immigrant families raising multilingual toddlers in Montreal. It explores not only how parents manage multiple languages at home, but also the resources and support necessary to facilitate balanced language development in their children.</p>	<p>Xiong, Chen McGill University, Canada chen.xiong@mail.mcgill.ca</p>
<b>Presentation</b>	<b>Presenter(s)</b>
<p><b>Attitudes of Chinese Public University Administrators towards Standard English</b></p> <p>This is a pilot research on attitudes of Chinese public university administrators towards Standard English. Their perceptions of Mandarin was found to have a significant influence on their attitudes, which is a very new angle for this kind of research in China.</p>	<p>Xu, Ning; Stephen, Jeannet Universiti Malaysia Sabah 869067933@qq.com, jeannets@ums.edu.my</p>

Presentation	Presenter(s)
<p><b>An ontological understanding of English in Hong Kong's language education and language policy: A discussion from the perspective of translanguaging</b></p> <p>In Hong Kong, persistent discussions on the level of English proficiency have existed for decades, which has resulted in rounds of policy changes. This paper aims to address the ontological status of English within the education and policy context and discuss how the concept of translanguaging could benefit our understanding.</p>	<p>Yau, Thomas Siu Ho; Chun, Derek Wai Sun The Education University of Hong Kong shyau@link.cuhk.edu.hk, dwschun@eduhk.hk</p>
<p><b>Linguistic identity construction and family language practice among second generation Wenzhounese in Paris: a case study</b></p> <p>This exploration of linguistic identity construction of the Wenzhounese in Paris reveals that multilingualism affects how language learners perceive themselves, and how linguistic identities are constructed and shaped. It's predictable that the dialectal background would be a burden rather than a blessing, and might affect the ecology of language diversity.</p>	<p>Zhu, Shuting Neoma Business School, France shuting.zhu@neoma-bs.fr</p>
<p><b>Identity and Language Conflict in Morocco</b></p> <p>This presentation is about the use of languages as a proxy for conflict. It makes an innovative contribution to the study of language conflict by showing how colonial, postcolonial, and global forces end up reconstructing in complex and sometimes contradictory ways the national identity of Morocco, specifically in relation to language conflict.</p>	<p>Zouhir, Abderrahman Wayne State University, USA zouhir@wayne.edu</p>