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MAAL

In Touch In Tune

21st

AILA WORLD CONGRESS 2024

CELEBRATING 60 YEARS OF AILA (1964 - 2024)

EXCLUSIVE COVERAGE

Exclusive Interviews

- Professor Dr. Catherine Nickerson
- Professor Dr. E. Aminudin Aziz
- Professor Dr. Peter de Costa
- Professor Dr. John E. Joseph
- Professor Dr. Claire Kramsch

AILA World Congress 2024 Speakers' profile

Bahasa Indonesia is now a UNESCO Official Language

UN Asia-Pacific Multilingual Education Working Group



ANNIVERSARY
AILA 60th Anniversary
Plenary Symposium

AILA World Congress
2024 Conference
Tracks

Published in May 2024

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Malaysian Association of Applied Linguistics (MAAL)

In Touch In Tune Year 2024 Special Issue

Theme:

Linguistics Diversity, Equity, Inclusion and
Sustainability

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21st AILA WORLD CONGRESS 2024

CELEBRATING 60 YEARS OF AILA (1964 - 2024)

**MAAL Founder/ AILA President message –
Prof. Emeritus Dr. Azirah Hashim FASc.**



Prof. Emeritus Dr. Azirah Hashim FASc.

President

International Association of Applied Linguistics (AILA)

“ I extend a heartfelt invitation to all to AILA's 60th Anniversary World Congress to be held in beautiful Kuala Lumpur from 11 to 16 August 2024.

The Congress provides a platform for engagement with cutting-edge research and best practice in Applied Linguistics, for fostering collaboration and interdisciplinary exchange, and for connecting with colleagues from diverse backgrounds and perspectives. Delegates will enjoy the cultural attractions, culinary delights and natural wonders of Malaysia during their visit. I look forward to welcoming you warmly to Kuala Lumpur in August!

”

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CELEBRATING 60 YEARS OF AILA (1964 - 2024)

**MAAL President/ 21st AILA World Congress Chair message –
Prof. Dr. Shameem Rafik-Galea**

Dear Colleagues,

On behalf of the AILA 2024 Organising Committee, I welcome all AILA affiliate members, academics and professionals in applied linguistics to the 21st AILA World Congress 2024. AILA has reached its 60-year milestone and Malaysia has the honour of hosting the celebration of the 21st congress in beautiful Kuala Lumpur from August 11th -16th 2024. The anniversary is a trilogy of world congresses celebrating 6 decades of AILA (1964 – 2024). It kicks off in Lyon with the 20th AILA World Congress in 2023 followed by the 21st congress in Kuala Lumpur. The final celebration in 2025 will be held at a destination to be announced soon. Building on the success of previous congresses, the theme for the 2024 event is Linguistic Diversity, Equity, Inclusion and Sustainability. My team and I look forward to new outlooks and innovations in research work on various topics in the field of applied linguistics from scholars, academics, professionals in the industry and government. In celebrating 60 years of AILA, the Kuala Lumpur programme promises an exciting hybrid of events offering an excellent platform for networking opportunities. To be held at the Kuala Lumpur Convention Centre, with the iconic PETRONAS Twin Towers as the backdrop, participants will enjoy the bustling city set against lush and serene surroundings that go beyond applied linguistics. The AILA 2024 organising committee and I look forward to welcoming delegates from around the world in August 2024.

Selamat Datang to Kuala Lumpur!

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21st AILA WORLD CONGRESS 2024

CELEBRATING 60 YEARS OF AILA (1964 - 2024)

Editor-in-chief message – Prof. Ts. Dr. Shahrina Bt Md Nordin FASc.

I am thrilled to present this special issue gazette, which is dedicated to the upcoming 21st AILA World Congress 2024. This prestigious congress will take place at the Kuala Lumpur Convention Centre against the backdrop of the iconic Petronas Twin Towers in Malaysia, from 12th to 16th August 2024. It will also feature virtual components to accommodate participants joining remotely.

Malaysia, as the host for the congress this year, offers a unique and enriching experience for our international gathering. Malaysia is known for its cultural diversity, warm hospitality, and vibrant cities. The participants will not only benefit from the academic and professional intellectual discourse of the congress but also from the opportunity to explore Malaysia's rich cultural heritage and dynamic environment.

The Congress promises a dynamic program, with the agenda available on the AILA2024 website. Each day will feature numerous paper presentations covering a wide range of sub-themes and key issues in the field. The congress includes keynote sessions, symposia, workshops, and feature discussions, providing valuable insights and opportunities for professional growth.

You will be meeting over 1,200 delegates from 69 countries to this global gathering. Join us at the 21st AILA World Congress to explore exciting new perspectives, expand your professional network and advance your understanding of applied linguistics in a truly global context.

Looking forward to your participation!



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21st AILA WORLD CONGRESS 2024 EXCLUSIVE INTERVIEW



CELEBRATING 60 YEARS OF AILA (1964 - 2024)

Keynote Speaker: Professor Dr. Catherine Nickerson
Zayed University, Dubai, U.A.E

My topic is to consider the future of Applied Linguistics in the context of business and professional communication, with specific reference to the continuing relevance of the discipline, its continuing vitality and its commitment to engaging with diversity. I will be arguing in my presentation that we need researchers who can suggest ways to turn research findings into classroom materials and methods, and also more practitioners who can see the value of research and who can point to areas of research that would benefit their practice. My viewpoint will be that engaging with practitioners and involving them in our research efforts will be one important way in which to enrich the field of applied linguistics with particular reference to the field of English for specific business purposes, while at the same time moving it forward.

I worked on a Special Issue for English for Specific Purposes, that included contributions from both researchers and practitioners with an interest in business and professional communication, which exemplified much of what I have been saying for 25 years about the need to understand different perspectives.

I hope that my presentation will challenge them to reconsider their own work and to think in particular about how it can be applied in practice to solve learners' problems with language and discourse as they progress through their careers in business and industry. In addition, it will help to move the field forward by encouraging discussion and that it will enable the attendees to reflect on different ways of making use of their research in pedagogical practice.

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Some attendees may not have considered how their work can be applied in a classroom setting to help people to negotiate those many aspects of discourse (in the workplace) that are not included in textbooks or other commercially produced materials. I hope to show them that their work has an additional application, as long as they are prepared to take different perspectives into account to account for both those of practitioners and those of learners.

If I think of Diversity, Equity, Inclusion, I feel that we have not considered the practitioners' perspective in general in our research, nor given them the tools that they can use in the classroom other than in typically brief "Implication" sections at the end of our work. Given the mandate of English for Specific Purposes in general, this is a serious lacuna that needs to be addressed. There's much more that we could do to understand what our research could actually mean in practice and how it can be applied. I'm also concerned that we will not be Sustainable as a community, given the increasing age of many of us in the field – like me – and the need to generate new ideas and new perspectives in the next decade. In many ways, I see this presentation as a call to arms for younger researchers to move things forward in innovative and useful ways.

I will be talking about major developments in the field over the past two decades, such as the shift away from native-speaker models, the increasing significance of Business English as a Lingua Franca (BELF) and the enormous increase in research into different business English genres and communicative events. I will also be speculating on what these trends might mean for the future.

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CELEBRATING 60 YEARS OF AILA (1964 - 2024)

Featured Speaker: Professor E. Aminudin Aziz
Head, National Agency for Language Development and Cultivation
Ministry of Education and Culture, Republic of Indonesia

The main points for my presentation at AILA World Congress 2024:

1. Not many people know that Indonesia has 718 local languages, making the country become the second most linguistically complex country in the world after Papua New Guinea.
2. Indonesian regulations recognise three different categories of languages: local, national, and foreign languages in which each category requires unique treatments, especially due to the potential outcomes that may be resulted from the intensive language contacts among the three categories.
3. Language policy and planning in such a complex situation is not easy and is always challenged by the questions of applicability of the policies at implementation levels, be they for education, public services, and day-to-day communication.
4. Local language preservation becomes a serious issue following a language mapping project that has found the extinction of many local languages in the archipelago. Does the government have to prevent for further extinction for many more languages or the government can leave it to the local language speakers whether they wish to continue maintaining or using their own languages or shift to more practical languages for their daily life? These are among the issues that will be discussed in the first part of my presentation, focusing more on the initiatives made by the Indonesian government through its Agency for Language Development and Cultivation in facing such dilemmatic circumstances. The initiative has been acclaimed as one of the most successful programmes in relation to local language revitalisation to date.

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Head, National Agency for Language Development and Cultivation
Ministry of Education and Culture, Republic of Indonesia

In the second part of my presentation, I will discuss the initiative to bring the Indonesian language, Bahasa Indonesia, into the global stage. As a language that was used as a medium of striving for independence, Bahasa Indonesia was derived from Malay, which was not the language of the majority groups. Since its inception as the language of unity, Bahasa Indonesia has undergone four phases of its development; each phase is characterised by its unique steps and goals. Nevertheless, there is a phase, known widely as the phase of globalisation, where the policy and planning have to return to the very first step of planning, namely corpus planning. This recursive model of language planning seems to be unique to the Indonesian situation whose language was just accepted as the official language of the General Conference of UNESCO, on the 20 th November 2024.

By attending the presentation, the audience will have a better understanding of the designing of language policy and planning in such a complex linguistic situation as Indonesia that at the same time is very much ambitious about making its language become a medium for global communication. What will happen after the current language policy and planning, i.e. revitalising local languages vis-à-vis imposing the teaching of Bahasa Indonesia nationwide is implemented? Will it come to the zero-sum situations or the speakers can even become competent multilinguals? These are among the questions that will be addressed in the presentation.

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CELEBRATING 60 YEARS OF AILA (1964 - 2024)

Featured Speaker: Professor Dr. Peter de Costa
Michigan State University, USA

What's Ethics Got to Do with Applied Linguistics?: Current Challenges and Possibilities for the Future

Applied linguistics researchers generally observe the core principles of justice, respect for persons, and yielding optimal benefits while minimizing harm when conducting research. Ethics can be examined from a macroethical and microethical lens (Kubanyiova, 2013). While macroethics refer to the procedural ethics of institutional review boards (IRBs), ethics committees, and professional organizations, microethics engage with the everyday ethical dilemmas confronted by researchers. In my talk I argue that macroethical guidelines need to be complemented by microethical governance, that is, actual examples of ways to negotiate ethical dilemmas in specific research contexts. The need to bring together the macro and micro dimensions of ethics is vitally important today in light of growing calls to practice inclusivity, recognize diversity of experiences, and promote equity and human rights. Increasingly, applied linguists face many new challenges, including ethical dilemmas when working with vulnerable minority populations (e.g., heritage, immigrants, and indigenous communities). Drawing on examples from my latest special journal issue (Isbell & De Costa, 2024) and edited volume (De Costa, Rabie-Ahmed & Cinaglia, in press), I will discuss common ethical challenges encountered in various contexts, and will provide examples of how some applied linguists have confronted ethical dilemmas, highlighting their decision-making process and the ideas informing their choices.

- I will be exploring the topic of ethics in applied linguistics (AL). It's important to think about how we conduct research ensure that the core ethical principles of respect for persons, beneficence, and justice are observed. These principles are vitally important in the face of an ever evolving research landscape.
- I have been researching this topic for over a decade now and have published extensively on ethics in AL over this time duration. We need to pay more attention to methodological concerns in AL.

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Michigan State University, USA

- Ethics training in AL graduate programs is uneven. Some programs barely touch the surface and generally focus on getting approval from individuals' home academic institutions (i.e., they focus on macro ethical issues). Microethical concerns, that is, how applied linguists negotiate personal challenges throughout the research process tend to be ignored. I will focus on microethical quagmires by drawing on everyday ethical dilemmas encountered by applied linguists, and explore how they have negotiated these dilemmas. One key takeaway would be the difference between macro ethics and micro ethics. Another key takeaway is that I'll be looking at these concerns through a researcher and editor lens.
- I will use personal examples drawn from the experiences of different applied linguists who conduct work in various strands of AL and across different geographical settings, as well as with different populations. The conference theme is: Linguistic diversity, equity, inclusion and sustainability. My examples will illustrate how we can carry out research that is equitable and inclusive across diverse linguistic settings in ways that will sustain the research integrity of our field.
- I'll draw on examples concerning AI and work involving disenfranchised populations (e.g., indigenous and immigrant populations). As a critical applied linguist who focuses on on power inequalities, my entire body of work over last the two decades has always addressed diversity, equity, inclusion and access. I will ask these key questions in my presentation: What are some ethical concerns encountered by applied linguists who work with different methodological approaches? In what ways are these concerns similar or different when our research is situated in various contexts and involve specific populations? What are the pedagogical and policy implications of doing ethical AL work?

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60th Anniversary Plenary Symposium Speaker:
Professor Dr. John E. Joseph
University of Edinburgh, United Kingdom

The topic of my presentation is ‘The added value of historical perspective in applied linguistics’. It is part of a panel on the history of applied linguistics organised by Prof Richard C. Smith, and inspired by this being the 60th anniversary meeting – the Diamond Jubilee – of AILA. My experience of professing applied linguistics at Edinburgh over nearly half that period has taught me that the history of the discipline adds considerable value, allowing us to understand our positioning on a trajectory into the present, which offers our the best guide forward to the next stage of research and practice.

What is innovative in my talk is how it is framed in terms of the theoretical-applied divide in our field. Theoretical linguistics has been treated as the equivalent of *langue*, the core system, with applied linguistics as *parole*, the (mere) uses to which *langue* is put. Of course applied linguists over the last 60 years have refused to accept this characterisation. We have not relied primarily on the work of our theoretician colleagues to guide our concerns are and how we address them. Nor are we above raising an eyebrow at what sometimes passes for science in the work of analysts whose gaze is fixed on idealisations, rather than on speakers and the role languages play in our lives.

The theoretical-applied division is itself questionable: it is not obvious at what point we can identify a ‘theoretical’ linguistics detached from an older tradition of grammatical-philological-rhetorical enquiry with applied aims. Whatever date and theory we opt for, an applied foundation always underlies it. I shall briefly illustrate this with examples drawn from the ancient, early modern and modern periods, up to the point in the late 1940s when applied linguistics emerged as a named discipline.

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CELEBRATING 60 YEARS OF AILA (1964 - 2024)

60th Anniversary Plenary Symposium Speaker:
Professor Emerita Dr. Claire Kramersch
University of California, Berkeley, USA

Emigrating as I did in the sixties from France to the U.S and moving from French to American academia in the teaching of German as a foreign language confronted me with fundamental questions regarding language, knowledge, culture and identity. Who were my American students? What was their relation to West-Germans? East-Germans? The newly emerging field of Applied Linguistics was for me a theoretical and a practical godsend. It provided me with the international, cross-disciplinary and cross-cultural perspective from which to look at my teaching practice. Even though it was at the time heavily oriented towards the teaching of English, it opened my eyes to the psycho-and sociolinguistic bases of second language acquisition, and to the ideological, social and anthropological aspects of language use. It helped me make my peace with my status as a foreign professional in a country that I had difficulty understanding.

Over the years I slowly realized that the Anglo origins of Applied Linguistics and its use of global English to further its international growth could be not only an advantage but also a handicap. The tension between the local and the global became particularly acute in the area of language education. The emphasis on language as a communicative tool, on interaction and participation, measurable skills and competences was characteristic of an educational culture tightly linked to the global capitalistic marketplace. It lacked historical depth, textual criticality, and political awareness. Language educators operate in very different cultural, historical and political contexts with radically different values. Today, the internet, social media and Open AI offer other sources of knowledge and other ways of learning that threaten the very foundations of institutional education in Applied Linguistics. Based on my experience in this field, I will try and trace a path for the future growth of our beloved Applied Linguistics.

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60th Anniversary Plenary Symposium Speaker:

Professor Emerita Dr. Claire Kramersch

University of California, Berkeley, USA

As a multilingual scholar and educator (French, German, English) I will engage in some personal retrospection to trace a path for the future development of the field of Applied Linguistics, highlighting the value of critical historical research and reflection for current, applied concerns. Such a retrospective is extremely important in light of the changes brought about by economic globalization, the global spread of English, the instrumentalization of language, culture and education, and global digital communication technologies. All this has changed the nature of language and the use of language to solve problems in the “real world”, which has been the very definition of the field since 1957.

Having lived through all these changes and experienced their consequences for the teaching and learning of foreign languages throughout the world, I have noticed first hand the consequences of the misunderstandings and symbolic struggles caused by the global use of English, the linguistic inequalities between language varieties and their speakers, and the increased rivalries between fields and disciplines in the production and transmission of knowledge in academia.

I believe my presentation will remind attendees of the larger geopolitical context within which an applied field like Applied Linguistics has developed over the last 60 years, why it is both exciting, because it illuminates the real world of language, knowledge and power, and vulnerable, because as an applied/professional field, it does not have the funding, the academic prestige, the scholarly respect of other, more established fields.

Applied Linguistics will continue to be the essential field that bridges the Humanities and the Social Sciences, the theory and the practice of language use, that forms the essential basis for the teaching and learning of foreign or second languages, and that benefits from insights from sociolinguistics, anthropological linguistics, and educational linguistics.

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60th Anniversary Plenary Symposium Speaker:
Professor Emerita Dr. Claire Kramsch
University of California, Berkeley, USA

Issues of symbolic power, language and thought, the power of form and style, the power of the algorithm, the political dimensions of language pedagogy.

As we consider the future of Applied Linguistics I will be talking about linguistic diversity, equity between English and other languages and cultures, and inclusion of various educational traditions in the teaching of foreign languages. The sustainability of our field depends on DEI.

The difficulty of decolonizing the field while speaking, writing and thinking of it in English, the colonial language par excellence' The difficulty of reporting in English on research conducted in a different language, sometimes using a non-English theoretical framework. The monolingual habitus of educational institutions vs. the multilingual habitus of real world language use. The anthropomorphic vocabulary used to talk about the use of digital technologies and generative A.I.

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Bahasa Indonesia is now a UNESCO Official Language

Bahasa Indonesia, the official and national language of Indonesia, has been designated an official language of UNESCO at its recent General Conference in Paris.

The official move to honor the lingua franca of the 17,500 islands making up the Indonesian Archipelago was confirmed at the 42nd Session of the UNESCO General Conference in November. This makes Bahasa Indonesia UNESCO's 10th official language, in addition to Arabic, Chinese, English, French, Hindi, Italian, Russian, Spanish, and Portuguese.

Mohamad Oemar, the Indonesian Ambassador to France, Andorra, and Monaco, and Permanent Delegate to UNESCO, explained that Bahasa Indonesia is spoken by more than 275 million people. Worldwide, curricula in Bahasa Indonesia are being used in 52 countries, with approximately 150,000 non-native speakers.

"The recognition of Indonesian as the official language of the UNESCO General Conference will have a positive impact on peace, harmony, and the achievement of sustainable development goals not only at the national level but also throughout the world," he said, as reported by Antara News.

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The official recognition of the language may be expected to increase cultural and economic awareness of Indonesia globally. It also highlights Indonesia's commitment to cultural development and its connection with other nations. In its 11 points of reasoning towards the decision, the official document by UNESCO states:

"The recognition of Bahasa Indonesia as the official language of the General Conference of UNESCO would not only ensure equitable information dissemination, promote inclusivity, nurture a deeper understanding and appreciation of its language and literature, but also strengthen collaboration with UNESCO, and reinforce its commitment to advancing global cultures, peace and sustainable development. Moreover, it is expected to elevate Indonesia's international prominence, fostering greater cooperation and benefitting both the country and UNESCO's mission worldwide."

"The Indonesian language has been the nation's uniting force since pre-independence times, especially through the Youth Pledge in 1928, so it is able to connect various ethnicities in Indonesia," Mohamad Oemar added.



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60TH ANNIVERSARY

PLENARY SYMPOSIUM

HISTORIES OF APPLIED LINGUISTICS: CRITICAL PERSPECTIVES



Chair

PROF DR RICHARD SMITH
University of Warwick, UK

Invited Speakers



PROF DR JOHN E JOSEPH
University of
Edinburgh, UK



PROF DR CRISTINE SEVERO
Universidade Federal De
Santa Catarina, Brazil



PROF DR AZIRAH HASHIM
Universiti Malaya,
Malaysia



PROF DR CLAIRE KRAMSCH
University of
California, Berkeley



AP DR RUANNI TUPAS
University College
London, UK



AP DR ASHRAF ABDELHAY
Doha Institute of Graduate
Studies, Qatar



PROF DR SINFREE MAKONI
Pennsylvania State
University, USA

Organizer:

International Association
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Invited:



PennState



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UN ASIA-PACIFIC MULTILINGUAL EDUCATION WORKING GROUP

Symposium: Partnerships, Policies and Practices on First Language-Based Multilingual Education in Asia and the Pacific



Chair

Linda Jönsson

(UNICEF East Asia and Pacific Regional Office)

Speakers



Rika Yorozu

(UNESCO Regional Office in Bangkok)



Dr Maria Mercedes Arzadon

(University of the Philippines)



Dr Kirk Person

(SIL International)

Organizer:



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COME AND MEET OUR DISTINGUISHED SPEAKERS!



PROFESSOR ANITLIE
(Widya Mandala Surabaya Catholic
University, Indonesia)



**PROFESSOR DR
CHANGPENG HUAN**
(Shanghai Jiao Tong University,
Shanghai, China)



**PROFESSOR E.
AMINUDIN AZIZ**
(University of Education,
Bandung, West Java, Indonesia)



**PROFESSOR DR
LIXIAN JIN**
(City University of Macau, Macau)



**PROFESSOR DR PETER
DE COSTA**
(Michigan State University, USA)



**PROFESSOR SETIONO
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(Atma Jaya Catholic University of
Indonesia, Jakarta, Indonesia)



**DR AYESHAH SYED
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(University of Warwick, UK)



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MUHAMMAD KAMARUL
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(Universiti Sains Malaysia, Malaysia)



**ASSOC PROF DR
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(IOE, UCL's Faculty of Education
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What are the conference tracks?

- TRACK 1:** Language Diversity, Inclusivity, and Sustainability
- TRACK 2:** Language In Professional Practices and Professional Contexts
- TRACK 3:** Languages For Specific Purposes (LSP), Business and Professional Communication
- TRACK 4:** Linguistics and Social Issues
- TRACK 5:** Languages in Society
- TRACK 6:** Language in Use
- TRACK 7:** Language Teaching, Learning and Acquisition
- TRACK 8:** Early Years Language Education
- TRACK 9:** Languages and The Mind
- TRACK 10:** Language Technology and Artificial Intelligence
- TRACK 11:** Literacy Development in Language Education
- TRACK 12:** Language Education Policy and Management
- TRACK 13:** Other Works on Research in Applied Linguistics
- TRACK 14:** Open Calls

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11 - 16 August

Introducing AILA 2024 Keynote Speaker



Professor Dr. Ingrid Piller
Macquarie University, Sydney, Australia



Linguistic Diversity and Social Justice



Kuala Lumpur Convention Centre



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KEYNOTE SPEAKER PROFILE

Professor Dr. Ingrid Piller

(Macquarie University, Sydney, Australia)



Ingrid Piller is Distinguished Professor of Applied Linguistics at Macquarie University, Sydney, where she previously served as Executive Director of the Adult Migrant English Program Research Centre (AMEP RC). Over the course of her international career, he has also held appointments at universities in Germany, Switzerland, United Arab Emirates and USA. She is a Fellow of the Australian Academy of the Humanities and recipient of a 2018 Anneliese Maier Research Award.

Ingrid Piller is an applied sociolinguist with research expertise in intercultural communication, language learning, multilingualism, and bilingual education. She has published, lectured and consulted widely in these areas.

Ingrid Piller is the author of Linguistic Diversity and Social Justice (Oxford University Press, 2016), which won the 2017 Prose Award in the Language and Linguistics category and the 2017 BAAL Book Prize. She is also the author of the bestselling Intercultural Communication (Edinburgh University Press, 2nd ed., 2017) and over 400 other publications.

Ingrid Piller is a member of the Australian Research Council (ARC) College of Experts, served as editor-in-chief of the international sociolinguistics journal Multilingua (De Gruyter Mouton; 2013-2022) and edits the sociolinguistics portal Language on the Move, through which many of her publications and those of her team, including their research blog, can be accessed. She tweets about linguistic diversity @lg_on_the_move.



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Professor Dr. Low Ee Ling

National Institute of Education, Nanyang
Technological University, Singapore



*Educating teachers for linguistic diversity, equity, inclusion and
sustainability: future pathways.*



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KEYNOTE SPEAKER PROFILE

Professor Dr. Low Ee Ling

(National Institute of Education, Nanyang Technological University, Singapore)

Professor Low Ee Ling is Dean, Academic and Faculty Affairs and the immediate past Dean, Teacher Education. She is a Professor of Education (Applied Linguistics and Teacher Education) at the English Language & Literature Academic Group at the National Institute of Education (NIE), Nanyang Technological University (NTU), Singapore.



She obtained her in Linguistics (Acoustic Phonetics) from the University of Cambridge, UK under the NTU-NIE Overseas Graduate Scholarship. She won the Fulbright Advanced Research Scholarship which she spent at the Lynch School of Education at Boston College. Professor Low is an internationally renowned expert in Teacher Education and World Englishes. She is the Editor-in-Chief of the AILA Review, series editor of the Routledge Studies in World Englishes, a co-series editor of Springer's Empowering Teaching and Learning through Policies and Practice: Singapore and International Perspectives (ETLP) and Walter de Gruyter's Handbooks of Applied Linguistics.

She is a member of the OECD Education 2030 Scientific Committee and the Forum for World Education (FWE) Steering Committee. In 2021, she was recognized for her exemplary scholarship by the Academy for Leadership in Teacher Education (ALiTE), University of Hong Kong and appointed as a member of the Board of Governors for the International Baccalaureate Organization (IBO). In 2022, she was elected as a Fellow of the prestigious International Academy of Education based in Berlin.



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Professor Dr. Sinfree Makoni

Pennsylvania State University, USA



Critique in Decolonial and Global Southern Scholarship



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KEYNOTE SPEAKER PROFILE

Professor Dr. Sinfree Makoni

(Pennsylvania State University, USA)

Sinfree Makoni was born in Zimbabwe. He holds a BA in English (Hons) with a specialty in Linguistics from the University of Ghana, Legon, Accra, and a PhD in Applied Linguistics from Edinburgh University, Scotland.

He taught at several universities in Southern Africa, notably the University of the Western Cape, Bellville, and University of Cape Town. He was a postdoctoral Fellow at the Centre for Afro-American Studies at the University of Michigan.

He is currently a Professor in the Department of Applied Linguistics and the African Studies Program at Pennsylvania State University, Extraordinary Professor at University of the Western Cape and North-West University, and a Visiting Professor at Nelson Mandela University. He was a Carnegie Diaspora Fellow at Laikipia University, Kenya.

He has published extensively in the areas of Language and Aging, Language and Security, Language Policy and Planning, Southern Epistemologies, and Decoloniality. He has published 120 articles and book chapters and co-edited 15 books. His most recent publications include *Innovations and Challenges to Applied Linguistics from the Global South* (co-authored with A. Pennycook; London and New York: Routledge Press, 2020) and others.



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**Professor Emeritus
Dato' Dr. Hjh. Asmah Hj. Omar**

Universiti Malaya, Kuala Lumpur, Malaysia



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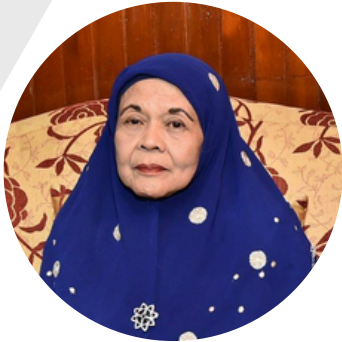
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KEYNOTE SPEAKER PROFILE

Dato' Dr. Hjh. Asmah Hj. Omar

(Universiti Malaya, Kuala Lumpur, Malaysia)



Emeritus Professor Asmah binti Haji Omar's life exemplifies a profound dedication to the Malay language. Her journey began with an insatiable thirst for knowledge, leading her from primary and secondary education in Kedah and Kuala Lumpur to a bachelor's degree at the University of Indonesia, a master's in Indonesian Language and Literature, and culminating in a Ph.D. in General Linguistics from the University of London, the first Malay woman to achieve this feat.

Professor Asmah's impact at Universiti Malaya (UM) is undeniable. Starting as an assistant lecturer in 1963, her academic prowess propelled her to the prestigious position of Professor (Chair) of Malay Linguistics in 1976. She left an indelible mark on the Department of Malay Studies (JPM) and the Academy of Malay Studies (APM). Furthermore, her co-founding of the Language Center, which evolved into the Faculty of Languages and Linguistics (FLL), cemented her influence on language education. Professor Asmah's contributions extended beyond the classroom. As Academic Assistant to the Vice Chancellor, she played a pivotal role in transitioning UM to Malay as the medium of instruction. Later, she served as Deputy Vice Chancellor (Personnel), demonstrating her adept leadership. Her commitment transcended UM when she became the first holder of the Za'ba Chair at Sultan Idris Education University and established the Institute of Malay Civilization.

Professor Asmah's scholarly pursuits delved deep into the rich tapestry of the Malay language. From seminal reference books like "Nahu Melayu Mutakhir" and "Susur Galur Bahasa Melayu" to studies on Iban and Orang Asli languages, she meticulously documented and analyzed Malaysia's linguistic landscape. Her research extended beyond borders, tracing the evolution of Malay communities in Australia and Southeast Asia. Professor Asmah's contributions were not limited to research. She enriched the literary landscape with encyclopedias like "Ensiklopedia Bahasa Melayu" and translations of philosophical and cultural works. Her role in standardizing Malay spelling and technical terms, both nationally with MABIM and internationally with MBIM, remains pivotal. Old Malay texts, inscriptions, and even the letters of Sultan Abdul Hamid Halim Shah became research material for Professor Asmah, revealing the language's historical journey. Her findings reached international audiences through publications and editorial roles in prestigious journals. Professor Asmah's dedication received numerous accolades, including national awards like the National Language Scholar Award and Outstanding Lifetime Achievement Award, and international recognitions like the ASANAL Award and Orde Des Palms Academique.

Professor Asmah binti Haji Omar is more than just a renowned linguist; she is an icon who shaped the landscape of the Malay language. Her relentless pursuit of knowledge, dedication to education, and tireless efforts in standardization and preservation have earned her a place of honor in the Malay linguistic world.



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Professor Dr. Enric Llurda

Universitat de Lleida, Catalonia, Spain



Native-speakerism and Standards in Applied Linguistics



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KEYNOTE SPEAKER PROFILE

Professor Dr. Enric Llorca

(Universitat de Lleida, Catalonia, Spain)



Enric Llorca is professor of Applied Linguistics at Universitat de Lleida, in the bilingual region of Catalonia (Spain). He is a competent user of Catalan, Spanish and English, and an intermediate speaker of French. His upbringing in a Catalan-speaking environment, and his trajectory as a teacher of Catalan, Spanish and English, have informed his approach to applied linguistics with respect to multilingualism, language teaching, language identity, and language policy.

His main areas of research are non-native language teachers and native-speakerism, English as a Lingua Franca (ELF), and multilingualism and internationalisation of higher education. He has published numerous journal articles and book chapters, as well as two edited and three co-authored books. One of his edited volumes (Non-Native Language Teachers: Perceptions, challenges and contributions to the profession. Springer, 2005) has been widely cited, and was translated into Arabic in 2012. He is also a member of the scientific board of seven applied linguistics journals and two book series.

He has participated in several research and innovation projects, and has been the leader of two projects funded by the Spanish Ministry of Science and Innovation (FFI2015-67769-P from 2016 to 2019; PID2019-107451GB-I00 from 2020 to 2023). The first investigated the effect of applying a plurilingual+ELF approach in a Business English course in comparison to a more traditional monolingual native-oriented methodology, whereas the second dealt with the development of disciplinary literacies in English as a lingua franca in English-medium university courses in Catalonia. He also coordinated the research group Cercle de Lingüística Aplicada – UdL (www.cla.udl.cat) from 2014 to 2022, which earned the recognition by the Catalan research funding agency as one of the top research groups in the country. He has conducted long-term research stays in Canada (University of Alberta), Sweden (Högskolan i Gävle), USA (Southern Illinois University) and UK (University of Southampton), plus several other short-term stays, and he has been a guest lecturer at over 20 universities in four different continents. He has also presented in several international conferences, and has been a keynote speaker at conferences in Europe, Asia, America and Oceania. The social impact of his work is visible through two types of actions. The first one as co-author of the online platform for self-access to English learning materials: Quantum LEAP: Learning English for Academic Purposes. The second is his involvement in teacher training activities. The most recent action is a seminar involving training and orientation for a pedagogy of multilingualism to foreign language teachers at a primary school in Lleida.

His teaching ranges from undergraduate courses on applied linguistics, English as a global language and second language acquisition to graduate modules on intercultural communication and research methodology. To the present date, Enric Llorca has successfully supervised three PhDs to completion, and is currently supervising four PhD students. He is currently working on teacher trainees' language ideology in relation to ELF and translanguaging. And he is now in the process of editing a book on deconstructing the native speaker construct (Routledge) which should be available in late 2024 or early 2025.



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Professor Dr. Catherine Nickerson

Zayed University, Dubai, U.A.E



*The Future of Applied Linguistics in the Context of Business
and Professional Communication*



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KEYNOTE SPEAKER PROFILE

Professor Dr. Catherine Nickerson

(Zayed University, Dubai, U.A.E)



Catherine Nickerson is a Professor in the College of Humanities and Social Sciences at Zayed University in the United Arab Emirates, where she also serves as the Director of Educational Effectiveness. Prior to this, she held positions in India, at the Indian Institute of Management Bengaluru, and in the Netherlands, at the Radboud University. She has also lived and worked in the United States and the United Kingdom. She holds degrees from the Universities of Durham (BA) and Birmingham (MA) in the United Kingdom, and a Ph.D. from the Radboud University in the Netherlands.

Catherine's work has been instrumental in the establishment of the multidisciplinary field of business discourse, at the intersection of discourse studies, language for specific purposes and the study of business English. Since 1999, she has co-authored a series of influential volumes on teaching and researching business discourse, on English for specific business purposes and on various aspects of business English. She has also guest-edited two Special Issues on business English for the English for Specific Purposes Journal, which appeared in 2005 and 2023 respectively, and has continued to publish widely on a broad range of topics focusing on how people communicate in workplace contexts. Her most recent publications have looked at the use of strategic corporate social responsibility communication on banking web-sites, at the impact of religion and religiosity on how advertising texts are perceived, and at the evolution of English for specific business purposes in the United Arab Emirates. In recognition of her research contributions, in 2008 she received the Association for Business Communication's Distinguished Publication Award, in 2009 the Association's Outstanding Researcher Award and in 2017 the Outstanding Article in the Business and Professional Communication Quarterly Award.

Catherine has been a teacher for more than three decades, working with business people and students across the world. Throughout her career, she has sought to bridge the gap between research and practice and to consider not only how the findings of academic research can be incorporated into the classroom, but also to identify additional fruitful areas of research that can be of immediate use for practitioners. In recent studies, she has explored the effects of mobile learning and of flipping the business English classroom, and she has also investigated the ways in which students with no previous business experience can be moved beyond the limits of conventional textbooks and placed in a writing space more similar to that of the modern business context. Her current work looks at how the effective online teaching of a business English course can also provide students who have little or no work experience, with a means of developing the digital communication skills they will eventually need for the workplace.





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