This is the published version:


Available from Deakin Research Online:

http://hdl.handle.net/10536/DRO/DU:30058579

Reproduced with the kind permission of the copyright owner

Copyright: 2013, CERES
in order to question their pertinence, particularly in two well known French dictionaries: *Le Petit Robert* (PR) and *Le Petit Larousse* (PL).

Salmon (1980) informs us that racism is related to "prejudice... lack of education, narrow-mindedness, social isolation accompanied by stereotypes, that is simplified generalisation that does not relate to objective facts. Schapira (1999) notices that there are expressions that "we use without thinking about their real meaning because language has solidified them once and for all and presented them to us as such with the lexicon... there are linguistic stereotypes that shape the mind consciously or unconsciously and become part of everyday use".

Hearing and reading repetitive racial slurs and derogatory expressions have become engraved in our collective memory and are transmitted from generation to generation. Concrete examples of those words and expressions will be given to illustrate: ethnic denominations related to historical insurrections or political inclinations at some point in history; negative complexity or nuisances referred to through ethnic nomenclature; sarcastic expressions; sarcasm towards ethnic groups; denominations that refer to both ethnic nomenclature and pejorative concepts. Does removing words from a dictionary halt the continuation of racist expressions? If not, can we legally erase those words from a dictionary or should we accept the perpetuation of quiet metalinguistic racism?

**You are not born racist are you? Discussing racism and cultural diversity with primary-aged Australian children.**
Jessica Walton, University of Melbourne

While it is important to recognise and identify manifestations of racism in order to develop effective anti-racism strategies, it is also critical to learn how children are socialised to think about lived experiences of race, culture and diversity as routine and ordinary aspects of their social worlds. An extensive literature review of ethnic-racial socialisation studies found scant research explicating the complex ways children learn about race and cultural diversity from multiple sources. Based on classroom observations and in-depth focus groups with students aged 8-12 years from diverse cultural backgrounds and with their parents and teachers at four primary schools in Melbourne, Australia, this paper reports on findings that examine how teachers and parents’ ethnic-racial socialisation strategies shape children’s understanding of race and culture. Specifically, it describes 1) key messages teachers and parents conveyed to children and the types of messages children reported receiving about race and culture; 2) strategies used to discuss or avoid issues of race and racism; and 3) children’s understanding and experiences of racism and cultural diversity. The paper concludes with recommendations for engaging children in explicit age-appropriate conversations about race and culture to develop critical understandings of racism and to promote intercultural understanding.

**Stream 4: Language, power and identity**

‘I get to be who I want to be’: Choices in primary to secondary school transition
Dimitrina Kaneva, University of Manchester

Children with English as an additional language (EAL) accumulate and bring to schools a variety of experiences and attitudes to learning. Having made one transition into the English educational system, a second significant transition from primary to secondary education makes their experiences more complex. Not only children are introduced to a substantially different environment but they are differently positioned, raising important questions about their identities as students and young people. Secondary schools are considered more anonymous in the array of subjects and individual teachers, and the fewer opportunities for children to get known in comparison to primary schools. However, the major emerging finding