11TH UNIVERSITY OF SYDNEY

TESOL RESEARCH NETWORK COLLOQUIUM

In conjunction with the Centre for English Teaching (CET), University of Sydney and the Department of Linguistics, Macquarie University

SEPTEMBER 10, 2016
## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map to the Faculty of Education and Social Work</td>
<td>3</td>
</tr>
<tr>
<td>Welcome and Thanks</td>
<td>4</td>
</tr>
<tr>
<td>About the TESOL Research Network Colloquium</td>
<td>5</td>
</tr>
<tr>
<td>Program Overview</td>
<td>6</td>
</tr>
<tr>
<td>Presentation Schedule</td>
<td>7-9</td>
</tr>
<tr>
<td>Keynotes</td>
<td>10-11</td>
</tr>
<tr>
<td>Abstracts</td>
<td>12-19</td>
</tr>
<tr>
<td>The TESOL Research Network</td>
<td>20</td>
</tr>
<tr>
<td>Postgraduate Degrees in TESOL at The University of Sydney</td>
<td>21-22</td>
</tr>
<tr>
<td>The Centre for English Teaching</td>
<td>23</td>
</tr>
<tr>
<td>Department of Linguistics, Macquarie University</td>
<td>24-25</td>
</tr>
<tr>
<td>Books</td>
<td>26-27</td>
</tr>
</tbody>
</table>
Directions: The Faculty of Education and Social Work is located on the Camperdown Campus. It is in the Education Building (A35) on Manning Road and is between the Old Teachers’ College and Manning Bar. For a larger map, visit: http://sydney.edu.au/maps/campuses/?area=CAMDAR&code=A35
WELCOME AND THANKS

I would like to welcome you to today’s TESOL Research Network Colloquium. A key aim of this colloquium is to foster networking and collaboration between people working in the area of TESOL and TESOL-related research. A further aim of the network is to develop links with other institutions with an interest in research in this area.

I especially welcome our keynote speakers for today, Gary Barkhuizen and Natsuko Shintani from the University of Auckland. Gary has been a speaker at the Colloquium before and I am delighted that he has been able to come back to deliver a keynote address for us. This is the first time Natsuko has presented at the Colloquium. We are however familiar with her work having published her in the University of Sydney Papers in TESOL in 2011 and of course through her very many other publications in the field. We are also grateful to Gary and Natsuko for the workshops they delivered for us yesterday.

I would like to thank my colleagues at the University of Sydney and Macquarie University for the contribution each of them has made in preparing for today’s Colloquium. Thank you also to our colleagues from other universities for accepting our invitation to be part of today’s activities. Today’s event has been funded by the Faculty of Education and Social Work research committee through its research network funding scheme as well as by the Centre for English Teaching at the University of Sydney and the Linguistics Department at Macquarie University.

Thank you all for coming today. I hope we will continue our discussions beyond today’s event and well into the future.

Brian Paltridge
Professor of TESOL
Director, TESOL Research Network
Faculty of Education and Social Work
The University of Sydney
ABOUT THE TESOL RESEARCH NETWORK COLLOQUIUM

The University of Sydney TESOL Research Network Colloquium aims to provide a forum for discussing and sharing research in the area of TESOL, as well as to encourage future research collaboration in this area. The Colloquium is a place where both new and established TESOL researchers can network. The Colloquium includes presentation sessions on a wide range of TESOL and TESOL-related research, as well as pre-colloquium workshops.

Free Pre-Colloquium Workshops

Date: Friday 9 September, 2016

- **Workshop 1** (9.00 am - 12.00 pm): **Gary Barkhuizen**, University of Auckland  
  An overview of narrative methods in language teaching and learning research  
  Room: Old Teacher’s College 427

- **Workshop 2** (1.00 pm - 4.00 pm): **Natsuko Shintani**, University of Auckland  
  Learning grammar through writing  
  Room: Old Teacher’s College 427

TESOL Research Network Colloquium

Date: Saturday 10 September, 2016

**Keynote Speakers:**

- **Gary Barkhuizen**, University of Auckland  
  Using narrative frames in language teaching and learning research  
  Room: Education 351, 9.10-10.00am

- **Natsuko Shintani**, University of Auckland  
  Explicit grammar instruction for second language writing  
  Room: Education 351, 2.00-2.50pm

Colloquium convenors

David Hirsh, Huizhong Shen, Phil Chappell

Members of the organizing committee

Brian Paltridge, Aek Phakiti, Marie Stevenson, Ken Cruickshank

Volunteers

Students from *Research Methods in Language Studies* (EDPJ5022) undertaking the Master of Education (TESOL) in the Faculty of Education and Social Work at the University of Sydney
PROGRAM OVERVIEW

8.30-9.00  Registration (Education Building A35, Level 3, in front of Education 351)

9.00-9.10  Welcome to the Colloquium, Brian Paltridge (Education 351, Education Building)

9.10-10.00  **Keynote: Gary Barkhuizen**, University of Auckland: “Using narrative frames in language teaching and learning research” (Education 351)

10.05-11.05  Individual papers (Education 424, 452, 436, 458, 459)

11.05-11.30  Coffee break (Education 401 – Staff Common Room)

11.30-1.00  Symposium and individual papers (Education 424, 452, 436, 458, 459)

1.00-2.00  Lunch break, launch of 2016 issue of *University of Sydney Papers in TESOL*, launch of *Ethnographic Perspectives on Academic Writing*, presentation of Dean’s award for the most outstanding Master of Education (TESOL) Dissertation submitted in 2015 (Education 401 – Staff Common Room)

2.00-2.50  **Keynote: Natsuko Shintani**, University of Auckland: “Explicit grammar instruction for second language writing” (Education 351)

3.00-4.30  Symposia and individual papers (Education 424, 452, 436, 458, 459)

4.30-5.30  Closing and Networking: Food & Drinks (Education 401 – Staff Common Room)
**PRESENTATION SCHEDULE**

**MORNING SESSIONS**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
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| 9.10-10.00 | **Keynote: Gary Barkhuizen**  
Using narrative frames in language teaching and learning research  
Room: Education 351 |
| 10.05-10.35 | Stephen Moore and Honglin Chen  
A survey of applied linguistics research published in Australia (2008-2014)  
Fern Hyde  
English as an additional language or dialect policy in primary schools: Interpretation, implementation and decision making  
Michael Rabbidge  
The influence of reflexivity on interview data  
Lina Qian  
Look for teacher autonomy in the classroom: A case study from College English classrooms  
Laura Ficorilli and Pam McPherson  
Intercultural organizing: The role of communication strategies on the factory floor |
| 10.35-11.05 | Victoria Phillips  
An investigation of non-native teachers' employability in Australia's ESL market  
Hasan Saltik  
Investigating teachers' perceptions about the Common European Framework (CEFR) and its role in English language education in Turkey  
Giang Hong Nguyen  
Teachers' beliefs and practice of their roles in EFL Blended Language Learning at two Vietnamese universities  
Vinh Nguyen  
Exploring Vietnamese undergraduate EFL students' beliefs of responsibilities and readiness for learner autonomy  
Sovannarith Lim  
A CHAT investigation of language teacher cognition: Case studies of Cambodian English teachers' vocabulary instruction |
| 11.05-11.30 | Coffee  
(Common room 401) |
# MIDDAY SESSIONS

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Name</th>
<th>Title</th>
<th>Speaker(s)</th>
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<tbody>
<tr>
<td>11.30-12.00</td>
<td>Education 424</td>
<td>Symposium</td>
<td>Anne Burns, Sophie O'Keefe, Brooke Donnelly, Nicholas Falkinder, Lisa Mangion, Peter Stokes and Melissa Reed</td>
<td>Anne Burns, Sophie O'Keefe, Brooke Donnelly, Nicholas Falkinder, Lisa Mangion, Peter Stokes and Melissa Reed. Learning-oriented assessment and technology: Action research in ELICOS</td>
</tr>
<tr>
<td>12.00-12.30</td>
<td>Education 458</td>
<td>Maya Defianty</td>
<td>The implementation of peer assessment in Indonesian context</td>
<td>Maya Defianty. Learning-oriented assessment and technology: Action research in ELICOS.</td>
</tr>
<tr>
<td>12.00-12.30</td>
<td>Education 459</td>
<td>Justin Lawrence Kwan</td>
<td>Learning to write in EAP by Chinese ESL/EFL college and university students: The role of affective factors</td>
<td>Justin Lawrence Kwan. Learning-oriented assessment and technology: Action research in ELICOS.</td>
</tr>
<tr>
<td>12.30-1.00</td>
<td>Education 424</td>
<td>Meredith MacAulay</td>
<td>Transition and transfer: Effects of an EAP pathway course on students’ discussion skills at university</td>
<td>Meredith MacAulay. Transition and transfer: Effects of an EAP pathway course on students’ discussion skills at university.</td>
</tr>
<tr>
<td>12.30-1.00</td>
<td>Education 452</td>
<td>Korop Khat and Eleni Petraki</td>
<td>Investigating stakeholder perceptions about ESP course design in the Cambodian higher education context</td>
<td>Korop Khat and Eleni Petraki. Transition and transfer: Effects of an EAP pathway course on students’ discussion skills at university.</td>
</tr>
<tr>
<td>12.30-1.00</td>
<td>Education 436</td>
<td>B. Greg Dunne</td>
<td>What does ‘Yeah-no’ mean and where did it come from?</td>
<td>B. Greg Dunne. Transition and transfer: Effects of an EAP pathway course on students’ discussion skills at university.</td>
</tr>
<tr>
<td>12.30-1.00</td>
<td>Education 458</td>
<td>Claudia Vasquez</td>
<td>Effects of planning time on discourse aspects of task performance</td>
<td>Claudia Vasquez. Transition and transfer: Effects of an EAP pathway course on students’ discussion skills at university.</td>
</tr>
<tr>
<td>12.30-1.00</td>
<td>Education 459</td>
<td>Justin Lawrence Kwan</td>
<td>Learning to write in EAP by Chinese ESL/EFL college and university students: The role of affective factors</td>
<td>Justin Lawrence Kwan. Transition and transfer: Effects of an EAP pathway course on students’ discussion skills at university.</td>
</tr>
<tr>
<td>1.00-2.00</td>
<td>Education 452</td>
<td>Hoa Nguyen and Kathy Rushton</td>
<td>Identifying the professional learning needs of teachers working with EAL/D students</td>
<td>Hoa Nguyen and Kathy Rushton. Transition and transfer: Effects of an EAP pathway course on students’ discussion skills at university.</td>
</tr>
<tr>
<td>1.00-2.00</td>
<td>Education 436</td>
<td>Nara Tsedendamba</td>
<td>Double narrative of a researcher and the researched: The journey of English-language learning</td>
<td>Nara Tsedendamba. Transition and transfer: Effects of an EAP pathway course on students’ discussion skills at university.</td>
</tr>
<tr>
<td>1.00-2.00</td>
<td>Education 458</td>
<td>Christina Judy Fernandez</td>
<td>Test takers’ strategy use in a simulated Part 3 of the IELTS speaking test</td>
<td>Christina Judy Fernandez. Transition and transfer: Effects of an EAP pathway course on students’ discussion skills at university.</td>
</tr>
<tr>
<td>1.00-2.00</td>
<td>Education 459</td>
<td>Haojiang Tan</td>
<td>Investigating the relationship between vocabulary breadth and depth and their effects on four language skills</td>
<td>Haojiang Tan. Transition and transfer: Effects of an EAP pathway course on students’ discussion skills at university.</td>
</tr>
<tr>
<td>1.00-2.00</td>
<td>Education 452</td>
<td>Lunch</td>
<td>Dean’s award</td>
<td>Dean’s award.</td>
</tr>
<tr>
<td>1.00-2.00</td>
<td>Education 436</td>
<td>Lunch</td>
<td>(Common room 401)</td>
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<tr>
<td>1.00-2.00</td>
<td>Education 458</td>
<td>Lunch</td>
<td>(Common room 401)</td>
<td>(Common room 401).</td>
</tr>
<tr>
<td>1.00-2.00</td>
<td>Education 459</td>
<td>Lunch</td>
<td>(Common room 401)</td>
<td>(Common room 401).</td>
</tr>
</tbody>
</table>
# AFTERNOON SESSIONS

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
<th>Location</th>
</tr>
</thead>
</table>
| 2.00-2.50 | Keynote: Natsuko Shintani  
Explicit grammar instruction for second language writing | Room: Education 351 |
| 3.00-3.30 | **Symposium**  
Phil Benson, Phil Chappell, Abeer Alyami, Mayumi Kashiwa, Colum Ruane Ó Ruadhain, and Leigh McDowell | Education 424, Education 452, Education 436, Education 458, Education 459 |
| 3.30-4.00 | **Symposium**  
Darren Brookes and Patrick Pheasant | Xinyue Liu  
Investigating teachers’ L1 use in Chinese TBLT context  
Xuan Wang  
The relationship between different types of vocabulary sizes for EFL high school learners in China |
| 4.00-4.30 |  
Huizhong Shen and Yifeng Yuan  
Re-conceptualize digital English learning resources in Chinese universities: Teachers’ perceptions  
Hai Yen Vu  
Exploring English pronunciation teaching in Vietnam: Time for a new approach?  
Apisak Sukying  
Comparing affix knowledge in EFL learners from science and language streams |
| 4.30-5.30 | **Closing and Networking**  
(Common room 401) | Jen Cope  
Context matters: Impact on English texts and learner understanding  
Shawana Fazal  
Validation of English language teaching model: A Delphi study |
Using narrative frames in language teaching and learning research

Gary Barhuizen, University of Auckland

Time: 9.10-10.00
Room: Education 351

Abstract
Narrative frames are written story templates consisting of a sequence of incomplete sentences and blank spaces of various lengths (Barkhuizen & Wette, 2008). Narrative frames are used to learn more about the lived and imagined experiences of language teachers and learners in particular contexts. When they complete the frames, they fill in the details of their story and in so doing make meaning of those experiences. Inquirers also make meaning of the experiences when they analyse the frames. In other words, both participants (those filling in the frames) and inquirers (teachers or researchers) are involved in ‘narrative knowing’. In this presentation, I suggest ways in which teachers and researchers can design and use frames to achieve their inquiry goals. To illustrate their use, I report on recent studies (mine and others) which have used them with varying degrees of success (Barkhuizen, 2014). To conclude, I discuss both strengths and limitations of narrative frames and suggest ways in which they can be used most productively.

Biography
Gary Barkhuizen is Professor and Head of the School of Cultures, Languages and Linguistics at the University of Auckland, New Zealand. His research and teaching interests are in the areas of language teacher education, teacher and learner identity, and narrative inquiry, and he has published widely on these topics. He is author of Analysing Learner Language (2005, OUP, with Rod Ellis), Narrative Inquiry in Language Teaching and Learning Research (2013, Routledge, with Phil Benson and Alice Chik), and editor of Narrative Research in Applied Linguistics (2013, CUP). His new book, Reflections on Language Teacher Identity Research, is due to be published late 2016. Gary has taught ESL at high school (in Mmabatho, South Africa) and at college level (in New York), and has worked in teacher education in South Africa, New Zealand and the United States. He is a fan of Bob Dylan, good wine, good stories, and the Warriors (NRL).
Explicit grammar instruction for second language writing

Natsuko Shintani, University of Auckland

Time: 2.00-2.50
Room: Education 351

Abstract

Form-focused instruction (FFI) in L2 writing usually takes place in isolation from the actual meaningful writing process (Polio, 2012). In other words, FFI is typically isolated in that it serves as “preparation for a communicative activity or after an activity in which students have experienced difficulty with a particular language feature” (Spada & Lightbown, 2008, p. 8). FFI in writing instruction, then, can occur either before students start writing or after they have completed a writing task. In the case of the former, students receive explicit instruction on pre-selected linguistic features and the subsequent writing activity serves as practice in applying the explicit rules. In the case of the latter there are various possibilities – written corrective feedback, oral conferencing, activities that encourage learners to reflect on their choice of linguistic forms, and explicit instruction directed at linguistic forms that the students found problematic. FFI following a written activity may or may not also incorporate opportunity for revision. SLA researchers have investigated the role of isolated FFI both to examine theoretical issues and to address a key pedagogic question – namely, whether teaching grammar in isolation from communicative activities is effective (Spada & Lightbown, 2008).

The focus of my presentation is the timing of isolated explicit grammar instruction in L2 writing lessons (i.e. whether explicit instruction should be provided before or after students write). I will begin theoretically by considering how the timing of the explicit instruction can influence the cognitive processes involved in writing and the acquisition of L2 grammar. I will then present a study that compared the effects of the timing of explicit instruction on L2 writing and conclude with some pedagogical implications.

Biography

Natsuko Shintani is a Senior Lecturer in the Faculty of Education, University of Auckland. She has taught English to young learners in her own private language school in Japan and applied linguistics courses at the master level at Nanyang Technological University in Singapore. Her research interests encompass the roles of interaction in second language acquisition, second language writing, task-based language teaching, and meta-analysis as a research tool. Her work has been published in leading journals such as Language Learning, Studies in Second Language Acquisition and Journal of Second Language Writing. She has co-authored a book - Exploring Language Pedagogy through Second Language Acquisition Research (Routledge). Her new book, Input-based Tasks in Foreign Language Instruction for Young Learners, was published by John Benjamins in 2016.
### ABSTRACTS

**Papers 10.05-10.35**

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Affiliation(s)</th>
<th>Title</th>
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<tbody>
<tr>
<td><strong>Stephen Moore</strong>, Macquarie University and <strong>Honglin Chen</strong>, University of Wollongong</td>
<td></td>
<td><strong>A survey of applied linguistics research published in Australia (2008-2014)</strong>&lt;br&gt;This presentation reports a detailed survey of applied linguistics research published in Australia over a seven-year period from 2008-2014 (Oliver, Chen &amp; Moore 2016 in press). The survey was commissioned by Language Teaching journal as a featured country survey, and reports key emergent themes ranging across multilingualism and pedagogy.</td>
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<td><strong>Fern Hyde</strong>, University of Canberra</td>
<td></td>
<td><strong>English as an additional language or dialect policy in primary schools: Interpretation, implementation and decision making</strong>&lt;br&gt;This session details qualitative multi-site case study research focused on EAL/D policy practices in urban primary schools. It explores how EAL/D policy is being interpreted and implemented, including supports, barriers and features of decision-making. Key areas for discussion include distributed leadership and staffing issues, and how these impact EAL/D programs.</td>
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<tr>
<td><strong>Michael Rabbidge</strong>, Macquarie University</td>
<td></td>
<td><strong>The influence of reflexivity on interview data</strong>&lt;br&gt;This presentation focuses on the role reflexivity plays in interpreting interview data and writing up interview data. Considering a number of variables that were influential to the interview process, it finishes with a discussion of the importance of acknowledging the interrelationship between what was said and the interview context.</td>
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<tr>
<td><strong>Lina Qian</strong>, Macquarie University</td>
<td></td>
<td><strong>Look for teacher autonomy in the classroom: A case study from College English classrooms</strong>&lt;br&gt;Teacher autonomy is increasingly studied but too few studies have been based on evidence from classrooms. This presentation, as one of the main themes in a PhD project, reports teacher autonomy and its constraints basing on the evidence of 14 College English teachers' classroom teaching from a case study in a Chinese university.</td>
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<tr>
<td><strong>Laura Ficorilli</strong>, Macquarie University and <strong>Pam McPherson</strong>, University of New South Wales</td>
<td></td>
<td><strong>Intercultural organizing: The role of communication strategies on the factory floor</strong>&lt;br&gt;This paper discusses the role of communication strategies (CS) in workplace discourses and practices among employees for whom English is an additional language. It examines CS from the critical perspective of relations of power and collaboration, as well as alignment with and contrast to organizational goals. It suggests implications for CS’ conceptualization and application in language learning and teaching.</td>
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### ABSTRACTS

#### Papers 10.35-11.05

<table>
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<tr>
<th>Author(s)</th>
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<th>Title</th>
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<tbody>
<tr>
<td><strong>Victoria Phillips</strong>, University of Sydney</td>
<td>An investigation of non-native teachers’ employability in Australia’s ESL market&lt;br&gt;&lt;br&gt;This mixed methods employability research in Australian ELT sought to better understand the recruitment criterion by English language teachers are evaluated. Results showed teaching qualifications were deemed most important by 86% of respondents. Conclusions from the limited data could point to a move away from the primacy of the native speaking teacher.</td>
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<tr>
<td><strong>Hasan Saltik</strong>, University of Sydney</td>
<td>Investigating teachers’ perceptions about the Common European Framework (CEFR) and its role in English language education in Turkey&lt;br&gt;&lt;br&gt;This paper investigated teachers’ perceptions about the CEFR and its use in language education settings in Turkey through a case study design. The results revealed that teachers’ knowledge of the CEFR is superficial and gained through their encounters. However, teachers believe in the value of the CEFR.</td>
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<tr>
<td><strong>Giang Hong Nguyen</strong>, University of Canberra</td>
<td>Teachers’ beliefs and practice of their roles in EFL Blended Language Learning at two Vietnamese universities&lt;br&gt;&lt;br&gt;This paper provides an understanding of how Vietnamese EFL teachers view and implement their roles in a BLL environment. The findings suggest that the teachers experienced tension in the adaptation of their roles. Accordingly, the study suggests some recommendations for the successful development of BLL in Vietnam and similar contexts.</td>
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<tr>
<td><strong>Vinh Nguyen</strong>, University of Canberra</td>
<td>Exploring Vietnamese undergraduate EFL students’ beliefs of responsibilities and readiness for learner autonomy&lt;br&gt;&lt;br&gt;This paper investigates Vietnamese tertiary EFL learners’ beliefs of learner autonomy through an investigation of students’ beliefs of the responsibilities of teachers and students, students’ readiness for autonomous learning, and best use of learning opportunities in and out of the classroom, especially in a blended language learning environment.</td>
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<tr>
<td><strong>Sovannarith Lim</strong>, University of New South Wales</td>
<td>A CHAT investigation of language teacher cognition: Case studies of Cambodian English teachers’ vocabulary instruction&lt;br&gt;&lt;br&gt;This presentation reports the findings of a qualitative research on language teacher cognition approached from a cultural-historical activity theory perspective, which involved a group of Cambodian English teachers. It discusses them in relation to the notions of situated and distributed cognition, community of practice, and teacher personal and professional development.</td>
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ABSTRACTS

Symposium 11.30-1.00

Anne Burns (University of NSW), Sophie O'Keefe (English Australia), Brooke Donnelly and Nicholas Falkinder (Centre for English Teaching, University of Sydney), Lisa Mangion and Peter Stokes (UOW College, NSW) and Melissa Reed (Kaplan International English, Sydney)

Learning-oriented assessment and technology: Action research in ELICOS

Presenters in this colloquium are involved in the English Australia (in partnership with Cambridge English Language Assessment) national program of action research that aims to raise levels of professional practice in ELICOS. This program supports teachers to systematically plan, act, observe and reflect on practical approaches to a ‘problematic’ aspect of their own teaching, related to a particular topic, and then share the outcomes with others. This year, 10 teachers from around Australia are taking part in the Action Research Program on the theme of learning-oriented assessment and technology. Following a brief introduction to the Program, the projects’ theme and to action research, five of the teachers will present a brief outline of their main findings. The themes for the presentations are: Building autonomy in student writers through corpus tools; Using cloud computing to increase collaboration as well as independence in developing paragraph writing skills; and Improving grammatical accuracy and range in writing using award-based assessment.

Papers 11.30-12.00

Le Duc Manh, University of New South Wales

English teachers’ roles in language policy enactment

This presentation highlights English teacher roles in implementing the language policy by examining their making choices and taking actions through the positioning lens. The tentative outcomes revealed that teachers positioned themselves and were positioned by others impacted on their teaching practices.

Hongzhi Yang, University of Sydney

A sociocultural perspective on pre-service teacher mediated agency in applying theory into practice

Research on teacher education indicate the problems of establishing a link between theory and actual teaching practice. This reflective study uses sociocultural theory as the framework to investigate the nature and extent of ESL pre-service teacher mediated agency in applying theoretical knowledge into teaching practice in Australia secondary school context.

Maya Defianty, University of Canberra

The implementation of peer assessment in Indonesian context

Implementing peer assessment in Indonesian context is quite distinct considering both teachers and students in Indonesia are accustomed to teacher centred-approach in which teacher hold full responsibility in learning process including assessment. This research aims to identify how peer assessment is implemented in Indonesian setting.

Justin Lawrence Kwan, Macquarie University

Learning to write in EAP by Chinese ESL/EFL college and university students: The role of affective factors

Learning to write in EAP is challenging to L2 students in higher education. I study how the learning process of Chinese tertiary students in Hong Kong is affected by their self-efficacy, beliefs, attitudes, motivations and anxieties. The findings show that they lacked self-efficacy and motivation and had high anxiety level.
## ABSTRACTS

### Papers 12.00-12.30

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Affiliation</th>
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</thead>
<tbody>
<tr>
<td><strong>Meredith MacAulay</strong>, University of New South Wales</td>
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<td></td>
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<tr>
<td><strong>B. Greg Dunne</strong>, Osaka Shoin Women’s University, Japan</td>
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<td><strong>Claudia Vasquez</strong>, University of Queensland</td>
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### Transition and transfer: Effects of an EAP pathway course on students’ discussion skills at university

Despite dramatic growth in direct entry EAP courses in Australia, there is little research into their impacts on their alumni at university. Drawing on learning transfer theory, this case study investigated the speaking demands of DEP graduates in their tertiary courses and to what extent their DEPs prepared them for these demands.

### Investigating stakeholder perceptions about ESP course design in the Cambodian higher education context

This study constitutes a needs and situation analysis on ESP course design recruiting multiple stakeholders using a case study of a Cambodian higher education institution. Recommendations will be provided to assist the ESP course design in Cambodian higher education and other institutions in the Asian tertiary context.

### What does ‘Yeah-no’ mean and where did it come from?

This paper traces the history of the seemingly oxymoronic discourse marker, yeah-no. A chronology of yeah-no use has been compiled using data from academic publications, TV drama recordings and public internet commentary posted to online forums and glossaries such as Wiktionary and Urban Dictionary.

### Effects of planning time on discourse aspects of task performance

The study investigates the effects of planning time on discoursal features of performance. 40 ESL learners’ performance under three different planning conditions were analysed in terms of four cohesive devices and text organisation. The results showed that use of conjunctions, reference and lexical cohesion were most distinguishable across planning-time conditions.
## ABSTRACTS

### Papers 12.30-1.00

**Hoa Nguyen**, University of New South Wales and **Kathy Rushton**, University of Sydney

*Identifying the professional learning needs of teachers working with EAL/D students*

The professional learning goals of teachers who provide support for EAL/D students are identified using the framework provided by Australian National Professional Standards for Teachers (APST). This study explores the use of the APST and the ACTA Elaborations of those standards and how they are being used to identify professional learning goals.

**Nara Tsedendamba**, Deakin University

*Double narrative of a researcher and the researched: The journey of English-language learning*

This study is a double narrative that explores the researcher’s and participants’ experiences of learning English language while they are studying in an Australian tertiary context. This research makes a contribution to the development of English-language skills of international students through the use of language learning strategies.

**Christina Judy Fernandez**, University of Sydney

*Test takers’ strategy use in a simulated Part 3 of the IELTS speaking test*

This session will report on a qualitative study exploring test takers’ strategy use in a simulated two-way discussion of the IELTS speaking test. Insights learned about the strategies through test takers’ stimulated recall and their speaking test language production will be presented.

**Haojiang Tan**, University of Queensland

*Investigating the relationship between vocabulary breadth and depth and their effects on four language skills*

This study examines the relation between vocabulary breadth and depth and how these factors contribute to L2 performance in China. The results showed that different aspects of vocabulary knowledge develop in relation to one another, and that productive knowledge, word association knowledge and lexical fluency are important to L2 performance.
Focusing on language learning in one-year Master of Research projects

In this symposium, four Master of Research graduates and current Ph.D candidates will present findings from their recently completed M.Res theses. The symposium will begin with a brief introduction to M. Res degree program as the overall context in which these studies occurred. After the presentations, a general discussion about the projects and the M. Res program will conclude the session. The four studies, each focused on the learner, explore different aspects of the language learner, or learner language. The first is a qualitative study exploring the triggers and manifestations of speaking anxiety, as well as the coping strategies among Saudi ESL learners in Australia. The second investigates changes in Asian students’ conceptions of the relationship between in-class and out-of-class English language learning during pre-university study abroad in Australia. The third study is concerned with the relationship between Willingness to Communicate (WTC) and International Posture (IP) in an overseas L2 environment for Korean L2 learners of English. The final project involves an error analysis of a 50,000-word corpus of L2 English research articles written by Japanese scientists, revealing that almost half the total errors occur within nominal groups.

Connecting digitally: Engaging ASEAN research grant recipients with social media and online learning

The 2014, 2015 and 2016 Cambodia TESOL Regional Research Grant programs have attracted a wide variety of regional researchers eager to showcase their research in the form of a presentation and paper for the Regional Research Symposium held in Phnom Penh, Cambodia each year. Research grant recipients from a wide range of ASEAN member countries: Cambodia, Myanmar, Vietnam, Indonesia and The Philippines have been involved over the last three years. Research interests included a diverse array of topics including: ESP, motivation in young learners, writing for technical students, primary teachers’ attitudes, the adoption of technology, collaborative learning, and the effect of drama techniques on spoken production. In this symposium, the project coordinator and some of this year’s mentors from UECA centres will present on the various online strategies used to engage this diverse group of researchers across a vast region in South-East Asia. Some of the researchers were first time writers and presenters and were unable to complete their papers and presentations. So as to not discourage researchers, it was necessary to broaden the definition of success to maintain their involvement in the project and engage more first time researchers. This broadened definition of success enabled the project to be more inclusive and to allow for first time researchers to participate in a supportive environment.
ABSTRACTS

Papers 3.00-3.30

**Xinyue Liu**, University of Queensland

*Investigating teachers’ L1 use in Chinese TBLT context*

This study set out to investigate teachers’ use of their first language (L1) in teaching English as a Foreign Language (EFL) context, in particular, switching between Chinese and English in a classroom where Task Based Language Teaching (TBLT) is implemented.

**Alan Reed Libert**, University of Newcastle and **Supakorn Phoocharoensil**, Thammasat University, Thailand

*On teaching English relative clauses to speakers of widely different languages*

In this paper we discuss relative clauses in languages which are typologically quite different from English. Knowledge about the relative clauses of such languages, and about their syntax more generally, is valuable to TESOL teachers both in creating teaching materials and in understanding the difficulties faced by some students.

**Xuan Wang**, University of Sydney

*The relationship between different types of vocabulary sizes for EFL high school learners in China*

This study aims to investigate the relationship between different types of vocabulary sizes for EFL (English as a Foreign Language) high school learners in China.

Papers 3.30-4.00

**Huizhong Shen and Yifeng Yuan**, University of Sydney

*Re-conceptualize digital English learning resources in Chinese universities: Teachers’ perceptions*

This study examines Chinese university English teachers’ perceptions of existing digital English learning resources employed in classroom teaching and learning. Texts with current and authentic language, Eastern/non-Anglophone topics/contents, and examination-oriented materials and tasks are believed to enable learners to enhance their language and communicative competence.

**Hai Yen Vu**, Macquarie University

*Exploring English pronunciation teaching in Vietnam: Time for a new approach?*

This presentation explores Vietnamese learners’ pronunciation of English from a sociocultural perspective. It investigates attitudes, perceptions and beliefs of learners and teachers at one English Language Center in Hanoi. The language as system versus language as social practice dilemma results in conflicted responses regarding goals, difficulties and possible solutions.

**Apisak Sukying**, University of Sydney

*Comparing affix knowledge in EFL learners from science and language streams*

Language acquisition researchers have found affix knowledge to be pre-conditional for increasing vocabulary size in EFL learners. Hence, this paper set out to compare students from science and language streams on receptive and productive affix knowledge and affix types. Results, including implications for future research were discussed.
## ABSTRACTS

### Papers 4.00-4.30

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Title</th>
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<tbody>
<tr>
<td>Jen Cope,</td>
<td>University of Sydney</td>
<td>Context matters: Impact on English texts and learner understanding</td>
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<td></td>
<td></td>
<td>A recent study has found that contextual factors can diversely impact the meaning of US, UK and Australian English texts, and hence affect learner understanding. This paper outlines the study, analyses text extracts, and presents a pedagogical tool designed to help learners gain deeper understanding of texts from different contexts.</td>
</tr>
<tr>
<td>Shawana Fazal,</td>
<td>Hazara University, Pakistan</td>
<td>Validation of English language teaching model: A Delphi study</td>
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<td></td>
<td>The study aimed to validate English Language Teaching (ELT) model that was developed to integrate ICTs in Communicative-Grammar Translation model (CGT). Through two rounds Delphi technique the model was improved in the light of feedback from subject experts. The whole process has strong implications for ELT models.</td>
</tr>
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</table>
THE TESOL RESEARCH NETWORK

The TESOL Research Network was established in the Faculty of Education and Social Work at The University of Sydney in 2006, with the aim of fostering research and publication in the area of TESOL. The particular goal of the TESOL Research Network is to profile research activity, as well as to increase research and publication activity in the area of TESOL. This goal is achieved through support for and coordination of research activities and a range of other activities for staff and students, early career researchers and postgraduate students. The Network aims to foster the mentoring of beginning TESOL researchers and provide support for established TESOL researchers to undertake both individual and collaborative research, as well as to get their work published. The Network also aims to develop national and international research alliances with others with an interest in TESOL-related research.

The TESOL Research Network’s activities include:

- The development of research teams with the aim of supporting research and publication in the area of TESOL
- Research Seminar Series in TESOL and Language Studies
- An annual University of Sydney TESOL Research Network Colloquium
- The University of Sydney Papers in TESOL, a set of refereed papers published by the TESOL Research Network

For further information on the activities of the TESOL Research Network, visit:

POSTGRADUATE DEGREES IN TESOL AT THE UNIVERSITY OF SYDNEY

Master of Education in TESOL (MEd TESOL)

The MEd in TESOL has been designed for English language teachers who seek to develop their professional expertise and further their understanding in the areas of language education, and particularly in the area of English language teaching to children, adolescents or adults. The program explores a range of issues relating to language teaching and learning, and socio-cultural contexts of education. It also develops themes relating to practical issues of language teaching and learning in a second and foreign language context, and investigates the theoretical bases of these issues in the light of recent research.

This program is intended to develop the teaching and professional skills of teachers of English as a second or foreign language. It is suited to both teachers who are intending to teach in local contexts and those who are intending to teach in international contexts.

Outcomes
At the conclusion of the designated degree students should:

- understand theoretical principles underlying language learning
- understand and apply pedagogical principles relevant to language teaching
- be familiar with current theoretical and pedagogical debates within TESOL and applied linguistics
- develop knowledge of research that has been undertaken in the fields of TESOL and applied linguistics
- be able to select, devise and use teaching materials appropriate to learners’ needs

Course content
The MEd in TESOL is undertaken by choosing eight of the following units of study (4 core units & 4 electives):

- Discourse and Language Teaching (core unit)
- Grammar and the Language Classroom (core unit)
- Second Language Acquisition (core unit)
- Literacy in Language Teaching (core unit)
- Methodology and Language Teaching (core unit)
- Contemporary Developments in English Language Teaching (core unit)
- English for Specific Purposes (elective)
- Language Testing and Assessment (elective)
- Language Teacher Professional Development (elective)
- Research Methods in Language Studies (elective)
- English in Academic Settings (elective)
- Dissertation (elective)
- Special Project (elective)
- Language, Power & Society (elective from the Linguistics department)
- Media Discourse (elective from the Linguistics department)
- Functional Grammar (elective from the Linguistics department)
- World Englishes (elective from the Linguistics department)
- Register and Genre in English (elective from the Linguistics department)

Admission requirements
To be eligible for entry into the MEd in TESOL, candidates need:

(i) a bachelor’s degree from the University of Sydney or equivalent qualification and either a postgraduate English language teaching qualification or at least two years’ full-time English language teaching experience; OR
(ii) a bachelor’s degree in English language teaching or equivalent qualification and at least one year’s full-time English language teaching experience.
Period of candidature
The MEd in TESOL can be completed in two semesters of full time study by taking four units per semester. Part time candidates typically undertake two units per semester, taking two years to complete the degree.

MEd (Research), MPhil, PhD in TESOL
The Faculty of Education and Social Work also offers a higher research degree in TESOL including the Master of Education (Research), the Master of Philosophy (MPhil) and the Doctor of Philosophy (PhD).
Further information can be found at: http://sydney.edu.au/education_social_work/doctoral_studies/pgindex.shtml
Potential supervisors can be found at: http://sydney.edu.au/research/opportunities/opportunities/523

Academic staff

- Ken Cruickshank, BA, (Sydney), Dip Ed (STC), Grad Dip TESOL, MA, PhD (UTS)
- David Hirsh, BA, PG Dip TESL, MA (Applied Linguistics), PhD (Wellington)
- Brian Paltridge, BA (Wellington), RSA Dip TEFLA, Grad Dip TESOL (UTS), Ass Dip Community Languages (UWS), MA (Applied Linguistics) (Sydney), PhD (Waikato), NAATI III
- Aek Phakiti, BA (English, Chiang Mai), MA (Applied Linguistics) (Melbourne), PhD (Melbourne)
- Huizhong Shen, BA (English) (Fudan), Bed (Hons) (La Trobe), DipEd (Languages) (La Trobe), PhD (La Trobe)
- Marie Stevenson, BA (UNSW), RSA Dip TEFLA, MA (Amsterdam), PhD (Amsterdam)

Further information

Marie Stevenson
MEd TESOL Convenor
Faculty of Education and Social Work
University of Sydney, NSW 2006
Australia

Tel: (+61 2) 9351 3684

Email: marie.stevenson@sydney.edu.au or visit:
THE CENTRE FOR ENGLISH TEACHING (CET)

The Centre for English Teaching (CET) at the University of Sydney is an industry leader in innovative English Language programs from General English to Direct Entry Courses and is breaking new ground in faculty integration with discipline specific programs including Teaching English Internationally, Engineering Critical Thinking, English for Health Sciences, English for Business and Law and taking TESOL into the mainstream university curriculum.

The Centre has recently released an App, University Heroes and a MOOC Specialisation Academic Skills for University Success, both first of its kind and first to market, paving the way in Australia for innovative online delivery of development in digital literacies for international students studying at university.

The Centre for English Teaching, now in its 28th year of operation, is located right in the centre of the beautiful and historic main campus of the University of Sydney with access to all facilities.

CET’s mission is to:

- Offer innovative high quality English language programs
- Maintain excellence in teaching
- Regularly review and evaluate programs for relevance and quality
- Ensure client progress and welfare in a supportive environment

The Centre’s combination of language teaching expertise, connection to the university community and the flexibility to fully customise programs for specific needs makes CET at the University of Sydney an excellent choice to design and deliver English language programs.

The Centre is an IELTS Testing and Test Preparation Centre and offers additional test preparation programs and testing for TOEFL iBT, PTE, CAE, FCE, OET and BULATS. CET tests approximately 6,000 students per year.

CET offers many activities and events for students. To view these, you can visit our website at www.sydney.edu.au/cet or our teaching premises on level 5 of the Wentworth Building.

Further information

Patrick Pheasant
CET Director
Level 5, Wentworth Building
Email: patrick.pheasant@sydney.edu.au
Telephone: (+61 2) 9036 7901
The Master of Applied Linguistics and TESOL (Teaching English to Speakers of Other Languages) is a teaching qualification. It covers theoretical and methodological issues, with a particular focus on TESOL. Students develop their understanding of the complex relations between language use and context in educational and professional settings, and apply this understanding to the teaching and learning of languages. This degree is valued by major TESOL employers in Australia and internationally.

**KEY FEATURES**

- Allows the opportunity to study with one of the largest and most diverse Linguistics departments in Australia, which features four research centres
- Flexible study options allow study on-campus, online, or blended learning modes
- Provides an internationally relevant and highly regarded qualification
- This degree can be combined with the Master of Translating and Interpreting studies

**CAREER OPPORTUNITIES**

Graduates will be able to teach in a variety of Australian and overseas English language teaching contexts, including:

- Australian Migrant English Program (AMEP)
- English Language Intensive Courses for Overseas Students (ELICOS)
- Teaching ESL or EFL in international settings
- Overseas language colleges for young, adolescent and adult learners
- Overseas schools (requirements will vary by country)
- In private companies as language tutors in English for Specific Purposes programs

**ENDORSEMENT**

This is an internationally relevant and highly regarded qualification that qualifies graduates to teach in ELICOS, AMEP, LL&N, Australian University language centres, and many contexts overseas.

**COURSE INFORMATION**

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<th>Minimum course duration</th>
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**ENTRY REQUIREMENTS**

- Australian bachelor degree or recognised equivalent

**WHO SHOULD APPLY**

- Experienced teachers wanting a recognised TESOL qualification
- Prospective teachers wishing to enter the field of TESOL
- Anyone with a completed Bachelor degree and an interest in applied linguistics and English language teaching

**WHAT YOU WILL STUDY**

This degree includes subjects such as:

- Language Teaching Methodologies
- Planning and Programming in TESOL
- Linguistics and Language Teaching
- Practicum in TESOL
- Classroom, Curriculum and Context
- Communicative Grammar
- Language for Specific Purposes
- Pragmatics and Intercultural Communication
- Research Methods in Language Study
- Teaching English for Academic Purposes

**FIND OUT MORE**

courses.mq.edu.au/MAppLing
ling.postgrad@mq.edu.au
+61 (2) 9850 7102
Graduate Certificate of TESOL

The Graduate Certificate of TESOL (Teaching English to Speakers of Other Languages) is a course designed for current teachers and people wishing to teach English to speakers of other languages. The course prepares students for a variety of language teaching contexts in Australia and overseas. It integrates current theory and practice of TESOL, including teaching methodologies, programming and planning, and linguistics for language teaching.

KEY FEATURES
- Qualified teachers obtain a recognised ESL/EAL specialisation
- The program includes an integrated professional experience unit involving a teaching practicum in a school
- Flexible study options allow study on-campus, online, or blended learning modes.
- The course provides a pathway to further study in Applied Linguistics and TESOL
- All teaching staff are qualified TESOL instructors with wide ranging teaching experience and are actively researching areas of TESOL and Applied Linguistics

CAREER OPPORTUNITIES
Graduates will be able to teach in a variety of Australian and overseas English language teaching contexts, including:
- Australian Migrant English Program (AMEP)
- English Language Intensive Courses for Overseas Students (ELICOS)
- Primary and secondary schools EAL/ESL programs (for qualified school teachers)
- Overseas language colleges for young, adolescent and adult learners
- Overseas schools as teacher assistants (requirements will vary by country)
- In private companies as language tutors in English for Specific Purposes programs

ENDORSEMENT
This is an internationally relevant and highly regarded qualification that qualifies graduates to teach in ELICOS, AMEP, LL&N, Australian University language centres, and many contexts overseas.

COURSE INFORMATION
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ENTRY REQUIREMENTS
- Australian bachelor degree or recognised equivalent

WHO SHOULD APPLY
- Experienced teachers wanting a recognised ESL qualification
- Prospective teachers wishing to enter the field of TESOL
- Anyone with a completed Bachelor degree and an interest in English language teaching for children and adults

WHAT YOU WILL STUDY
- Language Teaching Methodologies
- Planning and Programming in TESOL
- Linguistics and Language Teaching
- Practicum in TESOL

FIND OUT MORE
courses.mq.edu.au/GradCertTESOL
ling.postgrad@mq.edu.au
+61 (2) 9850 7102

“This is a challenging and rewarding qualification. The units provide a solid grounding in the skills, theory and knowledge needed to work successfully in different TESOL settings. I have found this qualification has equipped me to teach English with confidence to international students at university as well as to work with adult migrants in the AMEP program at TAFE. These are very different contexts, but my skills transfer well into both of these settings. The lecturers are inspiring with a wealth of knowledge and experience. You can be confident that the skills and knowledge you will learn through this course of study will be contemporary and directly relevant to any TESOL setting across all levels of English language learning.” Debra Caswell, Graduate Certificate of TESOL graduate
Researchers who adopt ethnographic perspectives aim to gain insiders’ perspectives on writers’ experiences, writing practices, and the contexts in which academic texts are produced and assessed. Adopting a broad view of ethnographically oriented research, this book argues for the importance of this perspective in research into academic writing as a means of deepening understanding of the social influences on language use and individuals’ experiences in academic writing contexts. A range of academic writing contexts are examined, including undergraduate writing, postgraduate writing, writing for publication, and the learning and teaching of academic writing.

Paltridge, Starfield and Tardy draw together work in the areas of English for academic purposes, academic literacies, genre studies, and writing in the disciplines in their examination of academic writing research. They discuss past and current examples of research which provide contextual understandings of academic writing so as to better understand not just what writers do, but also how and why they do it.

“Ethnographic Perspectives on Academic Writing makes a convincing case for the immersion of researchers in carefully described, particular academic cultures and contexts. Importantly, it also looks beyond the lens of textual analysis to the social, political, culture-community, and activity-oriented nature of academic writing. Novice and experienced researchers alike will benefit from the authors’ arguments and evidence as to why it is important to conduct ethnographically-oriented studies of academic writing.”

Christine Pearson Casanave
Temple University, Japan Campus;
Middlebury Institute of International Studies at Monterey
See Contents below for what is covered in Ethnographic Perspectives on Academic Writing.

## Contents

1. What is ethnography?
2. Context and academic writing research
3. Ethnographic perspectives on academic writing research
4. Ethnographic perspectives on undergraduate writing
5. Ethnographic perspectives on postgraduate writing
6. Ethnographic perspectives on writing for publication
7. Ethnographic perspectives on learning and teaching academic writing
8. Conclusions

**ABOUT THE SERIES**

*Oxford Applied Linguistics. Series Advisers: Anne Burns and Diane Larsen-Freeman*

A series of titles providing thorough yet accessible coverage of topics at the forefront of applied linguistics and language use. The goal of the series is to influence the quality of language education through publishing and disseminating relevant scholarship and research. The authors of the series are researching at the cutting edge of this dynamic field of interdisciplinary enquiry.