Fourth University of Sydney TESOL Research Network Colloquium

September 5, 2009

Organised by the TESOL Research Network of
The Faculty of Education and Social Work at The University of Sydney
NSW 2006
AUSTRALIA

The University of Sydney
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Directions: Faculty of Education and Social Work is located on Camperdown Campus. It is in the Education Building on Manning Road and is between the Old Teachers’ College and Manning Bar.
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 would like to thank my colleagues at the University of Sydney 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. We are especially grateful for this funding which has made things like today’s event possible.

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 COLLOQUIUM

The University of Sydney TESOL Research Network Colloquium aims to provide a forum to discuss and share research in the area of TESOL as well as to encourage future research collaborations 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. It also includes a networking session for people working in the area of TESOL research. The aim of this is to provide the opportunity for established and new TESOL researchers to talk to each other about their research and to explore possible future research collaborations.

The following people have organised the colloquium:

Colloquium Chair
Professor Brian Paltridge

Members of the Organizing Committee
Aek Phakiti (Colloquium Convenor)
David Hirsh
Lesley Harbon
Lindy Woodrow
Marie Stevenson

Volunteers

Research Methods in Language Learning students undertaking the Master of Education (TESOL) in the Faculty of Education and Social Work at the University of Sydney
COLLOQUIUM PROGRAM

8.30-9.00  Registration (Education Building Level 3, in front of Education 351)
9.00-9.10  Welcome to the Colloquium by Brian Paltridge (Education 351, Education Building)
9.10-10.00  

Keynote: Kieran O’Loughlin (Education 351)
10.10-11.10  Colloquium (Education 351)
11.10-11.30  Coffee break (Education 401 – Staff Common Room)
11.30-12.30  Individual papers (Education 325, 459, 452, 458, 436)
12.30-13.50  Lunch break, Journal and Book Launches, Presentation of Dean’s Award for the Best Master of Education (TESOL) Dissertation submitted in 2008 (Education 401 – Staff Common Room)
14.00-14.50  

Keynote: Brian Paltridge and Wei Wang (Education 351)
15.00-16.30  Individual papers (Education 325, 459, 452, 458, 436)
16.45-17.35  

Keynote: Lynette May (Education 351)
17.35-18.30  Closing and Networking: Food & Drinks (Education 401 – Staff Common Room)
# COLLOQUIUM SCHEDULE

## MORNING SESSIONS

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tr>
<td>9.10-10.00</td>
<td><strong>Keynote:</strong> Kieran O’Loughlin, University of Melbourne&lt;br&gt;“But aren’t IELTS results the most trustworthy?”: Issues in the English language assessment of international students for entry to Australian higher education&lt;br&gt;Venue: Education 351</td>
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<tr>
<td>10.10-11.10</td>
<td><strong>Colloquium:</strong> Anne Burns, Sara Cotterall, Denise Gassner, Apiwan Nuangpolmak, Sue Ollerhead, Macquarie University&lt;br&gt;<em>Applied Linguistics Doctoral Research at Macquarie University</em>&lt;br&gt;Venue: Education 351</td>
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<td>11.10-11.30</td>
<td>Coffee Break (Common Room 401)</td>
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<td>11.30-12.00</td>
<td><strong>Heather Denny,</strong> Auckland University of Technology&lt;br&gt;“Teaching the socio-cultural norms of conversation and negotiation”</td>
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<td><strong>Averil Coxhead,</strong> University of Wellington&lt;br&gt;“EAP students and their teachers on vocabulary learning: Are they on the same page?”</td>
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<td><strong>Moyra Sweetnam Evans,</strong> University of Otago&lt;br&gt;“Reading bilinguals reading”</td>
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<td><strong>Gary Barkhuizen,</strong> University of Auckland&lt;br&gt;“ESOL tutor cognitions and the nature of tutor-learner relationships”</td>
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<td><strong>Tariq Elyas,</strong> University of Adelaide&lt;br&gt;“Not in our religion in our classrooms: Exploring the cultural tension between Saudi English teachers and students in a Saudi classroom”</td>
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<tr>
<td>12.00-12.30</td>
<td><strong>Baohua Yu,</strong> University of New South Wales&lt;br&gt;“Asian international students in the University of Sydney: Mapping the paths between confidence in communication, integrative motivation and intercultural adaptation”</td>
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<td><strong>Aek Phakiti,</strong> University of Sydney&lt;br&gt;“The effects of reading task difficulties on test-takers’ confidence and calibration”</td>
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<td><strong>Marie Stevenson,</strong> University of Sydney&lt;br&gt;“Effectiveness of automated feedback in the writing classroom”</td>
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<td><strong>Lindy Woodrow,</strong> University of Sydney&lt;br&gt;“Anxiety and learning English”</td>
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<td><strong>David Hirsh,</strong> University of Sydney&lt;br&gt;“Academic vocabulary: The French largely do without it, so why do we have one in English?”</td>
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## COLLOQUIUM SCHEDULE

### LUNCH

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<tr>
<th>12.30-13.30</th>
<th>LUNCH (Common Room 401)</th>
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<td>13.30-14.00</td>
<td><strong>Journal and Book Launch</strong></td>
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**Journal Launch:** University of Sydney Papers in TESOL, Volume 4, 2009


**Presentation of Dean’s Award for the Best Master of Education (TESOL) Dissertation submitted in 2008**
COLLOQUIUM SCHEDULE

AFTERNOON SESSIONS

<table>
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<th>Time</th>
<th>Speaker</th>
<th>Institution</th>
<th>Title</th>
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<tr>
<td>14.00–14.50</td>
<td><strong>Keynote:</strong> Brian Paltridge and Wei Wang, <em>University of Sydney</em></td>
<td><em>Analysing genre: Drawing perspectives together</em></td>
<td><em>Venue:</em> Education 351</td>
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<tr>
<td>15.30–16.00</td>
<td>Jennifer Cope, <em>University of Sydney</em></td>
<td>“The Vocational College application process as a system of genres: implications for ESL students”</td>
<td><em>Venue:</em> Education 351</td>
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<td>16.00–16.30</td>
<td>Nantikarn Simasangyporn, <em>University of Sydney</em></td>
<td>“An Examination of English as a Second Language Learners’ Calibration in an English Listening Test”</td>
<td><em>Venue:</em> Education 351</td>
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<tr>
<td>16.45–17.35</td>
<td><strong>Keynote:</strong> Lynnette May, <em>Queensland University of Technology</em></td>
<td><em>Developing listening and speaking assessment tasks that reflect “the social turn” in language testing</em></td>
<td><em>Venue:</em> Education 351</td>
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<tr>
<td>17.35–18.30</td>
<td>Closing and Networking: Food &amp; Drinks (Common Room 401)</td>
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“But aren’t IELTS results the most trustworthy?”: Issues in the English language assessment of international students for entry to Australian higher education

Kieran O’Loughlin

The University of Melbourne

Time: 9.10-10.00

Room: Education 351

Contact: k.oloughlin@unimelb.edu.au

In recent times there has been considerable debate, particularly in the Australian media, about the English proficiency of ESL international students entering higher education courses. Crucial elements of this debate are the kind of English preparation (if any) that students undertake prior to enrolling in these courses in Australia and, in particular, the evidence of English ability they need to enter them. While approximately 50% of ESL international students meet the English language entry requirements of a given institution by attaining set scores on a standardised proficiency test (such as IELTS or TOEFL), other students do so by completing senior secondary English, tertiary studies in an English-medium educational context or, most controversially, passing an institutionally approved preparation course, such as an English pathway program.

This presentation will critically examine these different forms of evidence of “English readiness” to undertake higher education study. It will focus particularly on a comparison between English pathway programs and standardised proficiency tests. English pathway programs are often attractive to prospective higher education students as an alternative to high-stakes proficiency tests and used as a key marketing tool by many higher education institutions. From an educational perspective, proponents argue that pathway programs encourage as good if not better preparation for higher education study than proficiency testing which is much narrower in focus and may not indicate whether students have the necessary language and related learning skills to succeed in further study. However, critics (e.g. Birrell, 2006; Ziguras, 2007) suggest that the students who successfully complete pathway programs may not necessarily have reached the level of English ability other students are required to demonstrate on proficiency tests prior to commencing their higher education courses. The presentation will explore the relative merits of proficiency tests and English pathway programs. It will identify some of the key research areas that need to be addressed if pathway programs are to successfully defend their educational standards. It will also include the findings of ongoing research being undertaken by the presenter.

Biography

Kieran O’Loughlin is Senior Lecturer in the Melbourne Graduate School of Education at The University of Melbourne where he co-ordinates the Master of TESOL program. Kieran's main research interests are in second language assessment, English for academic purposes and social identities in second language learning and education more broadly.
Analysing genre: Drawing perspectives together

Brian Paltridge
Wei Wang
The University of Sydney
Time: 14.00-14.50
Room: Education 351
Contact: b.paltridge@edfac.usyd.edu.au;
weiw@usyd.edu.au

An increasing number of second language students are undertaking media and communication courses in Australian universities. These students are often required to write newspaper commentaries in English, a genre that very often has different conventions and expectations from how they might be written in the students’ first language and culture. This presentation reports on a contrastive analysis of Australian and Chinese newspaper commentaries as a way of uncovering what some of these differences might be. The framework for the analysis draws on three key research traditions in the area of genre analysis: the systemic functional, the new rhetoric, and the English for Specific Purposes views of genre. The study looked at the texts from textual, intertextual, and contextual perspectives. The presentation concludes with proposals for future directions for genre based-research.

Biography

Brian Paltridge is Professor of TESOL at the University of Sydney. He is author of Genre, Frames and Writing in Research Settings (John Benjamins, 1997), Making Sense of Discourse Analysis (AEE Publishers, 2000), Genre and the Language Learning Classroom (University of Michigan Press, 2001), Discourse Analysis (Continuum, 2006), with Sue Starfield Thesis and Dissertation Writing in a Second Language (Routledge, 2007), and with his TESOL colleagues at the University of Sydney, Teaching Academic Writing (University of Michigan Press, 2009). He has also published in ELT Journal, the Journal of Pragmatics, Applied Linguistics, World Englishes, System, and English for Specific Purposes.

Wei Wang is a Lecturer in Chinese Studies at the University of Sydney. His primary research interest is in the area of comparative discourse studies, especially from a genre-based perspective. He obtained his PhD from the University of Sydney on a contrastive genre study of newspaper commentaries on the events of 9/11 in China and Australia. He is author of Genre across Languages and Cultures (VDM, 2007). He has also published in Discourse Studies, the Journal of English for Academic Purposes, the Australian Review of Applied Linguistics and the University of Sydney Papers in TESOL. His research interests also include Chinese linguistics, second language acquisition and translation studies.
KEYNOTE

Developing listening and speaking tasks to reflect the ‘social turn’ in language testing

Lynnette May
Queensland University of Technology
Time: 16.45-17.35
Room: Education 351
Contact: lynette.may@qut.edu.au

If we accept the definition of speaking as “the use of oral language to interact directly and immediately with others” (Butler, Eignor, Jones, McNamara and Suomi, 2000, p. 2), it can be argued that the co-construction of discourse is central to successful interaction. In this presentation I will explore the ways in which speaking tests involving candidate-to-candidate interaction, including paired and group orals, have attempted to elicit a wider range of interactional skills than is possible in a traditional language testing interview. While the co-construction of discourse by candidates is a potential strength of these tasks, questions regarding the separability of candidates have arisen, particularly in terms of interactional competence. I will also give examples from recent research regarding the role of listening in speaking tests requiring candidate-to-candidate interaction. Studies into paired oral tests have identified listening –especially the extent to which a candidate is able to comprehend his/her partner and thus respond– as a feature that influences raters in their perception of a candidate’s interactional competence. These concerns have implications for task design, rating scales and rater training, which I will discuss in this presentation.

Biography

Lynnette May is a lecturer in TESOL in the School of Cultural and Language Studies at Queensland University of Technology (QUT). Lyn has a PhD in language assessment through the University of Melbourne, and her research interests include the validation of speaking tests and the operationalisation of interactional competence. She received the Robert Lado Award for Best Graduate Student Presentation from the International Language Testing Association (ILTA) in 2006, and has published on language assessment in journals including Language Testing and The Annual Review of Applied Linguistics. Lyn has worked in tertiary institutions in China, Singapore and Australia.
### PAPER ABSTRACTS

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<th>Time</th>
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<td><strong>Anne Burns, Sara Cotterall, Denise Gassner, Apiwan Nuangolmak, Sue Ollerhead, Macquarie University</strong></td>
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**Contact:** anne.burns@mq.edu.au; sara.cotterall@gmail.com; denise.gassner@students.mq.edu.au; oilapiwan@yahoo.com; susan-helen.ollerhead@students.mq.edu.au  

**Room:** Education 351

**Applied linguistics doctoral research at Macquarie**

This presentation offers a flavour of the studies being completed by doctoral researcher members of the Applied Linguistics and Language in Education (ALLE) Research Centre, Macquarie University. The presentation begins with a brief overview by Anne Burns of some key approaches to research at Macquarie. Each presenter will then briefly describe their research and the main issues they are now addressing.

Sara Cotterall, in her first year of candidature, is exploring the academic socialisation of international doctoral students in Australia. Sara will present key findings from her first phase of data gathering and talk about the focus of her ongoing narrative study.

Denise Gassner, in her second year, will present preliminary findings of her research on the use of vague lexical items by L1 and L2 speakers of English. Her study compares how recently arrived migrants and speakers of Australian English use the pragmatic norms governing vague language use in answering questions in job interviews.

Apiwan Nuangolmak, in her third year, who is researching learner autonomy in Thailand discusses how she designed and evaluated multilevel tasks as part of an undergraduate English course that aims to foster autonomy.

Finally, Sue Ollerhead, in her second year, uses Hornberger’s continua of biliteracy model as a lens through which to investigate adult literacy tuition as a social practice. She will report on the initial findings of a multi-site, classroom-based research study into the context and content of an adult literacy teaching program catering for very low-literate ESL learners in western Sydney.
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<tr>
<th>Time</th>
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| 11.30-12.00| **Heather Denny**, *AUT University*  
  Contact: [heather.denny@aut.ac.nz](mailto:heather.denny@aut.ac.nz)  
  Room: Education 325  
  *Teaching the socio-cultural norms of conversation and negotiation*  
  This presentation describes an action research study on the use of locally produced naturalistic samples to teach the socio-cultural norms of negotiation and casual conversation in New Zealand English to adult migrants and refugees. It will compare findings on the effectiveness of these samples for learning each type of interaction. |
| 11.30-12.00| **Averil Coxhead**, *Victoria University of Wellington*  
  Contact: [Averil.coxhead@vuw.ac.nz](mailto:Averil.coxhead@vuw.ac.nz)  
  Room: Education 459  
  *EAP students and their teachers on vocabulary learning: Are they on the same page?*  
  This presentation compares and contrasts the views of teachers and learners in a study of vocabulary use in writing from input texts in a university context in Aotearoa/New Zealand. |
| 11.30-12.00| **Moyra Sweetnam Evans**, *University of Otago*  
  Contact: [moyra.sweetnam@stonebow.otago.ac.nz](mailto:moyra.sweetnam@stonebow.otago.ac.nz)  
  Room: Education 452  
  *Reading bilinguals reading*  
  Bilingual undergraduates defaulted to narrative processing when reading a range of L2 texts and demonstrated preferences for using their L1 in their written recalls and responses. These findings can be exploited to promote successful L2 reading comprehension and enhance learning. |
| 11.30-12.00| **Gary Barkhuizen**, *University of Auckland*  
  Contact: [g.barkhuizen@auckland.ac.nz](mailto:g.barkhuizen@auckland.ac.nz)  
  Room: Education 458  
  *ESOL tutor cognitions and the nature of tutor-learner relationships*  
  This presentation reports on a study which investigated the cognitions and practices of ESOL home tutors in one-on-one teaching/learning arrangements. Findings suggest significant interrelationships between these cognitions and the nature of the relationship that develops between the tutors and their migrant/refugee learners. |
| 11.30-12.00| **Tariq Elyas**, *University of Adelaide*  
  Contact: [tariqis@hotmail.com](mailto:tariqis@hotmail.com)  
  Room: Education 436  
  *Not in our religion in our classrooms: Exploring the cultural tension between Saudi English teachers and students in a Saudi classroom*  
  Learning to teach Western ideologies can become problematic if the teachers themselves are not accustomed with the ideas presented in their textbooks. It may also become more challenging if these ideas might test the teacher education and identity. This deals with the tension that has been raised with the reform of the English curricula in Saudi Arabia post 9/11. |
## PAPER ABSTRACTS

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<tr>
<td>12.00-12.30</td>
<td><strong>Baohua Yu, University of New South Wales</strong>&lt;br&gt;Contact: <a href="mailto:b.yu@unsw.edu.au">b.yu@unsw.edu.au</a>&lt;br&gt;Room: Education 325&lt;br&gt;<strong>Asian international students in the University of Sydney: Mapping the paths between confidence in communication, integrative motivation and intercultural adaptation</strong>&lt;br&gt;Aiming to investigate important factors determining intercultural adaptation and English language proficiency, this research conducted questionnaire survey with 261 Asian international students across different disciplines at the University of Sydney. The conclusions are drawn accordingly in respect of the importance in relating language-related variables to intercultural adaptation.</td>
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<td>12.00-12.30</td>
<td><strong>Aek Phakiti, University of Sydney</strong>&lt;br&gt;Contact: <a href="mailto:aphakiti@usyd.edu.au">aphakiti@usyd.edu.au</a>&lt;br&gt;Room: Education 459&lt;br&gt;<strong>The effects of reading task difficulties on test-takers’ confidence and calibration</strong>&lt;br&gt;This presentation will discuss the hard-easy effects of English reading task difficulties on test-takers’ confidence and calibration. Observations of these effects across three tests will be reported and discussed.</td>
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<td>12.00-12.30</td>
<td><strong>Marie Stevenson, University of Sydney</strong>&lt;br&gt;Contact: <a href="mailto:m.stevenson@edfac.usyd.edu.au">m.stevenson@edfac.usyd.edu.au</a>&lt;br&gt;Room: Education 452&lt;br&gt;<strong>Effectiveness of automated feedback in the writing classroom</strong>&lt;br&gt;Currently, computer software, known as Automated Writing Evaluation (AWE) software, is able to provide students with both scores and written feedback on their writing. However, the use of computers to give writing feedback remains a controversial topic. In this presentation, we examine the findings of research into the effectiveness of computer feedback in the writing classroom.</td>
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<td>12.00-12.30</td>
<td><strong>Lindy Woodrow, University of Sydney</strong>&lt;br&gt;Contact: <a href="mailto:l.woodrow@edfac.usyd.edu.au">l.woodrow@edfac.usyd.edu.au</a>&lt;br&gt;Room: Education 458&lt;br&gt;<strong>Anxiety and learning English</strong>&lt;br&gt;This presentation discusses the role of anxiety in learning English. An overview of research into anxiety in the four skills areas of speaking, reading, listening and writing will be presented. Then the presentation will report on the preliminary findings of a research project into writing anxiety of college English students in China.</td>
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<td>12.00-12.30</td>
<td><strong>David Hirsh, University of Sydney</strong>&lt;br&gt;Contact: <a href="mailto:d.hirsh@edfac.usyd.edu.au">d.hirsh@edfac.usyd.edu.au</a>&lt;br&gt;Room: Education 436&lt;br&gt;<strong>Academic vocabulary: The French largely do without it, so why do we have one in English?</strong>&lt;br&gt;French does not have an academic vocabulary. Why then do we have one in English? This paper looks at the reasons for a distinctive academic vocabulary in English, the impact of the vocabulary on academic language use, and what ‘academic vocabulary’ means for English language learners in academic settings.</td>
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<td>Time</td>
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<td>15.00-15.30</td>
<td><strong>Ruth Fielding</strong>, University of Sydney</td>
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<td><strong>Contact:</strong> <a href="mailto:r.fielding@usyd.edu.au">r.fielding@usyd.edu.au</a></td>
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<td><strong>Room:</strong> Education 325</td>
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<td><em>Student perspectives of bilingual identity</em></td>
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<td>This presentation illustrates some of the findings from a research study that took</td>
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<td>place within the bilingual program of a NSW public school. The focus in this</td>
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<td>presentation is upon students’ own description of their identities associated</td>
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<td>with the languages, through their open responses in the interview section of data</td>
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<td>collection. Through the presentation of some aspects of the stories of bilingualism</td>
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<td>that the students expressed, it is possible to see the variety and complexity of</td>
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<td>bilingualism that exists in some classrooms in Australia.</td>
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<td>15.00-15.30</td>
<td><strong>Sarah Ahern</strong>, University of Technology Sydney</td>
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<td><strong>Contact:</strong> <a href="mailto:ahern.sarah@gmail.com">ahern.sarah@gmail.com</a></td>
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<td><strong>Room:</strong> Education 459</td>
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<td><em>The Cook and the Chef: Two narratives of international students in Australia</em></td>
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<td>My paper is based on research I have been doing on international students and their</td>
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<td>experiences of studying English in Australia, and tracks the narratives of two students</td>
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<td>whom I interviewed as part of this research. In this paper, I attempt to give an</td>
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<td>insight into the experiences of these two very different students, and so an insight</td>
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<td>into the education industry in Australia from the viewpoint of the students involved.</td>
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<td>15.00-15.30</td>
<td><strong>Warren Matsuoka</strong>, University of Sydney</td>
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<td><strong>Contact:</strong> <a href="mailto:wmat7124@mail.usyd.edu.au">wmat7124@mail.usyd.edu.au</a></td>
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<td><strong>Room:</strong> Education 452</td>
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<td><em>Vocabulary learning through reading: Does an ELT coursebook provide good opportunities?</em></td>
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<td>This study explores the vocabulary learning opportunities that may be provided to the</td>
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<td>English language learner through the study of a commercial English Language Teaching</td>
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<td>(ELT) coursebook. The study offers insights into how the main findings may inform</td>
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<td>English language pedagogy and provides implications for future research.</td>
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<td>15.00-15.30</td>
<td><strong>Feifei Han</strong>, University of Sydney</td>
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<td><strong>Room:</strong> Education 458</td>
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<td></td>
<td>*Investigation of interlanguage of English article system of two advanced Chinese</td>
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<td>learners of English*</td>
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<td>The presentation reports a study on interlanguage of English article system of two</td>
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<td>advanced Chinese EFL learners by conducting error analysis on their academic</td>
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<td>assignments. The errors of the participants were categorized by Bickerton’s Semantic</td>
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<td>Wheel framework.</td>
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<td>15.00-15.30</td>
<td><strong>Neil England</strong>, University of Sydney</td>
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<td><strong>Contact:</strong> <a href="mailto:n.england@edfac.usyd.edu.au">n.england@edfac.usyd.edu.au</a></td>
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<td><strong>Room:</strong> Education 436</td>
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<td>*The processes and outcomes of dialogue with Indonesian state sector language teacher</td>
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<td>educators about the epistemology of INSET*</td>
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<td>This paper presents preliminary findings from a study of and through intercultural</td>
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<td>dialogue with a group of Indonesian language teacher educators about what forms of</td>
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<td>knowledge they value in their work with local state sector primary and secondary</td>
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<td>school teachers of English.</td>
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# PAPER ABSTRACTS

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<tr>
<th>Time</th>
<th>Presenter(s) / Title</th>
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| 15.30-16.00 | Jennifer Cope, University of Sydney  
Contact: jcop9247@mail.usyd.edu.au  
Room: Education 325  
The Vocational College application process as a system of genres: implications for ESL students.  
When ESL students apply for vocational courses, they not only take part in a complex system of genres, but they sometimes also need to deal with language and cultural difficulties. Thus, the application process for ESL students can be more challenging than for English as first language students. |
| 15.30-16.00 | Zhi Wei Bi, University of Sydney  
Contact: zhbi6097@uni.sydney.edu.au  
Room: Education 459  
Assessing L2 grammar strategies in English grammar test: A multitrait-multimethod approach  
The notion of strategic processing in second language (L2) use is complex and L2 grammar strategy use in a language test is even more complex as it involves both cognitive and metacognitive strategies and grammatical knowledge. In this presentation, I will discuss a research framework for assessing L2 grammar strategies in a language test. |
| 15.30-16.00 | Xiaohui Zhang, University of Sydney  
Contact: xzha7502@uni.sydney.edu.au  
Room: Education 452  
EFL vocabulary learning: an investigation into the effect of two teaching approaches  
The purpose of this study is to investigate the effect of two teaching approaches, reading plus vocabulary-enhancement activities and reading only, on vocabulary acquisition and retention. The findings suggest that reading plus vocabulary-enhancement activities are more effective than reading only in enhancing vocabulary acquisition and retention both receptively and productively among EFL learners. |
| 15.30-16.00 | Lian Liu, University of Sydney  
Contact: annlianliu@gmail.com  
Room: Education 458  
A Cross-cultural analysis of stance in disaster news reports  
This study examines similarities and differences in stance taken by Chinese, Australian Chinese and Australian news reports when reporting the Chinese earthquake of May, 2008. It not only focuses on linguistic patterns of stance, but also interprets these linguistic patterns using the social and cultural context. |
| 15.30-16.00 | Jianxin Liu, University of Sydney  
Contact: j.liu@edfac.usyd.edu.au  
Room: Education 436  
Personal blogs and performances  
This presentation examines the kinds of performance on a popular Chinese personal blog in terms of content, form, and voice. Findings from the analysis are then discussed with reference to genre and performativity theories. |
## PAPER ABSTRACTS

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| 16.00-16.30 | **Nantikarn Simasangyaporn**, University of Sydney  
Contact: nsim6351@uni.sydney.edu.au  
Room: Education 325  
*An Examination of English as a Second Language Learners’ Calibration in an English Listening Test*  
The presentation reports on an empirical study that examines English as a second language learners’ calibration in an academic listening test. Calibration is defined as the match between performance accuracy and confidence judgment in performance. |
| 16.00-16.30 | **Hua Zhong**, University of Sydney  
Contact: hua.flora.zhong@gmail.com  
Room: Education 459  
*Which grows faster, receptive or productive vocabulary?*  
The study investigates receptive and controlled productive vocabulary size growth over 10 weeks for 41 high school EFL learners in China. Findings indicate significant growth in vocabulary size over 50 hours of English instruction. They reveal a development pattern of faster growth in controlled productive vocabulary than in receptive vocabulary. |
| 16.00-16.30 | **Lai Ping Florence MA**, Macquarie University  
Contact: Florence.Ma@ling.mq.edu.au  
Room: Education 452  
*Teaching behaviour of NNESTs and NESTs: Perceptions and reality*  
This paper reports on research findings which indicate the perceived differences in the teaching behaviour between non-native English-speaking teachers (NNESTs) and their counterparts in Hong Kong. It also compares the perceived teaching behaviour with actual behaviour obtained from video-recorded classroom data and discusses their implications for classroom practices and teacher education. |
| 16.00-16.30 | **Heath Rose**, University of Sydney  
Contact: heathrose@gmail.com  
Room: Education 458  
*Presentation Title: Re-theorising strategic learning: The future of language learning strategies in the face of self-regulation*  
This paper examines recent re-conceptualisations of strategic language learning that shift from traditional taxonomies toward the concept of self-regulation. This paper shows how traditional conceptualizations can be adapted to current shifts in theory when constructing a theoretical framework for future research in this field. |
| 16.00-16.30 | **Thuy Bich Thi Nguyen**, University of Sydney  
Contact: tngu4442@uni.sydney.edu.au  
Room: Education 436  
*EFL collaborative learning in a Vietnamese university*  
This presentation explores the collaborative-learning implementation to help promote Vietnamese students’ English communicative ability. The study will investigate teachers’ and students’ perceptions and experiences on whether and how collaborative learning is implemented and its effectiveness in EFL contexts in a Vietnamese University. |
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 give greater profile to research activity as well as increase research and publication activity in the area of TESOL. This is through the support for and coordination of research activities and a range of other activities for staff and students, early career researchers and postgraduate students working in the area of TESOL. It includes mentoring of beginning researchers and providing support for established researchers to undertake both individual and collaborative research as well as getting published in the area of TESOL. The Network also aims to develop national and international research alliances with others with an interest in TESOL-related research.

The main areas of research for the Network are:
- Second language acquisition
- English for academic purposes
- Languages and cultures education
- Bilingual education

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.
- A seminar series of key researchers in the area of TESOL.
- An annual TESOL Research Network Colloquium.
- The University of Sydney Papers in TESOL, a set of refereed papers published by the TESOL Network in online and in paper formats. Brian Paltridge is General Editor and Aek Phakiti is Editor of the journal.
- A seminar series in the area of language in education (with UTS and UNSW). To be included on the list for this series, please email Brian Paltridge (b.paltridge@usyd.edu.au).
- The hosting of the editorial office for the international journal English for Specific Purposes. Brian Paltridge is co-editor of the journal, together with Sue Starfield from the University of New South Wales.

MED IN TESOL

Faculty of Education and Social Work, The University of Sydney

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, and descriptions of language, in the light of recent research.

Course content

The MEd in TESOL is undertaken by choosing eight of the following units of study:

- Language as Social Practice
- Grammar: Text and Context
- Second Language Acquisition
- Literacy in Language Teaching
- Methodology and Language Teaching
- Contemporary Developments in ELT
- English for Specific Purposes
- Bilingual Education
- Language Testing and Assessment
- Language Teacher Professional Development
- Research Methods in Language Learning
- English in Academic Settings
- Intercultural Language Education
- Thesis and Dissertation Writing
- Dissertation

Academic staff

- Brian Paltridge, BA (Wellington), RSA Dip TEFLA, Grad Dip TESOL (UTS), Ass Dip Community Languages (UWS), MA (Applied Linguistics) (Sydney), PhD (Waikato), NAATI III
- Lesley Harbon, BA, Dip Ed (Sydney), MEd (UNE), PhD (Tasmania)
- Paul Dufficy, BA (UTS), Dip Ed (STC), Grad Dip TESOL (UTS), MA (TESOL) (UTS), EdD (Sydney)
• Lindy Woodrow, Dip Teach (Reading), Cert Applied Linguistics and Language Teaching, MA (Essex), PhD (Sydney)

• Aek Phakiti, BA (Chiang Mai), MA (Melbourne), PhD (Melbourne)

• Marie Stevenson, BA (UNSW), RSA Dip TEFLA, MA (Amsterdam), PhD (Amsterdam)

• David Hirsh, BA, DipTESL, MA, PhD (Wellington)

Admission Requirements

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

• an undergraduate degree from a recognized tertiary institution

• a language teaching qualification or at least one year's full-time (or part-time equivalent) language teaching experience at school, college, or university level

Period of candidature

The MEd in TESOL can be completed in two semesters of full time study taking four units per semester. Part time candidates typically undertake two units per semester, taking two years to complete the degree.

Further information

For further information contact:

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or visit: