



THE UNIVERSITY OF
SYDNEY

The 16th University of Sydney TESOL Research Colloquium

In Conjunction with The University of Sydney
Centre for English Teaching (CET)



Saturday 21 September 2024

**Sydney School of Education and Social Work, Faculty of Arts and Social
Sciences, The University of Sydney**

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Registration

This Colloquium is free, but you are required to register to attend it here:

<https://www.eventbrite.com.au/e/16th-university-of-sydney-tesol-research-colloquium-tickets-932853559107>

Scan me



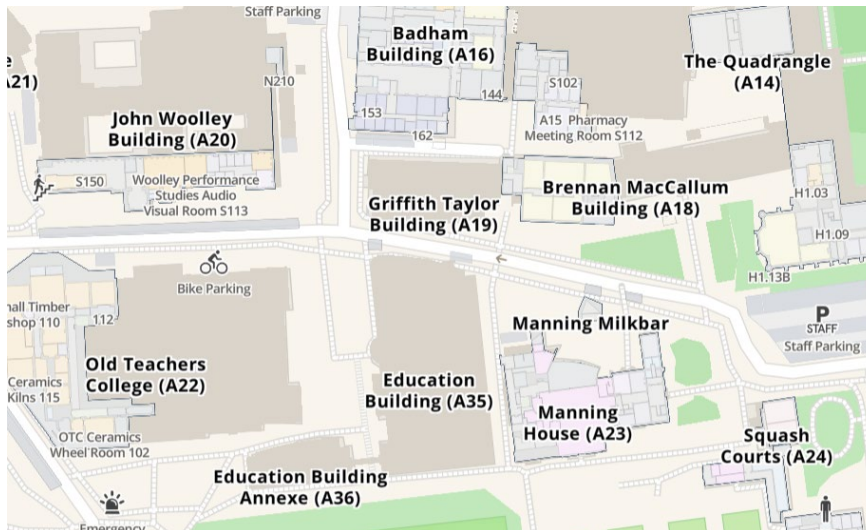
Guest wireless access

Username: tesolresearchsd333xr7

Password: 890012

Map to the Colloquium

The Colloquium venue is in The University of Sydney Education Building (A35)



Directions: The Colloquium venue is located in The University of Sydney Education Building (A35). It is close to Manning House (A23). For a larger map, visit:

<http://sydney.edu.au/maps/campuses/?area=CAMDAR>

Welcome and thanks



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

I especially welcome our keynote speakers today, Margaret Kettle from Central Queensland University and Mark Fraser from the University of Wollongong.

Today's event has been funded by the Sydney School of Education and Social Work Research Support Scheme as well as by the University of Sydney Centre for English Teaching (CET). I would like to especially thank Helen Proctor, Lina Markauskaite and Katherine Olston for their support of this Colloquium. The TESOL Research Forum activities cannot succeed without the support of the SSESW professional staff. We thank them, particularly Belinda Bonham, who assists with the TESOL Research Forum website updates and the Colloquium registration, and Richard Aland for assistance with financial management.

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 and Director of the University of Sydney TESOL Research Forum

Sydney School of Education and Social Work, the University of Sydney

About the TESOL Research Colloquium

The *University of Sydney TESOL Research Colloquium* aims to provide a forum for discussing and sharing research in the area of TESOL and 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 and pre-colloquium workshops.

Pre-TESOL Research Colloquium (Free)

Date: Friday, 20 September 2024

Workshop: Discourse analysis: An introduction for beginning researchers

Instructor: Brian Paltridge, The University of Sydney

Time: 9.00 am - 12.00 pm

Venue: Education 459 (A35)

Registration: Email Aek Phakiti (aek.phakiti@sydney.edu.au)

The 16th University of Sydney TESOL Research Colloquium (Free)

Date: Saturday, 21 September 2024

Keynote presentations

- Speaker:** Margaret Kettle, Central Queensland University

Title: Research Directions in TESOL: Deciding Context, Methodology, and Contribution

Time: 9.05 am - 9.55 am

Venue: Education 351
- Speaker:** Mark Fraser, The University of Wollongong

Title: Making the Connections: A Teacher Educator's Perspective on Compatibility of English Language Teaching Methods

Time: 14.40 pm - 15.35 pm

Venue: Education 351

Colloquium convenor

Aek Phakiti

Members of the organizing committee

Marie Stevenson and Brian Paltridge

Administrative officer

Belinda Bonham

Volunteers

Students from *Research Methods in Language Studies* (EDPJ5022) undertaking the Master of Education (TESOL) at The University of Sydney.

Program overview

8.30-9.00	Registration Venue: Foyer, outside Education 351
9.00-9.05	Welcome: Brian Paltridge, Director of the University of Sydney TESOL Research Forum
9.05-9.55	Keynote: Margaret Kettle, Central Queensland University Title: Research Directions in TESOL: Deciding Context, Methodology, and Contribution Venue: Education 351
10.00-12.00	Individual papers Venue: Education 452, 458, 459
12.00-13.00	Lunch and book launches Venue: Education 401 (Common Room)
13.00-14.30	Individual papers Venue: Education 452, 458, 459
14.40-15.35	Keynote: Mark Fraser, The University of Wollongong Title: Making the Connections: A Teacher Educator's Perspective on Compatibility of English Language Teaching Methods Venue: Education 351
15.35-16.30	Closing Education 351 and Education 401 (for light refreshments)

Presentation schedule

Morning sessions

09.00-09.05	Welcome: Brian Paltridge , Director of the University of Sydney TESOL Research Forum		
09.05-09.55	Keynote 1 Research Directions in TESOL: Deciding Context, Methodology, and Contribution <i>Margaret Kettle</i> , Central Queensland University Venue: Education 351		
	Education 452	Education 458	Education 459
10.00-10.30	Exploring a Japanese EFL Pre-service Teacher's Identity through Second Language Poetry Writing <i>Atsushi Iida</i> Aoyama Gakuin University	The Development of TESOL Teacher Trainees' Beliefs and Knowledge of Translanguaging through a Workshop on Translanguaging <i>Keith Cheng Lin</i> University of Sydney	Interlanguage variability from a psycholinguistic perspective: A case study of Vietnamese ESL learners <i>Minh Nhut Nguyen</i> Macquarie University
10.30-11.00	What is Evaluated in School English Language Textbooks in Japan? <i>Hideo Watanabe</i> Musashino University	Teaching Indonesian EFL Student-Translators Utilising CAT Tool: Photovoice as a Research Method in Higher Education <i>Lilik Istiqomah</i> University of Western Sydney	Beneficial Yet Not Enough: Chinese Students' Coping Strategies and Perceptions Towards Peer Interaction and Feedback <i>Noriko Iwashita, Qingmiao Cheng, Qiuyang Li, Yifan Mo & Vo Quoc Thang Le</i> University of Queensland

11.00-11.30	<p>Exploring the Potential of AI to Enhance the Language Skills of EAL/D Students</p> <p><i>Kim Cook</i></p> <p>University of Wollongong</p>	<p>Teacher Education and Global Englishes Language Teaching: A Case Study in an Indonesian University</p> <p><i>Anggara Jatu Kusumawati</i></p> <p>University of Sydney</p>	<p>Tracing Success: A Sector Snapshot of Direct Entry (DE) ELICOS Tracer Studies in Australian Higher Education</p> <p><i>Pamela Humphreys & Joshua Swift</i></p> <p>Macquarie University & University of Sydney</p>
11.30-12.00	<p>Motivating the CALD Job Seeker Learners in English Language Learning (ELL): An Exploratory Study</p> <p><i>Mosammat Sabera Begum</i></p> <p>University of Wollongong</p>	<p>Indonesian Learners' Cognitive Knowledge of Online Informal Learning of English</p> <p><i>Nina Inayati</i></p> <p>University of New South Wales</p>	<p>Perspectives on Adult Migrant Language Education in Australia</p> <p><i>Hailey Doan</i></p> <p>University of Sydney</p>

Presentation schedule

Afternoon sessions

	Education 452	Education 458	Education 459
13.00-13.30	<p>Striving to Become Dialogic: EFL Instructors Getting Caught up in the Uptake of Dialogic Teaching</p> <p><i>Anthony Wotring</i></p> <p>University of Wollongong</p>	<p>Pronunciation Teacher Wellbeing: Evidence from a 10-year Study</p> <p><i>Michael Burri & Amanda Baker</i></p> <p>University of Wollongong</p>	<p>A Review of L2 Teachers' Understanding and Practice of Teaching Speaking: What is Essential?</p> <p><i>Mili Saha</i></p> <p>University of Wollongong</p>
13.30-14.00	<p>Peer Corrective Feedback Practices and Perceptions among Chinese Learners of English</p> <p><i>Shike Jian & Noriko Iwashita</i></p> <p>University of Queensland</p>	<p>Implementing Flipped Classroom for EFL Writing Instruction at Indonesian Preservice EFL Teacher Education Programs</p> <p><i>Husnawadi</i></p> <p>University of Canberra</p>	<p>Integrating 4C Skills into EFL Teaching: Exploring 21st Century Classroom Practice</p> <p><i>Salwa</i></p> <p>University of Newcastle</p>
14.00-14.30	<p>Australian Adult English Language Teacher Employability in the Teacher Job Interview</p> <p><i>Victoria Sweeney</i></p> <p>University of Sydney</p>	<p>The Relationship Between ELICOS Programs and Cultural Integration in Australia</p> <p><i>Ruzbeh Babaee</i></p> <p>Magill College Sydney</p>	<p>AI Tutor as an Automated Formative Assessment Tool for Language Testing and Assessment Students</p> <p><i>Aek Phakiti</i></p> <p>University of Sydney</p>
14.40-15.35	<p>Keynote 2</p> <p>Making the Connections: A Teacher Educator's Perspective on Compatibility of English Language Teaching Methods</p> <p><i>Mark Fraser, University of Wollongong</i></p> <p>Venue: Education 351</p>		

Abstracts of keynote presentations

Keynote 1

Research Directions in TESOL: Deciding Context, Methodology, and Contribution

Margaret Kettle, Central Queensland University

Researchers in TESOL are being urged to align their research with practice and to foreground practice-based topics, contexts and challenges. The US-based TESOL International Association draws on member surveys to argue that TESOL researchers need to work together as an inclusive, accessible and agentic community to forge new directions in shared challenges and priorities. The identified priorities for 2024 and onwards are research education and literacy, emerging educational technologies, teaching methods, and professional learning, that while shared, are always contextualised and influenced by local institutions, communities and policy settings.

For TESOL researchers in Australia, we also need to recognise our shared priorities and the ways that our research aligns with current challenges and problems in practice. If research is understood as creative and systematic work to increase knowledge and applications of existing knowledge, we can reflect on the following questions: what knowledge will be created in our TESOL research; what methodology will best create this knowledge systematically and ethically; what contribution will the new knowledge make to the public good? In this presentation, I will address these questions and offer provocations on how to keep our research relevant and impactful, which following the Australian Research Council, means research outcomes that contribute to the economy, society, environment, or culture.

Biography



Margaret Kettle is a research-focused Professor in the School of Education and the Arts, Central Queensland University, Brisbane. She researches second language pedagogies and multilingualism and their intersection with schooling, employment, and communities, particularly in regional areas. Margaret is interested in participatory, design-based research approaches. She works actively with practitioners and researchers in her projects, doctoral supervision, and co-editorship of the *Asia-Pacific Journal of Teacher Education*.

Email: m.a.kettle@cqu.edu.au

Keynote 2

Making the Connections: A Teacher Educator's Perspective on Compatibility of English Language Teaching Methods

Mark Fraser, University of Wollongong

Teaching about the range of methods that characterise our field is standard in any TESOL education course. Common texts provide teacher educators with direction to raise learners' awareness of the genesis of methods, their similarities and differences, affordances, and challenges when used to teach English to linguistically diverse learners. However, while such texts and other resources help to develop an understanding of various TESOL methods, I found that very few provide any guidance on how to teach our learners about the compatibility of the methods to their own contexts. Just like there is no correlation between proficiency levels of English language macroskills, experience of teaching English as an additional or foreign language does not guarantee sufficient levels of proficiency in English language teaching methods. In this session, I will share my self-study story on how I approach and develop the teaching of TESOL methods to a linguistically diverse cohort of postgraduate students. Core to my approach is my adaption of a critical reflection framework to inform course design, which paves the way for students to make stronger connections between theory and practice. My journey as a teacher educator continues, but I will discuss the implications this approach has had for helping our students make connections through exploring the compatibility of the content to be both meaningful and transformational for their own teaching contexts.

Biography



Mark Fraser is a lecturer in the TESOL Program in the Faculty of the Arts, Social Sciences, and Humanities at the University of Wollongong. He teaches undergraduate and postgraduate courses, specialising in TESOL (Teaching English to Speakers of Other Languages). His main research interests include critical reflection, professional identity, and self-study in teacher education.

Email: mfraser@uow.edu.au

Individual abstracts

Time: 10.00-10.30

Education 452

Exploring a Japanese EFL Pre-service Teacher's Identity through Second Language Poetry Writing

Atsushi Iida

Aoyama Gakuin University

The current study aims to explore how a Japanese EFL pre-service teacher expresses her identity through second language poetry writing in response to her teaching practicum experience and identify the value and possibility of using poetry writing as reflective practice.

Email: a.iida@cl.aoyama.ac.jp

Education 458

The Development of TESOL Teacher Trainees' Beliefs and Knowledge of Translanguaging through a Workshop on Translanguaging

Keith Cheng Lin

University of Sydney

This presentation presents a study investigating the development of TESOL teacher trainees' beliefs and knowledge of translanguaging after a workshop. Findings show mixed beliefs existed in some participants. Nevertheless, most participants had a stronger belief in the use of students' L1 and felt empowered knowing the translanguaging approach when facing English-predominant policies.

Email: keith.lin@sydney.edu.au

Education 459

Interlanguage Variability from a Psycholinguistic Perspective: A Case Study of Vietnamese ESL Learners

Minh Nhut Nguyen

Macquarie University

This study aims to investigate interlanguage (IL) variability of morpheme types in Vietnamese learners of English and gain insight into the cognitive processes that learners invoked in the completion of these tasks. The findings illustrate the benefits of an explanatory approach to understanding IL variability from the learner's perspective.

Email: minhnhut.nguyen@students.mq.edu.au

Time: 10.30-11.00

Education 452

What is Evaluated in School English Language Textbooks in Japan?

Hideo Watanabe

Musashino University

This paper examines evaluations of entities associated with countries in English language textbooks for junior high school students in Japan, drawing on an APPRAISAL analysis and interviews. The analysis revealed that the textbooks evaluated entities associated with Japan in a positive light much more frequently than entities associated with other countries.

Email: h-wata@musashino-u.ac.jp

Education 458

Teaching Indonesian EFL Student-Translators Utilising CAT Tool: Photovoice as a Research Method in Higher Education

Lilik Istiqomah

University of Western Sydney

This study used the photovoice method (followed by interviews) with 20 EFL student translators to examine their experiences using CAT tools. Findings revealed mixed emotions: confusion, difficulty, challenge, stimulation, gratitude, happiness, and enlightenment. Photovoice is highlighted as a valuable, underutilised methodology in higher education research.

Email: l.istiqomah@westernsydney.edu.au

Education 459

Beneficial yet not Enough: Chinese Students' Coping Strategies and Perceptions Towards Peer Interaction and Feedback

Noriko Iwashita, Qingmiao Cheng, Qiuyang Li, Yifan Mo & Vo Quoc Thang Le

University of Queensland

This study investigated how learners' perceptions of feedback are reflected in their interactions. Data from group interactions and interviews with 24 L1 Chinese students reveal that while students' perceptions had minimal impact on the characteristics of interaction and feedback, they influenced their peers' preference for those with higher proficiency levels.

Email: n.iwashita@uq.edu.au

Time: 11.00-11.30

Education 452

Exploring the Potential of AI to Enhance the Language Skills of EAL/D Students

Kim Cook

University of Wollongong

This session presents a qualitative study exploring the potential uses of AI in language learning with senior EAL/D students. The study utilised a focus group discussion with students and an educator's self-reflection on professional development activities. Findings support AI's potential to enhance literacy skills and innovation in teaching practice.

Email: kcook@trinity.nsw.edu.au

Education 458

Teacher Education and Global Englishes Language Teaching: A Case Study in an Indonesian University

Anggara Jatu Kusumawati

University of Sydney

This study examined how Global Englishes (GE) can improve English language teaching in Indonesia. By interviewing teachers, the researcher found that while some teachers still use traditional methods, many are open to teaching English as a global language rather than focusing solely on native-speaker models. The study highlights the need for changes in teaching methods to better prepare students for real-world communication.

Email: akus8208@uni.sydney.edu.au

Education 459

Tracing Success: A Sector Snapshot of Direct Entry (DE) ELICOS Tracer Studies in Australian Higher Education

Pamela Humphreys & Joshua Swift

Macquarie University & University of Sydney Centre for English Teaching and Learning Hub

This project documents different approaches to tracer studies taken at University English Centres Australia (UECA) member institutions. It evaluates the utility of their outcomes in evidencing the success or otherwise of DE programs and informing improvements in their curricula. This presentation will provide an overview of this project and highlight similarities and differences in tracer study design, delivery, and analysis.

Email: joshua.swift@sydney.edu.au

Time: 11.30-12.00

Education 452

Motivating the CALD Job Seeker Learners in English Language Learning (ELL): An Exploratory Study

Mosammat Sabera Begum

University of Wollongong

This research paper focuses on how to motivate culturally and linguistically diverse ESL learners who are also 'job seekers' to improve their English language skills and implement different methods of achieving the desired learning outcome.

Email: sabera.saba@gmail.com

Education 458

Indonesian Learners' Cognitive Knowledge of Online Informal Learning of English

Nina Inayati

University of New South Wales

This study analyses Online informal learning of English (OILE) in Indonesian higher education contexts, with a specific focus on learners' metacognitive knowledge. The findings are presented using the lens of learners' understanding of the tasks, of themselves as language learners, and of language learning strategies in the digital world.

Email: n.inayati@unsw.edu.au

Education 459

Perspectives on Adult Migrant Language Education in Australia

Hailey Doan

University of Sydney

This presentation reports on a study about the roles of adult migrant language education in Australia. The study examines perspectives on adult migrant language education in official documents and compares these with adult migrant language learners' own perspectives. The results are discussed in relation to public discourses on the integration of migrants.

Email: tdoa0624@uni.sydney.edu.au

Time: 13.00-13.30

Education 452

Striving to Become Dialogic: EFL Instructors Getting Caught up in the Uptake of Dialogic Teaching

Anthony Wotring

University of Wollongong

This presentation draws upon a study contextualising the dialogic teaching approach in a South Korean university's English language course, focusing on the teachers' learning. Findings from this qualitative study reveal that teachers can improve the dialogic quality of their talk when they strive to foster productive and collaborative professional learning.

Email: awotring@uow.edu.au

Education 458

Pronunciation Teacher Wellbeing: Evidence from a 10-year Study

Michael Burri & Amanda Baker

University of Wollongong

Using the PERMA framework (Seligman, 2011)—comprising Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment—this presentation provides insights into the well-being of three pronunciation teachers over ten years. Following an overview of the study's main findings, implications for language teachers, teacher educators, teachers, and researchers are discussed.

Email: mburri@uow.edu.au

Education 459

A Review of L2 Teachers' Understanding and Practice of Teaching Speaking: What is Essential?

Mili Saha

University of Wollongong

This scoping review examines 45 studies (2013-2023) on teachers' understanding and practice of teaching L2 speaking, focusing on their relationships. It identifies gaps, such as the lack of research on how teachers transform their understandings into practice and recommends evaluating and reflecting on practice to enhance teachers' professional knowledge.

Email: milisahadoll@gmail.com

Time: 13.30-14.00

Education 452

Peer Corrective Feedback Practices and Perceptions among Chinese Learners of English

Shike Jian & Noriko Iwashita

University of Queensland

This paper examines how Chinese learners' perceived proficiency level, communication style, and overall perception influence the characteristics of peer corrective feedback (PCF). Analysis of audio-recorded interactions and interview data from six low-proficiency learners highlights the impact of these factors on PCF dynamics.

Email: n.iwashita@uq.edu.au

Education 458

Implementing the Flipped Classroom for EFL Writing Instruction in Indonesian Preservice EFL Teacher Education Programs

Husnawadi

University of Canberra

This proposed study aims to implement the Flipped Classroom method in Indonesian Pre-service EFL Teacher Education Programs. Drawing on explanatory sequential mixed-method research, it will examine its impact on the EFL student teachers' writing skills and engagement and explore their perceptions.

Email: adi.husnawadi@canberra.edu.au

Education 459

Integrating 4C Skills into EFL Teaching: Exploring 21st Century Classroom Practice

Salwa

University of Newcastle

The integration of the 4Cs (Communication, Collaboration, Critical Thinking and Creativity) as the framework for 21st-century skills is considered important in today's language education. This study presents the findings of a descriptive case study investigating teachers' and students' perceptions of the use of Audio-Visual Aids (AVA) in developing students' 4Cs skills. This mixed-methods research design is employed through surveys, class observations, semi-structured interviews, and focus groups.

Email: salwa@uon.edu.au

Time: 14.00-14.30

Education 452

Australian Adult English Language Teacher Employability in the Teacher Job Interview

Victoria Sweeney

University of Sydney

What makes an English language teacher employable in Australian adult English language teaching, and how are these teacher employability attributes demonstrated and identified during a teacher job interview? This presentation will explore these questions, drawing on an Australian English language teacher employability study to offer insight into what makes a teacher in this context employable.

Email: victoria.sweeney@sydney.edu.au

Education 458

The Relationship Between ELICOS Programs and Cultural Integration in Australia

Ruzbeh Babaee

Magill College Sydney

This paper explores the connection between English Language Intensive Courses for Overseas Students (ELICOS) and cultural integration in Australia. It examines how ELICOS programs facilitate cultural understanding and adaptation for international students, enhancing their experience and contributing to a multicultural society. The study highlights challenges and opportunities for cultural exchange within these programs.

Email: rbabaee@magill.edu.au

Education 459

AI Tutor as an Automated Formative Assessment Tool for Language Testing and Assessment Students

Aek Phakiti

University of Sydney

This presentation will discuss the implementation of an AI tutor as a custom chatbot tool (Cogniti) for automated formative feedback. Tailored for a specific assignment and made available 24/7, it is incorporated into Canvas (Learning Management System) to help language testing and assessment students inquire about the assignment tasks, obtain reliable resources and seek feedback on their current ideas, written drafts and further directions.

Email: aek.phakiti@sydney.edu.au

About the University of Sydney TESOL Research Forum

The TESOL Research Network was established in the Faculty of Education and Social Work at the University of Sydney in 2006 to foster research and publication in TESOL. Since 2023, it has been known as the University of Sydney TESOL Research Forum.

The TESOL Research Forum aims to profile and increase research and publication activity in TESOL. This goal is achieved through support for and coordination of research and other activities for staff and students, early career researchers, and postgraduate students. The Forum aims to foster the mentoring of beginning TESOL researchers and support established TESOL researchers in undertaking individual and collaborative research and publishing their work. The Network also aims to develop national and international research alliances with others interested in TESOL-related research.

The TESOL Research Forum's activities include:

- The development of research teams to support research and publication in TESOL
- Research Seminar and Workshop Series in TESOL
- University of Sydney TESOL Research Colloquium
- The University of Sydney Journal of TESOL

For further information

Website:

<https://www.sydney.edu.au/arts/our-research/centres-institutes-and-groups/teaching-english-to-speakers-of-other-languages.html>

The University of Sydney Journal of TESOL:

<https://journal-of-tesol.sydney.edu.au/>

Facebook (please like us):

<https://www.facebook.com/tesolresearchgroup>

YouTube:

<https://www.youtube.com/@USydTESOLResearch>

The Master of Education (TESOL)



The MEd in TESOL is designed for English language teachers who seek to develop their professional expertise and further their understanding of language education, particularly in English language teaching to children, adolescents, or adults. The program explores various issues relating to language teaching and learning and the socio-cultural contexts of education. It also develops themes relating to practical language teaching and learning issues in second and foreign language contexts. It investigates the theoretical basis 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 intend to teach in local contexts and those who intend to teach in international contexts.

Outcomes

After the MEd in TESOL degree, students should:

- be familiar with current theoretical and pedagogical debates in teaching English to speakers of other languages (TESOL)
- understand theoretical and methodological issues and principles underlying the learning, teaching and assessment of English for speakers of other languages in diverse contexts
- understand pedagogical principles relevant to language learning, teaching and assessment of English for speakers of other languages
- develop knowledge of research that has been undertaken in the fields of TESOL and TESOL-related disciplines
- develop knowledge about language as it relates to teaching English to speakers of other languages
- develop a range of skills necessary for effective research-led pedagogical practice in TESOL
- select, devise and use teaching and assessment materials appropriate and sensitive to individual learners' needs and language teaching contexts
- provide leadership in developing TESOL programs for teaching, learning and assessment purposes in second and foreign language contexts.

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)

NOTE: Electives from the Linguistics department can also be included.

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.

Website

https://www.sydney.edu.au/handbooks/arts_pg/subject_areas_eh/education_tesol_education.html

MEd (Research), MPhil, and PhD in TESOL

The Sydney School of Education and Social Work also offers higher research degrees 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

- **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

Contact **Associate Professor Aek Phakiti** (MEd TESOL Curriculum Coordinator)

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Contact

Faculty of Arts and Social Sciences/Sydney School of Education and Social Work/TESOL Research Forum

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CRICOS 0002

