



THE UNIVERSITY OF  
**SYDNEY**

## **The 15<sup>th</sup> University of Sydney TESOL Research Colloquium**

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



**Saturday 23 September 2023**

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

# Table of content

|                                                                                                                                                                                                                                                                                   |    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Registration .....                                                                                                                                                                                                                                                                | 3  |
| Scan me .....                                                                                                                                                                                                                                                                     | 3  |
| Guest wireless access .....                                                                                                                                                                                                                                                       | 3  |
| Map to the Colloquium.....                                                                                                                                                                                                                                                        | 3  |
| Welcome and thanks .....                                                                                                                                                                                                                                                          | 4  |
| About the TESOL Research Colloquium.....                                                                                                                                                                                                                                          | 5  |
| Pre-TESOL Research Colloquium (Free) .....                                                                                                                                                                                                                                        | 5  |
| The 15 <sup>th</sup> University of Sydney TESOL Research Colloquium.....                                                                                                                                                                                                          | 5  |
| Keynote presentations.....                                                                                                                                                                                                                                                        | 5  |
| Colloquium convenors .....                                                                                                                                                                                                                                                        | 6  |
| Members of the organizing committee .....                                                                                                                                                                                                                                         | 6  |
| Volunteers .....                                                                                                                                                                                                                                                                  | 6  |
| Program overview .....                                                                                                                                                                                                                                                            | 7  |
| Presentation schedule .....                                                                                                                                                                                                                                                       | 8  |
| Morning sessions .....                                                                                                                                                                                                                                                            | 8  |
| Afternoon sessions.....                                                                                                                                                                                                                                                           | 12 |
| Abstract of keynote presentations .....                                                                                                                                                                                                                                           | 13 |
| Keynote 1 .....                                                                                                                                                                                                                                                                   | 13 |
| Writer, text and context: An integrated perspective .....                                                                                                                                                                                                                         | 13 |
| Keynote 2 .....                                                                                                                                                                                                                                                                   | 14 |
| Language and learning in the Timorese classroom: A case study of bilingual education ....                                                                                                                                                                                         | 14 |
| Individual abstracts .....                                                                                                                                                                                                                                                        | 15 |
| Time: 10.00-10.30 .....                                                                                                                                                                                                                                                           | 15 |
| Time: 10.30-11.00 .....                                                                                                                                                                                                                                                           | 16 |
| Time: 11.00-11.30 .....                                                                                                                                                                                                                                                           | 18 |
| Time: 11.30-12.00 .....                                                                                                                                                                                                                                                           | 18 |
| Time: 14.00-14.30 .....                                                                                                                                                                                                                                                           | 19 |
| Time: 14.30-15.00 .....                                                                                                                                                                                                                                                           | 20 |
| Time: 15.00-15.30 .....                                                                                                                                                                                                                                                           | 21 |
| About the University of Sydney TESOL Research Forum .....                                                                                                                                                                                                                         | 22 |
| For further information.....                                                                                                                                                                                                                                                      | 22 |
| <a href="https://www.sydney.edu.au/arts/our-research/centres-institutes-and-groups/teaching-english-to-speakers-of-other-languages.html">https://www.sydney.edu.au/arts/our-research/centres-institutes-and-groups/teaching-english-to-speakers-of-other-languages.html</a> ..... | 22 |
| <a href="https://journal-of-tesol.sydney.edu.au/">https://journal-of-tesol.sydney.edu.au/</a> .....                                                                                                                                                                               | 22 |
| <a href="https://www.facebook.com/tesolresearchgroup">https://www.facebook.com/tesolresearchgroup</a> .....                                                                                                                                                                       | 22 |
| The Master of Education (TESOL) .....                                                                                                                                                                                                                                             | 23 |
| Outcomes .....                                                                                                                                                                                                                                                                    | 23 |
| Course content .....                                                                                                                                                                                                                                                              | 24 |
| Admission requirements.....                                                                                                                                                                                                                                                       | 24 |

|                                                                                                             |    |
|-------------------------------------------------------------------------------------------------------------|----|
| Period of candidature .....                                                                                 | 24 |
| MEd (Research), MPhil, and PhD in TESOL .....                                                               | 24 |
| Academic staff .....                                                                                        | 25 |
| Further information .....                                                                                   | 25 |
| Website.....                                                                                                | 25 |
| The Centre for English Teaching (CET).....                                                                  | 26 |
| Website.....                                                                                                | 26 |
| Contact.....                                                                                                | 27 |
| Faculty of Arts and Social Sciences/Sydney School of Education and Social Work/TESOL<br>Research Forum..... | 27 |
| Scan me .....                                                                                               | 27 |

# Registration

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

<https://www.eventbrite.com.au/e/tesol-research-colloquium-tickets-667317433407>

Scan me



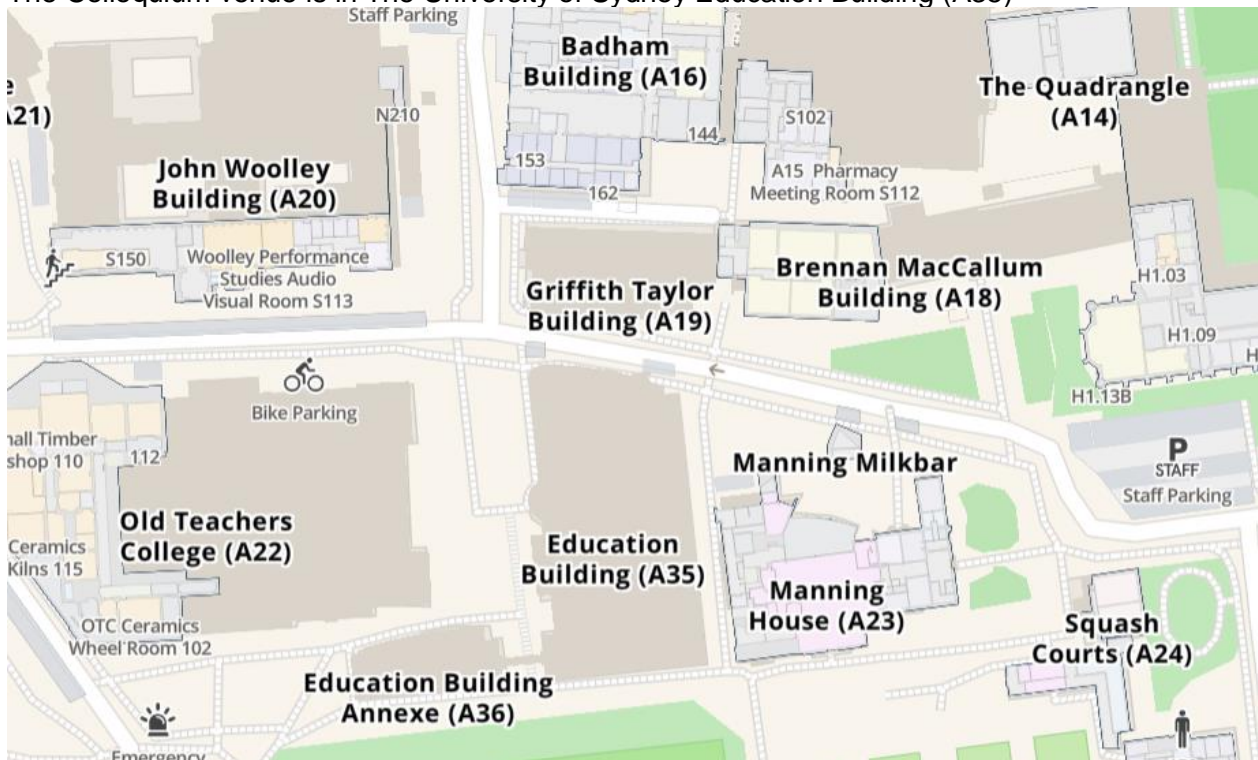
## Guest wireless access

**Username:** tesolresearch

**Password:** 32537938

## 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 the area of 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, Marie Stevenson from The University of Sydney and Marie Quinn from The University of Technology Sydney.

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 and Katherine Olston for their continuous support of this Colloquium.

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, 22 September 2023

**Registration:** Email Aek Phakiti ([aek.phakiti@sydney.edu.au](mailto:aek.phakiti@sydney.edu.au))

- **Workshop 1:** Understanding survey and experimental research in TESOL  
**Instructor:** Aek Phakiti, The University of Sydney  
**Time:** 10.00 pm-12.00 pm  
**Venue:** Education 524 (A35)
- **Workshop 2:** Applying formative assessment in the language classroom  
**Instructors:** Aek Phakiti, Judy Fernandez, Adam Steinhoff & Keith Lin  
**Time:** 13.00-16.00 pm.  
**Venue:** Education 524 (A35)

## The 15<sup>th</sup> University of Sydney TESOL Research Colloquium

**Date:** Saturday, 23 September 2023

### Keynote presentations

1. **Speaker:** Marie Stevenson, The University of Sydney  
**Title:** Writer, text and context: An integrated perspective  
**Time:** 09.10 am - 10.00 am  
**Venue:** Education 351
2. **Speaker:** Marie Quinn, University of Technology Sydney  
**Title:** Language and learning in the Timorese classroom: A case study of bilingual education  
**Time:** 13.00 pm - 13.50 pm  
**Venue:** Education 351

## Colloquium convenors

Aek Phakiti

## Members of the organizing committee

Marie Stevenson and Brian Paltridge

## Volunteers

Students from *Research Methods in Language Studies* (EDPJ5022) undertaking the Master of Education (TESOL) and Higher Research Degree Students in the Sydney School of Education and Social Work at The University of Sydney

## Program overview

|             |                                                                                                                                                                                                    |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8.30-9.00   | <b>Registration</b><br><b>Venue:</b> Outside Education 351                                                                                                                                         |
| 9.00-9.10   | <b>Welcome: Brian Paltridge</b> , Director of the University of Sydney TESOL Research Forum                                                                                                        |
| 9.10-10.00  | <b>Keynote: Marie Stevenson</b> , The University of Sydney<br><b>Title:</b> Writer, text and context: An integrated perspective<br><b>Venue:</b> Education 351                                     |
| 10.00-12.00 | <b>Individual papers</b><br><b>Venue:</b> Education 323, 325, 458, 459                                                                                                                             |
| 12.00-13.00 | <b>Lunch</b><br><b>Venue:</b> Education 401 (Common Room)                                                                                                                                          |
| 13.00-13.50 | <b>Keynote: Marie Quinn</b> , University of Technology Sydney<br><b>Title:</b> Language and learning in the Timorese classroom: A case study of bilingual education<br><b>Venue:</b> Education 351 |
| 14.00-15.30 | <b>Individual papers</b><br><b>Venue:</b> Education 323, 458, 459                                                                                                                                  |
| 15.30       | <b>Closing</b><br>Education 351 (for reflection and conclusion) and then Education 401 (for light refreshment)                                                                                     |



# Presentation schedule

## Morning sessions

|             |                                                                                                                                                                                                        |                                                                                                                                                                                          |                                                                                                                                                         |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| 09.00-09.10 | <b>Welcome: Brian Paltridge</b> , Director of the University of Sydney TESOL Research Forum                                                                                                            |                                                                                                                                                                                          |                                                                                                                                                         |
| 09.10-10.00 | <b>Keynote</b><br><b>Marie Stevenson</b> , The University of Sydney<br><b>Title:</b> Writer, text and context: An integrated perspective<br><b>Venue:</b> Education 351<br><b>Venue:</b> Education 351 |                                                                                                                                                                                          |                                                                                                                                                         |
|             | <b>Education 351</b>                                                                                                                                                                                   | <b>Education 458</b>                                                                                                                                                                     | <b>Education 459</b>                                                                                                                                    |
| 10.00-10.30 | <b>Chinese EFL students' self-regulated learning through WeChat: An intervention case study in a university</b><br><br><i>Xin Meng</i>                                                                 | <b>Utilisation of Kahoot! quizzes in academic programs</b><br><br><i>Mitchell Clark</i>                                                                                                  | <b>Interactive live streaming and its perceived affordances: Attitudes of second-language learners toward Twitch.tv</b><br><br><i>Nicklas Kulczycki</i> |
| 10.30-11.00 | <b>"I don't feel like talking": Students' choices of learning mode during online interaction</b><br><br><i>Mingyang Cai and Noriko Iwashita</i>                                                        | <b>Malaysian elementary school literacy scores: A gender-based comparison</b><br><br><i>Hazlina Abdullah and Mohd Muzhafar Idrus</i>                                                     | <b>Exploring teacher beliefs about feedback practices in Indonesian EFL classrooms</b><br><br><i>Bitu Dwi Rahmani</i>                                   |
| 11.00-11.30 | <b>The effects of incidental focus on form on learning vocabulary, grammar, and pronunciation</b><br><br><i>Amin Pouresmaeil</i>                                                                       | <b>Revisiting the concept of Islamic faith-science integration in ELT classrooms: a case study from an Islamic university in East Java</b><br><br><i>Lyla Kusuma and Philip Chappell</i> | <b>English language teachers-in-training's multifaceted representations of their language teacher identities</b><br><br><i>Itsaraphap Moonthiya</i>     |

|             |                                                                                                      |                                                                                                                                                                    |                                                                                                                                                                           |
|-------------|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11.30-12.00 | <p><b>Learning through dialogue: English language teachers online</b></p> <p><i>Melissa Reed</i></p> | <p><b>Identity (re)construction of preschool bilingual education co-teachers: Emergence of dyadic identity</b></p> <p><i>Kenan Dikilitaş and Vahid Bahrami</i></p> | <p><b>English as a foreign language education in East-Asian early childhood education settings: A scoping review</b></p> <p><i>Luyao Liang, Alice Chik and Hui Li</i></p> |
|-------------|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

# Presentation schedule

## Afternoon sessions

|                            |                                                                                                                                                                                                                 |                                                                                                                                                     |                                                                                                                       |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| 13.00-13.50                | <b>Keynote</b><br><br><b>Marie Quinn</b> , University of Technology Sydney<br><b>Title:</b> Language and learning in the Timorese classroom: A case study of bilingual education<br><b>Venue:</b> Education 351 |                                                                                                                                                     |                                                                                                                       |
|                            | <b>Education 351</b>                                                                                                                                                                                            | <b>Education 458</b>                                                                                                                                | <b>Education 459</b>                                                                                                  |
| 14.00-14.30                | <b>Language portraits: What are they and what do they mean for TESOL research and practice?</b><br><br><i>Yulia Kharchenko</i>                                                                                  | <b>Investigating the teaching of EFL source-based writing from the perspective of reading-writing connections</b><br><br><i>Noor Maulidiyah</i>     | <b>Supporting students with learning disabilities in community language schools in NSW</b><br><br><i>Yajuan Zhang</i> |
| 14.30-15.00                | <b>Learning through dialogue: Dialogic teaching in Australian ELICOS classrooms</b><br><br><i>Md Rahat Hossain</i>                                                                                              | <b>What does mediation look like when the learner and mediator co-construct dialogue to revise academic writing?</b><br><br><i>Adam P Steinhoff</i> | <b>Implementing an integrated academic writing task for ESL international students</b><br><br><i>Aek Phakiti</i>      |
| 15.00-15.30<br>15.00-15.30 | <b>Indonesian teacher practices of supporting language learners' self-regulated learning in an ESP grammar course</b><br><br><i>Nina Inayati and Ria Arista Asih</i>                                            | <b>Investigation of the relationship between vocabulary knowledge and vocabulary use in EFL learners' writing performance</b><br><br><i>Yan Li</i>  |                                                                                                                       |

# Abstract of keynote presentations

## Keynote 1

### Writer, text and context: An integrated perspective

**Marie Stevenson**, The University of Sydney

Brandt (2015) has referred to the times in which we live as the era of “deep writing” in which “more and more people write for prolonged periods of time . . . , driven not merely by the orchestration of memory, muscle, language and task but by the effects that writing can have on others and the self” (p.160). In a sense, much of our social reality is constructed at the tip of the pen – or the touch of the keyboard.

This presentation characterizes writing in terms of writer, context and text. It takes these basic elements as the starting point for illustrating common perspectives in writing research: cognitive, social and textual perspectives. Textual perspectives inform us about the texts that writers produce. Cognitive perspectives inform us about the processes and strategies in which writers engage, as well as their psychological states and dispositions. Social perspectives inform us about the sociocultural contexts in which writing takes place and how writing is shaped by and shapes these contexts.

The presentation aims to encourage the further integration of cognitive, social and textual perspectives in writing research, but also in TESOL and applied linguistics research in general, to promote a unified and expansive vision.

### Biography



**Dr Marie Stevenson** is an applied linguist and educationalist whose main field of expertise is literacy. She has researched and written on a wide range of topics within the field of literacy, including second language writing, academic literacy, and literacy and technology. She is also a language teacher trainer on the Master of Education in TESOL at The University of Sydney

## Keynote 2

### Language and learning in the Timorese classroom: A case study of bilingual education

**Marie Quinn**, University of Technology Sydney

Multilingual countries, with a mix of locally used and official languages, present particular challenges to the classroom teacher: which languages should be used to ensure students are given the best chance to learn? With its heritage of colonisation, occupation and, more lately, independence, Timor-Leste's educational language policy has been shaped by internal and external influences, with various and changing visions for the country. This presentation will outline the ways that teachers use languages to teach curriculum content and how they make linguistic choices based on what they believe to be the best for their students, as a reflection of official policy and as solutions to more practical concerns. Such lived-policies present both pedagogical opportunities and challenges, some of which will be relevant to multilingual classrooms in Australia and other similar contexts.

### Biography



**Dr Marie Quinn** is a senior lecturer in TESOL and Applied Linguistics at the University of Technology Sydney and works in educational consultancy in various countries in the Pacific, particularly in designing literacy and language policies and programs. She has worked, lived and researched in Timor-Leste since 2001, contributing to curriculum design and implementation and language-in-education policy.

## Individual abstracts

Time: 10.00-10.30

### **Chinese EFL students' self-regulated learning through WeChat: An intervention case study in a university**

*Xin Meng*, The University of Sydney

This intervention case study explores EFL students' SRL via WeChat in a Chinese university. Findings highlight enhanced SRL awareness, changed perceptions, and the importance of scaffolding and interaction. The study offers methodological contributions and provides pedagogical insights for self-regulated EFL learning with social media in similar contexts

### **Utilisation of Kahoot! quizzes in academic programs**

*Mitchell Clark*, The University of Sydney Centre for English Teaching

This session introduces the utilisation of Kahoot! as a gamification tool. Recent research has investigated the positive impact of gamification resources. The presenter has developed quizzes based on a variety of academic themes and business studies. Audience members will have an opportunity to participate in a Kahoot! quiz. The session will conclude with a discussion about gamification.

### **Interactive live streaming and its perceived affordances: Attitudes of second-language learners toward Twitch.tv**

*Nicklas Kulczycki*, Navitas English Sydney

In this case study, we shall explore the attitudes expressed by a group of advanced second-language learners toward the medium of interactive online live streaming, specifically with respect to the affordances these learners have perceived in its application as a communicative resource.

Time: 10.30-11.00

**"I don't feel like talking": Students' choices of learning mode during online interaction**

*Mingyang Cai and Noriko Iwashita, The University of Queensland*

The current study addressed one focal research question: What factor may influence Chinese undergraduate students' verbal or silent mode choices during online group interaction? Six students were interviewed via semi-structured interviews after participating in online group activities via VooV Meeting (<https://voovmeeting.com/>). The findings of this study will shed light on the studies of online peer interaction during language learning.

**Malaysian elementary school literacy scores: A gender-based comparison**

*Hazlina Abdullah, The University of New South Wales*

*Mohd Muzhafar Idrus, Universiti Sains Islam Malaysia*

This study, which is an amalgamation of students' actual performance in literacy examinations and the English teachers' views on potential differences between boys and girls in English literacy, can further inform the gender gap issue because schools remain the main institutions in which students gain core language literacy skills.

**Exploring teacher beliefs about feedback practices in Indonesian EFL classrooms**

*Bitu Dwi Rahmani, The University of New South Wales*

Assessment for Learning (AfL) emphasizes feedback's importance in enhancing learning. This study focuses on challenges Indonesian EFL teachers face in using feedback due to testing-oriented education. Interviews and observations of 13 teachers reveal they believe feedback is a tool for student and teacher improvement, highlighting its role in effective reflection and assessment practice. Positive beliefs about feedback and well-designed activities are key. This insight can benefit teachers globally, aiming to integrate feedback for improved learning.

Time: 11.00-11.30

**The effects of incidental focus on form on learning vocabulary, grammar, and pronunciation**

*Amin Pouresmaeil, Macquarie University*

This study investigated the effects of incidental focus on form (FonF) on second language acquisition, in particular, English as a Foreign Language (EFL). The study revealed that incidental FonF is highly effective in fostering EFL learners' knowledge of different linguistic forms at both explicit/implicit and receptive/productive levels.

**Revisiting the concept of Islamic faith-science integration in ELT classrooms: A case study from an Islamic university in East Java**

*Lyla Kusuma and Philip Chappell, Macquarie University*

This study aims to examine the teacher's knowledge and practice of Islamic faith-science integration (IFSI) in English language teaching (ELT) that was mandated by the Indonesian government and interpreted by the university curriculum designers.

**English language teachers-in-training's multifaceted representations of their language teacher identities**

*Itsaraphap Moonthiya, The University of Sydney*

This presentation uses photo-elicitation to examine how teachers-in-training in TESOL teacher education represent different facets of their language teacher identities; that is, their claimed identities, assigned identities, practiced identities, and imagined identities. It also examines alignments and tensions between and within these facets of identity.



Time: 11.30-12.00

**Learning through dialogue: English language teachers online**

*Melissa Reed*, Macquarie University

This session focuses on the findings of a PhD study on English language teachers' professional development in a Facebook group. Multimodal discourse analysis of posts along with group insights (analytics) are combined to understand group engagement, support, and opportunities for learning through dialogue.

**Identity (re)construction of preschool bilingual education co-teachers: Emergence of dyadic identity**

*Kenan Dikilitaş*, University of Stavanger, Norway

*Vahid Bahrami*, The University of New South Wales

Little is known about how co-teaching in preschool bilingual education may engender teacher identity (re)construction. Data from a co-teaching pair revealed that external support, changing beliefs, and teachers' self-driven experiences led to transitioning to BE co-teachers. In parallel, a relationally mediated positional identity we label dyadic identity emerged between the teachers.

**English as a foreign language education in East-Asian early childhood education settings: A scoping Review**

*Luyao Liang*, Macquarie University

*Alice Chik*, Macquarie University

*Hui Li*, Macquarie University & The Education University of Hong Kong

This scoping review investigates the literature regarding EFL education in East Asian early childhood settings. It attempted to synthesize the extant research evidence regarding this topic. This presentation will discuss four major research areas: education policy, education technology, teacher and teacher education, and curriculum and pedagogy.

Time: 14.00-14.30

**Language portraits: What are they and what do they mean for TESOL research and practice?**

*Yulia Kharchenko*, Macquarie University and The University of Sydney

This interactive session will present findings of a narrative study that investigated multilingual identities of international students in Australia by using language portraits. The audience will be invited to complete and reflect on their own language portraits. Following that, methodological applicability of this visual research tool in various areas of applied linguistics inquiry will be considered. Finally, implications of research using language portraits for TESOL pedagogy will be collaboratively discussed.

**Investigating the teaching of EFL source-based writing from the perspective of reading-writing connections**

*Noor Maulidiyah*, University of Newcastle and Antasari State Islamic University; Indonesia

This presentation report findings from the qualitative section of my PhD research investigating five lecturers' experiences in teaching EFL source-based writing and whether they integrate reading and writing in academic writing classes in the Indonesian context elicited from online interviews.

**Supporting students with learning disabilities in community language schools in NSW**

*Yajuan Zhang*, The University of Sydney

Community language schools are crucial for heritage language preservation and have grown in Australia with government support. However, students with learning disabilities are often neglected in these schools. Research is lacking in evaluating teacher experiences and addressing these students' needs. This study proposes to bridge this gap, focusing on Chinese community language teachers' perceptions, professional knowledge, and the impact of intervention. The study's significance lies in equal opportunities for special-needs students, teacher development, and further research.

Time: 14.30-15.00

**Learning through dialogue: Dialogic teaching in Australian ELICOS classrooms**

*Md Rahat Hossain, The University of Wollongong*

Teachers are the driving force for implementing and promoting dialogic engagement in the learners. This mixed-method study investigated the appropriateness of using dialogic teaching in Australian ELICOS classrooms. The main purpose of this research is looking into learner-teacher perceptions towards Dialogic Teaching. 8 teachers and 10 students were interviewed while conducting the study.

**What does mediation look like when the learner and mediator co-construct dialogue to revise academic writing?**

*Adam P Steinhoff, The University of Sydney*

While the practices of teaching and assessing are often clearly distinguished in the second language classroom, the use of Dynamic Assessment allows teachers to blend teaching and assessing. Throughout this process, teachers simultaneously provide instruction to their learners and gain rich insights into their learners' potential language abilities.

**Implementing an integrated academic writing task for ESL international students**

*Aek Phakiti, The University of Sydney*

In this presentation, I will discuss issues in assessing integrated academic writing of ESL (English as a second language) international students. I will share some insights from my research on assessing integrated writing (reading-to-write). This presentation will discuss why integrated writing is needed in English proficiency admission tests, challenges faced by students and academics, how it can be assessed, and technical and theoretical challenges faced when implementing an integrated writing task.

Time: 15.00-15.30

**Indonesian teacher practices of supporting language learners' self-regulated learning in an ESP grammar course**

*Nina Inayati*, The University of New South Wales and The University of Muhammadiyah Malang, Indonesia

*Ria Arista Asih*, The University of Muhammadiyah Malang, Indonesia

This study addresses the issue of teachers' support for learners' self-regulation in language learning by focusing on the teaching of Grammar in ESP contexts in Indonesian higher education settings. The findings showed different patterns of support based on the learners' unique profiles, followed by relevant pedagogical and research implications.

**Investigation of the relationship between vocabulary knowledge and vocabulary use in EFL learners' writing performance**

*Yan Li*, The University of Sydney

Studies have investigated the relationships between vocabulary knowledge and receptive language skills, such as reading, among English as a foreign language (EFL) learners. This leaves its relationship with writing, one of the most important productive skills in academic literacy, relatively unexamined, with only a few exceptions. This study explores how Chinese EFL learners' lexical knowledge is translated into the features of lexical use in their argumentative essays.

# 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, with the aim of fostering research and publication in the area of TESOL. Since 2023, it has been known as The University of Sydney TESOL Research Forum.

The particular goal of the TESOL Research Forum is to profile research activity and 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 Forum aims to foster the mentoring of beginning TESOL researchers and provide support for established TESOL researchers to undertake both individual and collaborative research and 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 Forum's activities include:

- The development of research teams with the aim of supporting research and publication in the area of 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>

# 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 in the areas of language education, 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 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

At the conclusion of the designated degree, students should:

- be familiar with current theoretical and pedagogical debates in the area of 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 the teaching English to speakers of other languages
- develop a range of skills necessary for effective research-led pedagogical practice in the area of 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.

## 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](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)
- **Sarwat Dabaga**, BA (Lebanese Uni), PGDE, MEd, EdD (Sydney)
- **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)
- **Hongzhi (Veronica) Yang**, BA (English) (Zhengzhou), GradCert (Higher Education) (Sydney), GradDip (Secondary Teaching) (UNSW), PhD (Education) (UNSW)

## Further information

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

Email: [aek.phakiti@sydney.edu.au](mailto:aek.phakiti@sydney.edu.au)

## Website

<http://sydney.edu.au/courses/master-of-education-tesol>





# 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, including Pathways Courses, Academic Preparation and Transition, Global English, and Teacher Training, and is breaking new ground in faculty integration with discipline-specific programs including Teaching English Internationally, Teaching English for Academic Purposes, Engineering Critical Thinking, and English for Health Sciences.

CET also actively contributes to enhancing the student experience at the University of Sydney via the 'Speak and Connect' program. This peer-facilitated program supports students in their first semester of study. It aims to build confidence in conversational English and foster a sense of deeper connectedness with peers and the University community.

The Centre is also renowned for innovation in technology-enhanced teaching and learning. It offers a MOOC Specialisation, 'Academic Skills for University Success', which supports students in transition to tertiary study through developing 21st-century skills for university, such as information and digital literacy, problem-solving, critical thinking, and communication.

CET's mission is to:

- Connect the best and brightest global citizens to the University of Sydney
- Empower students through innovative pedagogies.
- Transform people's lives through education.

The Centre for English Teaching, now in its 30th 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.

Visit CET at Level 5 of the Wentworth Building.

## Website

<http://sydney.edu.au/cet/>



# Contact

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

Sydney School of Education and Social Work (A35)  
Manning Road  
Camperdown, NSW 2006  
Australia

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

Phone: +61293516312

Email: [aek.phakiti@sydney.edu.au](mailto:aek.phakiti@sydney.edu.au)

### Scan me



sydney.edu.au

CRICOS 00026A



THE UNIVERSITY OF  
SYDNEY

