RESEARCH STUDENTS FORUM
Thursday 29 October 2015, 4-8pm
Faculty of Education and Social Work
**OCTOBER FORUM PROGRAM**

4.05PM

**4.05 – 4.55pm**
PAPER PRESENTATIONS
(see timetable for presentation titles & room allocations)

5.05PM

**5.05 – 5.55pm**
PAPER PRESENTATIONS
(see timetable for presentation titles & room allocations)

6.05PM

**6.05 – 6.50pm**
WELCOME & KEYNOTE ADDRESS
Professor Diane Mayer, Dean
*Researching things that matter and making our research matter.*
LT 424

6.50PM

**6.50 – 6.55pm**
BEST RESEARCH PAPER AWARD ANNOUNCEMENT
Associate Professor Ruth Phillips, Associate Dean and Director, Office of Doctoral Studies

7PM

**7:00 – 8:00pm**
POSTER PRESENTATION & REFRESHMENTS
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KEYNOTE ADDRESS

Researching things that matter and making our research matter

6.05PM, LT 424

In this talk, I consider how to research things that matter and also how to make our research matter, both from my positioning as dean of the faculty and also as a teacher education researcher. First I will share some information about the Faculty in terms of its research profile and briefly outline our plans for the future. Then, from my standpoint as a teacher education researcher, I will share major findings from a large scale longitudinal study I am leading that is investigating the effectiveness of teacher education in Australia – ‘Studying the Effectiveness of Teacher Education’ (SETE). Following current global neoliberal government agendas, the evolving policy landscape for teacher education in Australia foreshadows many challenges and risks to the professionalism of educating teachers. In this context, SETE set out to provide an evidence base designed to respond to the increasing ‘teacher education is failing us’ and ‘teacher education is broken and needs to be fixed’ claims. SETE has been a four-year longitudinal study funded by the Australian Research Council in partnership with two state departments of education and two associated teacher regulatory authorities. It followed 2010 and 2011 teacher education graduates in Queensland and Victoria to investigate their perceptions of the effectiveness of their teacher education programs for their current teaching positions, and their career pathways. In addition, it investigated their principals’ perceptions of the graduate teachers’ effectiveness. It proposes new and innovative approaches to teacher education as well as further research needed to engage policy makers and the public in meeting the challenges of learning teaching.

Professor Diane Mayer is Dean of Education and Social Work. She has previously held leadership positions at Victoria University, Deakin University, the University of California at Berkeley and The University of Queensland. Her research focuses on the policy and practice of teacher education and beginning teaching, examining issues associated with the professionalism of teaching and educating teachers and what that means for policy and practice within a context of economic and cultural globalisation. She is lead CI on an ARC funded project ‘Investigating the effectiveness of teacher education for early career teachers in diverse settings: A longitudinal study’. She has been editor of the Routledge journal, Teaching Education for 15 years and is currently a member of the editorial boards of three international journals. In addition, she has worked extensively with the profession and statutory bodies in Australia and the US.
Do disability models matter when you don’t know they exist?

Bruce Blackshaw – 5.05pm, Room 527

Do disability models matter when you don’t know they exist?
• All disabled people belong to communities of interest – right?
• What is disability?
• What can you see when you are blind?
• What can the doctors do about it?
• How long before it gets better?
• How do your mates see you now?

My research is concerned with the lived experiences of blind people living in the National Disability Insurance Scheme (NDIS). Before I can research the effects of the NDIS we should know about the various disability journeys, the constructs of disability; how people with disabilities are supported and how people deal with the societal norms of disability.

How do people go blind? How do you live as a blind person? How does society deal with this phenomenon? What magic does a white cane possess? Does the medical model of disability still exist in the wider community, or has the social model of disability changed societies positions towards people with disabilities?

This presentation is a glimpse at the various journeys into a world of disability. It is also an auto ethnographic reflection of the entry of a person into an unknown paradigm and how efficiently the current support services are provided to a newly blinded person.

The story may indorse your understandings of disability models, dispel others, or maybe even inspire you; but at the very least it will be enjoyable.

Supervisor: Dr Margaret Spencer
Auxiliary Supervisor: Associate Professor Margot Rawsthorne

English learning in an online interactive video-based environment - a case study in China.

Chen Chen – 5.05pm, Room 409

The recent College English Curriculum Requirements indicates College English learning in China should improve students’ learning ability as well as their cultural awareness with the support of advanced technologies. To date, there are only a few studies (Shen, Yuan & Ewing, 2015; Yuan & Shen, 2013, 2014) which have investigated the development of online digital learning resources for Chinese English as a foreign language (EFL) learners, as well as their perceptions of digital resources.

Based on the findings of previous research, this study will investigate learners’ perceptions and participation in a video-based EFL learning context at a Chinese university. Informed by sociocultural theory (Vogysky, 1978), four strands of theories: learner autonomy, interactive learning, Zone of Proximal Development (ZPD) and scaffolding (Benson & Lor, 1998; Ellis, 1985; Gabel, 2001; Ohta, 2000; Vygotsky, 1978), form a quadrangle model to examine Chinese EFL university students’ learning in a computer-assisted language learning (CALL) context.

This quadrangle theoretical model informs the development of research methodology as well.

This is a qualitative case study with statistical descriptions. Questionnaire, observations, focus groups, individual face-to-face interviews and documents will be used to collect data for this study. A total of 200 Chinese EFL university students will be invited to participate in the research. This paper is part of an ongoing research.

Supervisor: Associate Professor Huizhong Shen
Auxiliary Supervisor: Dr Yifeng Yuan
The policy impact of PISA in Australia, Finland, Japan and South Korea.

Edward Davis – 5.05pm, Room 530

In recent years there has been considerable enthusiasm generated in the academic world after the publication of the Organisation for Economic Co-operation and Development’s (OECD’s) Programme for International Student Assessment (PISA). In the initial research, scholars focused on the performances of successful nations, including Finland and certain Asian countries, and analysed why these nations outperformed other countries. This research was further complimented with research which looked at the influence of media on educational policy decisions whilst reporting on PISA results. This pioneering study attempts to shed a more sophisticated analysis of PISA, by analysing the results of two countries with inclining scores and two countries with declining scores in order to ascertain the impact of PISA on the educational policies of the countries identified. In order to conduct this research a three-pronged methodology will be used:
1. A media content analysis of two English-speaking newspapers from each of the four countries identified.
2. Four case studies of each country in order to gain an in-depth understanding of each country’s educational context since the introduction of PISA, and
3. A Delphic study locating 10 experts in the field of education from each respective country; to find out their expert opinion, in contrast to indisputable fact.

In order to make sense of the data generated, this study will use educational policy borrowing theory developed by Phillips and Ochs (2003).

Supervisor: Dr John Evans
Auxiliary Supervisor: Dr Rachel Wilson

Health and Physical Education (HPE) in NSW Schools.

Jessica Graham – 4.05pm, Room 530

There is a serve dearth of analysis, of timetables, staffing and curriculum implementation in HPE. There is a need now (due to the introduction of the National Curriculum), to investigate what is happening at an administrative and school level in Health and Physical Education (HPE). For example, how is HPE implemented in terms of timetabling, staffing and curriculum implementation within NSW schools. Is it valued and seen as a priority?

We know that currently only 19 per cent of Australian student aged 5-17 meet physical activity recommendations (Heart Foundation, 2014). More worrying is the fact that, currently in Australia, the leading cause of death for young people is suicide (AIHW, 2015). Couple this with the increase in childhood obesity, with 1 in 4 Australian children being overweight or obese (AIHW, 2015). As well as the concerning fact that the contraction rate for chlamydia, for girls aged 15-24, has tripled over the last decade (ABS, 2012). HPE is the subject area that educates students on these areas.

Three different questionnaires will be employed for this research project; one for Specialist PDHPE teachers, one for generalist primary school teachers and one for the school leader responsible for timetable allocations. An electronic web-based questionnaire will be distributed to every school in NSW. Questions will be devised to gather data about current time allocation, resource allocation, curriculum implementation, issues, opinions, attitudes, beliefs and perceptions of HPE. TALIS surveys will be used to assist in the development of these questions. (OCED, 2013).

Supervisor: Dr Steve Georgakis
Auxiliary Supervisor: Associate Professor Donna O’Connor
The legitimisation of football in Australia.

Andrew Harper – 4.05pm, Room 530

Association Football (soccer) is the most played sport in Australia and its history in this country dates back as far as any football code played since European settlement. Strangely, however, football has apparently struggled to gain cultural traction. Most reporting of the game has focused on the game’s perceived foreignness and ethnicity. This single lane analysis seems inadequate and misleading; how can a game that originated in England be deemed as foreign in a country which, as a former colony, was almost exclusively British in its image, outlook and practices? And then, how can a multicultural society, as Australia was to become in the second half of the twentieth century, be one that shuns the sport of the people of the world?

In 2003 the Federal Government commissioned a report into football’s governance and structure. The Crawford Report, as it has come to be known, has been marked as the time when football’s fortunes turned, and perceptions of it began to change. Football is now at the point where the sport’s highest office bearers claim that mainstream community acceptance has been achieved. Certainly the game’s media profile and competitive successes would seem to support the notion.

The focus of this research, then, utilizing a qualitative methodology employing semi-structured interviews of senior sport and community/government stakeholders, is to ascertain how football became legitimate in Australia and, with this knowledge, play a role in the realization of the sport’s potential, and Australia’s with it.

Supervisor: Dr Steve Georgakis
Auxiliary Supervisor: Assoc, Professor Donna O’Connor

Young children’s use of drawings to facilitate their learning of mathematics concepts.

Kamariah Hj Abu Bakar – 4.05pm, Room 434

This study investigated the use of young children’s drawing (aged 6 years) in learning mathematics concepts. The purpose of this study is to explore the drawings that the children constructed to represent their ideas of addition concepts. In particular, children’s generated drawings were examined to determine the role that the drawings play in understanding and solving addition word problems.

The data sources included classroom observations, field notes, photographs, children’s drawings and conversations with children during and following task completion. The findings revealed that children’s’ drawings have positive contributions in understanding and solving addition problems.

Supervisor: Dr Jennifer Way
Auxiliary Supervisor: Assoc. Prof Jannette Bobis
Principal leadership in Australian schools offering International Baccalaureate programmes.

Paul Kidson – 4.05pm, Room 527

Australian schools are complex communities that are required to meet the goals of the Melbourne Declaration (2008), including provision of academic programmes that deliver the Australian Curriculum. Schools which add to this challenge the offering of International Baccalaureate programmes add further leadership complexity for principals in these IB schools; there are now 154 such schools across Australia.

This research is an exploratory study seeking to capture the views of principals about leadership within these additionally complex contexts. Previous research about the IB in Australia has predominantly focused on programme implementation, language learning, internationalism, social capital, and the IB’s Learner Profile. No research to this point has focused specifically on the role of the principal.

A theoretical framework based on the Complexity Leadership Theory of Uhl-Bien, Marion and McKelvey (2007) has been developed to guide this research.

This presentation will:
1. provide a brief demographic overview of IB schools across Australia;
2. outline the research questions and theoretical framework used in this research;
3. describe the research methodology.

Supervisor: Dr George Odhiambo
Auxiliary Supervisor: Dr Rachel Wilson

Learning at multidisciplinary team meetings leading innovation projects.

Amanda Lacy – 5.05pm, Room 530

Multidisciplinary leadership teams worldwide are grappling with the complexities of implementing innovation that disrupts existing services and forces change. Multidisciplinary team project meeting processes often fail to collect, store, regularly refer to and build on the learning and knowledge that takes place during the project, at meetings and within the team (Akgün, Byrne, Keskin & Lynn, 2006, Doganata & Topkara 2011, Fong 2003, van Ginkel & van Knippenberg 2008).

The aim of this PhD project is to examine connections between rich meeting summaries produced at team meetings and knowledge building. The project will research team meetings through the inclusion of notational systems for representing epistemic objects, maintenance of group memory, and rich meeting summaries. In the prestudy conducted as part of this study, preliminary findings are pointing to little evidence of team learning or maintaining consistent group work memory though explicit knowledge practices.

The basic motivations for this research include:
1. To represent the relationships between innovation project team meeting knowledge, discourses and knowledge building with an emphasis on how rich meeting summaries may relate to the construction of learning and group memory at team meetings.
2. To create a guiding theory and process for team meetings that embeds methods of instruction for designing rich meeting summaries and learning practices to be at the core of team knowledge building and group memory.

Supervisor: Professor Peter Reimann
Auxiliary Supervisor: Dr Wayne Cotton
**Storytelling as cultural practice within the Vietnamese-Australian community.**

Gill Pennington 4.05pm, Room 434

The national push in literacy and standardised testing in Australian schools is currently focused mainly on outcomes in English language literacy, to the exclusion of the multilingual skills and knowledge that students learning English as an additional language (EAL) bring into the classroom. This study seeks to recognise such knowledge by exploring the nature of the storytelling presented to young children within Vietnamese-Australian families.

Methodological approaches include case study, recording change and variability over time and ethnography, giving detailed descriptions of storytelling as it occurs within home and community domains. Data are drawn from interviews in Vietnamese and English with family members and from observations in home and playgroup settings; analysis employs ecological models to explore the ways in which storytelling resources emerge from the intersections between historical and personal events over a lifetime.

Stories told to Vietnamese-Australian children reflect the complex pattern of meanings constructed of experiences and trajectories over time and space within a globalized society. Told variously in English and home languages, they also raise issues about language usage within established diasporic communities. Storytelling offers educators valuable insights into the home and community resources of students, information which can strengthen and enrich school language programs and counter the deficit view that marginalises linguistic skills and risks EAL students’ underperformance in language and literacy.

Supervisor: Assoc Prof Ken Cruickshank

Auxiliary Supervisor: Assoc Prof Alyson Simpson

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**Teacher beliefs towards refugee students: A scoping review.**

Angela Rose 5.05pm, Room 527

Understanding teacher beliefs towards refugee students remains an understudied, yet highly significant area of refugee education research and is of particular relevance and importance given the current refugee crisis within Europe. In the Australian context, research pertaining to refugee education mostly falls into the broad area of understanding refugee students’ educational needs and instructional methods for teachers. There is a significant gap regarding teachers’ beliefs towards refugee students within their classrooms, argued to have an effect on teachers’ behaviour, including their practice and interaction with students.

A review of literature was performed utilising the framework of the scoping review, a sub-set of systematic reviews. Four databases were searched (ERIC ProQuest, Scopus, ProQuest Central and A+ Education) with 26 initial results. Following screening against inclusion criteria and full text evaluation, 5 articles were included in the review.

Results found teachers’ beliefs towards refugee students are varied, potentially the result of multiple factors such as, but not limited to, teacher training, experience teaching refugee students, and collegial attitudes towards refugee students. Although the studies investigated were limited, this review provides useful direction for three areas which need addressing: the need for more refugee specific studies, consistency in definitions and constructs, and the broadening of methodologies. These results will form the basis for the construction of a future qualitative study which will seek to determine Australian secondary teacher beliefs towards mainstream refugee students.

Supervisor: Professor Anthony Welch

Auxiliary Supervisor: Associate Professor Tim Allender

Meghan Stacey  4.05pm, Room 527

This paper reports on the development of a discrete chapter of my thesis, which seeks to understand the place and position of teachers in current NSW education policy. In doing so, it also looks to contribute to a growing body of international literature which grapples with the devolution of responsibility for schooling to local stakeholders, and engages with debates regarding the role and nature of neoliberal developments in the education policy context more broadly.

In order to meet these aims, the paper analyses the recent NSW education policy Great Teaching, Inspired Learning, a policy with wide-ranging and potentially significant ramifications for teachers. The primary approach for this analysis is a consideration of how problems are represented using Bacchi (2009). This analysis is also informed by Ball’s (2012) research on policy networks.

Ultimately it is found that whilst aspects of neoliberal thinking are certainly evident in the policy’s devolution of responsibility to individual teachers and schooling sites as the determinants of student success, particularities of context have mediated this push, leading to a specific neoliberalisation of policy that variously targets and supports individual teachers and the systems and structures surrounding them. The paper thereby engages with debates about the reality of neoliberal ideology in Australian policy (e.g. Weller & O’Neill, 2014), questioning the place of Great Teaching, Inspired Learning both within local state politics and the global imaginary.

Supervisor: Dr Helen Proctor
Auxiliary Supervisor: Associate Professor Debra Hayes

The Relationship between receptive and productive affix Knowledge and vocabulary size in an EFL context.

Apisak Sukying  4.05pm, Room 409

This cross-sectional research aims to investigate the relationship between receptive and productive affix knowledge and vocabulary size, and its relationship to grade level, in an EFL context. The proposed research would fill several literature gaps. First, research on affix acquisition among EFL learners suggests a positive correlation between affix knowledge and vocabulary size, but is mostly limited to receptive affixes (Danilovic, Savic, & Dimitrijevic, 2013). Therefore, this study will investigate the role of receptive and productive affix knowledge in vocabulary learning. Second, tentative research suggests that among EFL learners productive measures of morphological awareness are positively related to receptive and productive vocabulary knowledge (Hayashi & Murphy, 2011). These studies suggest the need to examine the influence of exposure/instruction in developing morphological awareness at different grade levels, and its relationship to vocabulary size. The final literature gap relates to the lack of widely accepted measures of productive affix knowledge and receptive and productive vocabulary knowledge, which this study will pilot and validate as a basis for dealing with inconsistent research findings.

A quantitative methodology will select 300 participants from grades eight to eleven in a Thai secondary school. Participants will be given batteries of receptive and productive affix knowledge and vocabulary size. Inferential statistics will be employed to scrutinize the relationship between receptive affix knowledge and productive affix knowledge, and their relationship to vocabulary size, and grade level.

Supervisor: Associate Professor David Hirsh
Auxiliary Supervisor: Dr Marie Stevenson
Vocabulary Development in an app-based mobile environment in Chinese EFL context.

Guanlin Wang  5.05pm, Room 409

Mobile devices have the potential to induce improved language learning and boost learners’ motivation and autonomy by empowering ubiquitous and personalized learning thanks to their portability, functionality and accessibility to a wide range of activities. Previous studies have concentrated on the effects of vocabulary learning via mobile phones, predominantly through spaced delivery of SMS/Email based wordlists to learners. Insufficient attention has yet been directed to how learners perceive and attempt to employ the full capacity of mobile vocabulary applications with their increasingly powerful technological affordance and hopeful pedagogical possibilities. This study aims to fill the gap and investigate in depth as to how Chinese learners perceive and navigate in an app-based mobile environment in search for more effective vocabulary development. Informed of constructivist perspectives of Second Language Acquisition and the primary principles of Mobile Learning and Computer Assisted Language Learning, this research draws on three strands of theories in conceptualization, namely, Mobile Assisted Language Learning (MALL), Vocabulary Learning Strategies and Learner Autonomy. This research, engaging both quantitative and qualitative data, adopts a cross-sectional survey and a case study of a focus group of EFL college students. It probes into participants’ perceptions, processes and products of learning vocabulary using mobile apps, with particular focus on their exploration in capitalizing on the perceived benefits of mobile learning, experiences of using mobile apps to develop vocabulary strategies and involvement in a series of mobile app-assisted activities.

Supervisor: Associate Professor Huizhong Shen

Teaching Chinese as an international language: Content, pedagogy, process.

Yijun Zhou  4.05pm, Room 409

Since the mid-1980s, there has been much attention on cultural education in teaching Chinese as a second language (TCSL). Scholars at home and abroad forwarded extensive discussions with respect to the cultural contents, pedagogy, and process, and yielded remarkable results. Over the past two decades, new contents and pedagogies of TCSL have been constantly created and discussed. However, most of them have focused on “stereotypical” Chinese culture research at a macro-level and been native-speaker oriented. With the new background of domestic economic booming and social development, Chinese 2L learners have been increasingly rapidly and exceeded the number of English 2L learners. English has been recognised as international language (EIL), not only because the wide geographical distribution, but also the culture it carries and the in-depth research on the new theories in SLA and the application of the approach of intercultural language teaching and learning (ILT). On the other hand, although Chinese has the largest number of native speakers and learners, it is far from an international language for the limitation of geographical distribution and the recognition of one of the most difficult languages, most importantly, the lack of intercultural oriented research on cultural factors, pedagogy and learning process. In terms of Chinese as an international language, this study will adopt the notion of three types of cultures (archaic culture, residual culture, and emergent culture) as a framework to look into Chinese cultural contents, and research on the pedagogy and process based on the new theories of ILT.

Supervisor: Associate Professor Huizhong Shen
POSTER PRESENTATION

Potentials and constraints: Engaging gifted & talented students creatively & imaginatively.

Katrina Kemp  7.05pm, Room 401

Quality literary texts provide immense playgrounds of imagination, ideas and exciting uses of language for children to explore. The intriguing interplay of language and illustration in so many children's books sets up a high-level model of creativity. The English syllabus requires students to demonstrate creative and imaginative thinking. This qualitative study was developed to observe gifted and talented children in their class at school for the purpose of analysing their engagement in creative processes arising from a quality literature focus. Three children from a Year One class were nominated by their teacher for case studies. A five-week teaching program prioritised imagination as an important process in every lesson. In conjunction with specific comprehension strategies of visualisation, prediction, making connections, questioning and monitoring, children responded imaginatively to two focus texts with overlapping themes of ocean voyages, discovery, danger and returning home. The Jumblies by E. Lear and Where the Wild Things Are by M. Sendak elicited meaning-based responding and making through individually or collaboratively developed modes of expression. Framed dichotomously, the research sought to highlight potentiality in a curriculum mandate to foster student creativity while acknowledging various factors in the school environment that can constrain inspired learning. This presentation gives an overview of each case study within the wider educational policy and theoretical contexts of the project.

Supervisor: Professor Robyn Ewing
Auxiliary Supervisor: Dr Nikki Brunker