Seventh University of Sydney TESOL Research Network Colloquium

September 1, 2012

Organised by the TESOL Research Network of the Faculty of Education and Social Work and the Centre for English Teaching (CET) at The University of Sydney

NSW 2006

AUSTRALIA
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MAP TO THE COLLOQUIUM

Directions: The Faculty of Education and Social Work is located on the Camperdown Campus. It is in the Education Building (A35) on Manning Road and is between the Old Teachers’ College and Manning Bar. For a larger map, visit: http://www.facilities.usyd.edu.au/maps/guide_01.shtml
WELCOME AND THANKS

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

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

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

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

Free Pre-Colloquium workshops

Two pre-Colloquium workshops are offered.

Date: Friday August 31, 2012

Venue: Old Teachers College Lecture Room 215

- **Workshop 1** (9.00 am - 12.00 pm): Jack C. Richards, The University of Sydney: “Designing Materials for Teaching Listening”
- **Workshop 2** (1.00 pm - 4.00 pm): Anne Burns, The University of New South Wales: “Teaching Speaking: Theory into Practice”

Colloquium convenor

Aek Phakiti

Members of the organizing committee

Marie Stevenson, David Hirsh, Brian Paltridge, Ken Cruickshank, Lesley Harbon, Hui-zhong Shen, Lindy Woodrow, Ruth Fielding

Volunteers

*Research Methods in Language Learning* (EDPJ5022) students undertaking the Master of Education (TESOL) in the Faculty of Education and Social Work at the University of Sydney
COLOQUIUM PROGRAM OVERVIEW

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

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

9.10-10.00 **Keynote: Rod Ellis. The University of Auckland and Shanghai International Studies University** (Education 351)

10.10-11.10 Individual papers (Education 325, 436, 458, 459)

11.10-11.30 Coffee break (Education 401 – Staff Common Room)

11.30-13.00 Symposia and Individual papers (Education 325, 436, 458, 459)

13.00-14.00 Lunch break, journal and book launches, presentation of Dean’s award for the most outstanding Master of Education (TESOL) dissertation submitted in 2011 (Education 401 – Staff Common Room)

14.05-14.55 **Keynote: Huizhong Shen. The University of Sydney** (Education 351)

15.00-15.30 Individual papers (Education 325, 436, 458, 459)

15.30-15.50 Coffee break (Education 401 – Staff Common Room)

15.50-16.50 Individual papers (Education 325, 436, 458, 459)

17.00-17.50 **Keynote: Lindy Woodrow. The University of Sydney** (Education 351)

17.50-18.30 Closing and Networking: Food & Drinks (Education 401 – Staff Common Room)
## COLLOQUIUM SCHEDULE

### MORNING SESSIONS

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Presenter(s)</th>
<th>Institution/University</th>
<th>Topic</th>
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<tbody>
<tr>
<td>9.10-10.00</td>
<td>Keynote</td>
<td>Rod Ellis, The University of Auckland and Shanghai International Studies University</td>
<td>“Sorting out Some Misconceptions about Task-based Language Teaching”</td>
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<td>Venue: Education 351</td>
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<tr>
<td>10.10-10.40</td>
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<td>Neil England, The University of Sydney</td>
<td>“Observing Language Teacher Educators' Practice in a Foreign Setting: Options and Issues”</td>
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<td>Guowu Jiang, Christo Moskovsky &amp; Alan Libert, The University of Newcastle</td>
<td>“The Effects of Bottom-up and Top-down Approaches on the Acquisition of Academic English Vocabulary”</td>
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<td>Thushara Gamage &amp; Philip Chappell, Macquarie University</td>
<td>“Exploring the Potential to Use CALL to Promote Communicative Competence in English in Sri Lanka”</td>
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<td>Roderick Neilsen, Queensland University of Technology</td>
<td>“Negotiating First and Second Language Grammar in the New English Curriculum”</td>
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<tr>
<td>10.40-11.10</td>
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<td>Yuan Ma, The University of Western Sydney</td>
<td>“Corrective Feedback, Negotiation of Meaning and Grammar Development”</td>
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<td>Sirinut Sawatdeenarunat, University of Technology, Sydney</td>
<td>“EFL Students' Online Literacy Practices: Effective Practices and Challenges”</td>
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<td>Rina Angraini, The University of South Australia</td>
<td>“Teaching English Translation to Indonesian Tertiary Students with the Support of Online Resources: A Case Study”</td>
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<td>Feifei Han, The University of Sydney</td>
<td>“The Contribution of Lexical Access and Working Memory to FL Reading and Incidental Vocabulary Learning”</td>
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<tr>
<td>11.10-11.30</td>
<td>Coffee Break</td>
<td>(Common Room 401)</td>
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# COLLOQUIUM SCHEDULE

## MORNING SESSIONS (CONTINUED)

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<thead>
<tr>
<th>Time</th>
<th>Education 325</th>
<th>Education 436</th>
<th>Education 458</th>
<th>Education 459</th>
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<tr>
<td>11.30-12.00</td>
<td><strong>Symposium 1</strong></td>
<td><strong>Symposium 2</strong></td>
<td>Maryam Armat, Mahnaz Armat &amp; Nasim Googol</td>
<td>Michelle Cavaleri</td>
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<td>Dan Bruce, Dick Bird, Eileen Chu, Katherine Olston, Lydia Dutcher, Patrick Pheasant &amp; Stephen Howlett</td>
<td>Anne Burns, Katherine Brandon, Emily Edwards &amp; Elizabeth Woods</td>
<td>Bahonar University of Kerman, Iran &amp; Macquarie University</td>
<td>The University of Western Sydney</td>
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<td>The University of Sydney Centre for English Teaching, University of Sydney</td>
<td>The University of New South Wales, English Australia, The English Language Company, University of Newcastle English Language &amp; Foundation Studies Centre</td>
<td>“Humour Translation in English Cartoons Subtitled into Persian”</td>
<td>“The Effect of Video Commentary Feedback on the Development of Academic Literacy”</td>
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<td>12.00-12.30</td>
<td>“System-wide Innovation: The Synergising Effects of Concurrent Research at Multiple Levels of an ELICOS Organisation”</td>
<td>“2012 Action Research in ELICOS Programs: Assessment in the Classroom”</td>
<td>Fouad Abi-Esber</td>
<td>Abdul Hadi</td>
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<td>The University of Western Sydney</td>
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<td>“Lebanese ESL Students Modifying Their Perception of Their Initial Preference of Female Teachers back Home”</td>
<td>“Exploration of Pre-service English Teacher Education Curriculum in Islamic and Secular Public Universities in Indonesia”</td>
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<td>12.30-13.00</td>
<td>Lynn Grant</td>
<td>Shaila Sultana</td>
<td>Rinjani Bonavidi</td>
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<td>Auckland University of Technology</td>
<td>University of Technology Sydney</td>
<td>University of University of South Australia</td>
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<td>“Investigating the Language of Assessments”</td>
<td>“Multivocality and Young Adults’ Language Practices in Bangladesh”</td>
<td>“Facilitation of Indonesian Pre-service Teachers’ Learning during the English Language Practicum: Work-Integrated Learning Perspectives”</td>
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<th>Time</th>
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<tr>
<td>13.00-14.00</td>
<td><strong>LUNCH (Common Room 401)</strong></td>
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<td>Journal and Book Launches</td>
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<td>Presentation of the Dean’s award for the most outstanding Master of Education (TESOL) dissertation submitted in 2011</td>
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<td>Time</td>
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<tr>
<td>14.05-</td>
<td>Keynote: Huizhong Shen, <em>The University of Sydney</em></td>
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<td>14.55</td>
<td>“Symbolic Interaction in PhD Designs by Bilingual Students: A Culturally Interactive Perspective”</td>
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<td><strong>Venue:</strong> Education 351</td>
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<td>15.00-</td>
<td><strong>Thi Nguyet Minh Nguyen</strong></td>
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<tr>
<td>15.30</td>
<td><em>The University of Western Sydney</em></td>
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<td>15.30</td>
<td>“Reconciling Different Stakeholders in the Development of ESP Programs for Vietnamese Tertiary Students”</td>
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<td>15.50-</td>
<td><strong>Umi Tursini</strong></td>
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<td>16.20</td>
<td><em>University of New South Wales</em></td>
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<td>16.50</td>
<td>“Teacher Self-evaluation Practices of College English Teachers in Indonesia: Opportunities and Challenges”</td>
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<td>16.20</td>
<td><strong>Zora Riley</strong></td>
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<td>16.50</td>
<td><em>The University of Queensland</em></td>
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<td>16.20</td>
<td>“Case Study of Cross-Cultural Teams Participating in Group Assessment at an Australian University”</td>
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<td>16.20</td>
<td><strong>Jennifer Cope</strong></td>
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<td>16.20</td>
<td><em>The University of Sydney</em></td>
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<td>16.20</td>
<td>“One Language – Multiple meanings: How Context Informs our Understanding of English”</td>
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<td><strong>Lesley Harbon &amp; Ruth Fielding</strong></td>
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<td>16.20</td>
<td><em>The University of Sydney</em></td>
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<td>16.20</td>
<td>“The Challenges of Languages Classroom Research”</td>
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<td>16.20</td>
<td><strong>Karen Woodman</strong></td>
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<td>16.20</td>
<td><em>Queensland University of Technology</em></td>
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<td>16.20</td>
<td>“Mythbusting International HDRs: How International Students are Really Received in Australian Universities”</td>
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<td>16.20</td>
<td><strong>Bronwen Dyson</strong></td>
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<td>16.20</td>
<td><em>The University of Sydney</em></td>
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<td>16.20</td>
<td><strong>Olga Kozar</strong></td>
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<td>16.20</td>
<td><em>Macquarie University</em></td>
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<td>16.20</td>
<td>“Who is Learning ESOL Privately by Means of Videoconferencing?”</td>
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<td>17.00-</td>
<td><strong>Keynote: Lindy Woodrow, The University of Sydney</strong></td>
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<tr>
<td>17.50</td>
<td>“Directions in English Language Learning Motivation Research”</td>
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<td><strong>Venue:</strong> Education 351</td>
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<td>17.50-</td>
<td><strong>Closing and Networking: Drinks (Common Room 401)</strong></td>
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Task-based language teaching (TBLT) has been subjected to considerable criticism on the basis that its efficacy is unproven and its unsuitability for some teaching contexts such as Asian classrooms. While many of these criticisms deserve careful consideration, others are unfounded as they are based on some fundamental misconceptions about TBLT. TBLT is often wrongly characterized as a single, homogeneous approach to teaching a language but in fact a number of different versions exist. This talk will begin by distinguishing these different versions. It will then move on to examine the specific criticisms advanced by Widdowson, Seedhouse, Sheen, Swan and Littlewood. Misconceptions that will be addressed include mistaken notions of what constitutes a ‘task’, the difficulty of organising a task-based syllabus, the lack of any ‘grammar’ in TBLT, the failure to ensure that learners are exposed to a rich input, the limited role of the teacher, and the unsuitability of TBLT for ‘acquisition poor’ teaching contexts. However, there is clearly a need to demonstrate that TBLT is more effective than traditional present-practice-produce (PPP) instruction. Accordingly, the paper will examine two studies that have carried out experimental comparisons of these two types of teaching. It is also necessary to acknowledge that there are various practical impediments to the implementation of TBLT. The paper concludes with a consideration of these.

Biography

Rod Ellis is currently Distinguished Professor in the Department of Applied Language Studies and Linguistics, University of Auckland, where he teaches postgraduate courses on second language acquisition, individual differences in language learning and task-based teaching. He is also a professor in the MA in TESOL program in Anaheim University and a visiting professor at Shanghai International Studies University (SISU) as part of China’s Chang Jiang Scholars Program. His published work includes articles and books on second language acquisition, language teaching and teacher education. His books include Understanding Second Language Acquisition (BAAL Prize 1986) and The Study of Second Language Acquisition (Duke of Edinburgh prize 1995), Task-Based Learning and Teaching early (2003), and Analyzing Learner Language (with Gary Barkhuizen) in (2005). A second edition of The Study of Second Language Acquisition was published in 2008 and Implicit and Explicit Knowledge in Language Learning, Testing and Teaching in 2009. His latest book (2012) is Language Teaching Research and Language Pedagogy (Wiley-Blackwell). He has also published several English language textbooks, including Impact Grammar (Pearson: Longman). He is also currently editor of the journal Language Teaching Research.
“Symbolic Interaction in PhD Designs by Bilingual 
Students: A Culturally Interactive Perspective”

Huizhong Shen, The University of Sydney

Time: 14.05-14.55 
Room: Education 351 
Contact: hui-zhong.shen@sydney.edu.au

Designing doctoral research in a foreign language is a complex interplay between language, culture and semiotics at the cross-cultural level. Existing literature largely focus on supervisor-supervisee relationships (Krase, 2007), the various roles they play (Barnes & Austin, 2009) and challenges encountered (Walsh, 2010). Informed by the reflective interactionist approach (Mead, 1934), particularly the dialogical self-other notion of symbolic interaction, this presentation provides a heuristic meta-analysis of the research design of five PhD theses written by international students at a first-tier Australian university in the last five years. It is hypothesized that (i) symbolic interaction is identifiable in research conceptualization; (ii) its representation is observable at different levels, and (iii) key elements or patterns of cultural convergence in thesis design could be mapped. Questions to be addressed are: What are the salient features of symbolic interaction that are identifiable in bilingual international doctoral students’ thesis design? What is the cultural interaction represented in these five theses in terms of research design and conceptualization? Implications for teaching will be considered with a view to developing strategies for facilitating a culturally-interactive process in doctoral research conceptualization.

Biography

Huizhong Shen is Associate Professor in the Faculty of Education and Social Work, The University of Sydney, where he has served in a range of senior roles including Associate Dean, and Director of China Education Centre. Prior to that, Huizhong was Senior Language Adviser for Education Queensland. More recently (2009-11), Huizhong was appointed as Professor and Assistant Dean (I&E) in the Faculty of Education, QUT. Huizhong is the Lead CI of an ARC Linkage project: Australia’s Role in China’s English Education and a national NALSSP project: Interactive Web-based Video Teaching/Learning for Schools. Huizhong's recent publications include: Teaching Academic Writing (co-authored with colleagues at the University of Sydney) and Postmodernism and Process Pedagogy. Huizhong is a regular keynote speaker at local and international language conferences, and is frequently consulted by government bodies in Australia and overseas.
In this presentation, I will give an overview of past and present theorising and research in second language motivation. I will then consider the future directions of research into motivation and finally discuss the applications of this to English language learning.

Research into second language motivation has been around for more than fifty years. Traditionally research has followed its own trajectory rather than depending on research in other areas such as education and sport. Methodologically it has been very dependent on a positivist quantitative methodological approach. In the past decade there has been a diversification of theorising in second language learning motivation. New models have been presented that attempt to capture the dynamic nature of motivation, the internal/external distinction of motivation and the social/individual perspectives of motivation. In addition to this researchers are looking to disciplines other than language to provide insights into the motivation of language learners. Of particular interest in this discussion is unique the role of English in the world and how this impacts on theorising motivation. Until recently there has been very little research into the application of motivation theory. Teachers naturally want to know how stimulate motivation in their learners. This is an area where there is a clear need for more research, particularly where English is concerned.

**Biography**

**Lindy Woodrow** is a Senior Lecturer in TESOL at the University of Sydney. She has published widely about second language motivation and related constructs and in the area of academic writing. Her latest publications include: ‘College English writing affect: Self-efficacy and anxiety’ *System* (2011) and ‘Goal orientations’ in Mercer, Ryan and Williams (2012), *Psychology for language learning*. She is the statistics advisor for *English for Specific Purposes* and is on the editorial board of *The University of Sydney Papers in TESOL* and *RELC journal.*
### INDIVIDUAL PAPER ABSTRACTS

<table>
<thead>
<tr>
<th><strong>Abdul Hadi</strong> (The University of Sydney, <a href="mailto:a.hadi@usyd.edu.au">a.hadi@usyd.edu.au</a>)</th>
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<tbody>
<tr>
<td>“Exploration of Pre-service English Teacher Education Curriculum in Islamic and Secular Public Universities in Indonesia”</td>
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<td>This paper reports on preliminary findings of a project concerning the curriculum of a pre-service English teacher education program in an Islamic university and a secular public university. Preliminary analysis of data collected shows that there is a failure to align the intended curriculum and its implementation in both universities.</td>
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<td><strong>Time:</strong> 12.00-12.30</td>
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<tr>
<th><strong>Ahmed Al Ajmi</strong> (Rustaq College of Applied Sciences, Oman, <a href="mailto:ahmed.al-ajmi.rus@cas.edu.om">ahmed.al-ajmi.rus@cas.edu.om</a>)</th>
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<tr>
<td>“The Effect of Written Corrective Feedback (WCF) on Omani Students’ Accuracy in the Use of English Prepositions”</td>
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<td>This presentation reports on a quasi-experimental study that examines the effectiveness of written corrective feedback (WCF) on the use of ten English prepositions by Arab learners of English over a period of seven weeks. Quantitative and qualitative findings and implications of this study will be discussed.</td>
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<td><strong>Time:</strong> 16.20-16.50</td>
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<th><strong>Anne Burns, Katherine Brandon, Emily Edwards and Elizabeth Woods</strong> (The University of New South Wales, English Australia, The English Language Company, University of Newcastle English Language &amp; Foundation Studies Centre, <a href="mailto:kathbrandon@englishaustralia.com.au">kathbrandon@englishaustralia.com.au</a>)</th>
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<tr>
<td>Symposium II: “2012 Action Research in ELICOS Programs: Assessment in the Classroom”</td>
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<td>English Australia is the national professional association of institutions providing English language courses to international students. One of its key strategic goals is to facilitate higher levels of professional practice for English Language Intensive Courses to Overseas Students (ELICOS). Since 2010 English Australia, in partnership with Cambridge ESOL, has been implementing a national project of classroom-based action research related to priority areas for the ELICOS sector of international education.</td>
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<td>The goals of the program are:</td>
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<td>a) to equip teachers with skills to enable them to explore identified teaching challenges; and</td>
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<td>b) to share outcomes in the form of presentations at local events and publication.</td>
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<td>This year’s program has a broad assessment focus. Following a brief introduction to the program and to action research from the program facilitator and the key reference person, two teacher researchers from the 2012 program will outline their research experiences and present their findings: Emily Edwards will look at developing learner autonomy through assessment of writing skills and Elizabeth Woods will discuss her approach to formative assessment of speaking skills.</td>
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<td><strong>Time:</strong> 11.30-12.30</td>
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<th><strong>Bronwen Dyson</strong> (The University of Sydney, <a href="mailto:bronwen.dyson@sydney.edu.au">bronwen.dyson@sydney.edu.au</a>)</th>
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<tr>
<td>This paper presents a study which compares supervisory and advisory oral corrective feedback (CF) on an ESL PhD candidate’s writing, and her uptake. The analysis revealed more feedback from the supervisor but less uptake and different CF emphases. The paper suggests that CF and uptake are influenced by ‘feedback stance’.</td>
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<td><strong>Time:</strong> 15.50-16.20</td>
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INDIVIDUAL PAPER ABSTRACTS

**Symposium I: “System-wide Innovation: The Synergising Effects of Concurrent Research at Multiple Levels of an ELICOS Organisation”**

Research can be a powerful driver for innovation and change. Within the educational institution, action research embodies a synergy between theory and practice. The University of Sydney Centre for English Teaching (CET) presents a colloquium on research conducted by staff, teachers and University researchers at the Centre. Around one-third of all CET staff currently engages in professional learning and action research. Part of an ongoing program of engaged enquiry and curriculum renewal, these projects aim at giving voice to both teachers and students. The synergising effect of concurrent research at multiple levels at the Centre generates a force for innovation and improved teaching practice. During this colloquium of current research activities, the CET team will describe how their engagement with research has reinvigorated teaching and learning at the Centre, and exposed their students to excellence in research-based curriculum for English language learning. This session will be useful for teachers, administrators and managers who are seeking innovative teaching approaches that are based upon current research. Their experience can serve as a roadmap for other schools seeking to introduce a culture of engaged enquiry, and open an avenue for dissemination of learning through colloquia such as this.

**Time:** 11.30-13.00  **Room:** 325

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**Feifei Han** *(The University of Sydney; feifei.han@sydney.edu.au)*

“The Contribution of Lexical Access and Working Memory to FL Reading and Incidental Vocabulary Learning”

This quantitative study investigates the contribution of lexical access and working memory to FL reading and incidental vocabulary learning during reading for Chinese EFL learners at university level in order to examine two competing hypotheses: the inhibition and compensation hypotheses.

**Time:** 10.40-11.10  **Room:** 459

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**Fouad Abi-Esber** *(The University of Western Sydney; fouadabiesber@hotmail.com)*

“Lebanese ESL Students Modifying Their Perception of Their Initial Preference of Female Teachers Back Home”

The study will support or contradict past research findings of Diab (2000) which argues that students prefer female to male teachers and that Lebanese female are more motivated to learn English as second language than their male counterparts. The study will conduct a questionnaire and an interview for 10 respondents.

**Time:** 12.00-12.30  **Room:** 458

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**Guowu Jiang, Christo Moskovsky, and Alan Libert** *(The University of Newcastle; Guowu.Jiang@uon.edu.au)*

“The Effects of Bottom-up and Top-down Approaches on the Acquisition of Academic English Vocabulary”

The study experimentally examines the effectiveness of two teaching approaches: bottom-up and top-down. Two dimensions of academic English vocabulary development (reception and controlled production) were measured quantitatively across 2 groups of university students in China. Both groups made a significant improvement, although the bottom-up group slightly outperformed the top-down one.

**Time:** 10.10-10.40  **Room:** 436
INDIVIDUAL PAPER ABSTRACTS

Hamamah (The University of New South Wales, hamamah08@gmail.com)

“English as Additional Language (EAL) Authors’ Barriers and Strategies in Navigating toward the International Journal Publication”

In this presentation, I review the key issues suggested by prior literature related to English as Additional Language (EAL) scholars’ potential barriers and alternative strategies in navigating all the way towards international journal publication.

Time: 16.20-16.50  Room: 436

Jennifer Cope (The University of Sydney, jen.cope@sydney.edu.au)

“One Language – Multiple meanings: How Context Informs our Understanding of English”

Linguistic strategies and references to cultural contexts used by writers can sometimes cause difficulty for English language learners. This presentation will briefly analyse American, Australian and British opinion piece extracts to help our learners understand how to read texts critically, and empower them to participate in discourse.

Time: 15.00-15.30  Room: 459

Karen Woodman (Queensland University of Technology, karen.woodman@qut.edu.au)

“Mythbusting International HDRs: How International Students are Really Received in Australian Universities”

The aim was to assess perceptions of students and supervisors of factors influencing success that are specific to international or culturally and linguistically diverse (CaLD) HDR students in engineering and information technology disciplines. Online survey and interview data was collected from graduate students and supervisors from three Australian universities.

Time: 15.50-16.20  Room: 436

Lesley Harbon and Ruth Fielding (The University of Sydney, lesley.harbon@sydney.edu.au)

“The Challenges of Languages Classroom Research”

Our paper outlines issues for consideration for those planning or embarking upon the data gathering phase of language classroom based research. Researching language classrooms can be a challenge, and we outline a number of these challenges based on our recent experience.

Time: 15.50-16.20  Room: 325

Lynn Grant (Auckland University of Technology, lynn.grant@aut.ac.nz)

“Investigating the ‘Language of Assessments’”

This ‘work in progress’ reports on the ‘language of assessments’ at one N.Z. university. The aim is to see whether assessment language is shared, or different, and whether students – the ‘test-takers’ – have the same understanding of the language of the assessment task as lecturers setting the assessments – the ‘test-makers’.

Time: 12.30-13.00  Room: 436
INDIVIDUAL PAPER ABSTRACTS

Maryam Armat, Mahnaz Armat and Nasim Googol (Bahonar University of Kerman, Iran and Macquarie University, m.100arm@gmail.com)

“Humour Translation in English Cartoons Subtitled into Persian”

The paper attempts to shed light on the translation of humour, which seems to be a highly neglected area of subtitling. To this end, it will investigate the strategies employed by Persian translators while translating humour in English cartoons and will identify the most applicable strategy for translators.

Time: 11.30-12.00 Room: 458

Michelle Cavaleri (The University of Western Sydney, m.cavaleri@uws.edu.au)

“The Effect of Video Commentary Feedback on the Development of Academic Literacy”

This exploratory study investigates the effect of feedback on the development of undergraduate students’ academic literacy, with particular attention to whether or not the use of screen-capture video enhances students’ use of feedback in comparison to conventional written feedback. The presentation will include a demonstration of screen-capture video feedback as experienced by the student.

Time: 11.30-12.00 Room: 459

Neil England (The University of Sydney, neil.england@sydney.edu.au)

“Observing Language Teacher Educators’ Practice in a Foreign Setting: Options and Issues”

This paper uses examples from recent research in Indonesia to examine the sometimes difficult choices that need to be made when collecting data from classroom observation in teacher-focused research in a foreign setting. These choices involve balancing what is methodologically sound with what is possible, practical and ethical.

Time: 10.10-10.40 Room: 325

Olga Kozar (Macquarie University, olga.kozar@mq.edu.au)

“Who is Learning ESOL Privately by Means of Videoconferencing?”

This research is based on the analysis of the database of one private online ESOL school that operates exclusively via videoconferencing tools (Skype). Over 130 application forms from current students were analysed for (1) demographic information; (2) self-reported reasons for learning; and (3) students’ expectations of their future instructors.

Time: 15.50-16.20 Room: 459

Rina Angraini (The University of South Australia, rinaangraini@yahoo.com)

“Teaching English Translation to Indonesian Tertiary Students with the Support of Online Resources: A Case Study”

This study examines the use of online resource to teaching English translation to university students in Indonesia. The results indicated that students improved their translation competency significantly after utilizing online resources as the resources helped them overcome their translation problems in five translation competences. The findings also showed online resources had made the learning experience more interesting, engaging, and exciting.

Time: 10.40-11.10 Room: 458
### INDIVIDUAL PAPER ABSTRACTS

<table>
<thead>
<tr>
<th>Author</th>
<th>Affiliation</th>
<th>Title</th>
<th>Abstract</th>
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<tr>
<td>Rinjani Bonavidi (The University of South Australia, <a href="mailto:rinjani.bonavidi@postgrads.unisa.edu.au">rinjani.bonavidi@postgrads.unisa.edu.au</a>)</td>
<td>“Facilitation of Indonesian Pre-service Teachers’ Learning during the English Language Practicum: Work-Integrated Learning Perspectives”</td>
<td>A school-based teaching practicum is critical for pre-service teachers (PSTs) to put theory obtained from coursework into effect in workplace (work-integrated learning framework). Thus, how does the practicum in Indonesia facilitate PSTs’ learning? Based on the research findings, the study suggests effective universities–schools collaboration to design an effective practicum.</td>
<td>Time: 12.30-13.00  Room: 459</td>
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<td>Roderick Neilsen (Queensland University of Technology, <a href="mailto:roderick.neilsen@qut.edu.au">roderick.neilsen@qut.edu.au</a>)</td>
<td>“Negotiating First and Second Language Grammar in the New English Curriculum”</td>
<td>Reports from students in a Masters Grammar teaching unit provide insights into what kind of language knowledge and awareness is needed for teachers to take a ‘contemporary’ approach to Grammar teaching in the New Australian Curriculum of English, when facing increasingly mixed classes of first and second language learners of English.</td>
<td>Time: 10.10-10.40  Room: 459</td>
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<td>Shaila Sultana (University of Technology, Sydney, <a href="mailto:safal209@hotmail.com">safal209@hotmail.com</a>)</td>
<td>“Multivocality and Young Adults’ Language Practices in Bangladesh”</td>
<td>With reference to Bakhtin’s (1981) theoretical framework of dialogue, language practices of a group of young adults in Bangladesh reveal that they are ‘multivocal’. The heterogeneity and multiplicity in their voices demonstrate a continual association and disassociation with prescriptive identifications based on language, community, or nation. The paper suggests that the nationalist stance in favour of Bangla may not allow a fuller appreciation of the linguistic scenario in Bangladesh.</td>
<td>Time: 12.30-13.00  Room: 458</td>
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<td>Sirinut Sawatdeenarunat (University of Technology, Sydney, <a href="mailto:sirinut.sawatdeenarunat@student.uts.edu.au">sirinut.sawatdeenarunat@student.uts.edu.au</a>)</td>
<td>“EFL Students’ Online Literacy Practices: Effective Practices and Challenges”</td>
<td>This paper aims at conceptualising literacy practices in online environment for EFL students. This research examines the ways in which Thai EFL students use online resources to complete English tasks. Effective practices and challenges are investigated in order to understand how to assist teachers to support their students’ learning needs with new technologies.</td>
<td>Time: 10.40-11.10  Room: 436</td>
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<tr>
<td>Thi Nguyet Minh Nguyen (The University of Western Sydney, <a href="mailto:17324133@student.uws.edu.au">17324133@student.uws.edu.au</a>)</td>
<td>“Reconciling Different Stakeholders in the Development of ESP Programs for Vietnamese Tertiary Students”</td>
<td>This study is a stakeholder-oriented evaluation of ESP programs at a Vietnamese university. It considers stakeholders’ accounts of mismatches between their ‘idealised’ aims and actual operationalisation as perceived by preceding lesson observations. The interpretation of the findings is based on Werner (1993)’s evaluation framework and Gudykunst (1997)’s cultural variability theories.</td>
<td>Time: 15.00-15.30  Room: 325</td>
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## INDIVIDUAL PAPER ABSTRACTS

**Thushara Gamage and Philip Chappell** *(Macquarie University, thusharagamage@gmail.com)*

“Exploring the Potential to Use CALL to Promote Communicative Competence in English in Sri Lanka”

This presentation explores the potential to use CALL to promote communicative competence in English in Sri Lankan primary schools. Based on Hall’s (2001) concept of communication, a study conducted in Sri Lanka and Australia provides implications for research in promoting communicative competence in English using CALL.

**Time:** 10.10-10.40  **Room:** 458

**Ting Ding** *(The University of Sydney, tdin4917@uni.sydney.edu.au)*

“Initial Findings of a longitudinal Study of Personal Investment in Compulsory EFL”

This report focuses upon the initial stage of a longitudinal mixed-method study designed to understand the dynamics of Chinese university students’ Personal Investment (PI) decisions as they undertook their EFL studies. It found support for the utility of PI and suggested modifications in this context.

**Time:** 16.20-16.50  **Room:** 459

**Umi Tursini** *(The University of New South Wales, tursini_umi@yahoo.com)*

“Teacher Self-evaluation Practices of College English Teachers in Indonesia: Opportunities and Challenges”

Teacher self-evaluation could be a promising way to help teachers in Indonesia to develop their teaching effectiveness. Unfortunately, this concept is still new in the Indonesian context. This study explores the opportunities and challenges for introducing self-evaluation to teachers in Indonesia, particularly English college teachers.

**Time:** 15.00-15.30  **Room:** 436

**Wenchao Tu** *(The University of Sydney, sara2tu@gmail.com)*

“Winning Attention: How Institutions Grab Your Heart through Languages”

The web-mediated institutional introduction is a common genre which plays an essential role in disseminating and promoting the institution and its values to the target audiences. This paper describes the way in which institutions construct their values, and provides an explanation of the socio-cultural backgrounds underlying these language features.

**Time:** 16.20-16.50  **Room:** 458

**Yuan Ma** *(The University of Western Sydney, n.ma@uws.edu.au)*

“Corrective Feedback, Negotiation of Meaning and Grammar Development”

This study is based on Long’s updated Interaction Hypothesis (1996). Its main aim is to find a better way to help L2 learners of different language proficiency levels to interact with others. The distinctions of groups, combinations and dyads are one of the featured designs of this study.

**Time:** 10.40-11.10  **Room:** 325

**Zora Riley** *(The University of Queensland, zora.riley@uqconnect.edu.au)*

“Case Study of Cross-Cultural Teams Participating in Group Assessment at an Australian University”

The current study analyses the expectations, experiences and opinions of both domestic and intercultural students participating together in group assessment. This involves a small ethnographic case study of several cross-cultural teams in an Australian university. It is hoped the study will provide useful insights to educators presiding over culturally mixed classes.

**Time:** 15.00-15.30  **Room:** 458
THE TESOL RESEARCH NETWORK

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

The main areas of research for the Network are:

- Second language acquisition
- English for academic purposes
- Languages and cultures education
- Bilingual education

The TESOL Research Network’s activities include:

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

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


THE UNIVERSITY OF SYDNEY PAPERS IN TESOL

Call for Papers for Volume 8, 2013

Editors: Marie Stevenson and David Hirsh

The University of Sydney Papers in TESOL is a peer-reviewed journal published by the TESOL Research Network in the Faculty of Education and Social Work at The University of Sydney, Australia. The University of Sydney Papers in TESOL is currently accepting manuscripts for review for Volume 8, 2013. Academics and research students seeking to disseminate their work to the wider community are invited to contribute to this volume. Postgraduate research students are particularly encouraged to submit a paper as a sole author or with their supervisor(s).

Types of submissions

- A research article which employs a qualitative, quantitative or mixed-methods research design
- A discussion article which raises and debates issues on a particular topic
- A review article on a topic of interest to people working in the area of TESOL
- A book review of interest to people working in the area of TESOL

Word length

Up to 8,000 words (including tables, figures, references and appendices) for research articles. Other submissions, such as book reviews, may be considerably shorter.

Information for contributors


Important deadlines

- 800-word abstract submission: by November 20, 2012
- Full paper submission for peer review: by February 20, 2013
- Anticipated publication date: September 2013

Abstract/Full paper submission: marie.stevenson@sydney.edu.au

Inquiries: Dr Marie Stevenson (marie.stevenson@sydney.edu.au) or Dr David Hirsh (david.hirsh@sydney.edu.au)
POSTGRADUATE DEGREES IN TESOL

Master of Education in TESOL (MEd TESOL (Coursework))

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

Outcomes

At the conclusion of the designated degree students should:

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

Course content

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

- Language as Social Practice (core unit)
- Grammar and the Language Learning Classroom (core unit)
- Second Language Acquisition (core unit)
- Literacy in Language Teaching (core unit)
- Methodology and Language Teaching (core unit)
- Contemporary Developments in ELT (core unit)
- English for Specific Purposes (elective)
- Bilingual Education (elective)
- Language Testing and Assessment (elective)
- Language Teacher Professional Development (elective)
- Research Methods in Language Learning (elective)
- English in Academic Settings (elective)
- Intercultural Language Education (elective)
- Thesis and Dissertation Writing (elective)
- Dissertation (elective)
- Special Project (elective)
- Language Society & Power (elective from the Linguistics department)
- Media Discourse (elective from the Linguistics department)
- Functional Grammar (elective from the Linguistics department)
- World Englishes (elective from the Linguistics department)

Admission requirements

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

- an undergraduate degree from a recognized tertiary institution
- a language teaching qualification or at least one year's full-time (or part-time equivalent) language teaching experience at school, college, or university level
Period of candidature

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

MEd (Research), MPhil, EdD and PhD in TESOL

The Faculty of Education and Social Work also offers a higher research degree in TESOL including the Master of Education (Research), the Master of Philosophy (MPhil), the Doctor of Education (EdD) and the Doctor of Philosophy (PhD).

Further information can be found at: http://sydney.edu.au/education_social_work/doctoral_studies/pgindex.shtml

Potential supervisors can be found at: http://sydney.edu.au/research/opportunities/opportunities/523

Academic staff

- Ken Cruickshank, BA, (Sydney), Dip Ed (STC), Grad Dip TESOL, MA, PhD (UTS)
- Ruth Fielding, BEd(Hons)('Sydney), BA('Sydney), PhD('Sydney), GradCert(HigherEd)('Sydney)
- Lesley Harbon, BA, Dip Ed ('Sydney), MEd ('UNE), PhD ('Tasmania)
- 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 (Applied Linguistics, Melbourne)
- Huizhong Shen, BA(English)(Fudan), BEd(Hons)(La Trobe), DipEd(Languages)(La Trobe), PhD(Education)(La Trobe)
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Further information

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THE CENTRE FOR ENGLISH TEACHING (CET)

The Centre for English Teaching (CET) contributes to the broader University effort to support international students through the provision of preparatory English language courses for postgraduate international students. In 2011, around 500 newly-arrived international students studied in CET programs during their pathway to higher degree studies and postgraduate research at Sydney. In addition, approximately 200 Ausaid scholarship recipients each year participate in a four week advanced skills in academic success (ASAS) program at the beginning of their degree studies.

A secondary area of business at CET is our non-pathway or ESP Courses, including General English programs for individual professionals and Customised Programs (Study Tours) for partner organisations and universities. Enrolments for these programs are sourced both domestically and internationally and also act as a promotional medium for prospective international post-graduate enrolments. These programs include faculty based English language programs and professional development programs for participants from NESB. 1:1 language support and professional development is also offered to staff and faculty of the university on a needs basis.

The Centre is also an IELTS Testing Centre. CET tests approximately 5,000 students per year. CET also offers free community programs twice a year to international students and the wider community in areas such as IELTS preparation and networking.

CET offers many activities and events for students. To view these, you can visit the Films and flicks of CET section of our website at www.sydney.edu.au/cet.

We are located on the University's main campus and we are close to Sydney's central business district and a short trip by rail or bus to the city's famous beaches. CET offers teaching on level 5 of the Wentworth Building.

Further Information

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CET Director

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