Eighth University of Sydney TESOL Research Network Colloquium
In conjunction with Macquarie University

September 7, 2013

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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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://sydney.edu.au/maps/campuses/?area=CAMDAR&code=A35
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 and Macquarie University 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 September 6, 2013

Venue: Old Teachers College Lecture Room 215

- **Workshop 1** (9.00 am - 12.00 pm): Mehdi Riazi, Macquarie University: “Doing mixed-methods research in applied linguistics”
- **Workshop 2** (1.00 pm - 4.00 pm): John Macalister, Victoria University of Wellington: “Language curriculum design: Designing courses, making changes”

Colloquium convenors

Aek Phakiti, Phil Chappell, Marie Stevenson

Members of the organizing committee

Brian Paltridge, David Hirsh, 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
COLLOQUIUM 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: John Macalister**, Victoria University of Wellington: “Teaching L2 Reading: What’s hot, what’s not” (Education 351)
10.05-11.05 Individual papers (Education 424, 436, 458, 459)
11.05-11.30 Coffee break (Education 401 – Staff Common Room)
11.30-12.30 Individual papers (Education 424, 436, 458, 459)
12.30-13.30 Lunch break, journal and book launches, presentation of Dean’s award for the most outstanding Master of Education (TESOL) dissertation submitted in 2012 (Education 401 – Staff Common Room)
13.30-14.30 **Keynote: Anne Burns**, University of New South Wales: “Investigating teacher cognition: Methodological considerations” (Education 351)
14.35-16.00 Parallel symposia and individual papers (Education 351, 424, 458, 459)
16.00-17.00 Closing and Networking: Food & Drinks (Education 401 – Staff Common Room)
# COLLOQUIUM SCHEDULE

## MORNING SESSIONS

<table>
<thead>
<tr>
<th>Time</th>
<th>Keynote: John Macalister, Victoria University of Wellington: “Teaching L2 reading: What’s hot, what’s not” (Education 351)</th>
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| 9.10-10.00 |\
| Education 424 | Education 436 | Education 458 | Education 459 |
| 10.05-10.35 | Olga Kozar “To type or not to type?” | Hua Flora Zhong “Exploring the transfer from receptive to productive vocabulary knowledge” | Suphinya Panyasi “Unrealized potential of literature classes” | Brad Milner “NEST vs NNEST: The relationship between accent and comprehension in the ESL/EFL classroom” |
| 11.05-11.30 | Coffee Break (Common Room 401) |
## COLLOQUIUM SCHEDULE

### MORNING SESSIONS (CONTINUED)

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<td>11.30-12.00</td>
<td>Giang Nguyen</td>
<td>Katie Bokan-Smith</td>
<td>Lawrence Jun Zhang and Justina Ong</td>
<td>Hilda Cahyani</td>
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<td>“Teachers’ roles in EFL blended language learning at tertiary level in Vietnam: From views to practice”</td>
<td>“Investigating how adult English language teachers in Australia perceive and self-evaluate motivational teaching practices”</td>
<td>“Effects of manipulating cognitive processes on EFL writers’ text quality”</td>
<td>“Beyond a language deficit: Students’ code switching in Indonesian tertiary bilingual classrooms”</td>
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<td>Jack Bower</td>
<td>Umi Tursini</td>
<td>Camille Lin</td>
<td>Huizhong Shen and Yifeng Yuan</td>
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<td>“Exploring changes in the instructional practice of Indonesian teachers: Case studies of reflective teaching”</td>
<td>“Effect of L1 on the learnability of English words”</td>
<td>“How do Chinese EFL learners view CALL and English language learning websites?”</td>
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<td>12.30-13.30</td>
<td>LUNCH (Common Room 401)</td>
<td>Journal and Book Launches</td>
<td>Presentation of the Dean’s award for the most outstanding Master of Education (TESOL) dissertation submitted in 2012</td>
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## COLLOQUIUM SCHEDULE

### AFTERNOON SESSIONS

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<td>15.00-15.30</td>
<td><strong>Symposium 1</strong>&lt;br&gt;Anne Burns, Katherine Brandon, Angie Nazim, Emily Mason, Jennifer Wallace&lt;br&gt;“Action research in ELICOS - focus on speaking”</td>
<td><strong>Symposium 2</strong>&lt;br&gt;Ahmar Mahboob, Oun Fahad O Almesaar, Catherine Ball, Nicolle Rocha Lima, Monique Moloney&lt;br&gt;“Dimensions of research on World Englishes”</td>
<td><strong>Khoi Mai Ngoc</strong>&lt;br&gt;“Portraits of some Vietnamese teachers of English: An inquiry into their language proficiency development”</td>
<td><strong>Feifei Han</strong>&lt;br&gt;“Lexical access efficiency, lexical inferencing use, and incidental vocabulary learning”</td>
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<td><strong>Leila Iranmanesh and Chris Davison</strong>&lt;br&gt;“Effectiveness of formative assessment in a second/foreign language academic writing classroom in Iran”</td>
<td><strong>Andi Samsidar</strong>&lt;br&gt;“When West meets East: Incubating a hybrid understanding of English teachers’ mentoring in Makassar, Indonesia”</td>
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<td>16.00-17.00</td>
<td>Closing and Networking: Drinks (Common Room 401)</td>
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“Teaching L2 reading: What’s hot, what’s not”

John Macalister, Victoria University of Wellington, New Zealand

Time: 9.10-10.00
Room: Education 351
Contact: John.Macalister@vuw.ac.nz

Much of my work involves pre-service and in-service language teacher education, and collaborating with serving teachers on curriculum-related projects in second and foreign language settings. In this work a recurrent issue in the teaching of reading is a failure to relate the teaching of reading to reading as a meaning-making activity. In this talk, I will consider what current research on L2 reading has actually succeeded in bringing to the classroom. In doing this, I will examine the three obvious candidates for inclusion in a reading programme: extensive reading, reading fluency development, and intensive reading. For each of these I will give my take on what’s getting through to teachers, and what’s not, and my best guess as to why it’s not. This leads to suggestions about areas for further research, and other actions that need to be taken, in order to improve classroom practice, which can only be for the good of the most important participants in the whole teaching and learning enterprise, the students.

Biography

John Macalister is Head of the School of Linguistics and Applied Language Studies, Victoria University of Wellington, and President of the Applied Linguistics Association of New Zealand. He began his career in second language education in Kiribati, and has subsequently worked both as a teacher and teacher educator in Namibia, Thailand, Cambodia, and New Zealand. He has also been involved in projects in Peru, Timor Leste, the Pacific, and the greater Mekong sub-region. Recent projects have included the design of an ESL curriculum for trainee seafarers in Kiribati, and the evaluation of English language programmes in Cambodia. At Victoria University of Wellington, John teaches and researches in the areas of language curriculum design, teacher cognition, and language teaching methodology. A particular research interest is the teaching of reading. Two recent books, both with Paul Nation and published by Routledge, are Language curriculum design (2010) and Case studies in language curriculum design (2011).
The field of language teacher cognition has expanded rapidly over the last two decades, following the recognition that what teachers do in the conduct of their professional activities in the classroom is inevitably shaped and mediated by what they think, believe and know. Teachers are the “executive decision makers” (Barnard & Burns, 2012) of the classroom and understanding the management, motivation and sustainability of instructional practices needs to be achieved through explorations, not just of what teachers do, but also how and what they think in the classroom. The emerging research shows that teacher cognition involves a complicated nexus of interacting factors related, at least in part, to previous educational experiences, professional development, personal philosophies, and socially-constructed contextual factors. Because of this complexity, investigating teacher cognition is challenging and researchers must select their methodologies judiciously if they are to avoid reductionist explanations of the relationships between research and practice.

This presentation begins by outlining some of the major concepts and findings from research on teacher cognition. The main part of the presentation, however, focuses on various methods selected by emergent researchers completing doctoral studies to investigate teacher cognition. It considers the questions and decisions they needed to make in using these methods. In each case a well-known researcher in the field adds further comments on the methods selected and the way they were used in the study. The aim is to show how each researcher experiences his or her own “tales from the field” (van Maanen, 1988) – that is, what is involved in the messy process of conducting teacher cognition research, in contrast to the polished versions encountered in published outcomes.

References


Biography
Anne Burns is Professor in Language Education at Aston University, Birmingham, UK and Professor of TESOL at the University of New South Wales, Sydney, Australia. Her research interests include action research in language classrooms, language teacher cognition, teaching speaking from a discourse/genre perspective and language teacher education. Her recent books include Doing action research in the language classroom: A guide for practitioners (2010, Routledge), The Cambridge guide to pedagogy and practice in second language teaching (co-edited with Jack C. Richards, 2012, CUP) and Teaching speaking: A holistic approach (with Christine Goh, 2012, CUP).
INDIVIDUAL PAPER ABSTRACTS

10.05-10.35

Olga Kozar (Macquarie University, olga.kozar@mq.edu.au)
“To type or not to type?”
Teaching English online is a growing field. When conducting lessons via audio/videoconferencing (e.g. Skype), English teachers face a dilemma – to what extent and for what purpose they should use written chat. This presentation reports on a study, which observed several experienced ‘Skype’ teachers and their students.

Hua Flora Zhong (University of Sydney, hua.flora.zhong@gmail.com)
“Exploring the transfer from receptive to productive vocabulary knowledge”
The present study explores the interface between receptive and productive vocabulary knowledge under a multi-aspect framework over four months. Participants were 513 EFL secondary school learners in China. Results suggest a new and dynamic developmental pattern along the between receptive and productive continuum of vocabulary acquisition.

Suphinya Panyasi (University of Technology Sydney, suphinya.panyasi@student.uts.edu.au)
“Unrealized potential of literature classes”
This paper is a part of an action research project on teaching English literature using a reader response approach in tertiary level in Thailand. It describes the levels of response writing created by students after participating in literature discussion. It will provide insight into students’ understanding and language capacity.

Brad Milner (The University of Queensland, bradley.milner@uqconnect.edu.au)
“NEST vs NNEST: The relationship between accent and comprehension in the ESL/EFL classroom”
These were compared with the results of a pre and post questionnaire. The results demonstrated that the participants from thirteen different nationalities generally performed better with the NNEST accents and that their NS/NNS teacher perceptions did not match their results.
INDIVIDUAL PAPER ABSTRACTS

10.35-11.05

Karen Woodman (Queensland University of Technology, karen.woodman@qut.edu.au)
“Educational paradox: The hidden obstacles to the integration of mobile technology in the language classroom”

This paper reports on the findings of an international tele-collaboration study using Facebook, in which teachers studying in M. Ed programs in Australia and Greece, discussed the use of mobile phones in language classrooms. Results suggest that invisible barriers exist in the use of mobile phones in the classroom.

Chan Narith Keuk (Macquarie University, keukrith@gmail.com)
“Cambodian English language teachers’ conceptions of English language teacher research”

The paper reports Cambodian ELT teachers’ conceptions of language teacher research drawn from a Focus group and interviews. This paper argues that a clear definition of ELT teacher research needs to be conceptualized and accepted if the aim in tertiary ELT institutions is to promote teachers’ active engagement in research.

Rosmawati (University of Sydney, rosm4575@uni.sydney.edu.au)
“Complexity in second language academic writing: A dynamical perspective on syntactic development”

This presentation explores the syntactical complexity development in two advanced English learners’ academic writing. Adopting Dynamic Systems Approach, this study maps out the dynamical unfolding of development and examines intra- and inter-individual variability which indicates developmental transition. This presentation offers a new, more dynamical perspective on second language writing development.

Behnam Soltani (Victoria University of Wellington, behnam.soltani@vuw.ac.nz)
“L2 identity and socio-academic space”

This study drawing on the perceived, conceived, and lived spaces examines an international student’s identity construction in her new social space at a New Zealand university. The findings of the study show that the three spaces mentioned are interwoven and dialogic which affect this individual’s identity construction in social space.
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<td>“Teachers’ roles in EFL blended language learning at tertiary level in Vietnam: From views to practice”</td>
<td>Giang Nguyen (University of Canberra, <a href="mailto:giang.nguyen@canberra.edu.au">giang.nguyen@canberra.edu.au</a>)</td>
<td>This proposal investigates EFL teachers’ roles in BLL environment at tertiary level in Vietnam. The study will be conducted by a mixed method in Vietnamese Universities through an in-depth analysis of their roles in a BLL environment. The aim of this research is to contribute to a better understanding of how teachers view and practice BLL in teaching EFL at tertiary level in Vietnam.</td>
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<td>“Investigating how adult English language teachers in Australia perceive and self-evaluate motivational teaching practices”</td>
<td>Katie Bokan-Smith (University of Sydney Australia, <a href="mailto:kbok9262@uni.sydney.edu.au">kbok9262@uni.sydney.edu.au</a>)</td>
<td>There is a lack of empirical evidence in second language research that shows how teachers can motivate students. This study investigates motivational teaching strategies by exploring which strategies teachers found most important and how teachers self-evaluated their teaching practices during interviews. Teachers are from three adult English language schools in Australia.</td>
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<td>“Effects of manipulating cognitive processes on EFL writers' text quality”</td>
<td>Lawrence Jun Zhang and Justina Ong (University of Auckland, National University of Singapore, <a href="mailto:lj.zhang@auckland.ac.nz">lj.zhang@auckland.ac.nz</a>)</td>
<td>There is an increasing interest in the effects of planning on oral language production in the field of SLA/TESOL, but little is known about what happens when the modality is writing. We report findings of a study of the effects of planning-conditions on written text quality of 108 EFL learners.</td>
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<td>“Beyond a language deficit: Students' code switching in Indonesian tertiary bilingual classrooms”</td>
<td>Hilda Cahyani (University of South Australia, <a href="mailto:hilda.cahyani@mymail.unisa.edu.au">hilda.cahyani@mymail.unisa.edu.au</a>)</td>
<td>This study reports on students' code switching in tertiary bilingual content classrooms in Indonesia. It focuses on reasons why students code switch between English and Bahasa Indonesia: to comply with the requirement to use English; to ensure understanding among their peers; and to express their cultural identity.</td>
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**INDIVIDUAL PAPER ABSTRACTS**

12.00-12.30

**Jack Bower** (Hiroshima Bunkyo Women's University, Japan, jbower@h-bunkyo.ac.jp)

“English language curriculum renewal utilizing the Common European Frame of Reference—Japan”

This presentation will detail the procedure and challenges of renewing an English language curriculum based on the Common European Frame of Reference—Japan. In particular, the process of mapping the curriculum against the CEFR-J leveled can-do descriptors in order to find missing language functions, or misaligned activities will be presented.

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

“Exploring changes in the instructional practice of Indonesian teachers: Case studies of reflective teaching”

This study explores the practice of reflective teaching among Indonesian teachers and the possibility that these teachers transform their teaching through reflective practice. The preliminary finding of two cases indicates that the reflective teaching practice can trigger a deeper understanding of their teaching and this is used as sources to make better changes.

**Camille Lin** (University of Sydney, clin6708@uni.sydney.edu.au)

“Effect of L1 on the learnability of English words”

The current study investigates the effect of L2 learners' first language on word learnability. 141 EFL undergraduates from three L1 backgrounds participated in this research. The results indicated that Spanish background participants had more difficulty in recognizing and producing the target words than their Japanese counterparts.

**Huizhong Shen and Yifeng Yuan** (University of Sydney, yi.yuan@sydney.edu.au)

“How do Chinese EFL learners view CALL and English language learning websites?”

This research investigates Chinese EFL university learners' perceptions and experiences of using CALL approach and ELL websites to acquire their English language and cultural knowledge. Online survey data (N=3,018) highlight that the CALL method and learner-centered and pedagogically-oriented ELL websites help facilitate the enhancement of learners' language learning as an additional source of language and culture.
INDIVIDUAL PAPER ABSTRACTS

15.00-15.30

Khoi Mai Ngoc (University of Queensland, khoi.maingoc@uqconnect.edu.au)
“Portraits of some Vietnamese teachers of English: An inquiry into their language proficiency development”
This paper reports on the difficulties in maintaining English proficiency experienced by Vietnamese teachers of English. It presents results of the participants' English proficiency self-assessment and glimpses into their professional lives through narrative lens. It calls for supports for teachers and a better cooperation among different forces in the education field.

Feifei Han (The University of Sydney, feifei.han@sydney.edu.au)
“Lexical access efficiency, lexical inferencing use, and incidental vocabulary learning”
This study investigated the relationship between lexical access efficiency (LAE), lexical inferencing strategy use, and incidental vocabulary learning in FL reading among Chinese EFL learners. The results showed that LAE was positively associated with frequency of lexical inferencing strategy use, but LAE was not significantly related to incidental vocabulary learning.

15.30-16.00

Leila Iranmanesh and Chris Davison (University of New South Wales, leila.iranmanesh@yahoo.com)
“Effectiveness of formative assessment in a second/foreign language academic writing classroom in Iran”
Little is known about formative assessment in the context of academic writing in higher education. This presentation reports on the outcomes of integrating formative assessment in a second/foreign language academic writing classroom in Iran by using an action research approach and presents implications for policy, programing and future research.

Andi Samsidar (University of Southern Queensland, Samsidar.Andi2@usq.edu.au)
“When West meets East: Incubating a hybrid understanding of English teachers’ mentoring in Makassar, Indonesia”
A plausible combination of Western and Eastern practices is suggested that would incubate a hybrid understanding of mentoring that might be more suited to the contemporary Indonesia context.
SYMPOSIUM ABSTRACTS

15.00-16.00

Symposium 1
Anne Burns, Katherine Brandon, Angie Nazim, Emily Mason, Jennifer Wallace (English Australia, kathbrandon@englishaustralia.com.au)

“Action research in ELICOS - focus on speaking”
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 English Language Assessment, has been implementing a national project of classroom-based action research related to priority areas for the ELICOS sector of international education. The goals of the program are: a) to equip teachers with skills to enable them to explore identified teaching challenges; and b) to share outcomes in the form of presentations at local events and publication. This year’s program has a focus on aspects of teaching, learning and assessing speaking. Following a brief introduction to the program and to action research from the program facilitator and the key reference person teacher researchers from the 2013 program will outline their research experiences and present their findings.

Symposium 2
Ahmar Mahboob, Oun Fahad O Almesaar, Catherine Ball, Nicolle Rocha Lima, Monique Moloney (University of Sydney, ahmar.mahboob@sydney.edu.au)

“Dimensions of research on World Englishes”
Studies in World Englishes explore aspects of the spread of English worldwide, including linguistic, social, professional and pedagogical dimensions of the globalization of English. This colloquium includes four research studies that focus on different aspects of World Englishes. The first paper looks at the use of English in Islamic sermons in Sydney, where English serves as the lingua franca for the multilingual congregation. The second paper investigates the nature of verbal conflicts between US lieutenants and their Afghan counterparts while on deployment through a cross-cultural competence framework. The third paper looks at the increasing use of English in continental Europe and explores German students’ views of the acquisition of English and the importance of English in different facets of their everyday lives. The final paper in this colloquium studies Native English Teachers’ attitudes to the value of the NET Scheme in Hong Kong and their impact on student learning. Together, these four papers explore different dimensions of research within the broad framework of World Englishes and contribute to our understanding of the use of English in religious, professional, and educational contexts in diverse settings.
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 9, 2014

The University of Sydney Papers in TESOL is currently accepting manuscripts for review for Volume 9, 2014. 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
- A discussion piece which raises and debates issues on a particular topic

Word length

A manuscript should be a minimum of 4,500 words in length and should not exceed 8,000 words, including tables, figures and the bibliography.

Information for contributors


Important dates

- 800-word abstract submission: by November 20, 2013
- Full paper submission for peer review: by February 20, 2014
- Anticipated publication: September 2014

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

Inquiries

Marie Stevenson: marie.stevenson@sydney.edu.au

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):

- Discourse and Language Teaching (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 English Language Teaching (core unit)
- Language, Power & Society (core unit from the Linguistics department)
- 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)
- Media Discourse (elective from the Linguistics department)
- Functional Grammar (elective from the Linguistics department)
- World Englishes (elective from the Linguistics department)
- Register and Genre in English (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).


Potential supervisors can be found at: [http://sydney.edu.au/research/opportunities/opportunities/523](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)
- **Huishong Shen**, BA(English)(Fudan), BEd(Hons)(La Trobe), DipEd(Languages)(La Trobe), PhD(Education)(La Trobe)
- **Marie Stevenson**, BA (UNSW), RSA Dip TEFLA, MA (Amsterdam), PhD (Amsterdam)

Further information

**Marie Stevenson**

MEd TESOL and Grad Cert TEFL convenor
Faculty of Education and Social Work
University of Sydney, NSW 2006
Australia
Tel: (+61 2) 9351 3684
Email: marie.stevenson@sydney.edu.au or visit: [http://www.edsw.usyd.edu.au/future_students/postgraduate/med/tesol.shtml](http://www.edsw.usyd.edu.au/future_students/postgraduate/med/tesol.shtml)
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

Patrick Pheasant

CET Director

Level 5, Wentworth Building

Email: patrick.pheasant@sydney.edu.au

Telephone: (+61 2) 9036 7901