

**Welcome to  
The University of Queensland  
School of Education's  
Postgraduate Research Conference 2011**

***7 Billion Reasons to Research - local educational  
challenges within a global context***

This conference is an opportunity for postgraduate students to present their research. A broad range of research interests are represented. We appreciate the effort of the presenters who have contributed to the interesting program. We also appreciate the willingness of the academic staff members from the School of Education at The University of Queensland, who have offered to chair sessions.

We would like to express our sincere thanks to:

- Prof. Pat Sikes for delivering the Carolyn D. Baker Memorial Lecture
- Ass. Prof. Julie McLeod for delivering our Conference Keynote Presentation
- Prof. Martin Mills, Ass. Prof. Karen Moni, Dr Ian Hardy and Dr Sam Sellar for facilitating the *Q an A* session
- Prof. Peter Renshaw for agreeing to be our Master of Ceremonies
- The School of Education for their support
- The Faculty of Social and Behavioural Sciences, the UQ Union, The University of Queensland Library, the Institute of Social Science Research, OfficeWorks, Palgrave Macmillan, Pearson Publishing and the UQ Omani Society for their support and sponsorship
- Neville Smith, Michelle Weston, Julita Greda-Tomaszewska, Claire Backhouse and Melinda Kopanakis for their assistance

Thank you all for contributing to the success of the School of Education's Postgraduate Conference – *7 Billion Reasons to Research - local educational challenges within a global context*. We hope you enjoy the conference.

**Conference Committee**

Khalid Al-Saadi  
Aspa Baroutsis  
Sue Creagh  
Anna du Plessis

Dr Obaid Hamid  
Stewart Riddle  
Dr Simone Smala (Conference Committee Chair)  
Greg Vass  
Dr Jana Visnovska

**Program – morning session**

8.30-8.45	Registration	(Abel Smith, Building 23, foyer)	
8.45-9.00	Welcome and Overview of Proceedings: Peter Renshaw and Aspa Baroutsis	(Abel Smith, lecture theatre)	
9.00-10.00	Keynote Address: Associate Professor Julie McLeod	(Abel Smith, lecture theatre)	
10.00-10.30	Morning Tea	(Abel Smith, foyer)	
10.30-11:50	Parallel Sessions	(Social Science, Building 24)	
	<b>S1: Higher education policy and practice</b> Chair: Bob Lingard Room: S302	<b>S2: Educational technology</b> Chair: Chris Campbell Room: S303	<b>S3: Feedback and strategies</b> Chair: David Geelan Room: S328
<b>10:30 to 10:50 am</b>	Commercialisation and social justice? The conflicted agenda of the Australian Universities Community Engagement Alliance  <b>David Peacock (UQ)</b>	Promoting a Community of Learning through a professional development program to assist pre-service teacher educators integrate educational technology into their teaching practice  <b>Khalid Al-Saadi (UQ)</b>	Teaching staff's beliefs about corrective feedback in English as a foreign language (EFL) classrooms in Saudi universities  <b>Naif Althobati (UQ)</b>
<b>10:50 to 11:10 am</b>	Rationales for establishing joint transnational higher education programs: Indonesian and Australian perspectives  <b>Agustian Sutrisno (QUT)</b>	Spelling Bug – Benefits of using adaptive technology in primary classrooms for training spelling  <b>Marie Boden (UQ)</b>	Examining EFL learners' writing performance using Blog Peer Feedback and Face-to-Face Peer Feedback in the revision stage: A Case study in Hung Vuong University, Phu Tho, Vietnam  <b>Nguyen Thi Hong Nhat (UQ)</b>
<b>11:10 to 11:30 am</b>	Donor engagement on the policy development of basic education in Laos  <b>Phouvanh Phommalangsy (UQ)</b>	Mobile social networking in language learning: a catalyst for change  <b>Saleh Alshehri (UQ)</b>	Second language errors and error identification: Teachers' reconstruction of students' idiosyncratic sentences in English writing  <b>Linh Dieu Doan (UQ)</b>
	<b>Questions until 11:50 am</b>	<b>Questions until 11:50 am</b>	<b>Questions until 11:50 am</b>

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	<b>S4: Aspects of L2 learning</b>	<b>S5: Inter-cultural issues in higher education</b>	<b>S6: Teachers, teaching and careers</b>
	Chair: Obaid Hamid Room: S502	Chair: Katie Makar Room: S504	Chair: Martin Mills Room: S506
<b>10:30 to 10:50 am</b>	Pragmatics, perceptions and strategies in college English learning: A case study in China  <b>Yifeng Yuan (QUT)</b>	Navigating the waters of a new academic culture: The academic writing issues and coping strategies of first year undergraduate Chinese international students  <b>Cate Montes (UQ)</b>	Perceptions of teachers' work: Images of teachers in the Australian print media  <b>Aspa Baroutsis (UQ)</b>
<b>10:50 to 11:10 am</b>	Instructing foreign language learners how to listen through metacognitive strategies: An empirical study  <b>Hossein Bozorgian (QUT)</b>	International RHD students making sense of their lived transition experiences: An interpretative phenomenological analysis approach  <b>Neville Smith (UQ)</b>	An exploration into the retention, development and career progression of the 'mid-career' teacher  <b>Katie Cawte (UQ)</b>
<b>11:10 to 11:30 am</b>	Willingness to communicate of Arab learners of EFL  <b>Said Al-Amrani (UQ)</b>	Experiencing transformation: The experience of perspective transformation for undergraduate students participating in Service-Learning. A report on preliminary findings  <b>Jimi Bursaw (UQ)</b>	Feedback encounters its' own Identity Crisis: Pre-service teachers' feedback analysis practices for a sense of themselves as teachers to graduate standard.  <b>Christine McKeown (UQ)</b>
	<b>Questions until 11:50 am</b>	<b>Questions until 11:50 am</b>	<b>Questions until 11:50 am</b>

**Program – afternoon session**

12.00-1.00	Lunch			(Abel Smith, Building 23, foyer)
1.00-2.20	Parallel Sessions			(Social Science, Building 24)
	<b>S7: Higher education policy and practice</b>	<b>S8: Education, discrimination and social justice</b>	<b>S9: Teacher development</b>	
	Chair: Sam Sellar Room: S302	Chair: Richard Niesche Room: S303	Chair: Ian Hardy Room: S328	
<b>1:00 to 1:20 pm</b>	Needs assessment: Perspectives, practices, and collaboration between ESP lecturers and subject-specific lecturers  <b>Anik Kusnawati (UQ)</b>	Understanding NAPLAN performance: Issues with the Language Background Other than English (LBOTE) category  <b>Susan Creagh (UQ)</b>	The out-of-field phenomenon: A literature review  <b>Anna du Plessis (UQ)</b>	
<b>1:20 to 1:40 pm</b>	Open higher educational resources in China: Reforms and prospects  <b>Juming Shen (QUT)</b>	Gender representation in EFL textbooks in Bangladesh and Vietnam  <b>Ngoc Hoang (UQ)</b>	Beginning EFL teachers' beliefs about quality questions and their practices  <b>Pham Ngoc Khanh Ly (UQ)</b>	
<b>1:40 to 2:00 pm</b>		Role of vocational education in widening educational and occupational opportunities: students' and stakeholders' perspectives in Rangareddi district, Andhra Pradesh, India  <b>Deepali Nidhi</b>	Professional learning for teachers in Samoa: Challenges and observations  <b>Susan Faoagali (UQ)</b>	
	<b>Questions until 2:20 pm</b>	<b>Questions until 2:20 pm</b>	<b>Questions until 2:20 pm</b>	
2.20-3.20	Q an A (Question an Academic) – Martin Mills, Karen Moni, Ian Hardy and Sam Sellar will present some thoughts on 'becoming an academic' and will then be available for a Questions and Answers session			(Abel Smith, lecture theatre)
3.20-4.00	Afternoon Tea and opportunity to 'mingle'			(Abel Smith, foyer)

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	<b>S10: Research methodology within inter-cultural issues</b>	<b>S11: Creative arts</b>	<b>S12: Student-centredness</b>	
	Chair: Mary McMahon Room: S502	Chair: Eileen Honan Room: S504	Chair: Jana Visnovska Room: S506	
<b>1:00 to 1:20 pm</b>	Activity theory: A conceptual framework for sense making  <b>Yahya Majd (UQ)</b>	Tali and Jac: Two Tales of Ambiguity in Becoming Musical and Literate Subjects  <b>Stew Riddle (UQ)</b>	Learning to argue, arguing to learn: Developing argumentation in inquiry based mathematics  <b>Jill Wells (UQ)</b>	
<b>1:20 to 1:40 pm</b>	The data collection journey in a educational research project: Researching governance in the independent school sector  <b>Sally Pitkin (UQ)</b>	I know that song: An investigation of young children's melody recognition  <b>Beverley Broughton (UQ)</b>	Developing students' independence in learning by the way of interdependence: A case study  <b>Effat Alvi (UQ)</b>	
<b>1:40 to 2:00 pm</b>	Giving teachers from the developing world a voice: The strengths of cross-cultural research  <b>Alison Willis (USC)</b>	A visual approach to academic English literacy: analysing Hong Kong University students' reactions to Fine Art images.  <b>Lowana Phillips (UQ)</b>	An ethnographic discourse-based research on Saudi EFL textbooks  <b>Bandar Alhamdan (UQ)</b>	
	<b>Questions until 2:20 pm</b>	<b>Questions until 2:20 pm</b>	<b>Questions until 2:20 pm</b>	
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## ***7 Billion Reasons to Research - local educational challenges within a global context***

### **Keynote Address**

#### **Researching youth identity and social change: methods, motifs and memories**

We are daily confronted with the claims about social change and new times, and the challenges this presents for schools and education systems. Across the social sciences there is growing interest in understanding and theorizing processes of change and continuity, yet there is relatively limited discussion of how to research these matters empirically. In this presentation, I discuss a range of qualitative methodologies and approaches that are helpful for researching social and biographical change, including oral history, ethnography and follow-up studies, looking at how they explore temporality and the dynamic relation between past, present and future. I consider what these approaches offer for researching youth identity and educational change, taking examples from historical and qualitative longitudinal studies of young people and schooling.

**Associate Professor Julie McLeod**

**Melbourne Graduate School of Education, University of Melbourne**

**Julie McLeod** is Associate Professor in Curriculum, Equity and Social Change and Assistant Dean (Research Training) in the Graduate School of Education, University of Melbourne. Her research areas are youth and gender studies, curriculum history and feminism and subjectivity, inequality and schooling. She teaches courses in the sociology of education and research methodology and has conducted qualitative, longitudinal and cross-generational studies of young people. She is currently working on a history of adolescence, citizenship and schooling, 1930s-1970s. Publications include *Researching Social Change: Qualitative Approaches*, 2009 (with R. Thomson); *Troubling Gender and Education*, 2009 (ed. with J. Dillabough & M. Mills); *Learning from the Margins: Young Women, Social Exclusion and Education*, (ed. with A. Allard) 2007; and *Making Modern Lives: Subjectivity Schooling and Social Change*, 2006 (with L. Yates).

## Abstracts

### Willingness to communicate of Arab learners of EFL

**Said Al-Amrani**

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This paper examines the role of willingness to communicate (WTC) in classroom EFL performance in an Arab context. WTC is a multi-faceted construct that integrates psychological, linguistic, and communicative variables to describe, explain and predict students' communicative behavior in a second language. It has been identified by Dörnyei and colleagues (Dörnyei et al., 2006) as a key component of Second Language Acquisition (SLA) theory and calls have been made to incorporate the notion into second language pedagogy. The paper will report a research project that is among the first to provide an Arab conceptualisation of the WTC construct and to examine how it is manifested in Arab EFL learners, specifically in a classroom setting in Oman. Learners' WTC was examined through surveys protocols that assessed their WTC and the possible factors (including cultural factors) that influence Arab students' WTC in English. Participants were 1st year and 4th year English majors at a private Omani university. The results will be related to Dörnyei's (2005) second language (L2) motivational self system model. The latter is the emerging standard for motivation research in SLA (Ortega, 2009) and this paper seeks to contribute to the development of that approach.

### An ethnographic discourse-based research on Saudi EFL textbooks

**Bandar Alhamdan**

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This presentation will shed light on my PhD research study that investigates how Saudi TEFL textbooks, teachers' epistemologies and teaching practices, and students' epistemologies and learning practices inform and (re)inform the teaching of EFL to Saudi Bedouin students in Saudi Arabian rural areas. This study examines the three components through an interrelated process. The first area of investigation, relating to the representations of, power and knowledge, and teaching/learning assumptions made through the textbooks, has been addressed through document study of the textbooks and other related Saudi TEFL policy documents that identify such discourses. The second and the third areas, relating

to teachers' and learners' epistemologies, are addressed through interviews and observations. The study examines whether participating teachers and learners take up or resist the ideological representations and EFL teaching/learning assumptions that are discursively oriented towards outlining what EFL teaching/learning practices are and are not good and what should and should not be taught. Foucault and Poststructuralist theories are the theoretical perspectives that inform the study. The study was conducted in two Saudi intermediate schools located in two different Saudi Bedouin areas. The analysis of the data is based on available discourses permeated through texts and practices. Preliminary results show that the different discourses formed a complex web that structures the teaching and learning practices of the teachers and learners in different ways. Also, the results show how power operated to regulate and draw line for EFL teaching and learning practices.

**Promoting a Community of Learning through a professional development program to assist pre-service teacher educators integrate educational technology into their teaching practice**

**Khalid Al-Saadi**

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Communities of practice offer a possible useful practice for professionals to create a community of learners through the dynamic interaction and active engagement it generates between its members. This study seeks to explore the positive impact associated with creating a community of learners to assist Sultan Qaboos University teacher educators in Oman integrate educational technology more effectively. Through a qualitative methodological approach, face to face meetings and interviews were used to help eight educators across different departments within the College of Education develop better understanding of technology integration. Notes and recordings were taken during the meetings and observations were used to track the influence of the community of educators on their classroom practice. The community of practice was fostered through ten meetings to aid educators in incorporating new technologies and in reflecting upon their learning and practice. Data analysis is still in the primary stage and this presentation will briefly reflect on the process to elicit findings in the next few months.



**Mobile social networking in language learning: A catalyst for change**

**Saleh Alshehri**

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Most EFL (English as a Foreign Language) contexts have been characterised as traditional language learning settings in which teachers direct the learning process, and students are then assumed as passive receptors of knowledge (see for example, Al-Hazmi, 2003; Crookes & Lehner, 1998; Liu, 1998). This indicates the need for a practical incorporation of more student-centred approaches into language learning. Mobile technology and social networking are relatively new to the fields of study investigating different student-centred practices. This study investigated the potential of mobile phones in maintaining an effective learning environment and in creating meaningful learning opportunities that cater for students' needs and promote student-centredness. The study explores whether mobile phones can assist language learners in establishing a collaborative mobile medium that takes advantage of students' familiarity with the use of mobile phones, on the one hand, and social networking environments such as Facebook, on the other. The study was conducted with 33 EFL university students over one semester. Preliminary conclusions of the study include a view that the affordances of mobile phones, available to EFL students, as well as students' familiarity with social networking websites, such as Facebook, both played a major transformational role in an EFL context. The study found that mobile phones and Facebook enhanced the shift from a traditional teacher-directed EFL instruction to a more collaborative, enjoyable, and above all, student-centred instruction in this cohort.

**Teaching staff's beliefs about corrective feedback in English as a foreign language (EFL) classrooms in Saudi universities**

**Naif Althobati**

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The presentation draws on study 1 of my PhD research which was conducted to obtain a general overview of the English teaching staffs' beliefs and reported instructional practices about the provision of corrective feedback (CF) in Saudi universities. Specifically, this presentation addresses teaching staffs' beliefs about CF. A survey named the Survey of Teaching Staffs' Beliefs and Instructional Practices about the Provision of Corrective Feedback (STSBIP) in EFL in Saudi

Universities was created for the study. It was modified from a questionnaire developed by Kartchava (2006). One section of the STSBIP sought teaching staffs' beliefs about CF by eliciting their responses to 21 statements. From the 21 statements dealing with CF, 18 emerged as salient in the practicing EFL teaching staffs' beliefs about CF which loaded onto three factors. Seven statements loaded onto the first factor, seven statements loaded onto the second factor, and four statements loaded onto the third factor. The factors were identified as Direct, Indirect, and Mixed. These results showed that practicing EFL teaching staff believed that corrective feedback should be of three kinds: indirect, direct, and a mix of indirect and direct. The presentation will also discuss implications of these findings.

**Developing students' independence in learning by the way of interdependence:  
A case study**

**Effat Alvi**

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It is critically important to develop self-regulation among students from the early ages for their success in and beyond school. This paper presents a case study highlighting the practices of an experienced Year 7 teacher Janet, in her attempts to foster self-direction among students' learning. This case is extracted from a larger qualitative study exploring the ways teachers develop self-regulation among primary school students. This exemplary case was selected through a screening procedure undertaken to identify teachers needed for the study. Data were collected through interview, informal conversations, and classroom observations. This case study provides an understanding of the complex process involved in developing students' independence through the way of interdependence. The data reveals that constructive social interactions precede and facilitate independent forms of learning. The implications of this case study are discussed in light of effective teaching practices that support self-directed learning among students.

**Perceptions of teachers' work: Images of teachers in the Australian print media**

**Aspa Baroutsis**

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The print media circulates images of teachers that are often reduced to stereotypical portrayals such as 'good teacher', 'bad teacher', 'competent teacher'

or 'incompetent teacher'. This paper discusses the images of teachers identified in the print media and juxtaposes these with teachers' opinions and perceptions of the media representation of their work and lives. The findings of a document analysis of the media representation of teachers in The Australian newspaper will be discussed using broad poststructural concepts. The themes that were identified in the document analysis informed the semi-structured interview questions for the teacher participants in the second phase of the data gathering process. The data will be analysed using a Foucauldian discourse analysis to identify the prevalent media discourses. While service to children was a central factor in determining a teachers' occupational choice to enter the profession, many teachers expressed frustration with regard to the often 'negative' representations of their work that highlighted the 'bad teacher' image, without an equal amount of newspaper coverage being allocated to the 'good teacher' stories. This paper echoes the teachers' views and calls for a media representation of teachers that respects and enhances the teaching profession.

### **I know that song: An investigation of young children's melody recognition**

**Beverley Broughton**

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A sociocultural perspective on child development enables early childhood teachers to plan classroom experiences that link with children's prior cultural experiences. Thirty-two children in Year 1, at a Queensland state school participated in an investigation into the foundations for early music education. Parental information about home culture indicated appropriateness of materials used in the research. In the context of a familiar book-making activity, the children were assessed on recognition of song melodies widely used in preschool care and education and free-to-air children's television programs. Each child viewed an array of pictures while listening to ten melodies presented sequentially. After presentation of each melody, the child was invited to name the song and select a matching picture from the array. Each correct response for either song-naming or picture-matching was assigned one point on the relevant 0 – 10 scale. High scores indicated high recognition. A short, informal interview provided information about the child's perceptions of how he/she knew the songs. Results revealed variability within in the group for children's melody recognition and explicitness of reflection on their own learning. Most children demonstrated familiarity with at least a small number of common melodies on which teachers could base classroom experiences. The activity could be adapted for other music genres.

**Spelling Bug – Benefits of using adaptive technology in primary classrooms for training spelling**

**Marie Boden**

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We have developed, used and evaluated Spelling Bug, a computer program designed for teachers and students in primary school classrooms, in three schools in Brisbane over 1.5 years. To evaluate how learner-adaptive computer programs can be successfully integrated in primary classrooms in situ, ethnographic action research is used as a foundation for the method. The methodological framework consisted of observations, interviews and computer-based data logs. The study found that teachers lack time to learn new technologies. However, if they find add-on value they use the tool to complement traditional teaching. The response to using Spelling Bug was positive from teachers and students. Students enjoyed a new task for working with spelling and they responded positively to the individual challenge the computer program set up for them. Teachers were pleased to find their students working independently and found time to support individual needs in the classroom. Retrieving information from a computer program gave support for teachers when making decisions on how to proceed with their teaching and presenting to parents.

**Instructing foreign language learners how to listen through metacognitive strategies: An empirical study**

**Hossein Bozorgian**

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Listening skill is a critical part of language learning in general, and second, and foreign language learning, in particular. However, the explicit process-approach of this basic skill instruction has been overlooked compared to other skills, such as speaking, reading and writing, and is instead mainly tested indirectly through comprehension questions in classrooms. In this vein, this study investigates the effects of metacognitive strategy instruction on English as a Foreign Language (EFL) listening over a semester (10 weeks) in Iran. The experimental group (N = 30) listened to texts using process-approach pedagogy that led learners through metacognitive strategies (planning, monitoring and evaluation). The pre- and post-test design tracked any development of listening proficiency through IELTS listening tests, and listening awareness through the Metacognitive Awareness

Listening Questionnaire (MALQ). The two hypotheses are metacognitive strategy instruction i) improves EFL listening proficiency, and ii) makes students gain greater listening awareness. The results demonstrate that metacognitive strategy instruction helped students improve significantly in IELTS listening proficiency, but students' performance on listening awareness was insignificant through MALQ administration. Key Words: Listening Skill, Metacognitive Strategy Instruction, Metacognitive Awareness, IELTS, MALQ.

**Experiencing transformation: The experience of perspective transformation for undergraduate students participating in Service-Learning. A report on preliminary findings**

**Jimi (James) Bursaw**

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Service-learning is a form of experiential education in which students participate in community service as part of a related curricula. The service and the curricula are linked through an intentional process of reflection. Service Learning aims to build deeper understanding and meaning of both the service experience and the overarching topic for the students. This study explores the experience of perspective transformation for students in an undergraduate service-learning program. Jack Mezirow's work on perspective transformation (Mezirow, 1978, 1991, 2000) and Richard Kiely's work on perspective transformation in service-learning (Kiely, 2002, 2004, 2005) provide frameworks for interpreting the experiences. This research takes a case study approach (Freebody, 2003; Stake 2005, 2008) to investigating the experiences of students in an undergraduate service-learning program. Thematic coding and analysis (Grbich, 2007) is undertaken to identify key themes in the students' experience. This presentation will focus on preliminary findings from collected pre-post surveys, submitted reflections and recorded discussions of a group of 18 students. In particular, this presentation will report on preliminary understandings of key moments of perspective transformation.

**An exploration into the retention, development and career progression of the  
'mid-career' teacher**

**Katie Cawte**

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Teacher supply and demand are increasingly significant issues, not only for Australia, but on a global level. They have the potential to affect many stakeholders and can have substantial implications for the quality of learning, student outcomes and the image of the teaching profession, as well as the overall effectiveness of schools. Whilst much research has been conducted on teacher retention and job satisfaction generally, little appears to have focused specifically on 'mid-career' teachers. The aim of this research is to conduct a qualitative study that explores the mid-career teacher (7-20 years teaching). The study will investigate why they leave, why they stay and what advancement opportunities and pathways can be created to keep experienced teachers in the classroom. Twenty semi-structured interviews will be conducted with mid-career teachers. The narrative inquiry method will be used to 'unpack' teachers' experiences and stories and Maslow's hierarchy of needs will be used as a framework to guide the data analysis process. It is anticipated that this research will contribute to both schools and industry by providing recommendations for possible programs and models to allow for career progression and improve the retention rate of mid-career teachers in the profession, and in the classroom.

**Understanding NAPLAN performance: Issues with the Language Background  
Other than English (LBOTE) category**

**Susan Creagh**

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Since 2008, Australia has held annual tests in literacy and numeracy for all students in years 3, 5, 7 and 9. Data from the test are disaggregated into a range of categories in recognition of social and educational factors which impact on student performance. One of these categories is Language Background Other than English (LBOTE) which disaggregates students on the basis that they or their parents speak a language other than English at home. The logic of this category is that it would identify a need on the basis of language: students who are captured within this group may require recognition that their performance may be influenced by their command of English. However, this group of students are

doing well in the national tests, and are achieving as well as Australian mainstream students, though with some differences between jurisdictions. These puzzling national results suggest that the data may be hiding more than it is revealing. This presentation will report on a pilot study of 300 LBOTE students who participated in the 2010 NAPLAN test and will provide an insight into issues hidden in the LBOTE category, with significant policy implications.

**Second language errors and error identification: Teachers' reconstruction of students' idiosyncratic sentences in English writing**

**Linh Dieu Doan**

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This presentation reports on a study which was conducted to (1) measure English teachers' ability to interpret meanings intended by L2 learners in idiosyncratic sentences in written English, and (2) identify factors facilitating teachers in reconstructing those sentences. In so doing, the study also aimed at verifying Hamid's (2007) findings that L2 teachers in most cases misinterpreted students' intentions in L2 erroneous sentences. Sixty two L2 English teachers were asked to reconstruct 12 erroneous sentences taken from written compositions of Vietnamese learners of English, 10 of whom were individually interviewed to understand their experience of interpreting L2 erroneous sentences. Statistical analyses of the data showed that (1) there was a significant difference between students' intentions in erroneous sentences and teachers' interpretations of those intentions; and (2) L2 teachers' knowledge of students' L1 by itself was not an advantage in the reconstruction task since there were no significant differences between the reconstructions of Vietnamese and non-Vietnamese teachers. The analysis of the interview data revealed that context, L2 teachers' knowledge of students' L1 and their text interpretation techniques facilitated them in reconstructing erroneous sentences. The presentation will draw implications for traditional error analysis and the current practice in teacher feedback system.

**The out-of-field phenomenon: A literature overview**

**Anna du Plessis**

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This overview examines the out-of-field phenomenon with specific focus on teacher demand and supply concerns as discussed in literature. The out-of field

phenomenon, which entails teachers teaching outside their field of qualification and expertise, is widespread in schools across cultures. The literature overview explains the out-of-field phenomenon as a global issue and concern, with statistics uncovering its widespread occurrence. Directed by the social and behavioural theories of Piaget and Vygotsky (Scott, 2008), the presentation discusses the implications of the out-of-field phenomenon for the quality of education as portrayed in literature. The literature overview provides an in-depth understanding and awareness of the occurrence of the out-of-field phenomenon across cultures as it displays the out-of-field phenomenon as a reality in Australia, the US and South Africa. The out-of-field phenomenon is a multi-layered international concern and the literature reinforces the need to investigate perceptions and real life experiences (both negative and positive) teachers encounter within the phenomenon. The existing literature touches on the out-of-field phenomenon and teacher turn-over (leavers and movers) but falls short of what the out-of-field phenomenon means for teachers and effective classroom and behaviour management.

#### **Professional learning for teachers in Samoa: Challenges and observations**

**Susan Faoagali**

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This presentation will give an overview of the challenges I faced when I attempted to carry out an Action Research study with a group of secondary school teachers in Samoa. I will do this by describing the journey through my own action research cycles beginning with the initial ideas through the five cycles of the study. Each cycle includes the four steps of action research- plan, act, observe, reflect and then the revision of the plan. Currently there are few professional learning programmes available for teachers in schools in Samoa. The outcome of this study will begin the process of developing a workable professional development model that can assist teachers with their teaching and learning in the Samoa context.

#### **Gender representation in EFL textbooks in Bangladesh and Vietnam**

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Sexist textbooks, which exclude, subordinate, distort and degrade women, potentially affect learners' attitudes and behaviours, restrict their life choices, and



perpetuate social inequality in significant ways. While various learning materials are consistently found to be sexist, teachers and students are barely aware of such issues and there has been inadequate research on sexism in textbooks in Asian nations. This presentation reports on a study that investigated how gender was represented in secondary level EFL (English as a Foreign Language) textbooks in Bangladesh and Vietnam and whether these books can be considered sexist, using critical discourse analysis and content analysis. Overall, the findings showed that the books were sexist both quantitatively and qualitatively. Moreover, the Bangladeshi book contained richer manifestations of sexism and was generally more sexist but the Vietnamese books demonstrated more gender imbalance. Prominent aspects of sexism reflected in similar patterns in these books were occupations, educational and professional backgrounds and achievements, domestic/social roles, and activities and gender characteristics. The presentation will suggest implications for EFL teachers, students, textbook writers and educational authorities for avoiding sexist materials in EFL teaching, calling for a greater awareness of all concerned agents and a more balanced representation of gender in EFL textbooks.

**Needs assessment: Perspectives, practices, and collaboration between ESP lecturers and subject-specific lecturers**

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This study investigates the current needs assessment practices of an English for Specific Purposes (ESP) program in an English as a Foreign Language (EFL) tertiary vocational education context in Indonesia. The purpose of this study was to understand how the stakeholders in the institution, i.e., the ESP and subject-specific lecturers, the administrators, and the students, perceived, practiced, and collaborated in assessing ESP student needs for English in this EFL context. Using a case study research design with a mixed-methods approach, survey questionnaires were administered to obtain a detailed understanding of the stakeholders' perspectives towards various English language sub-skills needed by the ESP students. In order to draw out the qualitative aspects of the data, interviews were used to provide in-depth description and explanation of the practices. Finally, a workshop was carried out for English and subject-specific lecturers to gather information about the stakeholders' perspectives, knowledge, and contextual judgments used in determining the ESP students' needs. Data

analysis is still at a preliminary stage but initial findings suggest there is gap between perceived practices and desired outcomes.

### **Beginning EFL teachers' beliefs about quality questions and their practices**

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Motivated by the scarcity of research that examines the impact of teacher beliefs on their actual practices in Vietnam, this study investigated the relationship between teachers' beliefs about quality questions and their questioning behaviours in terms of the purposes of questioning, content focus, targeted students' cognitive level, wording and syntax. Thirteen beginning EFL teachers working in Vietnam National University participated in the study. Data were collected by means of an open-ended questionnaire survey and classroom observations. Content analysis was utilized for the data analysis procedure. The results indicate that the relationship between beginning EFL teachers' beliefs about quality questions and their questioning practices did not fall into a fixed pattern. Although there was a general congruence between their beliefs and practices regarding content focus, targeted cognitive level, wording and syntax, there were discrepancies- both moderate and substantial- between what teachers believed and what they actually did in the class in respect to each of the four aforementioned features. These findings, in a modest way, will make valuable contributions to improvements in teacher questioning practices.

### **Activity theory: A conceptual framework for sense making**

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This paper provides an introduction to Activity Theory and discusses how it might be a useful lens to understand a variety of meanings and sense-making within activity systems. The activity system being discussed in this paper is business system. Activity theory is a framework to understand and analyse human interaction through the use of tools and it provides a contextual method to identify how people make sense of concepts. In my study activity theory provides insights into different understandings of the concept of Intercultural Competence, particularly due to the intercultural character of the business site where participants, their motives, purposes and tools are different and constantly

changing. The paper begins with an introduction to the background of activity theory and continues by describing how the elements of an activity theory system may be viewed in the business context. It will make an effort to clarify what specifically is meant by divisions of labour, tools, technologies in the contexts mentioned. After discussing the relevant elements of activity system theory, the paper will conclude with a discussion of the possible motivations and implications of activity theory in the business context.

**Feedback encounters its' own Identity Crisis: Pre-service teachers' feedback analysis practices for a sense of themselves as teachers to graduate standard**

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This paper discusses professional conversations when working with final-year pre-service teachers in an inquiry to understand their feedback analysis and professional identity-forming practices when learning teaching at professional experience placements in Queensland. It explores Foucault's and Schatzki's premises that culturally-discursive framing of actors' meanings and intentions is embodied in their practices; and Habermas', Kemmis' and van Manen's premises that professional practice invites communicative action and is experientially formed and released in the actor, involving the 'being' and 'becoming' essences of the identity work and emotional work of learning teaching.

In professional digital conversations (on-line and face-to-face), participants described their lived experiences of their feedback analysis practices for their sense of themselves as teachers-to-graduate-level standard in Queensland. Initial interpretation of these professional conversations has highlighted the phenomenon that feedback itself is suffering from an 'Identity Crisis' in the professional placement setting. Feedback is often overlooked, discarded or not even recognised as feedback, as it is perceived as a taken-as-a-given feature in the daily communication exchanges indicative of the work of teachers and identified as problematic for those learning the work of teachers to professional standards.

**Navigating the waters of a new academic culture: The academic writing issues and coping strategies of first year undergraduate Chinese international students**

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Of the many issues faced by Chinese undergraduate students beginning their studies at Australian universities, inadequate academic writing competence is one of the most salient (Bretag et al., 2002; Sawir 2005). Despite the implementation of gate-keeping measures such as IELTS and alternative non-test entry pathways, research shows that commencing Chinese students continue to face unique challenges with academic writing. While studies in this area have tended to focus on cross-cultural learning differences, there has been less investigation into how Chinese students go about managing their academic writing issues to achieve positive study outcomes. Through the lens of 'language socialization' (Duff, 2007a), this study aims to illuminate how first year undergraduate Chinese students make the shift from being novice writers to more experienced writers. A collective case study research design will be used to draw out Chinese first year students' concerns regarding academic writing and how they manage those concerns so as to facilitate their evolution as academic writers. Rich, qualitative data in this area will help to provide universities with clearer strategies regarding how to offer more effective writing language support for Chinese international students and in doing so, better assist them in achieving academic success.

**Examining EFL learners' writing performance using Blog Peer Feedback and Face-to-Face Peer Feedback in the revision stage: A case study in Hung Vuong University, Phu Tho, Vietnam**

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This study investigated whether face-to-face peer feedback only (Fpf) versus blog peer feedback out-of-class plus reduced face-to-face peer feedback in class (BFpf) resulted in differences in the nature and distribution of comments made on six fundamental writing criteria (organization and coherence, content, grammatical accuracy, grammatical complexity, vocabulary, and mechanics) and how L2 students responded to their peers' comments in different types of peer feedback. The study was conducted with eight Vietnamese freshmen students in an English

writing course in which they had three weeks of Fpf and three weeks of BFpf. Data analysis shows that BFpf facilitated more overall comments, more revision-oriented comments and consequently more revisions on all the six writing criteria. Moreover, BFpf was better than Fpf in facilitating all levels of revisions, especially at word and mechanical levels. In BFpf, students often used substitution, rewriting and addition; however, in Fpf, they used substitution and deletion more often in their revisions. Furthermore, data from the students' and instructor's diaries suggested that BFpf could be an effective alternative for Fpf; however, some technical issues and Internet plagiarism needed to be addressed during its implementation. This exploratory study provides preliminary evidence supporting the use of BFpf in L2 writing classrooms.

**Role of vocational education in widening educational and occupational opportunities: students' and stakeholders' perspectives in Rangareddi district, Andhra Pradesh, India**

**Deepali Nidhi**

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India is undergoing a rapid expansion of its economy which needs a large pool of skilled labour (Verma, 2001). The Indian government has taken a policy decision to fulfill this demand by the vocationalisation of education. According to the Indian government half of the students after ten years of schooling will be directed towards vocational education to prepare them for middle level jobs. Rapid vocationalisation of secondary education has been a prime aim of many state governments. This dissertation investigates role of vocational education in widening the educational and occupational opportunities for students. The significant factor is that the dissertation captures the voices of students and stakeholders in accessing the need and effectiveness of any such policy. The research is based upon two cases: one is government Industrial Training Institute and another is a private Vocational College funded by a corporate organisation which follows government curriculum. The differences and similarities between these vocational centres in terms of facilitating the access of education to every cross section of society, the role of vocational education in increasing the employability of students, and the place of vocational education in the wider framework of education system are explored. The dissertation comes up with some tentative conclusions for the vocational courses and an example of best practice of vocational centre based on wider participation of both the government and corporate as a provider of education. The conclusion also indicates some

provisional suggestions for policy formulation regarding vocational education based on empirical findings.

**Commercialisation and social justice? The conflicted agenda of the Australian Universities Community Engagement Alliance**

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University-community engagement signifies a hybrid-discourse and diverse set of social practices within contemporary higher education. As a modality of research and teaching, “engagement” denotes the process of universities forming partnerships with external communities for the promised generation of mutually beneficial and socially responsive knowledge, leading to enhanced economic, social and cultural development. A critical discourse analysis (Fairclough, 2003) of the Australian Universities Community Engagement Alliance’s “Position Paper”(2008) suggests that its construal of university community-engagement is an uneasy alliance of neoliberal, social inclusion and civic engagement discourses that work together to semantically privilege industrial and commercial (neoliberal) forms of engagement. The range of semiotic spaces and social practices conducive to engagement for the purposes of social justice/inclusion are thus potentially narrowed.

**A visual approach to academic English literacy: Analysing Hong Kong University students’ reactions to Fine Art images.**

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This study will examine the effect of integrating Fine Art images into the EAP context at Hong Kong University in terms of students’ L2 production and reactions to this learning context.

Data will be collected from randomly selected undergraduate students in three broad disciplines: Arts, Social Sciences, and Science. Students’ English level will be tested through a preliminary speaking test. In a one-off hour procedure students will carry out speaking and writings tasks using a Fine Art work prompt. They will then be interviewed on the relevance and ease of use of the prompt in the EAP

context. The same procedure will be repeated with different students, using a text prompt.

This study is situated in the wider fields of experiential learning and visual literacy. It aims to contribute to an understanding of how Fine Art images can be used in EAP contexts to help students' thinking and expression in terms of deeper level engagement of abstract concepts. The analysis of students' writing and speaking and reactions will engage with content, vocabulary use and students' motivation to use English in the Fine Art prompt context and the text prompt context, under the hypothesis that the visual support of Fine Arts images might make a positive difference to learning outcomes.

### **Donor engagement on the policy development of basic education in Laos**

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Laos is one of the least developed countries in the Southeast Asia. The country is currently a recipient of aid projects, especially education programs. Given the heavy dependence on external support, the national education system could be totally controlled by bilateral and multilateral donor agencies. This paper investigates how the policy development of basic education in Laos has been influenced by those aid agencies. The research design required data collection through semi-structured interviews with relevant personnel in both national government and donor agencies. The study found that these agencies have made major contributions to the education sector – while simultaneously, attaching conditionalities to their aid. Through their support, they have played significant roles in convincing the national policy to be aligned with global agendas. Since the later 2000s, however, the donor support programs seemed to have moved on from a 'conditionality' model toward more of a 'partnership' agreement. Guided by postcolonial theory, I argue that the roles that are played seem to be a game that is being played with the government and among donors themselves. I often describe this game as 'educational neocolonialism', in the sense that big donors are trying to obtain a visible image in the education sector.

**The data collection journey in a educational research project: Researching governance in the independent school sector**

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This paper will discuss the methodological and practical issues I faced in collecting data for a case study through interviews, observations and documents so as to illuminate the way a school council functions in an independent school. The data revealed a complex social unit influenced by a dynamic interplay of contextual, relationship, cultural and structural factors. The advantages and challenges of case study methodology and issues of access will be explored. Access was a privilege which came with dynamic, unwritten and subtle rules and expectations to which I had to respond during and after the data collection phase. A researcher/consultant tension developed during the course of the research. My impact as a researcher and the impact of the research project on the council over the course of a year were unexpected. Following the data collection I explored the emerging themes through further one off interviews with council members of several 'like' schools. This assisted with framing the perceptions, experiences and challenges of the council of the case study school in the context of other schools to understand areas of uniqueness and commonality. I also drew on my experiences as a former council member of an independent school.

**Tali and Jac: Two Tales of Ambiguity in Becoming Musical and Literate Subjects**

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This presentation will share some findings from a doctoral study into the connections that can be traced between musicking and the constitution of teenagers' literate subjectivities via the (re)telling and (re)presentation of interview data through a narrative inquiry methodology. This study analysed these practices through filters of how the participants contextualise their literacy learning and musicking practices in various ways, focusing on ambiguities, (dis)connections and notions of (in)competence, (un)success, (dis)affection and (un)certainly. This presentation will present some highlights from the (re)storied songs of Tali and Jac, two participants in the study. It will focus on the ambiguous project of subjective becoming through their literacy and musicking experiences.



**Open higher educational resources in China: Reforms and prospects**

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The rapid development of the information society and the expansion of information and communications technologies have improved the speed and effectiveness of the spread of knowledge. In this context, Open Educational Resources (OER) movement is emerging worldwide, serving as a strategic measure of educational innovation and reform for nation-states. This study introduces the open educational resources in China and focuses on three national-level programs: China Open Resources for Education (CORE), China Quality Open Courseware Program, and the open educational resources in Chinese radio and television universities. This article analyses the operation models, the funding system, the administrative system, and the resource content of these three programs to illustrate the status quo of China's OER movement. It also makes a comparison between Quality Open Courseware in China and Open Courseware at Massachusetts Institute of Technology in the US. Finally, the study outlines the prospects of China's open educational resources and provides some suggestions for further development.

**International RHD students making sense of their lived transition experiences:  
An interpretative phenomenological analysis approach**

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This study examines the lived transition experiences of international Research Higher Degree (RHD) students in relation to how they perceive and make sense of their experiences. Using a social constructionist lens, this study frames these students as active participators in making sense of their transition experiences in contrast to past literature that posits them as fixed entities and passive recipients of transition. Interpretative phenomenological analysis (IPA) is employed as the methodological approach. This study aims to contribute knowledge on international RHD student transition experiences and their support needs that may inform strategies to enhance the international RHD student experience. The participants are from diverse age, cultural and gender backgrounds, with some having other family members here and some without. All participants are based at the School of Education within The University of Queensland. The process of data

analysis using the IPA approach will be described and initial findings will be presented.

**Rationales for establishing Joint Transnational Higher Education Programs:  
Indonesian and Australian Perspectives**

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This literature review investigates the different rationales that govern Indonesian and Australian universities in establishing joint transnational higher education programs. Transnational higher education programs are all types of programs in which the students are located in a country different from the one where the awarding university is based (UNESCO and Council of Europe, 2001). There are currently more than 35 transnational programs offered jointly by Indonesian and Australian universities. These programs allow Indonesian students to commence their study in Indonesian universities before coming to Australian universities to obtain dual degrees in a similar field of study. Based on the review, Australian universities are mostly driven by commercial rationales; whereas, Indonesian universities' rationales are more academically oriented, to improve their quality in line with international standards (Garrett & Verbik, 2004; Macaranas, 2010; Sugimoto, 2006). However, recent studies highlight shifting rationales among the universities (Banks et al., 2010; Fielden, 2011). On one hand, some Australian universities acknowledge the importance of long-term bilateral research partnership, beyond the student recruitment. On the other hand, some Indonesian universities become more profit-oriented due to fiercer domestic competition. The review concludes with some implications of the incongruous rationales for the management of joint transnational programs in Indonesia.

**Learning to argue, arguing to learn: Developing argumentation in inquiry based  
Mathematics**

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Student use of argumentation in the mathematics classroom has the potential to extend cognitive and metacognitive processes, enhance reasoning ability and enculturate students into the practice and discourse of the subject. However, traditional approaches to mathematics learning rarely provide students with the

opportunity to engage in these practices. By contrast, inquiry based learning utilises problems which are contextualised, able to be addressed mathematically, and which also have application to real-life. Such problems require students to focus on the planning, gathering and interpretation of evidence in order to draw conclusions and make claims. In turn, this offers increased opportunity for students to make decisions and to engage in the explanation and justification of those decisions, thereby deepening their mathematical understanding and reasoning. In order to develop deeper understandings of students' argumentation practices in inquiry mathematics, a study currently underway aims to focus on ways that deeper levels of reasoning and uses of evidence can be developed. The study utilises a design research methodology to implement a series of classroom interventions aimed at focusing students on use of evidence and argument. The results to be presented derive from the preliminary analysis of a class of Year 3 students.

**Giving teachers from the developing world a voice: The strengths of cross-cultural research**

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This study investigates the dynamics that exist between researchers from developed countries and participants from developing contexts. It contends that the integrity of cross-cultural research practices can significantly benefit from cultural humility on behalf of the researcher. This research project, carried out by an Australian researcher in Northern Uganda, espoused the theoretical perspective of phenomenography, and used both phenomenographic and ethnographic methods. From this perspective, it was found that when a foreign researcher assumes the roles of learner and facilitator, the potential for unequal power relationships between developed and developing communities is considerably reduced. Most developing contexts are accustomed to Western aid, their education systems rarely encourage autonomous critical thought, and communities typically create social hierarchies according to wealth and power. Therefore, it is important that foreign researchers are acutely aware of their own potential to negatively reinforce welfare dependency or positively encourage development. Altogether, this study asserts that in cross-cultural contexts causal relationships exist between the approach of a researcher and the depth of data collection and analysis. It was found that a researcher acting as a learner or facilitator enhances prospects for

connecting rich experiences from one culture with organisation and communication skills of another culture.

**Pragmatics, perceptions and strategies in College English Learning: A case study in China**

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This paper is work in progress of my PhD study which examines Chinese College English language students' perceptions of pragmatics, their pragmatic competence and strategies they use in learning English and developing pragmatic competence. Three strands of theories informed by SLA research: intercultural communication, English as a lingua franca and L2 pragmatics form a typology for a detailed examination and theorization of the empirical evidence generated.

The paper focuses on qualitative and quantitative data gathered from a questionnaire administered to college students (N=237). Data analysis shows that classroom teaching and learning can develop neither adequate pragmatic knowledge nor pragmatically oriented tasks for students to develop effective communicative skills. Contrary to a misconception that Chinese students tend to follow a language-focused and exam-oriented curriculum, it is found that the majority of students realized the importance of acquiring pragmatic competence and have a strong desire to develop such knowledge, which can help them improve their pragmatic competence. The findings also highlight the limited language learning strategies that students employed in learning English and pragmatics. These findings provide an empirical base for further investigation into the issues by collecting data through discourse completion tasks and focus-group interviews.