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Editorial

The third issue of Prospect for this year is entitled Policy, practice and research in adult ESOL programs: An international perspective. It is a special issue of invited articles devoted to programs for adult immigrant and refugee learners in different parts of the world. The contributions come from authors in the English-dominant countries that have traditionally received such learners – Australia (Burns and de Silva Joyce), Britain (Roberts, Cooke, Baynham and Simpson), Canada (Pettis), New Zealand (Roach and Roskvist) and the United States (Schaetzel and Young) – as well as from Sweden (Lindberg and Sandwall), a European country with considerable experience over many decades of developing and offering programs for recently arrived immigrants. The authors cover the backgrounds to their national programs, accounts of how curriculums have been developed and modified over time, and issues relating to research and practice. They end by looking at future directions and considerations.

As the contributions in this issue display in detail, policy, practice and research are inevitably and inextricably linked in international adult immigrant programs. The macro-level of policy is always reflected at the micro-level of practice, in the way policy is developed and disseminated.

At the policy level, typically the field of adult second-language programs has been, and still is, characterised internationally by fragmentation of provision, restrictions in funding and funding criteria, and indeterminate and often incoherent linkages to wider immigration and educational policies (Roach and Roskvist, Schaetzel and Young, see also Burns 2006). As Tollefson (1991) has previously noted, provision of adult immigrant programs across international locations generally remains politically and ideologically driven, with the often-unfortunate results of inequitable distribution to learners and increasingly user-pays economic systems underpinning entry. Where educational policies are linked to language policies, the signs are more encouraging, as, for example, in the Swedish (Lindberg and Sandwall), Australian (Burns and de Silva Joyce), and, latterly, United Kingdom (Roberts et al) contexts. However, the Australian situation, with its hitherto secure funding and stable research agenda, is generally noted by the authors from other locations as one still to be envied and emulated.

Within all the policy contexts highlighted here, various tensions exist that challenge the nature and structure of the various forms of provision to adult learners. The conflation of the goals and purposes of adult second-language programs with adult literacy continues to present contradictions...
in both policy and practice and can mean that the particular cognitive, sociocultural and affective elements required for effective second-language acquisition over adequate periods of time may be underestimated in policy development (Roberts et al, Roach and Roskvist; see also Hammond and Derewianka 1999). The need for adult second-language provision, as with adult literacy programs, is frequently only highlighted as a consequence of debates about immigration and/or skill shortages, with adult second-language programs sometimes being seen as an afterthought in adult provision in general (Roberts et al, Schaetzel and Young). Perceptions of the inability to use or unwillingness to learn the host-country language (Lindberg and Sandwall) may be negatively connected politically and in the popular media with issues of national security, economic competitiveness, vocational training, skills gaps and social cohesion. Such perceptions can result in mandated curriculum policies and standards that may have unintended inhibiting consequences (Roberts et al, Schaetzel and Young; see also Cooke 2006). The learning of the second language becomes bound up with issues of preparedness to meet obligations of immigration and citizenship and to demonstrate a willingness for integration into the host community (Burns and de Silva Joyce, Roach and Roskvist). A further common theme across all the articles is the continuing shift over recent decades towards curriculum policies oriented less towards the development of language skills for broad community participation and more towards supporting labour-market and workforce aspirations and goals, and meeting global competitiveness.

In the area of practice, the contributions show the interesting and substantial shifts in curriculum developments, and the theoretical premises that underpin them, away from individualist and ‘acquisitionist’ perspectives (Roberts et al). What has been termed ‘the social turn’ (Block 2003) towards sociocultural and social-constructivist theory (influenced by neo-Vygotskian theories of language development) and functional linguistic approaches (influenced by Hallidayan linguistics) are well evidenced in the articles in this issue (Burns and de Silva Joyce, Lindberg and Sandwall, Roberts et al). Language pedagogy is drawing, too, on concepts of linguistic socialisation, looking at how programs for adult immigrant learners can take account of the social and psychological demands of their new communities of practice outside the classroom (Pettis, Roach and Roskvist; see also Norton 2000).

Despite these reinvigorating insights into the complexities of second-language socialisation and the pedagogical innovations that flow from them, in some contexts tensions re-emerge in the requirements at higher
policy levels for learner individualisation of the curriculum (Lindberg and Sandwall, Roberts et al; see also Cooke 2006). Individualisation is often seen, simplistically, at policy levels as a means of achieving more rapid language learning. These tensions are further reflected in the widespread but inconsistent movements towards standards/competency-based curriculums with measurable and accountable outcomes (Schaetzel and Young). Where in some locations outcomes are rigorously mandated and monitored for funding, program continuity and other forms of accountability (Roberts et al, Roach and Roskvist), in other locations great variation in the way programs are funded may mean that standardised outcomes are lacking and programs are dependent on local developments and interpretations (Lindberg and Sandwall). Thus, variable provision and uneven distribution of learning experiences for those who seek them are still common features across national programs. In addition, the complex and bewildering array of providers offering varying kinds of programs, which can result from short-term competitive tendering, may prove impenetrable for some learners (Roberts et al).

Adult second-language learners are part of fluid movements of people in an increasingly globalised world of international migration – the global flows of contemporary post-colonial society (Roberts and Baynham 2006). At the level of practice it is clear from these contributions that adult immigrant programs must serve highly diversified and mobile ethnic groups. Learners in adult immigrant programs also come from a highly distributed range of educational backgrounds that can extend from a lack of schooling or literacy in the mother tongue to advanced levels of tertiary education. Thus, adult second-language teachers must be able to cater for wide-ranging needs and goals. As learning is bound up with other settlement and life challenges, in many locations teachers must cope with complex and fluid movements of people in and out of classes that are dependent on the exigencies of local provision and funding. In addition, the history of the research base upon which teachers, curriculum developers and teacher educators in the field of immigrant second-language education can draw is emergent at best and spasmodic or non-existent at worst. In this respect, the situation in Australia, with its dedicated research agenda over more than 25 years, can be considered highly privileged (Burns and de Silva Joyce; see also Burns 2006). Similarly, teacher certification and development and professional opportunities are unevenly distributed, although there are signs of encouraging initiatives being undertaken and disseminated (Roberts et al, Schaetzel and Young, Pettis).

Given such a situation, and despite the conflicts and tensions
underpinning policy, provision and funding, the contributions in this issue are inspiring in their accounts of the positive developments that continue to shape adult second-language programs across the world. Also inspiring are the reflections in these accounts of the personal and professional commitment of the teachers who work in these programs to assist their immigrant and refugee students, to make them feel welcome, and to help them become part of the countries they are making their homes.

As usual we conclude the issue with book reviews, by Bernat and Tapia. We hope that readers will find in this collection of special issue articles a base from which to investigate further the work being done in the field of second-language programs for immigrant and refugee adults. Our aim has been to make a contribution to an area that is still much under-represented in the literature in applied linguistics and TESOL.

ANNE BURNS
HELEN DE SILVA JOYCE

REFERENCES
Book reviews

Classroom management in language education

Reviewed by Eva Bernat

Without doubt, classroom management is a core element in every teacher’s daily professional experience. It is the orchestration of learning involving all its cognitive, affective, social and behavioural facets within a particular pedagogical framework. In this book, Wright discusses the multi-dimensionality of classroom management in considerable depth, spanning 16 chapters, and covers numerous issues reflective of past and present models of pedagogy.

Contemporary trends in language education have been particularly influential in prompting the reassessment of classroom management issues. As we increasingly debate ‘post-communicative’ and ‘post-method’ language teaching, the focus shifts from what is prescribed in local classrooms to what is possible. This allows us to move closer, in the 21st century, to what is envisaged by some liberal practitioners, such as van Lier (2004), who sees the ‘ecological classroom’ as diverse, adaptive, dynamic and responsive, rather than structured and ordered. Such emergent paradigm shifts necessitate new ways of managing learning in what are traditionally perceived as formal contexts. Wright’s book touches on these new trends, inviting readers on a journey, not only of rediscovering fundamental principles of classroom management, but also of finding new approaches reflective of those trends.

The book comprises four parts, each reflecting a different focus. Part 1, ‘Issues and themes in classroom management’, outlines the conceptual framework for understanding how classrooms are managed. Wright discusses various aspects of formal and informal learning contexts, ranging from the observable (for example, talk, movement, fixtures, space) to the unobservable (for example, individual cognitive and affective factors, social and psychological factors). He makes a point of distinguishing how educational value systems and conceptions of the curriculum, ranging from the reproductionist (distributing rather than manufacturing knowledge) to progressive (developing individuals and valuing diversity), impact the ways these observable and unobservable factors are perceived and managed. Furthermore, he notes that the arrival of ‘virtual classrooms’ creates particular challenges for educators and raises questions of the management of practices in borderless learning contexts, which have so far been given
little attention in the literature.

In Part 2, ‘Classroom management practices’, Wright examines a selection of research studies that illuminate our understanding of classroom management practices at the micro and macro levels. In Chapter 11, the aspect of managing engagement in the classroom is given considerable attention, focusing on the affective domain. The spread of ‘humanism’ to English-language education during the 1970s and 1980s has seen a growth in consensus that the ‘climate’ of the classroom constitutes a key foundation for the learning activity. Wright brings the elements of trust, power and changing teachers’ roles to the fore. Other issues such as group building, dimensions of power and control, cooperative learning and anxiety management are also discussed. In Chapter 13, Wright proposes future directions in research that build predominantly on the area of teachers’ cognition and practices.

Part 3, ‘Researching classroom management’, makes an attempt to reaffirm the topic of classroom management as a scientific inquiry, despite the ‘soft’ data it often entails. It outlines ways in which research on classroom management can be designed and conducted, and invites the reader to challenge or corroborate some of the issues raised in Part 1 and 2 in new contexts. The focus in this section is predominantly on providing ideas about how readers may wish to use or adapt several of the reported projects in their own particular contexts. For example, Chapter 15 outlines many departure points for pursuing future empirical research on language classroom management by listing potential areas of exploration. Here, classroom teachers are given step-by-step, specific guidelines on how to investigate time management, space management, the affective domain and participation, among others. For the busy teacher, these small action-research-type reflective activities seem very doable and not necessarily time consuming.

Part 4, ‘Resources’, lists a number of available resources that could facilitate further research and practice in the area. It includes several comprehensive lists of key texts, teachers’ resources, teacher education resources, researchers’ resources, journals, databases, professional associations and Internet sites.

Doing justice to a topic such as classroom management is always a challenge, given its enormous scope. Wright has managed to cover an exhaustive number of aspects of classroom management and strikes a good balance between theory and practice. However, one cannot help but notice some small, yet seemingly significant, gaps. First, while much is written about ‘classroom culture’, there is a paucity of discussion about
managing ‘culture in the classroom’. Given the inherent cultural diversity of language classrooms in particular in many parts of the world, managing a multi-cultural classroom would have been a very worthwhile area to explore. Naturally, language learners who come from very diverse ethnic backgrounds bring with them different cultural value systems and beliefs, cultural traits and culturally based expectations, which often require addressing. Second, there appears to be little distinction made between the concepts of pedagogy and andragogy. Since the differences between managing a classroom of young children and managing a classroom of mature adults are paramount, such a distinction seems noteworthy and desirable.

As the author states, Classroom management in language education is not a practical reference on ‘how to’. What it is, is an authoritative and comprehensive synthesis of theories and research findings from the field of education and educational psychology, among others, which is deeply informative. Teachers, researchers and graduate students in language education will find a thorough, scholarly, state-of-the art overview of theoretical frameworks and existing empirical findings related to classroom management that are presented to the reader in a very clear and succinct way.

REFERENCES

Teacher cognition and language education: Research and practice


Reviewed by Rebeca E Tapia Carlin

This interesting book reports the study of teacher cognition over the past 15 years: what language teachers think, know and believe and the relationships to teachers’ actual classroom practices. The text discusses the research methods used to conduct research in this field and provides an introduction to the study of language teacher cognition in a comprehensive, interesting and accessible way. It does so by reviewing the research on teacher cognition in language education with a wide coverage of studies published in first language (L1), second language (L2) and foreign language (FL) contexts. It also discusses key advances and challenges for further research in this field.

Language teacher cognition research started in the 1970s and began to develop in the 1980s, but most of the work in this field has appeared since the mid-1990s and has been conducted mainly in contexts where English is taught as the first, second or foreign language. However, other languages represented in work covered in the book are Japanese, German, Dutch, Spanish, French, Latin, Malay, Tamil, Greek and Chinese in 19 different countries. Thus, it can be said that the study of language teacher cognition is an international phenomenon. Besides, it is clear from the amount of work available that the study of language teacher cognition is a well-established domain of research activity.

This book follows an earlier review by Borg (2003) of the research, in which he reviewed 64 studies of teacher cognition conducted in L2 or FL contexts that were published between 1976 and 2002. This book extends that review and presents 180 studies published up to 2006 in L1, L2 and FL contexts.

A particular strength of the book is the fact that it examines teacher cognition using concrete examples of different types of studies with both pre-service and in-service teachers. I found these examples really helpful in identifying the studies that have been conducted in this field; they were also helpful in illustrating the objectives, strengths, weaknesses and research methods used in each of them. In other words, this book is a comprehensive review of the research on teacher cognition with full references for each of the studies.

The content of the book is presented in ten chapters. Chapter 1 describes ‘The origins of teacher cognition research’. It presents the history of this field, how it started in the field of general education and its research
developments since 1970. Thus, this chapter presents the emergence of this
tradition of inquiry, as well as the key concepts and findings that have con-
tributed to the study of teacher cognition. The author emphasises in this
chapter that strong links have developed in the general field of education
between the concerns of teacher educators and the focus of teacher cogni-
tion research; he claims that a similar trend is visible in the field of language
teaching.

In Chapter 2 Borg discusses ‘The cognitions of pre-service language
teachers’. The author classifies these studies by themes, which are grouped
in the following categories: (a) trainees’ prior learning experiences and cog-
nitions; (b) trainees’ beliefs about language teaching; (c) trainees’ decision
making, beliefs and knowledge during the practicum; and (d) change in
trainees’ cognitions during teacher education. As a conclusion to the stud-
ies discussed in this chapter, Borg claims that the volume of research in
this area is small and limited in scope. He argues that longitudinal studies
of individual teachers’ development in pre-service language teacher educa-
tion programs need to be conducted. He also suggests that further research
is needed to explore behavioural and cognitive change during or as a result
of teacher education. Chapter 3 discusses ‘The cognitions of in-service lan-
guage teachers’. Here the studies are also classified by themes. The thematic
variety found in them is grouped in the following categories: (a) the cogni-
tions of novice language teachers; (b) cognitions and reported practices of
in-service teachers; (c) cognitions and actual practices of in-service teachers;
(d) cognitive change in in-service teachers; and (e) comparisons of expert–
novice cognitions and practices.

Chapters 4 and 5 discuss studies related to specific curricular domains.
Chapter 4 analyses studies about ‘Teacher cognition in grammar teaching’.
Studies presented in this chapter describe issues related to teaching grammar
in L1, L2 and FL contexts. These studies are classified using a framework
from Borg (2003) to divide the research into three groups. The first group
examines teachers’ declarative knowledge about grammar; the second, their
stated beliefs about teaching grammar; and the third, teachers’ cognitions
as expressed through their grammar teaching practices. In Chapter 5 the
author explores studies on ‘Teacher cognition in literacy instruction’. The
studies discussed here report teacher cognitions about the teaching of read-
ing and writing. The author points out that there is a gap between our
understandings of theoretical principles and what we know about teachers’
actual practices and cognitions in teaching reading. In the area of writing
the amount of research is still too small to support a meaningful discussion.

Chapters 6 to 9 explore different instruments and methods used to
collect data to explore language teacher cognitions. As teacher cognition research is interested in phenomena that are not directly observable, a key challenge for researchers is to identify data collection strategies to elicit these phenomena. ‘Self report instruments’ is the focus in Chapter 6; Chapter 7 discusses ‘Verbal commentaries’; Chapter 8 presents ‘Observation methods’; and Chapter 9 discusses ‘Reflective writing’. Finally, Chapter 10 proposes ‘A framework for studying language teacher cognition’. In this chapter, the author suggests that the study of learning outcomes and teacher cognition should look for ways in which they can mutually inform each other. In other words, he suggests that teacher cognition researchers need to study the relationship between what teachers know, believe and think and what students learn. Borg perceives that this field of research is rather fragmented due to the fact that different issues have been studied from various perspectives. Thus, he emphasises the need to adopt a framework for language teacher cognition research. He claims that this framework could contribute to constructing a more systematic field of research where studies could relate to previous work and be conducted in order to integrate key dimensions, theme gaps and conceptual relationships.

The book is a well-written and highly authoritative text. The material discussed in it is likely to be particularly relevant to researchers, teacher educators, policy makers and curriculum managers working in L1, L2 and FL education contexts.

REFERENCES
Publications received

A number of recent publications are available for review in *Prospect*. Readers interested in contributing reviews should contact the editor. Reviewers are supplied with copies of books and may retain them for their personal use.


Forthcoming events

Open Forum for Metadata Registries (OFMR 2008)
Date: 19 – 22 May 2008
Venue: Sydney, Australia
Further information: Gail Hodge
Website: http://www.metadataopenforum.org

LINGFEST ’08 Linguistics in Sydney
LINGFEST 2008 is a series of six linguistics events – events that are part of LingFest 2008 are listed below (marked part of LingFest)
Date: 30 June – 11 July 2008
Venue: Sydney University, Sydney, Australia
Website: http://www.lingfest.arts.usyd.edu.au

Austronesian Formal Linguistics Association 15 (AFLA XV)
(Part of LingFest)
Date: 30th June – 2nd July 2008
Venue: Sydney University, New South Wales, Australia
Further information: Simon Musgrave
Website: http://escholarship.library.usyd.edu.au/conferences/index.php/LingFest2008/AFLA/

Australian Linguistic Society (ALS) Annual conference 2008
(Part of LingFest)
Date: 2 – 4 July, 2008
Venue: Sydney University, Sydney, Australia
Website: ALS08@ling.mq.edu.au

Applied Linguistics Association of Australia (ALAA)
(Part of LingFest)
Date: 4 – 6 July 2008
Venue: Sydney, NSW, Australia
Further information: Ahmar Mahboob
Website: http://escholarship.library.usyd.edu.au/conferences/index.php/LingFest2008/ALAA
FORTHCOMING EVENTS

Workshop on Morphosyntactic Aspects of Instruments
(Part of LingFest 08)
Date: 4 July 2008
Venue: Sydney University, New South Wales, Australia
Further information: Mark Donohue

Thirteenth International Lexical Functional Grammar Conference (LFG 2008)
(Part of LingFest 08)
Date: 4 – 6 July 2008
Venue: Sydney University, Sydney, Australia
Further information: Jane Simpson
Website: http://escholarship.library.usyd.edu.au/conferences/index.php/
LingFest2008/LFG/

The Eighth Australian Linguistics Institute
Australian Linguistics Institute 2008
ALI 2008
(part of LingFest 08)
Date: 7 – 11 July 2008
Venue: The University of Sydney, Sydney, Australia
E-mail: ali08@arts.usyd.edu.au

The Indigenous Languages Institute
ILI 2008
(part of LingFest 08)
Date: 8 – 10 July 2008
Venue: University of Sydney, Sydney, Australia
Further information: John Hobson (Koori Centre, University of Sydney), Susan Poetsch and Jennifer Munro (NSW Office of the Board of Studies)
Email: ili.ali@usyd.edu.au

TESOL Symposium
Indigenous and other Community Languages
Date: 9 July 2008
Venue: Alice Springs Convention Centre, Northern Territory, Australia
Further information: Australian Council of TESOL Associations
Judith Mee Conference Liaison Officer
Email: judith_r_mee@hotmail.com
Website: www.tesol.org.au
ACTA Inaugural International TESOL Conference
ACTA 2008 Conference
*Pedagogies of Connection: Developing Individual and Community Identities*
Date: 10 July 2008 – 12 July 2008
Location: Alice Springs Convention Centre, Northern Territory, Australia
Contact details: Judith Mee Conference Liaison Officer
Telephone: +61 8 9245 9812
Email: acta08@apapdc.edu.au
Website: www.tesol.org.au/conference

35th International Systemic Functional Congress
*ISFC 2008*
Date: 21 – 25 July 2008
Venue: Macquarie University, Sydney, NSW, Australia
Further information: Maria Herke
Email: click here to access email
Website: http://minerva.ling.mq.edu.au/isfc/index.html

Free Linguistics Conference 2008
*FLC*
Date: 11 – 12 October 2008
Venue: Sydney, NSW, Australia
Further information: Ahmar Mahboob
Website: http://escholarship.library.usyd.edu.au/conferences/index.php/FLC/

Laboratory Phonology 11
*LabPhon11*
Date: 30 June – 2 July, 2008
Venue: Wellington, New Zealand
Further information: Paul Warren
Website: http://www.vuw.ac.nz/labphon11

5th International Gender and Language Association
*IGALA5*
Date: 3 – 5 July 2008
Venue: Victoria University, Wellington, New Zealand
Further information: Vivien Trott
Website: http://www.vuw.ac.nz/igala5/
FORTHCOMING EVENTS

Community Languages and ESOL  
*CLESOL*  
Date: 2 – 5 October 2008  
Venue: Auckland, New Zealand  
Further information: Martin McMorrow  
Website: http://www.clesol.org.nz

Biennial conference of the Linguistics Society of New Zealand  
*11th New Zealand Language and Society Conference*  
Date: 17 – 18 November 2008  
Venue: Dunedin, New Zealand  
Further information: Anne Feryok  
Website: http://www.otago.ac.nz/linguistics/ling-20conferences/index.html

*Language learning in the digital age*  
Date: 13 – 14 November 2008  
Venue: North Melbourne Institute of TAFE  
Conference Centre Preston VIC  
Further information: Liz Stokes  
AMEP Research Centre PD Administrator  
Telephone: +61 2 9850 9645  
Facsimile: +61 2 9850 7849  
Email: amep@nceltr.mq.edu.au

*Pathways to settlement*  
Date: 17 – 18 April 2008  
Venue: MGSM Hotel & Conference Centre  
99 Talavera Road North Ryde NSW 2109  
Further information: Liz Stokes  
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Notes on contributors

Mike Baynham is Professor of TESOL at the University of Leeds, a former Chair of the British Association for Applied Linguistics, and co-convenor of the AILA Research Network on Language and Migration. He has a long-standing interest in adult ESOL research.

Eva Bernat has over 15 years TESOL experience from Australia and abroad. She has published widely on the cognitive and affective learner contributions in language learning, and serves on a number of international editorial boards. Eva currently teaches undergraduate and postgraduate courses in the Department of Linguistics, Macquarie University, where she has recently completed her PhD.

Anne Burns is a chair professor of applied linguistics in the Department of Linguistics and the former Dean of the Division of Linguistics and Psychology at Macquarie University. She has published extensively in the field of applied linguistics and TESOL, specifically in the areas of spoken discourse analysis, second language literacy development, teacher education and action research. Her most recent publication for the AMEP is Clearly Teaching (with Helen de Silva Joyce, 2008).

Melanie Cooke is a researcher in the Department of Education and Professional Studies, King’s College, London, and occasional ESOL teacher. Her interests include ESOL classrooms, teacher and learner identity, and ESOL citizenship education.

Helen de Silva Joyce is the Director of Community and Migrant in the NSW Department of Education and Training. She has been involved in adult language and literacy education for over 25 years. In this field she has worked as a teacher, editor, manager and a researcher. She has managed the development of nationally accredited curricula and has written a wide range of teaching and learning resources for adult and secondary education. She has also worked on a range of multi-media resources as a scriptwriter and designer. Her research interests are classroom management and the language and literacy demands of different work contexts. For the past fifteen years she has been involved in teacher education at the University of Technology, Sydney, Macquarie University, the University of Western Sydney and the University of Sydney.
Inger Lindberg is a professor in Swedish as a Second Language at Göteborg University, Sweden, where she coordinates a national PhD program in Swedish as a second language. She is also affiliated with Stockholm University, where she is responsible for the construction of the national test of Sfi, which is issued twice a year. Her research focuses on sociopolitical and sociocultural aspects of second-language learning and includes studies of classroom discourse and collaborative dialogue in adult teaching. She was also a Sfi teacher for many years before starting her academic career.

Joanne Pettis is the Coordinator of Adult EAL Curriculum Development and Implementation for the Province of Manitoba, Canada. Her graduate work examined adult ESL teachers’ perceptions of the relationships between their TESL education and their teaching assignments. Current research interests include professional development models in adult education, teacher change and reading circles.

Kevin Roach is a Senior Lecturer in the School of Languages, Auckland University of Technology, where he teaches adult immigrant English-language programs, as well as second-language teacher education programs. His research interests include Adult Second Language Acquisition, teaching literacy to adult EAL learners, and the relationship between theory, practice and research.

Celia Roberts is a Reader in Applied Linguistics at King’s College, London. Her interests are in language, ethnicity and discrimination, including adult ESOL research particularly related to the workplace and in medical settings.

Annelies Roskvist is a Senior Lecturer in the School of Languages, Auckland University of Technology, where she has taught English-language programs for adult immigrants and refugees, as well as language teacher education programs. Her research interests include the use of corpora to inform the teaching of informal spoken English. She (along with Kevin Roach and others) has also recently completed a study investigating factors influencing adult EAL learner pathways.

Karin Sandwall is an experienced Sfi teacher and a PhD student at the Department of Swedish, Göteborg University, Sweden. Her research project – Swedish learning as practice – focuses on communicative needs and practices facing Sfi students during practical work periods of their language training. In her research Karin aims to investigate the relation between informal and formal learning and how experiences from workplace training can be addressed and taken advantage of in formal learning.
Kirsten Schaetzel is the Associate Director of the Center for Adult English Language Acquisition, housed at the Center for Applied Linguistics USA. She holds a PhD in Applied Linguistics from Boston University and has worked in teacher training in the United States, Singapore, Macau, Bangladesh and the Ukraine.

James Simpson is a researcher at the Centre for Language Education Research in the Department of Education, University of Leeds. His current interests are in ESOL, literacy, and language learning with new technology.

Rebeca E Tapia Carlín works at the Autonomous University of Puebla in central Mexico. She holds a BA in Education, and MA in TESOL – both from the Universidad de las Américas-Puebla, Mexico, and is currently doing her doctoral thesis in the Doctor of Applied Linguistics at Macquarie University, Australia. Her research interests are reflective teaching, teacher and learner beliefs, values and development, especially about thesis writing in English language teaching education programs.

Sarah Young is an adult ESL specialist at the Center for Applied Linguistics USA, where she currently works on professional development projects related to teacher training, content standards and language assessment. She holds a MATESOL from the Monterey Institute of International Studies and worked as a Peace Corps Volunteer in Cameroon.
Notes for contributors

Submission of articles

These guidelines must be followed for all items submitted for publication in Prospect. Refer also to the NCELTR Publications Style Guide on the website: www.nceltr.mq.edu.au/publications/style/index.html

1 Articles up to 5000 words are preferred. A 200-word abstract and a paragraph of biographical data should accompany each article. For further information on length of major research papers, book reviews and other items, please consult the editor.

2 Two hard copies of articles (or book reviews) should be supplied (one copy without the author’s name). All items should also be supplied electronically, either on PC disk or sent by email to louisa.okelly@mq.edu.au. The manuscript should be submitted in Microsoft Word and any files not created in your word processing file, such as tables, figures, et cetera, should be submitted as a separate file to the main manuscript (e.g. xls for a table created in an Excel spreadsheet). Please check that reference lists are complete and accurate (see referencing procedures below).

3 Items should be double-spaced and margins – top and bottom, left and right – should be three centimetres wide.

4 Articles should be headed with the title (first line), and the author’s name on one copy only. Do not use underlining.

5 Headings, including section headings, should be ranged left, in lower case, with only the first letter of the heading and sub-heading and any proper nouns, et cetera, capitalised. Do not use underlining.

6 Indicate new paragraphs by using one extra line space.

7 Short quotations incorporated in the body of the text should be enclosed in single quotation marks; quotations within quotations require double quotation marks. For example:

    … a model such as this suffers from an ‘idealisation of the individual learner and from its “unwarranted” generalisation …’

    Longer quotations should be set off from the main text by indentation (without opening or closing quotation marks).

8 References in the text should be cited as follows, ordered chronologically:
Some course designers (Jones 1985: 63; Jones and Smith 1988: 17) have suggested …

9 Tables and/or figures must be numbered consecutively, and referred to by number in the text. Each table and figure is to be presented on a separate sheet of paper.

10 Emphasised or foreign words should be italicised. For example:
   … the fact that they are adults means that they are *ipso facto* …

11 Numbers up to and including ten should be spelt out; numbers over ten should be expressed as figures (eg two, eight, 55, 84).
   • Numbers associated with symbols and specific measures, et cetera, should be expressed as figures (eg 4%, 28°C, 69 kilometres).
   • Numbers should be set solid up to four digits, and if there are more they are separated by spaces rather than commas (eg 7053 and 462 297.38).

12 The spellings to be used in *Prospect* are those given in *The Macquarie dictionary*.

13 Include your preferred title and contact details – address, telephone number, facsimile number and email address.

**Reference list**

A list of references should be arranged in alphabetical order, unnumbered, according to author. Follow the APA style formatting conventions as in the examples below:

- **Book with one author**

- **Book with more than one author**

- **Book with an organisation as author**

- **Book with more than one volume**
• Book in a series

• Chapter in a book with more than one author

• Citing an edition

• Book with no author or editor

Note that if no author is listed, begin the reference with the title. Do not use *anon* or *anonymous*, unless the work is actually signed ‘anonymous’.

• Government document

• Printed conference proceedings

• Workshop presented at a professional meeting

• Paper presented at a conference

• Item in an encyclopedia
• Unpublished report
Melov, L. (2002). *Pilot project to develop electronic sendbacks for ‘It’s over to you’ distance learning materials*. Internal report, NCELTR.

• Unpublished thesis

• Article in a professional journal

Note 1: The numbers refer to volume number, issue number, pages.

Note 2: Issue number not needed if journal paginates sequentially throughout the year.

• Article with more than six authors

• Article in a newspaper

• Book review in a magazine

**Citing electronic documents**
The fluid nature of information on the Internet can make it hard to retrieve. Pages can be updated, relocated within a website, moved to a new address or deleted at any time. In addition, details such as the author’s name are often unavailable. A reference for a source on the Internet should therefore have the dual purpose of providing enough details to retrieve the document, even if its address has changed, and to let the reader know whether they are viewing the same version of a document once they find it.

In order to do this, the following information is required for citing a website in a reference list:
• author – the person or organisation responsible for the site
• site date – the date the site was created or last revised
• name and location of the sponsor of the source
• date of retrieving the source
• URL (Web address).

For example:

Other types of electronic material that might be cited include electronic mail lists and bulletin boards, CD-ROMs and emails, and examples of reference style for all of these are given below.

**Documents within a website**

- Article based on print source

If an article from a journal available in print form has only been viewed electronically, this should be stated by adding [Electronic version]. When referencing an article that has been changed in some way from its print version, the date of retrieval and URL should be added:


- Paper presented at a conference

It is becoming common for organisations to publish conference proceedings electronically only, but where there is a print version these should be distinguished. The Internet has also given rise to virtual conferences that take place entirely online, and the reference should state if this is the case:


- Article in Internet-only journal

Add the precise date, where it is given.


- Article in an Internet-only newsletter
Provide a URL that links directly to the article, if available.

• Chapter or section in an Internet document

Use a chapter or section identifier in place of page numbers.

• Document available on organisation’s website

If a document is contained within a complex website (such as that for a university or a government department) identify the host organisation and the relevant program or department before the URL.

**Newsgroups, online discussion groups and electronic mailing lists**

The Internet provides options for the sharing of information about particular topics through newsgroups, discussion groups and electronic mailing lists. Newsgroups differ from discussion groups in that they are accessed via email programmes or news readers rather than via Web browsers, but both allow users to respond to particular themes or threads. Electronic mailing lists provide means of delivering information to individual subscribers, without the element of public interaction, but messages posted are usually archived on the Web.

• Message posted to a newsgroup

• Message posted to an online discussion group
• Message posted to an electronic mailing list

Note that emails and other electronic communications that are not publicly accessible (such as messages from non-archived discussion groups) should be cited within the text as personal communications. The name of the sender and date of the communication should be given:
C. Breul (personal communication, July 1, 1999).

Aggregated databases
Aggregated searchable databases can be specialised research tools, such as the AEI (Australian Education Index), which bring together articles or abstracts in a particular discipline, or they can be archives of a single publication such as a newspaper.

• Electronic copy of a journal article retrieved from a database

• Electronic copy of an abstract obtained from a database

• Daily newspaper article, electronic version available by search

CD-ROMs and computer software
Reference entries are not necessary for standard software and programming languages such as Microsoft Word, Adobe PageMaker and Java. References should be provided for specialised software: