Prospect: An Australian Journal of TESOL acts as a forum for those professionally involved in TESOL and applied linguistics. It reflects research and professional issues in TESOL and applied linguistics, including the adult and school sectors. It also explores the relationship between research, theory, practice and professional development. In 1985 Prospect began as the journal of the Adult Migrant English Programme (AMEP). Prospect now offers national and international perspectives on important areas of debate within the fields of TESOL, while still addressing professional issues within the AMEP. It balances the discussion of practical realities with discussion of relevant and significant theoretical issues.

It aims to:
- publish research articles, reports and reviews on issues in applied linguistics and in ESL.
- act as an international forum for discussion on issues in the Australian AMEP, TESOL programs, institutions and research centres in Australia and overseas.
- act as an interface between research and practice.
- provide articles which can be used as stimuli for staff development sessions.

For guidelines on length and presentation of items submitted to Prospect, please refer to http://www.ameprc.mq.edu.au/resources. Articles, notes, reviews or letters should be sent to the Editor, c/o AMEPRC, Macquarie University, NSW 2109, Australia. Copyright for all articles published in Prospect is vested in the journal. Permission to reprint articles elsewhere should be sought from: The Editor, Prospect, c/o AMEPRC, Macquarie University, NSW 2109, Australia.

Please note the following abbreviations, which are used regularly:
- AMEP Adult Migrant Education Program
- AMES Adult Migrant English Service
- ASLPR Australian Second Language Proficiency Rating
- DIAC Department of Immigration and Citizenship
- EFL English as a Foreign Language
- ELICOS English Language Intensive Courses for Overseas Students
- ELT English Language Teaching
- ESL English as a Second Language
- EWP English in the Workplace
- L2 Second Language
- NESB Non-English Speaking Background
- NCELTR National Centre for English Language Teaching and Research
- NCRC National Curriculum Resource Centre
- NCP National Curriculum Project
- TAFE Technical and Further Education
- TESL Teaching/Teachers of English as a Second Language
- TESOL Teaching/Teachers of English to Speakers of Other Languages

1 The use of ‘migrant’ in Australia is generally equivalent to ‘immigrant’. In the text of Prospect articles, ‘immigrant’ is now preferred except when ‘migrant’ is part of a recognised title, or when it is used in its more generally accepted sense to refer to a person who moves around from place to place.
2 Some states have retained the title ‘Adult Migrant Education Service’. As far as possible, Prospect reflects local usage.

Acknowledgment
Prospect is published by the AMEP Research Centre on behalf of the Department of Immigration and Citizenship (DIAC).

All those connected with the editing and production of the journal are grateful for this generous and substantial contribution.

Please note
Views expressed in contributions to Prospect do not necessarily reflect those of DIAC or the AMEP Research Centre. Any errors of fact are the responsibility of the authors.
1 Editorial
   ANNE BURNS & HELEN DE SILVA JOYCE

3 Notes on contributors

4 Managing change in the Adult Migrant English Program
   DONNA BUTORAC

16 What we can learn from questions: ESL question development and its implications for language assessment
   BRONWEN DYSON

28 Adjusting communication strategies to language proficiency
   SU-HIE TING and GRACE Y L PHAN

37 Affective literacy for TESOL teachers in China
   DAVID R COLE and GUI YING YANG

46 Teaching the pragmatics of negotiation in New Zealand English
   HEATHER DENNY

58 Book reviews
   Learning languages, learning life skills: Autobiographical and reflexive approach to teaching and learning a foreign language
   Value and validity in action research
Editorial

With this issue of Prospect, we are delighted to announce that we will be undertaking joint-editorship of the journal for 2008 – 2009. As readers may be aware, we acted as guest editors for Issues 2 and 3 of Volume 22 published in 2007. It is a pleasure to continue to be closely associated with Prospect as the editors and we would like to encourage readers and contributors to contact us with ideas for journal articles and book reviews, as well as with feedback on the kinds of publications, topics and themes that should to be encouraged during our editorship. We would especially welcome ideas for the 2009 special issue. We should also mention that this is the first issue of Prospect as a free online journal. We hope this will make it more readily available and will publicise work done in Teaching English to Speakers of Other Languages from an Australian perspective to readers around the world.

Issue 1 of Volume 23 sees a broad range of articles dealing with an interesting variety of topics. In the tradition of Prospect articles, they each combine insights from research and the relevant literature with implications for practice. The first article by Donna Butorac arose from a project conducted in Western Australia through the Adult Migrant English Program. Against a background of educational change, occasioned by the requirement for teachers to provide English as a Second Language (ESL) instruction to learners at levels that were new to them, Butorac describes how practitioner reflective practice was brought into play to support the implementation of this change. Specifically, the teachers involved in the project made use of the processes and practices of Cooperative Development and non-judgmental discourse (eg Edge 1992). Exploration of their experiential knowledge enhanced their approaches to practical issues and concerns, and enabled them to develop a more collaborative work environment than had previously existed. This study constitutes an evaluation of this approach to professional development.

Dyson’s article focuses on the topic of developmental stages of question formation and the implications for proficiency testing. She draws on recent work by Pienemann, Johnston and others to address critiques that claim previous research on stages has focused only on form. Dyson argues that more recent studies point to the need to consider the interaction between form and meaning. Drawing on her research with two Chinese-speaking ESL learners conducted during their first year of academic study in Australia, she provides evidence of how the learners map meaning and form in question formation. She shows how the lexicogrammatical nature of ESL question development becomes pertinent over time and explores how these findings lead to renewed exploration of stages theory in relation to current assessment procedures.

In their study, Ting and Phan examine how communication strategy use is influenced by the target language proficiency of speakers and their interlocutors. Drawing on a study of 20 participants in the Malaysian context, and using an integrated framework comprising psycholinguistic, interactional and discourse perspectives, they investigate the type and number of communication strategies used by proficient and less-proficient speakers of English as an Additional Language. They also analyse the adjustments used by the speakers in response to the language proficiency of interlocutors. The essential purpose of the study is to explore whether and how learners accommodate their communication strategies to the level of proficiency in the target language of interlocutors, which, they argue, has not been a major focus of previous studies on communication strategies.

The enhancement of literacy development through attention to affective dimensions is the topic of the following article by Cole and Yang. The setting for their study is English as a Foreign Language instruction to Chinese learners located in China. Combining insights from research on affect in language teaching with those from the second-language acquisition literature, they address three aspects of affect relevant to the Chinese teaching situation: building positive attitudes to English through attention to classroom affect; student-centred and emotionally satisfying pedagogical approaches; and relationship building through a focus on interpersonal meaning in English. They offer pedagogical suggestions for building affective literacy through five themes that teachers can use.
in the classroom to enhance motivational and psychological aspects of learning and teaching.

The action research study reported by Denny, from the New Zealand context, involves exploring the use of naturalistic recorded samples of spoken discourse for pedagogical activities in the classroom. Denny explains that this research was prompted by the lack of suitable materials for teaching the New Zealand variety of English to adult immigrant learners and because existing published models distorted many of the key features of real-life oral interactions and natural spoken language. In particular, the research explores the teaching of the pragmatics of negotiation through semi-scripted models of naturalistic spoken data samples. Denny explains how she developed and adapted models and explored which models were useful and effective. She concludes that for most students naturalistic semi-scripted models were effective as learning tools and enhanced their abilities to negotiate appropriate pragmatic norms.

As usual, this issue of *Prospect* concludes with book reviews. Tapia Carlin reviews Jaatinen’s *Learning languages, learning life skills: Autobiographical and reflexive approach to teaching and learning a foreign language*, while Burns reviews Schwalbach’s *Value and validity in action research*. We hope *Prospect* readers enjoy the article and review contributions in this issue.

Anne Burns
Helen de Silva Joyce
*Guest Editors*

**References**

Notes on contributors

Donna Butorac is a lecturer in the Adult Migrant English Program at Perth Central TAFE. She is currently doing doctoral research in Applied Linguistics at Macquarie University. Her project examines language socialisation and identity among immigrant women.

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).

David R. Cole is a senior lecturer in English and Pedagogy at the University of Technology, Sydney. He has been a teacher trainer in Australia for the past five years and during this time has published widely in the areas of literacy, TESOL and the philosophy of education. Prior to this, he was an international English teacher on three continents. In 2006 he published a novel called *A mushroom of glass* with Sid Harta.

Heather Denny is a senior lecturer at AUT University in Auckland, New Zealand. She has been teaching English to new immigrants for more than 20 years and is also a teacher educator and a co-editor of *Password*, a magazine for new speakers of English. Her research interests include reflective practice and action research for teacher development and the teaching of conversation and negotiation.

Bronwen Dyson is Postgraduate Faculty Academic Writing Advisor, Faculty of Arts, University of Sydney. Bronwen conducts research on second language acquisition (SLA), particularly ESL development and variation, biosocial perspectives and the interface between SLA research and assessment/teaching. She also undertakes research into academic writing, including student perceptions of writing instruction.

Grace Yiing-Ling Phan is an English teacher at a secondary school in the Malaysian state of Sabah. She graduated with a Bachelor of Science (Teaching of English as a Second Language) from Universiti Malaysia Sarawak in 2006.

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

Su-Hie Ting is a lecturer at the Centre for Language Studies, Universiti Malaysia Sarawak. She received her PhD in Applied Linguistics from the University of Queensland. She teaches both English proficiency and TESL courses. She has published on language choice in multilingual speech communities and in recent years her research interest has diversified to include strategic competence, academic writing and teacher education.

Gui Ying Yang has taught English to high-school students in China. She is currently a student at the University of Tasmania, where she is studying for her Masters Degree in Education.