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 Program (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.

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Articles, notes, reviews or letters should be sent to the Editor, c/o AMEPRC, Macquarie University, NSW 2109, Australia.

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Please note the following abbreviations, which are used regularly:
- AMEP Adult Migrant English Program
- AMEPRC Adult Migrant English Program Research Centre
- 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.

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Please note
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This issue of *Prospect* is a special issue focusing on language in the workplace. The focus is timely, as current government policies move educational programs, including language and literacy programs, towards vocational ends. The articles in this issue demonstrate the complexity of communication in a range of workplaces and professions, something often underestimated by policy-makers and workplace management.

The first article by Hunter, Belfiore, Defoe, Folinsbee and Jackson presents four vignettes from Canadian worksites relating to language and literacy events around quality control. From a social practice perspective, the article focuses on the complex social meanings of language and literacy in the workplace and calls into question language and literacy approaches that ‘present meanings as largely embedded in language structures’. The vignettes highlight the way language within the context relates to ‘social relationships, power, access to knowledge and resources and issues of language proficiency’. The authors offer a different approach through which learners can be encouraged to use language and literacy with insight and initiative, and they discuss the implications of such an approach for language and literacy workplace educators.

Ineffective communication is the major cause of critical incidents (ie incidents leading to patient harm) in public hospitals in Australia. The article by Scheeres, Slade, Manidis, McGregor and Matthiessen discusses the findings of a study undertaken in the emergency department of a large Australian public teaching hospital. The study was cross-disciplinary and involved applied linguists and nursing and language educators. The researchers recorded and analysed the interactions between doctors and patients in order to identify how language and other factors impact on the effectiveness of communication. Patients were observed and recorded from triage to the moment when it was decided they needed further hospital treatment or were released from the emergency department. The article outlines the general demographics of the hospital and outlines the research methods. It presents analyses of patient–clinician interactions, highlights some systemic and communication issues, and concludes with implications for the training of doctors.

The third article by de Silva Joyce and Feez examines the language and literacy demands realised in the transitions from formal education through secondary schooling into the contemporary workplace. Specifically, they draw on the work of the *Write it Right* project undertaken in the New South Wales Disadvantaged Schools Program Literacy in Industry Project in the 1990s. In the first stage, various key learning areas in the secondary school curriculums and the associated genres were identified and secondary school educators were interviewed with a view to analysing school-based language demands. In the second stage, people working in three industry sectors – manufacturing, the media and administration – were interviewed and a range of workplace texts collected for analysis. The demands of the three sectors were then compared with the demands of the areas of the secondary school curriculums that were most closely related. Having mapped these language and literacy relationships, the authors go on to give a detailed analysis of one genre, undertaken in the *Write it Right* project, from each industry sector. Their analysis not only reflects the broad findings of the project, but also gives a strong sense of the complex challenges involved in becoming linguistically competent as students move out of schooling and towards modern employment communication needs. They conclude the article by drawing out the implications for language and literacy educators.

In the fourth article, Moore and Burns highlight what kind of spoken interactional language demands might be needed for students moving from university-based training programs in accountancy into the professional workplace. The discussion is set within the context of current calls from the accounting profession in Australia for more effective communication preparation programs for employment. Using data from role play simulations based on giving professional advice about the completion of an Australian taxation return form, they highlight the differences between
the communication strategies used by a novice accountant, enrolled in an undergraduate program, and a practising expert accountant. They draw on a theoretical model proposed by Seedhouse and Richards (2007) to show contrasts in the ways the two participants manage the unfolding of the interaction with the clients. While the novice accountant focuses on the macro-context, thereby creating a self-focused or content-focused interactional stance, the expert’s discourse is oriented to the micro-focused, or client-focused, interactional context. From this analysis, the authors suggest a number of implications for the teaching of language for specific purposes programs.

The final article by Jane Lockwood is based on a consultancy project carried out by the author in the Philippines for the Business Processing Outsourcing (BPO) industry. Increasingly over the past decade, this sector has been involved in the outsourcing of its call centres to non-English speaking countries. The location was a large third-party call centre in Manila and the research analysed current practices and made recommendations for improving English language communication assessment and training for the call centre representatives in their telephone contacts with United States, United Kingdom and Australian customers. The main focus of the article is the use of English language assessment tools and processes used at this call centre. The article highlights the inadequacy of assessment practices, tools and training approaches used in business contexts when they are informed by lay knowledge of language rather than specialist linguistic analysis. The author highlights the kinds of recommendations based on sociolinguistic descriptors that would enhance the current situation. She concludes that closer collaborations between the BPO industry and language assessment fraternity (including the large-scale testing companies) could offer more effective solutions for the call centres.

This issue ends with reviews of two books also relevant to the overall theme of workplace communication. Rosemary Wette offers an evaluation of Good practice: Communication skills in English for the medical practitioner, while Denise Gassner reviews Communication across cultures: Mutual understanding in a global world.

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Editors

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