Welcome to this issue of *Prospect*. It contains a variety of articles, from the more research oriented to the practical. It reflects the wide scope of current topics of interest in the field and offers readers theoretical and practical insights into a variety of different areas. The first three articles are all oriented towards English-language teachers, while the fourth and fifth articles focus on the learning experiences and skills of adult learners.

The lead article by Barbara Mullock raises the issue of language teacher motivation. She argues that although much has been written about student motivation, the factors mediating the motivation of TESOL teachers are much less researched. Given the high attrition rates in teaching that are obvious in many developed countries, she suggests that understanding what motivates and drives language teachers is worthy of investigation. Her research, which is part of a larger study exploring the lives and experiences of expatriate teachers, was conducted through interviews with 23 teachers working in Myanmar, Thailand, Cambodia and Laos in 2004–06. They were asked how they became TESOL teachers, and the reasons and hesitations for that choice. Later in the interviews, they were asked about the rewards they got from TESOL, the rewards they did not get, and whether they had ever thought about leaving the field. Mullock discovered that, unlike teachers of other subject areas, there was a tendency among this group to have ‘stumbled’ into language teaching. However, once they had become TESOL teachers, it was the ‘core business’ of teaching that gave them the greatest motivation – working with students and seeing them achieve, and developing their own professional knowledge and skills – and not the (often unpredictable) conditions of work.

In the next article, Le Van Canh and Roger Barnard address a complex topic that continually challenges policy makers, curriculum developers, program managers and teachers the world over – that of curriculum change and innovation. Using the notion of the documented (or intended) curriculum and the realised (or actual) curriculum, their small-scale study examines how teachers in a Vietnamese secondary school went about implementing a new national policy change that meant adapting the existing curriculum towards a communicative approach to teaching. Their research questions focused on the teachers’ understanding of, and attitudes towards, the intended syllabus innovation, the extent to which they implemented the intended innovation and the rationale underlying their implementation of it. Highlighting samples of the teachers’ practices in the classroom, as well as their comments on their experiences of the new curriculum, the researchers found that in their research site ‘a wide gap exists between what is intended by teaching innovation designers and what is actually implemented by classroom teachers’. They conclude that policy makers seldom learn the lessons of how similar innovations have fared in neighbouring systems, and that top-down curriculum innovations need to take account of local contexts, in particular the existing pedagogical knowledge base and skills of teachers and the beliefs they hold about the innovations.

Icy Lee, the author of the third article, turns her attention to a more practical matter. Drawing on the literature and on her experiences of both teaching and researching writing, she sets out her contention that many language teachers are spending too much time providing feedback on writing and are ‘slaves’ to it. She argues that they should ‘liberate’ themselves from the drudgery of correction and feedback and offers arguments from ten perspectives to support her proposition. Each perspective ‘problematises’ what she sees as current unfounded attitudes towards the provision of feedback. Having demythologised common current notions of feedback, she offers useful practical tips for teachers wishing to find greater rewards in providing feedback, both for themselves and their students. Readers who are writing teachers are likely to find this article both stimulating and of practical value.

Noparat Tananuraksakul is concerned with students rather than teachers. She draws on interviews with 27 non-native English-speaking participants from China, the Czech Republic, Colombia, Japan, South Korea, Indonesia, Mexico, Peru, Slovakia, Sweden, Thailand and Vietnam who were studying at an Australian university. She argues that international students at Western universities anticipate that they have acquired ‘a bargaining skill’ that equips them for university entry – ‘with the globalisation of English, the
implication is that non-native English-speaking background people, who acquire English, will develop better bargaining skills and better opportunities for employment’. However, rather than having their assumptions confirmed, these participants confronted issues of intelligibility that mainly included difficulty in understanding the accent and the speed of Australian speech, and their unfamiliarity with this variety. They also found it difficult to recognise and comprehend other varieties of World Englishes, especially during the initial period of their transition to the new environment. These factors had a negative effect on the students’ sense of security in undertaking their studies. Tananuraksakul suggests that teachers of English can play a key role in preparing students to anticipate these experiences when they move to an English-speaking country to study.

The final article, by Vittoria Grossi, is also concerned with the language skills of students. She describes a study that uses pragmatics theory to identify the nature of compliment giving and receiving in Australian English, and draws from this analysis various activities that could be used in adult ESL classrooms to sensitise learners to their use. The article begins by surveying research that has shed light on the highly complex linguistic skills involved in complimenting and emphasises the misunderstanding that can occur cross-culturally when this speech act is misused or misunderstood. Like other researchers, Grossi argues that teaching the language of compliment giving and receiving is valuable as part of classroom instruction. The second half of the article describes the data collected for the study and provides practical examples that were used in the classroom with intermediate/advanced adult ESL students.

The issue concludes with two book reviews. The first, by Bal Krishna Sharma, is an evaluation of Farrell’s volume *Teaching reading to English language learners: A reflective guide*. The second review, by Jean Brick, discusses Lundquist’s *Navigating in foreign language texts*. As usual, we hope you enjoy reading this issue and we welcome feedback, suggestions or comments.

**Anne Burns and Helen de Silva Joyce**
**Editors**
Notes on contributors

Roger Barnard is a Senior Lecturer in the Department of General and Applied Linguistics at the University of Waikato, New Zealand. Before taking up this post in 1995, he worked in England, Europe and the Middle East in senior positions in English-language teaching, including acting as English Language Adviser to ministries of education. His research interests include language policy and planning at all levels from national policies to micro-planning in language classrooms. His most recent book is R. Barnard and M. E. Torres-Guzman (Eds.) (2008), Creating classroom communities of learning, published by Multilingual Matters.

Jean Brick is a lecturer in Linguistics at Macquarie University. Her research interests include the development of academic literacy, intercultural communication and the use of metaphor and metonymy in the learning and teaching of history. She is the author of Academic culture: A student’s guide to studying at university (2007), published by Macmillan.

Le Van Canh is Director of the International Cooperation Office of Hanoi University of Languages and International Studies. He is also a senior lecturer and teacher educator in the Department of Applied Linguistics. He frequently makes international conference presentations and publishes on issues relating to the history and current state of language teaching in Vietnam, and on aspects of curriculum design and the professional development of teachers. He is currently involved in a research project investigating the beliefs and practices of Vietnamese school teachers of English regarding the teaching of grammar.

Vittoria Grossi is a PhD student in the Linguistics Department, Macquarie University. Her research is an ethnographic study of spontaneous communication in the workplace. She is currently collecting data from IT companies in Melbourne and Sydney. She has a teaching background in LOTE and ESL.

Icy Lee is an Associate Professor in the Faculty of Education at the Chinese University of Hong Kong. Her research interests are second language writing and second language teacher education.

Barbara Mullock teaches in the Applied Linguistics and TESOL program at the University of New South Wales. She has a PhD from the University of Sydney, where she worked in a similar capacity, and an MA in Applied Linguistics from the University of Reading. Barbara has taught ESOL in Laos, Indonesia, Malaysia, Britain and Australia, and was involved in a teacher development program in Vietnam.

Bal Krishna Sharma received his MEd in English Education from Tribhuvan University, Nepal. He now teaches an academic writing course for international graduate students at the University of Hawai‘i. He is currently pursuing his MA in Second Language Studies, and is concurrently studying a Graduate Certificate in Conflict Resolution. Before he moved to the United States, he was a university teacher at Tribhuvan University, where he taught English language and linguistics courses to undergraduate and graduate students. He is interested in sociolinguistics, discourse analysis, second language acquisition and critical pedagogy.

Noparat Tananuraksakul is an International Macquarie University Research Excellence Scholarship holder, Centre for International Communication. She is working on a PhD thesis project on the impacts of English-language proficiency on the personal security of non-native English-speaking background students.