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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Please note the following abbreviations, which are used regularly:

AMEP	Adult Migrant[1] English Program
AMES	Adult Migrant[1] English Service[2]
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.

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.

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Editorial

Readers of *Prospect* will be saddened, as we are as editors, to know that this issue constitutes the last to be published through the Adult Migrant English Program (AMEP) Research Centre at Macquarie University. As funding for the Centre through the Commonwealth Department of Immigration and Citizenship concludes in December 2009, so does the publication of *Prospect*, which has so long been associated with the research centres of the AMEP.

Prospect has had a proud 25-year history of representing research undertaken and published by those involved with the AMEP. It began its life as the journal of the AMEP, published in the early years by the National Curriculum Resource Centre located in Adelaide. The first issue was under the editorship of David Nunan and Fred Wilson, with Jill Burton then taking over as editor. Moving in 1989 to the National Centre for English Language Teaching and Research, *Prospect* was edited until 2000 by Jill Burton, Judy Colman and Anne Burns respectively. Gillian Wigglesworth and Lynda Yates then took over editorship through the AMEP RC, with Lynda as sole editor from 2004. Since late 2007 it has been our privilege to act as joint editors.

From its inception *Prospect* promoted the linkages between theory, research and practice – a feature that was distinctive for journals in this field a quarter of a century ago. It broadened its focus considerably over the years, becoming, as well as an AMEP journal, one that encouraged submissions from a broad range of sectors with diverse national and international perspectives on English language teaching and learning research and practice. Its subtitle, *An Australian Journal of TESOL*, has always served, however, to reinforce its distinctively Australian orientation.

There is little doubt that *Prospect* has made a continuing contribution to international research and practice in the language teaching field. It is well regarded as representing theoretical and practical TESOL developments emanating from Australia, as evidenced by the high profile researchers who, over the years, have seen their publications appearing in its pages, and by the frequent number of citations of its articles in international publications. We are currently making efforts to find another publishing home for *Prospect* so that it can continue to publicise the excellent

research undertaken in Australia and to attract international discussion. We very much welcome responses and suggestions for its future from our readers.

This last *Prospect* is a special issue on computer-mediated communication, teaching and learning, with an additional contribution that will be of general interest to those working in immigrant education.

The first paper by Mike Levy, Martina Möllering and Kerry Dunne examines the use of Technology-Enhanced Language Learning (TELL) as viewed by university teachers of languages at three Australian universities. Using survey research data, the authors highlight a range of themes that emerge, including the teachers' attitudes to TELL, their experiences in using it and the modes – face-to-face, blended and fully online – through which they employ it. The authors' findings show that the teachers' usage of TELL was diverse and creative, and was well integrated into each university's Learning Management System (LMS). Despite these positive aspects, teachers faced various constraints in using TELL, which, the authors argue, should be more widely understood and acknowledged across the tertiary sector if computer-mediated language learning and teaching are to be effectively promoted.

Complementing several of the themes in the first paper, the contribution by Hayo Reinders picks up the issue of what language teachers need to know and be able to do in relation to technology. In particular, his interest is in how teacher education can address the technological challenges many language teachers face. Considering the essential question of how language teachers can effectively teach using technology, he highlights key challenges for teaching and suggests ways that these challenges have been met in different contexts. His paper draws not only on practice but also on complementary theoretical insights, and concludes with a model that can be used as a basis for teacher education.

In the next paper, Jonathan Tennant focuses on online learning and its potential for language learning. He outlines the development of a particular program designed to support the Certificates I, II and III in Spoken and Written English used nationally in Australia in the AMEP

and other educational programs, discusses the lessons learned through the development process and signals some future development possibilities. While acknowledging the reluctance of some teachers and funding agencies to recognise the potential of online language learning, this paper includes findings from current research that show that learners in today's online world expect computer-based and online learning to be integrated into teaching programs.

Ute Walker's paper continues the theme of the prevalence and integration of computer-based technology into people's lives. For the bilingual immigrants to New Zealand highlighted in her research, personalised blogs become not only a way of using technology but a matter of (re)constructing their identities. Blogs, she argues, are media through which they appropriate new social spaces, multiliteracies and bilingual personas. Using concepts from *positioning theory*, she illustrates both textually and graphically how blogs create new opportunities for redefined notions of text and authorship and digital self-presentation. In the conclusion to her paper, she broadens the insights from her research by suggesting ways in which these technological media could be used to enhance the language learning experiences of immigrant learners.

Taking a different, but nevertheless related, direction from the other contributions in this issue, the final paper by Marianne Turner presents qualitative research on the expectations of South Sudanese adult students about classroom behaviours, teacher monitoring and student competition in formal learning. The research was undertaken in three contexts of language learning – the AMEP, a university and a women's community group. Turner compares student and teacher expectations in these contexts to assess the degree of congruence and how this affects student participation and learning. She concludes with recommendations for teachers to spend time thinking about student expectations in comparison with their own expectations and to teach to the dynamic between the two.

The issue ends as usual with book reviews. Stephanie Claire examines *Tips for teaching with CALL: Practical approaches to computer-assisted language learning* by Carol Chapelle and Joan Jamieson in a new series by Pearson Longman. Paul Moore evaluates *Case study research in applied linguistics*, written by Patricia Duff and published by Routledge.

In concluding our editorial, and to sign off on 25 years of *Prospect*, we'd like to express our sincere thanks to all the Editorial Board members, guest editors, reviewers, contributors, readers and production associates who have so enthusiastically informed and sustained *Prospect* over this time. It has been an enormous pleasure and privilege to work with so many dedicated professionals committed to TESOL research and practice in Australia and beyond. We do sincerely hope that this is not the end of our communications with you, both as editors and colleagues.

Anne Burns
Helen de Silva Joyce
Editors

Notes on contributors

Stephanie Claire has worked in ESL for more than 30 years in a range of roles including classroom teacher, materials designer, teacher trainer and researcher. She has lectured in phonology at several Australian universities and is co-author with Anne Burns of *Clearly speaking: Pronunciation in action for teachers*, a video resource kit on teaching pronunciation, published by the AMEP Research Centre.

Professor Kerry Dunne is Director of the Language Centre at the University of Wollongong. Her research interests include technology-assisted language learning and its ability to foster motivation and independent learning skills. Her work on web-based language learning and assessment led to an Australian Learning and Teaching Council (ALTC) citation for outstanding contributions to student learning for the team she led.

Mike Levy is Professor of Applied Linguistics and Head of the School of Languages and Linguistics at Griffith University. His research focuses upon Computer-Assisted Language Learning (CALL) and includes studies on the role of technology in *ab initio* language learning, teacher education and learner training, mobile learning for Italian, and distance education for Mandarin Chinese. His publications include *CALL dimensions* with Glenn Stockwell (Erlbaum, 2006) and *Teacher education in CALL* with Philip Hubbard (Benjamins, 2006). He is also Chair of the Conference Planning Committee for WorldCALL (www.worldcall.org).

Martina Möllering is Head of the Department of International Studies at Macquarie University in Sydney. She is Professor of European Languages and also lectures on computer-mediated communication in the Masters and Professional Doctorate programs in Applied Linguistics. Her research areas are corpus-based approaches to language teaching and computer-mediated communication in second-language acquisition. One of her latest research interests is the linguistic analysis of Turkish-German identity construction as represented in literature and film. Martina's most current research, concerned with the theorisation of language, migration and identity construction in globalised contexts, is focused on the role of

language competency in citizenship tests in Europe and Australia.

Paul Moore is currently lecturing in language and academic skills at the University of Wollongong. In 2009 he was awarded a PhD in applied linguistics from Macquarie University; his longitudinal research identified links between socially situated dialogic interaction, oral task performance and development in the context of an undergraduate classroom in Japan. His research interests include second-language acquisition, sociocultural/activity theory and applied discourse/conversation analysis.

Hayo Reinders (www.innovationinteaching. org) is Head of Language and Learning Support at Middlesex University in London and Adjunct Professor at the University of Groningen, the Netherlands. He is also Editor of *Innovation in language learning and teaching*, and Convenor of the AILA Research Network for CALL and the Learner. Hayo's interests are in CALL, autonomy and out-of-class learning.

Jonathan Tennant is Manager Online Learning Development with NSW AMES. He has worked as a TESOL teacher, teacher educator and education business manager for the past 21 years in Australia, the United Kingdom, Italy, Malaysia, South Africa, China, Russia and Latvia. He holds a Masters in Education, Training and Development from the University of Manchester.

Marianne Turner has recently completed a PhD in Education and Sociology, titled 'Adult South Sudanese students in Australia: A systemic approach to the investigation of participation in cross-cultural learning'. The present paper is drawn from her thesis. She is a trained TESOL teacher and her 14 years' experience of teaching English across cultures in Australia, Japan, Spain and the United Kingdom most recently included five years of teaching ESL to adult immigrants and refugees at a TAFE college in Western Australia.

Ute Walker is a Senior Lecturer in Linguistics and Second Language Teaching in the School of Language Studies at Massey University in Palmerston North, New Zealand. Until recently she was in charge of the undergraduate distance

German program, where she implemented a tele-collaborative project with students at a German university. For ten years Ute was involved in TESOL at a private tertiary college, where she also became Assistant Dean of the Bachelor of International Studies program. Her research interests include bi/multilingualism and biliteracy, identity and settlement, and web-based language learning.