

- Barrie, S. (2004). A research-based approach to generic graduate attributes policy. *Higher Education Research and Development*, 23(3), 261–276.
- Bruce, C., & Middleton, M. (1999). *Implementing assessment by portfolio in a professional practice unit*. Paper presented at the ASET HERDSA Conference Cornerstones: What do we value in higher education? Melbourne, Australia.
- Chapman, L. (2004). *Graduate attributes resource guide: Integrating graduate attributes into undergraduate curricula*. Armidale: University of New England.
- Leece, R. (2005). The role of portfolios in graduate recruitment. *Australian Journal of Career Development*, 14(2), 72–79.
- Macquarie University. (2005). *Global leadership program*. Retrieved October 31, 2005, from <<http://www.international.mq.edu.au/GLP/>>
- McLoughlin, C., & McCartney, B. (2000). *The acquisition of generic skills for the new millenium*. Paper presented at the ASET HERDSA Conference Flexible Learning for a Flexible Society, Toowoomba, Australia.
- Nagda, B., Gregerman, S., Jonides, J., von Hippel, W., & Lerner, J. (1998). Undergraduate student-faculty research partnerships affect student retention. *The Review of Higher Education*, 22(1), 55–72.
- National Resource Centre for the First Year Experience and Students in Transition. (2001). FYE courses increase retention among at-risk students. *FYE*, 14(1), 10–11.
- Pascarella, E., & Terenzini, P. (1991). *How college affects students: Findings and insights from twenty years of research*. San Francisco: Jossey-Bass.
- Tatham, P. (2005). In transition, remember your portfolio. *Australian Journal of Career Development*, 14(2), 5.
- Tinto, V. (1993). *Leaving College: Rethinking the causes and cures of student attrition* (2nd ed.). Chicago: University of Chicago Press.
- University of New England. (2005). *Graduate attributes at UNE*. Retrieved June 6, 2005, from <<http://www.une.edu.au/gamanual/>>
- University of New South Wales. (2005). *UNSW student portfolios support*. Retrieved June 7, 2006 from <<http://www.portfolios.unsw.edu.au/default.cfm?ss=0>>
- Victoria University of Technology. (2005). *Student career development*. Retrieved July 6, 2005, from <<http://203.24.93.251/yourSkillsPortfolio.cfm>>

About the author

Robyn Muldoon is the University of New England's Academic Skills Coordinator, New England Award Manager and the Coordinator of UNE's Foundation Studies programme.

Email: rmuldoon@une.edu.au

Chapter 21

Growing a research culture in language, literacy and communications

Roslyn Appleby

University of Technology, Sydney, Australia

Within Australian universities, language, literacy and communications (LLC) lecturers have often led a marginal existence: working in a traditionally female-dominated field, supporting marginalised students, focusing on pragmatic 'skills' rather than academic 'content', prioritising teaching at the expense of developing research. In light of these conditions, how do LLC lecturers define or describe a research agenda?

This paper reframes LLC as a domain of critical inquiry and plurality, and outlines a growing research culture amongst a group of LLC lecturers at an Australian university. It considers a range of doctoral studies developed within one small unit, and describes a dynamic, transdisciplinary field of inquiry, encompassing sociopolitical, geopolitical and transdisciplinary perspectives. Finally, it discusses the way this research agenda was aligned to the demands of the proposed Australian universities Research Quality Framework.

Introduction

The origins of this paper lie in my experiences, over recent years, of teaching and researching as a language and literacy lecturer at an Australian university, where I am located in a 'support' unit that has been endeavouring to develop a research profile. These endeavours have been impacted by a significant degree of disciplinary boundary crossing, as our work in developing academic and professional literacies becomes increasingly embedded in 'other' subject specific disciplines such as engineering, design, information technology, and so on. At the same time, our research activities have also been affected by an institutional climate of increasing demands for professional accountability that tend to favour disciplinary demarcation. In light of these conditions, we might ask: how do we define or describe our research agenda as language, literacy and communications lecturers?

In my own research experiences during this time, I have pursued a doctoral investigation into English language teaching in East Timor, and in this process

have made great use of my university library. Searching for books and articles led me to every floor of the library and to many sections of the Dewey organised shelves. Although I started in the 428s with English language teaching, my search for relevant literature took me from Lyotard and the postmodern condition in the 001s, to histories of the struggle for independence in East Timor in the 959s. As I roamed the floors of the library, I began to wonder what sort of discipline I was researching: how was it defined, and why was it so diffuse? How could I describe a knowledge domain that was spread over so many sections of a classification system designed to herd related materials into clearly defined sections? And how did research in this dispersed knowledge domain relate to my teaching work as a language and literacy lecturer in an Australian university?

This paper is an attempt to address these questions about relevance and diversity by exploring the research work of several language, literacy and communications lecturers. I begin by looking at some of the key issues that have hampered the development of a clearly defined research culture in this field, and then map several research perspectives that have emerged from it. Throughout, I draw from literature in the closely related fields of English for Specific Purposes (ESP) and English for Academic Purposes (EAP) and, to a lesser extent, on current debates in TESOL, Applied Linguistics and Second Language Acquisition (SLA). I also refer to the research work of individual lecturers to illustrate my discussion, and while these examples are drawn from experiences in one Australian university, I expect they will resonate with the experiences of lecturers in similar academic units elsewhere.

Language, literacy and issues of marginality

Traditionally, lecturers in language, literacy and communications (LLC) have faced certain barriers to the development of a research culture. As a female-dominated profession, LLC work has, over the years, suffered the same disadvantages as other feminised industries, including relatively low status and salaries. Such industries also tend to be highly casualised and, in the academy, casual lecturers tend to occupy the lower rungs of the academic scale, employed on a short-term basis to teach, rather than to take on a full academic load that includes research. At the same time, the place of LLC lecturers within the academy has often been perceived as subordinate to that of subject or faculty lecturers with whom they collaborate (Benesch, 2001; Hyland & Hamp-Lyons, 2002). Although collaboration between subject/faculty lecturers and LLC lecturers has increased over recent years, and LLC teaching has moved away from a concern with generic features of academic literacy to integration with specific disciplines (Dudley-Evans & St John, 1998), such collaboration frequently involves LLC lecturers being cast in a service role "rather than participating in an

arrangement where both parties contribute and influence each other equally" (Benesch, 2001, p. 38).

In this service role, the primary responsibility of LLC lecturers may be perceived as skills transfer and remediation, tidying up the messy problems created by students perceived as marginal to the high-status knowledge domain of the university. In turn, this focus on a utilitarian, housekeeping function perpetuates LLC lecturers' professional "marginalisation and displacement", while deflecting concern with the connections between academic literacy and the broader critical questions regarding the social, cultural and political context of our work (Pennycook, 1997, p. 263). As Canagarajah (2006) observes, if the content of this work comprises only the transfer of 'skills' and 'information' for successful performance in the academy, neither students nor teachers will have "the space for asking larger questions of power and difference" (p. 33).

Defining and expanding disciplinary and research boundaries

The potential marginality of our teaching has consequences for the establishment of our research agenda: should our research be confined to the transfer of skills, or should it be concerned with broader, contemporary issues of cultural and political context, and of power and difference?

Identifying and defining the issues that comprise the appropriate disciplinary and research domain of LLC can be difficult. If we turn to scholars writing in the related fields of ESP and EAP (for example, Benesch, 2001; Hyland & Hamp-Lyons, 2002; Pennycook, 1997), a central issue is the extent to which these are perceived as pragmatic or critical disciplines. In this regard, there is a significant tension between, on the one hand, a pragmatic concern with efficient knowledge transfer and the reproduction of existing academic norms and, on the other hand, the contestation and pluralisation of knowledge, the exploration of diversity, and the continual questioning of status and privilege, ethics and power, inside and outside the academy. Thus, an 'accommodationist' or 'market driven' (Belcher, 2006) focus on enabling access to established academic genres through close textual analysis of prevailing lexical, grammatical and discourse patterns may be useful in our teaching and research work, and perhaps goes some way towards defining a 'discipline' of LLC. However, from a critical stance, this does not describe the extent of our academic inquiry, and the scope of our research interests. Critical inquiry has introduced new questions of ethics, power and subjectivity into all fields of English language teaching and learning. I would suggest that these questions coalesce around three theoretical streams or trends in EAP, ESP and LLC.

First, according to Dudley-Evans and St John (1998), the undertheorisation of ESP has contributed to its marginalisation in the academy and hindered its “professionalization as a self-standing field” (p. 230). To remedy this situation, they propose greater research attention be directed to issues previously overlooked, including what I would call *critical sociopolitical concerns*, such as gender issues and learners’ rights. Similarly, Hyland and Hamp-Lyons (2002, p. 9) recognise a move away from “an exclusive focus on text features to ways of understanding the social processes in which academic discourses are sited”, and the development of a “social-theoretical stance” in EAP research, concerned with issues of social, institutional and political power. In adopting these approaches, we might see our students as engaging with, rather than being assimilated into, the academy: “not crossing over into the academy but shuttling between communities that might be ideologically desirable for the student” (Canagarajah, 2006, p. 41).

A second trend, identified by Belcher (2006), relates to the effects of increasing *globalisation*, wherein “local and global [ESP] needs meet and merge, collide and conflict” (p. 134) and new cultural and linguistic hybridities emerge. In this trend, encompassing what I might call *geopolitical perspectives*, the influence of postcolonial theories is apparent in explorations of the global spread of English, the interconnection of transnational sites and contact zones, and the proliferation of World Englishes. Under the dynamic effects of globalisation, norms are no longer provided unilaterally, and uncontested, from the ‘inner circle’ to the ‘expanding circle’ (Kachru, 1986), or from the centre to the periphery (Phillipson, 1992), but rather emerge and connect across multiple sites in a complex, fluid network of appropriations and communications. Indeed, shifting patterns of migration, and transnational cultural and economic relationships mean that the English(es) of various contact zones, and the emergence of World Englishes, has “implications for English education everywhere, including inner circle communities” (Canagarajah, 2006, p. 24).

Third, Belcher (2006) has referred to a “growing body of research and theory” (p. 134) in ESP and EAP that has rendered these fields increasingly complex and difficult to summarise. Belcher’s attention is particularly drawn to what I would call an increasing *transdisciplinary connectedness* resulting from the growing array of occupational, academic and social domains in which ESP is immersed. Moreover, this plurality relates not only to the content of, but also to the research approaches adopted in, ESP and EAP in recent decades, where multiple sociocultural, historical and political perspectives have become increasingly apparent in theory building, rivalling the previously dominant positivist/cognitivist theories of language learning⁷.

These three trajectories or perspectives in the research agenda of ESP and EAP literature – critical engagement with sociopolitical issues, geopolitical issues, and transdisciplinary connectedness – are equally applicable to the work of LLC lecturers. In all, what has developed is an expansion (or dissolution) of disciplinary boundaries as we move beyond an interest in close textual analysis and the apprenticeship of learners in normative academic or professional genres, to include an interest in the relationship between texts and their social, historical, geographic and political contexts. In the following section, I look at some of the directions taken by a group of LLC lecturers in researching and theorising the sociopolitical, geopolitical and transdisciplinary contexts of LLC.

Developing a research agenda in an academic support unit

The research projects I discuss below are those of teachers/researchers in a ‘support unit’ for language and literacy at a large Australian university. In their teaching roles, these lecturers work collaboratively with subject lecturers in faculties to provide support for students in the development of academic and professional literacies. Two important institutional changes have impacted on the unit in recent years.

First, the unit has moved away from generic provision of English for Academic Purposes (EAP), toward faculty-integrated support, with the result that LLC lecturers have become more enmeshed in the content of dispersed disciplinary domains that might once have been considered peripheral to our work. Thus, in their everyday activities, language and literacy lecturers work with students in, for example, nursing, information technology, or engineering degrees to analyse and teach academic and professional texts from those specific disciplines, rather than making use of texts which have been created to exemplify structures and features of a generic academic literacy. This trend has effectively highlighted the intertextual and interdisciplinary nature of our work, and is serving to entice lecturers away from the more traditional domains of LLC research.

Second, in recent years, the LLC lecturers in this unit have worked to build a research profile within the university, in a changing institutional climate shaped, in part, by government oversight of the Australian Research Council grants programme and the proposed Research Quality Framework. In terms of their individual research activities, two LLC lecturers had completed doctoral studies before joining the unit, a further five (including one casual lecturer) have completed doctoral theses during the last six years, and two more are currently undertaking doctoral or pre-doctoral studies. Several of these studies are referred to in the following discussion of trends in LLC research. Much of the on-going research of LLC lecturers continues to focus on the ways in which students from

⁷ See Zuengler & Miller, 2006, on sociocultural versus cognitivist approaches in SLA theory.

diverse backgrounds negotiate the particular cultural and linguistic discourse practices of their specific academic disciplines and professional communities. At the same time, the impact of doctoral research that reflects broader epistemological trends has become increasingly prominent in our growing research culture. Below, I discuss individual studies under a particular heading; however, the three perspectives I foreground contain considerable overlap, and it should be recognised that aspects of each research study are relevant to all three perspectives.

Sociopolitical perspectives

The adoption of sociopolitical perspectives and constructivist orientations has been prominent in the broad field of LLC research, and has generated investigations of “how identities like gender, race, ethnicity, or one’s immigrant and ‘non-native’ status impact language learning” (Canagarajah, 2006, p. 17). In such investigations, our understanding of ‘context’ has shifted from an interest in languages of specific disciplines, manifest in specific textual genre, to an interest in ‘context’ as the broader social, political, economic, cultural and historical conditions of how we think, learn and perform. This wider view of context points to the interactions between languages, subjectivities and social relations of power.

Several lecturers in this academic unit have taken up critical sociopolitical perspectives in their doctoral research. Cynthia Nelson’s doctoral thesis on *Sexual identities and language pedagogy: Lesbian/Gay content in ESL* (2000) investigates the challenges and opportunities arising for language teachers and learners as the range of sexual identities so evident in popular discourses increasingly infuses classroom discourses. Drawing on poststructuralist identity theories and critical pedagogies, Nelson makes a case for inquiry approaches that involve analysing the meanings and meaning-making processes associated with acts of identity. This research has sharpened her understanding that integral to discourse practices are identity practices, which has in turn enriched her teaching of text analysis (as well as her research into doctoral writing practices and pedagogies). The expertise that she has gained from taking part in various research activities internationally in connection with her doctoral work has proven invaluable in creating research-writing programmes for postgraduates (and academic colleagues) at our university who are seeking to make significant contributions to their own research areas.

Drawing on feminist poststructuralism and French cultural and political philosophy, Constance Ellwood’s thesis on *Discourse and desire in the second language classroom* (2004), explores the development and contestation of cultural and professional identities, and their impact on power relations in the second language classroom. Ellwood’s thesis is directly relevant to second language

pedagogy, has informed her own classroom practice and has helped her to theorise and change aspects of the programmes for which she was responsible, in terms of curriculum development and the professional development of teachers on the programme.

My own research on *The spatiality of English language teaching, gender and context* (2005), engaged with theories of gender in postcolonialism, in critical geography, and in critical pedagogy, and applied these to narrative accounts of teaching practice in the context of international development. Working between diverse theories and teachers’ narrative experiences, I was able to reconceptualise the nexus between gender and ethnicity in English language teaching, and to better understand the ways in which gender positions teachers in institutional and international relations.

Globalisation and geopolitical perspectives

An increasing focus on the effects of globalisation in TESOL has coincided with the trend towards internationalisation in universities. While this trend has often been seen as a commercial opportunity for increasing profits by enrolling an increasing number of international students in Australian university courses, it has also led to an understanding of the university as a contact zone of “highly asymmetrical relations of power” where “cultures meet, clash, and grapple with each other” (Pratt, 1991, p. 33). At the same time, globalisation has generated interest in relations between geographically diverse sites that have become increasingly connected through physical, electronic, discursive interactions with our own home universities.

Historical legacies of an older form of globalisation also continue to impact on contemporary contexts of English language and literacy teaching. Discourses of English as an international language, a key feature of the internationalisation of universities in the English speaking world, bear the historical legacy of colonialism, and are intertwined with discourses on global development and international capitalism. The discourses of English language teaching and learning are therefore implicated in Australia’s social, economic and political relationships within the East and Southeast Asian regions.

In *Teaching EFL in Thailand: A bilingual study* (2005), Ross Forman explored the English language teaching practices of eight Thai teachers and one Anglo-Australian teacher located in a provincial university in Thailand. Drawing on transdisciplinary perspectives, including systemic functional linguistics, SLA, and a sociocultural theory of mind, his study investigates the ways in which bilingual English as a Foreign Language (EFL) teachers make use of first language (L1) and second language (L2) in the classroom. Forman’s reconceptualisation of L1 as a

resource for rather than a barrier to learning an L2 is clearly relevant to teaching work in language and literacy support units, where the majority of students are bilingual. Forman's study helps us to appreciate the role of scaffolding, performance, identity, anxiety and humour in the development of students' linguistic and cultural understandings of English. More broadly, he relates these aspects of classroom interaction to relations of power, realised in the 'othering' of Thai culture and pedagogy, ethnocentrism and linguistic imperialism.

In her professional doctorate, Elizabeth Craven investigated Australia's assistance for educational development in overseas aid projects, locating these within broader discourses of international development and international education. Her thesis, *Development discourses and Australia's assistance for human resource development in Vietnam* (2002), includes a case study of Australia's higher education scholarship scheme for Vietnamese students to study in Australia. Since this investigation involves overseas students undertaking studies in Australia, Craven's findings are directly relevant to Australian universities. Craven notes that doctoral studies have not only developed her understanding of contemporary issues in national and international education, but have also given her recent, first hand experience of being a student in an Australian university. More specifically, her enhanced understanding of the various stages of completing a substantial piece of writing has helped inform her current teaching of writing and research processes.

While my own research data was drawn from Australian teachers' experiences working in development projects in Indonesia and East Timor, the implications are more broadly relevant. They inform my understanding of Australia's historical and geographic place within our region, and the critical connection between English language, education and regional relationships. These relationships, and the effect they have on classroom practices, are not only significant to EFL contexts in Indonesia and East Timor, but are also relevant to language teaching contexts in Australia. Moreover, the experience of researching contexts outside Australia has significantly altered the way I see my work inside Australia, by rendering the familiar unfamiliar. When seen from a distance, the practices and taken-for-granted assumptions that underpin our work are thrown open for questioning.

Thus, while these studies are located in particular geographic sites, they engage with theory building that is more broadly applicable across and beyond increasingly blurry national boundaries, in a world where global and local always intersect. In turn, they have helped LLC lecturers to link their classroom teaching to a wider body of research that might otherwise be seen as less relevant to everyday professional practices.

Transdisciplinarity

The marshalling of research and organisation of knowledge into discrete, bounded disciplines has long been an integral part of the modernist regime of academic work, and this article marks, in part, a desire for a legitimate disciplinary identity recognised in this way. But the formation of disciplinary identity can also be associated with a narrowing of focus, a limiting of boundaries, and a closing down of broader possibilities. It is important, then, to celebrate in our research "the messy practice of crossing boundaries, mixing identities, and negotiating epistemologies" (Canagarajah, 2006, p. 30).

The studies I have discussed in the previous sections on sociopolitical and geopolitical perspectives have each demonstrated an engagement with, and contribution to, multiple theories and disciplinary areas. Further studies that demonstrate a commitment to the variety and transdisciplinarity that characterises LLC inquiry are described below.

Teresa Dovey's thesis on *The novels of J.M. Coetzee: Lacanian allegories* (1988) draws on a range of disciplinary traditions, including literary theory, translation theory, psychoanalytic theory, and linguistics. In describing the connections between her research and teaching, Dovey explains that both linguistics and the broadly categorised 'socio-cultural' theories she explored form a common basis for a wide range of studies in the humanities, including contemporary thinking on language and learning. As such, her research informs her pedagogical practices with postgraduate research students in diverse disciplines, who are dealing with interactions of language and identity, with textual construction and deconstruction, and with the experiences of research and publication.

Comprising a work of fiction and an academic exegesis, Adam Aitken's Doctorate in Creative Arts, *Writing the hybrid: Asian imaginaries in Australian literature* (2006), draws on literary theory, postcolonial theory and semiotics, and is located across the disciplinary areas of sociology, history and arts. This research work is underpinned by Aitken's interest in broad issues of cross-cultural translations, interpretations and interactions, especially in terms of how these relations involve discourses of race, gender and power. These themes are clearly relevant to teaching in the intercultural classroom. In addition, Aitken's experience of the processes involved in both creative and academic writing have informed his teaching of a variety of genres in the humanities faculty and in language and literacy support programmes.

Barbara Lasserre's research (2003) explores metaphor in the language of design and architecture, and has drawn on cognitive linguistics, semiotics, and design philosophy. These theoretical explorations have led Lasserre to develop sophisticated models for understanding the ways in which metaphors construct

meaning and contribute to the production of a disciplinary field. In terms of a practical application, Lasserre has studied data gathered during design critiques⁸ and aims to investigate how students negotiate the metaphorical language used by academics and professional designers in constructing their field. From an analysis of this data, she plans to develop teaching materials to assist with the understanding of cultural and linguistic aspects of metaphor within design and architecture.

Drawing on postmodern theories of historiography, anthropology and identity, and the writings of Foucault and Nietzsche, Deborah Nixon's research (2007) investigates the experiences of domiciled Europeans living in India prior to and during Partition in 1947. Using Partition as a 'trope', this research explores commonalities and inflections in various witnesses' narratives. Nixon's research engages with and informs the cultural and political elements of language teaching, such as the construction of identity, diasporas, and cultural contexts, while her active participation as a research student, rather than an 'expert', has provided her with greater insight and understanding of the postgraduate research process.

Each of the researchers in this academic unit has been engaged in the diffusion of their research interests and insights to colleagues. This diffusion, collaboration and development has been critical in the emergence of our Multilingualism and Multiliteracies Research Cluster, discussed below, which has been established to foster inquiry and research career development for LLC lecturers.

Institutional frameworks

LLC lecturers at this university have developed a growing awareness of the institutional structures that influence the research agendas of, and funding opportunities available to, university researchers. In this regard, it appears that the proposed Australian Research Quality Framework (RQF) will have a significant role in shaping the research climate for Australian universities in the coming decades⁹.

In 2004 the Australian Government announced its commitment to developing a new model for assessing the quality and impact of research work in universities.

⁸ In design critiques each student has the opportunity to discuss their work with, and receive feedback from lecturers and professional designers.

⁹ Although a new Australian Government elected in 2007 has abandoned the proposed RQF, it is expected that a similar alternative programme to measure research quality will be implemented in coming years.

The proposed Research Quality Framework (RQF), was to be initiated through a survey of academic research in 2008, and was to determine the future distribution of research funding from 2009. Under the RQF, universities' research outputs were to be assessed by 12 expert panels, constituted around disciplinary groups. The two most likely of the groupings to encompass the interests of LLC inquiry appeared to be:

- Social sciences & education (including the discipline areas of education studies, curriculum studies, professional development of teachers)
- Humanities (including the discipline areas of language studies, literature studies, cultural studies, other language and culture)

While the precise details of the proposed process remained unclear, researchers in universities were negotiating the formation and membership of groups or clusters in readiness for the RQF assessment. For LLC researchers, this foregrounded the question of our research and disciplinary identity: should we be aligned with researchers in the Faculty of Education, or with the Faculty of Humanities and Social Sciences, or should individual researchers approach the research clusters of the 'host' faculties in which they work, such as Engineering, Information Technology, and so on.

Partially in response to the proposed RQF, the LLC researchers at this university formed a transdisciplinary cluster together with those teacher-researchers in International Studies, whose domain includes 'foreign' (non-English) languages and cultures. The Multilingualism and Multiliteracies Research Cluster brings together researchers who are investigating questions of language within contemporary multilingual, multicultural societies. The cluster's agenda reflects the three perspectives outlined in the body of this paper: our research work is anchored in language and literacy practices, realised in educational and sociocultural discourses, locally and transnationally, and engages with a variety of theoretical and disciplinary areas, from applied linguistics to critical social theory, and at a variety of sites across the globe. The cluster also provides a 'home' for LLC lecturers, working in a variety of languages, and servicing a range of programmes across the university.

Towards plurality

Considering the expanding perspectives and institutional frameworks that influence our work, how then do we conceptualise the research agenda for language, literacy and communications lecturers in the academy? I would argue that LLC is a field that has expanded from a singular concern with meeting the pragmatic needs of students in specific disciplines and occupations, and now includes a commitment to critical perspectives, plurality and an engagement with a growing body of research and theory.

In her recent review of ESP, Belcher (2006) calls for more diversity in ESP research, and I would like to offer the research activities of my colleagues, outlined above, as a partial response to that appeal. Whether the results of such an expansion of perspectives and approaches in LLC research are viewed as legitimate and productive or as irrelevant and chaotic depends, of course, on point of view. Since legitimacy is most often defined from the point of view of the party in authority, so 'legitimate' research may be institutionally defined in terms of orderly, circumscribed topics, texts and confined geographical domains (cf. Pratt, 1991, p. 5). From this perspective, the diverse research activities of those not in authority (classroom teachers, students) risk remaining invisible, or being labelled as anomalous and marginal. The view of our discipline from the margins is likely to yield a greater degree of plurality than the view from the top, and I suggest that such plurality is consistent with contemporary epistemology. Thus, rather than being daunted by this expansive disciplinarity (or *anti-disciplinarity*), I would agree with Canagarajah that "multiple orientations" (2006, p. 28) provide a more constructive means of addressing the complex linguistic, pedagogical, sociopolitical, and transglobal issues that arise in our work as language, literacy and communications educators.

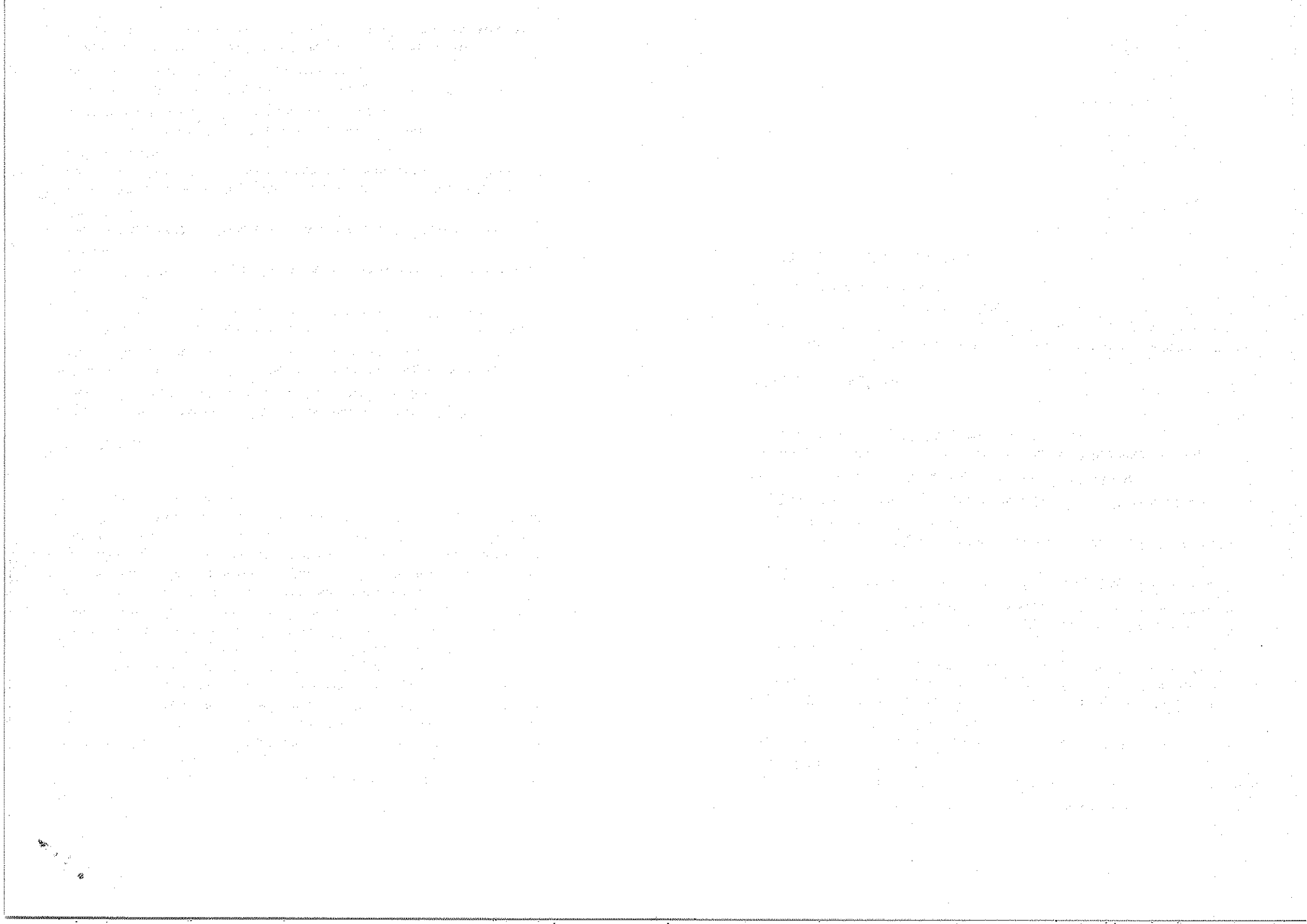
References

- Aitken, A. (2006). *Writing the hybrid: Asian imaginaries in Australian literature*. Unpublished DCA, University of Technology, Sydney, Australia.
- Appleby, R. (2005). *The spatiality of English language teaching, gender and context*. Unpublished doctoral dissertation, University of Technology, Sydney, Australia.
- Belcher, D. D. (2006). English for specific purposes: Teaching to perceived needs and imagined futures in worlds of work, study, and everyday life. *TESOL Quarterly*, 40(1), 133–156.
- Benesch, S. (2001). *Critical English for academic purposes*. Mahwah, NJ: Lawrence Erlbaum.
- Canagarajah, A. S. (2006). TESOL at forty: What are the issues? *TESOL Quarterly*, 40(1), 9–34.
- Craven, E. (2002). *Development discourses and Australia's assistance for human resource development in Vietnam*. Unpublished doctoral dissertation, University of Sydney, Australia.
- Dovey, T. (1988). *The novels of J. M. Coetzee: Lacanian allegories*. Unpublished doctoral dissertation, University of Melbourne, Australia.
- Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for specific purposes*. Cambridge: Cambridge University Press.
- Ellwood, C. (2004). *Discourse and desire in the second language classroom*. Unpublished doctoral dissertation, University of Technology, Sydney, Australia.
- Forman, R. (2005). *Teaching EFL in Thailand: A bilingual study*. Unpublished doctoral dissertation, University of Technology, Sydney, Australia.
- Hyland, K., & Hamp-Lyons, L. (2002). EAP: Issues and directions. *Journal of English for Academic Purposes*, 1(1), 1–12.
- Kachru, B. (1986). *The alchemy of English: The spread, functions and models of non-native Englishes*. Oxford: Pergamon.
- Lasserre, B. M. (2003). Unpacking metaphor in texts on design. In L. Lagerwerf, W. Spooren, & L. Degand (Eds.), *Determination of information and tenor in texts: Multidisciplinary approaches to discourse 2003* (pp. 215–228). Münster, Germany: Nodus Publikationen.
- Nelson, C. (2000). *Sexual identities and language pedagogy: Lesbian/gay content in ESL*. Unpublished doctoral dissertation, Macquarie University, Sydney, Australia.
- Nixon, D. (2007). Memories I never had: Fires is the Kangra. *Life Writing*, 4(1), 123–127.
- Pennycook, A. (1997). Vulgar pragmatism, critical pragmatism, and EAP. *English for Specific Purposes*, 16(4), 253–269.
- Phillipson, R. (1992). *Linguistic imperialism*. Oxford: Oxford University Press.
- Pratt, M. L. (1991). Arts of the contact zone. *Profession* 91, 33–40.
- Zuengler, J., & Miller, E. R. (2006). Cognitive and sociocultural perspectives: Two parallel SLA worlds? *TESOL Quarterly*, 40 (1), 35–58.

About the author

Roslyn Appleby is a Senior Lecturer at the University of Technology, Sydney, where she coordinates academic language and literacy programmes in several faculties. Her research interests include the politics of gender and the role of English in international education.

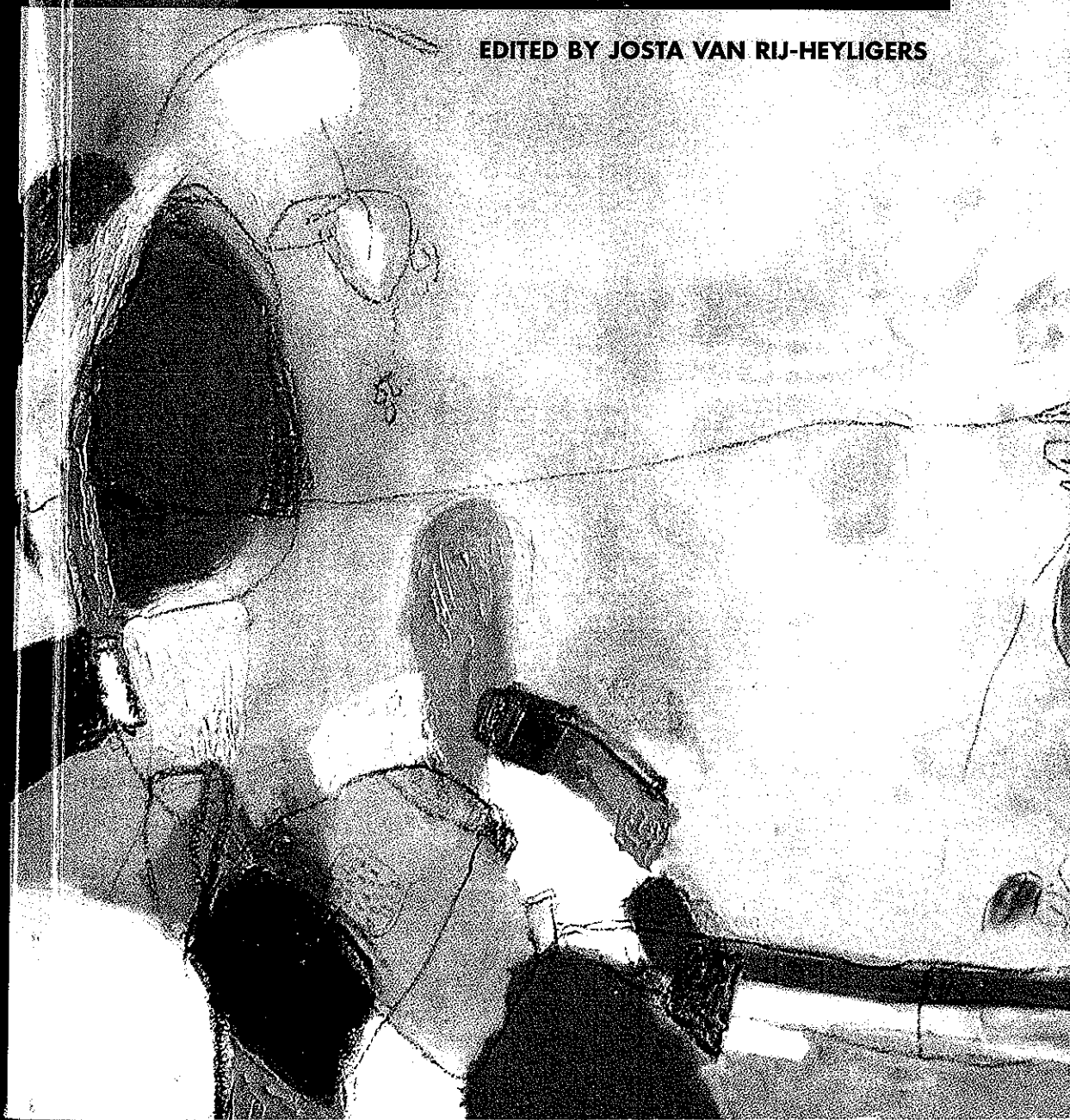
Email: Roslyn.Appleby@uts.edu.au



Intercultural Communications across University Settings – Myths and Realities

**REFEREED PROCEEDINGS OF THE 6TH COMMUNICATION
SKILLS IN UNIVERSITY EDUCATION CONFERENCE**

EDITED BY JOSTA VAN RIJ-HEYLIGERS





Intercultural Communications across University Settings – Myths and Realities comprises 21 chapters from 26 authors who are researchers, educators and practitioners in the fields of teaching and learning, applied linguistics, English literature, cognitive psychology, and communication skills. Their expertise spans a cross-disciplinary field and their papers show their engagement and dedication to bringing together learning communities across cultural and educational settings.

This engagement is of vital importance in a world where different cultures increasingly mix and mingle, and where policies of integration and assimilation no longer meet the requirements of communities and societies. Today, higher education takes place in an environment where its staff and students cross borders both inside and outside their institutions and national boundaries. The ensuing encounters can lead to friction but also provide opportunities for cross-cultural understanding and deeper learning. The development of communication skills and cultural competency is thus fundamental to teaching, as misconceptions and misunderstandings can create obstacles to learning and achievement and negatively influence the total educational experience.

Topics include:

- expectations and experiences of international students;
- innovative programmes for enhancing intercultural competency and academic literacy;
- English as an 'Asian' language;
- Māori pedagogy; diversity in the classroom and assisting students in transition;
- promoting graduate attributes; and
- enhancing the research capability of literacy, communication and learning advisors.

The book will be of great interest and value to tertiary advisors, educators and researchers who are committed to enhancing the teaching and learning environment for the diversity of students in their classrooms and institutions.



To explore the latest resources visit www.pearsoned.co.nz



These conference proceedings have been published directly from the manuscript received from the authors. This publication has not gone through the rigorous editorial and production process given to Pearson Education textbooks. While every effort has been made by the authors to ensure the accuracy of the text, Pearson Education New Zealand does not take responsibility for the editorial quality of this book.

www.pearsoned.co.nz

Your comments on this book are welcome at
feedback@pearsoned.co.nz

Pearson Education New Zealand
a division of Pearson New Zealand Ltd
67 Apollo Drive, Rosedale, North Shore 0632, New Zealand

Associated companies throughout the world

© Pearson Education New Zealand 2008
First published in 2008

ISBN 978-1-877371-50-9

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the publisher.

Produced by Pearson Education New Zealand
Printed in Malaysia (CTP - LSP)



We use paper from sustainable forestry

Contents

1. The international student: Views from the literature Helen Benzie	1
2. International students' expectations of speaking English in Australia Suzanne Fegan	13
3. The international student experience: Diverse perspectives Maureen Snow Andrade	30
4. Interpersonal communication, emotional intelligence, locus of control and loneliness in Japanese undergraduates Hiroshi Toyota	42
5. Intercultural competency and the international student experience Brian Paltridge and Lesley Harbon	55
6. English is an Asian language: A 'flat-world' look at English for global competence in Asia and its implications for New Zealand David Pang	66
7. The importance and difficulties of explicating cultural assumptions in tertiary intercultural contexts Colin J. Beasley	80
8. Making a culture connection: Developing communication skills through research interviews Melissa McClure Bos	96
9. Outreach to synergy: A course in cross-cultural short stories in English for increasing social tolerance and understanding Bethe Schoenfeld	109
10. Lost in translation: Teaching intercultural skills through media images Sabine Krajewski	122
11. It is never <i>just</i> about 'literacy' and 'oracy': Different ways of communicating is the key to 'making meaning' Susan Huhana E Micek	135

12. A case of miscommunication? Obstacles to the effective implementation of a plagiarism detection system in a multicultural university Swapna Koshy	145
13. How can I query a doctor's prescription? Developing the pragmatic competence of third year EAL Pharmacy students. Virginia Hussin	160
14. Talkback: Empowering EAL thesis writers Pat Strauss, Annette Sachtleben, Elizabeth Turner	174
15. Using debate to enhance critical literacy in EAP Kate Wilson and Anna Maldoni	189
16. Reflective journals and critical thinking Michael Paton	201
17. Supporting undergraduate writing through process to product Fiona Gregory	210
18. Evolution, adaptation and fitness in the university environment: Essay writing workshops for biology students Jenny Marshall	222
19. Student Learning Centre: Writing fixer or coach? Jennifer Fan and Jenny Buxton	238
20. The New England Award: Developing graduate attributes through extra-curricular activity Robyn Muldoon	251
21. Growing a research culture in language, literacy and communications Roslyn Appleby	263

Preface

Auckland City, Tamaki Makau Rau (the isthmus of a hundred lovers), was the home of the sixth biennial Communication Skills in University Education (CSUE 2006) conference held between 29 November and 1 December at The University of Auckland and hosted by its Student Learning Centre. The theme of the conference, "Intercultural communications across university settings: Myths and realities", reflects the current learning environment experienced by tertiary educators and learning advisors both nationally and internationally, and was chosen to stimulate, provoke and challenge participants to critically examine their teaching practices in increasingly diverse environments.

This conference attracted many delegates from as far as North America, South Africa, the Middle East and South-East Asia, and as close as Australia, the Pacific and home institutions. The keynote speakers for this conference were Professor Konai Helu-Thaman (University of the South Pacific, Fiji), Professor Linda Tuhiwai Smith (University of Auckland), and Associate Professor Brian Paltridge (University of Sydney, Australia). Konai Helu-Thaman opened the conference with a thought-provoking talk titled *'The cultural challenge to university teaching, with special references to working with Pacific Students'*. She encouraged the conference participants to seriously think about how well they know their students and their pedagogical practices. Helu-Thaman gave examples to explicate cultural concepts of teaching and learning in the Pacific, and stressed that at her university "understanding the different Pacific 'cultures' is central to improved communication with students", and failing to acknowledge students' "cultural knowledge by formal education institutions can lead to students' under-achievement". Linda Smith spoke about a doctoral programme operated by Nga Pae o te Maramatanga (Horizons of Insight), based at The University of Auckland. According to Smith, the programme is to "advance the capabilities of Māori and [other indigenous people] who are engaged in research and scholarly training". In particular, its research writing retreat is to assist indigenous pre-doctoral and doctoral students towards timely completion and submission. The vision is to encourage full participation by Māori in all aspects of society. Brian Paltridge's paper, jointly written with Lesley Harbon, is presented in this volume.

The book is a compilation of papers submitted for the refereed proceedings of the CSUE 2006 conference. Each paper went through a blind peer review process to determine its appropriateness with the conference theme, to provide authors with recommendations and suggestions for enhancement of their paper, and finally to assist with revision for re-submission. In accordance with the theme, issues raised