NO	ABSTRACTS
1	**Teacher knowledge about phonology, morphology and the Australian curriculum** Alison Seymour University of Wollongong The current Australian Literacy Curriculum places a greater emphasis on Language instruction than previous curricula. Many new outcomes explicitly require instruction in language aspects such as phonology, etymology and morphology. Evidence-based research has identified explicit instruction in both phonemic and morphological awareness as an effective means of assisting at-risk students to improve literacy outcomes. Such instruction is particularly helpful for EAL/D students, whose word-recognition automaticity is severely hampered due to smaller lexical storage and greater reliance on phonological decoding than L1 students. Negative transference in bi-scriptal EAL/D students can also occur when reading or writing. With this need for more theory-based instruction, however, concerns have been expressed about a possible shortfall in practitioners' knowledge about language (KAL), which could compromise their ability to deliver the important outcomes. Previous small-scale studies have examined practitioner perceptions and knowledge about language, finding that significant KAL gaps existed. The present paper presents results from a more recent survey that covered a wider geographical area and focused specifically on phonology and morphology. It will identify significant KAL gaps in these aspects from respondents Australia-wide and contrast this, in some cases, with their self-reported high levels of confidence about their ability to teach KAL. **Keywords:** Teachers' knowledge about language, Phonology, Morphology, Australian Curriculum
2	**Do the effects of parents' SES on their child's educational opportunities change since the implementation of quality-oriented education policy in China?** Jie Wang UNSW Social Policy Research Centre In the last two decades, Chinese primary and secondary education policy has shifted from an emphasis on examinations to an emphasis on all-round development. The new policy is called Quality-Oriented Education (QOE). This paper examines the effects of parents' SES on their child's educational opportunities and assesses whether these effects have changed since the implementation of QOE. Under new system, children spend fewer hours in school and have less homework, meaning that there is more time for extracurricular activities. The research examines whether, under these arrangements, parental resources have more effects on their children's extracurricular life. The paper uses data from Chinese Family Panel Studies (2010 & 2012). The results show that on the students' promotion from junior high to regular senior high school, the positive effects of father's ISEI and parent's education increase during the implementation of QOE but do not significantly increase after QOE compared with before QOE. In addition, those effects on the opportunity for students to participate in higher education do not significantly change along with the implementation of QOE. Some of the insignificant results could be explained with the help of Maximally Maintained Inequality Theory: for the educational expansion from 1990s, the demand for regular senior high school is saturated for the upper class after QOE which could offset the effects of QOE since the educational opportunity could dribble into the lower class. In addition, on the insignificant change in transition to higher education, QOE is mainly implemented in compulsory education which is indicated by the author's filed work since the higher education resources are still limited in China. **Keywords:** quality-oriented education, educational mobility, educational inequality, extracurricular education, Chinese educational reform

3	**Reflections on emerging data from** **"Classical mythology an interpretive tool in analysis of English texts"** Leonie Pares University of Western Sydney Emerging data from research on ways to use classical mythology as an interpretive tool in the analysis of English texts for stage 4 and 5 reveals ideas on using Greek and Roman mythology as a cultural bridge. The example discussed was about the possibility of enhancing appreciation of Aboriginal Dreaming. This has been an interesting and unexpected finding expressed by participants in a participatory action research approach conducted through a qualitative methodology. As the idea of this has generated excitment among the English teachers who are part of the research process it seems constructive to give the idea significant reflection. **Keywords:** Archetypes, Themes, Specific allusions, Mythological representations, Mythopoetics, Cultural bridge , Aboriginal Dreaming
4	**The impact of segmentation on written and spoken explanations** **involving complex explanatory text** Anne-Marie Singh UNSW Providing lengthy explanatory spoken text can have a negative impact on learning due to the transient information effect. This effect occurs when learning is reduced as a result of information disappearing before the learner has time to adequately process it, or link it with new information. Such processing takes valuable working memory resources away from learning. Two effective strategies have been shown to reduce this effect: One is replacing spoken text with written text, and the second is to segment the text into smaller sections. The main aim of the present study was to investigate the impact of segmentation on transitory text further by using tasks with different complexities. Two tasks were constructed requiring answers from information contained in single segments (segmented task), and the integration of information across multiple segments (integrated task). Using a 2 (written vs. spoken text) x 2 (segmented vs. continuous text) design, 62 grade-10 students were randomly assigned to one of the four treatments to learn about the economic cycle. Results indicated no significant differences on the segmented task, but on the integrated task the written text was superior to the spoken text, and the continuous text superior to the segmented text. It was concluded that to overcome the effects of lengthy transient text, written text is a more robust method than segmentation, especially when dealing with information that needs to be integrated together.
5	**The on-going impact of action research on ELICOS teachers** Emily Edwards UNSW This study explores the impact of an annual Action Research (AR) program on the participating English Language Intensive Courses for Overseas Students (ELICOS) teachers in Australia. Through a longitudinal, in-depth qualitative analysis of the experiences of 19 teacher-researchers, the results of this study will provide a detailed and context-specific illustration of how ELICOS teachers benefit from doing AR, and how these benefits can be sustained over time. Rooted in social constructivist epistemologies, the study comprises three stages: a pilot study (completed), a background study (completed) and a main study (in progress). This presentation will focus on the findings from the background study, which involved an online survey with 16 past AR program participants and follow-up interviews with 10 of those respondents. Content analysis of the data has revealed four key themes relating to the on-going impact of AR: the teachers felt more confident, more connected to their students, more research-engaged, and recognised as experts both by their managers and by the English language teaching industry. However, there were also tensions, often emotional, in terms of their relationships with managers and colleagues, which affected the on-going impact of AR. These tensions, along with possible theoretical interpretations, will be explored in the presentation. **Keywords:** *Action Research, TESOL, Teacher Education, On-going Impact*

6	**Dimensionality of reading interests**
	Nur Hidayanto PSP UNSW The present study aims to develop a comprehensive, reading interest scale that represents undergraduate students' reading behaviors in this digital age. The 347-item scale was constructed to reflect a priori dimensions of 3 X 4 X 3. Responses to the scale were obtained from 993 undergraduate students in Indonesia. A series of exploratory and confirmatory factor analyses confirmed a 17-factors solution, initially. A further attempt to examine a higher-order factorial structure showed a sufficient empirical support for a second and third-order structure. The fourth-order factorial structure defined two broad dimensions, namely modes and purposes of reading. The results hold implications that the simultaneous measurement of reading interests encompassing the areas of affect and cognition across different modes and purposes of reading brings new insights in how detailed and specific reading interests can be conceptualized. *Keywords:* reading interests, affect, cognition, factor analysis
7	**The evolutionary advantages in learning with animation:** **The cognitive load approach**
	Mona Wong UNSW Cognitive load theory (CLT) is an educational theory which aims to improve instructional material (e.g. instructional animation) design (see Sweller, Ayres, & Kalyuga, 2011). Animations were found to be consistently more effective in facilitating the learning of human movement skills than static diagrams (see Ayres & Paas 2007; Sweller, Ayres, & Kalyuga, 2011; Castro-Alonso, Ayres, & Paas, 2014) because of the human movement effect (Paas & Sweller, 2012). Furthermore, gender and spatial ability are also found to be key factors (see Ayres, Castro-Alonso, Singh, Wong, Marcus & Paas, 2015). Male were consistently found better at visuospatial memory and so do their visuospatial performance (e.g. Loring-Meier & Halpern, 1999; Bonanno & Kommers, 2005; Sánchez & Wiley, 2010). However, current researches indicated that animations can foster female learning and close the gender gap (see Yezierski and Birk, 2006; Sánchez & Wiley, 2010; Wong, Castro-Alonso, Ayres & Paas, in press). It argued that animations help students with lower spatial ability especially females (see Yezierski and Birk, 2006; Sánchez & Wiley, 2010). Moreover, the exact relationship between gender and spatial ability is still debatable (Bors & Vigneau, 2011; Linn & Petersen, 1985). Wong et al. (in press) found that animations gave an advantage to females regardless of spatial ability and this result shook the ground of the above claim. This study addressed the above factors and further investigated the relation among gesturing, gender and spatial ability in the learning from animations.
8	**Self-identity of English teachers for accounting purpose:** **Education and trainings, self-development, and professional development**
	Nanis Setyorini UNSW This is a qualitative case study that aims to explore English teachers' self-identity in positioning their educational credentials and trainings for teaching of English in accounting school, in viewing their personal learning and understanding of English teaching for accounting students, and in enhancing their potentiality for an effective English teaching in accounting schools. Therefore, semi-structured interviews and focus group discussions are conducted to seek the absolute feeling and realities of sixteen participating English teachers in three accounting schools located in Surabaya, Indonesia. As a result, the appropriateness of English teachers in accounting education remains a debatable topic. The best English teachers for accounting students should be those who can demonstrate good quality use of English as well as those who have sound accounting knowledge and experience. However, such

teachers are difficult to find as most teachers generally graduate from English education or English literature that provide a very limited pedagogic theories and practices of English for specific purpose (ESP). Self-learning is often their high effort to develop their English teaching for accounting students more effectively. Moreover, the English teachers reflect a dilemma, misconception, and loss of face when delivering inappropriate subject contents to their accounting students who have been working as accountants. In conclusion, school policy makers need to pay more attention on developing English teachers' teaching qualification for more effective and relevant English classrooms in accounting schools.

Key words: Teacher's self-identity, English teaching for accounting purpose, and qualitative research

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| 9 | **Does the flipped learning model support self-regulated learning in higher education context?** |

Adel Alamry
University of Western Sydney

The concept of Self-Regulated Learning is gaining increasing attention in education research. The importance of self-regulated learning in higher education is based on two reasons. First, Self-Regulated Learning is an important skill that students need for their academic success in higher education. Second, Self-Regulated Learning becomes an increased prospect in the context of technological advancement and transfer of responsibility for learning to students. It is assumed that the concept of Flipped Learning Model functions as the structure that promotes Self-Regulated Learning. Therefore, the aim of this paper is to deepen our understanding of the potential relationship between the Flipped Learning Model and Self-Regulated Learning.
This paper is a part of on going research. Entail findings suggest that the Flipped Learning Model may foster students Self-Regulated Learning. This paper sheds the light on some emerging issues and gives some recommendation for Flipped Learning design.

Keywords: Flipped Learning, Self-Regulated Learning, Active Learning, Course Design, Students Perception.

| 10 | **Mentoring support as a key success of novice teachers' professionalism: A case study on a "lesson study" teaching observation program in secondary education in Indonesia** |

Siti Nurul Hidayah
University of Wollongong

The Indonesian government has launched mentoring programs in the form of teacher professional development programs, such as "Lesson Study". The "Lesson study" program has been identified as a part of clinical supervision models of mentoring and used as a part of teaching observation practices. The program has been performed extensively in many secondary schools in Indonesia. However, the important roles of mentoring support to develop the successful teaching observation practices in the "Lesson Study" program seem to be ignored. Furthermore, little attention has been paid to the benefits of mentoring for novice teachers' professional development and this issue is not sufficiently empirically studied. The purpose of this study is to investigate the impacts of the mentoring support on the "Lesson Study" teaching observation to reinforce novice teachers professionalism. It is also to examine the factors influence and hinder the success of the program in "Sekolah Permata Hati" in Indonesia. The preliminary report finding shows that mentoring support employed in the program seemed to have positive impacts on novice teachers' professionalism. Nevertheless, most teachers stated that a successful lesson study would be difficult to be achieved without mentoring support due to the problem of sustainability, reflection and time management.

Lesson Study, Mentoring Program, Mentor, And Mentee.

11	
	Research on the effect of using classroom scaffolding activities with adult ESL learners to improve academic English writing

Megan Pedler
UNSW

This research builds on well-established findings with school aged learners and aimed to investigate the effects of scaffolding activities on adults' language learning in the classroom. The research developed learners' knowledge and understanding of the passive voice and evaluated their improvement in the recognition and use of the passive voice.

The research focussed on the effectiveness of designed-in scaffolding, contingency through peer-scaffolding, fading and transfer of responsibility in classroom scaffolded activities.

The results of this research have shown that adult ESL learners did make progress when taught using scaffolding strategies and activities, that they enjoyed many aspects of the tasks in the lesson and that the strategies assisted learners' progress so they were more capable of identifying and using the passive voice autonomously in academic writing.

However, one learner did not make progress during the research lesson which demonstrated that although designed-in scaffolding can be effective in a classroom, it cannot cater for all learners' needs all of the time, which is where contingent scaffolding needs to play a greater role in a lesson. This research raises questions about the use of designed-in and contingent scaffolding as effective tools in a whole class setting.

Keywords: designed-in scaffolding, peer-scaffolding, contingency, fading, transfer of responsibility

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12

What more can Vygotsky teach us about conceptual learning and what does this have to do with critical thinking?

Rachel Thompson
UNSW

Aims

Vygotsky's educational theories were developed early in the 20th century but still influence many of our educational approaches today. What more can his teachings add to our current knowledge and practice? His ideas of dynamic development and learning through instruction for "science concepts" and his understanding of cognitive educational development through the zone of proximal development provide fertile ground for understanding more about the learning of concepts and critical thinking in higher education. I have applied his theories to the Threshold Concepts Framework of Meyer and Land (2005) in order to shed light on the murkier, less easily understood depths of this useful modern approach to teaching concepts within disciplines. My aim is to demonstrate in more detail how conceptual learning actually takes place within the so-called troublesome learning moments of the 'liminal space' and how this relates to transference of critical thinking skills.

Results & Conclusion:

Vygotsky's non-spontaneous "science concepts" and zones of proximal and far development are useful in understanding conceptual learning in modern day higher education. New conceptual models are proposed which connect the Vygotskian approach with the modern Threshold Concept Framework, and ways are suggested for teaching critical thinking within and around discipline concepts.

Keywords: critical thinking; Vygotsky; threshold concepts; higher education

13	**The role of schooling in modernization of China** Xi Luan UNSW The role played by schooling during the social change is a central issue in sociology of education. In the past half century, China experiences huge social change and modernization, during which the schooling plays different roles in various historical periods. The research tries to figure out what exactly the role of schooling in China, by analysing the materials on pedagogy, curriculum, assessment, policies and so on. Frist of all, it is found that traditional values and traditional social orders are gradually disappearing in the educational system, for example, peasants treasured in agricultural society, local loyalties in Chinese tradition. Secondly, new rules for modern society are gradually set up by the educational system. Schooling was aimed at elites in pro-modern China, but transformed to be designed for the public especially urban middle class nowadays. I also argue that there are lots of conflicts in the process of changing in the educational system, which may be the key issues to understand the modern education in China. **Keywords:** social change; China; modernization; schooling; tradition
14	**Investigating overseas students' identity movements** **with Bourdieu's field, capital and habitus** Jasper Kun-Ting Hsieh UNSW Bourdieu's toolkit of field, capital and habitus has been widely applied to assist scholars with thinking through concerns in social science research. In the case of English language learners, previous studies (He, 2009, 2010; Gill, 2005, 2007, 2010) have helped identify patterns and models that explain the identities of Chinese-speaking English learners in relation to native forms of English, other English varieties and intercultural learning. Drawing on a Bourdieuian post-structuralist triptych, this presentation challenges the assertion of patterned and modelled identity construction and proposes a more nuanced angle to see the full picture of students' identity movements. To do this, data from interviews and field notes as I worked with nine Taiwanese students for one year will be analysed with a rearticulated version of Bourdieu's thinking toolkit. The presentation is based on my Ph.D. thesis which focused on key moments as the participants embarked on, undertook, and completed one-year postgraduate coursework programmes in Australian universities. The analysis of this data with the Bourdieuian styled framework reveals three interrelated points of interest. Firstly, habitus is more field and capital dependent rather than class-fixed, secondly, a sense of self and 'Others' is intentionally played out by the participants, and lastly the perception of being an insider is endlessly stratified. **Keywords:** identity movements, field, capital, habitus, Bourdieu
15	**Parents, teachers and peers: the role of influential others in students'** **motivation, engagement and achievement at school** Tamica Martin UNSW To what extent are students influenced by the motivational orientations of their parents, teachers and friends? This social influence, also called milieu motivation, has been shown to be strongly associated with student motivation. My research explores the role of milieu motivation in influencing students' academic motivation, engagement and achievement. The research involved 585 year 6 to year 9 students attending government schools in Jamaica. Structural equation modelling with Mplus was used to explore the relationships of interest. Findings show that girls achieved better at school than boys but also that boys felt that the milieu had lower valuing and expectations of them. Older students and students from higher SES backgrounds completed more of their homework, but were also absent from school more often. Consistent with previous research, students' motivation correlated with their

engagement at school which in turn influenced their academic achievement. These findings are significant for educators since they identify aspects of motivation and behavioural engagement that positively impact on students' academic achievement and which might be a focus for educational intervention.

Keywords: Motivation, Engagement, Achievement, Teachers, Parents, Peers

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16

High stakes, high pressure: the relationships between academic pressure and learning orientations in high stakes assessment contexts

Benjamin North
UNSW

What effects can major examinations have on gifted students? High-stakes assessment programs for university entry are a prevalent feature of certain educational jurisdictions, including all states of Australia. Concerns over the effects of assessment, such as academic pressure, stress, anxiety, and altered learning orientations, have been made clear anecdotally and in the media, but less so in research. This study aims to explore the responses of students to academic pressure, with a comparison between gifted and non-gifted students. It is proposed that learning approaches (motivation, goals) and affective states (stress, anxiety) are responses by students to academic pressure, allowing for student academic self-efficacy. This study employed a concurrent mixed-methods design consisting of a main phase questionnaire administered to 722 Australian senior high school students. This presentation will focus on the quantitative results that demonstrate the high levels of pressure and stress in this student cohort. The strong associations between pressure, affective distress, and learning orientations will be explored, along with the different patterns of response between gifted and non-gifted students. This research will have implications for both schools and further research. It shows the need for schools and assessment systems to provide supportive learning environments to identify and respond to pressure symptoms for gifted students in high-stakes assessment contexts.

Keywords: High-stakes assessment. Pressure. Stress. Gifted. Motivation

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17

Hearing voices: An art-based participatory study on children's experiences of inclusion in primary schools in Indonesia

Elga Andriana
The University of Sydney

This project aims to understand current inclusive practices in three Indonesian public primary schools with distinctive characteristics through the lens of the children. A phenomenological inquiry was employed to examine children's experience about inclusion at their schools. Individual drawings and collections of school photos taken by the children were used to encourage individual children and groups of children, with and without special needs, to talk about inclusion, exploring what inclusion may mean for them, how they feel about it and how they enact it. Further, barriers, exclusionary practices, support and resources that the children have experienced were also explored. Using the results from one case study, presents experiences and voices of students are heard and interpreted. This case study is located in an inclusive, overcrowded primary school located in a disadvantaged area of Yogyakarta, and known for its capacity to cater for children with additional learning needs. In this case study, textural descriptions arise from students such as hopes to move to the next grade, need for friendship, bullying and isolation, and labelling practices. Meanwhile, structural descriptions providing backgrounds derived from the school staff and parents include leadership rooted in personal beliefs, teacher's preference over regular students, negative images of inclusive school, and need for controlling the number of student with additional support needs enrolled.

Keywords: inclusion; exclusion; children's voice

| 18 | **Young children's use of drawings to facilitate their learning of mathematics concepts**

Kamariah Hj Abu Bakar
The University of Sydney

This study investigated the use of young children's drawing (aged 6 years) in learning mathematics concepts. The purpose of this study is to explore the ways children represent their thoughts of mathematics concepts (addition concepts) using drawings, and determine whether their self-constructed drawings can play a supportive role in learning mathematics concepts. It used a multiple case study method, with the main data collection being from observations, children's drawings and conversation with 2 focus children during task completion. The results revealed that the drawings constructed by the children were helpful in learning addition concepts.

Keywords: Addition; Self-Constructed drawings, young children, self-constructed drawings, learning mathematics concepts, addition concepts, representation |