Inspiring thoughts and practices: How does your research contribute?

MERC Annual Conference
Friday 3 July 2015
Inspiring thoughts and practices: How does your research contribute?

Proceedings of MERC Annual Conference, Friday 3 July 2015

Edited by Roy T Smalley
and Nurun Nahar Chowdhury
Image Light tomorrow with today
by Nurun Nahar Chowdhury
2014 Images of Education competition finalist

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Proceedings
of the
Monash Education Research Community
Annual Conference

Inspiring thoughts and practices:
How does your research contribute?

Editor: Roy T Smalley and Nurun Nahar Chowdhury

Monash University, Clayton, Victoria
Friday, 3 July 2015

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Anamika Devi MERC Social Convenor, Peninsula
Roy Smalley MERC Conference Representative

Thank you to the following volunteers who created a fantastic and successful conference.

Lauren Armstrong, Junqian Ma, Michelle Espinoza, Xiaojia Zhang, Yu Li, Yuxuan Qian, Judith Gomes

Acknowledgements

The MERC Conference 2015 organising committee would like to take this opportunity to express our sincere gratitude and highest appreciation to:

- Keynote Address: Associate Professor Lucas Walsh
- Discussion Panel: Ms Penelope Goward, Ms Novi Restuningrum, Dr Lilly Yazdanpanah, Dr Raqib Chowdhury, Dr Marc Pruyn
- Reviewers: Dr Raqib Chowdhury, Dr Anna Podorova, Ms Rosamund Winter, Dr Lilly Yazdanpanah, Dr. Philip Wing Keung Chan, Dr Thanh Pham, Dr Liang Li, Dr David Zyngier, Professor Neil Selwyn, Mr Gary Bonar, Ms Annabella Fung
- Research Degrees Office: Mr Mayur Katariya and Miss Lucy Kehoe
- Professor Joanne Deppeler, Ms Rosamund Winter and the Research Degrees Committee for their ongoing support
- Education Support Teams: Bronwyn Dethick, Kristian Lofhelm and George Georgiou
- Marketing Team, in particular Samantha Bennett and Tara Dixon
- All conference participants

We also would like to thank all other faculty members and student volunteers whose willing support and help made this event successful.
Welcome message from MERC Convenors

Inspiring thoughts and practices:
How does your research contribute?

One way to measure the value of research is how much it inspires others to reflect on their own thoughts and practices. Many of us are here today because we have felt inspired by others to undertake research into areas of education which we are passionate about, and which we feel we have something of value to contribute. Hence the theme of this year’s conference, and the focus on bringing together emerging academics and practitioners from a diverse range of backgrounds and interests to share their ongoing research and contribute to the vibrant research community in Monash University’s Faculty of Education.

MERC conferences also present an opportunity for research students to reflect back on what they have achieved to date and then survey the paths ahead as they approach the gradual consolidation of their thesis into its final form. One of our hopes for this conference is that not only will it provide a wonderful opportunity for students to present their work to their peers, but also that the discussions, questions, suggestions and feedback that take place from today will enrich each research project and be of benefit to all involved. One of the strengths of the Education faculty is the presence of students from a wide range of countries and cultural backgrounds undertaking research in diverse fields. Today’s conference is very much a showcase of that rich diversity, and presents an opportunity for all attendees to be inspired by the original thoughts and practices of these student researchers.

On behalf of all the MERC convenors we welcome you to the Monash Education Research Community Conference for 2015. We hope you find the day enriching and inspiring regardless of where you are in your research journey!

Warm regards,

Annabella Fung
MERC Academic Convenor
Clayton

Gary Bonar
MERC Academic Convenor
Berwick

Shuhuan Pang
MERC Academic Convenor,
Peninsula

Nurun Nahar Chowdhury
MERC Social Convenor
Clayton

Anamika Devi
MERC Social Convenor
Peninsula
General Information

Registration
Registration begins at 8.30am on the day of the conference in the ground floor foyer of the Education Building, 29 Ancora Imparo Way (Building 6), Clayton Campus. Throughout the day, last minute sessions, time and/or venue changes, as well as other relevant announcements, will be posted on a message board by the registration desk in the foyer.

Name Tags
All participants will receive a name tag at registration. To facilitate interaction please wear your name tag throughout the day.

Parking
Parking will be free of charge for the entire day to all conference participants in Blue Multi-level Carpark (SE4, 60 Scenic Blvd) on campus – check with security (59 Scenic Blvd) for details. No permits need to be displayed.

Poster Display
Participants are invited to view the poster presentations on display all day at The Learning Space (TLS), Level 1, 29 Ancora Imparo Way (Building 6).

Conference Lunch
A mouth-watering conference lunch will be served in the TLS on Level 1. Food is also available on campus at various outlets and at one licensed bistro within the Campus Centre, and another below the Matheson Library.

End of Conference Prize Draw
Upon registration all participants are invited to enter their name in the prize draw which will occur at the end of day Plenary and summary session. The winners of the draw must be present to collect their prize. If the winner is not present subsequent draws will be made.

Participant Feedback
Successive MERC conference organising committees have benefited over past years from participant feedback. Likewise, your comments and feedback this year are equally valued and appreciated. A feedback form will be made available in the conference packages or at the registration desk. Please take some time at the end of the conference to fill it in and return it to a box located on the registration desk.

If the fire alarm goes off…
Should the fire alarm go off, please evacuate the building using the nearest emergency exit or escape staircase. Do NOT use any lifts or adjacent staircases. Assemble in designated area outside the Rotunda Building.

If you have any questions or concerns,
please feel free to approach MERC volunteers –
we are more than willing to assist.
Conference Program

9:00 - 9:15  MERC CONFERENCE OPENING
Room G 23
Shuhuan Pang  Gary Bonar
MERC Academic Convenor  MERC Academic Convenor
Peninsula  Peninsula

Welcome
Professor John Loughran  Dean, Faculty of Education

9:15 - 9:45  KEYNOTE PRESENTATION
Associate Professor Lucas Walsh  Associate Dean (Berwick)

This presentation examines two key parts of research: firstly, how the process of writing shapes you as a person and your ideas as you progress. This process is exciting, at times daunting, and typically organic. In being organic, the process of research opens doors, not only to new knowledge, but also to new ways of working (and job opportunities), as well as new ways of collaborating and seeing the world. It is a process of "becoming", which is a key theme of this presentation. The challenge is to remain open to new ideas while staying focused on timelines for delivery.

The second part of this presentation looks at "getting research out there" and contributing to wider fields of scholarship, public discussion and other areas of impact. It looks at different ways of disseminating research and communicating results to various audiences. It provides basic strategies for communicating findings and outlines some of the challenges of doing this with an academic context and beyond.

Throughout the presentation, examples will be drawn from higher education, commercial and not-for-profit sectors, as well as government. The intention is to spark thinking about the worlds that lie beyond your current research project.

Biography
Associate Professor Lucas Walsh is Associate Dean (Berwick) in the Faculty of Education at Monash University. He was previously Director of Research and Evaluation at The Foundation for Young Australians. Lucas has worked in corporate, government and not-for-profit sectors. He has held four academic research fellowships and managed the International Baccalaureate’s Online Curriculum Centre in the UK. His research has covered a diverse range of areas related to young people, including:
- Youth transitions, wellbeing and economic, political, social and cultural participation
- Information and communication technology and young people
- International education
- Schooling, teaching, school leadership, school-community partnerships
- Creating cultures of diversity.

Lucas has published widely in academia and mainstream media, and has been invited to advise local, state and federal governments, including the National Curriculum Board and Australian Institute for Teaching and School Leadership. He has presented nationally and internationally, and published one co-edited book and two co-authored books. His latest book: Educating Generation Next: Young People, Teachers and Schooling In Transition” will be published by Palgave later this year.
Researchers often progress through trajectories significantly differently from how they had planned or anticipated in inspiringly innovative ways, as they engage with communities of practice and often through collaborations with an ever widening scholarly network of researchers worldwide.

In this presentation a group of education researchers will highlight some of the milestones in their paths to constructing themselves as academics. The panel can be seen as a cross-section of the various stages new and emerging researchers are likely to cross on their ways to continued success. The realities in publishing and disseminating work will be presented, with an emphasis on the inspiringly personal and human element in their multi-coloured, multi-faceted and often emotionally charged experiences. There will be opportunities for asking questions.

PANEL MEMBERS:

**Dr Marc Pruyn, Senior Lecturer (Curriculum, Pedagogy & Primary Education)**
Marc’s research focuses on critical pedagogical understandings citizenship, social education and multiculturalism. He has published a number of books and many journal articles and chapters; given numerous conference presentations and keynote/invited lectures; and, taught in the tertiary sector in Australia, the U.S., Mexico, Brazil and Chile. He has served on numerous editorial boards and professional organisations that work in the areas of citizenship, civics and social, multicultural and bilingual education. Marc lives in Melbourne and likes to ride his bike.

**Dr Raqib Chowdhury, Academic Language & Literacy Development Advisor**
Raqib taught English literature at Dhaka University, Bangladesh from 1997 to 2004 as Lecturer and Assistant Professor and then joined Monash in 2008 upon completing his PhD. He has published widely in the areas of EAP, culture and pedagogy, English teacher education, TESOL and ELT, EIL, international education and identity. He published two books in 2014 and is contracted to publish two more in 2016 with Springer and Monash University Press.

**Dr Lilly K. Yazdanpanah, Lecturer (TESOL)**
Lilly lectures in TESOL and general education programs and worked as a teacher, teacher educator, lecturer and researcher for many years in the Middle East, Europe, the Caribbean Region and Australia. Her research centres on the construction of teacher knowledge and identity, reflective teaching, and cultural diversity in English language classrooms. In this presentation she shares practical techniques on how to set and reflect on well-defined goals to increase persistence, enthusiasm, and success in academic work.

**Ms Novi Restuningrum, Doctoral candidate (awaiting graduation)**
Originally from Indonesia, Novi started her PhD in 2011 on child bilingualism, in particular on parents’ perspectives of raising children bilingually in Australia. Novi’s thesis was a very personally cathartic experience, given that she herself was raising her own children in Australia at that time. Like her participants, Novi is very keen on sharing her perspectives and experiences of bilingual communication with her children. During her candidature, Novi had several presentations to disseminate her research project, including at international venues such as Penang, Kuala Lumpur, Hong Kong, and Tokyo.

**Ms Penelope Goward, Doctoral candidate (awaiting results)**
Pen is a final-year PhD student who has just submitted her thesis, entitled “Encountering the Tamil community in Chennai, India and Melbourne, Australia: A reflexive study of learning about ‘the other’ and self”. Her research interests are in academic education and learning support, intercultural ethnographic studies, and narrative inquiry methodology and writing. Her recent publications are two book chapters and a journal article. Penelope has worked as an academic in IT for several years and more recently as Language and Learning Adviser, at Deakin University.
PRESENTATIONS

Full details of each presentation are provided in the Abstracts section following the outline of the Presentation program. The duration of each presentation is 20 minutes and 10 minutes for questions and feedback. This year presentations were available in three formats, via: Adobe Connect (Broadcast), Face to Face only (F2F), or as a Poster.

Room Locations (see maps at end of proceeding):

G19, G23, G25 and G34 are located on the Ground floor of the Education Building, 29 Ancora Imparo Way. KG19, KG23 and KG24 are located on the Ground floor of the Krongold Building, 57 Scenic Blvd

10:00-10:30 Concurrent Sessions

<table>
<thead>
<tr>
<th>Room</th>
<th>Abstract</th>
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| G19  | #17      | Second generation Chinese Australian children’s role adjustment during transition to school within a bi-cultural context  
         Junqian MA |
| G25  | #04      | Task-based pedagogical adaptation in Iran: a sociocultural perspective on the relationship between beliefs and practices  
         Elahe SHAKHSI DASTGAHIAN |
| G34  | #05      | Inspiring thoughts and practices through adapting structuration theory as a global comprehensive theory for distance education  
         Md AKTARUZZAMAN |
| KG19 | #20      | Self-management interventions for primary school students demonstrating problem behaviour in regular classrooms: evidence review of single-case design research  
         Margherita L. BUSACCA |
| KG23 | #30      | Lessons we learn from stroke survivors with aphasia  
         Ekaterina KUZMINA |
| KG24 | #15      | The discourses of disability and disability sports coaching in Australian sport policy  
         Andrew HAMMOND |

10:30-11:00 Concurrent Sessions

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<th>Room</th>
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| G19  | #37      | Conceptualising and contextualising play as an early learning approach: the perspective of a developing country  
         Nurun Nahar Chowdhury |
| G25  | #26      | The transformative power of reflective practice  
         Nha Tran NGUYEN |
| G34  | #10      | Pre-service teachers’ experiences of teaching practicum: issues, challenges, and new possibilities  
         Afrianto AFRIANTO |
| KG19 | #19      | Secondary students’ attitudes toward ‘Asia literacy’ – a mixed methods study  
         Gary BONAR |
Early intervention for preschool children of parents with mental illness: the evaluation of a resource for service providers  
Stella LALETAS

Learning from expert improvisers: seeking processes of desire  
Leon DE BRUIN

**11:00-11:30 Morning Tea:**
The Learning Space (TLS), Education building, 1st Floor

**11:30-12:00 Concurrent Sessions**

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<tr>
<th>Room</th>
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| G19  | #07 F2F  | Young children’s concept development in play: a systematic analysis of articles from three selected academic journals over the period of 2010 to 2014  
Anamika DEVI |
| G25  | #29      | EFL learners' oral performance of tasks with familiar and unfamiliar topics: Insights from stimulated recall interviews  
XUYAN QIU |
| G34  | #16      | The challenges of doing an analytical-interpretive autoethnography on natural spirituality and education of thought  
Haleh RAFI |
| KG19 | #18      | Collecting data on digital devices: using visual methodologies in sexuality research in education  
Linette ETHEREDGE |
| KG23 | #01      | Mindfulness, stress, and wellbeing in parents of children with autism spectrum disorder: a systematic review  
Renee Lee CACHIA |
| KG24 | #14      | Teachers’ response to the Punjab ICT education project: a case study  
Ramandeep KAUR |

**12:00-12:30 Concurrent Sessions**

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| G19  | #47      | Mind the gaps: play, learning, development and teaching in early childhood education  
Shuhuan PANG |
| G25  | #24      | Topic extension in discussion tasks: use of guided questions  
Huong Quynh TRAN |
| G34  | #22      | Imagined identities: language use and social media in Iran  
Nastaran KHOSHSAHK |
| KG19 | #41      | Reinventing traditional games as a space for ethical encounters among children: a case study of a primary school in Yogyakarta  
Ririn YUNIASIH |
| KG23 | #35      | TPACK and pedagogical change in science: Why is my study important?  
Ali NAJMI |
12:30-1:00  Concurrent Sessions

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<td>G19</td>
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<td>Exploring how educational reform discourses shape and reshape the positioning and engagement of early childhood educators in the field</td>
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<td>Lauren ARMSTRONG</td>
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<td>G25</td>
<td>#34</td>
<td>Bangladeshi English teachers’ perceptions of their resources: reflecting on professional development needs</td>
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<td>Md Zulfeqar HAIDER</td>
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<td>G34</td>
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<td>Young men's experiences of their learning journeys and the transition into higher education</td>
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<td>Lyn KOMARZYNSKI</td>
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<td>KG19</td>
<td>#44</td>
<td>Investigating Bangladeshi teachers’ understanding of student behaviour in primary schools</td>
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<td>Md. Saiful MALAK</td>
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<td>KG23</td>
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<td>Students’ evaluation on relevance of school science: a case study in Bangladesh</td>
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<td>Foez MOJUMDER</td>
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<td>KG24</td>
<td>#40</td>
<td>Indian tertiary education students’ perceptions about internet use for their learning potential</td>
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<td>Sandeep kaur SANDHU</td>
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1:00-2:00  Supervisor-Student Lunch, The Learning Space (TLS), Education building

2:15-3:00  Discussion Panel, Room G23, Education building

3:00-3:30  Concurrent Sessions

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<td>G19</td>
<td>#11</td>
<td>Social inclusion and exclusion of a young child: a cultural historical perspective of an international mid-semester transition</td>
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<td>Megan ADAMS</td>
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<td>G25</td>
<td>#48</td>
<td>In pursuit of understanding and responses: a micro-analysis of language alternation practices in an EFL university context in Vietnam</td>
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<td>Thi Giang Lam HOANG</td>
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<td>G34</td>
<td>#21</td>
<td>Teacher educators’ perceptions of task-based language teaching (TBLT): A Vietnamese case</td>
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<td>Khanh-Linh TRAN-DANG</td>
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<td>KG19</td>
<td>#49</td>
<td>Teaching English reading to Omani primary learners: what teachers think</td>
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<td>Rahma ALGHAFRI</td>
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<td>KG23</td>
<td>#46</td>
<td>Perenezhanie of science: scientific concept development in the early years</td>
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<td>Judith GOMES</td>
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| KG24 | #50      | Parental influence and their role as socialisers in mediating choice of subjects among
Asian and Mediterranean senior secondary students in Victoria

Sarika KEWALRAMANI

3:30-4:00

Concurrent Sessions

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| G19  | #23      | Body politics of chair(ing) children in post-Pinochet Chile  
Sarita GALVEZ |
| G25  | #32      | ELT materials adaptation for multiethnic classrooms: a case study of tertiary education in Manado, Indonesia  
Maya WAROUW |
| G34  | #36      | Towards developing a pedagogy to help postgraduate students avoid plagiarism in their English academic writing: a case study in Vietnam  
Thi Van Lam NGUYEN |
| KG19 | #03      | Adolescent spirituality in public, secondary education: a hermeneutic, phenomenological inquiry  
Eva NATSIS |
| KG23 | #13      | How challenging tasks optimise cognitive load  
James RUSSO |
| KG24 | #52      | The role of learners’ motivational orientations in MALL (mobile assisted language learning)  
Abdullah ALAMER |

4:00-4:30

Afternoon Tea and Poster Presentations.

The Learning Space (TLS), Education building, 1st Floor

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<th>Room</th>
<th>Abstract</th>
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| TLS  | #09      | Attitudes towards the Internet in SLA: The Case of Saudi EFL learners  
Abdullah ALAMER |
| TLS  | #12      | Tensions between home and school pedagogy: A cultural historical perspective of an international transition  
Megan ADAMS |
| TLS  | #28      | An investigation of the integration of management and finance content into English language support programs in a Sri Lankan university  
Shashinie WUJAYADHARMADASA |
| TLS  | #33      | Bereavement experiences of same-sex partners and impact on later relationships  
Lefteris PATLAMAZOGLOU, Janette SIMMONDS, Tristan SNELL |
| TLS  | #38      | Communication in play-based pedagogy: exploring pre-primary classroom practices in Bangladesh  
Nurun Nahar Chowdhury |

4:30-5:00

Concurrent Sessions

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| G19  | #43      | Playgroup, a bridge between cultures: motives for children's learning imbued by adult constructions of childhood.  
Victoria MINSON |
Exploring the relationship between noticing and corrective feedback
Trang DANG

Factors affecting the trainees’ withdrawals and retention from VET courses in Australia.
Taslima SULTANA

The effects of educational programs for sustainable development on students’ locus of control in three different countries
Misol KIM

Working with fragments: Arts based research where thinking and practice are inspired through making
Corinna PETERKEN

5:00-5:15 Plenary and summary session, Room G23, Education building
Nurun Nahar Chowdhury  Anamika Devi  Ms Rosamund Winter
MERC Social Convenor  MERC Social Convenor  Research Fellow
Clayton  Clayton  Peninsula

The Monash Postgraduate Association (MPA) is the representative body for all research and coursework postgraduates enrolled at Monash University. We provide a range of services to support the specific needs of postgraduates, including advocacy, representation, seminars and social events.

HDR Social Events

Battle of the Brains - interdepartmental trivia night in Semester 2
MPA Excellence seminar series – talks designed to inspire and motivate
Conference funding – to give postgrads experience organising conferences
Departmental social group grants – to get you away from the lab bench
HDR Social night – the first Wednesday of every month at 5pm

HDR support

The MPA employs two advocates who provide professional and confidential advice and assistance on a range of issues including:
• Milestone progression and non-confirmation
• Student/supervisor relationships
• Publishing and authorship
• IP and patents

Visit us online at mpa.monash.edu
Abstracts

Papers in this section are organised by Abstract number. Presenter’s names are underlined.

This year presentations are available in three formats: Streamed Live via Adobe Connect (Broadcast), Face to Face only (F2F), or as a Poster.

Room Locations (also, see maps at end of proceeding)

G19, G23, G25 and G34 are located on the Ground floor of the Education Building, 29 Ancora Imparo Way. KG19, KG23 and KG24 are located on the Ground floor of the Krongold Centre, 57 Scenic Blvd

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Abstract: 1  Session: 11:30-12:00  Format: Broadcast  Room: KG23

**Mindfulness, stress, and wellbeing in parents of children with autism spectrum disorder: a systematic review**

*Renee Lee CACHIA, Angelika ANDERSON, Dennis MOORE*

*Monash University, Clayton, Australia*

**Abstract**

Parenting a child with Autism Spectrum Disorder (ASD) is often associated with reduced quality of life, high stress, depression and anxiety due to the ongoing nature of care. Parent stress can reduce the effectiveness of early teaching interventions and restrict the implementation of behavioural strategies, further limiting optimal developmental outcomes in children with ASD.

This review systematically investigated the efficacy of mindfulness interventions in reducing stress and increasing psychological wellbeing in parents of children with ASD. A comprehensive electronic database search was conducted for relevant articles in which only studies investigating parental stress or a measure of psychological wellbeing in parents of children with ASD post a mindfulness-based intervention were included.

Ten studies met inclusion criteria; each was examined for treatment fidelity. The current presentation will explore all included studies, to which each study contributed at least one self-report finding supporting the efficacy of mindfulness interventions in reducing stress and increasing psychological wellbeing. Among these, three studies included physiological measures of reduced stress and emotional responses while two reported concomitant improvements in child behaviour.

This study suggests that mindfulness-based interventions potentially have long-term positive effects on stress levels and psychological wellbeing of parents of children with ASD, in addition to significantly enhancing their child’s behaviour. Future research is needed to develop a cost and time effective intervention aimed at maximising efficacy of current interventions in children with ASD and their parents.

**Keywords**

Mindfulness, Autism Spectrum Disorder, Stress, Parents, Wellbeing

**Bio**

The current paper was written as the partial fulfilment of the first author’s PhD, under the supervision of Professor Dennis Moore and Dr Angelika Anderson. Renee Cachia is a Mpsych(E&D)/PhD candidate, investigating if mindfulness interventions are effective in increasing outcomes in children with Autism Spectrum Disorder and their parents.

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Abstract: 2  Session: 10:30 – 11:00  Format: Broadcast  Room: KG23

**Early intervention for preschool children of parents with mental illness:**

*The evaluation of a resource for service providers*

*Stella LALETAS¹, Andrea REUPERT¹, Melinda GOODYEAR², Bradley MORGAN³*

¹Monash University, Faculty of Education, Melbourne, Australia,
²Monash University, Faculty of Medicine, Nursing and Health Sciences, Dept of Rural and Indigenous Health, Melbourne, Australia,
³The Children of Parents with a Mental Illness (COPMI) National Initiative, North Adelaide, South Australia, Australia.
Abstract

Many people with a mental illness have young children. Research has shown that early childhood is a particularly vulnerable time for children whose parents have a mental illness. Moreover, repeated research has demonstrated the effectiveness of a multiagency approach to family focused practice for improving parental functioning and preventing adverse outcomes in children whose parents have a mental illness, particularly in the early years of a child’s life. However, there is a paucity of professional development resources for professionals who work with families where a parent has a mental illness and has young children. This study will make a contribution to addressing knowledge gaps around resource development and workforce needs for early childhood and mental health professionals working with young children where a parent has a mental illness. This presentation describes a newly developed resource, ‘Pathways of Care’, specifically designed for early childhood educators and mental health workers, alongside the pilot evaluation data regarding its effectiveness. ‘Pathways of Care’ aims to promote collaborative practice and present early identification and referral processes for workers in this sector.

Using a mixed method design, the effectiveness of the training resource is also presented. Fifteen workers completed the Family Focus Mental Health Practice Questionnaire (Maybery et al., 2012) before and after using the resource, to measure confidence and practice change; semi-structured interviews were also conducted with eight of these same workers to further explore the utility of the resource. The findings indicated the resource was effective in increasing knowledge and confidence, particularly for new and/or inexperienced staff. Examples of how the resource was used in practice by various professions emerged from the interview data. Collaborative practice, early identification and intervention in early childhood can potentially play a key role in altering the life trajectory of children who are at risk. This information has important implications for workforce development and staff training in both the early childhood and mental health sectors. Implications for policy and future research are discussed.

Keywords

Children of Parents with Mental Illness, Early Intervention, Evaluation, Preschool Children

Bio

My research and clinical practice is informed by 20 plus years of experience working in a variety of educational settings from early childhood to secondary. My PhD research explores the services needs and experiences of families where a parent with mental illness has pre-school aged children (2-5 years).

Abstract: 3  Session: 3:30 – 4:00  Format: Broadcast  Room: KG19

Adolescent spirituality in public, secondary education: A hermeneutic, phenomenological inquiry

Eva NATSIS

Monash University, Melbourne, Australia

Abstract

Australia is on the threshold of new thinking and understanding of spirituality, as we transition into a globalised, post secular and pluralistic society. The changing tide of spirituality in Australia has caused ripples through our education system. In an unprecedented time, teachers are now faced with the question of how to educate the intrinsic spiritual needs of each learner if education is not limited to the domain of cognition.

The growing body of evidence in education reveals that ‘spirituality’, as an aspect of learning, is largely overlooked in public schools and consequently, there is a paucity of research investigating whether young people consider spirituality to be an important and worthwhile component of their educational experience. Although public schools are secular, those without a religious frame of reference may still view themselves to be spiritual. If students therefore view themselves as ‘spiritual’, then this research seeks to determine how teachers can address spiritual inquiry in the classroom.

The methodology for exploring the importance of spirituality in public education in this study is through the hermeneutical phenomenological method of interpreting student narratives, seeking to explore what spirituality means in the context of their everyday lives. By interpreting these ‘fresh hand perspectives’ and reaching new and illuminating insights, the overall purpose is that this research will lead to a deeper understanding of how schools can play a central role in students’ sense of meaning, and search for personal significance in their place in the world.

Keywords

Spirituality, education, hermeneutic phenomenology.

Bio

Eva Natsis is a PhD candidate at Monash University and has been a Physical Education teacher and chaplain in public schools for over the past 15 years. She now teaches, Faith & Life and Ethics and Religion at Caulfield Grammar School.
Task-based pedagogical adaptation in Iran: A sociocultural perspective on the relationship between beliefs and practices

Elahe SHAKHSI DASTGAHIAN
Monash University, Melbourne, Australia

This presentation looks into the interaction of Iranian English language teachers’ beliefs (tools reflecting mental development) and practices during task-based language teaching (TBLT) implementation from a sociocultural perspective. This exploration is motivated by practical needs due to a reform in Iranian education system affecting ELT at schools, and gaps in the literature on the Iranian context. The qualitative data will be collected from three teachers through observations, and individual/ focus-group interviews. Data will be analysed using Engestrom’s third generation CHAT model and Vygotsky’s genetic analysis. These analytic instruments are both developed from Vygotsky’s sociocultural theory of mind which looks into the relationship between individuals’ mental development and their behaviour. The first analytic instrument considers individuals’ activity as the unit of analysis and a means reflecting their mental development. This analytic unit consists of an interaction between elements such as subjects, their objects, the community they form, division of labour among community members, rules subjects set up to achieve their objects and tools or mediators. The second instrument helps understand individuals background and previous experiences, thus explaining why things exist as they are at the immediate environment or the classroom context. This presentation shows how teachers may reinterpret their beliefs and practices and develop pedagogies sensitive to the Iranian context. Therefore, the result of this study may offer implementations not only for the English language teaching context in Iran, but also for other contexts facing a similar reform in their educational systems.

Keywords
TBLT, reform, CHAT, context, genesis.

Bio
Iranian English language teacher and lecturer at Iranian secondary schools and universities; MGS and MIPRS scholarship awarded PhD student in Monash university, Faculty of Education; starting PhD on March 31, 2014, confirmed on March, 23, 2015; will start collecting data on August, 2015.

Inspiring thoughts and practices through adapting structuration theory as a global comprehensive theory for distance education

Md AKTARUZZAMAN
Monash University (Gippsland), Churchill, Victoria, Australia

Abstract
Distance Education (DE) theorists have argued about the requirement for a theory to be global and comprehensive in a way that can explicate all activities associated with DE. Currently, Transactional Distance Theory (TDT) (Moore, 1993) and the Theory of Instructional Dialogue (IDT) (Gorsky & Caspi, 2005) are the most prominent theories, yet they still do not represent a unified and globally accepted theory for DE, for five main reasons. First, both TDT and IDT relate specifically to instruction, not to the policies that underlie it. Second, the core ideology of these theories is centred in interaction or dialogue, which is limited to being two directional - student to learning resources and if required, student to peers or teachers or vice versa. Third, TDT and IDT theorists have not addressed the structural changes required for sustaining ICT based education, particularly DE. Fourth, in order to be successful in the ICT4D field, DE has to be examined with respect to developmental studies. Fifth, most of the perspectives of DE in developing countries are sociological rather technological which has not been addressed.

This paper proposes an inspirational approach to theorising DE, through the ‘Adapting Structuration Theory In Distance Education (ASTIDE)’ model of Structuration Theory (Giddens, 1984) as a means for explicating all DE areas and activities at the institutional and national level. It also presents empirical validation of the model through an investigation into community perception towards DE in Bangladesh, conducted as part of a larger study on DE.

Keywords
Distance education, Structuration Theory, TDT, IDT, ASTIDE.

Bio
Md Aktaruzzaman is investigating ‘Distance Education Systems in the Open Universities Australia, Bangladesh and the UK to Inform Policies and Practices for Bangladesh’ at Monash Gippsland under the supervision of Dr Margaret Plunkett and Dr Michael Dyson. Mr Aktar is the recipient of the ‘AARE Postgraduate Student Researcher Award 2014’.
References


Abstract: 6

**Exploring the relationship between noticing and corrective feedback**

Trang DANG

*Monash University, Melbourne, Australia*

**Abstract**

Not released for publication. Please refer to supplementary information provided during the conference.

**Bio**

Trang is a Ph.D student at Monash University. Majoring in TESOL, she is currently a full-time English teacher at Marie Curie High School and a visiting lecturer at Open University in Vietnam. Keenly interested in pedagogical research, Trang hopes to discover new teaching strategies to share with language teachers.

Abstract: 7

**Young children’s concept development in play: a systematic analysis of articles from three selected academic journals over the period of 2010 to 2014**

Anamika DEVI

*Monash University, Australia*

**Abstract**

The process of concept development through play provides a contemporary debate in research of early childhood pedagogy. The focus of this article is a systematic literature analysis on the topic of young children’s concept development through play. A deep discourse systematic analysis of 47 articles from the peer reviewed journals *International Journal of Early childhood education (IJECE)*, *European Early Childhood Education Research journal (EECERJ)* and *Asia-Pacific Journal of Research in Early Childhood Education (APJRECE)*, over the period of 2010-2014 was undertaken. The articles were categorised in to two main categorises, research type and research issues for further analysis. This paper reports that the majority of articles emphasized teacher-child interaction and curriculum planning for concept development in classroom contexts. On the contrary less attention directed to parental support in the home context and learning concepts through play. Additionally, most of the articles published were based on empirical studies, whereas theoretical, literature reviews and other types of articles were less common across this five years span. It is argued in this paper that parental support for concept development and learning concepts through play is an under researched area in the context of early childhood pedagogy. Future research needs to be completed in this area to understand, how young children can develop concepts through play in various settings.

**Keywords**

Concept development, teachers’ support, parents’ support, play, young children

**Bio**

Anamika is pursuing her PhD at Monash University and working as a research assistant in ARC project. Her supervisors are Professor Marilyn Fleer and Dr. Liang Li. Her research interests are cultural-historical perspective of education, early-childhood pedagogy, and concept formation in diverse cultural context and teacher- student collaboration.

Abstract: 8

**Exploring how educational reform discourses shape and reshape the positioning and engagement of early childhood educators in the field**

Lauren ARMSTRONG

*Monash University, Frankston, Australia*
Abstract

International early childhood education has experienced substantial changes to policy, theory and practice which have been influenced by political, societal and economic factors. The Australian early childhood field has undergone similar changes through the introduction of the national curriculum (DEEWR, 2009), quality framework (ACECQA, 2012) and ongoing systemic reviews (Australian Productivity Commission, 2014). Consequently, educators have needed to understand the shifting discourses associated with this rapid sequence of changes. Though, change entails an eight to seventeen year process (Pendergast et al., 2005; Pendergast, 2006), which has not been provisioned within the early childhood context. This warrants further exploration into how educational reform discourses shape and reshape the positioning and engagement of early childhood educators.

This presentation will demonstrate how a poststructural perspective will be applied to examine the perceptions of 24 educators in south-eastern Victoria regarding their experiences of recent reforms. Methods will encompass a list of professional development undertaken by participants since the recent reforms to be outlined on an interactive timeline during a 60-90 minute, semi-structured interview. Foucauldian Discourse Analysis will be utilised to identify the positions of educators within the change process, the discourses of pre-service and professional development institutions, and the effects of power and knowledge experienced by educators during recent reforms. It is anticipated that this study will contribute to knowledge by developing new understandings of how educators engage with change and inspire new theory, practice and policy regarding how the field can better support the preparation and engagement of educators throughout reform initiatives.

Keywords

Early childhood reform, educational change, policy development

Bio

Lauren holds a Diploma in Children’s Services, Bachelor of Early Childhood Studies, Honours Degree of Bachelor of Education and is now undertaking a PhD in Education. She has experience as a room leader in long day care and crèche; and hopes to contribute to early childhood education through her research.

References


Attitudes towards the Internet in SLA:

The Case of Saudi EFL learners

Abdullah ALAMER

Imam Mohammed bin Saud Islamic University

Abstract

Nowadays, Internet use is increasing worldwide, along with new and different ways to access it. While the Internet plays an important role in reshaping the ways in which people communicate and trade, its role in language learning has only recently come into the picture in Saudi Arabia (SA). Consequently, this study aimed at investigating 54 Saudi English as a foreign language (EFL) learners’ attitudes toward the Internet and its applications, utilising Gardner’s socioeducational model (Gardner 1985; Gardner & MacIntyre, 1993) to recognise the role that attitudes play in language learning, and to measure students’ attitudes and examine the learning context. Employing both quantitative and qualitative methods, this research aims to examine thirteen variables related to learners’ backgrounds to find out whether they influence their attitudes. Also, further investigation of some patterns of students’ Internet use in language learning and communication, based on their attitudes have been undertaken and discussed. The results show the positive attitudes that participants hold toward the Internet in general, while less positive, yet still positive attitudes are held toward the Internet specifically for
language learning purposes. Regarding the independent variables, there is the existence of significant differences in attitudes between those having Internet connection at home and not, with not only a blurred correlation with gender, but also one which is somewhat contradictory. These results also demonstrate the necessity for a long-term exploration of EFL learners’ attitudes towards what new technology facilities by employing theoretical groundwork to provide the field with well-grounded argument.

Bio

Abdullah Alamer is a lecturer at Imam Mohammed bin Saud Islamic University – Department of English. I have taught English for 2 years in primary, intermediate and high school levels in Saudi Arabia. In 2014 I’ve successfully completed a Master degree in Applied Linguistics, Faculty of Arts and doing PhD in the area of mobile assisted language learning (MALL).

Abstract: 10  Session: 10:30 – 11:00  Format: Broadcast  Room: G34

Pre-service teachers’ experiences of teaching practicum: Issues, challenges, and new possibilities

Afrianto AFRIANTO
Riau University, Indonesia

Abstract

This presentation reports part of findings of a case study investigating the complexities of issues, challenges and teaching and learning possibilities that a group of pre-service teachers’ (PSTs) faced on their teaching practicum, an important component of teacher education courses in Indonesia. The research project was conducted at an Indonesian university. Participants were ten students of 21-22 years of age. These students were selected by purposive random sampling. Data was gathered over a period of 16 weeks from in-depth interviews before and after the teaching practicum, guided reflective journals, and focus group discussion.

This presentation discusses issues and concerns raised by the participants during their teaching practicum. The issues included administrative problems, lack of professional mentoring support, tangible ‘abuse of power’ and some degree of ‘bullying’. To minimize these problems, it is suggested that the management of the practicum within pre-service teacher education curriculum needs to be reformed, the recruitment of mentor teachers needs to be standardized, a strong school-university partnership needs to be built, and the sense of collegiality needs to be encouraged more strongly. The findings make a contribution to further improving the quality of the teaching practicum in Indonesia.

Keywords

Pre-service teachers, teaching practicum, professional learning, identity construction

Bio

Mr Afrianto has been teaching English for more than 15 years in Indonesia, ranging from primary school to university level. Currently he is teaching in the English Education Department, Faculty of Teacher Training and Education, Riau University Indonesia. Apart from teaching, Afrianto is also active as a freelance writer in a number of local and national newspapers in Indonesia. He is currently a doctoral candidate in the Faculty of Education at Monash University.

Abstract: 11  Session: 3:00 – 3:30  Format: Broadcast  Room: G19

Social inclusion and exclusion of a young child: A cultural historical perspective of an international mid-semester transition

Megan ADAMS
Monash University, Melbourne, Australia

Abstract

There is world wide debate regarding social inclusion and exclusion with minimal global agreement. Located within early childhood literature discussion abound that inclusion and exclusion occurs frequently across all populations attending early childhood education centers. In this study we explore what it is like for a young expatriate child to enter an early childhood centre in an international school in Malaysia. Vygotsky’s (1994) concept of perezhivanie (emotional experiencing), provides a new way of thinking about multiple international transitions and the inclusion/exclusion that young expatriate children experience in their early childhood years. Perezhivanie offers a way to explore different perspectives and understandings in the child’s social situation of development. This qualitative case study utilises a cultural historical methodology, which includes digital video recordings collected (75 hours) of seven children (age 3-7, mean 5.6 years) throughout the everyday life across home and school settings. In addition five parents and seven teachers were also interviewed (15 hours).
Findings indicate that children use complex interaction styles to negotiate forms of inclusion and exclusion, which become part of the values and norms of the classroom. The demands of the curriculum and the organisation of assessment affect the motives of the children and their social interaction. This research contributes to the increasing number of families experiencing multiple international transitions in their child’s early childhood years. This creates a need for educators to be aware of the values imparted to children. Further, strategies and support for young children, families and educators are also discussed.

**Keywords**

Social inclusion, social exclusion, perezhivanie, transitions, early childhood education

**Bio**

Megan Adams is a PhD student at Monash University and is supervised by Professor Marilyn Fleer. Megan has a Masters in Early Childhood Education and is an experienced classroom teacher. Megan’s current research interests are cultural historical contexts of early childhood education, children and families experiencing global transitions and home/school pedagogy.

**References**


**Abstract: 12**  
**Session: 4:00 – 4:30**  
**Format: Poster**  
**Room: TLS**

**Tensions between home and school pedagogy:**  
**A cultural historical perspective of an international transition**  

**Megan ADAMS**  
Monash University, Melbourne, Australia

**Abstract**

This paper forms part of a larger study that explores the transition processes and conditions created to support learning and development of expatriate children across institutions (home, school and other activities). This research uses Vygotsky’s (1994) cultural historical system of concepts to explore play pedagogy of the home and the structured learning pedagogy of international schools. These schools accept children as young as three years of age for full time schooling. Through a qualitative case study of five families in transition, including seven focus children between three and seven years old, digital video recordings (75 hours) were gathered as part of the everyday life of the child at home and in school. Interview data (15 hours) were collected from parents, teachers and principals.

The findings indicate that expatriate parents in this study consistently feel the need for their children to learn through unstructured play and everyday experiences at home and school. In contrast the school demands that prior to entrance, children complete an entrance test, homework pack and on entrance, participate in structured learning for up to 50% of their school day. These demands add to the tension families experience during the initial transition processes of entering a new country. However as the children acquire and share their skills in numeracy and literacy the parents begin to encourage this development at home.

This research contributes to an under researched and growing area in early childhood education. Implications for practice and policy are considered.

**Keywords**

Social inclusion, social exclusion, perezhivanie, transitions, early childhood education

**Bio**

Megan Adams is a PhD student at Monash University and is supervised by Professor Marilyn Fleer. Megan has a Masters in Early Childhood Education and is an experienced classroom teacher. Megan’s current research interests are cultural historical contexts of early childhood education, children and families experiencing global transitions and home/school pedagogy.

**References**

### Abstract: 13  
**Session: 3:30 – 4:00**  
**Format: F2F**  
**Room: KG23**

**How challenging tasks optimise cognitive load**

James RUSSO  
*Monash University, Victoria, Australia*

**Abstract**

Not released for publication. Please refer to supplementary information provided during the conference.

**Bio**

James Russo is a primary school teacher and PhD student interested in classroom-based research with a particular focus on mathematics education in the early years of schooling.

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### Abstract: 14  
**Session: 11:30-12:00**  
**Format: Broadcast**  
**Room: KG24**

**Teachers’ response to the Punjab ICT education project: a case study**

Ramandeep KAUR  
*Monash University, Melbourne, Australia*

**Abstract**

Information and Communication Technology (ICT) has become an important aspect of 21st century education. The governments of many countries have integrated ICT in school education to prepare students for the workplace where ICT such as computers, the internet and other technologies are becoming increasingly ubiquitous (Mehta & Kasnia, 2011). The purpose of the study is to explore the teachers understanding of the ICT Education Project (2005) implemented by the Punjab government for secondary students to strengthen computer education. The aim of the research is to explore how technology is being used in one government school in a rural area and to highlight how teachers use ICT in their classrooms to enhance students’ learning. In my early attempt to articulate factors that promote and limit teachers’ use of ICT in their teaching, I examine the students, teachers and principal of the school who study and work there. This study is a qualitative case study which includes questionnaire, semi-structured interviews, observations and policy documents in one government senior secondary school in a rural area of Punjab state (India) in order to find how teachers respond to ICT project after nine years of its implementation. The preliminary findings suggest that in contrast to the requirements specified in government policies, teachers’ use of technology is limited to administrative work. Moreover, lack of ICT infrastructure and technical support in school hinders the students learning to use computers.

**Keywords**

ICT policy, technology in education, teachers, government schools, Punjab.

**Bio**

Ramandeep Kaur is a student of Master of Education (by Research) in Monash University. She began her career as a teacher in secondary school in India after two master degrees (M.Ed with specialisation in guidance and counselling & Master of Arts in English) from India.

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### Abstract: 15  
**Session: 10:00 – 10:30**  
**Format: Broadcast**  
**Room: KG24**

**The discourses of disability and disability sports coaching in Australian sport policy**

Andrew HAMMOND  
*Faculty of Education, Monash University*

**Abstract**

In the contemporary moment, various government agencies (e.g. Australian Sports Commission: ASC, National Sports organisations: NSOs and State Sport Organisations: SSOs) approach sports coaching practice as something that can and must be regulated, controlled, shaped and turned to specific ends. Researchers have seldom analysed how the government has deliberately sought to direct the conduct of sports coaching. This study is concerned with how government agencies attempt to regulate the conduct of sports coaches in order to meet the specific policy outcome of increasing participation of disabled people in organised sport. using Michel Foucault's genealogical analysis of political power- governmentality, this paper presents proposed theory and methodology from a continuing PhD study that examined the discursive constitution of disability sports coaching as represented in selected contemporary Swimming Australia sport policy documents. Findings suggest that there are potentially confusing mixed messages in the various policies. The implications of these mixed messages will be discussed. This research contributes to sports’ pedagogy research by promoting debate and discussion about the link between policy and sports coaching practice and pedagogy in particular in relation to disabled participation in sport.
Keywords

Sociology of Education, Governmentality, Inclusion, Sport Policy

Bio

Andrew Hammond is a PhD student with the Faculty of Education at Monash University, Melbourne, Australia. He is engaged in research that explores social issues surrounding inequity and exclusion in sport and physical education, with particular interests in governance, policy and its influence on pedagogy and practice. His current doctoral project looks at Governmentality and Australian Swimming coaches who coach disabled athletes. His currently supervised by Dr Ruth Jeanes and Dr Deana Leahy and is a member of the Health, Sport and Physical Education research group.

Abstract: 16
Session: 11:30-12:00
Format: Broadcast
Room: G34

The challenges of doing an analytical-interpretive autoethnography on natural spirituality and education of thought

Haleh RAFI
Monash University, Melbourne, Australia

Abstract

This article investigates the challenges of doing an autoethnography in the fields of spirituality and spiritual education. Doing an analytical-interpretive autoethnography on Natural Spirituality, I attempt to share performances of my experiences in the form of narration, to trace what I have been, what I could have been, and what I am now. The (mostly open-ended) self-reflexive stories are presented as multiple images that try to show, rather than tell, how my conceptions and reactions have changed during the past twenty years working on one of the most important principles of Natural Spirituality, which is the “education of thought”. The theoretical framework of the research is based on the teachings and thoughts of a contemporary philosopher, Ostad Elahi, who proposes that “spirituality is a science” and can be approached and studied as the “medicine of the soul”.

This autoethnography is planned to be an ongoing educational process for me to gain more knowledge of my “self”. It is considered as a qualitative research method that follows the process of my identity formation and is built on my contextual data. I have used different techniques of data collection in the past and recently I am engaged in internet based labs and modules. However, some difficulties appear when it is time to analyse and interpret the data, discuss the subjective truth, and bring the moral tales as scholarly personal narratives as autoethnography in theory suggests. This paper discusses the problems that come into view when the theory is practically applied.

Keywords

Natural Spirituality, education of thought, autoethnography.

Bio

Haleh Rafi has a PhD in English Language and Literature. She has taught in four different universities in Iran for seven years, supervised some MA theses, and published a guide book on English Poetry and some articles in her discipline. She is currently a PhD student at Monash University, Melbourne.

Abstract: 17
Session: 10:00 – 10:30
Format: Broadcast
Room: G19

Second generation Chinese Australian children’s role adjustment during transition to school within a bi-cultural context

Junqian MA
Monash University, Melbourne, Australia

Abstract

As a critical period for children, successful adjustment during school transition can increase the possibilities of positive future, while the failure of which can lead to negative consequences. Among previous studies on this topic, although mostly emotional, behavioural, academic, and social adjustments have been explored, there is insufficient research on role adjustment (i.e. adjust to new roles). Additionally, these studies have been mainly conducted in a single cultural context, and fewer have paid attention to children’s school transition in a bi-cultural context.

This study adopts Vygotsky’s cultural-historical theory, and seeks to investigate the causal-dynamic process of children’s role adjustment during transition to school within a bi-cultural context. The study combines the genetic research methodology and dialectic-interactive methodology to guide the present research. The research conducts a longitudinal case study, in which three second generation Chinese Australian children, their parents, kindergarten teachers and primary school teachers participate. The data will be gathered through video observation and dialogue-based interview. This research takes the first step in studying children’s role adjustment from a cultural historical perspective. Besides, role adjustment in bi-cultural context is also a new area in cultural-historical studies. Therefore, the study will contribute new
knowledge and will provide useful information for educators to help children within bi-cultural contexts to successfully adjust to new roles during the transition to school.

Bio

Junqian Ma is a PhD candidate in faculty of education at the Monash University. She received her bachelor’s degree from Jiangsu Normal University of China and eventually honored as the “excellent graduate”. She has one year of teaching experience in a primary school in China.

Abstract: 18  Session: 11:30-12:00  Format: Broadcast  Room: KG19

Collecting data on digital devices:
Using visual methodologies in sexuality research in education

Linette ETHEREDGE
Monash University, Clayton Australia

Abstract

This conference paper focuses on proposed research that uses a queer theoretical framework and a visual methodological approach to explore questions around intimate and sexual relationship messaging in digital spaces. An extensive literature review has identified that young adolescents are underrepresented in research about intimate and sexual relationships. Furthermore, Albury (2014) highlights research gaps around digital spaces and sexuality education saying there is no “universal consensus as to what porn teaches its consumers and how it works as an educator” p.172 (Albury 2014). Watson and McKee (2013) also argue for more innovative and entertaining research practices that better engage young people in meaningful discussions around sexuality and relationships in the digital era. The proposed student–led visual research practice will generate data in the form of short film artefacts. These artefacts will be analysed using a multimodal discourse analysis to formulate understandings around the question: How do young people aged 11-14 interpret the intimate relationships they see in digital spaces? This study will contribute to education research by generating visual and spoken data documenting how 11-14 year olds understand the intimate relationship models they see in digital spaces. It will also contribute by further expanding the use of visual methodologies in sexuality and education research. Finally, the research aims to generate empirical data that will offer scholars, policy makers and educators much needed insight into the ways young people aged 11-14 interpret the intimate and sexual relationship models they see in digital spaces.

Keywords

Young people, sexual relationships, digital spaces, visual methodologies, pornography

Bio

Linette is an experienced educator, documentary filmmaker, mother and PhD student. Her interests include sexual citizenship, young people, sexuality, intimate relationships, digital spaces and pornography studies. Her research explores the way young people interpret the intimate relationship models they see in digital spaces.

Abstract: 19  Session: 10:30 – 11:00  Format: Broadcast  Room: KG19

Secondary students’ attitudes toward ‘Asia literacy’ – a mixed methods study

Gary BONAR
Monash University, Faculty of Education, Melbourne, Australia

Abstract

The nature of ‘Asia literacy’ as an Australian concept and its enactment in schools is complex and under-researched. This mixed methods study aims to explore this complexity and add student voice to literature on Australia’s engagement with Asia at the level of education. Despite the general consensus among numerous state and federal governments over many years on the importance of increasing knowledge about Asia in Australia, the results of decades of work have not resulted in substantial policy goal achievements, with declines in Asian language learning and limited penetration of studies of Asia in content taught in Australian schools. Building demand among students, their parents and school leaders is regarded as critical yet problematic, as there is a lack of detailed and systematic knowledge of current students’ attitudes and understandings of the Asia literacy concept. This study seeks to gain insight into students’ attitudes around the concept of Asia literacy and how these attitudes may change over time and according to different experiences.

This study utilises a mixed methods approach to analysing data collected from secondary school students (n=200) in four year levels at two Victorian secondary schools. To provide scope for comparing attitudes over time, the survey being used replicates a 2002 survey tool used in a national study. Follow up semi-structured focus groups interviews and factor analysis of Q methodology sorts will deepen and extend this initial survey data. This presentation will report on some initial findings from survey data and focus group interviews. The potential that Q methodology offers to systematically study participants ‘viewpoint’ will also be discussed.
Keywords

Asia literacy, Studies of Asia, Intercultural Understanding, Critical Multicultural Education, Q Methodology

Bio

Gary Bonar has taught at secondary and tertiary levels in Australia and abroad. After living and working in Thailand and Japan for over four years, he spent five years working in Italy as a teacher and translator. Before commencing PhD studies, he worked as a Curriculum Coordinator responsible for literacy, languages and social sciences for Years 7 to 12 in a secondary school.

Abstract: 20

Self-management interventions for primary school students demonstrating problem behaviour in regular classrooms: evidence review of single-case design research

Margherita L. BUSACCA, Angelika ANDERSON, Dennis W. MOORE
Monash University, Melbourne, Australia

Abstract

High-frequency, low-intensity disruptive and off-task behaviours, are problematic in education settings as they can absorb teacher time, disrupt teaching-learning processes, and increase risk of teacher stress and burnout (Sullivan, et al., 2014). Self-management interventions may address such problematic student behaviour and offer a feasible alternative to teacher-managed interventions (Briesch & Chafouleas, 2009). This review aimed to provide an updated and refined analysis of self-management literature targeting problem behaviours of primary school students in general education settings. Such a study was warranted as research suggests behaviour problems to be more prevalent in children of primary school age (Harrison, et al., 2012) and minimal self-management review literature examines this population. This systematic literature review/meta-analysis applied quality appraisal and evidence evaluation processes (visual-analysis and effect size analysis using percentage of nonoverlapping data) to single-case design studies of self-management interventions. Exploratory analyses were conducted to evaluate characteristics associated with effective interventions and to identify gaps in the current evidence-base. Overall, results suggest there is sufficient research for self-management interventions to be classified as evidence-based practice for primary students with problem behaviours in regular classrooms. Interventions were effective across behaviours, disability categories and grades. Additional high-quality research evidence is required to support applications of self-management for particular outcomes and student subgroups. Implications for future research and practice are discussed. Though this review highlights a need for additional research evidence, current findings may encourage teachers to use self-management intervention strategies to target low-level problem behaviour and task disengagement difficulties demonstrated by primary students.

Keywords

Self-management, evidence-based practice, single-case design systematic review, primary school, classroom behaviour management

Bio

Margherita is a Masters of Psychology(Educational and Developmental)/PhD student under the supervision of Professor Dennis Moore and Dr Angelika Anderson. Her research surrounds the evaluation/development of self-management interventions for primary students presenting with problem behaviour in general education settings. Margherita has a BAppSc(Psych) and a GradDip(Psych).

References


Teacher educators’ perceptions of task-based language teaching (TBLT):

A Vietnamese case

Khanh-Linh TRAN-DANG
Monash University, Melbourne, Australia

Abstract

While Task-based Language Teaching (TBLT) has become popular worldwide, research on English language (EL) teacher educator’s perceptions of TBLT is still non-comprehensive. Little is known about teacher educators’ understanding of TBLT, e.g., how do they approach the methods? Whether they implement the methods in their pre-service teacher training setting or not? And what are the contextual factors that enhance or impede their implementation of TBLT?

This paper was spurred by a current case study that seeks to fill in the aforementioned gap in TBLT literature. Informed by the sociocultural perspective on teachers’ perception, the study examined the TBLT experiences of eight EL teacher educators in Vietnam. Data were collected from interviews, demonstration classes, focus group discussions, and related educational policies. Engestrom’s third-generation activity system was used to explicate the multiple perspectives and interactions between the teacher educators’ practice of TBLT and the implementation of ELT reform policies. Preliminary findings reveal contradictions between the two systems, especially between the outcome of the first and the subjects of the second. This led to a hybrid form of TBLT in the participants’ pre-service teaching as a way to mediate teaching practice to solve the contradictions.

The paper points out that the role of EL teacher educators in the whole educational system and in the current ELT reform has been overlooked. The paper also proposes a transformative operation model for ELT reforms, which highlights teacher educators’ roles for the benefit of all related stakeholders.

Keywords

Task-based Language Teaching (TBLT), teachers’ perceptions, English Language Teaching reform

Bio

Khanh-Linh is a principal teacher educator at Nha Trang Education College in Vietnam and a PhD candidate at Monash University. Her research interests include Language Teacher Education, EL Assessment, and ELT reforms. She has presented at CamTESOL 2009; ASIA TEFL 2010; SEAMEO 2010, 2014; MERC 2014, and VietTESOL 2014.

Imagined identities:

Language use and social media in Iran

Nastaran KHOSHSABK
Monash University, Melbourne, Victoria, Australia

Abstract

The notions of imagined communities and imagined identities by Anderson (1991) and Norton (2000) are applied in this study to explore young Iranian adult Facebook users’ employment of Persian and foreign languages on Facebook based on my personal motivation as an insider. Although there is censorship on the Internet access in Iran, people spend a lot of time and money on attempts to overcome these restrictions. While Facebook is blocked in Iran, the major reason of this enthusiasm can be the Facebook’s educative/informative role among Iranians. The limitations on free expression due to the conservative socio-political environment seem to lead Iranian users of this social media to create imagined Facebook identities which allow them to express themselves more freely. The case selected for this multiple instrumental case study is my “Facebook friend list”. The data will be collected through online interviews with the use of synchronous online chat tools and analysing the participants’ Facebook profile and activities over a period of six months. I offer my own story as a Facebook user currently living outside of Iran. The findings of this study will contribute to the literature on the Iranians’ use of social media and changes in the government’s attitudes towards the use of the Internet. There is hope that this research can have implications for the Iranian foreign language education contexts by offering increased understanding of the role of Facebook in constructing the identities of participants through the languages they use to express themselves on the virtual environment.

Keywords

Social media, imagined identities, language use
### Bio

Nastaran Khoshsabk is a PhD candidate in the Faculty of Education, Monash University, Australia. She is doing her research on the imagined identities of Iranian young adult social media users through their language use.

<table>
<thead>
<tr>
<th>Abstract: 23</th>
<th>Session: 3:30 – 4:00</th>
<th>Format: Broadcast</th>
<th>Room: G19</th>
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</table>

**Body politics of chair(ing) children in post-Pinochet Chile**

**Sarita GALVEZ**  
*Monash University, Melbourne, Australia*

**Abstract**

Drawing on Chilean thinkers as Francisco Varela and New Materialisms, this project aims to understand the intra-actions between children’s bodies and chairs in the specific geopolitical context of post-Pinochet Chile, and explore its complexities in a multilayered analysis. The research site for this project is ‘Fundación Integra’, an Early Childhood Education organisation established in the return to democracy in Chile, that has given special value to the chair as a symbol of its pedagogical endeavour. The concept of intra-action is a neologism coined by the feminist scholar Karen Barad (2007) as a posthuman conceptualisation of the causal effects between human and non-human bodies, where agency is understood as an enactment, not something that someone has.

The methodology is a diffractive analysis, developed by Barad (2007) drawing on Donna Haraway. In this project, videos, interviews, theory, and personal experiences will be read through each other in an attempt to allow the emergence of new patterns and ways of thinking about bodies, chairs and early childhood education in Chile. The research question guiding this project is how are children’s subjectivities produced in the intra-actions with chairs in Fundación Integra?

Therefore, my focus is mapping out the context to open spaces for new ways of thinking. Inspired by the scholar Nancy Tuana’s (2009) concept of viscous porosity, this project aims to avoid reductionism developing a multilayered analysis. The three layers are #classroom exploring the idea of children as learners, #neoliberal_lab exploring the intra-actions with this more-than-human economic body. And the layer #seismic is an analysis of the chair in the geological context of one of the most seismic regions in the globe.

**Keywords**

*Early childhood, new materialism, diffractive, posthuman, seismic*

### Bio

I grew up in the Northern coast of Chile, the region of the transversal valleys, in a big warm family. My professional background is in Physiotherapy, and I am very interested in feminist academia and posthuman theory.

<table>
<thead>
<tr>
<th>Abstract: 24</th>
<th>Session: 12:00 – 12:30</th>
<th>Format: Broadcast</th>
<th>Room: G25</th>
</tr>
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</table>

**Topic extension in discussion tasks: use of guided questions**

**Huong Quynh TRAN**  
*Monash University, Melbourne, Australia*

**Abstract**

Although topic extension is one of the fundamentals of interactional competence (Markee, 2008) because it helps students create coherence in discussion by developing the appropriateness of topic movement (Walsh, 2011; Young, 2003), the sequence of topic development in educational contexts in general and English language teaching classrooms in particular is still largely unexplored. This article addressed this issue by exploring the co-construction of topic extension in group-work and paired discussion tasks with the use of guided questions in English-as-a-Foreign-Language (EFL) speaking lessons in a Vietnamese educational context. Combining the micro-analytic methods of conversation analysis on video-recorded discussion tasks in two English classes and stimulated recall interviews, this conversation-analysis-grounded case study, involving eight students from a university in Vietnam, showed how the students used guided questions as the first-pair parts of adjacency pairs in discussion and analysed the patterns of follow-up questions for topic extension in the sequence organisation. Findings showed that the inflexible use of guided questions might consequently orient to the limited two-way interaction in the co-construction of meaning among participants, resulting in incoherent flow of a discussion. The study also discussed pedagogical implications for designing discussion tasks with guided questions to develop the co-construction of topic extension and to practice joint interactional competence in such in-class tasks. The study contributed not only to the on-going literature on students’ talk in in-class interaction but also to the English language teaching pedagogy for developing interactional competence.

**Keywords**

*Conversation analysis, classroom discussions, EFL teaching, topic extension, interactional competence*
Huong Quynh Tran is currently a PhD student in the Faculty of Education. She is an EFL teacher trainer at Hanoi National University of Education, Vietnam, with over 10 years’ teaching experience. Her research interests include conversation analysis to issues in EFL learning, innovative methodology and blended learning in EFL contexts.

Abstract: Learning from expert improvisers: seeking processes of desire

Leon DE BRUIN
Monash University

Abstract

The past four decades have seen the emergence of the field of jazz pedagogy within formal music studies. The ability to improvise is identified by McPherson (1995) as one of five distinct musical performance skills, and has called for further research to investigate factors and abilities that influence the development of this skill. Observing the music making of elite improvisers reveals a fusion of experience and spontaneity, where practice and knowledge refine the synthesising of learned and memorised material with interpretative, responsive and reflexive skills in collaborative performance. Research investigations with classical musical performers have revealed a wealth of cognitive insights that elucidate high-order organisational and skilled retrieval strategies. This paper explores the way expert musicians in the field of improvisation negotiate facets of development in their practice. Through the phenomenological lens of enculturation, practice and performance, five elite improvisers were interviewed about ongoing learning perspectives involving practice and experience. Findings suggest that expertise gained through musical experience reflects an evolving personalisation of processes and procedures in learning and performance involving both formal and informal musical experiences. Implications for researchers and educators are drawn for meaningful educational practice by understanding the diversity of expert learning, critical thinking and creative processes in improvising musicians.

Keywords

Jazz improvisation, phenomenology, self-regulation, challenge-mastery, informal learning.

Bio

Leon de Bruin is an educator, performer and researcher in improvised and composed music. He has presented papers throughout Australasia and South America and performs a wide-ranging repertoire of music for trumpet, in both collaborative and solo recital platforms. He is a Ph.D. Candidate in the Faculty of Education, Monash University, Melbourne, Australia. His dissertation interests include the teaching and learning of improvisation, creativity, collaborative learning processes.

Reference


Abstract: The transformative power of reflective practice

Nha Tran NGUYEN
Monash University, Melbourne, Australia

Abstract

Over the past few decades, with the growth of globalisation, English teachers have been facing a number of changes, including changes in perspectives, goals and approaches, to name but a few. As a result, it is increasingly crucial that English teachers, especially the so-called nonnative-English-speaking teachers, reflect on their teaching beliefs and practices. Those who teach without reflection will soon feel like being thrown into confusion among the shifts and thus controversies in the field. In this presentation, I am going to briefly discuss some changes in English language education facing me as a Vietnamese teacher of English. I then talk about how I learnt to become a reflective teacher using the four lenses suggested by Brookfield (1995) during an action research project conducted in my own classrooms at my university in Vietnam. I will also be presenting some preliminary findings from the analysis of the qualitative data in the action research (including artefacts, audio-recordings of lessons, observation notes by my colleagues and audio-recordings of discussions with them, focus group interviews with my students, and my journal). Implications drawn from the process of my learning to theorise my practice and practise my theory through reflection might be helpful to language teachers in particular and teachers in general in this context of change.

Keywords

Change, action research, reflection.
Bio

Nha Tran Nguyen is a lecturer in the Faculty of English Linguistics and Literature, University of Social Sciences and Humanities – Vietnam National University, Ho Chi Minh City. She is doing a PhD at Monash University. Her research interests include dialogical pedagogies, classroom-based action research and English as an International Language.

Abstract: 27

Session: 12:00 – 12:30
Format: Broadcast
Room: KG24

From efforts to effects:

Digital technology policy in English language education in a Vietnamese university

Linh NGUYEN
Monash University, Australia

Abstract

This study aims to explore and explain the (un)expected impacts of digital technology policy implementation on English language education in a university, setting in its hierarchical order of institutional leaders, faculty dean and staff. As a case study of a Vietnamese public university, the research is primarily based on an analysis of policy effects in policy trajectory studies, and the relation between digital technology and the contemporary university, so as to understand the nature of policy effects. As importantly, the Confucian Model of higher education and Bourdieu’s logic of practice will help rationalise the reason(s) why policy has such degree of effect. The research data include in-depth interviews, the researcher’s field notes and policy documents. Content analysis will be conducted on the data. It is hoped that the study could give insight into how digital technology policy can contribute to institutional and pedagogical changes in the particular context of one higher education institution, and vice versa. Indeed the research findings are expected to enrich the existing scholarship on education policy studies, digital technology use in educational settings, and possible relation between the Confucian Model of higher education and the logic of practice.

Keywords

Educational digital technology, higher education, policy effect

Bio

Linh Nguyen has been a PhD student in the Faculty of Education, Monash University, since 2014. She earned her MA in English linguistics at Dalarna University, Sweden; and is an Endeavour recipient for her doctoral study. Her research interests are sociology of education, policy studies, higher education, and digital technologies.

Abstract: 28

Session: 4:00 – 4:30
Format: Poster
Room: TLS

An investigation of the integration of management and finance content into English language support programs in a Sri Lankan university

Shashinie WIJAYADHARMADASA
Monash University, Melbourne, Australia.

Abstract

This doctoral research aims to cater to the ever-increasing demand of English Medium Instruction (EMI) at tertiary level in Sri Lanka. The implementation of EMI has led to interest around how best to support university students with varying degrees of English language proficiency.

The context of the research was one particular Sri Lankan university. As EMI is a challenge to most undergraduates, the researcher’s intention is to facilitate their learning with this novel language teaching approach.

For this case study data was drawn from 377 student surveys, 5 focus group interviews, 32 semi-structured interviews which included 15 interviews with students, 9 English language teachers (ELTs) and, 8 academic lecturers. The ROAD-MAPPING framework developed by Dafouz and Smit (2014) in the European university context, was used to analyse the interview data. This highlights dimensions, which comprise the Roles of English (RO), Academic Discipline (AD), Management (M), Agents (A), Processes and Practices (PP), Internationalization and Glocalization (ING).

Preliminary findings suggest that, of these six dimensions, perceptions around the inclusion of subject specific content in the English support classes relate to the roles of English dimension for students, ELTs and academic lecturers. The prominence of other dimensions differs according to category of participant: ELTs appear to be more likely to focus on processes and practices, academic lecturers on more subject specific academic discipline and students on internationalisation and glocalisation.

These findings imply that the future English language programs should focus on all the aspects proposed by the participants in order to develop more effective language programs which could be a model for other disciplines as well.
Abstract: 29  
Session: 11:30-12:00  
Format: Broadcast  
Room: G25

EFL learners’ oral performance of tasks with familiar and unfamiliar topics: 
Insights from stimulated recall interviews

XUYAN QIU
The University of Hong Kong, Hong Kong

Abstract

The influence of topic familiarity on second language (L2) learning, in particular reading and listening comprehension, has been explored recently, but the impact on oral performance, an important skill in language learning, is seldom studied. There is also a lack of analysis about speakers’ inner thoughts during oral production. In order to address the gaps aforementioned, this study aims to investigate the role of familiar and unfamiliar topics on L2 learners’ oral production and to provide interpretation for speakers’ inner thoughts during performance.

21 Chinese EFL (English as a foreign language) learners performed four narrative oral tasks on two occasions (first performance and repetition). Two of the tasks contain familiar topics while the other two topics are comparatively less familiar. All participants’ performance was video-taped. The stimulated recall interviews about participants’ inner thoughts were conducted immediately after their performance. The interviews were analysed with Levelt’s speaking model, which divides speech production into four stages, i.e. conceptualization, formulation, articulation, self-repair. From the results, the familiar topics facilitate conceptualization because participants added details relevant to their schemata. Though activating the concepts in the first language (L1), the participants found it difficult to translate their ideas from L1 to L2. Furthermore, the participants paid more attention to the formulation and articulation stages during repetition because of increasing topic familiarity. The findings provide empirical data on the effectiveness of topic familiarity on EFL learners’ oral performance. Language teachers can select task topics with different familiarity degrees according to pedagogical goals.

Keywords

SLA, oral performance, task-based language learning, stimulated recall interview

Bio

Xuyan Qiu is a PhD candidate from Division of English Language Education, Faculty of Education, The University of Hong Kong. She obtained her MA degree from Department of Linguistics and English Language, Lancaster University. Her research interests are language learning and teaching, second language acquisition, and task-based language learning.

Abstract: 30  
Session: 10:00 – 10:30  
Format: Broadcast  
Room: KG23

Lessons we learn from stroke survivors with aphasia

Ekaterina KUZMINA, Brendan WEEKES
The University of Hong Kong, Hong Kong

Abstract

Clinical neuropsychology has a long tradition in Russia particularly Luria’s work on the functional anatomy of language and memory in the study of language disorders (aphasia). Luria’s work developed in conjunction with cultural psychologist Vygotsky who wrote that “A word is, first of all, an abstraction and generalisation, thus it is an act of thinking”. Then the intimate relationship between language and thinking assumed by these pioneers in neuropsychology was the forerunner of the cognitive revolution in linguistics and psychology that swept through the United States in the 1960s and 1970s.

Here we investigated the cognitive deficits associated with aphasia contrasting the Russian and English literature. Cognitive deficits in attention, memory and executive control coexist in aphasia and have become a focus in modern
rehabilitation. Our main research aim is to reveal relationships between cognitive and language processes after brain injury caused by stroke and make suggestions for language therapist based on these results.

Our first step was to develop a standardized battery of cognitive processing informed by cognitive neuropsychological studies of patients with and without aphasia based on Birmingham Cognitive Screen (BCoS) (Humphreys et al., 2012). 34 patients with aphasia and 23 healthy controls were tested with the BCoS and cognitive tasks that do not rely on complex linguistic processing. Re-testing after a 1 year allowed us to assess the validity of these tests in measuring functional outcomes.

**Keywords**

Aphasia, Language, Cognitive screening

**Bio**

Ekaterina Kuzmina, 3 years ago after her graduation from the Faculty of Psychology at Lomonosov Moscow State University she moved to Hong Kong and started her PhD in Speech and Hearing sciences at The University of Hong Kong. Her main research interests are cognitive screening and language learning.

**References**


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**Abstract: 31**

**Session: 4:30 – 5:00**

**Format: Broadcast**

**Room: KG19**

**The effects of educational programs for sustainable development on students’ locus of control in three different countries**

**Misol KIM**

*Monash University, Melbourne, Australia*

**Abstract**

Not released for publication. Please refer to supplementary information provided during the conference.

**Bio**

Misol Kim is a PhD student in the faculty of education, Monash University. Before, she worked for various educational projects in different organizations such as Climate Change Centre (South Korea), UNESCO-UNEVOC (Germany) and Centre for Sustainable Development, Uppsala University and Swedish University of Agricultural Sciences (Sweden).

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**Abstract: 32**

**Session: 3:30 – 4:00**

**Format: F2F**

**Room: G25**

**ELT materials adaptation for multiethnic classrooms:**

**A case study of tertiary education in Manado, Indonesia**

**Maya WAROUW**

*Monash University, Melbourne, Australia*

**Abstract**

This study investigates how a group of Indonesian lecturers of English in Manado perceive and adapt the content of English Language Teaching (ELT) materials and how their students’ ethnic backgrounds and lecturers’ personal attributes and job circumstances influence the adaptation practices. English teaching particularly in the context of such multiethnic settings do not currently provide ethnically appropriate materials which focus on the diverse needs of the students with a variety of ethnic and cultural backgrounds. Hence, this study attempts to explore teachers’ understandings of their students’ backgrounds and needs and how these understandings help students in their adaptation process.

Drawing on the works of Tomlinson and Masuhara (2004), McDonough and Shaw (1993), McGrath (2002), and Richards (2007) who have pointed out the importance of considering students’ backgrounds and needs in their choice of teaching materials, a qualitative case study was conducted with eight English language lecturers in Universitas Sumikola. Pattern matching analysis (Yin, 2009) of the classroom observations, semi-structured interviews, and teaching materials evaluations revealed that lecturers’ teaching materials adaptation was constructed through the negotiation of lecturers’ factors, students’ ethnic backgrounds and sociocultural contents. This negotiation is reflected in a new adaptation framework which illustrates the teachers’ optimised understandings of how students’ multiethnic backgrounds can be better acknowledged in English teaching practices. The results of this study also show that the teachers’ awareness and sensitivity to the learners’ ethnicity-based needs as reflected in their adaptations impact positively on the pedagogy and affect the variety of ethnicity-based adaptation strategies and contextual adaptation procedures. By encouraging such
awareness, the students are being better prepared to meet both global and local expectations by using English as the medium of communication.

**Keywords**

Multietnicity, materials adaptation, English teaching

**Bio**

Maya Warouw has more than 8 years of teaching experience at the English Department, Sam Ratulangi University, Indonesia. She completed one Master’s degree in Linguistics from the same university and another in TESOL International from Monash University. She is currently a PhD Candidate at Monash University investigating ELT materials in tertiary settings.

**Abstract**

Bereavement experiences of same-sex partners and impact on later relationships

Lefteris PATLAMAZOGLOU, Janette SIMMONDS, Tristan SNELL

*Monash University, Melbourne, Australia*

**Abstract**

The current literature on bereavement contains a considerable gap regarding the experiences of same-sex-attracted people who have lost a partner. Previously published studies regarding gay and bisexual populations have focused on the loss of a partner to AIDS-related causes but there is scant research concerning bereavement in same-sex-attracted individuals who have lost a partner to non-AIDS-related causes, while the female population is poorly represented in relevant research. No published psychological research has investigated the grief of a partner in both male and female same-sex-attracted individuals. This qualitative study focuses on investigating the bereavement experience, applying Interpretative Phenomenological Analysis (IPA) that uses data from interviews with same-sex-attracted men and women (in Australia and New Zealand) who have experienced the loss of a long-term partner to non-AIDS-related causes. The focal point of the semi-structured interviews is on the experience of losing a partner, its impact on seeking and engaging in subsequent romantic relationships, and the supports and resources that might have facilitated the grieving process. IPA involves the identification of emergent themes and connections across them, the search for common patterns among participants’ accounts, and, ultimately, the thorough interpretation of these commonalities. The project is currently at the stage of examining factors that might complicate the bereavement experience of same-sex-attracted individuals, including disenfranchised grief and minority stress. The study aims to suggest valuable implications for the counselling of bereaved same-sex-attracted individuals, broaden the research concerning disenfranchised grief in this population, and add to research on the influence of bereavement on romantic relationships.

**Keywords**

Bereavement, same-sex, relationship, grief, loss.

**Bio**

Lefteris is currently undertaking a Master of Psychology (Counselling)/Doctor of Philosophy at Monash University and works as a family counsellor. His academic background includes a Graduate Diploma in Counselling and Psychotherapy and a Bachelor (Honours) in Psychology. His research interest is focused on same-sex relationships and grief counselling.

**Abstract**

Bangladeshi English teachers’ perceptions of their resources: Reflecting on professional development needs

Md Zulfegar HAIDER

*Faculty of Education, Monash University, Victoria, Australia.*

**Abstract**

The government of Bangladesh has recently developed a new curriculum and a series of textbooks with to developing the school students’ communicative competence in English language. However, the poor quality of the English teachers remains a major obstacle in achieving the curriculum goals and learning outcomes. For the planning and implementation of successful teacher development programmes, the issue of teachers’ existing resources becomes quite crucial.

The aim of this research study is to investigate Bangladeshi EFL teachers’ perceptions of the two kinds of resources for successful learning - Educational Capitals and Learning Capitals. While Educational Capitals refer to the resources localized in the environment of a learner, Learning Capitals represent the kind of resources localized in the individuals. The research is designed to find answers to questions such as What do the Bangladeshi EFL teachers think about their own
professional development needs?, Which educational capitals and learning capitals do the EFL teachers have? and How different or similar are the resources of urban and rural EFL teachers? The study also aims to identify the areas that need to be addressed to make the teacher development initiatives more effective.

This mixed method study involves a questionnaire survey of 500 English teachers of Bangladeshi secondary schools followed by four focus group interviews with 50 selected survey participants. This presentation will report on the survey data results and its preliminary findings in relation to this study’s research questions.

This study of the existing capitals of English teachers could highlight areas of need in order to inform future teacher development initiatives.

**Keywords**

*Teacher development, educational capitals, learning capitals, EFL, Bangladesh*

**Bio**

Md Zulfeqar is a PhD candidate at the Faculty of Education, Monash University. He did his MEd (TESOL) from Monash in 2003. He worked as a teacher trainer, curriculum developer, textbook writer and EFL teacher with a number of projects and organisations under the Ministry of Education, Bangladesh.

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**TPACK and pedagogical change in science:**

**Why is my study important?**

**Ali NAJMI**

*Monash University, Melbourne, Australia*

**Abstract**

What teachers need to know in order to teach effectively has been a research focus for over four decades. Shulman (1986), in his seminal paper, introduced the concept of pedagogical content knowledge (PCK) as the knowledge a teacher needs to make the subject matter accessible to students. Given that Shulman’s PCK idea was presented when technology was not as ubiquitous as it is today, the innovative concept of the TPACK (Technological pedagogical and content knowledge). The TPACK framework was introduced by Koehler and Mishra (2006) as a framework to explore the knowledge a teacher needs to integrate ICT effectively in the teaching and learning processes. Despite the passage of 10 years, and much TPACK research by Western scholars, research in this domain is scant in Saudi Arabia. This paper discusses why TPACK is an important factor in transforming teachers practice in Saudi Arabian context. Factors such as the context, functional fixedness, professional development programs, classroom incivilities, and instabilities of technologies will be discussed.

**Keywords**

*ICT, TPACK, Pedagogical Change, Science, Saudi Arabia.*

**Bio**

Name: Ali Hassan Najmi, A PhD candidate. Monash University, Faculty of Education, Berwick Campus. My research is about “ Teachers’ ICT use in science: The role of TPACK in pedagogical change”.

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**Towards developing a pedagogy to help postgraduate students avoid plagiarism in their English academic writing: a case study in Vietnam**

**Thi Van Lam NGUYEN**

*Monash University, Victoria, Australia*

**Abstract**

Various studies have been conducted on plagiarism at different levels of education. However, little research on plagiarism by Vietnamese students has been done despite many heated debates on this problem in mass media. Unfortunately, while universities in English speaking countries have done a lot to eradicate plagiarism, most universities in Vietnam, even those offering postgraduate programs in English Linguistics and English Teaching Methodology or TESOL, are doing very little about this issue. Aware of the prevalence of plagiarism in Vietnam with no studies on the subjects of postgraduate students in English Linguistics and TESOL, this research is aimed at investigating the perceptions of plagiarism from Vietnamese academics and postgraduate students in English Linguistics and TESOL in Vietnam by means of interviewing and a document analysis of regulations on postgraduate training in Vietnam, syllabi of program units and students’ assignments. Based on these perceptions, a pedagogy to help these students avoid plagiarism will be developed and piloted. The data of
the study will be collected by means of interviewing, document analysis and observation, and will be analysed using content analysis. This study will contribute a social constructivist study on developing a pedagogy to prevent plagiarism at the postgraduate level. The study will also help to raise the academics’ and student’s awareness of plagiarism in English academic writing, improving the quality of academic writing, postgraduate education and research in English Linguistics and TESOL in Vietnam and other similar contexts, and attaining international advanced standards of higher education.

Keywords

Academic writing, plagiarism, pedagogy, postgraduate

Bio

I, Thi Van Lam Nguyen, am a PhD student in TESOL in the Faculty of Education, Monash University, Australia. Before starting my PhD program in Australia, I was a lecturer in the Department of Foreign Languages, Vinh University, Vietnam. My research interests are involved in English teaching methodology and linguistics.

Abstract: 37

Session: 10:30 – 11:00
Format: Broadcast
Room: G19

Conceptualising and contextualising play as an early learning approach:

The perspective of a developing country

Nurun Nahar Chowdhury

Monash University, Melbourne, Australia

Abstract

Deviating from the dominant discourse of play-based pedagogy which is greatly influenced by Western play approach this study explores how play is valued in early learning settings in the cultural context of a developing country. It reports a qualitative study, conducted in rural Bangladesh, involving visual-observations of practices in six families and six pre-primary classrooms, and interviews with respective parents, children and class-teachers. Findings reveal that though parents consider play as leisure than learning they appreciate it as a contribution to reducing children’s fear about school and study. Teachers feel more comfortable with play as a means of imparting knowledge to the young learners. They also value it as aiding school readiness. However, they use play as rewards, a tool to manage the class and a means to support new learners in settling down. For young children, play is fun. Besides, it provides children the space to exercise their agency in the learning process and the opportunity to participate in and contribute to valued cultural activities. Ultimately, the findings emphasise culture and context as determining play perceptions and practices.

Keywords

Play, early learning, parent, young children, teacher.

Bio

As an International PhD student at Monash University my research concentrates on early childhood education, play-based pedagogy, early learning policy and curriculum. My interest lies in the differences and similarities between developed and developing countries’ approaches and practices towards early learning.

Abstract: 38

Session: 4:00 – 4:30
Format: Poster
Room: TLS

Communication in play-based pedagogy:

Exploring pre-primary classroom practices in Bangladesh

Nurun Nahar Chowdhury

Monash University, Melbourne, Australia

Abstract

Rogoff’s latest learning theory postulates cultural nature of children’s involvement in everyday practices determines learning-traditions (Rogoff et al. 2007). Rogoff and her colleagues introduce three multifaceted prisms (ALI, GR and LOPI) representing distinct learning traditions. This paper focuses on investigating communication, one of seven common features of these prisms, to explore cultural traditions of play-based early learning practices in pre-primary classroom context. The research was a qualitative study conducted in rural Bangladesh. Participants were teachers and young children. Data collection methods included video-recording of classroom interactions, interviews and document analysis. The findings reveal that in play-based activities teacher and young children adopted traditional written and verbal means of communication. Interestingly, non-verbal body languages (such as pulling/pushing, shaking heads, smiles, fear, look and silence) were also evident which are unusual in formal classroom settings. These communication-means correspond to more than one learning traditions. Thus discussion foregrounds arguments for reviving this feature in the prisms/learning-traditions to address complex learning practices in the studied context.
Abstract: 39  Session: 12:30 – 1:00  Format: Broadcast  Room: G34

**Young men’s experiences of their learning journeys and the transition into higher education**

Lyn KOMARZYNSKI

Monash University, Melbourne, Australia

**Abstract**

The global movement to increase and widen participation in higher education has seen an increase in alternative pathways into Australian universities. This is reflected in government policy and university admissions procedures, and proportional increase in enrolment of students from non-traditional backgrounds. Of these, young adult males (as a cohort) demonstrate the weakest achievement in terms of student retention and academic outcomes at university. Research suggests self-perception about the relationship between gender and education affects study behaviours and choices, and educational ambition (NSW Department of Education and Training, 2000), and further that gender construction impacts upon the educational outcomes of males differently according to socio-economic status (Martin, 2002).

This study seeks to explore the experience of young male students with disrupted experiences of education and achievement that come to engage with tertiary education. It seeks to identify the students’ self-understandings of their learner and personal identities in relation to what they describe as defining transitional experiences in their educational journeys. Using narrative inquiry methodology and a semi-structured interview method, the research design involved data-gathering from five young Australian men selected from those currently undertaking a university access course.

This paper draws on a biographical-narrative-interpretative method to explore the narratives of the young men. Preliminary findings suggest learning transitions for the young men are predominantly relationally-influenced, and that the most powerful social forces affecting their learning journeys are paternal influence, peer influence, and the relationship and sense of connectedness they have experienced with teaching staff. This research has the potential to increase understanding about the ways young men experience transitional moments in their educational journeys, and of how educational practice may best respond to learners with a background of disrupted education and achievement.

**Keywords**

Educational transition, learning journey, learner identity, young men, non-traditional university student

**Bio**

Lyn Komarzynski is a PhD candidate in the Faculty of Education at Monash University. She teaches in the Department of Communication and Cultural Studies at Curtin University in Western Australia.

Abstract: 40  Session: 12:30 – 1:00  Format: Broadcast  Room: KG24

**Indian tertiary education students’ perceptions about internet use for their learning potential**

Sandeep kaur SANDHU

Monash University, Melbourne, Australia

**Abstract**

The current study focuses on Indian tertiary education students’ perceptions about Internet use for their learning potential. The aim of the study is to assess the impact of Internet use on Indian tertiary education students’ learning potential and explore the relationship between gender and Internet use. Both quantitative (Survey) and qualitative (Semi-structured interviews) methods are used in this research. A sample of 1000 students (195 males and 805 females) participated in the questionnaire and 10 students (5 males and 5 females) in the interview data collection process. Content analysis (for interviews) and descriptive statistics (for questionnaire data) were used to analyze the data. The results showed that the research participants used the Internet for learning purposes such as writing assignments, preparing PowerPoints and searching examination related study material. Female participants had more positive attitudes towards Internet use than
their male counterparts. The positive attitude of female shows that female students more prefer to use the Internet for their study purposes than males.

**Keywords**

*The Internet, tertiary education, perceptions and learning potential.*

**Bio**

Sandeep Kaur Sandhu is a PhD student in the Faculty of Education, Monash University, Australia and her area of interest is use of educational technology in tertiary education. She holds three master's degrees (M.Phil. in Education, M.Ed. and M.A. Economics). She is in her last year of PhD and preparing for pre-submission seminar.

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**Abstract: 41**  
**Session: 12:00 – 12:30**  
**Format: Broadcast**  
**Room: KG19**

**Reinventing traditional games as a space for ethical encounters among children:**  
A case study of a primary school in Yogyakarta  

Ririn YUNIASIH  

*Monash University, Melbourne, Australia*

**Abstract**

The study aims to explore reinventing traditional games as a space for ethical encounters among children in Indonesia. Informed by postmodern perspectives, it focuses on ethical inquiry as an approach in implementing character education. In the Indonesian context, character education is viewed as a process of developing values in children. These values are rooted from the nation’s philosophy, religions, and culture. This exploration addresses issues in the practices of character education which often end up as knowledge delivery. Traditional games as a part of culture, as investigated in an Indonesian community by Sujarno, Galba, Larasati, and Isyanti (2013), may also benefit children by facilitating their development and character building. Grieshaber and McArdle (2014), suggest that play can be a strategy to encourage ethics explorations among children in a school setting, however, limited research has been conducted about this matter. Employing a qualitative approach, a case study will be conducted using observations as the main method in generating data, supported by visual data from video recording, images and drawings by the children. The children are positioned as co-researchers to acknowledge their voices about the games and ethics. The study potentially contributes to the practice of character education in Indonesia through the provision of traditional games at school. This practice is also expected to address values of local wisdom and culture, as mandated by the current educational policy. It also may add to the body of knowledge about integrating traditional games in education.

**Keywords**

*Traditional games, ethical encounters, character education, Indonesia*

**Bio**

Ririn Yuniasih is a student in the faculty of education, Monash University, Peninsula. Back in Indonesia, she works at the Ministry of Education and Culture, and now is conducting research on traditional games, supervised by Jane Bone, PhD and Dr. Gloria Quiñones.

**References**


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**Abstract: 42**  
**Session: 4:30 – 5:00**  
**Format: Broadcast**  
**Room: G34**

**Factors affecting the trainees’ withdrawals and retention from VET courses in Australia.**

Taslima SULTANA  

*Monash University, Melbourne, Australia.*

**Abstract**

Over the last two decades the Vocational Education and Training (VET) system in Australia has experienced substantial reforms and extensive expansion (NCVER, 2010). While this has been a significant achievement, low completion rates among trainees (Bednarz, 2014) continue to be a major problem and a contributing factor in the persistence of skill...
shortages in Australia. Like other Industry, the proportion of community services and health Care sector trainees’ that go on to complete a qualification has fallen since 2009 (Environmental Scan 2015, Community Services and Health Industry Skills Council Australia). The objectives of the study are to identify and describe factors that underlie the process of withdrawals from courses before VET trainees have gained their qualification. Most importantly, the study aims to provide recommendations by examining a number of interventions that could be used to enhance retention and contribute to increased completion of traineeships both for the local region and with a view to broader application. Methodologically, the study is divided into two stages: firstly, the analysis of existing literature and statistical data and secondly, interviews with trainees (both completers and non-completers) in the field of Child service and Aged care courses. While a significant amount of research had previously been undertaken in Australia on the factors contributing to successful completions (Ball & John, 2009; Bender, 2003; Group Training Association of Victoria, 2005; Harris, Simons, Symons & Clayton 2001; Karmel & Milotkowski, 2010; Karmel & Virk, 2006) fewer studies on withdrawals/ non-completions, especially Children Services and Aged Care field have been conducted (Snell & Hart, 2007). This study has potential to help us find out a range of ideas for improving the ability of the VET system to work more closely with trainees to support them to complete their training.

Keywords
Trainees, withdrawals, retention.

Bio
I am currently undertaking MEd (Coursework and Thesis)

Abstract: 43  Session: 4:30 – 5:00  Format: Broadcast  Room: G19

Playgroup, a bridge between cultures:
Motives for children’s learning imbued by adult constructions of childhood.

Victoria MINSON
Monash University, Melbourne Australia

Abstract
Melbourne’s multicultural population prompts a unique need to understand the variance in cross-cultural parental motives for children’s learning. The universality of the term ‘childhood’ obscures a vast repertoire of ideals that reflect this stage of human development. Cultural-historical theory helps us understand the diversity of childhoods across Melbourne, as “children’s lives are lived through childhoods constructed for them by adults’ understanding of childhood and what childhood should be” (Mayall, 1996, as cited in Dahlberg, Moss & Pence, 1999 p.43).

This study examines the experience of five migrant families, raising a child away from their country of origin. A cultural-historical framework and visual methodologies are utilised to to video record parent–child interactions during playgroup sessions over five weeks. Parental perspectives are used to unpack the video interactions recorded in focus group interviews, providing insight into how their country of origin influenced the formation of motives for their children’s learning.

The pivotal findings in this study concur that parents reference their country of origin to indicate developmental potential for their child (Hedegaard, 2012). The findings highlight a tension between the multiple societal influences coexisting under one governing institution. This study serves to provoke professionals to be aware of their own personal constructions of childhood, and how these may influence their philosophies and professionally agreed ways of working. Furthermore, it provides insight into understanding the origin of parental motives as part of a system and not in isolation.

Keywords
Cultural-historical research, country of origin, parental motives.

Bio
Victoria Minson is a first year PhD student at Monash University, interested in cultural-historical research with migrant families and young children. Victoria concurrently works at the City of Melbourne Family Services, developing and delivering parent education programs and workshops. Supervised by Dr Nikolai Veresov and Marie Hammer.

References

Investigating Bangladeshi teachers' understanding of student behaviour in primary schools

Md. Saiful MALAK

Monash University, Melbourne, Australia

Abstract

This paper reports on a study of primary school-teachers’ perception of student behaviour in Bangladesh. Based on one-on-one interviews with 22 teachers, the study revealed that Bangladeshi teachers’ conceptualized students’ inappropriate behaviour as ‘intentional’, ‘unacceptable’, ‘deviant’ and ‘unlikely to changes’. Aggressive, disruptive and disrespectful behaviours were identified by teachers as serious and of the greatest concern. The majority of teachers emphasized absence of corporal punishment in school as potential cause for students to behave inappropriately. Taking teachers’ conceptualization of students’ inappropriate behaviour into account, this study aimed at developing a valid and reliable instrument for measuring teachers’ attitudes towards student behaviour within the context of Bangladesh. An exploratory factor analysis (EFA) was carried with a sample of 190 Bangladeshi primary school-teachers to identify the basic factor structure of the scale. Results of EFA provide preliminary evidence that the new instrument consisting of 13 items within two distinct factors meets the standards for reliability. The alpha reliability coefficient was found 0.91 for the total scale, and 0.92 and 0.75 for the first and second subscale. To test the identified factor structure, confirmatory factor analysis (CFA) using structural equation modelling (SEM) was utilized with a total of 1090 teachers. The CFA analysis revealed that with a little modification, the identified model had a good fit for the data as all the key fit indices demonstrated highly accepted values including Goodness-of-Fit Index (GFI)> .95, Comparative Fit Index (CFI)> .96, and Root Mean Error of Approximation (RMSEA)< .05.

Keywords

Student behaviour, teachers’ attitudes, primary schools

Bio

Md. Saiful Malak is pursuing doctoral studies under the supervision of Professor Joanne M. Deppeler and Associate Professor Umesh Sharma in the Faculty of Education, Monash University. His research interests include student behaviour, inclusive education, teachers’ preparedness and special educational needs.

Students’ evaluation on relevance of school science:

A case study in Bangladesh

Foez MOJUMDER

Faculty of Education, Monash University, Melbourne, Australia

Abstract

This paper presents the key findings of my PhD study which sought to understand secondary students’ attitudes towards school science. Being receptive to student voices, the study conducted five Focus Group Interviews with 32 purposively selected secondary students of an urban school in Bangladesh to develop a questionnaire which was administered over all the students of the same school. A hybrid approach, combination of inductive and deductive approaches, to thematic analysis was followed in analysing data. Findings revealed that most of the students considered school science as useful for their lives. At the same students agreed that because of the way science is being taught they do not realize whether school science has any relevance to their lives. Science teaching in school is likely to be failing to make the connections between school science, and their personal needs and the issues in real life and society. Science teaching is mostly reported as lecture dominated, ignoring hands-on, exam focused and encouraging memorization. Such picture of school science that is irrelevant to students’ lives is opposite to the ideal picture of school science. According to the ideal picture, school science should be relevant to the needs, concerns and personal experiences of students, and the teaching and learning of science has to be centred on inquiry: students investigate, construct and test ideas and explanations about the natural world (Goodrum, Druhan, & Abbs, 2012). These findings could help develop science curriculum that is relevant to students’ personal needs and issues in real life and society.

Keywords

Attitudes, Students’ evaluation, School science, Relevance
Bio

Foez Mojumder, PhD student at Education Faculty, was awarded with the MGS and MIPRS scholarships of Monash University. He also achieved the Provost Award of Dhaka University for his extraordinary results in Bachelor and Masters Degrees. His research interests include attitudes, science teaching and curriculum, inquiry in science and STEM.

References


Abstract: 46  Session: 3:00 – 3:30  Format: F2F  Room: KG23

Perezhivanie of science:

Scientific concept development in the early years

Judith GOMES

Faculty of Education, Monash University, Melbourne, Australia

Abstract

Exploring emotions in science education has been an area of interest for the past decade (Chiang & Liu, 2014). Some examples are: teaching different topic areas, children’s emotional state in a particular teaching situation, developing understanding on teacher professional development or learning environment. For our better understanding about child development, we need to know about how children learn science concepts through lived emotional experiences. This paper focuses on the relationship between the environment and the child significant for studying child development. This paper is part of a larger project in which 36 children from a preschool setting (aged between 3.3 to 5.3 years) participated. The paper focuses on one child’s everyday experiences in the home and preschool context. Drawing upon cultural-historical theory, video data were analysed using the three layer analysis (Hedegaard, 2008) in relation to children’s everyday and scientific concept development of plant growth. In this study, perezhivanie (Vygotsky, 1994) has been used as the unit of analysis to examine the emotional experiences in the everyday interactions of preschool children for science learning. Findings show that the concept of perezhivanie of science is needed to explain how children develop scientific concepts over time through lived emotional experiences. I argue that lived emotional experiences in the everyday contexts are integral to concept formation, and more attention should be directed to emotions. The findings of this study have implications for teacher education, play pedagogy, science learning in the early years and broader science education research literature.

Bio

Judith Gomes is a PhD student and a teaching Associate at the Faculty of Education, Monash University. She has worked in school teaching, educational research and teacher professional development as well as preschool ARC research projects. Her PHD study investigates scientific concept development of preschool children. Areas of interest: cultural-historical theory, early years science learning, play pedagogy.

Abstract: 47  Session: 12:00 – 12:30  Format: Broadcast  Room: G19

Mind the gaps: play, learning, development and teaching in early childhood education

Shuhuan PANG

Monash University, Melbourne, Australia

Abstract

Research into children’s optimal development and learning argues that early childhood education (ECE) should be play-based, interest-oriented and child-centered (Cutter-Mckenzie, 2014; Fleer, 2014; Brock, 2014). In contrast, many families with Chinese cultural influences tend to see play and academic activity separately (Hyun, 1998). Although some teachers do not value play as a learning and development activity, but consider ‘play’ activity to be a waste of time. For instance, many early childhood teachers who hold traditional beliefs and attitudes toward children’s learning believe children are dependent learners, rather than able learners. These early childhood practitioners believe that children learn best through formal teaching and education rather than self-exploration (Ho. 2001). Approaches to this situation have led to children starting formal and teacher-directed educational experiences from their early years or even earlier, in order to meet parents’ high expectations for academic learning outcomes. Li, Wang and Wong (2011) highlight that, “conformity, discipline, self-control, hard work, and academic achievement are highly valued and intentionally cultivated in Chinese culture” (p.20). Despite this, Chinese ECE and teacher education have adopted a distinctive trend towards integrating Western educational philosophies directly into Chinese culture in the recent decades.
This presentation draws on cultural-historical theory to inform a study of teachers’ perspectives on play as a pedagogical practice, and to examine the relations between beliefs and practices in the socio-cultural ECE context. Since China has updated its policies in ECE, it appears that potential gaps such as belief-practice gap and policy-practice gap could occur when teachers implement a play-based pedagogical practice. The current study focuses on teachers’ perspectives on bridging these potential gaps in order to improve teachers’ effective teaching practices and benefiting children’s diverse development.

**Keywords**

Play, Learning, Teaching practices, Development, Early childhood education

**Bio**

Shuhuan Pang is the academic convener at the MERC (Monash Education Research Community) and she is the ambassador in the Faculty of Education of Peninsula campus. She is the representative of all the postgraduates of Peninsula campus at the MPA (Monash Postgraduate Association). Shuhuan is president at the Monash Chinese Research Studies Forum with 800+ members.

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**Abstract: 48**  
**Session: 3:00 – 3:30**  
**Format: F2F**  
**Room: G25**

In pursuit of understanding and responses: a micro-analysis of language alternation practices in an EFL university context in Vietnam  

**Thi Giang Lam HOANG**  
**Monash University, Australia**

**Abstract**

This study adopts the methods of conversation analysis to track the details of three EFL novice teachers’ language alternation practices in a Vietnamese tertiary context. The analysis focuses on the Initiation/Reply/Evaluation (Mehan, 1978, 1979) sequence structure found in teacher-fronted instruction in the pre-entry and main instructional phases of EFL lessons. The video recordings of three novice teachers’ lessons were filmed and micro-analytically transcribed using the conventions of conversation analysis. Findings show that language alternation was an important tool in the organisation of the teachers’ instructional talk. It was used to pursue student response and establish understanding before the class could proceed and commence the main task. Another important finding was that teachers started their instructions or pre-instructions in English but quickly switched to Vietnamese, often without providing any wait time for students to respond. The study also provides empirical evidence for the constraints which are imposed on teacher instructional talk by students’ reticence and the dominance of teacher-fronted instruction in the traditional Vietnamese classroom context. The research concludes that there is an urgent need to pay more attention to the interrelationship between language, social action and sequential contexts in teacher training course and course materials in the EFL contexts in Vietnam.

**Keywords**

Language alternation, pursuit of a response, EFL teaching, conversation analysis

**Bio**

Thi Giang Lam Hoang is currently a PhD student in the Faculty of Education, Monash University in Melbourne. Her research interests include teaching English as a foreign language, teacher education, and teachers’ language alternation.

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**Abstract: 49**  
**Session: 3:00 – 3:30**  
**Format: Broadcast**  
**Room: KG19**

Teaching English reading to Omani primary learners: What teachers think  

**Rahma ALGHAFRI**  
**Monash University, Victoria, Australia**

**Abstract**

Not released for publication. Please refer to supplementary information provided during the conference.

**Bio**

I have been teaching English for eighteen years which provides me with rich experience about teaching young learners. I began teaching with a Diploma in Elementary English; I later completed a Bachelor of Arts at Leeds University. The in-service training increased my professional knowledge in teaching. Subsequently, I completed a Master’s degree which inspired me to continue with a PhD. I anticipate my doctoral studies will be the magnificent end of my learning journey.
**Abstract: 50**  
**Session: 3:00 – 3:30**  
**Format: Broadcast**  
**Room: KG24**

**Parental influence and their role as socialisers in mediating choice of subjects among Asian and Mediterranean senior secondary students in Victoria**

**Sarika KEWALRAMANI**  
*Monash University, Melbourne, Australia*

**Abstract**

Parental involvement is a multifaceted and multidimensional phenomenon and many studies explore different aspects associated with parent’s participation and the extent of their influence in supporting their children in setting goals and achieving educational outcomes. This study examines how parents, particularly in their role as socialisers, and the school support systems as well as other out of school factors mediate subject choices of students from Asian and Mediterranean descent in senior secondary schools in Victoria.

Using a case study approach, six parents, their six children from Asian and Mediterranean background, and three career and pathways leaders (CPT) from three schools in Western Metropolitan Region of Victoria, were invited to participate in this study. Semi-structured interviews were employed to explore parents’ perceptions about their own social and cultural background, schooling and or migration experiences and career aspirations for their children in determining their influential role and support provided to their children in making decision about subject choices. Children’s perceptions of parental and school influence in subject choices were also investigated.

Using a thematic analysis guided by a socialiser framework in analysing the interview data, findings showed that social and cultural parameters from these parents’ backgrounds, including their experience within different schooling systems, migration and relocation experiences and the changes in attitudes and beliefs within an acculturation process appear to have strong influences in parent aspirations for their children, and hence their children’s subject choices.

**Keywords**

*Parent’s influence, role as socialisers, student subject choices, Asian and Mediterranean descent.*

**Bio**

Sarika has been a secondary science, VCE chemistry and mathematics teacher for 9 years. Her versatile experiences from previous Monash University research studies and affiliation with secondary public schools in Victoria has guided her passion to work towards completing her PhD studies. Her research interests: Understanding student motivational learning and student achievement.

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**Abstract: 51**  
**Session: 4:30 – 5:00**  
**Format: Broadcast**  
**Room: KG23**

**Working with fragments:**

**Arts based research where thinking and practice are inspired through making**

**Corinna PETERKEN**  
*Monash University, Frankston, Australia*

**Abstract**

Thinking about what teaching with art does inspired questions about what I can do and how I might teach (Lenz Taguchi, 2010) using art in early childhood education. I also found ways that fragments of lives and materials might be gathered, evoked, and documented using art. Openings for knowing emerged as researcher, teacher and artist becoming academic through an inquiry into early childhood art pedagogy. My knowing was in the making (Ellsworth, 2005) as artist/researcher/teacher as well as with materials through a/r/tographic living inquiry (Springgay, Irwin, Leggo & Gouzouasis, 2009) that is personal. I co-curated an exhibition of art in early childhood education connecting with the Cizek method of Child Art, made art, travelled through parts of Europe visiting galleries and museums, and experienced children’s art in a museum at the holding/concentration camp at Terezin, also referred to as Theresienstadt, Czech Republic. Three analysis travel art works: a mosaic on a case, a quilted calico bag and an album provoked thinking about teaching children and knowing in the making with art. I will contribute some fragments, practices and thoughts gathered along with the items, information and photographs that are stuck and stitched together as art, made into poetry and photo/writing, and compiled in a thesis. This research contributes some understandings of becoming (Department of Education Employment and Workplace Relations (DEEWR), 2009) accessed with temporary artist and teacher and researcher perspectives as I was becoming-artist/academic while in relation with becoming for young children.

**Keywords**

*Child Art, a/r/tography, becoming, autoethnography.*
Bio

Corinna Peterken is an artist and PhD student in early childhood education using arts based research to consider the generation of understanding and knowing with/in making. She has taught students from birth to year 12 in remote, regional and metropolitan Australia with a focus on the arts and experiential pedagogy.

References


Abstract: 52  Session: 3:30 – 4:00  Format: Broadcast  Room: KG24

The role of learners’ motivational orientations in MALL (mobile assisted language learning)

Abdullah ALAMER

Imam Mohammed bin Saud Islamic University

Abstract

The study of language learners’ motivation has long been seen as key factor that determine success in second language (L2) learning. There is also a growing body of research on how Technology Enhanced Language Learning (TELL) strives to shed light on understanding the motivational dimension (Alamer, 2015; Burston, 2012; Stockwell, 2007). According to Self-Determination Theory (SDT), the more intrinsically motivated learners are, the more they engage in an activity. However, SDT hypotheses that extrinsic motivation can vary greatly in the degree to which it is controlled by the learner or by persons and circumstances apart from the learner. Learning motivation according to Dörnyei (1994), in learning experience level, is affected by three cognitive and intrinsic components. These components are: (1) Teacher-specific motivational components, (2) Course-specific motivational components, (3) Group-specific motivational components. Nevertheless, the role of these components in the TELL context has not been addressed in the literature, and even more so in the MALL context. Since authentic interaction in technology is vital for L2 learning, a social networking mobile application (WhatsApp) will be used in this study to explore how the use of such an application relates to learner motivation from a motivational systematic perspective. This study also aims at examining how MALL implementations promote or hinder L2 learning motivation. This mixed methods study will be conducted with university level EFL Saudi students enrolled in an English Language course that utilises MALL. Data collection tools include a questionnaire at the beginning and the end of the term, interviews with four focused students and their teacher, and observations of the MALL implementation in situ.

Bio

Abdullah Alamer is a lecturer at Imam Mohammed bin Saud Islamic University – Department of English. He has taught English for 2 years in primary, intermediate and high school levels in Saudi Arabia. In 2014 he successfully completed a Master degree in Applied Linguistics, Faculty of Arts while doing a PhD in the area of mobile assisted language learning (MALL).
Conference Room Locations

**Education Building – Ground Floor** (Rooms G19, G23, G25 and G34)

**Education Building – First Floor** (TLS: Poster Presentations and Lunch)

**Krongold Building – Ground Floor** (Rooms KG19, KG23 and KG24)
MERC 2015: A message from the convenors

Clayton Campus

Clayton MERC is the biggest Graduate Research community in the Faculty and includes students and academics from around the world. It offers the opportunity to share our different educational and multicultural experiences in a fruitful and encouraging environment which ultimately enriches our own research journeys. Sharing with others in regularly held seminars, the annual conference and multicultural night inspires and motivates us to keep on working towards our common goals: contributing to our fields of research and finishing our degree.

Peninsula Campus

The Peninsula MERC provides an academic platform for the Graduate Research students enrolled in the faculty of education at Peninsula campus. We run workshops to support our colleagues’ ongoing learning experiences in an inclusive research culture. Discussions at workshops encourage both academics and students to share their experiences in relation to their research participations. Our mission is to develop a series of workshops where the topics are influenced by the interests and needs of our participants.

Berwick Campus

Though the Graduate Research community at Berwick campus is relatively small, it’s extremely diverse with a wide range of backgrounds and fields of research represented. In carrying out the various roles of the MERC convenor and learning about each student’s project in greater detail, I’ve appreciated the opportunity it’s given me to expand my own knowledge and understandings well beyond my own particular research topic. It’s been tremendous to work in such an inspiring environment.
What is Monash Education Research Community (MERC)?

The Monash Education Research Community (MERC) is an active network of research students and staff. MERC is open to all researchers in the faculty. Established in 1992, MERC supports the idea that researchers develop best when their intellectual, academic and social needs are addressed through ongoing engagement in a supportive community of learners.

MERC represents the interests of research students in the faculty and organises seminars, conferences and social events in order to:
- facilitate interaction between staff and students and amongst students
- foster attitudes and actions that contribute to an active and inclusive research culture in the faculty
- share information relevant to research activities in the faculty
- support the study experience of students, particularly through provision of ongoing orientation, and facilitate faculty response to the needs of the students as these arise
- provide a forum for ongoing discussion of researcher-generated questions related to specific aspects of research processes
- encourage involvement by individuals in a supportive community when otherwise engrossed in independent research.

History of MERC

In 1992, a collective of research students and staff members was formed and named ERCSS (Education Research Collective of Students and Staff). It was recognised that whilst students played a role in the research work conducted in the faculty, they had no real voice as a group. ERCSS was created to arrange functions and seminars, as well as to formally advocate on behalf of research students.

In August 2004, ERCSS was renamed to MERC in response to staff and students’ requests for a new name that would truly reflect its mission and manifesto beyond the faculty community. This name change coincided with greater participation of Graduate Research students in the faculty and organises seminars, conferences and social events. MERC began to represent Graduate Research students at faculty sub-committees as well as the Research Resourcing Sub-committee and the Research Induction committee.

Student presentations

A number of opportunities exist for students to present their work publicly during which students may test ideas, ask questions and seek feedback from others in a nonthreatening and supportive environment and even practise their presentation skills. These opportunities include sessions run at students’ own request throughout the year as well as those forming part of the annual MERC Conference.

Annual MERC conference

Each year MERC organises a conference for researchers in the faculty. This conference takes place during the annual Winter School and is particularly useful for research students as it provides opportunities for them to:
- present their own work in a supportive environment
- practise academic presentation skills
- meet with one another to share academic opinions in a structured conference format
- become informed about research projects and methodologies which may be relevant to their own studies.

MERC social events

Who says that doing research is a lonely journey?

MERC runs several social events that help Graduate Research students and researchers in the faculty to develop a supportive network and friendly community. Graduate Research students and researchers from all Education campuses are warmly welcomed.

More information

To find out more about how you can get involved in MERC, the annual conference or any other MERC activities, please contact the MERC convenor at your campus.
Email: education-merc@monash.edu
monash.edu/education/merc

“The Faculty recognises and values the unique role MERC plays in supporting our Graduate Research students and we are proud of the contribution it makes to our research community”

Professor John Loughran,
Dean, Faculty of Education