

Previously funded AALL Grants

2012 grants

Identifying the features of successful curriculum development for discipline-specific academic language and learning courses

Ben Fenton-Smith (Griffith University)

This project aims to research the curriculum development process itself through a series of in-depth qualitative interviews with ALL curriculum developers. Essentially, the project seeks answers to two research questions:

1. What factors facilitate successful curriculum development for discipline-specific ALL courses?
2. What factors challenge successful curriculum development for discipline-specific ALL courses?

LASSI in an Australian context

Joanne Dearlove (UoW) (Research team consists of Dr Jennifer Carpenter, ACU; Dr James Marland, ACU; and Joanne Dearlove UOW)

This project aims to examine the value and limitations of the Learning and Study Skills Inventory (LASSI), a commercially available diagnostic instrument developed in the United States, as a means of capturing information on the learning strategies used by first-year university students enrolled in a regional Australian university. It also aims to open up discussion amongst AALL professionals on the use of this and similar tests of study skills.

Pronunciation Matters: Perspectives & practices in academic language and learning settings

Linda Devereux (UNSW Canberra), Maya Gunawardena (UNSW Canberra) & Kate Wilson (University of Canberra)

This professional development workshop will aim to provide some answers for ALL practitioners who wish to address the issue of pronunciation more effectively in their professional practice. The emphasis of the workshop will be on research-based, but practical, strategies.

Assessment and development of students' English language proficiency: What is your institution doing?

Helen Drury (University of Sydney)

Symposium on Social Inclusion: From policy to practice

Nicole Crawford (University of Tasmania)

Evolution, Equity, Innovation: Student peer learning and the AALL professional, where

have we been, where are we now and where are we going?'

Gill Best (Victoria University)

2011 grants

E-learning in context: Examining inequality and difference in students' use of online learning technologies in a university-based outreach programme.

Nicole Crawford (University of Tasmania), Lara McKenzie and Alison Jaquet (University of Western Australia)

Key thinkers, Key theories: the contribution of theory to ALL practice.

Tim Moore, Neomy Storch, Celia Thompson, Janne Morton (University of Melbourne); Andrew Johnson, Rosemary Clerehan (Monash University); Marianne Grey, Nancy Moncrieff (Swinburne University)
Symposium and publication

2010 grants

Embedded Academic Language and Learning support via an e-learning tool

Ruth Warwick, (Charles Darwin University)

The aim of the proposed study was to establish the process issues and potential benefits of embedding Academic Language and Learning (ALL) support into an existing nursing unit for external students. This will be delivered via the 'Wimba' virtual learning environment on the "Blackboard" e-learning platform. In particular, the study will assess the effects of the embedded ALL program on student outcomes (academic performance and attrition/retention) in relation to those of a comparison group of external nursing students who undertake the e-learning nursing unit without the embedded ALL support.

[Developing everyday and academic listening skills: online, adaptable self-access materials for EAL students](#) [1]

Michelle Picard, Lalitha Velautham (University of Adelaide)

This project aimed to develop a range of online self-access materials for English as an Additional Language (EAL) undergraduate and postgraduate learners which are publically assessable and linked to the ALL website. **Principal Applicant:**

[AALL professional development day: Dr Rowena Murray on writing for publication](#) [2]

Heather Jamieson, (University of Wollongong)

This project hosted Dr Rowena Murray at a meeting of the NSW chapter of AALL which provided local and cost-effective professional development for a significant number of AALL practitioners by an internationally acclaimed trainer in writing for publication.

[Critical discussions on inclusivity Forum](#) [3]

Bronwyn James, (University of Wollongong)

This forum aims to provide the impetus for institutions to reflect on their planned or current inclusivity strategies and programs and to suggest a conceptual framing against which we can measure and critique our projects and strategies. Invitees to the forum will include ALL staff from the five collaborating universities as well as those who are responsible for developing pathways/first year experience/equity policy, strategies and programs and senior executives/senior managers. The project was organised by Bronwyn James and co-principals Alisa Percy, Kimberley McMahon-Coleman, Heather Jamieson, Learning Development, University of Wollongong, with collaborating partners: Stephen Milnes ANU, Helen Drury University of Sydney, Ingrid Wijewardene UNE, Caroline San Miguel UTS. **Principal Applicant:**

[The Good Practice Principles: new directions](#) [4]

Helen Drury, helen.dury@sydney.edu.au [5] The Learning Centre, University of Sydney.

This one-day regional event hosted by the University of Sydney aimed to inform participants about the outcomes of the review of the Good Practice Principles as well as widen the discussion around initiatives across universities which aim to implement these Principles in the context of an agenda for increasing the diversity of the student intake.

English language entry pathways: innovations, outcomes and future directions

Bronwen Dyson, University of Sydney

The event focuses on the issue of whether and how English language entry pathways are enabling international students to participate effectively in their university studies. This theme was selected for four main reasons. (1) It is linked to one of the current national Higher Education agendas, namely English language development. (2) It relates explicitly to the Federal Government's Good Practice Principles (GPP) and the role that AALL professionals have played in relation to these Principles. (3) In AALL discussions on the GPP thus far, there has been little attention given to Principle 4, which pertains to English language entry pathways. (4) At the University of Sydney, research is being conducted on two major English language entry pathways, The Centre for English Teaching (CET) and Taylors College.

Good Practice Principles: How do we know what they know?

Helen Drury and Sue Starfield, University of New South Wales

This event addresses three key concerns underlying the Good Practice Principles for English How do we know that students have sufficient English language proficiency to participate effectively in their academic studies? How do we assist them in developing the specialised academic discourse required in different disciplines? How do we know that they have achieved sufficiently high levels of English language proficiency for graduate employment? Principal Applicants: Siri Barrett-Lennard, Anne Harris and Katie Dunworth, Siri.Barrett-Lennard@uwa.edu.au [6] Introducing the British Written Academic English Corpus: enhancing our practice in improving student writing in the disciplines This event informs participants about the British Written Academic English (BAWE) Corpus. Activities involved showcasing the online corpus, providing practical information on how to access and search the corpus and how to use it to develop teaching materials and approaches to improving students' academic English.

Widening Participation in AALL: Developing Interactions Between Universities and the VET Sector

Chad Habel, Chad.habel@adelaide.edu.au [7] Centre for Learning and Professional Development, University of Adelaide

This event is designed to bring together individuals and institutions who are not currently part of the Tri-institutional model in South Australia or the current AALL membership, including staff from TAFE and the VET sector more broadly, as well as smaller, private institutions who engage in similar practice to ALL professionals but are not yet

included in AALL activities. The particular focus will be on developing interactions between university and TAFE professionals, in response to a major strategy of the Federal Government's Transforming Australian Higher Education agenda.

Understanding and providing support for African students at university

Peter Nelson, QUT

This grant employs an African student as a research assistant for a semester, which will enable the QUT ESL Connect project for local students from Culturally and Linguistically Diverse Backgrounds (CALD) to: identify and connect with African students as they start their studies in 2011 conduct research into the profile and learning needs of this group develop strategies, materials and approaches to facilitate the learning of this group.

See also [Tips for successful grant applications](#) [8]

[AALL events calendar 2012](#) [9]

[AALL events grants and resource links](#) [10]

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Links:

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- [2] <http://www.aall.org.au/sites/default/files/AALL%20Grant%203-%20Rowena%20Muarry%2C10.doc>
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