

**2014 UECA CAMTESOL RESEARCH MENTORING AND CO-AUTHORING PROGRAM**

Expressions of Interest are now open for up to seven Research Mentors and up to four Co-Authors for the UECA CAMTESOL 2014 Research Mentoring Program. This is an exciting opportunity for English language teachers engaged in research to work closely with Regional Teacher Researchers from ASEAN countries. Applicants must be currently employed a member centre of the University English Centres of Australia (UECA). Please see [www.UECA.edu.au](http://www.UECA.edu.au) for a list of members.

Please send a letter of application for consideration to [patrick.pheasant@sydney.edu.au](mailto:patrick.pheasant@sydney.edu.au) with a copy of your resume by 31 May 2014. You will need to include in your application a summary of any research you are currently involved in, which regional researcher(s) you would like to work with and a letter of support from the Director of your Centre.

There are two ways you can participate in this project. Please specify in your letter of application which option you prefer. You can either mentor a regional teacher researcher (see Appendix A for a list of regional participants and their research areas) or collaborate with a regional teacher research on their research (see Appendix B). You may work with more than one participant. Please nominate in your application who you wish to work with.

There is no payment for participating in this project. However, there is a prize for the most promising research. You will be required to submit a report on the progress of the project at a group symposium at the 9th University of Sydney TESOL Research Network Colloquium, held in Sydney on 23 August 2014. If you co-author research with a regional researcher your work will be published in *Language Education in Asia* (LEiA) in 2015, an online peer-reviewed publication that is inspired by the CamTESOL conference. A winner for the most promising research will be chosen from the group of Australian Research Mentors and Co-Authors and announced at the 9th University of Sydney TESOL Research Network Colloquium, held in Sydney on 23 August 2014. The winner will receive airfare, accommodation, conference fees and per diem to attend the 2015 CamTESOL Conference held in Phnom Penh, Cambodia on 21-22 February 2015.

I sincerely hope you will consider participating in this exciting project helping develop regional teacher researchers in the ASEAN communities.

Kind regards,



Patrick Pheasant  
Vice-President and Secretary  
University English Centres of Australia (UECA)  
[www.UECA.edu.au](http://www.UECA.edu.au)

## PROJECT BACKGROUND

### CamTESOL – Regional ELT Conference

The CamTESOL conference is an annual ELT conference conducted in Phnom Penh, Cambodia. While it is the national ELT conference for Cambodia, attracting around 1 000 delegates from within Cambodia, this conference is unique in that it attracts around 700 delegates from Southeast Asia and the broader Asia Pacific regions. It is the largest regional conference in Southeast Asia in terms of the number of foreign delegates attending, particularly from ASEAN countries.

UECA profiles Australian English Language Centres by exhibiting at this conference and by encouraging significant Australian presentations during the conference to showcase the work being carried out in our centres. The conference itself attracts ELT professionals including teachers, researchers, administrators, educators, industry professionals and Ministry of Education officials in Southeast Asia in particular and is generally perceived as a well-organised and high profile regional ELT conference.

Many Southeast Asians present papers and workshops at the CamTESOL conference and then submit their papers for potential selection to be published in *Language Education in Asia* (LEiA), an online peer-reviewed publication that is inspired by the CamTESOL conference. This is a potential pathway for regional ELT professionals to present and to publish.

### The CamTESOL Regional Research Symposium

Beginning in 2014, the CamTESOL conference has included a full day CamTESOL Regional Research Symposium. This symposium brings together language researchers from around the Asia Pacific and particularly within ASEAN to talk about their research and to gain a regional identity for their work. Over 200 regional researchers attended the first symposium in 2014. University English Centres of Australia (UECA) has established itself as the Principal Sponsor of this symposium. Through this symposium, UECA aims to profile Australian universities as partners for the development of ELT in the region, in particular in light of the increasing focus on ASEAN integration and the importance of multi-lateral cooperation.

### Regional ELT Research Grants Program and Mentor Project

The CamTESOL secretariat operates a grants program for researchers in Southeast Asia. Grants are made available for applicants in Cambodia, Indonesia, Laos, Myanmar, the Philippines and Vietnam. These grants assist local teachers and administrators to present at the UECA-sponsored Regional Research Symposium in Phnom Penh. There were 48 presentations in the first symposium, with the majority coming from ASEAN countries, and most of the remainder from Northeast Asia, Australia and New Zealand.

UECA is working with its members to identify opportunities for more regional collaboration. This includes through joint research projects between professionals in the Australian university system and in Southeast Asia, and also for multi-lateral studies that give a distinctive regional focus to both research and publications related to English language teaching in Southeast Asia. It is an excellent opportunity for our members to showcase their expertise in the teaching of English and to engage with regional partners and to form a network that will closer integrate our countries related to the ELT business.

Since 2013, UECA has coordinated a mentor program for regional researchers. The mentor program has expanded to include coordination of collaborative research of various types, with an increasing number of Australian institutions participating in bilateral or multi-lateral studies related to the teaching of English. This is a real opportunity for engagement by Australia’s ELT sector and lays the groundwork for networking and the formation of strong links with both individuals and institutions in our region.

**Peer Mentoring as a Tool to Build Regional Research Capacity**

Prepared for UECA by Darren Brookes | eLearning and Multimedia Co-ordinator | English Language Programs (ELP) | QUT

**Project Description**

In addition to receiving financial assistance, each research grant recipient is matched with an experienced research partner from another country. Partners communicate through email [and social media] and offer help to the extent they feel appropriate. The role of peer mentor is to facilitate in any way possible to help researchers write good academic papers. The main purpose is to support and network the research grant recipients with more experienced researchers who could help the grant recipients’ paper reach a standard suitable for an academic publication. (IDP Regional Research Grants Guidelines, 2013)

**Project Phases**

The QUT Project Management Framework ([http://www.tils.qut.edu.au/ppo/docs/PMF\\_Guide\\_V4.3.pdf](http://www.tils.qut.edu.au/ppo/docs/PMF_Guide_V4.3.pdf)) will be used to divide the project into the following phases: Initiating, Planning, Controlling, Executing and Closing.

<b>Initiating</b>	In the Initiating phase, local institutional mentors and co-researchers will be recruited to guide and help regional researchers. Researchers and mentors will be surveyed to find out their preferred communication methods. This will inform at communications plan. An open source Learning Management System (LMS) will be set up in order to host resources that will benefit both mentors and researchers.
<b>Planning</b>	The co-ordinating mentor will formulate a project plan and milestones in order to inform researchers and mentors of the project deadlines and deliverables according to the research grant guidelines.
<b>Controlling</b>	Risks will be identified and strategies put in place to mitigate these risks. For example, a suite of materials will be made available to mitigate the risk of researchers not submitting their abstracts and research papers in the appropriate style and form by the deadlines for submission. Researchers will be encouraged to submit drafts of each section of their respective papers so that mentors have adequate time to review drafts and suggest support materials from their respective institutions. Project sponsors will be notified of researchers’ progress via monthly status updates.
<b>Executing</b>	After the EOI is sent out, mentors will be recruited and assigned to researchers for the period leading up to the research symposium. In addition,

	local researchers will be teamed up with regional researchers. Abstracts will be encouraged for the Sydney TESOL colloquium in August and required for the Cambodia TESOL research symposium in February 2015. Papers will be required for consideration for publication in the LEIA journal by March 2015. An abstract for a group colloquium will be submitted for presentation at the Regional Research Symposium.
<b>Closing</b>	The co-ordinating mentor will meet with researchers presenting at the research symposium for a final check of presentations. The co-ordinating mentor will present a group colloquium with the regional and local researchers on the peer mentoring project. The co-ordinating mentor will present a report on the project to the sponsor and committee.

### Stakeholders

The 2014-15 peer mentoring project will include the UECA committee, IDP Cambodia, co-ordinating mentor, institutional mentors, regional research grant recipients and Australian researchers. Regional research grant recipients, institutional mentors and Australian researcher will need to secure funding from home institutions to attend the 2015 Cambodia TESOL Regional Research Symposium in Phnom Penh. The co-ordinating mentor will oversee the project, coordinating researchers and mentors over the period leading up to the research symposium. The co-ordinating mentor will formulate a project plan and ensure that project milestones are met. The coordinating mentor will also document the project and update sponsors. The co-ordinating mentor will also lead a research group colloquium at the 2015 research symposium and compose a report at the completion of the project.

### Deliverables

The project will be run in such a way as to deliver the following by the dates set out in the project time-line below:

- local institutional mentors and co-researchers
- researchers' abstracts for the Sydney University Research Network Colloquium (optional)
- researchers' abstracts for the 2015 Cambodia TESOL Regional Research Symposium (mandatory)
- researchers' papers for consideration to be published in the LEIA journal.
- communication and project plans
- an open source Learning Management System (LMS) for the hosting of support materials
- social media sites for communication
- sponsor updates
- group colloquium
- closing report

## Appendix A: List of Grant Recipients for Mentoring

No	Name	Academic Position	Employer	Research Title	Sponsor
<b>Cambodia</b>					
<b>Mr</b>	Hum Chan Srun Sotith	Teacher of English Director of COERR	COERR Language Skills Center, Battambang	The Effects of Writing Project on Attitudes and Performance of ESL Students at COERR Language Skills Center	RELO
<b>Indonesia</b>					
<b>Ms</b>	Salwa	English Lecturer	Kanjuruhan University of Malang	Evaluating the Role of L1 in Teaching Vocabulary and Grammar in Promoting Class Interaction in Indonesian EFL Classrooms	UECA
<b>Ms</b>	Yogi Widiawati	Lecturer of English / Researcher	State Polytechnics of Sriwijaya	Utilization of English Hedges as Writing Strategies for L2 Learners: A Case Study of Academic Writing in University of Indonesia	IDP: IELTS
<b>Myanmar</b>					
<b>Ms</b>	Khin Myo Htaik	Teacher of English / Teacher Trainer	Indra Educare	Helping the Adult Learners of English through Teaching Phonetics & Phonology with the Use of Dictionary Skills for Community Development in Myanmar	RELO
<b>The Philippines</b>					
<b>Dr</b>	Erlinda A. Cayao Risa P. Asuncion	Assistant Professor IV / Dean, College of Liberal Arts Assistant Professor IV / Chairman,	University of the City of Manila, Philippines	Impact of Technical Communication Course on Academic Writing Skills of Selected Engineering Students	UECA

		Teacher Education Department, College of Human Development			
<b>Vietnam</b>					
<b>Ms</b>	Do Kieu Anh	Kiddy Manager, Southeast Asian Ministers of Education, Regional Training Center in Vietnam Lecturer of English, Faculty of English Linguistics & Literature	Ho Chi Minh City University of Social Sciences and Humanities	The Practices of English Language Teaching in Rural Vietnamese Primary Schools	UECA
<b>Ms</b>	Vo Kim Hong Le Xuan Mai	English Lecturer Lecturer of English	Can Tho University	English Language Learning Strategies at Different Age Groups of Learners at the Centre for Foreign Languages, CTU in the Mekong Delta, Viet Nam	UECA

## Appendix B: List of Regional Researchers for Co-Authorship

No	Title	Family Name	Given Name	Research Title	Email
<b>Cambodia</b>					
1	Mr	Kea	Leap	The Effects of Question Types on Students' Reading Comprehension in Cambodian Second Language Classrooms	<a href="mailto:kealeaph@gmail.com">kealeaph@gmail.com</a>
	Mr	Meng	Channy		<a href="mailto:channyphysics@yahoo.com">channyphysics@yahoo.com</a>
<b>Indonesia</b>					
1	Mrs	Nur	Rini	Model of Listening Program to Improve the Speaking Skill of Semarang State Polytechnic Indonesia	<a href="mailto:nurrini23@yahoo.com">nurrini23@yahoo.com</a>
2	Mr	Haryono	Rudi	The Study of Extensive Reading: A Case Study on Ten EFL Students in Indonesia	<a href="mailto:haryono8072@yahoo.com">haryono8072@yahoo.com</a>
<b>Vietnam</b>					
1	Miss	Nguyen	Thi Thu Ha	Features of Academic Writing in Students' Research Proposal and the Influence of Intensive Writing Training on Their Performances	<a href="mailto:hanguyen.hnue@gmail.com">hanguyen.hnue@gmail.com</a>