Australia and New Zealand applied linguistics (ANZAL)

Taking stock

Robert C. Kleinnasser
University of Queensland

This paper reviews some emerging trends in applied linguistics in both Australia and New Zealand. It sketches the current scene of (selected) postgraduate applied linguistics programs in higher education and considers how various university programs define applied linguistics through the classes (titles) they have postgraduate students complete to be awarded a degree. Evidence of program requirements and topics reveal not only what applied linguistics generally entails, but offers insights into how applied linguistics is defined and practiced. Additionally, some of the salient research topics (titles) being published in the journals from the two countries' applied linguistics associations are sketched.

Keywords: Applied Linguistics in Australia/NZ, post-graduate courses

Introduction
This paper reviews some emerging trends in applied linguistics in both Australia and New Zealand. Any such review must be selective and this one sketches the current scene of (selected) postgraduate applied linguistics programs in higher education, since to understand what is emerging in applied linguistics it is relevant to consider the manner in which students are inducted into the discipline. McNamara (2001) has reviewed the history of Australian applied linguistics and notes the influential personalities and trends in the nineteen-seventies. Now that applied linguistics has become an accepted discipline, it seems appropriate to consider how various university programs define applied linguistics through the classes (titles) they have postgraduate students complete to be awarded a (coursework) Master's degree. Selected postgraduate applied linguistics programs within Australia and New Zealand provide evidence of program requirements and topics revealing not only what applied linguistics generally entails, but offering insights into how applied linguistics is defined and practiced in various postgraduate programs in these two nations. Following this review, some of the salient research topics (titles) being published in the journals from the two countries' applied linguistics associations will be sketched.

Background
Arguing that historical factors play a crucial role in debating the fundamental character of applied linguistics, McNamara (2001) defined "the historical character of applied linguistics in Australia, using data from interviews with three of its most influential figures: Terry Quinn, Michael Clyne and Michael Halliday" (p. 13). The paper, which reflected these three persons' academic careers and interests led McNamara to suggest

Australian Applied Linguistics originated in the applied linguistics of modern languages, and the languages of immigrants, rather than of English. The Australian tradition shows a surprisingly strong influence of continental Europe and of the United States rather than of Britain, which is surprising given the powerful general influence of British educational traditions in Australia right up until this day. (p. 13)
McNamara noted that linguistics has played a crucial role in applied linguistics especially with the work of Clive and Halliday, but Quinn was more of an applied linguist with a focus on language teaching and contends that "[t]he complex and paradoxical relation between the two disciplinary areas [linguistics and applied linguistics] is still being played out in the Australian context" (pp.27–28).

Yet, since that early period, applied linguistics has grown dramatically outside the specific universities where the three worked. Research (especially in languages other than English) has been boosted by funding of projects through Language Australia (The National Language and Literacy Institute of Australia) in the early and mid 1990s, and (over the last two decades) for ESL, by research from the National Centre for English Language Teaching and Research (NCERTLR). This growth of research activity has led to the development of programs offering postgraduate degrees in applied linguistics. Such programs offer some evidence of the character of the emerging scene of applied linguistics in both Australia and New Zealand. Their growth, especially in the past decade to cater for the needs of an increasing overseas student population working toward higher degrees, would seem to signal that a current definition of applied linguistics based on practice could be sought by reviewing program requirements and classes that prepare postgraduate students to become (professional) applied linguists. In fact, Davies (1999) — who worked extensively in Australia — writes, "Training courses, especially vocational training courses, such as the MA in Applied Linguistics, are ways of defining the subject. In all cultures, the training of the young provides a rite de passage, a ritualised entry into senior status by the provision of the necessary keys to that culture" (p. 14, italics original). This advice suggests it would be prudent to review the documentation of university programs (courses) in both Australia and New Zealand to begin sketching an understanding of how programs define and represent applied linguistics.

The pursuit of program documentation also can serve as evidence of not only an emerging applied linguistics profession but an evolving, if not fully defined field of study. Atkinson & Coffey (1997) argue documentary materials need to be given due weight and proper analytic attention because they "often enshrine a distinctively documentary version of social reality. They have their own conventions that inform their production and circulation. They are associated with distinct social occasions and organised activities" (pp. 47–48). Hodder (2000) further contends that "Such texts are of importance for qualitative research because, in general terms, access can be easy and low cost, because the information provided may differ from and may not be available in spoken form, and because texts endure and thus give historical insight" (p. 704). With this in mind, the web pages of selected university programs in Australia and New Zealand were reviewed to develop a perspective of the social reality and historical character of applied linguistics and to further add to the description of applied linguistics in this particular part of the southern hemisphere. (University websites were accessed during April, May, and June 2004.)

Selected university programs

Given the need to limit the focus of this review, applied linguistics postgraduate (Master level) programs in nine universities, eight of which comprise the Group of Eight (Go8) (2004) in Australia are examined. This particular group was chosen because of these universities' acknowledged status and reputation. According to their website the Go8, among other things, "[r]ecieve over 70% of national competitive research grants and conduct over 60% of all university research", "[p]roduce over 60% of Australian university research publications and two-thirds patents", "[g]enerate over 80% of the most highly cited Australian university publications", and "[a]tract nearly 60% of competitive international Postgraduate Research Scholarships". Together, these eight universities receive 71% of the Australian Research Council Discovery Grants and 83% of the National Health and Medical Research Council Grants and Research Fellowships. These eight universities include the University of Adelaide (ADE), the Australian National University (ANU), the University of Melbourne (MEL), Monash University (MON), the University of New South Wales (NSW), the University of Queensland (QLD), the University of Sydney (SYD), and the University of Western Australia (WA). To these eight, Macquarie University (MAC) is added because of its historic relationship to Adult Migrant Education via the Commonwealth of Australia's NCERTLR, it having the largest linguistics department of its kind in Australia, and it having a Doctor of Applied Linguistics degree (Macquarie University Linguistics, 2004).

In these universities, applied linguistics programs are variously located in different faculties (e.g., Humanities, Arts, Arts and Social Sciences), colleges (e.g., Science and Technology), schools (e.g., Language Studies; Languages Cultures, and Linguistics; English Media Studies, and Art History; Languages and Comparative Cultural Studies, Education), divisions (e.g., Division of Linguistics and Psychology), departments (e.g., Linguistics and Applied Linguistics, Linguistics), and centres (e.g., Centre for European Studies and General Linguistics) (see Table 1).

A list of New Zealand programs was accessed from the Applied Linguistics Association of New Zealand (2004). These universities include the University of Auckland (AUC), Auckland University of Technology (AUT), Massey University (MAS), the University of Otago (OTA), Victoria University of Wellington (VUV), and the University of Waikato (WA1). Massey University and the University of Otago have postgraduate diplomas in second language teaching but do not appear to have coursework MA level degrees in either second language teaching or applied linguistics. Nonetheless, MA degrees by research are offered, so students could complete a research degree in these particular academic areas.

In these universities, applied linguistics are variously located in different faculties (e.g., Arts, Arts and Social Sciences, Education), schools (e.g., Languages, Language Studies, Linguistics and Language Studies), and departments or programs (e.g., Applied Language Studies and Linguistics, Arts and Language Education, General and Applied Linguistics, Linguistics, Second Language Teaching) (see Table 2).

The majority of programs require two semesters of study, with the exceptions of Macquarie University which takes 2–3 semesters, the University of Queensland which takes 3 semesters, Victoria University of Wellington which requires 3 trimesters, Auckland University of Technology which takes 4 semesters, and the University of Auckland's MA in Language Teaching and Learning which takes 4 semesters. Coursework programs were pursued for compulsory and elective classes at each university. Although various universities identify classes as courses, papers, units, points, credits etc., all have been identified in this review as the more inclusive term classes as it allows for more general cross comparisons to be made. In the main, the number of courses, papers, units, points, or credits was easily translated to classes to represent the number of classes required to complete the degree in the amount of time (usually 2 semesters) set forth in each program. Similarly, the term compulsory was used for required or core classes to allow for consistency in this discussion. Also, most programs offer a Master's degree by research. As research degrees in both Australia and New Zealand focus specifically on a research project, thesis, or dissertation, with little to no coursework as part of the research degree, they were not included in this review. Therefore, the focus of this review is on master level coursework involving the field of applied linguistics.

Limitations

This review was limited by several factors. First, it was necessary to limit the review within Australia for practical reasons and representative universities were chosen for their status and their focus on research. There are of course applied linguistics programs in many of the other Australian universities. Second, the Master's coursework degree was used as the level for comparisons, although graduate certificate and postgraduate diploma degrees, along with one doctoral of applied linguistics degree (MAC) could also have been reviewed (and many courses within these awards may serve as classes within the varying Master degrees). There are also some Bachelor degrees offered by
### Table 1. Faculties, schools, departments, etc. in Australia

<table>
<thead>
<tr>
<th></th>
<th>ADE</th>
<th>ANU</th>
<th>MAC</th>
<th>MEL</th>
<th>MON</th>
<th>NSW</th>
<th>QLD</th>
<th>SYD</th>
<th>WA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Humanities and Social Sciences</td>
<td>Centre for European Studies and General Linguistics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty of Arts</td>
<td>School of Language Studies Linguistics and Applied Linguistics Program</td>
<td>Department of Linguistics and Applied Linguistics</td>
<td>School of Languages, Cultures, and Linguistics</td>
<td>School of Languages and Comparative Cultural Studies</td>
<td>School of Society, Culture and Performance Linguistics Department</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Science and Technology</td>
<td>Division of Linguistics and Psychology Department of Linguistics Programs in Applied Linguistics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty of Arts and Social Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty of Education</td>
<td>Master of TESOL MEd (TESOL) and MEd (TESOL — International)</td>
<td></td>
<td></td>
<td></td>
<td>MEd TESOL/Languages</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate School of Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MEd AL</td>
<td></td>
</tr>
</tbody>
</table>

*MA in TESOL Studies is a joint programme between the School of Languages and Comparative Cultural Studies and the School of English, Media Studies, and Art History in the Faculty of Arts and the School of Education in the Faculty of Social and Behavioural Sciences.

### Table 2. Faculties, schools, departments, etc. in New Zealand

<table>
<thead>
<tr>
<th></th>
<th>AUC</th>
<th>AUT</th>
<th>MAS</th>
<th>OTA</th>
<th>VUW</th>
<th>WAI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Arts</td>
<td>Department of Applied Language Studies and Linguistics</td>
<td>School of Languages</td>
<td></td>
<td></td>
<td></td>
<td>General and Applied Linguistics</td>
</tr>
<tr>
<td>Faculty of Arts and Social Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Education</td>
<td>Department of Arts and Language Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities and Social Sciences</td>
<td>School of Language Studies (Thesis only)</td>
<td>School of Linguistics and Applied Language Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>School of Language, Literature and Performing Arts, English Department, Linguistics Programme</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
universities, but such programs are few. Third, the entry requirements also could have been more closely examined to see what qualifications are expected of students enrolling in the Master programmes but that would have moved the focus away from what the profession expected. Finally, program websites offer varying amounts of information concerning applied linguistics (and linguistics) in general; some websites offer a paragraph or two about each class while others provide class syllabi. Yet, these sites are so varied in what information is offered that it would have been difficult to compare and contrast such information across sites at the present time. (As accountability begins to grow within Australian universities, websites may become more comprehensive with detailed materials available for viewer consumption). Despite these limitations, use of the title of classes as data offers some insights as to the themes and areas of study involved in the selected programs that can be used to identify entry to applied linguists (Davis 1999). Moreover, examining the data in this way offers the opportunity for readers to review the evidence for themselves, thereby vicariously participating in the creation of text and understandings about applied linguistics MA level programs (Eisner 1991). Presenting the data in tabular form also follows Wolcott’s (1990) admonishment to (qualitative) researchers not to be tempted to make too many judgments, but to allow readers to make their own.

Applied linguistics in Australia

Coursework degree programmes from the nine selected Australian universities offer nine Master level degrees, in general, in the areas of applied linguistics and include the Master of Arts in Applied Linguistics (MA AL), Master of Applied Linguistics (MAL), Master of Applied Linguistics for Language Teachers (MA AL LT), Master of Education in Applied Linguistics (MED AL), Master of TESOL, Master of Education (TESOL) (MED TESOL), Master of Education (International TESOL), Master of Arts in TESOL (MA TESOL), and Master of Arts in TESOL Studies (MA TESOL Studies) (see Table 3).

Applied linguistics compulsory classes

A typical program structure includes compulsory and elective courses (Table 4 outlines information concerning length of study and total number of courses for the degree in the headings for each university. The compulsory table presents the number of compulsory classes and the remaining number of classes would then be the number of electives needed for the degree to be awarded). For instance the MA AL at Sydney requires a total of eight classes, four compulsory and four electives. The compulsory courses include: Language analysis, Sociolinguistics, Additional language teaching, Additional language teaching. The electives are selected from: Register and genre in English, Semantics and pragmatics, Language for specific purposes, Bilingualism, Language and culture, Language testing, Media discourse (analysing language in mass media), Pragmatic grammar of English, Cross-cultural communication, Translation, Educational linguistics, Language and identity, Essay, Dissertation Part 1 and Part 2, and MLitt treatise. In general the number of compulsory classes for the MA AL degree in the four universities offering this program consist of none at the University of New South Wales, one at the University of Adelaide (Language and meaning), four at the University of Sydney, to seven at the University of Queensland (see Table 4).

The canvassing of the compulsory classes in all applied linguistics degrees (see Table 4) reveals that eight universities require a type of linguistics, language analysis, or grammar class, six universities require a type of research methods class, six universities require a type of language teaching and/or curriculum and materials development class, and five require second language acquisition with one requiring a class in language learning. Variations of sociolinguistics are required in four universities or could be selected as one of the requirements instead of something else identified in the program compulsory classes. Assessment/Testing/Evaluation is required in three universities. In the main, these requirements partially develop applied linguists’ awareness expressly in four of the nine fields identified by the International TESOL Organisation to support the development of teacher
### Table 4. Australian Applied Linguistics (Compulsory Classes)

<table>
<thead>
<tr>
<th></th>
<th>ADE MA AL</th>
<th>NSW MA AL</th>
<th>QLD MA AL</th>
<th>ACT MA AL</th>
<th>SA MA</th>
<th>TAS MA</th>
<th>W A MA</th>
<th>WA MED AL</th>
<th>NSW MED AL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 sem</td>
<td>2 sem</td>
<td>2 sem</td>
<td>2 sem</td>
<td>2 sem</td>
<td>2 sem</td>
<td>2 sem</td>
<td>2 sem</td>
<td>2 sem</td>
<td>2 sem</td>
</tr>
<tr>
<td>6 classes</td>
<td>6 classes</td>
<td>6 classes</td>
<td>6 classes</td>
<td>6 classes</td>
<td>6 classes</td>
<td>6 classes</td>
<td>6 classes</td>
<td>6 classes</td>
<td>6 classes</td>
</tr>
<tr>
<td>No compulsory</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

| Linguistics/Structure of Language | X | X | X | X         |
| Language and Meaning | X | X | X | X         |
| Grammar & Discourse | X | X | X | X         |
| Discourse & Applied Linguistics | X | X | X | X         |
| Context and Use and Analysis of English | X | X | X | X         |
| Language Applied Linguistics | X | X | X | X         |
| Child's L.A | X | X | X | X         |
| SLA | X | X | X | X         |
| Long Learning | X | X | X | X         |
| Sociolinguistics | X | X | X | X         |
| Language in Society | X | X | X | X         |
| Long & Cshk in | X | X | X | X         |
| Contact | X | X | X | X         |
| World Englishes | X | X | X | X         |
| TESOL in Context | X | X | X | X         |
| Language-Thinking & Learning | X | X | X | X         |
| Pragmatics | X | X | X | X         |
| (Second) Language & Teaching | X | X | X | X         |
| (Core) Curriculum & Materials | X | X | X | X         |
| Development & Literacy | X | X | X | X         |
| Development | X | X | X | X         |

### Table 4. (continued)

| Theory & Practice of TESOL | X |
| Reading Dev & Disorders | X |
| Assess/Diag/Instr | X |
| Lang & Cshk | X |
| CALL (Intro) | X |
| Res Meth | X |
| Concepts in | X |
| Managing Lang Program | X |
| Leading and Managing Lang Program | X |
| Port & Synthesis | X |
| Major Paper (2 hours) | X |
| Quant Methods | X |
| Teaching Asian Languages | X |
| Student Assessment | X |
| Technology Design | X |
| Electives | X |
| Networking | X |
| Language Skills and Computer | X |

Note: Most of the classes fit under these names or categories; there are variations, but they are slight and do not affect the general compulsory requirement.

1 Three options: (1) 6 classes and thesis (15,000 words); (2) 5 classes and thesis (20,000 words); (3) 4 classes and thesis (25,000 words)
2 Four streams: Applied Linguistics, AL (TESOL), AL (Literacy), AL (LPM)
3 Four streams: TESOL, CALL, Language Testing, English Language
4 Two streams: Teaching Asian Languages, Teaching English as a Second/Foreign Language
5 Three streams: AL, AL Second Language Learning and Teaching, AL CALL
6 Select one or the other
7 Select one or the other
8 Select one or the other
9 Two classes: Introduction to CALL and CALL and Language Program
10 Select three of the four
11 At least two must be selected
TOSOL curriculum
designed for AL. The TOSOL degree consists of a few more compulsory courses than many of the AL degrees. The MA in TESOL at the University of New South Wales, for instance, requires three compulsory courses: The MA in TESOL at the University of New South Wales, for instance, requires three compulsory courses.

### Table 5: Australian TESOL (Compulsory Classes)

<table>
<thead>
<tr>
<th>MEL* (M TESOL)</th>
<th>MON* (M TESOL)</th>
<th>SYD* (M TESOL)</th>
<th>NSW (M TESOL)</th>
<th>QLD (M TESOL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 sem</td>
<td>2 sem</td>
<td>2 sem</td>
<td>2 sem</td>
<td>2 sem</td>
</tr>
<tr>
<td>6 classes</td>
<td>4 classes</td>
<td>4 classes</td>
<td>8 classes</td>
<td>12 classes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

---

*Courses marked with 'X' indicate compulsory courses.

---

*Four streams: MA TESOL, MA TESOL: International (without teaching qualifications or experience), MA TESOL: International (with teaching qualifications and higher scores on standardized English tests), MA TESOL: International (with teaching qualifications and higher scores on standardized English tests, with three options in each program (a, b, c).

---

**Two fields:** Foundations of Syntax, Semantics and Generative Grammar.
Elective classes
The electives range is quite eclectic across all programs and additionally quite numerous for others. For example, in New South Wales (a Faculty of Arts and Social Sciences) the electives for the MA AL degree include: Special project in applied linguistics, second language acquisition, Language teaching methodology, Testing and evaluation, Syllabus and design, The structure of English, Bilingualism, Translation (theory and practice), First language acquisition, Functional grammar, Language and society, Functional discourse analysis, Professional communication, Adult language learning and teaching, Language for specific purposes, and Analysing spoken discourse. In the Linguistics Department at Macquarie the electives for the MAL degrees usually include: Grammar, meaning and discourse, Phonetics and phonology, Language and cognition, Languages and cultures in contact, Pragmatics, Language testing and evaluation, Stylistics and the teaching of literature, Language planning and policy, Second language acquisition, Literacy, Lexicography, Concept in managing language programs, First language acquisition, Language for specific purposes, Reading development and disorders, Bilingualism, Context, use and analysis of the English language (a global perspective), TESOL in context, Curriculum innovation in language teaching, Special study in applied linguistics, Leading and managing language program, and Discourse in professional and organisational contexts. Queensland's MA TESOL Studies degree offers classes across three schools. The elective from the School of Education includes classes titled Teaching for literacy and multi-literacies, Productive pedagogies productive schools, Reusing minds to life, Professional development, Globalising education, and Special topics in education. The School of English, Media Studies, and Art History offers electives titled English (history, change, and variation), Special topics in linguistics A, Educational linguistics, Grammar in texts, Sociolinguistic perspectives on communication, and Thesis. The School of Languages and Comparative Cultures offers Second language acquisition, Research methods, Language in Australia, Issues in language program development, The lexicon and second language learning, Language testing and assessment, Electronic networking, Elective course A, Language and intercultural communication, and Portfolio and synthesis.

Applied linguistics in New Zealand
Coursework degree programs from the five New Zealand universities offer seven Master level coursework degrees in the area of applied linguistics and include the Master of Arts in Applied Linguistics (MA AL), Master of Arts in Applied Language Studies (MA ALS), Master of Arts in Language Teaching and Learning (MA LTL), Master of Arts TESOL (MA TESOL), Master of TESOL (MTESOL), Master of Professional Studies (MPS), and Master of Education (MAE) (see Table 6).

MA Applied Linguistics/Applied Language Studies/Language Teaching Compulsory Classes
A typical program structure includes compulsory and elective courses as found in Australian programs. For the two MA AL degrees, one program takes three trimesters to complete while the other takes two semesters to complete. Both programs require two compulsory classes. The program at the University of Waikato requires one class in Research methods in applied linguistics and another in Current issues in applied linguistics. At the Victoria University of Wellington, the compulsory classes include Evaluating research in AL and Research methodology. The program for MA ALS at AUT requires Language analysis, Language culture and communication, Discourse analysis, Approaches to research, and two from Language and Society, Qualitative Research Methods, and Quantitative Methods. The University of Auckland's MA LTL requires the majority of its courses; however, if a dissertation, thesis, or research portfolio is included, the requirements for classes decreases (see Table 7's footnote).

The canvassing of the compulsory classes in all applied linguistics degrees (see Table 5) reveals three universities require approaches or methods of research, with one (Waikato) where research and current issues classes are specific to applied linguistics. Language analysis and variations of sociolinguistics are required in two universities. Assessment/Testing/Evaluation is required in one university. Various, the compulsory requirements, along with electives partially develop applied
linguists' awareness expressly when revisiting the nine fields identified by the International TESOL Organisation to support the development of teacher quality (TESOL 2003). Depending on the program, these include linguistics, assessment, applied linguistics, second language acquisition, sociolinguistics, language pedagogy and methodology, curriculum and materials development, literacy development, and cross-cultural communication.

Considering Bardovi-Harlig & Hartford's (1997) ten elements when canvassing the compulsory requirements for the Applied Linguistics degrees in New Zealand, it can be seen that sociolinguistics receives attention in these programs. Although the remaining features could be scattered throughout various classes (either compulsory or electives), little direct emphasis is given to the remaining features, per se. Additionally, the review of these New Zealand (selected) applied linguistics degree programs challenges Kaplan's (2002) idea of curriculum grounded in linguistics, but certainly, as in Australian programs, entertains his ideas of varying and various subcomponents.

New Zealand TESOL Compulsory Classes

Two universities offer TESOL oriented programs, Victoria University of Wellington and three different programs at the University of Auckland (see Table 8). In the main, these various classes (compulsory and electives) could variously cover the TESOL fields and ten features by Bardovi-Harlig & Hartford (1997). Yet, the emphasis is on teaching and applying applied linguistics issues to the teaching of English. The Master of Education degree at Massey University includes one specific class for the degree: "At postgraduate level, students can study the Teaching of Non-English Speaking Background (NESB) Students in a Regular Classroom. This paper [class] (207.769) is offered as part of the MEd programme, and is aimed at teachers in the mainstream setting (particularly early years and primary)."

Elective classes

The electives range, as in Australia, is quite eclectic across various programs. At the Victoria University of Wellington the electives for both degrees include variously Methodology 1, Methodology 2, Description of English 1, Description of English 2, Second language acquisition, Language curriculum design, Special topics, Studies in second language development, Language for specific purposes, Teaching and learning vocabulary, Language assessment, Language testing, Sociocultural theories of language teaching and learning, Languages in the workplace, Discourse analysis, Syntactic analysis, Phonetics and phonology, Sociolinguistics, Research paper, Research project, Research dissertation. The University of Waikato's electives include Educational linguistics, Discourse analysis, CALL for language teaching, Language policy and planning, Special Topic 1: Directed study, Dissertation (one, two, or three papers). At the University of Auckland electives for the MTESOL degree include, Second language classroom research, Material development and evaluation, Individual learner differences and second language learning, Bilingualism and bilingual education, Sociolinguistics and language teaching, Language planning and policy, Special topic in TESOL, and dissertation. For the MPS degree the electives include Teaching English as an international language, Task-based language teaching and learning, Corpus linguistics, and Developing academic literacy.

Discussion

One of the things that becomes clear from the class titles of various programs dealing with applied linguistics in both Australia and New Zealand is that the area of study (field) has expanded well beyond the linguistic focused discipline of the 1970s described by McNamar (2001). In fact, it would be right to suggest that applied linguistics in these two countries is much more than linguistics applied (see Davies 1999, pp. 12–14). There also seems to be a proliferation in having both applied linguistics and TESOL classes that focus mainly on the teaching of second languages. Many of these programs might seem to cater for the developing overseas student clientele who are seeking higher
Table 8: New Zealand TESOL (Compulsory Classes)

<table>
<thead>
<tr>
<th>Methodology 1</th>
<th>AUC*</th>
<th>VUW</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>3 trims</td>
</tr>
<tr>
<td>Language and Learning Processes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Curriculum Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Language Course Design and Methodology X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Language Assessment and Evaluation</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Second Language Acquisition XX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discourse Analysis XX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Assessment -</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Language Analysis for Teachers -</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Curriculum Development for Language Teaching -</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Discourse Analysis for Teachers OR -</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Sociolinguistics and Language Teaching -</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Learner Language OR -</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Theories of Language Learning -</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Notes:

*Master of TESOL—without DipTESOL or equivalent (2 semesters, 7 classes), Master of TESOL—with DipTESOL or equivalent (2 semesters, 7 classes), Master of Professional Studies (2 semesters, 7 classes)

1. Select one
2. Select one

...
technical cultures both in Australia and neighbouring regional countries (e.g., Hongboontri 2003, Kleinsasser 1993; Liu, forthcoming; Sato 2002; Sato & Kleinsasser 1999a, 1999b, forthcoming; Zulali, forthcoming). An important factor in uncovering technical cultures (a term used by Lortie 1975) is to examine teachers’ beliefs and practices. As Thompson (1967) noted, the technical culture of education “rests on abstract systems of belief about relationships among teachers, teaching materials, and pupils; but these theories assume the presence of these variables and proceed from that point” (p. 19). Sato & Kleinsasser (1999a, 1999b) examine Australian teachers of Japanese and consider the extent to which communicative language teaching is understood by the participants. They also consider the use of triangulation and discuss the relevance of having more than one particular data source when investigating teacher beliefs and actions. Zulali examines the various perspectives of shareholders concerning Indonesian language teaching and learning in an independent college in Australia. She includes perceptions of not only teachers, but administrators, students, parents, and ancillary staff also. Such a complex picture is rarely seen in the second language teaching and learning literature. Kleinsasser & Crouch (2000) discuss a review of the Spanish program at an independent primary school using interview and survey data from LOTE teachers, regular primary teachers, students, and parents. Hongboontri considers the beliefs of university English teachers in a Thai university context. Liu investigates the induction of two student teachers in a Taiwan high school, and Sato (2002) and Sato & Kleinsasser (forthcoming) examine teachers in a private Japanese high school English department dealing with government guidelines to implement CLT.

Other researchers within Australia and New Zealand further direct their attention toward teachers in their language teaching and learning cultures. In Western Australia, Breen, Bird, Milton, Oliver, & Thwaite (2001) investigate 18 experienced teachers of ESL in both primary and high schools, uncovering the complex relationships “between thinking in action and the role of the experienced language teachers” and how these relationships have “implications for curriculum innovation, teacher education, and for language classroom research.” (p. 470). Mangubhai, Martin, Darlowood, & Son (2004) at the University of Southern Queensland document a teacher’s personal practical theory of communicative language teaching (CLT). They conclude that the teacher’s understanding of CLT “incorporates many of the commonly listed features of CLT, other features of CLT not usually listed and many features of her general approach to teaching. In other words, Doreen has integrated many features of general teaching into her practical theory of CLT” (p. 308).

Burn’s (1999) work at Macquarie University in Sydney concerning English language teaching practitioners also helps give insights into some of the cultural dimensions of classroom learning and teaching. More recently in New Zealand Crabbe (2003) outlines issues salient to the quality of language learning opportunities and “proposes three domains of enquiry: theoretical, cultural, and management, and puts forward arguments in favour of learning opportunity standards as the basis for institutional dialogue about quality in language education” (p. 9). Barsturkenm, Loeven, & Ellis (2004) offer a case study of New Zealand language teachers into “the relationship between three teachers’ stated beliefs about and practices of focus on form in intermediate level ESL communicative lessons” (p. 243). Barkhuizen (1998a, 1998b, 2002) at the University of Auckland is also offering valuable insights using language learners’ perceptions. Such investigations further expand the research within second language teaching and learning cultures. It would appear that the potential to further and more deeply research second language teaching and learning cultures is alive and well with many applied linguistics programs focusing on second language teaching and learning. How to integrate the various findings, completing reviews and meta-analyses, might eventually prove fruitful to unify the various practical and theoretical perspectives offered in the literature within the two countries.

Applied linguistics publications

Obviously there are other research areas being developed and extended. Both countries have vital applied linguistics associations. The Applied Linguistics Association of Australia offers a newsletter, conferences (this year entitled, Applying Applied Linguistics), jointly sponsors the Australian Linguistics Institute with the Australian Linguistic Society, hosts an on-line discussion group APFLIX, and publishes the Australian Review of Applied Linguistics (twice a year), among other services. (Applied Linguistics Association of Australia, 2004). The Applied Linguistics Association of New Zealand offers a newsletter, an ELIST, and publishes the New Zealand Studies in Applied Linguistics (twice a year), among other services. (Applied Linguistics Association New Zealand, 2004).

Australia

Topics discussed more recently in the Australian Review of Applied Linguistics include studies focusing on Japanese that investigate learning strategies for learning words in Kanji (Kobota & Toyoda 2001), perceptions of Kanji learning strategies (Gan Lowe 2003), searching for the semantic boundaries of the Japanese colour term “AO” (Conlon 2003), and the effects of individual Japanese and Korean individual learner factors and task type on negotiations (Bitchener 2003). In the area of the Chinese language topics include placement of important ideas in lengthy Chinese text (Ramsey 2001) and the cultural significance of coda in Chinese narratives (Ho 2001). There are articles concerning language teaching issues including Indonesian teaching (Hassall 2001; Sneddon 2001), Swiss themes in three "plurilingual" German language textbooks (Bosh 2003), and influences on teachers’ judgements of student speech (Haig & Oliver 2003). Articles focusing on teaching include anxiety and oral performance in a foreign language test situation (Machida 2001), and parameters of speaking for writing tests (Franken 2001). Additionally, a focus on teaching culture (Dolson 2001), the interaction of discipline and culture in academic writing (Golebiowski & Liddicoat 2003), creating cultural spaces in the Australian university setting (Eisencklas & Trevaskes 2003) focus on various aspects of cultures. A focus issue on the contexts of tertiary literacies was the theme of the first volume in 2003 (Absalom & Golebiowski 2003; Balfour & Golebiowski 2003; Bock & Gough 2002; B clarke & Pearce 2002; Kaldor & Rochebone 2003; Kirkpatrick & Mulligan 2003; Reid & Parker 2002).

Linguistics and applied linguistics issues are also topics of articles including those on grammars and corpore (Collins 2001), analysis of the discourse marker "so" in monologic talk (Rendle-Short 2003), an annotated bibliography on structure and variation within a genre (Starks & Lewis 2003), and a sociocultural perspective on societal support for L2 learning and L1 maintenance (Sakamoto 2001). Sociolinguistics and sociocultural issues are discussed in Ardington (2003), O’Neill & Hattow (2003), and Winter & Pawels (2003). Additionally, articles concerning historical perspectives on applied linguistics in North America (Angelis 2001) and Australia (Mcmamara 2001) are available. Political and social issues including a focus on the discourse of意義 and the linguist’s responsibility (Cyne 2003) and the children overboard affair (Macken-Horark 2003) are topical within the current Australian context. AIDS awareness and discourse interpretation are international concerns (Patridge & O’Loughlin 2001). Two series published by the Applied Linguistics Association of Australia more recently include a focus on Asian languages and computers (Hoven & Son 2003) and using and learning Italian in Australia (Rubino 2004).

New Zealand

Topics published more recently in the New Zealand Studies in Applied Linguistics include studies considering Maori such as lexical expansion (Keegan 2000), Maori language revitalisation and maintenance (Christensen 2001), and its proficiency, use, and transmission (Christensen 2003). Applied linguistics issues are discussed variously in the acquisition of the subjunctive in Spanish as a second language (Torresano 2001), applied linguistics (subject to discipline) (Davies 2002), applying linguistics by developing cognitive skills through multimedia (Gough & Bock 2003), and the use of NESB immigrant resources and service provision in New Zealand’s public sector organisations (Watts & Tilin 2000).
Classroom issues are discussed concerning methodology in a study of classroom multilingualism (Shameen 2000), if advanced learners benefit from the negotiation of meaning (Bitchener 2000), genre and the language learning program (Paltridge 2001), learners’ perceptions of classroom reading activities (Barkhuizen 2001), direct intervention in language learning (Ellis 2002), ecology, contingency, and talk in the postmethod classroom (van Lier 2002), learning to write with a little help from friends (Turner 2002), and mother-tongue medium as foreign language object (Kim & Elder 2002).

Additional areas
Additionally, there is robust research in second language acquisition and teaching at the University of Auckland with Ellis and his colleagues (e.g., Ellis 2004a; Ellis 2004b; Ellis & Barkhuizen, forthcoming; Ellis, Basturkmen, & Loewen 2002), research in language testing at the University of Melbourne with McNamara and his colleagues (e.g., McNamara 1996; 2004; Hill & McNamara 2003) and at Victoria University of Wellington with Rend (co-editor of Language Testing) (e.g., Rend 2000; 2002; Read & Chapelle 2001), and research in various areas of critical applied linguistics (e.g., Luke 1997; 2003a; 2004; Pennycook 1999a, 1999b, 2001, 2004), language policy and planning (e.g., Baldauf 2002; Baldauf & Ingram 2003; Baldauf & Kaplan 2003; Kaplan & Baldauf 1997), and literacy (e.g., Carrington & Luke 2003; Luke 2003b; Luke & Kale 1997; Luke & van Kranendonk 1998), among others. These are but a few more of the areas being investigated, researched, and published. Such a cursory review offers another glimpse into the continuing burgeoning applied linguistics field in both Australia and New Zealand.

Summary
The turn to the twenty-first century saw an increasing literacy of applied linguistics with handbooks (e.g., Davies & Elder 2004; Kaplan 2002), introductory and monograph texts (e.g., Cook 2003; Davies 1999; McCarthy 2001; McDonough 2002; Schmitt 2002), and an edited volume that considered components of a second language education curriculum focusing on applied linguistics issues (e.g., Bardovi-Harlig & Hartford 1997). The diversity and inclusiveness of various topics make applied linguistics as a discipline, field, or area of study contestable, to say the least. Yet, in no less a manner, the programs reviewed here and research pursued in this paper also offer both diversity and inclusiveness that help prepare, develop, and guide potential applied linguistics professionals. These are characteristics of a vital and growing discipline that remains quite youthful in its zest to influence, challenge, and matter to persons interested in applied linguistics in Australia, New Zealand, and the surrounding regions.

Notes
1. Thanks to Mei Hui Liu and Siti Zulkifli for their excellent assistance in helping to locate web pages, find information about programs in various places, and downloading such salient information. I also thank them for helping me scrutinise the data presented in this paper and making sure it represented the information found on the web pages. I further thank Richard Baldauf for his insights.
2. The task here is to review the compulsory and elective classes within the programs, not to compare and contrast Australian university programs with New Zealand university programs.
3. Every effort was made to photocopy each of the website pages. Furthermore, every effort was made to represent each program as depicted on the website as carefully as possible. Nonetheless, apologies for any possible misrepresentations or errors. Readers are encouraged to visit the web pages themselves; however, it should be remembered that web pages can change quickly and without notice.
4. Additional Language Learning and Additional Language Teaching offer “a contemporary up-to-date introduction to the fields of TESOL (Teaching English to Speakers of Other Languages), SLT (Second Language Teaching), ESL (English as a Second Language), the learning and teaching of LOTE (Languages other than English) and Modern Languages generally” (see University of Sydney web page).
5. I thank Richard Baldauf for bringing this perspective to my attention.

References


Résumé

Ce devoir passe en revue les tendances naissantes, en linguistique appliquée, à la fois en Australie et en Nouvelle Zélande. Il donne un aperçu de la situation actuelle des programmes (optionnels) de linguistique appliquée de troisième cycle au niveau universitaire. Il montre aussi la manière dont divers programmes universitaires définissent la linguistique appliquée grâce aux classes (titres) que les étudiants doivent valider pour obtenir leur diplôme. Une preuve des sujets ainsi que des cours obligatoires dans le programme révèlent non seulement ce que la linguistique appliquée implique en général mais donne aussi un aperçu de la manière dont la linguistique appliquée est définie et pratiquée. De plus, certains des sujets pertinents de recherche (titres) qui sont publiés dans les revues des associations de linguistique appliquée des deux pays sont examinés.