Aek Phakiti

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Websites

Academic profile: https://www.sydney.edu.au/arts/about/our-people/academic-staff/aek.phakiti.html

YouTube Channel for Assessment for Language Teaching:
https://www.youtube.com/channel/UCo1iXd3BViCPJRRgB7aWNMw

Facebook Page for Experimental Research Methods for Language Learning (1.5K followers): https://www.facebook.com/profile.php?id=100039140361695

Facebook Page for Quantitative Methods for Second Language Research (1K followers): https://www.facebook.com/roeverphakiti/

Facebook Page for Palgrave Handbook of Applied Linguistics Methodology (1.9K followers):
https://www.facebook.com/PalgraveHandbookAppliedLinguisticsMethodology/

Academic goals

To gain knowledge and understanding of and experience in the areas of second language education, Teaching English to Speakers of Other Languages (TESOL), language learning and teaching, materials development, curriculum design and assessment and research methods

Employment

January 2025-present	Professor of TESOL (Level E), Sydney School of Education and Social Work, Faculty of Arts and Social Sciences, The University of Sydney, Australia
January 2016-present	Associate Professor in TESOL (Level D), Sydney School of Education and Social Work, Faculty of Arts and Social Sciences, The University of Sydney, Australia
January 2010 to 2015	Senior Lecturer in TESOL (Level C), Faculty of Education and Social Work, The University of Sydney, Australia
February 2006 to 2009	Lecturer in TESOL (Level B, equivalent to Assistant Professor in the US system), Faculty of Education and Social Work, University of Sydney, Australia

Last update: 11/04/2024

Academic Qualifications

2005	*PhD in Applied Linguistics*
	Department of Linguistics and Applied Linguistics,
	University of Melbourne, Australia
	PhD Thesis topic: *An empirical investigation into the relationships of state-trait strategy use to L2 reading comprehension test performance: A structural equation modeling approach* (short-listed for Jacqueline Dissertation Award 2004)
2000	*M.A. (First Class Honours) in Applied Linguistics*
	Department of Linguistics and Applied Linguistics,
	University of Melbourne, Australia
	M.A. Thesis topic: *The relationship of state metacognitive and state cognitive strategies to EFL reading achievement test performance* (short-listed for IELTS MA Dissertation Award 2000)
1996	*B.A. in English*
	Chiang Mai University, Thailand

Professional Awards

2023	FASS Research Mentoring Award
2019	FASS Teaching Excellence Award
2017	Sydney of Education and Social Work Teaching Excellence Award
2010	TOEFL Outstanding Scholar Award
2010	Faculty of Education and Social Work Teaching Excellence Award

University of Sydney Administrative Roles

2021-present	MEd (TESOL) Curriculum Coordinator
2021-present	SSESW Dissertation Coordinator
2021-2022	SSESW Special Project and Dissertation Coordinator
2017-2019	SSESW Postgraduate Coursework Coordinator
2008, 2010-2013	Research Training Manager, Division of Doctoral Studies
2009	Thesis Proposal and Examination Coordinator, Office of Doctoral Studies
2009-2013	Research Progress Manager, Office of Doctoral Studies
2007-2013	Faculty of Education and Social Work Research Committee

Disciplinary Positions

2024 - present	Vice President of Applied Linguistics Association of Australia
2015-2017	Vice President of the Association of Language Testing and Assessment for Australia and New Zealand (2015-2017);

Journal editor

2023-present	Editor-in-chief, *University of Sydney Journal of TESOL*
2014-2021	Associate Editor, *Language Assessment Quarterly Journal*
2012-2022	Associate Editor, *University of Sydney Papers in TESOL*
2011	Co-guest editor with Carsten Roever for a *Special Issue of*

	Language Assessment Quarterly, "Trends in language testing and assessment in Australia and New Zealand".
2006-2011	Editor, *University of Sydney Papers in TESOL*
2006	Guest Editor, *Melbourne Papers in Language Testing*
2001-2003	Co-editor with Sally O'Hagan, *Melbourne Papers in Language Testing*

Editorial Board

2022-2024	Editorial Board, *Annual Review of Applied Linguistics* (The American Association for Applied Linguistics)
2011-2020	Editorial Board, *Papers in Language Testing and Assessment*
2011-2013	Editorial Board, *Australian Review of Applied Linguistics*
2011-2013	Editorial Board, RELC Journal
2009-present	Editorial Board of *rEFLections Journal*
2008-2013	Editorial Board of *Language Assessment Quarterly Journal*
2002-2011	Editorial Advisory Board of the *Japan Association for Language Teaching (JALT) Journal*, Japan

MS Reviewers

2001-present	Manuscript reviewer of *English for Specific Purposes, Language Testing, Language Learning, Applied Linguistics, International Journal of Applied Linguistics, Learning and Individual Differences, TESOL Quarterly, Prospect, Reading in a Foreign Language, Australian Review of Applied Linguistics, English Australia, Metacognition and Learning*

Member of professional associations

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2020-present	Applied Linguistics Association of Australia
2010-present	Australia and New Zealand Association of Language Testing and Assessment
2007-present	International Language Testing Association
2006-2018	American Association for Applied Linguistics

Research grants and applications

2024	ARC Discovery EOI – Unsuccessful (This Expression of Interest is between 10% to 25% of unsuccessful Expressions of Interest within the scheme round).
	Research topic: Fostering migrant language, social inclusion and citizenship
2023	National Foundation for Australia-China Relations 2023-24 Competitive Grants, with Noriko Iwashita, Peter Crosthwaite (University of Queensland) & Kellie Frost (University of Melbourne) ($155,272.27) -- Unsuccessful
	Research topic: Fostering employability, building connections, and cultivating a sense of belonging: A guide to supporting Chinese postgraduate students in Australia
2020	Faculty Research Support Scheme (FRSS) 2020 ($7764) – Successful but the funding was withdrawn due to the University

COVID-19 Pandemic Saving Measure.

Research topic: Language assessment for migration, settlement and citizenship: An ethnographically informed investigation

2018-2023	IELTS Research Grant ($AU62,641)
	Research topic: Independent versus integrated writing tasks for IELTS Writing: A mixed methods study
2014-2016	IELTS Research Grant ($AU30,176)
	Research topic: Test takers' calibration in an IELTS listening test
2009-2011	With Lindy Woodrow and David Hirsh, the University of Sydney Foundation Studies Grant ($AU85,000).
	Research topic: An Empirical investigation of factors affecting academic performance of non-English background graduates from the University of Sydney Foundation Program studying at the University of Sydney
2007-2012	With Brian Paltridge, Marie Stevenson and Lindy Woodrow, TOEFL Grant, ETS, $AU40,000 (or $US30,000)
	Research Topic: Research synthesis on automated feedback on academic writing
2006	The University of Sydney Research and Development Scheme, $AU17,000
	Research topic: Modeling the relationship of strategic competence to reading comprehension test performances over time by adult English as a foreign or second language (EFL/ESL) tertiary students.
2006	Scholarship of Teaching of the Faculty of Education and Social Work, $AU2,000
	Research topic: Input, interaction and the English SMART card
2004	Spaan Fellow Research Award, English Language Institute, Michigan University, USA. $AU6000 (or $US 4,000)
	Research Topic: An empirical investigation into the nature of and factors affecting test takers' calibration within the context of an English Placement Test (EPT)

Overview of citations

Google Scholar (dated 20/12/2024)
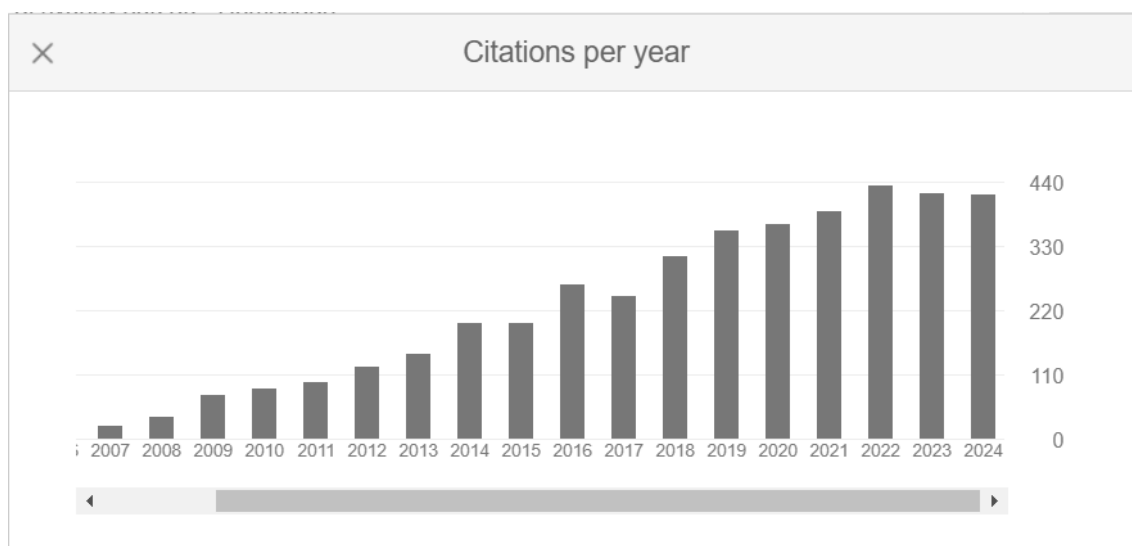
	All	Since 2019
Citations	4361	2400
h-index	27	24
i10-index	34	34

Citation matrices for entire career

Table 1 Citation Metrics for entire career (dated 10/10/2024)

Citation Metrics	Scopus	Web of Science	Google Scholar
Scholarly output	20	14	59
Total citation count	871	443	4249
Citations per publication	43.55	31.64	72.01
h-index	13	9	27

Academic publications

Books

Phakiti, A. (forthcoming, 2024). *Language testing assessment: Theory to practice*. Bloomsbury.

Phakiti, A., & Isaac, T. (forthcoming, 2024). *Confidence and calibration in language learning and use*. Cambridge University Press. (60% contribution)

Phakiti, A., & Leung, C (2024). *Assessment for language teaching*. Cambridge

University Press. https://www.amazon.com.au/Assessment-Language-Teaching-Aek-Phakiti/dp/1009468154; https://www.youtube.com/@AssessmentforLanguageTeaching/featured (60% contribution)

Phakiti, A., Fernandez, J., & Steinhoff, A. (2021). *Language assessment: A practical approach*. RELC. https://readabook.store/products/9789811819506 (50% contribution)

Roever, C., & Phakiti, A. (2018). *Quantitative methods for second language research: A problem-solving approach*. Routledge. https://www.taylorfrancis.com/books/mono/10.4324/9780203067659/quantitative-methods-second-language-research-carsten-roever-aek-phakiti (50% contribution)

Phakiti, A. (2014). *Experimental research methods in language learning*. London: Bloomsbury. https://www.bloomsbury.com/au/experimental-research-methods-in-language-learning-9781441122407/

Paltridge, B., Harbon, L., Hirsh, D., Shen, H., Stevenson, M., Phakiti, A., & Woodrow, L. (2009). *Teaching academic writing: An introduction for teachers of second language writers*. University of Michigan Press. https://press.umich.edu/Books/T/Teaching-Academic-Writing (10% contribution)

Phakiti, A. (2007). *Strategic competence and EFL reading test performance*. (Language Testing and Evaluation Series). Peter Lang. https://www.peterlang.com/document/1103002

Edited books

Phakiti, A., De Costa, P., Plonsky, L., & Starfield, S. (Eds.) (2018). *Palgrave handbook of applied linguistics research methodology*. Palgrave. https://link.springer.com/book/10.1057/978-1-137-59900-1 (30% contribution)

Paltridge, B., & Phakiti, A. (Eds.). (2015). *Research methods in applied linguistics: A practical resource*. Bloomsbury. https://www.bloomsbury.com/au/research-methods-in-applied-linguistics-9781472524560/ (50% contribution)

Paltridge, B., & Phakiti, A. (Eds.). (2010). *Continuum companion to research methods in applied linguistics*. Continuum. https://www.bloomsbury.com/au/continuum-companion-to-research-methods-in-applied-linguistics-9780826499240/ (50% contribution)

Book chapters

Phakiti, A., & Lin, K. C. (forthcoming, 2024). Research methods for language education. In J. E. B. Simpson (Ed.), *International Encyclopedia of Language and Linguistics* (3rd ed.). Elsevier. (50% contribution)

Phakiti, A. (2023). How to run statistics. In S. Gass & A. Mackey (Eds.), *Current approaches in second language acquisition research* (pp. 276-303). Wiley. https://www.wiley.com/en-au/Current+Approaches+in+Second+Language+Acquisition+Research%3A+A+Practical+Guide-p-9781119814474

Phakiti, A. (2021). Likert scale item construction. In P. Winke & T. Brunfaut (Eds.), *Routledge handbook of second language acquisition and language testing* (pp. 102-114). Routledge. https://www.taylorfrancis.com/books/edit/10.4324/9781351034784/routledge-handbook-second-language-acquisition-language-testing-paula-winke-tineke-brunfaut

Stevenson, M., & Phakiti, A. (2019). Automated Feedback and Second Language Writing. In K. Hyland, F. Hyland (Eds.), *Feedback in Second Language Writing: Contexts and Issues*, (pp. 125-142). Cambridge University Press.

Phakiti, A. (2018). Assessing higher-order thinking skills. In M. DelliCarpini (ed.), *TESOL encyclopedia of English language teaching*. John Wiley & Son. https://doi.10.1002/9781118784235.eelt0380

Phakiti, A. (2018). Exploratory factor analysis. In A. Phakiti, De Costa, L. Plonsky, & S. Starfield. (Eds.), *Palgrave handbook of applied linguistics research methodology* (pp. 423-457). Palgrave. https://link.springer.com/book/10.1057/978-1-137-59900-1

Phakiti, A. (2018). Confirmatory factor analysis and structural equation modeling. In A. Phakiti, De Costa, L. Plonsky, & S. Starfield. (Eds.). *Palgrave handbook of applied linguistics research methodology* (pp. 459-500). Palgrave. https://doi.org/10.1057/978-1-137-59900-1_21; https://link.springer.com/book/10.1057/978-1-137-59900-1

Phakiti, A. (2017). Dealing with longitudinal quantitative designs and data analysis. In J. McKinley & H. Rose (Eds.), *Doing research in applied linguistics: Realities, dilemmas, and solutions* (pp. 159-171). Routledge. https://www.taylorfrancis.com/chapters/edit/10.4324/9781315389608-15/dealing-longitudinal-quantitative-designs-data-analysis-aek-phakiti

Phakiti, A., & Bi, Z. (2016). Trait and state lexico-grammatical strategy use questionnaires. In V. Aryadoust & J. Fox (Eds.), *Trends in language assessment research and practice: The view from the middle east and the Pacific Rim* (pp. 122-148). Cambridge Scholars Publishing. https://www.cambridgescholars.com/product/978-1-4438-8261-3 (50% contribution)

Phakiti, A. (2015). Quantitative research and analysis. In B. Paltridge & A. Phakiti (eds), *Research methods in applied linguistics: A practical resource* (pp. 27-47). Bloomsbury. https://www.bloomsbury.com/au/research-methods-in-applied-linguistics-9781472524560/

Phakiti, A., & Paltridge, B. (2015). Approaches and methods in applied linguistics. In B. Paltridge & A. Phakiti (eds), *Research methods in applied linguistics: A practical resource* (pp. 5-25). Bloomsbury. https://www.bloomsbury.com/au/research-methods-in-applied-linguistics-9781472524560/ (50% contribution)

Paltridge, B., & Phakiti, A. (2015). Developing a research project. In B. Paltridge & A. Phakiti (eds), *Research methods in applied linguistics: A practical resource* (pp. 259-278). Bloomsbury. https://www.bloomsbury.com/au/research-methods-in-applied-linguistics-9781472524560/ (50% contribution)

Phakiti, A. (2014). Questionnaire development and analysis. In Antony John Kunnan (Eds.), *The companion to language assessment* (pp. 1245-1261). John Wiley & Sons. https://www.researchgate.net/publication/316148610_Questionnaire_Development_and_Analysis

Grant, R., MacDonald, R., Phakiti, A., & Cook, H. (2014). The importance of writing in mathematics: Quantitative analysis of U.S. English learners' academic language proficiency and mathematics achievement. In Elke Stracke (Eds.), *Intersections: Applied linguistics as a meeting place*, (pp. 208-232). Cambridge Scholars Publishing. https://www.researchgate.net/publication/264820197_Integrating_writing_into_mathematics_Quantitative_analysis_of_US_English_learners%27_academic_langu

age_proficiency_and_mathematics_achievement (25% contribution)

Phakiti, A. (2010). Analysing quantitative data. In B. Paltridge. & A. Phakiti. (Eds.), Continuum companion to research methods in applied linguistics (pp. 39-49). Continuum. https://www.bloomsbury.com/au/continuum-companion-to-research-methods-in-applied-linguistics-9780826499240/

Phakiti, A. (2007). On the nature of L2 test takers' calibration in a reading test. In C. Gitsaki (Ed.), *Applied Linguistic Association of Australia Conference Proceeding* 2006 (pp. 218-233). Cambridge Scholars Publishing.

Journal articles

Phakiti, A. (in press). Commentary on the Special Issue on Ability Beliefs and Learning a New Language at School. *Studies in Second Language Learning and Teaching* (Q1 journal).

Phakiti, A., & Steinhoff, A. (2023). Five golden rules for successful classroom assessment based on what we have learnt from JD Brown. *Language Teaching Research Quarterly*, 37, 76-90. https://doi.org/10.32038/ltrq.2023.37.03 (60% contribution)

Peng, Z., & **Phakiti, A**. (2022). What a directed motivational current is to language teachers. *RELC Journal*, 53(1), 9-23. https://doi.org/10.1177/00336882209053 (50% contribution)

Phakiti, A., & Isaacs, T. (2021). Classroom assessment and validity: Psychometric and edumetric approaches. *European Journal of Applied Linguistics and TEFL*, 10(1), 3-24. https://www.proquest.com/docview/2516291021?sourcetype=Scholarly%20Journals (60% contribution)

Phakiti, A., & Plonsky, L. (2018). Reconciling beliefs about L2 learning with SLA theory and research. *RELC Journal*, *49*(2), 217-237. https://doi.org/10.1177/0033688218781970 (50% contribution)

Mahboob, A., Paltridge, B., **Phakiti, A.**, Wagner, E., Starfield, S., Burns, A., Jones, R., & De Costa, P. (2016). TESOL Quarterly Research Guidelines. *TESOL Quarterly*, *50*(1), 42-65. https://doi.org/10.1002/tesq.288 (10% contribution)

Phakiti, A. (2016). Test Takers' Performance Appraisals, Appraisal Calibration, and Cognitive and Metacognitive Strategy Use. *Language Assessment Quarterly*, *13*(2), 75-108. https://doi.org/10.1080/15434303.2016.1154555

Wilson, O., & Phakiti, A. (2016). Teacher motivational strategy practice and student motivation in tertiary ESL. *EA Journal*, 32(1), 3-21. (50% contribution)

Stevenson, M., & **Phakiti, A.** (2014). The effects of computer-generated feedback on the quality of writing. *Assessing Writing*, *19*(1), 51-65. https://doi.org/10.1016/j.asw.2013.11.007 (50% contribution)

Phakiti, A., Hirsh, D., & Woodrow, L. (2013). It is not only English: Roles of other learner factors on English language learning and academic learning of ESL international students in Australia. *Journal of Research in International Education*, *12(3)*, 239-258. (60% contribution)https://doi.org/10.1177/1475240913513520

Phakiti, A., & Li, L. (2011). General academic difficulties and reading and writing difficulties among Asian ESL postgraduate students in TESOL at an Australian University, *RELC Journal*, 42(3), 1-38. https://doi.org/10.1177/0033688211421417 (50% contribution)

Phakiti, A., & Roever, C. (2011). Current Issues and Trends in Language Assessment in Australia and New Zealand. *Language Assessment Quarterly*, 8(2), 103–107.

https://doi.org/10.1080/15434303.2011.566397 (50% contribution)

Phakiti, A. (2008). Construct validation of Bachman and Palmer's (1996) strategic competence model over time in EFL reading tests. *Language Testing*, 25(2), 237-272. https://doi.org/10.1177/0265532207086783

Phakiti, A. (2008). Predicting NESB international postgraduate students' academic achievement: A structural equation modeling approach. *International Journal of Applied Educational Studies*, *3*, 18-38. https://go.gale.com/ps/i.do?id=GALE%7CA192485746&sid=googleScholar&v=2.1&it=r&linkaccess=abs&issn=1996773X&p=AONE&sw=w&userGroupName=anon%7E22f7926a&aty=open-web-entry

Phakiti, A. (2008). Strategic competence as a fourth-order factor model: A structural equation modeling approach. *Language Assessment Quarterly*, *5*(1), 20-42. https://doi.org/10.1080/15434300701533596

Phakiti, A. (2006). Modeling cognitive and metacognitive strategies and their relationships to EFL reading test performance. *Melbourne Papers in Language Testing*, *11*, 53-102.

Phakiti, A. (2006). Theoretical and Pedagogical Issues in ESL/EFL Teaching of Strategic Reading. *University of Sydney Papers in TESOL*, *1*, 19-50.

Phakiti, A. (2005). An empirical investigation into the nature of and factors affecting test takers' calibration within the context of an English Placement Test (EPT). *Spaan Fellow Working Papers in Second or Foreign Language Assessment*, *3*, 27-46.

Phakiti, A. (2003). A closer look at gender differences in strategy use in L2 reading. *Language Learning*, *53*(4), 649-702. https://doi.org/10.1046/j.1467-9922.2003.00239.x

Phakiti, A. (2003). A closer look at the relationship of cognitive and metacognitive strategy use to EFL reading comprehension test performance. *Language Testing*, *20*(1), 26-56. https://doi.org/10.1191/0265532203lt243oa

Phakiti, A. (2001). Exploring gender differences with state metacognitive regulatory structures in EFL reading achievement. *Melbourne Papers in Linguistics and Applied Linguistics*, *1*, 47-69*.

Phakiti, A. (2000). A closer look at the relationship of cognitive and metacognitive strategy use to EFL reading achievement test performance. *Melbourne Papers in Language Testing*, *9*, 51-94.

Selected refereed research reports

Phakiti, A. (2024). *Independent versus integrated writing tasks for IELTS writing: A mixed methods study*, Australia: British Council, Cambridge Assessment English and IDP: IELTS Australia. https://ielts.org/researchers/our-research/research-reports/independent-versus-integrated-writing-tasks-for-ielts-writing

Phakiti, A. (2016). Test-takers' calibration and strategy use in IELTS listening tasks. *IELTS Research Report*. https://ielts.org/researchers/our-research/research-reports/test-takers-performance-appraisals-appraisal-calibration-state-trait-strategy-use-and-state-trait-ielts-listening-difficulty-in-a-simulated-ielts-listening-test

Phakiti, A., Stevenson, M., Paltridge, B., & Woodrow, L.. (2013) *Validity and reliability of automated essay scoring (AES): A meta-analysis*. Submitted to Educational Testing Service (ETS), Princeton, USA. (25% contribution)

Stevenson, M., **Phakiti, A.**, Paltridge, B., & Woodrow, L. (2012). *Pedagogical effectiveness of automated writing feedback: A meta-analysis*. Submitted to

Educational Testing Service (ETS), Princeton, USA. (25% contribution)

Grant, R., Cook, H. G., & **Phakiti, A.** (2012). *Academic English language proficiency and mathematics achievement of Wisconsin English learners.* Report to Wisconsin Department of Public Instruction. Madison WI: WIDA Consortium. (25% contribution)

Woodrow, L., Hirsh, D., & **Phakiti, A.** (2011). *A Longitudinal examination into factors affecting academic performance of ESL graduates from USFP studying at the University of Sydney*, USFP Research Report. (25% contribution)

Grant, R., Cook, H., **Phakiti, A.** (2011). *Relating English learners' English Aacademic language proficiency to their mathematics achievement (Report to the Rhode Island Department of Elementary and Secondary Education)*. (25% contribution)

Grant, R., Cook, H., **Phakiti, A.** (2011). *Relationships between academic language and mathematics achievement (Discussion paper, WIDA Research Committee Meeting, November 9)*. (25% contribution**)**

Interviews

Phakiti, A. (2023). Conversation with professor Ken Cruickshank. *University of Sydney Journal of TESOL*, *2*. https://www.youtube.com/watch?v=kZm6Og8HdFc

Yeo, M. A. (2019). In Conversation with Aek Phakiti on calibration, online writing assessment, automated scoring and quantitative research. *RELC Journal*, *50*(3), 483-490. https://doi.org/10.1177/0033688219889219

Selected invited keynote presentations

2023	*TESOLANZ Symposium*, September 2023 (Title: What every teacher should know about language assessment).
2019	*TESOLNZ Conference* in Hamilton, New Zealand, July 2019 (Title: Key issues in language assessment, design and use).
2016	*CULI's Post-RELC Conference* in Bangkok, Thailand, May 2016 (Title: Appraisal calibration and strategic competence in second language use: A fresh look).
2016	The *51st RELC International Conference* in Singapore, March 2016 (Title: Appraisal calibration and strategic competence in second language use: A fresh look)
2015	*The 2nd Asian Association for Language Assessment* in Bangkok, Thailand, April 30-May 2, 2015 (Title: Test-takers' calibration and strategy use in IELTS listening tasks).
2008	*Second Free Linguistics Conference*, October 11-12, 2008, The University of Sydney, Australia (Title: Researching strategic competence in second language learning and use.)

Selected workshops

2023	*Pre-TESOL Research Colloquium*, September 22, 2023 (Title: Understanding survey and experimental research in TESOL)
2023	*Pre-TESOL Research Colloquium*, September 22, 2023 (Title: Applying formative assessment in the language classroom), with Judy Fernandez, Adam Steinhoff & Keith Lin (PhD students)
2023	*TESOL Research Workshops*, The University of Sydney TESOL

	Research Forum, June 30, 2023 (Title: Approaches and methods in TESOL Research (Part 2)"
2023	*TESOL Research Workshops*, The University of Sydney TESOL Research Forum, June 16, 2023 (Title: Approaches and methods in TESOL research (Part 1)"
2019	*TESOLNZ Workshop* in Hamilton, New Zealand, July 2019 (Title: Questionnaire development).
2018	*ALAA Conference* in Wollongong, November 2018 (Title: Dealing with reliability during quantitative data analysis).
2018	*ALTAANZ Workshop* in Auckland, July 2018 (Title: Language assessment literacy).
2016	*A 2-day Language Testing Research Colloquium (LTRC) Workshop* in Auckland, July 2018 (Title: Factor analyses and structural equation modeling).
2016	*The 51st RELC International Conference Workshop* in Singapore, March 2016 (Title: A model of listening calibration instruction).
2015	*The 2nd Asian Association for Language Assessment Workshop* in Bangkok, Thailand, April 2015 (Title: A practical approach to questionnaire construction and analysis for language assessment research).
2015	*ALTAANZ Workshop in Auckland*, New Zealand, 2015 (Title: A practical approach to questionnaire construction for language assessment research).

Selected conference and seminar presentations

2023	Phakiti, A. *The relationships between independent and integrated writing performance by ESL international students*, Applied Linguistics Association of Australia Conference, November 2023
2023	Phakiti, A. *Analysis of IELTS raters' commentary features of integrated (read-to-write) essays across three success groups of ESL international students*. Association for Language Testing and Assessment of Australia and New Zealand (ALTAANZ) Conference, November 2023.
2023	Phakiti, A. *Implementing an integrated academic writing task for ESL international students*, The 15th University of Sydney TESOL Research Colloquium, September 23, 2023.
2019	Phakiti, A. *Assessing academic listening*, Research Seminars in TESOL and Language Studies, The TESOL Research Network, The University of Sydney, November 5, 2019.
2017	Phakiti, A. *Scaffolding in second language teaching*. Research Seminars in TESOL and Language Studies, The TESOL Research Network, The University of Sydney, October 24, 2017.
2016	Phakiti, A. A fresh look at appraisal calibration and strategic competence in second learning and use, *Bristol Conversations in Education*' seminar series, October 19, 2016.

2016	Phakiti, A. *Appraisal calibration and strategy use in listening tasks.* CLER Seminar Series 2016-2017, The University of Leeds, October 5, 2016.
2016	Phakiti, A. *Test-takers' appraisal confidence and calibration in IELTS listening tasks.* Language Testing Research Group Seminar, The University of Lancaster, October 6, 2016.
2016	Phakiti, A. *Strategic competence and appraisal calibration in second language use*, Applied Linguistics Series, The University of Oxford, September 15, 2016.
2016	Phakiti, A. *Alignment between learners' perceptions about the correctness of their own performance (appraisal confidence) and their actual performance.* Language & Literacy Group, King's College London, October 19, 2016.
2016	Phakiti, A. *Appraisal calibration and strategic competence in second language learning or use: A fresh look.* Research Seminars in TESOL and Language Studies, The TESOL Research Network, The University of Sydney, 20th April 2016.
2015	Phakiti, A. *Test-takers' calibration and strategy use in IELTS listening tasks.* Asian Association for Language Assessment (AALA) Conference, Bangkok, April 30 – May 2, 2015.
2015	Phakiti, A. *Structural equation models of calibration, performance appraisals, and strategy use in an IELTS Listening test.* Language Testing Research Colloquium. Toronto, March 18-20, 2015.
2014	Grant, R., MacDonald, R. Cook, H-G, & **Phakiti, A.** *Math-focused writing: Essential for English language learners.* American Association for Applied Linguistics Conference. Portland, Oregon, March 22-25, 2014.
2014	Phakiti, A. *Structural models of calibration, confidence, and cognitive and metacognitive strategy use in an English placement test.* American Association for Applied Linguistics Conference. Portland, Oregon, March 22-25, 2014.
2013	Grant, R., Cook, H.G., & **Phakiti, A.** *English language proficiency and mathematics achievement of English language learners in two states.* American Educational Research Association (AERA) Conference, San Francisco, CA. April 30, 2013.
2013	Grant, R., MacDonald, R., Cook, H.G., & **Phakiti, A.** *English language learners: Academic English language proficiency and mathematics.* National Council of Teachers of Mathematics Research Pre-session, Denver, U.S. April 15, 2013.
2013	Phakiti, A. & Guang, C. *Investigating strategic processing in the comprehension of academic lectures: The effect of different analytical methods.* American Association for Applied Linguistics Conference. Dallas, Texas, March 16-19, 2013.
2012	Grant, R., Cook, H. G., **Phakiti, A.** & Chisholm, M. *Academic English language proficiency—Assessment and relationship to mathematics achievement of English language learner school students: An international perspective.* Annual Meeting of the World

	Education Research Association (WERA), Sydney, NSW, Australia, December 2-6, 2012.
2012	Grant, R., Cook, H. G., **Phakiti, A.** *Structural equation models: English language proficiency and mathematics achievement of English learners in US states.* Inaugural Conference of the Association for Language Testing and Assessment of Australia and New Zealand (ALTAANZ), Sydney, NSW, Australia, November 8-10, 2012.
2012	Phakiti, A. *A Research synthesis and evaluation of research into the psychometric properties of automated writing scoring/evaluation.* 34th Language Testing Research Colloquium (LTRC), Princeton, NJ, April 1–5, 2012.
2012	Grant, R., Cook, H. G., & **Phakiti, A.** (2012). *Language and learning: Relationship between English language proficiency and mathematics achievement of English learners.* 34th Language Testing Research Colloquium (LTRC), Princeton, NJ, April 1–5, 2012.
2011	Phakiti, A. *A research synthesis of the psychometric properties of automated writing evaluation (AWE) programs.* In ALAA-ALANZ Conference, Canberra, Australia, Nov 29-Dec 2, 2011.
2011	Grant, R., Cook,G., **Phakiti, A.** & Lundberg, T. (2011). *English language proficiency and mathematics achievement of English learners in a US State*. In ALAA-ALANZ Conference, Canberra, Australia, Nov 29-Dec 2, 2011.
2011	Phakiti, A. & Stevenson, M. *A synthesis of automated essay scoring program*s. AAAL Conference, Chicago. March, 2011.
2010	Phakiti, A. *The influences of strategy use on EFL reading performance.* American Association for Applied Linguistics Conference, Atlanta, GA. March 6- 9, 2010.
2009	Phakiti, A. *Investigating the effects of cognitive and metacognitive strategies on EFL reading performance via two structural equation models.* The first combined conference of the Applied Linguistics Associations of New Zealand and of Australia, December 2-4, 2009, The University of Auckland, New Zealand.
2009	Phakiti, A. *The effects of reading task difficulties on test-takers confidence and calibration.* Fourth University of Sydney TESOL Research Network Colloquium, September 5, 2008, The University of Sydney, Sydney, Australia.
2008	Phakiti, A. Calibration and miscalibration in a paper-based TOEFL reading test. Third Annual University of Sydney TESOL Research Network Colloquium, September 20, 2008, The University of Sydney, Sydney, Australia.
2008	Phakiti, A. Predicting NESB international postgraduate students' academic achievement: A structural equation modeling approach. *Australian Association of Applied Linguistic* (AALA) Conference, The University of Sydney, Sydney, Australia.
2007	Phakiti, A. Strategic reading in a second language: Implications for

international students. Paper presented at the Communities and Change Research Festival, Faculty of Education and Social Work, The University of Sydney, Sydney, October 22-26, 2007.

2007   Phakiti, A. *Modeling the effects of cognitive and metacognitive strategies on EFL reading performance*. Second Annual University of Sydney TESOL Research Network Colloquium, 2007, The University of Sydney, Australia.

2007   Phakiti, A. *Construct validation of Bachman and Palmer's (1996) strategic competence model over time in EFL reading tests*. 29th Annual Language Testing Research Colloquium 2007, The University of Barcelona, Barcelona, Spain.

2006   Phakiti, A. *On the nature of L2 test takers' calibration in reading tests*. ALAA (Applied Linguistics Association of Australia) Conference 2006, The University of Queensland, Australia.

2006   Phakiti, A. *Reasons for miscalibration*. AAAL Conference at Montreal, Canada.

2005   Phakiti, A. *An empirical investigation into the nature of and factors affecting test takers' calibration within the context of an English Placement Test (EPT)*. Linguistics and Applied Linguistics Departmental Seminar Series, School of Languages, The University of Melbourne, Australia.

2004   Phakiti, A. *The effects of cognitive and metacognitive strategy use on second language reading comprehension*. Faculty of Education's Conference, Chiang Mai, Thailand.

2004   Phakiti, A. *Modeling the relationship between state and trait reading strategy use over time in L2 reading tests*. American Association of Applied Linguistics (AAAL) Conference at Portland, Oregon, USA.

2003   Phakiti, A. *An empirical investigation into the relationships of state-trait strategy use to L2 reading comprehension test performance: A structural equation modeling approach*. PhD talk. Department of Linguistics and Applied Linguistics, The University of Melbourne, Australia.

2000   Phakiti, A. *Exploring gender differences in cognitive and metacognitive strategy use in an EFL reading comprehension test*. Postgraduate conference in Linguistics and Applied Linguistics, University of Melbourne, Australia.

Research grants and applications

2024   ARC Discovery EOI – Unsuccessful (This Expression of Interest is between 10% to 25% of unsuccessful Expressions of Interest within the scheme round).

Research topic: Fostering migrant language, social inclusion and citizenship

2023   National Foundation for Australia-China Relations 2023-24 Competitive Grants, with Noriko Iwashita, Peter Crosthwaite (University of Queensland) & Kellie Frost (University of Melbourne) ($155,272.27) -- Unsuccessful

	Research topic: Fostering employability, building connections, and cultivating a sense of belonging: A guide to supporting Chinese postgraduate students in Australia
2020	Faculty Research Support Scheme (FRSS) 2020 ($7764) – Successful but the funding was withdrawn due to the University COVID-19 Pandemic Saving Measure.
	Research topic: Language assessment for migration, settlement and citizenship: An ethnographically informed investigation
2018-2023	IELTS Research Grant ($62,641)
	Research topic: Independent versus integrated writing tasks for IELTS Writing: A mixed methods study
2014-2016	IELTS Research Grant ($30,176)
	Research topic: Test takers' calibration in an IELTS listening test
2009-2011	With Lindy Woodrow and David Hirsh, the University of Sydney Foundation Studies Grant ($85,000).
	Research topic: An Empirical investigation of factors affecting academic performance of non-English background graduates from the University of Sydney Foundation Program studying at the University of Sydney
2007-2012	With Brian Paltridge, Marie Stevenson and Lindy Woodrow, TOEFL Grant, ETS, $US30,000
	Research Topic: Research synthesis on automated feedback on academic writing
2006	The University of Sydney Research and Development Scheme, $AU17,000
	Research topic: Modeling the relationship of strategic competence to reading comprehension test performances over time by adult English as a foreign or second language (EFL/ESL) tertiary students.
2006	Scholarship of Teaching of the Faculty of Education and Social Work, $AU2,000
	Research topic: Input, interaction and the English SMART card
2004	Spaan Fellow Research Award, English Language Institute, Michigan University, USA. $US 4,000
	Research Topic: An empirical investigation into the nature of and factors affecting test takers' calibration within the context of an English Placement Test (EPT)

Graduate courses

2023	*Reading and Applying Educational Research (EDUF4044)*: This is a unit of study for undergraduate students (third year) in Education. It focuses on basics and principles in educational research. (**Roles:** sessional lecture and tutor)
2020-present	*SSESW Dissertation (EDPZ6720, EDPZ6724, EDPZ6725)*: This is an empirical project for Master of Education students (12,000 words). (**Roles:** Coordinator, course designer and mentor)
2020-2021	*SSESW Special Projects (EDPZ6730, EDPZ6731)*: This is a capstone unit of study for Master of Education students (6,000 words). (**Roles:** Coordinator, course designer and mentor)

2006-present	*Research Methods in Language Studies (EDPJ5022)*: This subject focuses on research approaches and methods for language learning research. (Roles: Coordinator, course designer, lecturer and mentor)
2006-present	*Second Language Acquisition* (EDPJ5002): This subject focuses on the relationships between SLA theories, language in social context and language teaching methodology and research. (**Roles:** Coordinator, course designer, lecturer and mentor)
2006-present	*Language Testing and Assessment (EDPJ5026)*: This subject focuses on the principles of foreign language assessment, techniques of test construction, criterion for selection and evaluation of assessment tools with an emphasis of the ability to construct and implement assessment tools. (**Roles:** Coordinator, course designer, lecturer and mentor)
2006	*Contemporary Developments in English Language Teaching* (EDPJ5021): This subject focuses on theoretical and methodological developments in English as a second or foreign language teaching areas such as teaching the four language skills and other innovations. (**Roles:** Coordinator, course designer, lecturer and mentor)

EFL courses taught

2004	*Remedial English*: This subject focuses on very fundamental grammar aspects and vocabulary knowledge for students with a poor English background. The students need to pass this subject before they can be enrolled in the required English subjects at Maejo University
2004	*English for Science and Technology I & II*: These EAP (English for academic purposes) subjects focus on reading and writing skills essential for science and technology related major fields of studies. The subjects are task-based and content-based in nature depending upon the major field of study.
2004	*IELTS Prep*: This course emphasises the English language skills and test-taking strategies for successful IELTS test performance. This course is offered by Western Language Division at Maejo University.
2003, 2004	*English for Graduate Students*: This subject focuses on academic English language skills, particularly reading and writing skills for Maejo university graduate students.
2003, 2004	*TOEFL Prep*: This course emphasises the English language skills and test-taking strategies for successful TOEFL test performance. This course is offered by Western Language Division at Maejo University.
1997, 2003	*Basic Reading and Writing*: This subject focuses on essential reading and writing English skills for undergraduates who have taken *Basic English I and II* subjects.
1997-1998, 2003	*English for Tourism I & II*: These ESP (English for specific purposes) subjects focus on four English language skills essential for tourism in Thailand. Designed especially for undergraduates majoring in ecotourism, the subjects are communicative, content-based and practical in nature.
1996-1998,	*Basic English I & II*: These subjects are required for all bachelor's

2003-2005	degree students at Maejo University. The subjects focus on the four English skills with an emphasis on communicative language ability

PhD thesis supervision (primary)

2024-present   **Simon MacDonald.** *Working Title: Scenario-based assessment in early childhood education.*

2023-present   **Qiyue Cheng.** Working Title: *Challenges in academic writing among English major Chinese students.*

2022-present   **Keith Cheng Lin.** Working Title: *The development of TESOL postgraduate students' beliefs and knowledge of translanguaging in English teaching and learning through a professional development program.*

2019-present   **Adam Steinhoff.** Working Title: *A sociocultural approach to feedback and revisions in ESL academic writing: A dynamic assessment perspective.*

2019-present   **Christina Judy Fernandez.** Working Title: *Interactional competence in interview-type and paired-speaking proficiency test tasks.*

2019-2023   **Chenrui Jia.** Title: *Chinese EFL university teachers' and students' beliefs towards oral corrective feedback in the English class.*

2017-2021   **Owen Wilson.** Title: *The identity and agency of non-native English-speaking teachers undertaking a postgraduate TESOL degree in Australia: A narrative case study approach.*

2018-2020   **Ting Ding.** Title: *Possible selves, goals and dynamics of EFL motivation of non-English major students in a newly established local undergraduate Chinese university: A longitudinal qualitative investigation.*

2015-2018   **Tiefu Zhang.** Title: *The effect of focused versus unfocused written corrective feedback on the development of university-level learners' explicit and implicit knowledge in an EFL context.*

2013-2016   **Nga Thi Hang Ngo.** Title: *A needs-based integrated EFL listening strategy instruction: A mixed methods case study at a Vietnamese university.*

2013-2016   **Rosmawati.** Title: *Dynamic development and interactions of complexity, accuracy, and fluency in ESL academic writing.*

2012-2015   **Kate E. Bokan-Smith.** Title: *Motivational teaching strategies in the language classroom by novice and expert ESL teachers and their students in Australia: A mixed methods approach.*

2009-2014   **Zhiwei Bi.** Title: *Modeling strategic competence and grammatical competence in EFL listening tests: A mixed-method study.*

PhD thesis supervision (secondary)

2021-present   **Yan Elaine Li.** Working Title: *The contribution of vocabulary knowledge to writing quality.*

2016-2020   **Chuan Gao.** Title: *Learning English in a mobile-technology-assisted environment in China: Perception, process and community of practice.*

2014-2017   **Xuan Wang.** Title: The relationship between receptive and productive vocabulary size in an English as a foreign language context

2012-2015	**Hua Zhong.** Title: *The interface between receptive and productive vocabulary knowledge: Vocabulary knowledge as a multi-aspect construct.*
2006-2009	**Jian E Peng.** Title: *Exploring willingness to communicate (WTC) in English in Chinese EFL university classrooms: A mixed methods approach.*

MEd by research supervision

2016-2018	**Christina Judy Fernandez.** Title: *Test takers' strategic processes in a simulated two-way discussion of the IELTS speaking test.*
2010-2012	**Lin Kai.** Title: *An investigation into how teacher feedback in formative assessment influences Chinese tertiary student's writing development.*

MEd dissertation supervision

2023	**Imam Achmad Dhamarullah**. MEd (TESOL) dissertation. Title: *Investigating institutional action research in teacher professional development: A case study.* (Awarded an Outstanding Dissertation in TESOL 2022)
2022	**Jialiang He.** MEd (TESOL) dissertation. Title: *Improving English pronunciation of Chinese students of English via the Praat program.* (Awarded an Outstanding Dissertation in TESOL 2022)
2022	**Yulin Zhang.** MEd (TESOL) dissertation. Title: In search of identities: How Chinese economic immigrants in Australia invest in their English language learning and use. (Awarded an Outstanding Dissertation in TESOL 2022)
2022	**Ruixi Li**. MEd (TESOL) dissertation. Title: *Chinese EFL university students' processes, perceptions, and experiences in the use of the Liulishuo Application to improve speaking skills.* (Awarded an Outstanding Dissertation in TESOL 2022)
2021	**Sayo Kinoshita.** MEd (TESOL) dissertation. Title: *Japanese senior high school teachers' attitudes, beliefs and teaching practice toward the newly reformed English university entrance examination*
2021	**Ling Wang.** MEd (TESOL) dissertation. Title: The roles of speaking anxiety and willingness to communicate during online face-to-face tutorials: A case study of TESOL postgraduate students at an Australian university. (Awarded The SSESW Award for the Most Outstanding Dissertation Most Outstanding Dissertation in TESOL 2021)
2020	**Weihui Zhang.** MEd (TESOL) dissertation. Title: *An examination of Grammarly®'s error detection capability on English essays written by Chinese university students.* (Awarded The Dean's Award for Outstanding Dissertation in TESOL 2020)
2018	**Nissa Ilma Mukti.** MEd (TESOL) dissertation. Title: *An investigation into ESL students' beliefs in the usefulness of corrective feedback in speaking from their teachers in the language classroom.*
2018	**Michael Villis.** MEd (TESOL) dissertation. Title: *An examination of pronunciation teaching among volunteer ESL teachers in Sydney,*

Australia using a Mixed Methods approach.

2018   **Adam Steinhoff.** MEd (TESOL) dissertation. Title: *The influence of pre-writing strategies on the quality of essay structure and topic sentences in ESL academic writing.* (Awarded The Dean's Award for the Most Outstanding Dissertation in TESOL 2018)

2016   **Hasan Saltik.** MEd (TESOL) dissertation. Title: Teachers' perceptions about the Common European Framework (CEFR) and its role in English language education in Turkey.

2016   **Christopher Spring**. MEd (TESOL) dissertation. Title: The role of motivation on international learners' L2 transfer in the Australian English for academic purposes context.

2016   **Madhu Neupane Bastola**. MEd (TESOL) dissertation. Title: Comprehension monitoring, appraisal confidence and reading self-efficacy in English as a foreign language reading. (Awarded The Dean's Award for the Most Outstanding Dissertation in TESOL 2016)

2014   **Robin Kim.** MEd (TESOL) dissertation. Title: *The influence of metacognitive awareness instruction on intermediate ESL learners' listening performance and atrategy use.*

2014   **Salak Kaenluem**. MEd (TESOL) dissertation. Title: *"I think, therefore I am": A case study of gender differences in Mmotivation for ESL learning among transsexual, female and male Thai students in Sydney, Australia.* (Awarded The Dean's Award for the Most Outstanding Dissertation in TESOL 2014)

2013   **Owen Wilson.** MEd (TESOL) dissertation. Title: *An examination of the relationship between teachers' motivational strategies and students' motivated behaviour in the tertiary Australian ESL language school context.*

2012   **Eun Keong Jiang.** MEd (TESOL) dissertation. Title: *Difficulty in using and learning English articles of Korean ESL immigrants.*

2012   **Ying Xiaong.** MEd (TESOL) dissertation. Title: *Teachers' perspectives in gender and linguistic space.* (Awarded The Dean's Award for the Most Outstanding Dissertation in TESOL 2012)

2009   **Aiko Yamamoto.** MEd (TESOL) dissertation. Title: *The beliefs about language learning and the perceptions of metacognitive strategy use by ESL students preparing for a university entry in Australia.*

2009   **Thi Van Su Nguyen.** MEd research. Title: *Vietnamese EFL teachers' motivational teaching strategy use and Vietnamese EFL students' linguistics self-confidence and intrinsic motivation.*

2009   **Nantikarn Simasangyaporn.** MEd (TESOL) dissertation. Title: *An examination of English as a second language learners' calibration in English as a second language listening test.*

2008   **Lulu Li.** MEd (TESOL) dissertation. Title: *An investigation into academic difficulty and adjustment among Asian international TESOL postgraduate students at an Australian university*.

2009   **Caihong Guang.** MEd (TESOL) dissertation. Title: "*Researching non-English speaking background international postgraduate students' general perceived listening strategy use in academic lectures.*

2007   **Akile Nazim.** MEd (TESOL) dissertation. Title: '*Do I use what I think I*

	use': An examination into the nature of cognitive and metacognitive strategy use in ESL reading comprehension
2007	**Jingran Wan.** MEd (TESOL) dissertation. Title: *Demystifying Chinese students' strategic knowledge and strategic processing in EFL writing: A case study*"
2006	**Xin Zhou.** MEd (TESOL) dissertation. Title: *An investigation into general perceived cognitive and metacognitive strategy use in academic reading by non-English background international university students.*