

Keynote Speaker Abstracts and Profiles

FRIDAY 3 OCTOBER: 8.45 AM



Local Knowledge, Identity, and Literacy Education

Bonny Norton, Professor and Distinguished University Scholar, Department of Language and Literacy Education, University of British Columbia

Location: AUT University Lecture Theatre

Topic: Keynote

In recent years, there has been increasing research on the relationship between identity and language learning, particularly in the field of TESOL. Such research is centrally concerned with the relationship between the language learner and the larger social world, and addresses the way language learning is influenced by institutional and community practices in diverse contexts of power. In this address, I trace the trajectory of my research on second language identity, focussing on research that is primarily concerned with local knowledge and literacy education. Central themes include debates on investment, imagined communities, and language learning. Data is drawn from a range of English language classrooms in Africa.

Bonny Norton is Professor and Distinguished University Scholar in the Department of Language and Literacy Education, University of British Columbia, Canada. She is also Honorary Professor in Applied English Language Studies, University of Witwatersrand, South Africa. Her award-winning research addresses identity and language learning, education and development, and critical literacy. Recent publications include *Identity and Language Learning* (Longman/Pearson, 2000); *Gender and English Language Learners* (TESOL, 2004, w. A. Pavlenko); and *Critical Pedagogies and Language Learning* (Cambridge University Press, 2004, w. K. Toohey). She edited the 1997 special issue of *TESOL Quarterly* on "Language and Identity," and co-edited (w. Y. Kanno) the 2003 special issue of the *Journal of Language, Identity, and Education* on "Imagined Communities and Educational Possibilities." In 2003, she was awarded a UBC Killam Prize for Excellence in Teaching. Her website can be found at <http://lerc.educ.ubc.ca/fac/norton/>

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FRIDAY 3 OCTOBER: 1.10 PM



Creating Communities of Learning through Teacher Research

Simon Borg, Reader in TESOL in the School of Education, University of Leeds

Location: AUT University Lecture Theatre

Topic: Keynote

Teacher research is commonly promoted in education generally as a valuable strategy for professional development. In the field of language education specifically, teachers are also often encouraged to engage in the systematic study of their own practices in order to better understand these and ultimately to improve them. There remains, however, a gap between theoretical arguments about the value of teacher research to language educators, on the one hand, and empirical support for these arguments, on the other. To what extent do language educators assume the role of teacher researchers? What conditions support or hinder teachers who want to assume this role? What evidence is there in our field of the positive impact of teacher research on teaching and learning? In this talk I will address these questions from three perspectives:

- (a) published research on language teacher research;
- (b) a series of research projects examining language teachers' engagement in research which I conducted between 2005 and 2007; and
- (c) my first-hand experience of supporting language educators involved in teacher research.

By considering material from these sources, I will identify a number of factors which can make teacher research a more feasible and productive activity for language teachers.

Simon Borg, Reader in TESOL in the School of Education, University of Leeds, UK. His key area of research and PhD supervision is language teacher cognition and his book on the subject, *Teacher Cognition and Language Education* was published in 2006. His research on teachers' beliefs and practices in teaching grammar has been reported in several journal articles and is also the focus of a new book he is writing. Another specific focus of his research in the last three years has been teachers' conceptions of research, and the first publications from this work appeared in 2007. Two edited collections related to his more general interest in supporting teacher research in ELT are *Language Teacher Research in Europe* (2006) and *Classroom Research in ELT in Oman* (2006). He has been co-ordinator of IATEFL's Research Special Interest Group since 2002 and also serves on TESOL's Research Standing Committee.

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Department of Applied
Language Studies and Linguistics

FRIDAY 3 OCTOBER: 3.50 PM



Building Integrative Classroom Communities

Rosemary Senior, Senior Honorary Research Fellow, Graduate School of Education, University of Western Australia

Location: AUT University Lecture Theatre

Topic: Keynote

It is commonplace for language classes in English-speaking countries to contain a heterogeneous mix of students in terms of country of origin, ethnicity, and linguistic and cultural background. It is now widely recognised that language learners also bring to their classes complex identities based on previous life and learning experiences, current living and working conditions, personal contacts outside the classroom, and individual aspirations and goals. How effectively each student learns is related to a wide range of external factors. An ongoing challenge for language teachers is how best to accommodate such a wide range of identities within a single class.

This paper uses a theoretical framework that was generated through a close analysis of the perceptions, beliefs and classroom practices of more than a hundred experienced teachers, the majority of whom were teaching in multicultural, multiracial classrooms. The framework is therefore grounded in everyday practice. In this paper Rose Senior will show how experienced language teachers, far from eschewing diversity, welcome its presence in their classrooms. She will demonstrate how such teachers routinely accommodate experiential, cultural and ethnic diversity within their classes, capitalizing upon individual differences for the mutual learning benefit of the whole class.

She will show how successful teachers meld their teaching and class management practices in such a way that unique classroom cultures that are supportive of individual identities can evolve and be maintained for the duration of each course.

Rosemary Senior holds an award-winning PhD in classroom dynamics and is the author of *The Experience of Language Teaching* (Cambridge University Press), winner of the 2005 Ben Warren Prize for the most significant book of the year in language teacher education. Rose has an extensive language teaching background, which includes teaching foreign languages in the UK and teaching English within the Adult Migrant English Program. She has spent the last 19 years at Curtin University, where she has taught on a range of intensive English language programs and been engaged in teacher training and development activities. Rose publishes in both academic and teacher-oriented journals and has a regular column in *English Teaching Professional*. She is an experienced conference presenter and workshop facilitator. Rose's website is www.rosesenior.com

Poster Sessions

FRIDAY 3 OCTOBER: 12.10 PM

The Peace Photography Project

Marie Szamborski, Visiting instructor, Keiwa Gakuin Daigaku

Location: Great Hall, Trade Exhibition

Topic: Tertiary ESOL/EFL

EFL students in a rural Japanese university explored the idea that identity can be multifaceted through a core textbook and class discussions. The students used basic photography in their final project to help reveal what represents peace to them in their everyday lives. Using the photos as props for supported speaking, the students were able to give complex and insightful presentations.

They then explored the connection their views gave them to other people in the world. The students found that although we may think we have one identity, each person's identity is very complex and there are elements that we may have in common with others where we least expect it. The students came to the conclusion that this connection can be a springboard for positive actions toward change in the world.

Marie Szamborski has been teaching ESL/EFL in the private and tertiary sector in New Zealand, Vietnam, Laos and Japan. Her interest is in the relationship between social identity and language learning. She is currently taking time out to complete the Diploma in Teaching for Primary at the University of Auckland.

"As" and "so": Contrasting Patterns of Use of High Frequency Multifunctional Words

Elaine W. Vine, Senior Lecturer, School of Linguistics and Applied Language Studies, Victoria University of Wellington

Location: Great Hall, Trade Exhibition

Topic: Secondary ESOL

We all agree that high frequency words are important, but we may not be as clear as we could be about what needs to be learned/taught about them. This poster reports findings from a research study of uses of "as" and "so" in the Wellington Corpora, two one-million word collections of naturally occurring samples of New Zealand English usage, spoken and written respectively. The poster presents detailed analyses and comparisons of the discourse contexts in which "as" and "so" occurred in the two corpora, together with some analyses from the perspectives of word meanings and grammatical patterns. When teaching English as a second language, we need to take account of the range and complexity of the uses of high frequency multifunctional words like "as" and "so" in making decisions about when and how to treat them pedagogically from the perspectives of vocabulary, grammar and discourse.

Elaine Vine teaches pedagogical grammar, discourse analysis, sociocultural theories, and content-based language teaching in the School of Linguistics and Applied Language Studies, Victoria University of Wellington. Her recent research investigates discourse and learning in a new entrant's classroom, second language learners and mathematics at secondary school, and corpus-informed language teaching.

V is for Vocabulary

Tony Ó Braonáin, AIS St Helens, Auckland

Location: Great Hall, Trade Exhibition

Based on the Academic Word List developed by Averil Coxhead, Massey University, this resource was originally created as hard copy by AIS St Helens, a private Auckland tertiary institute, specifically to address the vocabulary needs of international students preparing to take exams or begin tertiary study in New Zealand. It was later modified for an online environment with the help of Intuto, an Auckland-based flexible learning solutions provider. The material has been tested in China and is currently being used in AIS St Helens as course material.

Tony Ó Braonáin has taught languages for over thirty years in the state and private sectors. He works as a materials' developer at AIS St Helens in Auckland, and has written an eight-level, New Zealand-based English-language textbook as well as a series of vocabulary workbooks. He is currently working on e-learning.

Parallel Sessions

FRIDAY 3 OCTOBER: 9.55AM

Coping with the Language Demands of Tertiary Study

Lynn Grant, Senior Lecturer, AUT University

Location AUT University Lecture Theatre

Category: Vocabulary/Corpora

Topic: Tertiary ESOL/EFL

English as an additional language (EAL) students face a number of challenges when dealing with vocabulary in mainstream tertiary courses. In order to research this, some tertiary lectures, meetings and tutorials were recorded from two Schools – Art & Design, and Nursing – to get a better idea of some of the vocabulary requirements. The recordings were transcribed with the vocabulary forming a small corpus for study. The analysis showed that as well as the discipline-related vocabulary, students have to cope with a number of expressions used as discourse markers, vague language, and idiomatic words and phrases which are a part of our everyday speech. Secondary School language teachers and discipline-specific tertiary lecturers need to be aware of the specific language demands related to particular fields of study, so they can ensure that tertiary lectures are fully comprehensible to all students.

Lynn Grant is a Senior Lecturer in the School of Languages and Social Sciences at AUT University. She has a particular interest in spoken English, in vocabulary, especially idiomatic vocabulary, and in corpus linguistics.

An Intercultural Stance on Language Teaching & Learning – What’s in it for TESOL in NZ?

Jonathan Newton, Senior Lecturer, Victoria University of Wellington

Location: Centennial Centre

Category: Language and Identity

Topic: Tertiary ESOL/EFL

Interculturally informed approaches to language teaching and learning (e.g. Kramsch, 1993; Alred, Byram & Flemming, 2005) are well established in the EU and have recently been introduced in languages education in schools in Australia (Liddicoat, Papademetre, Scarino, & Kohler, 2003) and New Zealand (The New Zealand Curriculum 2007, Newton et al 2007). However, there appears to be less uptake of intercultural perspectives within TESOL. In this paper, I discuss the main themes and principles that underlie intercultural language teaching and learning, and outline ways in which an intercultural stance has been instantiated internationally. I then critically examine the relevance of an intercultural stance within the context of TESOL in New Zealand.

Jonathan Newton is a Senior Lecturer in the School of Linguistics and Applied Language Studies, Victoria University of Wellington. His research and teaching interests include task design, task-based interaction and vocabulary learning, classroom feedback, intercultural approaches to language learning, and workplace-related intercultural pragmatics.

The Affective Domain of Re-negotiating Identity

Krystyna Golkowska, Senior Lecturer, Pre-Medical Education, WCMC-Q

Location: Room 1

Category: Language and Identity

Topic: Tertiary ESOL/EFL

The recent shift in curriculum design resulting from the growing awareness of “the centrality of our emotional reactions in the learning process” (Arnold 2006:7), has had a major impact on language teaching. It is now accepted as almost axiomatic that becoming proficient in a foreign language requires developing a new identity and a new voice. This process is not easy and can be a source of a great deal of anxiety. In this context, the concept of developing emotional competence in foreign language teaching seems particularly worth exploring.

After a brief discussion of the affective-humanistic framework, the presenter will focus on the affective domain of communicative and intercultural competence and illustrate how connecting tasks to the affective side of the learner can help reduce foreign language learning anxiety, encourage risk taking, and facilitate identity renegotiation.

Krystyna Golkowska, a Senior Lecturer in the Pre-Medical Education at WCMC-Q, is responsible for curriculum development and teaching of English for Academic Purposes. Before joining WCMC-Q, she taught ESL/ EFL and writing in Europe and the United States. Her interests are language acquisition, sociolinguistics, and culture studies.

Withdrawal or In-class Support: the Dilemma for Primary Schools in Meeting English Language Learners' Needs

Jane van der Zeyden, ESOL Facilitator, Team Solutions, The University of Auckland

Location: Room 2

Category: Integrating Language and Content Teaching

Topic: Early Childhood and Primary ESOL

Primary schools develop a wide variety of programmes to address the language learning needs of bilingual students. Schools managers are faced with making decisions that balance the need to best provide for student language learning needs, along with a range of other factors including financial constraints and staffing issues. Finding a solution that will enable students to make accelerated progress with language acquisition is not simple and requires in-depth analysis of student needs. This paper will report on the advantages and disadvantages of catering for these students in both withdrawal and in-class support situations as articulated by school managers, teachers and students.

Jane van der Zeyden is a Primary ESOL facilitator at Team Solutions in Auckland. Her role includes providing in-depth professional development for schools, support for ESOL cluster groups and facilitating regional workshops. Jane previously held positions as a Deputy Principal, Reading Recovery teacher and an ESOL teacher.

Building a Community for Learning: Theoretically Framed Collegial Observation

Susan Gray, Senior Lecturer, Faculty of Education, The University of Auckland

Location: Room 3

Category: Integrating Language and Content Teaching

Topic: Secondary ESOL

As teachers we are constantly searching for ways to incorporate new theoretical understanding into our practice. One way to ensure that we receive feedback on our development is to participate in collegial observation. Gebhard (1999) argues that the discussions before and after the observations are critical triggers for teacher development. The discussions and observations that are the focus of this paper occurred within a larger case study where pairs of secondary content teachers planned, implemented and evaluated a language focused lesson sequence. In their work together, each pair focused on incorporating the same principle into their practice – for the maths pair “creating more opportunities for interaction”, for the social studies pair “creating opportunities for depth of processing”. A fascinating finding for the teachers was the way in which observation of their partners gave clear direction for their own next steps in implementing their chosen principle.

Susan Gray, a former primary and secondary teacher, teaches on the Grad Dip TESSOL at The University of Auckland. At present she is exploring teacher development and teacher decision making in planning. She is the current Editor of the TESOLANZ Journal.

Narratives of a Bilingual Journey

Rae Si'ilata, ESOL Facilitator, The University of Auckland

Location: Room 4

Category: Language and Identity

Topic: Primary ESOL and Community

The importance of teaching for transfer across languages is integral to the educational success of minority students in majority culture settings (Cummins, 1981, 2001, 2008). The establishment of a Samoan bilingual class in a West Auckland primary school grew out of a school and community desire to incorporate the cultural and linguistic capital of students in their junior classroom programme. The bilingual journey, as revealed through the narratives of the principal, teacher, students and aiga (families) involved, is investigated and reported on in this presentation. Implications for the utilisation of bilingual approaches in primary classrooms are discussed.

Rae Si'ilata is a primary ESOL facilitator and director of a MoE project providing professional development to Pasifika teacher aides.

Primary School Teachers' Knowledge of English Grammar: Should We Be Afraid?

Maree Jeurissen, Lecturer, The University of Auckland

Location: Room 5

Category: Teacher Education

Topic: Early Childhood and Primary ESOL

"Turning teachers on" to grammar is a challenge for teacher educators, but one that we must embrace if we are to arm them with skills and understandings to implement the goal of English in the new curriculum - to equip students "to deconstruct and critically interrogate texts in order to understand the power of language. . . ." (Ministry of Education, 2007, p. 18). Several studies have highlighted inadequate levels of grammatical knowledge held by teachers (Borg, 2006). Sadly, it appears that many teachers in New Zealand classrooms are as Chandler (1988, cited in Borg 2006) laments "confidently ignorant" about the importance of knowledge about language (KAL). This paper reviews literature in relation to teachers' declarative knowledge of grammar and presents preliminary findings from a 'study in progress' of primary school teachers' knowledge about English grammar. The teachers are undertaking a TESOL qualification.

Maree Jeurissen has a background as a primary school teacher in both mainstream and ESOL contexts. Currently she is a lecturer on the Graduate Diploma in TESSOL (Teaching English in Schools to Speakers of Other Languages) in the School of Arts Languages and Literacies, Faculty of Education, The University of Auckland.

What do learners of English need you to teach them?

Judi Altinkaya, Director of the Settlement Division, Department of Labour

Location: Room 6

Category: Employment

Topic: Tertiary ESOL/EFL

This presentation considers the role of English language teaching in supporting Government's New Zealand Settlement Strategy at the national, regional and local levels. It identifies key performance gaps that have been identified by settlement stakeholders and questions whether teachers of English have an understanding of the importance of an outcomes-based approach to their teaching practice. The presentation will draw on national and international settlement trends that impact on language teaching. In particular it will share the results of a recent report on interventions that support optimal outcomes for non-English speaking background newcomers to New Zealand, and provides suggestions for English language programme developers to take a more holistic approach to designing courses for their students.

A Round Table Discussion on 'Language in and for the Workplace', will follow this presentation (after morning tea) and will provide opportunities for discussion on these issues.

Judi Altinkaya is Director of the Settlement Division in the Department of Labour, which is responsible for leading the development and implementation of the NZ Settlement Strategy. She has several years' background in teaching EFL abroad, followed by 13 years as the establishing Chief Executive of the ESOL Home Tutors.

Oiling the Wheels of Workplace Communication: Helping L2 Learners Acquire Small Talk Skills

Nicky Riddiford, Language Teacher, Victoria University of Wellington

Location: Room 7

Category: Speaking and Pronunciation

Topic: Tertiary ESOL/EFL

This paper reports on some of the findings of a research project that investigated the development of learners' communication skills. The learners were participants enrolled in a workplace communication programme for skilled migrants at Victoria University. The paper will describe the instructional programme that focused specifically on developing awareness and competence in small talk in the workplace and will present snapshots that illustrate how learners developed these skills during the 12 week course. This session will also provide suggestions for training learners in this communicative skill, based on the insights afforded by the research.

Nicky Riddiford is the course coordinator of the Workplace Communication for Skilled Migrants programme at Victoria University of Wellington. She has been a teacher at the English Language Institute since 2001 and has over 22 years experience teaching ESOL and EAP in many contexts.

The OET as a Community of Learning

Alages Andre, Lecturer, Manukau Institute of Technology

Location: Room 8

Category: Employment

Topic: Tertiary ESOL/EFL

The Occupational English Test (OET) assesses the English Language ability of overseas qualified health professionals seeking to work in an English-speaking country. The School of English, Manukau Institute of Technology (MIT), conducted the OET for the first time last year for a group of nurses from India. The students shared several commonalities, for example they came from the same place and spoke the same languages. Most importantly, they shared a common goal in coming to NZ; to obtain NZ nursing registration for purposes of seeking permanent employment. A community evolved throughout the course. What started initially as a course preparing students to pass a test posed various challenges that imbued the group with a sense of mutually shared experiences. In this paper I will present how this formed a community of learning which still maintains links among themselves and with those involved in the teaching and learning environment.

Alages Andre obtained her PhD from the University of Nottingham, England, and currently lectures at the School of English, Manukau Institute of Technology in Auckland, NZ. She was Senior Lecturer at the National University of Malaysia for 17 years and has published articles on reading, language awareness, and discourse.

Making Second Language Acquisition Research Relevant to Language Teachers

Rosemary Erlam, lecturer, The University of Auckland

Location: Room 9

Category: Teacher Education

Topic: Tertiary ESOL/EFL

This paper reports on a project that has significantly impacted on the professional development of language teachers. The project aimed firstly to make research related to instructed second language acquisition accessible to teachers. A survey of the literature informing understanding of how second language acquisition in the classroom takes place led to the formulation of ten specific principals for successful instructed language learning. The researchers then went into secondary school language classrooms to look for evidence of the principles in classroom practice.

The ten principals and the evidence from the classroom study were subsequently published and discussed at regional seminars throughout New Zealand. Reasons why practitioners have received this research so positively include the fact that it offered teachers a way to reflect on their practice and that it provided contextualised research that they perceived as relevant to their own teaching.

Rosemary Erlam is a lecturer in the Dept of Applied Language Studies and Linguistics at The University of Auckland. She has a background in teaching French. Her research interests include teacher education and form-focused instruction and she has had opportunities to conduct research both in NZ and overseas.

Better Assessment Through a Community of Practice

Wayne Dyer, Programme Director, Unitec New Zealand

Ailsa Deverick, Senior Lecturer, Unitec New Zealand

Location: Room 10

Category: Testing and Assessment

Topic: Tertiary ESOL/EFL

A Community of Practice (CoP) is a concept which is being increasingly embraced in educational institutions as a way of engaging its members in useful teaching and learning dialogue. The participants learn together, build relationships, and develop a sense of belonging and mutual commitment.

Five Communities of Practice were set up in Unitec's School of Language Studies in 2007. In this paper we present a case study of one of those CoPs which focussed on language assessment. We discuss the initial formation of the group and the subsequent evolution of its membership over a two year period. We identify the motivations for participating in the group and discuss the dynamic agenda and the process through which this was determined. Finally we report on the benefits of the assessment CoP to its members and the contribution made to assessment practices in the school.

Wayne Dyer has been involved in language teaching since 1986 as a teacher, teacher educator, course book writer, director of studies and manager. He is currently Programme Director of Language Teacher Education and Associate Head of School in the School of Language Studies at Unitec New Zealand.

Ailsa Deverick is currently Associate Head of the School of Language Studies at Unitec New Zealand. A language teacher for many years, she is involved in language teacher education and responsible for teacher development in the school.

How Different Can It Be?

Michele de Courcy, Senior Lecturer in TESOL, The University of Melbourne

Location: Room 11

Category: Teacher Education

Topic: Tertiary ESOL/EFL

As researchers and teachers, we have particular beliefs about the world and how it works, and about classrooms and how they work. Borg notes that "beliefs colour memories with their evaluation and judgment, and serve to frame our understanding of events" (p. 187).

When students in our graduate program, learning to be TESOL teachers, undertake their compulsory supervised practice teaching in TESOL settings, they are confronted with just how different their new discipline is.

Using former students' reflections on their placements as data and discourse analysis and critical discourse analysis as the research tools, this research project aimed to uncover what novice ESL teachers experience during the "practicum" (Pennycook, 2004). What do they have to learn in order to experience success in the ESL classroom? What do they have to unlearn?

Michele de Courcy coordinates the post graduate programs in TESOL. She is known for her publications in bilingual and immersion education. Her current research projects and contracts involve ESOL children's language development in English, and bilingual children's use of their two languages as a resource in reading and writing.

FRIDAY 3 OCTOBER: 11.00 AM

Coming to Grips with IELTS Question Types

Clare McDowell

Location: AUT University Lecture Theatre

Category: Testing and Assessment

Topic: Workshop - Tertiary ESOL/EFL

IELTS candidates need to be familiar with the range of question types in the Reading and Listening modules and to have an action plan for each. This means that IELTS teachers must also be well versed if they are to guide their learners through the maze. There are 12 possible types of Listening and 16 types of Reading question to get to know. How does classification vary from matching, for example? How many ways can you label a diagram? How do paragraph headings differ from finding information in paragraphs? Many require an understanding of paraphrase too.

Participants will have the chance to experience some less common question types from the candidate's perspective, focusing on the language skills being targeted and the distracters hidden in the questions, to come up with strategies for making the most of the limited time available and for avoiding common pitfalls.

Clare McDowell has specialised in language testing since 1988 and is Local Secretary for Cambridge ESOL in Australia. With her UK colleague Vanessa Jakeman, she has published IELTS Practice Tests 1, Insight into IELTS, Insight Extra, Step Up to IELTS, Action Plan for IELTS and most recently New Insight into IELTS all through CUP.

A Year Away: Effects of Teacher Language and Cultural Immersion Experiences on Classroom Communities of Learning

Sharon Harvey, Head of School of Languages and Social Sciences, Associate Dean (Research), AUT University

Deborah Corder, Head of Department: International and Community Languages, AUT University

Annelies Roskvist, Head of the Department: English and Applied Linguistics, AUT University

Karen Stacey, Senior Lecturer, AUT University

Location: Centennial Centre

Category: Teacher Education

Topic: Tertiary ESOL/EFL and Community

This paper reports on initial findings from a study investigating the role of language and cultural immersion experiences on teachers' language proficiency and intercultural competence, their language teaching practices and language learning opportunities, and outcomes for students. For a number of years the New Zealand Ministry of Education, through affiliated organisations, has sponsored language teachers to spend varying amounts of time in a country where their teaching language is used as a first language. Sojourns range from a few weeks to one year and the countries visited include Japan, Germany, Samoa, Spain, Tahiti and China. This paper will present case studies of language teachers who have recently arrived back after one year sojourns, the impact on their teaching language competency and on their teaching practice and their reflections on the communities of language learning being built as a result.

Sharon Harvey is Head of the School of Languages and Social Sciences and Associate Dean (Research and Postgraduate) in the Faculty of Applied Humanities at AUT. Her research interests include critical language education and discourse approaches to policy analysis. Sharon is currently leading several funded research projects investigating language education.

Deborah Corder is the Head of the Department of International and Community Languages, in the School of Languages and Social Sciences, at AUT. Her research interests include Development and evaluation of computer assisted language learning software for teaching and learning of kanji (Japanese characters), learner autonomy, learner differences, motivation and reflection in learning.

Annelies Roskvist is Head of the Department of English and Applied Linguistics and Associate Head of the School of Languages and Social Sciences at AUT. Her research interests include Learner Pathways for EAL Learners and Vague Language in spoken English.

Karen Stacey has worked at AUT for a number of years as an ESOL lecturer and language teacher educator.

Re-writing Conventions: Using CMC to Enhance the Learning Experience for Foundations Level EFL Students

Hazel Owen, Academic Advisor (Education Technology Consultant), Unitec New Zealand

Location: Room 1

Category: ICT

Topic: Workshop – Tertiary ESOL/EFL

In an academic environment, and later in their career, being literate is crucial for learners. In the Foundations programme at Dubai Men's College (DMC) students find conventions of writing challenging, especially as they are also struggling with the transition from secondary to tertiary education, their own changing identities and associated cultural 'double binds'.

As such, a research study was carried out with two quasi-experimental and two control groups to investigate the effect of a heavily scaffolded, blended learning intervention enhanced by computer mediated communication (CMC). Quasi-experimental group participants undertook activities designed to develop writing, evaluation, and peer- collaboration, feedback and tutoring, whereas control groups were not encouraged to access these resources. The quasi-experimental group exhibited high levels of motivation, enhanced meta-skills, and increased peer interactions.

However, improvements in their writing proficiency were not sustained, suggesting that the model needs to be employed for a more extended period alongside further research. This workshop will lead participants through the blended learning activities organised for the students using CMC.

Hazel Owen is an Academic Advisor (Education Technology Consultant) at Unitec New Zealand. She has been involved with implementing ICT enhanced learning for nine years and provides training for faculty, as well as developing blended and online courses. Her research interests include communities of practice/ICT enhanced learning underpinned by Sociocultural principles.

Assessment of a Young EFL Learner's Receptive and Productive Word Knowledge

Andrew Hung, Graduate Master Student, Department of Foreign Languages & Literature, NCKU, Taiwan

Hui-Tzu Min, Professor, Department of Foreign Languages and Literature, NCKU, Taiwan

Location: Room 2

Category: Testing and Assessment

Topic: Early Childhood and Primary ESOL

Word knowledge can be taken as a continuum between the ability to just recognize a word and the ability to activate the word automatically for productive purposes. Thus, the development of a viable instrument to assess the incremental nature of the acquisition of both receptive and productive word knowledge is warranted. A modified vocabulary knowledge scale (MVKS) measuring a young beginning EFL learner's incidental acquisition of the receptive word knowledge of nouns and the productive morphological knowledge of verb past tense forms is described. The MVKS was a modification of Wesche and Paribakht's (1996) vocabulary knowledge scale, which assumes receptive word knowledge, and precedes productive word knowledge. But controversy exists over the superiority of the productive knowledge. Thus, we employed two different scoring rubrics, one for receptive knowledge and the other for productive knowledge. The MVKS moves along two dimensions: understanding the meaning versus using the word in sentence writing.

Andrew Hung is a master student in the Department of Foreign Languages and Literature, NCKU, Taiwan and at the same time an English teacher at National Tainan First Senior High School. He is specialised in English Teaching, Reading and SLA.

Hui-Tzu Min is interested in research of reading and writing. She is now doing research on the acquisition and retention of word knowledge.

Making Language and Learning Work

Tjitske Hunter, ESOL/International Facilitator, Team Solutions, Faculty of Education, The University of Auckland

Jenni Bedford, Private Language Consultant

Location: Room 3

Category: Integrating Language and Content Teaching

Topic: Secondary ESOL

Teachers in secondary schools are being encouraged to integrate content and language to meet the needs of diverse learners through the production of two DVDs by the Ministry of Education. Teachers from a range of subject contexts are shown exemplifying good practice in the use of language approaches based on a number of principles. Such materials are available overseas, but this is the first comprehensive series of New Zealand materials.

We will report on action research based on a professional development model surrounding the first DVD and illustrate this with excerpts from both DVDs. The three areas focused on were: co-operation between mainstream and ESOL teachers before and after the professional development, uptake of the principles in planning and teaching and raised student achievement through using the approaches demonstrated in the DVD.

The findings give insights into how effectively ESOL and mainstream teachers can support language across the curriculum.

Tjitske Hunter is a secondary ESOL/International facilitator at Team Solutions, Faculty of Education, The University of Auckland. Her role includes providing professional development for the 'Making Language and Learning Work' DVDs. She was previously HOD ESOL and Director of International Students.

Jenni Bedford is a language consultant. Previously she was a secondary ESOL facilitator at Team Solutions, Faculty of Education, The University of Auckland. In this role she was Project leader for the Ministry of Education DVD contracts: 'Making Language and Learning Work'.

A Return to Rhyme, Rhythm and Repetition

Susie Brown, ESOL teacher, Mt Albert Grammar School

Location: Room 4

Category: Speaking and Pronunciation

Topic: Secondary ESOL

This paper describes a case study of the use of the age-old art of spoken poetry in the ESOL classroom. As a secondary school ESOL teacher I wanted to investigate whether repeated exposure to the rhymes and rhythms of English verse would provide a structure for the development of English fluency and whether the formulaic chunks would provide a vehicle for noticing grammatical form.

The presentation will include audio & video files.

Susie Brown is currently teaching English to reception classes in a large, urban secondary school. Began teaching in Dunedin in 1964 at a time when English-only was considered correct. Marriage to a man from the East Coast changed her perspective, and studying ESOL at university keeps the changes and challenges alive.

Task Adaptation in Diverse Language Learning Communities

Lesley Riley, Associate Professor, Toyama University

Location: Room 5

Category: Integrating Language and Content Teaching

Topic: Tertiary ESOL/EFL

From the perspective of teachers who decide to develop their own materials for a specific population, to what extent can they identify their students' needs and make connections between these needs and new materials? Tomlinson (1998) advocates materials developers should take notice not only of what teachers think their learners need, but also what learners think they want from their classroom materials. This paper presents results of a study identifying language learning related preferences of Japanese medical and pharmaceutical university students. The presenter examines implications of incorporating these results into task-based materials design and compares the extent to which one task was successfully used by teachers of learners with different language learning needs and abilities in three different classroom communities. Feedback from teachers include decisions about how they implement, model and manage task requirements, use instructional language, facilitate grouping, assess task completion and identify pedagogical benefits inherent in the task.

Lesley Riley is an Associate Professor at Toyama University in Japan currently teaching medical, pharmaceutical and nursing students. She has also taught in New Zealand and Hawaii. Her research interests include self-regulated learning in conjunction with language learning strategies, materials and curriculum development and academic writing.

Signalling the Relationship Between Ideas in Academic Speaking

Helen Basturkmen, Senior Lecturer, The University of Auckland

Location: Room 6

Category: Vocabulary/Corpora

Topic: Tertiary ESOL/EFL

Academic speaking tends to involve long turns comprising a number of ideas and pieces of information. Speakers can leave implicit the relationships between these ideas and pieces of information or overtly signal them using various devices, such as linking words or phrases. Instruction to learners about linking has tended to focus on how markers words or phrases are used in written discourse in teaching reading and writing. In recent years, corpus based studies have investigated the use of linking words or markers in academic spoken discourse. This presentation reports a study which asked if lexical bundles in a corpus of spoken academic English could function as signals of cohesive relations. The presentation reports on the finding from the study and suggests ways teaching can focus on linking words in teaching academic listening and speaking.

Helen Basturkmen is a Senior Lecturer in the Department of Applied Language Studies and Linguistics at the University of Auckland, New Zealand. She teaches courses in discourse analysis, research methodology and English for Academic Purposes. Her areas of research interests and publications are in spoken discourse analysis, EAP and ESP.

Coherence and Cohesion: Teaching Communities Talking About Language Syllabus Content

Anthea Fester, Senior Tutor, University of Waikato

Location: Room 7

Category: Teacher Education

Topic: Tertiary ESOL/EFL

This paper reports on some of the findings of a questionnaire-based survey of language teachers (in five countries) that focused on which aspects of coherence and cohesion (e.g. substitution, relational signalling) they would choose to include in language courses at different levels. What it reveals is not only that there is a wide range of differences in terms of which discourse features teachers consider to be appropriate but also that many of the teachers appear to believe that it is not appropriate to include more than a very few basic discourse features (e.g. the co-ordinators 'and' and 'but') in courses below intermediate level. Furthermore, although many of them indicated that they would include particular genres (e.g. recount) at the earlier levels; they also indicated that they would not include discourse features characteristically associated with these genres. This raises a number of issues relating to consistency and internal syllabus coherence.

Anthea Fester is a Senior Tutor in the Department of General and Applied Linguistics at the University of Waikato. Her main areas of interest relate to discourse analysis and specifically text linguistics and discourse - based syllabus design.

'I Really Want to but Outside It is Not Friendly': Access to Communities of Practice Outside the Classroom

Kevin Roach, Senior Lecturer, AUT University

Annelies Roskvist, Senior Lecturer, AUT University

Location: Room 8

Category: Language and Identity

Topic: Tertiary ESOL/EFL

Recent recommendations for research in the field of ESOL provision for adult immigrants and refugees have called for an understanding of learners' discursive experiences and practices outside the classroom and how classroom practices can take account of them (Barton & Pitt 2003, Norton 2000).

In this paper we draw on a large-scale study of adult EAL learners enrolled at a large tertiary provider in Auckland (Strauss et al 2007) which found that some 75% of students surveyed used English only 'occasionally', or 'hardly ever' outside the classroom. Our current paper analyses the qualitative data in more depth in order to uncover domains of use and possible reasons for such minimal English language use. The paper concludes with recommendations on how ESOL provision for adult EAL can be enhanced to facilitate learner agency as well as access to communities of practice, thus facilitating English language proficiency and thereby social cohesion.

Kevin Roach is Senior Lecturer in the School of Languages and Social Sciences, AUT University where he teaches on ESOL programmes for adult EAL learners and on post graduate teacher education programmes. His research interests include curriculum practices and adult migrant education.

Annelies Roskvist is a Senior Lecturer in the School of Languages and Social Sciences at Auckland University of Technology. She has taught on English language and Language Teacher Education programmes. Her research interests lie in adult migrant education and second language teacher education.

English Pronunciation and Identity

Annette Sachtleben, Senior Lecturer, AUT University

Location: Room 9

Category: Speaking and Pronunciation

Topic: Tertiary ESOL/EFL

English is a virtual lingua franca, albeit in its international form (Jenkins, 2000). This changed ownership has impacted on the aspect of pronunciation, even though an acknowledged phonological core needs to be retained for mutual intelligibility between EAL speakers. Here in New Zealand EAL migrants over time become Kiwis, using English all day and every day. Can they claim that English has become their first language? These concepts of identity and language use are changing, and according to Garcia: "We see the value of linguistic tolerance as a resource in an increasingly global world," (2007). Pronunciation is at the vanguard of these changes, as it is part of interpersonal communication. Based on work in a university classroom, this paper will deal with changing degrees of importance of some English phonological rules, and the values that are attached to them.

Annette Sachtleben is currently a Senior Lecturer and Programme Coordinator for Translation & Interpreting. Annette has researched and taught the discipline of pronunciation and phonology for over a decade. She has also taught in Germany and China.

Tracking the Development of Pragmatic Skills

Angela Joe, English Proficiency Programme Director, Victoria University of Wellington

Nicky Riddiford, Course Coordinator of Workplace Communication for Skilled Migrants, Victoria University of Wellington

Location: Room 10

Category: Employment

Topic: Tertiary ESOL/EFL

Skilled migrants come to New Zealand expecting to find employment in their professional areas. Instead, many migrants face great difficulty getting an interview, let alone a job offer. A direct response to this at Victoria University has been to provide a workplace communication programme which aims to facilitate migrants into employment by raising their pragmatic awareness, analysing and interpreting authentic data from the Language in the Workplace Project and providing direct workplace experience.

This study, carried out by researchers in the Language in the Workplace (LWP) team at Victoria University, investigates the extent to which skilled migrants developed their socio-pragmatic skills over the course of 12 weeks. The paper will report on the process of tracking the migrants through interviews, recorded role-plays, DCTs and observations during the 6-week classroom programme and the 6-week work placement. The results indicated significant development in pragmatic competence and awareness over the 12-week period.

Angela Joe is the English Proficiency Programme Director at the English Language Institute at Victoria University of Wellington. She has taught ESOL and EAP courses in a number of contexts for 20 years. Her research interests include second language vocabulary acquisition and language in the workplace.

Nicky Riddiford is the course coordinator of the Workplace Communication for Skilled Migrants programme at Victoria University of Wellington. She has been a teacher at the English Language Institute since 2001 and has over 22 years experience teaching ESOL and EAP in many contexts.

Successfully Designing and Implementing Classroom Tasks

Chris King, Lecturer, Unitec New Zealand

Location: Room 11

Category: Writing

Topic: Tertiary ESOL/EFL

Task design and implementation are key factors in the success of both individual lessons and student learning. Well-designed tasks can provide learners with opportunities to develop and practice a range of communicative skills.

This practical session will draw on SLA theory, including concepts such as scaffolding, negotiation of meaning, and focus-on-form to present a "checklist of points to keep in mind" when designing classroom tasks. After a discussion of relevant theory a practical example of a classroom task based on a textbook exercise will be examined.

This presentation is likely to be of most benefit to ESOL teachers who are interested in linking classroom practice to relevant theory and/or teachers who are looking to further exploit classroom tasks in a learner-centred context.

Chris King is currently a lecturer in EAL in the School of Language Studies at Unitec New Zealand. His research interests include learner autonomy, CALL and Task Based Language Teaching. He has taught both in New Zealand and overseas for what sometimes feels like quite a long time.

Round Table Discussion: Language in and for the workplace

Location: Room 12

Duration: One hour

FRIDAY 3 OCTOBER: 11.40 AM

Exploring Concepts of Language & Identity Through the Use of L2 Words in an Academic Context

Averil Coxhead, Lecturer, Massey University

Location: Centennial Centre

Category: Vocabulary/Corpora

Topic: Tertiary ESOL/EFL

It is often said that 'you are what you eat'. In a similar way, it could be said that the words we use in specific contexts inform others about ourselves. In this talk, I will examine the vocabulary from a source text that second language writers in an academic context chose to use as well as the vocabulary the writers chose not to use. Insights from the learners themselves will also be presented to illustrate how the words these learners used reflected their past as language learners, their present as university students, and their futures as English language users.

Averil Coxhead is a lecturer in English for Academic Purposes and Applied Linguistics at Massey University, Palmerston North. She is the author of Essentials of Teaching Academic Vocabulary, published by Houghton Mifflin.

Teaching Lexical Chunks "I Have a Grandpa Too"

Marlene Mak, ESOL teacher, Remuera Primary School

Location: Room 2

Category: Vocabulary/Corpora

Topic: Early Childhood and Primary ESOL

This paper demonstrates how one teacher uses picture books to teach formulaic chunks to five to ten year old English Language learners. It will include a visual demonstration of the teaching process with practical suggestions and activities.

The teacher carefully selects picture books that students can readily identify with, and through theme discussion build a community of learners within the ESOL programme.

"Native speakers carry a colossal pool of lexical chunks and collocations from which to draw upon to produce fluent accurate meaningful language." (Lewis 1997, 2000).

If we, as ESOL teachers, link vocabulary required to contexts that our students can identify with, it will enable our English Language learners to increase their production of grammatically correct language and boost their confidence in their new language.

Marlene Mak began her primary teaching career, and passion for teaching English, in Otara in the 1970s. She has since held a variety of positions including: MOLT, Associate Principal, and Pre-service tutor. Currently she is the ESOL teacher at Remuera Primary, and the local ESOL cluster co-ordinator which has trialled the English Language Learning (ELL) Framework.

The PERLL Project

Cathrine Black, Teacher, Lynfield College

Jessica Sinclair, Teacher, Lynfield College

Nyra Sinclair, Teacher, Lynfield College

Location: Room 3

Category: Integrating Language and Content Teaching

Topic: Secondary ESOL

The PERLL Project (A Project for Enhancing Relationships for Learning at L) developed from our desire to improve interactions and relationships in our large, urban secondary school. The project's aim was to create a community where students and teachers re-evaluated their identity as learners and facilitators of learning. Ginsberg and Wlodowski (2000) propose four motivational conditions for learning. The first is: "Establishing inclusion refers to employing principles and practices that contribute to a learning environment in which students and teachers feel respected by and connected to one another." This presentation will cover two aspects of the project. Firstly, the use of SOLO taxonomy to help teachers reframe questions to encourage deeper level thinking. Secondly, the way in which teacher observation encouraged teachers' reflection on the effectiveness of their questioning. Initial results indicate that students are able to achieve a deeper level of cognitive development regardless of level of literacy.

Cathrine Black is a ESOL teacher at a large secondary school. She has a Graduate Diploma of TESSOL and has been very interested in how the PERLL Project has enhanced relationships and learning in ESOL classrooms.

Jessica Sinclair is a mainstream Social Sciences teacher who was involved in the first small PERLL group in 2006 which looked at the Best Evidence Synthesis to improve Relationships for Learning. She subsequently took part in the Action Research conducted in 2007.

Nyra Sinclair is a teacher at Lynfield college. She has joined the PERLL project this year and is working on improving outcomes for her foundation students. She teaches both Maths and Science to new students of English and gives individual help to other ESOL students in lunchtimes and at the Homework Centre.

Group Work and Higher Order Thinking: Exploring the Impact of Small Group Collaborative Talk on the Levels of Thinking and Clarity of Expression of Second Language Learners.

Desire' Truter, English Teacher; Specialist Classroom Teacher, Edgewater College, Auckland

Location: Room 4

Category: Vocabulary/Corpora

Topic: Secondary ESOL

Group work is often considered challenging and avoided by many teachers, while others embrace collaborative learning, finding it a stimulating means of engaging students in interactive learning and peer teaching. This paper reflects on a classroom practitioner's investigation into the effects of small group verbal interaction on the thinking skills of second language junior secondary school students as they engage in collaborative discussion of questions based on a short story. The SOLO taxonomy is used to categorize students' verbal responses to questions; evaluate their reasoning skills as well as identify their language proficiency. Findings reveal the extent to which small groups collaborate independently of teacher involvement. They suggest that interacting in small peer groups can promote higher order thinking and that the use of collaborative learning strategies can enhance the language development of second language learners within the classroom.

Desire' Truter is an English teacher responsible for the Senior Communication English programmes for second language learners and is a specialist classroom teacher engaged in professional development of teachers in terms of effective pedagogy. Desire' received an Academic Excellence Award to complete Dip TESSOL. She is currently involved in the Ministry of Education's Centres of Effective Practice pilot project.

Self-regulation of Japanese University English Learners: Relation to Motivation and Proficiency

Sakae Onoda, Professor, Kanda University of International Studies

Location: Room 5

Category: Listening

Topic: Tertiary ESOL/EFL

This study will investigate the relationship among motivational traits, self-regulation, and language proficiency. Given the fact that traditional strategy studies were based on unclear definitions of learning strategies and employed unreliable survey instruments, the present study will draw on the concept of self-regulation in educational psychology, and explore its relationship with motivational traits such as self-efficacy and with listening and speaking skills. The researcher will focus on a group of English major students, using data from a Japanese version of the Motivated Strategies for Learning Questionnaire and in-house proficiency test scores. The study should provide insights in how to motivate and teach university students, many of whom are said to lack motivation to learn English. It is expected that self-regulation and self-efficacy will emerge as an important predictor of their learning outcomes. The present study will enable teachers to have a clearer understanding of university students' learning behaviour.

Sakae Onoda is currently teaching Media English and the English Teacher Training course as a professor at Kanda University of International Studies, Chiba, Japan. He has also assisted in the MA course at Teachers College, Columbia University, Tokyo. He is currently a doctoral candidate at Temple University, Japan.

Language and Culture: Perspectives on English for Academic Purposes

Ellen Soulliere, Senior Lecturer, Massey University

Location: Room 6

Category: Language and Identity

Topic: Tertiary ESOL/EFL

This paper reflects on the integration of the teaching of language and culture in Massey University's two degree-level English for Academic Purposes papers. It seeks to identify aspects of the values, attitudes and behaviour specific to our culture that are embedded in our EAP papers and to highlight some of the problematic ways in which some Western academics have characterised the cultures of their students, especially students from China. In this context, it considers the roles of teachers and students, rhetorical structure and plagiarism. It suggests a way forward that involves a willingness to more critically engage in EAP with issues of language and culture, both our own and those of our students.

Ellen Soulliere is a Senior Lecturer in the School of Language Studies on Massey's Wellington campus, where she is responsible for degree-level English for Academic Purposes and linguistics papers in the Bachelor of Communication.

Teaching the Pragmatics of Negotiation and Conversation in New Zealand English to Adult Migrants: Investigating the Use of Teacher-made Naturalistic Models in a Collaborative Action Research Project

Heather Denny, Senior Lecturer, AUT University

Brenda Englefield, Senior Lecturer, AUT University

Location: Room 7

Category: Speaking and Pronunciation

Topic: Tertiary ESOL/EFL

The use of naturalistic models to teach the norms of oral interaction to EAL learners has been widely advocated. This paper will report on an action research project, in which the presenters explored whether and using what activities the socio-cultural norms of NZ English can be taught to the presenters' EAL learners, using teacher-created naturalistic models. The data included teacher and student self assessment, student surveys, and teacher reflective journals. We concluded that naturalistic models could be used to teach the pragmatics of negotiation (at High Intermediate level) and teach and/or raise awareness of feedback in conversation (at Post Beginner level). The activities also helped learners compare the norms of the target language and their first language. This paper will give examples of teaching techniques used. It will also report briefly on the benefits we gained from our collaboration and from being in a group representing a wider community of practice.

Heather Denny is a Senior Lecturer in the School of Languages and Social Sciences lecturing in English and Teacher Education. She has presented and published on reflective practice, action research and the use of authentic materials to teach spoken language. She is a co -editor of Password magazine.

Brenda Englefield is a Senior Lecturer in the School of Languages and Social Sciences at AUT University lecturing in English. Her research interests are the teaching of conversation to lower-level learners and the teaching of grammar to learners and teachers. She has presented in both areas.

Helping the Police with Their Enquiries

Peter Nicoll, ADOS, Languages International Ltd

Location: Room 8

Category: Employment

Topic: Tertiary ESOL/EFL & Community

In 2007, the NZ Police began to recruit more non-English speaking officers to better reflect the cultural diversity of the New Zealand population over the last 10 to 15 years. Initial assessment at Languages International (a private language school) showed that recruits' primary difficulties were with vocabulary, particularly in terms of register, collocation and connotation. Between March and June 2008, Languages International, in partnership with The NZ Police, piloted a self-access language course for these EAL recruits mediated through one-to-one tutorials. This presentation will outline the process we took in order to design the course and an evaluation of the success of the pilot. In particular, it will look at the needs analysis that was carried out, the assessment of students, the construction of a corpus of NZ Police texts, the principles that underpinned the self-access lessons that we designed and some of the findings and recommendations of the evaluation.

Peter Nicoll is an Assistant Director of Studies and Teacher Trainer at Languages International. He has taught English in NZ, Thailand, and France, tutored on CELTA courses in Auckland, Sydney, Cairo & Beirut and DELTA courses at Languages International.

Teachers' Beliefs about Teaching Grammar: a Survey of New Zealand EAP Teachers

Roger Barnard, Senior Lecturer, University of Waikato

Davin Scampton, Teacher CAEL (CALL), University of Waikato Pathways College

Location: Room 9

Category Grammar

Topic: Tertiary ESOL/EFL

There is still controversy in applied linguistics as to how, and indeed whether, grammatical forms should be taught to second language learners. Arguments about form-focussed instruction have tended to derive from linguistic theories and – until relatively recently (Borg, 1998, 2003; 2006) - little attention has been paid to the attitudes of those at the chalk face. This paper reports on a recent survey of the attitudes of a sample of EAP teachers working in New Zealand, as revealed in a questionnaire adapted from Burgess & Etherington (2002). The findings will be compared with those suggested by Burgess & Etherington, and also a similar study carried out (Barnard & Canh, forthcoming) in Vietnam.

***Roger Barnard** teaches applied linguistics at the University of Waikato. Before coming to New Zealand thirteen years ago, he worked in Europe and the Middle East in a wide range of ELT positions. He is currently interested in exploring language teachers' beliefs, and how they relate to their classroom practice.*

***Davin Scampton** taught English in Japan for ten years after graduating with a BSocScience. He returned to Waikato to complete the PG Diploma in SLT and MA in Applied Linguistics. He has been teaching English at Waikato for the past three years, and is currently engaged in creating online bridging courses.*

Arabic Speaking Students' Perspectives on Being Acculturated into Written Academic Discourse Styles in English

Kristen Shann, English Language Institute teacher, English Proficiency Programme, Victoria University of Wellington

Location: Room 10

Category: Writing

Topic: Tertiary ESOL/EFL

Recently there has been an increase in the number of students from the Middle East studying English for Academic Purposes in New Zealand, in preparation for their degree programmes. In teaching some of these students, I noticed that while their grammar and vocabulary improved, the structure of their writing did not. The literature on Contrastive Rhetoric (Koch, 1983; Mohamed and Omer, 2000) suggests that the preferred written discourse styles of Arabic and English differ markedly.

However, there are few studies from the students' perspectives that examine acculturation into expected academic discourse styles in English. This presentation reports on a case study of three Arabic speaking students involved in this acculturation process. Data collection methods included interviews and essay comparisons from the beginning and end of a course. The results of the study will identify the areas where Arabic speaking students encounter difficulty and provide insights into the successful strategies they used.

***Kristen Shann** has taught English for Academic Purposes on the English Proficiency Programme at Victoria University of Wellington for 7 years. Arabic/English Contrastive Rhetoric is a new area of interest to her.*

FRIDAY 3 OCTOBER: 2.20 PM

Forging Identity, Creating Community: Creativity for Beginners

Jill Hadfield, Senior Lecturer, Unitec New Zealand

Charles Hadfield, Teacher Trainer, University of Auckland

Location: AUT University Lecture Theatre

Category: Writing

Topic: Workshop – Tertiary ESOL/EFL

Beginners and creativity. They sound like two opposing, if not incompatible concepts. Being creative with language seems possible only when you have a certain amount of language to play and experiment with. Being a beginner implies a restricted use of language involving simplicity and repetition, not the confusion and complication involved in creativity. But the more you consider the contradictions, the more interesting the clash of ideas. In this practical hands-on workshop we will look in a little more detail at some of the contradictions implied in that combination of ideas, beginners and creativity, to examine the relevance of creativity for beginners, and then to see what ideas might crystallize out of their reaction. In particular, we will look at the use of creativity to create both an emergent foreign-language identity and a sense of community for our learners.

Jill Hadfield has worked as a teacher trainer in Britain, France, China, Tibet, Madagascar and many other countries. She is the author of thirty books for teachers. Two Teacher Education books are published this year: Top Tools for Language Teacher (Pearson) and Introduction to Teaching English (OUP).

Charles Hadfield has been a Director of Studies and teacher trainer in Britain, France, Tibet and Madagascar with aid work consultancies in Mozambique, Burundi, Guinea Conakry, Senegal. He is author of several books with Pearson and OUP. Introduction to Teaching English, co-authored with Jill, was published this year.

Communities of Learning in Schools Include ESOL Paraprofessionals: An Examination of the Issues

Sharon Harvey, Head of School of Languages and Social Sciences, Associate Dean (Research), AUT University

Heather Richards, Senior Lecturer, AUT University

Karen Stacey, Senior Lecturer, AUT University

Annelies Roskvist, Head of Department: English and Applied Linguistics, AUT University

Location: Centennial Centre

Category: Teacher Education

Topic: Colloquium – Secondary ESOL

The colloquium examines a number of factors related to the practice of ESOL paraprofessionals working with ELLs (English Language Learners) in New Zealand schools. It draws on a Ministry of Education funded study carried out by the presenters in 2007. In this study 24 paraprofessionals working with students in initial reading programmes across primary, intermediate and secondary schools, were interviewed and observed. The research highlighted a range of areas where more support was required for paraprofessionals to work more effectively in schools with ELLs. Some of these included modes of questioning, giving feedback and the levelling of materials as well as issues of group size and support by teachers. The colloquium will explore these areas as well as related matters that arise from the wider literature on paraprofessionals.

Sharon Harvey is Head of the School of Languages and Social Sciences and Associate Dean (Research and Postgraduate) in the Faculty of Applied Humanities at AUT. Her research interests include critical language education and discourse approaches to policy analysis. Sharon is currently leading several funded research projects investigating language education

Heather Richards has worked at AUT for a number of years as an ESOL lecturer and language teacher educator.

Karen Stacey has worked at AUT for a number of years as an ESOL lecturer and language teacher educator.

Annelies Roskvist is Head of the Department of English and Applied Linguistics and Associate Head of the School of Languages and Social Sciences.

Pronunciation Teaching and Learning

Adam Brown, Senior Lecturer, AIS St Helens

Ling Ee Low, National Institute of Education, Singapore

Graeme Couper, Senior Lecturer, AUT University

Sue Sullivan, Canterbury University

Basheba Beckmann, Lecturer, Unitec New Zealand

Katherine Danaher, Lecturer, Unitec New Zealand

Location: Room 1

Category: Speaking and Pronunciation

Topic: Colloquium – Tertiary ESOL/EFL

Adam Brown: Colloquium Chair

Negotiating the Global and Local Identities in Pronunciation Teaching: Perspectives from Teacher Education in Singapore

Low Ee Ling, National Institute of Education, Singapore; Fulbright Research Scholar, Lynch School of Education, Boston College, USA

Alongside the burgeoning acoustic research documenting the phonological features of new varieties of English undertaken in the last 15 years is the undeniable tension that is faced between the desire to sound local and the need to go global and the attempt to find the equilibrium for pedagogical purposes. Singapore presents an interesting case study as the government has also participated in the corpus planning process by instituting the Speak Good English Movement in 2000. In 2004, Singapore's sole teacher preparation institute undertook a curriculum review which also meant that the English department re-looked at their key programme offerings, including those related to pronunciation teaching. This paper will outline the main curriculum refinements and argue about how important it is for a teacher education syllabus on pronunciation to move beyond the intelligibility debate to consider pragmatic and socio-cultural norms in recognition of the 'global' identity of its users.

What Teachers Need to Know, to Teach Pronunciation

Graeme Couper, AUT University

Derwing and Munro (2005) note that there is little evidence from empirical research to guide teachers in the teaching of pronunciation, leaving them to rely on intuition with the result that many teachers are often reluctant to teach pronunciation. This contribution will explore what sort of guidance teachers need. Starting from the assumption that pronunciation is a cognitive skill which can be learned there will be a brief presentation of some of the factors which are crucial to success. It will then consider why language teachers often have difficulty in explaining pronunciation to learners and conversely why language learners often have difficulty with both pronunciation and pronunciation explanations. The audience will then be invited to discuss what issues are most important from the teacher's perspective and what sort of a research agenda should be established in order to address these concerns.

Imitation, Exactness, Melody and Memory for ESOL Learners

Sue Sullivan, Canterbury University

In speaking, second language users of English may have a wide variety of accents and still be understood by their target audience. In listening to fluent natural speech however, especially when a student is repeating a phrase in order to try and understand, then imitation needs to strive towards native-speaker-like accuracy, at least for the length of time the phrase is being repeated over and over again. The knowledge there is at present about mirror neurons and how they imitate for us when we are watching another's action (or mouth movements!) is important for the way we create exercises for second language learners, especially in pronunciation. The information about procedural memory is also important for teachers of ESOL. This talk focuses on the effect of accurate imitation for listening skills in our teaching of pronunciation.

Improving Comprehensibility of Korean speakers of English: An Action Research Study

Basheba Beckmann & Katherine Danaher, Unitec New Zealand

"The principle of functional load (FL) as a means of determining which consonant distinctions have the greatest impact on listeners' perceptions of accentedness and comprehensibility" was reported by Munro and Derwing (2007). This action research study explores the notion of FL and comprehensibility with 12- 15 Korean speakers studying in multilevel English classes at Unitec Waitakere in 2008. The target group was tested prior to the study to identify problem phonemes. Intervention sessions of one hour per week for eight weeks focussed on selected phonemes, both consonant and vowel minimal pairs that interfered with comprehensibility and had a high functional load. Word and syllabus stress was also included in the training sessions. Interventions included teaching of vocalisation and sound formation techniques, reading aloud with correction, and minimal pair practice.

Adam Brown teaches at AIS St Helens, Auckland. He has taught at universities in Singapore, Malaysia, Thailand and the UK. Academic interests include pronunciation teaching, on which he has written many books and articles. His latest publications include *Sounds, Symbols and Spellings* (McGraw-Hill, 2005) and *Phon and Pron* (McGraw-Hill, forthcoming).

Low Ee Ling is Sub-Dean for Degree Programmes at the National Institute of Education, Singapore. In 2008, she won a Fulbright Research Scholarship to the Lynch School of Education, Boston College. She has published widely on world varieties of English and their implications for pedagogical issues and teacher education.

Graeme Couper worked as a TEFL teacher and teacher educator for many years in a range of countries before joining AUT in 1997. His current area of interest is the teaching and learning of second language pronunciation and it is in this area that he is currently completing his PhD.

Sue Sullivan has been searching for ways to increase students' understanding of spoken fluent English, with exercises supported by research on the brain's learning mechanisms, including the action of mirror neurons and use of procedural memory in L2 learners. These are now the focus of her research at Canterbury University.

Basheba Beckmann lectures at Unitec New Zealand. She has taught English in New Zealand, USA and Southeast Asia. She presented pronunciation research papers at CLESOL 2004 and the PTLC conference at University College of London. Her interest in pronunciation arose from students' frustrations at realising that pronunciation is often a communication barrier.

Katherine Danaher lectures at Unitec New Zealand and coordinates the Diploma in English. She has taught English for over 10 years. Her conference presentations include *Managing Anger in the Classroom*, *Teaching Chinese students*, and *Pastoral Care for Students*. Her interest in pronunciation arose from noticing how pronunciation difficulties limit students in their lives.

English for Academic Purposes: Accessing the Discourse Communities of the University

Ian Bruce, Lecturer, First Presenter, University of Waikato

Anthea Fester, Second Presenter, University of Waikato

Lucy Campbell, Third Presenter, University of Waikato

Julie Luxton, Colloquium chairperson, Ministry of Education

Location: Room 2

Category: Teacher Education

Topic: Colloquium – Tertiary ESOL/EFL

Because of the twin phenomena of the democratisation of universities and the increased entry of international students, it seems that access to contemporary higher education has been made attainable to a wider range of people than has been the case in the past. However, what may remain less attainable is access to the discourses of the university and, in particular, access to its subject-specific discourse communities. Increasingly, the activity of teaching of English for Academic Purposes (hereafter EAP) is called upon to meet the needs of international students who are either preparing to enter university or studying at undergraduate and postgraduate levels. The presenters in this colloquium focus on three areas relating to EAP professional practice, specifically: teacher training, curriculum development and modes of delivery, including the use of online delivery for aspects of the curriculum.

Ian Bruce is a lecturer in Applied Linguistics at the University of Waikato. His research interests relate to applying genre theory to the teaching of academic writing. He has contributed to several curriculum design projects for the New Zealand Ministry of Education.

Anthea Fester is a Senior Tutor in the Department of General and Applied Linguistics at the University of Waikato. Her main areas of interest relate to discourse analysis and specifically text linguistics and discourse - based syllabus design.

Lucy Campbell is a Senior Tutor in the Department of General and Applied Linguistics at the University of Waikato, where she teaches undergraduate EAP programmes and graduate programmes in Applied Linguistics. Her current research interests include writing, academic literacy and curriculum design for EAL students in tertiary education.

Julie Luxton is a secondary ESOL advisor at School Support Services at the University of Waikato. She has taught English and ESOL in secondary schools in the Bay of Plenty and Taranaki and has also worked in the Pacific Islands. Julie has considerable experience in curriculum development and NCEA assessment.

Authentic Online Collaborative Learning in the EFL Classroom Environment: A Need for Comprehensive Research

Long Nguyen, PhD Student, Massey University

Location: Room 3

Category: ICT

Topic: Tertiary ESOL/EFL

Collaborative learning in education in general and in EFL in particular has been increasing in popularity over the last two decades. Much research has been devoted to this renovated form of learning, both in traditional face-to-face mode, and online. However, while there seems to be an extensive list of research on online collaborative learning in general education, comprehensive studies on this field in EFL are scarce, at least to the best of my knowledge. These either deal with the topic at a rather superficial level (increased and equalized participation among learners, improved linguistic performance, etc.) or just examine the collaborative potentials of online learning without a thorough comparison with the face-to-face counterparts. In this presentation as a first-time presenter, I would like to describe an overview of the abovementioned actual situation in literature and sketch a future trend for studies on "authentic" online collaborative learning in the EFL classroom.

Long Nguyen has been a lecturer in English at The University of Danang, Vietnam, since 1997. At the moment, he is a first-year PhD student at the School of Language Studies, Massey University, New Zealand. His major research is in CALL, specialising in computer mediated communication and collaborative learning.

Teaching Content to English Language Learners: What can we learn from classroom observations?

Penny Haworth, Senior Lecturer, Massey University, College of Education

Location: Room 4

Category: Integrating Language and Content Teaching

Topic: Early Childhood and Primary ESOL

When the presence of learners' English language needs interrupts the teacher's ability to teach curriculum content, significant challenges may arise for both teachers and learners. This paper presents and discusses classroom scenarios that occurred within busy mainstream classrooms in New Zealand. After each scenario the question is posed: What can we learn from this? Discussion of these questions raises awareness of the 'traps' teachers can easily fall into, and identifies specific teacher strategies that work when supporting students' developing English language literacy proficiency in content-based situations. Data is drawn from in-class observations and discussions with teachers that took place in four schools over the course of one year, but the issues raised are pertinent to a range of educational levels.

Penny Haworth is a Senior Lecturer at Massey University's College of Education. She has been involved in ESOL since 1982, and in teacher education since 1991. Her research explores teachers' and learners' inter-cultural interactions in mainstream educational settings, with the aim of increasing understanding and identifying practical solutions.

Principles, Presentation and Practices of Using ESOL Unit Standards Effectively

Breda Matthews, Secondary ESOL teacher, Mahurangi College

Jenni Bedford, Language Consultant

Location: Room 5

Category: Integrating Language and Content Teaching

Topic: Workshop – Secondary ESOL

Breda Matthews and Jenni Bedford present a paper on their investigation into the use of ESOL unit standards and whether they are being used appropriately in secondary school contexts. They focus on the principles underlying best practice and present practical applications for classroom teachers. The importance of formative assessment is highlighted in the context of current research findings.

Implications and recommendations for future classroom practice are made in the context of new assessment materials that focus on the teaching and learning needed for assessments. These include an integrated approach to using standards, the provision of a context in which every student can achieve and an understanding that students may take different pathways to reach the standard.

The assessment materials have an explicit focus on language structures needed and use annotated exemplars to help scaffold students' understanding, thus avoiding a 'tick box' approach to every part of the standard.

Breda Matthews has worked as a secondary school teacher in New Zealand and overseas. She has taught ESOL in New Zealand secondary school for thirteen years and has also worked as an ESOL facilitator at TEAM Solutions where she was involved in professional development, including NCEA training, for teachers.

Jenni Bedford is a language consultant. Previously she was a secondary ESOL facilitator at TEAM Solutions, Faculty of Education, the University of Auckland. In this role she facilitated NCEA training and professional development for secondary teachers.

Spicing Up Grammar and Vocab Teaching with a Dash of Corpus Consultation

Steve Varley, Senior Lecturer, Unitec New Zealand

Location: Room 6

Category: Vocabulary/Corpora

Topic: Tertiary ESOL/EFL

EAL students are often looking for fresh ways to develop their knowledge of grammar and vocabulary, especially those who have studied English for many years. Teachers too seek a variety of language-focused tasks that they can present to their students. Directly or indirectly consulting a corpus can provide illuminating data that encourages learners to be deductive and enquiring in their language learning. It can also give them easy access to how language is used by different communities; legal, medical and business, for example.

This presentation will focus on examples of practical tasks that can be used with EAL learners to develop knowledge of syntactic patterns and vocabulary use, especially collocation, strings and chunks. The tasks have been used with post intermediate learners but can also be used at lower levels. Both classroom-based and computer-lab based tasks will be presented, including the creation of corpora by learners themselves.

Steve Varley is currently a Senior Lecturer at Unitec New Zealand. He teaches several courses on the BA English as an Additional Language programme. He is interested in the use of corpus consultation with language learners.

English for Health: Developing a Blended Language Course for the Workplace

Helen Otto, Content Writer / ESOL Specialist, Wintec

Debbie Robinson, Content Writer / ESOL Specialist, Wintec

Location: Room 7

Category: Employment

Topic: Tertiary ESOL/EFL

This presentation focuses on the creation of resources, online and paper-based, for a primarily self-directed, conversational English course for those working or planning to work in the health sector.

The development of the Internet enables educational institutions to develop links with their communities and to provide new types of services for those already in the workforce but who are unable to attend traditional classes. The health sector is one community which employs significant numbers of NESB health professionals requiring flexible learning opportunities to develop greater proficiency in conversational English within their workplace.

Determining the nature of the course required consideration of the needs of potential students, commercial partners, academic regulatory bodies, as well as financial and technical constraints.

The presentation describes how these issues were managed in the development of the course from the initial planning stages through to its release.

Helen Otto is a content writer, curriculum and course designer, developing online courses for test preparation, ESP, teacher training and Chinese high schools. She is currently developing a blended English for Health course. She is an experienced teacher, manager and teacher trainer, with a Master of Arts in Applied Linguistics.

Debbie Robinson is a content writer, teacher, curriculum and course designer, developing online courses for test preparation and ESP. She is currently developing a blended English for Health course.

Do Migrant and International Students Respond to Written Corrective Feedback in Different Ways?

John Bitchener, Associate Professor, AUT University

Ute Knoch, Research Fellow, University of Melbourne

Location: Room 8

Category: Writing

Topic: Tertiary ESOL/EFL

The extent to which different student populations (that is, students with different identities and from different learning contexts) benefit from different types of corrective feedback has received limited attention in the literature. This presentation will report on a study that investigated the relative effectiveness of different feedback options over time for 75 international and 69 migrant ESL students from NZ institutions:

- (1) direct corrective feedback, written and oral meta-linguistic explanation;
 - (2) direct corrective feedback and written meta-linguistic explanation;
 - (3) direct corrective feedback only;
 - (4) no corrective feedback). The presentation will discuss the similarities and differences in the findings for both groups of students and suggest
- (1) pedagogical applications that might be made as a result and
 - (2) future research directions for these and other populations.

John Bitchener is an Associate Professor in the School of Languages & Social Sciences at AUT University. He is President of ALANZ and co-editor of New Zealand Studies in Applied Linguistics. His research interests include oral and written corrective feedback and the discourse patterning of academic genre.

Ute Knoch is a research fellow at the Language Testing Research Centre at the University of Melbourne. Her research interests are in the areas of language assessment, language pedagogy and language and identity.

Factors Affecting the Learning of English in Tuvalu

Siniva Molu Laupepa, Tutor, University of the South Pacific (USP)

Location: Room 9

Category: Grammar

Topic: Secondary ESOL

This paper examines the English proficiency performance of Tuvalu students studying at the institution from 2003 till 2005. The study included thirty-seven students and results were consistently low, for instance, the passing rate in 2003 was 12.5%; in 2004 it was 25% while no one succeeded in 2005. The paper explores the following as contributing factors to this trend: lack of expertise; lack of good models; lack of motivation; society's expectations and no opportunities to utilize the English language. The paper also makes recommendations to improve the problem. The study implies that teachers in institutions where there are Pacific island students, whether in Fiji, New Zealand or Australia, need to know and understand Tuvalu or Pacific island students' background in order to assist and guide them to adequate English proficiency levels.

Siniva Molu Laupepa is currently tutoring English (EL001) to students registering to do their first degree/diploma at the University of the South Pacific. Previously she taught English as a Second Language to foreign students at the International School, Suva, Fiji.

I Am Who I Am: New Senses of Self in a NZ University

Gillian Skyrme, Lecturer, Massey University

Location: Room 10

Category: Language and Identity

Topic: Tertiary ESOL/EFL

This presentation draws on a longitudinal study with a sociocultural perspective of Chinese international undergraduate students in a New Zealand university. Learning in such an all-encompassing environment is inevitably a process of becoming and participants recognised this, readily discussing aspects of their own development of identity, as they reached greater understanding of university demands and sought to negotiate a fit which allowed them to be, to some degree, the students that they wanted to be. Beyond this, for a number of students, the New Zealand experience led to new spheres of selfhood, self in relation to thinking and expressing thought, and self as a philosophical and cultural construct, including paths of self-exploration with trajectories far beyond university studies, including physical journeys into the New Zealand wilderness, and spiritual journeys. The presentation will discuss implications of this for those engaged with preparing students for university study.

Gillian Skyrme is course convener for Massey University's Postgraduate Diploma in Second Language Teaching. She has recently completed her PhD, following a long career teaching English in a range of settings in New Zealand and in a university in China.

Round Table Discussion: e-learning: Issues and Challenges for the Classroom

Location: Room 12

Duration: One hour

FRIDAY 3 OCTOBER: 3.00 PM

Integrating EAP/ESP and Intercultural Learning Online: an International EGroups Set-up

Christina Holtz, PhD candidate, Münster University

Ute Walker, European Languages - Programme Coordinator, German Subject Convenor and Senior Lecturer in German, School of Language Studies, Massey University

Location: Room 3

Category: ICT

Topic: Tertiary ESOL/EFL

EAP/ESP in the tertiary context presents a challenge in that language teachers are not necessarily experts in their students' speciality subject areas themselves, while subject experts tend to lack in didactic know-how. Furthermore, intercultural learning, a key qualification in today's workplace, tends to take a back seat in a content-based approach. This paper reports on a didactic concept to integrate subject-based language learning with intercultural experience through online collaboration in an international eGroups set-up. It illustrates the importance of pedagogical principles in task design and implementation and the creation of a learning space aimed to bring together learners from different target languages (English and German) towards shared learning outcomes. Student feedback will help illustrate to what extent this hybrid model promoted mutual support among learners in a (short term) community of learning while promoting learner autonomy.

Christina Holtz is a PhD candidate at Münster University in Germany and project manager for virtual networking in the EU-Network of Excellence GARNET. With an MA in foreign languages, she has a strong teaching background in English, Italian and German. Her research interest covers language teaching, intercultural communication and e-learning.

Ute Walker has a background in in-company ESP in Germany as well as teaching EAP to undergraduate students in New Zealand. She is now responsible for the German programme at Massey University, Palmerston North, where she specialises in online delivery. Her research interests include bilingualism/multilingualism, migration issues and distance learning.

Community Languages, the New Zealand Library, and ESL Acquisition: Insights from an ESL Instructor

Elizabeth Hiser

Location: Room 4

Category: Integrating Language and Content Teaching

Topic: Community

This paper focuses on the newly provided Multicultural Services in city libraries. New Zealand's first language collections now parallel their ESL collections, providing an enhanced introduction to Kiwi life and language in various ways of great assistance to ESL instructors and students, e.g. maintenance of first language reading habits and transfer of these habits to second language literacy. ESL students, whatever level of English proficiency, are able to find not only respite from possible culture shock, but also amenable second language facilities and contact information, along with staff which provide assistance in using the facilities. This safe, monitored environment is traditionally the place where individuals and organizations come together to create a sense of community from diverse social groups. What better place for ESL students to support their new life and language while maintaining their contact and skills in the old.

Elizabeth Hiser received her doctorate from the University of Nottingham in Educational Psychology. Research interests include testing, assessment and affect in ESL. She is presently at the Centre for University Preparation and English Language Studies, Massey University, Palmerston North, after decades in the Middle East and Asian EFL classrooms.

Out of the Closet: ESOL Joins the Mainstream?

Margaret Gleeson, Lecturer/facilitator, College of Education, Victoria University of Wellington

Location: Room 5

Category: Integrating Language and Content Teaching

Topic: Secondary ESOL

The focus of language provision for students for whom English is an additional language (EAL) appears to be slowly but surely leaving the domain of the ESOL classroom (closet) where it sat at the time of Franken and McComish's report (2003). Now, ministry initiatives and the revised New Zealand curriculum (2007) urge mainstream teachers to take greater responsibility for the language learning within their classrooms. How has this affected the identities of curriculum and ESOL teachers? What is the current relationship between these language and content specialists?

This presentation draws upon the initial research data from my doctoral study into language learning within mainstream secondary school classes and explores the extent to which the situation in New Zealand may reflect international trends.

After many years as a secondary teacher of ELLs, Margaret Gleeson is a lecturer and facilitator at Victoria University in the area of secondary ESOL. She is currently gathering data for her doctoral study on how curriculum teachers enhance language learning within their content classes.

Critical Incidents from Internships for Skilled Migrants in NZ Workplaces

Judi McCallum, ESOL Assessment and Access Specialist, ESOL Assessment & Access Specialist Service

Location: Room 6

Category: Employment

Topic: Tertiary ESOL/EFL

The Workplace Communication programme for skilled migrants at Victoria University of Wellington has two components: classroom sessions to raise awareness of the pragmatics of NZ English and the culturally implicit assumptions that determine how interpersonal behaviours are conducted in the workplace; and, an internship that enables the participants to apply these understandings in an authentic context.

I have worked as a workplace consultant for three years supporting both the interns and the host organisations to notice features of their interpersonal behaviours and the assumptions that inform them; particularly those that might be misunderstood by either party and lead to a breakdown of relationship.

This paper examines examples of such critical incidents, identified through a content analysis of workplace consultants' reports of the interview and during two visits to the workplace over the period of six weeks.

Judi McCallum is an ESOL Assessment and Access Specialist for the Wellington region. In this role, she initiated the Workplace Communication programme at VUW to meet the needs of skilled migrants seeking appropriate employment. She works on the programme as a workplace consultant.

Building Communities of Writers Through Peer Review

Martin White, ESOL Programme Coordinator, Dept. Applied Language Studies & Linguistics, University of Auckland

Location: Room 7

Category: Writing

Topic: Tertiary ESOL/EFL

In the field of L2 writing, peer review, also known as "peer response" or "peer feedback" is a relatively well researched phenomenon with a number of practical benefits for ESOL writers. These include gaining more feedback than is possible from the teacher alone, receiving different perspectives, fostering of critical thinking skills and participating in activities that help build classroom community.

However there has also been criticism levelled at peer review with some researchers urging caution and teachers claiming it doesn't work or takes up too much time. This presentation will review the potential benefits and drawbacks of peer review in terms of theory and practice, focussing, in particular, on the effectiveness of peer review in improving students' writing and student views and responses to peer review. The presentation will end with practical guidelines based on the presenter's classroom experience for implementing peer review in an adult ESOL writing course.

Martin White is currently ESOL Programme Coordinator in Department of Applied Language Studies & Linguistics at the University of Auckland where the focus is on courses for credit in academic English and he is responsible for a stage 1 writing course. Martin previously taught English in Germany, Malaysia, Saudi Arabia and Japan.

How an Online Vocabulary Gymnasium Can Support the Development of Confidence and Workplace Related Vocabulary for Migrant Students

T. Pascal Brown, Senior Lecturer, Unitec New Zealand

Location: Room 8

Category: ICT

Topic: Tertiary ESOL/EFL

One NZ based English language learning internet site www.yourenglishonline.com is critiqued in this paper. The site is an innovative way to develop vocabulary, cultural knowledge of workplaces and develop the confidence of students. The site has sections on Global English, English for the Workplace, Business English, Technical English, Academic English and Hotel English. Also under development are sections on Health, Retail and Police English. Quizzes are automatically marked and are at three language levels.

The paper goes on to discuss how this site is also used in two employment focused papers in the BA

(EAL) and one Police English course at the School of Languages at UNITEC. Some anecdotal comments from students will be provided. Updating the site is time consuming and the paper will also discuss how some previous students have volunteered to work in the writing and updating of the resources on the site.

T. Pascal Brown's research interests are *Language in the Workplace, and CALL. He is a senior lecturer at UNITEC's School of Language Studies and, a research associate of the 'Language in the Workplace' Project at Victoria University of Wellington.*

FRIDAY 3 OCTOBER: 3.50 PM

The New Zealand Library and Community Languages: Insights from a Cross-Cultural Librarian

Parrill Stribling, Multicultural Services Librarian, Palmerston North City Library

Location: Room 1

Category: Multi Literacies for a Multi-cultural World

Topic: Community

This presentation focuses on reasons for community language group usage of the public library. The benefits are an immediate natural interaction between the outsider with New Zealand culture on a social, intellectual, or academic level. This interaction can nurture a transition from first language literacy to second language reading fluency. The first language skills are maintained within the world languages collection, while second language is fostered with L2 acquisition materials. The refugee, international student, or immigrant, is able to maintain cultural and linguistic ties with their ethnic identity while enhancing their new language skills. The library provides information on local and national activities and may inform quests for social or psychological assistance. Different communities within the population have opportunities to share their cultural heritage at library events. The NZ public library is safe, and, historically, a place where individuals or groups come together to learn and study.

Parrill Stribling is the *Multicultural Services Librarian at Palmerston North City Library. He has taught ESL /EFL in North Africa, the Middle East, on the Indian Subcontinent and in Asia. His main research topics are motivation and learning approaches.*

Digital Comfort Zones: Building Digital Language Learning Communities

Moira Hobbs, Language Learning Centre Manager, Unitec New Zealand

Karen Haines, Lecturer, Unitec New Zealand

Location: Room 2

Category: ICT

Topic: Tertiary ESOL/EFL

Moira and Karen have formed their own smaller community of learning through a collaborative research project set up to investigate both student and teacher use and access to technologies both in and out of the classroom. They wanted to discover how these groups identify with and feel comfortable with technology for language learning and teaching, to enable informed decisions about further development of technology use within the school and professional development needs of teachers. They also wanted find out how realistic our expectations are of students using digital technology to be part of a (blended) learning community.

Moira Hobbs is a Manager of the self-access Language Learning Centre and School of Language Studies' Teacher Resources and Academic Learning Development Lecturer at the new North Shore campus, Unitec New Zealand. She previously taught ESOL and more recently has been involved with advising individual students and workshoping various language skills with small groups.

Karen Haines has many years experience lecturing on ESOL programmes for both Permanent Resident and International students - from Elementary to Diploma level. She has always had a keen interest in IT and has led a School-wide Community of Practice for Computer Assisted Language Learning (CALL/CoP). She has also worked with Moira organising international CALL conferences.

Collaboration Makes Language and Learning Work

Julie Luxton, ESOL Adviser (Secondary), School Support Services, School of Education, University of Waikato

Location: Room 3

Category: Integrating Language and Content Teaching

Topic: Secondary ESOL

Professional learning based on the MOE DVD resource Making Language and Learning Work has had an impact upon curriculum subject teacher practice in participating secondary schools in the Waikato region. The practical nature of the resource and funded release time for collaboration between mainstream teachers and ESOL specialists in schools has facilitated learning for classroom practitioners. Links between the key principles of integrating language and content teaching, the key competencies in the revised New Zealand Curriculum, Effective Literacy Strategies and the Te Kotahitanga Effective Teaching Profile have served to strengthen the MLLW programme in schools. Feedback on classroom strategies trialled in mainstream classes in 2007 and 2008 has been positive and there is also evidence of improved achievement in NCEA writing amongst a small target group of Pasifika students in one school. Sustainability of these new understandings and practices in schools remains a challenge.

Julie Luxton is an ESOL advisor at School Support Services at the University of Waikato. She has taught English and ESOL in NZ secondary schools NZ and has worked in the Pacific Islands. As HOD at Bethlehem International School, Julie was involved in curriculum development and NCEA assessment.

Supporting Novice Teachers Reflecting Online

Teresa Thiel, Lecturer, University Brunei Darussalam

Location: Room 4

Category: Teacher Education

Topic: Tertiary ESOL/EFL

Pre-service teachers look for both instructional support and psychological support during an intensive teaching practicum. As novice teachers they need to quickly adapt to the teaching community, find their feet and feel accepted. This can be a time of mixed emotions as they deal with the daily needs of young learners and classroom management challenges. Novices may face a dilemma; a reluctance to seek emotional support from mentoring teachers in their school for fear of losing face, yet limited opportunity to establish a rapport with their tertiary institute supervisor. There have been few studies to date of online learning environments designed to psychologically support novice teachers (Paulus & Scherff, 2008). In this presentation I shall illustrate how computer-mediated communication tools were used to support six primary school teachers on teaching practicum in Brunei and how effective they perceived this support to be.

Teresa Thiel is a lecturer at the University Brunei Darussalam where she teaches undergraduate courses in the Department of Language Education. Her research interests are in teacher professional development and online communities of learning. She is a doctoral student with Queensland University of Technology.

Translation as a Pedagogic Tool....

Pamela Burns, Classroom teacher, Hunter School of the Performing Arts

Location: Room 5

Category: Multi Literacies for a Multi-cultural World

Topic: Secondary ESOL

The purpose of this abstract is to demonstrate how translation as a pedagogic tool and grouping words for meaning will assist students to live the language. Theory and examples from the classroom will demonstrate the potential inaccuracies when relying on a literal translation. The principle objective of language study is to attain communicative competence, to extract meaning from an expression and not labour over the lexicon to then arrive at an incorrect translation. The importance of teaching language in a meaningful way, in context, is imperative. A student needs to make cultural connections when acquiring a language and this calls for an understanding of how emotion, tone, mood and passion are present and essential to expression and meaning. Word groupings that express culture should be recognised for the importance of the cultural significance intrinsic in expressions so that the student will acquire and live the language.

Pamela Burns teaches Italian at secondary level. She was a recipient of the 2004 Endeavour Language Teacher Fellowship. Pamela attained the CEDILS certificate from the Università Cà Foscari, Italy and completed a two-year Master degree with the Università Cà Foscari, Venice, Italy. She has presented papers in the US and Australia.

Vocabulary Learning Beliefs and Actual Practice

Angela Joe, English Proficiency Programme Director, Victoria University of Wellington

Location: Room 6

Category: Vocabulary/Corpora

Topic: Tertiary ESOL/EFL

This paper reports on case studies of learners' vocabulary learning beliefs, learning goals and their approaches to vocabulary learning on a 12-week EAP course. Drawing on data from interviews, learner notes and observations, I discuss the extent to which learners' self-reported beliefs and goals converge with their vocabulary practices. The results suggest that learner beliefs and attitudes to the class vocabulary programme, as well as how they perceive their roles in the language learning process shaped their vocabulary learning practices

Angela Joe is the English Proficiency Programme Director at the English Language Institute at Victoria University of Wellington. She has taught ESOL and EAP courses in a number of contexts for 20 years. Her research interests include second language vocabulary acquisition and language in the workplace.

Language Learning and Sexual Identity

Brian King, PhD Student, Victoria University of Wellington

Location: Room 7

Category: Language and Identity

Topic: Tertiary ESOL/EFL

This study works against heteronormativity, which is prevalent in the Second Language Acquisition (SLA) field, adding queer perspectives to the growing body of research which is questioning a narrower, one-dimensional view of the language learner. There is a common belief that learning an additional language (L2) while surrounded by the L2 in a naturalistic setting is best. Theories of identity and language learning have destabilized this notion, pointing to the effects of ongoing identity construction of learning. While forming identities in the L2, a learner invests in certain groups of speakers (often imagined communities), leading them to seek out such speakers. Access to speakers in real naturalistic settings is not guaranteed, and social marginalization often prevents learning. This qualitative study explores the naturalistic language-learning experiences of three Korean gay men, whose marginalized sexual identities assist them with access while articulating with other aspects of their identities (race, nationality) as well as sexual desire.

***Brian W. King** is a graduate of the University of Leicester's distance-learning MA in Applied Linguistics and TESOL during which he completed the research for this article. He is presently working on a PhD in Linguistics at Victoria University of Wellington, focussing on language use in sexuality education classrooms.*

Willingness to Communicate (WTC) is a Key Factor in Second Language Acquisition

Denise Cameron, Senior Lecturer, AUT University

Location: Room 8

Category: Speaking and Pronunciation

Topic: Tertiary ESOL/EFL

Since the late '90s attempts have been made to conceptualise willingness to communicate (WTC) to explain an individual's degree of readiness to participate in discourse in a L2 (MacIntyre, Clement, Dornyei & Noels, 1998). Motivation, attitudes, personality and other psycho-social variables have been examined as factors which combine to influence the learner. In a paper presented to a 2007 conference, a lecturer from a Middle Eastern university expressed her dismay at her students' reluctance to communicate in their English classroom. By means of questionnaire in a pilot study among migrant learners at an advanced level of English, I have surveyed some of the factors which could have an effect on NZ EAL students' general WTC. As many migrants have already studied English before arriving in N.Z., the findings of this study could assist teachers to better understand the transition their students could be experiencing and the changes in their WTC.

***Denise Cameron** is a Programme Leader in the Languages and Social Sciences at AUT University. She teaches migrants in the CEL Programme and trainee teachers in the CLTA and the Master of Professional Language Studies in Language Teaching. Her research interests include affective factors and error feedback in SLA.*

Dial 111 English – Meeting the needs of Potential Asian Recruits to the NZ Police Force

Nick Marsden, Lecturer, Unitec New Zealand

Pascal Brown Pascal Brown, Senior Lecturer, Unitec New Zealand

Location: Room 9

Category: Employment

Topic: Tertiary ESOL/EFL & Community

In 2007, Unitec started running language courses to help candidates prepare for the gruelling process of joining the NZ Police Force. This follows the drive to create a force that reflects the ever changing ethnic make-up of New Zealand. The presentation looks at some of the highs and lows of preparing potential ESOL recruits for the Police Application Process, as well as some of the issues surrounding the initiative.

The session will highlight the needs of potential recruits, the content of the courses, and the success enjoyed by candidates.

***Nick Marsden** teaches ESOL and Language Teacher Education at Unitec New Zealand's School of Language Studies. Currently he is involved in literacy support. He is the author of Newspapers (OUPANZ, 1997), and co-author of Top Tools for Language Teachers, along with Jill Hadfield and Wayne Dyer (Pearson Education, 2008).*

***T. Pascal Brown** research interests are Language in the Workplace and CALL. He is a Senior Lecturer at Unitec New Zealand's School of Language Studies and a research associate of the 'Language in the Workplace' Project at Victoria University of Wellington.*

EFL Policy and Classroom Implementation in Taiwan: Elementary EFL Teachers' Reflection

Ya-Chen Su, Associate Professor, Department of Applied English, Southern Taiwan University of Technology, Tainan, Taiwan

Location: Room 10

Category: Teacher Education

Topic: Tertiary ESOL/EFL

The purpose of the study was to investigate how Taiwanese EFL teachers perceive the implementation of the EFL policy as a compulsory subject. 23 elementary English teachers in Tainan City agreed to participate in the study. Data were collected through teachers' interviews and classroom observation. Results found that, despite a debate among the teachers regarding the pros and cons of age and EFL learning, all 23 supported the government's policy. They reported both positive and negative effects of this top-down policy on language learning. The positive side is that teachers modified traditional skill-based activities and communicative activities to achieve the curriculum guidelines. The negative side is that the overemphasis on English promotes the uncritical acceptance of widespread English language learning throughout the nation, lessens the motivation to learn other foreign languages and Taiwanese dialects, and perpetuates the trend of a growing number of students taking English proficiency tests.

***Ya-Chen Su** received a Ph.D. from the Department of Curriculum Studies at Indiana University, Bloomington, USA. She is an associate professor in the Department of Applied English at Southern Taiwan University of Technology, Tainan, Taiwan. Her specializations are second language acquisition, EFL reading instruction, and EFL reflective teaching.*

Teachers Learning Languages: Building Communities of Language Learning and Teaching in Schools

Heather Richards, Senior Lecturer, AUT University

Clare Conway, Senior Lecturer, AUT University

Annelies Roskvist, Senior Lecturer, AUT University

Sharon Harvey, Head of School of Languages and Social Sciences, Associate Dean (Research), AUT University

Location: Room 11

Category: Teacher Education

Topic: Community

This paper presents initial findings of an evaluation of the Ministry-sponsored Teaching and

Professional Development Languages Programme (TPDL). The programme is being offered nationally to teachers of years 7-10 who are teaching languages other than Maori and English (currently Chinese, French, German, Japanese and Spanish). The programme aims to improve teachers' language teaching skills and their proficiency in the teaching language. Significantly, many teachers are learning languages alongside their students as current capacity in language teaching in New Zealand is low. Language teachers are now acquiring new teaching languages, while non language teachers are teaching languages for the first time. The TPDL initiative supports the new curriculum area, Learning Languages, in the 2007 New Zealand Curriculum. The paper considers the influence of the programme on the teachers' knowledge and on their subsequent teaching practice. It concludes with the TPDL participants' perceptions of factors that hinder and foster language teacher development.

Heather Richards is a Senior Lecturer in the School of Languages and Social Sciences at AUT University. She is Programme Coordinator for the Certificate in Language Teaching to Adults (CLTA). Her interests are in language teacher education and learning transfer.

Clare Conway is a Senior Lecturer in the School of Languages and Social Sciences at AUT University. She is Programme Coordinator for the Professional Masters of Language Studies in Language Teaching and also teaches at undergraduate level. Her interests are in language teacher education and transfer of learning.

Annelies Roskvist is a Senior Lecturer in the School of Languages and Social Sciences at AUT University. She has taught on English language and Language Teacher Education programmes. Her research interests lie in adult migrant education as well as in language teacher education.

Sharon Harvey is Head of the School of Languages and Social Sciences and Associate Dean in the Faculty of Humanities at AUT University. Her research interests include critical language education and discourse approaches to policy analysis. Sharon is currently leading several funded research projects investigating language education.