Mediating Learning in the ‘Challenge Zone’

Pauline Gibbons, Associate Professor, University of Technology, Sydney

Location: Performing Arts Centre Hall

The development of curriculum distinguished by intellectual quality and the development of higher order thinking has rarely been a major focus of program planning for learners of English as a second language. Yet research has suggested that all students, regardless of social or ethnic background, achieve at higher levels when they participate in an intellectually challenging curriculum; and that in such a learning environment equity gaps between students diminish (Newmann 1996).

Drawing on recent research in Sydney in classrooms with large numbers of ESL learners, this paper describe the characteristics of ‘high challenge, high-support’ classrooms. It will first describe some of the key practices in which students were engaged as they participated in intellectually challenging work, and then discuss the ways in which teachers provided scaffolding for these learners both through planned and interactional scaffolding. Through these mediating teacher practices the paper suggests that even early English language learners are able to participate in a cognitively demanding curriculum.

Pauline Gibbons, Associate Professor, is one of the plenary speakers and she has taught postgraduate and undergraduate TESOL courses at the University of Technology Sydney, Australia, for many years. She has also worked in teacher education in many locations across the world including Sweden, Hong Kong, Laos, Singapore, South Africa, Marshall Islands, UK, and the USA, and as an English language teacher in Iran and Germany. Her research interests are in content-based ESL pedagogy, and classroom discourse, and she has recently completed a research project focusing on ‘intellectual quality’ and ESL learners in the middle years. She has published extensively in the area of ESL education, including Bridging Discourses in the ESL Classroom: Students, Teachers and Researchers (Continuum, 2006), and three books published by Heinemann for teachers: Learning to Learn in a Second Language (1993); Scaffolding Language, Scaffolding Learning: Teaching ESL Students in the Mainstream Classroom (2002); and her most recent book English Learners, Academic Literacy and Thinking: Learning in the Challenge Zone (2009).
Speakers of community languages in New Zealand are becoming increasingly diverse. They include not only refugees and migrants who settle here permanently, but also those who stay only for a short while before moving on to another country, and trans-nationals who live and work in two or more countries. As the Migration Studies Project at Pennsylvania State University observes, “Migration today goes beyond the stereotypical notion of poor people entering a more developed country ... seeking a better quality of life”. Not all migrants need to learn English, either because they are already proficient in the language or because they have no need for English in their lives. And not all of them, when they are in New Zealand, wish to maintain their own first language. Some do, of course, and some also, often desperately, wish to learn English. Within this changing and diverse context those involved in community language practice (CLP) such as teachers, researchers, policy makers and community advocates, are faced with new and complex challenges.

In my presentation I tell three stories which illustrate some of these challenges: (1) The first story is my own, a migrant in New Zealand who speaks English, with Afrikaans as a second language and some proficiency in Gayle; (2) The second story is about Gert, an Afrikaans speaker living on the North Shore in Auckland who is highly proficient in English; (3) The third tells of the imagined linguistic and identity experiences of pre-departure Afrikaans-speaking migrants from South Africa. These stories generate questions about language and identity in migrant contexts which have only recently begun to be addressed by community language practitioners. Some of these will be presented to the audience for consideration.

Gary Barkhuizen is one of the plenary speakers and Associate Professor in the Department of Applied Language Studies and Linguistics at the University of Auckland. His research and teaching interests are in the areas of sociolinguistics, language teacher education and narrative inquiry, and he has published widely on these topics in a range of international journals, including TESOL Quarterly, Applied Linguistics, International Journal of the Sociology of Language, International Journal of Bilingualism, Journal of Multilingual and Multicultural Development, Linguistics and Education and ELT Journal. He has been editor of Southern African Journal of Applied Language Studies and New Zealand Studies in Applied Linguistics and is currently assistant editor of Language Teaching Research. He is guest editor of two special-topic journal issues: Language Teaching Research (with Simon Borg) on language teacher education (July 2010), and TESOL Quarterly on narrative research in TESOL, to appear in 2011. He is author of Analysing learner language (with Rod Ellis, OUP, 2005). Gary has taught ESOL at high school (in Mmabatho, South Africa, near where Mma Ramotswe lives) and at community college level (in New York, where Calvin Klein was a student), and has been involved in teacher education in South Africa, New Zealand and the US. He has also conducted short-term teacher/researcher professional development seminars in China, Cambodia, Hong Kong and Japan. Gary loves telling and listening to stories, that is, when he is not listening to Bob Dylan, reading Bill Bryson and John Irving, or watching the Warriors.
Peaceful Learning

*Janet Yiakmis, Primary Teacher*

New learning often creates internal and external conflicts around new skills and capacities. These conflicts affect the learner, the learner’s family and sometimes the learner’s community.

This presentation looks at conflicts experienced by adults who are moving into new social, linguistic, educational and cultural circumstances and explains ways of assisting learners to understand and cope with changes that new learning can bring. Personal identity is challenged by new circumstances, internal conflicts can arise around family expectations, intergenerational misunderstandings can occur and an individual’s place in a community may be shaken when skills change.

Fit for task is not always the same as fit for learning. Sometimes people need help to become peaceful and successful learners.

*Janet Yiakmis* is a primary teacher, who worked overseas for a UNESCO service enabling women to migrate from Greece to NZ, married a non-English speaker, became a NZ playcentre supervisor, a primary/secondary teacher, a university student, a business woman, Adult Literacy worker for 25 years and a mediator and restorative justice facilitator.

Language learning and appropriate assertiveness

*Valerie Clements, ESOL teacher, University of Otago Language Centre*

This presentation describes how English language students may be helped to deal appropriately and assertively with challenging situations. The method utilises a series of language skills workshops to help students learn how to apply conflict resolution techniques, such as assertive ‘I’ statements, to their own circumstances. Using varying exercises such as self-selected contextual role plays, students practise avoiding the pitfalls...
of sounding aggressive and fomenting greater difficulties or being so passive that they say virtually nothing, thereby failing to address problems effectively.


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**The Peace Pole project**

**Cherie Brown and Erina Brown, University of Otago Language Centre**

Location: Performing Arts Centre Hall  
Category: Tertiary ESOL / EFL  
Topic: Language and identity and Integrating Language and Content Teaching

Teaching partners Erina Brown and Cherie Brown, present an example of an holistic peace education project, demonstrating how a team-teaching partnership, within a collaborative, learner-centred ESOL programme, was able to draw on the background knowledge and experience of all participating partners (teachers and students alike) to develop greater awareness of the common human aspiration for peace in today’s world, and build a stronger commitment to that goal. At the same time, it developed students’ language skills around the peace theme and simultaneously enhanced teachers’ professional development opportunities.

The initial project, while undertaken several years ago, has had a long-term impact on the Dunedin community in the form of annual peace events in the city. The project as described, demonstrates ways of learning and teaching that build strong language skills in authentic contexts, while developing an improved awareness of the teaching and learning process, enhancing motivation for all participants, and building a lasting awareness of contemporary peace issues.


Paper Sessions

Saturday 2 October 10.40am

Initial Steps in ESL Literacy for Pre or Non literate Adults.

Jill Collinson, Teacher of English Language Partners

Location: Room 1
Category: Tertiary ESOL / EFL
Topic: Reading, Writing Paper

This paper describes a teaching approach developed over 10 years of teaching ESL learners who are pre or non literate in their mother tongue and have little or no oracy in English. ESL learners with little or no former education provide a unique challenge for the classroom teacher. They are learning a new language plus literacy skills while coping with the demands of settling into a new culture. They have the stresses of past experiences of war and loss while often having concerns about family members left behind in difficult circumstances. The characteristics of informal learners must be taken into account with the above when developing a program for these learners. This paper will describe the initial steps of teaching literacy, a combination of higher and lower level skills with the overall aim of being able to write and comprehend text.

Jill Collinson has been involved in teaching literacy to refugees and migrants for English Language Partners for the last 10 years.

The Glen Innes Resettlement Education Programme: the Mon Community

Mrs Jacqueline Mortimer-Hughes, Senior Lecturer of AUT University Centre for Refugee Education

Location: Room 2
Category: Tertiary Education, Community
Topic: Community languages (including Pasifika, migrants, refugees, and others)

The Mon community from Burma who have settled in Auckland is small, tightly-knit and relatively new to New Zealand. In 2009, this group of former refugees agreed to participate in a free resettlement programme offered by AUT University’s Centre for Refugee Education (CRE). This programme is designed to develop strengths and critical thinking whilst at the same time responding to the needs of refugees who have been living within the community. Thus began a partnership that resulted in learning and mutual benefit for participants and facilitators alike. This paper aims to report on the programme’s content and methodology and will also explore the features that made this project a different experience from previous community programmes delivered by AUT CRE. It will also outline the implications for future refugee and migrant community based resettlement programmes.
Jacqueline Mortimer-Hughes is Senior Lecturer, Quality Systems Manager at AUT’s Centre for Refugee Education; 20+ years experience in secondary teaching, 7 years in refugee education with adults and secondary students. Involved in resettlement programmes for former refugees living in the community; co-researcher with two colleagues on these programmes.

NCEA Literacy

Ms Juliet Fry, Adviser Secondary ESOL & Literacy of UC Education Plus

Location: Room 3
Category: Secondary ESOL
Topic: Testing and assessment, Integrating language and content teaching

The Literacy requirements for NCEA are changing with the introduction of the curriculum-aligned achievement standards in 2011. In this paper the Literacy unit standards for Level 1 will be described. The latest information on Literacy requirements through achievement standards will be given. Up-to-date information on ESOL unit standards will also be described. Issues and opportunities for English language learners will be discussed.

Juliet Fry has been a secondary teacher in Auckland and is currently an ESOL and Literacy adviser to schools in the top half of the South Island. She is interested in the support for English language learners in both ESOL and mainstream classes and also interested in the curriculum and assessment.

Watch This - learning English using videos on portable devices

Mrs Marion Simmelmann, VILC Coordinator of AMES

Location: Room 4
Category: Tertiary ESOL / EFL
Topic: ICT/CALL/Multiliteracies, Language, culture, and identity

“Watch this” is a series of vodcasts (short, downloadable videos) on issues relating to everyday life for online and mobile devices. The videos, selected for relevance and interest for language and literacy learners combined with the accompanying activities and tape scripts mediate the learners understanding of the content and the language.

These innovative resources are designed to save teachers research and preparation time and addresses students varying learning styles. Learners can download the videos directly to their mobile device allowing them to learn anywhere, any time.

This workshop will look at how these resources promote independent learning and stimulating classroom discussion.
Marion Simmelmann has worked as an English language teacher for many years. She has been involved with online learning since 1998 in her work on VILC or the Virtual ILC. In 2010 she is working on a project providing downloadable video resources for independent language learners.

A Targeted reading programme for elementary and diploma ESOL students.

Kay Hammond, Academic Development Lecturer of Unitec

Katherine Danaher, Lecturer of Unitec, New Zealand

Location: Room 5
Category: Tertiary ESOL / EFL
Topic: Vocabulary / Corpora

A major limitation of extensive reading programmes is the time required to make progress in vocabulary acquisition. This paper reports on a qualitative exploration of student perceptions of the value of non-compulsory comic books in ESL elementary and upper intermediate level courses at a tertiary institution. We aimed to develop supplementary materials that students would perceive as valuable, use and enjoy without requiring classroom time. The interview results suggest that the learners' views on the value of comic books and recordings can be broadly categorized into four areas: (1) Helpful - what, (2) Helpful - how, (3) Engagement, and (4) Enjoyment. An interesting finding was the variety of uses to which the learners put the resources, in particular sharing them with their families. This study points to the importance of responding to learners' specific contexts, and to the creative ways in which English learners undertake autonomous learning when provided with appropriate resources.

Dr Kay Hammond works at Unitec, New Zealand as an academic development lecturer. She has ten years experience of teaching English in Japan.

Katherine Danaher is currently employed at Unitec teaching refugees and migrants on the Diploma in English. She has over ten years experience in teaching EAL students.

Malaysian learners’ self-concepts in academic writing with their engagement in the academic writing class

Ida Walker, English of CUPELS, Massey University

Location: Room 6
Category: Tertiary ESOL / EFL
Topic: Language/Identity

This paper describes PhD work in progress. The focus for this thesis is the relationship between Malaysian learners’ self-concepts in academic writing and their engagement in the
academic writing class. This paper discusses features of the research context that prompted the study, reviews the key literature that led to the research questions and offers some preliminary insights of the results.

**Ida Badiozaman (Ida Walker)** is currently teaching in CUPELS, Massey University and is in her third year of PhD in Massey University in the College of Education. Prior to teaching in New Zealand she taught for more than seven years in secondary schools and tertiary institutions in Malaysia.

**The Struggle with Spelling: Helping Arabic Students Cope in a Written Word**

*Amber Fraser-Smith, ESOL Teacher of English Language Matters Ltd*

Location: Room 7  
Category: Tertiary ESOL / EFL  
Topic: Testing and assessment; Writing

The English spelling system creates problems for students from all over the world, but particularly for Arabic students. These difficulties mean they often struggle through IELTS and face immense pressure when they enter the university environment. This paper explores the reasons behind these errors and looks at ways in which to promote accuracy in spelling.

**Amber Fraser-Smith** is an ESOL teacher who has taught in England, Spain and New Zealand. She is currently teaching general and academic English at English Language Matters, a private language school in Dunedin. She also works as an IELTS clerical marker.

**Chinese teaching and learning styles**

*Dorothy Cleary, Director of English Plus*

*Madelize Bekker, Director of English Plus*

Location: Room 8  
Category: Tertiary ESOL / EFL  
Topic: Testing and assessment

The presenters have been involved in creating online and paper based resources for a large language test preparation school in China over the past two years. This school prepares students for national exams such as the Senior High exit exam, and for IELTS, TOEFL and the like. During this process they have begun to develop a deeper understanding of the Chinese teaching and learning style.

**Dorothy Cleary** has experience in ESOL teaching, programme management and curriculum development. She has an M.A. (Applied) from Victoria University and she has been an IELTS
examiner since 2001. Until 2008, she was the programme manager for the EAP programme at Wintec and since then she has been working as an independent consultant.

Madelize Bekker is an independent consultant with extensive experience in classroom teaching, resource development and educational project management. She has an M.A. (Applied) from Victoria University. She is managing the design and development of various ELT (English Language Teaching) products for print, online and blended delivery.

Mediating Placement: Using C-Tests

Elizabeth Hiser, ELT at CUPELS of Massey University

Location: Room 9
Category: Tertiary ESOL / EFL
Topic: Testing and assessment

This paper will demonstrate the practical and effective use of C-tests in the placement context. Scores from various components of Massey University CUPELS placement evaluations are statistically shown to be in alignment with a C-test developed for the task. The composite scores used at the centre include listening, reading, writing, and speaking. The profile provided by these assessments prove to be directly related to the C-test scores and round out the profile with general proficiency values set up to total in all, 100%. The steps in developing such an instrument are discussed for those wishing to use this type of material to supplement or streamline their entrance or placement needs. The value of the C-tests scores is apparent in mediating placement when other skills bridge more than one level of class is on offer.

Dr Elizabeth Hiser presently works at Massey University Centre for University Preparation and English Language Studies (CUPELS) in Palmerston North. She has taught EFL/ESL and teacher training in several countries throughout the Middle East and Asia. Her research expertise and interest are in the areas of educational psychology and testing/evaluation/assessment.

Film and reciprocal evaluation and feedback: mediating the learning of language teaching skills

Moyra Sweetnam Evans, Senior Lecturer of University of Otago

Location: Room 10
Category: Tertiary ESOL / EFL
Topic: Teacher Education

This presentation reports on the context and communication in mediating learning for pre-service teachers in a semester-long practicum which makes up part of a TESOL minor in a linguistics undergraduate programme.
Moyra Sweetnam Evans is the co-ordinator for a TESOL minor in the Department of English and Linguistics, University of Otago.
Saturday 2 October 11.20am

**Literacy achievement among EAL and Somali learners: a case study in two schools.**

*Alison Sellars, ESOL teacher (both in school and as a literacy tutor with English Language Partners)*

**Location:** Room 1  
**Category:** Early Childhood and Primary ESOL  
**Topic:** Language and identity

Many New Zealand schools include significant numbers of EAL students. Whilst many progress and achieve at levels comparable with the mainstream cohort, there is concern that many others achieve below their age level despite having spent all or most of their schooling in New Zealand. Having worked with Somali students since the arrival of the community into New Zealand the author has a particular interest in this group. This paper reports on a case study in two schools. Literacy achievement of EAL students and of Somali learners in particular was investigated. Also, teacher perceptions of how these students achieve and of issues which surround their learning, were explored.

*Alison Sellars* has taught ESOL in intermediate and primary schools since 1994. She also works with an adult ESOL literacy class comprising refugee women. Her qualifications include GradDipTESOL and she is currently engaged in a post graduate programme of study towards a Masters in Education.

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**Communication skills on the Beat: A context-based approach to developing communication foundation skills for the New Zealand Police.**

*Derene Els, Teacher of Languages International*

**Location:** Room 2  
**Category:** Tertiary ESOL / EFL, Community  
**Topic:** Integrating language and content teaching

In order to do their job expertly in a multinational and multi-lingual society, the New Zealand Police have employed people who represent a range of community and language groups. A recent internal survey of the most important tasks for a police officer in their job showed that language and literacy skills made up 6 out of the top 10 key workplace skills. This presentation will outline how a workplace literacy course, developed out of the need to improve these skills, addresses issues of language skills development in the context of work in the New Zealand Police. It will describe how the course has evolved, what lessons have
been learned from evaluating the course from various perspectives and will make recommendations for other providers implementing this kind of training.

**Derene Els** has been working in the area of adult literacy for 6 years and has a Masters Degree focusing on Language Teaching, a certificate in Adult Learning and Development, and a CELTA qualification. She has an interest in English for Specific Purposes and Professional Development for the workplace. Derene has been involved in literacy training and curriculum development to the New Zealand Police since mid 2009.

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**The quest for authenticity: issues and ideas for the mainstream classroom**

*Jocelyn Howard, Senior Lecturer of University of Canterbury*

**Location:** Room 3  
**Category:** Secondary ESOL, Early Childhood and Primary ESOL  
**Topic:** Integrating language and content teaching

Teachers in language-focused programmes and in mainstream curriculum classes can spend a lot of time looking for new ideas and resources that will interest and motivate their learners. This frequently leads to the inclusion of ‘authentic’ texts and materials which have not been produced with classroom use in mind. This session begins with a brief review of differing notions of authenticity in language pedagogy, and the ongoing focus on authenticity in communicative approaches in particular. The advantages of using authentic texts and tasks will be canvassed, along with associated challenges for both teachers and learners, and the implications of these for materials development. Guidelines will be offered for a principled approach to the selection of authentic texts, and practical strategies will be recommended to maximize the effective use of these as springboards for language development in primary and secondary classrooms.

**Jocelyn Howard** is a senior lecturer at the College of Education, University of Canterbury. Her research and teaching interests include the impact of language policy innovations, the use of multi-media in ESL/EFL programmes, and ethnic diversity in the education sector.

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**Bringing models to life: Using You Tube to teach advance speaking skills**

*Mrs Joanna Smith, Lecturer of Unitec New Zealand*

**Location:** Room 4  
**Category:** Tertiary ESOL / EFL  
**Topic:** Speaking and Pronunciation, ICT/CALL/Multiliteracies, Language, culture, and identity.
This presentation will demonstrate how the presenter has used You Tube to teach advanced speaking skills in a degree-level speaking course. The course aims to teach both productive skills such as pronunciation and fluency, as well as receptive skills, such as listening, and the analytic skills involved in discourse analysis. You Tube clips are used extensively as speaking exemplars for students to both analyse and imitate. Teacher perceptions are that students tend to engage with a text more fully if they are able to watch the speakers, as opposed to merely hearing them in a sound file, or reading written transcripts of dialogues. By ‘bringing model speakers to life’, contextual cues such as physical surroundings and body language are left intact, and issues of identity are addressed, whereby students can more fully ascertain the nature of the identity they are projecting when they mimic the speakers. Further, the extensive array of clips available on You Tube enables the teacher to choose from a wide variety of genres, and to cater to student interest. The presentation will include a selection of You Tube clips as well as samples of relevant student work.

**Joanna Smith** has a background in Linguistics, and has been teaching English as an Additional Language in the tertiary sector for more than a decade. Her particular interests are teaching speaking and pronunciation to advanced learners.

**Meeting the literacy needs of adults with English as an Additional Language: A case study of one institution**

**Penny Haworth, Senior Lecturer of Massey University**

Location: Room 5  
Category: Tertiary ESOL / EFL  
Topic: Management, Sociocultural theory, Integrating language and content teaching

This paper reports on a study that was part of larger national study, funded by the Ministry of Education, on the organisational factors influencing delivery of adult literacy, language and numeracy provisions in a range of different educational contexts. This paper explores how a private training organisation (PTE) went about meeting the literacy needs of 100 students with English as an additional language.

**Penny Haworth** is a Senior Lecturer in teaching English as an Additional Language (EAL) at Massey University. Initially an intermediate school teacher, she began teaching EAL adults in 1980, and since 1994 has taught EAL teachers. Her research focuses on teacher beliefs, mainstream settings, young bilingual learners, and EAL literacy.

'Graded writers': designing materials to help EAP students write better data comparisons

**Alastair Ker, Lecturer & Senior Language Teacher of Victoria University of Wellington**
Whether or not they need it subsequently, being able to compare data is certainly important for most students to gain entry to tertiary study. Although data comparison may be considered a rather restricted genre, it represents a microcosm of the skills which EAP students need in order to write clearly. This paper will report on the design of workbooks ('graded writers') to help students compare data more successfully. The design took into account the results of a survey of students and teachers, together with samples of student writing. The approach used hones cognitive skills and language development in tandem. It utilises cumulative presentation that initially isolates particular aspects of language, within a context, in order to give students more language control while gradually enabling them to develop the individual style most strive for. It does so by helping students develop a personal attachment to the language they are using.

_Alastair Ker is a Lecturer and Senior Language Teacher in the School of Linguistics and Applied Language Studies, Victoria University of Wellington, where he teaches courses in applied linguistics, as well as English for professional and academic purposes. His research interests include materials design and corpus-based pedagogical grammar._

_Do we really need to teach the ‘th’ sounds of English?_

_Adam Brown, Head, International Business programme of AIS St Helens_

The voiceless and voiced dental fricative sounds of English, as in thick and this, regularly appear in pronunciation textbooks. However, teachers often have poor success rates in getting learners to master these sounds, and use them in English conversation outside the classroom. This paper examines their importance by investigating several criteria. These criteria include the frequency of sounds in connected speech, the way the sounds are treated in Jenkins’ Lingua Franca Core, spelling correspondences, the stigmatisation of both learners’ and native speakers’ pronunciations of these sounds, the relationship of the th speech sounds to lisping, and the cultural meanings attached to sticking one’s tongue out.

_Adam Brown teaches at AIS St Helens, is an AKTESOL committee member, and editor of the 2008 CLESOL conference proceedings. He has a PhD in phonetics, and has taught in the UK and Southeast Asia. Recent publications include Sounds, Symbols and Spellings (McGraw-Hill 2005) and English Language Myths (McGraw-Hill 2003)._
Characteristics of Language Learning Strategies use of Japanese University Students: do the strategies which they frequently use contribute to English communicative ability?

*Sawako Kato, Prof of Bunkyo Gakuin University*

*Ben Olah*

**Location:** Room 8  
**Category:** Tertiary ESOL / EFL  
**Topic:** Language, culture, and identity

In this study, the factors which interfere with the improvement of students’ communicative ability were explored by focusing on language learning strategies. This study addresses the following research questions: (1) Do Japanese university students use effective strategies for communication? (2) How does the strategy use of Japanese university students compare to that of Korean students? The results showed that in Japan entrance examinations still have effect on university students’ choice of strategies and the students who use Entrance-Exam-Measured Strategy can be poor learners. Reading-centered English education should be reconsidered. In other words, Japanese students should be active learners actively using English rather than just studying English at a desk. Not much difference was found in the strategy use of Korean and Japanese students which suggests this is the tendency or characteristics in countries where English is taught as a foreign language.

*Sawako Kato* is a Professor in the Human Studies Department of Bunkyo Gakuin University: Areas of research interest Teaching English as foreign Language and Information Communication Technology.

Diagnostic language assessment at the tertiary level

*A/Prof John Read, Associate Professor of University of Auckland*

**Location:** Room 9  
**Category:** Tertiary ESOL / EFL  
**Topic:** Testing and assessment

Many students entering tertiary education in Aotearoa New Zealand have a significant need to enhance their academic language and literacy skills in order to undertake their studies successfully. The challenge is to identify such students and ensure that they are able to access the learning support programmes available on their campus, based on some form of diagnostic assessment. The most comprehensive system of this kind in New Zealand is the DELNA programme at the University of Auckland, but other models of assessment are being
implemented in Australian universities and elsewhere. This paper will review current trends in diagnostic language assessment in various tertiary institutions, with a view to identifying best practice in the design of assessment procedures and effective use of the results to advise students and direct them to appropriate means of enhancing their skills. The focus will be on practical guidelines for implementing a programme of this kind.

**John Read** is an associate professor at the University of Auckland. He has taught applied linguistics, TESOL and EAP at tertiary institutions in New Zealand, Singapore and the United States. His research interests are in vocabulary assessment and the testing of English for academic and professional purposes.

**Performance Management and teacher appraisal**

*Stephen Heap, Director of Studies of ICTE-University of Queensland*

Location: Room 10  
Category: Tertiary ESOL / EFL  
Topic: Management

"Arguably the question most central to Human Resource Management ..... is the one of managing the performance of your employees. How can you manage, monitor and evaluate their performance in a non-intrusive way that does not demotivate?" (White et al, 2008). In addressing this question the session will look at some of the factors affecting the performance of teachers and how the role of the DOS as a leader contributes to the quality of that performance. Participants in the session will have the opportunity to share and compare work practices and discuss the outcomes of a survey into staff views of their appraisal experiences.

The question posed by White et al in the abstract to this presentation makes the assumption that a manager will “manage, monitor and evaluate the performance” of their employees, but how much attention do we actually give to considering how we manage performance, how we plan and carry out performance appraisals, and in doing so, demonstrate that we believe they have value? A performance management system is not an option, but an obligation, and should motivate staff to higher levels of achievement.

The survey referred to in this presentation, with 148 respondents representing approximately sixty language schools, mostly in Australia, shows that there are variations in practice, in perceptions and in attitudes. Areas of particular focus, and sometimes contention, are the content of a formalized performance appraisal system, the wider context of performance management, the place and manner of feedback, and the value of lesson observations. The paper addresses each of these areas.

*Stephen Heap* has been a DOS at ICTE-UQ for 15 years and is the Brisbane coordinator of the International Diploma in Language Teaching Management. He has an MA from the University of Birmingham and has carried out a variety of teaching, teacher training,
management and TESOL consultancy related work from Britain to Brunei, Malta to Malaysia, and from Nigeria to New Guinea and North Korea.
New Faces New Directions. How a Christchurch Professional Learning Community has helped raise the literacy levels of Year 7 and 8 refugee and migrant ESOL students

Peter Fowler, Curriculum Facilitator and Resource Teacher ESOL of Cobham Intermediate

Sarah Cumming, Resource teacher of ESOL of Heaton Normal Intermediate

Location: Room 1
Category: Early Childhood and Primary ESOL
Topic: Integrating language and content teaching, Teacher Education

The New Faces New Directions is an ESOL project based in Christchurch, which aims to improve the literacy learning outcomes of Year 7 and 8 refugee and migrant students within participating schools. The cluster of schools has had a great deal of success in raising the standard of targeted students reading, writing and general orientation to learning. One of the contributing factors to this success has been the establishment and maintenance of a professional learning community (PLC) of ESOL teachers and lead mainstream teachers.

Over the last three years New Faces New Directions has gone some way in developing the eight key characteristics, which according to Stoll et al (2005), make up an effective learning community i.e. shared values and vision; collective responsibility for pupils learning; reflective professional enquiry; collaboration focused on learning; group as well as individual professional learning; openness, networks and partnerships; inclusive membership; mutual trust respect and support. This paper will focus on the experiences of the New Faces New Directions PLC, with particular regard to how it has contributed to the improved educational outcomes for targeted students, and the increased professional knowledge and teaching confidence of its members.

Peter Fowler is Curriculum Facilitator at Cobham Intermediate and is coordinator of the New Faces New Directions ESOL project in Christchurch. He has an MA in TESOL from UTS in Sydney and has taught in the public and private education sectors in Australia and New Zealand. Peter has a particular interest in the teaching of writing, and in working with fellow teachers on the needs of students from diverse language and literacy backgrounds.

Sarah Cumming is resource teacher of ESOL of Heaton Normal Intermediate
Sarah Cumming has taught in primary schools here in New Zealand and also in Asia. She currently leads the ESOL teaching team at Heaton Normal Intermediate School.
New arrivals to New Zealand are usually confronted with significant changes in language, culture, and environment. Their past experience is often dramatically different from that of “kiwis”. However, they gain confidence and cope better with change when they can trust others and when their personal needs are addressed. By creating a safe and caring environment, the path to language acquisition is smoothed. This presentation will focus on refugees’ on-arrival needs, as well as strategies employed by teachers at the AUT Centre for Refugee Education for addressing these needs. Teachers will also share how they strive to make the transition seamless between refugees’ previous lives and the new dynamics of school, family and community. The teaching role, therefore, is wider than just passing on language skills. Strategies and specific teacher attributes which foster and support positive relationships will also be considered.

Marilyn Carroll is a trained teacher who has taught in New Zealand and the United Kingdom. She has been teaching at the AUT Centre for Refugee Education for the past eight years. Her experience includes teaching ESOL across all age levels.

Entering secondary schools where the language of instruction is other than what students have known can complicate their experiences of transition at a time when most young people find themselves confronting critical issues of self identity, including racial-ethnic identity. ESOL and bilingual English/Māori speaking (BEMS) students must decide whether to live up or down to the often opposing race-based stereotypes that may prevail in their school; to build internal barriers against such stereotypes, or to deny their ethnicity and give up their language altogether. Further issues arise when BEMS students find themselves being taught as if they are non-speakers of English, by teachers ill-equipped to deliver to their specific skill set.

Drawing on a range of national and international research, this paper explores parallels and differences between transition for ESOL and BEMS students in Aotearoa/NZ, and looks at some of the issues which arise.
**Maraea Hunia** is Editor of Kapohia Limited. She loves literacy, literature, learning, linguistics, and language. Maraea deals with teaching, tamariki, talking, typesetting and tantrums. She is from Mataatua, Tainui and Te Arawa, and publishes books.

**Creating a Paperless classroom (Almost)**

*Mrs Adrienne Dench, Lecturer of Eastern Institute of Technology*

*Mrs Judy Pattison, Lecturer of Eastern Institute of Technology*

**Location:** Room 4  
**Category:** Tertiary ESOL / EFL  
**Topic:** Sociocultural theory; speaking and pronunciation

Each year NZAID offers scholarships to two groups of 32 government officials from SE Asia. EIT takes 16 of these twice a year. As from last year the contract stipulated that up to date technology must be used and all students would be issued with laptops. It was decided to go with Moodle as NMIT and VUW (co partners in this) would also be able to use this. Implementing Moodle began in 2009 with the programme has become more refined with each intake. As all the participants are issued with laptops it was agreed between the teachers that all administrative notices including assessment advice, classroom readings, relevant websites and tests, and as many classroom activities would be Moodle based and all assignments from the participants would have to be submitted via Moodle. In addition results can be seen by VUW (where the officials will go on completion of their course at EIT) and their progress can be monitored.

All the participants have been very enthusiastic about Moodle and comments on final evaluations from Intakes 29 and 30 were all positive. The up to date technological aspect appeals to this group as all are prospective leaders in their ministries or diplomatic services and are expected to use innovations. Teaching is enhanced as tutors think of new ways to use Moodle and associated equipment such as laptops, widescreens, videos and websites settle in comfortably alongside traditional readings. Because they all have laptops the students find it a bonus to be able to access their learning at any time of the day rather than just in the classroom. They appreciate the swift turnaround of assignments.

The benefits to the English Language Centre are manifold and these will be discussed.

Although not entirely paperless, the ELTO course considerably cut down on the amount of handouts copied for students.

*Adrienne Dench* has been teaching ESL at EIT since 2001. She obtained her BA in Linguistics and Germanic Languages from the University of Melbourne and her MA in Language Teaching and Learning from the University of Auckland. She is an IELTs examiner. Periodically she goes to the
University of East Anglia in Norwich, UK to teach EAP at their summer school. Adrienne has also been teaching a group of senior government officials from SE Asia twice a year.

**Judy Pattison** has been teaching English at EIT for about ten years, starting as a part-timer. she teaches General English, IELTS preparation and English for Academic Purposes. Judy enjoys meeting students from all over the world and talking about interesting cultural differences. She did her B.A. degree at Victoria and my post graduate diploma (extramurally) at Massey. Twice a year she teaches a group of government official from SE Asia brought over as part of NZAID’s programme.

**Literacy development of English as a second language and the influence of social and cultural contexts**

*Christine Biebricher, Lecturer of University of Auckland*

Location: Room 5  
Category: Tertiary ESL/EFL  
Topic: Reading; Language, culture, and identity

The study is based on a social-constructivist view assuming that second language development, motivation and literacy development are influenced by the surrounding community, context and culture of an individual. The project explores how undergraduate Malaysian students have developed their English language skills, in particular their literacy skills and how social and cultural contexts influence this development. The study evaluates habits and attitudes towards reading and writing in English. The study is a longitudinal one and has started this year. It uses a multi-method approach combining quantitative with qualitative research methods.

*Christine Biebricher* is a lecturer at the University of Auckland in the Department of Applied Language Studies and Linguistics. She is a trained secondary school teacher and taught in Germany and Spain. She has research interests in literacy development, approaches to teaching literacy and to teaching literature.

**Portfolios: Communication tools for teachers and students**

*Pariya Williams, Programme Manager of School of Foundation Learning, Otago Polytechnic*

Location: Room 6  
Category: Tertiary ESOL / EFL  
Topic: Integrating language and content teaching
This presentation examines the semester based assessment of the Certificate in Foundation Studies (ESOL) for migrants, refugees and international students at the school of Foundation Learning, Otago Polytechnic. The students range from real beginners to those who have achieved over the IELTS band of 6.5. The programme will be briefly discussed as an overview. However, the focus of the presentation will be on the use of portfolios and how these

• help students achieve particular language skills needed for assessments.
• help teachers negotiate self-directed learning with ESOL students and
• enable students to develop autonomy as learners.

The presentation is practical and could be useful for those who are interested in students’ self improvement and self-directed learning. A video clip of student interviews is included.

Pariya Williams was a teacher of English in secondary schools in Thailand and Auckland. Pariya is now Programme Manager for the Certificate in Foundation Studies (ESOL) at the School of Foundation Learning, Otago Polytechnic. Her interest and experiences are in ESOL and its application to teacher education in the tertiary level.

Noting the mistakes: Flaws in NNS note-taking skills

Maren Behrend, Teacher of English Language Academy, University of Auckland

Location: Room 7
Category: Tertiary ESOL / EFL
Topic: Listening

Every year thousands of Non-Native Speakers (NNS) come to New Zealand to study English, many with the hope of attending university in an English-language medium. However, despite achieving sufficient IELTS scores and being accepted to university programmes, their ability to successfully complete their courses is not guaranteed.

In a survey conducted at the University of Auckland, lecturers and students alike identified listening and note-taking skills as key factors in student success. This paper reports on a comparative study of the note-taking skills of Native Speakers and NNS in a course lecture at the University of Auckland. By analysing the quantity and quality of the notes taken, this study identifies 5 main points of difference that may cause confusion for the NNS. Suggestions for students, teachers and lecturers are given.

Maren Behrend teaches academic English at ELA and is a CELTA teacher trainer. She has taught primary, secondary and adult education internationally. Inspiration for her research into the difficulty non-native speakers have in academia stems from her days simultaneously working on her Master’s degree and serving as ADOS- Academic Counsellor.
Language learning beyond reason: why emotion matters

Cynthia White, Professor of Applied Linguistics of Massey University

Gillian Skyrme, Lecturer of Massey University, Massey University

The relationship between affect, language and language learning has long attracted attention in applied linguistics. Inquiry into the role of affect has been limited by a focus on single emotions and their disruptive effects. This paper explores why emotion matters in developing an understanding of language learning drawing on studies in two NZ settings.

Cynthia White is Professor of Applied Linguistics in the School of Language Studies, Massey University, New Zealand. She has research interests in language learning strategies, learner autonomy, distance learning environments, e-learning and language and settlement issues among migrants and refugees. In 2004 Cynthia received the International TESOL Virginia French Allen Award for Scholarship and Service.

Gillian Skyrme is a lecturer in linguistics, second language teaching and English for Academic Purposes in the School of Language Studies at Massey University, New Zealand.

Assessing Academic English: 4 steps to a better test

Mary Jane Hogan, Master Trainer, PTE Academic

This paper will present information on the Pearson Test of English Academic (PTEA), a new international English language test that assesses students’ ability to cope with the range of language requirements in academic settings. This new computer-based test was developed by Pearson Language Tests, a part of Pearson Plc - the world’s largest education company.

Mary Jane will discuss the four features of the test that place it ahead of the field: security of results, integrated skills testing that relates to real academic language use, streamlined procedures, and reliability of rating.

Mary Jane Hogan is a consultant in English language testing with more than 25 years experience in teaching and assessment. Her involvement in assessment includes item writing, examining, examiner training, and standard setting. She has conducted information
The Role of Language Aptitude in the selection of candidates for English Language Teacher Training

Aubrey Welsh, Regional Manager of Massey University

Location: Room 10
Category: Tertiary ESOL / EFL
Topic: Management, Testing and assessment, Teacher Education

The notion of language aptitude [LA] has been in use for quite some time and especially since Carroll and Sapon’s Modern Language Aptitude Test [MLAT] appeared in 1959. Initially, this battery of tests was used within the US military to assist in the selection of soldiers working in foreign countries since they needed to be proficient foreign language learners. 40 years later, researchers such as Skehan [1998] and Meara [2005] revisited the notion of language aptitude and what it might mean for foreign language learning and teaching. Meara’s team at University of Wales, Swansea created a new LA test battery called LLAMA. This presentation reports on a current research project using LLAMA to test the aptitude of teachers in service, as well as those in training for the profession. It is posited that teachers and trainees with higher LA scores may prove more effective classroom practitioners and, if this is true, then LA should be included as a predictor in the selection of candidates for ELT training.

Aubrey Welsh currently manages a university preparation and English language facility at Massey University, Albany. Aubrey’s work experience also includes 5 years in teaching and teacher training in Asia, 8 years teaching English in Auckland, a secondary school teaching career as well as 10 years in television broadcasting, managing productions for a national television channel.
Saturday 2 October: 1.35 PM

CLANZ & SIG Meetings

CLANZ Meeting

Building Capacity in the Community Languages Sector: A strategy

Mary Roberts, Secretary of Community Language Association of New Zealand

Anya Filippochkina, of Russian Cultural Centre Trust

Location: Workshop Community
Topic: Community languages (including Pasifika, migrants, refugees, and others)

The Community Languages Association of New Zealand (CLANZ) will take workshop participants through the contents of the Community Languages draft strategy. At this focus group session, the participants will have the opportunity to assess the goals and objectives and have an input in finalizing the strategy.

Mary Roberts has been involved with Community Language maintenance in New Zealand for many years and is currently Secretary of CLANZ.

Primary SIG Meeting
Secondary SIG Meeting
Tertiary SIG Meeting
**Saturday 2 October: 2.40 PM**

**Workshop Sessions**

**Building learning communities in ESOL Literacy classes**

*Gayle Pearson, Literacy Tutor of English Language Partners Waikato*

*Susan Wright, Tutor of English Language Partners Waikato*

- **Location:** Room 1
- **Category:** Workshop Community
- **Topic:** Integrating language and content teaching

Wrigley, H.S, & Guth. G.J.A. (1992) state that “adult ESL Literacy is an exciting new field that challenges traditional views of language, literacy and learning. The field has come to realise that adult learners bring with them a variety of skills, interests and abilities that help them to access literacy in its many forms.”

Two Adult ESOL Literacy classes in the Waikato have developed unique communities of learning. Learners, ESOL tutors, bilingual assistants and volunteers learn together through embedding literacy and language learning into meaningful contexts such as sewing and cooking. These contexts relate to the students’ daily lives and help them strengthen links with their new communities.

Gayle Pearson and Susan Wright from English Language Partners Waikato will describe the settings of the classes and how the learners have defined the approach.

Participants are then invited to apply some of these principles to their contexts and explore new ways to build their own learning communities.

*Gayle Pearson has taught adult literacy classes to migrant learners for the past 7 years. She is an experienced tutor, with a special interest in and experience with adult women from the local Somali community.*

*Susan Wright has been involved in adult ESOL Literacy for the last ten years. As a tutor with English Language Partners Waikato she is involved in their literacy and employment teaching programs.*

**Play By The Rules: Vocabulary Games and Language Learning**

*Wendy Larson, Lecturer of Brigham Young University-Hawaii*
This session’s presenter will share the value of making vocabulary learning fun through a practice focused approach. A demonstration of how to take five classic games and turn them into vocabulary games that can be used in an English classroom will be the session’s objective. When students participate in an interactive task and they are having fun, they are more likely to learn. Vocabulary games are most successful when teachers also help students learn new words by finding meaning through context. A potential problem with using vocabulary games in the classroom is that students may not learn vocabulary because they are too focused on learning the rules of the game. Methods of overcoming this challenge will also be shared. Participants in the workshop will play some of these vocabulary games as well as learn how to teach these games to their own students.

**Wendy Larson** teaches English at BYU-Hawaii and has a special interest in helping students improve their speaking skills. She loves working with a diverse, international group of students. She has a Masters degree in Second Language Teaching from Utah State University.

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**Tools for the Trade: developing communication skills for employment pathways**

*Jacky Springall, Manager, Employment Pathways Program of AMES*

This workshop will draw on the experience and data collected over 21 months of classroom delivery in the Adult Migrant (AMEP) Employment Pathways Program. This national pilot program funded by the Federal Department of Immigration and Citizenship in Australia aims to assist new migrants and refugees learn English while also gaining familiarity with Australian workplace culture and practices. AMES, the leading language and literacy provider in Victoria has delivered over 100 courses in this program in both metropolitan and rural settings across the state, to adult ESL learners from beginner ESL/unskilled level to upper intermediate ESL/professional level.

The workshop will outline the model and approach for delivering industry contextualised ESL which has focussed on both language delivery and developing an awareness of workplace cultures in Australia. The model is highly adaptable to youth and community programs. The workshop will feature some of the activities and resources that can be used to develop the underpinning language, literacy and employability skills ESL learners need to successfully get and keep a job. Participants from the AMES Victoria program are now employed in industries including manufacturing, hospitality, asset maintenance, agriculture...
and retail, and in professional and service areas such as community and children’s services, finance, engineering and research.

**Jacky Springall** has taught in the AMEP in Victoria for many years. She is currently managing the Australian Governments Adult Migrant Employment Pathways program for AMES and is the author of two recent teaching resources, Taking Care and Keys to Work, designed to assist learners to success fully participate in the Australian workplace.

**Language Mediating Learning: the tutor-student partnership**

*Dorothy Thwaite, ESOL Programmes Manager of English Language Partners New Zealand*

*Jo de Lisle, Tutor of English Language Partners*

*Val Scott, Tutor of English Language Partners*

Location: Room 4  
Category: Community  
Topic: Integrating language and content teaching

In this workshop we plan to create (on a room-sized scale) a community of knowledge about negotiated learning and how it works in adult language learning in Aotearoa New Zealand, using as a base the learning from a new programme. English for Employees was developed by English Language Partners in 2009. In a 25-hour module each class creates its own learning community. Students negotiate the ...

**Abstract**

In an ideal world of adult education, learners would be at the centre of every event: negotiating the learning, controlling the outcomes, directing the assessment. In the real world of adult education barriers loom large, but they are not always insurmountable. In a programme launched in 2009, staff and learners of English Language Partners work in partnership to negotiate learning content, goals, assessment. Tutors and students are involved together in the co-construction of language and curriculum knowledge. (Gibbons 2003) The English for Employees programme provides language, literacy and numeracy to members of the workforce whose first language is not English. Unlike mainstream Workplace Literacy programmes, this nationwide provision is individualised, learner centred and usually off site. Each learner is funded for only 25 hours. Surprisingly, in that 25 hours students set and achieve smart goals, many of which are language-related rather than language-centred. Less surprisingly perhaps, the majority of learning goals concern informal communication in the workplace. Participation in an event like a water-cooler conversation or a social chat in the cafeteria demands a whole range of skills and qualities, beginning with confidence: language alone is not enough. Findings from the first year of this new programme show learner goals to be focused on changing their identity in the workplace: to achieve more acceptance, more initiative, more integration, more independence. The programme is possible because it doesn’t start from scratch. Tutors and learners both come with high levels of prior knowledge and expertise which they combine to create new skills and knowledge which is linked back to individuals known world. Language is part of the
learning but by no means the whole. Each class creates its own learning community in which
the tutor is a facilitator of learning more than a provider of knowledge. Students negotiate
the content with the tutor, and with one another. They set their own learning goals, with
varying levels of assistance. They are involved in measuring their own progress and
providing evidence of their achievements. Individual learning plans, learner portfolios and a
purpose developed assessment tool engage students and tutors in partnership. There are no
textbooks, content-based learning outcomes, formal tests. In any group of 6-8, the students
are likely to be of differing levels of language confidence, different educational or training
backgrounds and employed in different industries. In this workshop we will use some
findings from this programme to provide a basis for a forum: in fact we plan to create a
room-sized community of knowledge about negotiated learning and how it works in adult
language learning in Aotearoa New Zealand, where many practitioners overcome barriers to
create opportunities for talking to learn rather than learning to talk. (Cook-Gumperz 2008)
and many teachers act as partners in learning. We hope everyone will leave with a heavier
kete of knowledge and several new strands in our professional networks.

Dorothy Thwaite (MA, DIP SLT, Dip Tchg) has taught ESOL and languages in and out of New
Zealand. She currently manages the ESOL programmes for ELP.

Jo de Lisle (Dip SLT, MEd) is an ESOL teacher and assessor with years of experience from
Wintec and in community education. She now coordinates the English Link Assessment
Service at Waikato Migrant Resource Centre and continues to teach and support English
learning for people from other language backgrounds.

Val Scott is a workplace tutor and assessor (Dip Tchg, Cert. Adult Literacy, Cert Adult &amp;
Tertiary Education, Cert TESOL) with 20 years experience including teaching in Laos, Vietnam
and Thailand for 5 years. Recently she has taught in a fish factory and in a sewing factory.

Today's teaching, tomorrow's text

John Macalister, Senior lecturer of Victoria University of Wellington

Location: Room 5
Category: Secondary ESOL, Workshop Tertiary ESOL / EFL
Topic: Reading

How to teach reading can be an issue for teachers, who may over-rely on comprehension
questions or treat a reading text as a grammar lesson. This workshop presents a framework
that can be used when planning a reading based lesson, so that what's taught today makes
reading easier tomorrow.

John Macalister is senior lecturer, School of Linguistics and Applied Language Studies,
Victoria University of Wellington. He is also President of the Applied Linguistics Association
of NZ. His principal research and teaching interests are in language curriculum design and language teaching methodology.

Interaction matters

Sharron Verberne Heazlewood, Principal/Director of English Language Matters

Location: Room 6
Category: Secondary ESOL, Workshop Tertiary ESOL / EFL
Topic: Listening, Reading, Vocabulary / Corpora, Speaking and Pronunciation, Integrating language and content teaching, Grammar, Writing

Learners retain information best when information is authentic, relevant, interesting and interactive. Pedagogically, this is nothing new, but how does one incorporate this truism effectively and efficiently into everyday teaching?

This practical workshop will focus on techniques used to enhance the learners’ experience by bringing the teacher’s own experiences into the classroom, and allowing the learners to interact in a meaningful way. Entering the classroom with no resources but a laptop will be explored, as well as ways in which to effectively use letters, newspaper articles, and class outings.

Sharron Verberne Heazlewood combines her life experiences with those of her learners when teaching. With teachers who share her dream that each learner matters, Sharron lives her dream of having her own language school, and communicative success is achieved through specific interactive methods.

Using songs in the language classroom

Amilcar Oliveira Carvalho-Neto, Teacher of University of Otago Language Centre

Location: Room 7
Category: Tertiary ESOL / EFL

Summary
A workshop with practical ideas on how to use songs in the language classroom in a variety of ways. The presenter has created over 100 song activities over the years in which he has used lyrics of songs to elicit and review grammar, practise vocabulary and the phonemic
script, introduce writing tasks or simply develop listening and reading skills. He feels that music is a powerful teaching and learning tool.

**Amilcar Oliveira Carvalho-Neto** is from Santos, Brazil, where he taught English for over 15 years after having spent 4 years in London, England. In 2002 he did a DELTA Course in Christchurch before moving to Dunedin, where he has worked as a Director of Studies, Teacher Trainer and External Examinations Manager. He now teaches English full-time at the University of Otago Language Centre.

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**The Vocabulary Box**

*Donna Bliss, ESOL Programme Coordinator of CUPELS, Massey University*

**Location:** Room 8  
**Category:** Tertiary ESOL / EFL  
**Topic:** Vocabulary / Corpora

This practical workshop presents a simple systematic idea for helping learners accumulate and learn new words. The vocabulary box is an easy, flexible and fun method of learning vocabulary. Fun leads to motivation. Materials required are ultra-low-tech; coloured paper and a cardboard box, and the time required is approximately 15 minutes per lesson. Words are put into context and used in communication through a variety of interactive activities. This method gives learners a metacognitive awareness of vocabulary learning strategies and provides opportunities to focus on many of the aspects of knowing a word.

*Donna Gay Bliss* currently works as the ESOL Programme Coordinator at the Centre for University Preparation and English Language Studies, Massey University. She has taught ESOL in Spain, Italy, England, Egypt and New Zealand. One of her particular interests is fostering interaction in the class.

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**Bottom's up or Bottom up?**

*Jeanette Barsdell, Director of tesolteacher.nz*

**Location:** Room 9  
**Category:** Tertiary ESOL / EFL  
**Topic:** Listening, Speaking and Pronunciation, Teacher Education

This workshop came out of two areas of frustration. The first, was that the presenter was not convinced that typical course book approaches to listening practice really help students. She found that they test students, highlighting their lack of ability but don’t actually teach anything. The presenters second frustration was the lack of authenticity in course book language which so often leaves students saying that they can’t understand anything outside
the classroom or know how to respond naturally. In the workshop using practical examples, video clips and group work the presenter will demonstrate a way to quickly produce popular and effective lessons.

*Jeanette Barsdell promised to leave the industry the day she got bored. So far it has been 21 years and she is still going strong. She says she is lucky in to work in a variety of areas within ESOL; teaching, training, managing and materials development.*

**Pronunciation and Spelling**

*Alison White, teacher, English Language Partners Hutt*

- **Location:** Room 10
- **Category:** To be confirmed
- **Topic:** To be confirmed

This practice-based workshop will be an interactive exchange of ideas where workshop participants will discuss various problems and strategies related to pronunciation and spelling. Examples of such problems include: How do you explain the pronunciation of cupboard, certain, curtain and train, carrot and rot, garage, ginger and guy? How can a student remember when to double a consonant as in swimming, hotter? Ideas will be presented on how to connect pronunciation and spelling through becoming aware of patterns, covering topics such as syllables, vowels, word and sentence stress and intonation. This awareness makes it easier for students to learn to pronounce unknown words and spell better. The presenter will draw on her experience teaching ESOL to adults and primary school aged children with dyslexia and spelling difficulties. The workshop will interest those who want to get more ideas about pronunciation and spelling and those who have them to share.

*Alison White is an experienced ESOL and French teacher and presently teaches English for Employees courses for English Language Partners Hutt and also community education classes for Onslow College, Wellington. She holds an MA (Hons) in French, Award TESOL (CITEC), Dip Teaching and Master in Public Health.*
Keynote Speaker Abstracts and Profiles

Sunday 3 October: 9.00am

More than words: Culture and identity in language learning and use

*David Nunan, Professor Emeritus, University of Hong Kong*

**Location:** Performing Arts Centre Hall

In this presentation, David Nunan will challenge the notion that acquiring another language is simply a matter of mastering language system, that is, the sounds, grammar and vocabulary of the target language. These are only part of the language learning story. Central to language learning and use is the personal and cultural transformation that comes with the acquisition process.

**David Nunan** is one of the plenary speakers and pre-conference workshop presenters and is Vice President for Academic Affairs at Anaheim University, California, Emeritus Professor at the University of Hong Kong, Honorary Professor at the University of NSW, and Senior Academic Advisor to GlobalEnglish Corporation in San Francisco. He has held positions at Chulalongkorn University, Bangkok, the Regional Language Centre, Singapore, and Macquarie University in Sydney. He has published over 100 scholarly books and articles on teacher education, curriculum development, classroom-based research and the teaching of grammar in the communicative classroom. Recent books include *Task-Based Language Teaching* (Cambridge University Press), *Practical English Language Teaching: Grammar* (McGraw-Hill), *What Is This Thing Called Language?* (Palgrave Macmillan), with Phil Benson *Learners’ Stories: Difference and Diversity in Language Learning* (Cambridge University Press) and with Kathi Bailey *Exploring Second Language Classroom Research* (Cengage / Heinle), *Language and Culture: Reflective Narratives and the Emergence of Identity*, with Julie Choi.

In addition to his research and scholarly work, Dr. Nunan is the author of several major textbook series for the teaching and learning of English as a Foreign Language. These texts are based on his task-based language teaching approach, and are widely used in schools, school systems and universities around the world. His series *Go For It* is the largest selling textbook series in the world with total sales of over seven hundred million copies.

**David Nunan** has served two terms on the TESOL Board of Directors, first as Member-at-Large, and then as President. He was the first person to serve as President from outside of North America. In 2007, he was elected to the Board of Trustees of The International Research Foundation for Language Education.
Recent honours and awards include a 2002 citation by the United States Congress for services to English language education, and the 2003 TESOL Lifetime Achievement Award. In 2005, he was named one of the 50 most influential Australians internationally. In 2008, Anaheim University created the David Nunan Institute for Language Education to further language education and research around the world.

Sunday 3 October: 4.15PM

Understanding context and enhancing communication: Mediating the worlds of the practitioner and researcher

Rosemary Erlam, Senior Lecturer in the Department of Applied Language Studies and Linguistics at the University of Auckland

Location: Performing Arts Centre Hall

Many of us, notwithstanding the fact that we may work in very different contexts, find ourselves under increasing pressure to research, publish and thus contribute to the growth of New Zealand’s ‘knowledge economy’. Is this research and the knowledge generated by it, however, useful to the practitioner, that is, the language teacher? Is the idea, not uncommon in the literature, that there is a gulf between the practitioner and the researcher true of the New Zealand context? My ‘story’ will suggest it may be.

On one level, we need to recognise that there is already a large amount of research knowledge that is available. We need, however, to ‘mobilise’ this knowledge (Levin, 2010) and make it accessible to teachers, using language based on pedagogical concepts rather than technical constructs (Ellis, 1998). There is evidence to suggest that New Zealand teachers do want this knowledge and that given the opportunity to ‘positively’ engage with it that it may impact on their teaching (Erlam, 2008). On the other hand, we need research that engages with issues of concern in New Zealand contexts. While there are encouraging examples of teachers doing their own research (Jeurissen & Kitchen, 2007; Denny, 2005) there are also barriers. A possible way forward is for there to be greater dialogue and collaboration between the researcher and the teacher. This presentation will also propose that Ortega’s (2009) metaphor of ‘in-betweeness’ may be helpful in enabling those working in these different contexts to reconceptualise how they view and relate to each other.

Finally, Ortega (2005) claims that research is value-driven. What does this mean for research in New Zealand? How does the type of research that we are engaging in reflect the values that we hold? What sort of research do we need in and for the future?
Rosemary Erlam is a senior lecturer in the Department of Applied Language Studies and Linguistics at the University of Auckland. She initially trained and worked for a number of years as a speech-language therapist and then as a French language teacher. Rosemary’s PhD, completed in 2003, was an experimental study investigating instructional effectiveness in the French language classroom. Rosemary has a variety of research interests including second language acquisition, teacher education and language assessment. Involvement in a number of Ministry of Education funded projects has given her the opportunity to research effective language learning in the New Zealand context, an area of particular interest. This has also enabled her to meet and be involved nationally with teachers in professional development programmes. Rosemary has published widely, in both national and international journals. She has also been involved in a number of research collaborations, one of which has resulted in the recent publication of a book which she has co-authored and which is entitled Implicit and Explicit Knowledge in Second Language Learning, Testing and Teaching.
**Colloquium Session**

**Sunday 3 October: 10.40am**

**Pronunciation: What works in the classroom?**

**Location:** Performing Arts Centre Hall  
**Category:** Tertiary ESOL, EFL colloquium  
**Topic:** Speaking and pronunciation

**The use of ... pauses**  
*Adam Brown, Head, International Business, AIS St Helens*

Pauses are important in speech for several reasons. Firstly, on a basic level, they allow the speaker to take breath. Secondly, pauses are used to show what belongs together grammatically. Thirdly, since punctuation is used in written English to show the same thing (what belongs together grammatically), pauses usually coincide with punctuation in a written text. Fourthly, when reading a dialogue out loud, it is important to leave long pauses at paragraph breaks that involve a change of speaker. Fifthly, a pause can often be employed after an item in order to add emphasis to it. Finally, by concentrating on pausing, speakers are able to control their breathing and avoid speeding up to unacceptable rates. Classroom materials for the practice of pausing will be examined.

*Adam Brown* teaches at AIS St Helens, is an AKTESOL committee member, and editor of the 2008 CLESOL conference proceedings. He has a PhD in phonetics, and has taught in the UK and Southeast Asia. Recent publications include *Sounds, Symbols and Spellings* (McGraw-Hill 2005) and *English Language Myths* (McGraw-Hill 2003).

**An online dictation exercise**  
*Melanie Garrish, Lecturer, Unitec*

Students often remark that Kiwis talk too fast. In order to aid students in more effective decoding and processing of New Zealand English in natural rapid speech, a wide range of digital tools can be used to regenerate the old school activity of dictation. The aim is to raise students’ awareness of both suprasegmental and segmental features of New Zealand English pronunciation. This presentation describes a cloze activity based on radio news items with an embedded audio file. However unlike a traditional cloze where random words are converted into gaps, the words are converted into gaps consisting of groups of words representing perceived thought groups. After transcribing a thought group, salient suprasegmental features are highlighted using digital IPA fonts and screencast videos with a webcam.

*Mel Garrish* is DELTA-trained, and has been teaching ESOL for 20 years. She teaches on the Diploma in English Programme, and is a CELTA teacher trainer. She is passionate about using
social learning tools to enhance language learning, and showing students how they can use technology to develop their English autonomously.

**Persistent pronunciation problems**

*Joanna Smith, Lecturer, Unitec*

After teaching pronunciation to hundreds of learners, it become clear to the presenter that some errors are common to many students, while others affect only a few. This presentation describes pronunciation errors which have presented themselves most frequently in the presenters’ classes, and how she has dealt with them. This will culminate in a ‘toolkit’ of some fun activities to use with your own classes.

*Joanna Smith* has a background in Linguistics, and has been teaching English as an Additional Language in the tertiary sector for more than a decade. Her particular interests are teaching speaking and pronunciation to advanced learners.

**Memory networks**

*Sue Sullivan, Teacher, Papanui School, Christchurch*

This presentation will consider the effect of different listening/speaking/pronunciation exercises and tasks by referencing them to what kind of memory – either conscious or unconscious (declarative or procedural) – will be activated. This creates awareness, for teachers and learners, of which memory network we are activating in our work, and what outcomes we can expect. Awareness of what memory systems we are influencing might bring us more clarity when we select a particular task or discuss an issue with students. When students become aware of these issues and outcomes too, they can be clearer about why they are doing this or that exercise.

*Sue Sullivan* has taught ESOL for many years in New Zealand and overseas. She is researching adults’ listening abilities and development of automatic linguistic processes, such as sounds and grammar. The aim is to develop exercises for adult learners to achieve greater proficiency in listening, speaking and general language areas.
Paper Sessions

Sunday 3 October: 10.40am

Making Language and Learning Work: Learning from a Primary Classroom

Presenter: Margie Askin-Jarden (with support from Gaylene Price)

Location: Room 1
Category: To be confirmed
Topic: Integrating language & content teaching

Making Language and Learning Work 3 (2009) is a DVD available in primary schools that exemplifies effective teaching practice for culturally and linguistically diverse learners in New Zealand schools. The DVD is underpinned by rigorous methods and approaches which model how teachers can scaffold and differentiate learning in their classroom. It is also aligned with key intentions in The New Zealand Curriculum:

- that students need specific help from their teachers as they learn the specialist vocabulary associated with each Learning Area and how to read and understand its texts (p.16)
- that different teaching strategies and approaches work differently in different contexts and for different students (pp. 34-35).

Margie Askin-Jarden is a very experienced primary teacher (Assistant Principal) who is currently teaching Years 7 and 8 at a multicultural school in Christchurch. She is one of the teachers featured on the DVD Making Language and Learning Work 3™. She leads literacy and ESOL in her school and is recently involved in an ICT cluster trip observing the practice of teachers in schools across New Zealand.

Billiard balls and solar systems: Science textbooks and vocabulary load

Presenter: Averil Coxhead, Senior Lecturer of Victoria University of Wellington

Co-author: Liesje Stevens, Student of Victoria University of Wellington

Co-author: Jenna Tinkle, Student of Victoria University of Wellington

Location: Room 2
Category: Secondary ESOL
Topic: Vocabulary / Corpora
This small study focuses on the vocabulary in four high school level Science textbooks in the Pathway Series published by New House in Auckland for years 9-12 (Hook, 2004; 2005; 2006; Relph, Croucher, & Castle, 2006). The target audience for this series is high school students aged between 12-17 years. The aims of the study are to investigate the vocabulary load of these texts and then explore differences and similarities between the lexis used in the books on a common topic. We also consider what teachers could do to prepare their students for encountering the vocabulary in these textbooks, as well as how teachers might investigate the vocabulary in their textbooks and other materials.

Averil Coxhead is a senior lecturer in the School of Linguistics and Applied Language Studies.

Liesje Stevens is a BA student at Victoria University, majoring in Linguistics and Second Language Education.

Jenna Tinkle is an honours candidate in Classics at Victoria University of Wellington.

Creating Effective 21st Century Communicators

Ainslie Ballard, Lecturer/tutor of Foundation Year Otago University

Philip Maw, Lecturer/tutor of foundation Year, University of Otago

Location: Room 3
Category: Tertiary ESOL / EFL
Topic: Integrating language and content teaching, Teacher Education

In 2008/9 the presenters wrote five Academic English foundation courses for the University of Otago, Dunedin. This paper traces the approach taken to achieve the best possible English papers for students, both national and international, many of whom come to be prepared to enter the highly competitive health sciences. The presenters will outline the process they followed, from the initial exploration of the requirements of each university department to the publishing of the final documents and tutorial books. This will include initially looking at current literacy strategies, innovation and best teaching practice, such as providing exemplars, detailed marking criteria, clear guidelines and feedback, a fully integrated ICT approach, and developing a matrix to show an integrated connected curriculum. The presenters will also discuss the successes and trials and tribulations of the implementation of the new courses and our programme outlines.

Ainslie Ballard teaches Academic English and Marketing and Management at Foundation studies at the University of Otago. She was previously Senior Lecturer and Programme Leader of the Bachelor of Communication Studies at the Auckland University of Technology.
Philip Maw teaches Academic English at Foundation Year, University of Otago. He is Vice-President of the New Zealand Association of the Teaching of English. He has a wide experience in secondary schools. He was previously Head of English at King’s High School.

Mediating language learning in an online environment

Madelize Bekker, Learning Design Consultant of Vital English

Location: Room 4
Category: Tertiary ESOL / EFL
Topic: ICT/CALL, Multiliteracies

Many classroom teachers would like to develop their own online resources to supplement their classroom teaching. The authors of this presentation have managed a project to develop a range of online and blended learning courses for IELTS test preparation. This presentation will describe the strategies, challenges and advantages of developing these courses and will generalise this experience to provide practical tips for creating online resources for the ESOL classroom.

Some of the questions which will be discussed are:

- How is language learning mediated online?
- What are the implications of e-learning on the socio-cultural aspects of language learning?
- What support does online learning provide in the Zone of Proximal Development?
- Can productive skills be effectively developed in an online environment?

Madelize Bekker has been leading the project development team in New Zealand since April 2009 and is currently involved in a number of similar e-learning projects. She is an experienced ESOL teacher, instructional designer and project manager who graduated with an M.A. (Applied) from VUW in 2009.

Dr Reinhard Tenberg is Programme Manager for E-learning at the University of Cambridge (Cambridge Assessment) overseeing the production of a number of high-stake blended learning courses. Before joining Cambridge University he was Assistant Director for language and cultural training at the Foreign and Commonwealth Office in London for seven years specialising in the development of online language courses and virtual classroom teaching.

Extensive Reading: One Teacher’s ER Experience in a Japanese University

Thomas Koch, Associate Professor of Kindai University

Location: Room 5
Category: Tertiary ESOL / EFL
Topic: Reading
Extensive reading (ER) has been shown to be effective in improving many areas of language learning that include linguistic proficiency, improvements in writing, vocabulary, oral proficiency and spelling, and increased motivation toward reading.

This paper reports on a classroom ER program that had been employed over the previous two academic years and evolved during a research project at a major Japanese university. This approach requires the students to read relatively easy materials so that they can experience fluency quickly and successfully participate in the program. The students are then able to access an online Moodle Reader Module and take a test on the book they have read.

The results of outside reading activities will be discussed. Particularly interesting is the fact that one student clearly spent more time on outside reading activities than the number of hours scheduled for a typical one year university class.

**Thomas Koch** is from Evansville, Indiana, USA. He has a MEd from Temple University and a BS in Business from Indiana University. He is an associate professor at Kindai University, Osaka, Japan. His main interest is in extensive reading.

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How we use language for reasoning: Teaching the discourse features of Discussion of Results

_**Jean Parkinson, lecturer of Victoria University of Wellington**_

**Location:** Room 6  
**Category:** Tertiary ESOL / EFL  
**Topic:** Vocabulary / Corpora, Integrating language and content teaching

This talk draws on a study involving a corpus of the Discussion of Results sections in research articles as well as a small corpus of writing in which L2 first year students discuss experimental results. Discussion of Results involves expression of complex reasoning in which writers explain their findings, consider possible causes for their results, and the conditions needed for certain results, and compare their findings with other published work to show where their findings extend these or (dis)agree with them. Because the discourse features of the Discussion of Results genre can prove difficult for L2 undergraduate students to acquire, the paper considers what language students choose to use in expression of cause, condition, purpose and comparison, and how their choices compare with the choices made in research articles. Suggestions are made for using concordance data to extend students’ choices in expressing reasoning in this genre.

_Jean Parkinson_ is a lecturer in Applied Linguistics/TESOL. Her main research interests are the discourse features of science genres, and academic literacy acquisition, in particular literacy acquisition in the areas of science and applied science.
Teaching pragmatics: Classroom perceptions and practice

Heather Denny, Senior Lecturer of AUT University

Annette Sachtleben, Senior Lecturer of AUT University

Location: Room 7
Category: Tertiary ESOL / EFL
Topic: Sociocultural theory, Speaking and Pronunciation

The presenters will summarize key findings of a study conducted in an Auckland tertiary institution. English teachers were asked about their perceptions and practices in teaching the pragmatics of spoken NZ English. The presenters will report on areas in which pragmatics-focused materials were seen as lacking and barriers to teachers’ use of authentic texts in teaching pragmatics. Four teachers working as research participants developed and evaluated their own pragmatics-focused materials based on semi-authentic listening texts. Preliminary results of the evaluation of one set of materials for an undergraduate course in interpreting and translation will be presented. Data consisted of learner and teacher reflective journals.

Heather Denny is a senior lecturer in English and teacher education at AUT University in Auckland. Her research interests include reflective practice and action research as teacher development tools and the teaching or pragmatics in spoken language. She has presented and published in Australia and New Zealand.

Annette Sachtleben is a senior lecturer at AUT University in the School of Languages and Social Sciences. She has research interests in both pragmatic expression in New Zealand English, as well as explicit L2 pragmatics acquisition. She also teaches phonology. She has taught in Germany and China.

Trait or Context-Influenced Situational Characteristic? Willingness to communicate (WTC) as a factor in ESL vs. EFL

Denise Cameron, Senior Lecturer of AUT

Location: Room 8
Category: Tertiary ESOL / EFL
Topic: Sociocultural theory

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. Motivation, attitudes, personality and other psycho-social variables have been examined as factors which combine to influence the learner’s WTC. Whether this is a permanent trait or is modified by context (e.g. in an ESOL or EFL situation) has been discussed by various
authors. By means of a questionnaire and in depth interviews among migrant learners at an advanced level of English, the presenter has surveyed some of the factors which could have an effect on N.Z. ESOL students’ general WTC. Another project using similar research tools has been conducted by a co-researcher in Tehran University with the intention of comparing similarities and differences in WTC data between students learning English in their country of migration and in an EFL environment.

Denise Cameron is a Programme Coordinator in the School of Languages 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 L2A.

Really practice: Mediating culture and language learning in a rest home

Martin Andrew, Senior Lecturer, Swinburne University

Location: Room 9
Category: Tertiary ESOL / EFL
Topic: Sociocultural theory, Integrating language and content teaching, Language, culture, and identity, teacher education

In her reflective diary, Malli writes “to work in arrest home made me really practice speaking”. She is one of ten students who undertook community placements within Auckland rest homes as part of a second year assignment in a BA (EAL). This study reports on what these students gained linguistically, culturally and ontologically from interaction with the elderly at rest homes in Auckland. For them, the rest home was a site of a special kind of cultural and linguistic mediation. Within a larger project on learning beyond the classroom grounded in social identity theory (Norton 2000, 2010), motivation and self-actuation (Dornyei 2009), constructivist notions around ‘community’ (Lave & Wenger 1992; Wenger 1998) and poststructuralist insights into ‘language socialisation’ (Duff 2007), the study qualitatively presents data from learner diaries and from a focus group discussion held with four participants. The study suggests that placing advanced EAL students in “real world” contexts helps mediate learnings that impact linguistically, culturally and humanely.

Martin Andrew: After completing a PhD in English at Otago in 1991, Martin has lectured and researched in a range of English- and Linguistics-related areas at tertiary institutions in both New Zealand and Australia.

Values in an English-medium teacher education programme in Indonesia: Creating leaders

Hilary Smith, College of Education, Massey University

Location: Room 10
Category: Tertiary ESOL/EFL
This paper describes a research project with the staff of a school of education in a newly-established Indonesian university. The university is one arm of a philanthropic foundation which has nine core values: respect, patriotism, collegiality, excellence, integrity, inclusiveness, empathy, innovation, and accountability. The study took place after the first semester of teaching, which had largely focused on the language and study skills necessary for English-medium teacher education in English and mathematics. The staff explored how they had incorporated the nine core values into their courses, as part of the organisation’s aim to create teachers as future leaders of their country.

The presentation will focus on a description of the activities which the staff and students found to be successful in the development of the foundation’s core values.

Hilary Smith is a language and linguistics teacher and researcher with a focus on education in international development and migration. She has lived and worked in Tonga, Papua New Guinea, the Lao PDR, and currently has an ongoing advisory role in Indonesia. She has also worked on short-term projects in Vanuatu, Kiribati, India, Nepal, Thailand and Timor-Leste.
Diverse Children’s Construction of Learner Identities

Jae Major, Senior lecturer of Charles Stuart University

Location: Room 1
Category: Early Childhood and Primary ESOL
Topic: Language, culture, and identity

Primary school classrooms in the 21st century are increasingly characterised by cultural and linguistic diversity. With this diversity comes complexity as culturally and linguistically diverse (CLD) children construct social and academic identities shaped by the intersecting and sometimes conflicting discourses within the classroom. Designed first and foremost to be sites of learning, classrooms are characterised by strong academic discourses at macro and micro levels. At the macro-level are the discourses generated by the education system itself, and evident in the curriculum, school and classroom organisation, and classroom pedagogies. At the micro-level are the range of discourses that are brought into being through the interactions between students and teachers within individual classrooms. One powerful learning discourse is that of the competent learner. Children invest in a range of learner identities within this discourse and through their interactions work to position themselves in relation to it and to each other. In this paper I explore the learner identities constructed by CLD children in two Year 5 and 6 classrooms. Data were collected using in-depth video and audio recordings of classroom interactions over several weeks, and follow-up interviews with children and teachers. Using discourse analysis I investigated how the CLD focus children positioned themselves as learners, how they were positioned by others, and the affordances and resistances that occurred. Poststructuralist theories of identity and power provide insights into the discursive practices within the classroom, and the children’s struggles and successes in constructing learner identities. While English language competence clearly played a role in the learner identities available to the children, other factors such as culture, gender, the teacher and the task also became salient. This paper will begin with a brief outline of the theoretical and methodological frameworks for the research then move to present selected incidents to illustrate the identity work undertaken by the CLD children in the study. Tentative conclusions are offered about the implications of this identity work for teaching and learning.

Jae Major has recently moved to Charles Stuart University in Bathurst Australia after spending 15 years as a teacher educator at the Christchurch College of Education. Her research interests include identity and difference, primary literacy, and culturally responsive teaching.

Using Word families to enhance ESOL learners’ spelling and reading in an intensive English programme
Angela Bland, HOD ESOL of Riccarton High School

Location: Room 2
Category: Secondary ESOL
Topic: Reading, Writing

While Paul Nation’s word families (a base word and its inflected forms and derivations) (Nation, 2001), have received most of the attention in recent years, word families as defined in the methodology for teaching students with specific learning disabilities, have not really been explored with respect to ESL learners. These word families consist of onsets and rhymes or chunks. There are 37 word families in the English language that make about 500 one-syllable words, but there are many more common rhyme families. They, in addition to the 1000 vocabulary list, could provide an addition to the repertoire of English vocabulary especially for those students from Foundation to Stage 2 of the English Language Learning Progressions. Word families help develop learners’ phonological awareness as they do for children when learning in their first language. Teachers who are enabling learners to acquire a second language efficiently, need to teach strategies to help each second language learner develop tools for structural analysis of words. It is possible that this ‘word list’ could become as important as that of the 1000 word list.

This study investigates the explicit differentiated teaching and learning of word families for improving learners’ spelling and reading in an intensive English language programme.

**Angela Bland** is the HOD ESOL at Riccarton High School. She has been teaching ESOL for 17 years. Angela has taught overseas and in New Zealand. While she has a MA TESOL, she is also an English teacher and SLD tutor. At home her family speak English and Spanish.

Writing for management and marketing courses: an analysis of assignment types and skills required

Laura Haseley, Bridging Programmes, University of Canterbury, New Zealand

Location: Room 3
Category: Tertiary ESOL / EFL
Topic: Reading, Writing

Students on a joint “3+1” degree programme between the University of Canterbury School of Management and the Zhongnan University of Economics and Law School of Business Administration are required to take a 6-week Bridging course on arrival run concurrently with a stage 2 Commerce paper, to prepare them for their final year of study in New Zealand.

Prior to the students’ arrival, a categorization of the writing assignments required in their final year papers was carried out, and the characteristics of these assignments, as well as the skills required for completing them were analysed. The data analysis of this research has implications for this particular Bridging course and EAP writing instruction in general.
Laura Haseley is Programme Leader of English for Academic Purposes at the University of Canterbury.

Feedback mechanisms that mediate learning: Exploring contexts for feedback in the R2D2 model for online learning activities

Helen Cartner, senior lecturer of AUT

Location: Room 4
Category: Tertiary ESOL / EFL
Topic: Testing and assessment, ICT/CALL, Multiliteracies, Teacher Education

Feedback is a powerful influence on learning but its type and how it is communicated can make this impact either negative or positive. Hattie and Timperley’s feedback model will be examined and aspects incorporated within Bonk and Zhang’s R2D2 model for online learning activities which is a cycle of Read, Reflect, Display and Do. The R2D2 model provides a framework for the development of a constructivist environment which supports collaborative and active learning experiences in a blended space. Using a questionnaire, students of an English for Academic Study programme, evaluated four learning activities based on the R2D2 model. Although limited in terms of its data gathering method, the evaluation of the R2D2 model was an initial enquiry into its perceived benefits by students. Analysis suggests that the results were favourable, giving insights into the power of feedback from teachers, online resources and of peers. Students also gave insights into the importance of real-life activities, which assist the learning of academic skills for vocabulary acquisition, pronunciation, note taking and giving oral presentations.

Helen Cartner is a Senior Lecturer in the School of Languages and Social Sciences at AUT University, New Zealand. Her research interests are in academic literacy and numeracy education, the teaching and learning of listening skills and in digital technologies.

A fortnight of ESP – Aviation English in Indonesia

Rod Lewis, CPIT

Location: Room 5
Category: Room 5
Topic:

ESP is the teaching of English for specific purposes. Should ESP training be general or narrow?

This paper is a Keynote video presentation illustrating the strategies of: initial needs analysis; error correction; basic grammar tasks; round robins; pattern sorting; music and jazz
chants; pronunciation tasks; back to board games and face to face exercises all using authentic aviation lexicon for flight attendants, ground crew and flight engineers.

Four classes of flight attendants had two and a half days training, ground crew and engineers had one day. A specially written booklet included speaking tasks and flight announcement texts.

Objectives were

1. to improve the English pronunciation of Mandala Indonesian Airline staff.
2. to increase the confidence of cabin crew to converse with passengers.

The first objective necessitating a narrower vocational approach and the second requiring a more general approach are demonstrated and discussed.

Rod Lewis has taught (ESOL) at CPIT since 1995. He was a psychologist, a teaching fellow and U.G. C. scholar at Canterbury University, has taught in special education fields and began the adult literacy and numeracy programme at Christchurch Polytechnic. He has a doctorate in psychology, Dip.Tchg and CTEFLA.

Written corrective feedback and targeted error categories

John Bitchener, Professor of AUT university

Location: Room 6
Category: Tertiary ESOL / EFL
Topic: Grammar, Writing

While there is general agreement that written corrective feedback helps learners eliminate errors on text revisions, researchers disagree over the extent to which it can assist the acquisition process (measured by the ability to eliminate different retypes of linguistic error in new pieces of writing over time). For example, it is yet unknown how effective written CF can be in helping advanced ESL learners further increase their mastery and control over partially acquired linguistic forms/structures. This paper presents the findings of an unpublished, recently completed study that investigated the effectiveness of on-line written CF in helping twenty advanced ESL learners improve the accuracy with which they used singular and plural nouns and subject-verb agreement. Statistically significant (ANOVA test) differences were found in the effectiveness of written CF for treating the two linguistic error categories but no difference was found between the two types of feedback. The findings suggest a positive effect for providing even advanced ESL learners with written CF so that they might further increase their mastery and control over rule-based linguistic forms and thereby eliminate linguistic irritations and distractions that can a source of negative
stigmatization. The contribution of the study to currently available findings and their endorsement of currently debated theoretical positions will be discussed. Finally, recommendations for classroom teachers will also be offered.

**John Bitchener** is Professor of Applied Linguistics at AUT University and co-Editor of New Zealand Studies in Applied Linguistics.

**Showing interest and involvement: effective listener strategies in English**

*Nicky Riddiford, Senior ELI Teacher of Victoria University of Wellington*

Location: Room 7  
Category: Tertiary ESOL / EFL  
Topic: Language, culture, and identity

Providing appropriate verbal and non-verbal feedback in a spoken interaction is a key method of establishing rapport and showing interest in a conversation. However, research on conversational styles shows that the strategies used by listeners can vary from culture to culture and listening behaviours that are considered polite in one culture may not be considered polite in another. Understanding how a listener indicates interest and involvement in a conversation is a necessary and important part of learning a second language. This paper reports on an action research study of a classroom activity designed to raise awareness of listener strategies in English and provides snapshots of learners developing competence in this area.

*Nicky Riddiford* is the coordinator and teacher of a workplace communication programme for skilled migrants at Victoria University of Wellington. She has over 25 years experience teaching ESOL, EAP and teacher training courses. She is a member of the Language in the Workplace Project research team at Victoria University.

**Reducing student anxiety: Task design for Study Abroad programmes**

*Nick Shackleford, Head of Department of Unitec Institute of Technology*  
*Lesley Riley, Associate Professor of University of Toyama, Japan*

Location: Room 8  
Category: Tertiary ESOL / EFL  
Topic: Language, culture, and identity

Research shows a significant percentage of students experience anxiety about many aspects of study abroad, both pre-departure and during their overseas programme. The initial part of a study undertaken with Japanese university students identified high anxiety about
communication with host families, knowing ‘the right thing’ to do culturally, understanding the classroom teacher and anxiety about various practical issues. This presentation demonstrates examples from a series of tasks designed to help reduce anxiety among Japanese university students planning to take part in a short-term study abroad programme. A range of language learning strategies were woven throughout individual tasks and ‘30 Hot Language Learning Tips’ were provided as an integral part of the language learning strategy training. The task series was designed for student completion before, during and after the study abroad programme and required students to research and complete tasks independently, with the assistance of teacher guidance prior to departure.

Nick Shackleford is the Head of the Department of Language Studies at Unitec Institute of Technology. He manages programmes in English language for migrant and international students, international languages and language teacher education. He has research interests in transnational education, language policy and in language acquisition.

Lesley Riley teaches and researches in a Japanese medical university. Her research interests include self-regulated learning, materials design and academic writing.

Best practice in providing student support service: An Australian perspective

Katherine Brandon, Professional Support & Development Officer of English Australia.

Location: Room 9
Category: Tertiary ESOL / EFL
Topic: Management

In Australia there has been considerable attention in the media about the support and safety of international students. As part of its focus on identifying and sharing best practice across a range of priority areas, English Australia, the peak body and professional association of institutions that teach English to international students (ELICOS), carried out research into ways their members were ensuring their students were supported inside and outside the classroom during their studies. The researcher identified six key features that underpin best practice in the areas of student induction, student engagement and the particular needs of young learners. These features include business management and organisational culture; information and communication; staffing; and networks. The researcher will briefly outline the project then outline and illustrate the key features of best practice. These practical findings have broad application and could inform New Zealand practice as well as that in Australia.

Katherine Brandon is Professional Support & Development Officer for English Australia. Her main role is to progress EA's goal of providing leadership in raising educational, professional and ethical standards within member colleges. Katherine has over 20 years experience as a teacher, teacher trainer, educational manager, curriculum specialist and independent TESOL consultant.
Using Ellis’s (2005) principles for critical reflection and collaboration in EAP teacher education

Susan Millar, Teacher of University of Canterbury

Location: Room 10
Category: Tertiary ESOL / EFL
Topic: Grammar, Teacher Education

Language teacher education literature has focussed increasingly on the socio-cultural aspects of teacher development and the need for ongoing, reflective, practitioner-centred and situated professional development opportunities (Johnson, 2009). This project used a flexible professional development programme as the context for an investigative study of EAP teachers’ perceptions of Ellis’s (2005) principles as a tool for critical reflection.

Teachers in a university bridging programme were asked to select from a range of professional development activities including participation in this project. Volunteer participants in this research were surveyed on their familiarity with one of Ellis’s principles and then provided with reading and other optional professional development activities. The results of the follow-up questionnaire indicate that these activities were perceived as useful in terms of critical reflection and collaborative opportunities. This presentation will discuss the perceived benefits and constraints and suggest applications for reflective and collaborative language teacher professional development.

Susan Millar is an EAP teacher in the University of Canterbury Bridging Programmes. Her research interests include curriculum innovation and teacher education.
Culturally Responsive Teaching: What is it? What does it look like in a primary classroom?

Gaylene Price, ESOL and literacy adviser at the University of Canterbury.

Location: Room 1
Category: To be confirmed
Topic: Language culture & identity

Culturally responsive teaching is often quoted as a desirable position in current teaching pedagogy. It is not a single teaching event, but is achieved through daily, in-depth and integrated work. This paper outlines current theory of “Culturally Responsive Teaching” as well as drawing from Master’s research and classroom experience. Using an example from a classroom unit of work, a cultural and linguistic lens is overlaid onto a teacher’s planning to exemplify the changes and adaptations that shift the teacher’s perspective to reflect a culturally responsive pedagogy. The linguistic and cultural questions presented that frame the teacher’s planning can be applied to other classroom contexts.

Gaylene Price is an ESOL and literacy adviser at the University of Canterbury. In a national capacity she has written Teachers’ Notes for the Selections series, been involved in Making Language and Learning Work 3, and co-written ‘Meeting the Needs of English Language Learners’ a module to support implementation of National Standards. She has taught at a variety of levels in primary schools in Christchurch and London, and has recently completed a Masters degree with a focus on English language learners in NZ schools.

What should we teach? Corpus, course book and psycholinguistic evidence on high-frequency, multifunctional words

Elaine Vine, Senior Lecturer of Victoria University of Wellington

Location: Room 2
Category: Secondary ESOL, Tertiary ESOL / EFL, Community
Topic: Vocabulary / Corpora, Grammar

We test the common assumption that patterns of frequency revealed by corpus studies of English use should be reflected in pedagogical decisions about which language items should be taught and in what order. First, we present frequency data on the uses of ‘like’, ‘up’, ‘down’, ‘can’ and ‘will’ in 1) general English corpora, 2) learner English corpora, and 3) ESL course books. Do native (NSE) and non-native (NNSE) English speakers use the words in the same ways? Do the course book patterns of use match those found in the corpora? Second,
we present data from psycholinguistic experiments. What are NSE and NNSE processing preferences for these words? Do people’s processing preferences match corpus patterns of use for these words? We conclude by reflecting on the relevance that corpus data on patterns of language use and psycholinguistic data on language processing preferences might have for what we should teach.

Elaine Vine teaches pedagogical grammar, discourse analysis, and sociocultural theories of language learning/teaching in the School of Linguistics and Applied Language Studies, Victoria University of Wellington. She has teaching and research experience in primary, secondary and tertiary contexts.

What lecturers really require: An analysis of essay writing tasks at undergraduate level.

Martin White, ESOL Coordinator of University of Auckland

Location: Room 3  
Category: Tertiary ESOL/EFL  
Topic: Writing

This paper reports the results of a survey which analysed and classified essay writing assignments drawn from a wide variety of courses at undergraduate level at the University of Auckland. For the survey, one academic writing class was examined to find out what mainstream courses the students were enrolled in for that semester and what writing they were required to do in those other subjects to complete course assignments. The principal source of information for this survey was a range of actual course assignment tasks collected from course coordinators. Surveys of writing tasks are important as an aid to curriculum design and ensuring that academic writing courses are relevant and useful to those taking them.

This paper focuses on the essay as it is a widely used form of assessment. The resulting classification scheme is presented and compared with the treatment of essay writing in several widely used academic writing textbooks.

Martin White teaches academic writing on the ESOL programme at the University of Auckland. Previously he taught English in Germany, Saudi Arabia, Malaysia and Japan.

Design and use of an iLessonPlan

Alages Andre, Senior Lecturer of Manukau Institute of Technology

Location: Room 4  
Category: Tertiary ESOL  
Topic: ICT/CALL/Multiliteracies, Teacher Education
Learning technologies are increasingly playing a key role in mediating language learning. Although these technologies are being used to enhance teaching, learning and assessment, it is common practice for English Language teacher trainees to use traditional lesson plans which are presented as hard and/or soft copies of written text outlining the delivery of a lesson. The method lacks interactivity and does not cater for the trainees’ different learning styles. To deal with this problem, an iLessonPlan, which is a prototype interactive digital tool, was designed. The tool is an online template of a lesson plan with various features e.g. drop-down boxes, click and drag functions, hyperlinks to access multimedia resources, etc. Immediate feedback is built into the prototype and this enables trainees to address key elements in the iLessonPlan.

In this presentation, the prototype iLessonPlan will be demonstrated and its role in mediating language learning will be discussed.

Dr Alages Andre is a Programme Leader and Senior Lecturer at the School of English, Manukau Institute of Technology in Auckland, NZ. She teaches the ESOL and CATESOL Programmes and her current research interests are in eLearning and eTeaching.

Vocabulary size for foreign language teaching – A Comparison between English and Chinese language

Hiang Loon Low, Ph.D. Candidate, Department of Languages and Cultures, University of Otago

This paper aims to compare English and Chinese vocabulary size in terms of foreign language teaching (FLT). A survey will be first conducted about the vocabulary size of the two languages based on most representative corpora and dictionaries, and then about the vocabulary size of educated native speakers and that proposed for the foreign learners of English and Chinese, respectively.

Next, the paper will compare the vocabulary size of 2,000 word families of the influential General Service List (GSL) and the HSK word list (1992) of 8,822 words and its revised version, namely the 2009 & 2010 edition of New HSK word list of 5,000 words.

The paper concludes that a minimum of 5,000 words as required in the New HSK for learners of the Chinese language to grasp is far too big, as compared with the 2,000 word families given in the GSL for ESL or EFL learners.

Hiang Loon Low’s research interest is focused on the learners’ language needs and the word lists compilation in the area of foreign language teaching (FLT). She was the main author for two Mandarin textbooks, namely Mandarin for Hotel and Tourism Management and Mandarin for Food Management. She was also the co-writer and editor for the Practical Mandarin Guide Book + CD published in Malaysia.
EFL Students’ Writing Improvement: The role of Teacher- and Peer-scaffolding

**Presenting Author:** Mehdi Riazi, Associate Professor of Macquarie University

**Co- Author:** Malihe Rezaei, is an English language instructor and teaches at different language institutes.

Location: Room 6  
Category: Tertiary ESOL / EFL  
Topic: Writing

This paper reports a study aimed at discovering how teacher- and peer-scaffolding behaviours might improve students’ writing. Two groups of Iranian university students were exposed to teacher- and peer-scaffolding in the process of revising their writings. Verbal interactions between teacher and students and peers were recorded and then transcribed for the analysis of scaffolding behaviours. Moreover, students of the two groups were asked to write an essay at the beginning and the end of the semester on the same topic to be used as their pre- and post-test writing task. Essays were scored on the five components of content, organization, vocabulary, language use, and mechanics using Hartsfield et al. (1985) scale. Results of t-tests showed that teacher scaffolding appeared to be more successful on improving students’ writing in this particular EFL context. Findings of the study contribute to the present literature on scaffolding studies as well as ESL writing instruction.

**Mehdi Riazi** got his Ph.D. in second language education from the University of Toronto, Canada. He was on staff at Shiraz University, Iran for more than 15 years and he joined Macquarie University in 2009. His areas of interest are ESL reading and writing, language testing and assessment, and research methods.

**Malihe Rezaei** is an English language instructor and teaches at different language institutes.

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Listening & speaking skills through procedural memory

**Susanne M E Sullivan,** Adult ESOL Teacher of Papanui High School

Location: Room 7  
Category: Paper Tertiary ESOL / EFL, Workshop Tertiary ESOL / EFL  
Topic: Speaking and Pronunciation

What exercises create success in acquiring the sound system of English? How can we enhance students’ ability to handle fluent speech & speak it? Two major memory systems activate language learning. Can we use them to make major improvements to listening? How might your hands help the mouth? Mystery and psycholinguistics provide indications of new ways forward for ESOL teaching.
**Susanne M E Sullivan** is ESOL teacher. Psycholinguistics research in rhythm and exercises to increase adult L2 learners' ability to speak and hear fluent English. Procedural memory, mirror neurons and other cognitive issues feed into ways we can facilitate learners' success in increasing their listening, speaking and overall linguistic proficiency.

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**The changing place of the classroom in the learning experiences of Japanese female long-term learners of English**

*Kathryn Watabe, Employee, Student of NZ Educational Institute, Massey University*

Location: Room 8  
Category: Community  
Topic: Language, culture, and identity, Teacher Education

This presentation explores the learning experiences of a group of Japanese female long-term learners of English, representative of many adult students who make significant investments in learning English over long periods. Their motivational influences and learning experiences have been under-researched, and do not fit traditional theories of motivation in which integrative or instrumental factors.

*Kathryn Watabe* taught in Japan in a range of settings including elementary, junior and senior high schools, private and public universities and community and institute-based classes for adults. On returning to New Zealand in 2007 she embarked on an MPhil through Massey University with the aim of exploring motivation in Japanese female long-term learners of English.

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**Learning Advisors mediating language learning through collaborative dialogue**

*Kirsten Reid, Learning Advisor of Victoria University of Wellington*  
*Mary Roberts, Senior Learning Advisor of Victoria University of Wellington*

Location: Room 9  
Category: Tertiary ESOL / EFL  
Topic: Sociocultural theory, Grammar, Writing

According to Swain (2000:113), "collaborative dialogue is problem-solving and, hence, knowledge building dialogue. When a collaborative effort is being made by participants in an activity, their speaking (or writing) mediates this effort." Learning advisors who work with ESOL students mediate between students "current linguistic levels in English" (Gibbons, 2003:247) and the linguistic and cognitive demands of the students' disciplines. Despite the body of research on ESOL teaching and on disciplinary-based teaching, the role played by learning advisors in language acquisition is under-researched and under-theorised. This
paper presents the results of an exploratory study, undertaken by participant observers, which sought to determine and typologise the techniques used by learning advisors as a preliminary step to better understanding this process of mediation. We suggest that learning advisors do indeed develop collaborative dialogue with students, but that they also use a range of techniques that might be described as more traditionally 'teacherly'.

**Kirsten Reid** is a Learning Advisor at Victoria University of Wellington. Her particular focus is on working with ESOL students. Her recent MA thesis was in the field of identity and second language academic writing. She continues to have research interests in this area and in the development of academic speaking proficiency.

**Mary Roberts** is a Senior Learning Advisor at Victoria University of Wellington. She has taught English in China, and linguistics and communication studies in New Zealand and Australia. Her doctoral research focussed on issues of language maintenance and shift and she has a particular research interest in immigrant language acquisition and issues of language and identity.

**Socio-cultural impact of a global pedagogy with local meanings: Returns of King Abdallah's Scholarship Programme**

*Hamad Aldosari, Assistant Professor of King Khalid University*

**Location:** Room 10  
**Category:** Tertiary ESOL / EFL  
**Topic:** Sociocultural theory, Language, culture, and identity, Teacher Education

With the Kingdom of Saudi Arabia's development and international communication, the number of Saudi EFL teachers who go to English speaking countries to pursue graduate degrees in EFL teacher education programmes and returning to teach in K.S.A. is growing. These teachers are the pioneers in giving global pedagogy local meanings. Given these circumstances, it is important to understand the nature of these teachers' experiences of learning to teach English. This study explored how four Saudi EFL teachers' learning experiences in two Western countries impacted their communicative language teaching in Saudi EFL classrooms. A case study approach was employed in the study, utilizing semi-structured interviews, and a questionnaire. Sociocultural theory and activity theory were used as the theoretical framework and the analytical tool in the study. Results showed that Western learning had a significant impact on the teachers in terms of empowering their global and local knowledge, their pedagogy, and themselves as EFL teachers.

**Hamad Aldosari** is assistant professor of Applied Linguistics, and the Chairperson of the English Department, College of languages and Translation, King Khalid University, Abha. Interested in language acquisition theory, communicative language theory and writing research.
TESOLANZ AGM 1.35PM – 2.35PM

Location: Performing Arts Centre Hall
**Workshop Sessions**

**Sunday 3 October: 2.40PM**

**Scaffolding learning for English language learners in the national standards context**

*Jane van der Zeyden, Learning Media Professional Development facilitator*

Location: Room 1  
Category: Early Childhood and Primary ESOL  
Topic: Integrating language and content teaching

The National Standards focus on the purposes of reading and writing, “in order to meet the reading (or writing) demands of the New Zealand Curriculum”. What implications are there for English Language Learners and what will teachers need to consider when planning teaching and learning opportunities for these students in primary schools?

This workshop will examine the practical implications for teachers of English Language Learners within the framework of National Standards. Some of the key principles for identifying the language demands of learning areas across the curriculum will be examined.

A process for developing units of work, which scaffold language learning and content learning will be a key aspect of this workshop. Examples of units of work, which include language outcomes along with content knowledge, will be examined. Implications for specific and explicit vocabulary teaching, along with identifying what is effective pedagogy for English Language Learners will also be considered.

*Jane van der Zeyden* is an experienced primary school teacher. Since 2007 she has been an ESOL/Literacy facilitator in the Auckland region. She has worked with the Ministry of Education to develop support material for schools on National Standards and English Language Learners.

**Developing Academic Language in the Classroom: Planning Focused Interactive Opportunities**

*Jae Major, Senior lecturer of Charles Sturt University*

*Jocelyn Howard, Senior lecturer of University of Canterbury*

Location: Room 2
It is a taken for granted assumption that mainstream classrooms are good environments for language learning for EAL students. However, this is not necessarily the case, and many classrooms are dominated by teacher talk, and interactions that focus on procedural language and task definition. Careful task construction is needed to ensure the types of interaction that lead to language and concept development.

In this workshop participants will have the opportunity to engage with curriculum-based worked examples to identify possibilities for specific academic language development. The focus will be on analysing the linguistic opportunities in topics and texts, and exploiting these through a range of interactive tasks that aim to generate curriculum language. This workshop will be relevant to ESOL and mainstream primary and secondary teachers.

**Jae Major** has recently moved to Charles Sturt University in Bathurst Australia after spending 15 years as a teacher educator at the Christchurch College of Education. Her research interests include identity and difference, primary literacy, and culturally responsive teaching.

**Jocelyn Howard** is a senior lecturer at the College of Education, University of Canterbury. Her research and teaching interests include the impact of language policy innovations, the use of multi-media in ESL/EFL programmes, and ethnic diversity in the education sector.

**Idiomatic Phrasal Verbs**

*Sally Browning, Senior Teacher. Languages International, Christchurch*

In this workshop participants will explore the form, use and frequency of idiomatic phrasal verbs/multi-word verbs. Problems for English as a Second Language learners will be discussed and some ideas for teaching will be presented. This workshop is aimed at teachers new to ESL and those working in mainstream secondary and tertiary institutions.

*Sally Browning* has been involved in English language teaching for over 25 years, teaching in the UK, New Zealand and Italy. She is currently Senior Teacher at Languages International, a private language school based in Auckland and Christchurch. She is also a teacher trainer for the Cambridge CELTA teaching awards.
English through Film Adaptation across Cultures

Huan Zhou, Instructor of York University English Language Institute

Location: Room 4
Category: Tertiary ESOL / EFL
Topic: Sociocultural theory, Integrating language and content teaching

This presentation will introduce the many possibilities a special type of film adaptation—Hollywood remakes of films from Japan, South Korea, Hong Kong, France, and Germany—offers ESL/EFL students of low-intermediate level and above for practising English language skills, developing critical thinking skills, and promoting cultural awareness. The presenter will demonstrate why this particular form of adaptation lends itself more readily to language classrooms than literary or stage adaptations and introduce exercises designed to engage students in discussing the artistic decisions of the filmmakers, gaining insights into cultural differences, and analysing critically the inherent ideological implications of the adaptations. A sample analysis of the original Japanese film Shall We ガンス？(1996) and the Hollywood remake Shall We Dance?(2004) will be offered.

Huan Zhou has taught ESL/EFL and film studies in post-secondary institutions in China, Singapore, the U.S. A., and Canada and has been teaching at York University English Language Institute since 2001. Her research interests include language assessment, vocabulary acquisition, and grammar.

Mediating Language Learning through a motivational programme

Jill Hadfield, Senior Lecturer, Unitec

Location: Room 5
Category: Secondary ESOL, Tertiary ESOL / EFL
Topic: Teacher Education

Recent advances in motivation research have shifted the focus to the relationship between motivation and learner identity. Within this approach, the L2 Motivational Self System (Dornyei 2005) is an important new theory, backed by considerable research. The Motivational Self System consists of the Ideal L2 Self (the internal desires and vision of the learner), the Ought-To Self (external pressures and incentives) and the L2 Learning Experience (the experience of engaging in the learning process). This new approach has direct practical implications as it opens up a new avenue for promoting student motivation by generating a positive, vivid vision in the students regarding their learning potential. However the approach as yet lacks any direct practical applications which could be used by L2 teachers. In this practical workshop the presenter will outline the theory, explain how a motivational programme can mediate language learning and work through some practical activities with participants.
**Jill Hadfield** has worked as a teacher trainer in Britain, France, China, Tibet, Madagascar and many other countries. She has written thirty books, including the Communication Games series, Oxford Basics, Classroom Dynamics, Excellent!, Top Tools for Language Teachers, and An Introduction to Teaching English. *Motivation, with Zoltan Dornyei* is forthcoming.

**Hot, Hot, Hot – Using Warmers**

*Vanessa Lewis, Senior Lecturer (ESOL) of MIT*

- **Location:** Room 6
- **Category:** Tertiary ESOL / EFL
- **Topic:** Listening, Reading, Vocabulary / Corpora, Language, culture, and identity, Grammar, Writing

Hot, Hot, Hot - How to make a freezing class into hot stuff in 10 minutes! Communication is the key to create an interesting, buzzing learning environment which encourages all students to be active members of the class. In my teaching practice I strive to make my classes lively and as interactive as possible. One method is to begin classes with different kinds of warmers to heat things up at the start of a lesson. I am always developing different warmers and ways to use them that help establish the context of the lesson to follow. Warmers can focus on all skills, reading, writing, speaking and listening and engage students right from the beginning of a lesson. In my hands on workshop I will be sharing some of my favourite activities that you will try. These activities can be adapted and taken back to use in the classroom at all levels.

*Vanessa Lewis* has been a lecturer in the School of English Manukau Institute of Technology for more than 12 years. She is very interested in finding new and exciting, creative activities to use in the classroom to engage students. Vanessa loves to share ideas through workshops.

**Interactional speaking activities for intermediate and advanced learners**

*Bruno Balducci, Director of Teacher Training of Christchurch College of English Ltd (CCEL)*

- **Location:** Room 7
- **Category:** Tertiary ESOL / EFL
- **Topic:** Speaking and Pronunciation

Developing conversation skills and the ability to engage in social situations are a priority for many learners of English. Yet this is an area which is generally neglected in course books, especially in terms of the practice they provide. So how do you help learners, not only to become more aware of the rules, features and strategies of ordinary conversation, but to make use of them in real life? In this workshop, we will review different ways of exploiting dialogues in class. Handouts will include a range of contexts relevant to international
students on General English courses. Course books tasks will be analysed in terms of their purposefulness and authenticity. Here a main concern will be how to make such tasks more conversational and less dependent on genres like media interviews or public debates. Finally, participants will be able to exchange ideas on how to exploit a dialogue and/or task.

**Bruno Balducci** is Director of Teacher Training at CCEL in Christchurch. He has many years of experience as a language teacher in the UK and New Zealand, as well as of running professional development programmes for teachers. He is also a CELTA and a DELTA tutor (all Modules).

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**Student study booklets: Their role in fostering learner autonomy among ESL learners.**

*Paul O'Farrell, Senior Teacher: Independent Learning. of Christchurch College of English*

**Location:** Room 8  
**Category:** Tertiary ESOL / EFL  
**Topic:** Teacher Education

The ability to take charge of one's own learning is a characteristic common to many successful language learners. While it has been argued that the capacity for autonomous learning is universal, the degree to which it is demonstrated varies widely from learner to learner. In an attempt to afford ESL students at Christchurch College of English the opportunity to plan, record and reflect on their learning and to make this process more transparent for their teachers, we introduced a student study booklet. This workshop will look at the theories underpinning such a booklet, the practicalities of its use and the evaluation of its level of success.

*Paul O'Farrell* has taught ESL in Ireland, South Korea and New Zealand. He is currently a senior teacher at Christchurch College of English. His main areas of interest include learning strategies and learner autonomy.

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**Student profiles and learning strategies**

*Parrill Stribling, Multicultural Librarian of Palmerston North City Library*

*Elizabeth Hiser, ELT at CUPELS of Massey University*

**Location:** Room 9  
**Category:** Tertiary ESOL / EFL  
**Topic:** Management, Sociocultural theory, Testing and assessment, Teacher Education

This workshop will discuss the teacher's role in mediating language learning. Beginning with defining the four archetypical student profiles, and characteristics' of each, this workshop
will attempt to offer advice on the more fruitful teaching strategies for each profile. Participants will be asked to give their practical pedagogical consultation based on their classroom experience. This public sharing of relevant examples concerning the type of meditation for language learning should prove mutually helpful for all attending the workshop. Participants will leave with a better understanding of assessment instruments and the type of teaching strategies to employ for each profile.

Parrill Stribling is one of the four multicultural librarians in New Zealand. He has written and conducted research on culture, libraries and learning attitudes.

Dr Elizabeth Hiser presently works at Massey University Centre for University Preparation and English Language Studies (CUPELS) in Palmerston North. She has taught EFL/ESL and teacher training in several countries throughout the Middle East and Asia. Her research expertise and interest are in the areas of educational psychology and testing/evaluation/assessment.

You can’t ask that! The IELTS process to develop test questions that are fair

Louise Dunn, Stakeholder Relations Manager, IELTS

Susan Durnin, Regional Manager, IELTS

Location: Room 10
Category: Tertiary ESOL / EFL
Topic: Testing and assessment
The Inseparability of Cognition and Emotion in Second Language Learning

Merrill Swain is Professor Emeritus in the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education of the University of Toronto

Location: Performing Arts Centre Hall

The research literature about the process of second language learning has focused to a great extent on cognition. Left aside are questions about how emotions fit into an understanding of second language learning. In this talk, my goal is to demonstrate that we have limited our understanding of second language learning by failing to take into account the role emotions play.

A perspective which brings together cognition and emotion is that of Vygotsky’s sociocultural theory (SCT) of mind. Vygotsky saw the two as being inextricably interconnected. However, many in the Western world who have taken up Vygotsky’s ideas have focused on the cognitive side of learning and development, myself included. In this talk I hope to redress this imbalance by discussing emotions as co-constructed, culturally-situated mediational tools, and by providing concrete examples that will show the role they play in the process of knowledge co-construction (learning) during interaction.

Dr. Merrill Swain is one of the plenary speakers and pre-conference workshop presenters and is Professor Emeritus in the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education of the University of Toronto. She has taught and conducted research at OISE/UT for 38 years. Her interests include bilingual education (particularly French immersion education) and communicative second language learning, teaching and testing. Her present research focuses on the role of collaborative dialogue and ‘languaging’ in second language learning within a sociocultural theory of mind framework. She was President of the American Association for Applied Linguistics in 1998-99, and a Vice President of the Executive Board of the International Association of Applied Linguistics (AILA) from 1999-2005. She is recipient of the 2003 Robert Roy Award which is given to “an outstanding Canadian second language educator who has been active in the second language professional community in teaching, research, writing and dedication to the improvement of second language teaching and learning in Canada”. She is also the recipient of the American Association for Applied Linguistics’ 2004 Distinguished Scholarship and Service Award. Dr. Swain has given talks and workshops in many parts of the world, most recently in Australia, Brazil, China, Korea, Japan, Hong Kong, Ireland, Spain, Wales, the UK and the USA. Her most recent book is one co-edited with Bygate and Skehan Researching Pedagogic Tasks: Second Language Learning, Teaching and Testing (Longman’s). Another book of interest to this audience is Immersion Education: International Perspectives edited
by Johnson and Swain (CUP). She is author of over 150 articles published in refereed journals, as well as many book chapters. Merrill is currently co-authoring a textbook which will introduce Sociocultural Theory through narratives of Second Language Learning and Teaching (Multilingual Matters).
Poster Sessions

Monday 4 October: 10.05AM

Teaching as Inquiry focusing secondary aged English language learners

Juliet Fry, Adviser Secondary ESOL & Literacy of UC Education Plus

Justine Vandenberg, ESOL teacher of Shirley Boys High School

Angela Bland, ESOL teacher of Riccarton High School

Location: Performing Arts Centre Hall
Category: Secondary ESOL
Topic: Colloquium Testing and assessment

A small group of secondary ESOL teachers will present their experiences of the teaching-as-inquiry process as outlined in the effective pedagogy section of the NZ Curriculum. They will describe their use of the English Language Learning Progressions as part of that process.

The NZ Curriculum is a student-centred curriculum. The English Language Learning Progressions support the inquiry into individuals' language learning. By using these progressions, teachers identify progress and next steps for learners. The teaching-as-inquiry process as outlined in the Effective Pedagogy section of the NZ Curriculum provides a frame to support teachers in using evidence of identified students' needs to set the direction for some deliberate teaching. A group of secondary ESOL teachers will present their experiences and reflections in on-going cycles of inquiry into their own practice. The aspects of language learning that they choose to explore is as varied as the richness of experience that the students bring to their learning. However, there is commonality in that the main documents - the NZ Curriculum and the English Language Learning Progressions are the same. Individual colloquium participants' abstracts not ready until late May.

Juliet Fry has been a secondary teacher in Auckland and is currently an ESOL and Literacy adviser to schools in the top half of the South Island. She is interested in the support for English language learners in both ESOL and mainstream classes and in the curriculum and assessment.

Justine Vandenberg's first international experience was student exchange for one year in Paraguay. During a gap year she taught EFL in Thailand, then advanced and business EFL in Holland for 6 years. After returning to Christchurch and working at CPIT, she trained as a Secondary English teacher. She has been ESOL and English teacher at Shirley Boys' High School for three years.
**Angela Bland** is the HOD ESOL at Riccarton High School. She has been teaching ESOL for 17 years. Angela has taught overseas and in New Zealand. While she has a MA TESOL, she is also an English teacher and SLD tutor. At home her family speak English and Spanish.

**Paper sessions**

**Monday 4 October: 10.40 AM**

**Successful Strategies for Coping With Level 3 English**

*Jane Hodges, Assistant Teacher/ Year 11 English Co-Ordinator of Westlake Girls High School*

*Yee Teck Raue, HOD ESOL of Westlake Girls High School*

**Location:** Room 1  
**Category:** Secondary ESOL  
**Topic:** Writing, Listening, Reading, Integrating language and content teaching, Teacher Education

The purpose of our paper is to explain how we help our ESOL learners to comprehend, enjoy and then produce essays in response to a novel and a film that they are required to study for Level 3 NCEA English. We will also outline how the texts chosen are part of a thematic approach and can be used for other Level 3 English Achievement Standards.

As a result of New Zealand universities deciding that ESOL students who have been studying in New Zealand secondary schools could no longer use the IELTS test to gain admittance, many students and secondary schools have had to focus on alternative ways to gain entry such as achieving credits in language rich subjects in NCEA. In addition to subjects such as Geography, History and Art History, a logical choice is, of course, NCEA Level 3 English. However, for many ESOL students, studying English at this level is quite linguistically challenging.

This paper will outline the methods used to help our students at Westlake Girls High School to cope with the Course requirements so that they can understand and enjoy as much of the content as possible. There will be a particular focus on the methods used to teach a novel and film so that the students have a reasonable chance of passing the external examination, and they can also use the knowledge they acquire to help them with Achievement Standards for Research and for the Oral Presentation.

*Jane Hodges* has been teaching English for more than twenty five years and ESOL since the early 1990s. She has taught adults also and been an examiner for IELTS and is currently teaching English at Westlake Girls High to both non ESOL and ESOL students. She really enjoys the challenge of teaching English to young people especially English literature.
Yee Teck is a very experienced teacher of ESOL and English. She has taught at both tertiary and secondary levels in New Zealand, Hong Kong and Singapore. She has a passion for her subject and helping her students to achieve well.

Supporting bilingual tutors and paraprofessionals in primary and secondary schools outside the main centres

Daniel Haddock, Senior Advisor ESOL, National Migrant, Refugee and International Team, Ministry of Education

Location: Room 2
Category: Early Childhood and Primary ESOL
Topic: Teacher Education

In New Zealand, English language learners are increasingly attending schools outside the main centres. In many cases paraprofessionals and bilingual tutors are employed to support English Language learners and their teachers by these schools. Bilingual tutors especially play a vital role in bridging the gap between cultures and serve as a link between families, students and teachers but may need upskilling in terms of language teaching and learning. It is essential that professional development is provided for schools with English language learners in areas where access to ESOL advisors and professional development is limited.

This paper outlines the efforts by the Ministry of Education Migrant, Refugee and International Education Team to promote an in-school professional development programme based around Working with English Language Learners, Handbook and DVD for Teacher Aides and Bilingual Tutors. This is a 10 module self-access programme which is facilitated by a co-ordinating teacher within the school. Monitoring of the programme indicates that it is meeting the needs of those schools with small numbers of English language learners in isolated areas.

Daniel Haddock has been a Senior Advisor ESOL in the Ministry of Education National Migrant, Refugee and International Education Team since March 2008. Daniel has taught English and ESOL in California, throughout New Zealand, in Tonga and the Cook Islands.

Affordances and activity theory: the teacher’s role

Anne Feryok, lecturer of Otago

Location: Room 4
Category: Tertiary ESOL / EFL
Topic: Sociocultural theory, Language, culture, and identity, Teacher Education
In language learning affordances are understood to be learning opportunities in the environment; they have been linked to the zone of proximal development through activity theory. Studies usually focus on the affordances themselves or how learners take them up. This study will focus on the teacher’s role. It draws on ten months of data (observations, interviews, documents) from a lower-intermediate ESOL class for Japanese engineering students. The findings show how the teacher developed learner awareness by identifying features in the linguistic and social environment, modelling and analyzing actions, and structuring participation. It thus shows an important meditational role for the teacher in making affordances and appropriate actions available to learners.

Anne Feryok is a lecturer in applied linguistics in the Linguistics Programme at the University of Otago. She has taught in language teacher education programmes, EAL and ESOL in a wide variety of contexts. Her very important and serious research interests include sociocultural theory, language teacher cognitions, and task-based language teaching.

Self-regulation among Malaysian Tertiary level ESL learners

Azizah Mohd Zahidi, PhD candidate of Victoria University of Wellington

Location: Room 5
Category: Paper Tertiary ESOL / EFL, Poster Tertiary ESOL / EFL
Topic: Sociocultural theory, Language, culture, and identity

This is a qualitative study of Malaysian undergraduates’ use of self-regulated learning (SRL) strategies in the process of learning English as a second language. Drawing upon a social cognitive perspective of self-regulation, this study will explore eight ESL learners’ use of SRL strategies across in-class and out-of-class contexts. The theoretical framework is based on the definition of self-regulated learning as a students continuous adjustment of language learning strategies to achieve self-set goals through interactions with others across social contexts. The focus of this study is on four aspects: (i) a description of a learner approach to self-regulation in ESL learning, (ii) identifying the sources of the SRL strategies, (iii) identifying possible similarities and differences between the learners, and (iv) identifying elements in the learning environment that support or hinder self-regulatory processes. The instruments are semi-structured interview, observation, stimulated recall, learner diary and document analysis. The participants will be eight undergraduates of National University of Malaysia. In order to categorise the SRL strategies, the 14 classes of SRL strategies developed by Zimmerman and Pons (1986) will be used. The pre-established categories are taken as starting point and will be added to if new or different strategies emerge from the data. Findings of this study will provide pedagogical information on empowering language learners to become more self-directed, strategic and resourceful in their learning through the application of appropriate and effective self-regulation strategies.
Azizah Mohd Zahidi is a PhD candidate at VUW. Her case studies are on self-regulation of Malaysian tertiary level ESL learners based on the theoretical framework of social-cognitive and sociocultural theory in language learning.

Collaborative Interdisciplinary Team Teaching (CITT): Perceptions and Applications

Andrew Gladman, Programme Coordinator of Massey University

Location: Room 6
Category: Tertiary ESOL / EFL
Topic: Integrating language and content teaching, Teacher Education

This presentation focuses on research into the team-teaching practice at a Japanese college. In the most recent study, data were gathered from team-taught students and analysed to explore recurrent themes. Drawing comparisons with these and findings from research studies centred on the collaborating teachers, as informed by the literature, I present a conceptual model of effective team teaching.

Andrew Gladman is currently Programme Coordinator for Massey University's Direct Entry English Pathway programme in Albany. He was an English language teacher and lecturer in Japan for ten years, and has also taught in England and the United States. In April 2010, he will graduate with a Ph.D. in Applied Linguistics from Macquarie University.

NZ Culture and Society for Advanced EAL learners: Meeting the needs of EAL students’ understanding of NZ as a vibrant culture

Pascal Brown, Senior Lecturer at Unitec’s Department of Language Studies and a research associate of the ‘Language in the Workplace’ Project at Victoria University of Wellington.

Location: Room 7
Category: To be confirmed
Topic: Language culture & identity

In 2005, Unitec started delivering two culture papers in the six month booster Grad Cert EAL programme. These papers are for advanced ESOL students and aim to help them in their employment or further study aspirations. This followed the arrival of more advanced English language students into New Zealand who are often well qualified but still grappling with New Zealand society and culture. The presentation reflects and evaluates on the design and delivery of these two papers. The session will highlight the needs of potential students, the content and assessments of the papers, and the successes enjoyed by the participants.

Pascal Brown’s research interests are in cross cultural communication, culture and language in the workplace. He is a senior lecturer at Unitec’s Department of Language Studies and a
research associate of the ‘Language in the Workplace’ Project at Victoria University of Wellington.

How can Self-Access Centres mediate language learning and communication?

Kerstin Dofs, LSAC Manager of Christchurch Polytechnic Institute of Technology, Christchurch

Mrs Moira Hobbs, of Unitec

Location: Room 8
Category: Tertiary ESOL / EFL
Topic: Management

Self-Access Centres (SACs) and Independent Learning Centres (ILCs) have been an integral part of many tertiary language schools around the world for several years. However, recently there have been restructurings, new developments, financial constraints and an ongoing blossoming interest in distance and blended learning, all of which influence the functionality, effectiveness, utilisation and management of SACs. This paper reports on a qualitative research project throughout New Zealand which benchmarks existing frameworks and services of Centres. Research methodology involves triangulating data from questionnaires, interviews and observations. Current issues arising from the research are the; philosophical and physical place of SACs within institutions and student programmes, support for ILCs from the institute, school and teachers, and range and organisation of support services offered

Overarching this is enquiry into “Best Practice” for ILCs and the authors link this project to other current international studies.

Kerstin Dofs has worked as an English language teacher in New Zealand and overseas and is currently studying towards a Masters in language learning and technology. She is Manager of the Language Self Access Centre at Christchurch Polytechnic Institute of Technology. Her research interest lies in the field of autonomous learning.

Moira Hobbs has worked as an ESOL teacher, and is now Manager of the Unitec Language Learning Centre. She is also Academic Development Lecturer for students from a range of vocational disciplines. Both roles exhibit a continuing interest and commitment to helping students achieve their short and long term learning goals.

Teacher feedback in the first language (L1) or the target language (TL): Does it make a difference?

Minh Truong, PhD student, Victoria University of Wellington

Location: Room 9
Category: Tertiary ESOL / EFL
Topic: Speaking and Pronunciation
The choice of the language of instruction (L1 or TL) in language classrooms is an issue of concern for many teachers and learners, and is the subject of a growing literature. This study is one of the first to look at the issue in relation to feedback episodes during teacher-student interaction in the classroom. It was conducted in two private language institutions in Vietnam where 12 class sessions across two proficiency levels with six L1 Vietnamese teachers were observed, audio-recorded and analysed. The results revealed that when the L1 Vietnamese teachers gave explicit information to learners in complex feedback episodes, particularly on morphosyntax and lexical feedback episodes, they tended to resort to L1. The analysis of this data set also indicates some intricate relationship between the teacher use of L1 and TL in giving feedback and learner uptake. The results of the study, as well as implications for language teaching in FL settings will be discussed.

Truong Hong Hue Minh is a PhD candidate in Applied Linguistics at Victoria University of Wellington. She has been working as a university lecturer in Vietnam for 10 years. Her research interests include instructed language learning in EFL settings, and in particular the use of L1 and L2 in promoting language learning in these settings.
Monday 4 October: 11.20AM

An enquiry into reading in content areas.

*Heinrich Makkink, student of Auckland University*

Location: Room 1  
Category: Secondary ESOL  
Topic: Reading, Integrating language and content teaching, Community languages (including Pasifika, migrants, refugees, and others)

A linguistically diverse Automotive Studies class hates reading. This study explores an intervention based on the Effective Reading in Content Areas (ERICA) strategy. In this bounded case study small groups of students and their teachers were interviewed. Teachers and students were introduced to the ERICA framework. The results indicate a need for professional development.

*Heinrich Makkink* is originally from Namibia and South Africa. He taught ESL in high schools and technical colleges, studied engineering and worked in electronics. Heinrich has a B Ed (Hon) in leadership and a Post Graduate Diploma in Philosophy of Education. He arrived in NZ in 2006 and taught Technology at a South Auckland school, now an Auckland University TESSOL student.

The Bilingual Assessment Service

*Tjitske Hunter, Senior Advisor ESOL of Ministry of Education*

Location: Room 2  
Category: Secondary ESOL, Primary ESOL  
Topic: Testing and assessment

The Ministry of Education has developed a Bi-lingual Assessment Service that enables state and state-integrated schools to access a specially trained group of Lead Assessor Resource Teachers: Learning and Behaviour (RTLB) who can administer bilingual assessments for students from language backgrounds other than English. In some cases, where there is an ongoing concern over the progress or meeting the emotional/behavioural needs of migrant and refugee background students, a bilingual assessment may be necessary. Bilingual assessments can distinguish between language learning needs, special learning needs and social-emotional needs through dual assessment in first language and English. This paper briefly outlines how a bi-lingual assessment is conducted and who is involved in the process. It also covers eligibility, how to make a referral and the importance of the role of the school in this process.
**Tjitske Hunter** is a senior advisor with the MOE Migrant, Refugee and International Education Team. She has taught ESOL and foreign languages both in New Zealand and internationally and has also been a Director of International Students. Before joining the Ministry, she was a secondary ESOL advisor for Team Solutions (University of Auckland).

**Teaching English language skills to nationally and culturally diverse university students**

*Faye Kreger, Lecturer of Hebrew University of Jerusalem*

**Location:** Room 3  
**Category:** Tertiary ESOL / EFL  
**Topic:** Reading, Vocabulary / Corpora, Testing and assessment, Integrating language and content teaching, Writing

The student population of our university classrooms is multinational and multicultural with widely divergent English language skills. Each class includes students from up to 7 countries, which can combine students from the Middle East, Asia, Europe, and South America. This paper will show the challenges in addressing the needs of a diverse classroom and practical methods used to equip these students with the skills required for successful university studies. A critical factor is the teacher’s ability to measure and understand the differences among the students. This paper will discuss the challenges, show how the teacher reconciles the diversity and demonstrate the teaching methodology which combines frontal lectures relying on student interaction with the teacher and among themselves, group exercises, video and audio comprehension and internet research. Students progress through a series of increasingly demanding semesters in order to achieve the level required for university study.

*Faye Kreger* has a B.A., B. Ed, Masters of Education and Diploma in Special Education from the University of Manitoba, Canada. She taught ESL and EFL at the secondary level in Canada and was an ESL consultant to school districts in Canada. Since 1985, Faye has taught EFL at Hebrew University in Israel.

**Language Learning through Social Networking Sites**

*Antonie Alm, Senior Lecturer of University of Otago*

**Location:** Room 4  
**Category:** Tertiary ESOL / EFL  
**Topic:** Sociocultural theory, ICT/CALL/Multiliteracies, Language, culture, and identity
Social Networking Sites (SNS) add an interesting new dimension to language learning. White (2009) has reported that the participants of a German-New Zealand tandem programme communicated informally through Facebook alongside the official CMC platform. The impact of Facebook on today’s students raises the question how SNSs could be used to further engage and expose language learners to the TL outside and between classes.

The presenter will discuss three applications of SNS-based language learning. Starting with Facebook for language learning, she will then talk about the advantages and limitations of social network services, such as Livemocha. Finally, the presenter will elaborate on the use of two Facebook-like applications, Ning and Plurk, which she believes are most suitable for classroom-based language learning.

**Antonie Alm** is a senior lecturer at the University of Otago in New Zealand where she teaches courses in German language and culture and in CALL. She has written on motivational aspects in Internet-based language learning and is currently exploring the integration of Web 2.0 technologies in the language classroom.

**Planning in Feedback**

**Vijay Kumar Mallan, Senior Lecturer of Universiti Putra Malaysia**

**Sharon Sharmini, Student, Universiti Putra Malaysia**

Location: Room 5  
Category: To be confirmed  
Topic: Writing

Feedback plays an intervention role in the writing process. It is through feedback that writers are guided to achieve negotiated writing goals. Feedback encourages a process of discovery and this plays a developmental role in the writing process. In this paper, we report on three case studies that sought to understand cognitive processes when writers attended to feedback. Three ESL postgraduate students were asked to think aloud while attending to lecturer written feedback. Concurrent verbal protocols were analysed qualitatively using a computer assisted data analysis software called Nvivo8. The findings from this study indicate that attending to written feedback is a recursive process. While recursively attending to feedback, the writers planned globally, locally, reflected and justified. The findings suggest that dialogical type of feedback encourage recursiveness and planning. These are essential for the potential development of a writer.

**Vijay Kumar Mallan** is a Senior Lecturer with the Department of English, Universiti Putra Malaysia. His research interests are in feedback practices and postgraduate development.
Sharon Sharmini completed her Masters in Applied Linguistics at University Putra Malaysia recently. Her research interests are in the area of feedback practices in postgraduate supervision.

English for Academic Purposes curriculum review

Angela Joe, Director, English Language Institute of Victoria University of Wellington,

Jill Musgrave, Senior Language Teacher, English Language Institute of Victoria University of Wellington

Stephen Caughley, MA student of Victoria University of Wellington

Location: Room 6
Category: Tertiary ESOL / EFL
Topic: Integrating language and content teaching

As English for Academic Purposes programmes accept learners with lower levels of proficiency, an increasing number of learners are spending longer developing their academic language proficiency before entering degree level programmes. A clear programme framework helps learners and teachers to better understand goals set at different levels.

This paper reports on the very early stages of a review of the English Proficiency Programme (EPP) curriculum at Victoria University. Taking published programme documents as the starting point, we have analysed the curriculum and identified gaps that need to be addressed according to four learning goals outlined by Nation and Newton (2009:15): language items, ideas or content, skills and text. The presentation outlines a preliminary framework for reviewing the curriculum along with examples of teacher survey and learner vocabulary data that will inform the revised curriculum. Issues arising out of the review and future stages in the project will be discussed.

Angela Joe is Director of the English Language Institute at Victoria University of Wellington. Her research interests include second language vocabulary acquisition, English for Specific Purposes and Language in the Workplace.

Jill Musgrave is a Senior English Language Teacher at Victoria University of Wellington where she teaches on the English Proficiency Programme and the Graduate Certificate in TESOL. Her research interests include Assessment and Teacher Education.

Stephen Caughley is currently studying for an MA in Applied Linguistics at Victoria University of Wellington. He has previously taught ESL and had a role in Arabic as a Second Language curriculum development in the Middle East.
Language Match @ Otago - A Language and Cultural Initiative

Jo Bone, Academic Resource Manager of University of Otago Language Centre

Location: Room 7
Category: Tertiary ESOL / EFL
Topic: Speaking and Pronunciation, Language, culture, and identity

Language Match @ Otago is a new initiative at the University of Otago and began in Semester 2, 2009. The main goal of the programme is to match students learning English at the Language Centre and Foundation Year with students at the university who are learning their language, i.e. Chinese, Japanese, French, German, Portuguese and Spanish for informal conversational exchange in both English and the language being learned at university. In this way both students involved in a language match have something to offer the other. This has expanded to include other languages and cultures and also involve speakers of other languages in the Dunedin community. Participation in the programme has been very enthusiastic, with over 150 students matched with language partners in Semester 2, 2009 and over 200 in Semester 1, 2010. Of interest is how to assess whether having a language partner creates more positive learning outcomes for students. This paper will outline how the programme has been set up, background information and feedback from participants and possibilities for the future.

Jo Bone manages the Independent Learning Centre at the University of Otago Language Centre. Last year she set up a new initiative called Language Match @ Otago which brings students together from different language and cultural backgrounds across campus in informal conversational groups.

The use and effectiveness of study plans with ESOL learners.

Annie Thode, Director of Studies at Languages International in Auckland

Kate Rouse, Director Of Studies of Languages International Christchurch

Location: Room 8
Category: Tertiary ESOL / EFL
Topic: Teacher Education

In this paper, we discuss findings from a 10-week trial in which we got ESOL learners to make weekly study plans. The trial aimed to encourage qualitative changes in goal setting and reflection through explicit discussion and recording of weekly objectives, coupled with teacher modelling and support. After briefly outlining a rationale for using study plans and
discussing our findings, we will offer practical suggestions for implementing study plans with learners.

**Annie Thode** has been involved in English language teaching for 20 years. She is currently the Director of Studies at Languages International in Auckland. She is also a teacher trainer for the Cambridge CELTA and DELTA teaching awards.

**Kate Rouse** has been involved in English Language teaching for young learners and adults for 20 years. She is currently the Director of Studies at the Christchurch branch of Languages International.

**An intercultural perspective on teaching and learning in the Vietnamese EFL classroom**

*Ho Si Thang Kiet, PhD candidate, Victoria University of Wellington*

Location: Room 9  
Category: Tertiary ESOL / EFL  
Topic: Teacher Education

Language and culture have an inextricable and interdependent relationship as reflected in such terms as *linguaculture* (Friedrich, 1989), *languaculture* (Risager, 2005), *language-and-culture* (Liddicoat et al., 2003) and *culturelanguage* (Papademetre & Scarino, 2006). It follows that foreign language learners preparing to work or study in a multicultural setting need to be both linguistically and interculturally competent in order to succeed in intercultural communication. For this reason intercultural competence has recently become an important goal of foreign language education.

This paper reports on an empirical study into teacher and student perceptions and practices of culture teaching and learning in Vietnamese tertiary EFL classes from an intercultural perspective. The study adopted both quantitative and qualitative approaches. Quantitative data was collected via a questionnaire with two hundred students. Qualitative data was obtained through classroom observations and interviews of teachers and students. The results show that the teacher and student practices of culture teaching and learning were much influenced by their perceptions about the intercultural dimension of language learning. Various constraints that influence their perceptions and practices as well as implications for foreign language education will be discussed.

*Kiet Ho has been teaching English for more than ten years. He got his Master in TESOL at the University of Queensland in Australia. He’s doing a PhD project on Intercultural language learning at Victoria University of Wellington.*
Monday 4 October: 12.00PM

Secondary mainstream teachers’ awareness of their contribution to successful English language learning

Sue Edwards, Senior Academic Staff Member/Programme Coordinator of Waikato Institute of Technology

Adie Haultain Senior Academic Staff Member of Waikato Institute of Technology

Location: Room 1
Category: Secondary ESOL
Topic: Integrating language and content teaching, Teacher Education

The research reported in this paper focuses on New Zealand secondary mainstream teachers’ awareness of their role in the teaching of English Language Learners (ELLs). Recent Ministry of Education publications regarding the teaching of ELLs have made it clear that mainstream subject teachers are expected to play an increasingly important role in facilitating English language acquisition, rather than this being the sole or main concern of ESOL specialist teachers. In the research, secondary mainstream teachers were asked to complete a questionnaire about their knowledge of various aspects of teaching ELLs and the importance of having this knowledge. Questions focused on teacher knowledge of learners’ backgrounds and level of English, and teacher knowledge of and use of strategies for teaching ELLs. Teachers were also asked to identify factors that had either assisted or hindered them from learning more about their ELLs or strategies for teaching ELLs.

Sue Edwards works at the Waikato Institute of Technology in Hamilton, where she has been involved in teaching and coordinating the Graduate Diploma in TESOL for the last seven years. She holds an MA in Applied Linguistics and has worked in New Zealand and Papua New Guinea as an ESOL teacher and teacher trainer.

Adie Haultain works at the Waikato Institute of Technology in Hamilton, where she has been involved in teaching on the Graduate Diploma in TESOL for the last four years. She has also worked as an ESOL specialist teacher in New Zealand primary schools for 12 years.

Are we doing the right thing?

Barbara Henricksen, ESOL Verifier of Ministry of Education

Location: Room 2
Category: Secondary ESOL
Topic: Teacher Education
How do schools support English language learners to become successful and effective users of English? How do learners reach a level of English language competency that allows them to function in mainstream classrooms, and to integrate successfully into the wider life of the school?

From an investigation of the schools involved in the ESOL Verification process, it is clear that there are a number of avenues that schools take in order to support their English language learners to become effective learners of English.

This presentation will describe and explore the ESOL provision in schools, and draws on information gathered over a year from Intermediate and Secondary schools throughout New Zealand using the Ministry of Education ESOL Verification data.

Barbara Henricksen is an ESOL Verifier for the Ministry of Education as well as being a teacher at a large Auckland secondary school. Barbara has thirty years teaching experience in both Intermediate and Secondary schools, all of which has been in multi-ethnic schools and where, at most of which, she has been as an ESOL teacher.

Languages Education in Australia: Programming for the future

Penelope Johnstone, Italian Teacher of Oatley Public School

Location: Room 3
Category: Community
Topic:

What are the challenges facing teachers of European languages in the primary school context in NSW public schools in Australia?

The Australian Government’s vision for an Asia-literate Australian population appears somewhat one-dimensional. This narrowly focused strategy discounts the value of foreign language learning in principle in a broader global context.

Historically, language education has been undervalued in the eyes of Australian education policy makers – reflecting a ‘mono-lingual’ mindset which is outdated and requires urgent consideration. Language learning must be viewed through an open minded, forward thinking lens to ensure a more global oriented direction in future programming and planning. Teachers of European languages are anxiously awaiting information about which languages will be included as priority languages with the long awaited introduction of Phase Two of the National Curriculum. Students from a range of linguistic and cultural backgrounds share their thoughts and feelings in relation to their language learning experiences.

Penelope Johnstone is currently employed as an Italian language teacher at Oatley Public School, Sydney, New South Wales, Australia. Penelope has a Bachelors of Arts (Languages) degree, a Graduate Diploma in Education (Primary) and a Masters of Education (TESOL). Penelope was a recipient of the 2004 Endeavour Language Teacher Fellowship (Italy) which was a fully funded Australian Government initiative. Penelope is committed to languages education in both the Australian and wider International community and endeavours to raise
cultural awareness by promoting multicultural values through delivery of the Italian language program at Oatley Public School

**Trajectory of Self: a socially mediated approach to language learning motivation & identity**

*Jane Kehrwald, Regional Manager of Massey University*

**Location:** Room 4  
**Category:** Tertiary ESOL / EFL  
**Topic:** Language, culture, and identity

This paper reports on a longitudinal case study of a second language learner in a tertiary context in New Zealand. Through an examination of the learner’s visual representations of his language learning experiences we can see that in his interaction with others and the environment, he constantly draws on his previous experiences and his vision of his possible future self to deal with the present. How the learner's concept of self grows out of his experiences and the connections he makes between past, present and future can be expressed as the 'trajectory of the self' that the learner gives voice to through a coherent narrative about himself (Hanson, 2009).

*Jane Kehrwald* is the Regional Manager for CUPELS, Massey University, Palmerston North and is a part-time PhD candidate with the School of Language Studies, Massey University. Jane has worked as an ESOL instructor, programme developer and teacher trainer in a variety of contexts in Australia, Japan, Thailand and New Zealand.

**Assessing Student Reaction to Teacher Written Feedback**

*Maureen Syn, Lecturer of International Pacific College*  
*Peter WT Chan, Lecturer of International Pacific College*

**Location:** Room 5  
**Category:** Tertiary ESOL / EFL  
**Topic:** Testing and assessment, Teacher Education

Second language students have been known to react more to written feedback on local (grammar & mechanics) rather than global issues (content & organisation) and this may be related to their attitudes, personal characteristics and their relationship with the teacher. These may impact the way students interpret and respond to feedback. Our research is a case-study of a group of L₂ students studying business papers within a degree programme. It includes a student survey, face-to-face student interviews, and a peer review analysis of the teacher's written feedback. Our preliminary findings indicated that our students are
interested in comments that help them improve not only after but even before they start writing. Students see feedback as personal and their reactions were subjective but this may be matched to their competency level, the amount of effort they had put into their writing and other contextual variables.

Maureen Syn (Dr) has been involved in the teaching of business content to second language learners for several years as a lecturer at the International Pacific College. Her research interests are in television viewing behaviours, advertising, the use of authentic materials and creative approaches in teaching.

Peter Chan is a content lecturer with an interest in language acquisition research.

The role of content-based courses in a tertiary EAL programme

Zina Romova, Lecturer in the BA EAL/GCert EAL at Unitec, Auckland

Pascal Brown, Senior Lecturer at Unitec’s Department of Language Studies

Location: Room 6
Category: To be confirmed
Topic: Integrating language & content teaching

A number of models of content-based instruction have gained popularity as a pedagogical approach to EAL teaching at undergraduate level. The positive effects of this approach on language acquisition and academic success have been reported (Babbitt, 2001; Burger & Chretien, 2001; Grabe & Stoller, 1997; Winter, 2004). This paper summarises the observations of two practitioners: a content-based teaching expert and a language-development specialist - on a Graduate Certificate EAL Programme over three years. Consistent collaborations across the two groups of courses within an EAL programme create not only a student-centred learning mode encouraging negotiation of content-based meaning, or “collaborative dialogue” (Swain, 2000, p. 97), but also a context for developing academic literacy skills and an authentic experience of the writing process and of reflective critical thinking. How much collaboration is required in instruction and assessment to serve the needs of the programme’s Graduate Profile? We contend that such collaboration requires its rationale, strategies and process clearly outlined for the purposes of programme cohesion.

Zina Romova is a Lecturer in the BA EAL/GCert EAL at Unitec, Auckland. She has a background in applied linguistics, ESOL teaching, training ESOL teachers and language research at universities and polytechnics in NZ and overseas. Her areas of interest are discourse and genre analysis, methodology of teaching writing, grammar and language acquisition.
**T. Pascal Brown** is a Senior Lecturer at Unitec's Department of Language Studies. He has degrees in applied linguistics and anthropology and thus his interests lie in language, society and culture.

**PAL (Pre-Arrival Learning) maximises Students' and Organizations' Opportunities and Outcomes**

*Helen Otto, Content Writer / Consultant of Wintec*

Location: Room 7  
Category: Secondary ESOL, Paper Tertiary ESOL / EFL  
Topic: ICT/CALL/Multiliteracies

Research shows us that the more prepared a student is for living and studying abroad the more they will benefit from the experience. PAL (Pre-arrival learning) has been developed, so students who have been accepted into a study abroad programme can be better prepared for their living abroad experience - not only in their competency and ability to use English, but also socially and psychologically.

Access to the Pal system is given to students two months prior to their study abroad programme commencing. From the student’s viewpoint, they are already building a relationship with the institution in which they are going to study, because access to PAL is made available through any school or institution’s branded website. This means the student begins to build a rapport with the institution in which they are going to be studying, because they are already accessing the website. The hosting institution also has the advantage of being able to track student engagement via a reporting system which, in turn, demonstrates student commitment.

The PAL system provides students with a number of different resources, linked via an online login and password. Students are initially provided with access to an online assessment tool. This tool checks the level of English competency and provides the student with access to a relevant General English course. Through the PAL system, students are also given access to a ‘Welcome Tour’. This tour helps the student build a relationship with the school or institution in which they are going to study, including the teachers and administrators. The online visual familiarizes students with the country and city where they will be studying and can even provide details for them to follow on arrival at the airport. PAL also includes an ‘English for Living Abroad’ course. This resource assists students with the aspects of everyday living in a foreign country, from discussing daily routines to using the bathroom, to making small talk. Students are provided with cultural knowledge and chunks of spoken language for use during their initial days of living and studying in an English-speaking environment.

*Helen Otto* has a Master of Arts in Applied Linguistics and a Diploma in Second Language Teaching from the University of Waikato, New Zealand. She also holds the Cambridge Certificate of English Language Teaching. She is highly experienced in classroom teaching;
particularly test preparation, student administration and more recently materials writing. She has contributed to a number of Vital English courses including: IELTS test preparation, BULATS test preparation, English for IT, English for Health, TESOL and General English for both blended and online delivery.

Quicklistens

Sonia Millett, Senior Teacher, English Proficiency Programme at Victoria University of Wellington

Location: Room 8
Category: Secondary ESOL, Paper Tertiary ESOL / EFL
Topic: Listening

Principles of effective teaching suggest students should spend a good portion of their time not learning anything new but practising what they already know to increase fluency. Following on from my work on a daily fluency programme incorporating writing, speaking and reading, this talk will look at adding fluency listening to the mix. The presentation will focus on the principles and benefits of fluency listening and then look at student and teacher perceptions of the programme as it has been trialled on the EPP at VUW.


Cultural practices and Vietnamese Technical English Majors’ motivation in their English studies

Hang Phan, PhD student, College of Education, University of Otago

Location: Room 9
Category: To be confirmed
Topic: To be confirmed

Despite a multitude of research on Asian EFL students’ motivation, especially on Chinese and Japanese EFL learners, there is scant research on Vietnamese EFL learners’ motivation, let alone on that of Technical English majors in Vietnam, therefore, this study aims to expand the literature on Vietnamese EFL learners’ motivation to learn the English language via a qualitative study conducted with seven technical English majors at a Vietnamese University. The study found that among a variety of factors impacting on these Technical English majors’ motivation to learn English, the cultural value filial piety was a main motivating source in their English studies. The resultant motivation type was closely
connected with the need to fulfilling filial obligations. Therefore, the study argues that the extant literature on motivation, especially on EFL motivation, needs to pay more adequate attention to the role of specific cultural practices on student motivation to learn.

Hang Phan is a PhD candidate at the College Of Education, University of Otago, New Zealand. She obtained her MA (TESOL) from the University of Queensland, Australia. She loves researching Student Motivation, Culture and ELT. She has experience teaching English, ESP, and TESOL Pedagogy at Hanoi University of Technology, and Ho Chi Minh University of Industry, Vietnam.
Workshop Sessions  
Monday 4 October: 1.35PM  

NZQA Developments in ESOL  

Annie Chan, Qualifications Development Facilitator, National Qualifications Services, NZQA  

Location: Room 2  
Category: To be confirmed  
Topic: Workshop  

NZQA are putting processes in place to ensure ESOL unit standards meet the needs of English language learners (ELLs), and the needs of the ESOL practitioners.  

This presentation will:  

- introduce the new English for Academic Purposes standards, and discuss their possible usage for entry into tertiary courses  
- discuss merit and excellence grading for level 3 and 4 standards to acknowledge the achievements of students  
- give a taster to the assessment support material being developed for level 3 and 4 unit standards to enhance professional practice, and to ensure consistent assessment.  

This presentation will give you the background to new developments, describe development processes undertaken, and explain the grading system, assessment support material, and the progress to date to improve pathways for ELLs.  

Annie Chan works at NZQA in standards setting and project management. Her portfolio includes the maintenance, review and development of ESOL unit standards. She has a teaching background with most of her experience teaching ESOL at a polytechnic.  

Ways to Use Music in ESOL  

Linda Milne, ESOL Teacher of Heaton Normal Intermediate School  

Location: Room 3  
Category: Workshop Early Childhood and Primary ESOL  
Topic: Teach Ed, Lge/Iden, Listen, Prosody, Gram
Music is a catalyst for promoting progress in learning English. When children share music from their country of origin, they feel stronger because their culture is acknowledged and valued. Music and language have a lot in common, such as cadence and a grammar.

A teacher can draw on a child’s prior learning experience in music by showing interest and encouraging them until they feel safe to perform or share music. They might sing in their first language, or share familiar music on an authentic musical instrument. Sharing music is a key that unlocks communication. When a performer experiences acceptance and admiration, the ripples of success promote confidence and conversation.

Reading music and song words, performing, being appreciated, and reflecting, develop the Key Competencies, as good relationships with the wider school community are effortlessly built by children participating at their own level. The musical instruments and expression favoured by boys are acknowledged. The teacher can identify connections across learning areas, multi-layering strands of Sound Arts and English, strengthening cultural affirmation by musical means.

Linda Milne has been a classroom teacher in public primary schools in Christchurch, New Zealand, first semi-specialising in Music, then in Learning Languages. Linda now teaches ESOL to Year 7 and 8 students, aged about 10-12.

Focussing on the learning experience: The role teachers can play in motivating and engaging learners

Ailsa Deverick, Associate Head of Department of Language Studies, Unitec

Location: Room 4
Category: Tertiary ESOL/EFL
Topic: Teach Education

Dornyei (2005, 2009) talks about enjoyment of the learning experience as being the third component of the L2 motivational self system, relating to the teacher, the curriculum and the learner group. It covers a very wide area including group dynamics, teacher’s attitude and learners’ interest in the task, as well as their general desire to achieve.

While there is no magic formula for motivating learners, there are certainly things a teacher can do to help. This practical workshop will focus on the role of the teacher in making the learners’ experience a positive one, with a particular focus on how to engage with the learners, how to engage them in a task and how to motivate them to ‘want to do it’. Examples, from theory and practice, of the main aspects of learners’ enjoyment of the whole learning experience will be discussed and / or modelled, and other ideas will be generated by the participants.

The workshop will be suitable for new and experienced teachers in both the secondary and tertiary sector, and, for those more experienced, it may also serve as a reminder of their continuing quest to create the best learning environment for their students.
Mediating learning through computer-based tasks and digitalised texts.

Jenny Field, Manager of English Language Partners Waikato

Felismina de Araujo, Senior Lecturer of Universidade Nacional Timor Lorosa’ee

Roger Barnard, Senior Lecturer of University of Waikato

Location: Room 5  
Category: Tertiary ESOL / EFL, Community  
Topic: Integrating language and content teaching, ICT/CALL/Multiliteracies

This workshop demonstrates how teachers can use and design computer-based language learning tasks by applying new software - FLAX (Flexible Language Acquisition) - to a collection of digitalised written texts developed as part of the innovative New Zealand Greenstone project. Because both FLAX and digitalised texts can be used with very basic equipment, the use of non-paper tasks and texts is very cost effective where financial resources are scarce.

The materials have been conceived, developed and piloted in New Zealand contexts, and also in a project involving English language lecturers at the National University of East Timor.

The presentation begins with video-recorded explanations and demonstrations of teachers applying the computer-based tasks to collections of digitalised texts.

Participants in the workshop will have the opportunity of trying out some FLAX tasks, and their reactions to the potential value of FLAX and Greenstone to their own contexts will be discussed.

Jenny Field has had a long interest in ESOL and Literacy. She teaches a Post - Intermediate ESOL class at English Language Partners Waikato and is part of an ongoing collaborative project between the University of Waikato and the Faculty of Science and Education at the National University of East Timor.
**Felismina de Araujo** worked for the Ministry of Education in Timor-Leste before her present appointment as Senior Lecturer of the English department at National University of Timor Leste, where she is currently leading a collaborative action research project involving incorporating digitalised texts and computer-mediated tasks into the English language curriculum.

**Roger Barnard**, a senior lecturer in applied linguistics at the University of Waikato, is currently researching the beliefs and practices of language teachers, and collaborating with overseas teachers to design and execute action research projects. His most recent book is Creating Communities of Learning, published in 2009 by Multilingual Matters.

**What on earth is a collocation?**

*Rod Lewis, CPIT*

Location: Room 6  
Category:  
Topic:

*Rod Lewis* has taught (ESOL) at CPIT since 1995. He was a psychologist, a teaching fellow and U.G. C. scholar at Canterbury University, has taught in special education fields and began the adult literacy and numeracy programme at Christchurch Polytechnic. He has a doctorate in psychology, Dip.Tchg and CTEFLA.

**An interactive approach to the teaching of Media English**

*Sakae Onoda, Professor of English Department, Kanda University of International Studies*

Location: Room 7  
Category: Tertiary ESOL / EFL  
Topic: Listening

This presentation explicates a unique approach to teaching Media English to English majors at a university that enhances student affective facets of learning as well as cognitive language skills. Objectives of this course include upgrading student discussions and presentations as well as improving listening abilities.

The course was designed with components based on Nation’s (2006) four strands of teaching: (1) meaning-focused input, (2) language-focused learning, (3) meaning-focused output, and (4) fluency development as a fundamental structure to effectively promote cognitive aspects of language learning.
Further, to support affective perspectives of learning, teaching techniques developed in line with self-efficacy and willingness to communicate development were also deliberately incorporated.

The presentation offers participants a variety of practical ideas that they can employ in classroom teaching. If time permits, a classroom teaching DVD will be shown so that participants can understand how actively students get involved when taught with this approach.

**Sakae Onoda**, has been teaching the Media English course and the English Teacher course at Kanda University of International Studies in Japan for 10 years.

**Discourse Based Listening and Speaking Activities: really communicating**

*Jo de Lisle, Tutor of English Language Partners*

*Dorothy Cleary, Director of English Plus*

Location: Room 8  
Category: Tertiary ESOL  
Topic: Listening/Speaking

EAL migrants in New Zealand are very aware of the need to improve their speaking and listening skills so that they can function more competently in workplace and everyday social situations. They beg for help with this, but it is often difficult for classroom teachers to know where to start or how to structure and develop useful listening and speaking activities. This workshop will focus on presenting listening texts in a way that encourages students to understand, and practice using, the underlying discoursal features of everyday language. These features are a practical and useful way to structure a listening and speaking programme.

Participants will be given the opportunity to develop activities which exploit resources in ways that will help their students outside the classroom.

*Jo de Lisle* has experience in ESOL teaching and teacher education, programme management and curriculum/materials development. Since leaving Wintec in 2005, she has worked at the Waikato Migrant Resource Centre where she coordinates the English Link assessment and consultation service

*Dorothy Cleary* has experience in ESOL programme management and curriculum/materials development. Until 2008, she was the manager for the EAP programme at Wintec and since then she has been working as an independent consultant in materials development and Workplace English programmes in the Waikato area.

**CLOSING 2.40PM -3.00PM**