Speaker Profiles & Abstracts

Alphabetical by main presenter surname

Alegre, Romulo (University of Saint Joseph, romuloalegre@usj.edu.mo)

Context and relevance in English language curriculum and instruction
Shaw (1997) states that "the education experiences on which we reflect are always gained in particular contexts…within which education has to be carried on, and which influence teaching profoundly," while "the principle of relevance ensures that the practices, beliefs, and material that the policy encourages attain the goals for which they are developed and accord with the particular context" (TESOL International Association, 2012). Context and relevance have become two important principles in English language teaching for speakers of other languages. As language educators contend with the changing dynamics of the target learners and of English language education itself, they face challenges on how to create a curriculum and facilitate language instruction that respond optimally to the needs of the learners. This paper attempts to explain context and relevance as infused principles in designing a curriculum and facilitating instruction in the English language for Chinese students as target learners.

Tertiary, Paper, Community languages learning and teaching
Saturday 12 July, 10:10 - 10:40am, Room: RHG01

Alzaanin, Eman (Victoria University of Wellington, ezaanin@yahoo.com)

Investigating the Pedagogical Practices of EFL Tertiary Writing Teachers: A Cognitive-Ecological Perspective
This study explores how the pedagogical practices of twelve English as a foreign language EFL university writing teachers are shaped by their cognition and ecological factors. Data were collected through semi-structured interviews, classroom observations, stimulated-recall interviews, and review of documents. A multiple case study research design was used, and constructivist grounded theory informed data analysis. The cross case analysis generated a cognitive-ecological model to explain teachers' choices favouring different pedagogical approaches to teaching EFL writing. Results reveal that teachers' cognitions about the nature of EFL writing, about teaching and learning writing and about themselves as EFL writing professionals influence their pedagogical practices. The findings also accentuate the role of ecological contexts as a mediating force influencing the interaction between cognition and practices. Theoretical and professional contributions are addressed, and potential for further research is highlighted.

Tertiary, Paper, Writing
Saturday 12 July, 1:55 - 2:25pm, Room: RHG02

Andrew, Martin (Victoria University, Melbourne, martinandrew@internode.on.net)

Incorporating Insights from Critical Pedagogy: Exemplars of TESOL Practice
This paper draws on practitioners' experiences of applying tenets from critical pedagogy, 'the pedagogy of hope' (Freire, 1970) to four exemplars of practice. While multicultural and sociocultural approaches in TESOL have emphasized the centrality of the social, cultural and communicative aspects of language learning and teaching, they glide over the criticism that no language is, in Pennycook's (2001) terms, "innocent" and no discourse separate from the powerful ideology that produced it. This study draws on literature to identify the grass-roots features of critical pedagogy and applies these tenets to practical examples. In the process, it contributes to a much-bemoaned gap in critical pedagogy literature: the space where theory meets ELT practice.

Tertiary, Paper, Teacher education
Saturday 12 July, 11:20 - 11:50am, Room: RHMZ04

CLESOL

Anthony, Judith (Aidanfield Christian School, judith.anthony@aidanfield.school.nz)

One teacher's practical approach to including multicultural families in their students' learning
New Zealand evidence suggests that teachers traditionally prioritise little time to forming strong home school partnerships. However, research advises educators to change the way they approach and interact with family and whanau, especially those from diverse linguistic and cultural backgrounds. "The active involvement of parents from bilingual communities is particularly significant in assisting their children's academic achievement" (Smyth, K, 2003). This premise has formed the basis of six years of research based and practical inquiry into engaging with the communities of English Language Learners. The presentation will outline workable strategies to engage with parents and families from diverse backgrounds. The ideas presented have been trialed in two schools and these different communities will be compared and contrasted. Practical ideas for community engagement will be suggested, which can be adapted to multiple learning contexts.

Primary, Paper, Community engagement
Saturday 12 July, 2:30 - 3:00pm, Room: RHLT2

Bao, Chunrong (The University of Auckland, baobao416@hotmail.com)

Teacher beliefs and Practice in Native and non-native Chinese speaking environments
This multi-case study explores the factors influencing TCSOL teachers' beliefs and their practice in native and non-native Chinese speaking environments with mixed methods. The whole research is divided into two parts: teacher belief and practices. The former part focuses on narrative approaches and grounded theory method, attempting to develop theories about teacher beliefs and provide guidance for TCSOL teacher education. The latter part adopts direct observation and the Logic Model to detect whether teacher beliefs correspond to their practice. The findings of this research will be able to contribute to a fuller understanding of the factors influencing TCSOL teachers in native and non-native Chinese-speaking environments. The findings will also be able to provide empirical evidence for TCSOL teacher education for those working in different language environments.

Tertiary, Paper, Teacher education
Sunday 13 July, 9:50 - 10:20am, Room: RHMZ10

Barlow, Sue (English Language Partners, sue.barlow@xtra.co.nz), **White, Alison** (alisonesol@yahoo.co.nz)
Non-presenting author: Merran Bakker, English Language Partners Hutt, bakker@paradise.net.nz

Team teaching: an alternative approach to English for Employees
The paper will begin with a very brief introduction to action research focussing on Kolb's cycle of experiential learning and then a description of team teaching. After that the authors will present their paper on team teaching as an alternative method in English for Employees classes as developed by English Language Partners Hutt. Why did we choose this method, how was it implemented, what background reading did we do, what were the benefits and disadvantages for learners, tutors and managers, and what overall conclusions did we reach? (The paper will be available as a hand out.) Finally there will be time for Q and A and perhaps comments from the audience about the usefulness of team teaching in their centres.

Community, Paper, Teacher education
Saturday 12 July, 2:30 - 3:00pm, Room: RHMZ10

Berardi-Wiltshire, Arianna (School of Humanities, Massey University, a.berardi-wiltshire@massey.ac.nz)

New Zealand parents' investment in children's development of heritage languages
The paper reports on a study examining the beliefs, decisions and practices of New Zealanders of immigrant background in the transmission of their heritage language (HL) to their children. Data from semi-structured interviews with twenty parent/child pairs of varying ethnic backgrounds highlights parents' involvement in their children's HL learning, as a type of investment (Norton, 2000) based on the desire to develop certain facets of the children's identity which will be advantageous for their future. Excerpts from interviews with the children suggest that a degree of investment transfer from parents to children can occur, although in most cases the youngsters' own investment in the HL is based on highly personal and socially mediated constructions of their own complex identities, including their ethnicity.

Community, Paper, Community languages learning and teaching
Saturday 12 July, 10:45 - 11:15am, Room: RHLT2

Biswalo, Upendo (Victoria University of Wellington, upendopsix@yahoo.co.uk)

Grammar teaching and effective global communication
Today, achieving intercultural communicative competence has become a concern to many English language scholars and educators. This competence enables learners to interact and communicate effectively across cultural boundaries. However, the teaching of English in secondary schools in Tanzania still focuses on the achieving of linguistic skills, while cultural skills are paid little or no attention. Globalization has brought about a need for students to be equipped with the skills of intercultural communication to enable them to interact and communicate effectively with other speakers of English throughout the world. In this presentation, I will show how I have used Foucauldian discourse analysis to uncover power relations in English language teaching in Tanzania. The findings of the study will contribute to the body of knowledge of the current understandings and research about the present realities of teaching and learning English in Tanzania and in other countries globally.

Secondary, Paper, Grammar
Sunday 13 July, 10:50 - 11:20am, Room: RHG02

Bland, Angela (Riccarton High School, bn@riccarton.school.nz)

The EAP Level 4 Standards: It's not just UE literacy
At the end of 2012, I made the decision to use all five of the English for Academic Purposes standards after using 'Write a crafted text using researched material in English for an academic purpose' (22750) and 'Deliver an oral presentation in English for an academic purpose' (22891) in 2011 and 2010. I decided to use all five standards with the goal of creating a cross-curricular and future focused academic skills course to prepare my students for their tertiary study. The first part of this paper discusses the integration of five English for Academic Purposes standards to create a Level 4 course within a secondary context and how the course compares and fits in with the NZC and NCEA. The second part of the paper follows up on the challenges and successes of students who were in the English for Academic Purposes course and are currently in tertiary study.

Secondary, Paper, Literacy / multiliteracy
Sunday 13 July, 10:50 - 11:20am, Room: RHLT1

Bliss, Donna (Massey University, D.G.Bliss@massey.ac.nz)

Discovering Grammar
Ko te pū, ko te ako = at the beginning of learning, in L1 acquisition, language learners listen to large amounts of input, and through a process of trial and error, work out the grammar rules for themselves.

Natural grammar acquisition is therefore inductive, and this is one of the main grammar learning strategies. Despite this, in class, teachers often stick to explicit-deductive teacher-centred methods of presenting grammar such as PPP (Presentation, Practice, Production). Indeed, teachers or students may expect the teacher to be the transmitter of knowledge and explain all the rules.

This workshop, aimed at the practitioner, focuses on inductive grammar instruction, where learners are encouraged to induce grammar rules. After a brief overview of the major methods of grammar instruction, participants will experience the fun and satisfaction of discovering some grammar rules for themselves.

Tertiary, Workshop, Grammar
Sunday 13 July, 10:50 - 11:55am, Room: RHMZ11

Botelho de Magalhães, Morena (The University of Auckland, m.magalhaes@auckland.ac.nz)

Language challenges: an identity crisis? EAL students in doctoral programmes
In the past decade, there has been a continuous increase in the number of international students enrolling in doctoral degrees in English-medium universities, bringing substantial revenue and diversity to these institutions as well as impacting on how doctoral education is managed in this scenario (Cotterall, 2011; Guo & Chase, 2011; Hennebry et al, 2012). Initiatives to assist new doctoral candidates have been put in place focusing on improving essential skills for studies at this level. For those candidates who have English as an additional language (EAL), language assistance has been included as language barriers can adversely affect relationships with supervisors and peers and engagement with the new academic community. This paper discusses some of the challenges EAL doctoral students face in their first year, particularly those related to developing language proficiency and how this impacts on their identities as language users.

Tertiary, Paper, Language and identity (incl Pasifika / migrants / refugee issues)
Friday 11 July, 1:50 - 2:20pm, Room: RHG01

Brookie, Hanna (English Teaching College, hannabrookie@yahoo.com)

Navigating cultural conflict and dissonance in the immigrant ESL classroom
The multicultural migrant second language classroom has the potential to force cultural issues to the forefront as the intersection of cultures creates instances of cultural dissonance or conflict. In this context, the role of the teacher as cultural mediator and facilitator of cultural exploration is crucial. Faced with instances of cultural conflict or dissonance, teachers may focus on acculturation, on understanding learners' cultures or on intercultural communicative competence; they may consider dissonance and conflict as opportunities to explore boundaries between meanings and encourage critical reflection on cultural constructs or they may focus on avoiding conflicting situations in order to preserve a safe learning atmosphere. This paper is based on a pilot study undertaken as part of my PGDip SLT through Massey University. A multi-methodological approach was used to discover how teachers navigate cultural conflict and dissonance in the classroom, drawing on research in culture teaching, intercultural competence and teacher cognition.

Tertiary, Paper, Diverse classrooms
Sunday 13 July, 9:50 - 10:20am, Room: RHMZ11

Brown, Adam (Auckland Institute of Studies, adambrownbrown@hotmail.com)

Speed in the teaching of pronunciation and listening
It is a commonplace complaint from learners that English speakers speak fast, and that it is therefore difficult for them to segment the stream of speech into words, and understand what is said. Firstly, how do we measure whether English is spoken more quickly or slowly than other languages? This is a more complex question than it looks at first glance, and the answer has to take into account various factors including the definition and structure of words, syllables and sounds; pauses; and variability. Secondly, is English really faster than other languages? Research data is presented that shows that English is similar in speed to other languages. The relevance of speed to language teaching is explored. Also, the possibilities of using Voice of America's Special English, and Windows Media Player to produce slower versions of passages are demonstrated. Finally, various caveats about using slower speech in the classroom are explained.

Tertiary, Paper, Speaking and pronunciation
Sunday 13 July, 10:50 - 11:20am, Room: RHMZ05

Brugh, Elizabeth (AUT University, ebrugh@aut.ac.nz), **Roser, Beverley** (AUT University, Beverley.roser@aut.ac.nz)

Strategies for writing in the ILN Targeted ESOL classroom
AUT University's School of Language and Culture is an established provider of ESOL courses for refugees and migrants. The university currently operates five classes under The Tertiary Education Commission's Targeted ESOL Intensive Literacy and Numeracy (ILN) Fund introduced in 2012 which has a generic educational underpinning. This cohort of students was previously in the Foundation Funded Training Opportunities Programme (FFTO) which had a strong work outcome expectation. This presentation focusses on literacy strategies. It looks at both skills and social practices, implemented to meet the writing expectations of the Targeted ESOL ILN Expected Outcomes Framework during 2013.

Tertiary, Paper, Writing
Saturday 12 July, 11:20 - 11:50am, Room: GB117

Carroll, Madeline (Nelson Marlborough Institute of Technology, Madeline.Carroll@nmit.ac.nz)
Non-presenting authors: Sarah Thornton, Nelson Marlborough Institute of Technology, Sarah.Thornton@nmit.ac.nz, Belma Gaukrodger, Nelson Marlborough Institute of Technology, Belma.Gaukrodger@nmit.ac.nz)

Getting the right blend : blended learning and encouraging autonomy
This presentation aims to share our experience of re-developing an English Language programme at a regional polytechnic. The key goals of the re-development are to increase learner autonomy, focus on real-life functional language skills, incorporate new learning technologies and enable learners to gain an English Language qualification (NZCEL). Our motivation was to build on our existing Guided Independent Learning activity and the desire to explore blended learning. Many of our students need encouragement to become more self-reliant and autonomous in their learning. To achieve this, we decided to use more on-line learning and include a project (task-based) component. We will report on the process of implementing our new English Language programme and provide examples of how we use blended learning and projects to increase learner autonomy and engage learners in authentic communicative interactions.

Tertiary, Paper, Blended / web-based / e-learning
Friday 11 July, 2:25 - 2:55pm, Room: RHMZ05

Carroll, Marilyn (AUT Centre for Refugee Education, marilyn@minimac.co.nz),
van den Bergh, Marianna (AUT Centre for Refugee Education, jcarswel@aut.ac.nz)

Stepping Outside your Comfort Zone Encourages Effective Learning
Newly arrived ESOL students have often had little or no experience of Education Outside the Classroom (EOTC). As educators we recognise the value of these experiences for both learning language as well as for the development of social and interpersonal skills. At the Centre for Refugee Education, opportunities are given to learners to engage in activities such as camping, visiting community venues, and shopping and cooking together. These experiences serve as a springboard for meaningful language learning opportunities. EOTC challenges learners to step out of comfort zones as they participate in new situations requiring varying skill sets. Learners who may not excel in an academic setting may exhibit other inherent strengths, abilities and intelligences which are able to be affirmed and utilised to enhance learning. This presentation will show how goal setting, teamwork, leadership and fun capitalised upon in EOTC activities can empower students to become positive proactive learners.

Secondary, Paper, Integrating language and content teaching
Saturday 12 July, 1:55 - 2:25pm, Room: RHMZ04

Cioccarelli, Lesley (Canberra Institute of Technology, cioccas@gmail.com),
Hynson, Yvonne (Unitec Institute of Technology, yhynson@gw.unitec.ac.nz)

Connecting 'across the ditch' and beyond!
Take charge of your own professional development. By using the Internet, you can decide when, where and how to keep up-to-date with all the latest developments in teaching ESOL or community languages. This workshop will show you how to use Twitter, Facebook, and other online forums to learn from, and share ideas with, a huge network of colleagues around the world. Through our personal stories of how we learn and share online, and how we came to collaborate on this project through 'meeting' online, we will demonstrate how building your own personal learning network (PLN) can provide extensive professional support and development. We will introduce you to some dynamic online communities where teachers in New Zealand, Australia and around the world share and collaborate. You will leave the workshop with the beginnings of your own personal learning network (PLN) and the means to develop it further.

Tertiary, Workshop, Teacher Education
Friday 11 July, 10:40 - 11:45am, Room: RHG03

Cotterall, Sara (American University of Sharjah, scotterall@aus.edu)

Writing to learn while learning to write
Anecdotal evidence suggests that Arab learners are reluctant to read. Experienced teachers therefore integrate opportunities to read in their writing courses. This paper reports on a research writing course delivered at a UAE university which took as its starting point the learners' curiosity about the country in which they lived. The learners first identified a UAE-related topic that they wished to explore. Next they were introduced to the library's extensive resources and a range of search techniques and encouraged to refine their focus according to the material they located. Over a 16 week period, the learners produced multiple drafts of a 1200 word research paper while learning to read critically and draw on their reading in formulating and expressing the argument in their papers. The presentation reports on the way the course was structured, the challenges that emerged and the learning gains reported by the participants.

Tertiary, Paper, Writing
Friday 11 July, 10:40 - 11:10am, Room: RHLT1

Coxhead, Averil (Victoria University of Wellington, averil.coxhead@vuw.ac.nz)

Essentials of the Vocabulary Size Test: Groups, Individuals, and more
This talk focuses on Nation's Vocabulary Size Test (VST) and the administration of two parallel versions of this test to 122 native speakers of English under group and individual conditions. The paper also reports on the vocabulary size results of the native speakers in this study across ages, years at school deciles, and gender as factors that might affect vocabulary size. I will also make some recommendations for teachers and researchers about the administration of the test for non-native speakers of English, interpreting the results, providing feedback for learners who take the test, and the possible impact of the VST on curriculum design.

Secondary, Paper, Vocabulary / corpora
Friday 11 July, 2:25 - 2:55pm, Room: RHLT1

Crosby, Simon (UC Plus University of Canterbury, simon.crosby@canterbury.ac.nz),
Townsend, Petronella (UC Education Plus Te Tapuae o Rehua Consortium, petronella.townsend@canterbury.ac.nz)

Burn out or Get out: taking care of the well- being of specialist ELLs teachers in Auckland secondary schools
In the past year, through our work in schools, we have noticed that a number of teachers with responsibility for English Language Learners (ELLs) have resigned their position or have seriously considered resigning. The well-being of these teachers concerns us. Little research has been conducted in this specific field, although research by Cathy Wylie for the NZCER (2005) on Stress and well-being among New Zealand principals suggests that increased workload and role related pressures were having negative effects on their well-being. Our research into the well-being of teachers with responsibility for ELLs is both timely and relevant. Our data gathering includes surveying practising ELLs specialists with follow-up interviews. Our paper will present the findings from our study and allow time for participants to share their experiences.

Secondary, Paper, Leadership and management
Friday 11 July, 2:25 - 2:55pm, Room: RHMZ11

Darling, Holly (Claremont Graduate University, darlingholly26@gmail.com)

ELL classroom peer networks and academic English acquisition
The purpose of this study was to understand how non-native speaking peers support the academic language acquisition of ELL students within high school ESL classrooms. To help adolescent language learners succeed, researchers and educators must understand how peer effects in the language classroom relate to the acquisition of language and critical thinking skills. Network data, interviews, grades, and test scores were used to analyze the peer networks and effects within the language classroom. Findings were analyzed via the lens of social network theory, social capital theory, and sociocultural learning theory. The network analysis reveals that a student's position within the network may influence access to information related to learning English, providing an advantage if the student has a central position in the network. Proximity with other learners and frequent interaction via central network location can impact ELL skill development in academic English acquisition.

Secondary, Paper, Integrating language and content teaching
Saturday 12 July, 1:55 - 2:25pm, Room: RHLT2

Davis, Alex (Wintec (Waikato Institute of Technology), alex.davis@wintec.ac.nz)

Students and their reading: past, present and future engagement

The development of English language learners' academic literacy is a key issue as they seek to successfully transition to undergraduate programmes. Many students have achieved a reasonably high level of oral and aural competence yet have comparatively undeveloped academic reading skills. This presentation reports on a study of thirty advanced L2 students in a tertiary bridging programme. Data was collected through questionnaires, narrative frames, reflections and interviews. Students were from very diverse social, cultural and educational backgrounds, and the study explores how these backgrounds have impacted on their L1 and L2 reading attitudes and habits. It also incorporated an action research aspect by evaluating the effectiveness of an extensive reading programme. The presentation explores connections between first and second reading experiences and engagement, outlines some common but also unique features of participants' 'stories', and discusses the potential of a reading programme to bring changes to learners' reading attitudes and behaviours.

Tertiary, Paper, Reading
Sunday 13 July, 10:50 - 11:20am, Room: RHMZ04

Dinh, Thuy (Monash University, thuy.n.dinh@monash.edu)

English vocabulary across cultures: Implications for TEIL and lexical innovations

In the globalised era English is attached to multiple cultures and used to express people's cultural conceptualisations (Sharifian, 2011), which results in the expanding of vocabulary in terms of meanings and lexical innovations. This paper investigated the understanding of 20 randomly chosen English words in the textbook New Headway Intermediate among university students in Vietnam, and examined the use of vocabulary in the locally developed English textbooks at high schools. The study shows that even simple English words are interpreted differently among students of different ethnic communities, which influenced their comprehension and interpretation of reading texts. It also demonstrates that the use of English vocabulary in the localised English textbooks is local culture-specific, signifying lexical innovations. The paper aims to highlight the variation in lexical meanings across cultures and draw teachers' and students' attention to teaching and learning vocabulary and the contribution that their countries can make to English.

Tertiary, Paper, Vocabulary / corpora
Friday 11 July, 11:15 - 11:45am, Room: RHLT3

Dofs, Kerstin (Christchurch Polytechnic Institute of Technology, (CPIT), kerstin.dofs@cpit.ac.nz)

Speaking practice in an autonomous learning self access centre

Autonomous Learning Self-Access Centres (ALSACs) dedicated to promoting language learning are typically stocked with resources for all skills, as well as for improving grammar and vocabulary. Providing resources and support for reading, writing, listening, and even for pronunciation of discrete vowels, consonants, vocabulary and sentences usually poses no particular problems; however, setting up provision for the development of spoken communication skills in a self-study situation is not as easy. Authentic speaking practice, in which students become aware of and understand purpose, level of formality, appropriateness, and strategies for discussions and conversations, may also be difficult to achieve in an ALSAC. Nevertheless, improving speaking seems often to be one of the most pressing needs for many English as an Additional Language (EAL) learners. Despite its challenges, providing speaking opportunities in a SAC can certainly, as this presentation will show, be addressed in many ways.

Tertiary, Paper, Speaking and pronunciation
Friday 11 July, 11:15 - 11:45am, Room: RHLT1

Edwards, Sue (Waikato Institute of Technology, sue.edwards@wintec.ac.nz)

What do teachers need to know about grammar?

The literature regarding teacher knowledge endorses the importance of English language specialist (ESOL) and mainstream teachers' grammatical knowledge for teaching and assessment purposes. In the New Zealand primary and secondary school context, key documents produced for teacher support of English language learners require grammatical knowledge, as they contain a considerable amount of grammatical terminology. These include the English Language Learning Progressions (ELLP) (2008), the English Language Intensive Programme (ELIP) (2003), and Supporting English Language Learning in Primary School (SELLIPS) (2009). The aim of the current study was to classify grammatical terminology in these documents according to language level (phonology, word class, sentence and text), language skill, and stage of the progressions. Conclusions were drawn about the grammatical knowledge considered essential for teachers to effectively use the support materials. The results of the study are relevant for ESOL, primary and secondary teachers, and those involved in the professional development of teachers.

Primary, Paper, Grammar
Sunday 13 July, 9:50 - 10:20am, Room: RHG02

Erlam, Rosemary (University of Auckland, r.erlam@auckland.ac.nz)

Does NZ language teacher training prepare for the Malaysian context?

This paper presents results from a study investigating to what extent teachers who have completed a four-year Bachelor of Education in TESOL at a New Zealand University, are able to implement, in the Malaysian English language classroom, the ideas and theories that are introduced during their New Zealand based training. It also aims to identify the reasons that either allow, or prevent them from implementing this learning. Interview data was collected from 5 students who had completed their second year of teaching in Malaysia following their training. Results show that students did attempt to implement a learner-centred approach to ELT in a variety of ways. Their success was, however, mixed. Participants also demonstrated some ability to exercise agency in a 'high structure working environment' (that is, one where teachers are obliged to follow a comprehensive, pre-specified syllabus, textbook, examination prescription) (Wette & Barkhuizen, 2009).

Tertiary, Paper, Teacher education
Friday 11 July, 1:50 - 2:20pm, Room: GBLT4

Farshad Nia, Sara (University of Canterbury, farshadnia@yahoo.co.uk)
Non-presenting author: Ronnie Davey, University of Canterbury, ronnie.davey@canterbury.ac.nz

CALL in New Zealand: Factors affecting ESOL teachers' adoption and integration

Despite the growing technological availability in New Zealand schools, there is little tendency for the integration of Computer-Assisted Language Learning (CALL) tools into ESOL environments. This study explores the factors contributing to the current situation from New Zealand ESOL teachers' perspectives. This qualitative study research employs a series of semi-structured in-depth interviews with twenty ESOL teachers at secondary schools. An initial thematic analysis of the data suggests that there is a connection between teachers' integration of digital language learning tools and the discourse through which the applications and tools are presented to the teachers. Furthermore, the nature and the style of professional development courses, demography of the students, relevance, time, and assessment methods are other contributing factors that influence ESOL teachers' implementation of technology.

Secondary, Paper, Blended / web-based / e-learning
Sunday 13 July, 10:50 - 11:20am, Room: RHLT3

Field, Jenny (Waikato Institute of Technology, jenny.field@wintec.ac.nz)

Investigating different approaches to reading in a multi-level class

A class presenting with diverse educational, literacy and ethnic backgrounds will also present with diverse aspirations and learning needs. This case study of a government funded (FFTO) programme reveals how those needs were met. The key question for tutors was how to meet both students' language learning aspirations as well as contractual outcomes. To narrow the enquiry the researcher asked students which approaches were best assisting their reading. Students were asked to respond to a Likert survey and then to explain which approaches helped them. A balanced reading programme (Nation 2009) was applied with equal measures of meaning focused input and output, language focused learning and attention to fluency. The survey yielded results in line with current pedagogical understandings, but the guided interviews offered more divergent responses. This led the researcher to conclude that the learners' widely varied backgrounds were reflected in how they approached their learning: idiosyncratic and autonomous.

Tertiary, Paper, Reading
Sunday 13 July, 9:50 - 10:20am, Room: GB117

Finikin, Gwenna (Hokowhitu School, g.finikin@hokowhitu.school.nz)

Reporting to parents

This five-minute brilliant idea is based on research by the primary SIG. It looks at parental responses to ELL children being reported on against the National Standards and the effective ways teachers have of reporting to parents.

Primary, Five-minute Brilliant Idea, Home and school relationship
Saturday 12 July, 10:10 - 10:40am, Room: RHLT3

Fortyn, Vanessa (Monash University English Language Centre, vanessa.fortyn@muelc.edu.au),
Bougeois, Janet (Monash University English Language Centre, janet.bougeois@muelc.edu.au)

Meeting the literacy needs of Middle Eastern Arabic-speaking ESL students

Most ESL teachers of adult Middle-Eastern Arabic-speaking students would be able to recognise the following literacy concerns: • Students are often poor spellers • They are generally slow writers • Their handwriting often tends to be uneven and poorly formed • They are often slow readers • They may misread and confuse words easily • As a result of all of the above factors, they often dislike reading and writing in English, and feel negatively about their own literacy abilities. This paper aims to provoke thought and discussion amongst teachers by raising awareness of some of the linguistic and cognitive difficulties that affect literacy amongst adult Middle-Eastern Arabic-speaking students. It is based on a 15-week project of observations and literacy-building activities for this specific group of students. While the paper does not offer any quick fixes, it does provide some practical ideas for teachers to begin to deal with the problems.

Tertiary, Paper, Literacy / multiliteracy
Saturday 12 July, 10:45 - 11:15am, Room: RHG03

Fry, Juliet (UC Education Plus, University of Canterbury, Te Tapuae o Rehua, juliet.fry@canterbury.ac.nz),
Bland, Angela (Riccarton High School, bn@riccarton.school.nz),
Dodd, Stephanie (University of Canterbury, Stephanie.Dodd@canterbury.ac.nz)

NZC and NCEA: Pasifika students' opportunities in Te Wai Pounamu

The New Zealand Curriculum (NZC) has been described as a treasure. The direction for learning is set by NZC principles, including cultural diversity, coherence, high expectations and community engagement. The National Certificate in Educational Achievement (NCEA) enables students to gain credits from both traditional school curriculum areas and alternative programmes. In spite of the opportunities afforded by a principled curriculum and flexible assessment system, schools often continue with curriculum dominated by traditional structures and associated assessments. This paper describes how some teachers, with the support of Professional Learning and Development facilitators, have negotiated new opportunities for some Pasifika students within traditional school settings. With the additional support from students' families and communities, the students have achieved credits in NCEA that reflect cultural diversity, inclusion, community engagement and high expectations. The paper draws on the action research of a Masters' thesis and on the experiences of three teachers.

Secondary, Paper, Community languages learning and teaching
Saturday 12 July, 10:45 - 11:15am, Room: GBLT4

Gabillon, Zehra (University of French Polynesia, zehra.gabillon@upf.pf)
Non-presenting author: Rodica Ailincai, Université de la Polynésie Française, Laboratoire EA Sociétés Traditionnelles et Contemporaines en Océanie (EASTCO), rodica.ailincai@iufm.upf.pf

The role of artefacts and gestures in CLIL lessons
This classroom-based study, which took place in a French Polynesian primary school context, attempts to highlight how artefacts and gestures could improve the communicative quality and fluency of dialogic exchanges of beginner level young foreign language learners in Content and Language Integrated Learning (CLIL) classes. The CLIL experience described in this study is based on a sociocultural framework and the principles of Action-Based Foreign Language Learning (ABFLL). The study used classroom observations and video recordings to gather data. The data were analyzed qualitatively by focusing on the role artefacts and gestures played during dialogic exchanges in CLIL science lessons. The data obtained from this experience suggested that CLIL science lessons with young beginner level learners require a rich extra-linguistic context and socially mediated activity designs. We have some data to show that use of artefacts and gestures could extend dialogic exchanges and improve the communicative quality of classroom interactions.

Primary, Paper, Integrating language and content teaching
Friday 11 July, 10:40 - 11:10am, Room: RHG02

Gamble, Shanley (Ministry of Education, shanley.gamble@minedu.govt.nz)

Using ELLP to confirm ESOL funding eligibility
The Ministry of Education is currently implementing the English Language Learning Progressions (ELLP) to confirm eligibility for ESOL funding support for English language learners in schools. From 2015 onwards, ELLP will replace the current ESOL/AF applications to apply for ESOL funding. The New Zealand Council for Educational Research (NZCER) has done extensive research comparing ESOL/AF scores with ELLP stages, showing a strong correlation. Sector consultation and trialling in 2012 and 2013 have further supported this change. The presentation for primary and secondary teachers will briefly discuss the findings from the consultation process and outline the new application process and the guidelines.

Primary, Paper, Teacher education
Saturday 12 July, 10:10 - 10:40am, Room: GBLT3

Gladman, Andrew (Akita International University, apgladman@gmail.com)
Non-presenting author: Arthur Stuart, Firkins Macquarie University, Australia, afirkins@yahoo.com

Harmonising roles and systems at the content/language interface
The focus of this presentation is how language specialists and content specialists from different technical or professional fields negotiate to achieve their respective goals in the application of Content Language Integrated Learning (CLIL). The authors draw on a number of themes relating to the construction of professional discourses to explore key aspects of this negotiation. Themes include nonalignment in expectations and discourses between participants; fluidity of participant roles and relationships in shifting contexts; the problematisation of critical issues in the joint resolution of difficulties; and recontextualisation of interaction so that effective discourses can be developed and aligned to fit the multiple purposes of the academy and the business. We reflect on lessons learned from the authors' experiences in Asia and the Middle East with a view to harmonising the processes that occur at the content/language interface.

Tertiary, Paper, Integrating language and content teaching
Sunday 13 July, 10:50 - 11:20am, Room: RHLT2

Hardie Boys, Deryn (English Language Institute, Victoria University, deryn.hardieboys@vuw.ac.nz),
Hamilton-Jenkins, Alison (Victoria University of Wellington, alison.hamilton-jenkins@vuw.ac.nz)

Scaffolding the initial stages of the essay writing process
One of the biggest challenges for many international students is having the confidence and skills to generate ideas for writing academic essays. The focus of this paper is to outline some of the approaches taken on a 14 week English for Specific Purposes immersion programme for adults. This paper will address effective methods we have developed for helping our students to generate ideas for writing argument essays. It explores ways for encouraging the students to get started and stay on track, which are essentials for successful essay writing.

Tertiary, Paper, Writing
Sunday 13 July, 9:50 - 10:20am, Room: RHMZ04

Harris, Clare (The Book Next Door (also Polytechnic West), clareh@iinet.net.au)

Creating what learners need: the journey to ESOL publication

At the last CLESOL conference, a group of ESOL writers and would-be writers met in a session called 'A writers' meeting space'. This is an opportunity to meet again, to be joined by others, and to talk about the practical challenges of creating materials that support effective learning and teaching. We may have the confidence to write with what Paul Nation (in a different context) calls 'the intuition of a subject expert' and create compelling materials that engage and motivate learners, but from there, the jump to publication is a huge one.   If we hope for traditional publication, we may be told that our concept is too 'niche'. If we choose to meet the needs of that 'niche' market, and self-publish, we become not just writers but micro-publishers (and marketers!). How can we support each other in an unfamiliar journey, and learn from our shared experience?

Community, Workshop, Writing ESOL materials
Friday 11 July, 10:40 - 11:45am, Room: RHMZ05

Harvey, Sharon (AUT University, sharon.harvey@aut.ac.nz)

A national languages policy for New Zealand: still relevant today?

National languages policies have been associated in the past with somewhat negative critiques of being overly deterministic and variably implicated in the perpetuation of social inequality. However, there are also commentators who have recently explored the positive initiatives and practices that national languages policies may enable. These include the ability to explicitly and productively engage with in-country ethnic and linguistic diversity, as well as the plurilingual characteristics of globalisation. Drawing on the recent issues paper by the Royal Society of New Zealand calling for a national languages policy, this paper examines the broad history of languages policies in New Zealand, and considers what it would mean for our country to have a robust cross-sector national policy for languages.

Tertiary, Paper, Language planning and policy
Saturday 12 July, 1:55 - 2:25pm, Room: RHLT1

Haworth, Penny (Institute of Education, Massey University, p.a.haworth@massey.ac.nz)

What contributes to student teacher efficacy in culturally diverse low SES schools?

Despite theoretical preparation, otherwise competent and confident novice teachers often struggle in practice to meet the needs of pupils in culturally diverse, low socioeconomic early childhood and school settings. The most recent systematic review on the contribution of practicum experiences to early career teacher development found that there has been little rigorous study in this area (Anderson & Stillman 2013). This paper reports on the initial stage of a project to develop a survey to evaluate student teacher efficacy in relation to practicum placements in centres and schools. We are interested in looking at student teacher preparation and support before, during and after practicum placements, particularly those practicum placements in culturally diverse low socioeconomic settings. The paper will review relevant background literature, discuss the contribution of reference group discussions to the item pool development process, and describe the key categories of student teacher efficacy that have been identified.

Primary, Paper, Teacher education
Saturday 12 July, 10:45 - 11:15am, Room: GBLT3

Hickey, Penny (AUT University, phickey@aut.ac.nz),
Carroll, Marilyn (AUT University Centre for Refugee Education, mcarroll@aut.ac.nz)

Beginner ESOL students: Practical Tips and New Methodologies
This workshop presentation describes a range of techniques and tools which have been successful in maximising learner output and increasing confidence and self help skills for beginner adult students.

All newly arrived refugees participate in a six week on-arrival programme at the Mangere Centre for Refugee Education (CRE). More than 50% have little or no English and minimal schooling. It is this lack of prior formal learning strategies that has driven teachers to develop exciting and inclusive techniques and delivery methods in order to engage students and accelerate the learning process. There is little research about effective methodologies for teaching these students. Through trial, error and innovation teachers at the CRE have developed practical programmes and pedagogical methods whereby successful learning can occur in an inclusive and welcoming environment.

Presenters will demonstrate a range of activities and ideas for connecting classroom learning to the outside lives of students in real and practical ways including the use of tablets.

Community, Workshop, Integrating language and content teaching
Sunday 13 July, 10:50 - 11:55am, Room: GB117

Hoang, Fiona (MCLaSS, fiona.hoang@mclass.org.nz)

Keeping the learning upbeat in the face of challenges
How do you respond to challenges? How do you keep your learners engaged? In responding to the problems and challenges in my adult multi-ethnic classroom with varying skill levels, I have developed some dynamic strategies and tools to teach vocabulary. I will share how my integrated teaching approach and strategies have evolved and the rationale behind them. You will experience some of these tasks, tools and techniques I have employed and consider issues with their implementation. You will also have an opportunity to discuss challenges you face and how they might be resolved in light of this shared experience.

Tertiary, Five-minute Brilliant Idea, Diverse classrooms
Friday 11 July, 2:25 - 2:55pm, Room: RHLT2

Hoang, Ha (Victoria University of Wellington, Ha.Hoang@vuw.ac.nz)

Metaphorically speaking, how to gain a higher writing grade?
This presentation will report on a study that looks at the relationship between written metaphor use by second language learners and their writing proficiency. It is found that writing grade is strongly correlated (positively) with and can be significantly predicted by metaphorical language use. The presentation will also discuss the pedagogical implications of these findings for the teaching of second language writing and vocabulary.

Tertiary, Paper, Writing
Friday 11 July, 10:40 - 11:10am, Room: GBLT3

Hoang, Ha (Victoria University of Wellington, Ha.Hoang@vuw.ac.nz)

Applying cognitive linguistic motivation to language teaching
Literature has shown that when learners are aware of the motivated (as opposed to arbitrary) nature of language, they are more likely to learn it in a cognitively, affectively and pragmatically effective way with better retention. This workshop will briefly introduce the notion of linguistic motivation and then invite participants to take part in activities that employ different types of semantic motivation to teach language.

Tertiary, Workshop, Writing
Sunday 13 July, 10:50 - 11:55am, Room: GBLT4

Hobbs, Moira (Unitec Institute of Technology, mhobbs@unitec.ac.nz),
Dofs, Kerstin (Christchurch Polytechnic Institute of Technology (CPIT), kerstin.dofs@cpit.ac.nz)

Essential Advising to underpin effective Language Learning and Teaching
This workshop will interest managers, teachers and advisors who are involved with language learner advising. We will discuss the history of advising, what advising means and the skill set required for this. We will talk about professional development and investigate what may already be available (and/or what should be) to allow practitioners to be effective advisors within our current educational settings. The workshop will include: (i) A brief background of our previous research interests leading to our current research into language learner advising (ii) Involve attendees in group discussion around their notions of autonomy and advising, (theory and practice), their tasks while advising, and their training for this role (done and/or required) (iii) Ask attendees to complete an advising questionnaire (iv) Perhaps arrange some follow-up interviews. We will use the attendee contributions and feedback to inform our own ongoing research studies in the field of language learner advising both nationally and internationally.

Tertiary, Workshop, Language Learner Advising
Friday 11 July, 1:50 - 2:55pm, Room: RHMZ04

Hope, Celia (English Language Partners Waikato & Wintec (Waikato Institute of Technology), celiahope@xtra.co.nz)

Essentials for learning in a community-based ESOL literacy programme
For adults who have had little or no formal education, learning another language and to read and write in that language is a formidable task. Although research in this area is limited, two recent New Zealand studies (Benseman, 2012; Furness, 2011a) identify that focussing on and acquiring language and literacy knowledge and skills is just one component of an effective programme for these learners. Other components such as skills in learning to learn, confidence and understanding life in New Zealand are inextricably linked, so that gains in one area contribute to gains in the others (Benseman, 2012). This presentation is based on my recent study of the perceived and observed benefits of a community-based ESOL literacy programme for migrant and former refugee women, their families and community. It demonstrates that as well as educational gains, there are subsequent effects in terms of participation and inclusion, and emotional and wellbeing gains.

Community, Paper, Language and identity (incl Pasifika / migrants / refugee issues)
Saturday 12 July, 1:55 - 2:25pm, Room: RHMZ05

Huang, Shu-Chen (National Chengchi University, huang91@nccu.edu.tw)

Teacher-learner dialogues in iterative assessments for learning
Recent studies refer to assessment for learning (AfL) as a global positioning system (GPS) for teaching and learning. With assessment and feedback carefully designed into a curriculum, learners may be better informed of where they currently are in relation to where they are expected to go. Based on lessons from AfL theories, this study implemented assessment and feedback principles in the design of a tertiary EFL writing course. Four iterative draft-revision cycles, accompanied by interactive cover sheets (ICTs) on each submission allowing for continuous teacher-learner dialogues, weaved through the course of an 18 week semester. Hattie and Timperley's (2007) framework of feedback was used as a guide for analysis of the levels of learner questions and reflections: 1) immediate task, 2) generalizable process, 3) higher-level self-regulation, 4) self, and 5) off-task. A pattern of development from the task to the self-regulation level was observed. Exceptions were highlighted and implications discussed.

Tertiary, Paper, Testing and assessment
Saturday 12 July, 10:10 - 10:40am, Room: RHMZ11

Hui, Jon (The University of Hong Kong, jonhui@hku.hk)
Non-presenting author: Ken K. L. Ho, Centre for Applied English Studies, The University of Hong Kong, hoken@hku.hk
Bridging the English language gaps between classroom and professional practice
Grounded in the genre approach, this paper focuses on the professional writing and oral communication demands of medical engineering students at a university in Hong Kong, and presents a case study of the challenges in course material development, and the opportunities for introducing academic discourse and interpersonal communication in a realistic manner. While this initiative targets oral communication and writing in their own discipline, it also aims to enhance students' skills and competency across a broader base. In particular it offers opportunities for students to experience the processes and strategies of learning in a collaborative environment. The teaching of domain-specific communication practices, while isolated in the classroom, can be extrapolated into their professional workplaces. The results of a pilot study, conducted as part of a quality assurance process of developed teaching materials, will be summarised.

Tertiary, Paper, Integrating language and content teaching
Saturday 12 July, 10:10 - 10:40am, Room: RHMZ04

Hynson, Yvonne (Unitec Institute of Technology, yhynson84@gmail.com)
Keeping culture in mind - blended learning intercultural communication
Culture has always been an important dimension in language and this 'book' was designed to bridge the gap between surface discussion of cultural features and raising awareness of how and why we think about culture as we do. It is based on the four principles of intercultural communication outlined by Newton (2009): identify differences and similarities between cultures and investigate them, reflect and decide about future actions. This session shows you how to use the materials for blended learning so bring your smartphone or tablet, but two will be provided for you to view. Parts of each unit train students in 'reading of images' and body language so it is suitable for a range of levels. The main content input is pre-intermediate or above. I will be available to discuss anything with you.

Tertiary, Interactive Learning Fair, Blended / web-based / e-learning
Friday 11 July, 1:50 - 2:20pm, Room: RHLT2

Ip, Tsui Shan (Hong Kong Institute of Education, tsip@ied.edu.hk),
Tam, Man Sze (Hong Kong Institute of Education, mstam@ied.edu.hk)
Chinese Students' Foreign Language Anxiety (FLA) and Medium of Instruction (MI)
The presenters will share research results about the link between Chinese students' Foreign Language Anxiety (FLA) and the Medium of Instruction (MI). In Hong Kong, even though there seems to be a lack of empirical study about the relationship between FLA and MI, a monolingual English-only approach has been widely adopted in English as a Foreign Language (EFL) classrooms since 1998. The research conducted in 2012 found students who studied in English-only EFL classrooms in Chinese medium schools had a comparatively higher FLA compared with their mixed-code counterparts.

Secondary, Paper, Foreign language anxiety and the medium of instructions
Sunday 13 July, 9:50 - 10:20am, Room: RHLT2

Johari, Siti Katijah (Malaysian University of Sabah, usurfct87@gmail.com)
Amalgamating Two Approaches: The Impact on Students' Academic Writing Performance
A more pedagogic intervention of an educator's approach and method in the teaching of academic writing is significantly needed to develop students' academic writing skills. This paper highlights the significance of the amalgamation of two renowned approaches, task-based approach and process writing approach, complemented by important supplementary factors which include motivation, cooperation, collaboration and reflection to further enhance the role or roles to be played by these approaches. Hence, this paper emphasizes an eclectic pedagogical intervention that establishes a supportive environment for the development of students' academic writing skills, and the effects that it has on students' motivation and opportunities to develop themselves as writers.

Tertiary, Paper, Writing
Sunday 13 July, 9:50 - 10:20am, Room: RHG03

Jones, Jennifer (University of Auckland, j.jones@auckland.ac.nz)

"Let's talk": effective university language learning through conversing with others
This paper presents the findings of a study which investigates the impact of two university conversation groups "Let's talk" and "Let's talk to Aucklanders" on the participants: EAL students and L1-speaking locals. The groups were started in response to the expressed needs of EAL students in finding opportunities to speak English (especially with L1 speakers) and thus the chance to develop their speaking and listening proficiency. The purpose of this study was to uncover the underlying reasons why involvement in the group was perceived to be beneficial to participants and to determine whether the aims of the group were achieved. Data were collected through questionnaires, narrative frames, and focus group interviews. This presentation will show what motivates participants to be involved and reveals that students perceive the main benefits as being in relation to the development of their English language proficiency. Implications for similar contexts will also be explored.

Tertiary, Paper, Speaking and pronunciation
Friday 11 July, 2:25 - 2:55pm, Room: RHG01

Kalauni, Rosa (Papatoetoe High School, rokalauni@papatoetoehigh.school.nz)

Secondary Success
Pasifika underachievement has been a catchcry during my watch and it is disheartening to be part of the system that continues to fail our children. We struggle with Pasifika underachievement - boys more so than girls. Boys' underachievement is not a recent phenomenon, which is one reason for the widely differing views on its role in creating and fostering stereotypes. This project looks at learning styles, literacy, resistance to learning and achievements for our Pasifika learners, with the understanding that their educational successes are our responsibility. How they progress with learning depends on the support, depth of enrichment activities and effort of all teachers.

Secondary, Paper, Literacy / multiliteracy
Saturday 12 July, 10:10 - 10:40am, Room: RHG03

Kasikara, Seher (Anadolu University school of foreign languages, skasikara@anadolu.edu.tr)

Perceptions of Contextual Grammar Teaching
Effectiveness of contextual grammar teaching in EFL classes will be discussed throughout the poster presentation.

Secondary, Poster, Grammar
Saturday 12 July, 12:10 - 12:40pm, Room: Mezzanine Foor

Keane-Tuala, Kelly (teawa.maori@gmail.com)

Improving vocabulary counts for Māori
Mary Boyce's PhD thesis showed that Māori has significantly fewer different word-forms than English. My thesis looked at one explanation suggested by Boyce for this result. Homonymy, one word-form with multiple unrelated meanings, provides one likely explanation. Homonyms were counted as a single token in Boyce's thesis i.e kī 'say' and kī 'full'. I developed a methodology which would distinguish these tokens as separate lexemes. I used Lyons' criteria for separating lexemes: native speaker intuition of relatedness of meaning and historical relatedness. I looked at three word forms which I knew to be homonymous: tau, kī and mea. I extracted all tokens of each from the MBC and manually determined which lexeme each belonged to. I then examined contextual clues for distinguishing them. I showed that preceding function words often provide answers but in some cases the wider context is vital. My methodology can be used to help teachers and students investigate words and their environments more effectively in Māori.

Tertiary, Paper, Vocabulary / corpora
Friday 11 July, 2:25 - 2:55pm, Room: RHMZ10

Kitchen, Margaret (University of Auckland, m.kitchen@auckland.ac.nz)

Hard to ask questions if the teacher doesn't know you

This paper considers the affordances Korean-born students perceive in using Korean or English language in an Auckland secondary school. Affordances are the students' perceptions of their languages as linguistic resources enabling them to act, or constraining them from acting (van Lier, 2004). The data suggest transitioning to high school is a critical time when Korean students are perplexed at the loss of primary school's invitational culture of interaction both inside and outside the classroom. The reduced repertoire of interactions the Korean students in this study experienced, has implications for multicultural schools whose policy rhetoric envisages high-level interaction within the school environment. Research increasingly recognises both interaction's role in academic learning and the critical role learning plays in constructing identity (Webb et al., 2014; Norton Peirce, 1995). Learning is a process of becoming (Wenger, 1998). As learners participate more actively in communities, they construct identities in relation to these communities.

Secondary, Paper, Language and identity (incl Pasifika / migrants / refugee issues)
Saturday 12 July, 11:20 - 11:50am, Room: RHLT2

Lee, Jinah (The University of Waikato, jl431@waikato.ac.nz)
Non-presenting author: Margaret Franken, University of Waikato (franken@waikato.ac.nz);
Judy Hunter, University of Waikato, jmhunter@waikato.ac.nz

"I know I am not good at learning languages"

One significant identity imposed on Asian migrants in New Zealand is 'being language learners', which can become a continuing obstacle to membership in imagined communities. This may affect how they are seen and how they see themselves. A case study of Jessica follows her journey to settle here, learning English to gain a "legitimate" qualification. It becomes an ongoing struggle. At home, she uses only English to improve her language competence, at the cost of her son learning the heritage language, Korean. At school, she is referred to a lower English program than her previous qualification, which distresses her greatly. But she then enrolled in a new degree programme. For Jessica, any success is only temporary, because she is still challenged – an eternal language learner. The institution assigns her a reductionist identity, only a language learner, which she also internalises. The situation raises unsettling implications for teaching, learning and resettlement.

Community, Paper, Language and identity (incl Pasifika / migrants / refugee issues)
Saturday 12 July, 2:30 - 3:00pm, Room: RHMZ05

Lehto, Marise (Marise Lehto Associates Ltd, marise.lehto@mla.fi)

On becoming a disciple of the disciplines

Managing change successfully is arguably challenging for organisations today. Whilst many rise successfully to this challenge, the speed of change adds to the already complex area that change management encompasses. To remain sustainable, development of learning organisation capabilities may help cope with this change, thereby ensuring longevity and ultimately survival. This presentation explores ways of developing those capabilities, discusses benefits and barriers, examines the role that reflexivity plays and reports on an empirical study done with a Finnish learning consultancy. Drawing on the principles of action research, it generated several key findings: that continued development of learning organisation capabilities is critical and that reflexivity has potential for individual and organisational growth through distributed leadership. The main conclusions are that ongoing exploration of mental models is vital and reflexivity plays a key role. I therefore argue for continued exploration of developing learning organisation capabilities through action inquiry thereby ensuring an organisation's survival.

Tertiary, Paper, Leadership and management
Sunday 13 July, 10:50 - 11:20am, Room: RHMZ10

Libby, Mary (University of Auckland, atuffchick@gmail.com)

Contextualized learning: common inquiries in multilingual multicultural secondary English classrooms
The landscape of education in New Zealand is rapidly changing. Secondary teachers are expected to prepare 21st century students to achieve in their learning area, think critically, problem-solve, collaborate, be curious and imaginative, be adaptive, show initiative, and communicate effectively so that they become constructive leaders of an ever-evolving and yet to be defined social and economic structure. This future-focused preparation must occur as secondary teachers navigate the requirements of the New Zealand Curriculum and NZQA Standards in their daily endeavour to support students (with varying degrees of linguistic and conceptual understandings) achieve their academic goals. In this workshop we will explore contextualized classroom learning as a successful teaching approach in this educational climate. We will do so by examining the preparation, systems, content knowledge and pedagogical approaches required for, and the learning possibilities embedded in common inquiries - with a specific focus on multilingual multicultural secondary English classrooms.

Secondary, Poster, Diverse classrooms
Saturday 12 July, 12:10 - 12:40pm, Room: Mezzanine Foor

Liu, Donghong (Central China Normal University, liudonghong19@sina.com)

Moves and Wrap-up Sentences in Conclusions of EFL Students' Argumentations
This paper focuses on moves, the quality of wrap-up sentences and the effect of topic on argument essays. 150 participants were asked to write two essays within 40 minutes. One essay had a restricted topic and the other had an open topic. Based on Hyland's (1990) analysis of conclusions, Discourse Marker, Consolidation, Affirmation and Close, the research results show that the frequency of Consolidation is much lower than the other moves, especially in the middle and low level writing proficiency groups. The three writing groups only displayed a significant difference in Discourse Marker. However, they also showed a difference in the wrap-up sentence quality. As for topic effect, only the middle group showed a significant difference between the two essays, both in move numbers and wrap-up sentence quality, while the differences between the two essays in the higher group and the lower group were not statistically great.

Tertiary, Paper, Writing
Friday 11 July, 2:25 - 2:55pm, Room: GBLT3

Liu, Yaokun (Whitireia Community Polytechnic, yao-kun.liu@whitireia.ac.nz)

The Significance of First Language in Second Language Learning
My research is an attempt to elaborate on the significance of students' first language in their second or foreign language learning by illustrating how first language functions in second and foreign language learning, how to use first language positively and effectively to support adult second or foreign language learning, and the impact of the linguistic relationship between students' first language and the target language upon their learning outcomes.

Tertiary, Paper, Community languages learning and teaching
Saturday 12 July, 11:20 - 11:50am, Room: RHG01

Lu, Laurie (Nelson Marlborough Institute of Technology, laurie.lu@nmit.ac.nz)

Action research into a direct vocabulary-teaching model based on three paradigms of connection
This paper reports on an action research project which investigated the kinds of direct vocabulary learning strategies that 23 intermediate level English learners exhibited on an 18-week EAP learning course. The project involved three phases: (1) a preliminary study on 43 NMIT ESOL students' vocabulary learning strategies, (2) a 3-paradigm connection teaching model initiated in response to the identified learning strategies and (3) some further investigations into learners' online vocabulary learning behaviour and their feedback about the new learning practices. The findings from the research suggest that an integrated approach by systematically employing the proposed packaged instruction and support strategies tends to endorse a sound guiding model that enables learners to take more efficient control of their vocabulary learning in a wide range of learning contexts.

Tertiary, Paper, Vocabulary / corpora
Friday 11 July, 10:40 - 11:10am, Room: RHLT3

Luxton, Julie (University of Canterbury Education Plus, Te Tapuae o Rehua Consortium, julie.luxton@canterbury.ac.nz), **Cowie, Natalie** (Cromwell College, nataliecowie@cromwell.school.nz)

'I get it now': Enhancing Pasifika student writing achievement
The low literacy achievement of many Pasifika students in secondary schools is of concern. This paper summarises some recent Pasifika literacy research and discusses a small-scale inquiry undertaken by English teachers in a semi-rural secondary school to improve response to text writing by its Year 9 and 10 Pasifika students. It discusses the evidence-based teaching and learning approaches adopted, with a particular focus on vocabulary enhancement and text structure, and the shifts achieved by some students. The Pasifika student perspectives on what helps them in the English classroom are also considered.

Secondary, Paper, Writing
Sunday 13 July, 11:25 - 11:55am, Room: RHG03

Macalister, John (Victoria University of Wellington, john.macalister@vuw.ac.nz)
Non-presenting author: Stuart Webb, Victoria University of Wellington, stuart.webb@vuw.ac.nz

Can L1 children's literature be used in the ESL classroom?
Corpus studies have made a significant contribution to our understanding of high frequency vocabulary in specific domains. The value of identifying this specialist vocabulary is that it allows learners to direct attention to learning words that occur often in that domain. This in turn may help learners to achieve the degree of lexical coverage needed for understanding the text they are reading. L1 children's literature is generally held to be too difficult for L2 learners to read. In this paper, I investigate whether there is a high frequency vocabulary specific to writing for children in L1 English that would make reading this literature easier for L2 learners, and whether direct teaching of this vocabulary would allow L2 learners to read and understand L1 children's literature.

Primary, Paper, Vocabulary / corpora
Saturday 12 July, 11:20 - 11:50am, Room: RHLT1

Mackay, Mhairi (Wintec, mhairi.mackay@wintec.ac.nz), **Fisher, Mary** (Wintec, Mary.Fisher@wintec.ac.nz)

Learner-identified essentials for L2 tertiary success
This presentation focuses on an investigation into L2 learners' experiences as tertiary students through their first year post ESOL. Finding an appropriate forum in which L2 students can communicate about their study experiences is difficult, limiting their feedback and input into the dynamic tertiary learning environment. Using a grounded approach, this research aimed to maximise opportunities for the students' voices to be heard with little facilitator input. Survey and focus groups were used to collect information, reflect and share experiences with one another and the researchers. The learner-identified L2 essentials for tertiary success included a range of advice for teachers, the institution and future students. Student comments showed developments in areas such as working with local (Kiwi) students and adapting to the New Zealand style of education. Through sharing the students' experiences, we hope to inform future curriculum development.

Tertiary, Paper, Learner Experience
Saturday 12 July, 1:55 - 2:25pm, Room: RHMZ10

Mackey, Philippa (Farnham Street Neighbourhood Learning Centre, pip@fsnlc.net)

Keeping it close to home, EAL delivery in Neighbourhood Houses

The delivery of English as an additional language (EAL) in the setting of a Neighbourhood House or Learning Centre provides unique and far-reaching benefits for learners. Reflecting on the author's experience both as a teacher of EAL and Co-ordinator at Farnham Street Neighbourhood Learning Centre (FSNLC) in Flemington, an inner city suburb of Melbourne, Australia, this paper defines what a Neighbourhood House is, who uses them and how English is taught in this setting. It explores some of the advantages of delivering EAL programs in a Neighbourhood House, covering aspects such as learning in a holistic environment, exposure to the broader community and the flexibility and responsiveness of smaller organisations. It also discusses how these smaller, community-based organisations are surviving their challenges such as the ever-increasing administrative and compliance demands in the delivery of accredited English courses.

Community, Paper, Diverse classrooms
Friday 11 July, 10:40 - 11:10am, Room: RHG01

Margetts, Karen (Massey University, k.v.margetts@massey.ac.nz)

Practical tools for teaching writing (Secondary / Tertiary)

In order to write well, students need to be able to understand how sentences are constructed, using the clause as the basic building block. This workshop provides some practical tools for assisting students to improve their writing and reading comprehension through an understanding of how meaning is realised by three functional groupings: participants, processes and circumstances. A colour-coding system that can be used by students when writing and editing will be modelled, and then practised by participants. There will also be a focus on the various functions of conjunctions, and a fun way to demonstrate to students how conjunctions work will be shared. These techniques have been used successfully in both secondary school and tertiary level settings, and with lower intermediate to advanced learners of English. Add something new to your toolkit! Please bring a red, blue and green pen if you can, but don't worry if you can't.

Tertiary, Workshop, Writing
Sunday 13 July, 10:50 - 11:55am, Room: RHG01

Matthews, Breda (ELLINZ online, bredamatthews@gmail.com),
Bedford, Jenni (The University of Auckland (Faculty of Education), jenniferbedford@xtra.co.nz)

Preparing English language learners for tertiary study

Until recently, English language learners have had to meet university entrance literacy requirements using a range of achievement standards that have not always sufficiently developed the academic English language skills essential to study successfully at tertiary level. An alternative pathway for English Language learners to achieve the university entrance literacy, using English for Academic Purposes unit standards, now exists. This pathway has significant implications for students and teachers preparing English language learners for tertiary study. This presentation will discuss the range of skills English language learners need to develop in order to succeed at tertiary level. Student exemplars will be used to identify common learning needs of English language learners. Ways of addressing these learning needs will be explored using teaching and learning sequences and formative assessments prepared for this purpose. Participants will also have the opportunity to share their experiences of scaffolding learning for this group of students.

Secondary, Paper, Literacy / multiliteracy
Sunday 13 July, 9:50 - 10:20am, Room: RHLT1

McCarthy, Geraldine Anne (Massey Palmerston North, jerryanne@inspire.net.nz)

Aspirations of Nepali Students in a New Zealand Community

In spite of ongoing arrivals of Nepali students to New Zealand schools since 2006, there has been very limited research into their patterns of educational progress. Literature on voice and identity investment provides some guidelines particularly in a Commonwealth context. Twelve Nepali students in an Intermediate/Secondary school in New Zealand have been chosen for this qualitative research. Methodology consists of questionnaires, semi-structured individual interviews and focus group interviews. Research questions include details of the students' aspirations and expectations, critical incidents, barriers and facilitating experiences affecting their learning, and parents' and teachers' perceptions of their learning. Relevant findings from the students show a very close dependence on Nepali friends and family to uphold their educational motivation, while managing a multicultural identity. Overemphasis on enculturation, lack of voice and limited academic language provide dominant barriers. Teacher awareness of historical and cultural patterns of Nepali learning, and individual support, provide optimum classroom support for Nepali student learning.

Secondary, Paper, Language and identity (incl Pasifika / migrants / refugee issues)
Saturday 12 July, 10:45 - 11:15am, Room: RHMZ05

McClintock, Terri (Rangeview Intermediate, terrim@rangeview.school.nz)

Language acquisition by children from refugee backgrounds – A case study

At the beginning of Term 3 in 2013, two refugee students from Iraq arrived in New Zealand, and were placed in a mainstream class at an intermediate school in West Auckland. There were no other speakers of their language in the school, and in my role as ESOL teacher I had frequent contact with these students. In this presentation I will present some observations of the students' English language acquisition, and discuss ways in which our school applied principles of best practice to meet their needs. The most important principle is "to know the learner". But close behind in this study was the use of the home language (Arabic) to allow the students to express their ideas.

Primary, Paper, Language and identity (incl Pasifika / migrants / refugee issues)
Saturday 12 July, 10:10 - 10:40am, Room: GBLT4

McMorrow, Martin (Massey University, m.s.mcmorrow@massey.ac.nz),
Ritchie, Justine (English Language Partners, justine.ritchie5@googlemail.com)

Essentials of Learning and Teaching Outside the Classroom

Learning Outside the Classroom involves designing projects for ESOL learners in authentic environments, ideally leading to memorable and empowering experiences in which language, cultural and practical learning is combined. This workshop includes practical examples and opportunities for participants to design their own LOTC activities, following a step-by-step approach.

Tertiary, Workshop, Integrating language and content teaching
Saturday 12 July, 1:55 - 3:00pm, Room: RHMZ11

McNatty, Sue (Whitireia New Zealand, sue.mcnatty@whitireia.ac.nz)

Vocal expression and pronunciation development using poetry in the classroom

Research on pronunciation tends to focus on the technical aspects of speech production, therapy or stage work. Research on poetry seems to relate mostly to writers, reading and children. This paper introduces evidence for poetry reading aloud, aimed at encouraging vocal expression for a class of Pre-intermediate adult ESOL learners from Columbia, Myanmar, Russia and China. Poetry reading integrates listening, reading, vocabulary and grammar features whereas choral and voice production exercises can be used to focus on listening and the production of sounds. Reading and repeating phrases in poems aloud, allows the learners to hear the rhythm, to focus on enunciation, expressing sound, tone, breathing and effective pauses. Response from recorded practice emailed as an MP3 enhanced participation and confidence, reduced speaking anxiety, and improved the overall quality of speaking. The outcome of the initial activity encouraged a longer study of this practice.

Tertiary, Paper, Speaking and pronunciation
Sunday 13 July, 9:50 - 10:20am, Room: RHMZ05

Mehrang, Faezeh (University of Auckland, fmeh210@aucklanduni.ac.nz)

Effects of task structure, repetition, and reformulation on written performance
This study investigates the effect of task structure, task repetition and reformulation on the written performance of EFL learners. 47 participants were assigned to 4 groups: three experimental (structured, unstructured, and structured + reformulation) and a control group. All groups were pre- and post-tested with a four-week interval and employing free-production tasks. During the four-week interval, the experimental groups were engaged in three repeated performances of the same reproduction task and a single performance of a new reproduction task. The 'structured + reformulation' group had the opportunity to compare their first reproduction task performance with a reformulated version of it before they performed the task for the second time. Data will be analyzed in terms of accuracy, fluency, and complexity to find out the effects of the variables on learners' performances of the same task, a new task of the same type and a new task of a different type.

Tertiary, Paper, Writing
Sunday 13 July, 10:50 - 11:20am, Room: RHG03

Migliacci, Naomi (Yale University | NM Consulting, nmigliacci@sbcglobal.net)

Essential Questions and Problems for 21st Century Language Learning
The buzz in educational circles these days concerns the myriad challenges in 21st century learning—integrating technology, interpersonal skills, academically rigorous and relevant content for global citizenship, even before we talk about second language acquisition. This workshop, based on research I conducted in Kenya (sponsored by USAID, Intel, and Cisco) examines problem-based learning (PBL) as a way to engage students in thinking and acting globally, and links this method to using English for wider communication. While technology is one way in which people increasingly communicate and collaborate, it's not always readily available. Participants in this workshop will discuss ways to include various technologies, walk through the five steps necessary to prepare and teach problem-based units, and examine several frameworks for designing 21st century lessons with a look at the 5 As, including the most important—authenticity. The workshop concludes with examining a rubric for evaluating 21st century learning in the classroom.

Secondary, Workshop, Diverse classrooms
Friday 11 July, 1:50 - 2:55pm, Room: RHG02

Millett, Sonia (VUW, sonia.millett@vuw.ac.nz),
Hsing-Wu, Anna C-S Chang (University of Taiwan, annachang@livemail.tw)

Quicklistens: more than just listening
Quicklistens are a listening fluency development technique used at the English Language Institute at VUW as part of a daily fluency programme targeting the four skills. The technique involves answering questions while listening to a short section of an audio recording of a graded reader. Anna Chang has adapted the technique for the Asian classroom where she has conducted extensive research on the effectiveness of regular, intensive, focused listening on the development of listening fluency. The first presenter will briefly outline the technique and the second presenter will report on the results of her research.

Tertiary, Paper, Listening
Friday 11 July, 11:15 - 11:45am, Room: GBLT3

Millett, Sonia (VUW, sonia.millett@vuw.ac.nz)

Grammar Rule Posters
A good way to focus attention on the grammar problems our students share is to have simple, colourful, snappy, Grammar Rule Posters displayed on the classroom wall. Often we get bogged down with lengthy incomprehensible grammar explanations when something simple does the job better. When the class is doing accuracy writing work, you can just point to the appropriate Grammar Rule Poster when you want the student to notice a pattern. The students soon get into the habit of checking their writing on the Grammar Rule notice board.

Tertiary, Five-minute Brilliant Idea, Grammar
Saturday 12 July, 10:10 - 10:40am, Room: RHLT3

Minor, Pamela (EIT, pamelam@eit.ac.nz)

Using realia on MOODLE or other learning management systems
Ideas on using news items, websites and other realia for listening and reading exercises.

Tertiary, Five-minute Brilliant Idea, Blended / web-based / e-learning
Friday 11 July, 2:25 - 2:55pm, Room: RHLT2

Moore, Nick (Languages International, nickm@languages.ac.nz)

Issues in ESP course design – communication skills for volunteers
Setting off on a course design project can be daunting, especially when the group you are working with is far from homogeneous in age, goals and aspirations.   The project that is the basis of this workshop came about through collaboration with Elizabeth Knox Home and Hospital, a rest home in Auckland. We were asked to develop an MSD-funded literacy and communications course for their disparate group of volunteers. Through a consultation process involving meetings, needs analysis questionnaires and a focus group that negotiated the syllabus, an innovative course was written and delivered that resulted in learners developing language and literacy skills, feeling more confident and more socially integrated. Through workshop tasks, participants will consider some of the issues we faced and lessons learned in the course of this project. Participants will leave with practical ideas they can apply to projects in their own communities.

Community, Workshop, Literacy / multiliteracy
Saturday 12 July, 10:10 - 11:15am, Room: RHMZ10

Mukai, Shota (Victoria University of Wellington, Shota.Mukai@vuw.ac.nz)

Peer interaction in post-graduate classrooms
While peer work is incorporated as an essential component into post-graduate classrooms across disciplines, there have been a number of reports on English learners in tertiary education having difficulty participating actively in classroom peer interaction, such as group discussions. This study focuses on post-graduate peer work and conceptualizes it as a disciplinary practice. The aim is to explore how peer work is conceptualized as an educational tool by instructors, what types of peer work tasks are implemented at post-graduate level, how students engage in peer interaction, and what perceptions stakeholders including English learners have of peer work tasks and actual performances. A multi-object/method approach, with interviews, observations, and discourse analysis, is taken to make a broad description of peer interaction as a social practice. Pedagogical implications are discussed for the designing of general EAP (English for Academic Purposes) speech tasks.

Tertiary, Paper, Speaking and pronunciation
Sunday 13 July, 11:25 - 11:55am, Room: RHMZ10

Murray, Jill (Macquarie University, jill.murray@mq.edu.au)
Non-presenting authors: Judie Cross, Macquarie and Wollongong Universities, judieleah@gmail.com;
Ken Cruickshank, University of Sydney, ken.cruickshank@sydney.edu

Stakeholder perceptions of test impact: overseas-trained teachers' language assessment
This study investigates the use of IELTS to assess the English proficiency of overseas trained teachers (OTTs). Prior to 2010, there was considerable divergence in the band scores accepted in different parts of Australia and New Zealand. Although there has since been increasing standardisation around 7 for writing and 8 for speaking, these benchmarks are still not universally applied. In order to explore stakeholder perceptions, primary and secondary principals were interviewed about their experiences with OTTs who had worked in their schools. The second part of the study investigated principals' reactions to the current IELTS benchmarks. Focus groups were conducted in the ACT, Sydney, Melbourne, Hobart and Auckland. Participants discussed samples of candidates' written and spoken responses at bands 6 - 8. While not unanimous, there was a consensus that the benchmark of 8 for speaking was appropriate, but concerns were consistently raised about whether 7 was in fact an acceptable writing score.

Secondary, Paper, Testing and assessment
Friday 11 July, 10:40 - 11:10am, Room: GBLT4

Musgrave, Jill (Victoria University of Wellington, jill.musgrave@vuw.ac.nz)

Looking backwards, looking forwards: using dissonance in pre-service teacher education

An on-going concern in language teacher education is that novice teachers struggle to apply what they have learned in pre-service programmes as they adjust to the realities of teaching in language classrooms in new cultural and educational contexts. As a result, novice teachers frequently use the classroom practices they experienced themselves as language learners or they adopt the practices of teachers in the new context with little reference to their own professional coursework. In response to difficulties reported by novice teachers who graduated from our 14-week intensive pre-service TESOL programme, we now deliberately create dissonance between the course content and the 'apprenticeship of observation' the student teachers experienced as language learners themselves. Dissonance is also created between the professional coursework and the potential realities of future workplaces. Once dissonance has been created, repeated opportunities are provided to help student teachers notice and reflect on that difference.

Tertiary, Paper, Teacher education
Saturday 12 July, 11:20 - 11:50am, Room: GBLT3

Narayan, Sunita (Community Languages Association of New Zealand (CLANZ), sundev@paradise.net.nz),
Velupula, Dorothy Nightingale (CLANZ, d_nightingale2002@yahoo.com)

Teacher Competency in the Community Languages (CL) Sector

The community language teachers in New Zealand are basically of four types, namely: • Those that are passionate about maintaining their mother tongue but do not have a formal teaching qualification • Those who have a formal qualification but may not have language proficiency • Those who have a qualification from their home country and may be comfortable only with teacher centred teaching strategies • Those who are passionate about language maintenance and have a formal qualification but are not currently teaching in the mainstream. Whatever category these teachers fall into, there is a gap in the requirements of an effective teacher. To develop capability in the CL sector by providing professional development support for CL teachers in the CL classroom, CLANZ has developed a competency framework and is in the process of developing resources to support the framework.

Community, Workshop, Community languages learning and teaching
Saturday 12 July, 1:55 - 3:00pm, Room: RHLT3

Newton, Jonathan (Victoria University of Wellington, jonathan.newton@vuw.ac.nz)
Non-presenting author: Oliver James Ballance, Victoria University of Wellington, Oliver.Ballance@vuw.ac.nz

Researching teacher cognition in L2 vocabulary teaching and learning

This paper reports on a survey-based investigation into the perceptions and practices of teachers concerning vocabulary teaching and learning. The survey was designed to assess the extent to which teacher cognition aligned with five core principles for teaching and learning vocabulary proposed by Nation (2008). The survey was distributed electronically via Qualtrics to teachers in a variety of settings (EFL and ESL, high schools, universities and private language schools) and national contexts.

In this talk I will report on the main findings from the survey with a focus on areas in which teacher cognition was shown to align with or diverge from principles for vocabulary teaching found in the research literature. I will conclude by discussing the implications for future research into teacher cognition in the area of vocabulary teaching and learning.

Tertiary, Paper, Vocabulary / corpora
Friday 11 July, 1:50 - 2:20pm, Room: RHLT1

Nguyen, Thi Huynh Loc (Victoria University of Wellington, huynhlocnguyen@gmail.com)

Do assessment literacy confidence levels indicate pre-service teachers' assessment knowledge?

Despite its importance, teachers' assessment literacy, or teachers' knowledge of testing and assessment, has not been well-investigated. This presentation will fill this gap by looking at whether pre-service teachers' confidence levels in assessment literacy reflect their assessment knowledge. Multiple research tools were employed including a validated pre-service EFL teachers' assessment literacy confidence levels questionnaire and interview. Two groups of pre-service EFL teachers at four universities in Vietnam were asked to complete the validated questionnaire. Results showed high confidence levels of assessment literacy among these two groups. However, it is surprising that those who had more training in language testing and assessment were less confident in their assessment literacy. This leads to an inquiry about whether using a questionnaire is the most appropriate tool for eliciting assessment literacy levels. The follow-up focus group interview showed the mismatch between the pre-service teachers' confidence levels and their assessment knowledge.

Tertiary, Paper, Testing and assessment
Saturday 12 July, 11:20 - 11:50am, Room: RHLT3

Otto, Helen (LearningWorks, Wintec, helen.otto@primaenglish.com)

E-learning English: Bringing the baton to the doorstep

A learning space was created for 40 Malay from a disadvantaged community. They attended English lessons in an air-conditioned container in their community's playground. Blended web-based delivery enabled the learners, of varying ages and ethnicities, and with varying English competencies to attend English lessons for three months. The programme evolved from the cooperation of organisations and government agencies in Malaysia and New Zealand. The content was developed and administered by LearningWorks, Wintec and delivered in Malaysia by teachers from Richmond-on-Thames. A Malaysian government agency (UNIK) identified the recipient community for the pilot programme. By 'walking, working and winning' with the community and its leaders, and combining resources and expertise with practical solutions, resourcefulness and creativity, a successful English language programme evolved. Every learner demonstrated a measurable rise in English language competency and the cost effectiveness of the delivery has enabled the model to be replicated in other communities.

Community, Paper, Blended / web-based / e-learning
Friday 11 July, 11:15 - 11:45am, Room: RHMZ04

Parkinson, Jean (Victoria University of Wellington, jean.parkinson@vuw.ac.nz)

Vocational Study: What are the literacy demands?

There has been limited research to date on the literacy demands of vocational study, but recent studies indicate that, like literacy practices in university settings, vocational literacy practices are complex and demanding, and that they vary according to discipline. Using questionnaires and interviews with teachers and students at a New Zealand polytechnic, this paper reports on the written, spoken and visual literacy demands of 7 trades: Automotive Technology, Auto-electrical, Electro-technology, Plumbing, Carpentry, Bricklaying, and Engineering Trades. The study probed difficulties students experienced with acquiring literacy for their study, and how they address these difficulties. This study is the first stage in a larger project which extends this investigation of vocational literacy practices to a quantitative and qualitative examination of the vocabulary load, textual organisation, register features, and visual elements of a corpus of spoken and written vocational texts.

Tertiary, Paper, Literacy / multiliteracy
Friday 11 July, 1:50 - 2:20pm, Room: RHLT3

Pearce, Emma (Languages International Limited, emmap@languages.ac.nz)

What's the word? Beyond just gist reading.

As language educators we often observe learners struggling to improve their reading and wonder how we can effectively assist them. The concept for this classroom based research project came from noticing Advanced IELTS students, in particular second language learners with non-alphabetic languages, achieving higher band scores in listening and speaking while consistently scoring much lower in reading and writing. Why were we seeing such jagged profiles and what could be done about it? An action enquiry project incorporating a ten week intensive reading intervention was implemented. This interactive workshop shares what was learned from that enquiry and how the learning can be used to upskill language learners at any proficiency level. It explores the processes necessary to become an effective word decoder from a theoretical foundation, and how to transfer theory into practice by covering what teachers can do in the classroom to achieve reading gains.

Community, Workshop, Reading
Saturday 12 July, 1:55 - 3:00pm, Room: GB117

Pearce, Ken (Manukau Institute of Technology, ken.pearce@manukau.ac.nz)

The NZCEL challenge: ultra-fast broadband?

The new NZCEL (New Zealand Certificate in English Language) qualifications will bring two significant changes for ESOL teachers. There will be a broader range of language abilities within each level, and StudyLink funded students will need to achieve success more rapidly to retain access to funding.

One recent class was rather large and included a wide range of student abilities. The challenge was to keep all students on task, at several appropriate levels of difficulty, and to manage activities in a way that also allowed some time for individual attention. In order to deal with this I had to employ several tried and true strategies, adapt them to take advantage of available technologies, and also develop some new tactics.

I expect that this situation will become more common with the new NZCEL qualifications. This paper will cover examples of what I used and comment on their effectiveness versus workload.

Tertiary, Paper, Diverse classrooms
Friday 11 July, 11:15 - 11:45am, Room: RHG01

Petersen, Natalia (School of Linguistics and Applied Language Studies, natalia.petersen@vuw.ac.nz)

Dealing with issues of pronunciation which lead to communication breakdown

Is it realistic to expect students who are studying a second language to recognise their own pronunciation issues? How can I help my students identify pronunciation issues they may have? These are questions which prompted me to design a task for my EAP students that deals with issues in pronunciation which cause a breakdown in communication. In this brief talk I will describe how reflections from my own fairly recent experience of learning Danish in Denmark, and two readings from the English Modern Teacher journal influenced the task I designed for my students, including the recording method and focus of the task. Finally, I will reflect on how the task worked in the classroom, and how I would adapt it in the future.

Tertiary, Five-minute Brilliant Idea, Speaking and pronunciation
Friday 11 July, 2:25 - 2:55pm, Room: RHLT2

Pham, Ai (The University of Waikato, atnp1@waikato.ac.nz),
Hunter, Judy (University of Waikato, jmhunter@waikato.ac.nz)

English language learners becoming EAL teachers: Emotions in the journey
Emotions other than anxiety in language learning are currently receiving increasing attention from second language acquisition researchers. The present PhD study contributes to that focus by exploring a wide range of emotions experienced by Vietnamese students in their journey of learning English to become EAL teachers. The data was collected from ten English teacher-trainees at a university in Vietnam through interviews and reflective journals, and the content analyzed. The findings show that the students experienced changing emotions from nervousness to confidence speaking English, and also a range of significant other emotions. These emotions were seen to be closely linked with the students' motivation, their sense of self, their socio-historical background, and other contextual factors in interactional settings, and they affected the students' English speaking in terms of accuracy, fluency and complexity. This study indicates a need to further theorize and incorporate the valuable emotional dimension in applied linguistics and language programmes.

Tertiary, Paper, Teacher education
Friday 11 July, 11:15 - 11:45am, Room: RHLT2

Pham, Huy Cuong (Massey University, huycuong2006@gmail.com)

Rural Vietnamese parents' investment and their secondary EFL children's motivation
The escalating globalisation of English has encouraged rural Vietnamese parents to prioritise their children's English learning among other school subjects. The research reported here draws on and extends Norton's (2000) construct of investment to both parents and learners' perspectives. Case studies of three EFL learners in a rural high school in Vietnam are presented to illustrate the extent of parental investment in their children's English learning and the students' corresponding motivation. Interview data with the participants and their parents, and private-tuition observations over six months were analysed. Findings reveal that while the parents in these cases attempt to respond to their children's financial and emotional needs, the children's motivation to learn the language predominantly includes their love of the language, personal curiosity, better career prospects, higher education requirements, a concern to fulfill their filial duties, and international communication. The paper concludes with both theoretical and practical implications of the study.

Secondary, Paper, Language and identity (incl Pasifika / migrants / refugee issues)
Saturday 12 July, 10:10 - 10:40am, Room: RHMZ05

Philip-Barbara, Glenis (Te Taura Whiri i te Reo Māori, glenis@whakarauora.org.nz)

Community centred language revitalisation– insights from engagement with Māori Language Speaker Communities
The centrality and importance of community in the Māori language revitalisation project cannot be understated. Fishman captures the challenge eloquently below;

"Creating community is the hardest part of stabilizing a language. Lack of full success is acceptable, and full successes are rare. … So even in your lack of full success, dedicated language workers, whether they be Maoris, Bretons, or whatever, become committed to each other and therefore they are members of the community of belief" (Fishman, 2007, p. 80).

Te Taura Whiri i te Reo Māori has been engaged in actively supporting community-led language revitalisation projects since 2001 and recently engaged in a series of workshops and discussions with community language activists. From the insights gained some themes are drawn and key elements for community centred revitalisation approaches identified.

Community, Paper
Saturday 12 July, 10:45 - 11:15am, Room: RHLT1

Pilott, Marty (Victoria University of Wellington, marty.pilott@vuw.ac.nz)

Acceptability: A study of employer ratings of migrant pronunciation
In this paper I present the results and implications of my research into employer acceptance of migrant pronunciation. Pronunciation teaching aims at intelligibility, but there is very little information about whether this goal meets the needs of migrants seeking employment. This research asks what pronunciation features make a potential employee's pronunciation acceptable. Acceptability is subjective, in that it is the opinion of a native speaker on the standard of a nonnative speaker's language; but ratings of the acceptability of accents or of pronunciation features are quantifiable. I report on employer ratings of migrant pronunciation and comment on the implications which this research has for ESOL teachers of migrants when they are considering what emphasis should be placed on different aspects of pronunciation. I propose that, since acceptability is a measurable and relevant criterion, it may be a more appropriate aim.

Tertiary, Paper, Speaking and pronunciation
Sunday 13 July, 11:25 - 11:55am, Room: RHMZ05

Quigley, Katherine (Victoria University of Wellington, Katherine.Quigley@vuw.ac.nz)

Speaking metaphorically about money: figurative language in economics texts
One of the essentials for good teaching is to have a solid, research-based rationale for which vocabulary items we select to teach our students. This paper presents the findings of a lexicographical research project based on a corpus of five million words of New Zealand government documents. Among the data sources drawn from four different ministries, the extent to which metaphor is used by the New Zealand Treasury was particularly striking. Over a ten-year period the Treasury used twelve different metaphorical constructs to discuss changes taking place in the national and international economies. These metaphors are powerful and high-frequency tools for talking and writing about economics and are common in the business pages of daily newspapers, yet have been little recognised to date. This talk will be relevant to secondary and tertiary teachers of business English, to teachers of general advanced ESOL, and to anyone with an interest in metaphor studies.

Tertiary, Paper, Vocabulary / corpora
Friday 11 July, 1:50 - 2:20pm, Room: GBLT3

Rapley, Douglas (IPC Tertiary Institute, drapley@ipc.ac.nz)

Japanese membership and identity while studying in New Zealand
Despite high numbers of Japanese studying at the tertiary level in New Zealand, there is sparse research in regards to this specific group in the New Zealand context. To gain insight and an understanding of these points, this presentation – based on an ongoing longitudinal study – focuses on the experiences, identity and identity negotiation, and group/community membership of a Japanese international student studying at a private tertiary institution in New Zealand. This presentation will touch upon the Japanese context and the context of identity, before very briefly looking at the research design and concluding with some preliminary findings from the study.

Tertiary, Paper, Language and identity (incl Pasifika / migrants / refugee issues)
Saturday 12 July, 2:30 - 3:00pm, Room: GBLT3

Revis, Melanie (Victoria University of Wellington, Melanie.Revis@vuw.ac.nz)

Negotiation of community language use between parents and children
The home domain has been identified as the most important domain for community language teaching, and a shift from the minority to the majority language may occur within three generations if no explicit steps are taken to ensure intergenerational transmission (Fishman 1991). Based on ethnographic fieldwork with Ethiopian and Colombian refugee-background families in Wellington, I present parents' teaching efforts to transmit their community language to their children. The analysis indicates that parents adopt different language policies, including different beliefs, practices and management strategies (Spolsky 2004), of which I provide illustrations based on interviews and recordings in the families' homes. Moreover, the children assume an active role in the socialisation process, as they may follow or contest the teaching efforts of their parents. In conclusion, I suggest that the different ways the two communities teach their language in the home may influence language maintenance of Spanish and Amharic in Wellington.

Community, Paper, Community languages learning and teaching
Saturday 12 July, 10:10 - 10:40am, Room: RHLT2

CLESOL

Riddiford, Nicky (Victoria University of Wellington, nicky.riddiford@vuw.ac.nz),
McCallum, Judi (New Zealand Red Cross, Refugee Services, judi.mccallum@redcross.org.nz)

Using authentic data to develop resources for ESOL learners
Non-native speakers of English face many challenges when attempting to enter the New Zealand workforce, including the hurdle of learning to "walk the talk" with fellow workers. Understanding both the transactional and the relational dimensions of talk, as well as how these dimensions interact, is not always straightforward; especially for people with limited English proficiency. This presentation outlines how we used authentic data recorded by the Language in the Workplace Project at Victoria University in two different kinds of workplace - construction sites and eldercare facilities - to create training materials for ESOL learners. The presentation will identify some of the discourse features of these workplaces and discuss the challenges in adapting authentic data for use as teaching resources.

Community, Paper, Developing ESOL teaching resources
Saturday 12 July, 10:45 - 11:15am, Room: GB117

Romova, Zina (Unitec Institute of Technology, zromova@unitec.ac.nz),
Andrew, Martin (Victoria University, Melbourne, martin.andrew@vu.edu.au)

Teaching and learning academic writing: Narratives of future destination
This study contributes to an ongoing project on academic writing portfolios and relates their contents and forms to student destinations and imagined communities. Tertiary writing programs such as ESP and EAP need more specificity and focus in their teaching and assessment of tasks for academic purposes in order to create 'disciplinary identities' (Dressen-Hammouda, 2008). Drawing on a series of 40 elicited student narratives from two cohorts over two semesters, this study considers what this 'focus' might comprise and describes how a portfolio approach to Academic Writing prepares students for generic writing skills and strategies while engaging with the types of texts students will read and create in future destinations. The study uses student voices to propel a narrative enquiry into what motivates them to participate in Academic Writing and what they realise is useful for their future disciplinary identities.

Tertiary, Paper, Writing
Saturday 12 July, 2:30 - 3:00pm, Room: RHG02

Rueda, Zulma (Universidad Industrial de Santander, rueda.zulma@gmail.com)
Non-presenting author: Laura González, English Teaching Program, Universidad Industrial de Santander, Bucaramanga, Colombia, emarual123@gmail.com

Effective Feedback: A Case Study on Perceptions and Effects
According to Ferris (1995), feedback is a continuous, ongoing, and interactive process provided in the form of grades, comments, error-correction, peer review, body language, facial expression, consultation, conversation, or self-evaluation; this process makes teaching more effective and meaningful. There are some strategies to ease this task such as planning when (the time used and spent), how much (the amount given), and how (the mode or ways to give feedback). However, some problems arise regarding motivation, anxiety, tools, and methods used in this process. In this presentation, we share the conclusions of a case study conducted in a real-life classroom where the authors observed the ways and tools a teacher used to deliver feedback. Findings suggested that there is a significant positive effect in the perceptions of the students when the teacher provides feedback using positive reinforcement and it is more meaningful while students are mindful of the task.

Primary, Paper, Testing and assessment
Saturday 12 July, 1:55 - 2:25pm, Room: GBLT3

Ryan, Jonathon (Wintec, jonathon.ryan@wintec.ac.nz),
Forrest, Leslie (Waikato Institute of Technology, leslie.forrest@wintec.ac.nz)

'No chance to speak': Teaching turn-taking skills for group work
Many international students report difficulties recognizing appropriate moments to contribute to group discussions. In response, a turn-taking strand was developed for an advanced listening and speaking program, aimed at developing awareness of turn-taking opportunities, and the skills to seize those opportunities and manage the discourse topic. We discuss the insights from Conversation Analysis that have informed this project and associated reflections from an ongoing action research project; we then demonstrate the routine activities that we have found most useful. We focus initially on 'projection', aiming to sensitize learners to the intonational, grammatical and pragmatic cues that give advance warning of the next potential opportunity to speak. We then highlight how language users can seize the floor, creating time to formulate a response. We also address the issue of 'what to say', focusing on topic-management, highlighting how speakers initiate, pursue, shift and terminate topics.

Tertiary, Paper, Speaking and pronunciation
Friday 11 July, 2:25 - 2:55pm, Room: RHLT3

Ryan, Jonathon (Wintec, jonathon.ryan@wintec.ac.nz)

Error gravity: Evidence from miscommunicated L2 discourse
One of the enduring problems that second language educators face is in determining which of the myriad types of learner error to focus on and which to leave aside. This paper discusses a study of 60 L2 and L1 interactants completing a film retelling task, from which miscommunications were identified and their linguistic and pragmatic triggers revealed. Findings are presented, firstly, of the gravity of noun phrase errors, such as those relating to pronouns and articles. Secondly, I discuss the gravity of certain pragmatic infelicities such as over-explicitness (e.g. use of a lexical noun where a pronoun is appropriate). From these findings, pedagogical implications are discussed in relation to the issues that appear to be most communicatively problematic for advanced second language users. It is argued that this approach to analysing the triggers of miscommunication can usefully inform programme development and course design.

Tertiary, Paper, Grammar
Sunday 13 July, 11:25 - 11:55am, Room: RHG02

Seals, Corinne (Victoria University of Wellington, cas257@georgetown.edu)

Positive and negative identity practices in heritage language maintenance
What can instructors do to help heritage language speakers feel a sense of value in their languages, increasing the likelihood of heritage language maintenance? This presentation seeks to answer this question through a discourse analysis of over 50 hours of recorded data collected from a three-month classroom ethnography in a Russian heritage language class at a United States primary school. Findings from this study show that first, program administrators position the students as learners of English and Russian, while the heritage language instructors position their students as speakers of English and Russian who benefit from additional practice, leading students towards positive identity practices. Second, in-school erasure of the students' other heritage languages led students to negative identity practices towards their less commonly taught heritage languages. The ideologies that the students are exposed to and the ways that they are positioned at school affect their ongoing multilingual identity development and negotiation.

Primary, Paper, Language and identity (incl Pasifika / migrants / refugee issues)
Saturday 12 July, 2:30 - 3:00pm, Room: RHLT1

Serpil, Revan (Anadolu University, rkoral@anadolu.edu.tr)

The amount and functions of code-switching in an EFL classroom
Whether there is a place for code-switching in language classes hasn't found an exact answer, yet it is used in varying degrees while teaching. It can be never used, or used very frequently. As teachers, many of us may not be aware of this amount and may have misleading beliefs. When it is used, it also serves some basic functions. This study aims to find out the differences between two teachers' actual and believed amounts of code-switching in their English lessons, and to find out main functions of it through video recordings and a questionnaire. The results of the study indicate that codeswitching is used in language classes, but the amount and functions change between teachers.

Tertiary, Paper, English as a Foreign Language (EFL)
Sunday 13 July, 9:50 - 10:20am, Room: RHG01

Skyrme, Gillian (Massey University, g.r.skyrme@massey.ac.nz),
McGee, Alyson (Massey University, a.mcgee@massey.ac.nz)

International students in mainstream university classes: teachers' perspectives
This presentation draws on data from a study to investigate academic practices and perceptions of university academic staff across a range of disciplines in relation to the international students they teach and supervise. This small-scale study is based on 12 semi-structured interviews with academic staff. It examines their accounts of how they arrived at their current understanding and the practices which they have adopted, which are often innovative and insightful. It also discusses some of the tensions reported by academic staff, such as the maintenance of academic standards in accordance with their understanding of the essentials of teaching and learning in the university and their discipline, and the legitimacy of international students' desire for extra support, especially those struggling with the demands of academic English. We will also discuss strategies we plan to implement to support academic staff to resolve some of these tensions, and invite feedback on these ideas.

Tertiary, Paper, Diverse classrooms
Sunday 13 July, 11:25 - 11:55am, Room: RHLT1

Smith, Hilary (Systemetrics Research Associates, hilary_smith@xtra.co.nz)

Jury service for people with low levels of English
Having a low level of English is currently not an official reason for excusal from jury service in Aotearoa New Zealand, but there are potential problems for learners of English. These are both for those who wish to be excused because of their level of English, and also those who wish to participate as new citizens. This presentation analyses some of the issues identified through a consultation process, carried out with members of TESOLANZ and others involved with New Zealand citizens from refugee and migrant backgrounds. It analyses these in relation to the literature of forensic linguistics, and through a comparison with issues raised in other jurisdictions where English is the language used in the judicial system: the United States, the United Kingdom, Canada, and Australia. The issues identified will provide a framework for teachers who are preparing students for participation in their new country.

Community, Poster, Language and identity (incl Pasifika / migrants / refugee issues)
Saturday 12 July, 12:10 - 12:40pm, Room: Mezzanine Foor

Soltani, Behnam (VUW, behnam.soltani@vuw.ac.nz)

Language learner identity and higher education
This longitudinal qualitative study explores the socialization of international students in their L2 classrooms at a New Zealand university. The focal students in this research are 6 undergraduate students: two from Japan, two from China, one from Vietnam, and one Pacific Islander. Data will be presented from a variety of sources including diaries, interviews, class observations, field notes, and video/audio recordings. The study aims to analyze how students negotiate discourses by participating in the oral practices of their L2 university courses. It further investigates how the students' identities are constructed in their classroom communities of practice. Finally, it examines what their imagined communities are and how they are constructed.

Tertiary, Paper, Community languages learning and teaching
Saturday 12 July, 10:45 - 11:15am, Room: RHG01

Song, Ying (University of South Australia, ying.song@mymail.unisa.edu.au)

English Training in IT Service Companies in China
This paper examines the use of English as a lingua franca by Chinese IT engineers in contacting offshore customers and also the English training practices inside two leading IT service companies in China. Through analysing the English training classes and interviewing engineers about their views of those classes, the presenter evaluates the effectiveness of the classes and investigates what affects the engineers' motivation for improving their English. The paper will suggest possible solutions to improve the in-service English training of companies and to promote engineers' English learning motivation. It will also generate implications for English education in China in terms of preparing a future workforce for more effective use of English as a lingua franca for communicating with the outside world as China comes to play an increasingly important role in the global economy.

Community, Paper, English for Specific Purposes
Saturday 12 July, 10:10 - 10:40am, Room: GB117

Sperlich, Wolfgang (NSIA, wsperlich@xtra.co.nz)

Does a theory of the lexicon inform vocabulary teaching?
This paper discusses a theory of the lexicon and how it can inform applied linguistics in the form of vocabulary teaching and learning. A theory of the lexicon based on the syntax forming notion of MERGE first of all requires a categorical definition of the lexicon, one that mirrors the rules of syntax. It is argued that syntax determines these categories and that the notion of a Universal Grammar (UG) can also be applied to the lexicon in the form of a Universal Lexicon (UL). This in turn would give rise to key vocabulary as envisaged by the likes of Ashton-Warner, Freire and Nation. If correct, these bio-linguistic processes can be modelled as mental concepts and can be used in teaching/learning vocabulary. This lexical approach is demonstrated by lexical insertion procedures, generating a number of phrases and sentences taken from Paul Nation's vocabulary tests.

Tertiary, Paper, Vocabulary / corpora
Friday 11 July, 1:50 - 2:20pm, Room: RHMZ10

Stamper, Suzan (Hong Kong Institute of Education, stamper@ied.edu.hk)

Mobile Devices in the English for Academic Purposes (EAP) class
What are some essentials for teaching and learning with mobile devices in an English for Academic Purposes (EAP) class? This presentation will describe how mobile technologies were incorporated in two university-level language courses. In one course, in the United States, students shared a class set of 20 iPads for academic reading and grammar tasks. In the other course, in Hong Kong, students used a variety of personal mobile devices in a Bring Your Own Device (BYOD) model for developing reading strategies, academic writing, vocabulary and independent learning. The presenter will begin by briefly introducing the two courses. Next, the presenter will show some examples of successful class activities utilizing mobile technologies (e.g. mindmapping apps, polling apps, Google forms, flashcards, collaboration tools). The presentation will conclude with a list of TESOL mobile resources and a summary of best practices for teaching and learning with mobile devices.

Tertiary, Paper, Blended / web-based / e-learning
Friday 11 July, 10:40 - 11:10am, Room: GB117

Stamper, Suzan (Hong Kong Institute of Education, stamper@ied.edu.hk)

Language Learning Activities with Google Forms
Google Drive is a free resource for creating and sharing documents, spreadsheets, presentations, drawings, and forms. This presentation will introduce how to use Google Forms to create language learning activities like guessing vocabulary in context exercises, questionnaires, vocabulary lists, and more.

Tertiary, Interactive Learning Fair, Blended / web-based / e-learning
Friday 11 July, 1:50 - 2:20pm, Room: RHLT2

Steward, Marion (Manukau Institute of Technology, marion.steward@manukau.ac.nz)

Data mining English language resources for maximum learning
Data mining is 'the process of analysing data from different perspectives and summarizing it into useful information' (Palace, 1996). As a concept, data mining has gained popularity recently across many contexts, and it can be applied to a teaching approach where students are guided to experience and analyse written texts from a number of perspectives, always digging deeper and in different directions to turn the raw material of the text into valuable information about the language.   This presentation will describe this approach, and give specific examples of its application. The 'mining' can include standard reading comprehension, an exploration of text features, and re-reading for fluency. Student texts based on the original can be typed up, and shared with other students. Re-ordering/gap fill exercises can also be created online for further practice. In this way, the maximum learning benefit can be gained from a single piece of input.

Tertiary, Paper, Blended / web-based / e-learning
Friday 11 July, 11:15 - 11:45am, Room: RHMZ11

Steward, Marion (Manukau Institute of Technology, marion.steward@manukau.ac.nz),
Pearce, Ken (Manukau Institute of Technology, ken.pearce@manukau.ac.nz)
Non-presenting author: Ian Wilson, ian.wilson@manukau.ac.nz

"Thank you for your listening": ways of improving oral presentations
Oral presentations are a constant challenge for students in EAP courses, and will probably continue to be so in NZCEL Level 4 Academic. Over several years of EAP courses at Manukau Institute of Technology, we have developed and fine-tuned a series of strategies and activities to help build students' confidence and practical skills at organising and giving oral presentations. This paper will demonstrate some of these and provide a commentary on how we see the value and effectiveness of the tasks. A key element is providing the students with the experience of being a listener, to heighten their awareness of practices to avoid in their own presentations. In order to do this in a non-threatening way, we adopt a team teaching approach, where one lecturer gives a model presentation deliberately including as many flaws as possible, and the other provides commentary at appropriate stages.

Tertiary, Paper, Speaking and pronunciation
Saturday 12 July, 2:30 - 3:00pm, Room: RHMZ04

Tait, Carolyn (Victoria University of Wellington, carolyn.tait@vuw.ac.nz)
Non-presenting author: Margaret Gleeson, Faculty of Education Victoria University of Wellington,
Margaret.gleeson@vuw.ac.nz

Becoming a language teacher: an intercultural journey
This qualitative study investigates the perceptions of Malaysian student teachers of the impact of completing a major portion of their teacher education in New Zealand. It explores how student teachers manage the tensions and synergies as they enter teaching after a professional preparation that may be very different to those of their peers and their mentors. Participants were recruited from three cohorts of student teachers who have become teachers or are in the process of becoming teachers. Data were gathered from interviews conducted by skype, written reflections and artefacts such as portfolios prepared during an extended teaching experience. This study will contribute to the growing body of literature that examines beginner teachers from a community of practice (CoP) perspective. It has implications for programme design in the initial teacher education for language teachers.

Tertiary, Paper, Teacher education
Friday 11 July, 2:25 - 2:55pm, Room: GBLT4

Tam, Michelle Man Sze (Hong Kong Institute of Education, michelletms@hotmail.com),
Ip, Tsui Shan (Sammy) (Hong Kong Institute of Education, tsip@ied.edu.hk)

English language camps for Chinese students: challenges and solutions
To create a rich English learning environment for Chinese students, intensive language camps are among the top choices of ESL practitioners at tertiary institutions in Hong Kong. While it seems effectual to teachers, Chinese students may not appreciate such a quasi-natural environment. What are the reasons behind this phenomenon? What can be done to improve the learners' experience with language camping activities? Presenters will share their experience organizing an intensive three-week language camp with a wide variety of activities including drama, board gaming, movie dubbing, cooking workshops, lectures and community field trips. Presenters will also highlight potential language camp challenges and solutions, especially the factors which led to the ultimate success of boosting students' confidence and readiness to use English, and of turning around students' attitude towards this immersion experience.

Tertiary, Interactive Learning Fair, Speaking and pronunciation
Friday 11 July, 1:50 - 2:20pm, Room: RHLT2

Tam, Michelle Man Sze (Hong Kong Institute of Education, michelletms@hotmail.com),
Ip, Tsui Shan (Sammy) (Hong Kong Institute of Education, tsip@ied.edu.hk)

Effective Writing Feedback Strategies for Chinese University Students
Process writing which allows for a built-in revision phase into the writing curriculum has been accredited as an effective means of promoting student writing development. How can this approach be best used in university writing classes? What are the perceived challenges? College ESL practitioners will learn about the presenters' experience.

Tertiary, Paper, Writing
Saturday 12 July, 11:20 - 11:50am, Room: RHMZ05

Tarazona, Silvia Andrea (Instituto de lenguas UIS, tarazona.andrea@yahoo.com),
Perez, Yulian Andrea (Faster English School, perezvillamizaryulianandrea@gmail.com)

The impact of the assessment class on ELT teachers´ assessment procedures
In this presentation we will share a comparative research study that was carried out in a local English private institution to determine the differences in terms of assessment methodologies and procedures, classroom management and also teaching approaches used by teachers who have received formal instruction in assessment and evaluations in ELT, and teachers who lack this knowledge, in order to find out how they are assessing their students in the English classroom. It was possible to observe during the inquiry that the teacher who had previously taken an assessment class showed a significant advantage and positive impact over the one that had not. This knowledge helped them to provide feedback to students and to assess them in an integrated manner as a procedure in the class, instead of as an isolated aspect.

Tertiary, Poster, Testing and assessment
Saturday 12 July, 12:10 - 12:40pm, Room: Mezzanine Foor

Tate, Annette (Victoria University of Wellington, annette@nations.co.nz)

Investigating the perceptions of stakeholders of an online English language learning programme.
New Zealand schools have large numbers of students who are English language learners (ELLs). These students need to acquire the social and academic English proficiency required to succeed educationally. However, it may not be possible for schools to employ a dedicated ESOL teacher due to a lack of suitably qualified ESOL teachers in the particular location or the small numbers of ELLs in some schools making the employment of an ESOL teacher economically unviable. In response to this need, the Ministry of Education has initiated an online English language learning programme, which has been available to schools since 2010 to cater for the learning needs of ELLs who may be in this situation. This paper reports on a case study undertaken in an intermediate school in 2013, investigating the perceptions of stakeholders of the barriers and facilitators to online English language learning from their perspective.

Primary, Paper, Blended / web-based / e-learning
Sunday 13 July, 11:25 - 11:55am, Room: RHLT3

Taylor, Dana (IPC Tertiary Institute, dtaylor@ipc.ac.nz),
Tarasova, Elizaveta (IPC Tertiary Institute, etarasova@ipc.ac.nz)

Piloting the Certificate for Practicing English Language Teachers (CertPELT)
Recent comparison studies of ESL and EFL language teaching contexts (e.g. Ansary & Babaii, 2002; Jarvis & Atsilarat, 2004; Nation, 2012) show that, although both promote similar teaching methodologies and approaches, they possess differing key features in terms of learners' sociocultural language needs, motivators, and learning opportunities. In-service EFL teacher education courses allow trainees to become both self-reliant and proficient in developing, delivering, and evaluating student-centered lessons and classroom materials appropriate to their teaching context. However, in-service teacher education courses need to help non-native English-speaking teachers apply ESL pedagogical methods and assumptions to TEFL environments. This paper discusses an exploratory study into the Trinity College of London's pilot Certificate for Practicing English Language Teachers (CertPELT), which is currently being developed by IPC Tertiary Institute for in-service EFL teachers. Our findings suggest the use of TESOL techniques allows trainees to foster an English-speaking classroom environment, which aids learning in EFL contexts.

Tertiary, Paper, Teacher education
Saturday 12 July, 2:30 - 3:00pm, Room: RHG03

CLESOL

Thomas, Heather (PaCE, Massey University, h.g.thomas@massey.ac.nz)

Mindful English Language Teaching (Mindful-ELT/ MELT)

Mindfulness practice and pedagogy could enhance English Language Teaching (ELT) by increasing attention, emotional resilience and compassion. Several cutting-edge mindfulness-based curricula and wellness programmes for school teachers and students now exist. In higher education, staff are working to incorporate mindful principles into teaching areas ranging from physics and chemistry to literature and art. Mindfulness approaches in education build upon 35 years of evidence-based work in medicine and psychotherapy. The launch of Mindful English Language Teaching (Mindful-ELT or MELT) is now proposed. Workshop participants will actively experience mindfulness practices and will consider the relationship of mindfulness to ELT concepts such as Reflectivity, the Affective Filter, Noticing, Focus on Form, and Knowing a Word. Beginning with established practices such as free-writing, they will explore new ways of incorporating mindfulness into curricula, methods and materials. Please come, share, explore and help to shape this emerging field.

Tertiary, Workshop, Teacher education
Friday 11 July, 1:50 - 2:55pm, Room: GB117

Thwaite, Dorothy (English Language Partners New Zealand, dorothy.thwaite@englishlanguage.org.nz),
Ussher, Victoria (English Language Partners New Zealand, Victoria.ussher@englishlanguage.org.nz)

When the bottom line is on line: ESOL via the internet

Online learning has been around for some time, but its use in adult community language learning in NZ is scarcely visible. Since 2012, ELP has been using Adobe Connect software for staff meetings, tutor training, professional development webinars and online ESOL classes. The first classes were based on a combination of new and previous knowledge, including training in using the software and mentoring from an experienced online language teacher. Input and evaluation from the students themselves provided data for altering the teaching on a lesson by lesson – occasionally on a moment by moment - basis. Effective teaching and learning online is very much the same as effective teaching and learning anywhere. The challenge, as always, is to realise principles of best practice in a less than ideal environment. Rather than just talk, we aim also to show excerpts of our online classes (technology permitting of course).

Community, Paper, Blended / web-based / e-learning
Friday 11 July, 10:40 - 11:10am, Room: RHMZ04

Tin, Tan Bee (University of Auckland, tb.tin@auckland.ac.nz)

Creativity in language learning

In recent years, designing communicative tasks and creating a 'communicative' desire have been the focus of many language teacher education programmes and language classrooms. This talk challenges this utilitarian view of language and proposes a 'creative' view of language as a tool for making new meaning. In the complex/dynamic theory, what lies at the centre of the evolution of human language and complex language, is the need for humans to innovate and use language to construct new unknown meaning. In order to increase the learner's desire to explore and retrieve less accessible language within and beyond their Zone of Proximal Development, there is a need to complement communicative language learning tasks with creative tasks. I will demonstrate some principles that could be used to transform traditional and communicative language learning activities into creative tasks that would encourage students to practise various types of creative thinking and creative language use.

Tertiary, Paper, Teacher education
Friday 11 July, 10:40 - 11:10am, Room: RHLT2

Tran, Phuc (University of Wollongong, NSW, ttpt999@uowmail.edu.au)

First language use in content and language integrated learning
In the process of globalization, the dominant role of English as an international language has an impact on every aspect of life, including education. In Asia, English is increasingly expected to be the conventional medium of all classroom instruction and interaction, particularly in content and language integrated classes. However, there is debate regarding restrictions on the use of L1 in that setting. Informed by sociocultural theory, this qualitative case study investigated a teacher's use of Vietnamese in a Business English class. Analysis from classroom observations, stimulated recall sessions and interviews revealed that L1 was primarily used for the purposes of checking students' understanding, enhancing their comprehension, expanding their knowledge and reformulating their ideas. Subsequent interviews with participants indicated a necessity for the use of L1 in facilitating second language learners' knowledge of content.

Community, Paper, Integrating language and content teaching
Saturday 12 July, 10:45 - 11:15am, Room: RHMZ04

Valim, Caroline (Universidade Federal de São Paulo - Macquarie University, carolinevalim@live.com)
Non-presenting author: Jacy Perissinoto, Associate Professor II, Universidade Federal de São Paulo / Escola Paulista de Medicina, jacyperi@terra.com.br

Language development in preschool children pre and post stimulation period
OBJECTIVE: To verify aspects of lexical development of preschool children from a public nursery school before and after a period of stimulation. METHOD: The study consisted of 44 preschool children between 2 and 4 years old. Their parents were interviewed before and after a stimulation period of 4 months in order to provide the information required in the protocol LAVE (Assessment List of Expressive Vocabulary) (Capovilla and Capovilla 1997). The analysis compared the total words and phrasal extension between both periods, considering variables such as child's gender, age and time of schooling and parents' age and education. RESULTS: There were significant differences in the number of words and phrases by age, especially in the 2 years old group. In comparisons between periods, however, difference was observed only in child's gender and there was no statistical significance regarding parents' education. CONCLUSION: Preschool children increasingly develop their lexical skills over time.

Early Childhood, Poster, Language lexical development
Saturday 12 July, 12:10 - 12:40pm, Room: Mezzanine Foor

van der Zeyden, Jane (Tools 4 Teachers, janez@clear.net.nz)

Accelerating progress for English language learners
The statement "Reading and writing float on a sea of talk" (Britton, 1970), is in many ways more important and relevant today than it was in 1970. As part of the Ministry of Education's Programme for Students: Accelerated Literacy Learning project, one Auckland primary school planned their intervention project to develop oral language proficiency in English with a group of Year 2 English language learners. Their theory was that explicit and deliberate teaching of oral language would provide a foundation for accelerating progress in reading. This intervention was highly successful. The workshop will explore the teaching components that contributed to the success. Participants will have opportunities to consider how they could use the findings from this school in their own teaching situation to develop learning contexts that explicitly teach oral language skills and have a positive impact on reading and writing achievement.

Primary, Paper, Reading
Saturday 12 July, 1:55 - 2:25pm, Room: RHG03

Van Schaijik, Sonya (Newmarket School, sonyav@newmarket.school.nz)

TeachMeetNZ CLESOL Focus using Google+ Hangout
Participants who attend a TeachMeetNZ Google+ session will leave with a clear idea about why and how to create their own hangout, thereby providing similar opportunities to develop a collaborative way of sharing and learning with their staff using a blended approach that is web-based.

Tertiary, Workshop, Blended / web-based / e-learning
Saturday 12 July, 10:45 - 11:15am, Room: RHG02

von Randow, Janet (University of Auckland, j.randow@auckland.ac.nz),
Read, John (University of Auckland, ja.read@auckland.ac.nz)
Non-presenting author: Eleanor Clemeau, University of Auckland, e.clemeau@auckland.ac.nz

Diagnosing writing ability in a post-admission academic English assessment
The University of Auckland administers the post-entry Diagnostic English Language Needs Assessment (DELNA) to all first-year students, and candidates whose performance indicates low levels of academic language proficiency meet with a language advisor, who reviews their assessment results and advises on language enhancement options. Although the label 'diagnostic' has been challenged for such an assessment a good case can be made for applying it, particularly to the writing task, which is rated using an analytic scale composed of nine criteria, thus giving the language adviser rich diagnostic information. In this presentation we will analyse the diagnostic information generated by the rating process and discuss how it is used in the advisory session. We will draw on interviews with raters who discuss how workable the rating scale is and on interviews with students concerning their understanding of the diagnostic feedback and their uptake of the advice.

Tertiary, Paper, Testing and assessment
Saturday 12 July, 10:45 - 11:15am, Room: RHLT3

Wallace, Amanda (Brigham Young University Hawaii, amanda.wallace@byuh.edu)
Non-presenting authors: Robb Mark McCollum, Brigham Young University-Hawaii, robb.mccollum@byuh.edu;
Brent Laing, Brigham Young University-Hawaii, laing86@gmail.com;
Roberto S. Leon, Brigham Young University-Hawaii, rleon@go.byuh.edu

Creating a Dynamic English Language Listening/Speaking Peer Tutor Program
A dynamic English language listening/speaking peer tutoring program effectively helps students improve a variety of language skills while supporting the work of teachers in the classroom. In this paper presentation, participants learn ways to create and implement a successful tutoring program to enhance English language learning and language production in a learner-friendly environment.

Tertiary, Paper, Speaking and pronunciation
Saturday 12 July, 10:10 - 10:40am, Room: RHG02

White, Alison (English Language Partners Hutt, alisonesol@yahoo.co.nz)

Unscrambling questions and generating discussion
This is a slight variation of a tried and true idea with many benefits, and can be adapted to all levels and to groups of any size. 18 questions are printed out in large, clear font (eg Comic Sans MS 40) and cut up into individual words. Three questions are put into each envelope. An envelope is allocated to two students who then unscramble the questions. Once the questions are checked, the students ask each other these questions. If time permits, each student reports on their partner to the wider group. The teacher could write these responses or some of them on the board, which other students could then copy down.

Community, Five-minute Brilliant Idea, Grammar
Saturday 12 July, 10:10 - 10:40am, Room: RHLT3

White, Alison (English Language Partners Hutt, alisonesol@yahoo.co.nz)

Using phonics with ESOL learners
What is phonics? Can it really help the ESOL learner? Both theory and practice will be presented to argue that phonics has a role in helping ESOL learners, whether they are beginners or more advanced, primary, secondary or adult learners, of different language backgrounds, dyslexic or not. A systematic and explicit instruction of sound-spelling relationships helps learners to improve their decoding, leading to greater confidence and more opportunity to focus on meaning in their reading. It also helps for encoding, resulting in better spelling. Even advanced students will benefit from greater awareness of specific patterns, enabling them to tackle less familiar words with more confidence. Because the presenter has taught ESOL to mostly adults, she will draw on her experience with adults who have had little or no literacy in their own language, Arabic speakers, dyslexic and advanced students. Specific strategies and resources will be discussed.

Community, Paper, Reading
Saturday 12 July, 11:20 - 11:50am, Room: GBLT4

Woodfield, David (University of Otago Language Centre, david.woodfield@otago.ac.nz)

Reframing the Elementary ESOL Student as Campus Researcher

It has been claimed that speaking English, may make one a more capable speaker of English. In ESOL classrooms in New Zealand significant opportunities can be arranged for students to talk about such topics as their lifestyles and their preferences, in English, with each other. Opportunities to speak though may also be found by unhitching the class from the classroom during class sessions and unleashing the students upon the campus as researchers. In this talk I explore my elementary students' experiences fanning out on campus and interviewing those walking by about where they are from, what kind of houses they live in, and who their favourite actors are. I will describe the kind of questionnaire tools that the students used, the teaching of introduction and thanking phrases, when and how often to conduct interviews on campus, the challenges and benefits of doing so and the students' perception of the activity.

Tertiary, Paper, Speaking and pronunciation
Friday 11 July, 11:15 - 11:45am, Room: RHG02

Yeung, Siu-may, Yvonne (Hong Kong Institute of Vocational Education, smyeung@vtc.edu.hk)

English learning motivation of vocational students in Hong Kong society

Motivation is one of the essential elements directly related to success in learning a second/foreign language in a society. It determines the extent of active and personal involvement in language learning at different stages. The study employed the approaches of a self-completion questionnaire, semi-structured interview, diary notes and informal talk as research tools. This study shows that participants' motivational factors involved in learning the English language were influenced and encouraged mainly by social and personal factors in the community, namely: influences of significant others like parents, teachers and peers, educational influences, self-achievement and self-esteem. In Hong Kong, studies of how motivation operates in English language learning have been conducted mostly with secondary and tertiary students; prior to this study the research did not extend to vocational students. The present study aims to find out whether vocational students' attitudes and perspectives are the same as those determined from previous surveys on secondary school and tertiary students.

Tertiary, Paper, Second/foreign language learning motivation and society
Saturday 12 July, 11:20 - 11:50am, Room: RHMZ10

Zhang, QianQian (Shelley) (International Pacific College, ashelleyhere@gmail.com)

NNESTs' beliefs about L2 learning and teaching in the New Zealand context

Non-Native English speaker teachers (NNESTs) have long drawn the interest of researchers. There are many studies conducted about NNESTs teaching English in different countries. In New Zealand, little research has been done about NNESTs teaching English in this English speaking country. Therefore, in this exploratory study, beliefs non-native speaker teachers hold towards second language teaching and learning were investigated. In three different case studies, based on the analysis of the participants' reflection of their own language learning and teaching experience, their common beliefs and individual differences were demonstrated. For language learning, time and effort were agreed to be very important. Furthermore, it was pointed out that "passion", or the pleasure of learning is also critical. As for teaching, teachers' own language learning experience, observation and professional development are the most important factors. It was also brought up that the experience of living in English speaking countries is essential.

Tertiary, Paper, Language and identity (incl Pasifika / migrants / refugee issues)
Saturday 12 July, 10:10 - 10:40am, Room: RHLT1

Zhang, Ying (The OET Centre/Cambridge Boxhill Language Assessment, barbarayingz@oet.com.au)
Non-presenting authors: John Pill, Language Testing Research Centre, School of Language and Linguistics, University of Melbourne, tpill@unimelb.edu.au; Sally O'Hagan, Language Testing Research Centre, School of Language and Linguistics, University of Melbourne, sohagan@unimelb.edu.au

Expanding the construct underlying speaking assessment criteria in OET

This paper considers the challenges of expanding the scope of assessment criteria in the speaking sub-test of Occupational English Test (OET), taken by overseas-trained health professionals seeking registration to practise in English-speaking countries such as Australia and New Zealand. Aspects of health professional performance amenable to inclusion in an expanded test construct included management of interaction in the consultation and clinician engagement with the patient. A checklist drawing on specific examples from feedback given by educators on trainee health professional performance in interaction with patients was an intermediate step in developing the new criteria. OET assessors' feedback following a training workshop and results of trials of the revised assessment tool are discussed to consider implications of the possible implementation of these changes on assessor training, and potential washback to teaching and learning in OET preparation.

Community, Paper, Testing and assessment
Friday 11 July, 11:15 - 11:45am, Room: GBLT4

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