

Keynote Speaker Abstracts and Profiles

SATURDAY 4 OCTOBER: 8.45 AM



Ease up on the slap – language and languages in the ESOL classroom

Jeremy Harmer, Author, Consultant, Faculty member MATESOL, The New School New York

Location: AUT University Lecture Theatre

Topic: Keynote

Time was, no one thought twice about teaching British, New Zealand or American English to anyone who crossed their path. Even American English was fine as well, and the ideal of native speaker competence seemed to be the only one to aim for.

But that was then, before it gradually began to dawn on English language pedagogues and researchers that something fundamental had happened, namely the English language had left home like some ungrateful teenager. Now, we realise, the vast majority of English-language conversations don't involve 'native speakers' at all – even if we could say, with any certainty, what one of those looked and sounded like. A native speaker used to sound like Geoffrey Chaucer, perhaps, when 'longen folk to goon on pilgrimages' or speak like Shakespeare's Benedick who moaned that 'thou and I are too wise perhaps to woo peaceably'. Perhaps now, however, a native speaker is someone who talks 'teenager' or is a Pakistani from Lahore or a native of Singapore.

And if our speaker is not a 'native' speaker does she speak like a native speaker or speak like something else using, perhaps a variety of International English or speaking ELF?

These are the issues that confront English teachers and curriculum designers (and, by the way, employers) around the world, since if we are to train students to be successful English users in an international context we have to look beyond the narrow confines of Britain or New Zealand where, anyway, many communities are no longer made up of native speakers anymore - even if they ever were.

So this talk, with examples of language from the past and the present, from different genders and different regions, is all about how to decide on standards to teach to, and varieties to use. I aim to come up with some conclusions to help guide us in our search to be the best and most useful teachers we can be.

Jeremy Harmer has taught in Mexico and the UK, and the USA where he is currently on the faculty for the MA TESOL at the New School University, New York. He has trained teachers and offered seminars all over the world. Among the course materials he has devised are Just Right and the Just series, recently published by Marshall Cavendish ELT. He is the author of methodology titles including How to teach Writing (2004), the extensively revised second edition of How to Teach English (2007), and the fourth edition of The Practice of English Language Teaching (2007)– all published by Pearson Education Ltd. He is the General Editor of the Longman methodology list

Sponsored by School of Language Studies, Unitec New Zealand



SATURDAY 4 OCTOBER: 1.10 PM



Kōtahi te kohao o te ngira There is but one eye of the needle

Cath Rau, Chairperson, Kia Ata Mai Educational Trust

Robyn Hata, Trustee, Kia Ata Mai Educational Trust

Location: AUT University Lecture Theatre

Topic: Keynote

Toi te kupu
Toi te mana
Toi te whenua

Hold fast to the language,
Hold fast to pride,
Hold fast to the land

The two presenters will draw upon traditional Māori theory (whakatauki/whakatauāki – proverbial sayings) to provide the framework for describing approaches to developing communities of learning for educators, students and their whānau in bilingual (Māori/English) programmes in Aotearoa/ New Zealand. These metaphorical expressions are as relevant today as they were in the past and are being used increasingly by Māori and non-Māori alike to conceptualise, guide and interpret experiences across a range of settings.

Two projects will be described to demonstrate how whakatauki/whakatauāki co-exists with western derived 'academic' theory to create richer learning opportunities for its participants. These are:

1) Toi Te Reo

Toi te Reo is a programme of professional support specifically designed for three total immersion in Māori sites and comprises three strands. Strand one focuses on improving the quality of language and literacy teaching in these second language learning contexts, specifically the use of 'teacher talk' in the classroom. Parts two and three focus on students and school communities, supporting them to understand and appreciate their role in the intergenerational transmission of the Māori language and culture.

2) Ngā Taumatua

Ngā Taumatua is a programme of post graduate study designed to support Māori - medium educators to be (Māori) language/literacy specialists. The NZ Ministry of Education funds 12 study awards annually and participants are drawn from partial and total immersion programmes. It is envisaged that graduates act as resource people in their respective communities to positively impact on Māori achievement and meet local and national aspirations for Māori language regeneration.

Cath Rau has specialised in indigenous language and culture regeneration and in particular, Māori medium language/literacy development in Aotearoa/New Zealand. Her work in this area spans the last 25 years and she has either developed or contributed to a wide range of significant Māori language/literacy development initiatives both at national and local levels. She has extensive experience across all sectors of education from early childhood to tertiary. She has authored numerous teaching and learning materials for use in schools delivering in the medium of Māori and was recently published in the *Encyclopaedia of Language and Education* (edited by Nancy Hornberger, Springer, 2008) with an article on *Assessment in Indigenous Language Programmes*. For several years she has been providing professional development support to educators in Māori - medium settings to ensure that the developing bilinguality (Māori/English) of students enrolled in these programmes is supported pedagogically.

Robyn Hata recently left the teaching service after 21 years to work full - time with Kia Ata Mai Educational Trust on Māori - medium language/literacy initiatives. Her teaching career includes 19 years working in schools delivering affirmative Māori education programmes. She was Deputy Principal at Te Wharekura o Rakaumangamanga - the largest total immersion in Māori school in Aotearoa/New Zealand which has an international reputation particularly within other indigenous educational contexts. Robyn is passionate about Māori medium education, the advancement of Māori education and ultimately the achievement of Māori students as a whole. She believes that those who interact with students are the primary 'shapers' of students' futures. She is a graduate of the Māori medium Literacy specialist course Ngā Taumatua (2004) and past president of Te Akatea Māori Principals Association. Robyn has also been a member of a number of Māori - Medium Literacy advisory groups for the NZ Ministry of Education.

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SATURDAY 4 OCTOBER: 4.30 PM



“We did everything faasamoa except speak the language”: towards understanding Pacific language loss in Aotearoa, New Zealand

Melani Anae, Senior Lecturer, Centre for Pacific Studies, University of Auckland

Location: AUT University Lecture Theatre

Topic: Keynote

Current research on Pacific language maintenance in New Zealand (Languages of Manukau Project 2002) states unequivocally that Pacific languages (especially Cook Islands Maori and Niuean) are “at risk of being lost altogether”. This is despite a spasmodic burgeoning of pre-school Aoga amata, Tongan and Cook Islands Maori language nests and the inclusion of Samoan and Tongan languages in Secondary School curriculum, as well as in the tertiary sector. Moreover linguists are lamenting the fact that Pacific (viz., Tongan, Samoan) language studies concentrated on the pure linguistic training of grammar, vocabulary and pronunciation without reference to the ‘real’ external world will be unable to stem the tide of the total disappearance of Pacific languages in New Zealand (Taumoeofolau et al:2002). There is also compelling research evidence of language loss in international literature in the multi-ethnic metropolises of Britain, USA and Australia.

But what does this really mean? For linguists and misguided language purists (including many Pacific island-born elders) who insist that one must speak a native language in order to be one (a native), it would logically follow then that what one is actually losing is the native’s culture and cultural/ethnic identity, and that with the death of the language the death of the culture will ensue. But is this really the case? On the other hand, does learning English mean that one becomes totally assimilated into the dominant English-speaking group? What is being called for is a close examination of the relationship of language with cultural identity for NZ-born/raised Pacific peoples, and some really serious thinking about whether it is absolutely necessary (or not) for Pacific peoples to know/learn/maintain/retain Pacific languages in the diaspora, in this context in Aotearoa/New Zealand, to survive.

This will necessitate a better understanding of not only Pacific communities in the diaspora, but also of important linguistic issues such as language maintenance, language attitudes, and the role of Pacific languages in the formation of cultural identity. It will also necessitate a better understanding of the double bind facing NZ-borns/raised Pacific people, for whom, while English is a necessity for their economic well being, that knowledge of ancestral cultures and languages is also vital for their cultural and psychological survival. Until some focus is given to these issues, pedagogical, epistemological, methodological and transformational processes in the teaching of English to Pacific ESL learners will remain unclear and problematic.

The focus in this paper is to examine the relationship of language with culture and in particular cultural (diasporic) identity. Using Hall’s discourse of cultural difference (1990) to unpack some of the myths surrounding cultural diversity, and recent research on language shifts in the diaspora, I argue that while language is an important marker of cultural identity, it is not the sole identifier of culture and therefore that the perceived loss of Pacific languages in New Zealand is but a transformative process in which language, far from being eternally fixed in some essentialised past, is merely being subjected to the continuous ‘play’ of history, culture and power. That is to say that whilst acknowledging the importance of native languages in the nuances and metaphors that knowledge in one’s native tongue can provide, that even amongst Pacific (English as first language speakers) peoples, Pacific cultures are alive and well everywhere in the diaspora, especially in Auckland.

Melani Anae, is Senior Lecturer in Pacific Studies at the Centre for Pacific Studies, University of Auckland, New Zealand. Dr Anae has been instrumental in leading the Centre for Pacific Studies to grow from a small language-based programme into a collaborative hub for studying Pacific culture, history, identity, art, language, performing arts and literature, centred on a modern Fale Pasifika complex. She is a recipient of the Fulbright New Zealand Scholar Award 2007 in which she focused on first- and second-generation Hawai’ian and US-born Samoans, examining changes in ethnic identity arising from the Samoan diaspora for a book she is writing. She has carried out research and published extensively in the areas of ethnicity, health, education, Pacific research methodologies and Pacific approaches to a broad range of social issues. Her most recent publication is a chapter in *Settler and Migrant Peoples of New Zealand*, published with the assistance of the Ministry for Culture and Heritage Te Manatu Taonga. Her research interests include regional processes of migration, urbanization, ethnicity, and the politics of identity. More specifically focusing on more finely nuanced understandings of identity construction of Pacific peoples and communities in New Zealand. She is part of a large extended Samoan aiga, and is the mother of three children.

Poster Sessions

SATURDAY 4 OCTOBER: 12.10 PM

Digital Storytelling: Language Acquisition and Identity

Lynn Shen & Ara Alam-Simmons

Location: Great Hall, Trade Exhibition

Topic: Poster - Early Childhood and Primary ESOL

One primary school teacher and one secondary school teacher show their short digital stories that describe significant episodes in their language learning and their search for identity. The two teachers are available to answer questions.

Lynn Shen is an immigrant from Taiwan. She was a high school teacher before she came to New Zealand but never thought she would become a teacher again when coming to New Zealand. Lynn feels that she is privileged to go to schools as a teacher and a student and thinks whoever can go to school every day is privileged.

Ara Alam-Simmons originally began teaching in the UK and taught secondary Science in inner city Manchester schools for 10 years before moving to New Zealand 4 years ago. Ara currently coordinates a project at Mount Albert Grammar school in Auckland, working alongside teachers to support the needs of students with moderate learning needs at year 9 and 10.

Preparing and Presenting Speeches

Susan Snowball, ESOL teacher, Glenfield Primary School

Location: Great Hall, Trade Exhibition

Topic: Poster - Early Childhood and Primary ESOL

Preparing and Presenting Speeches has been designed to assist Years 5 & 6 students in the genre of speech making. It focuses on the rhetorical structure of a speech and the way it is communicated to an audience. It draws on the English oral language strand that refers to students "creating meaning for themselves and others with a focus on language purposes and audiences and the structures of texts." (New Zealand draft curriculum 2006) It unpacks some of the language features of speeches and provides scaffolded materials for those with language needs. Support and ideas are provided for English Language Learners who are working well below their cohorts and therefore need extensive language input before we can expect output (Funding Assessment Guidelines 2005, p. 34).

Susan Snowball is a part time ESOL teacher at Glenfield Primary School. One of her key areas of responsibility is to organise the ESOL programme and assessments for the NESB students working below cohorts. She also leads the ESOL language support team of two English Language Assistants.

Parallel Sessions

SATURDAY 4 OCTOBER: 9.55 AM

Identity and the Refugee Learner

Maria Hayward, Senior Lecturer, AUT University

Jacqueline Mortimer-Hughes, Senior Lecturer, AUT University

Location: Offsite at the Mangere Refugee Reception Centre. The walking bus will leave at 9.45am.
Morning tea will be provided at the centre.

Category: Language and Identity

Topic: Tertiary ESOL/EFL

Identity is not uniform nor is it fixed and, for refugees, it may be further complicated by the fact that many individuals have spent lengthy periods in a country of refuge, thereby 'losing' regular contact with home languages and with cultural practices. This can result in ethnic identity being compromised. In addition, refugees often have to conceal identities in order to remain safe.

Moreover, on arriving in a new country, another identity is conferred: that of 'refugee'. Later an identity as a New Zealander may be acquired. Shawn Loewen asserts that because refugees have not chosen to take on these new identities, their acquisition could be more traumatic than for other migrants (in Hamilton & Moore, 2004). This paper suggests that identity is critical in all refugee programmes and the writers expound attempts made to enhance identity affirmation and development in programmes at the Centre for Refugee Education, Mangere.

Maria Hayward is a senior lecturer at AUT University and Manager of the Centre for Refugee Education at the Mangere Refugee Reception Centre in Auckland. She has worked in refugee education for almost 20 years and has strong research interests in refugee-centred education and refugee resettlement.

Jacqueline Mortimer-Hughes is a senior lecturer and Quality Systems Manager at the Centre for Refugee Education, Mangere, Auckland. She is a registered secondary teacher and her research interests lie in fields of refugee education, critical thinking and reflexive practice.

Web 2.0 for Language Teachers

Karen Haines, Tutor, Unitec New Zealand

Location: Centennial Centre

Category: ICT

Topic: Tertiary ESOL/EFL

This presentation gives a quick overview of Web 2.0 from the perspective of a language teacher and considers some of the 'new' social media tools that are available online for use in language learning and teaching. As well as demystifying terms such as social bookmarking and RSS, the place of online social networking in supporting communities of language learning will be discussed. Finally, I will briefly query whether language teachers are indeed stuck with a 'digital immigrant' identity?'

Karen Haines teaches English at Unitec, where she has also had oversight of CALL in the School of Language Studies. Current interests include e-learning and the use of social media to support language learning.

Evaluating what matters: the new approach to quality assurance for tertiary education

Sue Walbran, New Zealand Qualifications Authority

Location: Room 1
Category: Management
Topic: Tertiary ESOL/EFL

Sue Walbran will speak about the new focus in tertiary sector quality assurance on educational outcomes, and the evidence that supports those outcomes.

There are two key elements to the new approach to QA: self assessment, carried out by tertiary organisations themselves, and periodic external evaluation and review. Tertiary organisations will, from 2009, be required to undertake self-assessment, and Dr Walbran will explain what it is, how it might look, and what tools and training NZQA is providing to assist the tertiary sector in developing it.

Self-assessment will become an important way for quality tertiary organisations to know how effective they are being and to improve, and Dr Walbran will discuss how self-assessment links to continuous improvement. She will also explain the relationship between self-assessment and external evaluation and review.

Sue Walbran is currently a project advisor in the quality assurance division of NZQA. She has 15 years' experience teaching in the tertiary sector as well as experience as an Academic Director in an ITP. Her main expertise is in the area of course & curriculum design and as manager of the course approval unit in NZQA, she developed a good understanding of the English language sector.

Developing Secondary Home-school Partnerships with Refugee and Migrant Communities

Christine Irving, ESOL/Home School Partnership Facilitator, Team Solutions

Mary Busch, Secondary ESOL & Home School Partnership Facilitator, Victoria University of Wellington

Location: Room 2
Category: Language and Identity
Topic: Secondary ESOL

Research has demonstrated that sustained gains in student achievement are made when schools and families develop partnerships to support students' learning.

During 2007, the presenters facilitated a Ministry of Education trial to develop partnerships between secondary schools and their refugee and migrant communities in Auckland and Wellington. The programme aimed to raise student achievement through closer parent and community relationships with participating schools. This presentation will provide the rationale for home school partnerships, and outline the range of approaches taken to establish and maintain relationships with targeted groups of refugee and migrant Pasifika, Assyrian and African families and communities. The roles of parents, teachers and students will be examined and the presenters will give their evaluation of the challenges and successes of the programme. They hope that the presentation will be of value to other schools wanting to set up home-school partnerships with refugee and migrant parents and communities.

Christine Irving is a Secondary ESOL/International Facilitator at Team Solutions in Auckland. Last year she worked with five schools to establish Home-School Partnerships with Pasifika Communities.

Mary Busch is a secondary ESOL and Home School Partnership Facilitator at the School of Primary and Secondary Teacher Education at Victoria University of Wellington.

Key Linguistic Indicators of Excellence in Writing for Non-native Speakers

Heather Meyer, PhD Candidate in Applied Language Studies, AUT University

Location: Room 3
Category: Writing
Topic: Secondary ESOL

An analytical framework which identified cognitive and linguistic qualities of native-speaker and non native-speaker writing graded as excellent and writing graded as not achieved according to NCEA standards was developed as part of a Masters study in Applied Language Studies. It rendered an interesting subset of key linguistic indicators that distinguished excellent writing produced by native speakers from excellent writing produced by non-native speakers. These indicators include: linguistic complexity and grammatical accuracy of sentences in prominent positions, clause relational errors, use of complex nominal groups, type of Interpersonal markers used and the use of marked sentence Themes. It may be helpful for teachers of non-native writers at senior secondary level, and especially of those students intending to continue with tertiary studies, to focus on these more grammatically sophisticated structures which may contribute to the development of the student's identity as a skilled writer.

Heather Meyer is currently a PhD Candidate in Applied Language Studies at AUT, having completed a Masters degree in 2005. Her original training was as a secondary teacher of English and has taught in South Africa, New Zealand and England.

What motivated and demotivated Japanese Students Learning English in New Zealand?

Koichi Tanaka, Lecturer, International Pacific College

Location: Room 4
Category: Language and Identity
Topic: Tertiary ESOL/EFL

The objective of the present study is to investigate how and why Japanese students' motivation for learning English changed in a study abroad context. The participants were Japanese students who had studied at a tertiary institution in New Zealand. The main instrument for data collection was a questionnaire containing such questions as "After you came to New Zealand, to what extent has your motivation for learning English changed?" and "Please describe some events or situations which encouraged you to learn (or discouraged you from learning) English in New Zealand". Although a number of previous studies analysed why people studied a foreign/second language (e.g. due to an exam, a personal interest in foreign culture, etc.), there has been little research on what caused positive and negative changes in learners' motivation for learning a language. Therefore, the present study will provide useful information for language teachers, especially those who teach Japanese students.

Koichi Tanaka is a lecturer in Japanese at International Pacific College in Palmerston North. His research interests include the effects of study abroad on language learners and language learning, individual learner differences, and the Japanese overseas.

Language Policy in NZ in 2008

Joris de Bres, Race Relations Commissioner, Human Rights Commission

Location: Room 5
Category: Language Policy
Topic: Tertiary ESOL/EFL

This talk will consider the current status of various languages in New Zealand and the relevant policies surrounding them. In particular the presentation will focus on Maori, NZ Sign Language and Pasifika languages, especially those languages that are in most danger of being lost. The presentation will also discuss the Languages in Aotearoa: Statement on Language Policy which was first presented at the LED Conference in Hamilton in November 2007, and the discussion that has taken place around this document. As well as language policy, the talk will consider other initiatives that have taken place in 2008, the International Year of Languages.

Joris de Bres has been involved in race relations for many years. He was appointed as Race Relations Commissioner in 2002.

Challenges for Education Provision & Barriers to Learning for New Immigrant Students in NZ schools

Abraham Mamer, Ministry of Education

Location: Room 6
Category: Language and Identity
Topic: Secondary ESOL

There are many theories developed to explain why people migrate from one country to another. The classical theory of international migration is referred to as the push-pull theory (Lee 1966). It hypothesized that people migrate in response to 'push' factors in the country of origin and/or 'pull' factors in the country of destination. Push factors are generally negative, such as poor economic conditions, political oppression and lack of opportunity, discrimination, religious reasons (possibly prosecution in most cases) poor education provision and possibly war: all these could be some of the reasons why people leave their countries. Pull factors include all the positives such as better opportunities, freedom of expression, and favourable reception towards immigrants from the host societies, quality education, provision and improved standard of living.

It is a well-established fact that one of the pull factors attracting many migrants to New Zealand is better provision of services including education. However, is the NZ education system prepared to provide quality education to such a diverse group of learners (on average as many as 8 different cultural/ethnic groups in one classroom)? As per the National Education Guidelines (NEGs) are schools prepared to take into account each student's cultural and ethnic background and is teaching practice responsive enough to learners' needs, culture and ethnic background? These questions are asked to draw attention to the immense challenges that teachers face in delivering curricula involving demands to "re-orientate their thinking, knowledge and skills." (Gibbs, Colin. 2002)

There are statistics to indicate dramatic changes and shift within the ethnic composition of NZ schools.

Abraham Mamer is employed by the Ministry of Education in the area of student support, community resource and development, addressing the needs of refugee and migrant children, young people and their families. He is currently completing an MA thesis on camp impact on refugee resettlement in New Zealand.

Diverse Communities, Diverse Practices – Preparing Adaptable Language Teachers

Wayne Dyer, Programme Director, Unitec New Zealand

Anne Stubbings, Lecturer, Unitec New Zealand

Location: Room 7
Category: Teacher Education
Topic: Tertiary ESOL/EFL

Pre-service language teacher education courses with a practical focus provide trainee teachers with a set of 'tools' to use in the language classroom. Practice in applying and evaluating these tools during training is limited to the teaching practice context in which the training takes place. Upon completion of their training, however, trainees go on to teach in diverse contexts which can be quite different from that experienced in their training.

In this paper we discuss the development and delivery of a new course, Teaching & Learning Contexts which has been designed to address this gap and which is delivered as part of the Unitec Certificate in Language Teaching. We look at the content and approach taken to teaching the course and discuss its effectiveness in a) preparing trainee teachers for their current teaching practice and future teaching work; and b) developing a community of learning on the course.

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

Anne Stubbings has been involved in language teaching and teacher training in New Zealand and overseas for the past twenty years. She is currently working at Unitec, New Zealand. Her particular interest is in pre-service teacher training.

Socially Constructed Metalanguage and Critical Listening: Two Components of Successful Pronunciation Teaching.

Graeme Couper, Senior Lecturer, AUT University

Location: Room 8

Category: Speaking and Pronunciation

Topic: Tertiary ESOL/EFL & Community

An earlier qualitative study (Couper 2006) defined some of the procedures involved in successful pronunciation teaching. There is still a need for empirical testing. Thus an experimental study was devised to test for the effect of two particular factors; Socially Constructed Metalanguage (SCM) and Critical Listening (CL). SCM is a term proposed for metalanguage developed by students working together with the teacher using already understood L1 concepts to help in the formation of target language phonological concepts. CL is based on listening and contrasting to learn phonological categories and their boundaries.

The study involved four groups of six high-intermediate adult students receiving different instruction

(SCM+/- combined with CL+/-) on pronouncing syllable codas. The results showed significant effects for SCM on speech production and CL on speech perception. There was also an interrelationship between the two. The classroom implications of these findings will be discussed within a Cognitive Phonology framework.

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

Learner Beliefs, Learning Strategies & Language Proficiency: a Case Study of Two Chinese Learners

Qunyan (Maggie) Zhong, Lecturer, Unitec New Zealand

Location: Room 9

Category: Language and Identity

Topic: Tertiary ESOL/EFL

Research on learner beliefs is based on the assumption that learners' perspectives guide their learning behaviours (Horwitz, 1987, 1988; Wenden 1987; Barcelos, 2002). Yet very few studies to date have attempted to understand the role beliefs play in learners' learning process and learning outcomes. I report on a case study which intended to uncover the beliefs of two Chinese learners and to examine the relationship between their beliefs, learning strategies and language learning over a 10 week period. A number of instruments (e.g. interviews, diaries, class observations) have been employed to gather the data. The study found a cyclical relationship between learner beliefs, learning strategies and language proficiency. It also found that learner beliefs changed over the observed period. The study implies beliefs are the key to understanding learner behaviours. Any attempts to change learner behaviours should first address their belief systems.

Qunyan (Maggie) Zhong is currently a lecturer at the School of Language Studies, Unitec New Zealand, teaching English to migrants. Also she is doing her doctoral study at the University of Auckland. The focus of the research is on learner beliefs and the relationship between beliefs, learning strategies and language proficiency.

Communities of Learning in Early Childhood Education: Supporting Reciprocal Relationships with Refugee Parents

Anna Jo Perry, Head Teacher, Centre for Refugee Education, AUT University

Jens Hansen, Director, Woodhill Park Research Retreat

Location: Room 10

Category: Multi Literacies for a Multi-cultural World

Topic: Early Childhood and Primary ESOL

People create stories to explain and make sense of their environment and events within it. In early childhood education in the Centre for Refugee Education, Mangere Refugee Resettlement Centre, Auckland, these stories, from past and present fulfil an important role. Through them, teachers and parents share previous experiences which impact upon and are reflected in the planning and the assessment of children's learning. This paper examines visual depictions of story episodes and how appreciation is deepened through photographic image de- and reconstruction. A series of photographs of early childhood situations were presented twice for interpretation, first, as 'gestalt' images from which written interpretations were obtained. Second, a 'visual grid' was introduced for the same pictures which prompted greater attention to particulars and enabled computer analyses.

This approach heightens interpretation and centralises parental involvement. This 'novel' approach to qualitative research is a valid 'method' for teachers and researchers alike.

Anna Jo Perry is head teacher for early childhood education in the Centre for Refugee Education, Mangere, Auckland and a doctoral student with AUT University.

Jens J. Hansen has been involved in tertiary education and research for more than thirty years. He has variously taught adult education, educational leadership and rural and community development but is most widely known as a qualitative methodologist. He and his wife operate a research retreat for postgraduate candidates.

IELTS and an English for Academic Study Programme: Points of Similarity & Areas of Divergence

Elizabeth Turner, Senior Lecturer, AUT University

Alice U, Senior Lecturer, AUT University

Christine Jenner, Lecturer and Programme Co-ordinator, AUT University

Helen Cartner, Senior Lecturer and Programme Co-ordinator, AUT University

Location: Room 11

Category: Testing and Assessment

Topic: Tertiary ESOL/EFL

This paper describes an analysis of assessments on a preparatory, English for academic study (EAS) programme at a New Zealand university and of IELTS tests. The university accepts students with the required Band 6 overall in IELTS, and also those who graduate from the EAS programme with Grade B and above for its undergraduate programmes. Other institutions also accept this EAS certificate as evidence of English language proficiency. However, as far as we are aware there has been no formal comparative study of the points of similarities and areas of divergence between IELTS and such programmes. The identification of similarities and differences allows for a detailed profile of the knowledge, skills, and competencies acquired by students who successfully complete such pre-sessional programmes, as compared with students who have completed an IELTS preparation programme. It is anticipated that the information provided, will be of benefit to academic English and literacy practitioners.

Elizabeth Turner is a senior lecturer and programme leader for English for Further Study at AUT University. Her research interests include academic needs analysis and its implications for curriculum design.

Alice U is a senior lecturer at AUT University. She is an experienced teacher with a particular interest in academic writing, assessment design and teaching academic literacies to EAL students. Her research interests include language analysis, group assessments and inter-cultural teaching and communication.

Christine Jenner is an experienced teacher of ESOL with a particular interest in academic writing and vocabulary development. Research interests include assessment design and culturally-responsive assessment.

Helen Cartner has considerable experience in teaching ESOL and has a particular interest in the use of computers in second language learning and research in this area. She has received a number of university research grants for projects in this area.

A Seminar Approach to the Teaching of Thematic Unit Construction of Thesis Literature Reviews: Description and Measurement of the Effectiveness of the Approach

John Bitchener, Associate Professor, AUT University

Elizabeth Turner, Senior lecturer, AUT University

Location: Room 12

Category: Writing

Topic: Tertiary ESOL/EFL

Taking on a new identity as novice researchers and reporters of research activity may provide challenges for both native and non-native speakers of English who have limited understanding of the language expectations (discourse moves and typical linguistics characteristics) of academic genres like the thesis and its part-genres. Considering one way in which these needs might be addressed, this presentation will describe the content and activities of a seminar approach to teaching the language expectations of the literature review and report the findings of a study that sought to measure the effectiveness of the approach. Specifically, we will describe the discourse moves, rhetorical structure and key linguistic characteristics of thematic units within the body of the literature review and discuss the positive findings from the pre-test/post-test study.

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

Elizabeth Turner is a senior lecturer and programme leader for English for Further Study at AUT University. Her research interests include academic needs analysis and its implications for curriculum design.

SATURDAY 4 OCTOBER: 11.00 AM

The Centre for Refugee Education - Introduction and Tour

Maria Hayward, Senior Lecturer, AUT University

Jacqueline Mortimer-Hughes, Senior Lecturer, AUT University

**Location: Offsite at the Mangere Refugee Reception Centre. The walking bus will leave at 10.30am.
Morning tea will be provided at the centre.**

Category: Language and Identity

Topic: Workshop - Community

This workshop invites participants on a 'walking bus' trip to the Mangere Refugee Reception Centre, conveniently located a 15-minute walk away from the conference venue. The workshop will begin with a DVD and power point presentation about the teaching approaches and programmes offered by AUT at this Centre, and will be followed by a tour of the site. There will be an opportunity for questions and discussion.

Maria Hayward is a senior lecturer at AUT University and Manager of the Centre for Refugee Education at the Mangere Refugee Reception Centre in Auckland. She has worked in refugee education for almost 20 years and has strong research interests in refugee-centred education and refugee resettlement.

Jacqueline Mortimer-Hughes is a senior lecturer and Quality Systems Manager at the Centre for Refugee Education, Mangere, Auckland. She is a registered secondary teacher and her research interests lie in fields of refugee education, critical thinking and reflexive practice.

Focusing on Language and Identity through Film

David Woodfield, Teacher Trainer, University of Otago Language Centre

Location: Centennial Centre

Category: Teacher Education

Topic: Workshop – Tertiary ESOL/EFL

It has been widely reported in texts about language teaching that movies have potential in the language classroom. They are typically considered of great facility for language learning because of their rich context. They present communication motivated by particular reasons, between particular people, in a specific time and place. As a result, they can be drawn upon to focus on communication at multiple levels. They can be used to explore issues ranging from social mores and sociopragmatic appropriateness to language routines, vocabulary, grammar and pronunciation.

This workshop will focus on how teachers can incorporate movie clips to teach to various objectives, given the time constraints that they operate under. The presenter will demonstrate how he has used movie clips to help students understand aspects of language and culture. Participants will then be given hands-on experience in developing activities to utilize a film clip in the classroom.

David Woodfield teaches ESOL, and runs a professional development programme for teachers, at the University of Otago Language Centre. He has a MEd in TESOL from Temple University Japan. He is interested in sociocultural theory and the utilization of media in the language classroom.

Finding the New in the Ordinary

Helen Cartner, Senior Lecturer, Auckland University of Technology

Location: Room 1

Category: ICT

Topic: Tertiary ESOL/EFL

Using digital technologies in teaching and learning is not new. The challenge is to match the pedagogies to the technologies in order to enhance student learning. For many of us, PowerPoint is a presentation tool used at conferences. However PowerPoint can also be used to engage learners and support learning in active, constructive, authentic and cooperative tasks and thus build a community of learners. This paper examines how PowerPoint activities can be designed using constructivist and engagement theories which create an environment that fosters learning, rather than from technology.

Helen Cartner is a Senior Lecturer at the Auckland University of Technology, New Zealand. Her research and teaching interests are in adult literacy and numeracy education, information technology and teacher education.

A Possible Structure for ESOL Students to Be Successful in NCEA

Glenn Sinclair, HOD ESOL, TIC ENR, Auckland Girls' Grammar School

Piper Mejia, Teacher of ESOL, English and Spanish, Auckland Girls' Grammar School

Location: Room 2

Category: Language and Identity

Topic: Secondary ESOL

In 2004 English teachers at Auckland Girls' Grammar School decided to think outside the box and launched a new way of recognising the huge diversity of language, culture and educational backgrounds of the students. The aim of this holistic approach was to respond to the individual needs of the students, recognising both their acquired levels of competence and any particular needs that may arise throughout the year. This has created a community of positive, reflective learning that has increased students' confidence about reaching their potential. The class structure encompasses ESOL and low literacy students as well as those at the other end; those from a non-English speaking background are carefully scaffolded into the mainstream. This new structure has had positive roll-on effects in not only other subject areas, but also NCEA results.

Glenn Sinclair has worked at AGGS for 11 years and is currently head of ESOL with 23 years' experience of teaching language and literacy both here and overseas.

Piper Mejia has taught at AGGS for 4 years. This year she is studying for her MA of Language Teaching in the Department of Linguistics and also mentoring trainee teachers at the University of Auckland.

Teaching Articles to Year 7 and 8 EAL Korean Students

Janet McQueen, ESOL Teacher, Wairau Intermediate School

Location: Room 3

Category: Grammar

Topic: Early Childhood and Primary ESOL

As an EAL teacher correcting my Korean year 7 and 8 students' written work, I noticed that each year my students were having difficulty using articles correctly despite them being the most common feature in English. I wanted to find out how I could best help my students to understand and use articles more accurately. Primary school teachers tend to shy away from specific grammar teaching but Rod Ellis says that "there is now convincing evidence to support the teaching of grammar". I completed a ten week action research investigation into the effectiveness of teaching a series of explicit grammar lessons, combined with communicative task work and corrective feedback. The research was significant due to the young age of the students and because it combined grammar teaching with error feedback. My findings have led me to make practical suggestions for improving the teaching of grammar in EAL classrooms.

Janet McQueen is an experienced primary school teacher at an Intermediate school on Auckland's North Shore. She has been teaching English as an additional language for six years. Her research was conducted as part of her Graduate Diploma in TESSOL at Auckland University in 2007.

Community Chest: Varieties of Learning from Kiwi Communities

Martin Andrew, Senior Lecturer, Unitec New Zealand

Location: Room 4

Category: Language and Identity

Topic: Tertiary ESOL/EFL

The community remains an underutilised resource for migrant and international students of EAL. Using data not previously reported, this paper retrospectively traces the varieties of learning that 60 second-year degree-level EAL learners experienced during volunteer community placements. We view our findings partially within social identity theories and constructionist frameworks of communities of practice. Additionally, now the real-world emphases of new literacy studies approaches offer fresh frames. We see our learners, situated within specific literate communities offering membership options, developing cultural literacy as social practice. Our analysis shows that while some students manifest superficial, others develop multi-literate understandings of Kiwi culture and the language of these communities. The implication is that these new understandings help those successful learners develop a changing sense of their relation to New Zealand. Moving beyond classification as 'migrant', 'refugee' or 'international student', they describe themselves as individuals who can negotiate New Zealand identities with some independence.

Authors - Martin Andrew and Celine Kearney

Martin Andrew has worked in English Departments in secondary schools, Foundation programmes, universities, polytechnics and PTES for 20 years. Now in the School of Language Studies at Unitec New Zealand, he researches communities and identities, film in ELT and assessment of writing.

Learning Languages in the New Zealand Curriculum

Glenda Koefoed, Senior Adviser Languages, Ministry of Education

Margaret Hardiman, Senior Adviser Languages, Ministry of Education

Location: Room 5

Category: Teacher Education

Topic: Early Childhood and Primary ESOL & Secondary ESOL

Learning Languages is one of the eight learning areas in The New Zealand Curriculum (2007). The learning area statement and the achievement objectives provide the generic framework for teaching and learning in English-medium schools. There is a strong evidence base which influenced the development of the learning area during the writing of The New Zealand Curriculum. The Learning Languages wall chart resource (see: <http://tinyurl.com/6eevqj>) summarises key aspects of this research base's implications for language teaching and learning for teachers. We will briefly discuss the evidence base for Learning Languages and propose possible implications for the teaching and learning of community languages.

Glenda Koefoed and Margaret Hardiman are Senior Advisers Languages in the Ministry of Education's Schooling Group. They have both worked as Learning Languages Advisers at Team Solutions in Auckland, and Margaret was National Coordinator Learning Languages 2005-2007.

Women with Preschoolers - A Learning Community

Celia Hope, Tutor, Waikato Institute of Technology (WINTERC)

Location: Room 6

Category: Language and Identity

Topic: Community

Now in its third year, Wintec's English for Migrant Families is providing English language classes that are accessible for women who wouldn't normally be able to attend classes. A primary school, which many of the women's children attend, provides the venue and childcare within the classroom. This has allowed the women to take some time out from their mothering role to study with other adults while still having their babies and preschool children close enough to feed and feel secure. As well as English language and literacy, the programme provides an opportunity for these women to gain skills for operating in the community where they live.

This presentation will provide an overview of the course, demonstrate ways in which the women share their skills and experiences and support each other with their learning, as well as some of the benefits that have come about as a result of these classes (co author Lillian Pak).

Celia Hope started her teaching career in Early Childhood Education. She has also been a teacher of ESOL and literacy to learners of different ages and levels in New Zealand, Canada and Thailand. Currently she is tutor for "English for Migrant Families" for Waikato Institute of Technology.

Impact of Learning Strategies on JFL Students

Tomoko Koda-Dallow, Lecturer, Unitec New Zealand

Location: Room 7

Category: Integrating Language and Content Teaching

Topic: Tertiary ESOL/EFL & Community

Some studies in Japan investigated the relationship between the use of learning strategies and learning achievement (eg. Ito 1999). However, there was previously no research with respect to learners of Japanese as a foreign language such as in New Zealand. This study explored

(1) types of learning strategies used by students of Japanese as a foreign language

(2) the relationship between learning strategies and learning achievement. Participants are current learners of the Japanese language in a Bachelor of Arts degree course at a tertiary institution in New Zealand.

Participants are current learners of the Japanese language in a Bachelor of Arts degree course at a tertiary institution in New Zealand. Data collection was from three sources: a questionnaire based on Rebecca Oxford's Strategy Inventory for Language Learning, an interview schedule, and the students' course grades. The results of this research indicated some differences from the findings of other studies which investigated in contexts of learning Japanese as a second language. Language strategies which affected students' course achievement positively will be discussed.

Tomoko Koda-Dallow is a lecturer of Japanese at the School of Language studies, Unitec New Zealand. She has many years of language teaching both in Japan at secondary level (using sign language with deaf people) and in New Zealand, at secondary and tertiary levels. Research interests include individual differences especially learner autonomy.

Melody and speech exercises to create success for L2 learners

Susanne M E Sullivan, Teacher, Adult ESOL Department, Papanui High School

Location: Room 8

Category: Speaking and Pronunciation

Topic: Tertiary ESOL/EFL

Melody primes the ESOL learner to pick up the details of fluent spoken English. The pronunciation exercises shown can have a huge effect on listening and speaking skills helping students create a picture of sounds in their memory banks and reference points for understanding fluent speech. I will show learners responding to TV news and really developing their ability to hear what is being said with some theory for them to understand how spoken language behaves.

I will also discuss other exciting recent research on pronunciation and listening related to this type of pronunciation practice.

Susanne Sullivan has been an ESOL teacher since 1994 and was previously at German and French universities. Her interest in psycholinguistics was peaked by adult L2 learners' difficulties. The brain's processing of language proved an exciting field to explore, bringing rewarding insights. The exercises are in a course format now with help from teachers local and overseas.

The Applicability of Principles for Instructed Second Language Learning: A South Korean Perspective

Jocelyn Howard, Senior Lecturer, University of Canterbury

Susan Millar, English language teacher, University of Canterbury

Location: Room 9

Category: Teacher Education

Topic: Tertiary ESOL/EFL

Communicative approaches to L2 teaching have been central to recent curricula innovations in several countries, including New Zealand and South Korea. Research indicates that teachers can face challenges in implementing these initiatives and feel frustrated by constraints perceived to be outside their locus of control. A variety of alternative approaches which take into account specific contexts have been proposed. This study examines South Korean teachers' perceptions of the applicability to their contexts of a set of general principles proposed by Rod Ellis (2005) for successful instructed second language learning. The findings indicate that existing constraints could impede the application of some of the proposed principles, but an awareness of them may give EFL teachers a sense of agency despite wider sociocultural constraints. The principles may also assist teachers in the development of new teaching skills, and provide a common reference point for language teachers and researchers in the international community.

Jocelyn Howard is a senior lecturer in the school of Maori, Social and Cultural Studies in Education at the University of Canterbury. She has presented and published on the use of multi-media in language education, language curriculum innovation, L2 teacher education, materials design, and diversity in the education sector.

Susan Millar is a teacher in the Bridging Department at the University of Canterbury. She has taught English in Japan and New Zealand, and delivered professional development programmes for teachers from EFL countries. Her research interests include managing innovation in educational contexts, and L2 teacher education relating to EFL contexts.

The Readiness of Bridging Programme Students to Enter Tertiary Study.

Ian Wilson, Principal Lecturer, Manukau Institute of Technology

Location: Room 10

Category: Multi Literacies for a Multi-cultural World

Topic: Tertiary ESOL/EFL

Learning communities are now recognised as a key element in supporting student learning. The one constant in all learning communities in every sector of the New Zealand education system is the increasing diversity of the learners. The tertiary sector has learners from diverse ethnic, cultural and language backgrounds plus with differences in age, educational experience, marital status and family responsibilities. Although there has been substantial research in other sectors as yet only limited studies have been undertaken in the tertiary sector in New Zealand. There is a call for more attention to be paid to the learners' perspectives of their learning. This paper outlines the findings from a study on academic literacy conducted in 2008. Demographic, educational, experiential and aspiration data are compared with adult learners' perceptions of their own readiness to undertake tertiary academic study.

Ian Wilson, is Principal Lecturer in the Faculty of Social Sciences at Manukau Institute of Technology teaching in the English for Further Study modules. He is currently a doctoral candidate at the University of Auckland examining adult preparedness for tertiary academic study.

Choice of Text: Balancing Language and Topic

Beverley Roser, Senior Lecturer, AUT University

Karen Wise, Senior Lecturer, AUT University

Location: Room 11

Category: Reading

Topic: Tertiary ESOL/EFL

As reading comprehension is strongly related to vocabulary knowledge (Nation 2001), it is important for university teachers to assess the vocabulary demands of texts. In addition, currency and relevance of content also need to be considered when choosing texts.

This paper traces the texts chosen for courses that provide a pathway for English as an additional language (EAL) students into mainstream programmes from intermediate ESOL to the first year of an undergraduate degree at one tertiary institute in NZ. The vocabulary demands of the texts were examined using an electronic tool (Vocabprofiler), and recurring vocabulary items from the Academic Word List were identified. This data was then compared with the teachers' personal pedagogical reasoning for choice of text.

Nation, P. (2001). Learning vocabulary in another language. Cambridge: Cambridge University Press.

Beverley Roser is Co-Programme Leader of the Certificate in English Language in the School of Languages & Social Sciences at AUT. She came to ESOL teaching with a background in adult workplace education. Her current research interest is in the area of authentic spoken texts.

Karen Wise is a Senior Lecturer at AUT's School of Languages. She teaches academic English, undergraduate writing, and is involved in language teacher education for CLTA. Her interests include production of multi-media teaching resources, her most recent project being the co-production of a DVD and workbook for language teacher education.

Round Table Discussion: Language and literacy

Location: Room 12

Duration: One Hour

SATURDAY 4 OCTOBER: 11.40 AM

IELTS scores and the Prediction of Tertiary Academic Language Performance

Amanda Bayliss, Lecturer, The University of Melbourne

David Ingram, Honorary Professorial Fellow, The University of Melbourne

Location: Room 1

Topic: Tertiary ESOL/EFL

This presentation will report on a study which investigated the language performance of 28 NESB students studying at an Australian university. The study sought to ascertain: (i) the extent to which IELTS proficiency scores could predict their language behaviour in the university context; (ii) the adequacy of that behaviour for the linguistic demands of their coursework; and (iii) the implications for altering entry levels to different tertiary courses.

Over the course of a semester, samples were collected of the students' language behaviour in the academic context. This included spoken language in tutorials and practical classes, lecture notes and written assignments. The language was analysed and rated, the results revealing that the students were generally able to produce, in the context of their academic studies, the language behaviour implied by their IELTS test scores. However, there was no apparent relationship between IELTS scores and student performance in course-related tasks which were beyond the scope of the proficiency test.

Although most participants who had achieved the requisite entry scores could perform effectively in their study program, for a small number the observed language behaviour was inadequate, impacting on the students' course results, personal confidence levels and ability to fully contribute to and benefit from their experiences in an international teaching and learning community.

The results of the study raise questions about the adequacy of university course entry levels, the interpretation of IELTS proficiency descriptors and factors affecting NESB student behaviour in the learning context.

Amanda Bayliss is a lecturer in the Faculty of Arts, School of Languages and Linguistics, at the University of Melbourne. She has extensive experience in the teaching of ESL and was Assistant Director of Studies at Bond University English Language Institute before moving to Melbourne. Amanda is currently completing a PhD at the University of Melbourne, investigating the role of gesture in the impressions formed of EFL speakers.

David Ingram is an Honorary Professorial Fellow in the Faculty of Education in The University of Melbourne. He was the Australian representative on the joint British-Australian team that developed IELTS in 1987-88 and was then IELTS Chief Examiner (Australia) for 10 years. He has published widely and, in 2003, was appointed a member of the Order of Australia for 'service to education through the development of language policy, through assessment procedures for evaluation of proficiency, and through research and teaching'.

The New Zealand Curriculum through Korean Eyes: Collaborating with the Korean Parent and Caregiver Community at One Secondary School

Margaret Kitchen, Senior Lecturer, The University of Auckland

Location: Room 2

Category: Language and Identity

Topic: Secondary ESOL

The New Zealand Curriculum document takes as its starting point a vision of what New Zealanders want their young people to be like with skills, values and competencies that will make them competent lifelong learners who are able to participate effectively in society. I was interested in working with the Korean parent and caregiver community at one secondary school to talk about school life in New Zealand and to talk about their vision for their young people. One hoped for outcome was the setting up of a Korean parent support group and a report to the school on what their vision is. This paper describes the first six months of the project.

Margaret Kitchen lectures on the Graduate Diploma in TESSOL at The University of Auckland. Previously she was an HOD in a secondary school with responsibility for language across the curriculum professional development.

Working with Refugee Families in an Early Childhood Community of Learning

Anna Jo Perry, Head Teacher, Centre for Refugee Education, AUT University

Location: Room 3

Category: Language & Identity

Topic: Early Childhood and Primary ESOL

“The primary focus... is on learning as social participation. Participation here refers ... to a more encompassing process of being active participants in the practices of social communities and constructing identities in relation to these communities” (Wenger, 1995, p.4).

The Early Childhood Centre in the Centre for Refugee Education is a ‘community of learning’ for children, parents and teachers. Children have the opportunity and are encouraged to explore new activities and ideas and to share their developing knowledge and understanding with each other, their teachers and parents. At the same time, observing, discussing and reflecting on the expectations of their roles supporting their children’s learning gives parents time link new understanding to possible previous experiences. Teaching and learning processes in a community based strongly on relationships and personal commitment are strengthened, and this has implications for early childhood education, particularly for refugee and new migrant families.

Anna Jo Perry is head teacher for early childhood education in the Centre for Refugee Education, Mangere, Auckland and a doctoral student with AUT University.

Self-Access for ESL Students in a Secondary School. Dyslexics Also Welcome

Kathryn Parker, Head of Language Support, Howick College

Location: Room 4

Category: ICT

Topic: Secondary ESOL

Setting up a Self-Access centre in a secondary school can seem daunting and expensive. This session will give hints for ways to start your own centre, how to do it cheaply, and ideas for staffing it and how to integrate your centre into the mainstream school. It will also discuss the integration into the Howick College Self-Access Centre of the programme Fast ForWord, for mainstream students who have dyslexia and other reading difficulties.

Kathryn Parker, MA, Higher Dip Teaching, NZ Dip TESSOL, Cert. TEFLA, is the Head of Language Support at Howick College. She has spent the last five years researching the benefits of computer-assisted language learning and self-access for English Second Language students.

Community Languages and Government Policy

CLANZ

This session brings together people who teach languages in community language schools, academics and those people who are interested in developing and maintaining minority languages, to discuss opportunities, challenges, and possible solutions of teaching in community based schools. This will extend to how these community languages schools are working with or can work with mainstream schools to leverage resources and encourage capability building.

This session is supported by the Community Languages Association of New Zealand (CLANZ) Human Rights Commission, Ministry of Education, the Office of Ethnic Affairs and the New Zealand Federation of Ethnic Councils.

From Remembering to Reading – the Mammoth Task of Beginning to Function in a Literate World

Jenny Field, Team Leader, ESOL Home Tutors (Waikato)

Alison Sellars, ESOL Literacy tutor, ESOL Home Tutors

Location: Room 6

Category: Language and Identity

Topic: Tertiary ESOL/EFL & Community

Imagine a world where we never looked anything up. ESOL Literacy classes provided by ESOL Home Tutors are a response to learners who are moving from a world of communicating through memory and storytelling to a world to where communication can involve interpreting marks on a page and then learning how to write those marks.

According to Walter Ong (1982) this change means changing the way in which these learners think and how they express their ideas. Trained bilingual assistants working with an ESOL teacher together create the mediating artefact in these classrooms - mediating the language and the culture and providing a doorway into the literate world.

This paper describes some of the organisational learning that has taken place and makes some suggestions about how practitioners may enhance learning for these learners and for their children.

Jenny Field is a coordinator with ESOL Home Tutors (Waikato) and has taught adult learners with limited literacy for 10 years. In 2003 she was involved in producing an assessment kit for preliterate learners and is at present collaborating with other practitioners in the design of a curriculum.

Alison Sellars has experience both teaching ESOL in the primary sector as well as teaching ESOL Literacy to limited literacy learners from refugee communities.

Becoming Kiwi: Language Change, Identity Change

Jill Hadfield, Senior Lecturer, Unitec New Zealand

Location: Room 7

Category: Language and Identity

Topic: Community

This paper will describe language change in a 9 year-old in the year after moving from Britain to New Zealand. It will describe linguistic changes that took place in the move from RP to NZ E and the order in which they developed. It will discuss which changes took place as a process of unconscious acquisition and which were consciously learned and look at the degree of consistency and permanence of the changes. It will examine differences in attitude and perception of self and others accompanying these changes, looking at the relation of language to personal and social identity and culture and discussing how far code-switching is possible with attendant implications for identity and self-image. Finally it will consider if there are any useful parallels that can be drawn with the ESOL migrant experience, both in terms of acquisition processes and in terms of identity and acculturation processes.

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

The Community of REAF

Elizabeth Ardley, Teacher, Selwyn College

Dell Raine, Teacher, Selwyn College

Location: Room 8

Category: Language and Identity

Topic: Tertiary ESOL/EFL

The warm and supportive mini-community of the REAF (Refugee Education for Adults and Families) programme at Selwyn College allows refugees to celebrate their individual and cultural identities, and interact with other refugees using English as the common medium.

This paper will show how language and identity at the REAF centre build a community of learning. The presentation will provide a brief history of REAF before focusing on the programme in action, the educational and social needs of the students, along with taped interviews with students describing how REAF has changed their lives. It is hoped the research undertaken for the presentation of this paper will supply food for thought for all providers to the refugee community.

Elizabeth Ardley is a teacher at Selwyn College teaching on the REAF programme. Teaching at a preliteracy level and an intermediate level. Prior employment teaching for the University of Auckland -Centre for Continuing Education.

Dell Raine is a Primary School trained and now a teacher with REAF and is responsible for preliteracy to early learners.

Professional Standards Project 2008: A National Professional Learning Programme for Australian Language Teachers

Penelope Johnstone, Italian Language Teacher, Oatley Public School

Location: Room 9

Category: Teacher Education

Topic: Tertiary ESOL/EFL & Community

The Professional Standards Project (PSP) is a nationally coordinated professional learning programme developed and managed by the Australian Federation of Modern Language Teachers Association

Inc. (AFMLTA), in association with the Research Centre for Languages and Cultures Education, University of South Australia. The Project was commissioned and funded by the Australian Government Department of Education, Science and Training.

The aim of the Professional Standards Project is to improve student outcomes through quality language teaching. The Professional Standards Project 2008 provides an opportunity for a selected group of language teachers to network nationally and then deliver the professional training programme at the state level. The paper will discuss the practical application of the proposed strategies set out in the supporting documentation and evaluate the impact on language teachers and languages education across Australia. The Professional Standards for accomplished teaching of languages and cultures (2005) provides a framework for the Professional Standards Project.

Penelope Johnstone is currently employed as an Italian language teacher by Co.As.It., (Italian Community Assistance Association), a non-governmental organisation, partly funded by the Italian Government. Her qualifications include a BA (Languages), Grad.Dip. Ed. (Primary) and Masters of Education (TESOL). Penelope promotes multicultural perspectives through delivery of the Italian language programme.

The Development of Interest in Learning English as a Foreign/second Language

Tan Bee Tin, Senior Lecturer, Dept of Applied Language Studies and Linguistics, The University of Auckland

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

This paper examines the construct of 'interest' with reference to a group of NNS students majoring in TESOL. The questions addressed are: What are the various ways in which a group of non-native English speaking students who have chosen TESOL as a career became interested and maintained their interest in studying English? What effect did interest have on their language learning and performance? Data for the study come from the interviews with 23 students studying in TESOL programmes. Several factors are reported as catching and holding interest in learning English: people the student interacts with (parents and relatives, teachers, friends, other native English speakers encountered in real life), activities involving the use of English the student participates in, carrier content (content used in learning English), significant experiences (both negative and positive) encountered which involves the use of English, and the value of English for communication and career.

Tan Bee Tin started her career as an English language teacher in Myanmar. She currently works at the University of Auckland. Her main research interests are materials development, studies of academic discourse and the issue of language and learning in higher education and she has published in these areas.

Speed Reading Courses: Do They Work?

John Macalister, Senior Lecturer, Victoria University of Wellington

Location: Room 11
Category: Reading
Topic: Tertiary ESOL/EFL

To become successful members of a learning community, language learners need to read at a rate approximating that of native speakers. One of the popular means of increasing reading rate is the inclusion of a speed reading course in a language teaching/learning programme. This paper presents the results of an investigation into the effectiveness of speed reading with learners of different proficiency levels in a university preparation course. It also considers whether learners retain gains in reading rate made during the speed reading course. These findings will allow teachers to make principled decisions about the use of speed reading courses in the classroom.

John Macalister is a senior lecturer at Victoria University of Wellington. His teaching and research interests include teaching reading and writing, and language curriculum design.

SATURDAY 4 OCTOBER: 2.20 PM

Teachers' Lives and Languages: Exploring the Mediating Process of Representation and Narrative in the Reconstruction of Teachers Bilingual

Nola Harvey, Senior lecturer, Faculty of Education University of Auckland

Fiona van der Horn, Student, University of Auckland

Nibras Zaki, Teacher, University of Auckland

Location: AUT University Lecture Theatre

Category: Teacher Education

Topic: Colloquium - Early Childhood and Primary ESOL

As part of meeting the learning outcomes for a Languages and Cultures course for the Graduate Diploma of Teaching (Early Childhood), student teachers reconstructed their language and literacy histories. They were expected to make use of narrative inquiry and three modes of representation (oral, written and visual) to reinterpret and gain insights into their own bilingual histories.

To construct this language history each student teacher revisited the narratives and images from his/her prior experiences as language acquirers and learners. The multimodal and multimedia presentation processes seemed to provoke reframing and reinterpretation of the social-cultural and political processes which influence languages and identities. Student teachers were able to gain insights into and develop an articulation of these socialisation processes that contribute to bilingualism. Their stories and representations also provided a mediational space for reconceptualizing themselves and their bilingual identities.

Nola Harvey is currently a senior lecturer at the Faculty of Education, University of Auckland. She recently completed the Post Graduate Diploma in Language and Literacy at Waikato University. Bilingualism and biliteracy in early childhood education are the focus of her current research.

Fiona van der Hor is currently completing her studies at the Faculty of Education, University of Auckland

Nibras Zaki has completed her Graduate Diploma of teaching and is currently teaching in an Early Childhood Centre, working on teacher registration.

Classroom Ideas for the Creative Writing English Teacher

Arizio Sweeting, TESOL Language Teacher / Teacher Trainer, Institute of Continuing & TESOL Education

Location: Centennial Centre

Category: Writing

Topic: Workshop – Tertiary ESOL/EFL

For many students, writing is a chore to be got through for a grade, and to many others, not only a chore, but a boring one at that. (White & Arndt: 1991). It comes as no surprise to many teachers, therefore, that developing writing skills is not an easy task. In the course of my life as a Language Teacher TESOL, I have always had a particular interest in providing my learners with ways of taking full advantage of their own creativity to produce written texts. In this hands-on workshop, I wish to share with the participants some activities I have used in the classroom to raise learners' awareness that writing can be motivating, fun & engaging. This workshop is suitable for experienced and novice teachers in General English programs and for teachers in more specialised areas such as exam preparation courses.

Arizio Sweeting works for the Institute of Continuing & TESOL Education at the University of Queensland. He has 15 years in ELT, working in Brazil, New Zealand and Australia. He's a CELTA trainer/assessor. He holds an MA in Applied Linguistics TESOL from Macquarie University and a DELTA from IH London.

Multiple Shifting Identities and Language Choice in bilingual online discourse communities

James McLellan, Lecturer, The University of Waikato

Location: Room 1

Category: ICT

Topic: Workshop – Secondary ESOL

This paper reports on research conducted into public online discussion forums.

Traditional notions equating one identity with a particular choice of language are inadequate for the analysis of texts produced within online discourse communities with access to more than one language. Participants may shift or alternate between languages, producing code-mixed texts, and projected identities may be fluid, multiple and shifting.

Exemplification is from public discussion forums in Brunei and Malaysia, where the language choice is between Malay, English, or a mixture of these. The analysis focuses on language choices within threaded discussions. This is triangulated by texts which discuss language choice, and by responses to open questions in a survey of bilingual Bruneians.

Participation in online bilingual forums is found to be beneficial to second-language users of English, as this provides a non-threatening context of use, unlike traditional language classrooms.

James McLellan has worked at the University of Waikato since 2004. He was previously at Curtin University of Technology, Australia (2003-4) and at the University of Brunei Darussalam (1989-2002). Research interests include Malay-English codeswitching, language policy in education and English as a lingua franca.

A Question a Day Gives Everyone a Say

Vanessa Lewis, English Language Lecturer, MIT

Location: Room 2

Category: Integrating Language and Content Teaching

Topic: Workshop - Tertiary ESOL/EFL

Relationships are the heart of any community. Over the years I have trialled various ways of using questions in my teaching practice to create a learning environment which encourages students to be active members of the learning community in the classroom.

One method is to ask students' a question at the beginning of class. From my experience students' answers to these questions gives them an opportunity to establish and engage in relationships with other students. By answering the question each student can share something of their personal identity. From a language teaching perspective it can also allow focus on spoken grammar, vocabulary and register and doing so helps establish the learning community by showing students that everyone can be involved.

This is a hands-on workshop, where you will try activities that can be used at all levels to take back and use in your classroom.

Vanessa Lewis is a Lecturer, School of English Manukau Institute of Technology. She has been teaching English to adult and young adult students for the last 12 years. Vanessa is very interested in finding new and exciting activities to use in the classroom. Her last conference workshop was on using songs in the classroom.

Defining Diversity - Integrating the New Zealand Curriculum with a Ministry of Education Resource

Helen Panayiodou, Secondary School Facilitator, TEAM Solutions Auckland University

Location: Room 3

Category: Language and Identity

Topic: Workshop – Secondary ESOL

The New Zealand Curriculum document is a statement of official policy relating to teaching and learning. It has a vision of developing young people into confident, actively involved, lifelong learners. Principles of cultural diversity and community engagement put students at the centre. The challenge for New Zealand schools is how to implement this? How can the ESOL teacher contribute to these discussions?

Helen Panayiodou will introduce the resource 'New to New Zealand'. A pack, Defining Diversity, has been developed to accompany the book. It is designed to assist Board of Trustees, senior management, teachers and parents in increasing their understanding of new settlers.

The workshop involves looking at the resource and considering ways it could be used in conjunction with the New Zealand Curriculum. You will be able to trial some of the activities, which include reflecting on: self, the school context and the cultures found in the book.

Helen Panayiodou has taught in secondary schools in New Zealand and overseas for 24 years. She is currently a secondary school facilitator at TEAM Solutions in the Faculty of Education, Auckland University.

Can You Please Repeat That?

Adrienne Dench, Senior Lecturer, EIT

Location: Room 4

Category: Speaking and Pronunciation

Topic: Workshop – Tertiary ESOL/EFL

Teaching speaking for the IELTS examination is not merely a process of endlessly answering mock questions. The students should be capable of answering questions on any topic, giving appropriate answers. They should know how to justify, to give reasons and opinions, to respond when they have no ideas and to sound confident while doing this. Pronunciation and stress is important too and should be practised. They should also have the appropriate vocabulary and know how to use it.

In this workshop I will take the participants through exercises that I get my class to do while teaching IELTS speaking.

Adrienne Dench has been at EIT for 7 years. Her main responsibility is teaching IELTS classes and is also an IELTS examiner. Over the last four years she has been to England three times teaching EAP at a summer school at the University of East Anglia in Norwich.

Language Advising for Learner Autonomy

Nick Moore, Learning Centre Manager, Languages International

Location: Room 5

Category: Management

Topic: Workshop – Tertiary ESOL/EFL

Language advising is one-to-one dialogue between a learner and an advisor often with the aim of fostering learner autonomy. In theory, the interaction provides a supported environment where learners can articulate their language learning needs, narrow down their goals and get advice about a range of learning options (Voller, 1998). However, in practice, the interaction can be problematic for both learners and advisors and in some cases may not be useful for learners. This workshop is aimed at teachers and self-access staff who need to meet and talk to learners one-to-one. It has been devised using data from a study carried out in the Learning Centre at Languages International and aims to give language educators ideas on how to make their language advising more effective.

Nick Moore has a Masters in Language Learning and Teaching and the Cambridge DELTA. He is a teacher trainer and the Learning Centre Manager at Languages International, a private language school in central Auckland. He recently co-authored "The International Student Handbook" with Hayo Reinders and Marilyn Lewis.

Short and Sweet - New Zealand Short Films in the ESL Classroom

Paul Lishman, ESL Lecturer, Eastern Institute of Technology

Location: Room 6

Category: Integrating Language and Content Teaching

Topic: Workshop – Tertiary ESOL/EFL

Much of the visual text material used in ESL classrooms is sourced from overseas, with questionable relevance for learners living in New Zealand communities. New Zealand Short Films are a largely untapped goldmine of authentic real world media, which, when used creatively, can offer learners of every level a rich learning experience, with minimal teacher preparation time.

Workshop participants will view a short film and partake in a series of practical and proven grammar, vocabulary and speaking activities based on it. These activities will demonstrate ways to cater for elementary, pre-intermediate and upper-intermediate learners using the same resource. Brainstorming ideas for activities based around another short film will form the latter part of the session.

Paul Lishman currently teaches General English and exam preparation classes to adult ESL learners at the Eastern Institute of Technology and has previously taught students aged from two to 76 in Japan and New Zealand. Paul has been exploring the use of authentic visual texts as an innovative language learning resource.

Addressing the Academic Language Needs of First-year University Students

Janet von Randow, Manager, DELNA, University of Auckland

John Read, HOD Department of Applied Language Studies and Linguistics, University of Auckland

Colleen Bright, Tutor, University of Auckland; Eleanor Clemeau, DELNA Academic Language Adviser, University of Auckland

Eleanor Clemeau, DELNA Academic Language Adviser, University of Auckland

Location: Room 7

Category: Testing and Assessment

Topic: Colloquium - Community

The linguistic diversity among students at the University of Auckland creates challenges in addressing their academic literacy needs. To identify students with such needs the University implemented the Diagnostic English Language Needs Assessment (DELNA), a required post-entry programme for all first-year students, regardless of language background. The results are used to guide students to appropriate forms of academic language support where applicable, so that they can participate more adequately in their new community of learning. This colloquium will focus on the philosophy behind DELNA and how it functions as a cost-effective means of identifying students with substantial language needs and encouraging them to take advantage of the University's language support services. The presentations will include reports on two small-scale research studies which have investigated how effectively the programme achieves its objective from the perspectives of the DELNA language adviser and of the students themselves.

Janet von Randow has been the Manager of DELNA since its inception in 2002. She has a background in language teaching and teaching language teachers. Her current interest is addressing the language needs of first-year university students.

John Read is Head of the Department of Applied Language Studies and Linguistics at the University of Auckland, where he is also academic coordinator of the DELNA assessment programme. His main interests are in language assessment, with a particular focus on vocabulary assessment and testing English for academic purposes.

Colleen Bright is a tutor in the Department of Applied Language Studies and Linguistics at the University of Auckland. She is an experienced language teacher and is currently working on a PhD thesis on EAL university students' writing.

Eleanor Clemeau is the Academic Language Adviser for DELNA, and plays a significant role in the DELNA team. She is an experienced English teacher, and is currently an IELTS rater and editor.

Who's afraid of the Phonemic Chart?

Donna Bliss, ESOL Programme Co-ordinator, CUPELS, Massey University

Location: Room 8
Category: Speaking and Pronunciation
Topic: Workshop – Tertiary ESOL/EFL

The moment we open our mouths to speak we establish our identity, revealing where we are from, our education and social class. For our learners, this can lead to anxiety because of the possibility of being unintelligible which can exclude them from the community. It is the ESOL teacher's responsibility to ensure learners are equipped with knowledge about the English sound system. The phonemic chart is an ideal tool for giving learners awareness of the sounds needed for receptive and productive language use. This practical workshop introduces a simple systematic method of presenting the 20 vowel sounds of English using an associational technique which aids memory by associating a word and action with each phoneme. In addition, awareness raising activities and games are demonstrated which are used as a way to reinforce receptive and productive use of the sounds.

Donna Bliss currently works as ESOL programme co-ordinator at the Centre for University Preparation CUPELS, Massey University, organizing classes for 100 students from over 20 different countries. She has taught ESOL in Spain, Italy, England, Egypt and New Zealand.

Throw Away Your Dictionary!

Yvonne Hynson, ESOL lecturer, Unitec New Zealand

Location: Room 9
Category: Reading
Topic: Workshop – Tertiary ESOL/EFL

We need to train students' abilities to guess unknown words in context from elementary level on.

Students seem to be expected to know how to do this intuitively. In practice this is far from the case and students should be trained actively in the necessary strategies at every level, particularly those whose mother tongue script varies from English because this gives them fewer clues to meaning.

This practical workshop shows teachers strategies to develop students' abilities to guess unknown words in context and is the basis of my latest books (in progress). Experience this interactive workshop and take away useful materials for one of the most important reading skills students need. Don't really throw away your dictionary; just use it AFTER the workshop!

Yvonne Hynson is an ESOL lecturer in Unitec with more than 25 years experience in the private and public systems in New Zealand and Japan. Writer of the 'Weather...Or Not' series of NZ ESOL textbooks and designer and writer of the website that now accompanies them: www.englishteacher.co.nz

Guided Group Writing Storm

Michael Williams, ESL lecturer, EIT

Location: Room 10
Category: Writing
Topic: Workshop – Tertiary ESOL/EFL

Many ESL students find writing laborious and submit texts that fail to fulfil task requirements. Often, unless it is in class time, they avoid writing altogether. This workshop will demonstrate a dynamic and spontaneous group writing activity that aims to make producing a short accurate text an enjoyable experience for students at pre-intermediate level or above. This technique has been developed and refined since the beginning of 2008 and used successfully with ESL classes at the Eastern Institute of Technology in Hawke's Bay.

Michael Williams has taught ESL at EIT in Hawke's Bay since 2002, when he made a career change after over 20 years as a chef. Since completing his BA majoring in Linguistics he has focused on developing innovative approaches to teaching pronunciation and writing.

Teaching Not Just Testing

Judy Pattison, English Language Lecturer, Eastern Institute of Technology

Location: Room 11

Category: Reading

Topic: Workshop – Tertiary ESOL/EFL

The IELTS reading module requires a totally different type of reading: Candidates are tested only on their ability to answer questions from the given text. With 3 passages of up to approximately 800 words each on which to answer questions in only one hour, the reading module of the IELTS exam is often considered the most daunting by many students and teachers. Slow reading, unknown vocabulary and lack of familiarity with the text topics are all problems faced by many IELTS candidates. With the aim of improving confidence and reading skills for the exam, some useful activities and practice methods have been developed. Students need more than test practice materials; they need practical methods to help them succeed.

Judy Pattison has taught at EIT 10 years, specialising in IELTS preparation courses. She has been an IELTS examiner for around six years. Judy has Completed PD Diploma of 2nd Language Teaching through Massey, 2005. She taught EAP at EIT and Manchester University for summer pre-session course, 2006. Presented grammar workshop on noun phrases at Clesol, 2006.

Round Table Discussion: Language and Identity

Location: Room 12

SATURDAY 4 OCTOBER: 3.50 PM

Linking Motivation to Academic Performance

Peter Chan, Lecturer, International Pacific College

Location: AUT University Lecture Theatre

Category: Teacher Education

Topic: Tertiary ESOL/EFL

The role of learner motivation continues to attract interest in contemporary research. Our study investigates the relationship between motivation and academic performance; in particular which forms of motivation (extrinsic or intrinsic) are better predictors of academic performance. We will also study what impact students' decision to pursue higher studies have on their undergraduate assessment scores. Our research mainly involves L2 students, and their desire to improve language skills will also be treated as motivational factors in our research. Without motivation, little learning happens, and this provides challenges for L2 students who need to be linguistically competent to obtain good grades in content subjects. Our study involves surveying 70-90 degree students enrolled in Business papers. We will use regression analysis to determine which motivational factors are significant predictors of academic performance. We will then suggest classroom activities and assignments that could optimise student motivation to achieve higher academic and language performance.

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

Teacher Identity and Self in Online Language Teaching

Cynthia White, Professor, Massey University

Location: Centennial Centre

Category: ICT

Topic: Tertiary ESOL/EFL

The study of identity in applied linguistics has focused primarily on learners with less attention given to teacher identity in relation to specific teaching contexts and processes. This paper reports on a longitudinal qualitative study of experienced language teachers new to online teaching. It explores aspects of identity and self that are disrupted and challenged as teachers work within the new environments over a period of nine months. Data is collected through interviews, reflective journals and participation in online discussions.

The reports provide insights into the particular sites of conflict and struggle experienced by teachers that have an impact on their selves as language teachers, the beliefs they develop and the subsequent actions they take or resist. Findings are discussed in relation to their implications for teacher education and the ongoing development of teacher expertise through access to peer support networks and collaborative learning opportunities.

Cynthia White has published widely on distance and online learning, learner autonomy, learning strategies, and language and settlement issues. In 2008 she was invited plenary speaker at the Bertelsmann Foundation, Berlin, reporting on FRST-funded research into language, settlement and social cohesion among immigrant youth in NZ.

Developing Language and Affirming Identity for Refugee Primary Students.

Marilyn Carroll, Lecturer, AUT Centre for Refugee Education

Location: Room 1

Category: Language and Identity

Topic: Early Childhood and Primary ESOL

Quota refugees arrive in New Zealand and attend a six week on-arrival education programme at the Centre for Refugee Education in Mangere. English language classes are offered to all students. The primary section introduces students to a glimpse of New Zealand classroom environment before entering a mainstream school.

Refugee children at Mangere arrive with a wide range of schooling experiences and language skills.

This creates challenges for the primary teachers at the Centre. Teachers have developed a range of hands-on visual resources and activities to assist these students in their language acquisition and understanding of the classroom environment.

They also come from a variety of ethnic groups. Teachers recognise the importance of the diversity of cultures and encourage students to identify with their own culture as well as gain an appreciation of others, often through aesthetic skills. This paper will provide practical ideas for practice.

Marilyn Carroll is the Head of the Primary Department at the Centre for Refugee Education where she has been for six years. She also teaches in the adult programme where she incorporates ideas from her primary experience in teaching literacy level adults.

The Ecology of Language Learner Beliefs and Identity: Entering a New Community of Learning

Jane Kehrwald, Lecturer, International Pacific College

Location: Room 2

Category: Language and Identity

Topic: Tertiary ESOL/EFL

This paper reports on a longitudinal, collective case study aimed at investigating the emergent beliefs of English as a Second Language learners as they enter and participate in a new language learning community in New Zealand. In the study beliefs were conceptualised as being contextually situated, dynamic and socially co-constructed. With the social co-construction of learners' beliefs comes a concurrent co-construction of identity. There is ecology between the individual and the physical and social environments in which he/she participates and interacts. To that end, the participants were asked to represent their experiences, through a series of visual representations, such as posters and collages, and then to provide their own interpretations of what they had depicted. The results offer some insights into the ways in which learners interpret and represent their experiences in their new learning community, and how these experiences impact upon their sense of self, that is, their identity.

Jane Kehrwald is a lecturer in ESOL at International Pacific College. In previous positions Jane has worked as a lecturer in Applied Linguistics and as an ESL instructor and teacher trainer in Australia, Japan and Thailand. Her research interests are learner autonomy and the ecology of learner and teacher beliefs.

The Silenced Interviewer in the Representation of Identities

Farzana Gounder, Lecturer, International Pacific College

Location: Room 3

Category: Language and Identity

Topic: Community

We are constantly defining and redefining ourselves through speech acts and the person we speak with has an immense influence on our perceptions of self at that particular point in time and space. However, when using interview-based data, researchers tend to place emphasis on what is said by the interviewee and generally do not pay adequate attention to the role of the interviewer in eliciting these viewpoints. Rather, researchers attribute these elicited viewpoints as being the sole construction of the interviewee. Using data from my ongoing research on migrant Indian labourers to Fiji, I will demonstrate that this viewpoint, attributed to the interviewee, is actually co-constructed between interviewer and interviewee. Thus, an acknowledgement of the influence of the interviewer is essential to providing an honest representation of participants' voices. These findings are relevant for people representing the viewpoint of research participants or members of the wider community.

Farzana Gounder is currently lecturing at International Pacific College in Linguistics, Academic English, Cert TESOL and DIPTESOL courses. Farzana is also doing a PhD in linguistics through Massey University. Her interests are Sociolinguistics, Narrative Analysis, Diaspora, Migrant issues.

What is the Impact of Using Familiar and Unfamiliar Contexts for Assessing Spoken Language for Beginning E A L Students During Their Initial Assessment?

Lesley Redmond, ESOL teacher, Wairau Intermediate

Location: Room 4

Category: Testing and Assessment

Topic: Early Childhood and Primary ESOL

As an E A L teacher I was originally using one picture only for assessing my students on their spoken language. While doing the Assessment paper I began to wonder if I should not rely on a "one size fits all" model but vary it according to my students needs. Nation (1995, p.2000) recommends "Teachers should always observe their learners to see if what is happening in an activity will contribute to learning or if the activity needs to be changed to promote better learning." I individually interviewed and assessed five children within a few days of arriving at school. My findings have led me to make practical suggestions for improving spoken language.

Nation, I.S.P. Teaching Listening and Speaking. Wellington: Victoria University of Wellington.

Lesley Redmond is an experienced teacher at an Intermediate school on Auckland's North Shore. She has been teaching English as an Additional language to students for eleven years. She is also a writer of educational workbooks for children.

Bridging the Differences in the Indian and NZ Education Systems

Daya Prasad, Centre Director and Dean of international students, Papatoetoe Intermediate School

Location: Room 5

Category: Language and Identity

Topic: Early Childhood and Primary ESOL

My intermediate school ESOL students are mostly Indian. They bring with them their cultural knowledge and beliefs, values and familiar learning styles. The New Zealand classroom where learning is interactive, child centred and in many ways independent is unfamiliar. We wanted to assist newly arrived students in their transition to the NZ classroom and to facilitate their language learning. We interviewed students and parents and conducted questionnaires. The findings were challenging.

Informed by our research findings we now use a number of strategies, resources, topics and methodologies which incorporate Indian cultural beliefs and traditions. The methods of teaching that we will talk about in this presentation are structured, intensive, interactive, and the students seem happier and are making progress.

Daya Prasad has taught for over 30years overseas and in New Zealand. Currently she holds the position of language Centre Director and Dean of international students at Papatoetoe Intermediate School. Daya has been the ESOL Advisor at Team Solutions, attended international conferences and took part in Asian study tours.

Learning Communities for Community Learning

Claire Szabo, CEO, ESOL Home Tutors

Location: Room 6

Category: Management

Topic: Community

Through its 2007 strategic planning processes, the National Association of ESOL Home Tutor Schemes established principles regarding communities of practice with which to foster organisational effectiveness. Deliberately building communities of practice in a number of the organisation's spheres was the chosen means to supporting innovative ESOL services for effective resettlement.

Participatory action research methodologies have underpinned programmes of development.

Examples include a new programme development prioritisation process; innovation pilots on gathering learner feedback and measuring learner progress; and a taskforce redesigning funding systems to support quality of ESOL provision.

This builds on a number of established initiatives that contribute to communities of practice within the organisation. There are both physical and virtual meetings spaces for ESOL Home Tutors' 200 staff and 3,000 volunteers. A range of groupings are supported including geographical regions; rural, town and urban practitioner groupings; a pan-ethnic group reporting on learner perspectives, and specialist groups of practitioners.

Claire Szabo is ESOL Home Tutors' CEO. She has taught ESOL and trained teachers in Hungary and completed education projects for the European Union. She studied Education Management at Trinity College, Dublin. Claire is a founding member of both the ACE Alliance and the Settlement NGOs Alliance.

Ministry of Education support for refugee and migrant communities in New Zealand

Abdirizak Abdi, National Refugee and Migrant Education Co-ordinator, Ministry of Education

Location: Room 7
Category: Culture and Identity
Topic: Secondary ESOL

Increasingly New Zealand is becoming a diverse society. This diversity is well reflected in the student population in our schools. Over 165 different ethnicities make up the current students from Non-English Speaking Backgrounds in New Zealand schools.

The Ministry of Education has a number of initiatives and strategies towards supporting schools which meets the educational needs of these students and effects strong school-community partnerships in education. These include the employment of refugee and migrant education coordinators whose role includes promoting partnerships between school, families and community; providing funding for scholarships for teachers in schools with refugee and migrant background students (TESSOL) as well as training programmes for teacher aides and bilingual tutors; funding for supplementary in-school support programmes and producing education related material in different languages in order to make information accessible to the community. It also employs multi-lingual staff to support these programmes.

In this presentation I will discuss these initiatives; how we support schools with resources and also how we deliver information to the families and their communities.

Abdirizak Abdi is employed by the Ministry of Education in the area of young refugees' support, community resource and development, addressing the needs of refugee and migrant children, young people and their families. In 2003 he completed a Masters thesis at Waikato University on "Enhancing Educational Access for the Somali community"

The Use of International Word Stock to Facilitate the Process of Learning of Foreign Languages

Nonna Danchenko, Lecturer, International Pacific College

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

Teachers of foreign languages are constantly looking for shortcuts to facilitate the process of learning.

One such shortcut is use of cognates not only to boost vocabulary but also to stimulate students' reading and vocabulary skills. It is generally hard for speakers of English to learn another alphabet.

However, using cognates in the first steps of instruction for adult learners cuts the alphabet acquisition time considerably. Having played its role in alphabet instruction, common European word stock can be further used to boost a learner's vocabulary, particularly for the sake of research.

A slightly different approach is to be taken when teaching English to the French. The English vocabulary is often referred to as containing up to 60% words borrowed from French after the Norman Conquest. It stands to reason that, for adults learning English, it is good to know they can improve their reading and comprehension skill, particularly of scholarly texts, if they rely on affinities between French and English words.

The instantaneous understanding of cognates arouses learners' curiosity. They begin to look for more linguistic links between languages. They obtain a sense of satisfaction, because they can draw from a familiar source to learn something new. My presentation will provide some practical clues on how cognates can be used to benefit the learning of a foreign language.

Nonna Danchenko has taught many aspects of the English language overseas and in New Zealand for over 20 years. Nonna is currently a lecturer of academic English at the International Pacific College in Palmerton North and specialises in text interpretation, stylistics and pronunciation.

Developing an Identity as a Teacher: Perceptions of Non-native Speaker Teacher Trainees on a TESOL Programme

Sue Edwards, Senior Academic Staff Member, Waikato Institute of Technology

Location: Room 9

Category: Teacher Education

Topic: Tertiary ESOL/EFL

This paper reports research conducted with non native speaker (NNS) teacher trainees who had completed a TESOL programme at a tertiary institution in New Zealand. The purpose of the research was to obtain the perceptions of trainees regarding their English language teaching capabilities. Trainees were asked to rate their English language knowledge and skills, and their teaching knowledge and skills. They were also asked to compare their teaching knowledge and skills with those of native speaker (NS) teachers. Finally, they were asked to rate the teaching knowledge and skills of NNS and NS teachers in general. Although participants rated themselves above average in all areas investigated, the results indicated two main areas of perceived weakness: speaking and writing. The trainees also rated themselves lower than NS teachers on 10 of 12 areas investigated. However, NNS teachers in general were rated more highly than NS teachers on six of 12 areas.

Sue Edwards has worked as an ESOL teacher and for the last 6 years as a TESOL teacher-trainer. In that time she has become interested in the development of non native English speaking teachers of English. Sue's research interests are currently in this area.

Identity in L1 Maintenance and L2 Learning: Its Fuzzy Role Among Korean Adolescents in New Zealand

Sun Hee Kim, Research Fellow, AMEP Research Centre, Macquarie University

Location: Room 10

Category: Language and Identity

Topic: Community

This paper explores the issue of identity through a study of 30 young Koreans who immigrated to New Zealand at the age of 12-13 years. After arriving in New Zealand, these participants have spent several years in learning English as they went through their adolescence. The paper examines how these bilinguals negotiate their identity in their use of L1 and L2 and how their perceived identity relates to their maintenance of L1 proficiency and acquisition of L2 proficiency. Data were collected through a questionnaire, interviews, a vocabulary test, and a story-retelling task. Findings suggest that, while perceived L1 identity is an important indicator of L1 use among these participants, it is not directly associated with their L1/L2 proficiency measured through their linguistic performance. The paper highlights the complex nature of identity related to L1 maintenance and L2 acquisition during adolescence, and discusses L1 support for adolescent immigrant children.

Sun Hee Ok Kim has recently completed her PhD in Language Teaching and Learning at the University of Auckland and is currently Research Fellow in the AMEP Research Centre at Macquarie University. Her research interests are in the areas of L1 attrition, bilingualism, and adult L2 learning in immigrant contexts.

Older Dutch Migrants and the (benefits of the) Grammar Translation Method?

Ineke Crezee, Senior Lecturer, AUT University

Location: Room 11

Category: Grammar

Topic: Tertiary ESOL/EFL

A study was carried amongst 30 older Dutch migrants all of whom moved to New Zealand in the 1950s and early 1960s. The main aim of the study was to see if there had been any change in participants' L1 and L2 language use.

Data consisted of elicited free speech as well as socio-linguistic life-history information. The findings showed a relationship between method of SLA acquisition, on the one hand, and respondents' eventual ultimate attainment in English and professional attainment in New Zealand on the other hand.

Most successful in terms of both ultimate attainment in English and professional attainment appeared those respondents who had been taught English in the classroom environment through the Grammar Translation method (prior to migration).

Respondents who had acquired English mainly through full immersion had generally neither not achieved similar levels of ultimate attainment in English, nor of professional attainment in the English speaking environment.

Ineke Crezee has been teaching translation and interpreting at AUT since 1991. She holds degrees in English and Translation Studies and is completing her PhD on bilingual migrants. In 2007 she was awarded the Hanny van Roekel Prize by the New Zealand Netherlands Foundation for a paper reporting on her pilot study.

Narrative Stance As Default for Reading

Moyra Sweetnam Evans, Lecturer, University of Otago

Location: Room 12

Category: Reading

Topic: Tertiary ESOL/EFL

In the study reported here, L2 undergraduates appeared to select narrative as the default stance to interpret and recall texts of different genres, in the absence of specific instructions before reading, or explicit indicators of the genres of texts.

Many literate adults are relatively "shallow" readers (see Graesser, 2007), but most individuals can process narratives (Graesser et al., 2003; Kendeou et al., 2007). This ability, along with hypothesised (under investigation) predilections of young adults for watching films, sharing jokes and anecdotes, can form the basis for scaffolding which promotes more successful comprehension.

Reading strategy intervention using narrative film initially (Evans 2007; Kendeou et al., 2007), promotes students' awareness of comparable comprehension processes used for different media (see Persson, 1998a; Zwaan & Radvansky, 1998; Magliano et al. 2001; Kendeou et al., 2007) and can be extended to include further scaffolding to facilitate comprehension of non-narrative texts using a narrative framework.

Moyra Sweetnam Evans lectures in applied linguistics at the University of Otago, where she co-ordinates a minor in TESOL and engages in research on reading.