

Keynote Speaker Abstracts and Profiles

SUNDAY 5 OCTOBER: 9.00 AM



Fluency in theory and in practice

Mike McCarthy, Emeritus Professor of Applied Linguistics, University of Nottingham

Location: AUT University Lecture Theatre

Topic: Keynote

The notion of fluency is one which has not been fully researched in second language acquisition, even though it is a common lay perception that some speakers are more 'fluent' than others. Among the assumptions that have held sway in the notion of fluency in a second or foreign language are (a) that fluency is the ability to perform with the ease of a native speaker, (b) that fluency is related to smooth, uninterrupted speech, (c) that fluency is related to speed of delivery. All of these assumptions are open to question. Corpus evidence shows that native speakers are often dysfluent and uneven in their spoken performance, that speech is often not smooth or uninterrupted, and that speed varies greatly, depending on context. But corpus evidence does show that conversations, rather than speakers, are fluent because of speakers' ability to communicate strategically and cooperatively. We conclude that more important than an individual's fluent performance is the notion of 'confluence'.

Michael McCarthy is Emeritus Professor of Applied Linguistics, University of Nottingham, UK, Adjunct Professor of Applied Linguistics, Pennsylvania State University, USA, and Adjunct Professor of Applied Linguistics, University of Limerick, Ireland. He is author/co-author/editor of more than 30 books and more than 70 academic papers. His most recent co-authored books include *The Cambridge Grammar of English*, *Academic Vocabulary in Use*, *Touchstone* and *From Corpus to Classroom* (all CUP). From 1994 to 1998 he was co-editor of *Applied Linguistics*. He is co-director (with Ronald Carter) of the 5-million word CANCODE spoken English corpus project, and the one-million word CANBEC spoken business English corpus. He has lectured on language and language teaching in 37 countries and has been actively involved in ELT for 42 years.

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SUNDAY 5 OCTOBER: 1.40 PM



How large a vocabulary do second language learners need?

Paul Nation, Professor in Applied Linguistics, Acting Head of School for Linguistics and Applied Language Studies, Victoria University of Wellington

Location: AUT University Lecture Theatre

Topic: Keynote

This paper looks at how many words second language learners need to know to cope with unsimplified material. Recent estimates using recently developed word lists suggest that learners need to know around 9,000 word families in order to get 98% coverage of most spoken and written text. This is an ambitious goal and so the paper also looks at how learners can be helped to learn this large amount of vocabulary and how their vocabulary growth can be monitored. The paper will report on a vocabulary size test that has been recently developed and how teachers can use it to plan their vocabulary programme. The test uses a multiple-choice format and has been extensively trialed in Japan. It measures learners' knowledge up to the fourteenth 1000 words.

Paul Nation is Professor of Applied Linguistics in the School of Linguistics and Applied Language Studies at Victoria University of Wellington, New Zealand. He has taught in Indonesia, Thailand, the United States, Finland, and Japan. His specialist interests are language teaching methodology and vocabulary learning. His latest book on vocabulary is *Teaching Vocabulary: Strategies and Techniques* published by Cengage Learning (2009). Two books, *Teaching ESL/EFL Listening and Speaking* (with Jonathan Newton) and *Teaching ESL/EFL Reading and Writing*, have appeared from Routledge Taylor and Francis this year.

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Poster Session

SUNDAY 5 OCTOBER: 10.00 AM

How to meet out-of-class pastoral care needs of ESOL students during ESOL class time

Noeline Lewis

Location: Great Hall, Trade Exhibition

A lot of a teacher's out-of-class time can be taken up with individual student approaches concerning such things as homesickness, loneliness, accommodation or transport problems.

Talking and speaking about personal experiences and concerns under the umbrella of ESOL learning, can resolve many problems, removing the need to consult staff individually in out-of-class time. Often students find their classmates are experiencing the same problems they have been too shy to talk to anyone else about.

Activities used in the Waiariki ESOL classes.

- Students start each day with a 1-2 minute 'Has anyone got any hot news?'
- Monday mornings students have a mix and mingle speaking activity talking about their weekend, followed by a 'Diary writing' 20 minute activity. This can be about their weekend or any other topic on their minds that they wish to write about. This diary is between the student and 'whanau teacher' and they often reveal concerns here that they are not confident talking about in public.
- Daily Diary writing as an optional homework exercise encourages students to reflect on their day's experiences and their feelings.
- Students share their family achievements and problems during 'Personal News' class and in their diaries to their teachers.
- At the end of each term, students reflect on their chosen theme and a journal of the groups' work is published.
- The bigger issues are turned into discussions and essay topics.

All of the above, as part of their English study and skill development, enable students to share and solve pastoral care challenges within ESOL class time.

Parallel Sessions

SUNDAY 5 OCTOBER: 11.15 AM

Good and Bad Pronunciation Materials

Adam Brown, Senior Lecturer, AIS St Helens

Location: AUT University Lecture Theatre

Category: Speaking and Pronunciation

Topic: Workshop - Tertiary ESOL/EFL

Pronunciation has been called the Cinderella of language teaching, an element swept under the carpet by some teachers because of lack of confidence. Another factor may also be uncertainty among teachers over whether pronunciation materials are stimulating for learners, deal with necessary pronunciation elements, and produce long-term improvement. In this workshop, participants will look at a range of pronunciation materials, both good and bad, eventually arriving at a checklist of criteria for successful materials, successful learning of pronunciation points, and long-term change in pronunciation habits. Workshop handouts will contain versatile materials usable by participants in their classes, and suggestions will be given for adapting them to suit different groups of learners and different pronunciation points. Audience participation and questions will be encouraged.

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

Start with Strengths

Merle Braithwaite, Speech and Language Consultant, The Speech and Learning Centre

Location: Centennial Centre

Category: Speaking and Pronunciation

Topic: Workshop - Secondary ESOL and Tertiary ESOL/EFL

The features of a speaker's first language (L1) strongly influence the learning of an additional language. An effective way to improve intelligibility is to compare phonemes of a speaker's L1 with phonemes of English. By focusing on similarities, one can start with strengths, which ensures rapid progress and increased confidence. It is particularly useful to focus on consonants and consonant clusters that impact on meaning. This 'hands-on' workshop will equip teachers with practical ideas to use with their students. A handout will be provided.

Merle Braithwaite is a speech and language consultant at The Speech and Learning Centre. She teaches, facilitates professional development courses, and is the author of several publications, including English Sounds and the Sounds Right! series. Merle is an accredited examiner of the Speech New Zealand OCESOL examinations.

'Push Play and.....'

Lynda Williams, Senior Language Tutor, Auckland Institute of Studies St Helens

Amber Kolevski, Senior Language Tutor, Auckland Institute of Studies St Helens

Location: Room 1

Category: Listening

Topic: Workshop - Tertiary ESOL/EFL

The use of film scenes in ESOL to create an engaging learning experience.

Ever thought of using scenes from the movie 'Titanic' to teach your ESOL students the past perfect passive? Or 'Bridget Jones' Diary' to encourage role play? A desire to explore new ways of presenting grammar to ESOL students led the presenters of this workshop to explore the use of film scenes in their teaching. The further they delved into the topic, the more they realised how much could be exploited from short movie excerpts in delivering creative, focused lessons.

This hands-on workshop is a stimulating session for teachers of any level or discipline to take away the tools and techniques for using video in a variety of settings – from grammar and listening tasks to role-play and improving classroom dynamics.

Lynda Williams and Amber Kolevski have over 15 years' experience teaching English in New Zealand and abroad. They currently teach at the Auckland Institute of Studies St Helens. Both have a passion for using video and film as a teaching tool in the ESOL classroom and teacher training.

ESOL Teachers Working with Students Using L1 Sources in Academic Work: Developing Skills and Strategies.

Hilary Smith, Researcher, Systemetrics Research

Location Room 2

Category: Writing

Topic: Workshop - Tertiary ESOL/EFL

International students undertaking English-medium study overseas often need to include sources from their home countries in their academic work, and these will frequently be in their home languages. However, ESOL teachers in EAP (English for Academic Purposes) courses have not traditionally given attention to the specific skills and strategies students need to incorporate resources from other languages into their English-medium study. This workshop aims to encourage a more pro-active approach by ESOL teachers in supporting the most effective use of their students' multilingual abilities. It is based on a study in which I am currently tracking a group of Indonesian students from their pre-departure course in Jakarta, to their studies in Australian universities. We will begin with a brief discussion of the issues for ESOL teachers, before turning to some general classroom activities and hands-on work using examples the students have made available from their studies.

Hilary Smith is a teacher and researcher based in Palmerston North. She has worked in Tonga, Papua New Guinea, the Lao PDR, and Indonesia. Her major areas of interest include ESOL, language attitudes, education, migration and settlement, and international development.

A “GPS” for English language Acquisition in Schools: Using the English Language Learning Progressions (ELLP)

Daniel Haddock, Migrant, International and Refugee Education, Ministry of Education

Location: Room 3

Category: Testing and Assessment

Topic: Workshop - Primary ESOL and Secondary ESOL

The English Language Learning Progressions (ELLP) was released to schools in April 2008. The document assists teachers to position students within a stage of their development of English language by identifying patterns of progress in Years 1-13 in mainstream and ESOL specialist classes. The ELLP will help primary and secondary teachers to track students' development in English across the curriculum. It offers practical advice through the use of annotated exemplars for both oral and written language. It also guides the teacher in deciding “where to next?” to advance the student, and in choosing teaching materials appropriate to the stage and age of the student.

This workshop will enable participants to

- share expertise in providing ELLP professional development to their school colleagues
- link the ELLP to supporting resources, e.g. Making Language and Learning Work DVDs and the English Language Intensive Programme Resource (ELIP)
- share good practice in placing students within a stage
- contribute to ideas for future web-based professional development for ELLP

Daniel Haddock has taught in the USA, New Zealand, Tonga and the Cook Islands. He was previously Head of English at Lindisfarne College, Hastings for nine years and then an ESOL adviser for Massey University College of Education for ten years. Currently he is working for the Migrant, International and Refugee Education branch of the Ministry of Education.

Living Assessment: Charting Learner Progress in Community ESOL

Jo de Lisle, ESOL Assessment & Access Specialist (Hamilton), ESOL Assessment & Access Specialist Service

Dorothy Thwaite, ESOL Programmes Manager, National Office of ESOL Home Tutors

Location: Room 4

Category: Testing and Assessment

Topic: Workshop - Tertiary ESOL/EFL and Community

As ESOL educators, we know our learners are making progress. How to confirm that knowledge is an ongoing challenge for many ESOL teachers, particularly those who work in less formal environments. This collaborative, practical research project included participation and input from a large number of tutors, learners and educators.

Adults who have made a commitment to settlement in New Zealand and who are still improving their English often lack visibility in mainstream society. This applies particularly to those adults receiving ACE (Adult and Community Education) support. They need access to a robust, credible way of measuring their progress.

We have researched and designed an evidence-based assessment tool to measure progress of learners in the ESOLHT organization. This tool focuses on learners' individual settlement goals, of which language proficiency is only one part. This interactive workshop offers an opportunity to work with the tool and provide feedback for further development.

Jo de Lisle is currently the Waikato ESOL Assessment and Access Specialist involved in assessment and programme development. In the past Jo has taught all levels of ESOL and papers on the Grad Dip TESOL at WINTEC. Jo has previously presented at CLESOL, LED Conference and ESOL Home Tutors conferences.

Dorothy Thwaite has been a tutor, manager and curriculum developer on ESOL and TESOL programmes for many years. She also coordinated the Waikato ESOL Home Tutors for 7 yrs. She is currently ESOL Programmes Manager at the National Office of ESOL Home Tutors.

Creating a Curriculum for adult ESOL-Literacy Learners: a Niche Within a Niche

Suzanne Blakely, Senior Tutor, ESOL Home Tutors, Christchurch

Christine Walkerdine, Tutor and Coordinator, ESOL Home Tutors, Hutt Valley

Location: Room 5

Category: Language and Identity

Topic: Tertiary ESOL/EFL

The National Association of ESOL Home Tutor Schemes has for the last seven years been refining its delivery of adult ESOL Literacy classes through research, training in ESOL Literacy teaching for class tutors and bilingual assistants, resource development, and assessment tools. The curriculum development has grown out of one of the research projects, which involved gathering feedback on learning needs from the learners themselves. This was possible because bilingual assistants are an integral part of our programme. All the teaching staff were involved in establishing the framework of the curriculum and a team of experienced teachers from different schemes is currently developing a specialized curriculum for adult learners who have never developed literacy skills in any language and have had little or no schooling.

This workshop will background the principles for developing this curriculum and the rationale for the format. There will be an opportunity to study samples of the curriculum and discuss these with the developers.

Sue Blakely is a senior tutor for ESOL Home Tutors in Christchurch and has had lifelong interest and experience in literacy training. Over the past 15 years she has been studying and developing techniques and resources for adult learners, mainly for those who have no literacy in any language.

Christine Walkerdine is a trained teacher and experienced practitioner, specialising in the needs of adult ESOL learners with low level literacy. She is a tutor and coordinator for ESOL Home Tutors in the Hutt Valley.

'Lost': A Students' Perspective on Learning the Language of Survival in Their First Year at University

Margaret Henley, Senior Tutor, University of Auckland

Janet von Randow, Manager DELNA Programme, University of Auckland

Location: Room 6

Category: Language and Identity

Topic: Workshop - Tertiary ESOL/EFL

In the ABC television series 'Lost', an oddly assorted bunch of 'unlike' people are thrown together on a tropical island after surviving a mysterious plane crash. The Darwinian informed narrative, a conceptual fusion of 'Lord of the Flies', 'Castaway' with a bit of 'Survivor' thrown in for luck is a situation not dissimilar to that of the first year experience at university for many students. They arrive at a seemingly recognisable locale; many burdened with inadequate carryon luggage and begin grappling their way on a traditional quest towards enlightenment. The majority make it to the end but some struggle to adapt and remain marooned on the beach, or even become lost at sea. This discussion, informed by student response from a current longitudinal study, is focused on the way in which students from a range of cultural and linguistic backgrounds negotiate the crash-site of their first year experience.

Margaret Henley lectures in film and television production at the University of Auckland. Her research interests are media sport and issues of equity in tertiary teaching. She developed an equity mentoring scheme in her department and is currently engaged in a longitudinal study analysing the work/study/life balance of undergraduate students.

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.

An Interactive Approach to the Teaching of Listening

Sakae Onoda, Professor, Kanda University of International Studies;

Location: Room 7

Category: Listening

Topic: Workshop - Tertiary ESOL/EFL

The presenter will first discuss interactive approaches to the teaching of listening based on the theory of Communicative Language Teaching and Nation's four strands of language teaching (2006). By drawing on a variety of tasks, such as meaning-focused input and meaning-focused output tasks, and utilizing TV news clips, the presenter will demonstrate effective ways of teaching listening which promote students' active involvement in language learning. This in turn improves their willingness to communicate and language proficiency. Tasks of varying levels of difficulty and with different pedagogical purposes will be demonstrated so that the audience can adapt them to their own classroom situation. In addition, the motivating factors and teaching techniques underlying such activities will be discussed. Videotaped lessons at the high school and university levels will illustrate some of the tasks.

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

Tried and True Pronunciation Activities for Lower-Level Learners

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

Location: Room 8

Category: Speaking and Pronunciation

Topic: Workshop - Tertiary ESOL/EFL

As an English Language Teacher, I have always nurtured a particular interest in integrating pronunciation into my lessons, especially while teaching lower-level learners on study tour programs at the Institute of Continuing & TESOL Education of the University of Queensland in Brisbane. These learners require and certainly benefit from a regular focus on pronunciation to successfully integrate with their home stay families and fully appreciate their overseas experience down under. What's more, as the name suggests, a study tour program aims to combine overseas travelling with language learning, so it's important that these learners' time in Australia is engaging and enjoyable and, at the same time, accompanied by useful language work. In this workshop, I wish to share with the participants some 'hands-on' activities I have used with lower-level learners of English, especially from Japan, Korea and China, to give them practice of pronunciation.

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.

Input and Consciousness Raising Tasks – More Strings to the Grammar Teaching Bow

Marion Steward, Senior Lecturer, Manukau Institute of Technology

Location: Room 9

Category: Grammar

Topic: Workshop - Tertiary ESOL/EFL

Research on language acquisition over the past decade or so has indicated that grammar teaching/learning could benefit from a stronger focus on helping learners to notice particular grammatical features, without necessarily being required to immediately produce these target structures. Input enrichment, input processing, and consciousness raising tasks provide this focus and can be a useful addition to an ESOL teacher's repertoire of grammar teaching techniques. In this workshop, the theoretical background will be briefly described, and participants will have the opportunity to trial, adapt and design a range of these grammar teaching tasks.

Marion Steward is a Senior Lecturer in the School of English, Manukau Institute of Technology. She teaches academic writing on an EAP course, and general ESOL classes.

Helping Learners Develop Brainstorming and Planning Skills for Writing

Kirstin Brown, Director of Studies, Dominion English Schools

Location: Room 10

Category: Writing

Topic: Workshop - Tertiary ESOL/EFL

Writing is a productive skill involving deep thought processes and high degrees of mental operations. Due to its complexity, writing can be a difficult task irrespective of level, nationality or culture. Consequently, promoting awareness of brainstorming and planning skills is a beneficial exercise in the ESL classroom and a good stepping-stone to the next stages in the writing process. This workshop will briefly focus on why brainstorming and planning skills are useful for English learners. Common problems inherent for students when dealing with brainstorming and planning will be discussed.

Finally, approaches and methods for dealing with brainstorming and planning skills will be suggested. Participants should expect to come away with an awareness of how to approach writing tasks following a process approach in the classroom and various tasks and activities which can be adapted for future writing lessons.

Kirstin Brown has a BA in Linguistics and French from the University of Canterbury. She has been an ESL teacher for 8 years and recently completed the Cambridge DELTA qualification in Auckland. She has taught in New Zealand, Australia and Switzerland.

Implementing and Exploiting a Real World, Motivating Scan Reading Task

Michelle Leuthart, Senior Academic Staff Member in English Language Teaching and Language Teacher Education, Unitec New Zealand

Location: Room 11

Category: Reading

Topic: Workshop - Tertiary ESOL/EFL

Authentic well-designed tasks, enabling real skill development, provide students with the opportunity to practice in the classroom and motivate them to apply these skills outside the classroom.

This workshop will focus on an example of a task-framework for developing scan reading skills. The task-framework will be clearly defined and will cover both implementation and rationale. Connections will be made to relevant concepts in ESOL, including, task-based language teaching, and focus-on-form. The learner reaction to this scan-reading task framework will be discussed and various contexts in which this methodology might be applied will be considered with an emphasis on careful choice of text.

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

Michelle Leuthart has been teaching English for twenty years both here and overseas. She spent many years in private language schools in Japan, England, Spain and NZ, teaching to different levels, ages and contexts, before moving into teacher training and taking a position at Unitec New Zealand.

Round Table Discussion: Interactive Classroom Activities: Issues and Challenges

Location: Room 12

Duration: One hour

SUNDAY 5 OCTOBER: 1.00 PM

Talking to Themselves

Craig Thaine, Director of Teacher Training, Languages International

Location: Centennial Centre

Category: Speaking and Pronunciation

Topic: Tertiary ESOL/EFL

This paper reports on a teaching and learning strategy that aims to aid acquisition of new language and develop learners' speaking skills. The technique involves oral practice of utterances, but it differs in that it encourages students to talk quietly to themselves both in the classroom and in autonomous learning contexts. The presentation will consider background issues associated with this strategy with reference to the following three frameworks: second language acquisition, learning opportunities and methodological choices. Included in the presentation is a report on a small-scale action research project that involved implementing this teaching strategy with a specific group of learners. It aimed to determine the suitability of this approach to oral practice in relation to different learning styles. Specific examples of the technique will be illustrated, many of which will be drawn from the presenter's recently published skills development book *Real Listening and Speaking 2* (Cambridge University Press).

Craig Thaine has worked as an English language teacher and teacher educator in Canada, Egypt, England, Italy, New Zealand and Sweden. He is currently Director of Teacher Training at Languages International, Auckland, and Joint Chief Assessor for New Zealand for Cambridge ESOL Teaching Awards.

Experience, Beliefs and Identity: Metaphorical Conceptualisations of a Community of ESL Teachers

Jane Kehrwald, Lecturer, International Pacific College

Location: Room 1

Category: Language and Identity

Topic: Tertiary ESOL/EFL

A community of practice exists when individuals come together in a process of collective learning.

Through interaction and participation in the community, knowledge and meaning are shared and collective and individual identities emerge. This paper reports on a collective case study of a community of English as a Second Language teachers in a tertiary setting in New Zealand. Using metaphor as a tool for engaging in critical reflective practice, the study explored teachers' conceptualisations of themselves as second language teachers. Collectively and individually, the participants unwrapped the complex set of beliefs and assumptions which underpin their teaching. The results offer interesting insights into how teachers interpret and represent their experiences, and the ecological nature of experience, beliefs and 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.

Rational Cloze Tests as a Placement Measure for EAL Learners

Linda Todd, HOD ESOL, Wellington East Girls' College, Wellington

Location: Room 2

Category: Testing and Assessment

Topic: Secondary ESOL

Initial placement decisions for students arriving in our secondary schools are critical and are frequently required to be made in haste. This presentation provides teachers with background on the use of cloze tests, where deletions have been specifically chosen, as a diagnostic tool for assessing a student's reading ability.

The tests were devised and trialled by the presenter as a research project for MA in Applied Linguistics in 2006. They were based on text Levels C, D and E specified in the draft form of the English Language Learning Framework (ELLF) (New Zealand Ministry of Education, 2005). This presentation will seek to update the use and application of the tests in the light of the launch of the English Language Learning Progressions, ELLP, the revised version of ELLF. Interpretation of test results and implications for the use of the tests will be discussed.

This paper will be useful for both primary and secondary audiences.

Linda Todd is HOD ESOL at Wellington East Girls' College. She completed an MA in Applied Linguistics in 2006 and her presentation is based on research completed during the MA course and published in the TESOLANZ Journal in 2007, co-written with her supervisor Dr Peter Gu of Victoria University.

Te Wero: Laying Down the Challenge; Creating an Aspirational Learning Environment for Maori and Pasifika Students in Their First Year of University Study

Margaret Henley, Senior Tutor, University of Auckland

Location: Room 3

Category: Language and Identity

Topic: Tertiary ESOL/EFL

In a large Stage I open entry arts programme, Maori and particularly Pacific Island students can become overwhelmed and an alarming percentage fail to make it to the end of their first semester. Of those who remain committed to their studies, many do not expect to attain a high level of academic success and struggle with academic language requirements in their first year of study. However, some of these issues can be addressed if disciplined-centred teaching structures are put in place to provide these students with a culturally welcoming alternative which supports them in the mainstream. Backed by evidence from a current longitudinal study, this paper aims to offer a blueprint from which others can adapt equity initiatives designed to meet the needs of ethnic groups who may be struggling to find a learning space within a first year academic environment

Margaret Henley lectures in film and television production at the University of Auckland. Her research interests are media sport and issues of equity in tertiary teaching. She developed an equity mentoring scheme in her department and is currently engaged in a longitudinal study analysing the work/study/life balance of undergraduate students.

The Influence of Past Grammar Instruction on Present Preferences for Inductive and Deductive Grammar Exercises

David Frear, ESOL Tutor, Auckland University

Location: Room 4

Category: Grammar

Topic: Tertiary ESOL/EFL

This case-study research investigated whether seven adult ESOL students' present preferences for inductive and deductive grammar exercises were influenced by their past experiences of grammar instruction. Adopting an interpretive research design, the participants completed deductive and inductive grammar exercises and were interviewed about their present preferences for such activities and their past experiences of grammar instruction. Interviews were recorded, transcribed and subject to an open-coding for themes. Learners' past grammar instruction revealed a continuum of deduction from traditional teacher-centred classes characterized by the unidirectional transmission of information to teacher-fronted classes with communicative qualities. Furthermore, participants, whose past grammar instruction existed solely at the teacher-centred extreme of the continuum, described their past experiences as boring and ineffective. They, moreover, preferred inductive types of grammar exercises and found them both interesting and effective. It is suggested that the quality of past learning experiences influences present preferences for inductive and deductive grammar exercises.

David Frear is currently an ESOL tutor and a PhD candidate at Auckland University, and is teaching responsibilities centre on academic writing. He has over nine years of experience teaching English including seven years teaching in Taiwan at universities and private institutions.

Helping Language Learners to Greater Independence - What Works?

Kerstin Dofs, Manager, Independent learning, LSAC, Christchurch Polytechnic Institute of Technology, CPIT

Location: Room 5

Category: Management

Topic: Tertiary ESOL/EFL

This research project at CPIT is the successor to a previous research project "Horses for Courses or Courses for Horses", presented by Mark Hornby and Kerstin Dofs at the CLESOL conference 2006. The first paper describes the investigation into the use of the LSAC i.e. how, why and when learners and tutors use the centre. The findings show that the centre is well used by many staff and learners but less so by others. Other findings were for example; inefficient use of study materials, limited use of study strategies, and inefficient use of technical equipment. Recommendations to maximise effective exploitation of the LSAC in the future arose from the findings. These recommendations were used in a subsequent project for further development of learner support. This presentation describes ongoing action research initiatives to implement some of the findings of the initial project.

Kerstin Dofs is an English language teacher and Manager of the LSAC at Christchurch Polytechnic Institute of Technology. She has worked as an English language teacher in Sweden and New Zealand. She holds a Bachelor's degree in Education, a TESOL Certificate and a Graduate Certificate in English Language Teaching.

Best Practice in EAP Programs with Direct Entry to Further Education

Katherine Brandon, Professional Support & Development Officer, English Australia

Location: Room 6

Category: Management

Topic: Tertiary ESOL/EFL

In the context of recent controversy of English language levels of university students, English Australia, the professional association for institutions offering English language programs to international students, recently completed a guide to best practice in the delivery of English language programs with direct entry to high school, vocational training and higher education study (direct entry programs). This presentation will outline how providers can meet conditions within four main areas: the context for program development and delivery; the structure, content and methodology of programs; procedures for student placement and monitoring and reporting progress; and finally resourcing such programs.

Katherine Brandon has over 20 years experience in adult TESOL as teacher, DoS and teacher trainer, curriculum developer and independent TESOL consultant in a range of contexts. Kath holds a Masters degree in TESOL and is currently Professional Support & Development Officer at English Australia.

Looking Back/Looking Forward – Poroporoaki

In the manner we open the conference, we also close it. The Poroporoaki is a ceremony of speeches of farewell and is the conclusion of a conference/hui. The format is relatively informal, with all present (visitors/manuhiri and the hosts/tangata whenua) invited to express their thoughts, feelings, opinions and anecdotes of the conference/hui. All languages are welcome.