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Applied Linguistics

Association of New Zealand (ALANZ)

Annual Symposium

Saturday, December 1st 2018

Symposium Handbook

Centre for Languages

Waikato Institute of Technology

Te Kuratini o Waikato

Hamilton, New Zealand

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WAIKATO INSTITUTE OF TECHNOLOGY

ALANZ 2018 Organising Committee

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Quality Assurance

All abstracts for papers presented at the Symposium and contained in this handbook, have been double blind peer-reviewed by independent reviewers for and on behalf of the Organising Committee for the ALANZ Annual Symposium, held on 1st December, 2018 at Waikato Institute of Technology.

Outline Programme

8:00 – 8:45am	**Registration** (A Block, Level 2 Foyer)
9:00 – 9:15am	**Welcome Addresses** (Room A2.05)
9:15 – 10:10am	**Keynote Speaker: Gary Barkhuizen** (Room A2.05)
10:15 – 10:40am	**Parallel Sessions 1**
10:40 – 11:10am	**Morning Tea** (A Block, Level 2 Foyer)
11:15 – 12:40pm	**Parallel Sessions 2**
12:40 – 1:40pm	**Lunch** (A Block, Level 2 Foyer)
1:00pm	**ALANZ Annual General Meeting** (Room A2.05)
1:45 – 3:10pm	**Parallel Sessions 3**
3:15 – 3:45pm	**Invited Speaker: Robert McLarty** (Room A2.05)
3:45 – 4:10pm	**Afternoon Tea** (A Block, Level 2 Foyer)

Welcome/ Nau Mai, Haere Mai

alanz Kia ora koutou

Welcome to the 2018 ALANZ symposium held here at Waikato Institute of Technology. I'd like to acknowledge the willingness of Hamilton colleagues to take on the role of the organising committee at the joint ALANZ/ALAA conference held in Auckland in 2017. I'd particularly like to acknowledge the dedicated work of Anthea Fester, Celine Kearney and the rest of the organising committee in not only the symposium arrangements but in bringing together an interesting programme addressing questions of change in applied linguistics and the attendant challenges to our field. The call for papers included a focus on emerging researchers; it is heartening to see them represented in the programme as a key aim of ALANZ is to provide a forum for new and emerging scholars in applied linguistics. Our journal *New Zealand Studies in Applied Linguistics* is also a venue where these researchers can publish alongside more established colleagues, and we hope that several of the presentations today will appear in future issues of NZSAL. Today is also a good opportunity to think about ALANZ networks and connections beyond New Zealand. ALANZ is affiliated with AILA (The international Association of Applied Linguistics) so membership of and participation in ALANZ provides access to wider international networks. We also have a close relationship with ALAA, the Applied Linguistics Association of Australia and in line with previous years our next conference in 2019 will be held jointly with ALAA at Curtin University in Perth, Western Australia 25-27 November. I am very much looking forward to today and would like to thank the presenters for their contributions and to everyone who is participating in our community of applied linguists.

Ngā mihi nui

Cynthia White
President, ALANZ
www.alanz.ac.nz/

Plenary Speaker Abstracts & Profiles

Professor Gary Barkhuizen

Faculty of Arts
University of Auckland

What's wrong with business as usual? Three stories

This presentation asks questions about 'business as usual' for language teaching and learning with reference to three stories: (a) language teachers doing a PhD in Colombia, (b) language teachers doing research in China, and (c) language learners from Korea learning English in New Zealand. What can we learn from their experiences about business as usual in our own teaching, working, and research contexts?

Gary Barkhuizen is professor of applied linguistics at the University of Auckland. His teaching and research interests are in the areas of language teacher education, teacher and learner identity, study abroad, and narrative inquiry. His latest book is Qualitative Research Topics in Language Teacher Education (in press, 2019, Routledge).

Robert Mclarty

Principal Academic Staff Member
Centre for Languages
Waikato Institute of Technology

How should we judge the ideas of the time? A journey through ELT from 1978-2018

Over the last forty years I have been involved in trying to help teenagers, young adults, students and professionals communicate as well as they can in English. I have been swayed by new methodologies, materials and intuition yet certain questions remain unanswered. ELT would be better placed if answers could be found. We will look at five of them.

Robert McLarty works as a Principle Academic Staff Member in charge of PD at Waikato Institute of Technology where he also teaches EAP to international students and runs teacher education programmes. He has previously worked in Hastings, Paris and Oxford as a teacher, teacher-trainer and school principal. He is editor of *Modern English Teacher* and has written materials for OUP, CUP, Pearson and Richmond. From 2004-2014 he was Publishing Manager for ESP and EAP at OUP. He is particularly interested in improving and assessing listening and speaking skills.

Symposium Abstracts & Bio Data

Anthea Fester and Keiko Umeda

Japanese textbooks, the New Zealand tertiary sector and a discourse-based approach to teaching: Old business as usual

Over the past few decades, published research in discourse analysis (DA) has grown rapidly, and has yielded insights that could usefully inform the teaching and learning of languages. In this paper, we report on the results of an analysis of the most popular Japan language learning textbook series used in the New Zealand tertiary sector in terms of the extent to which the series can be shown to have been influenced by aspects of discourse analysis research.

In the initial findings reported in this paper, there appears to be almost no sign of the influence of DA research into the development of the Genki textbook series (Banno, Ikeda, Ohno, Shinagawa & Tokashiki, 2011). One of the main issues evident is the cognitive overload of grammatical structures in each chapter. In view of the prevalence of the use of this textbook series in the New Zealand tertiary context and the lack of implementation of current language cognition research in Japanese language learning, we believe these issues are worth exploring.

Averil Coxhead

Spoken vocabulary in EAP: Keeping up with business

The focus of this interactive discussion is vocabulary in spoken English for Academic Purposes, an area which has received far less attention than written academic vocabulary in the past. One of the key issues in this area is the connection between applied linguistics research and classroom practice, in terms of both informing each other. This interactive session will present some recent research into spoken vocabulary for academic purposes at

tertiary level, such as the Academic Spoken Word List (Dang, Coxhead & Webb, 2017). I will then ask participants to discuss ways in which this research could be used to inform classroom practice and materials design. The final part of the session will focus on possible questions about spoken vocabulary in EAP from the classroom which could be taken up by researchers.

Azamat Akbarov

Linguistic aspects of ethno-cultural diversity in Bosnia and Herzegovina: Using English as a bridge for community dialogue

The Balkan Peninsula has always been a most diverse, multicultural, international, and multi-religious part of Europe and the whole world. Probably, it was this kind of diversity that influenced many civilizations and nationalities here to accept those who are different. These places saw many empires and civilizations come and go, mainly leaving ethical values with the people they have ruled. The creation of intercultural societies arose, as well as the recognition and hospitality of these differences which originated from the range of values. In addition, the principles that the inhabitants of these ancient territories lived in also impacted on the diversity. Language policy in Bosnia and Herzegovina has always been a very sensitive and problematic issue. In comparison with the rest of the world, where different languages cause curiosity, diversity, multiculturalism and the willingness to talk and shared experiences with those who are different from us, in the Balkan Peninsula, this can cause controversy and lead to national disputes. However, over time, we are getting more democratic and tolerant, and we are beginning to understand that languages cannot be used to separate us even further. In fact, these should rather be reasons for sharing, love and tolerance between nationalities, cultures. Also, this is important because we share the same environment which is Bosnia and Herzegovina. In addition to the three official languages, the English language has an enormous role in shaping the social structure and future perspectives of the society. Through a continuously increasing level of language learning, citizens of Bosnia and

Herzegovina are increasingly accustomed to a multicultural and multilingual environment and are preparing for their future in European integrations and values where they belong.

Cynthia White

The Trajectories of EAP practitioners: How agency matters

EAP practitioners work within contexts of ongoing change, meaning that they are required to form and reform who they are as EAP professionals (Ding & Bruce, 2017), in small and at times not so small ways. In this talk I want to look in detail at EAP practitioners at points of transition addressing the following question: What forms does agency take among EAP practitioners in their career transitions and trajectories? To do this I draw on recent work on teacher agency (White 2016, 2018) where agency can be broadly defined as the socioculturally mediated capacity to act in relation to one's environment (Ahearn 2001), entailing the ability to assign relevance and significance to relationships, objects and events (Lantolf & Thorne 2006, van Lier 2008). Data for this study was gathered through narrative accounts given in three settings: initially in individual written narratives, followed by individual interviews, and then in teacher focus group discussions. Findings reveal that it is in considering how to act, and why to act, that EAP practitioners maintain the negotiation of who they are and the kinds of professional identity they choose to develop, including how they author themselves as key dimensions of their agency.

Daryl Streat

Where to from here? Results and potential futures, based on the 2018 TESOLANZ Sector Survey

The purpose of professional associations is to advance the professional standing of their members and associated stakeholders (Kloss, 1999). Such work requires associations to be oriented to both their own professional community as well as the wider public (Ding & Bruce, 2017). If professional

associations, such as TESOLANZ, are to effectively carry out these binary roles, they must have a sound sense of their own identity as well as their present state of affairs. To this end, TESOLANZ (New Zealand's Association of ESOL teachers) set out to gain feedback on the following:

- *Practitioner demographics*
- *Professional roles*
- *Professional satisfaction*
- *Professional development*

This information was sought not only to improve the association's own planning, but also to engage the sector more broadly in a discussion regarding its future in Aotearoa New Zealand.

Early results raise such questions as:

- *Is our sector faced with an aging workforce?*
- *How secure are our current positions?*
- *Is English language teaching a marginalised field?*
- *How can we, as a sector, act with more agency/influence?*

In this presentation, I will share results of the survey as well as engage attendees in discussion around the future of the sector and the changes required to move beyond "business as usual".

Diep Tran

The assessment of listening comprehension in the Vietnamese Standardized Test of English Proficiency: Does a localized test meet international standards?

This paper reports on whether the Listening component of the Vietnamese Standardized Test of English Proficiency (VSTEP) is a reliable measurement of Vietnamese learners' listening ability in relation with international standards. The VSTEP, which has been used by many universities in Vietnam as a graduation requirement since 2015, consists of four subtests for four language skills. Among them, the Listening test is particularly difficult to

design; therefore, its quality is a major concern. This study informs test designers in Vietnam of how good the VSTEP Listening test is in relation with international standards by comparing it with the Listening component of IELTS, an internationally recognized test of English proficiency.

This study took place in 2017 at a university in Hanoi, Vietnam. A group of 66 English majors took the Listening test of IELTS, then VSTEP. Correlation analysis was carried out to investigate the relationship between test-takers' performance on both tests. Rasch measurement was also used to investigate the difficulty level, reliability and discriminating power of the tests. The findings reveal more differences than similarities between the Listening test of VSTEP and IELTS. A positive but weak correlation between test-takers' scores on both tests suggests that unlike IELTS, the VSTEP Listening test consistently misgraded test-takers. It is evident that international standards were not met and two of the important solutions are varying the response formats and increasing the number of test items. The presentation will also welcome an open discussion of how to keep localized language tests aligned with international standards.

Dominique Vola Ambinintsoa Razafindratsimba

Developing learner autonomy via reflection to improve writing: A case-study of a Malagasy EFL teacher trainee

Writing is claimed to be the hardest skill to grasp for foreign language learners (Chamot, 2005; Richards & Renandya, 2002). This paper suggests an approach helping learners build their writing skills while developing their metacognition and/or self-regulation via reflection. Reflection is advocated to improve learners' self-regulation skills because it enables them to improve their awareness and decision-making regarding learning (Tassinari, 2015). It also enables learners to evaluate their learning and better plan what they should do next (Cotterall, 2000, 2017). In so doing, learners become more engaged in their own learning (Silver, 2013) and have a better understanding of themselves (Chu, 2007).

The study uses reflection in a nine-week course in a Malagasy EFL tertiary setting. The students, who are teacher trainees, construct and maintain portfolios including their writing tasks and reflective journals. The journals consist of setting goals, making decisions regarding resources and strategies, self-monitoring, and self-evaluating.

This paper takes an in-depth look at one participant's experience. The findings show that reflection was conducive to the improvement of her self-regulation and writing. Through reflection, she became aware of her weaknesses, and with this awareness came the realization of the necessity of looking for strategies. Thus, overcoming weaknesses with appropriate strategies became her goals.

Elvenna Majuddin, Anna Siyanova-Chanturia and Frank Boers

Incidental acquisition of MWE through multimodal input

Knowledge of multiword expressions (MWEs) has been shown to be crucial for achieving high levels of proficiency in a second language (L2). While many studies have endeavoured to investigate pedagogical interventions that help L2 learners acquire MWEs incidentally, these studies have focused on unimodal input, such as through reading or listening. Although current evidence suggests that multimodal input, such as captioned videos, is beneficial for single word acquisition, no published study has looked at whether the same may apply to MWEs. This study aims to fill this gap. This study further investigates the extent to which MWE uptake from multimodal input may be enhanced by repetition and typographic enhancement.

In total, 126 Malaysian ESL learners watched a video containing 18 MWEs under one of the following six conditions: once/twice with no captions; once/twice with normal captions; once/twice with enhanced captions. Knowledge of MWEs was measured by comparing participants' learning gains between their pretest and immediate and delayed posttests. Analyses suggest that enhanced and normal captions lead to bigger learning gains. It was also found that repetition leads to higher learning gains across caption conditions. Finally, item-level analyses revealed a significant three-way

interaction between caption condition, number of viewing, and test time. Taken together, these findings have the potential to inform pedagogical practices that involve multimodal resources in the context of incidental MWE learning.

Gillian Skyrme

Issues in applied linguistics 2014-2017

This presentation will provide a survey of applied linguistics research undertaken and published in New Zealand between 2013 and 2017. Taking an overview of this five-year period reveals trends reflective of wider national issues, such as assessment practices and fairness within them. It also indicates that perspectives that have emerged internationally in the field are being seen locally, such as a move in some areas from a concern with overcoming the English language 'deficit' of non-native speaker students to consideration of how home languages may be used to support their school learning. Another area of interest that has arisen is the knowledge and experience of teachers. These include mainstream teachers with English language learners in their classes, and non-native-speaker English teachers, both in New Zealand and on their return home after New Zealand-based teacher education. The presentation will also draw attention to favoured and contextually appropriate research methodologies. The process of review will, it is hoped, show the value of revisiting the issues that have found expression in our own outlets for research, as well as promoting these outlets as valuable publishing platforms for researchers, new and established, who wish to address a range of audiences who might be seen as important stakeholders.

Ian Bruce

'Business' as usual and the second language teacher: Issues of identity, agency and practice

Teachers of English language are involved in a highly commercialized area of education, one largely shaped by forces external to the field. While teachers tend to be concerned about internal issues relating to their own practice, issues such as pedagogy, materials, assessment, technology or students' needs, this presentation suggests that they also need to develop reflexivity in relation to their profession by asking the larger questions about the political, social and economic forces that shape their professional and academic identity and their working lives (Ding & Bruce, 2017).

In this paper, I begin by providing a brief historical overview of the external forces that have shaped tertiary education (and in particular ELT) over three decades, specifically: financialization, marketization (and especially the 'student as a client' discourse) and managerialism. Following this, I outline briefly current issues in English language teaching in the New Zealand context, including teacher credentialing, approaches to assessment, language qualifications and the effects of the commercial imperatives placed on ELT. In the third part of the paper, I consider ways of reclaiming teacher identity and agency in the current context. Here I emphasise the roles of scholarship, research and collective action through the teacher practitioner organisations and question their underused collective voices.

While the aim of the presentation is not to offer ready-made solutions or to overtly guide thinking, it is hoped it will stimulate discussion around the issues raised, and that the discourses arising may inform decisions taken in relation to career choice, scholarship and research and collective engagement within the ELT community.

Jennifer Jones, Jenny Mendieta and Ana Maria Benton

No longer business as usual: English language enrichment in a university setting

Universities have traditionally made provision for centralised English language enrichment for students who use English as an additional language (EAL) in an effort to ensure they participate successfully in their study. However, in recent years although there has been a significant increase of EAL international students, there has not been a proportionate level of resourcing for this group. Indeed, in some cases there has been a reduction of resourcing. Tertiary institutions are therefore facing the question of how to address the language needs of these and local students (L1 speakers) within the constraints of limited budgets and human resources. Increasingly, there appears to be a move away from centralised student face-to-face language support (workshops, one-to-one advisory sessions) to online delivery. This change is forcing us as language teaching professionals to rethink what we do and how we do it, and consider how we can use this opportunity to raise the status of English language enrichment within a tertiary setting. In this session we will explore how we as English language teaching professionals can work most effectively in light of the increasing numbers of EAL learners and the reduction of human and financial resources. This session will seek to be flexible and interactive, mainly dedicated to discussion, but also allowing time for a short presentation. We welcome the opportunity to learn from others' experiences and recommendations on the way forward.

Jinah Lee

Motherhood and social identities of EAL learners: A study on Asian migrant mothers

Social identity informs fluid and ever shifting identities for migrants. Migrants who are English as an additional language (EAL) learners often describe the negotiation process of their social identities as struggles, although the negotiation is to increase their sense of belonging and

subsequently sense of self-value (Lee, 2016). In this study, I like to investigate the relationship between motherhood and social identities.

Narrative inquiry was used to explore how Asian migrant mothers negotiated their identities in Aotearoa New Zealand. Six participants residing in Hamilton participated in iterative 8 individual in-depth interviews. Thematic analysis was used to analyse the collected stories.
Their stories reveal that migrant mothers face conflicting values and practices: at home, they are challenged by their children and in communities by the main society discourses. Such stories reveal that value and attitude previously valued by the participants have become obstacles/barriers for them to create their sense of belonging in the new community, and the emotional dissonance they experienced has negatively influenced their sense of self-value. All of these consequently become constraints towards developing a desirable motherhood. The findings of this study indicate that the underneath of cross cultural family issues are often overlooked at school and communities, and being normalised creates further constraints on constructing a good relationship between parents and their children. In EAL education settings, the study suggests teachers of adult learners should take into consideration of the complexity of learners' previous knowledge and value. When teaching students, particularly students with migrant backgrounds, it may be necessary to check whether we are imposing one value over the others.

Jonathon Ryan

Miscommunication diaries as a teaching resource

Miscommunications can create powerful language learning opportunities. This is particularly so when they arouse strong emotions as these facilitate recall of the event in often striking detail and may prompt the learner to reflect in depth on what was said, what happened, and why. Miscommunications may also motivate learners by providing evidence of the communicative impact and personal relevance of the relevant language

features, thereby making students more receptive to learning about these features.

With this in mind, an action research project was developed to hone a pedagogical approach to utilizing learners' miscommunications as a shared learning experience. Learners kept miscommunication dairies, and from these they reconstructed incidents in the classroom for analysis and discussion; the teacher recorded these discussions and kept a reflective journal, with a view to refining the teaching approach.

This presentation reports on the theoretical foundations of the project and illustrates how communicative problems can become the basis of effective lessons that highlight the often complex ways in which elements of the language system combine to create meaning. The case is also made that instances of miscommunication provide a suitable platform to introduce the mechanisms of conversational repair (e.g. Kitzinger, 2013), through which learners can better manage communicative difficulties. Suggestions are made for how to establish a miscommunication lesson strand.

Jovan Cavor

"I hope, hope, hope to talk to Kiwis": Investing in English through study abroad

This paper reports on a six-month longitudinal study that explored the various types of investing in a group of adult Korean learners of English in New Zealand. Theoretically supported by Bourdieu's concepts of habitus, social agency, and capital, as well as Norton's construct of investment, the study reveals various complexities that entail the contested nature of investing in study abroad. In line with the Social Turn in SLA, it produced findings that problematise the social situatedness of study abroad learners in their new context and contextualise study abroad English learning in relation to the learners' investment in their imagined futures and identities. The data collection methods included semi-structured narrative interviews, narrative frames, and a private Facebook group through which the students documented their study abroad experiences over the course of their participation in the study. This presentation will use relevant data excerpts to

illustrate the contested nature of investing in study abroad. Furthermore, it will invite the audience to engage with and reflect on the stories of the participants, particularly in relation to their struggles with negotiating their investing in study abroad - and the extent to which rethinking study abroad programmes may empower them to improve their sojourn outcomes and experiences.

Leslie Forrest

Storytelling breakdown: Teaching story-telling through a conversation analysis framework

Story-telling represents a cross-cultural universal and a central activity within social interaction. A good story-teller has the ability to transform people's connections to a topic and to different facets of life that they may have never considered. However, although stories are part of many ESOL curricula, they are often presented as monologues, with little appreciation of the dynamic, multi-party interplay that characterises their use in most social settings; consequently, many language learners struggle to tell their stories in authentic contexts outside the classroom. Conversation Analysis (CA) provides a robust framework, based on rigorous empirical evidence of how stories are told in social interactions, and the emerging field of CA for teaching (e.g. Wong & Waring, 2010) demonstrates that these insights can inform pedagogical decision-making. With this in mind, an action research project was instigated with the aim of exploring which elements of story-telling can be effectively taught and in what way.

This talk outlines the objectives and rationale for the project and demonstrates a selection of materials that have been developed and trialled in the course of the project. These include activities designed to practice ways of launching a story, topicalizing characters and themes, maintaining interest, and ending stories. Also demonstrated are activities for story recipients, such as responding to stories and encouraging the speaker, and practices for co-creating narratives. The conclusions reached are that

through this orientation to teaching, students are equipped with story-telling skills that enable them to become compelling and engaging communicators.

Lin Li, Cynthia White and Gillian Skyrme

Building a corpus of spoken Chinese

Recent developments in technology have made it increasingly possible for the oral language that surrounds us to be the subject of close analysis and research. However, thus far there is relatively little research on spoken Chinese, nor are the principles and criteria for data collection explained explicitly. This presentation primarily discusses a pilot study to create a spoken corpus of Mandarin Chinese, i.e. a collection of transcripts of spoken Chinese produced by both non-native speakers and native speakers, which is intended to be made publicly available for researchers. It will be of interest to those who are interested in spoken corpus building and to those attempting to conduct corpus-based studies for research purposes in the field of linguistics. It identifies the major decisions to be made when constructing a corpus of elicited unscripted narratives, including the design of the corpus and the method of transcription. The fundamental issues of sampling and representativeness with regard to the corpus design are addressed. Details of the processing of recordings are given, together with a description of the context features involved in the corpus (such as setting, duration, topic and speaker information). Following this, a brief discussion of the method used to transcribe the spoken data is given. Finally, it highlights the importance of unscripted spoken language to linguistic studies.

Maryam Mariya, Mere Taito and Lucy Campbell

'We Scoop-ed and Trapped-it Our Way: Turning to website curation to build language learning resources'

There can be logistical challenges in identifying and assembling students who require academic language assistance on a regular basis. Student attendance at faculty-based language workshops is often relatively poor and

one-on-one consultations have limited reach. Curated online language resources allow language learners to access language learning platforms and resources in their own time. Furthermore, lecturers are able to direct students to specific language materials and language tutors are able to apply online resources to a one-on-one teaching format. The versatility of curated language learning resources is a key strength.

Scoop it, Trap it, Pinterest, Slack and Pockets are popular online curation tools. Curating online resources involves identifying and organising specific-themed online material for a number of purposes. Some of these intentions include sharing information, exploring content, maintaining currency, and in an academic language learning context, supporting the acquisition of target language skills in a sustainable way.

The work of curation brings with it a number of challenges, especially in the selection and evaluation of web resources. What language learning websites do we 'scoop' and what do we drop along the way? Developing/(or creating) selection criteria, with clear goals and objectives, is imperative. This presentation will outline the selection criteria used and some of the challenges faced in applying these criteria.

Monica Gonzales Smith

Please record then analyze that: A video-based critical friendship framework for supporting final semester teacher candidates' reflection on English as second language instruction

Video reflection has become increasingly popular in teacher preparation as a way to support teacher candidates' evidence-based reflections on teaching and learning. While it is well-documented that video supports teacher reflection, the literature informing how video-based discussions can be used to support teacher candidates' reflections on English as a Second Language (ESL) instruction is sparse. Guided by critical friendship (Farrell, 2001; 2008) this presentation discusses how four, final semester, undergraduate teacher candidates in an infused, ESL, elementary education, teacher preparation program engaged in critical friendship to reflect on personally

recorded videos the instruction they implemented to Spanish-speaking, elementary ESL students in mainstream English-only classroom settings. Video recordings of critical friendship lesson feedback sessions, written reflections, and a researcher's journal were collected over a 15-week period and were analyzed through an ethnographic descriptive thematic analysis that involved member checking. Findings presents five critical friendship moves that ESL teacher educators can use to guide the video-based reflective feedback sessions they have with teachers candidates. The presentations concludes with a discussion on the benefits surrounding critical friendship reflection for ESL teacher development and will offer recommendations for future research.

Monica Gonzalez Smith

Strength in numbers: Using video-mediated teacher reflection groups to prepare teacher candidates for multilingual classrooms in the state of Hawai'i

Teacher candidates working in school-based field-experiences often receive feedback on their language instructional performances from outside authorities; such as teacher educators. This 'other' feedback often guides what teacher candidates notice and tend to when considering a lesson that has been enacted. As a result, teacher candidate reflection may lack authenticity and autonomy. Using the eight principles of cooperative learning (Farrell & Jacobs, 2016), this presentation will discuss the steps I, a Multilingual Learner teacher educator, used to develop a cooperative video-mediated teacher candidate reflection group in my bi-weekly field-experience seminar course. This presentation will discuss how six MLL teacher candidates meet after school six times over the course of a 15-week semester to share and discuss personally recorded videos of their MLL instruction. The procedures I took to form and facilitate the cooperative video -mediated teacher reflection group will be discussed. Recorded segments of teacher candidates engaged in reflection with will be played to show how reflective commentary developed throughout the course of the semester. The presentation will also discuss the challenges teacher candidates and I

encountered to explain subsequent changes that were made to improve teacher reflection groups. Participants will learn how cooperative reflection can be used to induce teachers' theory to practice connections, develop understandings on second language teaching and learning, and can be used to create an enjoyable learning environment.

Paweena Jaruteerapan

The stated understandings and practices of task-based language teaching by Thai EFL student teachers

Over the past few decades task-based language teaching (TBLT) research has flourished with TBLT increasingly informing curriculum reform especially in Asia (Shehadeh & Coombe, 2012; Thomas & Reinders, 2015). However, research shows that the classroom implementation of TBLT has often had mixed success. One of the reasons is teachers' lack of understanding of TBLT (Carless, 2009) and it is this factor that this research focuses on. TBLT is not widely known or practiced in Thailand and so this is an important topic to address in this context.

This study consists of two phases. The first phase involves introducing a TBLT component into a final semester course on teaching methodology for 33 student teachers. I then tracked their progress in the second phase by following the four student teachers who had participated in phase 1 when they undertook a one-year teaching practicum in the school. The data collection was conducted through interviews and classroom observations using video/audio-recordings and field notes.

Findings from Phase 2 analyse stated understandings and teaching practices of TBLT by one. student teacher. I focus on how she constructed her understanding of TBLT and how it changed during the practicum. This includes the factors she perceived to have influenced the designs and practices of task-based lessons. Understanding teacher's experiences of teaching with tasks will give an insight into the affordances and constraints that shape uptake of TBLT. This is crucial for improving teacher education programmes.

Sabina Rehman

Motivation as a major contributing factor in second language aptitude among adult learners

This paper examines the role of motivation in adult learners of a second language. Taking up the case of adult learners of English from four different countries who are settling in New Zealand, this research paper focuses on how motivation acts as a major contributing factor in second language aptitude among adults. The paper takes up learners who have low level of literacy and who are not very familiar with New Zealand's social and linguistic environment. Using the research methods of interview, field work and personal observation, this study finds that learners learn a new language on the basis of two kinds of motivation: integrative motivation and instrumental motivation. Integrative motivation occurs more in people who want to establish meaningful relationships and establish close bonds with the culture where the target language is mainly being used, while instrumental motivation aims to learn a language for more practical purposes, such as getting a job or visa or passing an exam.

Adding on to existing research in this field (Ferrari, Merritt, Gardner & Lambert, Dornyei, Schumann, and others) this study finds that although both kinds of motivation are effective in learning a new language, yet integrative motivation is more powerful than instrumental motivation in adults. Integrative motivation is stronger because these adults learners want to establish close links with the new country and its people, they are curious about its culture, and they have a positive understanding about how the target language is linked to their own language of origin. I also find that factors such as empathy and respect add to the motivation of integration among these adult learners. On the basis of these findings this study concludes that though instrumental motivation is quite significant in learning a new language, there is clear evidence of strong correlations between integrative motivation and language proficiency. It also suggests that language learning programmes for adults should include activities that are more based upon cross cultural understanding and social interaction among learners which could lead to better and more effective language learning process.

SeungHee Cindy Pak

Rethinking language learning as everyday languages practices: The multimodal stories of refugee background youth in New Zealand.

Despite the obvious importance of language learning for the resettlement of refugees, very few studies have focused on the needs and struggles of refugee background learners relating to language learning, especially in the context of New Zealand. This presentation reports on findings from a longitudinal ethnographic study with six young refugee background learners from Syria and Iraq resettling in New Zealand focusing on their everyday language practices. Bourdieu's (1991) theory of practice is the main theoretical lens used to focus on how learners reposition themselves and are positioned (habitus) within New Zealand society and transnational social fields as well as the importance of different resources (capital) in their language practices. Photo-voice (photos and written text communicated through Viber, and monthly storytelling about these photos) was utilised as a key method to elicit participants' voices as well as to capture their everyday language practices, learning environments and resettlement experiences. There are three main findings that relate to language learning that emerge from this study: 1) the lower level of explicit priority given to language learning, especially in the early stages of resettlement, 2) the gendered experience of social challenges in New Zealand, and 3) the significant role of individual interests and hobbies in language learning as well as the way learners reposition themselves within New Zealand society. I conclude that narratives from participants tell us about some of the complexity involved in language learning and resettlement and point to the importance of exploring individual narratives in relation to wider social processes.

Stephanie Rummel

The impact of raters' use of an analytic rating scale on language advising

The Diagnostic English Language Needs Assessment (DELNA) is used at the University of Auckland to help identify the Academic English needs of students following admission in order to direct them to appropriate support

(Read, 2016). The diagnosis has three components: listening, reading and writing. The writing component is double rated by trained raters using an analytic rating scale and includes nine traits clustered in three categories: coherence and academic style, content, and form. Each trait is divided into six band levels. There is space on the marking sheet for raters to award a band for each trait, along with room for them to provide a comment about each. Language advisers then discuss the diagnosis results with students during one-on-one advisory sessions where they highlight strengths and weaknesses and provide advice on specific resources to improve identified areas of weakness.

The rating sheets play an integral role in the advising process, so it is important that the comments provided are useful. For the current study, rating sheets with detailed comments from experienced raters were analysed and coded by two independent researchers. The initial codes identified which comments were considered valuable by language advisers in that they allowed advisers to provide constructive feedback. Further codes established themes for comments that were or were not valuable. Students' perspectives on the language advising session are also currently being collected. With new cohorts of students being required to take DELNA, it is hoped the findings will allow language advisers to improve the advice provided.

Thuy Bui

Fostering learner autonomy in acquiring multiword expressions through text-chunking activities with the aid of online dictionaries and corpora

Research has recently emphasized the pedagogical significance of multiword expressions (MWEs) (e.g. Boers & Lindstromberg, 2012; Ellis, 2012). Yet, building a sizeable repertoire of MWEs remains a challenge to learners of English as a foreign language. With limited class time and the sheer number of MWEs available for learning, a substantial part of MWE acquisition will have to rely on opportunities for incidental learning and on efforts to equip learners with strategies that foster autonomous learning (Nation, 2013).

In this study, 26 Vietnamese English-major second-year students were trained to do text-chunking activities, in which they intuitively extract MWEs from authentic texts. To verify their intuition, students were instructed to use online dictionaries and the Corpus of Contemporary American English (COCA) (Davies, 2008-). Over eleven weeks, students attended an awareness-raising workshop on MWEs, two reading sessions with demonstrations from the teacher researcher, and eight reading sessions of their autonomous work with a simplified COCA lookup manual provided. Students took notes of their own lookup work. At the end of the course, weekly lookup worksheets were collected, and immediate and delayed questionnaires were administered to investigate students' perception of the use of online dictionaries and COCA for their MWE acquisition. Analysis of students' worksheets revealed the surprisingly low success rate of their lookup. Responses to the questionnaires indicated students' perceptions about the benefits and the difficulties they face when using the introduced resources. Pedagogical implications from the findings will conclude the presentation.

Trang Bui

Teaching with tasks in primary school EFL classrooms in Vietnam

This paper investigates the 'fertility of ground' for task-based teaching in a context hitherto under-researched from task-based language teaching (TBLT), namely EFL classes in primary school classrooms in Vietnam. In this sector, a new curriculum has recently been rolled out, designed explicitly to improve communicative skill development in English in young learners. Results from the analysis of the new textbooks accompanying the curriculum show that the textbooks explicitly follow the presentation-practice-production (PPP) approach for the design of the two speaking lessons in each unit.

A first phase of the research (Newton & Bui, 2017) found that teachers and pupils were generally dissatisfied with the mechanical nature of the PPP textbook lessons. This motivated the researcher to carry out the second phase

where the lessons were redesigned according to task-based principles (e.g., Ellis, 2003; Willis & Willis, 2007) and taught by teachers in their normal classes.

Analysis of lesson transcripts revealed learning processes in the task-based versions of the PPP lessons such as collaborative scaffolding and negotiation of meaning which had not been observed in the PPP lessons. Analysis of the interview data showed that the teachers and learners held positive views of the task-based lessons. They reported appreciation for the learner-centered and meaning-focused approach associated with task-based language teaching.

The findings suggest that the task-based versions of the PPP lessons better suited the teachers and pupils' needs for more communicative and meaningful English teaching and learning. The study raises the possibility that TBLT can be more widely implemented if teachers are supported with sufficient training and materials.

Xiaoming Xu

Narratives of a language teacher researcher: A short story analysis approach

In the field of teacher education, scant attention has been paid to language teacher research and how teacher agency is achieved and exercised in identity formation and development. This study adopts a short story analytical approach (Barkhuizen, 2016) to explore how a Chinese university EFL teacher's agency is enacted and exercised in constructing and reconstructing her identity as a teacher researcher by initiating and participating in a research community of practice. One meaningful short story is extracted from narrative interviews and analyzed for both content and contexts in which the short story unfolds. The findings of the study indicate that the teacher's exercise of agency, a core aspect of identity formation and development, is the outcome of the interplay between individual capacity and contextual factors. This study is part of a growing

body of research on language teacher identity and language teacher research. In this presentation, I show how it contributes to this field by suggesting ways for both language teachers and institutional leaders to help teachers construct a robust researcher identity and foster a conducive environment for teacher research.

Xingqing Wang, Brian Strong and Mark Toomer

Teaching idioms with etymology notes: Does etymological semantic transparency matter for memorizing the meaning?

Applied Cognitive Linguistic approaches to second language idioms include steps to inform learners about the etymological information of the idiomatic, figurative meaning of such expressions. This is intended to reassure learners that many idioms are "motivated" rather than arbitrary and to make these expressions memorable by virtue of the imagery that comes with a literal reading. The question needs to be asked, however, whether the benefits of this approach are mediated by the transparency of the proposed motivation. This paper reports a study where Chinese EFL learners were presented in an interview with figurative idioms like (be) waiting in the wings and play it by ear, whose meanings they were asked to guess first without and then with the aid of etymological information (as proposed by idiom dictionaries). After the correct figurative meaning of the idioms was subsequently established, the participants rated the transparency of the connection between the original literal meaning and the figurative meaning of the expressions. One week later, the learners were presented with the same idioms and were asked to recall their meaning. Evidence emerged to suggest that the degree of transparency of the literal – figurative connection is indeed a variable that influences retention, but this appeared to hold true especially for the low EFL achievers in the student population.

ALANZ SYMPOSIUM PROGRAMME
1st DECEMBER 2018, WINTEC, HAMILTON
PRESENTATION SCHEDULE

8:00 – 8:45am	**Registration: A Block, Level 2 Foyer**			
9:00 – 9:15am	**Welcome** **Room A2.05**			
9:15 - 10:10am	**Keynote Speaker:** Professor Gary Barkhuizen, Auckland University **Room: A2.05**			
PARALLEL SESSIONS 1: TIMES	**A2.05**	**A2.08**	**A2.09**	**A2.10**
10:15 – 10:40am	Issues in applied linguistics 2014-2017 **Gillian Skyrme**	Please record then analyze that: A video-based critical friendship framework for supporting final semester teacher… **Monica Gonzales Smith**	Motherhood and social identities of EAL learners: A study on Asian migrant mothers **Jinah Lee**	Teaching with tasks in primary school EFL classrooms in Vietnam **Trang Bui**
10:40-11:10am	**Morning Tea** **A Block, Level 2 Foyer**			

PARALLEL SESSIONS 2: TIMES	A2.05	A2.08	A2.09	A2.10
11:15 – 11:40am	Where to from here? *Results and potential futures, based on the 2018 TESOLANZ Sector Survey* **Daryl Streat**	The trajectories of EAP practitioners: How agency matters **Cynthia White**	International students' satisfaction and dissatisfaction: The role of help **Jonathan Ryan**	Incidental acquisition of MWE through multimodal input **Elvenna Majuddin** **Anna Siyanova-Chanturia** **Frank Boers**
11:45 – 12:10pm	Linguistic aspects of ethno-cultural diversity in Bosnia and Herzegovina: Using English as a bridge for community dialogue **Azamat Akbarov**	Narratives of a language teacher researcher: A short story analysis approach **Xiaoming Xun**	Rethinking language learning as everyday languages practices: The multimodal stories of refugee background youth in New Zealand. **SeungHee Cindy Pak**	The stated understandings and practices of task-based language teaching by Thai EFL student teachers **Paweena Jaruteerapan**
12:15 – 12:40pm	Building a corpus of spoken Chinese **Lin Li** **Gillian Skyrme** **Cynthia White**	'Business' as usual and the second language teacher: Issues of identity, agency and practice **Ian Bruce**	"I hope, hope, hope to talk to Kiwis": Investing in English through study abroad **Jovan Cavor**	Fostering learner autonomy in acquiring multiword expressions through text-chunking activities with the aid of online dictionaries and corpus **Thuy Bui**
12:40 - 1:40pm	**Lunch: A Block Level 2 Foyer** **1:00 pm ALANZ AGM: Room A2.05**			

PARALLEL SESSIONS 3: TIMES	A2.05	A2.08	A2.09	A2.10
1:45 – 2:10pm	**INTERACTIVE SESSION 1:** **1:45pm to 2:25pm** Spoken vocabulary in EAP: Keeping up with business **Averil Coxhead**	Developing learner autonomy via reflection to improve writing – a case-study of a Malagasy EFL teacher trainee **Dominique Vola Razafindratsimba**	The assessment of listening comprehension in the Vietnamese Standardized Test of English Proficiency: Does a localized test meet international standards? **Diep Tran**	The impact of raters' use of an analytic rating scale on language advising **Stephanie Rummel**
2:15 – 2:40pm	**INTERACTIVE SESSION 2:** **2:30pm-3:10pm**	Strength in numbers: Using video-mediated teacher reflection groups to prepare teacher candidates for multilingual classrooms in the state of Hawai'i **Monica Gonzalez Smith**	'We scoop-ed and trapped-it _our_ way: Turning to website curation to build language learning resources' **Maryam Mariya** **Mere Taito** **Lucy Campbell**	Storytelling breakdown: teaching story-telling through a conversation analysis framework **Leslie Forrest**
2:45 - 3:10pm	No longer business as usual: English language enrichment in a university setting **Jennifer Jones** **Jenny Mendieta** **Anna Maria Benton**	Motivation as a major contributing factor in second language aptitude among adult learners **Sabina Rehman**	Teaching idioms with etymology notes: Does etymological semantic transparency matter for memorizing the meaning? **Xinqing Wang** **Brian Strong** **Mark Toomer**	Tertiary used Japanese textbooks: A discourse-based analysis **Anthea Fester** **Keiko Umeda**
3:15 – 3:45pm	**Invited Speaker:** Robert Mclarty, Waikato Institute of Technology **Room: A2.05**			
3:45 - 4:10pm	**Afternoon Tea: A Block, Level 2 Foyer**			