Wellington Association of Teachers of English to Speakers of Other Languages

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te rōpū kaiwhakaako reo ingarihi ki iwi reo kē
teachers of english to speakers of
other languages aotearoa new zealand

EXPO 2021

Wellington East Girls' College

Austin Street, Mount Victoria, Wellington
https://www.wegc.school.nz/contact-us

Thursday 17 June
4:00 – 7:20pm
(Pizza break at 6.15pm)

Nau mai, haere mai

Welcome

TESOLANZ and WATESOL members free

Non-members: $20 waged, $10 unwaged

(please bring cash – no Eftpos or online banking available)

WATESOL Expo Programme June 17th, 2021

Wellington East Girls' College Room: M13	**Registration opens 3:45pm** Refreshments **Opening Plenary: 4:10 – 5:00pm** **Room: M13** **Guest Speaker: Dr Corinne Seals** **Title: *Using other languages in the English classroom? Bringing 'translanguaging' into the conversation***			
5:00 – 5:10pm	**10-minute break to move to workshop sessions**			
5:10 – 5:40pm	Room: ML3 *How to Effectively Teach Pronunciation Using a Flipped Learning Approach* **Speaker: Chanpisey Tang**	Room: MG6 *Helping learners to integrate while improving their English by reading about NZ public holidays* **Speaker: Chau Thai**	Room: ML4 *Social justice in the ESOL classroom through translanguaging* **Speaker: Apsara Wimalasiri**	Room: M13 *Vocabulary in the New Concept English textbook series* **Speaker: Lu Yang**
5:40-5.45pm	**5-minute break between sessions**			

5:45-6:15pm	**Room: ML3** *ESL Speed Readings: the app* **Speaker: TJ Boutorwick**	**Room: M13** *Developing a "dialogue" listening test* **Speaker: David Holmes**	**Room: ML4** *Connecting with New Zealand; switching online mid-programme with ESP students* **Speaker: Tim Edwards**
		Reading requirements in first-year undergraduate humanities and social sciences courses **Speaker: Aynur Ismayilli Karakoç**	
6:15-6:35pm	**Pizzas, networking, spot prizes (20 minutes)**		
6.35pm-7:20pm	**Closing Plenary: 6.35-7.20pm** **Room: tbc** **Guest Speaker: Dr Margaret Gleeson** **Title:** *Managing Demanding Reading Texts: Resources and Teaching Strategies*		

Keynote Speaker: Dr Corinne Seals

Using other languages in the English classroom? Bringing 'translanguaging' into the conversation

Location: M13

When it comes to language teaching, many different theories and methods have been trialed over the years. One question that seems to always persist is 'how much of the target language exactly should be used?' This question has been present in immersion teaching, bilingual teaching, additional language education, community language education, and has been very common in the realm of English language teaching. More recently, there has also been a focus on what is *done* with languages in the classroom in addition to *how much* each language is used. This focus on function has been a major part of popular approaches to English language teaching such as task-based language teaching (TBLT) and intercultural language teaching (ICLT). To make things even more interesting, with the pre-COVID massive expansion of globalisation and transnational living, a new social justice focused question emerged - 'whose experiences and knowledge are we treating as the norm vs. the exception when we design and deliver teaching?' This third question has joined with the prior two questions to form a discussion around the emergent topic of 'translanguaging' (drawing upon individuals' full linguistic repertoires) in the language classroom. This talk will discuss the motivation for 'translanguaging' as a theory and as a pedagogy and why it has become so popular, as well as concerns that have been raised, particularly focusing on the English language classroom.

Corinne Seals is a Pūkenga Matua (Senior Lecturer) of Applied Linguistics at Te Herenga Waka Victoria University of Wellington. She is also the Pouakorangi (Director) of the Wellington Translanguaging Project and its resource branch Translanguaging Aotearoa, which she established in 2017 and is currently supported by a Marsden Fund Research Grant. Corinne's overall research is focused on language and identity, especially for heritage language speakers, with Corinne herself being a heritage language speaker of Ukrainian. She is the (co-)author of several books focused on language and identity, including the first two fully translingual children's books and *Embracing Multilingualism Across Educational Contexts* (2019, VU Press). Corinne.seals@vuw.ac.nz

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5:10 – 5:40pm

How to Effectively Teach Pronunciation Using a Flipped Learning Approach

Speaker: Chanpisey Tang

Location: ML3

Target audience: ESL and ESL teachers, teacher trainers, TESOL students

Teaching pronunciation can be a true challenge. This presentation will give educators a number of ideas of how to teach this feature more effectively using a flipped learning approach. It is an invitation for teachers to take the plunge and teach aspects of pronunciation while allowing flipping to become an ally through a number of accessible online instructional resources. The usage of virtual materials can allow educators to enhance their classroom work without necessarily being a pronunciation *sensei* themselves. Interestingly, the flipped learning approach introduced in this presentation will also be practical when teaching other learning aspects as well.

Chanpisey Tang has been an EFL teacher of English for eight years, and recently she has finished her master's degree in TESOL at Victoria University of Wellington. She has experienced presenting her paper in various teaching conferences, such as CamTESOL (Cambodia) and TEFLIN (Indonesia). t.chanpisey@gmail.com

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Helping learners to integrate while improving their English by reading about NZ public holidays

Speaker: Chau Thai

Location: MG6

Target audience: ESOL teachers who are teaching Pre-Intermediate to Intermediate level and/or whose focus is on reading skills and reading materials.

English learners in Aotearoa, in spite of their willingness to integrate into society, frequently struggle to access reliable materials that can inform them about our shared culture. As an ESOL teacher teaching an NZCEL course, I have written a collection of reading materials specifically about NZ's public holidays, to foster a sense of curiosity and empowerment for my learners. This presentation aims to demonstrate the process of compiling the collection and the various ways it can be used to teach reading skills and organise integrated activities for both online and face-to-face courses. The presentation also includes my reflections on this endeavour, discussing the challenges and success stories; learners' feedback; and some implications that could be helpful for educators in other teaching contexts.

Chau Thai is an ESOL teacher at English Language Partners in Porirua. She holds a master's degree in Applied Linguistics from Victoria University of Wellington, along with NZCALNE and NZCATT. She has been the co-author of two articles published on TESOL Quarterly and TESOLANZ. Having worked in the tertiary education sector since 2011 as a

lecturer, teacher trainer and ESOL teacher in both Vietnam and New Zealand, her areas of expertise include instructional design, online learning, adult education, and teacher training. thaiqhchau@gmail.com

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Social justice in the ESOL classroom through translanguaging

Speaker: Apsara Wimalasiri

Location: ML4

Target Audience: ESOL teachers, ESOL students and researchers

Translanguaging: using one's multilingual repertoire with flexible socio cultural competency (Seals et al., 2019), is a pedagogic orientation encouraged in multilingual language teaching contexts. This presentation aims at discussing how different ESOL teachers allow/ practise translanguaging in their classrooms. One example is a teacher who maintains an "English only" classroom whereas the other is a teacher who encourages other languages in her class. The data comes from a larger Masters' study conducted in New Zealand. Teacher narratives and classroom observations of this study reveal that some ESOL teachers are still reluctant to use/allow other languages in their multilingual classrooms despite translanguaging being considered a pedagogic theory and a form of social justice.

Apsara Wimalasiri is a postgraduate student at the School of Linguistics and Applied Language Studies at Victoria University of Wellington. She has recently completed an MA in Applied Linguistics (by thesis) degree. She also completed an MA in TESL degree in 2019 at the Postgraduate Institute of English, Sri Lanka. Apsara has six years teaching English experience in Sri Lanka. Her paper for WATESOL is a part of her Masters' thesis on Identity Performance and Negotiation of Multilingual English Language Teachers in New Zealand. apsara.wimalasiri@vuw.ac.nz

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Vocabulary in the New Concept English textbook series

Speaker: Lu Yang

Location: M13

Target audience: Secondary and tertiary teachers

English textbooks play an important role in language teaching and learning. The present corpus-based study examined general and academic vocabulary in Book 3 and Book 4 of the New Concept English (NCE) series. This series is widely used in Chinese secondary and cram schools, and as preparation for university studies. The results showed that the textbooks are demanding for learners and do not provide learners with much exposure to academic single or multiword units. The talk includes suggestions for carrying out a vocabulary analysis, and for increasing the amount of exposure to academic vocabulary as a supplement to textbooks.

Lu Yang is a PhD student at the School of Linguistics and Applied Language Studies of Victoria University of Wellington. Her research interests are English textbooks and technical vocabulary of computer science. lu.yang@vuw.ac.nz

5:45-6:15pm

ESL Speed Readings: the app

Speakers: TJ Boutorwick

Location: ML3

Target audience: Language teachers looking for fluency ideas for their language classes.

Fluency development is one strand of a balanced language programme (Nation 2013). The purpose of this strand is to use language that is already known, to become faster with it. One way the fluency strand can be implemented is through speed reading; the purpose of speed reading is to increase reading rate, by reading easy texts. This presentation details development of a speed reading app, currently available for Android devices. It will introduce the readings in the app, highlight key aspects of the app's pedagogy and will conclude with a demonstration.

TJ Boutorwick is interested in L2 vocabulary acquisition, with a focus on word associations. He has published in *Reading in a Foreign Language*, *Applied Linguistics*, and *TESOL Quarterly*. He is a Learning Adviser at Student Learning, Victoria University of Wellington. He is also a freelance software developer. tj.boutorwick@vuw.ac.nz
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Connecting with New Zealand; switching online mid-programme with ESP students

Speaker: Tim Edwards

Location: ML4

Target audience: Teachers of tertiary students, or students especially looking to make New Zealand cultural connections.

This presentation reports on the online experiences during emergency online teaching in 2020 of participants on an ESP programme with aims that include building cultural connections with New Zealand. Using surveys and interviews the study compared the 2020 cohort's experiences with those of a 2019 'traditional mode' cohort. Results indicate that while the 2020 cohort did feel that they had built connections with and understanding of New Zealand society and culture, the quality and amount of this were negatively impacted by the online mode. Suggestions are made for how to prepare staff and students better for similar situations in future.

Tim works in the English Language Institute at Victoria University of Wellington, teaching on various EAP and ESP programmes in Wellington and occasionally, pre-Covid, offshore. His occasional research generally focuses on practical classroom teaching matters. tim.edwards@vuw.ac.nz

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5.45-6pm

Developing a "dialogue" listening test

Speaker: David Holmes

Location: M13

Target audience: those working in tertiary EAP but also anyone interested in test design and analysis.

Tests of academic listening are often based upon lectures, despite research showing that listening in academic contexts is not limited to this mode of delivery (Read, 2018). In this talk I will firstly describe the reasons for designing a "dialogue" listening test for a non-credit bearing EAP programme. I will then describe the process of designing, creating, and refining the text and test items. Reflections on the value of doing a think-aloud pilot test before trialling the test with students will then be shared. The talk may be of interest to others involved in language test development or analysis.

David Holmes is a language teacher at the English Language Institute in the School of Linguistics and Applied Language Studies at Victoria University of Wellington. David.Holmes@vuw.ac.nz

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6-6.15pm

Reading requirements in first-year undergraduate humanities and social sciences courses

Speaker: Aynur Ismayilli Karakoç

Location: M13

Target audience: EAP teachers

This study was conducted at one New Zealand university to understand the reading requirements in first-year undergraduate courses in humanities and social sciences. Drawing on the analysis of course artefacts and interviews with lecturers, implications are made for higher-level EAP courses. It is recommended that students who aim to enrol in first-year university courses should be prepared for reading a wide range of academic texts and journal articles. Furthermore, EAP courses should not only focus on teaching reading comprehension. Students should be taught how to critically engage with the readings, write their assignments based on the readings, and reflect on the source ideas in their writing assignments.

Aynur is a PhD student at the School of Linguistics and Applied Language Studies, Victoria University of Wellington. Her research interests are in instruction of reading and writing, integrated-writing assessment, and argument development skills of students. She has published in *English Teaching Forum*, and *TESOLANZ Journal*.
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6:15-6.35pm

Refreshments, networking, spot prizes

6:35-7:20pm

Keynote speaker: Dr Margaret Gleeson

Title: Managing Demanding Reading Texts: Resources and Teaching Strategies.

Location: M13

Target audience: ESOL and mainstream school teachers at any level

Research has found that English Language Learners (ELLs) make sense of new learning more easily when their teachers have pedagogical language knowledge (PLK). This PLK means teachers know how to recognise the linguistic demands of texts used in their subject. Teachers support ELLs in their classes when they can analyse the language of subject texts, integrate genre-based teaching approaches, and apprentice ELLs into academic practices.

This session draws on ministry resources that enable teachers to identify demanding linguistic text features and support-up ELLs in mainstream subjects.

Margaret is a senior lecturer in the School of Education at Victoria University. She has a background of more than 30 years in teaching, initially in curriculum English at secondary school and later specialising in teaching emergent bilingual adults and students. During this time, she taught New Zealand-born students and also migrants, refugees and international students at secondary and tertiary level. Since joining Victoria University, she has worked with teachers in secondary schools as an ESOL and Pasifika literacy advisor. She is currently involved in teacher education as a lecturer in the field of educational linguistics: specifically the teaching and learning of emergent bilingual students in mainstream education. Margaret.Gleeson@vuw.ac.nz