



tesolanz
te rōpū kaiwhakaako reo ingarihi ki iwi reo kē

TESOLANZ Symposium 2023

30th September 2023

Hamilton, Wellington & Christchurch

Assessment;

Teaching Practices & Techniques;

Second/Additional Language Development

With huge thanks to our sponsors:

Gold sponsor:



Silver sponsors:



Bronze sponsor:



Keynotes:

Aek Phakiti: What every teacher should know about language assessment.

Assessment provides a bridge between teaching and learning. It is also attached to all forms of power on teachers and students. Language teachers, therefore, need to understand the basic concepts of assessment, for example, the purposes of language assessment and the suitability of approaches and methods for assessing students' learning and performance. This presentation explores how to promote good practice in language assessment as part of their professional work. It will be theoretical and practical, offering opportunities to discuss issues, challenges, and tips for practical assessment. Topics presented include purposes and types of assessments, what to assess, quality and ethical criteria, and how to use assessment data to provide formative feedback.



Aek Phakiti is an Associate Professor in TESOL at The University of Sydney, Australia. His research interests include language testing and assessment, second language acquisition, and research methods. Aek is the author and editor of numerous books in applied linguistics, including *Experimental Research Methods in Language Learning* (Bloomsbury, 2014), *Quantitative Methods for Second Language Research: A Problem-solving Approach* (Routledge, 2018), *Palgrave Handbook of Applied Linguistics Research Methodology* (Palgrave, 2018), and *Language Assessment: A Practical Approach* (RELC, 2021).

Dr Tracey Millin: Second language development & the Matthew Effect: Unpacking English BICS & CALP Development within the NZ literacy development curriculum.

"There is no greater inequality than the equal treatment of unequal[s]" (Portes, 2005). In other words, one could argue that there is no greater inequality in education than the equal treatment of students who are unequally prepared for the rigors of the English literacy standards. Despite boasting of a curriculum foregrounded on the values espoused within a bicultural and bilingual framework, New Zealand (NZ) education still largely operates with an explicitly monoglossic ideology resulting in subtractive bilingualism for many non-native speakers of English. This is driving growing literacy inequality and is largely responsible for the overrepresentation of English Language Learners (ELLs) in the tail-end of achievers in literacy and numeracy testing (Hood & Taylor, 2022; May, 2018). Alarming, 44% of Year 8 students are below literacy curriculum expectations (Hood & Taylor, 2022). Poor literacy skills strongly correlate with poorer life outcomes. Nationally, ELLs account for 55% of national student enrolment (Education Count, 2022). Therefore, it stands to reason that teachers need to understand the English academic literacy developmental timeframe that linguistically diverse learners need prior to being able to fully utilise English as the language of teaching and learning. This presentation aims to unpack English second language development and the unintended growing Matthew effect in NZ. In order to do so, this presentation will discuss the concepts 'conversational fluency' and 'cognitive academic language proficiency' in the context of supporting linguistically diverse learners in our drive towards equitable learning outcomes.



Dr. Tracey Millin is a senior lecturer in the University of Canterbury. She is an Educational Linguist and secondary school English teacher with experience working in the secondary and tertiary sectors. She specialises in the teaching and learning of English as an additional language, with a focus on the development of reading and writing skills for non-native speakers of English in classrooms where English is the medium of instruction. Tracey has taught languages at secondary schools in South Africa and New Zealand, and has been involved in teacher training for the past 10 years.

Averil Coxhead: Working with multiword units: Characteristics, principles and techniques.



Multiword units are strings of words which appear together but not by chance. They are usually made up of two or more words (e.g., *particularly important*) and can be for academic (e.g., *comparative analysis; interpret data*) or technical purposes (e.g., *cleared for take-off* in Aviation; *fuel injector* in Automotive Technology). Multiword units are important for fluency in all four skills for language learners, but they present somewhat of a pedagogical challenge. In this talk, we will look at characteristics of multiword units, principles to guide pedagogical choices for working with them in classrooms and some techniques for teaching and learning these vital components of the English language. There will be time for questions.

Averil Coxhead is a Professor of Applied Linguistics and Head of School in the School of Linguistics and Applied Language Studies, Te Herenga Waka – Victoria University of Wellington. She is interested in all kinds of aspects of language learning and teaching. Averil is the author of *Connecting corpora and language teaching* (2022; Foreign Language Teaching and Research Press) and co-author of *Measuring native speaker vocabulary size* with Paul Nation (2021; John Benjamins) as well as *English for Vocational Purposes* with Jean Parkinson, James Mackay and Emma McLaughlin (2020; Routledge).



Schedules:

HAMILTON

| Time | <u>Hamilton</u> (Assessment) | | |
|-------------|--|---|--|
| 09:00-09:30 | <u>A1.04</u> Welcome | | |
| 09:30-10:30 | <u>A1.04</u> Keynote 1: Aek Phakiti <i>What every teacher should know about language assessment</i> | | |
| 10:30-10:50 | Fantastic Morning Tea | | |
| 10:50-11:20 | <u>A1.02</u> Workshop: Meg Shovelton <i>Assessment 101: Everything you always wanted to know about assessment but were too afraid to ask</i> | <u>A1.06</u> Presentation: Rosemary Erlam <i>Fairer for all: innovative approaches to assessing English Language Learners in the mainstream classroom</i> | <u>A1.08</u> Presentation: Yi Wang <i>Authentic language learning and assessment: Practices and reflections on an NZCEL Employment programme</i> |
| 11:20-11:50 | | <u>A1.06</u> Presentation: Rosario Iguin <i>Inclusive Assessments in Language Teaching: Current Approaches and Future Possibilities</i> | <u>A1.08</u> Presentation: Rebecca Vane <i>Keeping it Real: The Value of using Authentic Topics in NZCEL Level 4 Written Assessment</i> |
| 11:50-12:45 | Delicious Lunch | | |
| 12:45-13:30 | <u>A1.04</u> AGM (Hamilton) | | |
| 13:30-14:30 | <u>A1.04</u> Keynote 2 <i>(live from Christchurch)</i> | | |
| 14:30-15:00 | <u>A1.02</u> Presentation: Mark Dawson-Smith <i>The 2023 review of NZCEL qualifications: The journey so far</i> | <u>A1.06</u> Presentation: Olga Lysun <i>English phonetics in teaching learners</i> | <u>A1.08</u> Presentation: Brendan Sheridan <i>Designing Presentation Assessments using Pacific Pedagogies and AI</i> |
| 15:00-16:00 | <u>A1.04</u> Keynote 3 <i>(live from Wellington)</i> | | |
| 16:00-16:10 | <u>A1.04</u> Closing | | |

| Wellington Teaching Practices and Techniques | |
|--|--|
| Welcome Rutherford House Lecture Theatre 2 (RHLT 2) | |
| Keynote 1 (live from Hamilton) Rutherford House Lecture Theatre 2 (RHLT 2) | |
| Morning Tea | |
| 09:00-09:30 | RH 206 Presentation: Wenzin Quan Understanding the effects of critical reading on reading comprehension among Chinese EFL adult learners |
| 09:30-10:30 | RH 207 Workshop: Dylan Parker English Planet-A Primary Level Accelerated English Language Learning Resource |
| 10:30-10:50 | RH 205 Presentation: Karen Cebalo & Chris Mashlan Sustaining the use of ELL-inclusive teaching in the classroom - a quick-reference tool for teachers |
| 10:50-11:20 | RH 204 Presentation: Stephanie Layec AI in the classroom |
| 11:20-11:50 | RH 203 Workshop: Amber Fraser-Smith Understanding and Empowering Neurodiverse Learners: A Workshop for ESOL Practitioners |
| 11:50-12:45 | RH 202 Presentation: Margaret Corner Structured Literacy Approaches for ESOL Learners |
| 12:45-13:30 | RH 201 Presentation: Dr Hilary Smith A culturally relevant book flood: More effective than teacher training |
| 13:30-14:30 | RH 200 Presentation: Xiaofang Duan The Scaffolding Role of Cognitive Linguistic Approaches in Language Acquisition |
| 14:30-15:00 | RH 200 Presentation: Margaret Franken Working with/around the new NCEA literacy assessments to ensure better outcomes for ELLs |
| 15:00-16:00 | RH 200 Presentation: Paul Nation The 20 best language teaching techniques |
| 16:00-16:10 | RH 200 Presentation: Averil Coxhead Keynote 3: Characteristics, principles and techniques Working with multiword units: Characteristics, principles and techniques |
| Closing Rutherford House Lecture Theatre 2 (RHLT 2) | |

If you arrive after 9.30am, please email [Nicky Riddiford nicky.riddiford@vuw.ac.nz](mailto:nicky.riddiford@vuw.ac.nz) There may be a slight delay in letting you in.

CHRISTCHURCH

| Time | Christchurch <i>(Second/Additional language development)</i> | | |
|-------------|--|--|--|
| 09:00-09:30 | Rehua 103 Welcome | | |
| 09:30-10:30 | Rehua 103 Keynote 1 <i>(live from Hamilton)</i> | | |
| 10:30-10:50 | Morning Tea | | |
| 10:50-11:20 | Rehua 530 Workshop: David Woodfield <i>Learning Vocabulary: Taking it Deeper</i> | Rehua 529 Workshop: Susanne Sullivan <i>Processes at work during second language development: Consequences for teachers</i> | Rehua 528 Presentation: Shengnan Zhang & Na Meng <i>Ruminations on the Cultivation of Southeast Asian Language Major Graduate Students in China (Delivery via Zoom)</i> |
| 11:20-11:50 | | | |
| 11:50-12:45 | Lunch | | |
| 12:45-13:30 | Rehua 103 AGM (Hamilton) | | |
| 13:30-14:30 | Rehua 103 Keynote 2: Dr Tracey Millin <i>Second language development & the Matthew Effect: Unpacking English BICS & CALP Development within the NZ literacy development curriculum</i> | | |
| 14:30-15:00 | Rehua 530 Presentation: Ting Ma <i>Learning metaphors in the context of English as an additional language: What does the research say?</i> | Rehua 103 Presentation: Zahra Emamzadeh <i>Ministry of Education support</i> | |
| 15:00-16:00 | Rehua 103 Keynote 3 <i>(live from Wellington)</i> | | |
| 16:00-16:10 | Rehua 103 Closing | | |

Abstracts:

Hamilton

Meg Shovelton: Assessment 101: Everything you always wanted to know about assessment but were too afraid to ask. (Workshop)

The NZCEL suite of qualifications calls for a range of formative and summative assessments in four skills, across seven levels of language. This places a considerable demand on kaimahi tasked with creating suitable evidence-based opportunities for ākonga to demonstrate competence. The task can be especially challenging for those less familiar with the basics of good assessment practice. Faced with the NZCEL Guiding document, Learning Outcomes, Unit Standard Requirements and Performance criteria, not to mention pre-moderation requirements, some kaimahi may feel unsure how to get started, but may also be unwilling to seek help.

This workshop is your safe space. It will explore how to build assessments from the ground up while taking account of guidelines, best practice, and the learning cohort. The aim is not to polish expertise for those who are already confident assessment writers, but to provide guidance and discussion for those who are less sure about how to get started. In short, it will explore everything you always wanted to know about assessment writing but were too afraid to ask.

The focus of the session will be a step-by-step approach to creating a listening assessment at NZCEL Level 2, including use of Text Inspector and some discussion of AI tools like ChatGPT. There will also be some consideration of issues at higher levels, like text length for Level 5 and observing Unit Standard requirements. Finally, we'll explore how Wintec Te Pūkenga approaches pre-moderation compared with your institutions.

Meg Shovelton is a Senior Academic Staff Member at Wintec Te Pūkenga. She has been an ESOL teacher and teacher trainer since 1988 and holds a DELTA and Master's in TESOL. She has worked in the UK, Japan and New Zealand, and during her time at Wintec has created and pre-moderated assessments for NZCEL Levels 2-5.

Rosemary Erlam: Fairer for all: innovative approaches to assessing English Language Learners in the mainstream classroom. (Presentation)

The emphasis in classroom-based assessment on assessment for learning means that the classroom teacher now bears greater responsibility for assessment (Malone, 2008). The success of any classroom assessment process depends on the teacher's ability to elicit valid evidence of learning and to make decisions which are appropriate for their specific learners in their particular contexts (Hill, 2017).

This paper focuses on three primary/intermediate teachers who conducted an inquiry into an aspect of assessment practice in their teaching context. These inquiries are examined through two frameworks. The first uses Hill's (2017) Teacher assessment literacy framework to illustrate how teachers' reflections at the first three levels of this framework led to questioning of assessment practices. The second uses the Assessment Use Argument to demonstrate how problems teachers identified are illustrative of arguments that could not be supported at each of the first three inferential bridges which together provide links in the chain justifying the use of a given assessment.

Through conducting these inquiries, the teachers realized that specific assessments used in the mainstream classroom were not valid when used with English language learners (ELLs). They drew conclusions and proposed innovative adaptations to help ensure fairer outcomes for these learners.

Rosemary Erlam is Associate Professor and director of the PG Cert/Diploma in Teaching Linguistically Diverse Learners at the Faculty of Education, University of Auckland.

Rosario Iguin: Inclusive Assessments in Language Teaching: Current Approaches and Future Possibilities. (Presentation)

In the field of language education, inclusive assessments are pivotal yet often overlooked. This presentation aims to stimulate critical dialogue about our attitudes, beliefs, and practices regarding inclusivity in language teaching and assessments. The discussion will be drawn from theoretical frameworks within education and beyond. Our reflections

will then be captured on how to apply inclusivity to assessments, and our learning and teaching approaches.

This presentation serves as a call to action, challenging educators to reevaluate and adapt their assessment approaches in the realm of language learning and teaching. Attendees will gain actionable insights for enhancing both quality and inclusivity in their professional practice.

Rosario Iguin is an Academic Advisor and Learning Design Partner at Unitec - Te Pūkenga, Auckland. She is also studying for a Master of Applied Linguistics at Massey University.

Yi Wang: Authentic language learning and assessment: Practices and reflections on an NZCEL Employment programme. (Presentation)

Authentic learning and assessment focus on the learner's lived and live experiences – noticing, acknowledging, and making use of these experiences as valuable sources and resources for learning and assessment. In this presentation, I will reflect on my recent exploratory practices in the NZCEL Level Four Employment programme. The programme is intended for continual general English enhancement, employment preparation, and workplace communication.

Three practices are highlighted in this presentation. First, we draw upon the learners' real-life experiences as authentic language learning resources. They share their stories first orally, then in writing, which is further processed and recycled for sub-skill-focused activities including notetaking, grammar and vocabulary study, and critical thinking training. Second, we use authentic websites (e.g., employment.govt.nz and careers.govt.nz) and career development support services (e.g., CV and cover letter writing) for the learners to selectively refer to in accordance with their own career aspirations and needs. Third, the learners are involved in co-designing and providing feedback on the programme, regarding its content, means of delivery, assessment, and external connections with actual workplaces. A living WORD document was used to keep a record of these practices. At the end of the semester, students were invited to a focused discussion to share their experiences and feelings. It is hoped that some of these practices have practical value for practitioners working on a related programme or in a similar context.

Yi Wang is a language teacher and researcher at Wintec | Te Pūkenga. She is passionate about real-life-based language teaching and learning and dedicated to the art and delicacy of scaffolding. She researches widely into ELT and ESOL teachers' and learners' stories in cross-linguistic and -cultural contexts. Yi Wang has published with such journals as Language Learning and Language Teaching Research.

Rebecca Vane: Keeping it Real: The Value of using Authentic Topics in NZCEL Level 4 Written Assessment. (Presentation)

I teach NZCEL Level 4 Academic, Reading and Writing modules, at the Centre for Languages, Wintec Te Pūkenga. Although the materials from the original delivery were excellent, in 2022, I felt it was time to introduce some new topics.

Classes are a mix of international students, refugee background students, plus recent migrants. These learners come from a vast range of socioeconomic backgrounds, bringing a wealth of different personal experience and knowledge. With this rich diversity in the classroom, I felt that the topic for their Writing Unit standard 22750, Crafted Text (800 – 1000 words), needed to be relevant to them all, within their field of experience and ideally interesting enough to motivate them.

In semester 2 2022, I introduced the topic of Extreme Weather. Students needed to identify possible causes, effects and strategies to reduce the impact of extreme weather events. Source texts were provided. I felt that this topic was well received by my class, reflected in their essays. In semester 1 of 2023, I chose another contemporary topic, Changing Demographic Trends, this time giving learners the choice of writing about either Ageing Populations or Youthful Populations. Again, the essay question focused on causes, consequences and possible solutions. The students' response to this topic was enthusiastic as they were all able to relate to the issues involved. My presentation will explain more about these topics and why I felt they have been successful for assessment purposes.

Rebecca Vane is a Senior Academic Staff member at the Centre for Languages, Wintec Te Pūkenga, New Zealand, where she is involved with teaching and developing their NZCEL programmes. She has taught on Levels 2 and 3 Applied

and is currently teaching Level 4. Rebecca has a master's degree in applied Linguistics from Curtin University, Western Australia and has been a teacher and teacher trainer in England, Hong Kong, and Western Australia. She is an IELTS and Cambridge examiner, and CELTA tutor. Her current areas of interest are Learner Autonomy and teaching writing skills.

Mark Dawson-Smith: The 2023 review of NZCEL qualifications: The journey so far. (Presentation)

The NZQA review of the suite of NZCEL (New Zealand Certificate in English Language) qualifications started in August 2022, with the review scheduled for completion by the end of December 2023. The review process has involved experts from across the English language teaching sector who have engaged in consultation with stakeholders.

This presentation will outline the different stages of the review that have been completed so far and will share data from the NZCEL qualification review survey conducted earlier this year. It will also outline some of the key changes that are likely to arise as a result of the review.

In addition, the presentation will provide an overview of the 'next steps', with an invitation for participants to contribute to the next stage of the review process, a review of the NZCEL Guiding Document.

Mark Dawson-Smith is a Team Manager at the Centre for Languages at Wintec – Te Pūkenga, Hamilton, where he manages higher-level NZCEL programmes. Mark also leads the NZCEL Providers' Forum and is the Chair of the NZQA Review Advisory Group for the 2023 reviews of NZCEL qualifications and English language and EAP unit standards.

Olga Lysun: English phonetics in teaching learners. (Presentation)

English phonetics is an abandoned part of teaching. English learners have been challenging with the pronunciation of English sounds short, and long vowels and consonants, and linking phrases that are pronounced like one unit. That is a really big problem. I will introduce my developed program of accent reduction and improving English pronunciation based on the rules for reading. It gives easy step-by-step exercises in pronunciation, reading and spelling and all the essential tools you need to speak English clearly and confidently. It includes special activities in keeping sounds properly in interchanging short and long vowel sounds and training constant sounds with tongue twisters and rhymes. These tasks help learners to transfer English sound pronunciation in their speech.

Olga Lysun is a university TESOL-certified teacher with strong abilities in research, leadership, teaching and course development. She has previous experience in academic teaching, as well as teaching English as a second language. She has a PhD degree in Philosophy.

Brendan Sheridan: Designing Presentation Assessments using Pacific Pedagogies and AI. (Presentation)

Presentation assessments often induce anxiety and hinder natural expression from students. This paper delves into an approach taken to presentation assessment creation for an Arts and Humanities paper targeted at English as Additional Language learners. The design focuses on flexibility and inclusivity with designing a presentation assessment.

The design of the presentation assessment focuses on both clarity and cultural responsiveness. Its language is refined to ensure comprehensibility for students using a combination of synthesising instructions with AI and with the instructor editing to ensure the language is accessible to learners with a reading level of B1 or IELTS 5. Simultaneously, universally applicable principles from Pacific pedagogical theory are woven into the assignment, rendering it adaptive, and responsive to varying cultural concepts.

The presentation assessment is grounded in the learning outcomes of the course which covers grasping storytelling structures and devices, as well as conveying ideas to an audience. The design process of the assessment also distils insights from the scholarly sources covering Pacific pedagogies and blends concepts from an existing Arts and Humanities paper with those from an English as an Additional Language: Effective Academic Speaking paper. Students are free to choose a variety of approaches to giving their presentation while receiving support and instruction on methods to present during their modules leading up the presentation week. This assessment design presents an integrated approach to presentation assessments while providing options for students to demonstrate creativity.

Brendan D. Sheridan is a teaching designer and learning developer at Te Puna Ako - Centre for Tertiary Teaching and Learning at the Te Whare Wānanga o Waikato/University of Waikato. He has worked in English as an Additional Language spaces since 2013, while also providing support for teaching staff at UoW as well as student support. His interests are migrant studies, colonial studies, Treaty of Waitangi issues, language development, and application of learning technologies.

Wellington

Amber Fraser-Smith: Understanding and Empowering Neurodiverse Learners: A Workshop for ESOL Practitioners. (Workshop)

Understanding and supporting neurodiverse students is crucial in today's diverse educational landscape, particularly within ESOL (English for Speakers of Other Languages) classrooms, where resources and research in this area may be limited.

This 40-minute experiential workshop offers ESOL practitioners the opportunity to explore neurodiversity within ESOL settings, gain an insight into the strengths and challenges it brings to the classroom, and discover some strategies to support neurodiverse learners.

In a workshop that goes beyond theory, participants will step into the shoes of a neurodivergent learner. After gaining first-hand experience of the educational environment from this unique perspective, they will collaborate to brainstorm ways to overcome some of the obstacles encountered. By the end of the workshop, teachers will have practical tools to make their teaching more inclusive and responsive to the diverse needs of all their students.

Amber Fraser-Smith is a senior lecturer in ESOL at Te Pūkenga Otago Polytechnic. She has a master's degree in educational psychology and a strong interest in educational equity. Identifying as neurodivergent herself, Amber believes it is time for a learning revolution in which diversity is embraced and acknowledged as a powerful solution for many of the challenges facing today's world.

Dylan Parker: English Planet - A Primary Level Accelerated English Language Learning Resource. (Workshop)

Research gathered from New Zealand ESOL classrooms provides educators with strategies and approaches for effective English language teaching and learning. This workshop will provide insight into how the English Planet resource is used for effective English language teaching and learning to primary-aged emergent ESOL learners.

English Planet is a primary level accelerated English language learning resource for emergent learners which is now being used in primary and intermediate schools around NZ. English Planet is underpinned by scientific research, educational theories, and educational approaches. It identifies the learner's competencies as well as the areas the individual requires more support with and also offers a framework for teaching and learning in an organised and articulated prescriptive course of study.

This workshop will unpack and analyze the English Planet resource explaining how it aligns with the English Language Learning Progressions framework and the seven ESOL principles as set out by the Ministry of Education. The workshop will also provide the results of a comparative study, which monitored students' progress over the course of a full school year using English Planet's diagnostic test. English Planet is designed as a 'pick up and go' resource that is being used to help answer some of the more common questions a teacher may ask themselves about a new English language learner. For instance, where do I start? How much English does this student know? What is the next teaching step? How do I develop a pathway for learning?

Dylan Parker After graduating with a Bachelor of Science in Genetics, Dylan moved to Asia where he spent 18 years teaching ESL. During this time, Dylan developed a primary level English language learning resource. On returning to New Zealand, he adapted the resource to align with the English language learning progressions (Foundation-Stage 3) and the seven ESOL principles as set out by the Ministry of Education NZ. Dylan is a YO/Y1 teacher in Tauranga, and professionally develops teacher aides and teachers with the resource part time.

Wenxin Quan: Understanding the effects of critical reading on reading comprehension among Chinese EFL adult learners. (Presentation)

Critical reading requires readers to think actively about a text, ask questions when concentrating on the text, and better comprehend the content and meaning of the given text (Collins et al., 2018). Although critical reading has been studied among Chinese university English Language Learners' (ELL) (Li, 2008; Liu & Guo, 2006), there is a paucity of studies on the relationships between critical reading skills and reading comprehension within the same language and across languages (in the case of the current research, Chinese L1 and English L2).

This study aims to investigate whether there is evidence that critical reading skills in one language L1 Chinese may support the development of similar skills in another language L2 English. This study comprised measures of English vocabulary size, English reading comprehension, English critical reading skills, English decoding skills, Chinese reading comprehension and Chinese critical reading skills. An English Learning Experience Questionnaire was developed to examine the participants' use of English outside the English classroom setting. Data for the main study was collected online. The six measures and one questionnaire were completed by 143 Chinese undergraduate students from a public university in China. Cross-language regression analyses suggest the data may support an additional influence of Chinese critical reading skills (such as Chinese gap-inference making) on participants' English reading comprehension after controlling demographic characteristics (age, gender and major) and English learning experience, English vocabulary and English critical reading skills. This finding has both theoretical and educational implications.

Wenxin Quan has a PhD from the University of Canterbury.

Elizaveta Tarasova & Natalia Beliaeva: The role of phonological and morphological knowledge in reading skills development. (Presentation)

While there is a considerable body of research on the importance of reading skills and their role in learners' development of productive skills, the research on the role of systemic competence in reading skills development is rather limited.

The presented study reports on the outcomes of an intervention programme conducted with two groups of tertiary EFL learners at two different levels of language proficiency over the period of two consecutive terms. The experiment consisted of two stages. Stage 1 was focused on the development of phonological awareness, and Stage 2 – on the development of morphological (derivational) awareness. The aim of the study was to see how awareness of English phonology and morphology affects reading comprehension.

The reading test scores obtained from two experimental groups at the end of each of the stages were compared with the scores of two control groups of the same levels. The results indicate that (1) the experimental groups had higher reading test scores compared to the control groups, and (2) there are notable differences in the role of different kinds of systemic knowledge for different levels of language proficiency. In particular, lower-level students were more responsive to the effects of the increased phonological input, while more proficient learners demonstrated better test results after Stage 2 of the experiment, in which the focus was on the development of morphological awareness. The results of the research may serve as an implication for the EAP curriculum and suggest the necessity of systemic competence development.

Elizaveta Tarasova is a TESOL and Linguistics lecturer, and she also coordinates the work of Trinity TESOL programmes in IPU New Zealand. Her main research areas include derivational morphology, morphopragmatics, and cognitive linguistics. Her most recent publications are focused on the issue of iconicity in morphology, which is explored through the lens of cognitive and constructionist approaches. Her second major research area lies in TESOL and the role of systemic competence in the development of language skills.

Natalia Beliaeva specializes in word formation (in particular, lexical innovation such as blending and complex shortening) and morphological productivity, her most recent works being on the sentiment value of name-based blends and on factors that influence morphological productivity. Natalia is also interested in second language acquisition, conducting research on the role of morphological awareness in second language acquisition, developing and delivering ESOL classes for learners with refugee background.

Karen Cebalo & Chris Mashlan: Sustaining the use of ELL-inclusive teaching in the classroom - a quick-reference tool for teachers. (Presentation)

Context: The Mid-Bays Kāhui Ako have a team of dedicated ESOL specialists led by two Across School Leaders (ASLs). One key initiative has been to develop and implement a Professional Growth Cycle (PGC) model which supports and upskills classroom teachers to teach more inclusively of English Language Learners (ELLs) in their classrooms. The model consists of five stages, the first four being modelling strategies, 1-to-1 learning conversations with the classroom teacher, co-teaching and further 1-to-1 discussion and collaborative planning. This was outlined in the CLESOL Special Edition of the TESOLANZ journal, Volume 3, 2022.

Challenge: The fifth step of the process, sustaining the teachers' use of inclusive strategies, primarily from Te Kete Ipurangi (tki)/ESOL Online, and the regular recycling of concepts is an ongoing process and critical to the success of the PGC. One point of feedback was that the tki strategies engaged ELLs in the classroom very effectively, but that a summary reference to prompt more regular use of strategies would be immensely useful. The ESOL specialist would still need to meet with teams and teachers to facilitate inclusion of the strategies and continuing to improve teacher pedagogy, but a reference poster would be a useful prompt in between times.

Solution: A quick-reference poster of strategies was developed for use by classroom teachers who trialled and provided feedback regarding the value of this aid in prompting better use of inclusive strategies. The draft posters will be shared at this presentation.

***Karen Cebalo** taught as a classroom teacher and team leader at Browns Bay School for many years, and as the ESOL teacher for 20 years. On beginning her work in ESOL she recognised the additional skills necessary for working with English Language Learners and completed a Post Graduate Diploma in Second Language Teaching. Karen also worked as a facilitator of the Ministry of Education ELA (English Language Assistant) Professional Learning Programme for ten years. She currently leads the ESOL team, the local ESOL PLC, is the International Student Director in her school, and coordinates the TESOLANZ Primary SIG committee. She is an Across School Leader in Culturally Responsive Pedagogy-ESOL for the Mid-Bays Kāhui Ako.*

***Chris Mashlan** has been an ESOL teacher for the last 7 years after a number of years teaching and leading in the junior school. While still in the classroom, Chris realised her deep interest in understanding and meeting the needs of ELLs, and so gained her GradDipTESSOL. Having much experience with and a passion for mentoring, Chris has been working to combine her knowledge of these two areas in order to better support and sustain classroom teachers with meeting the needs of ELLs in the classroom. Chris has been working as an Across School Leader in Culturally Responsive Pedagogy for the Mid-Bays Kāhui Ako for the past two years, developing strategies to strengthen the classroom teachers' response to ELLs and deepening ties to their community of CLDs.*

Tim Edwards: (Re)-Connecting with New Zealand: Changes to various iterations of an ESP course and student feedback, 2019-2023 and beyond. (Presentation)

From 2020 to 2022, worldwide, many programmes were online under emergency conditions and later under planned conditions. Most are now returning to face-to-face or blended teaching modes. This presentation looks at changes made to one ESP course as it went through various iterations during 2019-2023, student feedback on those iterations, and compares them to findings from other researchers worldwide during this period (using recent presentations and articles). For our programme, the presentation compares experiences before Covid-19, during the pandemic under emergency remote teaching conditions, in 2022/3 under planned online conditions, and in 2023 in a reinvented form of a face-to-face programme, the latter two each with a blended component.

The study compares experiences between cohorts using post-course survey data, and post-course semi-structured interviews with a volunteer selection of students. These were analysed reiteratively for themes.

Results indicate that while language learning and the course's additional specific goals of developing connections with and understanding of New Zealand society and culture were felt to have been achieved by the online cohorts, the quality and amount of this were negatively impacted by the online mode. Accessibility and reliability of equipment and connectivity, and digital literacy, further impacted the programme. The presentation concludes with findings from the 2023 face-to-face programme in its new form and summarises student responses to the different modes of teaching. It also gives suggestions about how and why to prepare staff and students in future for online and blended learning through preparation for and familiarity with using technology and platforms.

Tim Edwards works in the English Language Institute at Victoria University of Wellington, teaching on various EAP and ESP programmes in Wellington and offshore. He has been teaching since 2001, joining VUW full-time in 2018 after completing his MATESOL there. His occasional research generally focuses on practical class(room) teaching.

Stephanie Layec: AI in the classroom, friend or foe? (Presentation)

Is AI in the Classroom Friend or Foe for ESOL Teachers?

As teachers, we need to understand AI tools, learn to use them to make our lives easier, and teach our students how to use them wisely and reference their use of AI tools. AI, or Artificial Intelligence, has the potential to be a valuable resource for ESOL teachers. It can assist in language translation, provide personalized learning experiences, and offer real-time feedback to students. AI can analyze students' language proficiency levels and tailor instructional materials, accordingly, helping ESOL teachers meet the diverse needs of their students while creating interesting resources. However, it is crucial for teachers to be aware of the potential misuse of AI in the classroom. They must be vigilant in ensuring student privacy and data security, as well as promoting critical thinking and ethical use of AI technology. By harnessing the power of AI responsibly, ESOL teachers can enhance their teaching practices and empower their students in the digital age.

Stephanie Layec loves to embrace change and explore new ideas. In 2018 she completed the Post-graduate Certificate in Digital Collaboration - Applied Practice with The Mind Lab at UNITEC. It transformed her vision of what teaching must be and how we, as educators, must help develop those 21st Century skills and enhance collaboration and computational thinking. The pandemic highlighted the need for educators to be creative, adaptive and seize new opportunities. Stephanie is currently co-chair of AKTESOL and Head of ESOL & Languages at Macleans College. She is starting to see a lot of emails and/or work from her ESOL students which look suspiciously well written. AI is overtaking education, whether we like it or not. As teachers, she believes we must learn to live with it and use its power to open new possibilities.

Dr. Hilary Smith: A culturally relevant book flood: More effective than teacher training. (Presentation)

Determining the most effective means to improve literacy rates in low resource educational environments remains an important challenge. This paper reports on the literacy impacts of a book flood of culturally relevant reading books in Papua New Guinea (PNG) through teacher training and distributing culturally relevant books to 150 elementary schools, with a control group of another 150 schools. There were statistically significantly greater improvements in the intervention group's reading comprehension. Our analysis indicates that the flood of culturally relevant books was the principal reason, reinforcing the power of extensive reading for improving literacy skills.

In this talk I will describe the process used in developing the culturally relevant books, as well as the project implementation, assessment tools and processes.

Dr. Hilary Smith has a background in applied linguistics, with over 40 years of teaching and research in Aotearoa New Zealand, Australia, the South Pacific, and Southeast Asia. She is an Honorary Research Fellow in the School of Humanities at Massey University, and Honorary Affiliate at the College of Arts and Social Sciences, Australian National University. She is former TESOLANZ president and current president of ALANZ (Applied Linguistics in Aotearoa New Zealand).

Margaret Corner: Structured Literacy Approaches for ESOL Learners. (Presentation)

We all agree that specialised ESOL teaching techniques are relevant and useful for all learners. But what of structured literacy? Becoming popular in mainstream classroom teaching, structured literacy with its foundation on synthetic phonics is also greatly beneficial for ESOL learners. BUT, without extra input on vocabulary, syntax, grammar, sentence structure, listening and reading comprehension, these learners can get left behind. They may have reached their peer benchmark in oral, reading and writing fluency skills in their own languages but cannot adequately transfer these skills to the learning of English. If they are in primary schools they may end up in the discredited 'Reading Recovery'

programme, even more unsuitable for ESOL learners than it is for native English speakers. It is not enough to just know the application and use of the 44 basic sounds of the English language. What about the alternative spellings of these sounds? As with native English speakers learning to read and spell, these spellings can cause great confusion. How do learners know what spellings to use for the basic sound 'or' (as in 'horse') when there are 8 different spellings for this sound? The native English speaker may know words like 'autumn' 'prawn' and 'pour' orally, but the ESOL learner may not. So – what can we do?

Margaret Corner will touch on ways in which the extra needs of ESOL learners can be met using structured literacy approaches in a fun way. She will also outline the systematic, cumulative, needs-based, explicit and multi-sensory strategies used in this pedagogy.

***Margaret Corner** is a registered, experienced humanities and ESOL teacher. She has taught English, History, Social Studies and ESOL in New Zealand secondary schools for 20 years. She was HOD of the Wellington College ESOL Department for 6 years and was Manager of ESOL for the previous 6 years. She also taught ESOL to adult migrant learners at English Language Partners for 2 years. She has taught English Speakers of Other Languages on 4 continents. She taught EFL in 3 language schools in London and Brighton (England) and was a secondary NET (years 7-13) in a Chinese-medium of instruction school, under the Hong Kong government scheme for 6 years.*

Xiaofang Duan: The Scaffolding Role of Cognitive Linguistic Approaches in Language Acquisition. (Presentation)

This study primarily aims to apply cognitive linguistic insights within a task-supported instructional setting in a Chinese EFL (English as a Foreign Language) classroom context. Though, assessing the effectiveness of pedagogical approaches in a classroom context remains a challenging endeavor. Cognitive linguistics (CL) has a multitude of conceptual tools at its disposal that can make grammatical categories relatively transparent to foreign language learners. Nevertheless, in the Chinese EFL context, the application of Cognitive linguistics in language teaching is still at its pioneering phase, thus leaving a great potential for future research. In light of this, empirical research is being called for to present a clear illustration of how respective linguistic approaches can be translated into effective teaching practices in the instructional context. Therefore, while testing the applicability of cognitive linguistics to language teaching, this project will demonstrate how cognitive linguistic theories can be adapted in teaching practice. In concrete terms, one specific grammatical category will be addressed, namely, phrasal verbs (PV), on the ground that it poses a huge challenge to second and foreign language learners due to their internal flexibility and constructional variability. Furthermore, by providing empirical evidence in the Chinese EFL context, it offers additional empirical evidence to the international research community in this field. Last, this study explores and exhibits how linguistic theory can contribute to pedagogical practice in a classroom context.

***Xiaofang Duan** is a Lecturer of English Language, specializing in language teaching and language acquisition at Taiyuan Institute of Technology, China.*

Margaret Franken: Working with/around the new NCEA literacy assessments to ensure better outcomes for ELLs. (Presentation)

The review of NCEA (National Certificate of Educational Achievement) conducted in 2018 led to a number of significant changes to the qualification. The change that possibly has the most impact on English Language Learners is the introduction of new standards specifically for literacy and numeracy, which will soon be a compulsory requirement for NCEA. In this presentation, I'll briefly look at the literacy (reading and writing) standards and discuss the ways in which NZQA has chosen to interpret them for the purposes of designing a high-stakes national online test (or CAA – common assessment activity). While not wanting to encourage a "teach to the test" mentality, it's important that teachers recognise the challenges in the CAAs, and work to provide learners with opportunities to engage in literacy experiences and develop strategies that will go some way to helping them to succeed in the standards. To this end, I'll look at what teachers need to understand, know, and do i.e., the necessary Literacy Pedagogical Content Knowledge to do this. I'll also discuss the Ministry of Education's key resources: Effective Literacy Practices and Literacy Pedagogy Guides, and the Ministry's partly released Common Practice Model which is likely to mandate particular pedagogical approaches.

Margaret Franken, in her capacity as an applied linguist, has worked extensively in the professional learning and development of language and literacy teachers in local and international contexts. In the last three years, she has worked on a project to rewrite the Tokelau school curriculum in the areas of English and Gagana Tokelau, providing support for teachers in its implementation; she has also been the Literacy Learning Area Lead for the New Zealand Ministry of Education, working on resources and support for teachers implementing the new NCEA Literacy standards.

Paul Nation: The 20 best language teaching techniques. (Presentation)

I am currently working on a book called the twenty best language teaching techniques. This presentation will briefly list these techniques and explain why they are the best techniques. The aim of the book is to understand how techniques work to achieve learning goals and to show how the techniques can be best applied to help learning. Some of the techniques are well researched, but others, although well known, have not been carefully examined. The principle behind the book is that both learners and teachers should know how techniques work so that they can get the most from their use.

Paul Nation is Emeritus Professor of Applied Linguistics in the School of Linguistics and Applied Language Studies at Victoria University of Wellington, New Zealand. His research areas include language teaching methodology and the teaching and learning of vocabulary. His web resources site contains many free resources for teachers and researchers, including books, word lists, vocabulary tests, articles and resources for speed reading and extensive reading.

Christchurch

David Woodfield: Learning Vocabulary: Taking it Deeper. (Workshop)

It can be argued there is a lot to learning a word. Learning a word involves learning what it means, how it is spelt, how it is pronounced, what words it is typically used with, and when and where it is used. Learning a word involves tapping into morphological, phonological, semantic, pragmatic, and sociolinguistic knowledge.

In this workshop I will explore with you how my EAP students use the Worldwide Web to discover the various facets of words for homework, how they rehearse this knowledge in class through playing games with their peers, and how this knowledge is tested.

David Woodfield teaches ESOL and trains ESOL teachers at the University of Otago English Language Centre. He has an MEd in TESOL from Temple University Japan. He has taught in New Zealand, Japan, and Thailand. Recent interests include the teaching of vocabulary and the role of class visits to exhibitions and community events in the ESOL endeavour.

Susanne Sullivan: Processes at work during second language development: Consequences for teachers. (Workshop)

How can we help sharpen students' abilities to hear? We can focus on both the finer details of sound as well as the overarching support work of melody using neuroscience findings to back up our understanding. What aspects of prosody, syntax and vocabulary are automated? What are the practical consequences for ESOL teachers?

To highlight the automated aspects that need teachers' attention, we will look at some videos of students in action. For second language learners, the kind of exercises shown can develop students' ability to hear speech and to absorb grammatical structure. Certain neuroscience findings reveal the details of this language brain at work. That includes the developmental work of repetition in opening up brain processes for second language students. Then, our handouts will also tease out the differing roles of written language and how we can harness that to our advantage in our classrooms.

Susanne Sullivan *The study of neuroscience helped Susanne understand the challenges facing second language learners. As a speaker of German, French and Italian from her time at universities there, she empathized with her diligent Asian adult L2 students who found understanding and speaking English a difficulty. Since 1994 she has been reading in this field and working on exercises to activate first-language type efficiency for students. She has learnt much from this field and from her students and colleagues on the way. 2016 took Susanne to Birmingham on an IATEFL scholarship, and in 2017 she completed a postgrad Certificate in Digital & Collaborative Learning. Recently she has been working with refugees and Japanese, Syrian and Chinese students of English.*

Shengnan Zhang & Na Meng: Ruminations on the Cultivation of Southeast Asian Language Major Graduate Students in China. (Presentation)

The study of non-common foreign languages in China can be traced back to the 1950s. The teaching of Southeast Asian languages plays a significant role in the study of non-common foreign languages. With the introduction of the Belt and Road Initiative, the academia has attached increasing importance to the cultivation of talent proficient in Southeast Asian languages. Particularly in graduate education, it is essential to enhance students' lingual/cultural diversity as well as intercultural awareness, enabling them to become a strong "think tank" that facilitates connectivity between China and Southeast Asia.

The authors conducted a classification and statistical analysis of the current situation of graduate education of Southeast Asian language majors in China through questionnaires and field research. The research explores various aspects of Southeast Asian language education in Chinese universities in terms of teaching staff quality, programme modules, curriculum design, and training goals, aiming to identify potential issues, proposing feasible supporting measures to further improve the non-common foreign languages cultivation in China, as well as seeking inspiration from successful experiences in the cultivation of non-common foreign languages or other foreign language majors (such as English, French) internationally.

Ting Ma: Learning metaphors in the context of English as an additional language: What does the research say? (Presentation)

Research has demonstrated that English-as-an-additional-language (EAL) learners' ability to comprehend and use metaphors contributes to the improvement in their English language proficiency (Hoang & Boers, 2018; Littlemore et al., 2014; O'Reilly & Marsden, 2021). However, learners are confronted with challenges in comprehending metaphors used by teachers in the classroom (Littlemore et al., 2011; Low et al., 2008) or occurring in curriculum-related materials (Beynen, 2020), which impedes their learning of disciplinary knowledge and development of critical thinking. They also tend to make errors when using metaphors (Littlemore et al., 2014; Turner, 2014), and non-grammatical metaphor use in writing has been found to be negatively related to writing scores (Hoang & Boers, 2018). Meanwhile, learners are often unaware of their difficulties with metaphors, and teachers are unprepared to incorporate metaphor-related materials into EAL programmes. Further aggravating the situation is the "marginality" of metaphors in mainstream textbooks and models for language teaching and assessment (Littlemore & Low, 2006; MacArthur, 2017).

This presentation begins with identifying the ubiquity of metaphors in academic English and the challenges EAL learners face in metaphor comprehension and production. It will then illustrate some effective pedagogies in teaching metaphor as evidenced in relevant empirical research. Finally, the presentation concludes by discussing the implications for EAL metaphor classroom instruction.

Ting Ma *is a Post-Doctoral Fellow in the Faculty of Education, University of Canterbury, New Zealand. Her research interests are metaphoric competence of language learners, metaphor in education, English literacy development, and language teacher education.*

Zahra Emamzadeh: Ministry of Education Support. (Presentation)

An overview of the support and guidance available from the Ministry of Education's ESOL, Migrant, and Refugee Education team will be presented. The Ministry facilitates a wide range of programmes, funding streams, and supports for learners from new migrant/refugee/NZ born backgrounds. Support includes self-access online professional development for teacher aides, ethnic/faith-based Community Learning Hubs, bilingual assessments, online English lessons, Computers in Homes, Refugee Flexible Funding, verification visits, and much more.

Zahra Emamzadeh works for the Ministry of Education as a Senior Advisor for Community Partnerships based in Christchurch. Zahra will present the information in person. Additional members of the team will join virtually to support the presentation and join the discussion.



CAMBRIDGE



Pearson
PTE

English
New Zealand

A green fern leaf graphic positioned to the right of the text 'English New Zealand', with its stem extending upwards and to the right.