**Wellington Association of Teachers of English to Speakers of Other Languages**

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#### *WATESOL EXPO 2024*

**Wellington Girls’ College**

18 Pipitea Street, Thorndon

https://wgc.school.nz/

**Thursday 8 August**

**3:45 – 7:30pm**

###### *Nau mai, haere mai*

###### *Welcome*

**TESOLANZ and WATESOL members free**

**Non-members: tbc**

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

 **WATESOL Expo Programme August 8th, 2024**

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| **Wellington Girls’ College****3:45pm** | **Registration opens 3:45pm: Pipitea Building, Level 1, D****Refreshments** |
| **4:10 – 5:00pm** | **Opening Plenary: 4:10 – 5:00pm** **Room: Pipitea Building, Level 1, A****Keynote Speaker: Associate Professor Jonathan Newton****Title: *Task-based language teaching: tips for making it work in the language classroom*** |
| **5:00 – 5:20** | **WATESOL AGM:** |
| **5:20-5:40pm** | **Refreshments – Networking** |
| **5:40 – 6:10pm** | **Room: Pipitea Building, Level 1, D 1***"They think that it is not used at school": Heritage Language Maintenance in New Zealand***Presenter: Margaret Connelly** | **Room: Pipitea Building, Level 1, A***Bringing AI to the classroom: How I incorporated  AI-generated activities into teaching***Presenter: Crimson Truong** |
| **6:10-6:15pm**  | **5-minute break between sessions** |
| **6:15-6:45pm** | **Room: Pipitea Building, Level 1, D1***Structured Literacy Approaches for teaching English Language Learners (ELLs)***Presenter: Margaret Corner** | **Room: Pipitea Building, Level 1, A***Strategies to foster learner autonomy* **Presenter: Fandy Vall** |
| **6:45-6:50pm**  | **5-minute break between sessions** |
| **6:50-7:20pm** | **Closing Presentation: 6:50-7:20pm****Room: Pipitea Building, Level 1, A****Presenter: Professor Averil Coxhead****Title: *Specialised vocabulary in spoken English: Connecting research and practice*** |
| **7:20pm** | **Farewell** |

**4:10-5:00pm**

**Keynote Speaker: Dr Jonathan Newton**

**Title: *Task-based language teaching: tips for making it work in the language classroom***

**Room: Pipitea Building, Level 1, A**

In this interactive talk, I’ll address the pressing questions and practical concerns of teachers (you) who teach with tasks (or want to), including managing time, using tasks with beginners, and making group-work work. In doing so, I hope to offer bridges to TBLT for everyone from the dilettante to the true believer. If you have any questions that you’d like me to address or experiences you’d like to share, I’d love to hear from you before the talk: jonathan.newton@vuw.ac.nz

**Jonathan Newton** is Associate Professor and Program Director for the Master of TESOL and Master of Applied Linguistics programs at Victoria University of Wellington, New Zealand. In his career in language teacher education, he has worked alongside teachers from many countries to better understand classroom language teaching and learning, especially in relation to task-based language teaching (TBLT), teaching listening and speaking, teaching vocabulary, and teaching for intercultural capabilities. He has published more than 75 articles and book chapters, and five books, with the two most recent being *Using tasks in language teaching* (2021), and *Teaching ESL/EFL Listening and Speaking* (2021) (with Paul Nation).

See: <https://people.wgtn.ac.nz/jonathan.newton>

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| **5:00 – 5:4opm****WATESOL AGM** **Followed by Refreshments and Networking** |

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| **5:40 – 6:1opm** |

***"They think that it is not used at school": Heritage Language Maintenance in New Zealand***

**Presenter:** **Margaret Connelly**

**Room: Pipitea Building, Level 1, D 1**

**Target audience:** teachers of primary and secondary students - teachers of linguistically diverse learners in mainstream settings.

New Zealand is superdiverse, with over 160 languages spoken. Despite the well-documented benefits of multilingualism, communities face rapid intergenerational language loss and multilingual students are leaving mainstream education monolingual.

This presentation reports on a survey of migrant parents exploring language policy across family, community and education, utilising an open-item online questionnaire and qualitative responses analysed following a systematic thematic approach.

Results highlight limited availability of formal heritage language education in community or mainstream environments, impacting both language acquisition and shift.

Findings emphasise the need for collaborative efforts across schools, communities and families to support heritage language environments and affirm children's positive multilingual identity development.

**Margaret Connelly** is a PhD candidate at Te Herenga Waka, exploring the professional experiences of heritage language teachers in New Zealand. Her MA thesis explored language policy across family, community and education, and is published as a chapter in Erlam, R. (2024). *Teaching the Linguistically Diverse Learner in Aotearoa New Zealand*. NZCER. margaret.connelly@vuw.ac.nz

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***Bringing AI to the classroom: How I incorporated  AI-generated activities into teaching***

**Presenter:** **Crimson Truong**

**Room: Pipitea Building, Level 1, A**

**Target audience:** ESL teachers

In this talk, I would like to discuss how my colleagues and I have been using AI to create learning materials, especially in reading and listening. I'm very interested in task-based language teaching and have been testing out different ways to create task-based activities using different platforms such as chatgpt and AI voice generation. I'm hoping to create more resources for teachers and at the same time, be more aware of the limitations that come with using AI.

**Crimson Truong** has a Master’s degree in TESOL from Victoria University, New Zealand, and is currently an ESL teacher for adult immigrants and refugees. With a passion for integrating Artificial Intelligence into education, she is dedicated to creating innovative materials and resources to enhance the learning experience. Her goal is to utilize AI-driven tools to develop effective educational strategies, thereby improving the classroom environment and learning outcomes for adult learners.

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| **6:15 – 6:45pm** |

***Structured Literacy Approaches for teaching English Language Learners (ELLs)***

**Presenter:** **Margaret Corner**

**Room: Pipitea Building, Level 1, D 1**

**Target audience:** Intermediate and Junior Secondary (Years 5-10+)

Structured literacy, with its foundation on synthetic phonics, is greatly beneficial for ELLs. But without extra input on vocabulary, syntax, grammar, sentence structure, listening and reading comprehension, these learners can get left behind. What about alternative spellings regarding the 44 basic sounds of English? How do learners know how to read/spell words using sound /or/ for example, when there are 8 different spellings for this sound? Margaret Corner will touch on ways in which the extra needs of ELLs can be met. She will also outline the systematic, cumulative, needs-based, explicit and multi-sensory strategies used in the structured literacy pedagogy.

**Margaret Corner** is a registered teacher, currently employed by English Language Partners. She was an ESOL HOD (Wellington College) has taught ESOL /EFL on four continents and has had two books on synthetic phonics published. Her company (Eagle English) provides PD courses and materials under the name of ‘Fast-track Phonics’. info@fast-track.nz

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***Strategies to foster learner autonomy***

**Presenter: Fandy Vall**

**Room: Pipitea Building, Level 1, A**

**Target Audience:** curriculum developers and educators who are interested in fostering learner autonomy in their classrooms.

Learner autonomy can improve learning and reduce a teacher’s burden. The main question is how this concept can be successfully applied to classroom teaching. In this session, I will share some practical strategies for fostering learner autonomy in students. These suggested strategies can be integrated into language lessons without adding a heavy burden to teachers. To ensure its effectiveness, these strategies should also be integrated into the curriculum. Therefore, other strategies related to curriculum development such as developing objectives, the involvement of learners and teachers, and evaluation need to be considered. Participants of this session will have the opportunity to discuss the suggested concepts, share their ideas and reflect on how to apply these concepts in their own context.

**Fandy Vall** has more than 7 years of teaching experience in the field of English language teaching. He was a regular presenter at the CamTESOL conference, an international conference in Cambodia. Currently, he is in his last trimester, studying a Master of TESOL at Victoria University of Wellington.

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| **6:50 – 6:45pm** |

***Specialised vocabulary in spoken English: Connecting research and practice***

**Presenter:** **Professor Averil Coxhead**

**Room: Pipitea Building, Level 1, A**

**Target audience:** Secondary and tertiary

The focus of this presentation is specialised vocabulary in spoken English, such as *fascia* in trades talk. We begin with a model of factors which can affect vocabulary size and growth. Then we will look briefly at two recent research projects which identify and analyse the amount, kinds and challenges of specialised vocabulary in spoken English. One study took place in Year 13 classes in a secondary school in Aotearoa and the other focused on samples of the 1pm briefings by Jacinda Ardern and Ashley Bloomfield in 2020 and 2021. We consider tips and implications for practice throughout the talk.

**Averil Coxhead** is currently head of the School of Linguistics and Applied Language Studies at Victoria University of Wellington. Her research interests include academic and technical vocabulary, trades education and the journeys and understandings of teachers and learners about vocabulary in language learning in a variety of contexts.