

Wellington Association of Teachers of English to Speakers of Other Languages



WATESOL EXPO 2025

**Rutherford House
Victoria University of Wellington
33 Bunny St
Wellington**

<https://www.wgtn.ac.nz/about/campuses-facilities/campuses/pipitea/pipitea-campus-map.pdf>

**Thursday 28 August
3:30 – 7:30pm**

Nau mai, haere mai

Welcome

TESOLANZ and WATESOL members free

**Non-members: \$25 waged, \$15 low waged, \$10
students**

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

WATESOL Expo Programme, August 28th, 2025

Rutherford House 3:30pm	Registration opens 3:30pm: Mezzanine level, Rutherford House Refreshments
4:00 – 4:50pm	Opening Plenary: 4:00 – 4:50pm Room: Lecture Theatre 2 Keynote Speaker: Dr Olly Ballance Title: <i>How to *actually* help learners with collocations: dangers and difficulties</i>
4:50 – 5:10	WATESOL AGM: Lecture Theatre 2
5:10- 5:40pm	Pizzas – Networking – Spot prizes

5:40 – 6:10pm	Room: MZ01 Presenter: Rosalind Austin <i>What is numeracy and how do we teach it in an ESOL environment?</i>	Room: MZ02 Presenter: Areej Alharbi <i>Translanguaging Practices Among Teenage Learners in Saudi Arabia: Implications for Identity and Education</i>	Room: MZ03 Presenter: Tim Edwards <i>What do we want students to sound like?</i>	Room: LT 2 Presenter: Margaret Corner <i>Using Structured literacy Approaches to prepare secondary ELLs for NZQA (CAA) literacy test</i>
6:10-6:20pm	10-minute break between sessions			
6:20-6:50pm	Room: MZ01 Presenter: Celestina Froude <i>Universal Design for Learning in adult English language learning</i>	Room: MZ02 Presenter: Natalia Petersen <i>Developing AI literacy in an English for Academic Purposes classroom</i>	Room: MZ03 Presenter: Thanh Luong <i>Making Reading Collaborative: My Experience with Jigsaw Tasks in the Intermediate Classroom</i>	Room: LT 2 Presenter: Ricky Barrow <i>Extensive Reading for ESOL Students</i>
6:50-6:55pm	5-minute break between sessions			
6:55-7:20pm	<p>Closing Presentation: 6:55-7:20pm Room: LT 2</p> <p>Presenter: Adrienne Jansen</p> <p>Title: <i>Teaching poetry writing to ESOL students</i></p>			
7:20pm	Farewell			

4:00-4:50pm
Keynote Speaker: Dr Olly Ballance

Title: *How to *actually* help learners with collocations: dangers and difficulties*

Room: **RHLT 2**

Abstract

The ability to use collocation is essential for fluent, natural language use, and teaching collocations is widely recommended — but what are we really teaching? This session explores the tension between the tidy lists often found in pedagogical materials and the messier reality of collocational knowledge as a dynamic network. We'll consider why collocation became a hot topic in applied linguistics, what AI reveals about how collocation works, and why some well-meaning pedagogical practices may actually mislead learners. Along the way, we'll explore more effective strategies for supporting learners in navigating the highly patterned nature of language. This workshop connects theory to classroom practice and provides time for attendees to reflect on their own teaching choices.

Olly Balance is an applied linguist who specializes in language teaching and learning. His research interests include vocabulary studies, computer-assisted language learning, language for specific purposes and corpus linguistics. He has taught a wide range of courses at undergraduate and postgraduate levels, including second language grammar and vocabulary pedagogy, curriculum design and development, teaching English for academic purposes, language teaching methods, discourse analysis, and language and communication studies. oliver.ballance@vuw.ac.nz

4:50 – 5:40pm

WATESOL AGM

Followed by Refreshments and Networking

5:40 – 6:10pm

Title: *What is numeracy and how do we teach it in an ESOL environment?*

Presenter: Rosalind Austin

Room: MZ01

Target audience: This workshop is for teachers of literacy and numeracy programmes for beginner adult learners but may also apply to teachers of other learners who are beginning their numeracy journey in English.

Abstract

Some of our learners lack numeracy skills both in English and in their L1. Filling this gap is part of our job as beginner literacy and numeracy teachers. As ESOL teachers we have trained to teach a language, but we may be unprepared for numeracy. Let's take time to consider how and when we teach numeracy in our classrooms?

In this workshop Rosalind will share her ideas of numeracy and encourage you to share your ideas of what numeracy is, and how you teach numeracy. All ideas or no ideas are welcome.

Rosalind Austin brings 35+ years of TESOL experience to her ESOL Literacy class at English Language Partners in Porirua. Her adult learners have limited or no schooling in their L1. Rosalind has always loved numeracy; she majored in maths at Teachers' college and studied maths at VUW. Rjaneaustin@gmail.com

Title: *Translanguaging Practices Among Teenage Learners in Saudi Arabia: Implications for Identity and Education*

Presenter: Areej Alharbi

Room: MZ02

Target audience: Secondary teachers of multilingual or EAL learners, all proficiency levels.

Abstract

This presentation examines how teenage learners in Saudi Arabia utilise translanguaging to navigate their linguistic and cultural identities. Drawing on data from interviews, classroom observations and vignette responses in a public girls' high school, the study applies interactional sociolinguistics to examine how learners and teachers engage with Arabic and English. Findings reveal that translanguaging supports comprehension, participation, and the negotiation of identity. The session will provide educators with practical insights and recommendations on integrating translanguaging as a dynamic, culturally responsive pedagogy in multilingual classrooms.

Areej Alharbi is a Saudi English teacher and recent MA graduate with distinction in Applied Linguistics from Victoria University of Wellington. Her research explores identity and translanguaging among teenagers. She is preparing to begin a second Master's degree in Forensic Linguistics at Aston University, which will lead to a PhD at Victoria University of Wellington, focusing on sociolinguistic analysis. blue_tear72@hotmail.com

Title: *What do we want students to sound like? Comprehensible? Kiwi? Or...?*

Presenter: Tim Edwards

Room: MZ03

Target audience: Teachers of all levels: primary, secondary, tertiary/ beginners, intermediate, advanced.

Abstract

Some students, teachers, and schools, and some entire education systems, have preferences for which variety of English students should be aiming for, especially with pronunciation. For example, aiming to sound 'British', 'American', local to wherever they are learning (E.g., Wellington), like themselves, or simply comprehensible. There are arguments – some more valid than others - for and against these preferences. Here I outline some common taxonomies or categorisations and discussions on this topic and invite audience discussion. This session is designed to be interactive, with participants discussing ideas in small groups and then with the whole room.

Tim Edwards has been teaching in a variety of countries since 2001, working with various age groups and on various types of programme. He is now a Senior Teacher in the English Language Institute at Victoria University of Wellington. His occasional research generally focuses on practical classroom teaching matters. timothyjohnedwards@yahoo.co.uk

Title: *Using Structured literacy Approaches to prepare secondary ELLs for NZQA (CAA) literacy test*

Presenter: Margaret Corner

Room: Lecture theatre 2

Target audience: Secondary and Upper Primary ESOL teachers.

Abstract

Many secondary ESOL teachers are currently facing the overwhelming challenge of preparing ELLs for the mandatory NZQA literacy Co-requisites required for **all** NCEA candidates. The Reading assessment requires reading fluency of at least four text types and for Writing, students must write fluently for different purposes and audiences. In this presentation Margaret Corner will: give an overview of Structured Literacy Approaches and their application to different text types; show how text types relate to the MOE 'Progressions' (ELLP) Pathway; and give guidelines on developing assessment activities for critical analysis at different English language levels using the MOE fiction/non-fiction 'Instructional Series'.

Margaret Corner taught mainstream English in NZ secondary schools for 20 years. She was an ESOL HOD (Wellington College) has taught ESOL /EFL on four continents and is a published author of books on synthetic phonics. Her company (Eagle English) provides PD courses and resources known as: 'Fast-track Phonics'. www.fast-track.nz.
margcorner@hotmail.com

6:20 – 6:50pm

Title: *Universal Design for Learning in adult English language learning*

Presenter: Celestina Froude

Room: MZ01

Target audience: Teachers of tertiary / all levels.

Abstract

What strategies are we already using to incorporate the principles of Universal Design for Learning (UDL) in the adult language classroom, and what new approaches could we try? What practical steps can we take to make our classrooms even more accessible?

Celestina Froude is the Programme Development Coordinator for English Language Partners NZ (ELPNZ). Her research interests are cultural understandings of disability and accessibility. Her work involves supporting teachers and staff to implement the learning support responsibilities for ELPNZ's Disability Action Plan.

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Title: *Developing AI literacy in an English for Academic Purposes classroom*

Presenter: Natalia Petersen

Room: MZ02

Target Audience: Teachers of students who are learning English as an additional language at secondary and tertiary levels.

Abstract

There has been much discussion regarding the use of generative AI in higher education recently. Moves have been made to provide AI policy for students. Yet, developing AI literacy, which includes raising awareness of “ethical, social and privacy implications” and “responsible usage” remains a relatively new concept (Chan & Colloton, 2024, p.32). In this talk, I will describe how I embedded AI literacy in my teaching practice in a pre-sessional EAP classroom. I will reflect on opportunities this created for the class, including non-tech savvy students to ‘engage’ with generative AI, rather than prompting it to do the work for them.

Natalia Petersen is a Senior ELI teacher at Te Herenga Waka Victoria University of Wellington. She has over twenty years of TESOL experience, including teacher training in Czechia and Spain. She teaches on the English for Academic Purposes programme at VUW, while undertaking a PhD part-time researching academic source-based writing.

Natalia.Petersen@vuw.ac.nz

Title: *Making Reading Collaborative: My Experience with Jigsaw Tasks in the Intermediate Classroom*

Presenter: Thanh Luong

Room: MZ03

Target Audience: Teachers of CEFR B1–B1+ (Intermediate to Intermediate Plus) level learners enrolled in General English programmes.

Abstract

Reading comprehension is a core skill in any language classroom, but many intermediate learners still struggle to stay engaged or understand texts in depth. To address this, I implemented Jigsaw Reading – a collaborative teaching technique where each student reads and becomes an “expert” on one part of the text, then shares their knowledge with peers to complete the full picture. In this presentation, I will share my experience applying Jigsaw Reading with a class of 18 intermediate-level students at LSNZ Christchurch in Christchurch. The results were encouraging: students worked closely together, learned from one another, and showed stronger comprehension of both key ideas and text details. Follow-up reading tasks also improved significantly. This approach not only supports peer learning and collaborative skills but also reflects the core principles of Task-Based Language Teaching by promoting meaningful interaction, learner responsibility, and real communication. Teachers attending this session will leave with clear steps, practical tips, and confidence to try Jigsaw Reading in their own classrooms.

Thanh Luong is a certified TESOL teacher with a Master of TESOL degree from Victoria University of Wellington, CELTA, and DELTA Module 3. Thanh is based in Christchurch, where Thanh works as an English teacher and Marketing Coordinator at LSNZ Christchurch, serving international students. In addition, Thanh works remotely as a TESOL teacher trainer for a Vietnam-based organisation. Thanh’s teaching interests include task-based learning, learner-centred methodologies, and promoting real-world communication through peer-supported instruction. vanthanhluong59@gmail.com

Title: *Extensive Reading for ESOL Students*

Presenter: Ricky Barrow

Room: LT 2

Target Audience: Teachers of all levels.

Abstract: Graded readers are a valuable tool for getting students to read a lot and read often. Some students also fall in love with reading through exposure to an extensive reading programme. The benefits of extensive reading go well beyond better reading skills. This workshop will explore the many benefits that a graded reader programme can have on second language acquisition. It will also look at how teachers can use graded readers to support other aspects of language learning. This workshop is designed to show how graded readers can benefit learners at a variety of levels and ages, and how they can be integrated into classroom lessons.

Ricky Barrow is the course coordinator of the English for Academic Purposes Programme in the School of Linguistics and Applied Language Studies at Victoria University of Wellington. He has taught academic English to pre-degree ESL students for six years. Previously, he taught general English to students of all ages and levels in Japan. His current interests are how to promote reading skills to ESL students.
ricky.barrow@vuw.ac.nz

6:55 – 7.20pm

Closing Presentation

Title: *Writing Poetry with ESOL students*

Presenter: Adrienne Jansen

Room: LT 2

Target Audience: Primarily secondary teachers, but also tertiary teachers of all levels.

Abstract

For five years, ESOL students at Mana College, Porirua, have written poetry for an hour each week. By working with small clear exercises and basic editing skills they have had remarkable success, published in national anthologies and reading at major public events. These workshops have given students confidence in their written word and in their ability to present their work orally.

This workshop will demonstrate how with a sequence of exercises, ESOL students can write and edit insightful, funny and often beautiful pieces that explore language, their identity, and their view of the world.

Adrienne Jansen has been involved in teaching ESOL since the 1980s, through refugee, home tutor and polytechnic programmes. She has written alongside migrants to tell their story, and at present is part of Landing Press, a not-for-profit publisher which particularly gives a voice to those not often heard. adriennejansen1@gmail.com