ALANZ SYMPOSIUM
29 NOVEMBER 2014

AUT, AUCKLAND

THANKS TO FACULTY OF CULTURE & SOCIETY AND SCHOOL OF LANGUAGE & CULTURE FOR FUNDING
**ALANZ presentation schedule**

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| 9:00-9:45  | **Room: WG 126**  
**Plenary:** Cynthia White  
**ALANZ 21 years on: A retrospective and prospective synthesis** |
| 9:50-10:10 | Morning tea                                   |
| 10:15-10:40| Parallel Session 1  
**Room: WG 901-902**  
Using student writing & disciplinary expertise to develop an academic writing course  
*Neil Matheson*  
**Room: WG 903**  
What did you read today?  
Reading habits of newly arrived refugee background adult students as they commence their tertiary education in NZ  
*Jenny Field*  
**Room: WG 702-703**  
Project-based learning (of Japanese) in non-sequential mixed-level classes  
*Junji Kawai*  
**Room: WG 907**  
Contesting focus on form: a case for ‘learning discourse’  
*Rob Batstone*  
**Room: WG 908-909**  
‘It should be noted that...’: Sentence initial bundles in Chinese & NZ thesis writing  
*Liang Li, Margaret Franken & Shaoqun Wu* |
| 10:45-11:10| Parallel Session 2  
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A study of Chinese student EFL writers’ metacognitive knowledge and the effects of metacognitive strategy instruction on EFL writing  
*Helen Huan Zhao*  
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Effects of L1 and L2 group discussion on L2 reading comprehension  
*Blake Turnbull & Moyra Sweetnam Evans*  
**Room: WG 702-703**  
In a strange & unchartered land: novice Chinese ESP teachers’ identity formation during class  
*Li Jiang*  
**Room: WG 907**  
A case study of learners’ beliefs, evolving identities, and developing linguistic repertoires  
*David Ishii*  
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A Comparative study of metadiscourse use in Chinese & English research articles  
*Lawrence Zhang & Congju Mu* |
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Learning to write when you are not in the writing class  
*Gillian Skyrme*  
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Shared reading in EFL context  
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What do we mean by Interactional Competence? A study of teacher-talk in the Taiwanese EFL classroom  
*Shane Donald*  
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Te Reo Maori in the classroom: A study of policy, ideologies & teaching strategies in NZ Primary Schools  
*Sophie Barr*  
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Teachers’ and Adult Students’ Beliefs and Practices: Exploring the Effects of Modes of Language  
*Scarlet Huang Li* |
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| 4:35-5:20         | Room: WG 126 | Plenary 3: Jonathan Newton | **Fostering intercultural literacy in New Zealand through language education** |

| 5:25              | Refreshments |
Parallel Session 1

Using student writing and disciplinary expertise to develop an academic writing course (Neil Matheson)

ESP research documenting genre and style variation in academic writing has highlighted concerns that EAP style tertiary writing courses present an overly-generalised and decontextualized view of academic writing, which does not adequately prepare students for the challenges of disciplinary writing. Although Academic Literacies theorists also argue that writing support should be embedded within disciplinary practice, such an approach is problematic for a number of reasons, therefore stand-alone EAP courses are likely to remain the primary mechanism assisting students with academic writing. However, to avoid the pitfalls associated with an overly generalised approach, a research-informed curriculum of appropriate text types, relevant models and a focus on shared and discipline-specific qualities of academic writing is essential. This paper describes research with this aim. To inform the development of a first year academic writing course, a text bank of proficient undergraduate Arts subject writing was created and interviews with disciplinary experts conducted. A subset of the resulting data, drawing on six Arts disciplines, indicates that similar qualities are desired by academics and employed in student texts across the six disciplines, with some evidence of disciplinary-based differences also present. Introduction sections of texts are used to illustrate such disciplinary variation.

What did you read today? A description of the reading habits of newly arrived refugee background adult students as they commence their tertiary education in Aotearoa New Zealand (Jenny Field)

The link between the ability to read well and students’ performance, career potential and personal success is well understood (Kearsley, 2002; Lo Bianco & Freebody, 1997). When discussing curriculum principles in a reading programme Grabe (2011) argues for ‘consistency and variation in teaching as well as resources that are interesting, varied, attractive, abundant and accessible.’ As cohorts in English language programmes in NZ tertiary institutions are increasingly educationally, linguistically, and orthographically diverse, a reading programme that acknowledges students’ diverse needs and educational backgrounds seems to be an appropriate response.

This classroom-based research interviewed students from mainly refugee backgrounds and attempted to understand the underlying factors that contributed to their uptake when re-starting their tertiary education. This talk asserts that teachers benefit from gaining insights into students’ educational backgrounds and the factors in their countries of origin that influence their learning. In an effort to understand what students read routinely, students were interviewed at three points during the academic year. The TEC literacy assessment tool Starting Points, which was administered initially, enquired about students’ educational background and the factors in their countries of origin that influence their learning. In an effort to understand what students read routinely, students were interviewed at three points during the academic year. The TEC literacy assessment tool Starting Points, which was administered initially, enquired about students’ educational background and their reading routines. This study further investigated the students’ reading habits at the mid and end point of the one year course. Students discussed their reading behaviours both at home and at the institution. The findings revealed that they were engaging with a wide variety of reading experiences and routines, and to varying degrees they were reading L1, L2 texts and using digital media as they responded to their social, functional and educational needs.
Project-based Learning in Non-sequential Mix-level Classes (Junji Kawai)

Our Year-Two Japanese curriculum underwent a major pedagogical change in 2010 following the gradual decrease in the number of students studying Japanese in universities. We used to offer Year-One and Year-Two Japanese language papers in both semesters, but it became no longer feasible in Year Two to continue offering two intakes per year. There was a need to reduce the number of papers from four (Japanese 3, Kanji 3, Japanese 4, Kanji 4) to two per semester by combining the two Japanese papers and the two Kanji papers. The results are a set of four new papers (i.e. two papers per semester) that can be taken in any order (hence, non-sequential) with two cohorts in each of the papers: those in their first half of Year Two and those in their second half of Year Two (hence, mixed-level). Due to the nature of the new curriculum, the use of commercially available textbooks across two semesters was no longer an option, thus as an alternative to textbook-based learning we adopted project-based learning supported through scaffolding, facilitator modeling and peer feedback. After some years of trial and error, the new curriculum is now set in motion and we have officially commenced research to look into the effect of the pedagogical shift on our students as well as the student’s perception of, and attitude towards, project-based learning. This research is still ongoing and this paper is discussed mainly from the teacher’s perspective.

Contesting Focus on Form: a case for ‘learning discourse’ (Rob Batstone)

Focus on form, which attempts to integrate attention to form into a meaning-focused communicative context, has a long history as the basis for explaining many task-based activities. I argue that there are serious problems with focus on form, and I do so by discussing a form of classroom negotiation frequently implemented by teachers – the negotiation of form (NoF). In NoF learners engaged in communicative interaction with a teacher are said to be ‘incited’ by particular forms of teacher prompt to pay focal attention to an error they have made, and to attempt to self-correct before resuming their communicative interaction (Lyster and Ranta 1997). The influence of FONF is clear in such accounts, as learners are said to shift their attention between a communicative engagement with meaning and a didactic engagement with form.

But here lies the problem: so great is the difference between communicative and didactic engagements with language that it is doubtful learners have the attentional resources to shift between them in real time. When learners participate effectively in NoF, I suggest that it is not communicative discourse but ‘learning discourse’ which they most often deploy. In learning discourse learners’ principle focus is pedagogic (rather than communicative or conversational), and their overriding goal is form rather than meaning. In NoF this effectively means that the degree of attention shifting required becomes far more manageable.

I conclude by suggesting that learning discourse may also be involved in other forms of task based activity, such as task repetition and pre-task planning.
"It should be noted . . .”: Sentence-initial bundles in Chinese and New Zealand thesis writing (Liang Li, Dr Margaret Franken, Dr Shaoqun Wu)

Lexical bundles are extremely common and important discourse building blocks in academic writing, functioning in two ways: as “discourse frames for the expression of new information” (Biber & Barbieri, 2007, p. 270); or as interactional devices for the involvement of the writer and engagement of target readers (Hyland, 2005c, 2008c). L2 student writers often struggle to use lexical bundles to organise texts or engage readers; and L2 teachers find it challenging to incorporate bundles into writing classrooms. In terms of research, lexical bundles have been investigated in relation to registers, disciplines, genres, discourse familiarity, varieties of English, moves, and to writers’ level of language proficiency. The present study investigates sentence-initial bundles in Chinese and New Zealand postgraduate thesis writing. Chinese postgraduates were found to use more sentence-initial bundles than their NZ counterparts, and showed frequent use of booster bundles, the use of we in self-mention bundles, and some typical Chinese bundles (e.g. As we all know). In addition, some high-frequency bundles in the NZ texts, such as attitude bundles It is interesting/difficult to, hedge bundles It is possible that, and directive bundles It should be noted were not identified in the Chinese writing. In response to these findings, this study examined some of the possible reasons from interviews with Chinese postgraduate writers. The results suggest the need for raising students’ awareness of common discourse frames or devices in postgraduate academic writing, and for incorporating effective corpus-based tools (e.g. FLAX) into pedagogical practices.

Parallel Session 2

A study of Chinese University student EFL Writers’ Metacognitive knowledge and the Effects of Metacognitive Strategy Instruction on EFL Writing (Hellen Huan Zhao)

English-as-a-Foreign-Language (EFL) students in China gain lower marks in writing compared with their performance in the other three language skills, namely, listening, speaking and reading. One of the main reasons is that writing is a cognitive process, during which metacognition plays an important role. Nonetheless, little has been documented about how EFL writers are different in terms of the metacognitive knowledge they possess that might enable us to see how pedagogical interventions can be carried out to help less successful writers. Taking a mixed-methods approach, this proposed study aims to understand the difference in metacognitive knowledge between effective and less effective EFL writers. It also aims to discover the effect of teachers’ metacognitive instruction on improving EFL students’ writing. In Phase One, 240 Chinese tertiary students will be assigned to finish one academic writing task, followed by a questionnaire which will be used for monitoring their metacognitive knowledge about various aspects relating to EFL writing. Analysis of the questionnaire data will be conducted to find out if there are any significant differences in students’ metacognitive knowledge that might be related to their language proficiency. In Phase Two, 120 students will be randomly chosen to form an experimental group and the other half a comparison group. During the 14-week College English instruction, students’ metacognitive strategy knowledge will be added to the normal teaching to the experimental group. In both Phase 1 and Phase 2, there will be a series of pre-tests and post-tests for measuring relevant variables and checking the effects of metacognitive strategy instruction.
The effects of L1 and L2 group discussions on L2 reading comprehension  (*Blake Turnbull, Moyra Sweetnam Evans*)

The advent of communicative language teaching and other direct methods saw a shift from first language (L1) use to a total avoidance of L1 in the second language (L2) classroom. However, many researchers now acknowledge that the use of the L1 in the L2 classroom cannot be ignored (Macarao, 2013). Because learners access and utilise their L1 throughout the L2 learning process (Cook, 1992), there is no logical reason why learners should avoid its use (Cook, 2001). These realisations, combined with knowledge of the beneficial effects of collaborative group discussions in language learning and reading comprehension (Evans, 1995), and investigations of second language readers’ code-switching in written recalls (Sweetnam Evans & Lee, 2013) suggested that L1 group discussions would benefit L2 readers (Sweetnam Evans, 2013). This paper reports on a study that compared the effects of L1 and L2 group discussions on L2 reading comprehension. Fifteen Japanese L1 undergraduates with similar levels of English competence participated in three groups, each reading four texts in English before providing written recalls and responses. Group 1 responded without discussion. Group 2 discussed the texts in their L2 (English) and group 3 discussed the texts in their L1 (Japanese) before responding. The responses and recalls of group 2 participants were more detailed and indicated greater comprehension than those of group 1 participants. Participants in group 3 used more higher order processing and reading strategies than participants in group 2 did, and exhibited greater comprehension of the texts overall.

In a strange and uncharted land: novice Chinese ESP teachers’ identity formation during class  (*Li Jiang*)

Prior research on English for specific purposes (ESP) has largely ignored ESP teachers-in-the-making. This relative gap in the literature is significant since contemporary ESP teachers are confronting a range of new challenges, not least an increasingly heterogeneous and multifaceted ESP classroom where the nature of communication is made distinctive by the difference of the subject knowledge between students and the language teacher. In addition, students’ individual needs as a sociocultural being and the influence of the disciplinary culture also have to be addressed. In such a situation, how do novice ESP practitioners construct their professional identity during class? How do they enact pedagogic practices and claim meanings as ESP teachers? Answers to these questions will inform not only ESP/EFL teaching and teacher education but also studies of language teachers’ professional identity. Drawing on Wenger’s (1998) theory of community of practice and Clarke’s (2009) ethical-political framework for teacher identity, this paper attempts to address the issues aforementioned via the analysis of a 4-month qualitative research involving 25 novice ESP teachers in a university in northern China. Data are to be collected through narrative frames (Barkhuizen & Wette, 2008). Meanwhile, unstructured interviews, classroom observations, stimulated recalls and semi-structured post-observation interviews will be conducted with 4 purposefully chosen participants. The paradigmatic approach is adopted to analyze the narrative data and the grounded analysis is to be used for the rest of the data.
A case study of learners’ beliefs, evolving identities, and developing linguistic repertoires (David Ishii)

Along with formal classroom instruction, learners may be afforded numerous opportunities to develop their knowledge and use of the target language outside the classroom. This study investigated the reasons why learners acted or not acted on various learning opportunities in out-of-class settings. An Iranian and his Chinese-Malaysian partner who were living in New Zealand (for 6 and 17 years respectively), were the participants in this case study.

After an 18-month long investigation using tape-recorded interviews and observation notes, the meetings revealed how his partner became a predominant influence on his self-perceptions about who he is and who he wanted to be. His initial plan to master the English language changed over time upon realising the limits of his partner’s English language proficiency, even after she had spent 17 years living in New Zealand. Although he maintained his efforts to develop his English language skills, he substantially lowered his expectations for attaining native-like competence.

Transcript excerpts will be shown to highlight how his conversations with his partner would simultaneously support and hinder his English language development. In addition, the data will reveal how his interests, fostered when he was growing up in Iran, led him to develop his language skills along specific pathways. This investigation builds on previous case studies by examining the moderating influence of significant others on the language learner. It also underscores the interrelationship between identity and motivation and their role as catalysts for language learning.

A Comparative Study of Metadiscourse Use in Chinese and English Research Articles (Lawrence Jun Zhang & Congjun Mu)

The proposed presentation intends to compare the metadiscourse features used in English and in Chinese research articles (RAs) published in applied linguistics journals. It aims to investigate how metadiscourse featured might be used differently by scholars who publish in English and those who publish in Chinese. In order to answer the over-arching research question of “if there are any differences between research articles published in two languages”, we have built a small corpus in each language consisting of 20 journal articles in English and another 20 in Chinese. In order to highlight metadiscourse features, we have adopted an established model of metadiscourse for annotating both Chinese and English articles. We found that there are generally more metadiscourse features in the English sub-corpus than in the Chinese sub-corpus. While the English sub-corpus and the Chinese sub-corpus were not found to be statistically significantly different in terms of interactive metadiscourse use, the English sub-corpus employed significantly more interactional metadiscourse features than the Chinese sub-corpus. We take these findings as having implications for teaching not only academic writing in English and but also in Chinese. We also think that such findings have particularly significant implication for teaching writing in English as a second or foreign language (L2).
Learning to write when you are not in the writing class  *(Gillian Skyrme)*

Most students who choose to take on the challenge of travelling to another country and undertaking tertiary study in English have some expectation that one of their gains will be high proficiency in the language. Typically, too, graduate profiles for the qualifications they study contain reference to an ability to communicate, and to this end, universities generally offer dedicated writing courses for those writing in their second language. The small project on which this presentation draws examined written assignments of two students who had completed a first year writing course as they proceeded through their undergraduate degrees, noting the affordances they found and acted upon to develop their writing. One interesting finding of the longitudinal study is that the trajectory of improvement in their writing was not always straightforward, and it examines some of the conditions that might shed light on this unevenness. Drawing briefly on another recent research project examining the academic practices of university teachers in relation to international students, I will finish with a discussion of their expectations in relation to students’ production of written texts and what the role of the university might be in helping students meet these as well as their own initial expectations and those expressed in graduate profiles.

Shared Reading in EFL context  *(Dang Thi Cam Tu)*

This paper investigates the opportunities and challenges of the application of an interactive method, namely shared reading, in teaching English reading skill to young learners (YLs) in Thua Thien Hue Province. A needs analysis survey on current situations of teaching EFL reading skill to YLs was first conducted. Then a workshop on Shared Reading was delivered to 105 primary teachers in Thua Thien Hue Province. Then, three primary teachers from different age groups working across the province were interviewed right after the workshop and after 3 months’ applying Shared Reading. Though several difficulties in applying Shared Reading were pinpointed, all teacher-interviewees reflected strong beliefs in the feasibility of this interactive teaching technique.
What do we mean by Interactional Competence? A Study of teacher-talk in the Taiwanese EFL Classroom (Shane Donald)

This presentation examines the construct of interactional competence (Kramsch, 1986) and the manner in which interactional competence is displayed and maintained by language instructors in the context of the English as a second or foreign language classroom in Taiwan. The position adopted is that it is the language use of the instructor that shapes and promulgates the conditions in which learners are able to participate in classroom events and utilize the target language as members of a learning community. It is suggested that interactional competence should be examined from both a broad and micro-analytical perspective. The broad perspective argues for the assumption that interactional competence is the achievement of intersubjective relations between interlocutors, in and through turns at talk, while the micro-analytical perspective uncovers the details of how this intersubjectivity is achieved. An ‘ecological’ approach (van Lier 2004) is adopted. Episodes of interaction between three language instructors and their learners, taken from approximately 24 hours of classroom interaction in three EFL classrooms in a university in southern Taiwan provide the data for this research. The findings suggest that intersubjectivity in the context of the English as a second or foreign language classroom in Taiwan is achieved by means of affordances (ibid 2000) offered by the instructor during episodes of interaction. These include recipient design and repair. In conjunction with these affordances, extended wait-time is employed to create space for these affordances to be acted upon by learners. In light of these findings, a new definition of interactional competence is then offered.

Te reo Maori in the Classroom: A study of policy, ideologies and teaching strategies in New Zealand Primary Schools (Sophie Barr)

Historically, te reo Maori was banned in early childhood centres and primary schools as it was thought to hinder the child’s progress in learning English. Since concerns in the early 1970s were raised, through to the passing of the Maori Language Act in 1987, revitalisation efforts have resulted in policies and goals for te reo which are infused throughout curriculum documents, educational frameworks and language strategies. The rising importance of te reo reflects current ideologies of New Zealand’s identity, and cultural affairs which influence policy development (Shohamy, 2006; Pennycook, 2010; Ricento, 2009). It is clear New Zealand governments and educationalists since have extinguished assimilationist views, but where does te reo now lie in the education domain? And how are these policies being realised and implemented in primary schools of Aotearoa? This study primarily investigated “what’s going on?” in terms of policy practices and ideologies of three Hawkes Bay schools of differing deciles. Sociolinguistic interviews were conducted with a teacher and principal in a decile 1, decile 4 and decile 9 school. The questions discussed issues around language policy implementation, successes and problems related to the teaching of te reo, and achieving expectations set by the Ministry. Findings from this research reveal the variation in micro policies across schools and classrooms, and demonstrates outcomes are dependent on a delicate balance of factors. The successful teaching of te reo relied upon three factors: school-led initiatives, teacher competence and teacher confidence. Effects of this may aid teaching programmes for successful te reo instruction, and the future outlook for NZE.
Teachers’ and Adult Students’ Beliefs and Practices: Exploring the Effects of Modes of Language Production in English Grammar Learning and Teaching in New Zealand (Scarlet Huang Li)

This presentation derives from my PhD research project that investigates English teachers’ and Chinese adult students’ beliefs about and practices in grammar teaching and learning within the context of New Zealand private education establishments. There is a plethora of research on teachers’ and students’ beliefs about and practices in grammar teaching and learning in the available literature. Unfortunately, to date few studies have attempted to investigate that how teachers’ and students’ beliefs and practices in grammar learning would be different when the modes of language production are brought to the fore. Usually, available research has only investigated teachers’ and students’ beliefs and practices in relation to single language skills (e.g., grammar learning), without looking at a situation when two productive skills such as speaking and writing are the means through which grammar is learned and taught. My PhD research aims to explore the question “What are teachers’ and Chinese adult students’ beliefs about and practices in grammar when speaking and writing is taught and learnt?” The study will use a mixed-methods design consisting of quantitative and qualitative data collection and analysis. The study will be located in two private education establishments in Auckland, New Zealand, where Chinese adult students constitute a significant percentage in English language learning classes. All faculties of the two private schools will be invited to take questionnaire survey on voluntary basis. About 5 teachers, 3 of whom are English-speaking teachers and 2 are non-English speaking teachers, and 30 to 40 Chinese adult students will be observed in classrooms over a 6-week period and their materials for teaching and learning will be analyzed during this period, followed by an interview of each of the teachers and students who are to be selected based on purposive sampling; questionnaire surveys and interviews explore their beliefs about grammar teaching and learning when speaking and writing are taught and learnt while the observation and artifacts analysis will be expected to shed light on their practices and provide insight into the relationships between their beliefs and practices. Since the study has not been carried out yet, I will be able to present my research design based on a review of the literature and the theoretical framework for interpreting and analyzing my data.

Parallel Session 4

The vocabulary gap: Expanding children’s vocabulary knowledge in low SES schools (Jannie van Hees)

Against the backdrop of the vocabulary gap evidence from her doctoral study, vocabulary size research of primary school students currently being conducted will be described. Based her in-depth professional development work in a number of primary schools across New Zealand, Jannie will identify priority expanding vocabulary knowledge implementation focuses needed in the classroom in order to significantly expand students’ vocabulary knowledge.
The power of content analysis: the case of ‘short’ stories  
*(Gary Barkhuizen)*

‘Small’ stories have been defined as snippets of talk-in-interaction co-constructed in everyday conversation, and are typically analyzed using conversation or positioning analytical methods. More recently, however, with the emergence of more liberal definitions of small stories, the focus of analytical attention has shifted to the content of the stories, with thematic and contextual analyses being used to understand the experiences of narrators. When this happens I prefer to call them ‘short’ stories. Short stories are short excerpts of data extracted from a larger set of data such as interviews and written narratives. We often use short excerpts to illustrate themes found in data, but these are not always short stories, since they have an illustrative purpose rather than being analyzed in their own right. In analyzing short stories interest turns to the content of the stories – what they are about. In this presentation I describe what short stories are and I make the case that a content analysis of short stories can indeed help us to understand the experiences of narrators, contrary to what some scholars have claimed (e.g. Pavlenko, 2007). In addition, I suggest that as well as focusing on the content of short stories attention should be paid to the contexts in which they are constructed. I refer to three interconnected levels of story (or contextual spaces) which not only help guide analysis but also encourage the analyst to look beyond the immediate contexts of storytellers and storytelling. In the presentation I demonstrate the approach with data from a range of studies.

Teachers’ Cognitions About Oral Interaction and the Relation to their Practices in the EFL Classroom  
*(Paloma Calderon)*

Within EFL contexts, L2 oral interaction is considered a means and the fundamental goal of learning English. However, evidence from research has shown that teachers give little relevance to oral interaction. For instance, in Chile, the results of an English test showed that only 7% of the students in public schools were able to understand English after studying it for 7 years and this was attributed to the minor importance that teachers give to oral interaction. Using Borg’s (2003) definition of cognitions- what teachers think, know and believe, and responding to a gap identified in the literature (Borg, 2009) on the dearth of research on teachers’ cognitions concerning the teaching of L2 speaking, this session aims to show the results of an exploration to the teachers’ cognitions regarding L2 oral interaction and the relation to their practices in Chile. To that end, English teachers completed a questionnaire and were video recorded.

The questionnaire included items from two questionnaires developed by Horwitz (1985,1987), the Foreign Language Attitude Survey (FLAS) and the Beliefs about Language Learning Inventory (BALLI) and questions created by the researcher. The Communicative Orientation to Language Teaching observation scheme (Spada & Frohlich, 1995) was used in order to reliably account for the amount of interaction in the observed lessons. The questionnaire indicated that the participants considered interaction important, yet these cognitions conflicted with the analysis of their classroom practices where lessons consisted mostly of teacher talk in Spanish (L1). Implications for TEFL are offered at the end of the session.
An assessment of the Language Bonus as an incentive for second language study in Australian schools and universities (Marinella Caruso)

In this presentation we will report some of the findings of the very first large-scale investigation on the introduction and validity of the bonus for languages other than English (known as Language Bonus) at the University of Western Australia (UWA). The bonus is offered to Western Australian Certificate of Education (WACE) students who study a language other than English in year 12. It consists of a ten percent of a student's final scaled score in a WA Curriculum Council-approved course in a language other than English (LOTE) added to that student's Tertiary Entrance Aggregate. UWA introduced the Language Bonus in 2011 as a way of attracting students to this university and as a policy to encourage students to continue studying a language other than English up until their final year of secondary school. The introduction of the Language Bonus, in WA as well as in other parts of Australia, must be seen as an attempt to address the striking decline in the number of students studying a language in high school and to support a vision for languages education that, as established by the Go8 LOTE Incentives Scheme released in January 2014, proposes “co-operative action between Commonwealth, state and territory governments to achieve a consistent national approach to language education at all levels of the education system”. Using data from an online survey administered in May 2014, we consider the significance of the Language Bonus in influencing the students’ decision to study a language at school and at university, and whether the Language Bonus helped students be admitted to their chosen degree at UWA.

EAL doctoral candidates reflect on their language experience at the University of Auckland (Morena Botelho, Janet von Randow)

In the past decade, the University of Auckland has seen growing numbers of international students with English as an additional language (EAL) enrolling in its doctoral programmes; consequently, language assistance has been included in the suite of support resources available to students at this level. Since 2011, for example, all first-year doctoral candidates have been required to take the Diagnostic English Language Needs Assessment (DELNA) and to follow a language enrichment programme if recommended (Read & von Randow, 2013). Although some aspects of the doctoral learning process have been well documented, it seems that studies investigating the experiences of international doctoral students from a language perspective are still scarce (Cotterall, 2011). Our investigation focuses, therefore, on students identified by DELNA as needing to further develop their academic English language skills, with particular attention to their experiences addressing these skills in the provisional year. In this session we will present the findings of a recent study and some preliminary findings of a longitudinal project still in progress. The former made use of an online questionnaire completed at the end of candidates’ first semester, and a follow-up interview with students who volunteered to provide more in-depth feedback about their experience at the University and the University’s response to their language needs. In the latter, narrative interviews are being used in an attempt to gain a more comprehensive understanding of how students engage with the support systems offered at the University and how they adapt to this new environment.
**Parallel Session 5**

**Argumentative Writing Task Complexity, Task Difficulty, and Task Production: The Case of Separate and Simultaneous Manipulation of Task Complexity along Degree of Reasoning, Number of Elements, and Pretask Planning Conditions** *(Muhammad Rahimi)*

This PhD research project builds upon the emerging course of research (Ellis & Yuan 2004, Kormos, 2011; Kuiken & Vedder, 2007, 2008, 2011, 2012; Ong & Zhang, 2010, 2013) on the interface between cognitive task complexity, task planning condition, individual learner factors, and second/foreign language (L2/FL) writing production. Specifically, it is an attempt to throw more light on the inconclusive and contradictory research findings with regard to the competing predictions of Skehan and Foster’s Limited Attentional Capacity Model (Skehan, 1998, 2001, 2003; Skehan & Foster, 1999, 2001) and Robinson’s Triadic Componential Framework (Robinson, 2001, 2001, 2003, 2005, 2007). To investigate the isolated and synergistic effect of task complexity, task planning conditions and modulating effect of individual learner factors on writing production and text quality, 120 high-intermediate English language learners will be recruited and randomly assigned to three writing conditions. Each participant will write two argumentative essays of different cognitive complexity level in relation to the reasoning demands, number of elements, and planning conditions. Data from measures of writing production and questionnaires designed to elicit participants’ perceptions of task difficulty, writing motivational beliefs and anxiety will be analysed to address the research questions. This project is a significant theory-building research undertaking as the findings will shed more light on “how planning interacts with task design variables, implementational procedures and individual learner factors” (Ellis, 2005; pp. 22-23, 2009) with regard to the predictions of competing task complexity models. The findings might have pedagogical implications for task-based syllabus design and task-based writing assessment.

**A Dynamic Systems Perspective on Second Language Listening Development: How the on-going changes of listeners’ individual difference factors affect listening development?** *(Pengyun (Christine) Chang)*

This proposed study aims to explore the development of second language listeners as shown in various factors relating to individual differences (IDs) within the framework of dynamic system theory, which is expected to shed light on second language acquisition from the new theoretical and practical perspective. It intends to address the following research questions: 1) the overall correlations among ID factors (language aptitude, listening motivation, metacognitive knowledge, working memory capacity and learning style preferences) and their predictive power to listening development; and 2) the dynamic development of each factor and its effects on listening development. Participants will be 270 non-English major university undergraduates. All participants’ listening proficiency will be tested, a series of ID tests, and questionnaires will also be administered. Eight participants will be selected for the case study. Structural equation modelling will be adopted to explore the correlations between ID factors and listening achievement, and the internal relationships among ID factors likewise. Interviews, diaries will also be used to collect qualitative data as complement for the survey study. One of the implications of the present study is that the development of second language listeners is a non-linear and complex system under the influence of individual factors. Within the processes, listening proficiencies are closely related to and affected by second language listeners’ dynamically evolving metacognitive knowledge about learning, dimensions of motivation, different capacities of WM and learning style preferences. Therefore, instructions should be tailored according to second language listeners’ development by viewing them as dynamic and unique entities.
Defining the Professional Knowledge Base of Korean Primary School English Teachers (Ian Moodie)

An aspect of language teacher cognition research under debate is what constitutes a professional knowledge base (PKB) for language teachers. Part of the controversy arises from the many diverse contexts of language education and there is a need for more locally-appropriate and context-sensitive understandings of language teacher cognitions and practices. In this empirical study, a knowledge base is defined for primary school English teachers in South Korea. Data came from four in-depth case studies and included reflective writing, critical incident logs, semi-structured interviews, and classroom observations occurring over 18 months. The PKB emerged in grounded content analysis and provided a framework for discussing participants’ cognitions and practices as evident in the data, and importantly, to make sense of what was lacking. Drawing from applied linguistics and educational literature, the six-part knowledge base is described as a hierarchy consisting of the following categories: (1) practical knowledge, (2) content knowledge, (3) knowledge of language for teaching, (4) curricular pedagogical knowledge, (5) knowledge about language teaching and learning, and (6) knowledge about language. The PKB provides a means of defining language teacher expertise in South Korea. It posits that practical knowledge is the most important and that many of the challenges faced in the classroom are explainable through gaps in the knowledge types above. This study contributes to applied linguists research by providing a locally-appropriate and context-sensitive knowledge typology for describing language teacher cognitions and practices, important criteria identified in prior literature. Summary: In defining a professional knowledge base for South Korean English teachers, this study provides a locally-appropriate and context-sensitive knowledge typology for discussing language teacher cognition.

Using a Mixed Research Method to Investigate the Multidimensional Learning Styles of Chinese EFL Students (Juan (Jenny) Zhang)

This study adopted a mixed research method to investigate the learning style preferences of 516 EFL students enrolled in a university in China. This is a relatively neglected area among studies on L2 or FL learners. In the quantitative component of this study, one English proficiency test and one questionnaire, Oxford’s Style Analysis Survey (SAS), were completed by the participants. The latter measures the multidimensional learning styles of learners, including perceptual, cognitive, and psychological preferences. In the qualitative component, 21 of the participants who had completed the survey and the proficiency test took part in the one-to-one interviews with the researcher. Results and findings revealed significant differences in learning style preferences of the participants in relation to the following three variables: gender, year of English learning, and major of study. Learning styles do not appear to have a direct relationship with learners’ English proficiency, but may influence learning outcomes in combination with instructors’ teaching styles and learners’ motivations and interests in learning. Another important role of learning styles is that they influence the types of learning strategies used by the participants.
Peer interaction opportunities and participation in postgraduate Engineering and Applied Linguistics courses (Shota Mukai)

This paper reports on my on-going investigation into teaching/learning practices at postgraduate level studies with a particular focus on peer interaction opportunities and second language learners. Classroom observations and semi-structured interviews with lecturers, non-native and native speaking students, are triangulated to illuminate the way lecturers and students conceptualize their teaching and learning and how peer interaction opportunities are created and utilized by native- and non-native speakers of English from different socio-cultural backgrounds.

Disciplinary differences between Engineering and Applied Linguistics in terms of educational methodology that reflects the real-world application of the disciplinary knowledge will be discussed, while considering some similarities in learning objectives. The possibility that both disciplinary practices might have been influenced by a major shift the last decades have seen in pedagogical methodology in Higher Education will also be examined, in light of examples and evidence from the qualitative data in this study.

The talk will discuss possible implications for pedagogy for English for Academic Purposes (EAP) practitioners and curriculum designers in terms of how they can help EAP learners with their postgraduate-level academic interaction among peer students. Raising students’ awareness of the teaching/learning practices in the target situations and creating interactional opportunities that would simulate the tasks likely to be given at the postgraduate-level studies will be suggested.

Parallel Session 6

The Reactivity of Concurrent Verbal Reporting on L2 Writers of Different Proficiency (Yang Chengsong)

This study aims to explore the reactivity of concurrent verbal reporting on L2 writers of different proficiency. The reactivity concerns whether the acts of simultaneous reporting might serve as an additional task altering the very thinking processes they are supposed to represent and keep intact. 82 sophomores first conducted an outlined baseline writing task. Then they were randomly assigned to two groups, control and think-aloud, and were asked to complete a similar writing task under the two different conditions. Their essays were analysed in terms of fluency, complexity, accuracy, contents, and organization to examine if there were any between-group differences in L2 writing performance that were taken as indicative of any reactive effects. Proficiency was assessed, both as a composite score deriving from the five aspects of performance measured, and as the five separate scores.
Developing a turn-taking syllabus and tasks for English second language users *(Jonathon Ryan, Leslie Forrest)*

In tertiary education contexts, L2 English speakers have reported substantial difficulties identifying turn-taking opportunities in group discussions (Fisher & Kemsley, 2013). Among the underlying issues may be cross-linguistic differences in syntax and prosody, which are thought to result in differences in how turn endings are projected (Wong & Waring, 2010), and perhaps also the peculiarities of much classroom discourse, resulting in insufficient exposure to some turn-taking practices. Despite such problems, turn-taking is seldom addressed in English preparation courses and textbooks. With this in mind, an action research project was designed to improve our teaching of turn-taking in groups.

The project has explored the effective design and use of a number of pedagogical activities with classes over four semesters, with data being collected through testing, observation, recordings, and reflective journals kept by participating students and teachers. The findings appear to support our assumption that learners can be trained in turn-taking practices, through a combination of explicit teaching, and sensitization to how certain micro-skills are deployed in combination in actual speech.

In this talk we present some of the salient findings in relation to how problems with particular micro-skills became manifest in problems with general turn-taking behaviour, and how these issues were sometimes confined to certain source-language groups. We conclude by illustrating some of the course developments that appear to have been most effective in developing these skills.

Aspirations & expectations of L2 Bhutanese students & experiences affecting their achievement *(Anne McCarthy)*

This presentation draws on my almost-complete MA thesis research. The research topic is the aspirations and expectations of second language Bhutanese adolescent students in a selected New Zealand community, critical incidents, barriers and facilitating experiences affecting their achievement, and parent and teacher perceptions of their achievement. This presentation focuses on an aspect of methodology. It overviews relationships with the adolescent participants during individual and focus interviews. Relevant findings centre on factors which assist or hinder meaningful responses for data analysis. These are the role and authenticity of the interviewer; optimum time and place for interviews; student age factors such as peer play within and without the interviews; cultural factors such as language use, family hierarchy mores, and gender. Pre-planned alternative strategies to avoid inauthentic responses during interviews are also highlighted. Finally, adolescent interviewing is validated as an insightful means of expanding often teacher-heavy research on school learning processes. It also goes some way to closing the gap between some prevalent primary and secondary teacher beliefs about second language learners, misdiagnosed as special needs students, when in fact adolescence, culture and identity differences lie at the heart of their ability to learn.
The changing lives of language teachers:  

Commitment (Anne Feryok)  

Although research into the mental lives of language teachers often reflects educational psychology and general teacher education (Borg, 2006), one area that has received limited attention is commitment, here defined as persistent, purposeful, goal-directed actions in social activity. Commitment has been approached through workplace research using social psychological models of motivation (e.g., Meyer, Becker & Vandenberghe, 2001) and through life history research in education (e.g., Huberman, 2003). It is considered important because commitment is linked to retention, uptake of reforms, and teacher and student performances (Day & Gu, 2010). In language teacher research, motivation has been studied more than commitment. Johnston (1997) asked whether EFL teachers had careers in Poland and Hayes looked at EFL teacher careers and lives in Thailand and Sri Lanka (2005, 2008, 2009, 2010). What is striking is that these and other language teacher studies use commitment as an unanalyzed term; the most recent example is a study that directly examines Chinese EFL teacher commitments (Gao & Xu, 2014). This study draws on both workplace and life history conceptualizations of commitment and situates it in activity theory (Engeström, 2001). Qualitative data is from written and spoken interviews and classroom observations of four Armenian English language teachers of adults. The findings show commitment to language learning transfers to language teaching; commitment to language teaching involves multiple targets and mindsets that evolve through personal experiences and professional development; and past personal learning conflicts can mediate change in individual practices and social activity when conflicts manifest underlying social contradictions.

Engineering Writing (Lynn Grant & Pat Strauss)  

Language is an integral part of all forms of education, whether spoken or written. This paper presents the preliminary results of a research project entitled “Engineering Writing”. It is generally acknowledged that to facilitate NZ’s ‘knowledge economy’, “companies need a steady supply of science and engineering graduates” (Forret et al, 2007, p.1). In order to function successfully as engineers graduates need to be able to communicate clearly and accurately both orally and in writing ”, but as Plumb and Scott (2002, p.333) comment, “….engineering programs have always struggled with how to prepare their students for the writing they will do as professionals”. In this project, engineering lecturers and students from one Auckland university were interviewed about “Engineering Writing”. Questions included how much time and effort engineering lecturers spent teaching students about the different types of writing required, lecturers and students’ attitudes towards this writing, and the knowledge that engineering lecturers had of the writing done by professional engineers. Results thus far show that while engineering lecturers feel that a command of professional engineering writing skills is essential they have little time to teach it and students are concerned that they are not taught the kind of writing they need to meet academic and professional demands.
Parallel Session 7

The Effect of Task design, Task Implementation, and Feedback on Written Task Performance
(Faezeh Mehrang)

Abstract: The present study investigates the relative effects of task structure, task repetition, and reformulation on written task performance of 81 learners of English as a foreign language. Participants were first assigned into three experimental groups – structured, structured + reformulation, and unstructured. Data were then collected over four weeks. At week 1, all groups were pre-tested employing a free-writing task. At week 2, the ‘structured’ and the ‘structured + reformulation’ groups performed a structured written task whereas the ‘unstructured’ group performed an unstructured written task. At week 3, both the ‘structured’, and the ‘unstructured’ groups performed the same task for the second time. However, the ‘structured + reformulation’ group participants were first given a copy of their second week performance as well as a reformulated version of them to compare and find out the differences. Then they were asked to perform the same task again. At week 4, all groups performed a new note-expansion task. Data from week 4 were analysed in terms of their accuracy, fluency, and complexity and were compared between weeks 2, and 4, and across the groups. Findings indicated that repeating a structured task + reformulation and an unstructured task resulted in a significantly less fluent performance of a new task of the same type.

Retracted Consonants in Two Arabic Dialects
(Hamed Al-Tairi)

This study discusses the articulatory mechanisms, acoustics correlates and sociolinguistic aspects of seven consonants in Arabic [t], [d], [z], [s], [θ], [ð], [q]. The first four sounds known as emphatics and have a primary articulation at the alveolar ridge and are secondarily retracted while the last three are inherently retracted. These sounds have been discussed for different Arabic dialects. Studies such as Al-Ani (1970), Ghazeli (1977), Card (1983), Laufer and Baer (1988), Shahin (1996), Zawaydeh (1999), Bin-Muqbil (2006), Al-Tamimi et al (2009) and Shar (2012) report inconsistent findings about the articulatory and acoustic properties of the sounds and have not discussed social factors like education, region, and gender on the articulation of these consonants. None of the previous studies have used ultrasound in examining the physiological gestures of these consonants in Arabic. Two Yemeni dialects are investigated in this study. The current study aims at tracking the movement of the tongue dorsum and the tongue root when articulating these consonants. Moreover, the study analyses the acoustic effects motivated by tongue retraction on the neighbouring vowels. Three different groups are involved in the study and categorized based on their region, education, and gender; this study hypothesizes these groups behave differently with respect to the degree of retraction and elevation they exhibit. The findings of the articulatory experiments coupled with the acoustic exponents question the current phonological representation of these consonants and propose an alternative model.
Motivational Strategies and EFL Teachers’ Perceptions: A Saudi Survey (Saleh Alqahtani)

Empirical investigations into teachers’ preferences for the use of some foreign language (FL) learning motivational strategies over others are a recent trend in the field of FL learning motivation. The present study is only the second one of this kind in the Saudi context. As a first stage of the study, 117 EFL teachers with varying demographic characteristics (age, qualifications, teaching experience and the like) rated 55 motivational micro strategies on 5-point scales, which were then grouped into 10 macro strategies in accordance with previous research. Since the present study is a modified replication of previous studies, the expectation that the ranking of strategies in the Saudi context will match to a degree the rankings found by researchers elsewhere in the world was borne out - four of the macro strategies that came out in the top five scales in this study were ranked in the top five scales in three other studies conducted by Dörnyei and Csizér (1998) in Hungary, Cheng and Dörnyei (2007) in Taiwan, and Alrabai (2010) in Saudi Arabia. The order in which the macro strategies were ranked in the present research differed from the ranking order found previously, including Alrabai’s (2010) in the Saudi context. Unlike in any previous research, however, when inferential statistical analyses were applied on the collected data, statistically significant differences in the ranking order of the macro strategies emerged as a function of the respondents’ qualifications and length of teaching experience. The results may have implications for teacher training and the research design of future investigations into the effects of the motivational strategies deployed by teachers on student motivation and FL achievement.

‘I still don’t know what a task is’: Teachers designing language tasks (Rosemary Erlam)

This presentation contributes to research on the implementation of task-based language teaching (TBLT) in foreign language classrooms (i.e., languages other than English) in school settings with young language learners. It investigates how well teachers in this educational context were able to design language tasks on the premise that adequate understanding of the construct of task underpins successful implementation of TBLT. A number of definitions have attempted to specify what a language ‘task’ is and to differentiate it from the type of exercises that are typically found in the more traditional language classroom. Ellis (2003) claims, however, that four key criteria are crucial to the definition of a task and that these criteria can be used to distinguish a ‘task’ from situational grammar exercises.

Forty-three teachers, who took part in a year-long in-service professional development programme in New Zealand, participated in the study. They were required to design (and subsequently teach) tasks in their foreign language classrooms. These tasks as they were designed to be taught (i.e., task as workplan) are analysed against Ellis’s (2003) four criteria. Results showed that almost half of the teachers were able to design tasks that fulfilled these four criteria. The study identifies the criterion that was most problematic for teachers as well as the one that was easiest for them to satisfy. Further results are discussed and conclusions drawn that have implications for professional development programmes that focus on TBLT.
Learners’ perception on genres of Academic IELTS writing and academic writing *(Alena Shannaq)*

English academic writing norms are the ones that international students have to adopt when applying for studies at an institution with English as a medium for instructions (Turner, 2011). International tests of language proficiency, like IELTS (International English Language Testing System), help to identify the language level of the students. The Academic module of IELTS tests Reading, Listening, Writing, and Speaking skills in order to identify the readiness of candidates to study in English (Green, 2006). Writing is one of the key skills for international students at universities as it is most often the basis for assessing their work and academic success (Green, 2007). Although it was identified that requirements for IELTS writing and university writing differ (Moore & Morton, 2005), there is little to none research done with regards to students’ perception on the two genres. The current research aims to fill in this niche through conducting a qualitative research. The main research question, related to students’ perception on IELTS and academic writing genres, will be answered with the help of sub-questions related to requirements of IELTS and academic writing genres. Furthermore, the research aims to interrogate if students perceive IELTS writing skills helpful for further academic studies. The research is going to be in a form of semi-structured interviews. Up to 15 students from Auckland tertiary institutions will be recruited to take part in the research.

The Textual Expression of Critical Thinking: Explorations of Three Genres *(Ian Bruce)*

In professional, academic and journalistic writing, a common expectation is that a competent writer will communicate critical or evaluative thinking. Developing proficiency in its textual expression is, therefore, seen as essential for novice writers in these fields. However, research that has examined the expression of critical thinking through written texts shows considerable diversity in terminology, approaches to defining and operationalizing the underlying construct and the research methods employed, with most studies employing a single-variable approach. For example, some have used corpus methods to investigate a particular lexical element (e.g., Conrad & Biber, 2000; Charles, 2006) while others have examined a single syntactical or information-structuring element (e.g., Cortazzi & Jin, 2000; Hunston & Sinclair, 2000). This paper reports progress on a project that aims to achieve a more holistic, multiple-variable examination of the expression of critical thinking in academic, journalistic and business writing by employing a genre-based approach. The findings from the investigations of three genres are reported in overview: research article literature reviews, a newspaper political commentary column and a business genre - the fund manager commentary. The social genre/cognitive genre model of the author (Bruce, 2008) is used in each case to operationalize genre knowledge and to identify those elements specifically employed to express critical thinking. So far the findings indicate the use of three key elements operating integratively across different textual and discursive levels (lexical features, coherence relations and content-structuring moves). These elements relate to the communication of both content (propositional knowledge) and writer stance (metadiscourse knowledge).
Evaluative Syntactical Pattern it is+ adj. + to/that in Cross-Genre Perspective (Jihua Dong)

According to Pattern Grammar (Hunston & Francis, 1994), some grammatical patterns are found closely associated with evaluation. Studies also show that the pattern it is+ adj. +to/that is a typical structure linked with strong evaluative connotation. The study concordanced the pattern in different genres, such as, spoken, fiction, magazine, newspaper, non-academic, academic, etc. in the British National Corpus (BNC) in terms of frequency, function and collocation. By referring to the framework of evaluation theory, the study finds that the evaluative pattern mainly aims to deliver authors’ intuition, estimation and expectation, etc. The syntactical pattern shows authors’ strategies in communication with readers and reflects authors’ attempt in maintaining a balance between their subjective and objective involvement. The corpus analysis shows that the syntactical pattern is more frequently used in the academic genre than the non-academic ones, higher in magazines than that in newspapers, while the occurrence of the pattern in spoken and fiction is very marginal. The specific function, pragmatic meaning, and contextual collocation were also discussed in detail with respect to their function, pragmatic and genre convention by reference to Systematic Functional Linguistics and pragmatics. The result could enrich our understanding of how authors deliver their evaluation within different genres, and could throw light upon the genre difference and communicative practice in the aspect of evaluative expression.

Design for fully online language learning – in search of the nexus of learning theory, disciplinary characteristics, and classroom realities (Susan Sun)

Design-for-learning is an emergent approach of educational design in the context of technology-enhanced learning (TEL). It shows a lot of potential in connecting educational designs to the realities of the everyday classroom, the virtual classroom in particular. In this presentation, I provide a detailed discussion of the design-for-learning approach in connection with fully online language learning design, while at the same time paying specific attention to the disciplinary characteristics of language learning. This is a three-way nexus I am seeking to establish. First, I will explore how the design-for-learning approach offers a comprehensive framework to effectively guide TEL designs and empower teachers in fully online learning. The discussion will focus on the importance of educational designs being forward-orientated, flexible, creative and well prepared for embedment, enactment, customization, configuration, review, moderation and redesign in new contexts. Second, in the context of fully online language learning, I will using the disciplinary analysis framework (derived by Becher, 1989 from the earlier work of Biglan, 1973a, 1973b and Kolb, 1981, and adopted by Neumann, 2001 and Neumann et al., 2002) to investigate the discipline-specifics of language teaching and learning, e.g., the similarities and differences between language learning and other disciplinary learning. This study speaks about the benefit of adopting a sound learning theory, i.e., design-for-learning, and incorporating unique features of language learning in designing significant fully online language learning experiences.
Effects of a Professional Development Programme on language teacher beliefs and teaching practice
(Christine Biebricher)

The study aims to establish the impact of a Professional Development programme on participating teachers’ beliefs of language teaching and learning and language teaching practice. The project explores the effects of a three week Mandarin language and pedagogy immersion programme in China on non-native and native speakers. The participants are in-service teachers who have little or no training in language teaching.

The study illustrates the teachers’ language learning and teaching history, and their language teaching beliefs as well as teaching practices before their international experience and follows their development and possible changes over six months upon their return to New Zealand in relation to their professional learning.

Out of the eleven participants four are chosen as case studies to further evaluate and compare language use, teaching and learning beliefs, and teaching practices of non-native and native speakers of Mandarin and possible explanations for existing differences.

The study is a longitudinal one based on narrative inquiry, interviewing participants prior to their PD and twice afterwards over several months to follow changes in their cognition and teaching practice.

The findings so far suggest a substantial impact of the programme on teaching beliefs and on teaching practices, in particular on the use of target language and teaching methodology.

Access Granted: language enrolments and issues of accessibility in Australian universities (Marinella Caruso and Josh Brown)

This paper reports on an ongoing investigation into the link between university language enrolments and degree flexibility. The recent reforms of university degrees in Australia, such as the Melbourne Model and New Courses at the University of Western Australia (UWA), have established a three year general Bachelor degree followed by professional degrees, leading to broader flexibility at the undergraduate level and increases in levels of language enrolment.

After a brief discussion of the new degree structure in general, we consider some overall trends on how it has affected language enrolments at UWA. We illustrate how the introduction of Broadening Units in all Bachelor degrees removed the restrictive course regulations that had been the single major obstacle to students outside the Faculty of Arts who would have wanted to take a language. Enrolments and retention rates are now at its highest level ever, higher even than the 1960s when the “language requirement” meant that all Arts students (but only Arts students) had to have one year of a language in their degree. The enrolment explosion affects all seven languages taught on campus – Chinese, French, German, Indonesian, Italian, Japanese, Korean. We provide substantial evidence to argue that enrolments in languages in the tertiary sector are directly related to issues of access and degree structure. We also show how a large percentage of students studying languages are not from the Faculty of Arts, how this new degree structure has impacted on our student cohort and what implications this may have for language teaching in universities around Australasia.
Metalinguistic Awareness and Children’s Writing
(Moira Newton)

This paper conceptualizes metalinguistic awareness (mla) with relation to children’s writing. It is a conceptual and theoretical piece. Theoretical Framework: The theoretical framework for this topic is complex since mla as a construct has been much theorised and disputed in the past. The aim of this paper is to review significant theories and arrive at a theoretical position which in the future will frame an empirical study of children’s writing in a low SES school. Mla is the child’s ability to view language with some opacity, as if it were an object and reflect upon it. A number of questions about mla must be resolved theoretically.

Firstly does mla develop around the age of seven or eight, along with Piaget’s concrete operational stage (the "autonomy hypothesis") or does it develop continuously with language acquisition (the "interaction hypothesis")? Whilst there is empirical evidence of a flourishing of metalinguistic abilities in children around seven years of age, a number of metalinguistic studies suggest that children as young as three to five years of age can show metalinguistic skill. For example, Doherty & Perner (1998) showed that mla can be demonstrated around four years of age, comparing tests of synonomy and false belief. Bialystok (1986) showed that the "concept word emerges gradually and is evident to some extent even in the four year olds! (p.13). Karmiloff-Smith et al. (1996) also showed that young children have a concept for word. It seems then that the "interaction hypothesis" is more likely to be true.

Secondly, there is a question about whether metalinguistic ability is part of general cognition or a separate awareness in its own right. Bialystok & Ryan (1985) view mla as consisting of two cognitive skills "analysis . . . control over cognitive operations" (p.229). On this account mla is defined by the object of attention, language and is part of cognition. Karmiloff Smith’s (1986) influential theory of representational redescription and explicitation theorises the phases of cognitive development and representation of knowledge that children may go through before mla becomes possible. She states that mla is only possible at the end of the developmental process she describes and is not part of language acquisition macro-developationally. The phases Karmiloff Smith (1986) describes are not stages or age related and in fact in the acquisition of a linguistic item may occur at any phase of language development. Tunmer and Herriman (1984) conclude that mla might develop interactively with literacy instruction. Certain types of knowledge, for example phonological awareness predict literacy achievement. Vygotsky posited the idea that writing involves a double abstraction, abstraction from the sound image and abstraction from the object. Therefore Writing, even more than Reading might develop mla. Bialystok (2001) defined mla as the ability to abstract ideas about language. Since writing is a double level of symbolism (Vygotsky, 1962) it may always develop mla interactively as writing instruction continues.
Communicative or traditional activities: what do L2 learners prefer? (Mutahar Al-Murtadha)

Previous research has found mismatches between L2 teachers’ and L2 learners’ perceptions of the effectiveness of classroom activities. While teachers perceive communicative tasks as more effective and motivating than traditional tasks, many L2 students in the ESP context view traditional tasks as more effective and motivating. This study investigated this issue over the course of one semester. Participants of the study were 320 Japanese students enrolled in an intermediate level class in a university in Japan. Two procedures were used in the study. The first procedure was creating a combination of traditional and communicative activities to supplement a reading textbook taught to ESP students. The second procedure was designing and administering a survey to the students to examine their perceptions of the effectiveness of these activities. Results from quantitative data revealed that Japanese ESP students preferred traditional learning styles to communicative learning styles. These results are in line with some previous studies, but differ from others which will be the focus of the discussion. The study has educational and cultural implications. Sample activities and results of the study will be introduced in this presentation.

“Education without English is Meaningless”: Rural Primary School Teachers’ Language Preferences in a Multilingual Context (Aziz Khan)

Ethnography of language policy (Hornberger & Johnson, 2007) – a 21st century approach to researching language policy (Johnson & Ricento, 2013) – emphasizes the centrality of teachers’ language perceptions and practices (Valdiviezo, 2013) in understanding the role of their agency (García & Menken, 2010) in bottom-up transformation of language policy (Canagarajah, 2006) through its micro-level appropriation (Ricento, 2006). This paper presents findings from a narrative ethnography conducted in three Pakistani rural primary schools located close-by but following different languages as medium of instruction (MoI) – English, Urdu and Pashto. Drawing mainly on extensive narrative interviews with six participants (two teachers from each school) and observations of their classrooms, the study investigated which languages the teachers prefer as subjects and MoI at primary level education, the reasons they make these choices, and the implications their decisions have for macro-level language-in-education policy.

Preliminary findings reveal that the teachers view English as an integral part of primary level education and a preferred MoI for being associated with opportunity, upward mobility, and power. They also favour Urdu as a taught subject for being a language necessary for national integration. However, they do not perceive Pashto (mother tongue of all teachers/students) of any pragmatic value in the linguistic marketplace and oppose its inclusion as a taught subject or MoI. The unequal value they attach to the languages seems to be conditioned by the market value, or the linguistic capital, they see in each of these languages (Blommaert, 2006; Bourdieu, 1991). The findings point towards ineffectiveness of using different MoIs, and necessitate a policy model that makes contextual factors and teacher meaning making integral parts of the policymaking process.

To date, most studies of second language acquisition (SLA) in study abroad (SA) contexts have examined ‘fixed’ linguistic outcomes and produced generalizable findings. Recent trends in SLA (e.g. Dynamic Systems Theory [DST]), however, show that L2 proficiency is never completely acquired but continually grows and declines. There is furthermore substantial inter-individual variation among exchange students’ L2 acquisition irrespective of context. DST perceives language as a dynamic system consisting of interconnected subsystems that mutually influence each other in unpredictable ways. L2 subsystems change through learner interaction with the environment and internal reorganization. Within a DST perspective, variability in learner language is not seen as unwanted noise but really as the motor of development. In other words, the degree of variability and stability in L2 subsystems can shed light on the way linguistic sub-systems are developing. Due to the novelty of DST in SLA and the complexity inherent in dynamic systems, finding suitable methodologies to capture these complexities is demanding. One way to employ DST in examining L2 development is to look at changes in individual students’ L2 accuracy, complexity, and fluency; all non-linear components of L2 proficiency. In this presentation I aim to give an overview of DST literature, focusing on problems arising with utilising the theory. I will moreover present the methodology I intend to adopt in my PhD research on dynamic L2 development of German high school exchange students in New Zealand.

Language use and language attitudes in multilingual and multi-cultural South Africa (Moyra Sweetnam Evans)

South African post-apartheid constitutional changes to language policy affected educational institutions, learners and the general public. The South African constitution (1996) heralded the promotion of multilingualism and the enhancement of the status and use of South African indigenous languages. Two existing official languages (English, Afrikaans) became eleven. However, instead of protecting the status of all languages as intended, the new policies have resulted in a polarisation of language attitudes (Lubbe & Du Plessis, 2013) and the dominance of English in education, government, the public arena and even in business.

The paper reports on findings from data collected in over thirty focus groups during a fifty-day 7500 kilometre trip round South Africa in early 2014, twenty years after the end of apartheid. Participants were selected using a variant of convenience sampling (Tracy, 2013), but nevertheless represented most of the country’s language and ethnic groups, a range of ages, educational backgrounds, occupations and domiciles. As per the benefits of focus group research, participants discoursed freely in relatively naturalistic settings (Morgan, 1997), producing a wealth of ideas and information that might not have arisen from questionnaires or individual interviews (Billson, 2006). Discussions included daily language use, language preferences, factors influencing language choices, code-switching habits, the benefits of multilingualism and multi-culturalism, language-in-education policies and predictions for the long-term future of the different languages in the country. Of special interest are the differing ways in which participants attempt to ensure that their heritage languages are passed on to the next generation.
Using student writing and disciplinary expertise to develop an academic writing course (Neil Matheson)

Abstract ESP research documenting genre and style variation in academic writing has highlighted concerns that EAP style tertiary writing courses present an overly-generalised and decontextualized view of academic writing, which does not adequately prepare students for the challenges of disciplinary writing. Although Academic Literacies theorists also argue that writing support should be embedded within disciplinary practice, such an approach is problematic for a number of reasons, therefore stand-alone EAP courses are likely to remain the primary mechanism assisting students with academic writing. However, to avoid the pitfalls associated with an overly generalised approach, a research-informed curriculum of appropriate text types, relevant models and a focus on shared and discipline-specific qualities of academic writing is essential.

This paper describes research with this aim. To inform the development of a first year academic writing course, a text bank of proficient undergraduate Arts subject writing was created and interviews with disciplinary experts conducted. A subset of the resulting data, drawing on six Arts disciplines, indicates that similar qualities are desired by academics and employed in student texts across the six disciplines, with some evidence of disciplinary-based differences also present. Introduction sections of texts are used to illustrate such disciplinary variation.

Room: WG 901-902

What did you read today? A description of the reading habits of newly arrived refugee background adult students as they commence their tertiary education in Aotearoa New Zealand (Jenny Field)

Abstract The link between the ability to read well and students’ performance, career potential and personal success is well understood (Kearsley, 2002; Lo Bianco & Freebody, 1997). When discussing curriculum principles in a reading programme Grabe (2011) argues for ‘consistency and variation in teaching as well as resources that are interesting, varied, attractive, abundant and accessible.’ As cohorts in English language programmes in NZ tertiary institutions are increasingly educationally, linguistically, and orthographically diverse, a reading programme that acknowledges students’ diverse needs and educational backgrounds seems to be an appropriate response.

This classroom-based research interviewed students from mainly refugee backgrounds and attempted to understand the underlying factors that contributed to their uptake when re-starting their tertiary education. This talk asserts that teachers benefit from gaining insights into students’ educational backgrounds and the factors in their countries of origin that influence their learning. In an effort to understand what students read routinely, students were interviewed at three points during the academic year. The TEC literacy assessment tool Starting Points, which was administered initially, enquired about students’ educational background and their reading routines. This study further investigated the students’ reading habits at the mid and end point of the one year course. Students discussed their reading behaviours both at home and at the institution. The findings revealed that they were engaging with a wide variety of reading experiences and routines, and to varying degrees they were reading L1, L2 texts and using digital media as they responded to their social, functional and educational needs.

Room: WG 903
Project-based Learning in Non-sequential Mix-level Classes (Junji Kawai)

Abstract Our Year-Two Japanese curriculum underwent a major pedagogical change in 2010 following the gradual decrease in the number of students studying Japanese in universities. We used to offer Year-One and Year-Two Japanese language papers in both semesters, but it became no longer feasible in Year Two to continue offering two intakes per year. There was a need to reduce the number of papers from four (Japanese 3, Kanji 3, Japanese 4, Kanji 4) to two per semester by combining the two Japanese papers and the two Kanji papers. The results are a set of four new papers (i.e. two papers per semester) that can be taken in any order (hence, non-sequential) with two cohorts in each of the papers: those in their first half of Year Two and those in their second half of Year Two (hence, mixed-level). Due to the nature of the new curriculum, the use of commercially available textbooks across two semesters was no longer an option, thus as an alternative to textbook-based learning we adopted project-based learning supported through scaffolding, facilitator modelling and peer feedback. After some years of trial and error, the new curriculum is now set in motion and we have officially commenced research to look into the effect of the pedagogical shift on our students as well as the students’ perception of, and attitude towards, project-based learning. This research is still ongoing and this paper is discussed mainly from the teacher’s perspective.

Room: WG 702-703

Contesting Focus on Form: a case for ‘learning discourse’ (Rob Batstone)

Abstract Focus on form, which attempts to integrate attention to form into a meaning-focused communicative context, has a long history as the basis for explaining many task-based activities. I argue that there are serious problems with focus on form, and I do so by discussing a form of classroom negotiation frequently implemented by teachers – the negotiation of form (NoF). In NoF learners engaged in communicative interaction with a teacher are said to be ‘incited’ by particular forms of teacher prompt to pay focal attention to an error they have made, and to attempt to self-correct before resuming their communicative interaction (Lyster and Ranta 1997). The influence of FONF is clear in such accounts, as learners are said to shift their attention between a communicative engagement with meaning and a didactic engagement with form.

But here lies the problem: so great is the difference between communicative and didactic engagements with language that it is doubtful learners have the attentional resources to shift between them in real time. When learners participate effectively in NoF, I suggest that it is not communicative discourse but ‘learning discourse’ which they most often deploy. In learning discourse learners’ principle focus is pedagogic (rather than communicative or conversational), and their overriding goal is form rather than meaning. In NoF this effectively means that the degree of attention shifting required becomes far more manageable.

I conclude by suggesting that learning discourse may also be involved in other forms of task based activity, such as task repetition and pre-task planning.

Room: WG 907
“It should be noted . . . ”: Sentence-initial bundles in Chinese and New Zealand thesis writing (Liang Li, Dr Margaret Franken, Dr Shaoqun Wu)

Abstract Lexical bundles are extremely common and important discourse building blocks in academic writing, functioning in two ways: as “discourse frames for the expression of new information” (Biber & Barbieri, 2007, p. 270); or as interactional devices for the involvement of the writer and engagement of target readers (Hyland, 2005c, 2008c). L2 student writers often struggle to use lexical bundles to organise texts or engage readers; and L2 teachers find it challenging to incorporate bundles into writing classrooms. In terms of research, lexical bundles have been investigated in relation to registers, disciplines, genres, discourse familiarity, varieties of English, moves, and to writers’ level of language proficiency. The present study investigates sentence-initial bundles in Chinese and New Zealand postgraduate thesis writing. Chinese postgraduates were found to use more sentence-initial bundles than their NZ counterparts, and showed frequent use of booster bundles, the use of we in self-mention bundles, and some typical Chinese bundles (e.g As we all know). In addition, some high-frequency bundles in the NZ texts, such as attitude bundles. It is interesting/difficult to, hedge bundles. It is possible that, and directive bundles It should be noted were not identified in the Chinese writing. In response to these findings, this study examined some of the possible reasons from interviews with Chinese postgraduate writers. The results suggest the need for raising students’ awareness of common discourse frames or devices in postgraduate academic writing, and for incorporating effective corpus-based tools (e.g. FLAX) into pedagogical practices.

Room: WG 908-909

Parallel Session 2

A study of Chinese University student EFL Writers’ Metacognitive knowledge and the Effects of Metacognitive Strategy Instruction on EFL Writing (Hellen Huan Zhao)

Abstract English-as-a-Foreign-Language (EFL) students in China gain lower marks in writing compared with their performance in the other three language skills, namely, listening, speaking and reading. One of the main reasons is that writing is a cognitive process, during which metacognition plays an important role. Nonetheless, little has been documented about how EFL writers are different in terms of the metacognitive knowledge they possess that might enable us to see how pedagogical interventions can be carried out to help less successful writers. Taking a mixed-methods approach, this proposed study aims to understand the difference in metacognitive knowledge between effective and less effective EFL writers. It also aims to discover the effect of teachers’ metacognitive instruction on improving EFL students’ writing. In Phase One, 240 Chinese tertiary students will be assigned to finish one academic writing task, followed by a questionnaire which will be used for monitoring their metacognitive knowledge about various aspects relating to EFL writing. Analysis of the questionnaire data will be conducted to find out if there are any significant differences in students’ metacognitive knowledge that might be related to their language proficiency. In Phase Two, 120 students will be randomly chosen to form an experimental group and the other half a comparison group. During the 14-week College English instruction, students’ metacognitive strategy knowledge will be added to the normal teaching to the experimental group. In both Phase 1 and Phase 2, there will be a series of pre-tests and post-tests for measuring relevant variables and checking the effects of metacognitive strategy instruction.

Room: WG 901-902
The effects of L1 and L2 group discussions on L2 reading comprehension (Blake Turnbull, Moyra Sweetnam Evans)

**Abstract** The advent of communicative language teaching and other direct methods saw a shift from first language (L1) use to a total avoidance of L1 in the second language (L2) classroom. However, many researchers now acknowledge that the use of the L1 in the L2 classroom cannot be ignored (Macarao, 2013). Because learners access and utilise their L1 throughout the L2 learning process (Cook, 1992), there is no logical reason why learners should avoid its use (Cook, 2001). These realisations, combined with knowledge of the beneficial effects of collaborative group discussions in language learning and reading comprehension (Evans, 1995), and investigations of second language readers’ code-switching in written recalls (Sweetnam Evans & Lee, 2013) suggested that L1 group discussions would benefit L2 readers (Sweetnam Evans, 2013). This paper reports on a study that compared the effects of L1 and L2 group discussions on L2 reading comprehension. Fifteen Japanese L1 undergraduates with similar levels of English competence participated in three groups, each reading four texts in English before providing written recalls and responses. Group 1 responded without discussion. Group 2 discussed the texts in their L2 (English) and group 3 discussed the texts in their L1 (Japanese) before responding. The responses and recalls of group 2 participants were more detailed and indicated greater comprehension than those of group 1 participants. Participants in group 3 used more higher order processing and reading strategies than participants in group 2 did, and exhibited greater comprehension of the texts overall.

Room: WG 903

In a strange and uncharted land: novice Chinese ESP teachers’ identity formation during class (Li Jiang)

**Abstract** Prior research on English for specific purposes (ESP) has largely ignored ESP teachers-in-the-making. This relative gap in the literature is significant since contemporary ESP teachers are confronting a range of new challenges, not least an increasingly heterogeneous and multifaceted ESP classroom where the nature of communication is made distinctive by the difference of the subject knowledge between students and the language teacher. In addition, students’ individual needs as a sociocultural being and the influence of the disciplinary culture also have to be addressed. In such a situation, how do novice ESP practitioners construct their professional identity during class? How do they enact pedagogic practices and claim meanings as ESP teachers? Answers to these questions will inform not only ESP/EFL teaching and teacher education but also studies of language teachers’ professional identity. Drawing on Wenger’s (1998) theory of community of practice and Clarke’s (2009) ethical-political framework for teacher identity, this paper attempts to address the issues aforementioned via the analysis of a 4-month qualitative research involving 25 novice ESP teachers in a university in northern China. Data are to be collected through narrative frames (Barkhuizen & Wette, 2008). Meanwhile, unstructured interviews, classroom observations, stimulated recalls and semi-structured post-observation interviews will be conducted with 4 purposefully chosen participants. The paradigmatic approach is adopted to analyze the narrative data and the grounded analysis is to be used for the rest of the data.

Room: WG 702-703
A case study of learners’ beliefs, evolving identities, and developing linguistic repertoires (David Ishii)

Abstract Along with formal classroom instruction, learners may be afforded numerous opportunities to develop their knowledge and use of the target language outside the classroom. This study investigated the reasons why learners acted or not acted on various learning opportunities in out-of-class settings. An Iranian and his Chinese-Malaysian partner who were living in New Zealand (for 6 and 17 years respectively), were the participants in this case study.

After an 18-month long investigation using tape-recorded interviews and observation notes, the meetings revealed how his partner became a predominant influence on his self-perceptions about who he is and who he wanted to be. His initial plan to master the English language changed over time upon realising the limits of his partner’s English language proficiency, even after she had spent 17 years living in New Zealand. Although he maintained his efforts to develop his English language skills, he substantially lowered his expectations for attaining native-like competence.

Transcript excerpts will be shown to highlight how his conversations with his partner would simultaneously support and hinder his English language development. In addition, the data will reveal how his interests, fostered when he was growing up in Iran, led him to develop his language skills along specific pathways. This investigation builds on previous case studies by examining the moderating influence of significant others on the language learner. It also underscores the interrelationship between identity and motivation and their role as catalysts for language learning.

Room: WG 907

A Comparative Study of Metadiscourse Use in Chinese and English Research Articles (Lawrence Jun Zhang & Congjun Mu)

Abstract The proposed presentation intends to compare the metadiscourse features used in English and in Chinese research articles (RAs) published in applied linguistics journals. It aims to investigate how metadiscourse featured might be used differently by scholars who publish in English and those who publish in Chinese.

In order to answer the overarching research question of “if there are any differences between research articles published in two languages”, we have built a small corpus in each language consisting of 20 journal articles in English and another 20 in Chinese. In order to highlight metadiscourse features, we have adopted an established model of metadiscourse for annotating both Chinese and English articles. We found that there are generally more metadiscourse features in the English sub-corpus than in the Chinese sub-corpus. While the English sub-corpus and the Chinese sub-corpus were not found to be statistically significantly different in terms of interactive metadiscourse use, the English sub-corpus employed significantly more interactional metadiscourse features than the Chinese sub-corpus. We take these findings as having implications for teaching not only academic writing in English and but also in Chinese. We also think that such findings have particularly significant implication for teaching writing in English as a second or foreign language (L2).

Room: WG 908-909
Parallel Session 3

**Learning to write when you are not in the writing class** *(Gillian Skyrme)*

**Abstract** Most students who choose to take on the challenge of travelling to another country and undertaking tertiary study in English have some expectation that one of their gains will be high proficiency in the language. Typically, too, graduate profiles for the qualifications they study contain reference to an ability to communicate, and to this end, universities generally offer dedicated writing courses for those writing in their second language. The small project on which this presentation draws examined written assignments of two students who had completed a first year writing course as they proceeded through their undergraduate degrees, noting the affordances they found and acted upon to develop their writing. One interesting finding of the longitudinal study is that the trajectory of improvement in their writing was not always straightforward, and it examines some of the conditions that might shed light on this unevenness. Drawing briefly on another recent research project examining the academic practices of university teachers in relation to international students, I will finish with a discussion of their expectations in relation to students’ production of written texts and what the role of the university might be in helping students meet these as well as their own initial expectations and those expressed in graduate profiles.

**Room: WG 901-902**

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**Shared Reading in EFL context** *(Dang Thi Cam Tu)*

**Abstract** This paper investigates the opportunities and challenges of the application of an interactive method, namely shared reading, in teaching English reading skill to young learners (YLs) in Thua Thien Hue Province. A needs analysis survey on current situations of teaching EFL reading skill to YLs was first conducted. Then a workshop on Shared Reading was delivered to 105 primary teachers in Thua Thien Hue Province. Then, three primary teachers from different age groups working across the province were interviewed right after the workshop and after 3 months’ applying Shared Reading. Though several difficulties in applying Shared Reading were pinpointed, all teacher-interviewees reflected strong beliefs in the feasibility of this interactive teaching technique.

**Room: WG 903**
Abstract: This presentation examines the construct of interactional competence (Kramsch, 1986) and the manner in which interactional competence is displayed and maintained by language instructors in the context of the English as a second or foreign language classroom in Taiwan. The position adopted is that it is the language use of the instructor that shapes and promulgates the conditions in which learners are able to participate in classroom events and utilize the target language as members of a learning community. It is suggested that interactional competence should be examined from both a broad and micro-analytical perspective. The broad perspective argues for the assumption that interactional competence is the achievement of intersubjective relations between interlocutors, in and through turns at talk, while the micro-analytical perspective uncovers the details of how this intersubjectivity is achieved. An ‘ecological’ approach (van Lier 2004) is adopted. Episodes of interaction between three language instructors and their learners, taken from approximately 24 hours of classroom interaction in three EFL classrooms in a university in southern Taiwan provide the data for this research. The findings suggest that intersubjecitivity in the context of the English as a second or foreign language classroom in Taiwan is achieved by means of affordances (ibid 2000) offered by the instructor during episodes of interaction. These include recipient design and repair. In conjunction with these affordances, extended wait-time is employed to create space for these affordances to be acted upon by learners. In light of these findings, a new definition of interactional competence is then offered.

Room: WG 702-703
Teachers’ and Adult Students’ Beliefs and Practices: Exploring the Effects of Modes of Language Production in English Grammar Learning and Teaching in New Zealand (Scarlet Huang Li)

Abstract This presentation derives from my PhD research project that investigates English teachers’ and Chinese adult students’ beliefs about and practices in grammar teaching and learning within the context of New Zealand private education establishments. There is a plethora of research on teachers’ and students’ beliefs about and practices in grammar teaching and learning in the available literature. Unfortunately, to date few studies have attempted to investigate that how teachers’ and students’ beliefs and practices in grammar learning would be different when the modes of language production are brought to the fore. Usually, available research has only investigated teachers’ and students’ beliefs and practices in relation to single language skills (e.g., grammar learning), without looking at a situation when two productive skills such as speaking and writing are the means through which grammar is learned and taught. My PhD research aims to explore the question “What are teachers’ and Chinese adult students’ beliefs about and practices in grammar when speaking and writing is taught and learnt?” The study will use a mixed-methods design consisting of quantitative and qualitative data collection and analysis. The study will be located in two private education establishments in Auckland, New Zealand, where Chinese adult students constitute a significant percentage in English language learning classes. All faculties of the two private schools will be invited to take questionnaire survey on voluntary basis. About 5 teachers, 3 of whom are English-speaking teachers and 2 are non-English speaking teachers, and 30 to 40 Chinese adult students will be observed in classrooms over a 6-week period and their materials for teaching and learning will be analyzed during this period, followed by an interview of each of the teachers and students who are to be selected based on purposive sampling; questionnaire surveys and interviews explore their beliefs about grammar teaching and learning when speaking and writing are taught and learnt while the observation and artifacts analysis will be expected to shed light on their practices and provide insight into the relationships between their beliefs and practices. Since the study has not been carried out yet, I will be able to present my research design based on a review of the literature and the theoretical framework for interpreting and analysing my data.

Room: WG 908-909

Parallel Session 4

The vocabulary gap: Expanding children’s vocabulary knowledge in low SES schools (Jannie van Hees)

Abstract Against the backdrop of the vocabulary gap evidence from her doctoral study, vocabulary size research of primary school students currently being conducted will be described. Based on her in-depth professional development work in a number of primary schools across New Zealand, Jannie will identify priority expanding vocabulary knowledge implementation focuses needed in the classroom in order to significantly expand students’ vocabulary knowledge.

Room: WG 901-902
The power of content analysis: the case of ‘short’ stories (Gary Barkhuizen)

**Abstract** ‘Small’ stories have been defined as snippets of talk-in-interaction co-constructed in everyday conversation, and are typically analysed using conversation or positioning analytical methods. More recently, however, with the emergence of more liberal definitions of small stories, the focus of analytical attention has shifted to the content of the stories, with thematic and contextual analyses being used to understand the experiences of narrators. When this happens I prefer to call them ‘short’ stories. Short stories are short excerpts of data extracted from a larger set of data such as interviews and written narratives. We often use short excerpts to illustrate themes found in data, but these are not always short stories, since they have an illustrative purpose rather than being analysed in their own right. In analysing short stories interest turns to the content of the stories – what they are about. In this presentation I describe what short stories are and I make the case that a content analysis of short stories can indeed help us to understand the experiences of narrators, contrary to what some scholars have claimed (e.g. Pavlenko, 2007). I also suggest that as well as focusing on the content of short stories attention should be paid to the contexts in which they are constructed. I refer to three interconnected levels of story (or contextual spaces) which not only help guide analysis but also encourage the analyst to look beyond the immediate contexts of storytellers and storytelling. In the presentation I demonstrate the approach with data from a range of studies.

**Room:** WG 903

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Teachers’ Cognitions about Oral Interaction and the Relation to their Practices in the EFL Classroom (Paloma Calderón)

**Abstract** Within EFL contexts, L2 oral interaction is considered a means and the fundamental goal of learning English. However, evidence from research has shown that teachers give little relevance to oral interaction. For instance, in Chile, the results of an English test showed that only 7% of the students in public schools were able to understand English after studying it for 7 years and this was attributed to the minor importance that teachers give to oral interaction. Using Borg’s (2003) definition of cognitions - what teachers think, know and believe, and responding to a gap identified in the literature (Borg, 2009) on the dearth of research on teachers’ cognitions concerning the teaching of L2 speaking, this session aims to show the results of an exploration to the teachers’ cognitions regarding L2 oral interaction and the relation to their practices in Chile. To that end, English teachers completed a questionnaire and were video recorded.

The questionnaire included items from two questionnaires developed by Horwitz (1985, 1987), the Foreign Language Attitude Survey (FLAS) and the Beliefs about Language Learning Inventory (BALLI) and questions created by the researcher. The Communicative Orientation to Language Teaching observation scheme (Spada & Frohlich, 1995) was used in order to reliably account for the amount of interaction in the observed lessons. The questionnaire indicated that the participants considered interaction important, yet these cognitions conflicted with the analysis of their classroom practices where lessons consisted mostly of teacher talk in Spanish (L1). Implications for TEFL are offered at the end of the session.

**Room:** WG 702-703
An assessment of the Language Bonus as an incentive for second language study in Australian schools and universities (Marinella Caruso)

Abstract In this presentation we will report some of the findings of the very first large-scale investigation on the introduction and validity of the bonus for languages other than English (known as Language Bonus) at the University of Western Australia (UWA). The bonus is offered to Western Australian Certificate of Education (WACE) students who study a language other than English in year 12. It consists of a ten percent of a student's final scaled score in a WA Curriculum Council-approved course in a language other than English (LOTE) added to that student's Tertiary Entrance Aggregate. UWA introduced the Language Bonus in 2011 as a way of attracting students to this university and as a policy to encourage students to continue studying a language other than English up until their final year of secondary school. The introduction of the Language Bonus, in WA as well as in other parts of Australia, must be seen as an attempt to address the striking decline in the number of students studying a language in high school and to support a vision for languages education that, as established by the Go8 LOTE Incentives Scheme released in January 2014, proposes “co-operative action between Commonwealth, state and territory governments to achieve a consistent national approach to language education at all levels of the education system”. Using data from an online survey administered in May 2014, we consider the significance of the Language Bonus in influencing the students’ decision to study a language at school and at university, and whether the Language Bonus helped students be admitted to their chosen degree at UWA.

Room: WG 907

EAL doctoral candidates reflect on their language experience at the University of Auckland (Morena Botelho, Janet von Randow)

Abstract In the past decade, the University of Auckland has seen growing numbers of international students with English as an additional language (EAL) enrolling in its doctoral programmes; consequently, language assistance has been included in the suite of support resources available to students at this level. Since 2011, for example, all first-year doctoral candidates have been required to take the Diagnostic English Language Needs Assessment (DELNA) and to follow a language enrichment programme if recommended (Read & von Randow, 2013). Although some aspects of the doctoral learning process have been well documented, it seems that studies investigating the experiences of international doctoral students from a language perspective are still scarce (Cotterall, 2011). Our investigation focuses, therefore, on students identified by DELNA as needing to further develop their academic English language skills, with particular attention to their experiences addressing these skills in the provisional year. In this session we will present the findings of a recent study and some preliminary findings of a longitudinal project still in progress. The former made use of an online questionnaire completed at the end of candidates’ first semester, and a follow-up interview with students who volunteered to provide more in-depth feedback about their experience at the University and the University’s response to their language needs. In the latter, narrative interviews are being used in an attempt to gain a more comprehensive understanding of how students engage with the support systems offered at the University and how they adapt to this new environment.

Room: WG 908-909
Parallel Session 5

Argumentative Writing Task Complexity, Task Difficulty, and Task Production: The Case of Separate and Simultaneous Manipulation of Task Complexity along Degree of Reasoning, Number of Elements, and Pretask Planning Conditions (Muhammad Rahimi)

Abstract This PhD research project builds upon the emerging course of research (Ellis & Yuan 2004, Kormos, 2011; Kuiken & Vedder, 2007, 2008, 2011, 2012; Ong & Zhang, 2010, 2013) on the interface between cognitive task complexity, task planning condition, individual learner factors, and second/foreign language (L2/FL) writing production. Specifically, it is an attempt to throw more light on the inconclusive and contradictory research findings with regard to the competing predictions of Skehan and Foster’s Limited Attentional Capacity Model (Skehan, 1998, 2001, 2003; Skehan & Foster, 1999, 2001) and Robinson’s Triadic Componential Framework (Robinson, 2001, 2003, 2005, 2007). To investigate the isolated and synergistic effect of task complexity, task planning conditions and modulating effect of individual learner factors on writing production, and text quality, 120 high-intermediate English language learners will be recruited and randomly assigned to three writing conditions. Each participant will write two argumentative essays of different cognitive complexity level in relation to the reasoning demands, number of elements, and planning conditions. Data from measures of writing production and questionnaires designed to elicit participants’ perceptions of task difficulty, writing motivational beliefs and anxiety will be analysed to address the research questions. This project is a significant theory-building research undertaking as the findings will shed more light on how planning interacts with task design variables, implementational procedures and individual learner factors” (Ellis, 2005; pp. 22-23, 2009) with regard to the predictions of competing task complexity models. The findings might have pedagogical implications for task-based syllabus design and task-based writing assessment.

Room: WG 901-902

A Dynamic Systems Perspective on Second Language Listening Development: How the on-going changes of listeners’ individual difference factors affect listening development? (Pengyun (Christine) Chang)

Abstract This proposed study aims to explore the development of second language listeners as shown in various factors relating to individual differences (IDs) within the framework of dynamic system theory, which is expected to shed light on second language acquisition from the new theoretical and practical perspective. It intends to address the following research questions: 1) the overall correlations among ID factors (language aptitude, listening motivation, metacognitive knowledge, working memory capacity and learning style preferences) and their predictive power to listening development; and 2) the dynamic development of each factor and its effects on listening development. Participants will be 270 non-English major university undergraduates. All participants’ listening proficiency will be tested, a series of ID tests, and questionnaires will also be administered. Eight participants will be selected for the case study. Structural equation modelling will be adopted to explore the correlations between ID factors and listening achievement, and the internal relationships among ID factors likewise. Interviews, diaries will also be used to collect qualitative data as complement for the survey study. One of the implications of the present study is that the development of second language listeners is a non-linear and complex system under the influence of individual factors. Within the processes, listening proficiencies are closely related to and affected by second language listeners’ dynamically evolving metacognitive knowledge about learning, dimensions of motivation, different capacities of WM and learning style preferences. Therefore, instructions should be tailored according to second language listeners’ development by viewing them as dynamic and unique entities.

Room: WG 903
Defining the Professional Knowledge Base of Korean Primary School English Teachers (Ian Moodie)

Abstract An aspect of language teacher cognition research under debate is what constitutes a professional knowledge base (PKB) for language teachers. Part of the controversy arises from the many diverse contexts of language education and there is a need for more locally-appropriate and context-sensitive understandings of language teacher cognitions and practices. In this empirical study, a knowledge base is defined for primary school English teachers in South Korea. Data came from four in-depth case studies and included reflective writing, critical incident logs, semi-structured interviews, and classroom observations occurring over 18 months. The PKB emerged in grounded content analysis and provided a framework for discussing participants’ cognitions and practices as evident in the data, and importantly, to make sense of what was lacking. Drawing from applied linguistics and educational literature, the six-part knowledge base is described as a hierarchy consisting of the following categories: (1) practical knowledge, (2) content knowledge, (3) knowledge of language for teaching, (4) curricular pedagogical knowledge, (5) knowledge about language teaching and learning, and (6) knowledge about language. The PKB provides a means of defining language teacher expertise in South Korea. It posits that practical knowledge is the most important and that many of the challenges faced in the classroom are explainable through gaps in the knowledge types above. This study contributes to applied linguists research by providing a locally-appropriate and context-sensitive knowledge typology for describing language teacher cognition.

Room: WG 702-703

Using a Mixed Research Method to Investigate the Multidimensional Learning Styles of Chinese EFL Students (Juan (Jenny) Zhang)

Abstract This study adopted a mixed research method to investigate the learning style preferences of 516 EFL students enrolled in a university in China. This is a relatively neglected area among studies on L2 or FL learners. In the quantitative component of this study, one English proficiency test and one questionnaire, Oxford’s Style Analysis Survey (SAS), were completed by the participants. The latter measures the multidimensional learning styles of learners, including perceptual, cognitive, and psychological preferences. In the qualitative component, 21 of the participants who had completed the survey and the proficiency test took part in the one-to-one interviews with the researcher. Results and findings revealed significant differences in learning style preferences of the participants in relation to the following three variables: gender, year of English learning, and major of study. Learning styles do not appear to have a direct relationship with learners’ English proficiency, but may influence learning outcomes in combination with instructors’ teaching styles and learners’ motivations and interests in learning. Another important role of learning styles is that they influence the types of learning strategies used by the participants.

Room: WG 907
Peer interaction opportunities and participation in postgraduate Engineering and Applied Linguistics courses (Shota Mukai)

Abstract This paper reports on my on-going investigation into teaching/learning practices at postgraduate level studies with a particular focus on peer interaction opportunities and second language learners. Classroom observations and semi-structured interviews with lecturers, non-native and native speaking students, are triangulated to illuminate the way lecturers and students conceptualize their teaching and learning and how peer interaction opportunities are created and utilized by native- and non-native speakers of English from different socio-cultural backgrounds.

Disciplinary differences between Engineering and Applied Linguistics in terms of educational methodology that reflects the real-world application of the disciplinary knowledge will be discussed, while considering some similarities in learning objectives. The possibility that both disciplinary practices might have been influenced by a major shift the last decades have seen in pedagogical methodology in Higher Education will also be examined, in light of examples and evidence from the qualitative data in this study.

The talk will discuss possible implications for pedagogy for English for Academic Purposes (EAP) practitioners and curriculum designers in terms of how they can help EAP learners with their postgraduate-level academic interaction among peer students. Raising students’ awareness of the teaching/learning practices in the target situations and creating interactional opportunities that would simulate the tasks likely to be given at the postgraduate-level studies will be suggested.

Room: WG 908-909

Parallel Session 6

The Reactivity of Concurrent Verbal Reporting on L2 Writers of Different Proficiency (Yang Chengsong)

Abstract This study aims to explore the reactivity of concurrent verbal reporting on L2 writers of different proficiency. The reactivity concerns whether the acts of simultaneous reporting might serve as an additional task altering the very thinking processes they are supposed to represent and keep intact. 82 sophomores first completed an outlined baseline writing task. Then they were randomly assigned to two groups, control and think-aloud, and were asked to complete a similar writing task under the two different conditions. Their essays were analysed in terms of fluency, complexity, accuracy, contents, and organization to examine if there were any between-group differences in L2 writing performance that were taken as indicative of any reactive effects. Proficiency was assessed, both as a composite score deriving from the five aspects of performance measured, and as the five separate scores.

Room: WG 901-902
Developing a turn-taking syllabus and tasks for English second language users (Jonathon Ryan, Leslie Forrest)

Abstract In tertiary education contexts, L2 English speakers have reported substantial difficulties identifying turn-taking opportunities in group discussions (Fisher & Kemsley, 2013). Among the underlying issues may be cross-linguistic differences in syntax and prosody, which are thought to result in differences in how turn endings are projected (Wong & Waring, 2010), and perhaps also the peculiarities of much classroom discourse, resulting in insufficient exposure to some turn-taking practices. Despite such problems, turn-taking is seldom addressed in English preparation courses and textbooks. With this in mind, an action research project was designed to improve our teaching of turn-taking in groups.

The project has explored the effective design and use of a number of pedagogical activities with classes over four semesters, with data being collected through testing, observation, recordings, and reflective journals kept by participating students and teachers. The findings appear to support our assumption that learners can be trained in turn-taking practices, through a combination of explicit teaching, and sensitization to how certain micro-skills are deployed in combination in actual speech.

In this talk we present some of the salient findings in relation to how problems with particular micro-skills became manifest in problems with general turn-taking behaviour, and how these issues were sometimes confined to certain source-language groups. We conclude by illustrating some of the course developments that appear to have been most effective in developing these skills.

Room: WG 903

Aspirations & expectations of L2 Bhutanese students & experiences affecting their achievement (Anne McCarthy)

Abstract This presentation draws on my almost-complete MA thesis research. The research topic is the aspirations and expectations of second language Bhutanese adolescent students in a selected New Zealand community, critical incidents, barriers and facilitating experiences affecting their achievement, and parent and teacher perceptions of their achievement. This presentation focuses on an aspect of methodology. It overviews relationships with the adolescent participants during individual and focus interviews. Relevant findings centre on factors which assist or hinder meaningful responses for data analysis. These are the role and authenticity of the interviewer; optimum time and place for interviews; student age factors such as peer play within and without the interviews; cultural factors such as language use, family hierarchy mores, and gender. Pre-planned alternative strategies to avoid inauthentic responses during interviews are also highlighted. Finally, adolescent interviewing is validated as an insightful means of expanding often teacher-heavy research on school learning processes. It also goes some way to closing the gap between some prevalent primary and secondary teacher beliefs about second language learners, misdiagnosed as special needs students, when in fact adolescence, culture and identity differences lie at the heart of their ability to learn.

Room: WG 702-703
The changing lives of language teachers: Commitment (Anne Feryok)

Abstract Although research into the mental lives of language teachers often reflects educational psychology and general teacher education (Borg, 2006), one area that has received limited attention is commitment, here defined as persistent, purposeful, goal-directed actions in social activity. Commitment has been approached through workplace research using social psychological models of motivation (e.g., Meyer, Becker & Vandenberghe, 2001) and through life history research in education (e.g., Huberman, 2003). It is considered important because commitment is linked to retention, uptake of reforms, and teacher and student performances (Day & Gu, 2010). In language teacher research, motivation has been studied more than commitment. Johnston (1997) asked whether EFL teachers had careers in Poland and Hayes looked at EFL teacher careers and lives in Thailand and Sri Lanka (2005, 2008, 2009, 2010). What is striking is that these and other language teacher studies use commitment as an unanalysed term; the most recent example is a study that directly examines Chinese EFL teacher commitments (Gao & Xu, 2014). This study draws on both workplace and life history conceptualizations of commitment and situates it in activity theory (Engeström, 2001). Qualitative data is from written and spoken interviews and classroom observations of four Armenian English language teachers of adults. The findings show commitment to language learning transfers to language teaching; commitment to language teaching involves multiple targets and mindsets that evolve through personal experiences and professional development; and past personal learning conflicts can mediate change in individual practices and social activity when conflicts manifest underlying social contradictions.

Room: WG 907

Engineering Writing (Lynn Grant & Pat Strauss)

Abstract Language is an integral part of all forms of education, whether spoken or written. This paper presents the preliminary results of a research project entitled “Engineering Writing”. It is generally acknowledged that to facilitate NZ’s ‘knowledge economy’, “companies need a steady supply of science and engineering graduates” (Forret et al, 2007, p.1), In order to function successfully as engineers graduates need to be able to communicate clearly and accurately both orally and in writing”, but as Plumb and Scott (2002, p.333) comment, “…engineering programs have always struggled with how to prepare their students for the writing they will do as professionals”. In this project, engineering lecturers and students from one Auckland university were interviewed about “Engineering Writing”. Questions included how much time and effort engineering lecturers spent teaching students about the different types of writing required, lecturers and students’ attitudes towards this writing, and the knowledge that engineering lecturers had of the writing done by professional engineers. Results thus far show that while engineering lecturers feel that a command of professional engineering writing skills is essential they have little time to teach it and students are concerned that they are not taught the kind of writing they need to meet academic and professional demands.

Room: WG 908-909
The Effect of Task design, Task Implementation, and Feedback on Written Task Performance
(Faezeh Mehrang)

Abstract  The present study investigates the relative effects of task structure, task repetition, and reformulation on written task performance of 81 learners of English as a foreign language. Participants were first assigned into three experimental groups – structured, structured + reformulation, and unstructured. Data were then collected over four weeks. At week 1, all groups were pre-tested employing a free-writing task. At week 2, the ‘structured’ and the ‘structured + reformulation’ groups performed a structured written task whereas the ‘unstructured’ group performed an unstructured written task. At week 3, both the ‘structured’, and the ‘unstructured’ groups performed the same task for the second time. However, the ‘structured + reformulation’ group participants were first given a copy of their second week performance as well as a reformulated version of them to compare and find out the differences. Then they were asked to perform the same task again. At week 4, all groups performed a new note-expansion task. Data from week 4 were analysed in terms of their accuracy, fluency, and complexity and were compared between weeks 2, and 4, and across the groups. Findings indicated that repeating a structured task + reformulation and an unstructured task resulted in a significantly less fluent performance of a new task of the same type.

Retracted Consonants in Two Arabic Dialects
(Hamed Al-Tairi)

Abstract  This study discusses the articulatory mechanisms, acoustics correlates and sociolinguistic aspects of seven consonants in Arabic [tʃ, dʒ, zʃ, sʃ, ʃ, ʒ, q]. The first four sounds known as emphatics and have a primary articulation at the alveolar ridge and are secondarily retracted while the last three are inherently retracted. These sounds have been discussed for different Arabic dialects. Studies such as Al-Ani (1970), Ghazeli (1977), Card (1983), Laufer and Baer (1988), Shahin (1996), Zawaydeh (1999), Bin-Muqbil (2006), Al-Tamimi et al (2009) and Shar (2012) report inconsistent findings about the articulatory and acoustic properties of the sounds and have not discussed social factors like education, region, and gender on the articulation of these consonants. None of the previous studies have used ultrasound in examining the physiological gestures of these consonants in Arabic. Two Yemeni dialects are investigated in this study. The current study aims at tracking the movement of the tongue dorsum and the tongue root when articulating these consonants. Moreover, the study analyses the acoustic effects motivated by tongue retraction on the neighbouring vowels. Three different groups are involved in the study and categorized based on their region, education, and gender; this study hypothesizes these groups behave differently with respect to the degree of retraction and elevation they exhibit. The findings of the articulatory experiments coupled with the acoustic exponents question the current phonological representation of these consonants and propose an alternative model.

Room: WG 901-902

Room: WG 903
Motivational Strategies and EFL Teachers’ Perceptions: A Saudi Survey (Saleh Alqahtani)

Abstract Empirical investigations into teachers’ preferences for the use of some foreign language (FL) learning motivational strategies over others are a recent trend in the field of FL learning motivation. The present study is only the second one of this kind in the Saudi context. As a first stage of the study, 117 EFL teachers with varying demographic characteristics (age, qualifications, teaching experience and the like) rated 55 motivational micro strategies on 5-point scales, which were then grouped into 10 macro strategies in accordance with previous research. Since the present study is a modified replication of previous studies, the expectation that the ranking of strategies in the Saudi context will match to a degree the rankings found by researchers elsewhere in the world was borne out - four of the macro strategies that came out in the top five scales in this study were ranked in the top five scales in three other studies conducted by Dörnyei and Csizér (1998) in Hungary, Cheng and Dörnyei (2007) in Taiwan, and Alrabai (2010) in Saudi Arabia. The order in which the macro strategies were ranked in the present research differed from the ranking order found previously, including Alrabai’s (2010) in the Saudi context. Unlike in any previous research, however, when inferential statistical analyses were applied on the collected data, statistically significant differences in the ranking order of the macro strategies emerged as a function of the respondents’ qualifications and length of teaching experience. The results may have implications for teacher training and the research design of future investigations into the effects of the motivational strategies deployed by teachers on student motivation and FL achievement.

Room: WG 702-703

‘I still don’t know what a task is’: Teachers designing language tasks (Rosemary Erlam)

Abstract This presentation contributes to research on the implementation of task-based language teaching (TBLT) in foreign language classrooms (i.e., languages other than English) in school settings with young language learners. It investigates how well teachers in this educational context were able to design language tasks on the premise that adequate understanding of the construct of task underpins successful implementation of TBLT. A number of definitions have attempted to specify what a language ‘task’ is and to differentiate it from the type of exercises that are typically found in the more traditional language classroom. Ellis (2003) claims, however, that four key criteria are crucial to the definition of a task and that these criteria can be used to distinguish a ‘task’ from situational grammar exercises.

Forty-three teachers, who took part in a year-long in-service professional development programme in New Zealand, participated in the study. They were required to design (and subsequently teach) tasks in their foreign language classrooms. These tasks as they were designed to be taught (i.e., task as workplan) are analysed against Ellis’s (2003) four criteria. Results showed that almost half of the teachers were able to design tasks that fulfilled these four criteria. The study identifies the criterion that was most problematic for teachers as well as the one that was easiest for them to satisfy. Further results are discussed and conclusions drawn that have implications for professional development programmes that focus on TBLT.

Room: WG 907
Learners’ perception on genres of Academic IELTS writing and academic writing (Alena Shannaq)

Abstract English academic writing norms are the ones that international students have to adopt when applying for studies at an institution with English as a medium for instructions (Turner, 2011). International tests of language proficiency, like IELTS (International English Language Testing System), help to identify the language level of the students. The Academic module of IELTS tests Reading, Listening, Writing, and Speaking skills in order to identify the readiness of candidates to study in English (Green, 2006). Writing is one of the key skills for international students at universities as it is most often the basis for assessing their work and academic success (Green, 2007). Although it was identified that requirements for IELTS writing and university writing differ (Moore & Morton, 2005), there is little to none research done with regards to students’ perception on the two genres. The current research aims to fill in this niche through conducting a qualitative research. The main research question, related to students’ perception on IELTS and academic writing genres, will be answered with the help of sub-questions related to requirements of IELTS and academic writing genres. Furthermore, the research aims to interrogate if students perceive IELTS writing skills helpful for further academic studies. The research is going to be in a form of semi-structured interviews. Up to 15 students from Auckland tertiary institutions will be recruited to take part in the research.

Room: WG 908-909

Parallel Session 8

The Textual Expression of Critical Thinking: Explorations of Three Genres (Ian Bruce)

Abstract In professional, academic and journalistic writing, a common expectation is that a competent writer will communicate critical or evaluative thinking. Developing proficiency in its textual expression is, therefore, seen as essential for novice writers in these fields. However, research that has examined the expression of critical thinking through written texts shows considerable diversity in terminology, approaches to defining and operationalizing the underlying construct and the research methods employed, with most studies employing a single-variable approach. For example, some have used corpus methods to investigate a particular lexical element (e.g., Conrad & Biber, 2000; Charles, 2006) while others have examined a single syntactical or information-structuring element (e.g., Cortazzi & Jin, 2000; Hunston & Sinclair, 2000). This paper reports progress on a project that aims to achieve a more holistic, multiple-variable examination of the expression of critical thinking in academic, journalistic and business writing by employing a genre-based approach. The findings from the investigations of three genres are reported in overview: research article literature reviews, a newspaper political commentary column and a business genre - the fund manager commentary. The social genre/cognitive genre model of the author (Bruce, 2008) is used in each case to operationalize genre knowledge and to identify those elements specifically employed to express critical thinking. So far the findings indicate the use of three key elements operating integratively across different textual and discursive levels (lexical features, coherence relations and content-structuring moves). These elements relate to the communication of both content (propositional knowledge) and writer stance (metadiscourse knowledge).

Room: WG 901-902
Evaluative Syntactical Pattern it is+ adj. + to/that in Cross-Genre Perspective (Jihua Dong)

Abstract According to Pattern Grammar (Hunston & Francis, 1994), some grammatical patterns are found closely associated with evaluation. Studies also show that the pattern it is+ adj. + to/that is a typical structure linked with strong evaluative connotation. The study concordanced the pattern in different genres, such as, spoken, fiction, magazine, newspaper, non-academic, academic, etc. in the British National Corpus (BNC) in terms of frequency, function and collocation. By referring to the framework of evaluation theory, the study finds that the evaluative pattern mainly aims to deliver authors’ intuition, estimation and expectation, etc. The syntactical pattern shows authors’ strategies in communication with readers and reflects authors’ attempt in maintaining a balance between their subjective and objective involvement. The corpus analysis shows that the syntactical pattern is more frequently used in the academic genre than the non-academic ones, higher in magazines than that in newspapers, while the occurrence of the pattern in spoken and fiction is very marginal. The specific function, pragmatic meaning, and contextual collocation were also discussed in detail with respect to their function, pragmatic and genre convention by reference to Systematic Functional Linguistics and pragmatics. The result could enrich our understanding of how authors deliver their evaluation within different genres, and could throw light upon the genre difference and communicative practice in the aspect of evaluative expression.

Room: WG 903

Design for fully online language learning – in search of the nexus of learning theory, disciplinary characteristics, and classroom realities (Susan Sun)

Abstract Design-for-learning is an emergent approach of educational design in the context of technology-enhanced learning (TEL). It shows a lot of potential in connecting educational designs to the realities of the everyday classroom, the virtual classroom in particular. In this presentation, I provide a detailed discussion of the design-for-learning approach in connection with fully online language learning design, while at the same time paying specific attention to the disciplinary characteristics of language learning. This is a three-way nexus I am seeking to establish. First, I will explore how the design-for-learning approach offers a comprehensive framework to effectively guide TEL designs and empower teachers in fully online learning. The discussion will focus on the importance of educational designs being forward-orientated, flexible, creative and well prepared for embedment, enactment, customization, configuration, review, moderation and re-design in new contexts. Second, in the context of fully online language learning, I will use the disciplinary analysis framework (derived by Becher, 1989 from the earlier work of Biglan, 1973a, 1973b and Kolb, 1981, and adopted by Neumann, 2001 and Neumann et al., 2002) to investigate the discipline-specifics of language teaching and learning, e.g., the similarities and differences between language learning and other disciplinary learning. This study speaks about the benefit of adopting a sound learning theory, i.e., design-for-learning, and incorporating unique features of language learning in designing significant fully online language learning experiences.

Room: WG 702-703
Effects of a Professional Development Programme on language teacher beliefs and teaching practice

(Christine Biebricher)

Abstract The study aims to establish the impact of a Professional Development programme on participating teachers’ beliefs of language teaching and learning and language teaching practice. The project explores the effects of a three week Mandarin language and pedagogy immersion programme in China on non-native and native speakers. The participants are in-service teachers who have little or no training in language teaching.

The study illustrates the teachers’ language learning and teaching history, and their language teaching beliefs as well as teaching practices before their international experience and follows their development and possible changes over six months upon their return to New Zealand in relation to their professional learning. Out of the eleven participants four are chosen as case studies to further evaluate and compare language use, teaching and learning beliefs, and teaching practices of non-native and native speakers of Mandarin and possible explanations for existing differences.

The study is a longitudinal one based on narrative inquiry, interviewing participants prior to their PD and twice afterwards over several months to follow changes in their cognition and teaching practice.

The findings so far suggest a substantial impact of the programme on teaching beliefs and on teaching practices, in particular on the use of target language and teaching methodology.

Room: WG 907

Access Granted: language enrolments and issues of accessibility in Australian universities (Marinella Caruso and Josh Brown)

Abstract This paper reports on an ongoing investigation into the link between university language enrolments and degree flexibility. The recent reforms of university degrees in Australia, such as the Melbourne Model and New Courses at the University of Western Australia (UWA), have established a three year general Bachelor degree followed by professional degrees, leading to broader flexibility at the undergraduate level and increases in levels of language enrolment. After a brief discussion of the new degree structure in general, we consider some overall trends on how it has affected language enrolments at UWA. We illustrate how the introduction of Broadening Units in all Bachelor degrees removed the restrictive course regulations that had been the single major obstacle to students outside the Faculty of Arts who would have wanted to take a language. Enrolments and retention rates are now at its highest level ever, higher even than the 1960s when the “language requirement” meant that all Arts students (but only Arts students) had to have one year of a language in their degree. The enrolment explosion affects all seven languages taught on campus – Chinese, French, German, Indonesian, Italian, Japanese, Korean. We provide substantial evidence to argue that enrolments in languages in the tertiary sector are directly related to issues of access and degree structure. We also show how a large percentage of students studying languages are not from the Faculty of Arts, how this new degree structure has impacted on our student cohort and what implications this may have for language teaching in universities around Australasia.

Room: WG 908-909
Metalinguistic Awareness and Children’s Writing
(Moira Newton)

Abstract This paper conceptualizes metalinguistic awareness (mla) with relation to children’s writing. It is a conceptual and theoretical piece. Theoretical Framework: The theoretical framework for this topic is complex since mla as a construct has been much theorised and disputed in the past. The aim of this paper is to review significant theories and arrive at a theoretical position which in the future will frame an empirical study of children’s writing in a low SES school. Mla is the child’s ability to view language with some opacity, as if it were an object and reflect upon it. A number of questions about mla must be resolved theoretically.

Firstly does mla develop around the age of seven or eight, along with Piaget’s concrete operational stage (the "autonomy hypothesis!") or does it develop continuously with language acquisition (the "interaction hypothesis!")?. Whilst there is empirical evidence of a flourishing of metalinguistic abilities in children at around seven years of age, a number of metalinguistic studies suggest that children as young as three to five years of age can show metalinguistic skill. For example, Doherty & Perner (1998) showed that mla can be demonstrated around four years of age, comparing tests of synonymy and false belief. Bialystok (1986) showed that the "concept word emerges gradually and is evident to some extent even in the four year olds! (p.13). Karmiloff-Smith et al. (1996) also showed that young children have a concept for word. It seems then that the "interaction hypothesis! is more likely to be true.

Secondly, there is a question about whether metalinguistic ability is a part of general cognition or a separate awareness in its own right. Bialystok & Ryan (1985) view mla as consisting of two cognitive skills "analysis . . . control over cognitive operations! (p.229). On this account mla is defined by the object of attention, language and is a part of cognition. Karmiloff Smith’s (1986) influential theory of representational redescription and explicitation theorises the phases of cognitive development and representation of knowledge that children may go through before mla becomes possible. She states that mla is only possible at the end of the developmental process she describes and is not part of language acquisition macro-developmentally. The phases Karmiloff Smith (1986) describes are not stages or age related and in fact in the acquisition of a linguistic item may occur at any phase of language development. Tunmer and Herriman (1984) conclude that mla might develop interactively with literacy instruction. Certain types of knowledge, for example phonological awareness predict literacy achievement. Vygotsky posited the idea that writing involves a double abstraction, abstraction from the sound image and abstraction from the object. Therefore Writing, even more than Reading might develop mla. Bialystok (2001) defined mla as the ability to abstract ideas about language. Since writing is a double level of symbolism (Vygotsky, 1962) it may always develop mla interactively as writing instruction continues.
Communicative or traditional activities: what do L2 learners prefer? (Mutahar Al-Murtadha)

Abstract Previous research has found mismatches between L2 teachers’ and L2 learners’ perceptions of the effectiveness of classroom activities. While teachers perceive communicative tasks as more effective and motivating than traditional tasks, many L2 students in the ESP context view traditional tasks as more effective and motivating. This study investigated this issue over the course of one semester. Participants of the study were 320 Japanese students enrolled in an intermediate level class in a university in Japan. Two procedures were used in the study. The first procedure was creating a combination of traditional and communicative activities to supplement a reading textbook taught to ESP students. The second procedure was designing and administering a survey to the students to examine their perceptions of the effectiveness of these activities. Results from quantitative data revealed that Japanese ESP students preferred traditional learning styles to communicative learning styles. These results are in line with some previous studies, but differ from others which will be the focus of the discussion. The study has educational and cultural implications. Sample activities and results of the study will be introduced in this presentation.

Room: WG 903

“Education without English is Meaningless”: Rural Primary School Teachers’ Language Preferences in a Multilingual Context (Aziz Khan)

Abstract Ethnography of language policy (Hornberger & Johnson, 2007) – a 21st century approach to researching language policy (Johnson & Ricento, 2013) – emphasizes the centrality of teachers’ language perceptions and practices (Valdiviezo, 2013) in understanding the role of their agency (García & Menken, 2010) in bottom-up transformation of language policy (Canagarajah, 2006) through its micro-level appropriation (Ricento, 2006). This paper presents findings from a narrative ethnography conducted in three Pakistani rural primary schools located close-by but following different languages as medium of instruction (MoI) – English, Urdu and Pashto. Drawing mainly on extensive narrative interviews with six participants (two teachers from each school) and observations of their classrooms, the study investigated which languages the teachers prefer as subjects and MoI at primary level education, the reasons they make these choices, and the implications their decisions have for macro-level language-in-education policy.

Preliminary findings reveal that the teachers view English as an integral part of primary level education and a preferred MoI for being associated with opportunity, upward mobility, and power. They also favour Urdu as a taught subject for being a language necessary for national integration. However, they do not perceive Pashto (mother tongue of all teachers/students) of any pragmatic value in the linguistic marketplace and oppose its inclusion as a taught subject or MoI. The unequal value they attach to the languages seems to be conditioned by the market value, or the linguistic capital, they see in each of these languages (Blommaert, 2006; Bourdieu, 1991). The findings point towards ineffectiveness of using different MoIs, and necessitate a policy model that makes contextual factors and teacher meaning making integral parts of the policymaking process.

Abstract To date, most studies of second language acquisition (SLA) in study-abroad (SA) contexts have examined ‘fixed’ linguistic outcomes and produced generalizable findings. Recent trends in SLA (e.g. Dynamic Systems Theory [DST]), however, show that L2 proficiency is never completely acquired but continually grows and declines. There is furthermore substantial inter-individual variation among exchange students’ L2 acquisition irrespective of context. DST perceives language as a dynamic system consisting of interconnected subsystems that mutually influence each other in unpredictable ways. L2 subsystems change through learner interaction with the environment and internal reorganization. Within a DST perspective, variability in learner language is not seen as unwanted noise but really as the motor of development. In other words, the degree of variability and stability in L2 subsystems can shed light on the way linguistic subsystems are developing. Due to the novelty of DST in SLA and the complexity inherent in dynamic systems, finding suitable methodologies to capture these complexities is demanding. One way to employ DST in examining L2 development is to look at changes in individual students’ L2 accuracy, complexity, and fluency; all non-linear components of L2 proficiency. In this presentation I aim to give an overview of DST literature, focusing on problems arising with utilising the theory. I will moreover present the methodology I intend to adopt in my PhD research on dynamic L2 development of German high school exchange students in New Zealand.

Room: WG 908-909

Language use and language attitudes in multilingual and multi-cultural South Africa (Moyra Sweetnam Evans)

Abstract South African post-apartheid constitutional changes to language policy affected educational institutions, learners and the general public. The South African constitution (1996) heralded the promotion of multilingualism and the enhancement of the status and use of South African indigenous languages. Two existing official languages (English, Afrikaans) became eleven. However, instead of protecting the status of all languages as intended, the new policies have resulted in a polarisation of language attitudes (Lubbe & Du Plessis, 2013) and the dominance of English in education, government, the public arena and even in business. The paper reports on findings from data collected in over thirty focus groups during a fifty-day 7500 kilometre trip round South Africa in early 2014, twenty years after the end of apartheid. Participants were selected using a variant of convenience sampling (Tracy, 2013), but nevertheless represented most of the country’s language and ethnic groups, a range of ages, educational backgrounds, occupations and domiciles. As per the benefits of focus group research, participants discoursed freely in relatively naturalistic settings (Morgan, 1997), producing a wealth of ideas and information that might not have arisen from questionnaires or individual interviews (Billson, 2006). Discussions included daily language use, language preferences, factors influencing language choices, code-switching habits, the benefits of multilingualism and multi-culturalism, language-in-education policies and predictions for the long-term future of the different languages in the country. Of special interest are the differing ways in which participants attempt to ensure that their heritage languages are passed on to the next generation.