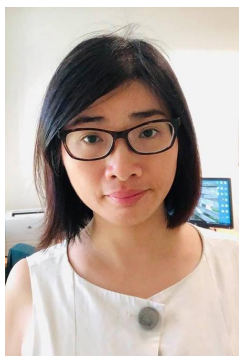


ALANZ SYMPOSIUM 2020

Teaching to the Times



Our keynote speaker **Dr Minh Nguyen** will talk on her latest research initiative, a longitudinal study of five multilingual immigrant families, drawing on conversational and interview data.

It's time to talk: Family language policy and heritage language maintenance

Presentations (in alphabetical order)

Antonie Alm

Lockdown with *La Casa de Papel*: From social isolation to social Engagement with Language

When Netflix released in April 2020 the 4th season of *La Casa de Papel*, the “most-watched non-English language show worldwide” (The Guardian, 2 April 2020) topped the charts and became the most watched show in the UK altogether. Such popularity of a non-English programme is unprecedented, conceivably creating awareness for foreign languages amongst viewers, who can choose to watch TV-series either dubbed in English or in the original language, subtitled in English, or with captions. It is the multilingual aspect of Netflix, catering in 190 countries for over 20 languages, that not only exposes wider audiences to languages, but also allows language learners to activate and extend their language skills through entertainment. In that sense, the timing of the new release did not only boost viewing numbers of the global TV online provider, as watching Netflix rose to one of the most popular pastimes during lockdown, it was also a boon for students of a Spanish class, who, as participants of a study on Netflix for language learning watched various Spanish Netflix series.

In this presentation, I discuss the learning experiences of seven intermediate-level Spanish students who watched self-selected Spanish TV-series for a period of seven weeks. The intervention started two weeks prior to lockdown, giving participants time to share their first viewing experiences in person. In addition, all students wrote weekly blogs in which they wrote (in Spanish) about their series and reflected on their learning. The study focuses on the social function of the activity to keep the students engaged with their Spanish study and on the social engagement with language expressed in their blogs. The findings are backed up by data from a follow up questionnaire and focus group interviews.

Carrie Ankerstein

Workshop: The 2020 Lockdown Lecture Series: teaching to the times

Like just about all of us, I had no online teaching experience before March 2020 and like just about all of us, I dove in head first, sink or swim. The technical stuff was easy, I learned how to record lecture videos in PowerPoint, convert them to mp4 files and upload them on the University of Otago system without a hitch. But how to teach in the time of COVID-19 and how to create lecture videos that would not only be educational but also worth watching? Here I went to my years of science slamming, i.e., explaining my research to a lay audience in an informative yet entertaining way.

In this workshop we'll work through some techniques used in science slamming combined with evidence-based guidance on creating lecture videos for undergraduate university students. This includes using storytelling to make your message memorable, using images to make your video watchable, using your voice to capture your audience's attention and being down-with-the-kids to make your teaching approachable.

If you have lecture notes or slides in preparation, please bring them and we'll ride the waves of online teaching together.

Karen Ashton

Enacting teacher agency in COVID times

This presentation shares the results of a small-scale study which explored the agency of a small group of language teachers as they adapted to the challenges imposed by COVID-19. Teacher agency, a relatively under-explored area in applied linguistics research, is broadly described as existing when teachers influence, make choices, and take stances in ways that affect their work and/or their professional identities. As this presentation will illustrate, agency is highly individualised. It is something that teachers do and enact in responding to pedagogical challenges and is mediated and influenced by the environment and setting, and the interplay between these factors.

Through retrospective interviews, teachers from a range of contexts (heritage language classes, mainstream school settings, academic English for university entrance, vocational English for recent migrants, and small private tuition sessions) shared their experiences of transitioning their teaching practice. In this presentation I will examine how these teachers adapted their practice, the decisions they took and their approaches to seeking any support they needed, alongside the impacts on their role. The affordances and constraints these teachers experienced in adapting their teaching practices will also be examined, and finally the enduring changes to their teaching practice and role will be explored.

Gary Barkhuizen

Towards a typology of language teacher educator identity: Teacher educating to the times

'Teaching to the times' inevitably means 'teacher educating to the times'. Very simply, language teacher educators teach teachers to teach language, but a closer examination of this statement immediately raises questions; questions to do with the *teachers* who participate in teacher education, the *contexts* in which teacher education occurs, and the *language teacher educators* who are pivotal in the whole process. The lives of language teacher educators are extremely varied. Any one teacher educator working across time and place will change the work they do, and in the process they too will change. And different teacher educators working in different contexts can be doing very different things but all call themselves language teacher educators. Characteristic of their work is pedagogy, research, and service (institutional and community),

and working across these domains with their own communities means that teacher educators are constantly negotiating their multiple identities to position themselves where they want to be or do not want to be. At the same time they are being positioned by others – their student teachers, colleagues, and institutions. In this presentation I attempt to outline a draft typology that shows what identities language teacher educator construct in this process, how these relate to the different types of language teacher educators there are in the field, and what sort of work teacher educators do as they construct and enact their identities. The interactive session will call for contributions to work towards expanding the typology.

Christine Biebricher

Creating a virtual New Zealand school experience? – Challenges and learnings from teaching Chinese students remotely

The first students in the newly designed Bachelor of Education Teaching English to Speakers of Other Languages (TESOL) started in semester 2 last year at the University of Auckland (UoA). The 17 students in the programme were all from China. I taught these students in a compulsory year-long TESOL course, which was split in a theory part last year, and a practical experience part in semester 1, 2020. For the practical experience, students were scheduled to ‘shadow’ a teacher in a primary or secondary school setting once a week throughout the semester.

In their first semester at the UoA, students enjoyed their study-abroad experience, went home for Christmas and were excited for their placements upon returning to New Zealand. However, the students are still in China, studying remotely. The change from experiencing a new culture and life in Auckland, to being confined to their country and their homes, caused anxiety and a lot of frustration for those students. It forced me to come up quickly with ways to support those students academically and emotionally, and to create a different, virtual school experience. The presentation shows some of the students’ challenges and my attempted strategies to support them. It also outlines how the school experience was adapted to a virtual one, for example using school websites and video clips from several sources, such as ESOL online and Language enhancing the achievement of Pasifika (LEAP), to create a virtual authentic experience and to allow students some insight into New Zealand school settings.

Morena Botelho De Magalhaes, Rachel Rogan & Rosemary Erlam

Adapting at warp speed: Zooming from on-campus to online assessment

The Diagnostic English Language Needs Assessment (DELNA) programme at the University of Auckland is normally an on-campus service. The programme comprises a computer-based 30-minute screening of all incoming students (step 1), followed by a 2-hour pen-and-paper diagnostic assessment for students identified as needing further assessment (step 2), and completed by a one-to-one consultation with a language adviser (step 3). Due to lockdown measures to suppress the spread of Covid-19, DELNA had to quickly change its delivery to ensure students continued to be assessed and supported. As everyone took a crash course in the use of Zoom, protocols were redrafted to offer remote delivery of the assessments, invigilated via that platform, and all language advisory meetings were also moved to Zoom.

While the screenings and advisory consultations transitioned to remote delivery relatively swiftly, the diagnostic assessment was more problematic to re-configure for online delivery. The challenge was to protect the integrity of the programme’s results and confidentiality of the proprietary assessment resources; provide supportive invigilation of the assessment; and replicate the on-campus experience. Through trial and error, the decision was taken to abandon our first style of delivery, which used encrypted PDF files, and to use the University’s

learning management system, Canvas, instead. The second approach has proved to be considerably more robust.

This presentation discusses the changes made to the delivery of DELNA, along with challenges, pitfalls and unexpected successes. More importantly, it discusses the lessons learned as we adapted to life online and the 'new normal'.

Averil Coxhead

Learning vocational vocabulary in an educational setting: *Housing, PPE and fixings*

Up to 40% of the vocabulary in written technical texts in vocational settings is technical, compared to around 10% of spoken pedagogical texts in the same setting. This lexis presents a sizeable learning burden first and second language speakers of English. Students report learning this vocabulary through interaction with tutors in trades-based classrooms. This talk focuses on the technical vocabulary that trades instructors use in class, based on a corpus of tutor talk in four trades collected at a polytechnic in Aotearoa/New Zealand. Firstly, we look at the nature of the technical vocabulary that the tutors use, using examples from the corpus. Secondly, we report on what instructors do to support learners' acquisition of this lexis, including repetition, using questions to elicit definitions from students, encouraging pairwork and discussion, telling stories to illustrate the meaning of a word, and providing simple or practical definitions of the words.

Kerstin Dofs

A silver-lining in the lockdown situation

The sudden lockdown which changed our daily professional lives caused many of us in Christchurch to re-live the symptoms of the earthquake brain. However, once the fog and confusion had subsided, we found our feet on stable ground, (even if they wore woolly slippers and were hidden under the computer desk). The educators and the students were forced to apply autonomous learning and try to understand how to succeed despite all obstacles.

This presentation will describe some obstacles and how these were dealt with. It will illustrate the silver lining brought on by this forced online learning. It will show how clear guidance and trust became the two most important factors in this unusual situation.

It will also present findings from a longitudinal ethnographic study of English as an additional language students, and the roles language and the higher educational institution play for their adjustment, (a study much delayed by the pandemic). These students are often capable, self-forming, autonomous, active agents, in charge of their own lives, and that their autonomy and being second language users may impact positively on their academic success. The presentation suggests acknowledging the positive results of EAL students' study efforts and seeing student challenges in relation to the pedagogy. It calls for an awareness of the necessity of mutual adjustment, by both students and HEIs, with the concepts of guidance and trust again at the fore. This will lead to a silver lining of more successful students, in a more student-centred teaching and learning environment.

Jennifer Drayton

Can we keep high speed? Controller beliefs and language use in emergencies

This presentation explores beliefs and language use in aviation in emergencies. In aviation, aircraft must adhere to standard procedures on the ground and in the air; and standard phraseology provides phrases that are used with these procedures (Mitsutomi & O'Brien, 2003). How do air traffic controllers approach the use of standard phraseology? The data for

this study come from interviews with nine air traffic controllers in the United Arab Emirates (UAE). The responses were analysed for themes and findings showed there were two divergent groups around three main areas of belief. The first was whether the use of standard phraseology was either a technical language that was adaptable to different situations or a finite set of phrases. The second was whether language training for emergencies was useful or not. Finally, while some controllers thought that standard phraseology should be used in emergencies, others were clear that they should be silent in emergencies but use more plain language. The consequence of diversity of beliefs was frequent miscommunication and clarification of meaning in the workplace. The talk concludes with implications of this research on teaching and learning for air traffic controllers in emergencies.

Sue Edwards

A different kind of teaching practicum

A feature of the Wintec Graduate Certificate in TESOL is that programme participants are required to carry out a supervised teaching practicum with adult learners, or in the school setting for those who are already working in that environment. The adult learners are 'recruited' a few weeks prior to starting the practicum, and those who attend the free classes taught by the TESOL teacher trainees are usually at elementary to pre-intermediate level (CEFR A2-B1). Due to the Covid-19 lockdown, these learners could not be recruited, so it was decided that the trainees would teach each other using elementary to intermediate level English language teaching materials, something that could be considered a form of microteaching (Ralph, 2014). As the trainees knew that they should have been teaching English language learners, the experience could have been perceived as inauthentic, and potentially demotivating. Most of the usual practicum requirements were adhered to, including lesson planning, preparation of teaching materials, teaching lessons, observing their peers teaching, giving and receiving feedback on lessons taught, and writing lesson reports incorporating reflection, feedback, and theory. However, the trainees were not only teachers, they also had to play the role of English language learners. In addition, they had to teach, 'learn', and observe the lessons online, using the Zoom platform. This presentation reports on the reflections of the student teachers, and the supervising tutor, on their 'different kind of practicum', 4 months after completing the practicum.

Rosemary Erlam

Assessing to the context: fairer assessment for English Language Learners in the mainstream classroom

Assessments are very unfair for subgroups of the population when they lead to decisions with long-term implications. This presentation documents three teachers' attempts to adapt assessment procedures in their teaching contexts in order to provide fairer and more valid outcomes for English language learners (ELLs). These teachers were completing an in-service course where they were required to critique assessment strategies used for the assessment of students from diverse linguistic backgrounds. They worked with the principles of dynamic assessment (Poehner & Lantolf, 2005) whereby the learner is given help to see what they are capable of with assistance, in order to build a more complete picture of their level of ability and give information about the type of instruction they need.

One teacher concluded that the requirement that a test taker retell a text after silent reading posed a potential threat to the validity of the *PM Benchmarking* assessment when administered to ELLs. She gave scaffolded assistance to four students and observed an improvement in

reading comprehension scores. A second teacher used the principles of dynamic assessment to measure the interpersonal communication skills of her ELLs. Lastly, another teacher investigated to what extent teachers in her school might be using 'dynamic assessment' strategies to make JAM assessments fairer for students in her school, concluding with recommendations for management.

While these teachers took innovative approaches to ensure fairer outcomes, the bigger issue is how there can be a more systematic and valid approach to both standardised and classroom assessment for these learners.

Diana Feick & Antonie Alm

Participation in virtual learning spaces: Affordances of breakout rooms for language learning

This contribution reports on a pilot study on German teacher and student experiences in Zoom breakout rooms (BOR) that facilitated social activities (pair or group work) within a video conference teaching and learning environment during the COVID-19 pandemic. Virtual spaces for social language learning have been broadly investigated as an addition to physical classroom teaching, but not as a replacement of those. During the COVID-19 pandemic both teachers and learners had to adapt to a virtual learning environment that affected their teaching and learning routines, especially for social learning activities.

The study was conducted at two New Zealand Universities and aimed at exploring how BORs shape management of pair or group work, and the conditions for social participation including social presence, the learners' preparedness to interact in German.

The data consists of three teacher interviews and an online survey for the learners (n=24) from beginner and intermediate German courses. Teachers' and learners' perceptions were compared and contrasted. The thematic analysis showed that BORs shape the teachers' management of and feedback for pair and group work, provide some learners with the perception of a safe and private space for interaction and change modes of communication. Our preliminary findings, which we will discuss in more detail at the presentation, suggest that established classroom routines for social activities could not be replicated in BORs but created new patterns of interaction between learners, and between learners and teachers, and therefore promoted and in some cases hindered social participation.

Anthea Fester

He waka eke noa¹: Lockdown, CR4CA and teaching reflection

¹We are all in this together

In the English language teaching (ELT) sector, the introduction of new technology tools over the last few decades has been greeted with a range of emotions ranging from excitement to trepidation and fear. However, 2020 and the unprecedented Covid-19 Lockdown in New Zealand arrived with a bang, escalating the move towards, what for many turned out to be, mandatory emergency remote teaching (ERT) (Hodges, Moore, Lockee, Trust & Bond, 2020). This initiated an urgent need for teachers to rapidly upskill in order to manage their online teaching.

At the tertiary institution where the presenter teaches, one technique used to manage this ERT was the appointment of two centre representatives for course adjustment (CR4CA) during Covid-19 Lockdown. The presenter was one of two nominated CR4CA at the institutions' Centre for Languages. This role was essentially created as a bridge between teachers and the institution's centralised online technical staff.

This presentation covers some key reflections related to pre-lockdown views of the role, the actual role during lockdown and course adjustment opinions and implementations, and post-lockdown evaluations. In this reflection, the presenter addresses some key tenets related to ERT mentioned by Hodge et al. (2020) and how the CR4CA role aligned with these tenets. The speaker will also evaluate the extent to which supporting and mentoring EL teachers remotely addressed core aspects covered by Caldwell & Ichaporia (2020) in their webinar on remote EL teaching.

Jenny Field

Approaching language learning with adult L2 writers with emergent literacy

Although research into adult L2 writers with emergent literacy is still in its early stages, learners from refugee backgrounds and migrants continue to enrol in adult ESOL classes. The result is that adult learners who are L1 literate may be placed in the same learning spaces as adults with minimal or no print literacy.

A 2-year study with 60 adult L2 beginner language learners, of whom 28 had less than 2 years of prior learning, was carried out to enquire about affordances and constraints that impact their learning, and to investigate strategies they used to acquire the L2. Methods included classroom observations, portfolios of written samples, pre and post interviews, and 4 collections from the Literacy and Numeracy Assessment Tool.

Results suggested that the group with minimal or no L1 literacy are a distinct group which require some considered approaches, as they start to engage with print literacy in the majority language. Classroom observations revealed that L2 adult emergent learners bring assets to the class often from their traditions: oral and aural capabilities, retentive memories, resilience and cooperation. Bilingual support was found to be an important mediator for learners to gather meaning in the classroom. The interviews found that learning continued despite the complexities and constraints many faced in their daily lives.

Van Lier's (1996) work on an interactive curriculum with its principles of awareness, autonomy and authenticity was adapted for this group, and may be part of a suitable approach to address the needs of these adult emergent L2 literacy learners.

Carol Griffiths

Individual differences in language learning: a complex/dynamic/situated view

Historically, much of the research into language learning has been concerned with establishing commonalities (e.g. Structuralism, Behaviourism, Cognitivism, etc.), and considering how these universal factors might be applied to teaching and learning. However, although these factors have contributed to our understanding, it is also a basic truth that people are different, and if language learning is to be successful, we need also to consider some of the factors which are generated from within individuals, which make them different from each other, and which will inevitably impact on their success. These differences include age, gender, race, ethnicity, nationality, culture, personality, learning style, strategy preferences, autonomy, beliefs, affective reactions, aptitude, motivation, investment, identity, and, perhaps, others. These multiple variables interact with each other in an extremely complex fashion which is also highly dynamic (that is it is constantly changing) and situated (that is, they are located in a socio-ecological environment). This paper will first of all discuss a range of individual factors which are often considered in the literature and it will present a number of studies which contribute to recent perspectives on the issues involved. The paper will conclude by relating the findings to contemporary theories of complex/dynamic systems and socio-ecological environment and

argue the need for a holistic approach to an understanding of individual differences in language learning.

Mandana Hazrat

Modifying the involvement load hypothesis for designing effective vocabulary learning tasks

The Involvement Load Hypothesis (ILH) claims that vocabulary learning depends on task involvement load, which is the degrees of need, search, and evaluation it induces. Previous research mostly focused on testing the claim, while the contribution of different degrees of each component remained unclear. Accordingly, the present study defined nine experimental treatments, representing different combinations of the components and their degrees. After taking a vocabulary pre-test and a homogeneity test, nine intact classes were each assigned to one of the treatments, while the tenth group functioned as a control group. Vocabulary learning was measured immediately after the treatments. The results indicated that first, the contributions of different degrees of need and evaluation were not in accordance with the ILH claim, which led to redefining need and extending evaluation. Second, the contribution of search varied depending on other components, which ruled out giving fixed degrees to search. The suggested modifications may make the hypothesis more accurate for designing vocabulary-learning tasks and judging their effectiveness.

Maki Hignett

Narratives of Japanese nuclear immigrants in New Zealand: Identity, investment, and English development

This study focuses on Japanese nuclear immigrants who have voluntarily evacuated to New Zealand because of nuclear contamination concerns in the wake of the devastating 2011 Fukushima disaster. It explores their integration into New Zealand, particularly how their development of English as a second language (L2) interacts with their ongoing identity reconstruction and concomitant investment in learning and using the L2. Narrative inquiry is employed to gain a holistic understanding of the meaning-making of the participants' L2 experiences. The data were collected via in-depth interviews, and narrative writing or 'writing as analysis' was used to analyse the data and to present the findings in narrative form. Details from a wider contextual and intersectional perspective informed the interpretation of the narratives of each participant. This presentation reports the cases of two participants with an emphasis on their life trajectories, paying particular attention to how the value of pre-existing capital affects identity negotiation and how dominant ideologies in New Zealand communities shape their investment. The study found that the social and epistemological conditions underpinned by capital generated a different perception of immigration life. Additionally, it revealed that L2 learning was socially structured across communities influenced by not only inequitable relations of power with native speakers but also conflicted relations with subordinate cultural ideology pervasive in New Zealand. L2 users with their particular social position may be marginalised in multiple communities.

Jenny Jones University of Auckland

Teaching to the times: Moving face-to-face university speaking groups online

Up until 2020 the University of Auckland provided opportunities for EAL learners to develop their speaking and listening proficiency through on-campus "Let's Talk" speaking groups, run with the assistance of local retired and student volunteers. The extraordinary times of 2020, however, has led to significant changes to the way in which groups are delivered. This

presentation showcases the changes made to the groups during 2020 to ensure that students based both in New Zealand and overseas can participate in a meaningful way. In addition, the presentation outlines the important role the groups have played in providing opportunities for EAL learners to develop their English proficiency. Also, perhaps most importantly, the presentation will explore the vital role the group has provided in facilitating opportunities for all participants to have meaningful connections with others, albeit virtually, when they cannot meet face-to-face. In this presentation, I will describe the format of the group, the participants involved, and the changes made to the group, both in response to the need to move it online, and in response to feedback from participants. This presentation will also seek to uncover the impact of the group on those who have regularly participated – both EAL learners (based here in New Zealand and overseas) and volunteers. Implications for the future of groups such as “Let’s Talk” will be explored, as will implications for other tertiary institutions.

Celine Kearney

Language support for new New Zealanders: Strategies for meeting language development needs of refugee-background learners.

Aotearoa New Zealand has expanded its refugee quota, effective July 2020, doubling the number to 1,500 (Immigration New Zealand, 2018). This will mean increased need for English language development opportunities. Programmes which have run in community and institutional contexts for decades have experience to offer as language programmes are extended to new towns which will become reception areas for these new New Zealanders.

This paper draws on already published research on language development needs for refugee background learners in Aotearoa New Zealand (Benseman, 2014; Shamem, McDermot, Martin Blaker & Carryer, 2002; Watts, White, & Triln, 2001) and North American Douglas Fir Group’s transdisciplinary framework for language acquisition in a multilingual world (2016).

It foregrounds the experiences of learners with refugee backgrounds, drawn from a mixed method two-year study (Field 2019). Using Grounded Theory as a methodology (Charmaz 2014) interviews of teachers of learners from this group were later added to the learner data set. This paper analyses teachers’ experiences, including reflections on teaching this learner group online as a result of Covid 19. It offers suggestions for teaching strategies for teachers in the new programmes which will need to be developed around the country to accommodate the increase in the yearly refugee quota as a result of the change in government policy.

Liz Kose & Viola Lan Wei

Language advising in the online environment

Academic language advising plays an essential role in supporting students to achieve academic success. At the University of Auckland, language advising is part of the post-entry language assessment (PELA), which aims to identify students, both domestic and international, who need support in developing academic literacy. It is the last step of the Diagnostic English Language Needs Assessment (DELNA), which comprises a screening, a diagnosis and a one on one advisory session. In these sessions, language advisers give detailed feedback to students and further direct them to make use of the resources from the university. Affective factors, as well as academic language needs, need to be considered in an advisory session.

Since the outbreak of Covid-19, language advisers have met students online. This has presented both challenges and opportunities. In this presentation we will describe our experiences advising online, both in the immediate period following our initial lockdown, and on an ongoing basis. We will compare face to face and online sessions, and discuss how we have adapted our

use of language advising strategies and skills (Kato & Mynard, 2015; Kelly, 1996) in the online environment. Finally, we will reflect on the major lessons learnt, and the questions we still have about language advising online.

Hong Phuong Thao Le

Storytelling and teaching English to young learners: A Vietnamese case study

Storytelling, which is often promoted as a suitable methodological approach in teaching young learners, has been under-used and under-researched in EFL primary schools. This study introduces a storytelling innovation to put the young learner-oriented approach in practice. The innovation provides a structure to redesign textbook lessons into storytelling lessons in order to offer young learners interactive opportunities to use language in meaningful contexts. This experimental study aimed to examine the implementation of storytelling innovation lessons. Two teachers and two classes participated in the study. One teacher and one class were used as the control group while the others employed the innovation for one teaching term. Data were collected from pre-and post-storytelling speaking tests, classroom observations, teachers' in-depth interviews, and students' group interviews. The quantitative findings revealed that at the end of the study the experimental group significantly outperformed the control group in their oral language production. The qualitative data showed that the students were highly engaged in storytelling activities. Both the teacher and the students perceived the positive change in their teaching and learning practices. The innovation could transform a mechanical to a more interactive and meaningful learning approach. The results indicate the storytelling innovation as a successful model for introducing change into teaching English in primary schools and contribute to an understanding of the implementation of storytelling, the nature of interactions and learning engagement in EFL contexts.

John Macalister

Cambodian teachers abroad in the time of Covid-19

At the beginning of 2020 a group of Cambodian language teachers arrived in New Zealand to commence a year of study. Within a few weeks the country, and much of the world, was in lockdown as the scale of the Covid-19 pandemic became clear. In this presentation, the expectations and experiences of these teachers are explored through narrative analysis. Questions to be asked include: why did they choose New Zealand rather than another destination? What did they expect to gain from a year abroad? How did they adapt to life in lockdown in a foreign country? What did they learn from this experience? How did the experience alter their initial expectations? Knowing what they know now, would they have left Cambodia?

Minh Nguyen & Helen Basturkmen

Pragmatics teaching materials in English as an international language

Research has shown that Global English textbooks tend to promote native-speakers' socio-cultural and interactional norms while failing to represent the diverse ways in which global English users communicate. However, in order to adequately prepare learners for intercultural communication where English users can come from all different linguacultural backgrounds, textbooks need to recognise the multilingual context of English use, embrace the diversity of global English users and raise learners' awareness of multiple norms, uses, and users of English in this context. In this presentation, we will report a study which explores the opportunities for pragmatics learning for intercultural communication via a set of pragmatics-focused

instructional materials. By examining the English models portrayed, the language ideology promoted, and the patterns and norms of communication presented in the materials, we will discuss the tendencies in how the materials are oriented to pragmatic instruction, and consequently, how well the materials enable learners to develop intercultural pragmatic competence. Based on this discussion, we will then offer teachers practical ideas of how to incorporate an English as an International Language perspective in their teaching. We hope to raise awareness among practitioners and materials developers of the need to acknowledge the linguistic equality of all English varieties, and discourses of multiculturalism and globalisation as well as to avoid ideological biases in pragmatics-focused materials.

Ann O'Byrne

Using visual diagrams (maps) in academic L2 essay writing instruction

Whether studying remotely or on campus, there is a growing demand from undergraduate and postgraduate international students to complete their degrees at English-medium universities. The diversity of this group requires EAP instructors to provide pre-sessional or in-sessional instruction that will assist learners from traditionally-oriented education systems to quickly gain proficiency in the demanding but essential skill of academic essay writing. In this action research study, a short unit of instruction was designed and implemented to help Intermediate-level pre-sessional L2 students to develop planning and organising skills for a problem-solution essay. During the unit, students created visual diagrams (maps) to analyse sample texts and as a planning tool for their own short essays. Progress was evident in the improved quality of their second essays as well as the complexity of their second visual diagrams. Students' appraisals indicated that they viewed the use of maps as helpful for both text analysis and for essay planning. Implications for the teaching of academic writing will be discussed.

Mi Yung Park

Heritage language use in the workplace: 1.5-generation Korean migrants in New Zealand

Drawing on Bourdieu's (1986) concept of linguistic capital and Darvin and Norton's (2015) notion of investment, this study explores heritage language (HL) use among 1.5-generation Korean immigrants in the New Zealand workplace. The data were collected through interviews with ten heritage speakers of Korean working in diverse fields in Auckland. The majority of the participants had some degree of regular HL use at work, albeit limited to interactions with monolingual clients rather than with bilingual clients or colleagues. Using the HL for professional purposes increased their awareness of deficiencies in their Korean language skills. Moreover, although they perceived their HL as useful, they did not consider it a highly valuable form of linguistic capital in their professional lives. While they realized that HL proficiency would be valuable if they were to return to Korea for career-related purposes, none of them had plans to do so. Consequently, despite a stated interest in improving their HL proficiency, they did not actually invest in the HL. This study sheds light on Korean immigrants' language use in their professional lives, as well as on the complex relationships between language ideologies, identity, and investment in HL learning in the context of diaspora.

Jean Parkinson

How does teacher talk engage and include students in the lesson?

Sinclair and Coulthard (1975) described classroom discourse as having the structure of teacher question-student answer-teacher evaluation. This traditional classroom talk has been criticised (e.g. McHoul 1978; Cazden, 2001), because it gives students limited opportunities for input.

Traditional classroom talk constructs teachers as the authority and students as much less knowledgeable. Attempts have been made to find ways of making classroom discourse more dialogic (e.g. Alexander, 2008). More recently, corpus studies (e.g. Biber, 2006; Csomay, 2002, 2006; Barbieri, 2015), have noted a range of discourse features of classroom discourse suggestive of interactivity and involvement. This presentation investigates the use of one such discourse feature in teaching: tag questions (e.g. 'it's uneven, it's not flat, is it'). Tag questions, which seek agreement from addressees, have been found to be frequent in conversation (e.g. Kimps, Davids & Cornille, 2014). However, to date their use has not been investigated in teaching discourse. Using a 390,000-word corpus of interaction recorded during tertiary vocational teaching, we found that teachers used tag questions to ensure students were following their explanations, and to engage students in what they were saying. They used them to remind students of known information and to include students as co-experts who already have some knowledge of and judgement about the subject matter. Although tag questions seldom resulted in extended student turns, they served to engage student attention and include students as members of the discipline.

Grace Qi

Student engagement on a social media platform: Strategies and approaches for language learning

Research has indicated that technology has enabled and facilitated collaboration and knowledge exchange, synchronously and asynchronously, for language learning. It is because that technology supports student engagement in learning that is the contribution that students make towards their learning, as with their time, commitment and resources. Given the fluid COVID-19 situation, social media and internet-based tools have certainly provided support to make the engagement possible. However, little research has examined strategies and approaches that have worked and could have worked better to engage language learners in an online space. This study investigates the dynamics of student engagement in a social media for Chinese language learning in a New Zealand university where learners are a mixed cohort of distance and campus-based enrolments. The study focuses on the qualitative data collected throughout a year, such as interactions on the social media amongst learners and teachers, and student interviews and written feedback. Descriptive statistical data on learning management system (LMS) were also reported. The findings highlight that task design and appropriate organisation are key to engage learners more and assist in effectively creating a community of learning in a social media. It is hoped that this study contributes to the theory and practice of student engagement and technology-enhanced language learning in response to the ever-demanding online or e-learning advocates.

Grace Qi & Karen Ashton

Understanding diversity in New Zealand secondary school language classrooms

Today's New Zealand is ethnically, culturally, and linguistically diverse. This is evident in secondary school language classrooms where it is increasingly common for language teachers to teach varied cohorts of language learners in terms of proficiency levels and background experience in the target language and culture in the same class. While diversity is generally celebrated, increased diversity of student cohorts and learning needs means that teachers need to adapt their teaching practices to respond to these changes. To understand diversity in practice, a survey explored New Zealand secondary school language teachers' perceptions of diversity (n=100). In this presentation, we will share the following findings of the survey:

proportions of students at each year level with prior background(s) in the target language; what 'diversity' means to teachers; which year levels were considered the most diverse; the most common types of diversity experienced; the most challenging and rewarding aspects of teaching diverse classes; and finally the additional support needed for teaching diverse learners. Overall, the findings show that the language teachers surveyed have a broader understanding of diversity than is found in the literature. They were also generally very positive about their teaching of diverse learners commenting that they found it interesting, rewarding and allowed for rich cultural discussion and learning. However, alongside this, teachers found it challenging to cater for individual learning needs and felt that more support was needed, particularly in terms of policy (Government and school), resources and professional development.

Jason Reimer

Flipping the classroom for good – Crisis resulting in positive change

The events of the COVID-19 pandemic in NZ and the related lockdown resulted in a severe disruption to how English language educators teach. This sudden transition to emergency remote teaching (ERT) led to many changes in the way class were taught, some which had positive effects on practice and were maintained after ERT was no longer necessary.

This presentation is about a case study of a research skills class in a pre-sessional English for Academic Purposes program at Lincoln University, Canterbury. Preview material had always been part of the course, but the conditions of ERT and the time constraints of online teaching forced the development of much richer self-access materials to be developed to deliver much of the content of the course. By allowing students to access and review material flexibly, it changed the way the course is taught.

These materials have remained in use with regular face-to-face and online delivery. This continued flipped classroom approach has allowed lower level cognitive work, like remembering and understanding, to occur before class, leaving more room for higher order thinking skills, like analysing and evaluating, to occur in class. This presentation will look at the effect these changes had on the quality of the final report and on the development of the skills that students take with them into their university studies. It will also look at how similar changes might be implemented in other contexts.

Rachael Ruegg

A meta-investigation of the use of the labels 'longitudinal' and 'long-term' in studies of feedback on writing

Although there has been a call for more longitudinal research in linguistics, the field lacks a concrete definition of the term 'longitudinal,' resulting in significant inconsistencies among studies, including in the study of feedback on writing. Through a meta-investigation of the literature on feedback on writing, this study addresses the research question: What kinds of research designs are described by the use of the terms 'longitudinal' and 'long-term' in the area of feedback on writing?

The researchers conducted a search of the literature using the terms 'longitudinal,' and 'long-term.' Only 24 articles met all of the criteria of this study, which were coded independently by each researcher, and then adjusted for discrepancies until agreement was achieved. Data were analyzed through content analysis (Krippendorff, 2013) by constantly comparing data during the whole analysis process (Glaser & Strauss, 1967). This approach provided the opportunity to look for themes to emerge from commonalities in the data.

The results indicate that empirical research on writing feedback is inconsistent, especially what time frame is seen as ‘longitudinal,’ which ranged from a few weeks to one year. There is also significant variation in how many treatments are implemented (1 to 16 times), as well as the amount and qualities of the feedback provided. Many studies also failed to report some of these important characteristics. The implication of these results indicates the need for establishing a standard definition of ‘longitudinal’ not only for writing research, but across all fields of study in linguistics.

Jonathon Ryan

A glass slipper: Re-designing the listening lesson

Listening remains the least theorized and researched of the four main skills (Vandergrift, 2007) and the associated pedagogy remains the most rigid and under-developed (Siegel, 2015). Perhaps unsurprisingly, then, for many language learners it is also the language skill with which they report the greatest difficulty (Field, 2008). Despite this, proposals for reform are typically very modest in ambition, often suggesting little more than a ‘tweak’ to established practices, and seldom looking beyond established frameworks such ‘top-down vs. bottom-up’ approaches. In this talk, a rather new direction is proposed, based on an understanding of the nature of listening as it occurs in interaction, and drawing mainly on findings from conversation analysis and pragmatics.

After sketching the ‘standard’ comprehension-based listening lesson, I briefly propose five foundational – yet under-appreciated – principles of listening in interaction: Goffman’s (1981) participation framework, an understanding of meaning as action, the prospective perspective, participatory listenership, and recipient design. Based on these principles, an action research project was instigated in which a number of innovative activities were developed. A selection of these will be demonstrated. Attention then turns towards an evaluation of extracts of classroom data, with a view to exploring the strengths and practicalities of the approach. The talk concludes with recommendations for classroom use and future research.

Stephen Skalicky, YouJin Kim & YeonJoo Jung

Recent findings from linguistic alignment: Examining modality, target structure, and individual differences

A number of studies attest to the effects of linguistic alignment in eliciting target second language (L2) structures (e.g., McDonough & Kim, 2009; Michel & Smith, 2018). These studies capitalize upon the unconscious tendency for interlocutors to repeat and reuse similar lexical and syntactic forms encountered during preceding turns in a conversation. Thus, linguistic alignment is becoming a useful method for eliciting target L2 structures which are resistant to instruction.

In this talk, we present an overview of our recent research into linguistic alignment of English stranded prepositions, direct questions, and indirect questions (Kim, Jung, & Skalicky, 2019; Kim, Skalicky, & Jung, 2020). While our primary desire in this research was to compare linguistic alignment in face-to-face (FTF) and synchronous computer mediated communication (SCMC), we also studied several other variables. These include different types of pre-existing knowledge (implicit and explicit), working memory, and overall L2 proficiency.

We gathered linguistic alignment data from over 100 Korean learners of English in both FTF and SCMC modalities. Using linear mixed effects modeling, we report clear evidence for linguistic alignment during conversation, even for notoriously difficult structures such as stranded prepositions (e.g., this is something you put food *in*). We also found differences between

modalities, in that participants in the SCMC modality tended to exhibit stronger alignment effects. Moreover, based on pre-test and post-test data, we report learning effects for some, but not all of our target structures. We discuss the implications of these findings for linguistic alignment in both research and pedagogical contexts.

Hilary Smith

“Family Language Challenges” for Gamilaraay language revival in lockdown

For several years I have been working with colleagues at the Winanga-Li Aboriginal Child and Family Centre in Gunnedah, New South Wales, for the revival of their Gamilaraay language (and related Yuwaalaraay language). Of the more than 250 languages spoken in Australia before 18th century European settlement, only a dozen or so are currently being used and transmitted in families, and none of these are in New South Wales. Gamilaraay has not been in everyday use since the early 20th century, but has been well-documented with a grammar and dictionary.

Our Yaama Gamilaraay! (Hello Gamilaraay!) programme is funded by the New South Wales Department of Education and focuses on developing materials for use in Winanga-Li’s Early learning Centre, in partnership with Gunnedah Preschool. Until February 2020 I have been visiting Gunnedah every few months, using a community development approach to work with Winanga-Li and Gunnedah Preschool colleagues on the programme.

Since the closing of borders and lockdowns I have continued the project work remotely from Aotearoa. In this presentation I will begin by describing how we re-focused the materials to include online “Family Language Challenges” for access by Winanga-Li staff, families, and the wider community. I will then explain our current approach to assessing the use of the materials.

Pat Strauss and Susan Sun

The sudden transition to online learning – challenges facing lecturers in languages and language education fields

The Covid 19 pandemic sent New Zealand universities into lockdown on 25 March 2020. Lecturers had to make dramatic changes to their mode of delivery so that face-to-face programs already in progress could be offered using online platforms. Both teachers and students struggled with the challenges presented by online teaching and learning, often complicated by poor Internet reception. Three and half weeks into semester 2, Auckland was ordered back into lockdown and online instruction was resumed. There is a limited amount of research of the effect of interrupted higher education programs during a pandemic. It appears however, that the Covid crisis has merely exacerbated existing problems with online learning. While a great deal of research has concentrated on technical issues it is also recognised that there are sociocultural issues at play. This presentation reports on a small research study undertaken at a NZ university in the second half of 2020. Eight lecturers from one school involved in the teaching and learning of languages and language education volunteered to participate in interviews discussing their experiences, the challenges they faced and the strategies they employed to involve and motivate students.

Mitsue Tabata-Sandom

Advancing the L2-self as a result of extensive listening and reflective journal writing

This report presents the results of the first -year of an autoethnographic study. I have been engaging in self-directed extensive listening and journal writing in order to monitor changes in my L2 English listening proficiency and affective dimensions.

Over the course of the study I committed to watching over an hour a day of authentic (unsimplified) English dramas/movies. In addition, I regularly did the following in order to diagnose areas of particular difficulty for me in listening: (1) dictation tasks; (2) listening to short, authentic (unsimplified) speech/video -clips, re-listening with a transcript, and pinpointing what I was unable to comprehend. I also journaled the emotional ups-and-downs I experienced communicating with L1 English speaker(s).

After one year, my post IELTS listening test score (90%) and my self-perceived L2 English listening level (the upper-middle of the Interagency Language Roundtable, <https://www.govtilr.org/Skills/ILRscale3.htm#3>) had not changed. I had, however, managed to clarify my listening difficulties: of all times I had an issue, 41% were due to processing problems, 38% vocabulary problems, and 21% other problems (e.g., a lack of schemata). Despite having identified these issues, I found it difficult to proceduralise this metacognitive knowledge into listening strategies. While I failed to find a breakthrough cognitively, my journal writing revealed that I would benefit more from going from an anxious L2-self to a resilient L2-self, rather than pursuing something unattainable (native English listening competence).

In sum, this paper argues that self-perception and achievable goals are key to a life-long L2 learning journey.

Tan Bee Tin

Is Covid-19 a perfect storm for creativity? The hits and misses of zoomedy (remedial teaching via zoom)

As Covid-19 pandemic hit the world, many tertiary education providers and educators swiftly switched from face-to-face to remote teaching modes using technology. Many educators quickly learned to use technology such as zoom video conferencing so as to continue teaching in this uncertain Covid-19 pandemic world. In this talk, I examine how the circumstances surrounding the Covid-19 pandemic act as a perfect storm for creativity: getting many educators to embrace new ways of teaching using technology (in particular, zoom) and many unforeseen side-effects that come with this zoom remedy ('zoomedy'). I examine both the bright and the dark sides of the use of innovative technology in language teacher education courses I taught. I examine how the situation caused by Covid-19 changed my practice as a language teacher educator and the practice of student teachers. I compare my reflection notes written prior to Covid 19 in previous years with my pandemic teaching notes. I highlight the hits and misses of online teaching as compared to face-to-face teaching.

Danping Wang & Martin East

Constructing an Emergency Chinese Curriculum during the Pandemic: A New Zealand Experience

This paper provides details of an emergency Chinese curriculum enacted as a response to the multilevel challenges for a campus-based Chinese language course due to the outbreak of the Covid-19 pandemic. Framed against this background, the study presents and reflects on the factors influencing curriculum decisions during emergency remote teaching. The data reported in this study are based on two ad hoc surveys with 163 students and reflections undertaken

between one course director and five teachers in a large-scale beginning Chinese language course in a New Zealand university. Based on students' and teachers' lived experience and perspectives, the study captures the complexities of how the pandemic crisis has reshaped the course in the Western higher education context. The study first discusses the influences from the contextual factors including social, technological, financial and organisational, and then demonstrates how the course experienced unprecedented changes to its curriculum delivery, pedagogy and assessment. Factors influencing students' and teachers' participation in the emergency remote course are also discussed. The paper ends by suggesting using the emergency teaching experience as an opportunity for advancing theory and practice in future Chinese teaching and research after the pandemic.

Yi Wang

Diverse learners, inclusive teaching: A learner-story-based approach with ESOL beginners for multi-literacy development

For literacy development at lower levels, finding the right teaching materials can be a challenge due to learners' diverse cultural, educational, and personal backgrounds. In this presentation, I report on a learner-story-based approach to multi-literacy development that I used with four groups of ESOL beginners. All were domestic students, both migrants and former refugees, some of whom had received little or no formal education. The approach involves 'speaking and writing out' learners' stories, which then become reading material and the basis for further writing. It follows five key phases: 1) start with a real life situation related to one or most learners; 2) talk with learners and co-construct a story about it; 3) draft up the story as well as creating quick follow-up exercises; 4) learners read the story and do the exercises, individually and collaboratively, silently and verbally; and 5) finally learners follow the pattern and write up their own stories.

Using a reflective practice approach, I have developed this over four cycles with a hundred students or so, and found it effective, desirable and feasible; learner feedback has been encouraging and highly positive. Two interesting implications arise: First, this approach could be readily applied to other contexts – primary, secondary, or tertiary – with ESOL learners of diverse backgrounds; Second, some student stories could be publishable, internally or externally, to be shared as reading resources.

Rosemary Wette

The impact of overseas graduate study on a young teacher's professional learning

For international graduates, studying overseas is a high-impact experience with both personal and professional components. Obligated to develop independence and resourcefulness in an educational environment very different from that which exists in their home countries, they are on a steep learning curve for much of their time abroad. The longitudinal, interpretivist study described in this presentation analyses the plans, actions and reflections of a recently qualified EFL teacher from Cambodia as reported in a narrative frame and interview just after she had she completed a Master's degree (MTESOL) in Auckland in November 2019, with further interviews in Cambodia in February 2020, and in July, 2020 via zoom. This young teacher's trajectory of professional learning corresponded to the basic phases of transformative learning theory (Mesirow, 1997) in that it moved from a period of disorientation to self-examination, planning a new course of action, acquiring knowledge and skills, building competence and strengthening self-efficacy, integrating professional learning into personal practice, and collaborating with others to disseminate knowledge and bring about change in

the home environment. As well as outlining how her learning unfolded during and after the period of graduate study, including the constraints of disseminating new understandings about TEFL to colleagues without any face-to-face contact, the presentation reflects on the wider implications of this student's account for providers of graduate courses in language teaching that include international students.

Five focused presentations

Gary Barkhuizen

Language teachers studying abroad: Identities, emotions, and disruptions

This presentation briefly introduces the field of language teacher study abroad, focusing particularly on teacher identity and emotions. When crossing geographical and sociocultural borders, aspects of identity become salient and contested (Block, 2007), and so mobility often has the effect of destabilizing sojourners' perceptions of who they are, their professional affiliations, their beliefs, and practices. The aim of many study abroad sojourns is professional development (including language learning), with desired outcomes of self-efficacy, agency, self-confidence, independence, and personal growth. But transitions across borders, the life and learning experiences in the new environment, and then again on return to the domestic classroom, also bring about threats to confidence and self-identity. The result may be self-doubt, anxiety and professional insecurity. This is particularly the case in times of radical disruption such as bushfires, protests, and more recently and catastrophically, the coronavirus and post-coronavirus era. This presentation, besides providing some conceptual background for the four presentations that follow, also illustrates key study abroad concepts with data from a study of a Nepalese teacher (educator) completing a PhD in the United States.

Rosemary Wette

Post-sojourn knowledge and identity changes of young Cambodian teachers of English

This presentation focuses on the post-sojourn period of the study abroad (SA) experience. It draws on data from narrative frames, observations and interviews to identify the professional knowledge and identity shifts that occurred through the SA experience of four teachers from Cambodia who spent one year in New Zealand completing a Master in TESOL degree. Changes that were identified included development in SA teachers' understanding of English language teaching, and of their professional identities. Plans to put their learning into practice on returning to their home classrooms were discussed. When they were visited in Cambodia early in 2020, the extent to which teachers' career trajectories had unfolded as they envisaged and their goals met were explored with them.

Danping Wang

"They say my job is propaganda": Complexities of professional identity formation for pre-service Chinese language teachers in overseas schools

This presentation reports on a case study on the influences of the political ideologies on professional identity formation for pre-service language teachers in a study abroad programme. Drawing on Mockler's (2011) conceptual framework that highlights the political impacts on teacher identity, the study analysed three domains that shape teachers' professional identity including external political environment, professional context, and personal experience. This presentation will focus on three Chinese postgraduate students organised by Confucius Institutes to complete a one-year teaching practicum in New Zealand

schools as Mandarin Language Assistants. The preliminary analysis reveals a huge gap between their self and prior perceptions of their teaching career, and what they were often viewed in the workplace and in the local communities. Their professional identity development is largely affected or repressed by the political ideologies experienced through personal contact and mainstream media.

Christine Biebricher

Intercultural learning: A duoethnography of study-abroad experiences and their influence on language teacher education

The presentation focuses on the study-abroad experiences in English speaking countries of two language teachers, one from China and one from Germany, during their pre-service teacher education. We employ a duoethnographic approach to reflect on, describe and systematically analyse our lived experiences. We use our stories to explore psychological, emotional and motivational aspects of these experiences, including influences of study abroad on our personal and professional identities. Through juxtaposing our autobiographical narratives, we show where and how our stories intersect, how they diverge and how they have affected our current teaching approaches and teacher education practices.

Diana Feick and Petra Knorr

Virtual mobility in language teacher education from a social-emotional perspective: A virtual exchange project

In the digital age language teacher mobility can be fostered through innovative approaches. Especially in times of restricted mobility, virtual exchanges might offer a kind of non-physical study abroad experience. They provide the opportunity to get in touch with different cultural and linguistic practices across the globe and support pre-service teachers in developing subject-specific professional competencies. The presentation reports on a virtual exchange project between students in Germany and New Zealand who jointly analysed and compared linguistic landscapes of their cities. The focus is on how participants experienced online collaboration and cultural learning from a social-emotional perspective.

Poster Presentations

Thuy Bui

Extracting multiword expressions from texts with the aid of online resources - Implications for language teachers while teaching to the times

Research in recent years has emphasized the ubiquity and pedagogical significance of multiword expressions (MWEs) (e.g. Siyanova-Chanturia & Pellicer-Sánchez, 2018). However, accumulating a sizeable repertoire of MWEs remains a challenge to language learners.

Aiming to shed light on one potential pedagogical path, this classroom-based research project investigates the effectiveness of 'text-chunking', an activity where learners are asked to extract MWEs from authentic texts. The participants were two intact classes of Vietnamese EFL learners in their second tertiary year. Over ten weeks, the experimental group (n=26) engaged in weekly text-chunking practice, while a comparison group (n=30) used the same reading materials for content-related activities. The experimental group was taught to consult online dictionaries and an online corpus to verify their identification of MWEs. Their discussions were audio-recorded every week. A pre-test and two post-tests (immediate and delayed) on the form recall of 52 target items revealed significantly greater learning gains in the experimental group, with a medium effect size. Post-treatment questionnaires also suggested these students' heightened awareness of MWEs and autonomous learning strategies.

This presentation will highlight these main findings and, more importantly, discuss the implications for language teachers on how to better scaffold learners in their MWE acquisition. Pedagogical suggestions on how extracting MWEs from texts can be done using online resources to adapt the changes caused by Covid-19 conclude the talk.

Jiye Hong

Planned and unplanned attention to language in EMI classes in a high school and a university in South Korea

English Medium Instruction (EMI) has become prominent in Korean higher education and is now being adopted in high school settings. Currently, little is known about the ways and extent to which content teachers and lecturers deal with the language to support students' learning in EMI settings. This presentation reports a study to investigate planned and unplanned attention to language in two classes (Economics and Mathematics) from a public high school and two lectures (Accountings and Mathematics) from a private university in South Korea. The study identifies types and purposes of planned attention (e.g. glossary) that EMI teachers and lecturers aim to support their students. The study also examines the frequency and feature of language-related episodes, instances when teachers and students attend to language during classroom interaction that is primarily oriented to disciplinary content. The findings of the study are expected to have significant implication for research about EMI and pedagogical practices not only in higher education but also in secondary education which has scarcely been studied.

Nurul Aini Mohd Jelani

Carrying out online experimental research in applied linguistics: What do you need to know?

The year 2020 has been a challenging year for many people, including researchers. With the rampant spread of Covid-19, researchers have to think of ways to carry on with their work with limited and/or no face-to-face data collection. In this poster presentation, I will be sharing information on some of the things that researchers need to consider before, during and after carrying out online data collection. What are the advantages and disadvantages of online data

collection? What tools are available to use? When collecting behavioural data, e.g. accuracy of response and/or response times, are the data collected through online method reliable? Can you provide prompt feedback to participants? What are other things researchers need to keep in mind as they run their experiments online? I will also be sharing some of the lessons I learnt during the course of developing the materials for my study, as well as during data collection stage. This poster will not only describe some benefits and challenges of conducting linguistic research via the internet but also offers recommendations to both researchers and research faculty for dealing with the challenges.

Naning Wahyuni

The nexus between parental involvement and children's interest development in learning English

This study aims to investigate parental involvement in the development of children's interest in learning English. Previous research found that the earlier influence of parents to their children makes real differences to the children's learning development (Bonci et al., 2008, 2010, 2011). Other studies showed that parents' contributions to their children learning at home have significant effects on their achievement (Henderson & Map, 2002; Harris & Goodall, 2007). In this study, series of investigations were conducted under the framework of a multiple case study to understand any factors and forms of parental involvement in children's English learning and how the involvements are affecting their interest in learning English. The findings of this study revealed five stimulating factors that suggested affecting their forms, types and frequencies of involvements. They are 1) *parent's English educational background*; 2) *parent's English learning experience*. 3) *Parent's motivational beliefs*; 4) *Parent's perceptions of invitation for involvements*; 5) *Parent's perceived life contexts*. Details of the types, forms, and frequencies of parental involvement were also discovered during the investigation. Additionally, the various model of parental involvement mechanism also unveiled in this study comprising *modelling, encouragement, facilitation, instruction, rewarding, and reinforcement*. This study is expected to shed new light on language teaching and learning through critically examining parental contributions on their child's language learning.

Ute Walker

'Where is the community'? From social distance to social presence in online learner communities

'The shift to online education due to the corona pandemic has had a fundamental impact on languages education'. Words to that effect introduce an apple of studies published in 2020 with the aim to share experiences and report on ways in which institutions, programmes, teachers and learners have responded to the educational challenges the pandemic has posed worldwide. This study provides a narrative review (Ellis, 2015) of recent articles to identify key currents, challenges and solutions around teaching to the times in the face of dislocation and rupture and an enhanced need for community when uncertainty, loneliness, demotivation or illness abound. The need to 'pivot' teaching and learning practices presents opportunities and challenges for building virtual communities of learners who actively engage with and through the target language, supported by pedagogies which foster social learning via meaningful integration of technology. What makes a community of learners work during such testing times is an important question to address in our quest to be responsive, both in a short-term emergency mode and via long-term planning and design. Hence, this study aims to synthesise findings of community building efforts, in particular ways to construct and maintain social

presence as a key dimension in the experience of an online community, trust and belonging (Walker, 2017) and as a potential mechanism for coping.

Apsara Wimalasiri

Identity negotiation of an English language teacher during Covid-19 lockdown in New Zealand – A case study

Language teacher identity is known to be constantly evolving and dynamic. In addition, teacher identity is developed through participation and investment in the profession (e.g. *Yazan, 2017*). Previous research on language teacher identities has shown that teachers perceive language as a system and a social practice through which their identities are negotiated (e.g. *Norton, 2013*). The objective of the present study is to explore how an English language teacher negotiated her identity during the Covid-19 lockdown in NZ when she had to transform her face-to-face teaching to an online platform.

This study is part of a larger project involving multiple teachers in NZ. However, for this study, I focus on the depth of a case study, including a semi-structured narrative interview. Data was analyzed through the small stories approach (*Bamberg & Georgakopoulou, 2008*). The findings show that the transformation of English language classes to an online platform had a significant impact on the investment of adult students in attending the classes. As a result, the teacher changed her methodology attempting to encourage her students to invest in online English classes. Despite the teacher's efforts, she reported that some adult students were not able to invest in learning language online. The study shows, how in response to this, the teacher initially faced an emotional blockage but managed to overcome that by negotiating her teacher identity. The findings of the study provide insights for understanding how English language teachers negotiate their identities in response to contextual and situational factors that arise.

Virtual Presentations

Necia Stanford Billinghamurst

'We wear the mask': Agentive and strategic language play in southern and northern spaces of (im)mobility and precarity

This presentation considers the concept of southern multilingualisms (Heugh & Stroud, 2014) through an exploration of how women of refugee-backgrounds strategically play with ideologies of language to assume identities, shift balances of power, and increase physical and social mobilities. Often refugee women from post-colonial, southern spaces are characterized as vulnerable and voiceless. While it is important to recognize the considerable hardship and constraints they have and may still face, such positioning perpetuates objectification. Researchers frequently frame African women through western perspectives of deficit, influenced by colonial thinking (Smith, 2013). Few if any start from an assumption of agency or power. Drawing on narratives shared by three women of South Sudanese heritage now settled in Australia, I consider the women's use of their multilingualisms to facilitate movement both during displacement in the Global South and settlement in the North. The findings suggest that the women portray themselves as agents, intentionally using their linguistic repertoires throughout their journey of migration and in their current lives. Their framing of experiences points to conscious and calculated choices to use aspects of language and appearance to manipulate various socio-linguistic situations. Moreover, it suggests that the women rely on language ideologies, manifest through language regimes at institutional and community levels, to 'mask' themselves -- protecting and projecting identities, often in risky situations. Ideologies such as 'named' languages and their assumed links to ethnicity materialize in practice, enabling the women to tailor their identities and thereby redistribute power dynamics in both southern and northern spaces.

Chujie Dai

Exploring novice teachers' teacher identity in online synchronous one to one language teaching contexts

The outbreak of Covid-19 has shown that a transition from the physical classroom to an online environment is a complex process. A sustained joint research project, Synchronous Chinese Online Language Teaching, by Massey University and Beijing Language and Culture University, bringing together inexperienced tutors of Chinese and New Zealand-based distance learners of the language in one-to-one videoconferencing, has examined this transition for teachers of Chinese. Distance students from Massey are often older than first-time students, and of the inexperienced post-graduate students who were tutoring them. They may be successful mid-career professionals, for example. In this environment, individual characteristics, such as a discrepancy in age and professional status, became salient in some cases and this has increased the complexity of the teaching context. The novice individual teachers' identities are evolving, and they may experience struggles in shifting between and retaining both their personal and professional identity at all times.

This presentation aims to provide examples of how the establishment and evolvment of teacher identity of the novice online teachers took place, including adjusting themselves to the context, negotiating different roles they possessed, facing the challenge brought by the newly established teacher-student relationship, or even reaching a compromise between their

idealized teaching and the reality; and how did these impact the teaching. Data was gathered from recordings of teaching sessions and interviews.

The many challenges which have emerged in the SCOLT practice provide valuable insights for online teacher training and practice in a post-COVID world.

Erandi Kithulgoda

The discourse of online shopping in a changing global dynamic

E-commerce accounts for an increasing proportion of sales worldwide, as high as 14.6% by 2020 according to one prediction (Hagberg, Jonsson, and Egels Zandén 2017). The global pandemic has only accelerated this rise. Thus, students studying Business Management or Marketing, must increasingly prepare themselves to do business on digital platforms and learning the discourse of online shopping is increasingly essential to Marketing professionals and e-business owners. However, as with traditional disciplinary writing, writing for e-commerce is challenging because writers must learn the norms of writing for this purpose (Miller and Pessoa, 2017). This motivates the exploration in this presentation of the language (written and visual) used on online shopping sites. The presentation reports the findings of an analysis of a multimodal corpus of online product descriptions. Because the study is intended to be useful to ESL/EFL writers, the study is cross-cultural, including New Zealand and Sri Lankan sub-corpora.

Through a comparative qualitative pilot analysis of two sub corpora of New Zealand and Sri Lankan beauty care product descriptions collected from online shopping sites, cross-cultural differences were distinguished between the rhetorical move structures (Swales, 1990) of New Zealand and Sri Lankan product descriptions. Differences were also identified in the discourse features and images characterizing the discourse of online shopping used by New Zealand and Sri Lankan web stores. The preliminary findings hint at the necessity of taking into account genre feature variation when crossing national boundaries, and provide a deeper understanding of how each culture perceives and utilizes multimodality.

Sharon Leslie

The teacher I want to be, should be and fear becoming

EAP teachers in university direct-entry programs are both language and genre specialists; they are teachers of academic and digital skills and literacies (Murray, 2018; Roche, 2017) and, they are often the first point of contact for international students experiencing isolation and other psychological challenges (Kahu & Nelson, 2018; Ding & Bruce, 2017; Wilson, 2017). In 2020 many EAP direct-entry teachers in Australia and New Zealand found themselves teaching online for the first time, and were also among the many thousands of university employees who lost their jobs (Davies, 2020). Surprisingly little is known about this teaching cohort. There is a paucity of research into how teachers working in direct-entry programs for international students conceptualise their own roles, or what motivates them to continue to develop professionally. Are they motivated by a vision of the ideal teacher they could be, the fear of what they could become or, the expectations of their institutions, their students and their managers? Could knowing this be the key to designing future professional development programs for direct-entry teachers as they struggle to “teach to the times”? This short, virtual presentation will examine the importance of understanding language teacher possible selves (Kubanyiova, 2009) as universities start to plan beyond COVID-19.

Hang Nguyen

Comparing and evaluating two published lists of academic collocations

The present study aims to compare two lists of academic collocations: the Academic Collocation List (ACL) (Ackermann & Chen, 2013) and the Academic English Collocation List (AECL) (Lei & Liu, 2018). These lists share the same focus on academic collocations as complete expressions (e.g., empirical evidence and key element) and the same purpose of pedagogical value, but the compilation of the two lists was quite different. Comparison is important for list users to select the list that best suits their needs. As a part of the comparison, evaluation is needed to check whether the development of a list matches its intended purposes. In this study, comparisons between the ACL and the AECL included determining the extent to which the two lists are similar and different. Results indicate that the lists have a small overlap. Second, a comparison of the coverage of each list over the academic and fiction sub-corpora of Corpus of Contemporary American English (COCA) (Davies, 2012) suggests that the 500 most frequent academic collocations in each list should be an initial target of learning because these high frequency items are manageable and give the best return for learning effort. Finally, the lists are evaluated using Nation's (2016) framework which provides insight into every aspect of the lists. This study shows that although this framework was designed to evaluate lists of single words, it can also work well with lists of multiword units with some small adaptations.

Yoshie Nishikawa

Is enjoyment in learning the L2 sufficient for long-term learning?

Although it is understood that language learning is a longitudinal journey (Ortega & Byrnes, 2009), what happens to tertiary-level learners after they complete their formal language education? Our research analysed the questionnaire responses and metaphors of 169 post-tertiary learners of Japanese to understand how their beliefs have evolved over time. Our presentation focuses on a particular aspect of our research, which examines how enjoyment in learning the L2 may not be enough to sustain long-term L2 learning. Upon graduation, learners of languages other than English (LOTE), are not necessarily driven to learn the L2 for employment or other utilitarian reasons, and therefore must have other reasons to maintain their L2 learning. Our metaphor analysis (Tabata-Sandom et al., 2020) revealed that learners who conceptualised L2 learning as "enjoyment" were more likely to discontinue their learning compared to other metaphor categories (e.g., Accomplishment; Finding another self). Learners who have sustained their L2 learning tend to be more integratively-orientated and rely less on a mere interest in the L2 to further their language development. Our presentation ends with a discussion of the implications of tertiary-level instruction for LOTE learners.

Fusae Nojima

Supporting evidence-based teaching – what can online language assessment data tell us?

With the swift change of our learning environment to online, definitions of online language assessments and the how educators use them have undergone change. Online language assessments can, along with other benefits, play an important role in evidence-based teaching. The current presentation demonstrates how to best utilise online assessments for teaching and demonstrates how to support evidence-based teaching using the sample data from the Assessment of Languages Competence (ALC).

The ALC is a suite of language assessments designed to assess language competence in learners of additional languages, developed by the Australian Council for Educational Research. This 30-year-old program offers listening and reading comprehension tasks in a multiple-choice format, with a mission to celebrate and enhance the learning of languages in the Asia-Pacific region. The ALC has now evolved to an online assessment that is available on-demand.

Benefits of using online language assessments extends to more than testing students' knowledge in their target language. This presentation addresses the following research question:

- How can the effective use of data collected from online language assessments support evidence-based teaching?

The sample data was extracted from existing ALC results. The data included Japanese reading results of 20 students. The assessment data contains information about students' overall levels of attainment in a subject area, levels of attainment in sub-areas of learning, areas of strength and misunderstandings and areas of difficulty. Interpreting data is all about asking specific questions, then drawing inferences from the data to answer those questions.

Anh Ton Nu

Teacher education in Australia and Vietnam: An investigation into pragmatics teaching

This paper focuses on how prospective teachers of English are provided with pragmatic knowledge of the target language and pragmatics teaching methodologies through the training contents for English teachers at undergraduate level in Vietnam and at Master by coursework level in Australia. By looking at two training levels in different contexts, this paper aims at bringing about enlightening insights into the professional development journey for English language teachers from Vietnam to Australia. As knowledge about pragmatics is important for language teachers for their own communicative competence and their students', this study paid close attention to the treatment of pragmatics in the overall teacher training curricula at teacher education universities in both countries.

This study adopted an instrumental multi-site case study method with the use of an online questionnaire and an in-person or online interview for each research participant. It involved the participation of four course coordinators from Australian universities and two counterparts from Vietnamese universities. The different number of participants allocated to Australian and Vietnamese universities is because all Vietnamese university training curricula must follow the general requirements of its Ministry of Education and Training.

The findings of this study indicate that pragmatics is taught at both levels at Vietnamese and Australian teacher education universities under its inquiry. However, a great deal of variation between the two levels and among the universities was found in terms of the treatment and allocation of pragmatics, the ways that textbooks and other teaching materials are used, and especially the covered pragmatic topics.

Taha Omidian et al.

New dimensions of variation in writing for research publication: An analysis of disciplinarity, intra-textual variation, and L1 versus L2 expert writing

Scholarly knowledge in contemporary academia is created and communicated primarily through writing for research publication. It is through this particular form of knowledge dissemination that a rich body of scientific knowledge about a given phenomenon is

accumulated. The present study set out to investigate the linguistic particularities and conventional discourse style of research writing, as reflected in the use of various lexical and grammatical features. For this purpose, a multi-dimensional approach was adopted to inductively identify co-occurring linguistic features of research writing and describe their underlying discourse functions. Our analysis revealed three fundamental linguistic dimensions which underlie the discourse practices of research writing across academic fields. These dimensions were then used to provide a functional characterization of research writing and highlight linguistic differences arising as a result of factors such as disciplinary specificity, intra-textual variation, and possible influences of L1 versus LX-English expert writing. Our results showed substantial differences in the linguistic characteristics of research writing in sections of articles with respect to these dimensions. It was also found that these linguistic particularities can be strongly affected by disciplinary preferences, and that any characterization of research writing with no careful consideration given to disciplinarity would be incomplete. Our findings further revealed considerable differences between L1 and LX expert writing in fulfilling the communicative practices related to the evaluation and elaboration of research findings.

Hanh Thi Pham & Eleni Petraki

Effects of oral corrective feedback combined with explicit instruction on EFL learners' recognition and production of English requests

This pretest-posttest quasi-experimental study investigated the effects of four oral corrective feedback (OCF) types, recast, clarification request, explicit correction and metalinguistic clues, on the acquisition of English requests by low intermediate university EFL Vietnamese learners (n=122) in the context of explicit pragmatic instruction. One control and four treatment groups received six hours of explicit instruction on General English request patterns and modification strategies used in request making. Each treatment group also received one of the four OCF types covering both pragmalinguistic and sociopragmatic aspects of English request making. Data were collected using pragmatic awareness tasks (JT) for assessing students' recognition of the request appropriateness, and role plays (RP) for measuring the effects of the treatment on students' online production, with the scenarios being designed with reference to power, distance and imposition variables proposed by Brown and Levinson (1987). Scoring was conducted by one native and one non-native speaker, using the holistic rubrics by Ishihara and Cohen (2010), and the analysis used ANOVA and ANCOVA tests. The results demonstrated the superiority of metalinguistic clues and explicit correction in improving learners' pragmatic recognition, while metalinguistic clues and recasts in pragmatic production. The results also highlighted the superiority of explicit instruction in improving the students' pragmatic development, suggesting that it is important to raise students' metapragmatic awareness and provide models in teaching pragmatics.

Julia Rietze

Emotions, identities, and investments in language biographies of heritage speakers of German in New Zealand

This PhD project focuses on language biographies of New Zealanders, whose parents immigrated from a German-speaking country. It makes use of autobiographic narratives, which center around how a language was acquired and used (Nekvapil, 2003).

Of particular interest are references to emotions, identities and investments. From a socio-ecological perspective (Bronfenbrenner, 1979; Steffensen & Kramsch, 2017), these subjective influencing factors on heritage language maintenance are seen as inextricably connected as well as closely entangled with daily routines and conditions.

The main research question of this narrative inquiry asks for participants' language experiences. Sub-questions address connections between these experiences and different societal systems in participants' environment as well as emotions, identities and, investments. Interview data are complemented with self-reflective tasks and analyzed through a combination of reflexive thematic analysis (Braun & Clarke, 2006) and narrative analysis (Barkhuizen et al., 2014).

As a contribution to this conference, I would like to introduce the design of my project and share initial insights derived from a first analysis in a virtual presentation.

Diep Tran

Rethinking the use of multiple-choice questions in tests of listening comprehension. Does the format compromise cognitive validity?

Although multiple-choice questions (MCQs) have become one of the mainstays in assessing listening, their usefulness in measuring L2 learners' listening ability has yet to be fully explored. Very little is known about what particular listening abilities can be elicited by MCQs. This study ventures into that under-researched area by investigating test-takers' cognitive processes when they listen to the auditory input and answer MCQs at the same time. It focuses on the extent to which MCQs engage the ability to understand explicit information and the ability to draw inferences. Immediate retrospective verbal report was used as the main research method. A total number of 10 participants were invited to take a multiple-choice listening test and asked to verbalize the thinking process underlying their answer to each MCQ.

The findings revealed that MCQs were relatively useful in measuring the ability to understand explicit information. However, they were much less useful in eliciting the ability to draw inferences. In answering MCQs targeting this ability, the subjects' thinking processes were primarily shaped by the response options. They relied on lexical matching between the written and the spoken input rather than their overall comprehension of the listening text and the ability to draw inferences from what was heard. Typical test-taking strategies were also evident in the verbal data.

From such findings, this presentation will discuss the cautions that should be taken when using MCQs in listening tests. It also emphasizes the interaction between the multiple-choice format and certain aspects of the auditory input.