

ALANZ SYMPOSIUM:

APPLIED LINGUISTICS – LOOKING FORWARD AND LOOKING BACKWARD

Saturday, 25 November 2023, 8:15 am-5:00 pm

(University of Auckland (School of Cultures, Languages and Linguistics), Building 206 (Humanities Building), 18 Symonds Street, Auckland, New Zealand)

PRESENTATION SCHEDULE

Plenary speaker:



Dr Sophie Tauwehe Tamati

*Faculty of Education and Social Work
Te Puna Wananga, University of Auckland*

*Ko te timatatanga o te whakaaro nui, kia wehi ki a Ihowa.
Ko Iwi Tapu tōku tuakiri, ko Te Oranga Ake tōku hair.
Ko Ngāti Maniapoto, ko Ngāi Tūhoe, ko Ngāti Ruapani Mai
Waikaremoana, ko Ngāti Tūwharetoa ōku taura whakapapa.*

Practical Aspects of TransAcquisition Pedagogy (TAP) in Bilingual Education

Lecture Theatre 206-220, 9:15am-10:00am

Kia ora, I'm an educational researcher in Bilingual Education, and I developed TransAcquisition Pedagogy (TAP) in my doctoral study. TransAcquisition is a new approach to accelerate students' literacy development, enrich their comprehension, and lift their academic achievement. The TAP tasking sequence is a teaching and learning roadmap for students to quickly learn how to use concepts and grammar across languages to acquire academic language. In the TAP tasking sequence, students use meta-shuttling, word surfing, and 3on3 mapping to improve their achievement in reading and writing. TAP tasking is being used in primary and secondary schools with English-medium students to teach te reo Māori and with bi/multilingual students to fast-track their literacy in English. I'm also an educational innovator, addicted to the thrill of creating 'first-of-a-kind' technologies. I love the feeling of 'seeing' a 'solution' in my mind's eye and then the surge of energy to map out the steps in the design process to create the prototype. 'Creativity' is defined as the 'ability to develop original work', and that certainly describes what I can do and how I created 'Hika' the first iPhone app to learn te reo Māori and then 'Māori Mai Me' as the first Virtual Reality app to speak te reo Māori. I'm now leading projects in the design and development of avatar and robotic innovations for Te Reo Māori Sign Language and the use of augmented reality technologies for public health and retail interventions. As a specialist in Māori-medium education and a passionate advocate for Māori language revitalisation, I helped to develop the Huarahi Māori teacher training programme 25 years ago. With no blueprint to guide me, I wrote the Reo Māori courses to revitalise and normalise Māori language in our kura and schools. I still teach in Huarahi Māori, which remains the premium provider of teachers for Māori language schooling. I consider my part in the development and establishment of the Huarahi Māori programme as a lifetime achievement for our people, our language, and our culture.

Plenary speaker:



Associate Professor Louisa Buckingham

*School of Cultures, Languages and Linguistics,
University of Auckland*

How linguistically diverse are Aotearoa New Zealand's cities?

Lecture Theatre 206-220, 4:00pm-4:45pm

In this presentation, I examine the linguistic diversity of Aotearoa New Zealand's main centres (Auckland, Wellington, Christchurch, and Otago) using customized census data from 1996 to 2018. I identify the different linguistic profile of each city with respect to the 21 most commonly spoken non-official languages, and determine the extent to which the linguistic profile is dynamic (or changing) or stable. I then focus on Auckland, the country's most linguistically diverse city, from the analytical perspective of superdiversity. The term superdiversity has commonly been used in a descriptive sense in relation to the unusual variety of demographic indicators (e.g., ethnolinguistic, religious, cultural, age-related, socioeconomic) that characterize the population of specific locations (Vertovec, 2007, 2015). Of the few studies that have attempted to operationalize this concept, Crul (2016) restricts the term superdiverse to cities where the national majority ethnicity is a minority, and he identifies particular districts as being superdiverse. I take the indicator of language as the primary indicator of diversity, and inquire into changes in linguistic diversity in 61 districts in the Auckland region between 1996 to 2018, focusing on both official and non-official languages. I identify districts that are highly heterogeneous with respect to this indicator (that is, they reach the superdiverse threshold), districts with high homogeneity, districts where the level of linguistic diversity is shifting, and I identify which languages are most prominent in the diversity profile of the respective districts. The findings from this study can inform to educators and policy makers on the linguistic diversity trends in Aotearoa New Zealand's most populous and diverse region. I outline implications for schools, teacher education, and for other for public service providers.

Session no.	Time	Room	Presentation details (Title, Presenter, Abstract)
	8:15-8:45	Building 206, Level 2 Foyer & 206-210	Registration
	8:55-9:15	206-220	Mihi Whakatau and Welcome (Martin East)
	9:15-10:00	206-220	Plenary Speaker: Sophie Tauwehe Tamati
PARALLEL SESSION (10:05-10:30)			
1	10:05-10:30	Seminar Room A (206-220)	<p>1 Looking backwards while moving forwards in the redesign of online language and academic English resources for university students</p> <p><i>Jenny Mendieta, Jennifer Jones & Ana Maria Benton</i> <i>University of Auckland</i></p> <p>Ka mua, ka muri - walking backwards into the future - is a Māori proverb that speaks to the importance of looking to the past to inform the future. This proverb aptly describes the process that the English Language Enrichment (ELE) team of the University of Auckland has embarked on this year to redevelop ELE Online - the suite of online resources created in 2009 to provide academic literacy and language development opportunities for all students. The ELE service has experienced significant changes since the launch of this online resource. These changes have prompted us to look at our past and reflect on how best we can help students build their academic communication skills in an increasingly complex and technologically-driven world. In this presentation, we explore the history and changes experienced since the creation of ELE Online and discuss the opportunities and challenges motivated by the redesign of this online learning resource.</p>
2	10:05-10:30	Seminar Room B (206-209)	<p>2 Teacher perspectives on virtual exchange: a duoethnographic study</p> <p><i>Diana Feick & Christine Biebricher</i> <i>University of Auckland</i></p> <p>Research on virtual exchange (VE) often focuses on the language and intercultural learning of the participating students. The roles of VE facilitators, their challenges, learning processes and experience with such project is far less frequently examined. To examine these phenomena we chose duoethnography, a collaborative research methodology which allowed us to engage in critical dialogic reflection on our perspectives and experiences with a VE. The project took place between New Zealand and German pre-service language teachers and New Zealand students of German. Our duoethnographic data is based on multiple written reflections across four months and complemented by recordings of our zoom meetings. We present (1) our interaction and collaboration in the project and our experience of the project (2) how we perceived our participants in their diverse ethnic, cultural and linguistic</p>

			contexts during the VE and (3) our experience with duoethnography as an approach to research.
3	10:05-10:30	Seminar Room C (206-315)	<p>3 Lesson learned from the pandemic: Indonesian secondary school English language teachers post-ERT identity(es)</p> <p><i>Yuliandri</i> <i>Massey University/ Politeknik Pertanian Negeri Payakumbuh</i></p> <p>Recent studies within the pandemic context highlight how teachers learn to use technology, adjust their beliefs and practices. Language teachers are experiencing identity tensions and negotiations, making sense of the gap between their existing professional identities and changing work realities. The experience of Emergency Remote Teaching (ERT) and new insights obtained from professional development undertaken during the pandemic are assumed to have affected teachers as they resume face-to-face classroom teaching. This presentation reports on findings derived from semi-structured interviews with Indonesian secondary school English language teachers during the (re)transition process. Results indicate that the participants experienced identity tensions at various stages of ERT. Their approach to post-ERT is influenced by how they dealt with the tensions and enacted their agency. Some teachers have embraced their ERT experience and renegotiated their identities while others have reverted to previous identities. Implications for language teachers' professional identity and agency development are also discussed.</p>
4	10:05-10:30	Seminar Room D (206-201)	<p>4 Personal theories of language learning in a language revival team</p> <p><i>Hilary Smith</i> <i>Australian National University</i></p> <p>One of the truisms of language teacher education is that “we teach how we have been taught”; a major challenge is to bring personal theories of language learning and teaching based on the past to the surface, so that they can be understood in the framework of approaches to second language acquisition on which future practice is based. In this presentation I explore the complementary expertise of a team working on a language revival programme across 18 early childhood centres in New South Wales. The team comprises both Indigenous and non-Indigenous members, with a wide range of backgrounds in early childhood education, youth and community work, and linguistics. I describe how the diversity of academic and cultural backgrounds is reflected in the team members' personal theories of language learning and teaching, and how this diversity is incorporated into our programme to strengthen its design, implementation, and outcomes.</p>
5	10:05-10:30	Seminar Room E (206-203)	<p>5 Family language policy in Muslim non-Arabic speaking families in New Zealand in relation to the Arabic language</p> <p><i>Bayan Shamma</i> <i>University of Auckland</i></p>

			The purpose of the study is to explore the family language policies, including parental language ideologies, language management and language practices in relation to Arabic within non- Arabs Muslim families who choose Arabic as an additional language for their children by enrolling their children in Iqra School in Auckland. In order to gain a holistic and in-depth understanding, the study aims to explore both the external and internal factors that influence parental language ideologies and how these ideologies influence family language management and language practices. The study also aims to explore how parents negotiate Arabic language learning with the learning of other languages in the family context.
6	10:05-10:30	Seminar Room F (206-216)	<p>6 Non-textbook English programs in Central Mexico: Exploring their efficacy, seen from coordinators', administrators', teachers', and students' perceptions</p> <p><i>Abraham Azael Alvarado</i> <i>University of Auckland</i></p> <p>Researchers in English Language Teaching (Ramirez Romero & Sayer, 2016; Sayer, 2018) have acknowledged the role of globalisation in the perception of English. In countries such as Mexico, learning the language is equated to achieving success in life, leading to better job opportunities or educational growth. Researchers have suggested detachment from textbooks and using different alternatives to guarantee effective language learning. Some studies have focused on creating and adapting student-centred and authentic teaching materials as substitutes for textbooks (Augusto Navarro, 2015; Prosic Santovac, 2016), demonstrating the possibility of learning the language without relying solely on textbooks, although they still play a significant role (Hadar, 2017). This presentation examines four language schools in Central Mexico through foci groups, recorded classroom observations, and semi-structured interviews. Coordinators, teachers, and students with varying levels of English proficiency share their perspectives about detaching textbooks for learning English and how productive this way of learning is.</p>
	10:30-10:55	Building 206, Level 2 Foyer	<p>MORNING TEA</p> <p>Postgraduate Students Social Gathering</p>
PARALLEL SESSIONS (10:55-11:20)			
7	10:55 – 11:20	Seminar Room A (206-220)	<p>7* Sparkling a revival of process writing pedagogy via a ChatGPT-aided workshop</p> <p><i>Sheila Busteed & Laura Gurney</i> <i>University of Waikato, School of Education</i></p> <p>The rapid uptake of generative artificial intelligence (AI) tools has presented challenges to professionals across sectors, including in education. As tertiary-level language and literacy educators, we witness varied responses to these technologies. Remaining cautious but</p>

			<p>pragmatic, we argue that educators have a responsibility to develop learners' awareness of AI's affordances and limitations. We look towards a future in which AI tools remain accessible, and we look back to established pedagogies to seek ways to develop learners' capacity to navigate them. In particular, we consider how process writing may assist educators to develop learners' awareness of how AI technologies function and produce language, and how learners can make informed decisions about their use. We discuss a proposed workshop blending process writing and ChatGPT so students practice critical reading, revision, and reflection. We invite audience discussion and feedback on how this approach may engage learners studying across disciplines in tertiary contexts.</p>
8	10:55 – 11:20	Seminar Room B (206-209)	<p>8</p> <p>Extensive reading: Its role in successful futures for English language learners (ELLs)</p> <p><i>Geraldine Anne McCarthy</i> <i>Massey University, Palmerston North</i></p> <p>Secondary and tertiary English Language Learners can become time-poor leisure readers, pressured by educational programmes to maintain constant focus for achievement on their specific academic reading. This presentation focuses on research which examines the benefits of extensive reading for pleasure, a practice that has holistic and implicit consequences for ELL language acquisition. Using studies from New Zealand and overseas, this presentation uses an ecological model (Bronfenbrenner, 2005; Fletcher, 2018; Nation, 1997) using socio-cultural contexts to examine the multiple benefits of extensive reading for developing ELL academic success, personal well-being, career opportunities and civic responsibility. The presentation concludes with implications for staff responsible for ELL and their students. Results are intended to enhance ELL provision and contribute to increased socio-cultural awareness in Australasian ELL contexts.</p>
9	10:55 – 11:20	Seminar Room C (206-315)	<p>9</p> <p>Learning the Arabic language with immersive virtual reality: A pilot study</p> <p><i>Manar Baabbad</i> <i>University of Auckland</i></p> <p>The affordances of Virtual reality technology (VR) make it an essential tool for language learning. VR provides two highly considered features in language learning: immersion and interaction (Lan, 2021; Lan, 2020). This immersive and interactive context creates a sense of presence in such an authentic place. However, the implementation of VR in a language learning classroom requires understanding the demands of this technology and how it correlates with the learning language goals. This pilot study aimed to evaluate the cognitive load of two VR applications, examine types of tasks in VR, and discover the adequate time for training, besides the potential issues that learners might face. The results of the pilot study illustrate that VR is a simple technology that can be easily used in language-learning contexts. Nevertheless, the students'</p>

			VR usage experience, VR health side effects, highly demanding tasks, and poor technical infrastructure could make VR a deficient experience.
10	10:55 – 11:20	Seminar Room D (206-201)	<p>10 Doing culture in action: How do parents and children negotiate the category of “a good child” in conversation?</p> <p><i>Minh Nguyen</i> <i>University of Otago</i></p> <p>Becoming members of a culture entails understanding its membership categories and the social orders constructed within them (Sack, 1995). This study employs Membership Categorisation Analysis and Conversation Analysis to explore how bilingual Vietnamese-English parents and children invoke and negotiate the culturally valued category “con/ em be ngoan” (“obedient” or “well-behaved child”) in everyday activities. Data were drawn from 120 hours of audio-recorded parent-child conversations involving children aged between 2;10 and 4;5 from five families. Findings indicate that parents invoked this category in various activities but most frequently in assessments of their child’s actions and behaviours, thereby socialising the child into moral orders. However, children did not always accept their parents’ categorisation, and by extension, the parents’ expectation for them to display category-bound characteristics. Children’s disaffiliation seems to display their knowledge about desired and undesired identity categories and their agentive role in negotiating and contesting this construction.</p>
11	10:55 – 11:20	Seminar Room E (206-203)	<p>11 Family language policy in intergenerational Miao family in Guizhou province, China</p> <p><i>Fangshu Wang</i> <i>Massey University</i></p> <p>Focusing on the Miao ethnic minority community in Guizhou province of China, this study explores Miao perceptions of the maintenance of their language and culture and factors affecting their decision making on language transmission at home. Using a case study approach, two rounds of one-on-one interviews were conducted with 22 Miao parents. Each individual participant’s narratives were configured into stories illustrating their underlying and evolving beliefs and values of Miao language and culture, and choices they have made in relation to their children’s language development. Preliminary findings reveal that their language practices are influenced by their social interactions with others in a range of contexts and their engagement with (digital) media over time. Multiple factors drawing on the dynamic model of family language policy (Curdt-Christiansen, 2009) and implications for Miao language maintenance and transmission at home are discussed.</p>
12	10:55 – 11:20	Seminar Room F (206-216)	<p>12 Language learning beliefs and multilingual identity: A study of multilingual indigenous-background language students in Thailand</p> <p><i>Phakhawadee Chaisiri</i> <i>Massey University</i></p>

			<p>This presentation introduces a proposed doctoral study which explores language learning beliefs held by Thai multilingual indigenous-background language learners in a border area between Thailand and Laos which is becoming more linguistically diverse thanks to an expansion of the China-Laos railway to Thailand. It also examines how those beliefs affect learners' identity and their learning experiences. This research takes the contextual approach as a theoretical framework to investigate the roles of beliefs and identity in learning involvement in the type of superdiverse linguistic contexts that are increasingly featured in applied linguistics research, within which, however, the multilingual situations in countries where English is learned as a foreign language are still underresearched. The data will be collected in 2024 through a qualitative approach and an emic perspective. The presentation will focus on a critical review of the existing literature on learner beliefs in relation to multilingual identity and their learning journeys.</p>
PARALLEL SESSIONS (11:25-11:50)			
13	11:25 – 11:50	Seminar Room A (206-220)	<p>13* The perceived effects of undergraduate writing courses on postgraduate students</p> <p><i>Robby Nadler</i> <i>Victoria University of Wellington</i></p> <p>Research demonstrates that students who place out of required writing courses show no significant differences compared to students who could place out but enroll. This suggests that writing courses may not be necessary for high-performing students. However, this research has not considered if undergraduate writing courses affect postgraduate success. As the postgraduate writing experience often differs in experience, structure, and rigor, it may be that the benefits of undergraduate writing courses emerge under different academic circumstances. Based on a survey (n = 175) of postgraduate writing experiences at one research university, this presentation presents exploratory data that suggest students who opt out of writing courses at the undergraduate level are less familiar with the soft skills and ecology of writing on a university campus. These data suggest universities without compulsory writing courses should emphasize aspects of the writing process to ensure all students have a smoother transition into academic writing.</p>
14	11:25 – 11:50	Seminar Room B (206-209)	<p>14 Learning languages through cultural activities: The ENACT Web App</p> <p><i>Paul Seedhouse</i> <i>Newcastle University UK</i></p> <p>ENACT is a free web app https://enacteuropa.com/ developed at Newcastle University, co-funded by the European Union. The app enables people to learn aspects of foreign languages while performing a meaningful real-world task which enables them to experience the culture of the foreign language. Users can learn a foreign language through the foreign culture by carrying out a cultural activity. Learn Māori while you're making a poi ball! Devices will guide users using photos, text,</p>

			audio and video to help them. People can create their own favourite cultural activity in their own language so that anyone else round the world can use it to learn the language and culture. In this presentation, I will provide an overview of the project aims and rationale and briefly demonstrate the key features of the ENACT app. I will discuss collecting Māori materials during my last trip to NZ.
15	11:25 – 11:50	Seminar Room C (206-315)	<p>15 Domain-specific grit and emotions in online Chinese language learning</p> <p><i>Xian Zhao</i> <i>University of Auckland</i></p> <p>The sudden transition to online language learning caused challenges for language learners to varying degrees in goal-directed learning, requiring learners to rely on necessitating personality strength and emotion to sustain their academic growth. Although research exploring these factors has been conducted with regard to L2 English language learners, other languages have not necessarily received the same attention. Therefore, 204 CSL learners studying in mainland China were recruited for the current study through the questionnaire. The results indicate that the adapted questionnaires perform adequately in the new context, there is a significant predictive effect of perseverance of effort on enjoyment and anxiety, and positive and negative emotions co-exist in CSL online learning. The results suggest that teachers should support students to invest effort into language learning as it stimulates positive emotions and dampens negative ones.</p>
16	11:25 – 11:50	Seminar Room D (206-201)	<p>16 HyperDoc'ing and mobile-assisting elementary English classes: A path to English learning study habits</p> <p><i>Yomaira Angélica Herreño-Contreras</i> <i>University of Auckland</i></p> <p>This presentation reports an action-research study on the implementation of Mobile-Assisted Language Learning (MALL) and Hyperdocs in Elementary English courses (A1) at a private university in Colombia. The study aimed to inquire into the effectiveness of using mobile devices and Hyperdocs to foster English learning and self-directed study habits. It was conducted with 100 learners of English as a Foreign Language (EFL). Data were gathered through three surveys administered at different research moments; at the beginning, in the middle, and at the end of the term. After being engaged for the first time in MALL-based EFL classes and the use of HyperDocs to prompt the development of students learning and communicative skills, students were able to engage in reviewing lessons before classes or selecting learning tools and websites critically. Results evidenced that students found using mobile devices to learn English helpful and considered HyperDocs a good source of learning tools.</p>
17	11:25 – 11:50	Seminar Room E (206-203)	<p>17 An evaluation of te reo Māori pseudowords generated using the character-gram chaining algorithm</p>

			<p><i>Jemma König</i> <i>University of Waikato</i></p> <p>In this research, we introduce a set of 500 te reo Māori pseudowords which were generated using the Character-gram Chaining Algorithm (König et al., 2019), and evaluate their suitability for use. A pseudoword is a sequence of characters that adheres to the orthographic and phonological rules of a language but holds no meaning. In te reo Māori, this can be pseudowords such as kūtauri, horau, and āhiwi. This presentation will (1) discuss the usefulness of pseudowords for te reo Māori, (2) illustrate how our pseudoword set was generated, and (3) outline an evaluation of these pseudowords, both in terms of their legal form and through a subjective suitability score assigned to each pseudoword by three fluent te reo researchers.</p>
18	11:25 – 11:50	Seminar Room F (206-216)	<p>18 Language teacher agency in English for medical purposes in the Thai tertiary context</p> <p><i>Kanokphan Tongpong</i> <i>Massey University</i></p> <p>Thailand aims to become a world leader and the top destination for medical tourism by 2025. However, to achieve this aim, Thai medical professionals' English language skills need to be improved. To date there have been no studies of Medical English teachers in the Thai tertiary context, despite their significance for achieving that goal. This presentation reports findings from a study about language teacher agency among teachers of English for Medical Purposes within the Thai tertiary context, drawing on data from semi-structured interviews. It shows that teachers often encountered anxiety when they started teaching EMP courses, prompted by factors including the nature of the students and the demands of the language. Teachers expressed a range of attitudes toward teaching EMP. The affordances which spurred their agency will be outlined, along with the constraints, leading to different choices made by the interviewees.</p>
PARALLEL SESSIONS (11:55-12:20)			
19	11:55 – 12:20	Seminar Room A (206-220)	<p>19* Supporting emerging academic writers: A proposed study to analyse and highlight stages of skill development</p> <p><i>Natalia Petersen</i> <i>Victoria University of Wellington Te Herenga Waka</i></p> <p>It has long been acknowledged that developing the academic writing skills required to succeed at university is a challenging task. 'Academic discourse is never anybody's first language' (Pecorari, 2013). Over the past few decades, there has been a shift away from labelling poor attempts to integrate evidence as plagiarism to an acknowledgement that these endeavours often signal steps in a novice writer's development (Keck, 2014; Wette, 2017 & 2020). Furthermore, these developmental stages may include a phase of 'patchwriting' (Howard, 1993) as part of the academic writing journey for L1 and L2 writers. This presentation</p>

			will provide an overview of the complexities involved in writing using sources for emerging academic writers, and the rationale behind a research proposal, which will include corpus analysis of students' written assignments, a review of 'academic writing guides', and the development of a pedagogical intervention to assist students in preparing for their future university studies.
20			Cancelled
21	11:55 – 12:20	Seminar Room C (206-315)	<p>21 (Re)-connecting with New Zealand: Here, there (online), and back again for ESP students 2019-2024 and beyond</p> <p><i>Tim Edwards</i> <i>Victoria University of Wellington, English Language Institute</i></p> <p>Many programmes taught from 2020-2022 under emergency and then planned conditions are now returning to face-to-face or blended teaching. This paper compares experiences under various conditions, before, during, and after the pandemic, in face-to-face, emergency-online, planned online, and blended modes, of a university-based ESP programme with a special focus on building cultural connections.</p> <p>The study uses anonymous survey data semi-structured interviews, and also uses publications and conference presentations to compare our experiences with international ones.</p> <p>Results indicate that while language and cultural learning aims were achieved by the online cohorts, the quality and amount of this were negatively impacted by being online. Accessibility and reliability of equipment and connectivity, and digital literacy, further impacted the programme. The presentation concludes with findings from the 2023 face-to-face programme in its new form and gives suggestions about how and why to prepare staff and students in future for online and blended learning</p>
22	11:55 – 12:20	Seminar Room D (206-201)	<p>22 Researcher identity in migrant settings</p> <p><i>Dilini Walisundara Chamali</i> <i>University of Auckland</i></p> <p>Conducting research within a migrant context can bring its own challenges to a researcher. In the event the researcher has close ethnic, religious, and linguistic affiliations with the research community in a migrant context, these challenges become even more intense. In a study that is based on understanding the identity construction process of young-adult second-generation Sinhala language learners of Sri Lankan descent in New Zealand, this presentation will examine some of the challenges the researcher encountered in her interactions with the study participants and the larger Sri Lankan community given her status as a Sri Lankan national, a Buddhist and a bilingual speaker of both Sinhala and English. Central to these challenges would be concepts such as researcher positionality, researcher-participant relationship, insider-outsider role and the identity (Miyahara, 2020) of the researcher which</p>

			were revealed through the field notes that the researcher collected during the process of her data collection which consisted of participant interviews, ethnographic observations, and teacher interviews.
23	11:55 – 12:20	Seminar Room E (206-203)	<p>23 Adult language learner agency in a mobile-assisted scavenger hunt game</p> <p><i>Grace Yue Qi</i> <i>Massey University</i></p> <p>Drawing on learner agency theory and design research, this study examined 15 adult learners' experience of the Chinese Language Camp that aimed to immerse them for a mobile-assisted scavenger hunt game during mid-semester breaks at a New Zealand university, while face-to-face in 2019 and hybrid in 2021. Learners of different proficiency levels were grouped, and they within each group collaboratively worked towards accomplishing missions of the game using mobile devices and reporting on their learning experiences and strategies used multimodally. Analysis of interactional data, written reflection, recorded presentations and survey feedback, the findings revealed enhanced learner agency to convey meaning and interact with the social environments. Their agency enabled them in different contexts to adopt strategies that emerged multiple transferrable capabilities to achieve language socialisation, including translanguaging as a pedagogy for meaning making. The curricular and pedagogical implications are discussed and reflected upon, underlying the changing landscape of language learning.</p>
24			Cancelled
	12:20-1:40pm	Building 206, Level 2 Foyer	Lunch
	12:35-1:30pm	206-220	ALANZ AGM
PARALLEL SESSIONS (1:40-2:05)			
25	1:40 – 2:05	Seminar Room A (206-220)	<p>25* Academic vocabulary use in undergraduate academic writing</p> <p><i>Rachael Ruegg</i> <i>Victoria University of Wellington</i></p> <p>Students are often instructed to use academic vocabulary in their academic assignments. However, it has become clear that academic vocabulary use varies by context and discipline. The present study analysed a corpus of academic texts written by New Zealand L1 students in the Humanities and Social Sciences, investigating the use of AWL and AFL words in the texts. More specifically, the relative effects of student, year level, discipline, and text type were considered. The corpus of 506 academic texts consisted of 898,804 words, in total. The texts were completed by 17 students across the undergraduate year levels in 17 discipline groups within the humanities and social sciences. Analysis of the texts identified 7 main text types which made up 88% of the corpus. The results indicated that discipline group had the greatest</p>

			impact on academic vocabulary use, followed by student, text type, and level.
26	1:40 – 2:05	Seminar Room B (206-209)	<p>26 Critically reflecting on practice: Benefits, challenges, and ethical responsibilities for language teacher educators</p> <p><i>Karen Ashton</i> <i>Massey University</i></p> <p>This paper draws on data from four experienced English language teachers as they critically reflected on their practice during a postgraduate course. Throughout, teachers are supported in examining their beliefs and practices, and then to use these reflections as a basis for making informed decisions to improve their teaching (Farrell, 2022). Data reveal that from this process, existing assumptions about learners were broken down, and that teachers developed a stronger sense of agency as they learned more about their learners' needs and how to respond to these. However, as this paper will discuss, a challenge for teacher educators also emerged. What is the role and ethical responsibility of teacher educators in supporting teachers, both during and after a professional development course, when the reflective practices and pedagogy taught align with a teacher's own emerging beliefs and values but sit uncomfortably within their current teaching role, management structure and/or cultural context?</p>
27	1:40 – 2:05	Seminar Room C (206-315)	<p>27 Exploring factors that affect L2 reading comprehension: An eye-tracking study</p> <p><i>Tuan Bui</i> <i>Victoria University of Wellington</i></p> <p>Much has been said and written about the role of extensive reading (ER) in facilitating incidental language learning, nevertheless, the relationship between grammar and ER remains noticeably underexplored. As a part of an attempt to design an ER programme that facilitates incidental grammar learning, this paper uses eye-tracking to investigate grammatical difficulties during L2 reading comprehension and the relationship between learners' L1 background, L2 proficiency and their comprehension of texts. Thirty-five ESL and EFL university students in New Zealand were recruited for the study. Participants were divided into two random groups and guided to read one graded reader and one original text. Evidence from eye movements and stimulated recall interviews helped to reveal grammatical pattern(s) that caused reading comprehension difficulty for ESL/EFL learners. This study would have implications for curriculum designers, language teachers and extend the understanding of the relationship between learners' L1 background and their comprehension of L2 texts.</p>
28			Cancelled
29	1:40 – 2:05	Seminar Room E (206-203)	<p>29 Revisiting the relationship between receptive vocabulary knowledge and receptive language proficiency - An SEM approach</p>

			<p><i>Hung Ha</i> <i>Victoria University of Wellington</i></p> <p>For decades, the question of whether L2 comprehension is a language or skill problem has garnered increasing attention from applied linguists. Attempts to answer the question often involve comparing the bivariate correlations between vocabulary or grammatical knowledge, as linguistic resources, and L2 comprehension against other variables. However, most of the discussions only focus on one modality of L2 comprehension, and very few new hypotheses have been tested. The present study revisits the question by examining the consistency of receptive vocabulary knowledge as a linguistic resource in predicting L2 listening and reading comprehension. Data of 234 students who completed two validated tests of receptive phonological and orthographic vocabulary knowledge and two standardized tests of listening and reading proficiency were analyzed. Multi-group, covariance-based structural equation modeling was employed. Research findings shed new light upon the contributory relationship between receptive vocabulary knowledge and receptive language proficiency. Implications for vocabulary assessment are discussed.</p>
PARALLEL SESSIONS (2:10-2:35)			
30	2:10 – 2:35	Seminar Room A (206-220)	<p>30* Exploring the master’s thesis writing experiences of EFL students: Perspectives from Activity Theory</p> <p><i>Liangjing Zeng</i> <i>University of Auckland</i></p> <p>This presentation explores the experiences of four English as a foreign language (EFL) students writing the introduction of their master’s thesis in English. Drawing on Activity Theory as the theoretical framework, I first describe the sociocultural components that constituted the participants’ introduction writing activity systems and examine how the interactions among these components shaped the participants’ perceptions of the introduction writing activity. I then compare the participants’ engagement with the research literature, their first and second language, and their supervisors’ on-script feedback in introduction writing to understand how their use of these mediating resources was affected by their perceptions of the ongoing writing activity. The findings of this study can shed light on master’s students’ thesis writing experiences from an emic perspective and have implications for academic writing course instructors and supervisors of master’s students in terms of the forms of support they can provide.</p>
31	2:10 – 2:35	Seminar Room B (206-209)	<p>31 Visual meaning in science research articles compared with news and views articles</p> <p><i>Jean Parkinson</i> <i>Victoria University of Wellington</i></p>

			<p>To engage the public, recently published science research is often reported in genres such as news reports and blogs. One such genre is the News and Views genre informing the wider scientific community of novel research, promoting a broader readership, and interchange of ideas between disciplines.</p> <p>Although visual meaning is important in science, most studies of science genres focus on textual, not visual meaning. This talk compares visual meaning in science research articles and News and Views articles. Corpora of these genres were analysed using Kress & van Leeuwen's (2021) social semiotic framework. Interviews with authors of the articles also informed the investigation.</p> <p>Findings were that visual meaning is central in both genres, but image types are different. In research articles, images provide detailed evidence serving to validate claims. News and Views images provide a conceptual overview, matching the genre's purpose in facilitating understanding of a complex study.</p>
32	2:10 – 2:35	Seminar Room C (206-315)	<p>32 Interpreters' cognitive load of processing right-branching structures in English-Chinese sight translation: An eye-tracking study</p> <p><i>Zhi Lu</i> <i>Guangdong University of Foreign Studies</i></p> <p>Syntactic differences between Chinese and English, i.e. left/right-branching structure order, pose great difficulties in sight translation. No experiment has been conducted to investigate the influence of the syntactic order differences between the two right-branching structures on sight translation process. This eye-tracking experiment examined forty-eight student interpreters' cognitive load in sight translating English sentences of different right-branching structure type and modifier type. It has been found that right-branching structure type and modifier type in right-branching structures greatly affect the cognitive load during sight translation, among which attributive phrase is the most difficult one to handle whereas adverbial clause is the easiest one. Interpreter trainees should pay due attention to each structure by more effectively practicing the chunking strategy. In addition, readability may not be a better predictor of processing load than syntax and they should be both taken into consideration.</p>
33	2:10 – 2:35	Seminar Room D (206-201)	<p>33 English language teacher educators: Reflections and thoughts on the future</p> <p><i>Anthea Fester & Rosemary Granger</i> <i>Wintec Te Pukenga</i></p> <p>In recent years, vital research has been published on the practicum component of language teaching and language teacher educators' identity (Pu et al. 2023; Barkhuizen, 2021 & Cirocki et al., 2019). In this paper two language teacher educators (LTE), who have worked in different tertiary institutions in Aotearoa New Zealand, share their reflections, thoughts on the current situation and possible future of the English LTE industry. As a springboard for their reflections, the four interwoven areas of 'language teacher educators' identity work',</p>

			<p>outlined by Barkhuizen (2021, p. 48), is used. The four areas include, LTE pedagogy, institutional service and leadership, community service and leadership, and LTE research and scholarship. The notion proposed by Barkhuizen (2021) that these four aspects vary in terms of their size and input, is explored.</p> <p>The paper concludes with the English LTEs takeaways on future professional development and research directions, as proposed by Barkhuizen (2021).</p>
34	2:10 – 2:35	Seminar Room E (206-203)	<p>34 Go-along language teaching: A pedagogical approach for older learners in ESL contexts</p> <p><i>Yingqiu (Mac) Chen</i> <i>University of Auckland, School of cultures, languages, and linguistics</i></p> <p>Older learners of English in ESL contexts are an underserved learner type. Courses typically do not cater to their age-related cognitive and physiological needs and link curriculum content with their typical everyday life activities. This study presents go-along teaching (GAT) as a pedagogical approach for older migrant learners of English by demonstrating the implementation of GAT with an in-tact class. We describe the sequenced instructional procedures from the initial identification of learning objectives and the subsequent design of suitable go-along routes, venues and tasks, to the practical implementation of GAT in the curriculum, and the assessment of learning outcomes.</p> <p>We demonstrate that by participating in go-along learning procedures, older learners improve their ability to operate in their local environment, engage in real-life language use, and develop practical transferable knowledge. According to course feedback, learners believed they were more confident in their ability of function independently in everyday social contexts.</p>
PARALLEL SESSIONS (2:40-3:05)			
35	2:40 – 3:05	Seminar Room A (206-220)	<p>35 "I know we do have a policy on it, but it varies from room to room"</p> <p><i>Ute Walker</i> <i>Massey University</i></p> <p>There has been growing interest in early language education (ELE) in linguistically diverse context worldwide, with one focus of attention on language in education policy provisions. These are usually found overtly or covertly articulated in national curriculum statements or similar forms of educational policy instruments. Yet, little is known about how Early Childhood Education and Care (ECEC) teachers interact with these to plan and implement their daily practice which may foster or constrain multilingual pedagogies and practices. Drawing on qualitative data from the Irish ECEC context, this presentation discusses the dynamic interrelationships between ECEC curricular discourses as constructed, multi-layered phenomena subject to everyday interpretation (Liddicoat & Taylor-Leech, 2021), and practitioners' ways of engaging with these in their critical role of teachers-as-policy-agents.</p>

36	2:40 – 3:05	Seminar Room B (206-209)	<p>36 Exploring the role of family dynamics in the virtual study abroad experience of heritage language learners</p> <p><i>Karen Huang</i> <i>University of Auckland</i></p> <p>Virtual study abroad has been proposed as a viable option for heritage language learners due to their strong linguistic motives. However, little is known about how the experience of staying at home with target-language speaking families impacts their virtual study abroad encounters. This study investigates the virtual study abroad learning experience of two Chinese heritage learners, Ethan and Georgia, by employing Dörnyei's L2 motivational Self System. Through semi-structured interviews and examination of their learning portfolios, the research findings indicate that although both learners share a similar ideal L2 self, they differ in terms of their ought-to L2 self and communication patterns with family members. Consequently, one learner has a more positive learning experience than the other. These results underscore the significant role of the family environment in the success of virtual study abroad for heritage language learners.</p>
37	2:40 – 3:05	Seminar Room C (206-315)	<p>37 21 years of DELNA at UoA - looking backward as well as forward</p> <p><i>Morena Botelho de Magalhaes & Viola Lan Wei</i> <i>University of Auckland</i></p> <p>DELNA (Diagnostic English Language Needs Assessment) has been assessing students' academic English skills at the University of Auckland since 2002. Although DELNA continues to be generic in nature and is administered only after students have been offered a place at the university, other aspects of the assessment programme have evolved and adapted to our stakeholders' needs. DELNA's trajectory has been well documented over the years; however, the need for constant evaluation is ongoing. At present, for instance, we are asking ourselves questions around the obligatory assessment of all students, including those who choose to complete their degree in Te Reo Māori, and discussing academic integrity issues and the use of translation tools and writing support software when assessing language. This presentation will look back at some of DELNA's past efforts to support students with their academic literacy needs, discuss current challenges, and consider future developments in our assessment programme.</p>
38	2:40 – 3:05	Seminar Room D (206-201)	<p>38 Flipped learning in secondary English language teaching classrooms during a period of fractured instruction: What can we learn from teachers' perspectives?</p> <p><i>Rusiru Hettimullage</i> <i>University of Auckland</i></p> <p>The flipped learning (FL) model has been recognized for its effectiveness and is extensively applied across diverse educational contexts, particularly in higher education. However, research on its use</p>

			<p>within secondary English language teaching (ELT) classrooms remains understudied. Little is known about the feasibility and potential of FL from teachers' perspectives, particularly those working in the more challenging non-BANA contexts. This study delves into the perspectives of five teachers regarding the feasibility, impact, potential, and challenges of implementing a flipped ELT program in Sri Lankan secondary school contexts during a period of fractured instruction due to the coronavirus pandemic, an economic crisis, and civil unrest. Based on a design-based research project, the data were collected from five teachers using interviews, lesson observations, and reflective journals. The findings reveal that FL yielded significant improvements in teacher and learner efficacy, motivation, engagement, rapport, and performance. However, the teachers also reflected on their challenges in implementing flipped learning in their real classrooms. Future curriculum reform in Sri Lanka should consider the practical challenges and issues identified in this study, as the country plans to introduce a reformed English curriculum focusing on student-centred learning, twenty-first-century skills, and flipped and smart classrooms.</p>
39	2:40 – 3:05	Seminar Room E (206-203)	<p>39 Living with invisible medical disabilities: experiences and challenges of Chilean university students disclosed in medical consultations</p> <p><i>Rosa Emilia Pezoa Tudela</i> <i>University of Auckland / Universidad Catolica del Norte</i></p> <p>Purpose: The objective of this qualitative study is to explore experiences and challenges of university students living with invisible disabilities. Methods: Nine videotaped medical consultations with students, conducted at the health centre of a higher education institution in northern Chile, were analysed, drawing on the thematic analysis to organize the most salient themes. Results: Three major themes were identified in the analysis, along with their subthemes: (1) experiencing overpowering symptoms, including variable, multiple, and severe symptoms; (2) facing medical, social, and academic barriers; (3) engaging in self-management behaviours, such as self-medication, self-treatment, changing therapies, and non-compliance. Conclusion: As the healthcare system is mostly ineffective in diagnosing students with invisible disabilities as well as providing them with long-lasting help, the students often have to manage their conditions by themselves, without much success. It seems essential to promote the development of stronger links between health providers and universities to allow for early disability detection and awareness-raising programs within educational institutions. Further research should focus on strategies promoting effective support mechanisms to decrease barriers and increase the inclusion of these individuals.</p>
	3:05-3:30	Building 206, Level 2 FOYER	Afternoon Tea
PARALLEL SESSIONS (3:30-3:55)			

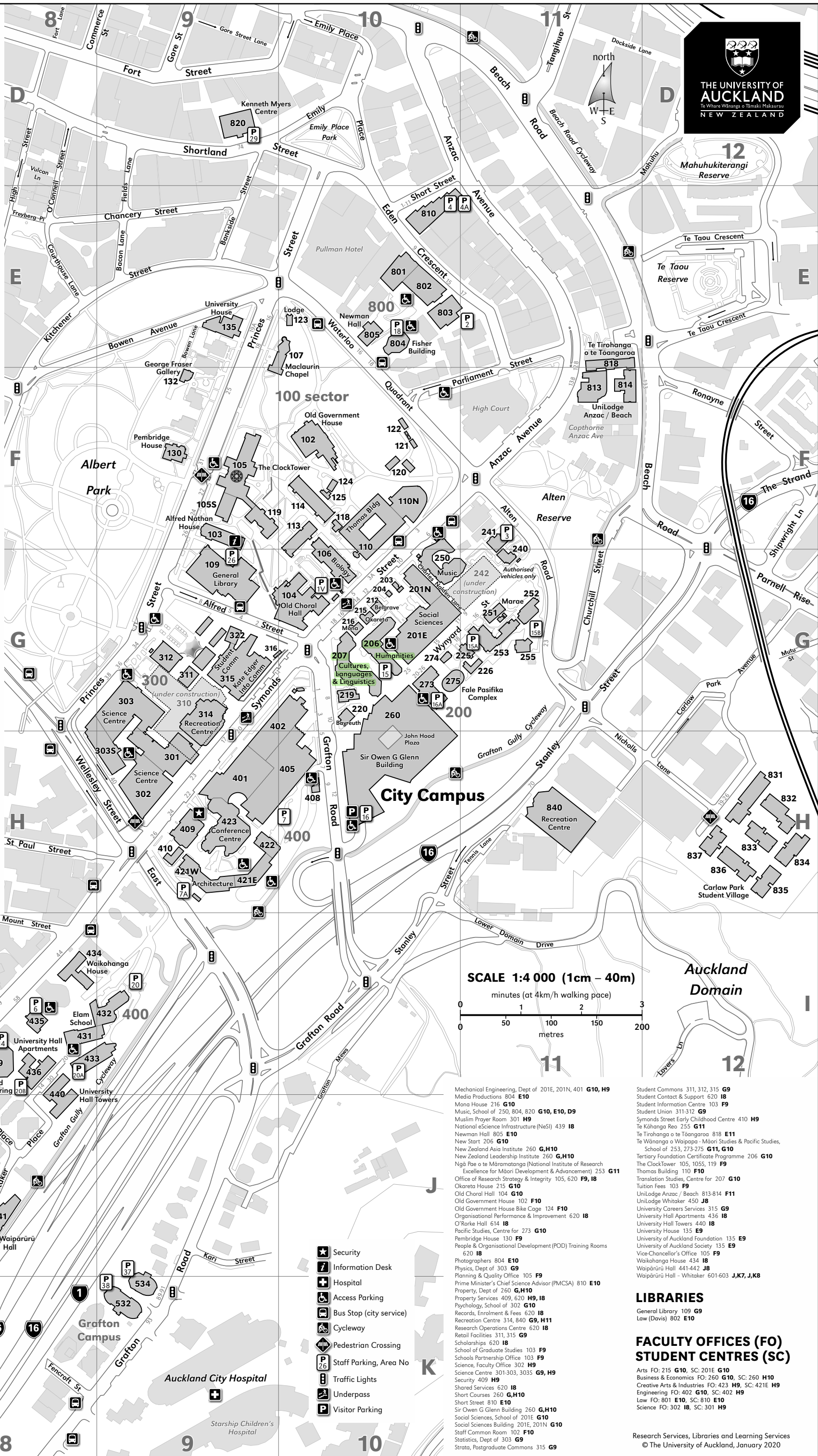
40	3:30 – 3:55	Seminar Room A (206-220)	<p>40 Poetry for doctoral skill development: A student’s, teacher’s, and researcher’s perspective</p> <p><i>Farrah Jabeen</i> <i>University of Auckland</i></p> <p>The rhythmic presentation of words in poems always intrigues me. As a student of literature, I experienced the influence of poems in fostering critical analysis and knowledge of precise use of words. Then as an English language teacher, using literature in English language teaching has become my core practice. My experience as a literature student and an English language teacher become key motivation for designing my doctoral research: I wanted to explore the potential of poems for doctoral learning and skill development.</p> <p>My presentation will showcase how studying William Blake’s ‘Songs of Innocence and of Experience’ and extracts from love poems of different eras engaged 7 international doctoral students (my research participants) from different faculties of the University of Auckland in conversation, sharpening linguistic and analytical skills and writing their own poems - their ‘Songs’ of doctoral journey. I will also present a thematic analysis of doctoral students’ evaluation of learning with poems.</p>
41	3:30 – 3:55	Seminar Room B (206-209)	<p>41 Language and agency in multilingual research interviews</p> <p><i>Hanna Svensson</i> <i>Massey University</i></p> <p>In a world of increasing linguistic diversity, questions of language use and language ideologies in research interviews are gaining increasing importance.</p> <p>This paper reports and reflects on language use in research interviews with refugees in New Zealand and Sweden, undertaken as part of my PhD. In the interviews, multilingual speakers had the option to engage solely in the host language (English or Swedish respectively), to bring their own language support person, or to request a professional interpreter. The interviews therefore offer interesting and varied sites of analysis.</p> <p>Using a dialogical approach, the paper investigates how multilingual research participants used their agency and linguistic resources to author themselves and create opportunities for language learning in the interviews. It also investigates the role of the interpreters in the co-construction of meaning, and how interpreters authored themselves in relation to participants and the researcher at different points in the process.</p>
42	3:30 – 3:55	Seminar Room C (206-315)	<p>42 Effectiveness and potential for the diffusion of a student-centred, AI-based language learning system</p>

			<p><i>Takako Inada</i> <i>Japan University of Health Sciences</i></p> <p>Through a mixed-methods, cross-sectional study, I investigated which students perform well in a student-centered, AI-based language learning system in a communicative university English classroom in Japan and how high-performing students perceive the system. A 5-point Likert scale questionnaire was administered to 180 freshmen in four classes to measure foreign language class anxiety (FLCA), foreign language enjoyment (FLE), motivation, and confidence. Additionally, students wrote an essay about the system in class at the end of the semester. Multiple regression analysis of the questionnaire revealed that students who were more motivated, confident, and enjoyed the class performed better. Qualitative analysis of the essays also showed that autonomy, zone of proximal development, FLCA, FLE, high proficiency, motivation, and individual differences were closely related to each other. Active learning, which allows students to use AI when they need it, is effective in fostering their creativity, independence, motivation, and enjoyment and will become increasingly popular.</p>
43	3:30 – 3:55	Seminar Room D (206-201)	<p>43 Language policy and national identity evolution in a new nation: A Timorese linguistic landscape revisited</p> <p><i>John Macalister</i> <i>Victoria University of Wellington</i></p> <p>Previous studies of the linguistic landscape in Timor-Leste conducted over a decade ago found Portuguese language use dominated official signage, although English dominated overall through its presence on commercial signs, especially those targeting the more affluent parts of society. This paper reports on an innovative study that revisits a previously examined LL in order to investigate changes in language practice over time, with particular attention to how the recently independent nation expresses its national identity in public spaces and how language policy decisions have taken effect. The findings show that the visibility of Portuguese has increased while that of English has reduced. This suggests that being Portuguese speaking may be aligned with expressions of Timorese identity. Further, while multiple languages are found in the LL, of the indigenous languages only Tetun, one of the two official languages of Timor-Leste, has a presence. This may raise concerns about the vitality of those other indigenous languages.</p>
44	3:30 – 3:55	Seminar Room E (206-203)	<p>44 Exploring primary school teacher perceptions and practices integrating technology in a Chinese EFL context</p> <p><i>Enya Gu</i> <i>Massey University</i></p> <p>Adopting a mixed-methods design, this paper explores how Chinese primary school English as a Foreign Language (EFL) teachers use technology in their teaching and the factors influencing their use of technology. While technology has infused every aspect of education,</p>

			and integrating digital technologies into classroom instruction has become the norm, in the Chinese primary school context, not enough is known about teachers' perceptions and use of technology in their teaching. Data were collected from an online questionnaire (n =244) and from conducting an analysis of teaching plans, semi-structured interviews, and classroom observations from 16 teachers in three case study schools. The interim findings reveal a range of teacher, school, and system-level factors which constrain teachers' integration of technology in their teaching. These include teachers' technical skills and technological knowledge, class size, internet stability, and traditional assessment. These factors have implications for future EFL teacher professional development and training in China.
	4:00-4:45	206-220	Plenary Speaker: Louisa Buckingham
	4:45-4:55	206-220	Closing Session (Hilary Smith, President of ALANZ)

**Related to writing (part of Special Interest Group for Writing)*

We request that participants download the programme (with abstracts) above or bring their own printed copy if required.



General Library 109 **G9**
Law (Davis) 802 **E10**

Arts FO: 215 **G10**, SC: 201E **G10**
 Business & Economics FO: 260 **G10**, SC: 260 **H10**
 Creative Arts & Industries FO: 423 **H9**, SC: 421E **H9**
 Engineering FO: 402 **G10**, SC: 402 **H9**
 Law FO: 801 **E10**, SC: 810 **E10**
 Science FO: 302 **I8**, SC: 301 **H9**