

Thursday 10 July 2014		Rutherford House, Victoria University of Wellington
9:00am	Ground Floor	Registration desk open for workshop attendees only
9:30am	Ground Floor	Coffee on arrival
10:00am - 12:00pm	RHLT3	Pre Conference Workshop: <i>Teaching for L2 Reading Comprehension</i> Presenter: William Grabe , Vice President for Research and Regents' Professor, Northern Arizona University, USA
12:00pm - 1:00pm		Lunch break (bring your own)
1:00pm - 2:30pm	RHLT3	Pre Conference Workshop: <i>Let's Give Reading Fluency the Attention It Deserves</i> Presenter: Fredricka Stoller , Professor, Northern Arizona University, USA
2:30pm - 3:00pm	Ground Floor	Afternoon Tea
3:00pm - 4:30pm	RHLT3	Pre Conference Workshop: <i>How should you deal with vocabulary?</i> Presenter: Paul Nation , Emeritus Professor in Applied Linguistics at the School of Linguistics and Applied Language Studies (LALS) at Victoria University of Wellington, New Zealand
5:00pm - 7:00pm	Mezzanine Floor	CLESOL Welcome Function <i>Sponsored by IELTS</i>

Programme Abbreviations

Category

Early Childhood	EC	Blue
Primary	PE	Pink
Secondary	SE	Green
Tertiary	TE	White
Community Languages	Comm	Yellow

Session Type

Paper	(p)
Workshop	(w)
Poster	(ps)
Five-minute Brilliant Idea	(5)
Interactive Learning Fair	(f)

Friday 11 July 2014													
8:00am	Mezzanine Floor		Registration and information desk open										
8:15	RHLT3		Tips for first-timers at CLESOL										
8:40 - 9:10	RHLT1		Mihi: Piri Sciascia, Pro Vice-Chancellor (Maori), Victoria University of Wellington Welcome to CLESOL 2014: Angela Joe and Nicky Riddiford, Conference co-chairs, Victoria University of Wellington Conference Welcome: Neil Quigley, Deputy Vice-Chancellor (Research), Victoria University of Wellington										
9:10 - 10:10	RHLT1		Keynote Speaker: William Grabe, Northern Arizona University, USA <i>Foundations for L2 Reading Development</i>										
10:10 - 10:40	Mezzanine Floor		Morning Tea										
ROOM	RHLT1	RHLT2	RHLT3	RHG01	RHG02	RHG03	RHMZ04	RHMZ05	RHMZ10	RHMZ11	GBLT3	GBLT4	GB117
STREAM	Writing / Te Reo	Teacher Education	Vocabulary / Corpus	Diverse classrooms	Integrating language and content teaching	Teaching ESOL	Blended Learning	Teaching ESOL	Speaking	Reading	Speaking / Listening	Testing and Assessment	Blended Learning / Teacher Ed
10:40 - 11:10	Sara Cotterall Writing to learn while learning to write <i>TE (p)</i>	Tan Bee Tin Creativity in language learning <i>TE (p)</i>	Laurie Lu Action research into a direct vocabulary-teaching model based on three paradigms of connection <i>TE (p)</i>	Philippa Mackey Keeping it close to home, EAL delivery in Neighbourhood Houses <i>Comm (p)</i>	Zehra Gabillon The role of artefacts and gestures in CLIL lessons <i>PE (p)</i>	Lesley Cioccarelli & Yvonne Hynson Connecting 'across the ditch' and beyond! <i>TE (w)</i>	Dorothy Thwaite & Victoria Ussher When the bottom line is on line: ESOL via the internet <i>Comm (p)</i>	Clare Harris Creating what learners need: the journey to ESOL publication <i>Comm (w)</i>			Ha Hoang Metaphorically speaking, how to gain a higher writing grade? <i>TE (p)</i>	Jill Murray Stakeholder perceptions of test impact: overseas-trained teachers' language assessment <i>SE (p)</i>	Suzan Stamper Mobile Devices in the English for Academic Purposes (EAP) class <i>TE (p)</i>
11:10 - 11:15	Break to move between sessions					Break		Break to move between sessions					
11:15 - 11:45	Speaking Kerstin Dofs Speaking practice in an autonomous learning self access centre <i>TE (p)</i>	Ai Pham & Judy Hunter English language learners becoming EAL teachers: Emotions in the journey <i>TE (p)</i>	Thuy Dinh English vocabulary across cultures: Implications for TEIL and lexical innovations <i>TE (p)</i>	Ken Pearce The NZCEL challenge: ultra-fast broadband? <i>TE (p)</i>	Speaking David Woodfield Reframing the Elementary ESOL Student as Campus Researcher <i>TE (p)</i>		Helen Otto E-learning English: Bringing the baton to the doorstep <i>Comm (p)</i>			Marion Steward Data mining English language resources for maximum learning <i>TE (p)</i>	Sonia Millett & Anna C-S Chang Hsing-Wu Quick listens: More than just listening <i>TE (p)</i>	Ying Zhang Expanding the construct underlying speaking assessment criteria in OET <i>Comm (p)</i>	

11:45 - 12:45	Mezzanine Floor		Lunch										
12:45 - 1:45	RHLT1		In conversation with - John Read, University of Auckland Facilitated by Peter Gu, Victoria University of Wellington <i>Coming to grips with quality in language assessment</i>										
1:45 - 1:50	Break to move between sessions												
ROOM	RHLT1	RHLT2	RHLT3	RHG01	RHG02	RHG03	RHMZ04	RHMZ05	RHMZ10	RHMZ11	GBLT3	GBLT4	GB117
STREAM	Teacher Education	Interactive Fair / Ideas	Literacy / Speaking	Language identity / speaking	Diverse classrooms	Teacher Education	Language Learner Advising	Blended Learning	Vocabulary / Corpus	Leadership	Corpus/Writing	Teacher Education	Teacher Education
1:50 - 2:20	Jonathan Newton Researching teacher cognition in L2 vocabulary teaching and learning <i>TE (p)</i>	Yvonne Hynson Suzan Stamper Michelle Man Sze Tam (f)	Jean Parkinson Vocational Study: What are the literacy demands? <i>TE (p)</i>	Morena Botelho de Magalhães Language challenges: an identity crisis? EAL students in doctoral programmes <i>TE (p)</i>	Naomi Migliacci Essential Questions and Problems for 21st Century Language Learning <i>SE (w)</i>		Moira Hobbs & Kerstin Dofs Essential Advising to underpin effective Language Learning and Teaching <i>TE (w)</i>		Wolfgang Sperlich Does a theory of the lexicon inform vocabulary teaching? <i>TE (p)</i>		Katherine Quigley Speaking metaphorically about money: figurative language in economics texts <i>TE (p)</i>	Rosemary Erlam Does NZ language teacher training prepare for the Malaysian context? <i>TE (p)</i>	Heather Thomas Mindful English Language Teaching (Mindful-ELT/MELT) <i>TE (w)</i>
2:20 - 2:25	Break to move between sessions					Break to move between sessions							
2:25 - 2:55	Averil Coxhead Essentials of the Vocabulary Size Test: Groups, Individuals, and more <i>SE (p)</i>	5-minute brilliant ideas Pamela Minor Natalia Petersen Fiona Hoang (5)	Jonathan Ryan & Leslie Forrest 'No chance to speak': Teaching turn-taking skills for group work <i>TE (p)</i>	Jennifer Jones "Let's talk": effective university language learning through conversing with others <i>TE (p)</i>				Madeline Carroll Getting the right blend: Blended learning and encouraging autonomy <i>TE (p)</i>	Kelly Keane-Tuala Improving vocabulary counts for Māori <i>TE (p)</i>	Simon Crosby & Petronella Townsend Burn out or Get out: Taking care of the well-being of specialist ELLs teachers in Auckland secondary schools <i>SE (p)</i>	Donghong Liu Moves and wrap-up sentences in conclusions of EFL students' argumentations <i>TE (p)</i>		

2:55 - 3:25	Mezzanine Floor	Afternoon Tea
3:30- 5:00	RHLT2	TESOLANZ Annual General Meeting
5:15- 9:30	<p>CLESOL Bus Tour Meet at the registration desk at 5:15pm. Entry by ticket only.</p> <p><i>Sponsored by IELTS</i></p>	

Saturday 12 July 2014 – Community Language Day

8:00am	Mezzanine Floor		Registration and information desk open										
8:20	RHTL1		Welcome to day two and housekeeping										
8:30 - 9:30	RHTL1		Keynote Speaker: Deborah Short, TESOL International <i>Using Sheltered Instruction to Develop Essential Academic Language Skills</i> Sponsored by TESOL International										
9:30 - 9:45	RHLT1		Children's Dance groups										
9:45 - 10:10	Mezzanine Floor		Morning Tea										
ROOM	RHLT1	RHLT2	RHLT3	RHG01	RHG02	RHG03	RHMZ04	RHMZ05	RHMZ10	RHMZ11	GBLT3	GBLT4	GB117
STREAM	Language and identity	Community languages learning and teaching	5-minute brilliant ideas	Community languages learning and teaching	Speaking/ Blended learning	Literacy	Integrating language and content teaching	Language and identity / Writing	Literacy	Testing and Assessment	Teacher Education	Language and identity	Vocational Language Learning
10:10 - 10:40	QianQian (Shelley) Zhang NNESTs' beliefs about L2 learning & teaching in the New Zealand context <i>TE (p)</i>	Melanie Revis Negotiation of community language use between parents and children <i>Comm (p)</i>	Gwenna Finikin Alison White Sonia Millett <i>(5)</i>	Romulo Alegre Context and relevance in English language curriculum and instruction <i>TE (p)</i>	Amanda Wallace Creating a dynamic English language listening/Speaking peer tutor program <i>TE (p)</i>	Rosa Kalauni Secondary Success <i>SE (p)</i>	Jon Hui Bridging the English language gaps between classroom and professional practice <i>TE (p)</i>	Huy Cuong Pham Rural Vietnamese parents' investment and their secondary EFL children's motivation <i>SE (p)</i>	Nick Moore Issues in ESP course design – communicating on skills for volunteers <i>Comm (w)</i>	Shu-Chen Huang Teacher-learner dialogues in iterative assessments for learning <i>TE (p)</i>	Shanley Gamble Using ELLP to confirm ESOL funding eligibility <i>PE (p)</i>	Terri McClintock Language acquisition by children from refugee backgrounds – A case study <i>PE (p)</i>	Ying Song English Training in IT service companies in China <i>Comm (p)</i>
10:40 - 10:45	Break to move between sessions												
10:45 - 11:15	Community languages learning and teaching Glenis Philip-Barbara Community centred language revitalisation–insights from engagement with Māori Language Speaker Communities <i>(p)</i>	Arianna Berardi-Wiltshire New Zealand parents' investment in children's development of heritage languages <i>Comm (p)</i>	Testing and <u>Assessment</u> Janet von Randow & John Read Diagnosing writing ability in a post-admission academic English assessment <i>TE (p)</i>	Behnam Soltani Language learner identity and higher education <i>TE (p)</i>	Sonya Van Schaijik TeachMeetNZ CLESOL Focus using Google+ Hangout <i>TE (w)</i>	Vanessa Fortyn Meeting the literacy needs of Middle Eastern Arabic-speaking ESL students <i>TE (p)</i>	Phuc Tran First language use in content and language integrated learning <i>Comm (p)</i>	Geraldine Anne McCarthy Aspirations of Nepali Students in a New Zealand Community <i>SE (p)</i>			Penny Haworth What contributes to student teacher efficacy in culturally diverse low SES schools? <i>PE (p)</i>	Juliet Fry, Angela Bland & Stephanie Dodd NZC and NCEA: Pasifika students' opportunities in Te Wai Pounamu <i>SE (p)</i>	Nicky Riddiford & Judi McCallum Using authentic data to develop resources for ESOL learners <i>Comm (p)</i>

11:15-11:20	Break to move between sessions					Break to move between sessions							
ROOM	RHLT1	RHLT2	RHLT3	RHG01	<i>Workshop continued</i>	RHG03	RHMZ04	RHMZ05	RHMZ10	RHMZ11	GBLT3	GBLT4	GB117
11:20 - 11:50	Vocabulary / corpora <hr/> John Macalister Can L1 children's literature be used in the ESL classroom? <i>PE (p)</i>	Language and identity <hr/> Margaret Kitchen Hard to ask questions if the teacher doesn't know you <i>SE (p)</i>	Testing and assessment <hr/> Thi Huynh Loc Nguyen Do assessment literacy confidence levels indicate pre-service teachers' assessment knowledge? <i>TE (p)</i>	Yaokun Liu The significance of first language in second language learning <i>TE (p)</i>				Teacher Education <hr/> Martin Andrew Incorporating insights from critical pedagogy: Exemplars of TESOL practice <i>TE (p)</i>	Michelle Man Sze Tam Effective writing feedback strategies for Chinese university students <i>TE (p)</i>	Siu-may (Yvonne) Yeung English learning motivation of vocational students in Hong Kong society <i>TE (p)</i>		Jill Musgrave Looking backwards, looking forwards: using dissonance in pre-service teacher education <i>TE (p)</i>	Alison White Using phonics with ESOL learners <i>Comm (p)</i>
11:50 - 12:50	Mezzanine Floor		Lunch										
12:10 - 12:40	Mezzanine Floor		Poster Presentations <ul style="list-style-type: none"> • Seher Kasikara - Perceptions of Contextual Grammar Teaching • Mary Libby - Contextualized learning: common inquiries in multilingual multicultural secondary English classrooms • Hilary Smith - Jury service for people with low levels of English • Caroline Valim - Language development in preschool children pre and post stimulation period • Silvia Andrea Tarazona - The impact of the assessment class on ELT teachers' assessment procedures 										
12:50 - 1:50	RHLT1		In conversation with - Janet Holmes, Victoria University of Wellington Facilitated by Jonathan Newton, Victoria University of Wellington <i>"Oh what a beautiful morning!": why socio-pragmatics is essential in language learning</i> Sponsored by Faculty of Humanities and Social Sciences, Victoria University of Wellington										
1:50 - 1:55	Break to move between sessions												

ROOM	RHLT1	RHLT2	RHLT3	RHG01	RHG02	RHG03	RHMZ04	RHMZ05	RHMZ10	RHMZ11	GBLT3	GBLT4	GB117
STREAM	Community language policies / Language and identity	Integrating language and content teaching	Community languages learning and teaching		Writing	Reading/ Teacher Education	Integrating language and content teaching	Language and identity	Curriculum Development / Teacher Ed	Integrating language and content teaching	Testing and Assessment / Community language practices	Reading	Reading
1:55 - 2:25	Sharon Harvey A national languages policy for New Zealand: Still relevant today? <i>TE (p)</i>	Holly Darling ELL classroom peer networks and academic English acquisition <i>SE (p)</i>	Sunita Narayan & Dorothy Nightingale Teacher competency in the community languages (CL) sector <i>Comm (w)</i>		Eman Alzaanin Investigating the pedagogical practices of EFL tertiary writing teachers: A cognitive-ecological perspective <i>TE (p)</i>	Jane van der Zeyden Accelerating progress for English language learners <i>PE (p)</i>	Marilyn Carroll & Marianna van den Bergh Stepping outside your comfort zone encourages effective learning <i>SE (p)</i>	Celia Hope Essentials for learning in a community-based ESOL literacy programme <i>Comm (p)</i>	Mhairi Mackay & Mary Fisher Learner-identified essentials for L2 tertiary success <i>TE (p)</i>	Martin McMorrow & Justine Ritchie Essentials of Learning and Teaching Outside the Classroom <i>TE (w)</i>	Zulma Rueda Effective feedback: A case study on perceptions and effects <i>PE (p)</i>		Emma Pearce What's the word? Beyond just gist reading <i>Comm (w)</i>
2:25 - 2:30	Break to move between sessions			Break to move between sessions								Break to move between sessions	
ROOM	RHLT1	RHLT2		RHG01	RHG02	RHG03	RHMZ04	RHMZ05	RHMZ10		GBLT3	GBLT4	
2:30 - 3:00	Corinne Seals Positive and negative identity practices in heritage language maintenance <i>PE (p)</i>	Community engagement Judith Anthony One teacher's practical approach to including multicultural families in their students' learning <i>PE (p)</i>			Zina Romova & Martin Andrew Teaching and learning academic writing: Narratives of future destination <i>TE (p)</i>	Dana Taylor & Elizaveta Tarasova Piloting the Certificate for Practicing English Language Teachers (CertPELT) <i>TE (p)</i>	Speaking / Listening Marion Steward & Ken Pearce "Thank you for your listening": Ways of improving oral presentations <i>TE (p)</i>	Jinah Lee "I know I am not good at learning languages" <i>Comm (p)</i>	Sue Barlow & Alison White Team teaching: an alternative approach to English for Employees <i>Comm (p)</i>		Language and Identity Douglas Rapley Japanese membership and identity while studying in New Zealand <i>TE (p)</i>		
3:00 - 3:30	Mezzanine Floor		Afternoon Tea										
3:30 - 4:30	RHLT1		Community Languages Day Panel: Community Languages in Aotearoa – New Zealand Joris De Bres (Chair), Sharon Harvey, Vaoleti Lui, Sunita Narayan <i>Sponsored by AUT University</i>										
4:35 - 5:35	Primary SIG Meeting Location: RHG01				Secondary SIG Meeting Location: RHG02				Tertiary SIG Meeting Location: RHG03				
7:00 - late	Conference Dinner Te Raukura Wharewaka Function Centre												

Sunday 13 July 2014														
8:15	Mezzanine Floor		Registration and information desk open											
8:35am	RHLT1		Welcome to day three and housekeeping											
8:45 - 9:45	RHLT1		In conversation with - Laurie Bauer, Victoria University of Wellington Facilitated by Marty Pilott, Victoria University of Wellington <i>Thinking about teaching pronunciation</i>											
9:45 - 9:50	Break to move between sessions													
ROOM	RHLT1	RHLT2	RHLT3	RHG01	RHG02	RHG03	RHMZ04	RHMZ05	RHMZ10	RHMZ11	GBLT3	GBLT4	GB117	
STREAM	Literacy	Diversity in Education	Blended Learning	English as a Foreign Language	Grammar	Writing – Task-based	Writing - Scaffolding	Speaking	Teacher Education	Diverse classrooms		Teacher Education	Reading	
9:50 - 10:20	Breda Matthews & Jenni Bedford Preparing English language learners for tertiary study <i>SE (p)</i>	Tsui Shan Ip Chinese students' foreign language anxiety (FLA) and medium of instruction (MI) <i>SE (p)</i>		Revan Serpil The amount and functions of code-switching in an EFL classroom <i>TE (p)</i>	Sue Edwards What do teachers need to know about grammar? <i>PE (p)</i>	Siti Katijah Johari Amalgamating two approaches: The impact on students' academic writing performance <i>TE (p)</i>	Deryn Hardie Boys & Alison Hamilton-Jenkins Scaffolding the initial stages of the essay writing process <i>TE (p)</i>	Sue McNatty Vocal expression and pronunciation development using poetry in the classroom <i>TE (p)</i>	Chunrong Bao Teacher beliefs and practice in native and non-native Chinese speaking environments <i>TE (p)</i>	Hanna Brookie Navigating cultural conflict and dissonance in the immigrant ESL classroom <i>TE (p)</i>			Jenny Field Investigating different approaches to reading in a multi-level class <i>TE (p)</i>	
10:20 - 10:50	Mezzanine Floor		Morning Tea											
ROOM	RHLT1	RHLT2	RHLT3	RHG01	RHG02	RHG03	RHMZ04	RHMZ05	RHMZ10	RHMZ11	GBLT3	GBLT4	GB117	
STREAM	Literacy / Diverse classrooms	Integrating language and content teaching	Blended Learning	Writing	Grammar	Writing – Task-based	Reading	Speaking	Leadership	Grammar		Teacher Education	Integrating language and content teaching	
10:50 - 11:20	Angela Bland The EAP Level 4 Standards: It's not just UE literacy <i>SE (p)</i>	Andrew Gladman Harmonising roles and systems at the content/language interface <i>TE (p)</i>	Sara Farshad Nia CALL in New Zealand: Factors affecting ESOL teachers' adoption and integration <i>SE (p)</i>	Karen Margetts Practical tools for teaching writing (Secondary / Tertiary) <i>TE (w)</i>	Upendo Biswalo Grammar teaching and the effective global communication <i>SE (p)</i>	Faezeh Mehrang Effects of task structure, repetition, and reformulation on written performance <i>TE (p)</i>	Alex Davis Students and their reading: past, present and future engagement <i>TE (p)</i>	Adam Brown Speed in the teaching of pronunciation and listening <i>TE (p)</i>	Marise Lehto On becoming a disciple of the disciplines <i>TE (p)</i>	Donna Bliss Discovering grammar <i>TE (w)</i>		Ha Hoang Applying cognitive linguistic motivation to language teaching <i>TE (w)</i>	Penny Hickey & Marilyn Carroll Beginner ESOL students: Practical tips and new methodologies <i>Comm (w)</i>	
11:20 - 11:25	Break to move between sessions				Break to move between sessions									<i>Comm (w)</i>

ROOM	RHLT1	RHLT2	RHLT3	RHG01	RHG02	RHG03	RHMZ04	RHMZ05	RHMZ10	RHMZ11	GBLT3	GBLT4	GB117
STREAM	Literacy / Diverse classrooms		Blended Learning	Writing	Grammar	Writing – Task-based		Speaking	Speaking	Grammar		Teacher Education	Integrating language and content teaching
11:25 - 11:55	Gillian Skyrme & (Alyson McGee) International students in mainstream university classes: Teachers' perspectives <i>TE (p)</i>		Annette Tate Investigating the perceptions of stakeholders of an online English language learning programme <i>PE (p)</i>	<i>Workshop continued</i>	Jonathan Ryan Error gravity: Evidence from miscommunicated L2 discourse <i>TE (p)</i>	Julie Luxton & Natalie Cowie 'I get it now': Enhancing Pasifika student writing achievement <i>SE (p)</i>		Marty Pilott Accept-ability: A study of employer ratings of migrant pronunciation <i>TE (p)</i>	Shota Mukai Peer interaction in post-graduate classrooms <i>TE (p)</i>	<i>Workshop continued</i>		<i>Workshop continued</i>	<i>Workshop continued</i>
11:55 - 12:00	Break to move to plenary session												
12:00 - 1:00	RHLT1	In conversation with - Paul Nation, Victoria University of Wellington Facilitated by Averil Coxhead, Victoria University of Wellington <i>Essentials for learning and teaching vocabulary</i> Sponsored by IELTS											
1:00 - 1:10	RHLT1	Closing											