Tensions in the practice of action research

zuwati hasim, University of Malaya
17th Annual
Applied Linguistics
Association of New Zealand (ALANZ)
Symposium

Saturday, December 1st 2012

Symposium Handbook

Faculty of Arts & Social Sciences
K Block Building
The University of Waikato
Te Whare Wānanga o Waikato
Hamilton, New Zealand
ALANZ 2012 Organising Committee

Dr Roger Barnard
Dr Ian Bruce
Lucy Campbell
Anthea Fester

Applied Linguistics,
School of Arts,
Faculty of Arts & Social Sciences,
The University of Waikato,
Hamilton,
New Zealand.

Quality Assurance

All abstracts for papers presented at the Symposium and contained in this handbook, have been double blind peer-reviewed by independent reviewers for and on behalf of the Organising Committee for the ALANZ 17th Annual Symposium, held on 1st December, 2012 at the University of Waikato.
Outline Programme

8:15 – 8:45am  Registration
8:45 – 9:00am  Welcome Addresses
9:00 – 9:55am  1st Plenary (John Macalister)
10:00 – 10:25am  Morning Tea
10:30 – 12 noon  Parallel Sessions
12:00 – 13:15pm  Lunch & Poster Presentations
12:30 – 13:15pm  ALANZ Annual General Meeting
13:15 – 14:10  2nd Plenary (Gary Barkhuizen)
14:15 – 15:45pm  Parallel Sessions
15:45 – 16:15pm  Afternoon Tea
16:15 – 17:10pm  3rd Plenary (Anne Burns)
17:15 – 18:00pm  Book Launch
18:30 -  Evening Meal (Optional)
Welcome/ Nau Mai, Haere Mai

Kia ora tātou. Ngā mihi nui ki a tātou.

It is a great pleasure for me to welcome you to the University of Waikato and to the 17th annual symposium of the Applied Linguistics Association of New Zealand.

My own discipline is philosophy, and I have a particular interest in the philosophy of language which leads me to consider various linguistic and applied linguistic issues. Philosophers worry about, amongst other things, the nature of translation, the nature of language learning, pragmatics and communication. Thus I am very well aware of the importance of applied linguistics to other fields of studies. This relevance is clearly indicated in the range of research topics which will be presented and discussed today.

My special thanks are due to our three plenary speakers – Gary Barkhuizen from Auckland, John Macalister from Wellington, and Anne Burns from both England and Australia – and to the other presenters who have come here not only from different parts of New Zealand but from further afield – from England, Mexico, Thailand, Vietnam, etc.

I am sure that you will enjoy today's proceedings, and I hope that you will have the opportunity afterwards (if you have not done so before) to enjoy some of the many scenic, cultural and culinary delights that Hamilton and the Waikato region have to offer visitors.

Dr David Lumsden,  
Acting Dean,  
Faculty of Arts & Social Sciences,  
The University of Waikato,  
Hamilton, New Zealand.
Welcome/ Nau Mai, Haere Mai

Kia ora koutou

It gives me great pleasure to welcome you to the 17th ALANZ symposium.

I want to begin by thanking the organising committee for bringing together the day’s programme with its focus on current directions in applied linguistics. There is a great deal of hidden work behind organising a day like this, and your willingness to take it on is much appreciated.

The success of the committee’s work is evident in the programme. This year’s symposium will have a strong focus on learners and learning, and will be drawing on research across the Asia-Pacific region. Some of the themes we will be exploring are learner identity, teacher cognition, teaching, and discourse analysis. Qualitative approaches to research will be well represented.

At the end of today we will all be looking forward to the next occasion when we meet and discuss current research in applied linguistics. The ALANZ symposium is now a biennial event, alternating in odd-numbered years with the joint ALANZ/ALAA conference. The third of these will be held in Wellington next year, 27 – 29 November, and I very much look forward to welcoming you there. It will be another great occasion for us to come together.

Nga mihi nui

John Macalister
President, ALANZ
www.alanz.ac.nz/
Plenary Speaker Abstracts & Profiles

John Macalister

Desire and desirability: The journey of Malaysian pre-service teachers in NZ

Malaysian students have been attending New Zealand universities for many decades, but have been particularly noticeable in the fields of applied linguistics and education in recent years as a result of the Malaysian government’s commitment to trans-national pre-service teacher education. In this model of teacher education, Malaysian pre-service teachers spend two or more years studying at a New Zealand university before completing their studies in Malaysia.

Drawing on interviews with the pre-service teachers, and with New Zealand and Malaysian teacher educators, I explore some of the expectations that these different groups have about the time spent in New Zealand. The focus is on the development of teacher cognition, particularly the educational journey that begins before arriving in a teacher education programme, and that continues as a pre-service teacher.

Dr John Macalister is Head of the School of Linguistics and Applied Language Studies at Victoria University of Wellington. He is the current President of ALANZ.
This presentation describes a framework which captures the options available for the design of studies broadly known as narrative inquiry or qualitative studies which incorporate narrative aspects. This framework consists of a series of interconnected continua. Any narrative study can be situated along each of these continua. To exemplify the framework I draw on a large-scale study which examines the influence of study abroad on participants’ second-language identities. Three main dimensions of second language identity are identified, related to: identity-related aspects of second language proficiency; linguistic self-concept, or sense of self as a learner and user of the second language; and second language-mediated aspects of personal competence. Most students reported developments along all three dimensions, although there were variations among individuals that were related both to the duration of the programmes and individual goals and purposes. In this presentation I locate the study along the narrative research continua, describe the research methods in detail, and present selected findings.

Gary Barkhuizen is associate professor in the Department of Applied Language Studies and Linguistics at the University of Auckland. His teaching and research interests are in the areas of language teacher education, sociolinguistics and narrative inquiry. He was guest-editor of a special-topic issue of TESOL Quarterly on Narrative Research in TESOL (2011 and is editor of the journal Language Teaching Research (with Rod Ellis).
Anne Burns

Teaching young learners English: Global practices from teacher perspectives

With the globalization of English has come one of the world's major educational policy developments – the teaching of English to ever younger learners. The concept that 'younger is better' and the belief that English is a critical element in international competitiveness has driven some governments to introduce English language teaching right from the first years of primary schooling. But what is the evidence that these policies are effective? What factors are implicated in this rapid introduction of the teaching of English to young learners? And what are the major issues that teachers are facing? In this presentation, I discuss the development of this move to teach English to young learners, the main policy and pedagogical factors that have been identified in recent research, and the challenges faced by teachers of this learner group. In particular, I report the findings of a major study conducted in 2010-11 that investigated globally the practices of teachers of young learners as reported by the teachers themselves. The study highlighted the challenges faced by the teachers but also some of the local pedagogical solutions they considered relevant in their contexts.

Anne Burns holds joint positions as Professor of Language Education, Aston University, Birmingham and Professor of TESOL, University of New South Wales, Sydney.
Understanding perceptions and practices of language teachers and learners: Exploratory Practice (EP) in two high school team-teaching contexts in Japan.

Japan has been employing a team-teaching scheme by JTEs (local Japanese teachers of English) and ALTs (foreign assistant language teachers) in daily English lessons through the government-sponsored JET programme for more than two decades. The issue of teachers’ as well as students’ perceptions of their participation in this programme has attracted research attention for some time. However, how a teacher research experience in the form of collaborative Exploratory Practice (EP) (Allwright & Hanks, 2009) affects the participants’ perceptions and their actual practices in team-teaching contexts over time has not been documented. Following the principles of EP, I collected data over a period of four months from two public high schools in Japan through various methods including: (1) individual interviews, (2) classroom observations, (3) pair discussions, (4) focus group discussions, and (5) students’ feedback sheets. In this presentation, I will share selected findings from the study, especially with regards to the effects that an EP experience had on the perceptions of participating teachers and students (e.g., discovery, integration, change, reconfirmation). Through this study, I hope to make contributions particularly to three distinct yet inter-connected and overlapping areas – Non-Native/Native English-Speaking English Teachers (N/NESTs), team teaching, and teacher research – in the broader field of Second Language Teacher Education (SLTE).

Takaaki Hiratsuka is a PhD student in the Department of Applied Language Studies and Linguistics (DALSL) at the University of Auckland. He received a master’s degree in English language teaching from Akita International University. He taught English as a full-time JTE and worked with more than a couple of dozen JTEs and five different ALTs (sometimes as their supervisors) in public high schools in Japan over the course of 10 years. He has presented on TESOL issues in several conferences, and his areas of research interest include second language teacher education (SLTE) and qualitative research methods.
Ian Bruce: KG.06

Developing discourse competence through academic writing instruction: Identifying a ‘working’ and ‘workable’ model of genre for genre-based pedagogies.

Performing the complex task of writing extended academic English text requires the ability to integrate a range of knowledge types, an ability referred to as discourse competence in existing models of communicative competence. In relation to academic writing instruction, operationalizing discourse competence and promoting its development are the central aims of genre-based pedagogies. However, the variety of competing theories of genre and their different approaches to conceptualizing genre (giving rise to problems of construct validity) cause confusion for curriculum developers, course designers and teachers attempting to employ the concept of genre as a basis for writing instruction.

In addressing this problem, this paper first reviews existing proposals for the concept of discourse competence, and then considers the types of knowledge that this ability potentially draws upon. To operationalize these knowledge areas, the paper then considers the dual approach to theorizing genre previously proposed by the presenter (Bruce, 2008), and briefly reviews findings from a range of studies that have used this model to identify the types of knowledge that are salient to the instruction in particular genres. The paper concludes with a discussion of a possible solution to the problem of construct validity in relation to genre theory, which involves the need for broader frameworks to conceptualize genre and provide a basis for future research.

Ian Bruce is a senior lecturer in Applied Linguistics at the University of Waikato, Hamilton, New Zealand. His research relates to the application of genre theory to EAP writing instruction. His most recent book is Theory and Concepts of English for Academic Purposes (Palgrave Macmillan).
Jennifer Jones: KG.09

Helps and hindrances to access to English: The experiences of Malaysian TESOL students in New Zealand.

This paper presents the initial findings of a longitudinal narrative inquiry study which investigates the effect of living and studying abroad on Malaysian BEdTESOL students’ participation in interaction through the medium of English. The students come to a New Zealand university for two years of their four year pre-service teacher education programme, coming as part of a large group – homogeneous in terms of nationality but diverse in terms of ethnicity and linguistic proficiency. Living in New Zealand offers these future teachers of English the chance to interact through the medium of English, a possibility sometimes denied them in their own country (Rajadurai, 2010).

In this presentation, I will explain how data were collected through a narrative approach as Malaysian students’ of varying ethnicities retold their lived experiences of participation within the three dimensions of time, place and social interaction. Data were collected over an eighteen month period through a series of narrative frames, interviews, questionnaires and informal observation. I will show that the response of Malaysian students to the opportunities to participate in English has been mixed, and in some cases students have chosen to remain within their own group. I will identify what helps or hinders students’ access to English in an English-speaking community, particularly that of a university learning environment. In particular I will focus on the effect of identity on their participation in English, and the subsequent influence of their participation on their identity as future English language teachers in Malaysia. Implications for similar educational contexts will be discussed.

Jennifer Jones is a Professional Teaching Fellow in the Department of Applied Language Studies and Linguistics at the University of Auckland. She graduated with a PhD in Language Teaching and Learning from the University of Auckland in 2010. Her teaching and research interests are in the area of language teacher education, bilingual education and language planning.
Jo Oranje & Anne Feryok: KG.11

Culture in the New Zealand primary classroom: A case study.

This study, situated within communities of practice, investigated culture in ESL teaching at a New Zealand primary school. Characteristics of culture are its manifestation through regularities; association with social groups; role in behaviour and its interpretation; and acquisition or construction through interaction. Previous New Zealand research has highlighted the cultural challenges facing ESL learners and their teachers. The research questions are:

1. Do the school and mainstream and ESL teachers consider cultures to be important in knowing ESL children?
2. Do the school and mainstream and ESL teachers feature (i.e., reflect on, model, or refer to through words, images, or behaviors) classroom and local New Zealand cultures in their teaching?
3. Do the school and mainstream and ESL teachers feature ESL student home cultures in their teaching?

Data was collected through audiorecorded interviews with all school teachers, one observation of each mainstream class, and ten observations of ESL withdrawal sessions. Transcripts were coded and analysed through constant comparison to identify the themes of knowing the learner; reflect, explore, and compare cultures; and affirm and incorporate home cultures.

The findings showed teachers had limited knowledge of ESL learners, reported cultural self-awareness but appeared not to reflect on or feature it or classroom cultures, or objectively compare cultures. ESL student home cultures featured in mainstream classes but not ESL lessons.

The findings suggest current practices might restrict ESL learner access to community resources. Analysing the school as a community of practice to better understand its members' roles offers is proposed.

Jo Oranje has recently completed her MA in linguistics at the University of Otago on culture in a New Zealand primary classroom and is currently planning a PhD proposal on a related topic.

Anne Feryok is a senior lecturer in linguistics at the University of Otago where she teaches a range of applied linguistics' topics. Her research interests include language teacher cognitions and development, sociocultural theory, and task-based language teaching and learning.
11:00am – 11:30am:

Juan Tian: KG.01

Belief as fire: Conceptualizing a five-element framework for research on teacher beliefs.

Since the mid-1990s, there has been a steady increase in research interest in teacher beliefs, most of which focus on belief representations and the relationship between belief and practice. Where inconsistencies between teachers’ stated beliefs and their actual practices are identified, contextual factors are often taken into account as an afterthought. This paper argues that belief, as a complex system in itself, needs to be explored in a broader framework in which it is formed and reformed in relation to other constructs on alternative theoretical grounds, and proposes a five-element framework based on the Wu-xing theories in traditional Chinese philosophy. At the global level, it hypothesizes that the five conceptual elements, with belief being one of them, are equally important and mutually related in order to achieve and maintain harmony or relative equilibrium. At a more local level, it places the concept of ‘belief’ in the ‘fire’ position and displays multiple patterns of ‘belief’ interacting with other four concepts in the positions of ‘earth’, ‘metal’, ‘water’ and ‘wood’ respectively. Because this newly conceptualized model has ‘copied’ the well-accepted principles of traditional five-element theories, it has the potential to explain, verify and predict the seemingly complex and contradictory phenomena about teacher beliefs in ESL/EFL education contexts.

Juan Tian is a current PhD student of the University of Auckland, researching on EFL teacher beliefs in the Chinese context. She graduated from Beijing Normal University in 1998 with an MA in TEFL, and has worked as a university lecturer, EFL programme coordinator, textbook writer and translator over the years while in China. She came to New Zealand to pursue a doctoral degree in English Language Teaching and Learning after completing an MPhil in Research in L2 education at the University of Cambridge in 2008.
Junaidah Januin: KG.06

Exercising discourse competence in a blended learning environment: A case study among ESL learners in an academic writing setting.

Exercising discourse competence in academic writing classes at tertiary level is inherently complicated, particularly among ESL learners, as learners entering EAP courses are confronted with academic tasks that require them to read and write in academic genres and conventions. The situation has become more convoluted as more EAP courses are now offered in a blended learning mode thus adding to the complexity of employing discourse competence among learners.

The paper presents a description of learners’ perspectives of their experiences in exercising discourse competence in a blended academic writing class. Using interviews, a rarely used technique in investigating discourse competence, I sought my data from twelve students undertaking their writing assignments as part of their course requirement. I will discuss the elements of blended learning which may be supportive or uncooperative to the exercise of discourse competence among learners.

Junaidah Januin is a PhD candidate at the University of Waikato. Her research interests are in academic literacies particularly in academic discourse and knowledge, blended learning in academic setting, and varieties of English in ELT practices. Her PhD research is on the investigation of discourse competence in a blended learning delivery of academic writing instruction among students for whom English is a second language (ESL). Specifically, her PhD project looks at the types of discourse knowledge necessary for the assignment writing in academic setting and how these types of discourse knowledge are realised as discourse competence in a blended learning environment.
Koichi Shimahara: KG.09

A quantitative study on the usage of speech level shifts by Japanese native speakers and non-native speakers in Japanese conversations.

There are mainly two speech levels of politeness in Japanese, polite and plain, and speakers often shift the levels during conversations. Although it has been reported that the use of the speech level shifts performs important functions to establish communication, it also has been reported to be difficult for Japanese non-native speakers to learn. To contribute to Japanese language teaching, this study analyzes the speech level shifts of native speakers and non-native speakers using the logistic regression analysis, which can find out what discourse factors favor or disfavor the speech level shifts quantitatively. For the analysis, four conversations of native situations and four conversations of contact situations were recorded and transcribed, all of which are first encounters between two people of the same age. Factors coded for every sentence are 1) speech level, 2) sentence type, 3) lexical type, 4) speech level of speaker's preceding sentence, 5) speech level of listener's preceding sentence, 6) sentence-final particle of preceding sentence, 7) the number of the utterance, and 8) the speaker. In the logistic regression analysis, the factor 1) is used as the dependent variable, and the others are used as the independent variables. As a result, the factor weights show whether each factor favors or disfavors the speech level shifts. Furthermore, by comparing the result of native speakers and that of non-native speakers, this paper tells what should be learned by non-native speakers and how they can make use of speech level shifts for communication.

Koichi Shimahara's areas of interest are Japanese language teaching and pragmatics. He graduated from the master course of applied linguistics at Tokyo University of Foreign Studies in 2011. His thesis was a discourse analysis about speech level shifts in Japanese conversations and the way to teach them in Japanese language teaching. He has been working in New Zealand as a Japanese language assistant from January 2012.
11:30am – 12 Noon:

Ian Moodie: KG:01

Narrative inquiry into language teacher cognition in South Korean primary schools.

In South Korea, English education attracts significant investment from both governmental and private sectors. A recent increase in contact hours for primary school English classes necessitates both the retraining of homeroom teachers and an influx of new English teachers and instructors. Educational policy has been a focus of much prior research; however, there is a relative scarcity of studies looking into the effectiveness of English language teacher training and language teacher cognition (LTC) in Korean primary school contexts from the perspective of teachers. What teachers think, know, and believe about English education and how they apply it in the classroom needs investigating (Borg, 2003; 2006).

This presentation will describe the methodology and data collection instruments for the first of a two-part study, which is a preliminary investigation into the contextual and experiential factors shaping LTC in Korea. This initial study incorporates an adaptation of Barkhuizen and Wette’s (2008) narrative frames--a kind of writing scaffold--as a data collection instrument to elicit teachers’ stories. Narrative frames provide topical sentence starters that outline the construction of participant stories. In this case, frames are designed to elicit stories related to three phases of teacher experience: prior language learning, preservice teacher education, and in-class practice. Participant stories are collected via email. Data for the study are stored and compiled in Google Drive. Once collected, stories will be analyzed in a sequence described by Ellis and Barkhuizen (2005), which draws on principles of Grounded Theory (Glaser & Strauss, 1967). A further aspect of this study will compare and contrast the use of narrative frames vis-à-vis data gathered from email interviews.

Ian Moodie, originally from Canada, began his PhD in Linguistics at the University of Otago in March, 2012. He has lived in South Korea since 2002 and his research looks at narrative inquiry into teacher cognition in Korean public schools. His central interests are language teacher cognition, TESOL, narrative research, SLA, and space architecture.
Hyeseung Jeong: KG.06

Using interpretative phenomenological analysis (IPA) in researching the experience of undertaking the literature review in a second language.

The methodology of a research study should suit the researcher's philosophical beliefs, the research topic, research questions and how to address these questions (Richards, 2003). This sometimes requires the researcher to look for an appropriate methodology outside their own disciplinary field.

This paper presents how my research uses Interpretative phenomenological analysis (IPA), a relatively new methodological framework from the field of medical psychology (Smith, Flowers & Larkin, 2009). As its name suggests, IPA aims to understand or interpret participants' experiences through achieving intersubjectivity between the researcher's and participants' first-person perspectives. Employing IPA, I have been investigating eight PhD students' experiences of undertaking the literature review in their second language, English, focusing on the interface between the development of non-linguistic knowledge and second language (English) acquisition.

This presentation will briefly touch on the theoretical principles of IPA, such as ideography (focusing on the particular), double hermeneutics, and hermeneutical turns. Then I will more centrally discuss how I have applied these IPA tenets throughout my data collection and analysis.

Hyeseung Jeong is an applied linguistics PhD candidate at the University of Waikato. Her research looks at PhD students' experiences of developing extra-linguistic and linguistic types of knowledge during their first six months as conditional candidates. Her central interests in SLA focus on the interface of extra-linguistic and linguistic types of knowledge, the relationship between individual and social cognitions in the process of SLA, and the ways of grasping individuals' understandings of their own second language experiences and their identities.
What happened to the students whose written accuracy decreased after receiving written corrective feedback?

A good number of well-designed (quasi-)experimental studies have provided solid evidence for the effectiveness of written corrective feedback on the acquisition of certain linguistic features in recent years (Bitchener & Knoch, 2010a, 2010b; Bitchener, Young, & Cameron, 2005; Ellis, Loewen, & Erlam, 2006; Ellis, Sheen, Murakami, & Takashima, 2008; Sheen, 2007; Sheen, Wright, & Moldawa, 2009). However, these studies only investigated the efficacy of written CF regarding students as a group instead of individuals. Within a group, individuals may respond differently to written CF on different linguistic features. The aim of my PhD research is to find evidence for the effectiveness of written CF on Chinese EFL (English as a Foreign Language) students. More importantly, my research also looked at two individuals from each treatment group (underlining, error code, direct correction, meta-linguistic explanation, and direct correction plus meta-linguistic explanation). The two individuals were investigated closely because their written accuracy had improved the least in each group after receiving written CF. In the follow-up case study, the quantitative data of these individuals was looked at closely. The study found that lower written accuracy scores may not be a definite indication that the written CF was not effective. Instead, concrete evidence for the effectiveness of written CF has been found in some of the cases. This paper will present my whole research design and focus on the findings from two individuals from two treatment groups. How each of them responded to written CF on three different linguistic features will be presented in the hope of shedding light on another way of evaluating the effectiveness of written CF.

Qi Guo is currently doing a PhD in Applied Linguistics at Auckland University of Technology. Her research area is written corrective feedback. It is the second year of her PhD study and she has presented her work at several conferences in New Zealand. Before coming to New Zealand to pursue PhD study, she had been a lecturer of English department at Baoji University of Arts and Sciences, Shaanxi, China. In 2002, she received her Bachelor degree in English Education at Baoji University of Arts and Sciences, Shaanxi, China. In 2007, she received her Master degree in Applied Linguistics at China University of Petroleum (Qingdao), China.
Bridging the gap between language education policies and teacher education needs: Insights from a teacher evaluation system in Mexico.

The current process of globalization is prompting changes in educational policies worldwide (e.g., EU, 2001; UNESCO, 2011; WB, 2007). To meet these new policies, language teachers need professionalization programs built upon the strengths and weaknesses of their current educational practices.

Using a competency-based evaluation system, built upon Mexico’s National Reform (SE, 1998, 2006, 2011), this study examined the areas of teaching performance that public secondary-school EFL teachers need further education for. The system included three Likert-scale evaluation instruments with 159 items each: a self-evaluation for teachers, a teacher-evaluation for students, and a peer-observation scheme. Teachers also completed a 25-question socio-demographic questionnaire and participated in 20-minute unstructured interviews. During 2010-2011, across 41 public secondary schools in Southeastern Mexico, 87 teachers and 3541 grade-9 students completed the Likert-scale questionnaires. Peer observations were conducted during 90 hours of regular classroom instruction, with 11 teachers randomly selected.

Preliminary non-parametric and Crambach analyses revealed a high-degree of discrepancy between the student and teacher Likert-scale questionnaires. Yet, high levels of congruence were obtained between the teacher-self evaluation and peer-observations. Results from these two instruments revealed systematic weaknesses in the teachers’ instructional practices with respect to the Teaching-Competency National Framework for In-service Teachers. Moreover, the socio-demographic data confirmed language-development and language-teaching training flows. During the interviews, teachers showed awareness of these flows, but also willingness to enroll in professional development programs to meet the new national demands. The implications of these results for the development of teacher-education programs in Mexico and other contexts will be discussed.

Jesús Izquierdo (PhD, McGill University, Canada). Professor at Universidad Juárez Autónoma de Tabasco and Research Chair in Psycholinguistics, CONACYT, Mexico. His research and teaching examine the processes of L2 grammar development, and the interface between L2 teacher education and L2 teacher practices.jesus.izquierdo@uhat.mx
ALANZ 2012

Guadalupe Garza (MSc., Aston University, UK). Associate Professor at Universidad Juárez Autónoma de Tabasco, Mexico. Her research and teaching focus on discourse analyses and in-service L2 teacher education.
gpegarza21@gmail.com

Danielle Guénette (PhD, McGill University, Canada). Professor at the Université du Québec à Montréal, Canada. Her research and teaching focus on corrective feedback on L2 writing and L2 teacher education.guenette.danielle@uqam.ca

Eliel Jiménez (MA, Universidad del Valle de México, Mexico). Research Associate at Universidad Juárez Autónoma de Tabasco, Mexico. His research interests focus on the implementation of national educational policies and the development of teacher evaluation systems.eliel.jimenez@gmail.com
ALANZ 2012

2:15pm – 2:45pm:

Roger Barnard: KG.01

Codeswitching in English-medium classes: Perspectives from East Asian universities.

There is still considerable controversy about the use of students’ first language in English language classrooms around the world. Since the rejection in theory (if not in practice) of Grammar Translation, succeeding methods and approaches have encouraged ‘English only’ policies in language classrooms. However, over the past two decades convincing arguments in favour of codeswitching have been published by distinguished applied linguists such as George Braine, Vivian Cook, Guy Cook and Ernesto Macaro.

This paper begins by defining what is meant by code switching (CS) and then suggests that there are a number of issues within the topic that need to be investigated in both English language classes, and content programmes which are intended to be taught through the medium of English. These include (Macaro, forthcoming) the extent of CS utterances, whether CS is as natural a phenomenon in classrooms as it is in many social contexts, and the pedagogical purposes served by CS.

It then draws upon empirical data from a collection of case studies and commentaries (Barnard & McLellan, forthcoming) to present perspectives from researchers and language teachers in a wide range of East Asian university contexts. These studies clearly show that CS, to a greater or lesser extent, is widely practiced (by teachers as well as students) in all these contexts, and that the teachers concerned have justified the use of CS in a number of ways. The paper concludes with the point that, as with all methodological policies, there cannot be a single ‘best practice’ but that language teachers should engage in systematic reflective practice, followed up by collaborative action research projects to identify ‘optimal’ uses of CS in their specific contexts.

Roger Barnard is a senior lecturer in applied linguistics at the University of Waikato. Before taking up his present post in New Zealand in 1995, he worked in England, Europe and the Middle East as teacher, teacher educator, manager and advisor to ministries of education. He has recently accepted Visiting Professorships in Japan, Korea and Vietnam where he has taught undergraduate and postgraduate courses and undertaken joint research projects.
Rosemary Wette: KG.06

Beyond plagiarism: Identity and engagement issues in assignments using sources by undergraduate L2 writers.

This presentation explores how writing using sources was managed in a range of undergraduate courses in the Arts and Social Sciences. Data were collected from assignments using sources written by six students one semester after completing an EAP writing course with instruction on text-responsible writing, and again after three semesters. Citations were analysed and compared with their sources. Citing strategies were elicited through two interviews with each student.

Comparisons of citations with their sources showed that students' understanding of basic principles of text-responsible writing had transferred from the EAP unit; however, several admitted that time constraints had obliged them to cite secondary sources as if primary, and to copy words or short phrases in paraphrase citations when unable to think of appropriate alternatives. Although assignments were authored with a reasonable amount of confidence and success, students used sources only (and somewhat begrudgingly) as required by task specifications to support their own views. They tended to regard sources as lofty, infallible and remote entities, rather than as co-contributors to disciplinary discussion on a particular point. On the whole, students showed only a very limited ability to express clear authorial positions in relation to their sources or to the issues being discussed in their assignments.

This study underlines the gradual, complex and challenging nature of the path from novice to expert in writing using sources. It emphasizes the need for explicit instruction and extensive practice throughout students’ undergraduate years of study if they are to achieve the level of expertise necessary for successful graduate study.

Dr Rosemary Wette is a senior lecturer in the Department of Applied Language Studies at the University of Auckland. As well as being involved in L2 teacher education, she has developed and taught courses in L2 academic writing at undergraduate and postgraduate level for many years. Her research interests include the teaching of academic writing, and how best to develop L2 students’ abilities to write using sources.
Gabriella Rundblad & Chris Tang: KG.09

Simply simplified science? A cognitive approach to the communication of risk in media and outreach texts.

Recent technological advances have facilitated detection of minute traces of contaminants in the water supply. The fact that there are no regulations currently in place for these contaminants and that there is still uncertainty in the scientific community as to whether they pose any health risks further complicates an already complex risk communication situation. The general public is increasingly exposed to information on this issue from media reporting and website postings by a range of organisations. As part of a project aiming to improve communication about contaminants to consumers, we performed a micro-analysis on 96 texts, using a cognitive discourse analysis approach. This form of analysis draws upon critical discourse analysis, frame semantics and systemic functional linguistic approaches to unlock the underlying meaning of a text on a clause level. Analysis revealed tendencies to conceal important messages about how contaminants enter the water supply and who discovers them through the use of metonyms and implied references, as well as the use of devices like the passive voice to make other references more visible to the reader. Tracking the relative levels of concealment and visibility of particular participants allowed us to deconstruct the powerful role for the activities, opinions and concerns of the scientific community in communicating the level of risk. It was then possible to translate a comparison of the patterns observed in media versus water/health authorities and other public health related organisations into recommendations on how the risks posed by contaminants should be communicated.

Gabriella Rundblad is a Lecturer in Applied Linguistics at King's College London, specialising in the interface between language, cognition and behaviour. She has been PI on three recent projects investigating communication about drinking water. Her research explores authority, factuality, and impersonalisation in different types of lay/professional health discourse, including government/non-government websites and media reports on immunisation, as well as the discourse of medical research articles. Work on health communication has allowed her to develop a new text analysis approach, Cognitive Discourse Analysis, which draws upon Critical Discourse Analysis, Systemic Functional Linguistics and Frame Semantics. Dr Rundblad also studies the language and cognitive development of children/adults with/without language disorders.

NNEST identity is an intriguing and complex phenomenon because of composite factors comprising speakers’ accent, physical features, skin color, cultural patterns of behavior, English proficiency, lived experiences, among other things, which are related to their TESOL professional practice. Given the globalized world in which we live as TESOL professionals, it is important for us to recognize the role of NNEST identity and examine it from multiple perspectives. Sekimoto (2012, p. 1) posited that “deconstructing identity requires moving beyond the symbolic construction of social categories, and instead focusing on how a perceptual and embodied subject is constituted through communication”. We argue that, in the field of applied linguistics, we need to re-examine NNEST identity with reference to how NNESTs exercise their agency in professional and social settings, taking stock of their expertise in the subject matter. This argument is presented in the context of globalization and the dynamics of English, which is not only reflected in changes in its lexis, syntactic variations, semantics, and pragmatics, but also in its affiliations to particular groups of users who claim to be the owners of the variety of English that they use. Using an ethnographic case study approach, we outline how five NNESTs’ use of English is intertwined with their identity construction and how such identity is brought out as a way of embodiment resulting from spatiality and temporality. We illustrate how the legitimate “Expanding-Circle” English users managed to exercise their agency and identity; in contrast the three “Outer-Circle” users, in so doing they lost many opportunities of access to the rich linguistic repertoire that the “Expanding-Circle” users had. Implications for pedagogy are discussed.

Dr Lawrence Jun Zhang is Associate Professor and Associate Dean, Faculty of Education, University of Auckland. His research programme spans cognitive, linguistic, sociocultural & developmental factors in bilingual/biliteracy acquisition and teacher identity and cognition. He was the recipient of the “TESOL Award for Distinguished Research” in 2011 from TESOL, Inc., USA, for his work published in TESOL Quarterly, 44(2), “A dynamic metacognitive systems perspective on Chinese university EFL readers”. He has served on the editorial boards of TESOL Quarterly, Applied Linguistics Review, Metacognition and Learning and RELC Journal. His recent books are Asian Englishes: Changing Perspectives in a Globalised
Ms Donglan Zhang is currently an academic tutor at the University of Auckland Faculty of Education. She holds a Master's Degree in Applied Linguistics and has been a lecturer at the tertiary level for over twenty years. Her teaching and research interests include learner metacognition in second language listening, second language learners' oracy skill development, teacher identity in language teacher education, and authorial voice in academic writing. She has presented papers at international conferences in Singapore and the USA and published research articles in *Asian Englishes: An International Journal of the Sociolinguistics in Asia-Pacific* (ALC Press, Japan) and *Language Awareness* (Routledge).
2:45pm – 3:15pm:

Mark Dawson Smith: KG.01

A validity study of English language placement testing at the University of Waikato.

This paper discusses the validity of an English language placement test used at the University of Waikato, New Zealand, to place EAL students into the most appropriate English language level within a pre-degree EAP programme.

The University of Waikato is typical among New Zealand and international tertiary institutions in offering pre-sessional English language programmes to help prepare students for further study within the university. For most, this academic English language preparation is a key stage in their path towards achieving higher qualifications. However, if initial placement is incorrect, for many students English language learning may be less successful and less rewarding. The investigation of the placement test identifies key issues of relevance to many other providers of pre-sessional English language programmes who undertake their own placement tests.

The paper discusses four key areas of test validity, namely face validity, content validity, context validity, and predictive validity that have been examined during the study in order to determine the ‘fit for purpose’ of the test. The paper outlines the methodology and discusses the findings of the study, and provides recommendations made for changes to the current University of Waikato English language placement test. Finally, the paper concludes with suggestions as to future areas for further research with regards to English language placement testing.

Mark Dawson-Smith is the English Language Programmes Curriculum Coordinator at Waikato Pathways College, University of Waikato. He has 21 years’ experience teaching EAL in South-East Asia and New Zealand, with the last 14 years spent primarily on EAP programmes preparing students for tertiary study. Mark has been involved in language testing for 15 years, working as an examiner for exams such as IELTS, BEC and BULATS, and his passion for language testing was further sparked while studying for his postgraduate diploma at the University of Waikato. He is currently in the final stages of his MA in Language Testing with Lancaster University, England.
Jonathon Ryan & Karen Kemsley: KG.06

Digressions in academic lectures: Analysis and pedagogical implications.

In interpreting utterances, hearers are usually guided by their understanding of the preceding discourse (Kehler, 2002; Sperber & Wilson, 1986). Therefore, a hearer’s failure to detect a disjunctive change in topic, such as a digression, is likely to result in substantial confusion. In the published language teaching materials reviewed, two main approaches were identified for training learners to recognize digressions. In one approach, learners were expected to realize that the semantic content of the digression was unrelated to the surrounding discourse; however, such reasoning appears circular and pedagogically unhelpful. In the second approach, the focus is on discourse markers which signal the onset of a digression (e.g. by the way, incidentally); however, in our data, such markers were used in fewer than half of the digressions identified. Rather, our analysis of video recorded lectures suggests that speakers tend to use several concurrent means to alert hearers to the onset and closure of digressions. We approach digressions as representative of a change in footing, in which the most pervasive and important markers are phonological cues, including changes in pitch and speed. Furthermore, we identified important roles for deixis, gaze, gesture, and the orientation of the speaker’s head. Through such means, speakers may direct audience attention towards and away from the local topic. Despite the subtlety and complexity of these factors, we suggest ways such findings may usefully inform second language pedagogy. We conclude with a brief demonstration of some consciousness-raising tasks for language learners.

Jonathon Ryan is an academic staff member at Wintec (Hamilton) in the Centre for Languages, and has previously taught in Ireland and Mexico. He has recently completed a PhD thesis at the University of Waikato entitled Acts of reference and the miscommunication of referents by first and second language speakers of English.

Karen Kemsley is an academic staff member and programme coordinator at Wintec, in the Centre for Languages. She previously worked in Africa and South America for seven years. She recently completed a study of the experiences of international students in mainstream study programmes. Her major teaching and research interests are around the speaking and listening skills of advanced second language learners.
Stephanie Rummel: KG.09

The impact of context on written corrective feedback.

The topic of written corrective feedback (WCF) has received increased attention over the past decade, but individual factors that may impact effectiveness have generally been ignored. One such factor is individual beliefs. Although a number of studies have looked at student beliefs and if beliefs about CF differ between students and teachers, none have gone on to investigate whether those beliefs impact the way students use CF. This paper will report on a study that sought to fill this gap in the research by looking at the overarching research question: to what extent do student and teachers beliefs about WCF differ and do student beliefs impact the way they use the WCF they receive? To answer this question, data were collected from 42 advanced EFL students studying in an intensive language program in Laos and their 3 native speaking teachers. Both qualitative and quantitative data were collected through writing samples, surveys, and interviews over the course of seven weeks. Analysis has shown that learners’ beliefs sometimes differ from those of their teachers and that beliefs may impact how students use WCF. These findings provide important insight into the impact of beliefs on the effectiveness of WCF and highlight the importance of looking at individual differences when investigating WCF in the future. This paper will also present several interesting pedagogical implications because different beliefs between teachers and learners and among the learners themselves may lead to differences in uptake in regards to WCF.

Stephanie Rummel is a PhD candidate being supervised by Professor John Bitchener at Auckland University of Technology (AUT). Her research focuses on the impact of beliefs on written corrective feedback (WCF). Prior to beginning her PhD studies, Stephanie taught in Korea, Laos, Turkey and the USA, which led to her interest in how individual differences affect student learning. She earned an MA in TESOL from Indiana University of Pennsylvania.
3:15pm – 3:45pm:

Rob Batstone: KG.01

The role of context in task-based language teaching: Classroom interactions across space and time.

This paper reports on a study investigating how learners use peer interactions to resolve misunderstandings in the context of an advanced-level EAP class (Batstone & Philp, in press).

Motivated by recent criticism of TBLT for underplaying the richness of classroom interaction, the study looks at the impact of social context and time. In terms of social context it is noticeable how two or more learners ‘step aside’ from the class in order to clarify the meaning of a linguistic form which is unclear to them. Such interactions occur in what we call ‘private spaces’ because they are conducted in hushed asides, separate from (yet also simultaneous with) the ongoing and more ‘public’ activity of the rest of the class. In terms of time, very often the same learner can be seen seeking out repeated opportunities to elicit help from different peers once a particular learning issue has been identified, a process which on occasion straddles three cycles of teacher-led discourse and group work before a resolution is found.

These findings contrasts with TBLT-related research which often overlooks forms of talk which recruit multiple participants and which occur simultaneously with other forms of interaction (Koole, 2007). In terms of time, the majority of studies depend heavily on the identification of single, self-contained episodes (e.g. Lyster 2004) consisting of a few turns presented in isolation from the surrounding discourse.

The paper concludes by considering now these dimensions of space and time might be further investigated.

Rob Batstone is a Senior Lecturer at the University of Auckland where he teaches on undergraduate and postgraduate TESOL and applied linguistics programs. His recent work includes an edited book on socio-cognition (‘Sociocognitive Aspects of Language Use and Language Learning’ published by Oxford in 2010), and a chapter co-written with Jenefer Philp upon which the paper presented here is based.
Judy Ng Miang Koon: KG.06

English and Science lecturers’ beliefs and practices of providing written feedback on Malaysian students’ assignments.

This research reports an in-depth study conducted in a private university in Malaysia which sought to investigate English and Science lecturers’ beliefs about the value of feedback on their students’ written work and the extent to which the lecturers’ practices converged with their self-reported beliefs and the sources of these lecturers’ beliefs were also elicited.

The value of teachers’ feedback on students’ writing has always been controversial, some researchers advocating various forms of feedback (e.g. Ferris 1995; 2009), while others (e.g. Truscott, 1996; 2007) deny its usefulness. It has long been recognized that what teachers do in practice is largely influenced by their beliefs and values (Clarke & Peterson, 1986), and one of the most vital aspects of this issue is the study of the contextual factors that shape teachers’ beliefs (Borg, 2006; Goldstein, 2005). In his comprehensive overview of studies of language teacher beliefs, Borg (2006) emphasized the need to examine the extent to which teachers’ reported beliefs are actually put into practice.

Overall, the English and Science lecturers’ reported beliefs and observed practices revealed some convergences and divergences. The actual provision of feedback is complex and based on negotiation between the external factors, students, and the teacher practitioner. Contextual factors, such as the expectation of the management and collegial influence had some influence over the English lecturers especially the setting of the criteria and marking schemes. The science lecturers, however, were not influenced hugely by their colleagues as they were perceived as the experts in their field.

To conclude, more research ought to be done to examine beliefs and practices of provision of feedback especially in other context.

Judy Ng Miang Koon was a lecturer in a private university in Malaysia. She obtained her B.A. and M.A. from Universiti Kebangsaan Malaysia. Her research interests are Teacher Cognition, Feedback in Second Language Writing, Socio Linguistics and Teaching English as a Second or Foreign Language.
Bunjong (Gaye) Wall: KG.11

Epistemological beliefs, learner identity and motivational trajectories in second language writing: A sociocultural analysis.

While task complexities and insufficient linguistic competence often cause academic writing difficulties for second language learners (Hyland, 2009), task difficulties may be exacerbated by first language literacy trajectories and learners' beliefs (Horowitz & McKee, 1984). Left unaddressed, such sociocultural constraints may remain performance obstacles even at post-graduate level. This presentation focuses on one case study where a doctoral candidate, with a master's degree from an English speaking country, struggles to interact with self, texts, and task while composing from sources. The case is one of several from a sociocultural dissertation that examines learning behaviours of six Asian tertiary students, following four-week explicit instruction on self-questioning and self-instruction strategies, textual coherence, and argumentation structure. Pre-task self-reported questionnaire and post-task self-reflection data, together with video-recorded data during a reading-to-write task and interview data, are triangulated to examine how reading-to-write activities are mediated by materialization and verbalization. Data indicates that obtaining a master's degree overseas without a sense of identity was a product-driven as well as attenuated and unfulfilling experience for the learner. Findings show that following conceptual and epistemological changes during the intervention, new motivational trajectories are identified as multiple reader and writer identities begin to develop and, for the first time, impact positively on the learner's roles as a PhD student and a university lecturer. Findings raise pedagogical implications which point to the needs for future research to investigate not only how reading-to-write performance can be promoted linguistically but also how sociocultural obstacles impeding academic identity development may be addressed.

Gaye Wall is currently a PhD candidate at the University of Otago, Dunedin, New Zealand. Her up-coming sociocultural dissertation focuses on the use of materiality and self-regulatory strategies in ESL and EFL academic writing. More specifically, the study investigates the roles of motivation, learning goals, learner identity, and self-regulation through speech on discourse synthesis (reading-to-write) tasks at tertiary level. Gaye has 25 years TESOL teaching experience in four countries, including research supervision, staff development, and teacher training in New Zealand. Her research interests include self-regulation, learner autonomy, academic writing, internationalisation, and intellectual mobility (brain gain and brain drain phenomena).
Poster Abstracts & Bio Data

Title: Vietnamese EFL teachers' self-efficacy.

Abstract: Based on part of a larger data source for the researcher's thesis, this poster presentation discusses how extrinsic and intrinsic motivation as well as concept of face has contributed to a novice researcher's persistence in developing her PhD proposal. The researcher had a low sense of self-efficacy at the early stages of her PhD project, but was determined to develop the proposal. Her experiences challenge the widely accepted view that contexts play only a background role in understanding self-efficacy beliefs. The presentation also indicates that her investigation of the relationship between social context, motivation, academic achievement and her own self-efficacy contributes to her attempts to understand the self-efficacy of others.

Presenter: Han Thi Tuyet Nga is a PhD student in the Faculty of Education at Waikato. Before coming to New Zealand, Nga taught EFL at a university in Vietnam.

Title: Asian migrant women's identity negotiation as English language learners: Significant events towards imagined identities.

Abstract: My research is to understand Asian migrant women in New Zealand by looking into how they negotiate their identities as English language learners. I will study how language learners imagine their identities to belong to New Zealand society and how their identities are negotiated towards their imagined identities. As an analytic tool, I will use Wenger's (1999) framework of Communities of Practice (CoP). Wenger conceptualized identity as membership, nexus of multimembership, local and global relation, learning trajectory, and negotiated experience. To see the dynamic and context-dependent identity trajectories, I will focus on recounted stories of experiences for a period of time. Twelve participants will be involved in my research for twelve months.

Presenter: Jinah Lee is a PhD student in the Faculty of Education at Waikato. Before starting her PhD project, having been awarded an M.Ed and a postgraduate diploma in social service, she worked in the fields of second language education, counselling, and social work.
Title: A novice researcher’s reflections: Lessons learnt in designing and administering questionnaires.

Abstract: When a researcher collects data in a non-Western society, very often ‘western’ textbook suggestions for conducting research do not work well due to different cultural world views. In my research project, I initially sought to investigate lecturers’ attitudes about the value of feedback on their students’ written work by means of a survey. The setting of my study was a Malaysian university where I had previously worked as a lecturer. Despite being a cultural insider, I encountered unforeseen difficulties in getting potential participants to respond to the questionnaire, whether it was posted online, sent by email, or distributed by hand. The reasons for the unwillingness included face threat and busy with work. This initial difficulty led me to change the focus of my project, but this turn of events actually strengthened my project.

Presenter: Judy Ng Miang Koon is a PhD student in the Faculty of Arts & Social Sciences at Waikato. Before coming to New Zealand, she was an ESL lecturer in a private university in Malaysia.

Title: Teachers’ beliefs and practices regarding TBLT: Data from lesson planning sessions.

Abstract: This poster presentation provides the data from group lesson planning sessions within a wider study which investigates teachers’ beliefs and practices regarding the readiness for the implementation of Task-based Language Teaching (TBLT) in the context of Vietnam. The data show that the way the teachers made use of their mandated textbook tasks had little relevance to the task characteristics advocated in the literature. The rationales for their decisions were also presented and discussed.

Presenter: Nguyen Gia Viet is a PhD student in the Faculty of Arts & Social Sciences at Waikato. Before coming to New Zealand, he was an EFL lecturer in a Vietnamese university.
Title: Investigating discourse competence elements through course documents analysis of an ESL academic writing class.

Abstract: Writing at tertiary level is an inherently complicated endeavour, particularly among ESL learners. This is because when they enter EAP courses they are confronted with academic tasks that require them to read and write in unfamiliar academic genres and conventions. Writing an academic essay, for example, requires learners to exercise some degree of discourse competence in order to produce an acceptable essay assignment. The poster presents an analysis of five course documents of an EAP class in Malaysia. The analysis is intended to elucidate the elements of discourse competence that are required in the writing of the essay assignment. The analysis has indicated that while some elements of discourse competence are promoted in the course documents, others such as cognitive genre elements are lacking.

Presenter: Junaidah Januin teaches English and TESL courses at a public university in Malaysia. She is currently completing her PhD study at Waikato.

Title: Saudi Arabian students sojourning in New Zealand.

Abstract: This poster will present information on a PhD study employing community of practice theory (Lave & Wenger, 1994) to sojourning Saudi Arabian students in order to determine what impact acculturation has on their informal learning. The study proposes to create a community of practice with the students that will allow the author to explore the informal learning and acculturation that these students undergo. At the conclusion of the study, it is hoped to be able to find out to what extent community of practice theory can be applied to Saudi Arabian sojourners, what unknown issues do Saudi Arabian students encounter while studying in a Western country and how what changes need to be made to institutional programmes in order to better accommodate sojourners who seek to study in New Zealand.

Presenter: Steven Donald is currently an Applied Linguistics PhD student enrolled in the Faculty of Arts & Social Sciences at Waikato. Before starting his project, he was an associate professor at a Japanese university.
Title: Comparing the effects of teacher codeswitching and English only instructions in EFL pre-listening activities.

Abstract: Vietnamese colleges and universities require EFL teachers to use as much English as possible. However, research has indicated that many teachers codeswitch to Vietnamese for various purposes. The proposed study will use a mixed methods approach to collecting data from college students in Vietnam with regard to pre-listening task instructions. Firstly, a quasi-experimental phase will compare a control group with two experimental groups: one group receiving instructions in English only; the second receiving instruction in pre-planned codeswitching episodes. Following the post-test and delayed post-test, the participating students will be interviewed in focus groups to identify their perceptions regarding codeswitching versus the use of English only.

Presenter: Tuong Dinh is an EFL lecturer in a Vietnamese college. Currently, he is enrolled in the Applied Linguistics MA programme at Waikato, and is preparing his PhD project.

Title: Tensions in the practice of action research.

Abstract: Action research (AR) is favoured by many researchers as a means to improve social situations in many organisations, including educational institutions, by linking ideas with actions (McNiff and Whitehead, 2006). As my research focuses on developing change in the pedagogical practice of ESL writing teachers in Malaysia, I adopted collaborative AR as the methodology for my research design. While conducting, analysing, and presenting my research, several tensions pertaining to the AR approach were discovered and needed to be acknowledged to promote democratic ways of practising action research. Thus, the aim of this poster presentation is to highlight some of these tensions and develop ways to overcome them, in order to contribute to the expansion of knowledge and practice of action research.

Presenter: Zuwati Hasim is a PhD candidate in the Faculty of Arts & Social Sciences at Waikato. She is currently attached to the University of Malaya as a lecturer on pre-service courses in ESL methodology and assessment.
Title: An innovatory approach to English teacher training in Vietnam.

Abstract: In 2008 the Vietnamese Ministry of Education and Training initiated 'Project 2020' with the ambition that by 2020 all students graduating from high schools, vocational schools, colleges and universities will be able to communicate in English. To achieve this aim, an innovatory approach to the professional development of language teachers has been adopted, beginning with assessing English teachers’ language proficiency and then offering them intensive English training courses to help them achieve national language proficiency standards based on the Common European Framework of Reference for Languages. This poster presentation will describe these intensive courses in relation to four integrated strands: meaning-focused input, meaning-focused output, language-focused learning & fluency development, and second language acquisition theories. This presentation will also point to mismatches and major issues related to these training course and, in particular, it will indicate the presenter’s proposed research to deal with the current ways of improving teachers’ professional development in the context of Vietnam.

Presenter: Pham Thi Mai Duyen has been an EFL Lecturer at the English Department, School of Education, Cantho University (CTU) since 2002 and holds a BA in English Teacher Education from CTU and MA in ICTE from Monash University, Australia.