

Bridging the Gap Between Theory, Research and Practice

ALANZ Symposium
29 November 2008

Conference Centre
AUT University
Auckland
New Zealand



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A MESSAGE FROM THE SYMPOSIUM CHAIR



I am delighted to be able to welcome you to the 14th annual symposium of the Applied Linguistics Association of New Zealand at AUT University, Auckland, New Zealand.

The theme of this year's symposium is 'Bridging the gap between theory, research and practice'. Leading our thinking on this relationship are two leading researchers and classroom teachers – Dr

Dana Ferris from the University of California, Davis, USA and Dr Rosemary Erlam from the University of Auckland.

A number of our parallel session presenters will also be addressing the theme. It is particularly pleasing to see so many postgraduate students presenting work from their Masters and Doctoral theses. The programme designers have made every effort to group papers in strands across the day so that those wishing to focus on a particular area of interest will be able to do so.

Networking is always an important part of any symposium so, in addition to tea and lunch breaks, there will be an opportunity for participants to meet informally over dinner. Details of these arrangements will be announced at the beginning of the keynote sessions.

Symposiums such as this can never happen unless a dedicated group of organisers are able to devote time and energy to the planning of the event. This year, I have been generously supported by a number of staff and postgraduate students in the School of Languages and Social Sciences and by our sponsors - the School of Languages and Social Sciences and the Faculty of Applied Humanities. So, on your behalf, I extend a big thank-you to each and every contributor.

This time next year, we will be combining with the Applied Linguistics Association of Australia (ALAA) for the first combined ALANZ/ALAA Conference. This event will be hosted by the Auckland region. Details of progress in the planning of the conference will be posted on the website (www.alanz.ac.nz) at the beginning of 2009.

Finally, a special thank-you to each of you for participating in the symposium today. We hope that you will have a stimulating time listening to and interacting with our presenters during the day.

Professor John Bitchener
Symposium Chair
President ALANZ

ALANZ Symposium 2008 Timetable

8.30 – 9.00	Registration – WA Block Atrium
9.00 – 9.10	Welcome – Lecture Theatre – Professor Rob Allen
9.10 – 9.20	Symposium Overview – Lecture Theatre – Professor John Bitchener
9.20 – 10.15	Keynote Address – Lecture Theatre – Professor Dana Ferris
10.15 – 10.30	Morning Tea – WA Block Atrium

Parallel Sessions 1 – 3

	Lecture Theatre	Conference Room 224A	Conference Room 224B	Upstairs Room 608
10.30 – 11.00	Learner-learner task based interaction in the foreign language classroom <i>Philp, Walter & Basturkmen</i>	Teacher and student reflections on the use of an ePortfolio <i>Moffat</i>	Opening the gate: meeting English proficiency requirements for professional registration <i>Read & Wette</i>	Linking language planning theory with research into the implementation of the Kenyan language-in-education policy <i>Jones</i>
11.05 – 11.35	Effect of class size on recasts and learner uptake: In the Chinese EFL context <i>Xiang</i>	Bridging the gap between communicative competence and intercultural communicative competence: implications for language teaching <i>Corder & U</i>	Imagined success of adult migrant and refugee English learners <i>Barkhuizen</i>	A teacher's conception and optimization of prerequisite enabling conditions for second language acquisition in teaching General English at a Vietnamese university <i>Nguyen</i>
11.40 – 12.15	Recasts, individual differences and the acquisition of French past tenses: work in progress <i>Mifka – Profozic</i>	An Experimental Study of Cooperative Learning with Tertiary EFL Learners in China <i>Ning</i>	Interest in studying English as a second/foreign language and its effect on language learning <i>Tin</i>	What are some teachers' perceptions of what makes a good graded reader? What are their priorities? <i>Claridge</i>
12.15 – 12.45	Lunch – WA Block Atrium			

Parallel Sessions 4 – 7

	Lecture Theatre	Conference Room 224A	Conference Room 224B	Upstairs Room 608
12.45 – 1.15	Accuracy and interlanguage development as measures of the impact of modified output in second language acquisition <i>Ogino</i>	‘So I have had problems’: Narrative analysis, sociocultural theory, and language teacher development <i>Feryok</i>	Plagiarism Detection & Prevention Software: Tools for Academic Literacy Development in Tertiary Environments <i>Johnson</i>	Is editing of L2 errors evidence of improvement in grammatical accuracy? <i>Ishii</i>
1.20 – 1.50	Elicited Imitation: What Does It Measure and How Indicative Is It of General L2 Proficiency? An Empirical Study with Chinese University-level EFL Learners <i>Tian</i>	The hidden side of language teacher educating: Theorising for practice through research <i>Hacker</i>	From digital library to language teaching practice <i>Wu</i>	Does group work encourage reflective practice in student writing at university? <i>Jaidev</i>
1.55 – 2.25	An Ecological Perspective on Classroom Situational Willingness to Communicate <i>Cao</i>	Ellis’s principles as a bridge for praxis for South Korean EFL teachers <i>Howard & Millar</i>	Evolving genres in online domains: The hybrid genre of the participatory news article <i>Bruce</i>	Collaborative approaches to the teaching and learning of writing in the English-language at Universidade Nacional Timor Lorosa’e, East Timor <i>Amarad, Field & McLellan</i>
2.30 – 3.00	Beyond General Teaching Strategies to Language-specific, Level-specific and Ethno-specific Strategies <i>Nesbitt</i>	Differences of opinion: Methodological considerations regarding data from individual interviews and focus groups <i>Li</i>	(Un)certainty and power: linguistic means of knowledge negotiation <i>Brezina</i>	Learner Beliefs in Content and Language Integrated Learning (CLIL) <i>Gablasova</i>
3.00 – 3.15	Afternoon Tea – WA Block Atrium			
3.20 – 4.15	Keynote Address – Lecture Theatre - Dr Rosemary Erlam			
4.15 – 5.15	Annual General Meeting – Lecture Theatre			

Theory, research and practice in written corrective feedback: Bridging the gap, or crossing the chasm?

Professor Dana Ferris

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Abstract

Over the past dozen or so years, there has been quite a proliferation of work on the topic of written corrective feedback (WCF) in second language writing (SLW). Beginning with the publication of Truscott's (1996) intriguing review essay and the discussions and research efforts which have followed it, it seems safe to say that the "benign neglect" approach (Ferris, 1995) to accuracy issues in L2 writing is over. Not only have SLW researchers taken up the challenge given by Ferris (1999; 2002; 2003; 2004) and Truscott (1996; 1999; 2007) to investigate the "big question" (Ferris, 2004) of whether WCF helps L2 writers, but second language acquisition (SLA) researchers have examined the WCF question as well by utilizing paradigms developed for parallel lines of research into oral corrective feedback (OCF; see, e.g., Doughty & Varela, 1998). Nonetheless, there remains dispute to this day about what those research efforts really have shown us and what the implications for practice should be, going forward (see, e.g., Bitchener, 2008; Truscott, 2007). This keynote paper will trace the history of these two parallel lines of research on WCF, noting both contrasts and convergences before discussing the possible implications and applications of this body of work for the L2 writing classroom and for further research efforts. In particular, it will examine to what extent the quasi-experimental research findings from SLA are of practical use in the SLW classroom and conclude by suggesting possible intersections between research approaches that could simultaneously make SLA research on WCF more applicable to classroom teachers and SLW research more empirically rigorous.

Profile

Dana Ferris is Associate Professor in the University Writing Program at the University of California, Davis, USA, where she directs the lower-division writing program. Her research on second language writing has been published in journals such as *TESOL Quarterly*, *Research in the Teaching of English*, and the *Journal of Second Language Writing*. She is the author or co-author of five books, including *Teaching ESL Composition* and *Teaching Readers of English* (both with John Hedgcock), *Treatment of Error in Second Language Writing Classes*, and *Response to Student Writing*.

Her work on written corrective feedback, will be included in a forthcoming special issue of *Studies in Second Language Acquisition* and in a new book to be co-authored with Prof. John Bitchener of AUT University and published by Routledge/Taylor & Francis.

What do you researchers know about language teaching? Bridging the gap between SLA research and language pedagogy

Dr Rosemary Erlam

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Abstract

This paper reports on a research project that was commissioned by the Ministry of Education and that has significantly impacted on the professional development of language teachers in New Zealand. The first part of the project aimed to make a body of information related to instructed second language acquisition accessible to teachers in the form of a published report. A survey of findings from a wide range of research informing understanding of how L2 acquisition in the classroom takes place informed ten specific principles for instructed language learning. The researchers then went into French and Japanese language secondary school classrooms to look for evidence of the principles in classroom practice. The ten principles and the evidence from the classroom-centred research study were subsequently published and widely circulated among teachers in New Zealand. They were also presented and discussed at regional seminars throughout the country. Reasons for why practitioners received this research so positively are discussed as ways in which the gap that often exists between research and language pedagogy can be bridged.

Profile

Rosemary Erlam is lecturer in the Department of Applied Language Studies and Linguistics at the University of Auckland. She comes to Applied Linguistics from backgrounds in Speech-Language Therapy and French teaching. Her research interests include teacher education, form-focused instruction and issues pertinent to the New Zealand educational context. Rosemary's publications include papers in journals such as *Applied Linguistics*, *Studies in Second Language Acquisition*, *Modern Language Journal* and *Innovation in Language Teaching and Learning* (in press).

ABSTRACTS

In alphabetical order

Collaborative approaches to the teaching and learning of writing in the English-language at Universidade Nacional Timor Lorosa'e, East Timor

Marcos Antonio Amaral, Jenny Field and James McLellan

This paper discusses ongoing collaborative research by staff of the Faculty of Education and Science of Universidade Nacional Timor Lorosa'e (UNTL) and The University of Waikato (Department of General & Applied Linguistics). It describes an attempt to "bridge the gap between theory, research and practice" in the development of an appropriate negotiated curriculum for English language writing. The aims of the paper are to describe current beliefs and practices in the learning and teaching of English-language writing at UNTL, and to describe desired changes and improvements to the English-language writing curriculum according to UNTL lecturing staff. The writing curriculum is benchmarked against the Common European Framework of Reference for Languages, but is structured according to the wishes of the UNTL staff, who have to teach writing in the context of a predominantly oral culture. The major research questions are: how can the UNTL English writing curriculum meet student needs at all levels, and what resources and support are needed to achieve the desired changes? The theoretical framework derives from Critical Literacy and Critical Applied Linguistics. Key concepts here are those of investment (by learners) in a language, and sensitivity to the context in which language learning takes place. These approaches highlight the need to take account of the roles played by all languages in Timor Leste, in particular the joint national languages, Portuguese and Tetum.

Imagined success of adult migrant and refugee English learners

Gary Barkhuizen

Based on the concepts of imagined *communities* (Anderson, 1991) and imagined *identities* (Barkhuizen & de Klerk, 2006; Pavlenko & Norton, 2007), imagined *success* refers to the imagined achievements attained in English learning. These achievements are not necessarily final goals but ongoing imaginings of desired learning outcomes. In the context of migrants and refugees living in New Zealand, outcomes refer not only to English learning but also to issues surrounding settlement and integration. In this presentation I report on one aspect of a larger study which examined the learning experiences of over forty ESOL home tutors and their learners. Home tutors are volunteer English teachers who spend one hour a week in the homes of their migrant and refugee learners teaching English, the aim being “settlement through English”. Data were collected by means of a narrative frame (Barkhuizen & Wette, 2008), and the analysis generated both qualitative story lines and quantitative frequencies of themes evident in these stories. The presentation will focus on the learners’ imaginings of success. The findings may not be surprising, but do confirm and reinforce our awareness of migrant and refugee aspirations.

(Un)certainty and power: linguistic means of knowledge negotiation

Vaclav Brezina

The 2005 UNESCO report “Towards knowledge societies” stresses the importance of language in relation to education in knowledge societies. What is at stake here is not only the macro-level of linguistic diversity in the globalised world (which the report explicitly points to), but also the micro-level of language in which knowledge is negotiated and shared. This paper presents a project (work in progress) which investigates how knowledge is communicated across various contexts. It starts from the assumption that knowledge – traditionally understood as justified true belief – is produced in an environment in which individual participants commit themselves (at least to a certain extent) to the truth of a particular proposition. Variation in epistemic stance (which signals speaker’s certainty/uncertainty) represents one of the important indicators of the dynamics of knowledge negotiation. The research combines quantitative corpus-based methodology with a detailed qualitative analysis to investigate variation in epistemic stance. The quantitative part is based on two large English language corpora: the BNC spoken part (approx. 10 million words) and MICASE (approx. 2 million words), while the qualitative part is planned to analyse video recordings of student-teacher interactions during university meetings. The preliminary results (based on the quantitative part) suggest that the variation in the use of the means marking epistemic stance is not primarily connected with a single social variable such as the age or gender of the speakers but follows more dynamic patterns which reflect how the power relation between the speakers is negotiated.

Evolving genres in online domains: The hybrid genre of the participatory news article

Ian Bruce

Cognitive science proposes that any category, such as a genre as a category for a certain type of text, is formed in relation to human purpose or intentionality (see Barsalou, 1983; Murphy & Medin, 1985). Grouped in relation to three types of high level, general purpose for (academic) writing, Young (2006) posits three broad categories of genre: those of *personal discourse* (such as diaries, journals, notebooks); *interactive discourse* (letters, emails, fora in publications and other written messages) and *public discourse* (articles, reports, presentations). However, an outcome of internet-based communication and publication has often been to conflate these general types of writing purpose, resulting in the hybridizing of what were previously discrete genres. An example of this conflation of writing purposes leading to the development of a hybrid genre is that of an online news article immediately followed by readers' comments, sometimes termed *participatory journalism*. The paper reports an exploratory study where this particular hybrid genre is analysed in terms of the dual approach to genre of Bruce (2008), that of *social genre* and *cognitive genre*, as a way of accounting for the range of different types of knowledge that combine to characterise texts of this genre category. The paper reports the analysis of a sample of 10 texts of the participatory journalism genre. The genre modelling and research reported in the study provides support for the argument that an adequate operationalization of any genre, including a web genre, should be able to account for the socially constructed, cognitive organizational and linguistic elements of genre knowledge.

An Ecological Perspective on Classroom Situational Willingness to Communicate

Katherine Cao

Willingness to Communicate (WTC) is a relatively new individual difference (ID) variable in SLA (Dörnyei, 2005). As a complex but an important component of communicative language teaching (Ellis, 2008) and L2 pedagogy (Kang 2005), WTC can be seen as both a facilitating factor of L2 acquisition and a nonlinguistic outcome of L2 learning process (MacIntyre 2007). Previous research into Willingness to Communicate (WTC) in L2 has focused primarily on its trait dispositions that remain stable across contexts and only a handful of studies have revealed that this construct might be situation-specific rather than fixed. In this presentation, I will report on a study that investigated the dynamic and situated nature of L2 learners' WTC in class. Framed with an ecological perspective on second language learning which draws together the social, the environmental and the cognitive factors, this multiple case study involved 18 ESL learners in New Zealand for an academic year and covered three phases. Based on the data collected through classroom observations, stimulated-recall interviews, and reflective journals, it was found that situational WTC in L2 classrooms emerged from the joint effects of individual characteristics, classroom environmental conditions and linguistic factors. The findings suggest the usefulness of adopting an ecological framework for researching this situational WTC construct in L2 classrooms.

What are some teachers' perceptions of what makes a good graded reader? What are their priorities?

Gillian Claridge

This question is one of the research questions posed in my doctoral study entitled 'What makes a good graded reader?' The research is focused on the notion that there may be more than one perception of a 'good' graded reader, according to the perspectives of the various stakeholders. These stakeholders are identified as the students, who are the intended readers of the books, the publishers and writers who create the books, the judges of learner literature competitions, who because of their roles as academics and critics influence opinions on the books, and the teachers, who are usually the agents through which students obtain the books. The research project as a whole addresses the perceptions of all the stake-holders. This paper, however, deals specifically with the views of the last group, the teachers, gleaned from an analysis of discussions of focus groups set up with the assistance and good will of the teachers at the college from which the student surveys and case studies also come. It sets these views in the context of Christine Nuttall's (1996) three criteria for selecting texts for L2 readers , *suitability, exploitability and readability*.

Bridging the gap between communicative competence and intercultural communicative competence: implications for language teaching

Debbie Corder and Alice U

The importance of intercultural competence in language learning and teaching has been gaining increasing recognition. With this comes a need to shift the emphasis from communicative competence to intercultural communicative competence and involves cognitive, affective and behavioural components in addition to linguistic competence and cultural knowledge. Elements such as self-awareness as well as cultural awareness, open-mindedness and skills in interaction management that incorporate social, linguistic and cultural pragmatics are essential. Therefore, in bridging the gap between communicative competence and intercultural communicative competence, there is a need for a shift in paradigm from the traditional teacher-centred focus to a more holistic, experiential approach to language learning and teaching, incorporating reflection and analysis, and collaborative learning. This presents challenges both to traditional learning and teaching approaches, as well as to assessment practices. This paper discusses these challenges and implications for language teaching by reflecting on the initial evaluation of learning, teaching and assessment approaches used in an intercultural competence course for first year students at AUT University. This will include analysis of students' work showing development of the knowledge and skills over a semester to meet the learning outcomes, and discussion of emerging trends linking effectiveness of learning to the learning and teaching approaches and assessment tools used in the course.

‘So I have had problems’: Narrative analysis, sociocultural theory, and language teacher development

Anne Feryok

The role of narrative in the development of teachers’ knowledge has been recognized for some time, with most studies focusing on *what* teachers say. Several recent studies within this vein have used Vygotskian sociocultural theory to explore *how* teachers develop, showing how narrative acts as a cultural tool for mediating teacher development (Golombek and Johnson, 2004). Many of these studies, however, focus on the content of experience through narrative inquiry rather than narrative study or analysis (Pavlenko, 2002). This study uses narrative study within the framework of sociocultural theory to focus on context and discourse features as well as content, such as the function of evaluation and the expression of agency as means by which narrative mediates development. The main data consists of narratives that emerged spontaneously in a mostly expository spoken interview with an experienced Armenian English as a foreign language (EFL) teacher. Additional non-narrative data, including classroom observations, provide additional evidence. Analysis of the data suggests that through narrative the teacher explored and reassessed significant teaching experiences, showing that she has transformed and internalized her understandings of those experiences.

Learner Beliefs in Content and Language Integrated Learning (CLIL)

Dana Gablasova

In this paper I will focus on learner beliefs in relation to the Content and Language Integrated Learning (CLIL). CLIL is a form of bilingual education in which students learn part of their curriculum in a foreign language. While CLIL enjoys a high level of support among language specialists the attitudes and beliefs of learners who study in this setting remain largely unknown. As learner beliefs significantly affect learner action these beliefs might be crucial for the success of the whole programme. In this study, responses from 47 high-school students participating in a CLIL programme in Slovakia were collected in a structured questionnaire. The questions focused on the following areas: attitude towards the subject taught in English, learner anxiety related to performance in a foreign language, beliefs about assessment (whether the language proficiency negatively affects the assessment of content knowledge) and beliefs about the learners' overall achievement (whether the CLIL subject contributed to their academic development). The responses recorded on a 5-point scale were correlated in order to explore the relationships between the different areas. On the whole, the study revealed that the beliefs held by the students with CLIL experience were less positive than might be expected. A considerable number of students expressed a preference for monolingual content instruction and assessment in first language despite the fact that they enjoyed the subject. This preference appeared related to the belief that in the CLIL class the quality of the content teaching might be lower than in a class taught in their L1. While CLIL is implemented with the view to improving the foreign language skills of the students, the students themselves seemed to be more concerned with their achievement in the content area and tended to assess their own performance on this aspect only.

The hidden side of language teacher educating: Theorising for practice through research

Penny Hacker

The body of empirical and theoretical literature concerning language *teacher* cognition, a concept referred to by Freeman (2002) as the ‘hidden side of teaching’, is extensive. However, very little has been documented about the *educators* of language teachers and the hidden side of educating. I began to explore this phenomenon, (I name the notion language teacher educator learning (LTEL)), through narrative interviews with 15 educators operating in various tertiary institutions around Aotearoa New Zealand. Subsequent analysis of their learning stories enabled me to develop a conceptual framework of the nature of LTEL. In this presentation I describe and discuss the framework. Then, with reference to the implications it raises for language teacher educators, aspiring educators and language teacher education providers, I illustrate how the research may provide a theoretical bridge between the hidden side of educating and future successful practice.

Ellis's principles as a bridge to praxis for South Korean EFL teachers

Jocelyn Howard and Susan Millar

Recent government-initiated educational reforms in many Asian countries have included the promotion of communicative language teaching approaches to help develop learners' communicative competence in English. This presentation reports on research prompted by groups of EFL teachers from China, Taiwan, Japan and South Korea undertaking professional development courses in New Zealand who reported ongoing challenges implementing communicative English curricula in their different settings. The first stage of this study investigated South Korean teachers' perceptions of the applicability to their contexts of a set of general principles proposed by Ellis (2005) for successful instructed second language learning. This was followed by classroom observations in three South Korean schools. The findings indicate that Ellis's principles may provide a useful bridge for second language teachers to access and engage with recent second language theory and research. The participants reported that their interaction with the principles helped them interrogate aspects of their own practice and to evaluate research with a greater understanding of its relevance to their particular situations. The researchers' follow-up observations and interviews confirmed participants' increased use of praxis as they sought to implement the mandated curriculum despite multiple constraints. The researchers suggest that Ellis's principles offer a valuable teacher education tool to enable second language teachers to access theory and research, and to critically appraise their classroom practice.

Is editing of L2 errors evidence of improvement in grammatical accuracy?

David Ishii

The efficacy of corrective feedback on writing has continued to be a topic of debate in recent L2 writing research (Bitchener, Young, & Cameron, 2005; Ferris, 1999, 2006; Truscott, 1996, 2007). One source of contention concerns the ability of researchers to provide evidence that accuracy levels have improved in response to feedback on grammar errors. Truscott (1996) rejects studies which report the use of revisions or self-editing as indicators of improvement in accuracy when he stated that “second language editing actually depends far more on intuitions of well-formedness, coming from the unconscious language system, than on metalinguistic knowledge points of grammar.” (p. 347). This presentation will focus on the issue of using editing as a task that shows evidence of improving levels of L2 accuracy. Initially, I will review Truscott’s argument with reference to Norris and Ortega’s (2003) definition of “acquisition” and the literature on metalinguistic knowledge. This will lead to a discussion of the challenge of refuting Truscott’s thesis in terms of various linguistic, pedagogical, social, and research methodology related factors. Finally, with reference to my own research employing a modified version of Ferris’ (2002) error logs, I will report the findings of a study that used 3 grammar editing tests that included tailor-made test items (i.e., errors that appeared in the learners’ writing).

Does group work encourage reflective practice in student writing at university?

Radhika Jaidev

Most student writing at university is ‘academic writing’. Described as a genre of writing that includes “taking a stance, developing an argument, addressing a specific audience, and choosing the appropriate writing style” by Coffin, Curry, Goodman, Hewings, Lillis and Swann (2003, p.19), such writing can be said to involve active decision-making by the student writers. Bereiter and Scardamalia (1987) suggest that this process involves “elaborating and reformulating goals and plans for achieving goals, critically examining past decisions, anticipating difficulties, reconciling competing ideas, etc.” (Bereiter & Scardamalia, 1987, p. 300). This paper reports on a study involving 58 students in a university in Singapore who were required to work in groups and write a position paper as part of their coursework for a critical writing course. In this assignment students had to take a clear stand, craft a well-structured and reasoned argument backed by evidence and customise the text for a specific audience. The qualitative study which was carried out over a period of 12 weeks included such research methods as recording and transcribing students’ group meetings; examining students’ learning journal entries; conducting semi-structured in-depth interviews with individual students in the groups and examining the assignment drafts and final submissions. The findings showed that when working in groups on an academic writing assignment, students did reflect on how to get started; how to achieve a single focus while grappling with multiple perspectives; and what writing strategies to employ given that there were 2 to 3 students in the group.

Plagiarism Detection & Prevention Software: Tools for Academic Literacy Development in Tertiary Environments

E. Marcia Johnson

Text-based assessment items are widely used across tertiary environments, and dissertations, research reports, and theses are usually presented in text form. Much has been published internationally in recent years about high levels of plagiarism in such text-based assessments. Formerly, printed books and journals were the main sources of plagiarised content, but it is now generally accepted that the Internet and other electronic resources provide the majority of plagiarised text-based material. Any threat to the integrity of an academic institution's assessment practices, such as successful plagiarism in which a student receives undeserved academic credit, can seriously undermine the reputation of that institution's qualifications. Thus, many universities have encouraged staff to become increasingly active in detecting cases of plagiarism and making formal complaints of misconduct through student disciplinary channels. This presentation will describe a recent research study in which a software plagiarism detection tool (Turnitin) was trialled within Moodle, a learning management system. In-depth interviews were conducted with lecturers at the beginning, middle, and end of the teaching term to ascertain how participants perceived use of Turnitin – as a punitive, educative, or combination approach to improving teaching and learning practice. Insights from the study will be discussed within three main themes: lecturers' awareness of plagiarism and academic literacy issues, practical constraints of using plagiarism detection software in a large tertiary environment, and general educative implications of using Turnitin as a tool to build students' academic literacy awareness.

Linking language planning theory with research into the implementation of the Kenyan language-in-education policy

Jennifer M Jones

Language planning, according to Corson (1999), 'is concerned with any problem area in which language plays some role' (p. 12). The Sabaot language group of Kenya, together with a number of expatriates, have been involved in language planning for the past 25 years in an effort to implement the Kenyan language-in-education policy (mother tongue as subject and medium of instruction). Initial language planning activities were primarily aimed at developing the Sabaot writing system and teaching/learning materials, and providing in-service training for teachers. In 2007, an ethnographic study sought to investigate the different responses of Sabaot teachers to the language-in-education policy and the process by which it is being implemented. Data was collected over a six month period from one school and its surrounding community during a time of significant unrest. A variety of methods were used including observation, interviews and document analysis. This presentation will focus on findings relating to the experiences of pre- and primary school teachers. In particular, the actual practice of teachers as they implement the policy will be examined, as well as the forces that motivate their implementation decisions. Implications for similar contexts will also be discussed, particularly the need for language planners to give enough attention to other language planning activities such as prestige and image planning.

Differences of opinion: Methodological considerations regarding data from individual interviews and focus groups

Jinrui Li

Individual interviews and focus groups are established strategies for eliciting qualitative self-report data (Lincoln & Guba, 1985; Fontana & Frey, 1994). Usually, one strategy is selected, and it is unusual for both to be employed with the same participants – an empirical gap noted by Morgan (2002); Wight (1994), is a rare exception. By developing rapport in individual interviews, the researcher can obtain ‘thicker’ data than may be possible in group interactions. The data is usually easier to transcribe and analyse. A focus group session allows the researcher to see how the expression of attitudes may be modified as a result of collegial interaction (Bryman, 2001). However, it may be more difficult for the researcher to follow his/her agenda, and some difficulties in transcription and subsequent analysis may arise. This paper reports on attitudes differentially expressed by individuals in interviews and in a subsequent focus group session. As part of a wider project, three university teachers were interviewed separately to elicit their attitudes towards the teaching of grammar. A week later, they took part in a focus group session in which the same questions were asked. Interesting divergences between what they said and how they expressed themselves in the two contexts are illustrated in this paper. Possible reasons for these differences will be discussed in terms of relationships between researchers and researched, and among the interviewees themselves. This small-scale project suggests that an effective combination of individual interview and focus group can facilitate rich, multi-perspective interpretations of individuals’ attitudes and beliefs.

Recasts, individual differences and the acquisition of French past tenses : work in progress

Nadia Mifka-Profozic

In line with the current approaches to research on individual learner differences and taking into consideration the Interaction hypothesis (Long 1996), focus on form (Long 1991), the Output hypothesis (Swain 1995) and the Noticing hypothesis (Schmidt 1990), my PhD research study aims to investigate the effect of oral corrective feedback and the impact of individual learner differences on noticing and the acquisition of French as a foreign language in New Zealand secondary schools. This paper will report on the pilot study that has been undertaken at two secondary schools in Auckland. Picture based information gap tasks have been used as instructional and research instruments focusing on two French past tenses: imparfait and passé composé. Corrective feedback was provided in the form of recasts. The instruments to measure language analytic ability and language learning anxiety were administered in order to obtain data on individual learner differences. Post-task stimulated recall protocol was administered in order to provide an additional measure of student noticing and to give better insight into the learners perceptions of corrective feedback and possible development of state anxiety. The paper will present the data obtained in the pilot study by exploring the role of information gap focused tasks which have been proved as a useful tool in connecting research, theory and language instruction.

Teacher and student reflections on the use of an ePortfolio

Sonja Moffat

The literature on research into learner autonomy has confirmed the importance of learner competencies such as effective strategy use, goal setting and planning, maintaining motivation, and the ability to reflect and self-evaluate. Facilitating and managing the development of these learning competencies in a programme of study that has a number of different papers and staff, be problematic. The learning portfolio is emerging as a possible medium to provide the required framework. This paper reports the findings of a study trialling an ePortfolio with first year university students enrolled in Japanese courses. The study compares the extent to which students were autonomous in their approach to learning before and after introducing an ePortfolio. It also examines some of the practicalities of using an ePortfolio as a framework to develop the desired learner competencies, and to provide effective feedback to students. The paper also discusses whether students themselves feel the ePortfolio is a useful tool to enhance their learning. Findings are promising but have highlighted the need to make changes to the portfolio itself, and reconsider how it is integrated into the curriculum for students to maximise its use and gain maximum benefit.

Beyond General Teaching Strategies to Language-specific, Level-specific and Ethno-specific Strategies.

Dallas Nesbitt

This paper focuses on an action research project that is being undertaken in a second year course on Kanji. The teacher/researcher initially chose to investigate the impact of 6 in-class teaching strategies on student learning of Kanji script. These strategies have previously been investigated as generic language teaching strategies but not as strategies for kanji learning classes. The strategies included focusing on rote-learning; the teacher as storyteller; modelling metacognitive strategies; providing practice opportunities; paying attention to individual learning pathways and displaying a positive attitude towards learning and teaching. As the project progressed, it became apparent that the impact of some of these strategies was influenced in part by students' prior familiarity with orthographic scripts. In this class, students varied considerably on this factor. Non kanji-background learners (learners whose mother tongue is written in an alphabetic script) often begin learning kanji without developed 'memory pathways' for orthographic script. They learn alongside kanji-background learners (from countries such as China and Taiwan with a similar logographic script) who are familiar with the shape and meaning of kanji characters and can process them at speed because of their existing memory pathways. For the latter, motivation to learn new phonemes or different stroke order in characters with the same semantic code as Chinese characters, tended to be lower than for non-kanji-background learners. Further, there are variations for both groups with respect to how well established their relevant memory pathways are. In this paper, the concept of 'memory pathways' is described then preliminary findings from the research are presented to highlight ways in which specific teaching strategies can vary in impact depending on students' language learning histories and the extent to which they have well-established relevant memory pathways. These findings are discussed along with implications for future teaching practice in kanji classes.

A teacher's conception and optimization of prerequisite enabling conditions for second language acquisition in teaching General English at a Vietnamese university

Nguyen Van Loi

Initiatives to implement innovative approaches to L2 teaching, including task-based language teaching (TBLT), have often been criticized in consideration of teacher beliefs, existing practices, and the constraints associated with a particular context. In order to address the criticism, rather than the approach per se, the researcher focused on the knowledge of input, output-interaction, and feedback, identified in the research literature as essential for second language acquisition (SLA) to take place ('enabling conditions'), and the knowledge of how to optimize them in language classrooms. The present paper presents one of a number of case studies, which explore the responses of a group of English teachers at a Vietnamese university to these conditions through providing them opportunities in the form of workshops and reflective questioning to consider and address the conditions. It reports on one teacher's conception and optimization of the conditions. With multiple methods of data collection and analysis including background interviews, stimulated recall interviews, documentation and conversation analysis, the study reveals the teacher's unique conception of the enabling conditions which guided her practice. Local constraints were conceived to have an impact on the teacher's optimization of the conditions for students' learning. The findings provide significant implications for second language teacher education.

An Experimental Study of Cooperative Learning with Tertiary EFL learners in China

Huiping Ning

It is widely assumed that the use of cooperative learning can generate positive academic outcomes from learners of any level in any subject area. However, few studies have been done relating to the impact of cooperative learning on classroom organization and procedures with large-class foreign language teaching at the tertiary level. In addition, no relevant research on this topic has been conducted in Mainland China. This study compared the effects of the cooperative learning approach and traditional teaching on learners' language competences in listening, speaking, reading, writing and vocabulary. The participants involved 149 first-year College English learners from 14 different non-English majors at a university in the central North of China. The experiment lasted two terms from October 2007 to June 2008, with 13 weeks in the first term and 18 in the second, with the author as the course instructor. During the first term, one class was randomly selected as the pilot group, with whom some cooperative learning methods and structures were tried out to suit the College English teaching context in China. In the second term, another two classes were randomly assigned, one as the control group taught using traditional methods while the other as the experimental group taught with the cooperative learning approach. A pre-test-post-test control group experimental design was employed, using the College English test as the measure. SPSS 15 was used for the data analysis, which revealed statistically significant differences in favour of the cooperative learning approach on three dependent variables: listening, speaking and reading competences.

Accuracy and interlanguage development as measures of the impact of modified output in second language acquisition

Masa Ogino

The *output hypothesis* (Swain, 1985, 1993, 1995, 2005) has been used as a theoretical framework to investigate the relationship between modified output (i.e., learners' reformulation of their own utterances) and second language (L2) acquisition. Grammatical accuracy of a targeted linguistic feature has been one of the most common measures (e.g., Nobuyoshi & Ellis, 1993; Takashima & Ellis, 1993). Another measure is to analyse the interlanguage development, which examines learner language in its own right rather than in relation to target language norms (Ellis & Barkhuizen, 2005). Use of both accuracy and interlanguage development could cover some of the issues of each measure, but there are only a handful of studies (Doughty & Varela, 1998; Loewen & Nabei, 2007; Spada & Lightbown, 1993) that have considered both of them to measure the impact of interactional components on the same linguistic feature. This paper reports the results of a quasi-experimental study that employed both accuracy and interlanguage as measures for investigating the impact of modified output on the learning of Japanese as a foreign language. A total of 1,011 negation of adjectives were elicited from oral production tasks by 28 learners of Japanese. The results suggest that production of modified output facilitated the progress of interlanguage development towards targetlike use even when its immediate impact on grammatical accuracy may not be observed, and thus the study lends partial support to the claim of the output hypothesis.

Learner-learner task based interaction in the foreign language classroom

Jenefer Philp, Sue Walter and Helen Basturkmen

This paper reports on the results of a classroom-based study into focus on form in task based interaction in a foreign language setting. Learner-learner interaction may facilitate acquisition through fostering learner production, feedback and noticing of form (Adams, 2007; Williams, 1999). This study examined learner-learner interaction in role-plays over a three-week period of a tertiary intermediate level French class. The data for the study comprised transcribed recordings of pair and group work interaction by seven learners and their subsequent discussion of this interaction during stimulated recall sessions. We investigated the incidence, focus and source of language related episodes (LREs) (Swain and Lapkin 1998) arising during the tasks, and considered potential environmental, cognitive and social factors that may have contributed to the patterns we found, including: the nature of the tasks, any explicit instruction provided by the teacher; relationships between group members and individuals' orientations in performing the tasks. We found that most of the LREs arising during the role-plays focused on lexical items and tended to be self-initiated. This differed from results of research involving more grammar oriented tasks such as text reconstruction and reformulation (e.g. Kowal & Swain 1994; Swain & Lapkin 2003). Interestingly, learners performed the role-plays in different ways, with some learners reporting a focus on practicing target language and others enjoying acting a part. We conclude the paper by considering the extent to which these different goals may have contributed to the incidence and the nature of the LREs identified in the interaction.

Opening the gate: meeting English proficiency requirements for professional registration

John Read and Rosemary Wette

This study explored the experience of a group of overseas-trained health professionals in seeking to meet the English language requirements for registration in New Zealand by enrolling in a specialised course at a university in Auckland. A major focus of the course was preparation for both IELTS and the Occupational English Test (OET), the latter being an ESP test developed in Australia for the assessment of health personnel. The study investigated factors influencing participants' choice of pathway to re-registration, study and test-taking strategies and test performance. It was based on interviews undertaken with thirteen doctors, nurses and pharmacists who attended the course, supported by data from a journal kept by the course tutor, lesson observations, and an analysis of in-house and external assessment scores from a total of twenty students. Participants initially tended to favour the OET on the grounds of its familiar content; however in many instances this perception changed after actual experience of the two tests and the realization that neither is, in any real sense, a test of communicative proficiency in clinical contexts. Participants then came to see the advantages of IELTS: lower fees, and the availability of preparatory courses and practice materials. Factors affecting likelihood of success in either test included entry-level proficiency, attitude to the tests, and participants' degree of awareness of the rationale for the level of English proficiency required by professional bodies. Also influential were their strategies for study and test-taking, personal attributes such as perseverance, confidence and the ability to self-assess realistically, degree of financial and family support, and the strength of their commitment to remaining in Australasia.

Elicited Imitation: What Does It Measure and How Indicative Is It of General L2 Proficiency? An Empirical Study with Chinese University-level EFL Learners

Juan Tian

This study mainly examined the extent to which the Elicited Imitation test is related to general L2 proficiency in the Chinese context. It also investigated the extent to which the degree of ungrammaticality and the type of target structures impacted on the EI performance respectively. 92 third-year college students from three intact classes took part in the study. Each class was randomly assigned to one of the three versions of the EI test. Pearson correlation computed on participants' EI scores and proficiency scores revealed that the *all-correct* version yielded the highest mean score among all the groups, yet it was the *half-correct* version that was most strongly correlated with general proficiency. The *all-incorrect* version had the lowest mean score and was hardly connected with general proficiency in any significant way. The two factors under investigation proved capable of considerably impacting the performance on EI. Despite the moderately positive relationship between EI and proficiency, there was not enough evidence to prove the existence of a strong, direct link between the two. It is argued in this paper that EI is more of a skill-based performance test rather than a knowledge-based competence test. It had better be used to test the mastery of a small number of structures and the degree of automatization for diagnostic or placement purposes. Improvement in an EI test may largely due to enhanced listening ability or customized testing strategies. Implications of this study and potential applications of EI in the Chinese context are also discussed.

Interest in studying English as a second/foreign language and its effect on language learning

Tan Bee Tin

Although the term 'interest' appeared in many discussions of L2 motivation and was often proposed as a component of L2 motivation, it did not receive a separate investigation of its own. 'Interest' is often used as a synonym of 'intrinsic motivation' or 'inherent curiosity' (Crookes and Schmidt 1991; Dörnyei 1994). Compared to other motivational variables, interest seems to have received little attention among L2 practitioners. This paper examines the construct of 'interest' with reference to a group of NNS students majoring in TESOL. The questions addressed are: *What are the various ways in which a group of NNS students who have chosen TESOL as a career became interested and maintained their interest in studying English? What effect did interest have on their language learning and performance?* Data for the study come from the interviews with 23 students studying in TESOL programmes. Several factors are reported as catching and holding interest in learning English: various people the student interacts with (parents, teachers, friends, other English speakers encountered in real life), activities involving the use of English, content used in learning English, significant negative and positive experiences, and the inherent value of English for communication and career.

From digital library to language teaching practice

Shaoqun Wu

A digital library is made up of a set of collections. Each collection of information comprises several (typically several thousand, or even several million) documents, which can be selected for particular content or language features. A digital library makes language material easily accessible through purposeful searching and browsing. It includes rich metadata that can support interesting linguistic exercises, and it provides a controlled learning environment. These features mean that digital libraries have untapped potential for supporting language learning and teaching. This paper describes a project that makes use of the Greenstone digital library software (<http://www.greenstone.org>) to exploit the structured format and richly linked hypertext found in Wikipedia texts. In this paper, three vocabulary learning activities are presented that offer challenging exercises within a particular domain utilizing the above metadata. The exercises are automatically generated from the digital library content; in some, learners select material using Greenstone's standard search and retrieval facilities. One exercise is done by individual learners; in another they collaborate in pairs; and in the third a group of learners compete. Together these exercises provide a learning environment in which students can improve their topic-specific vocabulary knowledge—we chose the example domain of *business*. The exercises have the following unique features:

- They draw students' attention to the salient vocabulary of a particular topic.
- They help students learn vocabulary from context.
- They increase the students' encounters with relevant topic-related vocabulary.
- Collaborative learning helps sustain learning motivation and interests.

Effect of class size on recasts and learner uptake: In the Chinese EFL context

Chaohong Xiang

This study aimed to investigate the effect of class size on recasts and learner uptake in the Chinese EFL context. A total of 113 College English students and one teacher participated in the present study. 12 hours of College English lessons involving 2 large classes and 4 small classes were observed and approximately 9.5 hours of the lessons video-recorded. A total of 26 recasts were identified, 11 of which were derived from large classes and 15 from small classes. A data analysis showed that: 1. Recasts accounted for 60% of the corrective feedback and was the most frequent type of corrective feedback in the College English classrooms. 2. 50% of the recasts were not provided with an opportunity for learner uptake while only 26% of the recasts led to successful learner uptake. 3. Class size had effect on the number of recasts and successful learner uptake. A higher percentage of recasts were provided in small classes than in large classes (35% vs. 25%). Moreover, the rate for successful learner uptake from recasts was much higher in small classes than in large classes (40% vs. 11%). 4. Class size had effect on the content focus which in turn had effect on the number of recasts and learner uptake. A much higher percentage of recasts were provided during the activities with content focus on form in small classes than in large classes (93% vs. 18%). This study suggests that small classes may provide a more favourable condition for learner uptake from recasts than large classes.

ALANZ Annual General Meeting

Saturday 29 November 2008

AUT University Conference Centre

AGENDA

1. Apologies
2. Minutes of 2007 AGM
3. Matters arising from 2007 AGM minutes
4. President's report
5. Treasurer's report
6. *New Zealand Studies in Applied Linguistics* Editors' report
7. 2009 combined ALANZ/ALAA conference
8. 2009 Regional Seminar
9. Best thesis competition
10. Membership fees for 2009
11. ALANZ website
12. ALANZ E-List
13. Upcoming conferences
14. New executive December 2009
15. Other

NOTES :

NOTES:

SYMPOSIUM COMMITTEE

John Bitchener (Chair)

Ella Harris

Kevin Roach

Helen Cartner

Heather Denny

STUDENT ASSISTANTS

Yau Hay Yiu

Stephen Ellender

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