

Nomination for Associate Professor Martin East

School of Curriculum and Pedagogy

Faculty of Education and Social Work
The University of Auckland

2016

**Tertiary Teaching
Excellence
Awards**

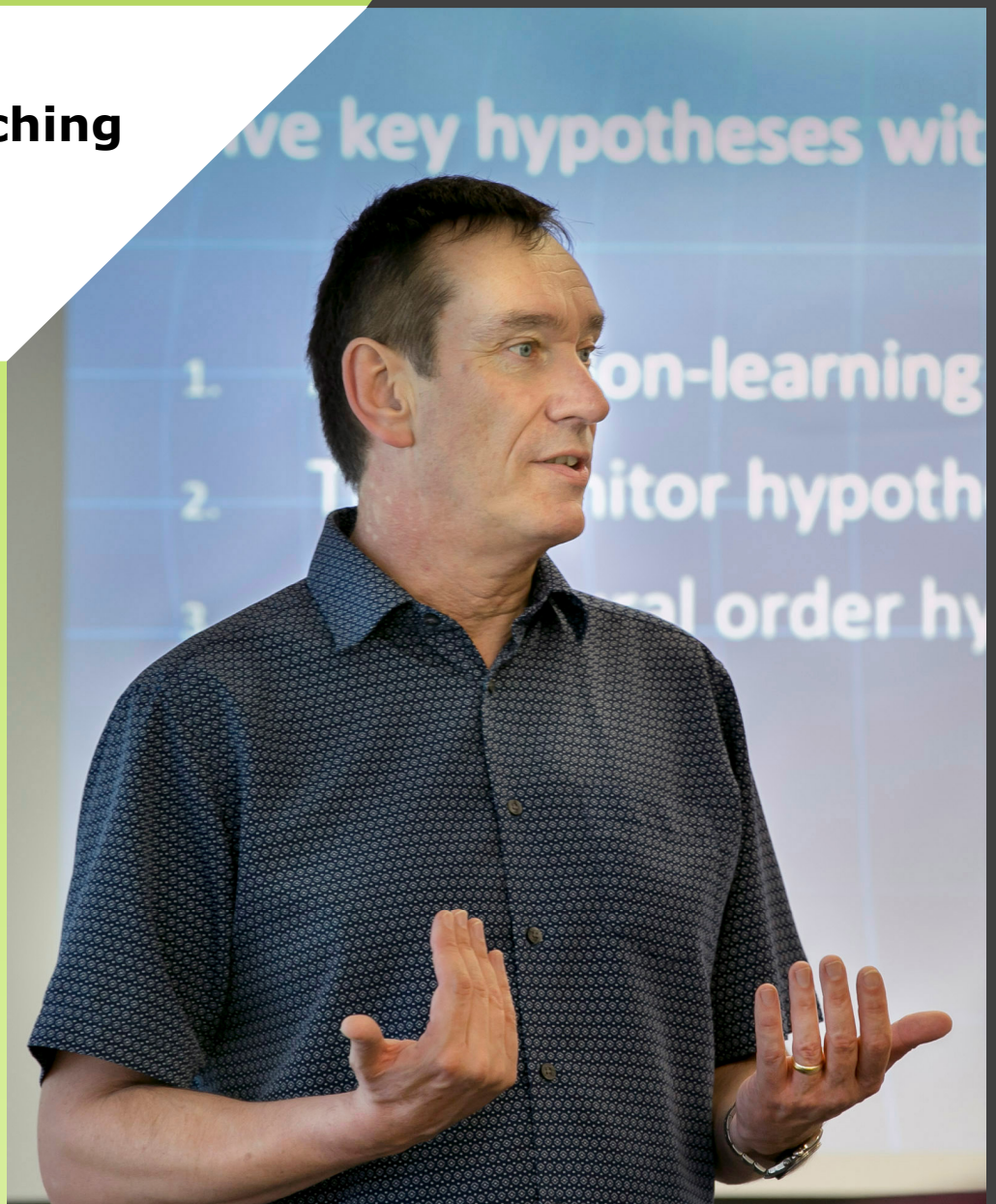


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Becoming a reflective practitioner

At school in the UK, I loved learning languages (French and German), and my passion and interest saw me excel. I loved the sounds, I loved analysing the patterns, and I loved experimenting with putting it all together. I also loved the windows into other worlds that language learning opened.

Inevitably my passion led me to begin a degree in languages. But at the end of my first year I changed track. I wanted to add something that would enhance my learning experiences. I added philosophy to my study and embarked on a double major degree. This was the beginning of a reflective and questioning approach to the learning and teaching of languages.

After graduation, secondary school teaching provided a significant avenue to pass on my enthusiasm for languages to others. A key element of my work, both as a teacher and as a Head of Department, was to reflect on my own students' learning, support my team with their students' learning, and collaboratively review our programmes in that light. Fundamental to this process were three key questions: *What is working? What is not working? What could work better?*

Soon after coming to New Zealand, I joined the team at Unitec whose brief was to inaugurate a new BA in international languages. This was an exciting opportunity to help others reach the highest levels of proficiency in their chosen language. My contribution to the German major, generic courses, and programme leadership provided several opportunities for reflection: *Why learn a language? How do students best learn a language? What are the implications for the programme, for my teaching and for students' learning?*

Now at the University of Auckland, initial teacher education is at the core of my teaching. Reflection on effective teaching and learning underpins my practice as I seek to ignite the thinking and energise the practice of those who will go on to become the next generation of teachers of languages in schools.

The best lecturer I've ever had at University without a doubt

EDUC 318 student, 2008

One of the most inspiring teachers I have come across at university

EDCURSEC 667 student, 2009

Martin East is the teacher we should all aim to become

EDCURSEC 667 student, 2010

My teaching principles

*"We do not learn from experience ...
we learn from reflecting on experience"*

John Dewey, American philosopher and
educational reformer



I see the 'reflective practitioner' philosophy (Loughran, 2002; Schön, 1983; 1987) as vital to my own teaching, to students' teaching, and to languages pedagogy.

Four questions inform how I apply reflective practice to my own teaching:

1. What do students currently know, think and believe?
2. What theory and research-based principles will help students to reflect critically on their current knowledge, thinking and beliefs?
3. What do the theory and research mean for practice?
4. How successfully does reflection on theory, research and practice challenge and enhance students' understandings and development?

My teaching supports beginning teachers to undertake their own reflective inquiries into their teaching, consistent with the 'teaching as inquiry' model embedded in Ministry of Education (MoE) expectations for New Zealand's education system (Fig. 1).

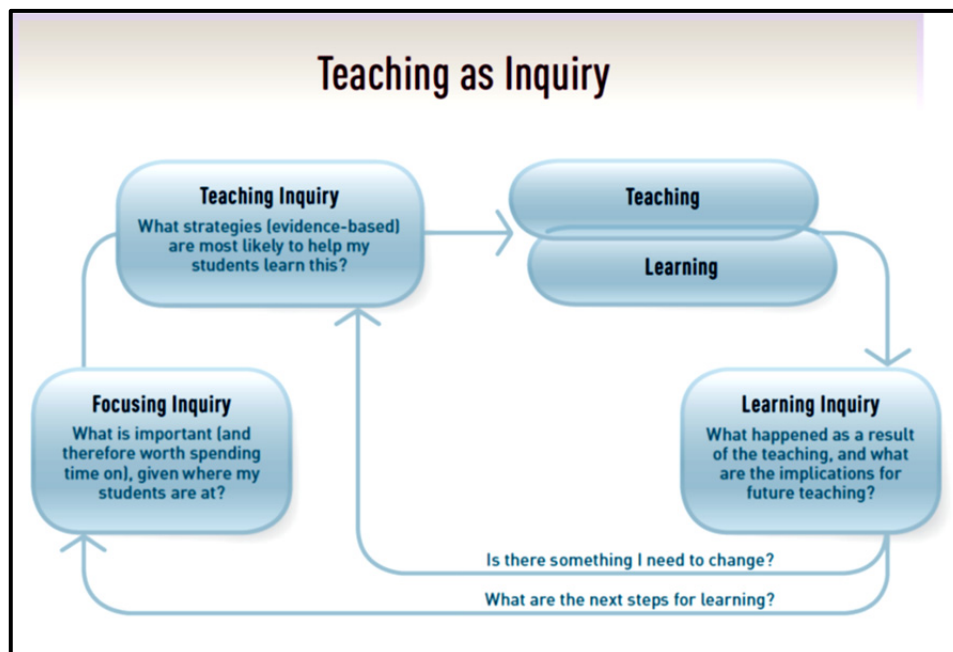


Fig. 1. Teaching as Inquiry (Ministry of Education, 2007, p. 35)

An increasing focus of my work as a teacher and researcher is to help teachers to apply Task-Based Language Teaching (TBLT). TBLT is a learner centred and experiential pedagogy built on the premise that “the most effective way to teach a language is by engaging learners in real language use in the classroom ... by designing tasks – discussions, problems, games, and so on – which require learners to use language for themselves” (Willis & Willis, 2007, p. 1).

In keeping with my commitment to my own professional learning and development (PLD), I subject my research to peer review through publications and conference presentations, both nationally and internationally. This ensures that my students and I continually benefit from principles that are *tested*, *research-informed* and *research-generating*.



Principles into practice: EDCURSEC 667

EDCURSEC 667 (*Teaching Languages*), my main teaching responsibility, is a full-year course within the Graduate Diploma in Teaching (Secondary). The course attracts around 20 students each year, who come from a range of backgrounds. Some are first language speakers of the language they wish to teach; others studied the language as part of a degree. Some are fairly recently out of school; others had established careers in different fields. Each student brings different life experiences, and diverse experiences of language learning, to class.

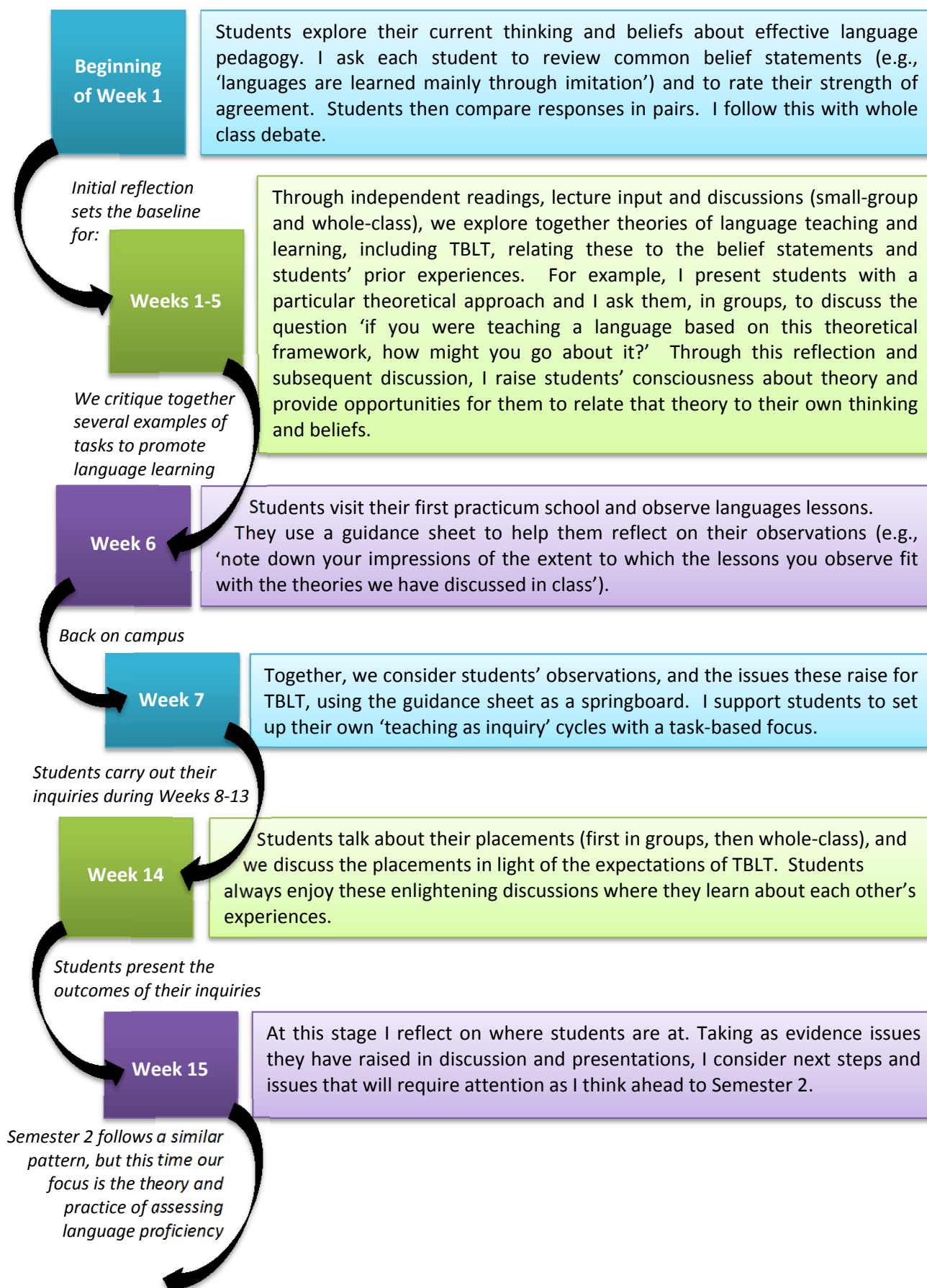
The cyclical nature of EDCURSEC 667 (Fig. 2) provides scope for me to apply reflective practice within the course and build students’ capabilities as effective reflective practitioners.

Teaching Week																													
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Semester 1: March to July															Semester 2: July to November														

Teaching placement (Practicum) in school (different school each semester)

Fig. 2. Typical course/programme cycle

Here is how I build the reflective cycle into Semester 1:



I believe [EDCURSEC 667] has been designed and is being delivered to the very highest standard of tertiary education practice. It makes reference to a range of relevant readings and other sources, includes a wide range of differentiated assessment tasks which are assessed in a fair manner, and covers a range of theoretical and practical skills relevant to language teaching practice in New Zealand secondary schools.

External Moderator's Report 2011

Engaging students in theory and research

I see my lectures as a way of providing a crucial starting-point and scaffold for student reflection. I build on this foundation through group work and whole-class debate to encourage active participation and provide spaces in which students can think about and 'unpack' the content for themselves. I am also open to students' requests about what they think will enhance their learning, responding in a timely way to students' queries both inside and outside class. I see this responsiveness to students as crucial to building positive, respectful relationships. For example, when some students in 2013 indicated that they would like more practical examples of tasks, I built this into subsequent deliveries.

... really good at motivating me to learn ... very easy to approach.

2009¹

Martin has a way to encourage and expect questions and comments. We are all comfortable enough to agree or disagree and take the debate a bit further. ... He is consistent, reliable, fair and available if we have questions or problems.

2010

I like that questions were genuinely encouraged and when we challenged particular frameworks this was dealt with well and respectfully.

2011

... very helpful and responsive to questions.

2013

¹ Year in which EDCURSEC 667 students made comments in formal evaluative contexts.

Table 1: Percentages of students who strongly agree / agree with course evaluation statements regarding engagement / responsiveness²

Course evaluation statement	Year	2008	2009	2009	2010	2011	2013	2014	2015
	Evaluation type	LS	LS	CS	PG	PG	PG	PG	PG
	Responses/enrolments	21/24	18/20	17/20	16/19	10/13	22/25	13/17	14/17
1. The lecturer responded to students' questions in a constructive way		100%	100%						
2. The way the lecturer presented material assisted my understanding of the subject			100%						
3. This course helped deepen my understanding of the subject				100%					
4. The resources, materials and activities in this course helped me to learn				100%	100%	100%	91%	100%	86%
Overall mean (statements regarding engagement and responsiveness): 98%									

Learners of diverse linguistic and cultural backgrounds bring different learning styles and expectations to the classroom. With this in mind, a foundational principle I employ is to ensure that my own input through lectures and support notes is clear, concise and well-structured, so as to make theory and research accessible to the full range of students.

Since day 1, Martin has been consistently well-prepared for his classes. Every week, he gives us a clear description of the learning outcomes and the stages which will take us there. Without fail, on the evening of the lesson, he posts his notes on CECIL, so that we can prepare for next time.

2010

Table 2: Percentages of students who strongly agree / agree with course evaluation statements regarding clarity / organisation

Course evaluation statement	Year	2008	2009	2009	2010	2011	2013	2014	2015
	Evaluation type	LS	LS	CS	PG	PG	PG	PG	PG
	Responses/enrolments	21/24	18/20	17/20	16/19	10/13	22/25	13/17	14/17
1. The lecturer was well prepared for the lectures		100%	100%		100%				
2. The objectives of the lectures were clearly explained		100%	100%		100%				
3. The course was structured in a clear and logical manner				100%	100%	100%	96%	100%	100%
Overall mean (statements regarding clarity and organisation): 100%									

Martin is very organised – the course content and materials are always presented in a very clear and systematic way.

2008

² Data are drawn from three types of evaluation which contain different statements: lecturer (LS); course (CS) and postgraduate (PG). From 2010, at the request of the Dean regarding 600-level courses, the PG evaluation was used (I added Statements 1 and 2 in 2010.) There was no evaluation in 2012, but see 'Research into Practice' for an *alternative* in-depth evaluation of EDCURSEC 667 in 2012.

Lectures are always packed full of content, interesting and well-paced, very informative.

2009

Martin always outlines exactly what he will cover in each lecture and how he will cover it. I very much like this way of teaching as I am always clear on where things are heading.

2014



Relating theory to classroom practice

For students to become effective reflective practitioners, they need to relate theory and research to real-world practice. One way I do this is through post-practicum debriefing in Week 14 (see p. 10). Another way, using PowerPoint, includes using short video-clips of real New Zealand teachers in action as prompts to reflection (Fig. 3).


①	Focus for reflection	②	Video clip
<h3>Setting up a Survey Task</h3> <p>Watch this short video clip and think about how the teacher has set up the task.</p>			
③	Discussion in small groups	④	Plenary discussion
<h3>Setting up a Survey Task</h3> <p>What did you notice about <u>how</u> the task was set up and the <u>structures of participation</u>?</p>		<h3>Setting up a Survey Task</h3> <p>What did you notice about <u>how</u> the task was set up and the <u>structures of participation</u>?</p> <ul style="list-style-type: none">• Whole class pre-teaching• Individual repetition• Individual Q + A• Whole class interactions• Group work writing• Differentiation by outcome	

Fig. 3. Relating theory to classroom practice (example from Week 2)

Activities such as these contribute to students' recognition of the vital intersection between theory, research and practice.

... employs principles from theories we studied in his actual teaching, giving us a practical example of how to teach well!

2009

I could see how the theory related to actual teaching in the classroom.

2010

[Martin] challenges us and makes us think about each possible theory and idea.

2010

... clearly connected theory to practice, research and teaching which, I think, is key to teaching.

2014

Task-based language teaching (TBLT)

Seeing the link between theory, research and practice is particularly important for TBLT. TBLT is an innovative approach. It can be challenging for teachers to get their heads around it, and TBLT can be at odds with what students observe in school classrooms.

When learning a language at school, many learners – including a good number of the students who take part in EDCURSEC 667 – experienced a teacher-led model that focused initially on grammar. Learners were taught the rules, and then practised the rules, before trying them out in some kind of structured communicative activity. TBLT, by contrast, starts with getting learners to work on a task together, using real language to communicate.

TBLT's learner-centred and experiential focus on meaningful communication is designed to be more motivating than the so-called 'grammar-grind'. TBLT aligns with an expectation of the revised school curriculum that "puts students' ability to communicate at the centre" (Ministry of Education, 2007, p. 24). It accords with a reflective philosophy whereby the learners themselves think about what they need to do to make communication more successful. For all these reasons, I see TBLT as an important pedagogical approach on which students in EDCURSEC 667 need to reflect.

I have personally found your lectures to be the most enjoyable by far. Your course ... present[s] real pedagogic material that will be of actual use in the classroom. I particularly liked the way that you introduced the concept of TBLT by first discussing our own concepts and beliefs regarding language learning, and then providing a clear and concise breakdown of the philosophical history of language learning.

Student personal communication, 2012



Reflective assessment

To help students understand TBLT better, I draw considerably on my published research. Since 2012, I have aligned assessments to the text of my book on TBLT (East, 2012) to facilitate students' critical reflection on theory and practice. I describe below two key assignments designed to achieve this aim.

Individual Presentation

The first practicum (Weeks 8 to 13) gives students the opportunity to try out TBLT in practice. Students choose one class with which they are working, and design and execute one task with that class. In Week 15, students give a 10-minute presentation to their classmates, and hand in a written summary. They introduce their task, justify its use as a task in light of theory, and explain how successful the task was and what they might change if they used the task again. When students explain why they think their task matches the theory and how the task worked in practice, they are providing evidence of active reflection on theory, research and practice.

A key advantage of this assignment is that students present their inquiries to their peers. This generates the sharing of ideas about tasks, and communal reflection on what works, what does not work, and what could work better, in real classrooms.

Reading Log

Students read different sections from East (2012), weigh up the ideas presented, and think about their practical application. In the first and final of four logs (Week 3 and Week 27), students think about the implications of TBLT for the classroom and consider changes in their own beliefs from beginning to end. At the start, their reflections are largely theoretical because students have had no experience of working in schools. By the end, reflections are designed to be fully practice-informed.

PART OF REFLECTION 2 (Week 7)

In the light of what you have read in Chapter 4 (and thinking ahead to your first main practicum that is coming up):

Describe a task that you might devise to use in a school classroom (Years 9 – 13) and in the language you are planning to teach. **Justify** its use as a task with reference to relevant theory as given in the chapter – that is, explain why you think it meets the definitions of a task (between 300 and 400 words).

Research into practice

I seize opportunities to reflect on students' experiences to improve my understanding of how students are engaging with what we do in class. For example, following the 2012 course changes, I investigated the impact of TBLT pedagogy on student learning (East, 2014; in press). I drew on consenting students' presentation and reading log assignments.

The findings provide evidence of learner success, progression and personal growth by virtue of critical reflection and, in my view, speak louder than course grades. One task introduced in one participant's presentation provides an example (Fig. 4). Working with a Year 11 French class, the context was a 'house warming party' for a group of flatmates in Marseille. The role-play task, with instructions originally in French, was prepared over a whole week of four lessons, including homework.

<p>You are going to perform a role-play in groups of three around an event that happens at the party.</p> <p>Create an interesting scenario. For example:</p> <ul style="list-style-type: none">• someone has drunk too much and ...• the neighbours become annoyed and call the police because ...• no-one comes to the party ... <p>You must:</p> <ul style="list-style-type: none">• use each of the following objects: a bucket, a toothbrush, a broom, a torch• include the phrase "oh no, it's not possible!"• choose a French song as music for the party (if you do not choose the choice will be Céline Dion)• wear costumes• speak as much French as possible <p>The focus is not on accuracy – take some risks; be creative and funny!</p>	<p style="text-align: center;">Student reflection</p> <p style="text-align: center;">The task was "very successful" because it was "highly motivating for students and helped them to build their confidence in writing and speaking in French."</p> <p>Also, "many students commented how much they enjoyed this student-oriented learning, as they relished the opportunity to work in groups and express their creativity. I believe this task pushed the students into higher order thinking of creating, generating, hypothesising and reflecting."</p>
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Fig. 4. Task for a Year 11 French class

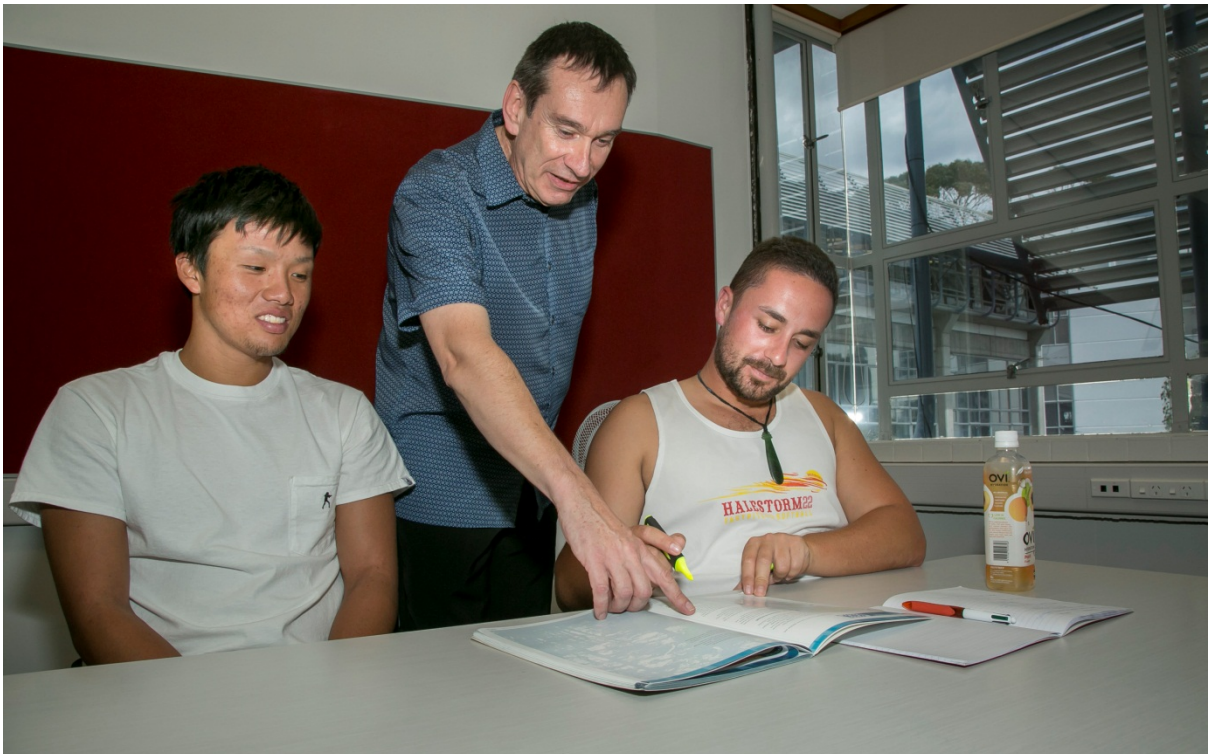
Students' final reading logs provide similar evidence of critical reflection on practice, leading to positive views about the potential of TBLT to enhance language learning.

In view of what I've seen and what I've experienced in my pre-service teaching experience, a well-considered task-based communicative approach results in a far more engaging, learner centred, and authentic language learning experience than other methods observed. ... In this way students are more likely to become confident communicators of the language and have fun.

[I can] now say with confidence that when students are appropriately set up with a task which they understand and find interesting, they can have very effective learning experiences.

When I do TBLT in the classroom I find it so rewarding when students are on their own working and trying to figure things out for themselves and using the language because they are enthusiastic about what they are learning and they understand what the aim is without me being on their backs the whole time and trying to get them motivated. I've had lots of good feedback from the students who have told me that they enjoy me teaching them because 'I make French fun' and also they understand it better now.

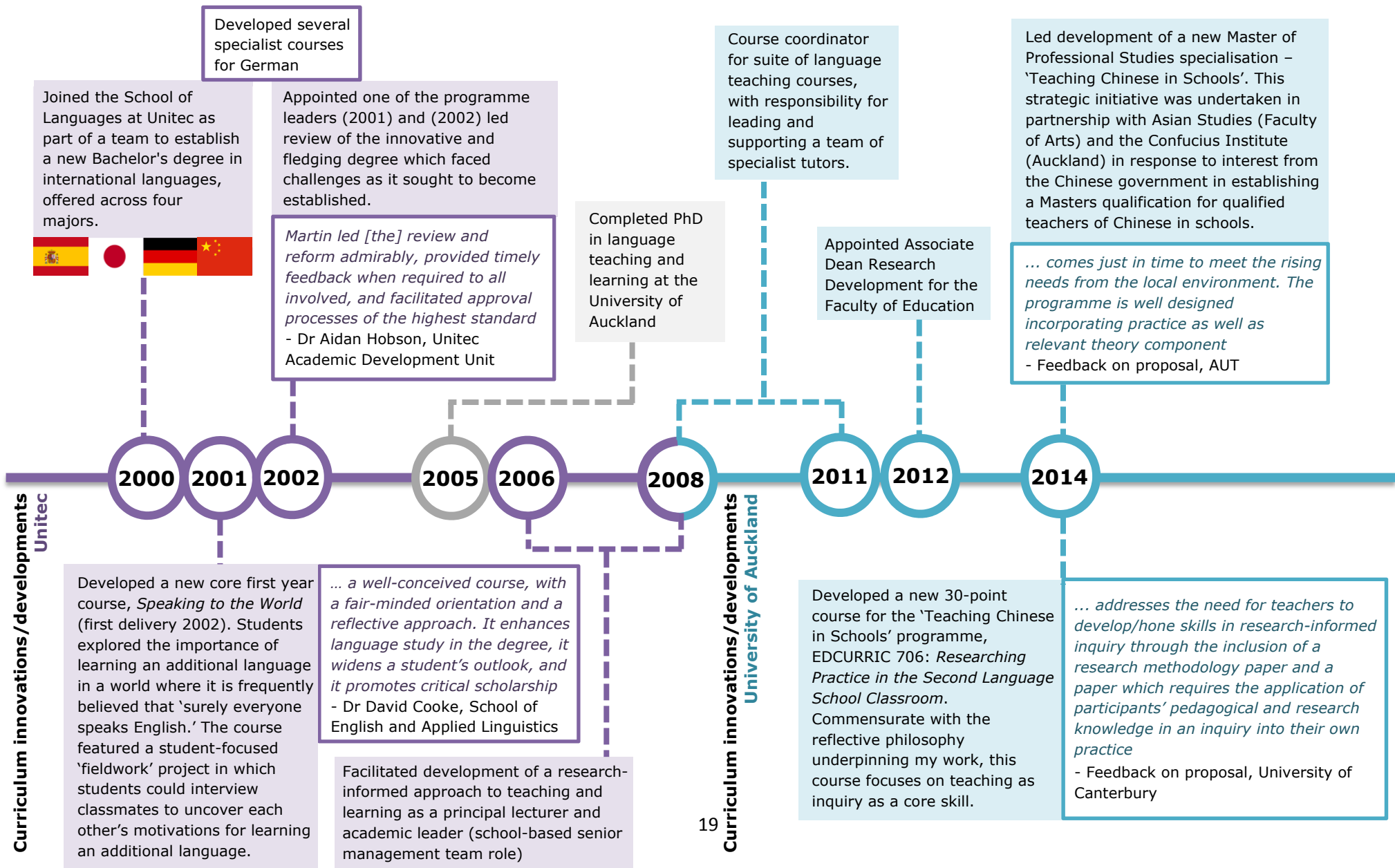
Actually trying it out on practicum has helped me more in coming to my own position on this. ... I have found integrating tasks to be beneficial to students, with both their mastery of the language and their motivation and engagement. ... On my first practicum I was given the freedom to integrate tasks into a more traditional textbook-based course, and found that the students responded well – making tasks into competitions was especially motivating for boys! I was impressed at how well they were able to extend themselves.



Leadership of course development

Beyond my language teacher educator role, I have been significantly involved in designing courses and programmes that enhance opportunities for students' reflection.

Tertiary course and programme development (timeline)



Evaluation of teaching

Formal evaluations of my teaching (Tables 3 and 4) provide valuable feedback on my teaching and attest to sustained and high levels of student satisfaction. From almost 400 evaluations carried out in most years between 2000 and 2015, at least nine out of every ten students indicate satisfaction with regard to the key facets measured by the evaluations across a range of different courses.

Table 3: Summary of formal evaluations, Unitec international languages programme, 2000 – 2006

Percentages of responses indicating 'agree', 'strongly agree' or 'absolutely agree' (n = 232)			
	BA German major courses (n = 41)	BA core courses: all majors (n = 138)	Elective and short courses (n = 53)
1. is able to communicate ideas and information simply and clearly	98%	96%	100%
2. is well organised and well prepared	98%	96%	100%
3. is enthusiastic with a responsive and interactive style of teaching	93%	88%	91%
4. has encouraged students' learning and study	93%	89%	94%
5. has a sound knowledge of the discipline	100%	97%	100%
6. overall, is excellent at enhancing students' learning	95%	92%	98%
Mean	96%	93%	97%

Table 4: Summary of formal lecturing / course evaluations, UoA, 2008 - 2015

Percentages of responses indicating 'agree' or 'strongly agree' (n = 156) ¹	
1. Overall, the lecturer was an effective teacher (no. of responses = 80)	99%
2. Overall, I was satisfied with the quality of this course (no. of responses = 92)	93%
Mean 96%	
¹ Note: out of 156 respondents, 64 responded to a statement concerning lecturer effectiveness; 76 responded to a statement concerning course satisfaction; and 16 responded to both statements.	

Leadership in language teaching theory and pedagogy in New Zealand

Supporting the development of teachers of te reo Māori

I have valued opportunities to transfer principles of reflective practice and effective language pedagogy to the context of teaching and learning te reo Māori. In 2009 I directed and taught the course EDPROFST 360 (*Teaching Languages in Schools*) as part of MoE funded PLD for teachers of te reo in English-medium contexts.

Many thanks for your untiring patience and tolerance of our mischievous Māori group ... Many ideas that you deliver trigger and align to our own thoughts and beliefs and so we turn and talk instead of maintaining discipline with sharing knowledge until the meal or free times ... Indicator of your high level content knowledge and delivery is easy to listen to ...

Personal communication, 2009

Formal evaluation comments resonate with those I have consistently received with regard to EDCURSEC 667.

extremely knowledgeable and therefore ... able to present in an effective way ...

The way he used us as an example first for what he was about to teach, e.g., communicative tasks

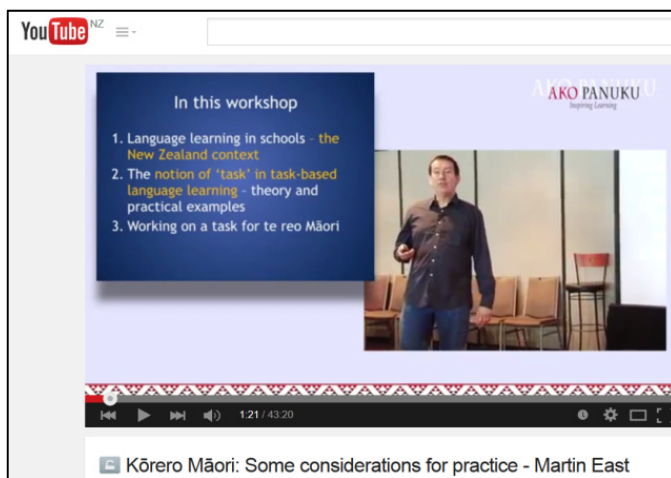
so open and easily approached in person or by email ... patient and kind ... you don't feel threatened to ask your questions or make comment

Great link with the content of Te Reo Māori. I have taken a lot away from this course to improve my teaching of a 2nd language.

I have continued to contribute to the professional learning and development of teachers of te reo by running invited workshops at national conferences organised via the MoE funded *Ako Panuku*, whose goals are “to support Māori teachers in ways that enhance their professionalism; and [to] acknowledge the critical contribution they make to education and to the achievement of Māori students.”³

- 2014: Kōrero Māori: Some considerations for practice. 2nd national conference, Auckland, 9th – 10th October.
- 2015: Te ako i te reo Māori: tasks in practice to facilitate student learning. 3rd national conference, Auckland, 26th – 27th November.

My 2014 workshop provided several examples of tasks created by EDCURSEC 667 students, emerging from my earlier study (see p. 17). My 2015 workshop briefly reviewed theory from the previous year. Afterwards, teachers, working in small groups, supported each other in creating their own student-centred tasks for te reo.



Last year we were really fortunate to have you join us Martin. Your sessions were a huge highlight for participants, who rarely get the opportunity to hear and learn about new language teaching pedagogies or initiatives to support language teachers. I have been tasked with inviting speakers who may be able to offer workshops on second language teaching (theory to practice) and you are my first port of call!

Project Director
Ako Panuku, 2015

³ <http://akopanuku.tki.org.nz/>

In 2015 I contributed to the hui for the MoE funded *Te Whānau Maioha* PLD initiative at the invitation of Rewa Paewai (Project Director):

- 2015: Ko tōu reo, ko tōku reo, te tuakiri tangata: The role and place of task-based language teaching. Auckland, 27th – 28th May.

My presentation, to facilitators working with secondary school teachers of te reo, was designed to fulfil Rewa’s brief that “it would be good for our practitioners to come away with some theory to support their understanding, but importantly, some practical application as well.”

The New Zealand Association of Language Teachers (NZALT)

NZALT, established in 1984, represents the interests of over 600 teachers of languages from the primary, secondary and tertiary sectors. My service for NZALT enables me to maintain a lively connection with practising teachers and translates into the currency of my work with students.



A core dimension of NZALT’s work is to provide regional seminars and national biennial conferences where teachers can meet together to hear about, discuss and reflect on language teaching theory, research and practice. I regularly contribute as a presenter.

An invited keynote address at the 2010 biennial conference - entitled “A new curriculum, a new learning area: What do they mean for languages teachers?” - focused on TBLT.

May I ... express my heartfelt gratitude for your interesting and successful plenary presentation. Delegates found that your presentation was of significant value in increasing their pedagogical knowledge, and of significant use in enabling them to implement a new idea into their teaching practice.

Conference convenor, 2010

Open-ended comments from a formal evaluation⁴ included adjectives such as *awesome, practical, encouraging, motivating, affirming*. Longer comments highlighted the potential for positive influence on the PLD and teaching practices of colleagues, with clear teacher reflection on how to apply theory and research in their own classrooms.

the best description of task-based learning yet as it was personalised with several teachers' experiences being demonstrated – student feedback too

so good to have the explanation of theory with real practical examples – I'm very keen to learn more and try with my students

really good synergy of theory, praxis and authentic voice sold 'task' convincingly to me

very interesting and challenging – do I dare ditch the textbook or at least reduce my reliance on it? After listening to Martin, I think I'll give it a go!

I have been editor of NZALT's peer-reviewed journal, *The New Zealand Language Teacher*, since 2007. In this role, I encourage the sharing of research-informed ideas to stimulate teachers' thinking about practice. I have ensured international accessibility to articles through Informit E-Library and EBSCO.

Since 2012, I have served on the National Executive of NZALT, including two years as President.

In his role as President of NZALT Martin has been an effective advocate with bodies such as the Ministry of Education, NZQA and the PPTA, tabling members' concerns on issues such as assessment workload. Open and consultative, he has sought cross-sector collaborations, for example as a key member of the Auckland Languages Strategy steering group. Martin's own research gives voice to some of the challenges and issues faced by teachers of additional languages. He is nurturing and supportive of less experienced members, taking a full part in national and regional events. Under his capable guidance and leadership, our journal has expanded its audience and has become an important platform for emerging researchers to share their work.

Past President, NZALT Kaihautu
Mātauranga: Ngā Reo: Te Kura (The Correspondence School)

⁴ sent by conference convenor

National assessment development

In 2010, I was invited by the MoE to contribute my expertise to a review to align the NCEA for languages with the revised school curriculum. I was instrumental in the process of introducing a new approach to assessing speaking skills that reflected a student-centred and experiential pedagogy. From 2011, a short teacher-led summative interview test (*converse*) was replaced with a series of student-initiated peer-to-peer interactions taking place throughout the year as part of regular classroom work (*interact*).

Interact provoked mixed reactions, including negative feedback about its impracticality and unrealistic demands on students. Having been influential in its introduction, it was important for me to consider stakeholder feedback seriously. Addressing the key reflective questions – *What is working? What is not working? What could work better?* – I undertook a research project to investigate stakeholder perspectives.

The findings, published in East (2016), indicated that, on the whole, teachers are embracing reform but would like more support with implementation. These findings will inform aspects of students' reflections on assessment practice as part of EDCURSEC 667 Semester 2. This will enable students to engage with contemporary debates that have direct relevance to their future professional lives. I have delivered a number of talks to facilitate local debates with teachers on these issues:

- 2013: The new NCEA 'interact' standard: Teachers' thinking about assessment reform. Invited closing plenary: NZALT Regional Language Seminar, Auckland, 24th August.
- 2014: To interact or not to interact? That is the question ... Invited keynote: International biennial conference of NZALT, Palmerston North, 6th – 9th July.
- 2015: Enhancing language students' spoken proficiency. A story of assessment innovation. Unitec Language Teacher Education public lecture series, 24th June.

It is with a sense of gratitude that I write to thank you for your outstanding contribution to the 2013 Auckland/Northland LangSem ... The feedback from teachers and attendees has been overwhelmingly positive and your presentation was in no small way a contributor to that success garnering much interest and discussion amongst the attendees.

NZALT Auckland Branch President, 2013

Supporting others to make a difference

Postgraduate supervision

Although the core of my work is language teacher education, I also supervise masters and doctoral students, including several practising New Zealand teachers. Their research includes:

- improving learning opportunities for languages students in combined (Year 12 and 13) classes through hybrid (computer-mediated) learning (masters);
- looking into teachers' and principals' attitudes towards language learning (masters); and
- investigating assessments of languages students' written and spoken proficiency in the context of the NCEA (2 x doctorates).

At the postgraduate level, I guide reflection through written feedback and regular meetings at which I encourage students to think about how their research will make a difference to practice as they move towards their own independent contributions to knowledge and understanding.

International impact

TBLT is a global phenomenon. International invitations to contribute book chapters and colloquium papers have provided me with opportunities to influence the thinking and practice of colleagues beyond New Zealand and to engage in international debates about effective pedagogy (p. 27).

Teaching, research and leadership

The most recent tangible outcome of my commitment to theory, research and practice is the award of a research grant (\$199,251) from the MoE funded Teaching and Learning Research Initiative (TLRI).

The two-year project (2016-2017) draws substantially on the reflective 'teaching as inquiry' model. I lead a team of five researchers working in partnership with five teachers in four schools. We are supporting the partner teachers in planning and carrying out inquiries into how additional languages can be vehicles to enhance language learners' intercultural awareness, and their capability to understand and relate effectively to diversity.

This project has great potential to produce results that will speak to classroom teachers. It has a strong research team, robust and appropriate design and also includes the perspectives of students.

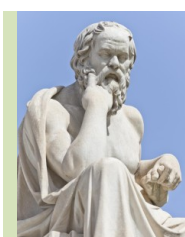
Feedback on full TLRI proposal, 2015

Closing remarks

I love my job, I love my classes, I enjoy teaching the students in my classes and I appreciate what you taught us last year. The kids, especially Year 9, get a kick out of understanding so much in Spanish.

Graduate of class 2008; personal communication, 2009

As a language teacher educator, I could not ask for better acknowledgment of the success of my work than student feedback that communicates enthusiasm – from both the teacher and the students. This is because the hallmark of my teaching philosophy is reflective practice designed to ignite students' and colleagues' thinking and energise their practice, rather than fill them up with a host of facts. This portfolio is provided as an account of 16 years in tertiary education in which I have sought to live out that philosophy in my work.



“Education is the kindling of a flame, not the filling of a vessel”

Attributed to Socrates
Greek Athenian philosopher

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Bibliography of selected publications

Books

- 2012: *Task-based language teaching from the teachers' perspective: Insights from New Zealand*. Amsterdam / Philadelphia, PA: John Benjamins.
- 2016: *Assessing foreign language students' spoken proficiency: Stakeholder perspectives on assessment innovation*. Singapore: Springer.

Article

- 2014: Encouraging innovation in a modern foreign language initial teacher education programme: What do beginning teachers make of task-based language teaching? *The Language Learning Journal*, 42(3), 261-274.

Invited publications (in press)

- How do beginning teachers conceptualise and enact tasks in school foreign language classrooms? In M. Bygate, K. Van den Branden, & V. Samuda (eds.), *Task-based language teaching as researched pedagogy*. Amsterdam/Philadelphia, PA: John Benjamins.
- Learning in the classroom. In A. Burns & J.C. Richards (eds.), *The Cambridge guide to learning a second language*. Cambridge, UK: Cambridge University Press.
- Task-based teaching and learning: Pedagogical implications. *Encyclopedia of language and education*, vol. 4. New York: Springer.
- Research into practice: Task-based language teaching in instructed contexts. *Language Teaching* (Cambridge University Press journal).
- "If it is all about tasks, will they learn anything?" Teachers' perspectives on grammar instruction in the task-oriented classroom. In M.J. Ahmadian & M. del Pilar García Mayo (eds.). *Recent perspectives on task-based language learning and teaching*. Berlin: De Gruyter Mouton.

Invited colloquium papers

- 2015: Promoting authentic spoken interaction: A new assessment in practice. In colloquium *Task-based language assessment in practice: Justifications and realizations*. 6th International Conference on TBLT, Belgium, 16th – 18th September.
- 2016: Embedding assessment for learning into a high-stakes assessment system: Can it really work? In colloquium *What's in a name? New constructs in language assessment*. Georgetown University Round Table, Washington DC, 11th – 13th March.



