

University of Auckland
Standard
ACADEMIC CV



NAME: Rosemary Erlam

CURRENT POSITION: Associate Professor

DEPARTMENT: School of Curriculum and Pedagogy

FACULTY: Education and Social Work

EDUCATIONAL QUALIFICATIONS: [Tertiary only]

- 2003 University of Auckland, PhD, Language Teaching and Learning
- 1998 University of Auckland, MA, French (1st class Honours, 1st Division)
- 1995 Dominion Language School, Cert TEFL
- 1983 Christchurch Teachers College, Diploma in Teaching
- 1983 University of Auckland, BA, English
- 1982 Christchurch Teachers College, Cert in Speech-Language Therapy

PREVIOUS APPOINTMENTS:

- 2004-2017 Lecturer/Senior Lecturer, Applied Language Studies and Linguistics, UOA
- 2001-2003 University of Auckland, Research Assistant, DALSL
- 1998-2001 The University of Auckland, Course Co-ordinator/tutor, French department,
- 1997-1998 Université de Bourgogne, France, Lectrice
- 1991-1993 French teacher, Christ's College, London.
- 1983-1990 Speech Language Therapist [positions in Education and Health]

SIGNIFICANT DISTINCTIONS / AWARDS:

- 2004 The University of Auckland Vice-Chancellor's Prize for the Best Doctoral Thesis in the Faculty of Arts
- 2000-2002 Bright Future Top Achiever Doctoral Scholarship, New Zealand Foundation for Science Research and Technology
- 1999 University of Auckland Doctoral Scholarship
- 1999 Senior Prize in French, The University of Auckland
- 1997 Arts Masters Scholarship, The University of Auckland
- 1996 Maxwell Walker Scholarship, The University of Auckland
- 1976 University Junior Scholarship

PROFESSIONAL SOCIETIES/ SERVICE / OTHER ACTIVITIES:

Professional societies

- 2017- 2020 Co-President of *Association of Language Testing and Assessment of Australia and New Zealand (ALTAANZ)*.
- 2001- 2013 Secretary of *Association of Language Testing and Assessment of Australia and New Zealand (ALTAANZ)*.
- 2006- 2010 Secretary of *Applied Linguistics Association of New Zealand (ALANZ)*, the New Zealand affiliate of the *International Association of Applied Linguistics (AILA)*.

Service/ Other activities

- 2019 – ongoing Academic Advisor: DELNA
- 2019- ongoing Programme Leader: Graduate Diploma in TESSOL, PGCert/Dip in Teaching Linguistically Diverse Learners, Faculty of Education and Social Work
- 2015 – 2017 Co-ordinator of Language Teaching programme, Applied Language Studies and Linguistics.
- 2010 – 2017 Academic Director of TPD (Teacher Professional Development Languages) programme – a MOE funded Uniservices administered programme
- 2015 – 2017 Faculty Staffing Committee
- 2014-2016 CLL Academic Committee
- 2008-2013 BEdTESOL Director, Applied Language Studies and Linguistics.
- 2004-2011 DALSL undergraduate advisor

Research Publications:

Refereed journal articles:

ERLAM, R., & BOTELHO de MAGALHAES, M. Post-Entry English Language Assessment at the University of Auckland: Ongoing Validation of DELNA. *New Zealand Studies in Applied Linguistics*, 27(1), 32-49, 2021.

ERLAM, R., & WEI, L. The importance of increased processing demands in the design of Elicited Imitation Tests. *Language Teaching Research*, 2021. <https://doi-org.ezproxy.auckland.ac.nz/10.1177/13621688211026032>

CLARK, J., & ERLAM, R. A fairer assessment of the reading level of English language learners. *SET*, 2019 <https://doi-org.ezproxy.auckland.ac.nz/10.18296/set.0127>

PEARCE, N., NICHOLS, J., & ERLAM, R. The power of the poem: exploring the use of poetry in the beginner languages classroom. *Babel*, 53 (3), 22-29, 2019.

ERLAM, R., & ELLIS, R. Input-based tasks for beginner-level learners: An approximate replication and extension of Erlam and Ellis (2018). *Language Teaching*, 52 (4), 490-511, 2019. <https://doi-org.ezproxy.auckland.ac.nz/10.1017/S0261444818000216>

INNES, B., & ERLAM, R. Did he understand his rights? Assessing the comprehensibility of police cautions in New Zealand. *The International Journal of Speech, Language and the Law*, 25, 1, 21-51, 2018.

ERLAM, R., & ELLIS, R. Task-based language teaching for beginner-level learners of L2 French: An exploratory study. *Canadian Modern Language Review*, 71, 1, 1-26, 2018.

ERLAM, R., & Yan, H. Employer demand for language skills in the Auckland workforce: A follow up study. *The New Zealand Language Teacher*, 43, 7-23, 2017.

ERLAM, R. & PIMENTEL-HELLIER, M. Opportunities to attend to language form in the adolescent near-beginner foreign language classroom, *Language Awareness*, 26 (2), 59-77, 2017.

ERLAM, R. 'I'm still not sure what a task is': Teachers designing language tasks. *Language Teaching Research*, 20(3), 279-299, 2016.

ERLAM, R. Using evaluation to promote change in language teacher practice. *Papers in Language Testing and Assessment*, 5(1), 41-65, 2016.

ERLAM, R. & PIMENTEL HELLIER, M. Employer demand for speakers of languages other than English. *The New Zealand Language Teacher*, 42, 21-30, 2016.

WU, J., & ERLAM, R. The effect of timing on the quantity and quality of test takers' writing. *New Zealand Studies in Applied Linguistics*, 22, 2, 21-34, 2016.

ERLAM, R. "New tricks": Teachers talk about task-based language teaching. *Babel*, 50(1), 4-11, 2015.

ERLAM, R. Why the *Interact* standard is good for your classroom. *The New Zealand Language Teacher*, 41, 22-33, 2015.

ERLAM, R. Affordances and constraints: Training language teachers in New Zealand for the Malaysian context. *New Zealand Studies in Applied Linguistics*, 20(1), 5-20, 2014.

ERLAM, R. Listing and comparing tasks in the language classroom: examples of Willis and Willis's (2007) taxonomy in practice. *The New Zealand Language Teacher*, 39, 7-14, 2013.

ERLAM, R. Focus on form in the New Zealand ESL classroom. *TESOLANZ Journal*, 21, 14-29, 2013.

ERLAM, R., VON RANDOW, J., & READ, J. Investigating an online rater training program: product and process. *Papers in Language Testing and Assessment*, 2, 1, 1-29, 2013.

ERLAM, R., ELLIS, R., & BATSTONE, R. Oral corrective feedback on writing: Two approaches compared. *System*, 41, 257-268, 2013.

HENRY, S., & ERLAM, R.M. To blog or not to blog: How does it impact on writing in a Japanese classroom ? *The New Zealand Language Teacher*, 37, 45-58, 2011.

WANG, Y., & ERLAM, R. M. Willingness to communicate in the Japanese language classroom: An inquiry learning project in a Year 7 classroom. *The New Zealand Language Teacher*, 37, 39-45, 2011.

ERLAM, R.M., & LOEWEN, S. 'Implicit and explicit recasts in L2 oral French interaction', *Canadian Modern Language Review*, 66, 877-905, 2010.

ERLAM, R.M. 'Understanding context and improving communication: Mediating the worlds of the practitioner and the researcher.' *The TESOLANZ Journal*, 18, 31-39, 2010.

BEAUMONT, J & ERLAM, R. M. 'It's not all Greek to me: Teaching word parts and word part strategy to intermediate Pasifika students.' *New Zealand Studies in Applied Linguistics*, 16, 17-36, 2010.

CHAI, J., & ERLAM, R. The effect and the influence of the use of video and captions on second language learning. *New Zealand Studies in Applied Linguistics*, 14, 25-44, 2008

ERLAM, R. What do you researchers know about language teaching? Bridging the gap between SLA research and language pedagogy. *Innovation in Language Learning and Teaching*, 2, 253-267, 2008.

ERLAM, R. Elicited imitation as a measure of implicit knowledge: An empirical validation study. *Applied Linguistics*, 27, 464-491, 2006.

ALLEAUME, F., & ERLAM, R. A processing difficulty for English speakers learning French: Possessive adjectives. *New Zealand Studies in Applied Linguistics*, 12, 35-51, 2006.

LOEWEN, S., & ERLAM, R. Corrective feedback in the chatroom: An experimental study. *CALL*, 19, 1-14, 2006.

ELLIS, R., LOEWEN, S., & ERLAM, R. Implicit and explicit corrective feedback and the acquisition of L2 grammar. *Studies in Second Language Acquisition*, 28, 339-368, 2006.

ERLAM, R. Language aptitude and its relationship to instructional effectiveness in second language acquisition. *Language Teaching Research*, 9, 147-171. 2005.

ERLAM, R. Maximising instructional effectiveness in the language classroom. *The New Zealand Language Teacher*, 31, 38 – 40, 2005.

ERLAM, R., & SAKUI, K. Case Studies of Effective Teaching Practice in the French and Japanese Classroom. *The New Zealand Language Teacher*, 31, 10 – 21, 2005.

ERLAM, R. The effects of deductive and inductive instruction on the acquisition of direct object pronouns in French as a second language. *Modern Language Journal*, 87, 242 – 260, 2003.

ERLAM, R. Evaluating the relative effectiveness of structured input instruction and output-based instruction in foreign language learning: results from an experimental study. *Studies in Second Language Acquisition*, 25, 559 – 582, 2003.

ELDER, C., ERLAM, R., & VON RANDOW, J. (2002). Enhancing chances of academic success amongst first year undergraduates from diverse language backgrounds. *Papers from the 7th Pacific Rim First year in Higher Education Conference: 'Enhancing the transition to higher education: strategies and policies that work'*. Queensland University of Technology, Australia.

Books

ERLAM, R., & TOLOSA, C. *Pedagogical Realities of Implementing Task-Based Language Teaching*. John Benjamins, 2022.

ERLAM, R; PHILP, J. & FEICK, D. *Teaching Languages to Adolescent Learners: From Theory to Practice*. Cambridge University Press. 2021.

ELLIS, R; LOEWEN, S; ELDER, C; ERLAM, R; PHILP, J. & REINDERS, H. *Implicit and Explicit knowledge in second language learning and teaching*. Multilingual matters. 2009.

Book chapters

ERLAM, R. Input-based tasks in the French language classroom. In Wen, Z. E., & Ahmadian, M. (Eds.) *Researching L2 Task Performance and Pedagogy. In honour of Peter Skehan*. Amsterdam: John Benjamins (pp. 229-251), 2019.

ERLAM, R., & AKAKURA, M. New developments in the use of elicited imitation. In A. MACKEY, & E. MARSDEN (Eds.), *Advancing Methodology and Practice: The IRIS Repository of Instruments for Research into Second Languages* (pp. 91-111). New York, United States: Routledge, 2016.

ERLAM, R. The effects of instruction on learners' acquisition of metalinguistic knowledge. In ROEHR, K. & GANEM-GUITERREZ, A. (Eds.). *The metalinguistic dimension in instructed L2 learning*. Continuum, 71-94, 2013.

ERLAM, R & GRAY, S. Reconceptualising self as a teacher in a Malaysian context. In ADAMSON, J; HERDER, S & MULLER, T. (Eds.). *Innovating EFL teaching in Asia*. Palgrave MacMillan, 110-121, 2011.

ERLAM, R. Elicited oral imitation as a measure of implicit knowledge. In ELLIS, R; LOEWEN, S; ELDER, C; ERLAM, R; PHILP, J. & REINDERS, H. *Implicit and Explicit knowledge in second language learning and teaching*. Bristol, Multilingual matters, 65-93, 2009

ERLAM, R; PHILP, J; & ELDER, C. Exploring the metalinguistic knowledge of teacher trainees. In ELLIS, R; LOEWEN, S; ELDER, C; ERLAM, R; PHILP, J. & REINDERS, H. *Implicit and Explicit knowledge in second language learning and teaching*. Bristol, Multilingual matters, 216-236, 2009

ERLAM, R; LOEWEN, S; & PHILP, J. The roles of input-based and output-based instruction in the acquisition of L2 implicit and explicit knowledge. In ELLIS, R; LOEWEN, S; ELDER, C; ERLAM, R; PHILP, J. & REINDERS, H. *Implicit and Explicit knowledge in second language learning and teaching*. Bristol, Multilingual matters, 241-261, 2009

ELLIS, R; LOEWEN, S; ERLAM, R. The incidental acquisition of 3rd person –s as L2 implicit and explicit knowledge. In ELLIS, R; LOEWEN, S; ELDER, C; ERLAM, R; PHILP, J. &

REINDERS, H. *Implicit and Explicit knowledge in second language learning and teaching*. Bristol, Multilingual matters, 262-280, 2009

LOEWEN, S; ELLIS, R; & ERLAM, R Implicit and explicit corrective feedback and the acquisition of L2 Grammar. In ELLIS, R; LOEWEN, S; ELDER, C; ERLAM, R; PHILP, J. & REINDERS, H. *Implicit and Explicit knowledge in second language learning and teaching*. Bristol, Multilingual matters, 303-332, 2009

ELDER, C., ERLAM, R., & PHILP, J. Explicit language knowledge and focus on form: Options & Obstacles for TESOL Teacher Trainees. In Fotos, E., & Nassaji, H (Eds.) *Form Focused Instruction and Teacher Education: Studies in Honour of Rod Ellis*. Oxford, Oxford University Press, 225-240, 2007.

Professional and technical reports

ERLAM, R. *Check audit of Languages Achievement Standards*. Prepared for Ministry of Education, Uniservices, 2008.

ERLAM, R. *Check audit of Latin Achievement Standards*. Prepared for Ministry of Education, Uniservices, 2008.

ERLAM, R., & SAKUI, K. *Instructed second language acquisition: Case studies*. Wellington: Ministry of Education, 2006.

ERLAM, R. *Learning Languages in the New Zealand Curriculum: Implications for pedagogy and assessment*. A draft for consultation. Wellington: Ministry of Education, 2006.

ELDER, C., & ERLAM, R. *Development and Validation of the Diagnostic English Language Needs Assessment (DELNA)*. Report prepared for the Vice Chancellor of The University of Auckland, 2001.

Invited contributions to compendia

ERLAM, R. M. *Explicit Knowledge and Grammar Explanation in Second Language Instruction*. In C. Chapelle. (Ed. 2nd ed.) *The Encyclopedia of Applied Linguistics*. Wiley-Blackwell, 455-460, 2020.

ERLAM, R. M. *Explicit Knowledge and Grammar Explanation in Second Language Instruction*. In C. Chapelle. (Ed.). *The Encyclopedia of Applied Linguistics*. Wiley-Blackwell, 2012.

HILL, K., & ERLAM, R. M. Assessing English in Australia and New Zealand. In A. Kunan (Ed.) *The Companion to Language Assessment*. Wiley, 2013.

Research grants/Funding:

2014- 2016 FDRF grant for project: 'Task-based language teaching, implicit grammar learning, awareness and foreign language aptitude: A classroom study of the

acquisition of plurality markers by beginner learners of French as a foreign language'. (Rod Ellis as co-researcher)

2018/9, 2017/8, 2016/7, 2015/6, 2011/2 Summer Scholar

2007 - 2009 FDRF grant for project 'Corrective feedback on second language writing through oral conferencing'. (Rod Ellis as Principal Applicant)