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Part 2 of a Festschrift in honour of Dr Winifred Crombie

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TE PUĀWAITANGA O TE PUAWĀNANGA

EDITORIAL

Dr Winifred Crombie started *He Puna Kōrero: Journal of Maori and Pacific Development* in 2000 and acted as production editor until the end of 2009. When we heard that, after producing 19 issues, she believed that it was time for her to move on to other things, we decided, along with a group of colleagues, that two issues of the journal should be dedicated to her in recognition of the enormous amount of time and effort she has, over many years, dedicated to supporting the academic efforts of others, particularly PhD students and post-doctoral fellows. Each of the contributors to these two issues has personal experience of the excellence of her research supervision. Each of us has benefitted from the outstanding model she has provided and many of us have gone on to become involved ourselves in research supervision.

Winifred describes herself as ‘an old fashioned socialist’. This is something that drives not only her approach to academic work but also her approach to every other aspect of her life. She has no time for the neoliberal philosophy that has led to a situation in which universities have, she believes, lost their way, celebrating personal ambition rather than genuine collegiality, and preferring outputs, however trivial, to effective outcomes that make a genuine difference to the lives of those who are least privileged. Her interest in ideas is wide-ranging and her reading spans many different disciplines, including philosophy, politics, psychology, history, economics, sociology, art and literary theory as well as linguistics and applied linguistics. That she has never felt it necessary to confine herself to one particular academic area is evidenced in the range of her publications, which focus on various aspects of language analysis (including *intra-* and *inter-*propositional relations, phonology, syntax and genre), literary stylistics (including free verse and 17th century prose style), critical discourse analysis, and language teaching and learning (including all aspects of the curriculum).

Her approach to supervision, in common with all other aspects of her life, is driven by a personal philosophy that is underpinned by a deeply embedded belief in justice, equity and fairness. Over the past few years, she has supervised research projects by students from a wide range of backgrounds whose interests span a number of different academic disciplines. Among the PhD research projects she has successfully overseen are projects in the areas of intonation (Martin Parker), genre and language teaching and learning (Brian Paltridge; Ian Bruce; Lin, Hsiu-Chen; Ngaere Houia-Roberts), the teaching and learning of languages in New Zealand (Diane Johnson), the teaching of languages to young learners in Taiwan (Wang, Wei-Pei; Yu, Jui-Fang), the impact of globalization on English language education in Taiwan (Her, Jia-Huey), the teaching of English and business writing in tertiary institutions in Thailand (Pimporn Chandee; Parichat Sarayarntanawut), case roles and discourse relations from a Māori language perspective (Hēmi Whaanga), formulaic discourse patterning in Māori mōteatea (Raukura Roa), the concept of development in Ulawa in Solomon Islands and its implications for national policy and planning (Frederick Rohorua), the ecology and historical management of harakeke by Māori (Priscilla Wehi), and the negotiation of bureaucracy in the management and administration of a marae (Adelaide Collins). Among the PhD students she is currently supervising are students working in the area of language syllabus and curriculum design (Anthea Fester), the impact of the *Common European Framework of Reference for Languages* (CEFR) within and outside of Europe (Philippe Valax), contrastive studies of writing in English and

Chinese (Huang-Wu, Hsiao-li), theory and practice in the translation of documents from Māori into English and English into Māori (Jillian Tipene; Tom Roa), Māori language regeneration (Murray Peters), language policy and planning and Māori language (Roger Lewis), the teaching and learning of Māori in Aotearoa (Sophie Nock; Nātana Takurua), Hawaiian in Hawai'i (Keao NeSmith), English in Japan (Keiko Umeda), and German in Taiwan (Jörg Parchwitz). All of the people involved, including many more of those she has taught and supervised over the years, can testify to the fact that she is always prepared to go the extra distance, never putting herself first and always being ready with offers of additional help in the form of accommodation, transportation, loans (furniture, books, bedding, money), assistance with writing academic books and articles and, above all, that ever-present encouragement that is founded in her belief in the ability of others, particularly in that of those who have had to overcome obstacles in order to pursue research in which they have a genuine interest.

This, the second issue of a Festschrift in honour of Dr Winifred Crombie, brings together a range of articles by some of Winifred's current PhD students and recent PhD graduates. It begins with an article by Philippe Valax, a PhD student from the Wenzao Ursuline College of Languages in Taiwan, on the political, social and historical background of the CEFR. This is followed by two further articles by PhD students from the Wenzao Ursuline College of Languages. The first by Her, Jia-Huey, a recent PhD graduate, is in the area of cognition. In this article, Jia-Huey presents the views of senior language educational managers as they attempt to balance the needs and interests of language teachers and language learners with the need to compete as an institution in an increasingly complex and demanding context. The second of these two articles is by Huang Wu, Hsiao-Li, a current PhD student. In this article, which focuses on contrastive rhetoric, Hsiao-Li argues that a number of publications in the area of contrastive rhetoric appear to be based on misunderstanding and/or misrepresentation of the Chinese philosophical/ rhetorical tradition, something that can lead to the creation and promotion of stereotypes that are underpinned by unacknowledged value judgments. Next is an article by Sophie Nock, a current PhD student and a senior lecturer at Te Pua Wānanga ki te Ao, University of Waikato. This article reports on responses to a questionnaire that explores aspects of tertiary-level Māori language immersion programme (*Te Tohu Paetahi*). Next is an article by Keao NeSmith, a current PhD student who works at the Kawaihuelani Center for Hawaiian Language, University of Hawai'i at Mānoa. He presents the findings of a questionnaire-based survey of a sample of teachers of Hawaiian in secondary and tertiary level institutions in Hawai'i. The penultimate article is by Anthea Fester, a current PhD student. In this article, Anthea looks at the impact on language teachers of trends in the literature on language teaching and learning. This Festschrift ends with an article by a former PhD student, Wang, Wei Pei, who is involved with language teacher training at Wenzao Ursuline College of Languages in Taiwan. In that article, Wei Pei draws attention to some of the problems that can arise where language teachers who over-estimate their own proficiency in the target language attempt to teach exclusively through the medium of that language.

All of the articles in this issue relate directly to PhD research undertaken under Winifred's supervision. Taken together, they provide some indication of the breadth of her interest in the area of applied linguistics.

Diane Johnson and Hēmi Whaanga