About the Editor

By Juliet Fry

It is a pleasure to introduce Sara Farshad Nia as the new editor of the TESOLANZ newsletter. Sara has been on the CANTESOL committee for the last year and has brought a bit of spark, along with good sense. Sara has got the CANTESOL committee more socially networked and has brought our newsletter into an online format. So, having practised on us, Sara has some useful experience to bring to her role with TESOLANZ.

Sara is in the final year of her Ph.D. studies at the University of Canterbury. Her thesis topic is *Integrating Computer Assisted Language Learning (CALL) in New Zealand ESOL classrooms: Understanding teachers’ perspectives and meeting students’ needs*. She has published and presented in the field of Computer Assisted Language Learning and has presented her most recent research at the CLESOL conference in Wellington and EUROCALL conference in the Netherlands.

Sara studied English Language and Literature for her Bachelor of Arts, and did a Master’s degree in Teaching English as a Second/Foreign Language. She has taught General English and English for academic purposes for almost 10 years in her home land. Right now, Sara is with her family in Iran. We appreciate the rich experience she brings in having homes in two distant countries. We look forward to her return to New Zealand.

From the President

Kia ora tātou katoa,

As the new Executive met after this year’s Annual General Meeting we started to think ahead to the next CLESOL conference, and decided that we needed someone from Waikato Branch on the committee. We were very pleased that Su Ellis has agreed to join us as we work towards 2016. This means that we now have an even better spread of geographical and teaching backgrounds on the Executive (you can read all about us on the TESOLANZ website).
We know it is very important to have this diversity on the committee. Although TESOLANZ represents English language teachers working in many different situations, we all have a common fascination with the transformative power of English ability for our students. So, let English teachers be different together! As the year draws to a close I wish you all the best for the end of year and holiday season coming up.

Ngā mihi nui

Hilary Smith
hilary_smith@xtra.co.nz

TESOLANZ is an incorporated society, founded in 1994 with the following constitutional purposes:

- to promote the professional interests and cater for the needs of teachers of English to learners from language backgrounds other than English;
- to promote the interests and cater for the needs of learners from language backgrounds other than English;
- to co-operate with community language action groups in identifying and pursuing common goals;
- to publish research, materials and other documents appropriate to the Association’s aims; and
- to affirm the maintenance of Te Reo Māori under the Treaty of Waitangi.

Executive Committee: Dr Hilary Smith (president), Marty Pilott (secretary), Deryn Hardie Boys (treasurer), Denise McKay, Dr Margaret Kitchen, Angela Bland, Annette Tate, Su Ellis.

Special Interest Group (SIG) co-ordinators: Gwenna Finikin (primary), Athlyn Watt (secondary), Dr Gillian Skyrme (tertiary).

Branch presidents/convenors: Vickie Park (AKTESOL), Celia Hope/Jo de Lisle (Waikato TESOL), Geraldine Edwards (BAYTESOL), Anne McCarthy (MANATESOL), Helen Tyson (NATESOL), Nicky Riddiford (WATESOL), Kerstin Dofs (CANTESOL), David Woodfield (Otago TESOL).

Editors: Sara Farshad Nia (newsletter), Dr Angela Joe (journal).

Editorial assistants: Dr Katherine Quigley (newsletter), Dr Patrick Coelho (journal).

Membership & distribution: Jane Dudley.

Media advisor: Allison Webber.

www.tesolanz.org.nz
The metaphor of the vaka (waka), or ocean-going canoe, reflects the traditional strength of the Pacific peoples as they sailed out into Oceania. It is a powerful symbol for the future of Pacific education in a region where the realities are often far from the tropical paradises portrayed in tourist brochures. The hardship caused by geographical isolation and poor infrastructure in the Pacific is referred to as “poverty of opportunity”, and this impacts on education. Many children leave primary school without achieving basic levels of literacy or numeracy.

Three directions for education - and teacher education – were being discussed by participants at the conference: local, regional, and international. In Tonga this is reflected in the different teacher education institutions: the local Tonga Institute of Education; the USP Institute of Education serving the region; and the Tupou Tertiary Institute accredited to the Bethlehem Tertiary Institute based in New Zealand. The courses at all of these institutions require strong bilingual ability in Tongan and English for graduates, since the Tongan language policy requires English medium at secondary teaching, English is the lingua franca in most of the Pacific region, and teachers graduating with New Zealand qualifications need to be able to teach in any school situation.

However, local cultures and traditions tend to be highly valued in the Pacific, and Christianity has been strongly interwoven with Pacific cultures since the arrival of missionaries in the 19th century. Literacy practices based on the Bible are strong, as in the banners displayed around Tongatapu for the International Day of Peace in the week I visited.

Banner on the University of the South Pacific fence for the International Day of Peace, 21 September.

Liku Rd, Tongatapu. Working in copra plantations is insufficient future employment for many children in Pacific schools.
Tonga is home to a number of influential leaders in the field of Pacific education who spoke at the conference including Professor Konaiholoiva Thaman, who is currently UNESCO Chair in Teacher Education and Culture at USP Suva. Konai has proposed the Kakala framework as a metaphor for curriculum development from the traditional weaving of fragrant flowers into garlands1. This is based on three concepts, each of which requires complex cultural knowledge (including its associated vocabulary): toli, the gathering of flowers for the garland; tui, the stringing of the garland; and liva, the giving away of the garland. The Kakala framework has been very influential in the development of local approaches and frameworks by teachers and researchers around the Pacific. Another leading Tongan educationalist is Dr ‘Ana Taufe’ulungaki, currently Minister of Education and Training in Tonga. She has long been an advocate for the use of local languages in education. This is a particularly important issue in the Pacific, where some countries such as Tonga have only one main local language, but others such as Papua New Guinea have hundreds of languages. (The Melanesian Pacific is often stated to be the most linguistically diverse region in the world). ‘Ana emphasises the interrelationships between the cultural and language practices described by Konai, and the implications for children who have to learn in school environments which are linguistically and culturally foreign2.

The challenges and tensions for English and local languages mean that the state of professional organisations for English language teachers varies across different Pacific countries. Nevertheless, I am hoping that the connections I was able to make or strengthen at the conference will form the basis of future conversations and collaborations.

This was the second Vaka Pasifiki Education Conference, and it brought together a number of Pacific teacher education initiatives. Proceedings from the first conference have been just been published3, and the next Vaka Pasifiki Education Conference is planned for 2017 in the Solomon Islands.

Hilary Smith
hilary_smith@xtra.co.nz

Hilary Smith started her career as an English teacher at Tupou High School, Tongatapu, where she taught students for the South Pacific Option of New Zealand School Certificate in 1981-1982.

Notes


The 4th International Conference on Language, Education and Diversity (LED 2015) will be held at the University of Auckland from 23 – 26 November 2015. This is a major international conference and one of its key strands is English language education. In addition, there are related strands on:

- Literacy education (educational and/or community based)
- Language policy and planning
- Bilingual/immersion/indigenous language education.

A key feature of the LED conference series is that it brings together the latest academic discussions in these four areas of language education with an emphasis on their implications for policy and practice. As such, the LED Conference is pivotal to the ongoing development of the language education field and all those working in it. This is your chance to be part of a truly international event, one which is held every 4 years and hosts delegates from over 40 countries.

Keynote speakers for the LED 2015 Conference include:

- Professor Jasone Cenoz, Professor of Research Methods in Education at the University of the Basque Country, UPV/EHU.
- Galumalemana Alfred Hunkin, a prominent New Zealand Pacific academic and leader of Samoan ancestry.
- Professor Ryuko Kubota, Professor in the Department of Language and Literacy Education in the Faculty of Education at the University of British Columbia, Canada.
- Professor Alastair Pennycook, Professor of Language in Education at the University of Technology Sydney.
- Professor Elana Shohamy, Professor of Language Education at the School of Education, Tel Aviv University.
- Professor Steven L. Thorne, Associate Professor of Second Language Acquisition in the Department of World Languages and Literatures at Portland State University (USA), with a secondary appointment in the Department of Applied Linguistics at the University of Groningen (The Netherlands).

Call for Papers
The call for papers is open and closes on 1 February 2015. LED welcomes submissions of abstracts for individual papers, symposia and posters. Abstracts are to be submitted online and full details can be found on the conference website www.led.ac.nz.

Conference Convenor and Chair
Professor Stephen May
Peer Support Systems – An ESL Mentoring Project

Kym O’Toole
T.I.C. of ESOL, Saint Kentigern College

It is a predicament that is hard to fully comprehend: your first language is not English, yet it is the medium in which all of your classes are taught. You are struggling to understand new ideas and develop new knowledge, both in your own language and in the one that dominates your environment, but your command of English is limited, and everybody talks too fast. Add to this, the fact that you are new to the school.

The ESL-IB Mentoring Project at Saint Kentigern College began Term 1, 2014, initially as a strategy for English Language Learners (ELLs) to extend their practice outside of classes, as new and lower proficiency students were less confident and more inclined to group together with those of the same first language (L1). This stymied their progress to some extent and left these students in need of more significant, individualised support. Student interaction is a major source of input for language development, something Richards and Hurley (1988) call ‘the language of peers’. Therefore, I wanted the students to communicate as freely as possible, as often as possible and as meaningfully as possible.

Volunteer mentors were sought from the Year 12 International Baccalaureate (IB) students. I specifically looked for those whose first language was not English, as I felt they would be able to relate to the ELLs and show a greater depth of empathy. They would also model good work ethics, excellent academic results and a potential future pathway. However, requests flooded in from non-IB students of various nationalities; Kiwis, French, and Samoans, amongst others. It was heart-warming to see so many students willing to give up their time for their peers. Wherever possible, students of the same nationality and language were placed together, allowing ELL students to develop their L1 in conjunction with English.

The mentors and mentees met during lunches and cultivated good relationships, even strong friendships in some cases. The mentoring sessions established a conducive platform for ELLs to collaborate and converse with peers, which eradicated the fear often associated with putting a hand up in class. There were a number of approaches to the mentoring sessions too. A number of mentors read books with their mentees, whilst others went over homework requirements or discussed new information gleaned from mainstream lessons, all the while modelling correct grammar and pronunciation.
To new ELLs the mentors became a life-line: showing their mentees around the College, introducing the mentees to students, and familiarising them with the wider school community and culture, all of which had a tremendous impact on helping the new students settle quickly into the life of the College.

Upon asking for feedback on the experience, one mentor stated,

“ESOL mentoring is a great program. The IB student mentors are all working closely with their mentees and you can really see them bonding, learning and creating strong friendships along the way. The ESOL students are progressing with the help of their mentors, as it is easier and more interesting for them to talk to a student of a similar age. The mentors are really dedicated to this program and the mentees are more and more involved, as they gain more confidence and support. It also really helps the ESOL students adapt to the cultural change and be more involved in school activities, as the mentors are students at SKC who help them not only with English, but other aspects of living and learning in NZ as well.”

Initially the ELLs were reluctant to ask for help and even resistant to the offer. However, much to their credit, the mentors persisted and they soon experienced a shift in attitude; a steady stream of meeting requests began to flow in. Mentors also attended a mainstream period with the ELLs each cycle, in order to measure how their mentees coped with the language demands, and to provide assistance with subject specific vocabulary. This proved very useful for both mentor and mentee, as it reduced delays in the comprehension of tasks through vocabulary explanations. Furthermore, it resonated within the ESL and mainstream classes as significant scaffolding put in place for class work.

ESOL at Saint Kentigern College is blending support strategies to encourage growth in confidence and language proficiency. This powerful mentoring project breaks down barriers to mainstream education, through meaningful language use in a non-threatening environment. Through the commitment and hard work of both mentors and mentees, the ESL-iB Mentoring initiative has established itself as something much more significant than a project. It is a study programme, an induction for newcomers, a pathway into college life, and a peer-assessment tool. But above all, it is a student academic support network helping students to strive for excellence.

Being a visiting scholar for Professional Development: self-experience in New Zealand

Thuy Ngoc Dinh

Monash University, Australia & Ho Chi Minh City University of Education, Vietnam

Professional Development (PD) is one of the greatest concerns among teachers and can be conducted in numerous ways (Richards & Farrell, 2005). The common inquiries can be: How can I improve myself? How can I start? And what areas of development should I focus on? PD is a huge and on-going process involving numerous activities related to research, teaching and administration. Suggested activities can be attending conferences, workshops, trainings, short courses, doing action research, joining forums and so on.

In this article I would like to review the implications of being a visiting scholar (VS) as a PD practice in terms of academic research, teaching, culture understanding and networking. VS, to me, used to be just “out of reach” specifically for high calibre professors and staff but after being a VS myself, I came to realise that the chance is also open to junior academics who have strong justifications for why the visit is significant for themselves, the host and home institutions.

I came to the School of Linguistics and Applied Language Studies, Victoria University of Wellington as a scholar on a voluntary basis to discuss the area of my expertise with the school staff, exchange curriculum and get to know New Zealand English (NZE) for 3 weeks. I am based in an Australian university as a PhD candidate and teaching staff and a lecturer in a university in Vietnam. The visit brings me more than I had expected and the implications of the trip are remarkable. There have been multiple experiences that left profound impressions on me. Here are some examples:

- **Workplace culture**: I was amazed by the morning tea session every 10:45am at the School; staff and research students come, talk and get to know each other. It is this practice that reinforces my understanding of the tea drinking as a workplace culture and the significance of the event as friendship and solidarity reinforcement.

- **Network and insights**: I presented my research work in the Thesis Group at the School where I could yield useful feedbacks and questions that as an insider of my own project at my own institution, I would have never pondered upon. I also got to know other research fellows’ studies: how they come up with the topics, what difficulty they have and whether we can share opinions and resources.

- **Culture**: I know about the institutional culture, New Zealand English in reality, cultural diversity, Maori culture and language, and the way people communicate with each other etc.

Reflecting on the whole visit, I draw out the following important steps that might be useful for those who embark on the practice for the first time.
Now at my post-stage, I have been working out how I implement the experience at VUW at my Australian and Vietnamese universities. I am working on two papers on the place of New Zealand English in World Englishes curriculum and international students’ experience with New Zealand English. I also have come up with many other research topics inspired during the time visiting New Zealand. As a teaching staff, I contribute to the curriculum development and with materials and resources recommended by VUW, I propose the incorporation of NZE in the current World Englishes Unit and it will be conducted in the next semester in my program in Australia. The immediate implementation is in my teaching with examples from NZE and NZ culture making my lessons especially in the Units of Language and Culture and International Communication more varied and interesting. I am happy to see it be reflected in students’ work; they read more and cite more examples from NZE with analysis and discussion. I further understand that teachers ourselves are also curriculum; hence, enriching our self-experience, knowledge and resources is a stepping stone for professional development.

Success Stories at CLESOL 2014

Secondary Success @ Pasifika Secondary
By Julie Luxton & Rosa Kalauni

The statistics relating to low Pasifika student achievement in the National Certificate of Educational Achievement (NCEA) relative to that of non-Pasifika students are well documented by the Ministry of Education. The table below illustrates some of these.

<table>
<thead>
<tr>
<th>NCEA 2013</th>
<th>Pasifika %</th>
<th>Non-Pasifika %</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCEA L1 literacy and numeracy</td>
<td>83.7</td>
<td>87.1</td>
</tr>
<tr>
<td>NCEA L2 or equivalent</td>
<td>71.4</td>
<td>78.6</td>
</tr>
<tr>
<td>University Entrance literacy</td>
<td>36.3</td>
<td>50.5</td>
</tr>
</tbody>
</table>

These figures are much more positive than those from previous years. In 2009, for example, only 78.2% of Pasifika students achieved Level 1 literacy and numeracy requirements and 23.1% achieved University Entrance (UE) literacy compared to 84.9% and 43.8% of non-Pasifika students respectively.

These gains have been made since the Ministry drew up the Pasifika Education Plan (PEP). The 2013 – 2017 PEP includes the following targets for Pasifika students by 2017: 95% achieving NCEA Level 1 literacy and numeracy, 85% achieving Level 2 or equivalent, and parity with non-Pasifika school leavers with UE.

Clearly these statistics and targets have provided an impetus for secondary school leaders and teachers to look more closely at their Pasifika students. This article reports on three presentations at CLESOL with a focus on teaching as inquiry to raise the achievement of Pasifika students in NZ secondary schools.

Secondary Success @ Papatoetoe High School

In 2013 Rosa Kalauni, HOD ESOL sought to build on Papatoetoe High School’s Tama Toa, a unique approach that values and recognizes the cultural identity of young Pasifika boys with a focus on helping them reach their full potential. These students are classified as ‘at risk’ in this school of 1700. Rosa asserts that the learning styles and behaviour of Pacific Island boys are very likely to be misread and misunderstood in a system which is not doing as well as it should for Pasifika youth.

The Tama Toa project team sought to address this gap and raise Pasifika achievement and attendance through enhanced support and motivation. They recognised that this support needed to consider social, cultural, emotional and creative outcomes, as well as academic ones. At the same time the project wanted to help Pasifika families feel a real connection with the school as positive contributors to their child’s education, thereby giving them a voice through their child’s success.

The Papatoetoe High School inquiry was guided by three dimensions of effective pedagogy – making connections to prior learning and experience, encouraging reflective thought and action and enhancing the relevance of new learning (New Zealand Curriculum, 2003). These dimensions, along with data analysis, surveys and interviews, informed workshops for participating teachers, classroom observations and feedback, modelling, individualised teacher mentoring and support with planning, and
home-school partnership meetings and communications. Integrated learning contexts built on student strengths and passions. Polylfest, for example, was the basis for writing, speaking, performance and mathematics across four learning areas.

Students were given opportunities to share what they already knew about topics and what they enjoyed about learning, including the use of computers and e-learning. They were also provided with more opportunities for EOTC than hitherto, such as a school trip to Niue and petitioning Parliament to support Pasifika languages. There was also a strong drive to learn PI languages in the school and to participate in PI speech competitions and Polylfest events. The students were encouraged to keep learning logs to encourage reflective thinking and action, improve self-study skills and help reduce dependency. At the same time, the attendance, achievement and pastoral need of PI students were very closely monitored by teachers. Rosa considers this culture of care and the strengthening of links between classroom learning and the wider world of school and community to be key components in the programme’s success.

Pasifika boys’ achievement at the school improved markedly in the first year of this approach. Some PI students made shifts from working at NZC Levels 3-4 to Level 6. NCEA Level 1 literacy and numeracy both rose from 87% in 2012 to 100% in 2013. 100% of the PI students achieved NCEA Level 1 compared with 71% in the previous year; 71% achieved NCEA Level 2 compared with 35%. UE literacy rose from 0% to 8%. Rosa cites reducing the number of standards offered as a factor in these NCEA successes.

The success of this inquiry approach into Pasifika boys’ achievement ensured its continuation at Papatoetoe High School in 2014.

References:


‘I get it now’: Enhancing Pasifika Writing Achievement By Julie Luxton

Natalie Cowie, HOF English in a semi-rural BoP school, and UC Education Plus / Mau ki te Ako facilitator, Julie Luxton, shared the initial phase in 2013 of an ongoing Pasifika inquiry. Natalie was concerned about the low achievement and disengagement of Tongan and Samoan students in Year 9-10 English classes. This was particularly evident in response to text writing, which is a staple of Year 9-13 English programmes and predominates in NCEA external examinations. It was therefore decided to focus the inquiry on this text type.

Baseline sample analysis for the target Year 9-10 Pasifika students showed that most of their responses to texts were at NZC Level 2/ELLP Stage 1 very short, focused on plot summary and used a very limited range of vocabulary and sentence structures. The median Vocabulary Size Test (VST) score for these students was 8,900 compared to 11,600 for non-Pasifika students in the same year levels. The approximate average theoretical vocabulary size for 13 and 14 year-old native speakers is 11,000 and 12,000 respectively.

The English faculty approach was to give explicit attention to language use at lexical, syntactical and text levels based on analysis of response to text exemplars and achievement criteria. UC ELL facilitator PLD focused on ESOL teaching and learning and Talanoa Ako principles (Team Solutions, 2008) and vocabulary research by Paul Nation. Teachers encouraged students to read
and write more often. They became more aware of the conditions which promote vocabulary learning and provided multiple opportunities for Pasifika ELLs to encounter new words receptively and productively. English faculty PLD also drew on research by Hawthorne (2011) advocating a ‘self-regulation strategy approach’ specific to response to text essays. The acronyms TAKO (Title, Author, Keywords from question, Outline of points/ideas) for the essay introduction, and TEE (Topic, Explanation/Elaboration, Example) and TEEP (Topic, Explanation/Elaboration, Example, Point) for paragraphs were selected to provide a structural framework for students.

The value of this approach in terms of engagement and confidence was affirmed in conversations with the Pasifika students. The quotations below exemplify their comments:

TAKO…It can help me write an essay to understand what the introduction and the whole essay is going to be about…With essay [the teacher] remind us and remind us so we can get it in our heads and tests us…It will help us remember every time instead of telling us and then forgetting…

It’s the first time I like writing…I used to hate writing and now I don’t, because [the teacher] like explains and gives meanings…I get it now and I can write the stuff myself without any help....

Grades in the response to text examination showed improvement from the baseline for most Pasifika students. Although they did not reach the expected NZC level, most were able to write much longer responses, with structured paragraphs which focused on the question and used more text-related vocabulary and a wider range of sentence structures with fewer errors.

The English faculty is now building on the pedagogical approaches and strategies adopted in 2013 and incorporating more discussion about texts and fluency writing to help Pasifika learners. There are also plans to introduce a Pasifika-specific mentoring programme in the school in 2015. It is hoped that this second phase will impact further on Pasifika student achievement in English and other learning areas.

References:


NZC and NCEA: Pasifika Students’ Opportunities in Te Wai Pounamu
By Stephanie Dodd

UC Education Plus facilitators Juliet Fry and Stephanie Dodd and Riccarton High School teacher Angela Bland, shared a very positive success story with a focus on acknowledging and affirming Pasifika bilingualism and cultures in the New Zealand Curriculum (NZC) and National Certificate in Educational Achievement (NCEA) context.

The NZC has been described as a treasure. Atkin (2011) suggests that ‘New Zealand has got to the essence of what it needs to be in the 21st Century and no one else has.’ The direction for learning is set by the NZC vision and principles, including cultural diversity, coherence, high expectations and community engagement. NCEA, the dominant assessment system in New Zealand, in theory enables students to gain credits from both traditional school curriculum areas and alternative programmes. A wealth of opportunities is afforded by a principled curriculum and flexible assessment system. Teachers’ and school leaders’ thinking sometimes needs to shift in deciding what could
and should be taught. Just who accesses what assessment opportunities and how the assessment happens sometimes requires a shift in thinking too (Hipkins & Spiller, 2012).

Possible disparity in access to valued assessment outcomes is exemplified by the fact that 11,135 students of Asian ethnicities achieved credits in ESOL / English Language Unit Standards in 2012, compared to only 2,750 Pasifika students.

It was within this thinking that innovative ways to support senior bilingual Pasifika English Language Learners (ELLs) in secondary school settings in Te Wai Pounamu were explored by Professional Learning and Development (PLD) facilitators from UC Education Plus working under the umbrella of Mau ki te Ako. Support was given to schools where there was not a teacher of any of the students’ Pasifika languages. Supported teachers negotiated new opportunities for Pasifika students within traditional school settings. With the additional support from students’ families and communities, the students achieved credits in NCEA that reflect their cultural identity, inclusion, community engagement and high expectations. Examples were students giving speeches at the regional Pasifika speech competition in their home languages, which met the criteria for Learning Languages NCEA achievement standards. The mechanisms for the assessment involved support for teachers at different colleges collaborating under a signed Memorandum of Agreement so that, for example, Samoan speeches could be marked in a school where there was a registered and expert teacher of Samoan language. To prepare students for NCEA external Samoan assessments, a programme was designed to support teachers, community leaders, families and their students understand the requirements of the exams.

In addition to the big gains achieved in NCEA results there was recognition and support for the ELLs’ home language. There were also some other benefits. Students reported how they transferred their learning in these sessions into some of their other subjects and how their motivation increased. Parents reported shifts in their thinking about valuing the home language, as well as gaining greater understanding of NCEA. The students wholeheartedly expressed their pride in their language and culture. The results for the students at one school seen in the graphs below can partly be attributed to this PLD.
Key Conditions of Success

Some key conditions in schools have been identified that are attributed with contributing to the success of this work. The schools which were able to sustain this support for bilingual Pasifika students’ success in Learning Languages achievement included:

- support by the principal and senior leadership, including an understanding of the rationale and pedagogy
- support by more than one enthusiastic teacher driving the opportunities (ESOL teacher, teacher from Pasifika heritage, English teacher, Economics, PE …)

The joint support provided by UC Education Plus (ELLs, Learning Language and Pasifika facilitators together) reflected the way in which a group of teachers in a school could work across traditional boundaries to ensure success for Pasifika students.

Further Developments

While acknowledging the language and cultural capital that Pasifika students bring to their palagi educational environments is a shift in thinking and incorporates the principle of cultural diversity, this, in reality, puts the cultural capital of the students still on the outside of the ‘traditional’ curriculum areas in a secondary school. In order that Pasifika students – as well as those wanting to learn a Pasifika language and more about Pasifika cultures - can have their values, languages and traditions valued within the secondary environment, a secondary school in Christchurch has brought four curriculum areas together. These four areas are Languages, Dance, Social Sciences (assessed through Pacific Studies standards) and English as an additional language. The course has been called Pasifika Studies, and it has been the result of a teacher working for the last three years with different memoranda agreements with other high schools in Christchurch and elsewhere in the South Island. The teacher was aware that all the cultural capital of the students was sitting outside of the curriculum subjects within the school and were ‘add ons’ rather than truly valued. The new Pasifika Studies course aims to:

1. acknowledge and develop the cultural capital (language, values, cultural practices) which Pasifika students bring to the school
2. develop and enhance the bilingual abilities of Pasifika students to improve both languages and literacies (i.e. English and the Pasifika language) and, therefore, academic achievement
3. enable and strengthen connections with Pasifika students, parents and community
4. integrate current co-curricular events and activities into the curriculum and provide legitimacy for them.

This course is an exciting opportunity for this school and as at the time of writing, there are twenty students enrolled in the course. The students are from Tonga, Samoan and Kiribati and include Years 11, 12 and 13. The school is looking forward to this community project.

References:


Stephanie Dodd
dstephanie.dodd@canterbury.ac.nz
Branch Convenors’ Meeting

By Angela Bland

The convenors for TESOLANZ play a vital role in facilitating and co-ordinating the committees and members within each branch of TESOLANZ. It is important to remember that the branches are TESOLANZ and are responsible for the maintenance and support of members. However, individual branch convenors are often alone in leadership and some have never met other branch convenors before.

In our professional lives, despite the plethora of technology available, the opportunities to be together other than in a virtual world, cannot be underestimated. For the branch convenors, the opportunity to meet face to face for the first time occurred at this year’s CLESOL conference. As one of the many meetings which occurred at CLESOL, the branch convenors were brought together for one brief meeting. A couple of convenors had met, but most of them had not and some were new in their roles and trying to find their footing.

At this initial meeting, the idea was mooted to bring the branch convenors together as a group, either at the beginning of the year in 2015 or later in 2014. As the Branch Liaison for TESOLANZ, I followed this up. It was decided that Wellington was the best venue as a middle ground where the convenors could gather. The venue was the Language and Applied Linguistics Faculty at Victoria University. An agenda, or mostly a guide or conversation, was sent out prior to the meeting for all to gather their thoughts and ideas before arriving.

The meeting took place on 18th October, 2014 from 10am until 4pm. Nicky Riddiford (WATESOL Convenor) turned on the LALS Faculty hospitality. The attendees were: Dave Loose (NATESOL), Beverley Roser (AKTESOL), Mark Dawson-Smith (WAIKATO TESOL), Nicky Riddiford (WATESOL), Kerstin Dofs (CANTESOL), Gwenna Finikin (MANATESOL), David Woodfield (OTAGO TESOL), Geraldine Edwards (BAYTESOL) and Angela Bland (CANTESOL and TESOLANZ Exec Branch Liaison). If a Branch convenor could not attend, the branch sent another member.

The first part of the morning was spent with each convenor sharing their own teaching context and learners, their branch’s current situation with regards to members and meeting the needs of English language learners in their geographical areas which each branch extends to. There was some discussion...
also that some parts of the country are not being supported and this needs addressing. There were common themes discussed around such issues as attracting membership to events and effective communication. Towards the end of the meeting, as a group we brainstormed a dozen ideas for different branch events. One constant theme is the inequity for English language learners and teachers within institutions. Aligned to this inequity, is the poor understanding of those in senior management roles, from early childhood to university level, of the needs of English Language learners, the identification of English Language learners, as well as the skills required to teach and facilitate English Language learning, bilingualism and bi-literacy. However, in contrast, teachers and managers in PTEs (Private Training Establishment) are well tuned into these needs.

Hilary Smith arrived in the afternoon and was able to answer further questions. She encouraged branches to: spend their allocation of funding, utilise the Special Project Fund, and clarify the relationship between branch and national membership to TESOLANZ.

The meeting allowed important connections to be made across branches which will facilitate collaboration around events and speakers. It encouraged cooperation on national issues and also fostered support for each other in general.

WATESOL By Nicky Riddiford

Membership
Our membership is 100 members as at the end of October, most of whom are in the secondary, tertiary and adult sectors. This encouraging figure is slightly higher than last year but we are always keen to engage new members.

Activities
WATESOL has organised a number of professional development activities this year, all of which have been very well attended:

- **Mini-Expo, May 15, 4-6.30pm, Wellington High School**
  Traditionally the WATESOL Expo is held in the middle of the year but because of CLESOL taking place in July this year we decided to hold a mini-Expo at an earlier point. 80 people attended which was a great turn out on a wintry evening. The Expo started with a thought-provoking keynote address from Jonathan Newton entitled *Own-language(s) use (L1): Friend or foe in the language classroom*. Ten workshop sessions followed that covered a range of topics: the use of Google Apps and other ICT tools in the ESOL classroom (Linda Todd and Diana Johnstone), logging writing processes as a tool for process writing (Ha Hoang), dealing with pronunciation issues (Natalia Petersen), tips and activities for teaching vocabulary (John Taylor, Fiona Hoang) and verb tenses (Shelley Abu-Shanab), the use of grammar rule posters (Sonja Millett), scaffolding the essay writing process (Deryn Hardie Boys and Alison Hamilton-Jenkins), 10 min free writing (Shona Watson) and making grammar fun (Shelley Dawson).

Thanks to all presenters to another very successful Expo.

- **CLESOL 2014, July 10-13th, Rutherford House, Wellington**
  The theme of the 14th national conference for community languages and ESOL (CLESOL) conference was Essentials for Learning and Teaching: Ko te Pū, ko te Ako. The four day conference began with a day of pre-conference workshops presented by Paul Nation, William Grabe (US) and Fredricka Stoller (US). The keynote addresses were delivered by William Grabe (US), John Read, Deborah Short (US), Janet Holmes, Laurie Bauer and Paul Nation.

Around 360 participants attended the conference and it was great to have many WATESOL colleagues there. 140 presenters delivered papers and workshops on a range of topics.

Thanks to the many members of WATESOL who contributed to the CLESOL conference in many areas: as members of the organising committee, reviewers, billet organiser and hosts, and as presenters.

- **AGM Presentation, November 12th, Wellington High School**
  We will conclude our year’s programme with the AGM in the library at Wellington High School on
November 12th. Prior to the AGM, Julie Luxton, secondary ESOL PLD facilitator for University of Canterbury Education Plus, will present on the topic: ‘I get it now’: Enhancing Pasifika student writing achievement.

- **Friday Seminars at Victoria University**
  With the weekly Friday seminars in the School of Linguistics and Applied Language Studies at Victoria University open to our members, there have been many opportunities to hear about the latest research in applied linguistics throughout the year.

- **Regular Newsletters**
  WATESOL members received two newsletters during the year with information about upcoming events and activities taking place in the ESOL world, in April and November. Many thanks to newsletter editor Leith Wallace for carrying out this complex task so well. Leith is retiring at the end of 2014 after many years of involvement with WATESOL and the TESOL community in Wellington. We will miss her and wish her all the best for the next step.

- **TESOLANZ Website**
  Regular updates of WATESOL events and activities have been posted on the TESOLANZ website during the year.

**Acknowledgements**
We would particularly like to thank Wellington High School for hosting our two main events this year. A card was sent to the senior management team at the school thanking them for hosting our mini-Expo in May.

We would also like to note our thanks to Dr John Macalister, Head of School of Linguistics and Applied Language Studies at Victoria University of Wellington for including WATESOL members in invitations to lectures by visiting academics and invitations to the regular Friday seminars.

**The Committee**
Nicky Riddiford, chair, has been wonderfully supported by a dedicated, experienced and very capable committee: Carolyn Tait, Jinnie Potter, Leith Wallace, Kerry Finnigan, Linda Todd, Jenny Olsen, Cathie Cahill, John Taylor, Stephanie Dodd and Warwick Isaacs. Special thanks to Kerry Finnigan for her continued expertise and support in the role of treasurer, to Jinnie Potter for her contribution as secretary, to Leith Wallace for putting together the newsletters and keeping the TESOLANZ website updated with WATESOL news and events, to Stephanie Dodd for organising the speaker for our AGM function, to Linda Todd and Cathie Cahill for being part of the Expo programme committee, to John Taylor for producing WATESOL posters and flyers and for acting as our official photographer, to Jinnie Potter, Cathie Cahill and others for help with catering at our events, and to Jenny Olsen for arranging the venue at WHS for our 2014 events and helping with the catering.

Nicky Riddiford
Chair WATESOL
MANATESOL continues to work to bring all sectors together through our common cause of teaching language. This year we had another varied round of presentations and get togethers.

**MANATESOL Work in Progress Morning**
This was held on Saturday 30th August at PaCE, Hokowhitu Campus.
It was interesting hearing about different pieces of research and a great opportunity to network and to discuss our own educational journeys. Presentations included:

**Fareeha Javed: Pakistani learners: Transition into university**
Fareeha’s study titled ‘Pakistani Learners’ Transition into University’ aims to explore the learners’ experiences as they adapt to the culture of a Pakistani university during their first semester using a mixed methods approach which will give voice to the student participants.

**Cuong Pham: Parental involvement and high-school students’ motivation to learn English in rural areas in Vietnam**
The escalating globalisation of English has encouraged rural Vietnamese parents to prioritise their children’s English learning among other school subjects. This research draws on and extends Norton’s (2000) construct of investment to gain both parents and learners’ perspectives.

**Paweena Phanthama: Factors affecting language skills needs of students in the food science and technology programme: A case study of a Thai university**
This study aims to present factors affecting language skills needs of students in Food Science and Technology Programme in a Thai university, incorporating personal information, language information and environmental situations.

**Heather Thomas: Mindfulness practice and pedagogy**
This workshop explored how mindfulness practice and pedagogy could enhance English Language Teaching (ELT) by increasing attention, emotional resilience and compassion. Workshop participants actively experienced mindfulness practices and considered the relationship of mindfulness to ELT concepts such as Reflectivity, the Affective Filter, Noticing, Focus on Form, and Knowing a Word.

**Glenn Wickins: Discovering techniques for fluent speech: An exploratory study into word connection techniques used by Japanese ESL learners in a New Zealand tertiary setting.**
This research aims to discover whether Japanese ESL students notice and mimic the word connection that is characteristic of many native English speakers’ pronunciation, or what alternative techniques are used in developing fluent speech, through the analysis of speech samples collected from students studying in a tertiary setting in New Zealand.

**Frieda Han: “Know Thyself” (Socrates).**
Frieda reported on a three-year longitudinal study of a female chimpanzee named Ai, that she has been involved in titled “Understanding human nature through the study of mind, behaviour, life and genome”, by Tetsuro Matsuzawa. The research sheds light on how human cognition has evolved, from the perspective of comparative cognitive science.

**Five Minute Presentations**
Emerging research report projects on teacher identity, teacher beliefs and intercultural communication competence in East and Southeast Asia, from:
1. Trang Nguyen
2. Jing Tian
3. Jeerasak Srijankaew
4. Natthida Thooppanom
MATARIKI

We joined English Language Partners for Matariki celebrations on June 30. We shared dinner then watched a presentation about our refugee and migrant learners. We then learnt to sing "Pakipaki".

PRE-CLESOL TASTER

On Saturday, June 21 we had a CLESOL taster and practice. Thanks to ETC for hosting us. We had several presenters sharing what they would be taking to CLESOL. Donna Bliss, Discovering grammar; Hanna Brookie, Navigating cultural conflict and dissonance in the immigrant ESL classroom; Gwenna Finikin, Five-minute brilliant idea on teachers’ reporting of and parental responses to ELL children being reported against the National Standards; Penny Haworth, What contributes to student teacher efficacy in culturally diverse low SES schools?; Anne McCarthy, Aspirations of Nepali students in a New Zealand community; Gillian Skyrme, International students in mainstream university classes: Teachers’ perspectives; Hilary Smith, Jury service for people with low levels of English; Qian Qian (Shelley) Zhang, NNESTs’ beliefs about L2 learning & teaching in the New Zealand context.

LANTERN FESTIVAL

On March 21 English Language Partners kindly hosted us for a pot-luck dinner. We socialised as the music from the festival in The Square started up. Emily and Ben talked about teaching in Asia (www.eagletw.com) then Agnes talked about the lantern festival and how it is celebrated in her part of China. We then strolled downstairs to enjoy the bands and parade of Palmerston North's Lantern Festival as part of the Festival of Cultures.

Main people in photos: 1 Maria Work and Annette Brown, 2 Donna Bliss, 3 Shelley Zhang

Gwenna Finikin
g.finikin@hokowhitu.schools.nz

BAYTESOL By Pam Minor

The second half of the year has been very quiet for BAYTESOL. A few of our members attended CLESOL and found it very educational, enlightening and motivating.

Pam Minor gave a presentation on ‘Using realia on MOODLE or other learning management systems’ which included ideas on using news items, websites and other realia for listening and reading exercises.

We will be having our final meeting on the 27th of November. It is being held at the EIT at 4.30pm and will be an interactive session during which 6 members will share some activities that work well for them. 2015- We hope to have a meeting in March and are looking for a guest speaker so if any TESOLANZ members feel they have something worthwhile to share and would like a trip to Hawke's Bay, please get in touch.

Pam Minor
pamelam@eit.ac.nz
In CANTESOL public meeting held on 14th of August, Bilijna (co-convenor) welcomed the assembled group of approximately 25 educators. Angela (Riccarton High School) introduced and welcomed the panel, who were Hassan Ibrahim (MOE refugee and migrant coordinator), Sarah Yanicki (CCC), and Emily Braithwaite (Christchurch Educated).

**Emily Braithwaite – International Education in Christchurch and Canterbury**
Emily explained the role of Christchurch Educated, which is dedicated to raising the profile of Christchurch as an education destination. She noted the contribution that international students contribute to New Zealand’s economy, which is significant at $2.3 billion per year. Clearly Christchurch has suffered as a result of the earthquake, but we are still the second largest market behind Auckland. She noted some of the challenges post quake, which included finding suitable homestays. The outlook for the future however is positive with demand growing for short-term trips.

**Hassan Ibrahim – Ministry of Education**
(Migrant and Refugee Coordinator for South Island)
Hassan shared post-earthquake data for ESOL funded students and compared this with pre earthquake data. He also showed the geographical placement of ESOL students, and perhaps not surprisingly, noted the shift away from the central city. There are now over 100 language groups in Christchurch.

There have been no quota refugees in Christchurch since the earthquake, instead refugees have settled in Nelson, Queenstown, and Dunedin. No decision has been made on when Christchurch will receive refugees, as this is dependent on the availability of accommodation.

Hassan felt that schools needed to acknowledge these changes, and be ready to offer flexibility for migrant families, rather than expecting migrants to “fit the system”. Cultural diversity must be represented in policy, environment and job descriptions of every staff member. Hassan felt that catering well for refugees and migrants will also improve the experience of International students. He spoke also about the importance of involving parents in home school partnerships. Possible suggestions were the use of bilingual support, allowing more time for meetings, and educating not just the child but parents as well. Effective teachers understand the background of the child, and the school is not just enrolling the child but the whole family. He gave the example of the highly successful Hagley family literacy programme, where a mother can learn to write while her children receive support to complete their homework. He felt that this type of approach would have long-term benefits that would ultimately reduce workload and create more resources for a school.

**Sarah Yannicki (CANCERN)**
Sarah currently works for CANCERN, but has a background in teaching adults, and has completed a Masters thesis in sociology. This thesis considered the impact of community organisations in recovery post earthquake. CANCERN is a group that has a focus on “stuck” residents, or those people whose claims are not progressing.

Sarah explained that a CERA well being survey found that the earthquake is a significant source of stress for many Christchurch residents. This may have an impact on homestay students, who may be staying with families who are struggling. As well, new arrivals may have difficulty with transportation and socialization. The risk of isolation is increased if there are limited places to go to be with others. She suggested that schools needed to take increasing responsibility for supporting the well being of their migrant and international families and students. She suggested some points of contact for educators working with students who were suffering post quake. Residential Advisory Service and Canterbury Insurance Advisory Service offer free advice for homeowners. If families are renting, Tenancy Advisory Service and the Human Rights Commission may be able to help.

The meeting closed with an open discussion and Juliet Fry reminded those present about joining TESOLANZ and a recent Gazette article that advertises a translating competition.
Waikato

Waikato TESOL has held three more exciting events since our last branch report, the first of which was our AGM with guest speaker Roger Barnard (see report by Jonathon Ryan below). This meeting started with the AGM (minutes of which can be found on the branch page of TESOLANZ website) where it was announced that our branch would be hosting CLESOL 2016 and that a special general meeting would be held in due course to discuss this and the formation of an organising committee.

Subsequently the special general meeting took place on Thursday 9 October with twelve Waikato TESOL members in attendance plus TESOLANZ president Hilary Smith and Hayley Larsen from conference organisers Paardekooper and Associates. All those present were interested in taking on a major or minor role in the organisation. Since the meeting other members have been given the opportunity to consider joining the organising committee which will be formed in the very near future.

On Thursday 30th October we held our final event for the year, a panel discussion on “Learner Autonomy” with speakers from the primary, secondary, community adult and tertiary sectors. This meeting was attended by 27 practitioners, mostly members and held at Hillcrest High School’s International Centre. This proved to be a great venue for a group of this size. A report on this event will follow in the next newsletter.

_Celia Hope_  
Waikato TESOL committee

Waikato TESOL AGM with Guest Speaker Roger Barnard

This year’s AGM was held on 16th August at the University of Waikato, and included a sumptuous morning tea catered by La Rosa Latin Pastries, run by Maria and Carlos who are migrants from Uruguay.

In planning for the event, it took little time to identify our preferred speaker as being Associate Professor Roger Barnard, a long-time friend and supporter of Waikato TESOL. True to form, Roger delivered a talk that was motivating, entertaining and provocative – ideal for a Saturday morning.

The title was ‘From reflective practice to action research’, and made the case for teachers to engage in cycles of reflective practice as an essential element of professional development. From there, it is often a manageable step into action research, in which practitioners explore their own teaching context, with a view to solving specific problems. Roger identified the multiple benefits from such research, and also the obstacles faced by potential practitioner-researchers with high contact hours. A lively debate ensued.

_Jonathan Ryan_  
Waikato TESOL committee
AKTESOL

Douglas Choong: One of our most inspiring teachers

2014 started with the annual AGM and a workshop held at Diocesan School for Girls in Epsom on Wednesday the 2nd of April. The presenter for the first meeting of the year was Douglas Choong, a teacher at Mellon’s Bay School in Howick, Auckland. Douglas was nominated in 2013 as one of New Zealand’s most inspiring teachers. Douglas started by discussing his experiences as a migrant bilingual student at a tertiary institution in New Zealand, before going on to share his journey of becoming a teacher. Douglas gave an inspiring and motivational talk. He advised teachers to build up a rapport with their students; one way that this could be done was with the teacher finding things they have in common with their students. He also noted that it is important to raise the self-esteem of our students and that teachers should try and find ways to make learning fun, and teachers should also make their high expectations clear to students.

Workshops on pronunciation

AIS St Helens Asquith Campus was the venue for workshops on pronunciation on Thursday the 19th of June. Dr Graeme Couper from Auckland University discussed effective techniques for teaching pronunciation. He noted that cognitive linguistics suggests that one of the determinants of success with learning pronunciation is the degree to which learners have understood underlying phonological concepts. Graeme discussed what it meant to teach these concepts and how this translated into good classroom practice. Joanna Smith presented on the advantages of teaching pronunciation for students’ listening competence. Joanna used some fun activities to illustrate her point. Adam Brown presented on syllable structure. Syllables are an important component of any language’s phonology and Adam explained that most people regardless of their native language can identify how many syllables words contain. Adam explained why syllables are important. First of all a knowledge of syllables is necessary for learning how to spell in English. Secondly some difference between languages can only be stated in terms of syllables and their structure. Thirdly the differences in syllable structures is one thing which is likely to cause problems for language learners. The English language has complex syllable structures, which is likely to cause problems for language learners whose native languages have less complex syllable structures. Adam also engaged the audience in some fun and hands on activities that teachers could use with students to help them learn the syllable structures of English.

The CLESOL Conference

The CLESOL Conference was held this year in Wellington from Thursday the 10th of July until Sunday the 13th of July. The theme of the popular conference was Essentials for Learning and Teaching: Ko te Pu, ko te Ako. The conference kicked off on Thursday with keynote speaker Doctor William Grabe from Northern Arizona University who talked about Teaching for L2 Reading Comprehension. This was followed by the ever popular Emeritus Professor Paul Nation who spoke about the essentials for teaching and learning vocabulary. Other keynotes at the conference included Associate Professor John Read, Head from The Department of Applied Language Studies and Linguistics at the University of Auckland who spoke about coming to grips with quality in language assessment. Emeritus Professor Janet Holmes spoke about the importance of sociopragmatics in language learning.

There were many other wonderful presentations from hard working teachers working in schools and tertiary institutions. The AKTESOL Committee was also well presented with quite a few members presenting at the conference. Petronella Townsend presented with Simon Crosby on the ways ESOL teachers can make sure to take care of themselves in this demanding job. Zina Romova presented with Martin Andrew about teaching and learning academic writing. Ken Pearce presented with Marion Steward about ways of improving oral presentations. Adam Brown presented on teaching pronunciation and listening and Shanley Gamble presented on using ELLP to confirm ESOL funding.

Speaking and listening workshops

On September 17th the Kohia Teachers’ Center was the venue for three workshops on the
theme of speaking and listening. The Primary sector was facilitated by Maree Jeurissen and Jacqui Lindsay who talked about the importance of text and context for learning about and learning through language. Maree and Jacqui drew on their experiences in the classroom and in professional development with teachers to present some “tried and true” strategies for developing oral language. The Secondary Sector was facilitated by Aaron Wilson, a lecturer in the school of Curriculum and Pedagogy, who shared analyses of literacy teaching data collected from classroom observations of Year 12 subject-area classrooms and discussed the implications of these for English Language Learners, with a particular focus on listening and speaking. Finally, the Tertiary Sector was facilitated by Ailsa Deverick who talked about the best practice for speaking and listening.

AKTESOL committee and CLESOL Revisited
The hard working AKTESOL committee includes Adam Brown, Elizabeth Brugh, Allan Culhane, Ailsa Deverick, Shanley Gamble, Maree Frost, Shellee Hall, Maree Jeurissen, Jacqui Lindsay, Victoria Park, Ken Pearce, Zina Romova, Beverley Roser, Casey Rothwell, Jeff Saunders, Judy Simpson, Petronella Townsend. Together we look forward to the last meeting of the year before the summer break, which is a joint meeting held by CLESOL and UNITEC, and titled CLESOL Revisited. It will be held on December 3rd at Unitec. Members should check the AKTESOL page on the TESOLANZ website for extra details about this event.

Introducing the English Language Resource Centre

The English Language Resource Centre is a new website set up by Breda Matthews providing assessment resources and professional support for teachers of English language learners.

Services include:

Engaging with Excellence
Summative assessment resources for English Language unit standards

Connecting with Confidence
Workshops and online and face-to-face support for schools.
Term 1 workshops
Assessment and the English Language Learning Progressions

Partnering with Professionals
Online support for schools to achieve the best outcomes for their students including mentoring and lesson delivery.

To find out more about our resources, workshops or school partnership options please go the website.

Website: englishlanguageresourcecentre.com
Email: admin@englishlanguageresourcecentre.com
Primary Special Interest Group

Earlier this year the Primary SIG carried out a small piece of research on parents’ responses to their ELL children being reported against National Standards. The correlation we found was that those teachers who had been able to talk to parents about the reports were the ones who noted the parents either didn't mind, or quite liked, their children being reported on against National Standards. This highlights the importance of the home-school relationship for the on-going support of our learners. This was presented at CLESOL.

Also at CLESOL we brought on our new focus group. This year's focus group consists of Maree Jeurissen, Karen Cebalo, Cathy Cahill, Gwenna Finikin, Charlaine Spencer, Jan Probert, Judith Anthony, Annette Tate and Penny O'Connell.

As a group we are working on a small piece of research around the support and agencies ELLs are able to access and the decision making that goes on around obtaining this support. If you would like to participate in this research please go to https://www.surveymonkey.com/r/ZZCQFY6

Gwenna Finikin and the Primary Steering Group

Secondary Special Interest Group

2014 has been an exciting year for secondary ESOL departments. It is hoped that teachers throughout the country are adapting to the changes that have been occurring in our sector and are appreciating the benefits that they bring.

An oft repeated message throughout this year has been the reminder that there are services and resources available to support ESOL teachers in managing these changes. These supports are also available for teachers who are new to ESOL teaching and those who teach mainstream classes and are exploring ways to make their content more accessible to English language learners. The ESOL Online group email, ESOL professional learning groups, local TESOLANZ branches and UC Education Plus ELL Professional Learning and Development (PLD) facilitators are key sources of support.

Looking back, the main changes have been:

- The transition to using the English Language Learning Progressions (ELLP) to confirm eligibility for ESOL funding. For teachers who are new to this process, guidelines can be found on the Ministry of Education website, www.minedu.govt.nz.esol. This change has been supported by ESOL professional learning groups and workshops organised by UC Education Plus ELL PLD facilitators.

- English Language (EL) unit standards replacing the ESOL unit standards which expire at the end of 2015. To support this change, NZQA has made assessment resources for EL levels 3 and 4 available on the NZQA site. These resources give teachers examples for creating their own assessment resources. Modification of the listening and reading assessment tasks from this website is required, as students also have access to these resources. NZQA Best Practice
Workshops throughout the country have been helping teachers understand the new EL standards and manage the merit and excellence opportunities of the level 3 and 4 assessments. In addition, a specialist group on the Virtual Learning Network (VLN), moderated by ELL PLD facilitators, provides a space in which teachers can discuss issues, gain feedback and share resources. Thanks to all who have contributed to this resource bank. Assessment resources for EL unit standards levels 1-3 are also available for purchase from the English Language Resource Centre (http://www.englishlanguageresourcecentre.com). Four new assessment resources were added at the beginning of November.

- The English for Academic Purposes standards are becoming more widely used. As with the EL standards, a specialist VLN group moderated by ELL PLD facilitators supports those using the standards and enables the sharing of resources. Users are reminded that it is good practice to acknowledge resources that they make use of, and not to make them available to a public source in order to maintain authenticity. The writing and reading standards are included in the University Entrance literacy list (http://www.nzqa.govt.nz/qualifications-standards/awards/university-entrance/literacy-requirements/) and count towards the Academic English Language Requirement (AELR) for admission to the University of Auckland from 2016 (https://www.auckland.ac.nz/en/for/international-students/is-entry-requirements/academic-english-language-requirement-.html).

A highlight of the year has been the biennial CLESOL conference held over three days in the July holidays in Wellington. The rich sharing of experiences, resources and ideas has continued through articles, professional learning groups and webinars.

To keep up to date with what is happening in ESOL teaching and learning, and to access support resources, teachers are reminded of UC Education Plus national ELL PLD newsletters available at: http://www.edplus.canterbury.ac.nz/secondary_student_sch/national_newsletters.shtml. Much collaborative thinking and experience inform these key messages, which are written for principals, school leaders and mainstream teachers, as well as ESOL specialists. As busy teachers, we often have little time to absorb such communications during the school year, so it would be worthwhile to read them over the summer holidays.

Best wishes for Christmas and the New Year. May we each be refreshed and re-energised for the opportunities and challenges of 2015.

Athlyn Watt  
Secondary SIG Co-ordinator  
awatt@pukekohehigh.school.nz

**Reviewed by Nick Marsden, Unitec**

The book has 10 chapters, which cover a range of topics. One thing that stands out at first glance is the clear layout and the fact that the pages lack the slightly crammed and cluttered look of some EAP textbooks. The book aims to promote skills for effective reading at C1 level, vocabulary building, note-taking and critical thinking. The scope and sequence is very detailed and contains a logically sequenced syllabus for all of the above. The scope and sequence for reading and critical thinking is particularly useful for both teacher and student, and it is clear that much thought has gone into making these strong features. Both are worked on throughout the book. However, the biggest strength from this reviewer’s point of view is the reading and vocabulary content. There is a good interplay between these two elements; the book presents an excellent selection of exercises around vocabulary at the C1 level; and it includes a practical focus on strategies too. The vocabulary index at the back of the book is helpful, and it indicates which words are from the Academic Word List. The grammar coverage is not heavy, and much of the focus is based on language taken from the texts, which makes sense, but I felt that a teacher would need to supplement this component, and perhaps add more practice with complex grammar. The scope and sequence for grammar is in fact slim, and it shares a column with note-taking. As such, it feels like it would be an area that may need additional input. For example, chapter 3 highlights gerunds, but it does not go into a great deal of detail and the exercise on gerunds is on the light side. The same could be said about the coverage of phrasal verbs in chapter 6. By contrast, the exercises on vocabulary are robust, and they progress well throughout the book. The note-taking sections are useful, as are other study skill areas, but by far the strongest features are the reading strategy and the critical thinking tips.

A range of topic areas is presented by this title, but it would seem fair to say that there is an overall bias towards the humanities. Although there is one chapter on Health Science (Chapter 6), and one on Technology (Chapter 4), the central thrust is on Arts subjects. This would not spoil its chances as a viable text for EAP preparation because the book does indeed provide varied, high interest texts in the main. Having said that, it does mean that there is little work done on, say, interpreting graphs and other visual texts. Other topics include anthropology, sociology, art history, business, history and literature. However, it is very hard to please everyone’s tastes. While this reviewer is delighted to see that the literature chapter focuses on The Rime of the Ancient Mariner (Chapter 7), that may not be the same for others. Whether or not students preparing for academic study in science subjects would take to this easily might depend on the skill of the teacher. It may be that one or two of the readings will need to be supplemented with other texts, and the grammar might require some beefing up. Other than that, it should be a motivating text for an EAP student at C1 level.

Reviewed by Anna Mischefski, Wintec

I bet Penny McKay is a lovely teacher, with inspired lessons. I came to this conclusion after reading her book, for which she had teamed up with Lynne Cameron. This book is pitched at ages 5 to 12, and it will be a useful addition to the libraries of both new and experienced primary school teachers.

The content is organised into 9 parts: Knowing and challenging your learners; Encouraging your students to learn; Going beyond the course book; Empowering your learners; Assessment; Playing with the sounds of English; Bringing the real world into the classroom; Using make believe, performance and metaphor; and lastly, For the teacher: Language and cultural contexts. Each of the parts has further sub-sections. The book is a little over 100 pages long. Lesson ideas are listed in a menu format and act as a guide for teachers in developing their own resources and lesson activities.

Some useful features include simple illustrations, such as a picture of a butterfly, which leads to a neat lesson on prepositions of place. Also, there are some useful tables, which can act as a guide or reference when teachers are developing their own tables, particularly tables for assessments. The authors give these types of traditional teacher tools a makeover so that they suit the younger audience and appeal to it.

The ideas and activities in this book are fun and easy to follow, so they are ideal for those ESOL contexts where there may be a reliance on course books, which over time can become quite tedious. The teachers could really dive into the relevant section for planning inspiration. A New Zealand primary school teacher with both ESOL students and native speakers of English in the classroom could also make use of the book as a lot of the ideas would nicely serve the purpose of literacy development. It is just that Cameron and McKay have given them an English language learning focus.

From my experience of New Zealand schools, the work of ESOL students is often organised with the help of a teacher aide, who does not get paid for lesson preparation. This book is not going to assist with the need for resources here as the use of it still requires lesson planning and preparation. The authors do not provide any photocopiable resources or controlled practice activities ready to go. Besides, the age range is quite wide, so the learning outcomes will still have to be considered and the activities matched to those. However, the benefits of using the book for a class that has a combination of ESOL and non-ESOL young learners still remains obvious to me. This book will be useful in a New Zealand bilingual school as well.

Primary schools are often short of published ESOL teaching resources, so my recommendation would be to put the title on the resource list if you have young ESOL students at your school. The book is well priced at NZ$30.99.


Reviewed by Karen Haines, Unitec, Auckland

It is difficult to do justice to the breadth of the content of this book in a brief review. The 19 chapters demonstrate the wide range of areas that the field of Computer Assisted Language Learning (CALL) now encompasses. The book’s stated intent is to look back at the history of CALL, to provide a critical overview of current CALL research and to “explore new directions
and approaches to research that can both extend and challenge existing models and paradigms within language learning technologies” (p.10). The list of authors in the contents page represents a global Who’s Who of CALL expertise, while a foreword by Mike Levy testifies to the breadth of topics and the “state-of-the-art” discussion contained in the book.

The introductory chapter makes it clear that technology is not a panacea for educational ills, but suggests that contemporary CALL, as a case study of technological development and exploration over time, offers insights for language learning and education in general. Issues highlighted include the need to integrate technology appropriately in authentic environments, and also to acknowledge the multiple roles that teachers have as they support learning with rather than simply via digital media. The authors identify a fourth social phase to add to Bax’s (2003) three historical phases of CALL from a historical perspective. Social technologies, including online networks and the use of mobile devices, now offer potential for language learners to be more engaged, to work more collaboratively and to develop creative communication skills.

The book is divided into three sections, each with its own introduction, where the editors set the scene and clearly outline the contribution of each chapter. The first section - on the context of CALL - includes five chapters that identify the development of language learning and corresponding research perspectives and approaches over the last 50+ years. Chapter 2 outlines the history of CALL in relation to pedagogy and technology development while the role of computers in language testing is explored in chapter 5. More recent understandings of CALL potential and practice in sociocultural contexts underpin the discussions of social media (chapter 3), alignment of theory and practice in teacher education (chapter 4) and materials and task design (chapter 6).

The second part focuses on CALL learning environments that extend beyond traditional classroom walls, such as telecollaboration and distance learning (chapters 7 and 8) as well as virtual worlds, digital games and mobile learning (chapters 9-11). While some readers will enjoy the descriptions of the affordances and constraints for language teaching and research offered by these newer learning environments, others might find the suggestions for using technology in low-tech contexts (chapter 12) more relevant.

The seven chapters in the final section deal with how technology has enhanced what happens in language classrooms. A historical perspective on intelligent CALL (chapter 13) outlines resources for use in the classroom and resources such as corpora used by researchers. The use of technology to enhance reading, writing and feedback on writing, and speaking is detailed in chapters 14, 15 and 17 respectively. The potential of CALL to support classroom teaching and learning as well as self-instruction of less commonly taught languages (from a North American viewpoint) are considered in chapter 16. The penultimate chapter identifies the relationship between task-based language teaching (TBLT) and CALL with the potential and constraints of TBLT illustrated through a case study, while chapter 19 outlines ways in which technology can support but may also constrain learner autonomy.

As well as historical development, a number of the chapters use very recent studies to illustrate pathways that research may take in the future. These include case studies that demonstrate the value of virtual worlds for language learners, the efficacy of task-based language teaching and the importance of the sociocultural turn in language teacher education. Other chapters offer more theoretical perspectives, with scenarios of what language learning might look like in the future. One such example is the potential of mobile devices to exploit the affordances of GPS for language interaction with the immediate environment.
In charting the trends of contemporary CALL, this book is a valuable addition to any library, offering an easy ‘in’ for teachers and researchers wanting to investigate the historical development and potential future of the individual topics that make up the nineteen chapters. However, perhaps the volume’s greatest value lies in its comprehensive overview of the entire field of CALL. As Mike Levy comments in the foreword, “Cumulatively, the text represents a huge resource for anyone involved in the research and practice of CALL, both old hands and newcomers alike” (p. xviii).

References:


Reviewed by Maree Jeurissen, The University of Auckland

This publication combines theory, practice, and research concerned with the talk that occurs in primary school classrooms. It is a welcome addition to material supporting literacy in culturally diverse settings as the authors valorise classroom discourse as central to all learning. For teachers working within the constraints of an increasingly narrow, assessment driven curriculum, prioritising the readily measurable components of literacy, i.e. reading and writing, it is both refreshing and important that talk is afforded such attention.

The book is divided into three sections. Part one, ‘The Sociality of Classroom Practice’, provides both current and historical theoretical perspectives on the role, nature, and influence of classroom talk. Theories are expanded with reference to empirical research, and clearly labelled tables and diagrams synthesise ideas to make them easily accessible for all readers, including teacher trainees. Key ideas addressed include the difference between monologic and dialogic discourse patterns, and the continued dominance of the IRE (initiation, response, evaluation) pattern in classrooms. This section provides a sound platform for the ideas presented in subsequent sections.

Part two, ‘Talk and Pedagogy as Practice’ explores ways in which talk can be planned for, orchestrated and reflected upon in the classroom. Practitioners will find this section particularly useful as the authors provide examples of teaching and learning strategies which facilitate the nature of the talk advocated. The authors also suggest several sets of questions which teachers could use to elicit specific thought as well as talk moves from students. These suggestions are accompanied by transcripts of dialogue from classrooms. Underpinning the suggestions provided in this section is the idea that the balance of power in classroom talk needs to be more evenly shared between teachers and students so that students can more often be in control and therefore be constructors of dialogue and thinking.

The third, and final, section, ‘Enhancing Teaching Practice’, provides guidance for teachers and school leaders to reflect on and possibly transform aspects of their own practice. Here, action research methodologies form the basis for professional learning. The ideas suggested align well with the inquiry approach to professional learning, now commonplace in New Zealand primary schools. The guidelines for inquiry would be a sound basis for whole schools or individual teachers wanting to explore the nature, purpose, and outcomes of student talk.
Several features enhance the readability of this text. Important terms are glossed in the margins as they occur so that readers can easily check their understanding as they read. DEAP (dialogue, enhancement, and practice) activities are presented at carefully chosen intervals for readers to engage in purposeful reflection. These activities could easily form the basis of focused teacher research inquiries. Key concepts are highlighted throughout each chapter, alerting readers to their significance. Finally, photographs of students engaged in the activities being suggested add weight to the authenticity of the ideas presented.

The authors introduce the book with reference to indigenous Australians, specifically the Wiradjuri Nations people and their words ‘yindyamarra winhanga-nha’, interpreted in English as ‘the wisdom of respectfully knowing how to live well in a world worth living in’ (p. v). They give import from the outset to the notion of ‘educational ethical practice’ (p. vi). This idea is explored later in the book under the heading ‘A pedagogy for diversity: Considering dialogic approaches in classroom talk’ (p. 80). It is acknowledged that the increasing cultural diversity in all classrooms across the world requires ‘equitable and inclusive practices… mindful and deliberate in their movements to empower all students’ (p. 80). Unfortunately, no reference or suggestion is made about students’ use of first language for talk as one possibility for equitable and inclusive practice. This omission is disappointing in light of the plethora of research which provides evidence of the value of such talk. Cummins, for example, reports on considerable research data which suggests that “the extent to which students’ language and culture are incorporated into the school program constitutes a significant predictor of academic success” (italics my emphasis) (Campos & Keatinge, 1984; Cummins, 1983a; Rosier & Holm, 1980, cited in Cummins, 1986, p. 25). Moreover, in New Zealand, the English Language Learning Progressions explain, “a learner who maintains their first language generally achieves better in the additional language... teachers should encourage thinking and discussion in the first language and provide bilingual support where possible” (Ministry of Education, 2008, p. 4).

Apart from this omission, the publication provides a comprehensive, theoretically sound, practical, and relevant text to deepen teachers’ understandings of precisely what the subtitle suggests: dialogue, pedagogy, and practice. It has value for teacher educators, teacher trainees, practicing teachers, and those undertaking professional learning and postgraduate study. In particular, I would recommend this book for any teachers carrying out classroom research as the ideas for reflection are suitably framed and specific. ‘Classroom talk: Understanding dialogue, pedagogy, and practice’ will be a a highly recommended addition to the reference lists of the courses I teach.

References:


Extensive Reading Foundation 2014 Learner Literature Awards

By Averil Coxhead

The Extensive Reading Foundation (ERF), an unaffiliated, not-for-profit organization that supports and promotes extensive reading in language education, takes pleasure in announcing the winners of the 10th Annual Language Learner Literature Award for books published in 2013. An international jury chose the winning book in five categories, taking into account the Internet votes and comments of students and teachers around the world. The Judge’s comment is followed by reactions from readers of the book. You can find out more about the awards here:


All books mentioned below can be ordered online from the independent Cambridge International Book Centre. In Japan, the finalists can be ordered through the ETJ Book Service: http://www.etjbookservice.com/extensive-reading-foundation/.

Young Learners

Skater Boy

Author: Maria Cleary. Illustrator: Lorenzo Sabbatini. Publisher: Helbling Languages (Helbling Young Readers). ISBN: 978-3-85272-526-0.

Judge’s comment: The book has a familiar story arc, but it invests it with energy and humor. Diction level is good, and sentence structures are nicely but manageably various. The illustrations are engagingly off-beat.

On-line voter’s comments: It is a great story, simply told and with a good message. My class loved it.

Adolescent & Adult: Beginner

The Tomorrow Mirror


Judge’s comment: This original writing is a fantasy/horror story set in modern UK. The main character is a young boy who finds out that there is something mysterious about a mirror in his home because it reflects what will happen the next day. The story grabs the reader right from the beginning and keeps their interest all the way through the book culminating with a surprise ending. The illustrations are a creative representation of the storyline.

On-line voter’s comment: I like this book because the story is original and we are touched by Jason’s life. This story takes us into the character’s head. I love it!

Adolescent & Adult: Elementary

Anne of Green Gables


Judge’s comment: This excellent book simply but engagingly retells the story of Anne and her relationships with Marilla, Matthew and the community and environment around her. Readers will get a good sense of the charm and scope of the original.

The cute illustrations are aimed at younger readers, but older readers will equally enjoy the story and look forward to reading the original.

On-line voter’s comment: Anne’s feelings often go up and down. She makes many mistakes or does surprising things, so the story develops
one thing after another. It is interesting for me. I can see Anne’s kindness and childlike character. I also can see the process of building good relationships between Anne and many other people. This story makes my mind warm. This is a good story.

Adolescent & Adult: Intermediate
Bob Marley


Judge’s comment: This book is non-fiction that reads like a story. It takes the biography genre and makes it interesting. It not only deals with the life of a popular figure but also gives insights into the lives of real people and places connected to him. It brings this 1970s iconic figure to life for all students who may not know reggae music. Students also learn about the history of Jamaica, Rastafari, and other famous Jamaicans. The images include a lot of personal family photos that really add to the book.

Selected Student Comments: This book is very well illustrated and described Bob Marley’s biography using easy vocabulary. In addition, this book gives us some information about the history of Jamaica. It is essential knowledge to understand about the background of the society and culture, especially when you don’t know about others’ history. Also, the self-study activities were very helpful to clarify what I’ve understood of this book.

Adolescent & Adult: Upper Intermediate & Advanced
A Dangerous Sky


Judge’s comment: This original story by Michael Austen tells the story of Francesca, an independent young woman from Italy who comes to England to pursue her dream of learning to fly a plane. Although her lessons with a small private flying school start well enough, problems with her flying instructor Doug cause her to lose her confidence and question his real motives. This is a well told and written story that touches on many interesting themes including facing life abroad, following your dream, romance (both wanted and unwanted) and facing your fears. The language used is never too complex though it feels very natural and “ungraded”. Truly a good addition for any library!

On-line voter’s comments: I thought this book was extremely well written, with lots of attention to detail. We can empathize with the main character in the first chapter, “Now that the moment had arrived, she suddenly wondered if it was what she really wanted” (p.6). While the content might make readers feel rather uncomfortable, I think that the sexual harassment and stalking the main character experiences are important subjects and I commend Cambridge for publishing this book. I also like that the main character has doubts about whether she has really experienced sexual harassment, as I think this same question must go through the minds of many victims. There were so many other well depicted scenes, such as the description of her first take off and solo flight. I do believe this is one of the most well written graded readers I have come across at this level.

Finalists in Each Category

In addition to the winners, the following books were selected as the shortlisted “finalists” in each category:

Young Learners
The Heron and the Hummingbird
Judge’s comment: The book retells a Native American folktale. The prose is clean and not unduly repetitive. Diction and syntax level are nicely consistent. Good illustrations and kid-friendly animal characters are always welcome features of a children’s book. The overall difficulty of the text is well suited for the target readers, and it sticks to the standard proven formula when it comes to the design and typography of the book.

Time Jump: Back to the Stone Age
Judge’s comment: Time travel has always been one of the most interesting, although somewhat overused concepts in science fiction stories. Fortunately, this book is able to keep the story fresh enough so that it doesn’t feel like just another time machine story. The jump between the past and the future and staying true to the concept of time-space continuum was a nice touch to see in a children’s book. The sentences are simple and well suited for young readers.

Adolescent & Adult: Beginner
The Sorcerer’s Apprentice
Judge’s comment: This enchanting retelling of the old tale is given a new ‘twist’ set in the fascinating country of Japan. The author tells of a young boy who finds misfortune through idleness and impatience. The story is written in the 3rd person present tense giving the beginning reader a stress-free reading experience. The illustrations are brilliant, clearly interpreting the magic of the story.

Adolescent & Adult: Elementary
The Caribbean File
Judge’s comment: Readers of all levels will enjoy this simply but well-told thriller. You get to know the characters surprisingly well for such a short book, and a question or two about reasons/motivations won’t stop you from enjoying the action. Excellent illustrations enhance the mood of the story and fill out the reader’s understanding of key situations.

War Horse
Judge’s comment: In this engaging book, Joey the horse tells the story of his life—from England to the battlefields of World War I, and back again. Animal lovers especially will respond to the trials Joey experiences and the friends (both horse and human) who help him along the way. Beautiful watercolor illustrations set the stage for each key scene, supporting understanding of this simple-told tale.

Adolescent & Adult: Intermediate
The Cellist of Sarajevo
Judge’s comment: The publisher has taken a risk away from the sanitized world of ELT publishing to share stories that really matter. The story takes place during the four-year siege of Sarajevo, the capital of Bosnia and Herzegovina. These are difficult topics but written with sensitivity and intelligence. The level of language is appropriate and never sounds
simplistic. Good illustrations help the reader with any difficulty understanding the story. The original is cleverly retold and will keep the reader turning the page.

Time Games
Judge’s comment: This book mixes a number of plot elements between the video game and time travel and will appeal to young readers and players, who sometimes have the sensation that their characters have a life of their own. For such a complex plot, the writer manages to keep all the strings together and the writing sounds quite natural. This book will especially appeal to young readers and the illustrations live up to expectations.

Adolescent & Adult:
Upper Intermediate & Advanced
Dracula: The Graphic Novel
Judge’s comment: Although most people are familiar with Bram Stoker’s famous 1897 novel about vampires, the length and complexity of the language has kept this masterpiece beyond the reach of most second language learners... until now. This graphic novel version of Dracula has been beautifully illustrated and the script by Jason Colby does a wonderful job of rendering the characters, plot line and spirit of the original novel in a way that is both very easy to read and yet never feels “graded”.
The back of the book is filled with many useful extras including a large glossary in easy English, a short background piece on Bram Stoker and an interesting step-by-step explanation of how the story was illustrated.

Oscar’s Journey
Judge’s comment: This original story by Fiona Joseph tells the story of Oscar, a young man whose dreams do not include taking over his father’s business. However, an unfortunate and surprising series of events cause Oscar to question the honesty and integrity of his father’s business. This leads Oscar to take a dangerous journey to uncover the truth, which, in the end, changes the rest of his life. This well-told story is set in London at the beginning of the 20th century. Although the work world and means of travel were different at that time than they are today, the author expresses in accessible modern language topics that are as relevant today as in the past.

The ERF thanks the publishers who nominated books, the members of the Award Jury, and all the students and teachers who evaluated this year’s finalists. The nomination and voting procedures for the 2015 Language Learner Literature Award will be posted on the ERF website (www.erfoundation.org) later this year.

Averil Coxhead
averil.coxhead@vuw.ac.nz
Today’s ESOL teachers have more responsibilities than ever before. Therefore, teachers need to find ways to do more in less time. Raz-kids is an interactive reading program that takes some of the burden off the teachers’ shoulders and helps them to use their time more efficiently.

This webpage is a student-friendly and fun environment that increases student motivation and engagement, and hence creates a sound atmosphere for more reading practice at the student’s own pace and reading level. It consists of interactive books with twenty-seven different levels of difficulty.

Raz-kids creates a better opportunity for practice and consequently improves individualized student learning. It provides teachers with resources needed for students with different levels and learning styles. Teachers are able to set up an online class, create an individual profile for each student, and assign individual tasks to them.

Individual students’ alerts allow the teacher to monitor student progress, determine the instruction needed and hold students accountable for completing assignments and assessments. Teachers can review the students’ answers to a quiz from the running record. Information such as the name of the book, the level of the story, the date the assessment was taken and the student’s total score are just some of the information provided for the teacher through this program.

We are looking forward to receiving your experience with Raz-kids and how you are integrating it in your teaching. Please send your articles to me (Sara) at farshadnia@yahoo.co.uk to be published in this corner.
Join TESOLANZ
join the party!