



tesolanznews

te rōpū kaiwhakaako reo ingarihi ki iwi reo kē

teachers of english to speakers of other languages aotearoa new zealand

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Diarise CLESOL

Friday 05 – Sunday 07 October
Christ's College | Christchurch



Transforming our Landscape

Kerstin Dofs and Daryl Streat | Co-convenors | On behalf of CLESOL 2018 Conference Organising Committee

Transforming our Landscape, the 16th National CLESOL Conference about Community Languages (CL) and English for Speakers of Other Languages (ESOL) is a must attend for any student or professional involved in language learning matters.

The conference is a platform for connecting conversation and actions about teaching, learning, equity, and diversity as they impact at family, community, professional and policy level. Ultimately, CLESOL 2018 aspires to inform the future direction of the Community Languages (CLANZ) and TESOLANZ communities, in our shifting landscape.

This is your opportunity to hear from top international and New Zealand based speakers and network with over 300 professionals from a range of disciplines. The conference will be strategic, practical and forward thinking.

Our international keynote speakers are:

Phil Benson, Professor of Applied Linguistics and coordinator of the Multilingualism Research Group at Macquarie University. His main research interests are in the area of multilingualism and include informal language learning beyond the classroom, autonomous learning, language learning environments, and the language experiences of migrants and international students. His preferred research methods are qualitative and he is especially interested in narrative inquiry as an approach to language learning research.

Associate Professor Shanton Chang is a research and teaching academic at the Department of Computing and Information Systems at the University of Melbourne. He is also Assistant Dean (International) at the Melbourne School of Engineering. His current primary areas of research include: online information-seeking behaviour and needs, information security culture, and social networking patterns of international students.

TESOLANZ

position statement:

Staff responsible for ESOL programmes in primary and secondary schools.

TESOLANZ believes that specialist teachers with a recognised ESOL qualification should have responsibility for developing, planning and implementing ESOL programmes. Programmes can be enhanced by paraprofessionals who would ideally hold qualifications in working with ELLs. We encourage all schools to support teachers and paraprofessionals to gain ESOL qualifications.

Qualified staff have the benefit of training to support the micro-decisions of teaching required to accelerate the development of English language proficiency, enabling our learners to more readily access a broad classroom curriculum, achieving academic success and a sense of social and emotional wellbeing.

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 cooperate 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.

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Editor's Foreword

Erina Hunt

I am writing this at winter equinox at 45th parallel south in the working 'daytime', yet it is dark, which led me to ponder the same latitude in the northern hemisphere. Apparently our average 8 hours 37 minutes of visible sun relates to a mood-enhancing 15 hours 37 mins 'over there'. It'll be our turn soon. But, getting back to embracing a season where the desire for hibernation is strong, what better time than now to sit and peruse the offerings of our TESOL community and reconfirm to ourselves why we do the job we do. Our winter newsletter runs the gamut from farewells and welcomes to shifts and challenges, anecdotes and opinions.

It was tempting to herald this issue with a letters to the editor column, which I welcome, specifically based around a piece of constructive feedback received on the use of the plastic shrink wrap used on the previous (autumn) issue, but space constraints have not allowed this. Let it, however, be noted that environmental and sustainability concerns are being discussed and assessed at executive level and a cost analysis is being currently being undertaken.

During the editing of this issue it occurred to me just how many acronyms we assume that we and others know. That industry jargonese that either sets eyes rolling at dinner parties or sparking in recognition. Gathering these as I went, I also investigated what indeed the collective noun for a group of acronyms might be called. *All Sorts* - a linguistic experimental site - provided a series of options seeded by various individuals:

1. an *acronym* of acronyms (go figure!)
2. an *xla* of acronyms
3. a *nitial* of acronyms
4. an *initialisation* of acronyms
5. an *aptitude* of acronyms

Regardless, here is a *list* of acronyms, much of it 'our' jargon, in alphabetical order, that appears in this singular issue, some ridiculously familiar, others requiring a bit more brain gymnastics - test yourself, how many do you know?

AGM, ALANZ, ALTAANZ, AUT, CEFR, CL, CLANZ, CLESOL, CLIL, CUP, EAL, EAP, ECE, EFL, EL, ELL, ELLP, ELT, ESL, ESOL, etap, HoD, IELTS, ILN, ISANA, ISM, ISWS, JET, KKV5, NCEA, NMIT, NZ, NZCEL, NZQA, pdf, PEETO, PhD, PLC, PTE, SIG, SMS, TESOLANZ, TOEFL, TSL, UE, UN, USA, VLN

Once you have waded through that, dip your toes into some refreshing reading. Our regular feature writers cover a traditional winter-warming Turkish soup to using video creatively in the classroom and insightful forays into hip, and not so hip, lingo. Read on and

into Marty Pilott's illumination on the merry-go-round of benefits and allowances to students and the need for more stringent guidance on the enrolment process; Hazel Urquart's highly pertinent article, given the push for more MOE funding for ESOL in the primary sector; inspiring tales of non-native speakers settling in to their new place; study successes; teaching challenges; teachers abroad; and a welcome voice from Isana, the national representative body for those working in international education. Heidi Ombler's article on teaching Syrians is particularly relevant right now as I, along with thousands of others, have just completed NZ's first Oxfam ration challenge - living on refugee rations

for a week in order to raise money and awareness for vulnerable and displaced people. Superficially, the 7-day challenge was both a discipline and nutritional and flavour wasteland, yet most definitely opened a tiny window to better understanding of privilege denied - elucidation over deprivation. I highly recommend the experience. And, of course there is CLESOL. If you have not yet registered, please do so soon. There is the promise of a plethora of stimulating presentations and, of course, the opportunity for the wonderful reaffirming social networking within the profession that can take place alongside. Hope to see you there! Nga mihi nui Erina

Contributions

This is a call for contributions from Nga Kohanga Reo, Pacific Island language nests and culture-based centres, as well as those working in private practice and primary, secondary, tertiary and adult sectors.

If you are interested in sharing your experiences by submitting an article with an emphasis on practicality, we would love to hear your voice and that of your community.

Please contact
erina.hunt@otago.ac.nz

CONTINUED FROM PAGE ONE

Transforming our Landscape

Dr Angel Lin, Professor, Faculty of Education, Canada Research Chair in Plurilingual and Intercultural Education, Simon Fraser University. Her research and teaching have focused on classroom discourse analysis, bilingual and multilingual education, academic literacies, language across the curriculum, content and language integrated learning (CLIL), and language policy and planning in postcolonial contexts.

Steven Thorne holds faculty appointments in the Department of World Languages and Literatures at Portland State University (USA), and secondarily, in the Department of Applied Linguistics at the University of Groningen (The Netherlands).

We have a range of New Zealand speakers, including:

- **Jeanette King**, Deputy Head of School – Aotahi/ Leader of the Bilingualism Theme, University of Canterbury
- **Sharon Harvey**, Head of School, School of Language and Culture; Deputy Dean (Research), Faculty of Culture and Society, AUT
- **Rae Si'ilata**, Lecturer in Biliteracy-Pasifika in the Faculty of Education and Social Work, University of Auckland

Our concurrent sessions are brimming with high-quality presentations and workshops, with options to suit any interests.

Although the programme is important, the informal networking, reconnecting with colleagues/friends and to make new acquaintances, really makes for the magic at the conference.

We encourage you to support your conference, register now, book your flights and plan to make the most out of the conference. Looking forward to seeing you in Christchurch in October.

Conference website: www.clesol2018.org.nz

TESOLANZ advertising charges

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**Deadline for the
Summer issue is
20 October**

Teaching Syrians “black ice and sun glare”

Heidi Ombler

Heidi Ombler currently teaches ESOL Intensive English. She has taught in Taiwan, South Korea, Brunei, Thailand and more recently New Zealand.

Hana, Mohammad and Heidi at the Botanical Gardens.



I had taught English as a Second Language to students of a variety of ages and different nationalities but nothing would really prepare me for teaching former Syrian refugees. Though widely travelled, I hadn't visited any Middle Eastern countries, though I was no stranger to Muslim people and had had a very detailed and thorough education in the culture while teaching in Brunei when they introduced Sharia Law - the very strict version of interpreting Muslim laws. Brunei is a small wealthy country that is Muslim, and westernized. There, I learned about the depth of faith and community that flourishes around mosque life and of a population utterly connected through religious form, timetables, food, prayers, dress, and faith in Allah. The Bruneians are soft and polite people, taken care of by an extremely wealthy royal family. Not so for the Syrians, where political turmoil has chased some of them across the planet to find themselves in a small city in the south island of New Zealand.

Syria is old. The Syrian culture dates way back and accordingly, Syrians have their culture deeply engrained, as too, are their education systems and social platforms. All aspects of normal daily life for them have been shaken, but societal and religious customs remain strong. In the adult classroom those customs are the glue, the common bond, that keeps them growing as a group of former refugees now settling and working toward a new life in New Zealand. Their loyal camaraderie can be rather overwhelming in the classroom at times.

They 'help' each other. If I give them each other's spelling tests to mark, I watch them erase mistakes and correct them for their comrade, give a satisfying smile and a tick mark. They happily pass their books to one another to copy. Whether it's a composition, a family description, or a personal letter they have composed, nothing is above the need to lend their

Syrian 'brothers and sisters' a helping hand. Such is their generosity! No matter how many times I try to explain the concept of plagiarism or cheating, they continue to help one another. It's only with a keen eye and absolute diligence that I am able to manage individual assessment activities.

There are difficult days. When news from Syria is fresh and fierce the students are preoccupied. I've found that there is a need to gently acknowledge fragile states. It has happened more than once, that a student has received a phone call from home to deliver bad news - that someone has been killed. The cries of anguish are a universal language and all understand immediately the shock and sorrow, the helplessness and the distance they are from that place. This is followed by a day of talking quietly and reminding them how far they have come, how brave and strong they are to be paving the way for others to follow, and remember what family they have with them now.

Changing my lesson plan to turn the mood around; making questions: Does your daughter like school in New Zealand? Does the school have a nice playground? Do your family go to the doctor? Is your new baby healthy? Do you have a big house? Do you have a vegetable garden?; lifting the class to a place where we can function freely again and continue together their long journey into a new language, new land, and new customs with new values.

We go on field trips to explore and touch some of Kiwi life. A walk on the wild coastline, a picnic in the Botanical gardens, a trip to the community gardens to learn about building vege gardens in their back yards, an exploration to find seals and penguins, the Albatross Colony or a picnic at Larnach's Castle. These all provide ingredients for a lively recount. The language needed in every day life here is so different from the kind of banter they shared seven years ago

in a lifestyle relatively unchanged for hundreds and hundreds of years that the experience of New Zealand life and language is always needing to be stretched to suit.

Here we talk about black ice and sun glare, the best raincoats and cold remedies, herbs and honey. We discuss insulation and heating, mice and neighbours. The newcomers soak up information and language in equal parts. I find that I need to give time for them to speak in their own language to exchange information about the where's, who's and how's of their new daily life as our discussions break open new territory for some; how to hire a trailer, for example.

The Syrians arrived after many years - mid way - in Lebanon. Some are very, very tired. Some eyes take a week or two to really connect with mine. So often at the start of the course there are a group of quiet, uncertain people waiting. They are waiting for something or someone to make or allow them to move some more. The challenge is to actually have them sit and engage. Engage with their voice, which for some has grown very quiet. The tentative smiles that creep in as they realize I understand their attempts at English slowly grow wider and, day-by-day, those smiles appear more easily. The more familiar I am, the more at ease they become. I laugh and they laugh as we stagger through English grammar. Spelling in English is ridiculous they tell me, and insist I say "ridiculous" in Arabic.

As a group they work beautifully. Respecting each other's cultural norms, we learn to play together. The culture of the classroom becomes a safe haven to voice opinions and ask questions about myriad things. They tell me about themselves and their hopes as we look forward to "What's Next?". My goal simply being to try to give them a firm, confident 'footstep' in English as they venture out and into their new Kiwi life.

“Have a good one!”

Xiaodong Wu interview with Erina Hunt

This throw away colloquial farewell, described by the Free Dictionary as a clichéd expression basically meaning “goodbye”, was used with complete alacrity by Dong as we parted company. Xiaodong Wu (Dong), recent graduate carpenter (gaining a top 3 award of his Level 4 year), had been illuminating me on some of his trickier aspects of language acquisition.

“Why do we have two ways of saying one thing? like ‘do it later’, ‘do it after’. What’s the difference?”. “Why did I learn wrongly in China to say ‘pardon me’ myself if I achoo [sneeze] when actually my site foreman taught me a different person says “bless you” to you?”

As the only non-native English speaker on his Polytechnic course and now fully employed apprentice carpenter working in a team of native speakers, Dong has not only had the steep curve of learning a practical trade but a wealth of specialist vocabulary to contend with, where even what might be considered the simplest of words of instruction can cause difficulty. Asked one day to fetch a rag, despite knowing what a ‘cloth’ was, Dong returned with a brush handle. The humour and camaraderie amongst his workmates, who encourage him just to ask what he doesn’t know, has helped him immeasurably and he credits them and his past tutors in both English (Language Partners) and at Polytech for giving him the courage to ask questions.

This support led to him, as a student in search of work experience, knocking on the door of a local firm to enquire “Do you have a gap so I can join your team?”. They requested he come in the following week and begin. Following that and a short stint with a self-employed carpenter who could not guarantee him the necessary three year training period, the original company head-hunted him back. There he met Doug, or so Dong thought, until he managed the unusual sounds associated with the pronunciation of his colleague’s real name, Doug.

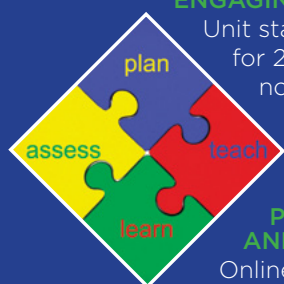
Just two and a half years before joining his father’s family, resident in NZ, he was living in Taishan,

GuangZhou province, working as a chef and with only basic English words and phrases in his repertoire. Through working in his auntie’s Dunedin dairy, at a restaurant taking phone orders, reading children’s bedtime story books and setting up all his devices to English function mode, Dong forced himself to learn the language to help his family, and prepare himself for study. “I didn’t want to understand nothing”, he said, judging that he now comprehends 75-80% - certainly enough to know that at the local laundrette he puts money ‘on’ his card, not ‘in’ it. He says he copies the exact way that Kiwis speak in order to avoid Chinglish.

The vagaries of English are as varied as those who come into contact with it every day but Dong hopes that even these small anecdotes can help second language teachers see how, humorous though they may be, small words can become big barriers.



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ISANA NZ – Offering professional development opportunities for teachers of international students

Terry McGrath

It is a privilege to be invited to write about ISANA New Zealand, the representative body for international education professionals who work in international student services, advocacy, teaching, and policy development. ISANA was established in 1989 in response to the support needs of international students in Australia. ISANA NZ formed in 2001, initially as a branch, and is now recognised as an independent NZ peak body in association with ISANA Australia. It is a NZ registered charitable trust dedicated to the wellbeing of international students and a professional body for those working in international education.

I am sure that many of you who read this know very well the challenges new international students encounter: acquiring English language; coping with cultural and living context transitions; and the challenges of a different education system. As teachers, you are likely to be the first point of contact for students' broader pastoral needs. You have probably sought to provide assistance to your students, but may be hampered by the demands of your teaching and other work commitments.

ISANA NZ hopes to provide opportunities for teaching professionals such as yourself to be equipped with skills and knowledge to meet your students' holistic needs. Our regular professional development days enable international education professionals to network and share good practices among each other, and disseminate information about programmes that can extend support to international students.

With recent funding from the Ministry of Education under the International Student Wellbeing Strategy (ISWS), ISANA NZ is engaged in the following initiatives:

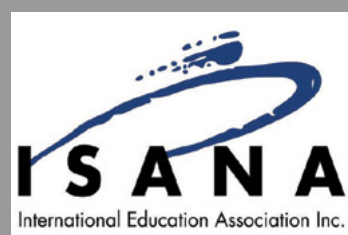
- improving and increasing professional development opportunities
- encouraging the use of evidence-based research in the areas of international education practices and student experience
- building a hub of good practice through communities of learning and a mentoring programme
- establishing a community engagement programme.

The community engagement programme is a new initiative aimed at education providers, community groups, and student groups, to enable them to develop community engagement programmes that will enhance international student inclusion. The programme is a fully-funded one-day training and is an ideal opportunity for teachers and international students to participate together so as to build connections and develop project ideas that will enhance English language and cultural acquisition for the international student community. The training comes with seed funding opportunities for promising initiatives.

For more information about ISANA NZ and our training and development opportunities, please visit our website www.isananz.org.nz, as well our Facebook (www.facebook.com/isananz) and LinkedIn (www.linkedin.com/company/isananz) pages. I look forward to welcoming you at our events.



Terry was a chemistry teacher before moving into pastoral care. Currently he contributes to international student chaplaincy at Massey University, Palmerston North; is consultant as immediate past National Director for International Student Ministries of NZ (ISM NZ); and Asia Pacific regional facilitator for the Lausanne movement's ISM Global Leadership Network. Terry's interests include development and research involving international students and migrants, and professional development in the international education arena where he is currently the President of ISANA NZ.



From Sealord to Punavai O Le Atamai; Teleise's journey

Annette Tate

Annette has worked in a variety of ESOL contexts, including leading ESOL in a large primary school in West Auckland, facilitating ESOL training for teachers and school leadership teams, and teaching ESOL online. She identifies with the TESOL constitution statement of promoting the interests and catering for the needs of learners from language backgrounds other than English and has huge affection and respect for those brave enough to emigrate.



Teleise Fasía is a New Zealand-born Samoan woman and teaches at the Punavai O Le Atamai Samoan language preschool in Dunedin. Teaching early childhood is Teleise's dream job, but it was quite a journey to get there.

Teleise grew up within a large extended family and always had younger

attending class one day a week and working twelve hours each week in a centre for practical experience. Getting back into study was very challenging and Teleise put this study on hold twice to accommodate family needs, but the encouragement to continue from her lecturers inspired her to keep going.

helped immensely and she is able to do this now with confidence. At her graduation Teleise said she surprised herself and her fellow students by taking the *poroporoaki* (opportunity to speak), and spontaneously speaking in front of hundreds to thank her lecturers.



Teleise with her uncle

Teleise describes her graduation as "a surreal experience" after all the challenges and hold-ups she had to overcome along the way. Not only was it a family celebration, but walking across the stage to receive her degree, was an "amazing experience".

Studying another culture, such as Māori, helped Teleise not only learn *tikanga* but also get more in touch with her Samoan heritage. The main focus of Te Rito Maioha is to incorporate Te Reo Māori and Tikanga Māori into early childhood centres, celebrating the Māori way of doing and being. Looking at the Māori culture in depth from the viewpoint of her Samoan culture

was both extending and challenging. One example Teleise gave was that often in Samoan culture children are taught to show respect by being quiet. She found a contrast with the Māori emphasis of children being very much encouraged to vocalise opinions and ideas. This had a personal benefit as requirements of her course meant Teleise had to share her *mihi* with her fellow students. Speaking in front of others was initially very stressful, partly due to her traditional Samoan background. Leading group learning times with 'mat time' was also very challenging as Teleise had to speak in front of not only the children, but also other teachers and sometimes parents. However, practice and experience have

Right from when she first had a student placement at Punavai O Le Atamai Teleise felt at home. While it is primarily a Samoan language nest, the children come from many ethnic and language backgrounds; Samoan, Tongan, Tokelau, English, Māori, Cook Island Māori, Chile, Fijian, Czech and Norwegian. The teachers are from several different ethnic and language groups, with many languages spoken and encouraged.

Teleise says she has discovered her identity through her study and work. For example, one of the first assignments was to follow her *whakapapa* and describe the important people in her life who have shaped her as a person. She said she had so much to say as she explored this topic she went well over the word limit. She was able to pay tribute to the two strong influences in her life; her mother and nana. While both are now sadly gone, Teleise knows their strength has been a major motivation in achieving her degree. In turn, she now says everything she does is for the benefit of her girls. Staying on the study path and graduating has increased her confidence hugely, and Teleise is proud that this will be an example of perseverance paying forward to her children.

Teleise has come a long way from working for Sealord and has taken a challenging and sometimes circuitous journey, but she says it has been one worth every sacrifice.

cousins to take care of when she was at secondary school. That was a role that suited her perfectly, as she felt drawn to working with children. After initially training as a nanny, she started at Teachers' College in 2002 while working many hours at Sealord at the same time to help support the family. Burning the candle at both ends just didn't work and Teleise gave her teaching dream away. Three daughters later, and when her youngest was at kindergarten, the teachers, identifying her passion, encouraged her to train as an early childhood teacher. Studying with Te Rito Maioha early childhood education centre allowed her the flexibility she needed to study and care for her children at the same time,

Tertiary Student Support: Benefits and Allowances

Dr Marty Pilott, Secretary TESOLANZ



As programme manager for ESOL at Whitireia (Porirua) I have found that domestic adult ESOL students need more guidance on enrolling and on their pathways to mainstream programmes than most others. This is for a number of reasons: they usually haven't come through the New Zealand education system so are not familiar with how it works; they don't realise that we must sight and copy certain documents (passport, refugee status, previous qualifications) in order to enrol them or apply free funding; they receive a letter of acceptance but don't notice the "sign and return" on the back; and so on.

I always chat with each applicant before they start, which is possible as we take learners from Level 3 upward, so they are not beginners. The conversation might reveal that their English is far too low, or sometimes that they are applying for the wrong course altogether. Some confuse NZCEL Level 3 with NCEA Level 3 and think they can catch up on school. Others are fluent oral users of English and would be better off in a specialised writing course (where one is available) and others may have problems with eligibility if they don't yet have PR. It's useful to ask about their goals to see whether our programme is indeed what they need.

During the programme they need to be investigating their next step, but many are not used to doing this for themselves. If they want to study a mainstream course they may not realise that they need to discuss it with the relevant department long before it starts, otherwise they may find they are too late to apply, it is full, or they won't meet the language requirements. Whether they want to study or find work, it is useful to incorporate research on these goals into their English study.

A critical area for most students is financial: how they are going to pay for the course and what they are going to live on. The recently introduced free first tertiary year benefits everyone, while refugees can follow on with the Refugee English Fund if the institution can access it. Some students have problems if they pass part of a programme and need to return for the rest – loans and allowances are set up for complete qualifications and fail to acknowledge the needs of those who have to finish off one course.

It's worth having a discussion with students about benefits and allowances, as they may choose one or the other without realising the consequences.

Students are generally expected to switch to the Student Allowance, but it has limits for those intending to continue their studies. They can receive 200 weeks for tertiary study, which is enough for most, or 120 weeks for those aged 40 or over – which may be a problem for ambitious older refugees who use up half of it learning English.

Those studying Intensive Literacy and Numeracy (ILN) are part time and remain on the Jobseeker benefit, as well as some studying full time. This has the disadvantage that Work and Income views recipients as actively seeking work whether they can communicate effectively or not, and sometimes they are pulled out of class to take a job. This is detrimental to their progress in English and does not help them long term: they may lose the job because of their lack of English skills, but if they keep it they are trapped in low-paying work without having the time to improve their English and subsequently, their work status. How this operates in practice seems to vary between centres and case workers, and sometimes can be negotiated.

Schools have no control over the operations of Work and Income or StudyLink, but we can at least explain the pros and cons to students so they can make the choice best suited to their circumstances.

TESOLANZ Executive CALL FOR EXPRESSIONS OF INTEREST

"Volunteers do not necessarily have the time; they have the heart"

* **Are you a TESOLANZ member?**

* **Are you passionate about ESOL support in Aotearoa?**

If yes, then we would love to hear from you. The TESOLANZ Executive is seeking expressions of interest from members who would be keen to serve on the national executive and help make a difference to the TESOLANZ community and affect change in our sector. If you are passionate about any aspect of TESOL (whether it be at ECE, Primary, Secondary, Tertiary or Adult levels), please get in touch to see if service on the TESOLANZ Executive is for you.

Contact: daryl.streat@lincoln.ac.nz

Wordplay

Amber Fraser-Smith



Amber Fraser-Smith was previously the editor of TESOLANZ newsletter and a committee member of Otago TESOL. She currently spends her days working towards a Master's degree in Educational Psychology, teaching ESOL, and rollerskating.

She'll be right, eh?

I've often wondered if the slang I'm teaching my students is the right slang for their everyday 'Kiwi' lives. Sometimes when I use my style of slang with other Kiwis, I can guess by their faces that it's not the most appropriate for life in 2018.

Actually, I don't even need to read it on their faces. 'It's almost like you've stepped out of another decade,' a friend said to me recently when I happened to use 'cool bananas' and 'neat' in one conversation. To be honest, I *have* stepped out of another decade and I don't really mind living in a different time zone to the majority of the population. However, I have decided that I owe it to my students to ensure the slang I teach is going to be socially appropriate.

I began my informal research project by surveying Kiwis around the age of many of my students (17-25). Fortunately, my 21-year-old niece has recently moved into my house and manages to confuse me on a daily basis with the language she's using, subsequently providing me with much insight. She assured me that 'doofus', 'rad', 'far out', 'neat' and 'fab' are no longer in use and would be likely to cause great confusion and/or considerable hilarity if I used them with anyone in her age bracket. I was pretty happy, however, to find out that she uses the terms 'groovy' and 'funky' (although she did admit that the use of those words is not strongly encouraged by her peer group).

I was also – initially – thrilled to learn another 21-year-old niece uses some of the slang from 'my day'. "I use 'cool bananas'," she told me. I paused to mentally reclaim my cool status. "But I'm not cool, so I'm probably not the best person to ask," she added, as my self-confidence plummeted.

Some slang really does stand the test of time. I recently picked up a book on 'teenspeak' from the 1990s and while it contained some words and phrases that seem to have moved out of the vernacular, such as 'bonehead' and 'wally', the majority ('bro', 'geek', 'like', and 'loser' to name but a few) look set to go the distance. My friend's 11-year-old daughter also assured me that 'dude' is still going strong.

I decided to continue my research by taking note of some of the slang I heard in everyday conversation. For the sake of those who have jumped out of a similar decade to me, I have put the translated version in brackets.

- A friend in his mid-20s: "I was sketching out (getting worked up about a situation) so I went to the Botans (Botanical Gardens) to chill (relax)."
- A high school girl: "Hey bei." (Short, I presume, for babe).
- A male university student: "Nah, I was like aw yeah bro." (I have no idea what this means).
- Another of my nieces: "Shot, Mum" (Well done, Mum – said sarcastically).

But I have to confess that these were not the most common slang words being used. I quickly realised that every sentence seemed to contain a minimum of three swear words, usually beginning with F, and being used – quite impressively – as almost any part of speech.

And that's what stopped me from getting my students to do their own research on the topic by eavesdropping on other tertiary students. What would I do when they reported the language back in class? Would I provide definitions? Pronunciation practice? Context use? Encourage them to practise using the new vocabulary in the real world? Now there's a whole new teaching dilemma...

The CLESOL 2016 proceedings are available on the following link

<https://bit.ly/2MOFQXq>

They can be found under CLESOL on the main menu, then CLESOL 2016.

TESOLANZ acknowledges the enormous contribution made by Roger Barnard and Jenny Field in collating these proceedings, and thank them for their hard work.

Teacher Abroad:

A teaching couple in Isaan – North East Thailand

Peter and Cheryl Meldrum

Peter and Cheryl Meldrum are New Zealand teachers living in Khonkaen, Northeast Thailand.

Their school has a full Thai-English curriculum from Kindergarten level to Year 13.

Peter graduated from Otago University and has Educational Management and TESOL qualifications from the Christchurch College of Education.

Cheryl is a Kindergarten teacher and a graduate from the Dunedin College of Education.

Peter teaches a Primary 3 level (7-8 year olds) home class, and IGCSE Business English to Years 11-13. He also manages the school radio station 97-KKVS.

Cheryl teaches Kindergarten Pre-K (2-4 year old) level.

If you have ever flown into the outback of Australia and then landed onto the rusty, brown, scorched soil and felt the extreme heat of inland Australia – that, in 2001, was very similar to our arrival with our 11-year-old son, in Khonkaen, Northeast Thailand. While the airport facilities may have changed, the brown, parched, iron enriched soil remains.

Our bilingual teaching experience at KKVS (Khonkaen Vithes Suksa Bilingual School) had begun. The school was established to provide bilingual education to, essentially, the Thai heartland – the Isaan region of Thailand. Since 2001, the city of Khonkaen has grown immensely, attracting investment and businesses and also many foreigners and, in time, families of bilingual parents. There are 18 foreign teachers at the school, of whom 50% are New Zealanders. There are 60 staff in total.

KKVS is a modern, well-equipped school, and our experiences since 2001 have been extremely rewarding, challenging, invigorating and personally fulfilling. Most of the students at three years old, and some into *Mathayom* (Secondary), have no English language at all, but some come from bilingual families which provides the language mix the school works with. In 2016 the school gained Cambridge accreditation status, and is an official Cambridge examination centre.

In *Pratom* (Primary), the classes have a maximum of 25 students, and the delivery of English, Mathematics, Computer, PE, Science and Social Studies

in the students' second language enables them to constantly process ideas and challenge them with the content presented. Positive teacher interaction, peer confirmation and student questioning is actively encouraged. This is one thing which Thai students are not always confident to do, but this behaviour has become increasingly evident and is certainly encouraging.

In *Anubaan* (Kindergarten) we see the amazing language acquisition and application of English skills from a very young age. Students seem at ease speaking both Thai and English, and for some, even a third language at home. Through music, song and modeling, these young children, who commence schooling from 2+ years old, engage in an environment that consistently enriches and builds on their character, personality, individuality and learning experiences.

Many students in the *Mathayom* (Secondary) level have been at KKVS for many years – some even from preschool age.

In this regard we have certainly seen the huge benefits of the bilingual nature of the school. Immersing students in the bilingual environment on a daily basis has a critical benefit for learning, peer interaction, teacher student relationships, content understanding and overall learning success and achievement. It essentially forces the student to use the languages when and if required, and to practise

the language in a non-threatening, non-critical environment.

KKVS provides ESL and TSL support due to the range of nationalities of some families; which include Korean, Chinese and German.

Our experiences working alongside Thai teachers have always been more than positive. Professionally or socially, the support one receives from colleagues, management and other personnel is excellent. In a foreign working environment one is always so conscious of the fact that as foreign teachers, without a positive and supporting collegiality towards the Thai staff, you are very vulnerable and should always remember where you are and what you are doing.

97KKVS is the school radio station. While this is not a broadcast station, it is definitely a “voice for the student”. This includes hosting and presenting, speaking, interviewing, playing, producing, editing and all the facets of production. The final product is aired through Facebook and YouTube and the school website www.kkvs.ac.th. Just the satisfaction from seeing bilingual students being so proud of their work and seeing a final product produced every 2-3 weeks is extremely fulfilling.

We came to Khonkaen for one year, and now, 17 years later, we still remain. We thrive on the cultural, academic and professional challenges our lifestyle and work presents to us. Truly invigorating and satisfying.



Three powerful tools for ensuring primary ESL student integration

Hazel Urquart

Hazel is a year 3-6 hub teacher in a modern learning environment. Along with a Masters in Teaching, she previously completed a Bachelor of Arts, majoring in both Film and French. She is passionate about second language learning and really loves helping others to learn.



Churton Park is one of the youngest suburbs in Wellington and is also one of its fastest growing.

Amesbury School opened in 2012 in response to the population growth of Churton Park. At the beginning of the year, 47% of the school's student population had ESL needs. This number is growing as we are receiving higher numbers of ESL students in the New Entrant Hub than in previous years.

While there are many strategies that underpin ESL support, there are three that inform our framework of thinking at Amesbury school. These are: acknowledging students' body of rich knowledge and experiences; valuing the power of co-construction between teachers and peers; and valuing cultural identity in school rituals. With our growth in ESL students numbers, we are finding that these strategies are more important than they ever have been before.

The first strategy acknowledges that students have a wide bank of rich knowledge and experiences in all subject areas, which is an important part of the students' identity. With this understanding, supporting ESL students then becomes a process of mediation between the students' experiences in the English language and their body of knowledge held in another. Once, in reading, when exploring the word 'driftwood' in a poem, there were a lot of blank faces. After searching 'driftwood' on google image search many of the faces lit up and personal stories ensued. One

student exclaimed "oh I know that, I climb over that with my grandad at the beach". Students had prior experience of driftwood but didn't know the English word for it. Developing vocabulary is therefore not just about learning new words but making connections between the rich language the students already use in their native tongue. We have also found that many students translate what is being said in English to their native language and think in their native language before translating their understandings back into English. Keeping this value in the forefront of our minds reminds us to increase wait time and thinking time so that ESL students can engage with the body of knowledge they already hold.

The second strategy is valuing the power of co-construction between students, peers and teachers. Thinking of this when designing learning programs and lessons ensures that we don't fall into the trap of putting boxes around individual students' cultural identity and separating it from the classroom. In maths, for example, groups of students who speak the same language can discuss their working and come up with a shared understanding in conjunction with their cultural knowledge, before sharing their ideas back in English. Discussions in reading workshops take place where students share language and come up with collective understandings. We also then encourage them to share their own language that relates to the text to build a shared understanding with teachers.



Two year 3 students at Amesbury school share language and experiences through books in the school library.

The last strategy is valuing students' cultural identity in school events and rituals. Every term we welcome new students and families to our school through a student-led *powhiri*. As a part of the *whaikorero* we have always had students presenting their *Mihi* in *te reo*. In more recent years we have begun to incorporate multiple *mihi* as a chance for students to share other languages. Over this year alone we have had students presenting in Māori, Mandarin, Arabic and Hindi. Welcoming *manuhiri* in this way helps us to celebrate and acknowledge the diversity within our school and community while also telling our students that all of their diverse experiences are valued and important.

These three strategies are powerful tools to ensure ESL students are increasingly able to access the curriculum and develop a sense of belonging in the Amesbury School community.

Reports

Farewelling Angela



Following seven years serving on the TESOLANZ executive, Angela Bland is stepping down to fulfill other personal and professional roles. We thank her for the longevity of her contributions to the committee.

What is your background in the ESL/EFL sector (NZ and elsewhere)?

I started off with the ESOL Home Tutor programme in Invercargill in 1993 (now called English Language Partners). This led to working on the Japanese Exchange and Teaching (JET) Programme over the ensuing two years in Nagoya, Japan, and onto a role as teacher/ Director of English/ TEFL teacher trainer at Centro de Estudios Interamericanos in the late 90s in Cuenca, Ecuador. In New Zealand, I have worked with different PTEs such as Garden City Language School and the Royal English College followed by the English Language Centre at the University of Canterbury, Hillmorton High School, Hornby High School and currently, Riccarton High School.

How long did you serve on the TESOLANZ executive committee?

I went to the TESOLANZ AGM in October in Hamilton in 2011, and was nominated by Juliet Fry and seconded by Denise Mackay. I was on the CANTESOL Committee from 2010.

What were some of the notable highlights or changes that happened over the period in which you have been heavily involved in TESOLANZ?

- Representing the secondary sector at the Subject Association Forums to make an ESOL voice heard and presenting twice

- Advocating for the English for Academic Purposes (EAP) Standards
- Partnering with CLANZ (specifically Anna Filippochkina in Christchurch) on the Community Languages Project
- Working with Branches across the country and for the first time gathering convenors as a group of leaders
- Making small changes e.g. Adult ESOL Strategy (submission with Hilary Smith) and the Vocational Pathways submission to include EL standards (submission with Juliet Fry)
- Attending forums/conferences on Language Policy e.g. Royal Society, Lining up Languages, and Auckland Languages Strategy launch

How do you perceive the sector changing in the next few years?

I would hope and expect that there is greater communication and cooperation between PTEs and the school and tertiary sectors to strengthen pathways for English language learners. I think NZCEL has a part to play in this as a qualification for, for example a learner who transitions from a PTE, to the school sector, to tertiary. This needs to be supported by the NZQA and Ministry of Education. TESOLANZ has a large role as an overarching body to facilitate this. In secondary education, the demand for qualified EAL teachers is going to increase, but at the moment there is a shortage of secondary school specialist-trained EAL teachers. I am sure that the government doesn't recognise this as part of the "teacher shortage". This will have an impact on accelerated learning of ELLs and their pathways in the future if it is not addressed.

On exiting your committee role, what are your future plans?

I plan to focus on the Riccarton High School EAL team; including developing the Cultural Diversity Facilitator role, working on my PhD focusing

on Pasifika learners, understanding ALTAANZ; its role and how I can learn and support the secondary sector as the NZ Teacher representative, supporting my daughter as she exits Year 13 and finds her way forward, as well as my son who has special needs and is in the Kimiora Department at Papanui High School.

Welcoming Christine

Christine Hanley is an English language teacher in Professional and Continuing Education at Massey University, Albany Campus, where she teaches on the Advanced Direct Entry English and



Foundation programmes. She began her career in education as a primary school teacher before moving into adult education and teaching English at Unitec for a number of years. During this time, Christine was also chair of AKTESOL and a member of the TESOLANZ National Executive. She worked in a variety of management roles in the public sector, including AIMHI coordinator and director of a national evaluation project undertaken by the University of Auckland before her most recent return to teaching. We are delighted to welcome Christine on board as branch liaison.

President's Report

Daryl Streat

Daryl.streat@lincoln.ac.nz

Greetings TESOLANZ members. As I write this report, it is National Volunteer Week (<https://nationalvolunteerweek.nz/>) in Aotearoa (June 17-23). The theme of this year's week is "The Heart of our Community." I'm involved in a

number of volunteer activities, but the membership with the most 'heart' has to be TESOLANZ. The amount of time and dedication (often unpaid) you devote to your learners and the organisation is an example for all.

One of the drivers of TESOLANZ is the national executive. This body has experienced some changes over the past few months. We say goodbye to Angela Bland (CANTESOL), but welcome Christine Hanley (AKTESOL) to the executive to take on the role of Branch Coordinator.

In addition, we will soon say goodbye to Annette Tate. Annette has served as our Publications Coordinator and we are actively seeking a replacement.

So, if you are a TESOLANZ member with a lot of 'heart' and a desire to promulgate change within the sector, we'd love to hear from you. Please email me directly at daryl.streat@lincoln.ac.nz.

Engaging Other Stakeholders

The Executive has been working to draft a response for the Ministry of Education's proposed funding for ESOL support. This response will largely focus on support at the Primary and Secondary levels. It is our belief that with the increasing number of students requiring ESOL support, more funding is required. However, there also needs to be an increased level of support (and for longer) for individual students. In addition, we have also included a statement of concern over the potential impact of technology/digital literacy on ESOL students.

Adopting a Strategic Plan

The Executive is working to build a membership survey. Please look out for this survey in your inbox and make sure to complete it. The information it gathers will be critical in informing the organisation's future direction. Findings will be presented at the AGM at CLESOL 2018.

The Importance of Networking

As someone who is squirrelled away in an office in Hudson Hall at Lincoln University (just outside of Christchurch), it can be hard to get out and about. However, I had the chance recently to visit Massey in Palmerston North, and engage with a few members of both TESOLANZ and the Applied Linguistics Association of New Zealand (ALANZ). As a result of this, I will be attending the ALANZ Symposium at Wintec in Hamilton, December 1st. It would be great to catch up with any TESOLANZ members who might be at this event. Similarly, if you're in Auckland or Hamilton and would like to meet over a coffee, please get in touch.



Hudson Hall, Lincoln University

Onwards to CLESOL 2018

As you will probably be aware, registrations are open for CLESOL 2018, TESOLANZ's flagship event. If you are planning on attending and have yet to register, please head over to the site (<https://www.clesol2018.org.nz/>) and get in before the Early Bird rate expires (3rd August). If you're interested, but concerned about the price, please note that there will be a number of subsidies available through TESOLANZ.

It is great to see that the Ministry of Education has also sponsored 22 primary and secondary teachers to attend the conference. Such scholarships and subsidies are critical in enabling as many delegates as possible to attend.

The programme is in the process of being finalised and will be available very soon. The calibre of proposals was very high and we are looking forward to an event which will be of very high quality.

As you know, the theme is "Transforming our Landscape", asking all of us to reflect on shifting perspectives in:

- the diversity of language use in Aotearoa New Zealand
- language learning, teaching and teacher training
- social and education policy

The programme is focused around these themes and will provide for many interesting discussions on the state of our sector and where TESOL is headed. On the final afternoon of the conference, we are seeking to set aside some time for strategic discussions. These will focus on issues such as Language Policy, ESOL Support, and greater collaboration between stakeholders. If you have ideas for strategic discussions, which you feel are critical for our sector, please get in touch with me.

As always, I'd love to hear from you.

Nga mihi nui

AKTESOL

Petronella Townsend

AKTESOL is committed to providing quality opportunities for networking and professional development in 2018 and providing a forum for members to voice concerns and explore issues.

Our committee is continuing to explore the best way to engage members and provide speakers and events which meet their needs. This was started with a survey of our members earlier this year. We are exploring establishing future events well ahead of time so that members can plan attendance. We are also working out how to tap into related events and institutions to more successfully share expertise and widen our appeal and relevance to those in ESOL communities and organisations.

Our year started off with a well-attended meeting at Unitec. Our guest speaker was Craig Thaine. Craig has worked in ELT for 35 years as a teacher/teacher trainer in England,

Italy, Egypt, Sweden and New Zealand and is currently the Director of Teacher Training at Languages International, Auckland. Craig is author of *Real Listening and Speaking Level 2* (CUP 2008), *Teacher Training Essentials* (CUP 2010) and *Cambridge Academic English* (2012). He is also co-author of *Cambridge English Empower* (2015) – a general English adult course.

The seminar explored the relationship between assessment and learner motivation and investigated some of the challenges that teachers face when conducting formative and summative assessment of their learners.

Craig was a very engaging speaker and his presentation provided a perfect combination of theory and practice. There was a real buzz in the room as participants discussed what they could suggest if faced with an unmotivated learner who had lost interest in learning. He continued to provide lots of 'food for thought' on motivating tasks, evaluation during lessons and feedback to learners, requiring us to consider and discuss what feedback is most effective and why?

He quoted Jones and Wilson 2008 ".... well thought out learning objectives can enable students to make progress in their learning of a foreign language and develop the capacity to own and monitor their own progress as independent language users – the ultimate aim of language learning."

Craig's seminar was followed by our AGM. Most committee members have put themselves forward for another year's service and their work, and that of those who contributed in 2017, was acknowledged in the Chairperson's report. A special thanks was given to our Newsletter Editors; Lucy Macnaught and Rhonwen Dewar, for their professionalism, and Victoria Park for hospitality and catering at all our events. It was heartening to note our healthy bank balance, especially in a CLESOL year. We welcomed new members onto our committee for 2018 and know their experience and expertise will enhance our collective wisdom.

Three more AKTESOL events are planned this year.

BAYTESOL

BAYTESOL is currently in hiatus. Is there anyone in the region keen to play a role here? It could be a shared role.

BOPTESOL

Julie Luxton

Our first BOPTESOL meeting focused on initial assessment and placement tools. Teachers in primary/secondary and tertiary groups shared and discussed the pros and cons of a range of assessment tools and approaches. An updated list of initial assessment and placement options for English language learners in secondary schools has recently been posted on the Secondary ESOL Online Teacher Resource Exchange.

Rob Heath presented on the Vital English Test and how it is used for placement purposes at Toi Ohomai Institute of Technology. This test provides a CEFR level for students, which informs NZCEL course placement, along with other assessments. Rob commented on the consistency of test scores, but conceded that these scores may be somewhat optimistic.

At our next BOPTESOL meeting teachers will have the opportunity to attend presentations by teacher, teacher trainer and materials writer, Terry Prosser. See <https://about.me/terryprosser>. At our last meeting for 2018 (*CLESOL Conference Insights*) local teachers able to attend the CLESOL conference, will share their learning with BOPTESOL members.

CANTESOL

Kerstin Dofs

CANTESOL has arranged two professional development opportunities this year. As always at our meetings, we organise ample time to network over refreshments before the sessions start.

The first, on 22 March, was a workshop called "Aspects of Performance" held by Kaylene Worrall and assisted by Margi Memory, both teachers at PEETO. This workshop gave us some useful strategies for voice management in the classroom. We learnt how to use

our voices economically and how to use the voice to carry sound most efficiently; ensuring that one's voice has the right level and depth for all teaching situations. It was a very enjoyable session, with the participants walking away with smiles, greater knowledge of their own abilities, and hopefully as more confident users of their voice in the classroom.

The second workshop, on 31 May, was dedicated to technology. Cheryl Brown, Associate Professor of e-Learning & Co-Director of the e-Learning Lab at the School of Educational Studies and Leadership at Canterbury University in Christchurch, shared her experiences of e-learning and mobile phone learning, drawing on her experiences from the multi-lingual context of South African education. Her enthusiastic presentation covered research from her national project on personal mobile devices in learning. She unpacked ways in which provision of technological access, even at the most basic level, can change pedagogy both in and outside the classroom. She also offered some ideas and suggestions for how we can simply and effectively use educational technology to enhance engagement, motivation and learning in our own teaching and learning contexts. It was a fun and interactive session in which we used our own mobile devices to try out some tools.

CANTESOL is also very busy planning and organising the next CLESOL conference. <https://www.clesol2018.org.nz/>. We think the line-up of presenters is great. Registration has just begun and we are now looking forward to networking with new and old acquaintances during the conference days.

MANATESOL

Gwenna Finikin

MANATESOL had its AGM at the English Teaching College on June 16.

Included as a part of this was pre-CLESOL practice for presenters. This provided an opportunity for CLESOL presenters to receive feedback and refine what they will be taking to the conference.

NATESOL

Madeline Carroll

NATESOL has had a very slow start due to a committee decimated by ill health. However, our first session of the year focused on creating online interactive learning activities using, for example, software such as H5P on Moodle. John Pinel, an NMIT tutor, led a session at NMIT on Wednesday 27 June. Annette Vartha, lead ESOL teacher at Nelson College for Girls, has offered to lead a session early next term on using OneNote with students, which is more relevant to secondary ESOL teachers. We also plan to have a session sharing ideas on supporting beginner learners, which is relevant for every sector in Nelson with many former refugees who are only just starting to use English. Another goal for this year is to collate information from ESOL providers on the numbers of ESOL learners in Nelson.

OTAGOTESOL

David Woodfield

TESOLANZ Otago continues to do well in 2018. Our last session – 'Fostering Creative Uses of Language in the ESOL Classroom' was a success. The meeting was held in May. We had a turn-out of approximately 30 members of the local TESOL community. The meeting was ably chaired by Gavin Angus of St Hilda's Collegiate and Moyra Sweetnam-Evans of the University of Otago. Difficulties in and solutions for generating a more creative ESOL learning experience in class were discussed. The discussion was lively and fascinating. It was great to hear stories of creativity in ESOL classes across the life span and around the world. Our next event in August promises to be just as interesting; featuring a panel of stakeholders providing their insights on challenges and next steps in catering for refugees in the Otago community.

WAIKATO TESOL

Celia Hope/Jo de Lisle

As mentioned in our previous report, it proved really valuable for the Waikato TESOL committee to send out a request to members about what

they would like to see in our sessions. Based on that feedback, our session on the 13th July, was entitled "*Teaching Pronunciation: Tips and Techniques*". The speakers were from the Centre for Languages at Wintec and included; Robert McClarty, Sasitorn Kanthiya, Eva Wojcikowski and Marion Buxton. They shared some great tips and techniques for learners from different levels, including some online resources – which encourage students to practice their pronunciation at their own pace and as a part of their self-study – and some very practical interactive ideas for classroom student engagement. We were really pleased with the turn-out for this session, with approximately 25 people attending from a range of different ESOL providers. The attendees also shared some good suggestions on their take on teaching pronunciation. Reflecting on the sessions over the past year, the committee thought that we seemed to get a better turn-out of members for the sessions where we have a number of different speakers rather than one speaker. In August we will have our AGM and we plan to have two invited speakers.

WATESOL

Nicky Riddiford

In April, Angela Bland, HoD ESOL at Riccarton High School gave a presentation about the role of Cultural Diversity Facilitator, a role which she lobbied for, developed and then found someone to undertake.

Angela described the role of the Cultural Diversity Facilitator as providing a contact point between the school and the community. From relatively simple tasks like providing access to bilingual dictionaries for all bilingual students, through to more complex ones such as building strong community links, effecting changes in the data recording systems, and encouraging parents to take a more active role and interest in the education of their children and its governance, the role of Cultural Diversity Facilitator requires a person with a wide range of experience and skills, someone that Riccarton High School is fortunate to have found.

Angela emphasised that this is a new position which is still very much a

work in progress; figuring out exactly which tasks are required and what is manageable within the constraints of available funding. However, all indications so far show that a huge number of benefits have been provided already for students, staff, parents, and the community in areas of understanding education systems, the local community, and each other.

WATESOL MINI EXPO

The WATESOL mini-Expo was held at Wellington High School on 14 June with a great turn-out of over 80 people.

Paul Nation opened the mini-Expo with a keynote presentation entitled: *What should every primary (and secondary) school teacher know about vocabulary?* Paul demonstrated the Picture Vocabulary Size test and delighted the audience with his highly informative and entertaining presentation.

The three workshop sessions that followed covered *Making bilingual books to teach English* (Jae Major), *Coping with telephoning in English* (Nicky Riddiford) and *Strategies for supporting positive social integration at school* (Linda Todd).

The mini-Expo concluded with an inspiring and engaging keynote address from Sara Cotterall on *Understanding the key ingredients of successful language learning*.

The WATESOL community hugely appreciates the contribution of all the presenters to another very successful Expo. Special thanks to Wellington High School for their support of our activities.



Paul Nation and Jae Major

Secondary SIG

Athlyn Watt

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Heraclitus, a Greek philosopher, has been quoted as saying “*change is the only constant in life.*”

English Language Unit Standard review

A significant change for teachers of English language learners who use the English Language Unit Standards is the recent review of these standards. The purpose of the review (as specified by NZQA on their site) was to ensure that:

- the unit standards remain fit for purpose
- there is a suite of unit standards suitable for those who wish to use them as assessment tools in programmes towards New Zealand Certificates in English Language.

Assessors will note that some existing standards are expiring but can be used until December 2019. Others have been reviewed and assessors will need to look carefully at the new outcomes and performance criteria. In addition, there are also completely new standards. Some provide opportunities for students to show competence in skills at lower levels to the existing standards, for example, presentations, interviews and reading response standards.

English for Academic Purposes (EAP) Unit Standards

NZQA has produced assessment resources for the level three standards which are now available on the NZQA EAP webpage for Assessment Support Materials. These are intended as guides to show how the standards can be meaningfully assessed. In addition, the support materials for the Level 4 standards have been updated to reflect the latest review. Another EAP standard, 22749 (Write a text under test conditions in English for an academic purpose), has been accepted as acceptable to demonstrate University Entrance (UE) literacy proficiency.

The Ministry of Education Migrant, Refugee and International Education team

Kirsty MacDiarmid has recently joined the team and now oversees the 60 professional learning communities

(PLCs) around the country. Teachers are encouraged to connect with one of these PLCs to support one another. Kirsty is also responsible for teacher aides/bilingual tutors to professional support one another. Please contact Kirsty about either of these opportunities at kirsty.macdiarmid@education.govt.nz.

Analysis of the ESOL funding allocations shows an increase in the number of ELLs receiving additional funding in New Zealand schools to help accelerate their learners' English language acquisition. The details of the funding allocation breakdown can be viewed on the May News Update ESOL available on the Ministry of Education website.

The secondary sector expresses gratitude to the Ministry of Education and to TESOLANZ branches for awarding scholarships to teachers and paraprofessionals to attend the CLESOL conference in Christchurch from 5th – 7th October.

Virtual Learning Networks (VLNs)

Teachers are reminded of the Virtual Learning Groups (VLN) – especially the EAP VLN, the EL unit standards assessment group, and the Pasifika studies group. Instructions to join a group can be found at <https://vln.school.nz/groups/profile/25604/getting-started-on-the-vln/>.

TESOLANZ is our national professional organisation and regions plan and hold events to challenge and upskill teachers, while also providing valuable opportunities for networking.

I finish this with a wise Korean saying: 가는 말이 고와야 오는 말이 곱다. It is pronounced: Ga-neun mali gowa-ya oneun gop-da. The literal meaning is: *If the outgoing words are beautiful, then the incoming words will be beautiful too.* (From <https://seoulistic.com/korean-culture/wise-korean-proverbs-to-live-by/>).

Primary SIG

By Karen Cebalo

In many areas of the country, the number of ELLs in Primary Schools is growing exponentially. Just a few years ago, a large number of schools had only around 10% of the school roll made up of ELLs receiving funding and

ESOL support, but this number is now around 50%. Other schools, who were already high in ELL numbers, are now nearer 100%. These rapid changes are leaving classroom teachers reeling, and ESOL specialists constantly re-structuring their programmes in an attempt to cater for the changing dynamics of their schools.

Classroom teachers, who have previously welcomed the diversity and challenge which one or two new ELLs bring, are now feeling overwhelmed and unable to provide for the highly differentiated programmes which a class with large numbers of ELLs, as well as the full range of native speakers, demands. As a result, the pressure on the ESOL specialist to 'do something' is great. The Primary SIG have long stressed that our role has increasingly become to provide support and professional development to the teachers rather than just supporting the children ourselves, and this is more evident than ever.

An additional pressure on classroom teachers and ESOL specialists alike, is the number of ELLPs which need to be completed and moderated. The Primary SIG has been considering ways in which ESOL specialists deal with this impact including provision of staff workshops, team meetings, staff meetings, or practical 1:1 meetings, in order to work through some aspects of the ELLPs together. Some are releasing classroom teachers who have particularly high numbers to complete. Some are completing the ELLPs themselves. Others believe that this is simply the changing face of New Zealand and that teachers need to simply accept this and incorporate ELLP into their daily planning and formative assessment. Another possibility, now that we are no longer required to report against National Standards, is that assessment, for at least our Foundation students, is made entirely against the ELLP.

Many schools are now using their School Management System (SMS) to record the ELLPs in the hope that this will be much easier for the both classroom teacher and ESOL specialist to use as a working, ongoing, diagnostic tool. Ideally teachers and ESOL specialists can each add to the ELLPs as the opportunity arises.

Completing the ELLP digitally is a very straightforward process, ostensibly no different from completing a hard copy. N.B. 'etap' is the SMS in these examples.

Teachers select the relevant time period then select 'Yes' or 'No'. On saving, the selected criteria become colour coded for that time period.

The teacher, or ESOL specialist when moderating, then manually records the achieved level as with the paper forms.

The form can then be printed out as a pdf.

Unfortunately, the SMS ELLP can't be shared directly with the next school, and must be emailed or printed. Some schools are using a Google docs format so that the form can be shared directly. Some possible suggestions the Primary SIG have received from members for future consideration include:

- using an electronic system that can be used by a range of management systems such as Link- Ed
- devising a system that determines initial eligibility to be assessed through a click button approach such as: time at school in NZ, ethnicity, L1 parents' country of birth, and linked to the school enrolment form that would then alert the ESOL coordinator
- devising a system that determines eligibility through usual curriculum progressions (maybe after

Foundation) e.g. when given reading and writing levels, home language and time at school in NZ, being given an alert that the child may qualify for ESOL funding

- a call to again revise the ELLP by setting up a working party using Primary/Intermediate practitioners to develop a system that is clear and simple for teachers to track alongside usual data
- that the ELLPs include social, emotional and behavioural needs, as some children need considerable support due to cultural parenting differences and this may be extremely challenging for staff when entering into our system as this will not qualify on current criteria

NZQA Roadshow

Breda Matthews

NZQA and the Ministry of Education recently ran four roadshows. The original plan was three roadshows but demand was so high that an additional one was run in Auckland.

The Roadshows were cross-sector with teachers from tertiary institutions, private training organisations and high schools attending. The focus was *Ensuring Consistency* and covered

- Services and resources provided by NZQA including unit standards, moderation process and assessment support materials
- Services and resources provided by the Ministry of Education e.g. online communities, teaching and learning sequences and formative assessments
- The New Zealand Certificates of English Language (NZCEL) and the Guiding Document. The latter is useful for all teachers using unit standards not just those doing NZCELS
- Workshop sessions on assessment task design and benchmarking against CEFR

The Roadshows were attended by large numbers of teachers who greatly appreciated the events.

My sincere thanks to NZQA, the Ministry of Education and the team who put together the NZQA Roadshow events. I attended the December one and found

it invaluable for hearing about changes and improvements within the wider sector. As a secondary school teacher, it was great to be able to get a broader understanding of NZCEL, and also to hear about the upcoming changes to the English Language Unit Standards. The workshops in the afternoon were also appreciated. To be able to have a hands on opportunity for trying out tools useful in the development of assessment tasks was very valuable.

Rachel Price, Sancta Maria College

Many thanks to Annie Chan for her organisation of English Language Roadshow on 4 April. It was both timely and extremely useful. With the continuing evolution of the ESOL sector, these Roadshows are invaluable in helping to keep EL professionals at all levels up-to-date, and therefore more confident, in their programme planning and execution. Annie, as usual, got the balance of topics covered in each session just right. As we start to implement the new EL Standards in 2019, it is hoped that more Roadshows will be organised to help professionals interpret and implement the standards as well as to keep abreast of further developments.

Norma Sullivan

HOD ESOL

Westlake Girls High School

A huge thanks needs to go to Annie Chan from NZQA and Tjitske Hunter from the Ministry of Education for driving this initiative and the institutions and individuals who offered venues for the day and looked after us so well:

- UNITEC (Auckland)
- Whitireia, New Zealand (Wellington)
- Riccarton High School (Christchurch)
- Ormiston Senior College (Auckland)



Presenters at the NZQA English Language Roadshow: Breda Mathews (MoE), Julie Luxton (NZQA), Kirsten Shaw (NZQA), Tjitske Hunter (MoE), Annie Chan (NZQA), Mark Dawson-Smith (WINTeC)

Perceptions of Language Teaching in New Zealand – an opinion

Keith Burgess

Keith Burgess suggests that we could, and perhaps need to, do better at readying our international students for higher level study. He says it has taken decades for us to understand our international students and that now is the time for a dialogue on how better to deliver language programs.

There are those students who, when asked to complete the sentence "The colour of the cars can be very different from black to yellow; that is to say the colours can range from dark to" will say, without too much thought, "yellow".

And there are those students who are more contemplative of what they hear or read and have quite original thoughts, yet can produce language like this.

"Those favour that students go to other country has many advantage give their reason as follow. In the first place students can better learn English. If you improve your ... "

Neither of these students are ready for higher level study.

For the former this is because, although they might have good social language skills after spending time at an English speaking high school, they are about to enter a system that will demand much higher critical thinking skills than they currently seem capable of. This same student will probably feel liberated by the high school surroundings which provide the freedom to express themselves and make choices that they may have not had before. But freedom to express and freely think is not the same as developing key critical thinking skills.

For the latter, the control of English language and range being shown is insufficient in fluency and accuracy, and clarity of thought is not in evidence.

Both students are caught in a bind. They may have had enough of high school and especially of English study and may wish to further their study to the tertiary level, whether it be business, science or humanities, yet are

inadequately equipped to succeed. Or more precisely, in our experience, they are likely to resign themselves to either:

- a. Returning home and spreading the news about their dissatisfying experience or
- b. Being accepted by a college that is more of a business than an educational enterprise and graduate with a suspect qualification and again, possibly an element of dissatisfaction.

There are many students like this. They appeal to our institution all the time for help, essentially having inadequate language and critical thinking skills education yet thinking they have invested enough – both time and moneywise – in their schooling here already.

I would like to invite teachers and providers to begin a conversation on this theme. Internationally, we tend to advertise a rosy picture of study in New Zealand, yet from evidence, I don't think that is the whole picture.

Touching on the sensitive issue of standards, I believe we have to consider in greater depth the curricula we offer international students by combining a free-thinking environment with genuinely intensive language courses that demand a lot more linguistically than they currently do.



Keith Burgess is a teacher and Director of Studies at Canterbury College in Christchurch. He is the author of "Activating 1,001 words for international exams", "Total Fluency - a comprehensive and intensive English language teaching course book" and "Teaching Critical Thinking Skills in the ESOL classroom".

I believe we have to understand and acknowledge that free thinking does not necessarily lead to genuine critical thinking skills. In addition to presenting English language courses that can equip our international students with most of the language they will need and the language learning skills to teach themselves what they do not know and introducing specific critical thinking challenges that go beyond what we currently do, as educators we need to examine the educational background our international students have experienced and address this.

The blog site for inviting dialogue with Keith is:
www.letstalkabouttesol.wordpress.com

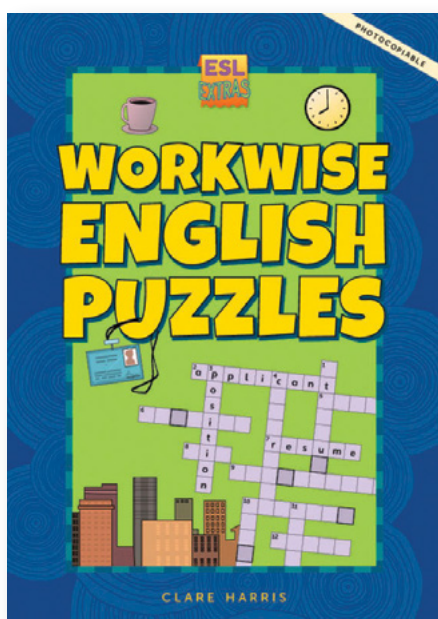
“ Learn everything you can, anytime you can, from anyone you can; there will always come a time when you will be grateful you did. ”

Sarah Caldwell

Book Reviews

Dr Katherine Quigley

Kate teaches academic writing at Victoria University of Wellington. She is an IELTS Examiner Trainer and a Principal Examiner (IELTS, Writing) for Cambridge English Language Assessment in the UK. Kate is also a consultant for NZQA on English language proficiency testing, and is Book Reviews Editor for the TESOLANZ Journal.



Workwise English Puzzles

Harris, Clare. (2018). *Workwise English Puzzles*. The Book Next Door, Leederville, WA, Australia. ISBN 978-1-922191-24-3. 73 pp. AU\$55.

Reviewer

Christine Dykstra
English Language Partners (Wellington)

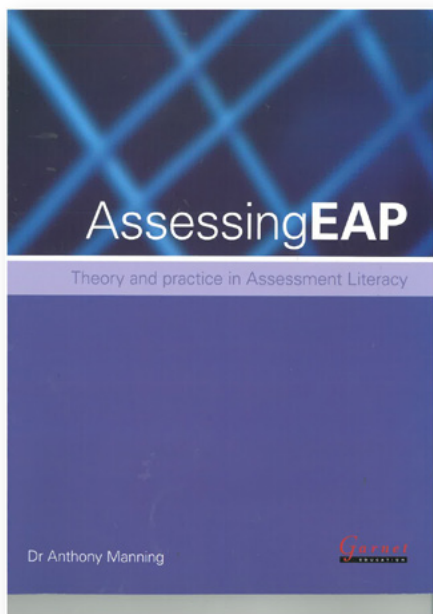
This is part of the series 'ESL Extras', a series which includes reading books and puzzle books. The activities within are aimed at lower intermediate to intermediate level learners and can be used independently or for pair/group activities.

The book has 34 activity pages which contain various types of puzzles such as crosswords, downwords, vocabulary quizzes, multiple choice puzzles, missing letter puzzles, matching tasks, word finds and gap fills; all on the theme of job seeking and workplace English. There are different sections grouping the activities together: Jobs and Applications, Starting a New Job, How's it Going?, Getting it Right, and Talking to Workmates. It also includes a section with some extra activities, such as measurement words, pair puzzles, and a talking board game. Following the puzzles is a section for learners to record new words or phrases as they are learned, as well as a checklist which teachers or learners can use to tick the activities completed. Most of the puzzles also include a hidden new word, which is discovered by completing the puzzle correctly. All the answers to the puzzles are in a separate section at the back of the book.

The book is easy to use, with a contents page and a teachers' notes section which has some helpful suggestions on how to use the puzzles and provides extension activities. It also lists important concepts that these puzzles teach as well as workplace related language, such as reading instructions, crossing off words as they are used, and checking word length. The book is A4 sized and well presented with clear but minimal instructions on each page and some pictures. All the puzzle worksheets are photocopiable and the entire book is in black and white. It comes with a CD which has all the puzzles for easy printing or for projection onto a screen.

Learners will be stimulated by the great variety of puzzles in this book; other puzzle type resources I have come across are often limited in their range. Most of these puzzles lend themselves very well to pair or group work, giving the teacher opportunities to build in speaking and listening opportunities. The language presented in this resource is useful and suitable for the workplace language theme. It includes useful job-related vocabulary and phrases as well as small talk topics, everyday language and some numeracy. Being an Australian resource means that it is easily applicable to the New Zealand context, however, there are some terms which may differ (such as resume for CV and references to the Australian school/education system), but these are minimal.

I would recommend this resource to anyone teaching workplace related ESL courses, individual learners seeking work or getting established in a job, or as a resource for a library. It is great to have on hand for a topic-related and fun activity, as a lesson warmer, as a break from more intensive work, or as a filler activity.



Assessing EAP. Theory and practice in Assessment Literacy

Dr Anthony Manning (2016). Reading: Garnet Publishing Ltd. ISBN 978-1-78260-226-2. Reference: Read, J. (2014). Coming to grips with quality in language assessment. *The TESOLANZ Journal*, 22, 1-12.

Reviewer

Judi Simpson
UNITEC

Assessing EAP aims to foster assessment literacy by assisting EAP practitioners “in developing & maintaining the quality of assessment procedures so that stakeholders, particularly the test-takers themselves, are not disadvantaged” (p. i). To this end, Manning provides a comprehensive overview of EAP assessment practices ranging from in-house test creation to large-scale standardized EAP tests. The terms *assessment* and *testing* are used interchangeably and are defined as formal and informal procedures for gathering language data for the purposes of evaluation.

Each chapter is organised similarly beginning with statements summarising the aims and objectives. In textbook fashion, chapters are interspersed with up to ten ‘Tasks’

where the reader is invited to answer questions designed to operationalise the strategies and principles introduced in the chapter by reflecting on their own teaching context. The final ‘Extension Activities’ section of each chapter, serves the purpose of developing and extending the strategies introduced.

Manning begins by exploring the purpose and function of EAP assessment with regard to summative and formative testing, and different test types are described. The importance of clearly identifying test functions is seen as crucial to the selection of appropriate tests. The following chapter is devoted to explaining and unpacking the concept of construct validity, which is described as underpinning the creation of quality assessments. He goes on to outline how test specifications can be used to facilitate EAP assessment design and a framework is provided for the use of these. The importance of a collaborative approach to test creation is also emphasised, a theme that permeates much of the book.

Manning highlights the importance of being aware of the features of the academic subject domains in which students intend to study in order to ensure valid test design, content validity and authenticity. Guidelines are provided on how to approach a needs analysis and apply it to sampling for EAP assessment purposes. However, this comes with warnings that what constitutes ‘authentic’ content can be difficult to accurately identify, while too much focus on authenticity should not come at the expense of ability and competency.

Chapter 5 deals with what is referred to as a ‘paradigm shift,’ in response to research (Gipps, 1994; Shohamy, 1998; cited in Manning, pp. 57 & 54) into social and ethical concerns associated with testing practices. The research cited here, as with a number of the other references to research in this book, seems somewhat dated.

This chapter also highlights the implications of poor quality EAP assessments and focuses on preventing problems before they arise through rigorous and complex pre-testing processes. The importance of engaging in procedures requiring, for example, multiple checks undertaken by both internal and external colleagues as well as field-testing with larger groups of students, is stressed.

In the following chapters Manning covers other significant aspects of EAP testing including two aimed at introducing and applying descriptive and inferential statistics, where statistical analytical procedures and resources are provided in some detail. There are also chapters exploring critical language testing, ethics, and washback, as well as one on ‘Learning from large-scale standardized tests’ (p. 162). Although the stance of critics of such tests is acknowledged, Manning argues that standardized testing systems ‘still serve to heighten practitioner awareness and inform the development of local or in-house EAP testing systems’ (p. 163), and two well-known tests (TOEFL and IELTS) and computer-based tests (in particular, the Pearson Test of English Academic) are reviewed.

One of the themes that runs through this book is the ‘changing nature of assessments and their contexts’ (p. 59), and the importance of authenticity in terms of sourcing texts for test purposes. However, I would have liked more consideration of assessment authenticity in terms of process, where assessments emulate the process learners undergo when creating texts in their future tertiary study. Such assessments are now common; for example, the current NZCEL Level 4 Unit Standard 22750 (crafted text) for academic writing which requires learners to research a topic and go through a drafting process before producing the final text. Read (2014) points out that such standards-based assessments embed the assessment process into the teaching learning activities themselves. It would have been useful if methods or guidelines to ensure validity and reliability of such complex assessments had been explored with regard to, for example, the standardisation of marking where multiple drafts are involved.

Overall, *Assessing EAP* is well worth adding to the EAP bookshelf, particularly for beginning teachers of EAP, who may lack experience and confidence in this field. As Manning himself notes, assessment is one area often neglected in teacher training and this book is designed to fill that gap.



Tangaroa's World

De Geest, L. (2017). *Tangaroa's World*. CreateSpace Independent Publishing Platform: Scotts Valley, CA. ISBN 978-1979453455 (pbk.) 34 pp. NZ \$9.99. Distributed by www.amazon.com

Reviewer

Jenny Field
Waikato Institute of Technology

The title of this beginner ESOL reader "Tangaroa's World" sets it firmly in Aotearoa New Zealand. New residents learning English and curious to know more about the culture and history of their new country should have a pleasant reading experience when they engage with this recent publication. Seven stories drawn from legend, nature, history and the environment invite the reader to get to know the people and animals of Tangaroa's world such as Pelorus Jack, a playful dolphin, and Guy Menzies, an Australian youth who crossed the Tasman Sea in a single engine plane in 1931.

The cover illustration by Bridget Laws captures the colours of the ocean, and signals a story about the difference between fur seals and sea lions. The legend of Maui is the first story and is retold in a dialogic manner which should keep the reader's attention until the very last phrase. The final story carries an environmental message about taking care of Tangaroa's world.

Each story is prefaced by a page which lists the new vocabulary that the reader may encounter in each story. In addition there are very helpful footnotes for other new vocabulary or concepts that the reader may encounter. E.g. *Paua* (noun): paua is a shellfish (p. 17).

This reader is set at Level 1 and aligns with NZCEL Level 1. The print is in a suitable font, especially for older readers, and Te Reo Māori terms are used to introduce the North and South Islands' original names. One or two illustrations throughout the text may have enhanced it as readers at this stage may still be reliant on picture clues.

Material for adult new readers of English which reflects the natural and/or social history and life of Aotearoa New Zealand is very limited, so Leanne de Geest is making a significant contribution to ESOL beginner literature with this authentic and attractive reader. I do hope there will be others to follow.



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30 September

International Translation Day

NZQA Roadshow

The NZQA Roadshows for English Language - Supporting Consistent Assessment Practice, held in September 2017 and again repeated in April 2018, have been invaluable to myself and my staff.

There are so few opportunities where all sectors can get together with the different stakeholders involved in English Language to gain a better understanding of the changes of our subject area. We are often working in isolation, whether it be physical location or socially, or often in a small department, and because of the challenges faced with workload are not always able to attend cluster meetings. Another key factor is that we no longer have ESOL advisors which also makes it hard to keep up-to-date with the major changes.

It is vital that NZQA continues to offer these types of workshops to help us as English Language practitioners have the best professional support possible to be able to confidently make consistent judgements in our assessment practices and course planning to meet the diverse needs of the English Language learners we face each day.

Being made aware of the guiding document (NZCEL) was very worthwhile, as we did not know of its existence. To see the progression of levels and the pathways visually allowed for the big picture to be seen and how, as secondary teachers, what we offer at school could then allow our students to transition more smoothly to the tertiary sector.

My staff, who have either returned from overseas or are not so experienced in NCEA, found the section on unit standards pathways very informative and it helped them to piece together key information. The practical session on the English Grammar profile (EGP) was something that we were not aware of and will help when referring to the CEFR.

Overall, we all gained something from this roadshow and without hesitation would sign up for more as we all continue to develop our knowledge and confidence in this area.

Johanna Blank

Tech Tips: Creating ESOL learning-based videos with a smartphone

Nick Baker



Nick Baker is a returning adult student from Auckland, with a Bachelor in English and New Media and Graduate Diploma in Tertiary Teaching from A.U.T. Additionally, he has recently completed his Masters in Higher Education at the University of Otago, and is now working on a PhD researching writing and reading identities of university academics. Nick regularly plays jazz and blues guitar, practices photography and Tai Chi, rides motorcycles, reads philosophy, and enjoys basic graphic design.

When it comes to digital technology a common experience is with video; used to express, create and impart stories or ideas. Nevertheless, video as a tool for teaching feels underused in many language classes. Just like other tools in the ESOL classroom, video can have a wide range of uses. Video can provide a window into language learning and an interactive and authentic space for the teacher to communicate. These ideas can help to create a more tailored and personalised experience for learners which can continue beyond the classroom. This sounds great, but how do we start?

Many of us have access to several video recording devices such as a mobile phone, the camera on a computer and/or a video recorder. This short article considers using the mobile phone as a quick and easy way to create videos to help others on their learning journey. Most people today have a smartphone as their mobile device. Most smartphones (for example iPhone or Android) can record high quality videos and even share them with other users through services like YouTube (it is very easy to set up an account). All you need to do is have an idea, an example of dialogue or interaction you wish to record, and some preparation, to create a good video.

Here are three basic tips in preparation for recording a quality video on your mobile phone.

1. Have someone hold the phone, place it on a tripod or hold it yourself. Preferably at eye level and try not to move the phone too much when recording. The constant shifting of the view at different levels in a single recording can be very disorientating.
2. Carefully plan what you will film. If you need to move the angle of view, stop and reset where you intend to film/record. If you have different angles on different recordings you can use easy video apps to join them together.
3. Prepare some notes or key points that are written out and placed in a convenient spot at eye level to help you focus on what you want to do or say.

Once you have finished recording, you can share the video as it is. Or you can edit the video using video editing applications which work on a variety of smartphones and add text (i.e. instructions or titles) to improve its impact. There are a wide range of these applications available (for example iMovie or PowerDirector usually accessible via your provider's app store) which you can easily add to your phone. This process of creating a video is quick and simple. As always, it is important to plan ahead. Ask yourself what are the objectives of the video-making task and what value will it have for the learners' language progress. Video, no matter how it's produced, if created with a clear message can provide a valuable addition to your language classroom teaching toolbox. Happy recording!



Cathrine Attwell

Survival of this season is all about warm, rich, comfort food as we hunker down to endure the harshness of winter. Every cold climate country has food that is designed for this time, and New Zealanders are no different. Our appetites nowadays reflect the eager adoption of recipes and flavours from cultures outside our historical heritage. With that in mind, "Turkish Bride Soup" with a credit to Annabel Langbein for this variation, is incredibly nourishing, requires very simple ingredients, and if given the chance, develops even richer flavours if given a day or two to mature in the fridge.



Turkish Bride Soup

1 butternut pumpkin (roughly 900g)	1-1/2 cups red lentils
6 tablespoons butter	3/4 cup bulgur or cracked wheat
3 onions, finely chopped	12 cups vegetable broth or water
3 tablespoons tomato paste	1-1/2 tablespoons dried mint
1-1/2 teaspoons smoked or plain paprika	2 tablespoons chopped mint leaves
1/4 teaspoon cayenne pepper	2 tablespoons lemon juice
	salt and ground black pepper

Heat the butter in a large, heavy-based pot and cook the onions over a gentle heat until very soft (about 10 minutes). Stir in tomato paste, paprika and cayenne and cook for another minute.

Mix in lentils and bulgur or cracked wheat, then add broth or water. Bring to a boil then reduce heat to a low simmer and continue to cook for a further 30 minutes, stirring now and then.

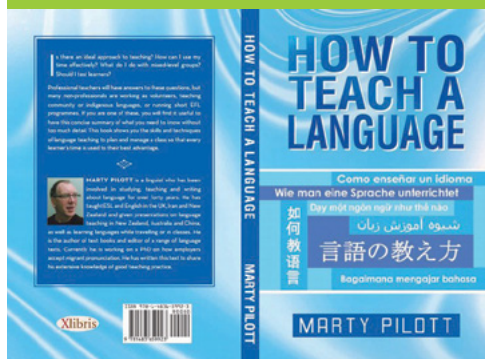
Remove from heat and stir in the dried mint, fresh mint and lemon juice. Adjust seasonings, including cayenne pepper, to taste. Cover and leave to infuse for 10 minutes. Turkish Bride Soup can be made ahead to this point, kept in the fridge for up to 3 days and reheated when needed.

To garnish - plain yogurt, lemon wedges and extra mint leaves.

When ready to serve, bring back to a simmer. Divide between serving bowls, swirl in a little yogurt and serve with lemon wedges and mint leaves.

*editor endorsement!

Is there an ideal approach to teaching? How can I use my time effectively? What do I do with mixed-level groups? Should I test learners? Professional teachers will have answers to these questions, but many non-professionals are working as volunteers, teaching community or indigenous languages, or running short EFL programmes. If you are one of these, you will find this concise summary of language teaching by Dr Marty Pilott highly useful. This book shows you the skills and techniques of language teaching to plan and manage a class so that every learner's time is used to their best advantage. It explains, in clear and straightforward language, the skills of language teaching.



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