



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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CLESOL vox pop

Jenny Webber, Waikato Pathways College: "Participating in workshops and getting to know other teachers, friends and backgrounds."

Geetika Samuel (left), University of Waikato: "Likewise, plus the macarons!"



Robert McLarty, Wintec: "An excellent session on PD from Monash and the first plenary Paulette was impressive. Christchurch and the location are gorgeous."

Patrick Coleman, Lincoln University: "Fantastic networking opportunity with potential collaborators. A showcase of research and sharing."



Mareena Ilyas, English Language Partners, West Auckland: "Diverse and inclusive conference with talented speakers. Enjoyed it."

Diana Feick, University of Auckland: "Very encouraging experience in terms of other languages in NZ."





Editor's Foreword

Erina Hunt

Thank you to all those who were a part of the highly successful CLESOL 16th Biennial National Conference, as delegates, presenters or invited guests. Through the wonderful energetic wizardry of convenors Daryl and Kerstin who magicked up a very special event (apt given the stunning Christ's College, Christchurch venue was regularly referred to as Hogwarts), and all those who so ably assisted, this was indeed a family affair, albeit one with a gender bias of 85% female attendees. An overarching vibe of collaboration and initiative was greatly evident. This issue is a sharing of much of what was learned; from vox pop (voices of the people) commentary to some provocative lexical considerations plucked from conference sessions and offered up in Word Play. I could wax lyrical myself on the range and energy of those creative 'educational influencers' that offered sessions and networking opportunities, but our community has done so, eloquently, in these pages. Many of the branch reports this issue are bouquets to CLESOL. I urge you to read the reflections.

Bilingualism, and specifically the intergenerational transmission of te reo Māori was a recurrent theme and continues to be played out not only in this newsletter but in the announcement since our last issue, by Prime Minister Jacinda Ardern, that she "certainly wants" new born daughter Neve Te Aroha Ardern Gayford to learn New Zealand's indigenous language te reo Māori alongside English. Although she admitted she hadn't yet made a decision "about how that will happen" she said in an interview with the Native Affairs programme, "It is an official language. It builds our understanding of Māori culture as well. For me, language is what sits at the heart of that."

Language was certainly at the heart of CLESOL. Enjoy this season's TESOLANZ pickings and the holiday season ahead. Hei konā mai until 2019, the year of the Earth Pig!

Nga mihi nui

Erina

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Letters to the editor welcomed.

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CLESOL vox pop

Cassandra Elder

"Themes running through the conference were the ideas of 'translanguaging' – basically allowing the students to figure out an idea/piece of language among themselves in their native language in class, and 'desire lines', a term used by Steven Thorne to describe where people end up going because they want to/it's easier, by not necessarily following the laid-out path. He noted that younger millennial students especially have their own ways of learning English (e.g. online gaming, social media) and we should use that to our advantage as teachers, i.e. let them go where they want with English – utilising those tools rather than pushing them to 'our way' of learning.

Shanton Chang gave an excellent talk about online student engagement. He identified the difference in websites between countries, so we need to give our students a little bit of training on the layout of NZ websites and how to access the important information they need when online, and also address what New Zealand's standards of online etiquette are.

Another point highlighted was the fact that students don't actually often talk to native speakers while they're living in an English-speaking country – about 90% of their interactions (besides with their teacher) is with other people who are speaking English as an additional language too.

The 'Pechakuchas' included practical information such as:

- Use CamScanner on a smartphone to scan a student's work, bring it up on the whiteboard and analyse it directly and interactively with the class
- Quizlet LIVE
- Phone quiz feedback (Google forms)
- New ways in teaching music
www.eurospanbookstore.com
- Putumayo website for music ideas
- Use white text 'colour' in Microsoft word to make what seem like blank spaces in texts (highlight in yellow so students can see where the blank spaces should be), then make the words darker again to reveal the answer
- A practical way to combine all four English skills is using the ERICA 4-step model:
 1. Preparing to learn
 2. Thinking through a text
 3. Extracting and organising
 4. Putting it all together"



Deryn Hardie Boys, Victoria University of Wellington:
"CLESOL 2018 was well-organised. I appreciated the opportunity to step outside my work environment and listen to the thoughtful and engaging plenaries from the te reo and Pacifica speakers who spoke about key language issues in Aotearoa."



Penny Hickey, AUT: *"I'm going back to Auckland with lots of inspirational ideas to discuss and implement."*



Catherine McKinlay, AUT: *"Great to connect with colleagues around the country serving the needs of former refugees."*



Averil Coxhead, Victoria University of Wellington: *"CLESOL 2018 flew by. That's one indicator of an enjoyable, interesting conference for me."*



Rachel Tancred, University of Otago Language Centre: *"The sharing of practical ideas."*

"The whole conference created a great opportunity for networking so that attendees can continue to communicate and share each other's expertise. It was immensely beneficial for someone like me who has newly started working as an ESOL primary teacher. I learned about the Christchurch ESOL cluster meetings which take place every term. One teacher has invited me to observe the ESOL teaching environments in her school. Another has offered to share some bilingual resources. On top of that, I have now become acquainted with a local community language teacher who requested my opinions and ideas on community school settings and programs, as I have been working and teaching as a community language teacher for over 10 years. Not only that, but I was communicating with many others whom I met through the Primary sector SIG meeting.

CLESOL highlighted the importance of the coexistence of English, Māori, Pasifika and community languages. Speakers who stressed the importance of maintaining mother tongue and/or of letting ELLs use it in class, have confirmed and strengthened my gut feeling from which I have been speaking with my son in my L1 from the day he was born. Now he is almost trilingual at the age of fifteen and doing well in all fields. The whole conference was very inspirational, innovative and thought provoking."

Mijung Kim, ESOL teacher at Christchurch Wairakei School, Korean Community School Teacher and English Language Learning Facilitator at Ara Institute of Canterbury

"The conference was truly a platform for learning, connecting and a great opportunity for networking and learning.

All keynote speakers directly touched on common issues and gave improving ways to engage students' learning. Moving beyond content-based approaches; changes in the design, management of assessment procedures, translanguaging, and bi-literacy opportunities were some of the important issues that were highlighted during the conference.

I learned many new ideas for game-based learning. Language related topics and networking patterns of international students were also in the top favourite list."

Archana Martins, Linwood College, Christchurch

"This was my first CLESOL Conference. As a beginning teacher teaching ELL, I thought the conference was very interesting and eye opening into the current issues in New Zealand regarding community languages and ESOL. The speakers relating to the use of te reo in New Zealand were fantastic at raising awareness of the issues and what needs to be done to address them. As a beginning teacher this was extremely useful. The Pechakucha 'brilliant ideas' session had some great activities you could use in class to enhance learning through Māori culture, using cell phones, and teaching with music."

Emma Powell, Linwood College, Christchurch



Taking a moment: sunshine soak or information overload?"

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.

Executive Committee

Daryl Streat (president), Dr Marty Pilott (secretary), Shireen Junpath (treasurer), Breda Matthews (SIG liaison), Christine Hanley (Branch liaison), Akata Galuvao (Publications).

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Farewelling Annette



The TESOLANZ executive committee are sad to be farewelling Annette Tate who has been wholeheartedly active within the society for almost 5 years and instigator of many changes. The TESOLANZ family wish her well in her future endeavours.

What brought you to become involved with TESOLANZ?

I began ESOL teaching in 2005 when I was appointed ESOL teacher at Rosebank Primary, Auckland. I had five happy years there teaching groups, taking them on trips all over the city with my wonderful teacher aides, organising big cultural celebrations and concerts and working with families from the Pacific, Asia, Africa and the Middle East. In 2010 I went to Team Solutions which worked out of Auckland University advising teachers and senior management teams in primary schools around the city how best to cater for their English language learners, facilitating staff meetings, and working in-depth with some schools. After moving to Dunedin, I taught ESOL online for a year. I had completed a Grad Dip TESOL while at Rosebank School and was then fortunate enough to get a teacher's scholarship to do my Masters in Education.

What would you consider highlights of your time on the TESOLANZ executive?

While serving on the committee I have enjoyed giving back to a community (ELLs) that can be marginalised at times and for whom I developed a real admiration and affection. One highlight has been to update the TESOLANZ newsletter. Being able to put it in the hands of a layout guide and now publishing in colour really showcases the excellent quality of submitted articles we have always had. I'm also really looking forward to our renewed web page when it is completed.

Why have you decided to step down from your role on the committee?

I have been out of ESOL teaching for 4½ years now and feel I am getting out of touch. It really is time to bow out and hand the job over to people who are currently practicing in the field. In an unexpected and interesting turn of events I gained a position as spiritual carer at the Otago Community Hospice. I have discovered I love the work and have decided to stay in this role for now. However, I also love the buzz, generosity and excitement of the ESOL teaching community. It is diverse and it has been an absolute pleasure to work amongst some very interesting people during my time teaching ESOL.

The weaving of a te reo Māori and ESL career path

Ruth Patuwai-Beere

Ruth Patuwai-Beere is primary trained and has worked in international adult education in Russia; as an education advisor for MOEYS (Ministry of Education, Youth and Sport), Cambodia; at a bilingual primary school in Thailand; as a health educator at the Christchurch Resettlement Services Pegasus Health Trust for refugee and migrant families, and kaupapa and full immersion Māori teaching. She is also a musician and artist.



2018 is a long journey from my first year teaching at Tweedsmuir Intermediate, Invercargill, Southland (Murihiku) in 1990. It is a privileged teaching journey that has taken me internationally to Vladimir in Russia, Cambodia, Thailand, and back home to Aotearoa.

My ESL experience has been interwoven with te reo Māori teaching in both bilingual, and full immersion kaupapa Māori, working with disaffected youth from secondary schools, to Rimatika Prison projects.

From my experience as a teacher I have come strongly to believe that language and culture have a common place value and richness whether it is 'taught and caught' locally, within a city university campus, on marae, in a community-based UNICEF complex; or in a wooden hut with dirt floors in 46-degree heat.

This year I have been working alongside an active bilingual Māori unit based at Haeata Community Campus in Aranui, Christchurch. The kaiako (Māori teachers) are extremely skilled in their area of expertise. This is reflected in the keenness of the students in wanting to use their first language as much as they can, which in my experience is 90% of the time. It's refreshing and encouraging to be working in such a stimulating and caring environment.

In my experience as a teacher in many guises and environments, I can reflect that one thing is constant that when a connection and sense of belonging and rapport are present, learning and teaching will always be rewarding.

*Ka pai to mahi kaiako o Aotearoa.
Keep the journey rich and fun!*

I have taught in a relief teacher capacity there only, however I am always encouraged to speak te reo Māori, which I love and appreciate as my first language, and is that of the tamariki in my care there. Current technology plays a big role in keeping students in touch with the use of devices and research skills in taking responsibility for their own study skill set and in accessing current developments of Māori web-based activities, games and information for unit work. It is fun and relevant to today's technological pedagogy.

A few other key insights that have aided my teaching of te reo are largely in the use of visual aids, creative art and music-based activities and both hands-on and outdoor activities. The best learning takes place often when we least expect it. This always comes through basic play, exploration, and creative sensory-based activities that provide a variety of learning experiences that are inclusive of all the 'wee' types of personalities we deal with on a daily basis. I find this is key to both enjoying ESL language learning, for teachers and for learners.

Other teaching approaches that work well in my experience are any strength-based, student-centered activities; inclusive education in terms of learning about other cultures and people, which often include learners from multilingual backgrounds.

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GEN TEFL: Who are We? Please join us!

Dr Andy Noces Cubalit

The Global Educators Network Teachers of English as a Foreign Language (GEN TEFL) was introduced in December 2014 in Thailand. It is a non-profit network of native and non-native educators in the field of language teaching worldwide. Its mission is to enrich the lives of educators, administrators, researchers, and students. The goal of this organization is to create an atmosphere of camaraderie: to innovate, connect, and mentor; conduct seminars, training, and workshops; organize international conferences; publish quality research papers; and strengthen and expand partnerships with other institutions and organizations.

As of June 2018, GEN TEFL has 338 members from 37 countries. It has 23 volunteer staff, and 9 volunteer advisors. Starting in November 2018, the new membership scheme will be implemented. All, including old members, will have to renew their membership. Paying members will be classified as FULL members and enjoy the privileges/benefits. Members who wish not to pay will still be classified as associate members, but with limited privileges. Junior members (Bachelors' Degree level) will enjoy membership free of charge. The membership is renewed annually on the anniversary of the date the application was approved. The option to renew each year is indefinite. GEN TEFL encourages and welcomes any English language teachers, tutors, administrators, researchers, authors and students (as observers) to become a member.

The organization has conducted several seminars, workshops, and trainings in Thailand and the Philippines. It holds an annual International Conference which aims to provide an avenue for educators to learn, share and discuss ideas, strategies, techniques and methods used in ELT. The conference assembles a wide range of sessions including researched-based, practice-based presentations, workshops, and demonstrations. It also holds a yearly activity – the English Language Teacher's Congress. It is a gathering

which aims to highlight pragmatic classroom designs and best practices that derive from teachers' carefully-honed principles of language learning and teaching.

The GEN TEFL Journal is a refereed journal with an editorial board of scholars in various fields with ISSN 2520 – 209X (Online) and ISSN 2520 – 6648 (print). Issues are published annually.

GEN TEFL is a proud associate of IATEFL (the International Association of Teaching English as a Foreign Language), based in the United Kingdom. It is also featured in the Yearbook of the Union of International Associations (UIA) based in Belgium. GEN TEFL is still growing and expanding its affiliations and partnerships and warmly welcomes members from all sectors in New Zealand. For more information about the organization please visit www.gentefl.org



Dr Andy Noces Cubalit has been in the ESL teaching profession for more than 15 years. His research interests include curriculum design, listening and reading comprehension and language teaching development. He is the founder of Global Educators Network (GEN TEFL), an international association of teachers of English as a foreign language. He loves travelling.



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Teaching Māori Culture in the ESOL classroom

Sonya Hamel

Sonya Hamel has been teaching ESOL since 2002, is a current member of Otago TESOL and a past member of its committee. She is a graduate of Otago University (MA in Applied Linguistics) and is interested in SLL's English language acquisition and acculturation processes. This talk was presented at the recent 16th CLESOL conference in Christchurch as part of the pechacucha series. Sonya teaches at the University of Otago Language Centre.



ESOL teachers commit themselves to honouring the Treaty of Waitangi. New Zealand is a bicultural country with a multicultural society, and we welcome a steadily growing stream of international students into our classrooms. How much exposure do our students get to Māori Culture in this setting? What are some effective ways to give these students an introduction to this culture?

As a first-generation immigrant to New Zealand with no direct experience of indigenous people (I grew up in Switzerland), I have been asking myself this question for some time. It is important to me that Māori culture does not get reduced to a quaint 'otherness' in the bigger picture, and that students can immerse themselves in finding out about this multi-faceted topic by doing productively, not merely

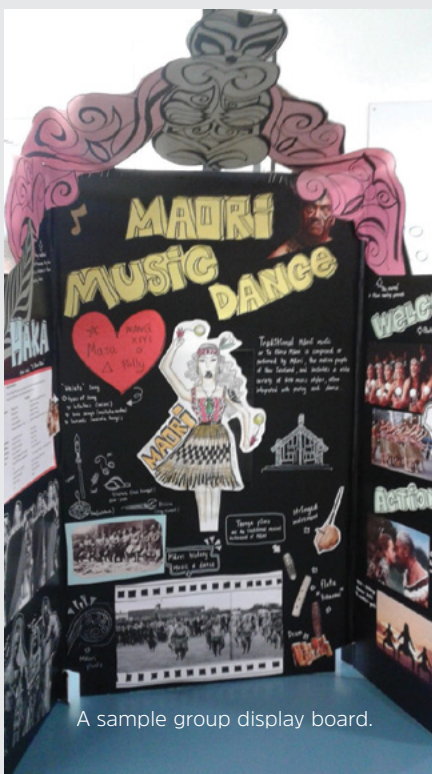
by listening receptively. The Teaching Māori Culture programme I use in my ESOL classroom is based on the Project-based Learning Model of collaborators Cherie and Erina Brown, 2014¹, which I have found successful in getting students to work together researching, collating, learning about, and presenting to their peers and the public. Moreover, this project-based learning design has allowed me to work closely with several of my colleagues in a positive learning experience. Students from one level or two similar level classes (Upper Intermediate and Advanced do well here, but I suggest that lower levels could benefit from this programme too) get together once a week for a double shared class of 2 hour duration, for 5 consecutive weeks, followed by a 2-hour poster presentation of their findings. The students are put into groups of 3 or 4 of mixed gender, background, first language, and classes.

The best way to introduce a topic is to find out what students already know. Predictably, it is the haka that is cited as the most recognizably Māori element in New Zealand. A general knowledge quiz at this early stage marks the step-off point in their learning and establishes group cohesion. We explore how to work together in groups, common pitfalls and problems and how to remedy them; introduce the format of the project and the reasons why. We elicit what students know about culture, stretch out their understanding and point out that 'Māori Culture' is an umbrella term for a multitude of Maori sub-cultures within the New Zealand setting. The primary objective is to get students interested in a topic and to set them on the way to independent and inter-dependent group research

work. We teachers provide a sub-topic for each group and, with the help of various resources, give them a platform from which to depart. We also want the learners to reflect regularly on what they do, why, and how, in a weekly research journal and encourage them to meet outside of the classroom in their groups to discuss approaches, problems, and resources (here the mixed first languages force the use of English). Some of the resources we use in the classroom are: the words and video clip of the haka, a clip of the film 'The Man who lost his Head' (2007, with Martin Clunes and Nicola Kawana); an invited speaker from the local Māori community, usually a staff member of Otago University's Māori Faculty; classroom teachers' personal experiences of Māori-Pakeha life in New Zealand. Invaluable resources outside of the classroom include visits to the 'Tangata Whenua' exhibition in the Otago Museum and 'Toitu' Museum of Māori and European Early Settlers.

Two formative assessments result from this project: A written report on each student's experience of their participation in this project, and a speaking assessment of students' presentation of their findings in a poster-style setting. The audience consists of students and teachers from other classes, students' homestay families and friends, plus institution staff and managers. The feedback from the audience is invariably positive and enthusiastic. The participating students enjoy the programme, the process, and even the presentation, despite many last-minute nerves. This results in a rich, enjoyable and collaborative way in which to discover the culture of a new environment.

1. Brown, C.J. & Brown, E. M. (2014): 'Partners in the Classroom. Collaborative English Language Teaching and Learning Projects'. Akita International University Press.



A sample group display board.

Viewpoint: Learner Fixedness

Dr Marty Pilott



I was searching for a suitable recording to use for a listening assessment for the NZCEL Level 4 class (all bar one student were international), and came across a great TED talk on YouTube by Dan Pink called *The Puzzle of Motivation*. Mindful of what we had learnt in the NZQA Assessment Workshops, I listened to the talk first, and decided that much of the introduction was too rapid and too obscure for our learners, but the rest of the talk would be fine. I went through with the transcript and used ~~strikeout~~ for sections which were too fast to follow, and **bold** for what was clear and emphasised.

Dan Pink began by describing a classic behavioural experiment. Subjects were given a candle, some thumbtacks in a box, and some matches, and asked to attach the candle to the wall so the wax wouldn't drip onto the table. People would try various ideas until they realised that the box containing the thumbtacks would do the job. We don't see this solution immediately because of *functional fixedness* – the inability to see that an object could be used for purpose B when it has been designated for purpose A.

Then, he reported on further tests. Subjects were asked to perform the candle test as quickly as possible, and one group was offered financial rewards while the other had none. The surprise was that the rewarded group performed worse. He said that focusing on the reward “dulls thinking and blocks creativity.” This video made good test material, but my main concern was that it would be too easy. They had a video to look at, with pictures of the candle experiment, and Pink announced repeatedly, clearly, and in various ways, that that the “mechanistic, reward-and-punishment approach doesn't work.”

I needn't have worried. Only one student in the class passed the test. They were asked about the experiment, its results, the speaker's conclusions, and about motivation. All except one reported that the people who were paid did better than the ones who weren't. Every answer they wrote was in direct contradiction of everything that was forcefully presented in the talk. It appears they were not responding to what they had actually heard, but filtering the talk through what they already believed.

They weren't actually listening!

I found two other examples of this “learner fixedness” in the same week. One teacher reported that students were rebellious about citing the texts they had used. “Why?”, “What was the point?”. Another had received essays from Level 5 students which showed no relevance to the question asked. The students would often say “but this is the information from the book, so it must be right!” What they couldn't distinguish was being right from being relevant. They also filled the essay, the teacher said, with vague waffle which did not address the question. From all this I was reminded that adult learning is not just the gathering of information and skills but requires the acceptance that these are valid, true and useful. Clearly, this is not getting through.

Students can enter NZCEL Level 4 if they have IELTS 5.5, but this is only a snapshot of English language skills. It doesn't show that they understand Western ideas of critical thinking, or reporting accurately what someone has said, or plagiarism, or acknowledgement of other people's ideas. And even if these concepts are presented as part of English teaching – as I'm sure they are – it doesn't mean students take the teacher seriously. The effect is that these students are likely to fail their Academic English programme. Of course they can sit – and probably pass – IELTS, because it isn't a test of academic ability, but they will then enter their mainstream programmes lacking crucial academic abilities.

Perhaps what we need is a separate introductory course which focuses solely on these skills, so that they can be viewed not as a subset of English but as academic skills which will be crucial to their further study. That way they will be prepared for both their English and mainstream study.



“Tell me and I forget. Teach me and I remember.
Involve me and I learn.”

Benjamin Franklin

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.

Gamification

Translanguaging

Entextualisation

Lurkers

Likers

Linkers

Desire lines

Transitioning the Lexical Divide

As a logophile, I had been anticipating CLESOL as a place to enjoy and procure some new language... and it certainly provided an opportunity to do both. The sheer number of words and expressions that I heard for the first time left me floored.

Perhaps this shouldn't have surprised me. According to the Global Language Monitor (an American company that tracks trends in language usage), an estimated 5,400 words are created each year with about 1,000 of those reaching the pages of The Oxford Dictionary. But where do all these words come from?

One way is through loan words – words we acquire from other languages. I heard a fair few of these and I'd like to propose one more – a word used by Paulette Tamati-Elliffe in her keynote speech on restoring te reo Māori as a living language. *Rorohiko* (computer) appeals not just because it rolls so beautifully over the tongue, but also because it literally means *electric brain*. Surely such a clever word has earned the right to be deposited into our bank of loan words.

Yet loan words are only one of the ways that lexical items enter the English vocabulary. *How New Words Are Born*, an article published in The Guardian in 2016, examines the myriad ways that new words enter the English vernacular. Apparently the most common is by adding a prefix or a suffix to an already existing word. It seems likely that several of the new words I learned at CLESOL – *gamification*, *translanguaging* and *entextualisation* – came into existence this way. Technologically-derived words that popped up during Shanton Chang's speech – Lurkers (Social media readers/members), Likers (Contributors), and Linkers (Collaborators) – are likely to have been introduced the same way.

Another common 'way in' is by bringing together two already existing words – surely where the expression 'Desire lines' (the path that people want to take) would fit. Introduced by keynote speaker Steve Thorne, this expression quite appropriately conjures up images of our students traversing the wilderness, taking any direction that their hearts' desire and enjoying the journey rather than simply the destination.

Then there was some jargon – some of which I'll share with you thanks to an attentive colleague:

- The visceral primordial essence of being face-to-face with someone
- Culture - the anticipatory imposition of what will happen next
- Plurilingual polylogues
- Linguascaping discursive ontologies
- Conspecifics
- Emergent bilinguals
- Trans-semiotizing

I'd love to share what these mean but I have to confess that I'm not really sure, which makes me wonder if there's a possibility that educational research is becoming a little too jargonised. Perhaps these are nonce words (words made up for one occasion and unlikely to be used elsewhere), portmanteaus (words blending the sounds and meanings of two others) or even conversions (taking one word used in one-word class and moving it to another).

Should I be concerned? Are we running the risk of missing out on valuable research findings simply because the academic terms used have become so perplexing? Or have I just been living with my head in the sand while a new pedagogical language has arisen? What I'm left wondering though is – how much of this is the language of the future, how much is simply jargon, and how will I be able to tell the difference?

Parenting and bilingualism - majority culture, minority language

An ESL teacher's perspective

Gisela de Hollanda | Photographs by Marijke Smith

Gisela is a Tauranga-based ESL and Swedish teacher currently working at Bay Learning Academy in Mount Maunganui. Before moving to New Zealand she trained and worked as a primary school teacher in Sweden, mainly with immigrants' children. Experiencing second language acquisition from different angles has shaped her ways of teaching today.



I never thought I would end up in New Zealand. And I never thought I would teach English in an English-speaking country. But here I am, an immigrant myself, happily and confidently teaching English as a second language to immigrants in New Zealand.

When I first got a job, I felt quite awkward. Although my English is strong, I carry an accent and people always ask me where I am from. So, whenever asked about my occupation I felt an urge to justify it. Four years on I am comfortable in my ESL teaching role, but my journey to this point has been an unusual one.

My second language journey could have begun by having a Brazilian father and Swedish mother speaking their native languages to me. Unfortunately, it didn't, because my parents were unaware about the advantages of encouraging a child to learn two languages simultaneously. So, my father spoke to my sister and I in his broken efforts at Swedish and we missed out on the chance of a bilingual start in life. As toddlers we picked up some of our father's mother tongue while living in Brazil, but when our parents separated and we returned to Sweden with our mother, we quickly lost our Portuguese, despite our mother's attempts to maintain it. Our father's absence demotivated us from continuing to speak that language. Later in life I grabbed an opportunity to go to Brazil as an exchange student where I learned to speak Portuguese fluently. It was an enormous feeling of achievement to eventually master

a language that had always been an intrinsic part of me!

As a primary school teacher in Sweden I was drawn to work with immigrants' kids in the suburbs. I studied second language acquisition at university and worked in multilingual classrooms with up to eleven different languages represented. In the most segregated areas there were no native Swedish speakers at all, which made the second language acquisition challenging for both teachers and learners. In search of methods to make learning interesting, comprehensible and relevant, we went for treasure hunts in the nearby forest, we studied vegetables in parents' veggie patches and I dressed up as a story-telling troll with language props in a sack. The more hands-on and

authentic the better, and prescribed text books went mostly out the window.

When I moved to New Zealand perspectives became reversed. All of a sudden I was the one who was having difficulties with the language and who had to adapt to a new culture. I passed the phone on to my partner to talk to authorities and was discretely told off when I sat on a table in the local school's staff room. I started to study language acquisition in the bilingual (te reo – English) classes but realized that my cultural pre-knowledge was too limited. I was better off doing what I knew – teaching a second language. I could handle teaching basic English to newly arrived refugee children and did so in Nelson before moving to Tauranga.



Tech Tips: Drop Box - Your Secret Little Friend

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.

In Tauranga I stayed at home with my children for a while before I started looking for work. I had my NZ teacher registration but there were no jobs available as a primary school teacher or even as a reliever, so on the off chance, I approached a language school for adult English learners. After completing the required TESOL course I started teaching small groups of immigrants at elementary level. I had to plan my lessons carefully and sometimes I felt I lacked vocabulary, but I could always consult a dictionary or ask a colleague and come back to my students. It has definitely been different to teach a language that is not my own, but the approaches to learning a second language I find, are universal. We simply need to make things real. We need to go out of the classroom, to bring objects (realia) and people into the classroom and always relate to students' experiences. That is what makes teaching and learning both entertaining and meaningful!

A continuous part of my journey is to pass my L1 on to my children. Now 8 and 10 years old, they are fluent in English and Swedish. I always speak to them in Swedish and they respond in Swedish. We read books, play games and sing songs in Swedish. But I am not sure how their fluency would be impacted if they did not have the privilege of going back to Sweden for at least three weeks every year, and if their father did not also speak and understand Swedish. Being immersed in a majority culture and language can make it very hard for a parent to hold on to a minority language with their children, especially if the other parent only speaks the majority culture's language. Once a week I teach children with a Swedish background Swedish from my home. Most of them have a Swedish mother and a Kiwi father so have been raised in New Zealand with English as their L1. We play, sing and rhyme, but sometimes it feels like Goliath's struggle and I need to be grateful and mindful to continue my interest in the Swedish language to prevent losing it as part of my, and my children's identity!

Our academic and teaching lives are full of digital documents, videos and photos zipping around from place to place. Sometimes it can be hard to manage and share them with others. For instance, e-mail can be a messy affair with different versions of a word document flying around or a file may be too large to be sent. Or perhaps, you want students to send their work to you electronically, and suddenly your inbox is bombard by a large influx of emails. If only there was a better way share or distribute digital files. But wait, there is! Let me introduce you to drop box (accessible at www.dropbox.com).

Dropbox is a cloud-based storage service capable of storing any file type and can be accessed anywhere from any device connected to the Internet. The service has its own app which can be added to your digital device, phone or computer. Dropbox is user-friendly; just select the file and literally drop it in to your drop box page and you're done. The service is also very secure. If you wish to share any file or document to your drop box, you can do so by sending an invite to your intended receiver with a message and a private link. Only they can see the link and the item you wish to share: everything else in your drop box will be invisible to them. The basic service is free with 2GB of storage which is a reasonable size if you're only transferring or storing documents and/or photos.

There are many advantages to using drop box in your practice. Drop box can act as a space to share digital material with your students. This can be in the form of a public file, or a private one where you invite all the students via a private link. Additionally, drop box can be used with students for sharing news, activity sheets, photos or videos. Material can also be shared through the shared folders option creating the possibility of an interactive experience between you and those who have access. These spaces can provide a wide range of additional possibilities for online group projects to occur through group allocated folders. Drop box can also provide an easy and effective way to collect and distribute course content. Another possibility is you can create files or folders to share with work colleagues. Word documents related to assessments or projects can be shared and edited with the most up-to-date document readily available, as drop box always updates the document with the latest version of the file. The possibilities of drop box are endless and add another valuable digital tool to help transform our practice into an efficient and interactive digital experience.

Reports

President's Report

Daryl Streat

daryl.streat@lincoln.ac.nz

Kia ora koutou,

The last couple of months have been quite a blur. With CLESOL 2018 held in October, I needed to primarily focus on convening duties for the conference. However, as with most conferences, CLESOL highlighted several significant issues which TESOLANZ will address over the next few months.

The presentation on language policy (with Susan Warren and Sharon Harvey), once again shed light on this important issue. If we are, as a nation, to better support the first languages of all New Zealanders, then serious discussion around a National Languages Policy is a good place to start. At CLESOL, Susan Warren called for the establishment of some form of umbrella body to take this discussion forward. I am pleased to say that the first steps toward this have been taken as we seek to establish the scope of such a body.

Assessment came up frequently as a focus. The Language Testing Research Colloquium in Auckland brought considerable attention to this issue. In addition, the recent TESOLANZ survey highlighted assessment as the primary area of concern among our members. Not to mention there were several well-attended sessions on assessment at CLESOL 2018.

Based on discussion at the Tertiary SIG meeting (at CLESOL), TESOLANZ members will seek to establish a case for an assessment symposium to be held next year. If this shows that there is significant desire, we will look at establishing a group, such as a Special Interest Group (SIG), to further the issue of assessment across all sectors of TESOL. Tied into this assessment symposium will be a focus on English for Academic Purposes (EAP). This area is gaining increasing prominence at the secondary and tertiary levels.

At our recent AGM, several issues were raised by AKTESOL which spoke to the professional status and working conditions of our members. In addition, the recent survey also highlighted several such issues. A group will be working to finalise a report on the survey, beginning with some statistical analysis. My President's Report (from the AGM) is available on the TESOLANZ website and includes some brief results. Look for a fuller report in 2019. Of course, a report is only the first step. If we are to address such issues (as were raised by AKTESOL) then we need to have a firm idea of our ideals and goals. We will also require a plan in terms of how to achieve a solution. I look forward to hearing from you with any input you may have.

In terms of paths forward for Language Teacher Associations (LTAs), I will be speaking to this at the upcoming ALANZ Symposium in Hamilton on December 1st. It would be great to meet up with any TESOLANZ members who are attending and discuss these issues face-to-face. I'm most certainly looking forward to a conference where I will not be convening!

CLESOL 2020 will, I'm happy to announce, be held in Auckland. I am very keen for this to be the largest CLESOL conference ever! With 50% of the 2018 conference delegates being first-time attendees, I'm sure this will be possible in our largest population centre.

Ngā mihi

AKTESOL

Ailsa Deverick

Conference highlights and learnings

Christchurch was beautiful with late spring blossoms. Walking into the Christ's College grounds was like entering Hogwarts. I expected to see Harry Potter on a broomstick flying in from the right turret, and Dumbledore could have come sweeping in at any moment through the dining room. But no, it wasn't fantasy, it was a language teaching conference with hundreds

of passionate people talking about how to engage others in learning, teaching, and maintaining English and other languages. Invited speakers sat on sofas on the stage, talking to Averil Coxhead about ice cream flavour preferences; the perfect informal touch to a rich academic and practical conference.

I was inspired by Paulette Tamati-Elliffe, who shared her powerful story about bringing her children up to speak te reo Māori. From Angel Lin, I learnt about translanguaging pedagogies and that Cantonese is a wonderful hip-hop language (what a shame she didn't show that video!). From Phil Benson, the importance of 'places and spaces' were stressed and that learning is constrained by the spatial relations within the sphere of everyday routines, so you need to understand *where* the learning takes place. Steve Thorne's energy was infectious and his whirlwind talk was 'wild' and multifaceted. But his message to me was clear; social relationships drive language and building empathy with learners is a powerful way to allow us to understand each other. Shanton Chang's research was revelatory. Who knew that Chinese international students routinely access hundreds of different websites? I attended many other good presentations but my current interests lie in working with international students learning in discipline-related contexts, so Ken Cruikshank, Jennifer Jones, Jenny Mendieta, Ana Maria Benton Zavala, and Shireen Junpath's workshops were particularly interesting for me.

The conference was seamless in its organisation; inclusive and engaging. The co-convenors Daryl Streat and Kerstin Dofs and their superb organising committee, drew in other academics from around the country to introduce and host. The best part, as always, was catching up with old friends and networking with new ones. Tāmaki Makaurau will host the 2020 Conference, I know it will have as much soul. Thank you, CLESOL Christchurch.

Ken Pearce

Apart from all the great networking and discussion about common problems and challenges, there was a wide range of presentations. Angel Lin's keynote confirmed that I can justifiably continue and extend translanguaging use in my classes. Phil Benson reminded us to be aware of the wider total environment that students move within. Shanton Chang highlighted the diversity of cultural norms and expectations involved in online environments, with obvious implications of whether institutes' online systems consider these expectations. The selection of concurrent sessions provided many opportunities to compare the range of ways other institutions have developed the new NZCEL courses, and I unfortunately had to prioritise some over others. All in all a very positive and informative conference.

Leslie Robertson

1. Paulette Tamati-Elliffe speaking on the intergenerational transmission of Māori.

I deeply admired her family's bravery in deciding to make te reo their language at home and the commitment to revitalisation they have shown.

2. How often I have heard at various schools "English only!"

Angel Lin's research showed the benefit of acknowledging the contribution of the students' first language in the classroom and was a great message to refocus on understanding, putting concepts into words, and supporting anything which helps that.

3. "Let them go wild."

Steven Thorne followed a magnificent dance performance at the dinner by a most powerful visual reminder to teachers – people will follow their "desire lines" (see image) regardless of the pathway we try to lead them along.



<https://bit.ly/2NXDB3x>

CANTESOL

Kerstin Dofs

As expected, the CLESOL 2018 presented lots of opportunities for learning and networking with new and old acquaintances. CANTESOL has asked some of our newest members, who also participated in the conference, to reflect on their experiences at the conference (see page 3). It is very encouraging to hear that they felt both welcomed into the community and that they learnt useful pedagogic ideas at the conference.

The CLESOL Committee met at the end of October to look at feedback and drew some conclusions to pass on to AKTESOL, and which will be shared in the next TESOLANZ Journal.

MANATESOL

Gwenna Finikin

A major point of the conference was the reiteration of the importance of supporting the maintenance of home language.

How can we ensure mother tongues are maintained and children don't enter schools multilingual and leave monolingual? We need to be valuing first languages and supporting maintenance.

Another very important message was around the need for a language policy. The most powerful determinant of culture is language and a language

policy is about the role of language within a country.

Planning of policy is often about power. Planning for one language affects other languages. No one is without their own views and policy makers and planners often bring their own agendas to their role.

By having a policy that promotes the learning of te reo Māori, it becomes a platform from which all languages can flourish.

The biggest issue is a monolingual mind-set.

MANATESOL had two post-CLESOL events – one in Palmerston North on November 17 and the other in New Plymouth on November 24. This allowed opportunities for those who did not attend to see what they missed and for those who did attend to hear from different speakers.

NATESOL

Madeline Carroll

The Nelson branch has a busy schedule of events for semester 2 after a slow start to the year. At the end of term 3 we had a session using games, including reflecting on why games can be so effective for language learning. On 23 October Waimea College hosted a session on "Learners as Publishers" with examples of learners' own stories being used as resources. NATESOL also planned a Best Practice Workshop: English Language Unit Standards Assessment for 23 November, facilitated by Julie Luxton.

The four NATESOL members who attended CLESOL were invigorated by the stimulating keynote speakers as well as the great variety of sessions and workshops. The breadth of professional experience and passion of the keynote speakers was a particular feature of this CLESOL – thanks to the CLESOL organising committee for securing them.

It's good to be reminded of the importance of bilingualism in the classroom for supporting literacy

development and for content learning. A theme that seemed to run through several workshops was the importance of agency of learners in both gaining English language proficiency and in being successful in mainstream subjects. More than one workshop referred to the importance of scaffolding tasks – in EAP as much as in General English. And, as we were reminded in the closing discussion, the challenge for all teachers is to interpret pedagogy into classroom practice.

WATESOL

Nicky Riddiford

The CLESOL conference was a big event in the WATESOL calendar and several members attended and gave presentations.

We finished the year with the AGM on 15 November with a guest presentation – *A New Place called Home* by Caro Atkinson, guidance leader from Wellington East Girls' College. Caro shared some ideas about how we can support our refugees, migrants and new settlers find their place in our schools.



WATESOL Presenters at CLESOL.

Primary SIG

Gwenna Finikin

The wonderful CLESOL conference provided us with the opportunity to come together and discuss a number of topics including funding times, especially for schools near universities that have influxes of students after the funding rounds close, or for small schools who have children show up when there is no infrastructure in place. Although funding dates are set, if there is a novel situation, ring the National Migrant, Refugee and International Education Team to discuss options.

It was noted that there does not seem to be provision of pre-service training around supporting English language learners as a matter of course. This is an area of huge need and it would be of benefit for students and teachers to have this addressed by training providers.

We discussed quality/trained teachers getting recognition and having our lesser qualified learning assistants being required to teach our most needy learners. Leadership of schools (principals) is where change needs to happen. It is, unfortunately, a financially-based decision many principals make when they assign staff to roles.

The TESOLANZ Primary page has been established. <https://www.facebook.com/groups/319805288574871/>

Only two ECE participants attending the conference came to the ECE sector meeting with Gaylene Price and questions that arose from this were:

1. What can ECE do for bilingual 4 year olds to prepare for Primary?
2. What do primary want from ECE to help bilingual young children transition?

Enable children to strengthen their confidence and self-efficacy! The 'hands on' interactivity of early childhood education is an ideal place to involve and/or help parents and whanau to build these attributes regardless of the diversity of cultures and languages spoken. For bilingual 4 year olds it would be great if bilingual teachers, parents or teacher aides could encourage singing (and dancing) using other languages and write children's dictated stories in their mother tongue. Involve and ask parents for advice about their children.

Secondary SIG

Athlyn Watt

The CLESOL conference was a highlight for our sector and it was wonderful to see the number of secondary school teachers who were able to attend. We offer thanks to the Ministry of Education and TESOLANZ for the generous scholarships that many took advantage of, and to CANTESOL so ably hosting the event in the heart of Christchurch.

Several themes stood out. One was the importance of Māori language revitalisation in New Zealand and its link to community languages. "Community Languages in Aotearoa/ New Zealand can't flourish unless Te Reo flourishes" (Sue Warren from COMET Auckland).

Another theme was the importance of translanguaging and supporting bi- and multi-lingualism. In our schools, we need to value and utilise the languages and cultural resources of our learners in the wider school and in our classrooms.

In the digital world, it was pointed out by Shanton Chang, University of Melbourne, that each culture has different digital norms, with their own ways of presenting information and favourite apps and sites that tend to be used repeatedly. Therefore, as teachers we need to scaffold our English language learners into understanding the digital resources that we want them to use and how to use them. We need to identify our New Zealand online etiquette and teach them explicitly.

I attended a workshop that addressed the under-preparedness of many English language learners (ELLs) for tertiary study. The English for Academic Purposes (EAP) standards were presented as a possible solution, requiring teaching of critical academic language skills which would prepare young people for tertiary study and promote feelings of confidence and self-efficacy. The new level 3 EAP standards scaffold learners into a range of academic skills, whereas the level 4 standards begin to remove the scaffolding using more challenging and authentic texts. They also offer standards recognised as demonstrating University Entrance literacy. In addition, these standards can be used for any students, not only ELLs. This could be a pathway worth exploring in more of our schools.

The NZQA and MoE workshop alerted teachers to the newly created formative teaching and learning sequences and assessment tools available under the theme of 'Belonging' for four level 3 EAP standards. These are available on ESOL Online.

In the Secondary SIG meeting, we discussed the importance of teachers and students participating in the NCEA reviews, remembering the opportunities and needs of our multicultural communities and new ELLs. In addition, concern about collapsing classes was discussed, along with questions about help available for ELLs with additional needs.

The conference has raised awareness of issues that we need to continue discussing and exploring in our practice.

I must mention the announcement of the Language Learner Literature Awards for 2018. The winning titles can be found on the Extensive Reading Foundation website. In our school, these form the basis of our new graded readers for the year.

A personal highlight was the opportunity to connect with colleagues from around the country. We are part of a supportive, inspiring and dedicated network of special people.

He aha te mea nui o te ao.

What is the most important thing in the world?

He tangata, he tangata, he tangata.

It is the people, it is the people, it is the people.

Māori proverb

Tertiary SIG

Ailsa Deverick

Around 30 people attended the Tertiary SIG meeting at the CLESOL Conference. It was great to see representation from different institutions all around the country. The following items were discussed:

Establishment of an EAP and Assessment SIG

- EAP teaching has gained more prominence in the polytechnic and secondary school sector due to changes in the student body and NZQA qualifications
- The TESOLANZ survey sent out earlier this year signalled that assessment was the #1 commonly-stated issue that members were concerned about

- It was therefore suggested that a one-day EAP and Assessment Symposium, at an affordable cost, be held to discuss EAP issues and broad-based classroom assessment and to establish whether people would be interested in membership of both, or either, as ongoing SIGs. Daryl Streat (President) and Mark Dawson-Smith will look into a date and venue for this symposium. Watch out for a 'save the date' email in the near future

Guidance to TEC on fees-free tuition and the Refugee Education Fund (REF) grants

- Currently, students who are approved an REF grant and who study English for a year (or more) cannot take advantage of the first year of a new qualification fees-free, as they are deemed to have already studied for a year. It is widely felt within the industry that the REF should be ringfenced and not considered as part of the first year fees-free study, in order to support former refugees to pursue tertiary qualifications
- Furthermore, it was felt NZCEL L3 qualifications should neither be considered fees-free, as it disadvantages students wishing to enter a vocational training programme
- Attached to every REF grant is a \$400 refugee pastoral care fund (for Levels 3 and above), which is supposed to be channelled into appropriate support for students' study. Currently, there is no standard mechanism for how this is to be administered, nor any accountability for its use. In many cases, it bypasses the student altogether and is allocated for different purposes. This is a significant issue that needs addressing
- Judi McCallum, from the Red Cross Pathways to Employment Programme, has witnessed the impact of some of these policies and suggested that tertiary institutions bring this issue to the urgent attention of TEC, and provide guidance on this, and other issues around effective pathways for students. Please look out for remits and guidance from TESOLANZ about how to effect such change. Perhaps this could be discussed at the EAP / Assessment one-day symposium?

Establishment of a standardised implementation of NZCEL

- There was much discussion around what pathways are available for students from NZCEL Level 3. NZQA have stipulated that L3 is a recognised pathway for L5 Certificates and Diplomas but many institutions are still not recognising this as a valid entry criteria, or don't realise what the qualifications mean. The NZQA table clearly sets out different entry criteria but it seems it is not common knowledge. Please see below for more on pathways
- It was suggested by Marty Pilott and others, that another ESOL providers' forum be held to discuss this. Alternatively, an online forum. Please email me your views on this

NZCertificates in English Language (NZCEL)

- NZQA are happy with the number of providers seeking approval to deliver this suite of qualifications. The guiding document that accompanies the approval process has been updated to reflect pathways from 2 – 5 into 'mainstream' programmes, with qualifications at Levels 4 and 5 being slowly recognised as entry criteria into university. Tracking of students in mainstream study show that these students are succeeding. However, due to reducing numbers of English language learners, some institutes will no longer be offering Levels 2, but Levels 3 and 4 only with an academic focus. It is therefore incumbent upon community providers to deliver courses with an applied community focus

Language Testing

- New NZQA regulations (Rule 18) now prevent any provider from using their own English entry test to mainstream, no matter how rigorous. IELTS remains the only permissible entry criteria for international students, as are NZQA approved qualifications for domestic students. Any English language test or qualification has a validity of two years.

For expressions of interest for the role of Tertiary SIG convenor, please contact Ailsa at a.deverick@auckland.ac.nz

Selecting a good graded reader

TJ Boutorwick (ELI Teacher) and Balint Koller (Senior Administrator, LLC), Victoria University of Wellington

It takes a village...

The old adage is true for us here at Victoria University of Wellington as well: creating in-house resources that are useful and respond to an existing need is an involved process, hinging on a raft of different people from different units contributing to and informing the end result.

This was certainly the case with a new online catalogue for English graded readers (<http://eslgradedreaders.weebly.com>) launched a few months ago. It is worth reflecting on how this project was initiated, what it has evolved into, and how it could be further developed in the future – the Language Learning Centre (LLC) and English Language Institute (ELI) believe that the process is a fine illustration of how collaboration can help improve what we offer our students.

ESL GRADED READERS Home

Selecting a good graded reader



How to choose an appropriate reader

Read a page in a book. If there are about three unknown words on the page, the book is at a good level for you. If there are many more than three, the book is probably too difficult for you.

Browse the readers by level below...

G1	G2
300 - 450 headwords	500 - 850 headwords

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

It all started with a student

It all began in 2016, when a student in the ELI's English Proficiency Programme asked her teacher whether it was possible to look up what genre a particular graded reader was. The teacher at the time understood that students finding graded readers enjoyable is an important part of an extensive reading programme (Day & Bamford, 2002) and brought the student's question to the LLC, which houses the English graded reader collection.

Initial phase

Seeing an opportunity for improving the accessibility of its resources for students, the LLC responded by establishing genre categories and organising all the readers into a spreadsheet. Following this, LLC staff created a catalogue of all the English graded readers, classified by level and genre. While the catalogue was a valuable document available on the LLC website, it had some disadvantages: it was difficult to update and did not link in with Te Waharoa (the university's online Library catalogue), meaning that it was not very useful for checking the actual availability of the readers.

Evolving response

Driven by a passion for improving what was already in place, the LLC began investigating the option of creating a dynamic online catalogue that was easy to update with new acquisitions and also established that essential link with the library catalogue. At the time, the LLC employed Dr TJ Boutorwick, an expert in extensive reading and language learning. Dr Boutorwick took interest in the endeavour and with professional experience in computer programming, he began coding the catalogue which would become what it is today. Funding for the project was kindly offered by the ELI, whose management recognised the value of this resource for their students. With additional collaboration from LLC staff, the database of readers was updated, the website tested and tweaked, and its March 2018 launch was flawless.

Exploring possible extensions

Although there is now a live website that can be utilised by students, we do not think about it as a 'finished product' and plan to extend it with additional functionalities and improve its usability based on feedback from students. There are a number of exciting possibilities: one is to make the website interactive, to turn it into a platform that students can actively engage with, for example by writing and posting reviews on graded readers they have read.

Another addition would be to turn this online catalogue into a learning tool by enabling learners to search for on which page of which readers specific words and phrases appear, so that they can easily locate and identify authentic common usage patterns and collocations. For this, the website will need to have access to a database of the digital versions of all the readers, and obtaining this will certainly be a challenge.

For now, we will be working on securing funding so that we can continue with this project to explore the possibilities above. In the meantime, we welcome any feedback from the New Zealand TESOL community.

For enquiries regarding possible collaboration with the Language Learning Centre on similar online resource endeavours, please email us at llc@vuw.ac.nz.

References

Day, R., & Bamford, J. (2002). Top ten principles for teaching extensive reading. *Reading in a Foreign Language*, 14(2), 136-141.

About the English Language Institute

The English Language Institute offers high-quality, intensive English language courses for speakers of other languages who are preparing for tertiary study, or who need English for professional purposes. The Institute has been an important part of Victoria for more than 50 years, welcoming students from more than 120 countries, either in English language courses or teacher education programmes.

eli@vuw.ac.nz

About the Language Learning Centre Te Pūtahi Reo

The Centre first opened its doors in 1967 and since then has built up a wealth of language learning knowledge and resources. It provides a vibrant and welcoming hub to support users to become better independent learners. The team helps students improve skills in over 70 different languages through online and physical resources, group study rooms, teaching labs, audio and visual material, a Language Buddy Programme and language learning advice and tips.

llc@vuw.ac.nz

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Please submit your advertisement in High Res (300dpi) Jpeg or PDF form to:
erina.hunt@otago.ac.nz

**Deadline for the
Autumn issue is
March 20**

Opinion: The benefits of art education in second language acquisition

By Andrew Ginther

At some point in our fertile and formative minds, language develops and we reach for the words and their meanings as our need to communicate our experiences of the world to others blooms. It's wondrous how an infant can grasp and reach towards language as if beckoned forth by magic. The underlying process may be wrapped up in our earliest perceptions of the world through our senses, just as Palaeolithic people slowly began to acquiesce their experiences into a coded symbology of experience. It's here that language and art share a common root and this is a compelling reason why creative exploration should reside alongside language acquisition skills.

Having taught art for several years at tertiary level to many people to whom the traditional education system would label as second chance learners, I gradually began to see in my students that language cannot be simply defined only by speech and writing but could be a rich visual feast that

a challenged student with a hearing impairment or dyslexia, as examples, can revel in the possibilities that art and creativity can bring. The students feel empowered, as here is a language different from the one they came to face in a school environment that is more exciting and powerful as a form of expression with its rich symbology and cultural heritage.

Some may see art as a superfluous and fanciful addition to the curricula, be it at primary, secondary or tertiary level. I have come to experience, through my students, that art is a powerful motivational tool that can be used to explore experiences for those that cannot easily access the written word. Often language-based learning has become codified in specialised fields of knowledge as a mummy wrapped in a sarcophagus, that is; arcane, unreachable and only able to be deciphered by the high priests of its own making, be it lawyers, medical professionals or policy makers. And so, sections of the population have become

cast adrift from the original intent and spirit of a communicable fact or idea, knowledge now shielded or expertly deciphered by the keepers of their knowledge and by implication of power.

On the other hand, visual learning and expression may be a power adjunct to language that can instil confidence. There may be a residue opinion floating about which prejudices the artist as having an unworthy interest or career but almost all artists I know are phenomenally hard working and eloquent in pursuit of their goals.

Art **IS** second language. It's just that we are not taught or encouraged to think that it is. Once in a class I watched as a deaf student who knew sign language only in Afrikaans, was able to deftly tap into the language of art and draw meaning and beauty from his experiences and convey these to his classmates. If the language of art has the power to free us from the silence of a hearing disability then this is a language that we should all be paying attention to.

Welcome Akata



Akata Galuvao is the Head of the English Language Department at Otahuhu College, in South Auckland.

She has been involved in the English as a Second Language sector for many years. During the course of her career in education, she has worked and worn many names such as an ESOL Resource Teacher (in a primary school), an ESOL Co-ordinator (in an intermediate school) and now as a HOD (in a college). Akata has also worked as an ESL Tutor teaching English to new migrants at the Aorere College Community Education Centre. We are delighted to welcome Akata to the TESOLANZ executive committee with the responsibility for publications.



Learning Village

learningvillage.net

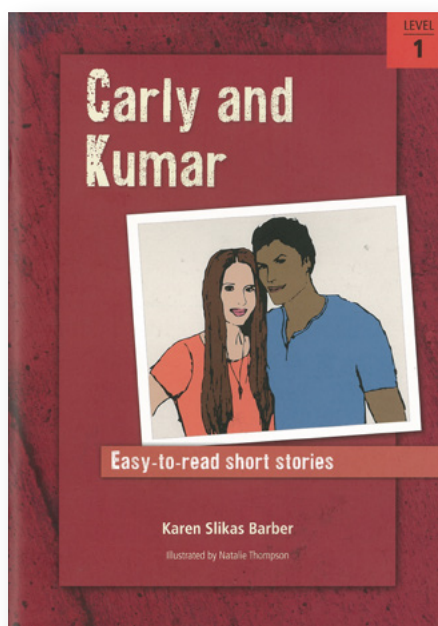
The Learning Village is designed to help teachers support EAL learners of every language background accessing the mainstream classroom.

- Includes 9250+ words and phrases across 900+ lessons, incorporating speaking, listening, reading and writing
- Visual methodology to help learners who are unable to read in their mother tongue
- Saves significant time preparing lessons
- Assesses & tracks learner progress
- Provides support for blended classrooms or for self-study
- Offers excellent support for Special Educational Needs students
- Allows learners to support themselves

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.



Carly and Kumar

Slikas Barber, Karen. (2013). *Carly and Kumar – Easy-to-read short stories*. Read Me Again Press; ISBN: 0 780992288006. 59 pp (Book 1) to 67 pp (Book 4). Illustrations by Natalie Thompson.

Reviewer

Elizabeth Brugh

There are four books in this series. The first three books (Level 1, 2 and 3) offer the same story but with more complex language at each level. The final in the series, titled '*More Carly and Kumar*', with no level indicator, continues the story. Each story in the first three levels begins with an introduction to the two main characters. The introduction becomes more complex based on the level. Thus, in Level 1, Carly introduces herself by saying, "Hello. My name is Carly and I'm from Perth." By Level 3 she says, "G'day. My name is Carly and I'm from the northern suburbs of Perth." Barber has done a very good job of increasing the level of complexity in the series. Each book (Level 1 to Level 3) have the same chapter headings so students can talk about the books to each other even if they are at different levels of reading comprehension.

The Table of Contents includes eight chapters and is at the very front of the books with student/teacher notes on the following pages. In the notes section, the author writes an explanation for the students on how the book is structured, how to get the best out of the stories and why reading stories is beneficial. In the teacher's section, nine points or ideas that teachers could use with the stories are described.

There are questions on each chapter at the back of the book but also the same three basic questions to discuss each time a chapter is read. At the bottom of the pages are possible 'new' words with definitions of each.

All the books have an accompanying CD. The student notes, which are found at the start of each of the four books, are also recorded on the CD. While Barber herself has an American accent, for Carly's story, and in parts of the book where Carly has a lot to say, we hear a young Australian voice. The reading is slow and well-modulated.

In format, the books are a very slim paperback, which makes them light to transport. The books use an open-faced font at a size that makes them easy to read for anyone with vision issues. They are attractive-looking and include simple, yet engaging, illustrations.

I gave the Level 1 book to one of the top students in my pre-elementary class to read, but it was way too hard. Barber indicates in the foreword that Level 1 is for Elementary students. However, I think the student would still need to be a strong reader in order to fully get the gist of each chapter.

Overall, these are well-considered stories for younger students as the context is a young couple and slang and 'cool' language is used in the direct speech of both protagonists. I believe young learners would really enjoy the stories but find it a pity that there couldn't have been a level slightly lower for the elementary reader.



Welcome to the Library

O'Connor, M., & Nawrocki, N. (2017). *Welcome to the library*. Melton, Australia: Djerriwarrh Community and Education Services, Melton City Council. Free resource. Available from <https://bit.ly/2gGVfu2>

Reviewer

Kelly Radka

The Applied Linguistics Association of New Zealand (ALANZ) presents a 1-day symposium focusing on the changing landscape of TESOL.



1st December, 2018

Waikato Institute of Technology (Wintec)
Hamilton

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Accessing services at local public libraries can facilitate the integration of English language (EL) learners into the community and offer a way for EL learners to take charge of their own learning. The online resource *Welcome to the Library* by O'Connor and Nawrocki aims to enhance awareness of libraries and services they offer to literacy and EL learners. Presumably such awareness would result in increased library patronage amongst these learners.

Welcome to the Library includes; a reader, a companion *Library Teacher Resource*, a video of the song *Welcome to the Library*, a transcript of the song lyrics and an audio file with music, minus vocals. These resources could be used as part of an EL class, or as independent study resources. The challenge for independent users may be navigating the Melton City Libraries website to locate the resources, as it requires reading three information-heavy screens to reach the resource, a task which may prove daunting for EL learners with low reading proficiency. Nevertheless, upon finding the resources, learners will be rewarded with colourful and informative materials.

The *Welcome to the Library* reader uses engaging pictures and clear sentences (using mainly the present simple) to describe services at the library. Photos present a gender, age and ethnically-diverse sample of library users, portraying the library as a welcoming and inclusive environment. The *Library Teacher Resource* provides activities to support content from the reader. Activities are divided into learning strands including; vocabulary, comprehension skills, grammar in context and extension activities. Teachers could select from available activities according to their teaching context, learner proficiency and learner goals.

The extension activities are perhaps the weak point of the *Library Teacher Resource* and would benefit from more learner interaction-based activities. This could be achieved by transforming the *Library Opening Hours* and *What's on at the Library* activities into information gap tasks. Learner interaction encourages the "co-constructing" (Storch & Aldosari, 2012, p. 32) of linguistic knowledge, thus deepening language understanding. This said, individual teachers could produce info-gap and pair work activities from the available materials themselves.

Further, the extension activity *Text Message* incorporates technology-based communication which will likely be useful for EL learners. Nevertheless, greater focus on authentic language in this activity would be beneficial. For example, the sample response; "Great! We're coming now!" sounds somewhat awkward with more common text message language usage.

The final component of this resource is a video of a catchy rap song entitled *Welcome to the Library*, performed by EL learners. This song presents an engaging overview of services offered at the library. The inclusion of the song lyrics resource provides a way for EL learners to check their understanding. This is important as some colloquial expressions in the lyrics may not be readily understood including; "Don't take my word", "Learning to chill" and "Kick back". The audio file of the track (without vocals) offers a fun and empowering opportunity for learners to sing and record their own version of the song.

In summary, despite minor criticism of extension activities in the teacher's resource, *Welcome to the Library* is a community asset, supporting the worthy goal of facilitating access to library services by literacy and EL learners. This resource could potentially be adapted to libraries in New Zealand. If so, care would be required to observe copyright regulations. The copyright information states that although *Welcome to the Library* may be copied for the purpose of classes, it may not be utilised as a "master copy" by other institutions.

References

Storch, N., & Aldosari, A. (2012). Pairing learners in pair work activity. *Language Teaching Research*, 17(1), 31-48. doi: 10.1177/1362168812457530

Cutisms

Most days, as ESL educators, we either stifle a giggle, laugh uproariously, or are amazed by our learners' ability to creatively use the language we teach in order to convey meaning. Here are a few authentic gems (with student permission). Please feel free to share any treasures you are gifted too by emailing the editor.

1. The rain's grain attacked our face like icy rice. *Keiko – Japan* (describing the Shotover jet in the rain)
2. I left home on my legs. *Jasiel – Panama*
3. Skill up to speaking native same. *Yuriko – Japan* (talking about trying to improve her language)
4. I am not tall, I am half long. *Momtaz – Saudi Arabia*
5. I am Christichian. *Kanako – Japan* (talking about her religion)
6. Reflesh your body and mind. *Saori – Japan* (talking about relaxation)
7. I want to study ploticis and be a ploticist. *Gellért – Hungary* (political future ambitions)
8. Sometimes my stomach rings with hunger. *Chigusa – Japan*
9. We must delete garbish in the world. *Suphapahkorn and Chayanin – Thailand* (talking about sustainability)
10. We need to be concerned about the globe is warning. *Lily – Taiwan*
11. I am keen to trample in the mountains and around the city. *Ahmed – Oman* (describing his wish for an outdoor activity)
12. In the morning we go to the mosque for braying. *Anonymous – Saudi Arabia* (talking about Eid al-Fitr)
13. Changement is to follow a trend. *Sonya – Germany*
14. I want to meet people with a good sense of humour because they will contage their way of looking at life to me. *Julian – Chile* (describing the infectious nature of laughter)
15. I have black hairy and honey eyes. *Elementary student – Saudi Arabia*
16. My mother is a wifehouse. *Elementary student – Japan*
17. Enjoy a complimentary glass of wind. *ESL professional* (in a memo)
18. It tasted a little sweat, not sour. *Helen – China* (referring to a biotech apple)
19. American scientist made a nuclear boom and threw it to Japan. *Yuhi – Japan*
20. Grow a child to adult time. *Hiroyasu – Japan*



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United Nations International Days

as established by the
General Assembly



Consider ways in which these select days
could be incorporated into classroom
programmes or your workplace.

20 November
Universal Children's Day

10 December
Human Rights Day

18 December
International Migrants Day
Arabic Language Day

21 February
International Mother
Language Day

1 March
Zero Discrimination Day

8 March
International Women's Day

20 March
French Language Day

21 March
International Day for
the Elimination of Racial
Discrimination
World Poetry Day

12 April
Chinese Language Day
English Language Day

23 April
Spanish Language Day



Teacher Abroad: Teaching in Canada

Robyn Murray

Robyn Murray is currently working as an executive assistant for the Province of British Columbia, Canada. Her teaching career allowed her to travel and teach in Japan, New Zealand and Canada. She can still be found on YouTube teaching IELTS lessons.

I decided to become an ESL teacher part way through my bachelor's degree at university. What better way to work and live around the world! I switched a few things around, and 30+ linguistic courses later, graduated from the University of Victoria, in British Columbia, Canada with a degree in Applied Linguistics TESOL. After teaching in Japan for 4 years, I found myself heading to New Zealand, arriving as the ESL boom was ending and jobs were scarce. After several years of working from contract to contract, I ended up accepting a permanent job at the University of Otago Language Centre and Foundation Year as Examination Manager, coordinating ESOL Exams for the lower South Island: IELTS, TOEFL iBT, Cambridge Mainsuite and TOEIC. Even though I wasn't in the classroom, I was still working with the international community and helping them reach their goals. I managed the Exams office for almost 10 years and had learned all there was to know about international ESOL exams. Then, as often happens in our field, it was time to move. This time I was taking my Kiwi family back to Canada to start a new adventure. I was lucky to still have many contacts in Victoria from my university days, and I was offered 2 full-time teaching positions. I accepted a job to establish and implement a curriculum for students who wanted full time intensive IELTS. It was a 6-month summer programme that I will never forget.

For the first time since I graduated from University, I was teaching English in Canada. Getting back into the classroom again was a bit scary, but being able to develop my own programme was really exciting. The school directors knew that an in-depth knowledge of IELTS would provide

insights and background that many teachers did not have. For my first few months, I had a lovely mixed class of students from mostly China, Saudi Arabia and Mexico, focusing on IELTS, IELTS and IELTS, the students keen to get into university and trying to reach that elusive 6.0. They worked hard, and results were positive. Before long, I got a reputation for teaching "IELTS Bootcamp". Throughout the summer, students came and went – a constant flow of new faces and new friends. At the end of the summer programme, one of my Mexican students casually said to me, "you should come down to Mexico and present at Mextesol in Chiapas. We need to introduce IELTS to our group of teachers." It seemed like a throw-away comment at the time, but before I knew it I was flying to the southern Mexican state of Chiapas, all expenses paid. I was scheduled to share some teaching ideas and introduce IELTS to a group of teachers who had relatively little exposure to the exam. It was the most amazing opportunity to travel, teach, share and learn together: the essence of ESOL teaching.

Meanwhile, when I returned to Canada after a week away, my intensive 'bootcamp' course was growing in popularity. Students were put on waitlists to get in to the class, but not all of them made it past a week. Expectations were high and there was no room for students who were not there to learn. Then my real challenge began. The school won a contract to teach 65 Colombian military personnel. Their goal was to "pass IELTS". All 65 of them, with a huge range of skills and proficiency in English, were tasked to learn everything they could about IELTS and succeed. This was a huge task and overnight our school transformed into an IELTS machine.

The students had 3 months to achieve their IELTS goals. Most students were integrated into regular classes, a few were put in my intensive class, and ALL of them were divided into 2 groups for 1.5 hours of IELTS instruction at the end of an already long day. Teaching a class of 30+ IELTS students without any prep time was one of my biggest, but most rewarding challenges to date. On a daily basis, there were tears, celebrations, and evidence of sheer determination. Meeting their required IELTS grade would help these soldiers get off the jungle and into American military training colleges. There was a lot at stake for this group, they had seen a lot in their military career, though many admitted they had never cried until they came to my IELTS class and realized how much hard work it would take for them to achieve their dreams. My last day at the school was the day of their graduation. They didn't all achieve their IELTS goal, but studying in Canada was a career highlight for most of them. My ambition of re-establishing my ESOL teaching career was cut short by the reality of supporting a family on a teacher's salary in a private language school. My 6 months teaching in Canada were the best way for me to overcome reverse culture shock as I adapted to life back in my own country after my adopted homeland of New Zealand.





Cathrine Attwell

A lovely salad that is just perfect to enjoy outside while basking in the warmth of the sun, enjoying the sounds and spectacles of nature as the new season unfolds.

Orzo is Italian for 'barley', and is a form of short-cut pasta, shaped like a large grain of rice.



Roasted Shrimp and Orzo Salad

salt

good olive oil

350gm orzo pasta (rice-shaped pasta)

1/2 cup freshly squeezed lemon juice (3 lemons)

freshly ground black pepper

1 kilo large prawn cutlets, thawed

1 cup minced spring onions, white and green parts

1 cup chopped fresh dill

1 cup chopped fresh flat-leaf parsley

1 telegraph cucumber, unpeeled, seeded, and medium-diced

1/2 cup small-diced red onion

350gm good feta cheese, large diced

Preheat the oven to 200 degrees C.

Fill a large pot with water, add 1 tablespoon of salt and a splash of oil, and bring the water to a boil. Add the orzo and simmer for 9 to 11 minutes, stirring occasionally, until it's cooked al dente. Drain and pour into a large bowl. Whisk together the lemon juice, 1/2 cup olive oil, 2 teaspoons salt and 1 teaspoon of pepper. Pour over the hot pasta and stir well.

Meanwhile, place the prawns on a baking tray, drizzle with olive oil, and sprinkle with salt and pepper. Toss to combine and spread out in a single layer. Roast for 5 to 6 minutes, until the shrimp are cooked through. Don't overcook!

Add the shrimp to the orzo and then add the spring onions, dill, parsley, cucumber, onion, 2 teaspoons salt, and 1 teaspoon pepper. Toss well. Add the feta and stir carefully. Set aside at room temperature for 1 hour to allow the flavors to blend, or refrigerate overnight. If refrigerated, taste again for seasonings and bring back to room temperature before serving.

Buon appetito!

How to say Happy New Year in 19 different languages

French – Bonne Année

Spanish – Feliz Año Nuevo!

Welsh – Blwyddyn Newydd Dda

Italian – Buon anno

German – Frohes Neues Jahr

Dutch – Gelukkig Nieuwjaar

Icelandic – Gleðilegt nýtt ár

Japanese (although this one is customary after midnight) –

あけましておめでとう

(Akemashite omedetou)

Mandarin – Xin Nian Kuai Le – (sheen nian kwai luh)

Cantonese – O San Nin Fai Lok – (san knee fy lock)

Turkish – Mutlu yıllar Czech – St'astný nový rok

Danish – Godt nytår

Finnish – Hyvää uutta vuotta

Norwegian – Godt nytt år

Polish – Szczęśliwego Nowego Roku

Portuguese – Feliz Ano Novo

Russian – S novym godom

Māori – Tau Hou hari

Swedish – gott nytt år

**HAPPY
NEW
YEAR**

Meet the TESOLANZ Executive



At CLESOL (from left), Christine Hanley, Marty Pilott, Daryl Streat, Akata Galuvao, Shireen Jumpath and Breda Matthews.

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