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# Greening ELT

Daryl Streat discusses his experiences with sustainability in ELT.

I care about the environment. I mean, we all do to a certain extent. We sort our recycling, we make an effort to reduce waste, we might even offset carbon when purchasing airline tickets or rental cars. But is it enough? How much can one person actually do?

I have to admit that this was something which I'd previously not really worried too much about. I thought "I do my bit, I'm not perfect, but who is?" However, for me, two recent events really changed the way I see things. Firstly, I've started to notice sustainability as a trend in English Language Teaching (ELT). From associations such as IATEFL, to international book publishers, it seems like over the past 6 months everyone is either making a statement to do something or sign up as an Eco-Partner for a conference (whatever that means). However, to me personally, much of it smacks of greenwashing.



Amilcar Carvalho Neto introduces his Pre-Intermediate students to Tori Clearwater's "The Great Filter" (found plastics 2018) as part of a unit of learning what the Otago Polytechnic does in order to become more sustainable as an organisation. The artist used 200kg of recycled plastic to create 810 tiles (each one representing 100,000 tons) in this vivid installation which represents the estimated 8 million tons amount of plastic thrown into our oceans per year! The plastic in the work weighs 200kg, which is the amount of plastic entering the ocean every second!

# Editor's Foreword

Erina Hunt



Nau mai raumati. Welcome summer.

Writing this from a city that has just elected a 35-year old Green mayor, in the aftermath of Greta Thunberg's impassioned delivery at the UN, and a global strike for climate change in solidarity with school students 'waking up the world', we are gripped in ever greener fervor.

And so, focus of this issue is on how we as English language professionals can 'do our bit' for the Green cause, not just individually, but in the workplace and as an industry. *You will note that your journal and newsletter are not plastic wrapped this season!*

From our President's front page pledge "Greening ELT", to the intuitively antithetical, but no less relevant subjects of sustainable practices using technology and digitizing resources, and even a vegan (plant-based) recipe in TESOLtaste, this is a launch pad for TESOLANZ acknowledging and generating greener and more sustainable practices.

An article on practical activities in the EnviroSchools programme supports our country's focus on sustainability, water quality, biodiversity, biosecurity, environmental enterprise and enduring relationships with tangata whenua.

Sustainability policies are vital, not only in the TESOLANZ community, but in individual schools as they reinforce sustainability as a "whole school" issue, extending beyond the curriculum and addressing the entire planning and management of the school facility.

The International Institute for Sustainable Development (an independent think tank) imparts that 'proponents of sustainability policies suggest what is taught in the classroom helps establish the school itself as a laboratory, contributing resources to the curriculum, improving the school's own ecological "footprint" and strengthening public relations with the surrounding community'. Check out on page 8 what Mixit is doing to create sustainable communities through performing arts.

Considering our workplaces as laboratories might seem to take away from the social aspect of creating a more sustainable and greener present and future, but if we see our spaces as dynamic testing grounds that provide experimental foundations for the theoretical concepts, we can easily encompass the three main pillars of sustainability – social, economic and environmental.

So, to issue a challenge, try to weave what you read here more readily into your daily habits and teaching and share your voice by telling us what your institution is doing to enhance 'greening ELT', as AKTESOL have done (see Branch report) in their commitment to green initiatives.

Kirihimete koa

Erina

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➤ CONTINUED FROM PAGE ONE

The second thing was Greta Thunberg's recent UN address to world leaders. If you have the time, I do suggest watching/reading the whole thing. It's a pretty amazing effort by someone so young (and makes for a fun discourse analysis project with language learners). One line in her speech struck me though. She stated, "The eyes of all future generations are upon you." As someone who is only an extrovert in public, I can honestly say I didn't much like the idea of so many people watching me. Therefore, I'd have to do something. However, as an English teacher, what could I do? It turns out, there's quite a bit.

A recent post by the Environmental Cowboy on Facebook (check him out) stated "We don't need a handful of people doing zero waste perfectly, we need millions of people doing it imperfectly." So, I can't say I've gone vegan, but now I'm strict about using a keep-cup, minimising personal paper usage, biking or walking (instead of driving), and only using power when necessary (e.g. turning off lights when not needed). But none of this has anything to do with my professional practice. What do I do in the classroom?

*"We don't need a handful of people doing zero waste perfectly, we need millions of people doing it imperfectly."*

Some intensive Googling and Youtubing provided a nice list of actions for me to pursue. I've been able to drastically reduce my photocopying by relying on smarter use of our Learning Management System. Not to mention also making greater use of education apps like Padlet, Kahoot!, or Socrative. To aid recycling efforts where I work, I've also made sure my students know what goes in which bin. I've encouraged my students to use personal water bottles, instead of buying plastic ones. Finally, I've switched my education magazine subscriptions to digital (not paper). My next step will be to get my workplace to switch to refillable whiteboard markers (if I can find a supplier).

As an organisation (TESOLANZ) there are also things we can do. Conferences and events tend to be paper-intensive. However, several recent events I've been to have used conference apps. Once you get used to them, they're amazing tools. In addition, instead of a conference tote bag, I always take a small backpack with me. In my opinion, if we (as an organisation) can decrease our paper usage, we wouldn't be perfect, but we'd be doing our bit.

There have been a few initiatives that have sprung up around sustainability in education. However, one specific to the ELT sector is ELT Footprints. Their blog can be found at <https://eltfootprint.home.blog/> and it includes several resources and suggestions for English Language teachers.

While we can't save the world individually, collectively we just might...

# EAP Testing and Cognitive Dissonance

For EAP we try to develop students' basic listening skills (hearing the words), academic skills (interpreting the meaning and drawing inferences) and test-taking skills (understanding what the examiner is looking for). But what if some other factor trumps all of these and the students still don't get it? I have come across evidence of this on two occasions, both of them using the same concepts.

The basic idea of the text used in the tasks is this: managers still think that employees will always respond to financial incentives, but decades of experiments have shown that, for tasks requiring creative thinking, incentives actually slow participants down. And since 21st century work will be less basic and repetitive (as robots will take it over) most remaining work will be creative, so employers need to rethink their incentive strategy.

I've seen this used for an EAP listening test from the TED Talk at <https://www.youtube.com/watch?v=rrkrvAUbU9Y&t=874s> and a simpler version is on the British Council B2 Listening page <https://learnenglish.britishcouncil.org/upper-intermediate-b2-listening/talk-about-motivation>. In both cases, when a class answered questions on the talk, half of them failed. Specifically, when asked "Which group did better – the ones paid an incentive, or the ones who were not paid an incentive?" half the class chose the incentive group as the correct answer. Both sets of questions were carefully designed for the level. Both talks have plenty of discourse markers to steer the listener towards the right answer. The British Council version, for example, says clearly: *The first group, the ones with the reward, solved the problem faster, you'd think, right? Well, no, they actually took three and a half minutes longer than the group who just thought they were being timed. Incentive didn't work.*

An NZCEL Level 4 class, or even a 3A, would answer that correctly, you'd think, right? Well, no, half of them actually got it wrong. In this case I went back and played it line by line, statement by statement, and pointed out the negatives and the discourse markers. They must have heard that


section five times, yet half the class still insisted that the incentivised group worked faster.

What is happening? From this minimal sample I have to ask whether cognitive dissonance outweighs absolutely everything we teach. Even if we repeat "Don't write what you think, tell me what the speaker says" they will still not agree that Professor X says the sky is orange, because they know it's blue so that must be the right answer.

This suggests that we are unwise to use any assessments requiring students to overcome cognitive dissonance, or which may challenge deeply-held beliefs, because there will always be some who will get it wrong, regardless of their listening, academic or test-taking abilities.




Dr Marty Pilott



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# 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), Mark Dawson-Smith (Publications), Juliet Fry (Advocacy Coordinator).

#### National Executive

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#### Editors

Erina Hunt (newsletter), Jean Parkinson (journal)

#### Editorial assistants

Dr Katherine Quigley (newsletter), Dr Patrick Coelho (journal)

#### Membership & distribution

Jane Dudley

# Enviroschools



Jacqui Lees has worked at Pakuranga Baptist Kindergarten since 1998, and has been the Kaiwhakahaere (Team Leader) since 2002. The kindergarten team work within a Tiriti based paradigm to create an environment where children can develop a sense of themselves and their own cultural heritage as well as learn about the cultural values of Aotearoa, New Zealand.

Jacqui Lees reflects on their focus of strengthening the belonging and identity of refugee and immigrant children in their kindergarten.

Te Whāriki, our early childhood curriculum, talks about children having relationships with people, places and things, and this is what we have been thinking deeply about.

What is our children's relationship with the local area, with the mountains, with the rivers and with the landscape close to kindy that we walk in each week?

Over the past year and a half, we have been working with Linda Mitchell from the University of Waikato, on a Teaching and Learning Research Initiative (TLRI) focused on strengthening the belonging and identity of refugee and immigrant children.

Our research has been strongly impacted by our Enviroschools kaupapa and connected to our weekly walks around the estuary that runs behind our Kindergarten.

In Term 3, 2018 the teachers began talking with families about their places of origin and working on pepeha as a way of sharing stories about the places we came from. Originally our desire was to find out more about the cultural heritage of our immigrant families, but the teachers quickly realised that we were learning quite a bit about the local area as well!

As information came in from families about the mountains and rivers in their home countries, we looked them up with the children to find out about these places, and to talk about their personal experiences. Stone Mountain and Wu Yi in China were two mountains that we learned about.

From there our children began to talk about the maunga (mountains) in our local area – Maungarei and Ōhūiarangi.

Children drew their maunga and awa, they also learned pūrākau about their local maunga. Children were encouraged to predict what they might see on Maungarei using 3D modelling to help express this.

Before visiting Ōhūiarangi (Pigeon Mountain) students learned that everything has *mauri* (everything has a life force and is connected, and we should treat everything we encounter with respect) and our *wairua* is enhanced as we go to special places.

They wanted to experience a sense of *kotahitanga* (unity), *manaakitanga* (caring for each other) and *kaitiakitanga* (caring for place) on their trip.

Months of student-led work followed, and outcomes included two legacies, a mural of Ōhūiarangi and a beautifully created illustrated story written in collaboration with the students and then locally published.



The teachers feel that after a year and a half of connecting with the estuary behind the Kindergarten, both teachers and children are now beginning to know it better.

We see the seasonal changes, we look forward to the blossoming of the fruit trees, and also to the autumnal changes to the leaves of the London Plane trees and the joy of jumping in them as they fall in great piles in the park.

We have given significance to particular places that we love, Te Rakau Nui (the big tree) that we greet as we emerge from under the bridge, the house tree where we climb and play under, the bank under the monkey puzzle tree where we love to eat our snack, and the bank where we stop to throw stones into the creek. We have a relationship with all these places that we love to visit each week.

As the investigation comes to an end, the teachers look back at the fantastic learning there has been for our children over the past few terms. We believe that the children have:

- Developed their own working theories about their worlds – their families and their home countries, and also about Pakuranga the place that they now call home
- Developed deeper understandings of the culture of Aotearoa/New Zealand
- Come to appreciate and enjoy experimenting with the traditional art form of kowhaiwhai
- Come to understand that they are each unique and have their own ways of understanding the world
- Developed an understanding that we are all different, and that this makes the world an interesting place
- Come to understand that we don't have to agree about things, we can have different ideas and still be friends
- Made connections between people, places and things in their home countries and also here in New Zealand
- Developed rich understandings of mathematics in a meaningful way through their play
- Developed rich oral language and literacy skills
- Explored the arts, such as drawing, painting, dance, collage as tools to think through and represent their ideas
- Developed a deeper sense of their own mana atuaanga –their uniqueness and spiritual connectedness, as they explored and developed a relationship with the local maunga and awa
- Developed an understanding of themselves as active citizens in connection with the local mountains, who care about the ecology of these unique and special places and have become kaitiaki of them.



*"I think some mountains have names but not all. I can see a sky tower beside the Mt. Wellington mountain. Yang Ming Shan is the mountain I know in Taiwan."* – Carina

*"I went to Pigeon Mountain with my family before. We were looking at plants because we like plants and flowers."* – Chloe

*"I have never been to Pigeon Mountain. I think mountains are for people to slide down into puddles."* – Nina

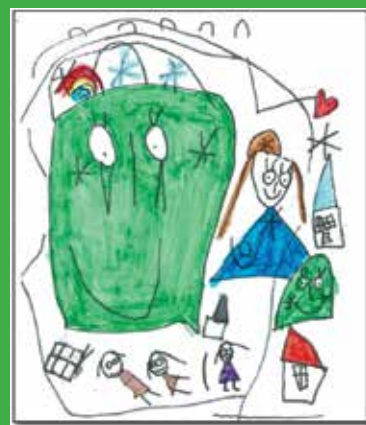
*"We have had such an amazing time working on this, for us it is an example of how the Enviroschools Kaupapa really supports learning, and particularly early childhood learning. Enviroschools Rocks!"*  
– Jacqui Lees



Children using 3D modelling.



Together the children draw their houses, roads, cars, the sky tower and supermarket and their maunga.



Summer's picture showing the children rolling down the maunga features in their illustrated story book.

Enviroschools is a nationwide programme supported by Toimata Foundation and founding partner Te Mauri Tau. Early childhood centres and schools go on a sustainability journey where tamariki and students explore and connect with the environment, and plan, design and take action in their local places in collaboration with their communities. Pakuranga Baptist Kindergarten is one of 370 early childhood centres involved in the Enviroschools Programme.

# Teacher Abroad: Australia

Story and pictures by Hilary Smith

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Dr Hilary Smith is an applied linguist with honorary affiliations to the Australian National University in Canberra and Massey University in Palmerston North. She has lived and worked in the Pacific, Southeast Asia, Australia and Aotearoa, and has served as chair of VSA (Volunteer Service Abroad Te Tuao Tawahi) and president of TESOLANZ. Hilary writes a blog about her adventures in language, "Language Alive".

Kia ora tātou

The themes I am sharing here are not new, but as for any teacher entering a different teaching and learning environment I have been seeing my language teaching in a new light.

For the last three years I have had a series of projects working with community members and university linguists for the revival of Gamilaraay, one of Australia's more than 300 Indigenous languages. Only around a dozen Aboriginal or Torres Strait Island languages are now spoken in families in Australia. There is no longer a speech community of Gamilaraay, which comes from inland northern New South Wales and southern Queensland. The last Gamilaraay speakers died in the mid twentieth century, but notes and recordings taken by missionaries, anthropologists and linguists have enabled an active 21st century revival process.

My experiences in working in Gamilaraay language revival have caused me to reflect on my language teaching approach as it applies more widely, to the teaching of English or any language. What follows is my description of these reflections, as they fall into a number of themes.

## The relationship between language, people, and place

The Gamilaraay people have been living on their land for thousands of years; some estimates are around 40,000 years. At Brewarinna on the edge of Gamilaraay country are the oldest built structures in the world: the fish traps on the Barwon River. Together with the oral transmission of their language, the length of time Gamilaraay people have lived in their place means that in Gamilaraay, unlike in English, there is no migration story woven through everyday understandings of the language. The traditions of Aboriginal Australia are of both the land and the language existing *before* the people.

Wherever appropriate in the Gamilaraay learning materials, we now incorporate a formal statement of acknowledgement to the ancestors. Working "on country" in Australia has highlighted for me the need to show respect, however I can, to students' languages and the heritage they represent.

## The psychological effects of forced language shift

The impact of colonisation over the last 250 years has been devastating for Australian Indigenous people and their languages, particularly in the eastern areas where the convict settlements spread out from Botany Bay. Although the massacres of Aboriginal people which were part of the colonisation process may now be more than a hundred years ago, the effects live on. Bans on Gamilaraay language use in schools and homes are within living memory for many Gamilaraay people. They cannot "just get over it".



The fish traps on the Barwon River at Brewarinna are said to be the oldest built structures in the world.



Gamilaraay educator Sheree Bilsborough taking the pre-school class roll in Gamilaraay at the Winanga-Li Aboriginal Child and Family Centre in Gunnedah.



Gamilaraay artist Anthony Conlan's design of an echidna used in our pronunciation poster.



The pre-school children I work with in an Aboriginal Child and Family Centre are proud to identify some words as “Aboriginal”, and I have heard them call the English equivalents “normal”. This feeling that Gamilaraay is not “normal” may explain why the concept of “shame” still prevents many people from using much Gamilaraay, even when they are proud to include Gamilaraay words in activities such as the water protest we attended earlier this year. It can be easy to forget that many people who speak English have been prevented from speaking their language, whether officially or not, and the resulting psychological impacts can carry on through generations.

I have been on a steep learning curve as I have tried to establish how the language work I am doing can fit into a reconciliation approach which supports a wider strengthening of community. The policy I have taken is to use only local artists and voices for the materials. The rewards of a strengths-based approach far outweigh the difficulties in any language learning and teaching situation.

### **The current language and literacy practices of family and community**

While we respect the past we also need to recognise that communities are in a continual process of change. My work with Gamilaraay highlights the need to avoid “essentialising” or romanticising the way of life of Gamilaraay communities in the past. In my English language teaching I have often contrasted the students’ culture with “Kiwi culture”, and in some cases this may have been an artificial contrast for students who are not living a very different lifestyle. It may also have overlooked the diversity within other cultures.

One of our biggest challenges is to make Gamilaraay materials which have a distinctly Gamilaraay flavour, but which are relevant to 21st century children, many of whom lead an urbanised life. Recently we had a query about translating the “Happy birthday” song. After consultation, we settled on a translation of “This is your day”, which fits well into the internationally-known tune.

### **The opportunities provided by new technologies**

New technologies are transforming the way in which language revival can take place. The Gamilaraay diaspora (in other states of Australia or beyond) can now take part in the language revival through Facebook or other social media, and young children can watch or listen to Gamilaraay materials on their YouTube playlists.

Teachers have an enormous variety of tools at their fingertips, and luckily there is a lot of free software available for anyone with the time to explore the internet. My current favourites are PowToon and Bitmoji, and in developing our materials we use phones for videos and recording. We can experiment for little outlay other than time, and the analytics in Facebook or YouTube provide feedback which we can supplement by face-to-face assessment with students.

### **Some final thoughts...**

The International Year of Indigenous Languages in 2019 has renewed a focus on the plight of indigenous languages of the world. Even when our classrooms do not include indigenous languages, the relationships between all the languages in the room – those we teach and those our students speak – form a complex linguistic ecology. As a language teacher I am always fascinated by this, and hope I can find ways to strength the linguistic diversity of the wider community.

*Ka ngaro te reo, ka ngaro tāua, pērā i te ngaro o te moa.*

*If the language be lost, we will be lost, as the moa is lost.*

### **Further reading**

Smith, H. A. (Forthcoming). ‘An approach to Gamilaraay culture in university courses.’ *Babel Journal*. AFMLTA Australia.

Smith, H. A., Giacon, J., & McLean, B. (2018). ‘A community development approach using free online tools for language revival in Australia’. *Journal of Multilingual and Multicultural Development*. 39(6): 491-510.

### **Websites**

International Year of Indigenous Languages website: <https://en.iyil2019.org>

YouTube channel: Speak Gamilaraay

Yaama Gamilaraay! project website: [www.winanga-li.org.au](http://www.winanga-li.org.au)



Kullin Long holding a sign saying “No water, no fish” at a community protest at the state of the Namoi River in Gunnedah.

# Mixit:

## Using creativity to create sustainable communities

Shari Lett

.....

Mixit is a project that uses creativity to empower young people providing a multicultural platform for young people from refugee, migrant and local backgrounds. We use a range of performing arts based creative disciplines, including dance, drama, music, spoken word poetry and aerial circus. It's about bringing people together from a diversity of experiences and getting them involved in creative projects together.

The project first started back in 2006, and we've been running programmes every Saturday during school term since. Working with young people aged 13-24 it's important for the programme to be accessible, that's why it's completely free, with no experience required, and we help transport people from all over greater Auckland.

In addition to our weekly sessions we participate in community events including the Auckland International Cultural Festival and World Refugee Day events, as well as putting together major performance projects each summer. In 2020, we'll be performing at Auckland Botanic Gardens on 18th & 19th January, come see us!!

In July, Mixit had the opportunity to reach out to young people beyond Auckland for the first time. As part of our ongoing Strategic Development, and with the support of Creative New Zealand, we embarked on a process to firstly undertake some intensive creative facilitation training with our awesome Alumni squad and together consider how to build a dynamic workshop package that shares a satisfying experience of Mixit. Five Alumni, with the support of Director Wendy Preston, led an inspiring 3-day workshop in Hamilton.

A multi-ethnic group of 24 young people, with the backing of several Hamilton organisations, came together in The Meteor Theatre and played 4-square, skipped, danced, laughed, told stories, wrote poetry and made new friends. Everyone was touched by the Mixit magic and gained confidence, found new ways to express themselves and found their moment to shine. Participant feedback from the floor included:

*"Mixit gave us a space where we could be free"*

*"We could share our culture and we could share our mentality"*

*"So good to be somewhere where we are not judged"*

*"I can try and fail – but I'm still accepted. I discovered you don't have to be good at everything"*

*"This is mind-blowing and I'm so happy, happy, happy"*

Hamilton was a Pilot Project with plans to build partnerships in various regions across New Zealand and unroll a series of workshops. We're taking Mixit to the nation!



**Shari Lett is the Project Manager at Mixit. With a background in youth and community engagement in the creative sector, she is committed to creating meaningful connections between people and the arts. In her spare time she likes to hang out with her dog, see art, read and get out into the garden.**





# Wordplay

Amber Fraser-Smith



Amber Fraser-Smith is an ESOL lecturer at Otago Polytechnic. She is currently working towards her Master's degree in Educational Psychology and spends any spare time she can find reading, dancing, and enjoying nature.

*“Words mean more than what is set down on paper. It takes the human voice to infuse them with deeper meaning.”*

Maya Angelou

## GLOSSARY:

**Cultural capital** – a concept from French sociologist Pierre Bourdieu that is described as the accumulation of knowledge, behaviours, and skills that are used to show a person's cultural competence, and therefore their social status or standing in society.

**Disenfranchised** – deprived of a right or privilege.

**Marginalised** – treating a person or group as insignificant.

# Changing the world with our voice

One of the best moments of my teaching career was when Sam, one of my Chinese students, came to class proudly announcing that he had just refused a plastic bag at the supermarket (this was prior to the new laws). As if that wasn't enough to put joy into the heart of an avid environmentalist (who had spent the previous week teaching about plastic pollution), he had also explained to the checkout operator the devastating effects that plastic has on the environment.

This was a defining moment for me. I realised this was not simply about a student using the vocabulary and grammar he had learnt in class to speak English in the 'real world', it was about him using his 'voice' – having his say on what he now considered an important issue – taking care of the environment.

Having the words to say what you want to say is important (some would say essential) but having the knowledge and the confidence to be able to say those words is equally as important. While some students have a huge amount of knowledge about sustainability when they arrive in classes, others have little or none. By giving students the opportunity to learn about the environment and our impact on it, discuss and debate the issue, and consider things that can be done about it, we are in effect changing the world, little by little.

As teachers, we can create ripple effects by helping to empower our students to take ideas and concepts that they learned in our classes and pass that information on to others. Our job is not only to give them the words, but also the ability and confidence to use those words in a way that enables them to express themselves and even positively influence others.

Brazilian educator and writer Paulo Freire wrote of the need for empowerment of the disenfranchised by giving them the ability to control their own learning – through critical thinking and collaborative learning, students and teachers pose problems and come up with solutions together. This can be any problem that relates to the real world – and it's hard to deny that sustainability is one area in which we could all use a little advice and more information. This form of education shouldn't only be for the oppressed, but for all learners. Our students may feel marginalised coming to a new country where the language and culture contribute to their loss of confidence. However, all arrive with their own cultural capital, which can be shared and learned from.

As English teachers, we can teach our students as many words as we want, but it isn't until we teach them how to use those words and give them the confidence to use them, that we give them their voice. Our students today may have the solutions to save our environment in the future – let's help them do that.

*“Words mean more than what is set down on paper. It takes the human voice to infuse them with deeper meaning.”*

Maya Angelou

# Skippers Pass – innovative learning through video drama and digital self-study resources

By Michael Rabbidge

In moving into full digital options in 2020, CTE is offering interested NZ-based educators the opportunity to trial a beta-version of Skippers Pass. For details, contact Craig Nicol at [craig@chasingtimenglish.com](mailto:craig@chasingtimenglish.com)

Even the most enthusiastic students can find their motivation dulled by tiresome self-study routines. Many and perhaps most would rather reach for their phone and the promise of entertainment than for tomorrow's set reading or another dog-eared worksheet. YouTube over 'YouStudy'. But would it be possible to combine the best of these alternatives? Video-based edutainment for language learning?

A Hamilton-based company, Chasing Time English (CTE), has been established to provide exactly that. With their new photocopiable resource book *Skippers Pass* about to be published in the United States, CTE are launching a companion digital package for student self-study. Based around a four-episode narrative video series, the digital package offers schools twenty hours of student self-study vocabulary, grammar, watching, reading and listening activities, suitable for either homework or computer labs. These can be uploaded to all major Learning Management Systems including Moodle and Canvas, allowing tracking of student participation and task completion.

Co-founder Scott Granville explains that the activities have been designed by current classroom teachers, and with the current NZCEL course requirements firmly in mind.

The input text is a suspense-filled video series that Granville, film-maker Ben Woollen and their team filmed earlier this year in the Waikato and Coromandel. The narrative centres on a hiker, Emma Oakley, who enters the fictitious *Skippers Pass* walking track and encounters a young woman, Sophie, on her way to an unknown swimming hole. After an initial friendly exchange, Emma finds herself betrayed and disorientated and in need of help.

The unique creation process saw the writing and production team consult with an international team of applied linguists before, during and after the series was filmed, in order to closely align with the objectives of the course designers. It is suitable for tertiary and high school students and targeted particularly at Intermediate / NZCEL L3.

The expansion into digital self-study marks a significant shift for CTE, whose first textbook-video series, *Fortune*, was a finalist for Digital Innovation of the Year at the 2018 PIEoneer Awards in London, UK (won in 2017 by Duolingo). Woollen sees the move to an online-friendly product as being a natural extension for CTE and has been pleased with the initial feedback from institutions looking for self-study resources. More of the pragmatics-flavoured textbook-video resources are planned, but the focus for now is completing digital versions of the two *Fortune* series and the recent series *Adrift*, which together provide a set of resources from Elementary through to Advanced (NZCEL L2 to L5).



Michael Rabbidge works in the English education department of Hankuk University of Foreign Studies in Seoul. He has worked in EFL and ESL contexts for the last twenty years in both New Zealand and South Korea. His primary teaching and research interests focus on language teacher education. Michael has presented a number of times on different innovative techniques for teaching English to students in higher education contexts.



# Tech Tips:

## Questions to ask to help create a sustainable practice using technology

Nick Baker

Sustainable practice with technology in teaching and learning can be perceived as successful if employed over time, without limitation or harm to the user's experiences. However, the cost can be high when failing to use devices or software sustainably. Perhaps you may have a range of unused products sitting in the corner in your home or office. Maybe they were discarded because they did not add or maintain a positive dimension to your practice over time. Many of us have potentially experienced such situations. Instances where using new devices or applications have become short-lived. Devices becoming quickly replaceable by next year's model. Furthermore, there is the economic cost of purchasing technology, but also, an environmental impact emerging from the device's production and disposal. And finally, the demotivating loss of time and effort and cost for both students and teachers when a device fails to be sustainable.

Perhaps there is a way to help us make a more informed choice. Maybe you are already asking yourselves questions about this when choosing or applying technology. I would like to share with you how I try to minimize these risks, and how this approach might help inform your next technological choices. Over the years, I have learnt to ask myself four questions to help me decide what technology could be best for my practice and to help promote its sustainability.

The example I will use is the Microsoft surface pro device, a tablet which I use with a detachable keyboard. For the last two years, over 90% of my written work has been done through this device.

- 1. How will it have a positive effect on my practice?** I try to envisage how the device could affect how I work. I try to be informed about the device's functions and how it is used by others. In my situation, the tablet is mobile and lightweight. It allows me to type, handwritten or draw-notes or it can act as a whiteboard in small group meetings.
- 2. Is it necessary? Are there alternative options?** Is the device really needed to complete my work or create the learning experience I am seeking? For me, working on my PhD and supporting my family at the same time leads to a mobile practice. Keeping all my materials, interview audios and transcripts, as well as my writing in one accessible device appeared necessary for portability.
- 3. What savings and costs could occur in using this tool in my practice?** The savings for me are time as well as using less paper through a mobile tool that allows me to type and handwritten notes. However, tablets can be expensive tools to purchase.
- 4. How can I make using this tool or device a regular habit in my practice?** Building a habit with a device requires building it into your routine as a regular feature, particularly if you see it as a positive. In my experience, by having the device as my only access point for my research materials and notes, it quickly becomes the medium for practice and habit.

Consider these four questions as a stepping stone when creating a more sustainable practice through technology. Or at least enhance your current reflective thinking about future technology and sustainable practice in teaching and learning.



Nick Baker is a returning adult student from Auckland, with a Bachelor in English and New Media and Graduate Diploma in Tertiary Teaching and Masters in Higher Education 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.



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# Reports

## President's Report

Daryl Streat

[daryl.streat@lincoln.ac.nz](mailto:daryl.streat@lincoln.ac.nz)



Kia ora koutou,

At our recent AGM, the Executive held a meeting at which we discussed our plan of work for 2020. This is a special year for me personally as it will mark the final year in my current presidential term, and we will also host CLESOL 2020 (October 2-4) in Auckland. Over the coming year, we have identified the following priorities:

- Implementation of the TESOLANZ Strategic Plan (see Fig 1)
- Running our second membership survey (after CLESOL 2020)
- Ongoing focus on assessment
- Ongoing engagement with the Ministry of Education

Fig1. TESOLANZ Strategic Plan



### Facebook

Our Facebook discussion group, [TESOLANZ Talk](#) now has 280 members. Please encourage your colleagues, both members and non-members, to join up if they are on Facebook.

### Advocacy

The Ministry of Education recently announced its intention to hold a Review of Achievement Standards. This review process is to involve the appointment of Subject Expert groups to offer feedback/insight into specific subject areas. TESOLANZ believes it is critical that the needs of English Language Learners are heard during this process and will be releasing a statement on the matter.

In addition, we will be releasing a statement regarding the proposed formation of a cross-sector EAP working party to address the needs/concerns of teachers working in the field of English for Academic Purposes.

### AGM 2020

Our AGM was held at Wintec, in Hamilton, on October 12th. Once again, Waikato TESOL did an amazing job of hosting our members. The theme of the day was English in the Workplace. One highlight for me was having the opportunity to speak with some of the employers and employees that Waikato TESOL had invited to share their perspectives. In addition, WATESOL Chair, Nicky Riddiford was awarded a TESOLANZ Life Membership Award. This is in recognition of her amazing contributions across a variety of initiatives. Nicky joins Paul Nation and Pat Syme as our current Life Members.



### Website

Our website is now humming along and will be launched any day now. We are happy to announce that we have appointed Dr. Jay Woodhams as our new Website Manager. Jay replaces Elizabeth Brugh, who has recently stepped down from the role.

### CLESOL 2020

CLESOL 2020 will be held in Auckland from October 2-4. This year marks the return of pre-conference workshops, to be held on October 1st. I can't reveal too much at this stage. However, make sure to follow the [CLESOL 2020 website](#) and Facebook account. Over the coming months you will see news relating to the amazing keynotes we have lined up for you.

### Executive Changes

The Executive bids farewell to Dorota Brodala. Dorota has handled the Publications portfolio. Her replacement, Mark Dawson-Smith, has joined the Executive after election at our recent AGM. In addition, we hope to soon be able to announce the appointment of a Professional Development Coordinator.

Since my last report, TESOLANZ has also issued a statement to the Ministry of Education on the NCEA Literacy & Numeracy review. This resulted in significant engagement with the Ministry and we are working to make sure they appreciate the needs of English Language Learners.

Nga mihi,  
Daryl Streat

## AKTESOL

Leslie Robertson

First and foremost an apology: Ailsa Deverick has NOT resigned from the Tertiary SIG as I mistakenly stated in our last report. Ailsa remains the co-ordinator and is sharing her duties with Hanna Brookie.

AKTESOL has had a busy winter with numerous events being held in Auckland and Hamilton including our own. Members of the branch attended the EAP Assessment Symposium



at Wintec in July, the AUT Refugee Education Symposium in August, and the AKTESOL Professional Learning and Development Event at ACG, Parnell in September. We would like to thank the presenters: Dr. Emily Saavedra who spoke on *Making a case for the use of mobile devices: influences and challenges* and Dr. Faezeh Mehrang who followed up with a workshop on *Teaching EAP through technology: An introduction to an online interactive teaching tool*. Video recordings of both of these are available through the links below and on the TESOLANZ Talk facebook page.

Emily

<https://drive.google.com/file/d/1SbQIjxhok1DqC1EiqEnGFXrLTJNEPysX/view>

Faezeh

[https://drive.google.com/file/d/1mBzOddqYivDFocfISZbIRpxl\\_jjRgvpq/view](https://drive.google.com/file/d/1mBzOddqYivDFocfISZbIRpxl_jjRgvpq/view)

We are committed to being as green as possible at our events and members were asked to bring their own reusable containers, utensils and napkins to the pre-event nibbles. Thanks to all who did so. In the interests of going paper-free, we also moved our evaluations to an online format. Regrettably, only two were received after the last event! We wish to continue this so please support green initiatives at the branch and national level.

Most recently several members attended the AGM at Wintec again where we saw several illuminating presentations.

On 28th of November at Unitec we were delighted to welcome Simon Crosby. His presentation *The Road Less Travelled* explores how one student from a Syrian refugee background used all her linguistic resources in pursuit of a new language. AKTESOL would also like to thank their members Fiona Dalton and Maren Behrend who voluntarily gave lessons to the victims and families of the Christchurch bombings while they were in Auckland for treatment. It is one of the most practical means of bringing a sense of belonging and showing our support.

## CANTESOL

Kerstin Dofs



We decided early in the year that the public events should be in the first three terms of the school year.

This was because, from experience, teachers have been very busy in the time leading up to the end of the year, so we wanted to give space and time which would not compete for time with own duties. As we all know, there are assessments, exams, and tests to organise and then mark, all of which are very time-consuming undertakings.

This year's public events have focused on a variety of PD opportunities according to our enquiry of members' needs and wants from our previous year's AGM, and also inspired by the TESOLANZ members survey. The aim was to cater for all sectors at the events. We have therefore held; a workshop on writing which could be adapted to all levels of learning, and a re-run of the presentations by Cantabrians at CLESOL 2018, which also suited most of our members. A more casual event, yet related to CANTESOL and TESOLANZ, at the AGM this year aimed to give our members the opportunity to enjoy networking in a more relaxed way. 'The Great Get Together', included the AGM followed by drinks, nibbles, dinner, and a quiz themed around TESOLANZ issues. It turned out to be a well-attended and memorable evening with lots of laughter, personal connections made, and of course food and drinks to enjoy.

Our last CANTESOL Committee meeting for the year took place at the end of October. We have made it a tradition to plan for the next year's events at this meeting, then we make time for each other at a nice restaurant, as we finish our commitment to CANTESOL for the year.

## MANATESOL

Gwenna Finikin

Since the last newsletter, MANATESOL has had two events.

On August 10, ETC hosted us for guest speakers sharing their research.

Ramola Ladge talked about professional development for tertiary ESOL teachers and the need for it to be planned and formal.

Dr Hilary Smith talked about what lessons have been learned through her work helping in a language revival project in Australia.

Mastura Abd Rahman talked about Afghan refugee background students' experience of schooling in New Zealand and about how we can't think of our students as victims and passive.

On October 5, English Language Partners Taranaki hosted Gwenna Finikin presenting Synthetic Phonics and the ELL. This included the 'why' of a repeat performance of her CLESOL presentation and the 'how' of learning specific spelling rules and a mock phonics lesson.

On October 26, Anne McCarthy presented Ecological perspectives of ELL in NZ state secondary schools, Chujie Dai's presentation was on Teacher agency of synchronous Chinese Online Language Teaching and Rosalind Austen ran a workshop on shadowing to improve listening, speaking and pronunciation.

## NATESOL

Madeline Carroll

NATESOL has had no activity since the last newsletter.

The AGM and final session of the year was scheduled for Wednesday 30 October.

# OTAGOTESOL

David Woodfield

Otago TESOL enjoyed a stimulating update on some of the new technology options available to teachers at its meeting on the 1st of August. At this meeting, Ross Gilbertson of Otago Polytechnic demonstrated Word Online's Immersive Reader; STEM facilitator, Iain Cook-Bonney discussed video collaboration using Zoom, Read&Write for Google Chrome and an online reading site called Epic Books; and Gavin Angus of St Hilda's Collegiate School discussed using Google Classroom and the reading websites readtheory.org and newsela. The audience was wowed by the potential of the various programs and sites and I would recommend curious readers check some of them out themselves.

## WAIKATO TESOL

Margaret Bakker

TESOLANZ' first EAP and Assessment Symposium was packed full of interesting talks and workshops by practitioners and researchers across language teaching, assessment and EAP. A wonderful start for the Assessment and EAP SIGs, with keynote speakers Aek Phakiti of the University of Sydney, and Rosemary Wette of University of Auckland, the symposium turned out many more delegates than expected. A huge thanks to the organising committee, and the WaikatoTESOL committee members who helped out on the day.

The AGM on the 31 August was followed by speakers covering different aspects of course design. Andy Barker talked about programme design from a wider perspective. He discussed key aspects to consider, from curriculum and syllabus design, leadership, student experience, quality assurance, external engagement and E-learning. This was followed by a talk on Constructive Alignment in Programme Design. Primarily from a teacher's perspective, this considered the external constraints of programme design and techniques teachers can use to align learning and teaching activities to assessments and outcomes.

On Saturday 12 October, we hosted the TESOLANZ AGM here at Wintec. It was great to see so many of our colleagues make their way to the Waikato to join us. The theme of the day was English in the Workplace, and we were fortunate to have Nicky Riddiford as the guest speaker. Nicky shared insights into the challenges for newcomers to New Zealand in adapting to life and work in their new country. Jessica King, from Red Cross' Pathways 2 Employment programme spoke about their collaboration with employers to assist former refugees plan their employment, education and career goals and ultimately find work. We were joined by a panel of EAL employees to discuss their experiences, challenges and advice in the NZ workplace. In particular, it was suggested that more opportunities for learners to hear their teacher speak at natural speed, and to work with authentic listening material would better prepare learners for employment.

Jonathan Ryan shared his reflections on teaching English in the Workplace, and Robert McLarty gave a talk on 'Does English Work?' These were followed by an open discussion: Practitioners sharing resources that work! There were some wonderful ideas and many of us came away inspired.

We also had the pleasure of sharing the celebration of Nicky's award of TESOLANZ Life Membership for her dedication and contribution to the TESOL field over the years.

This has been a busy year for WaikatoTESOL members, and we have enjoyed every moment of it.

## WATESOL

John Taylor

The WATESOL branch has held a number of well attended events during the year. Highlights include:

- Marty Pilott's presentation on teaching pronunciation in April
- The Expo in June with two keynote addresses: Sara Cotterall on teaching academic writing and Rachael Ruegg on writing feedback; and six workshop sessions
- Friday seminars at the School of Linguistics and Applied Language Studies at Victoria University of Wellington

The final event on the WATESOL calendar was a presentation on November 13th by Averil Coxhead titled *Word lists: Something old, something new*. The AGM followed the presentation.



WATESOL committee - Expo planning meeting, May 2019

Clockwise from centre left: Fiona Hoang, Jinnie Potter, Anna Dowling, Ha Hoang, Kerry Finnigan, Cathie Cahill, Nicky Riddiford, Sonja Zander, Jenny Olsen, Linda Todd, John Taylor. Absent from photo: Elizabeth Rothwell, Sarah Roper

## ECE SIG

Jo Knudsen and Jocelyn Wright

### The silent period

*'Presuming that a nonverbal child has nothing to say is like presuming an adult without a car has nowhere to go'*  
- Anon

Many children go through a silent period when they are exposed to a new language environment. This is very normal and may last from a couple of weeks to several months. During this period, children are listening and taking in their new language. Sometime teachers view these 'non-verbal' children as deficient, non-communicative, shy or even rude. It is very important for all early years' teachers to understand the role of this 'silence' in young children. Children need time to quietly absorb their new language and it is our role to make them feel comfortable and confident enough to have a go when they are ready. Some key ways to help a child in the silent period are: use a lot of non-verbal communication to help the child understand what you say, use simple language, use visuals to support the child to understand what you are saying, enjoy music and songs together, especially action songs as children can participate more easily, be responsive to any attempts the child makes to communicate, promote



interactions with peers, play games that don't require a verbal response e.g. musical statues, and give plenty of positive reinforcement when they play with others, complete tasks or try new things. (Source: 2019, A. Bevan & D. Raban. English as an Additional Language in Practice. Supporting the language and communication skills in the early years. Teaching Solutions.)

## Primary SIG

Karen Cebalo

Kāhui Ako ASL ESOL role:

A major issue facing many primary schools is that the sheer number of ELLs in classes has increased exponentially in recent years – 30% of the school in my area. An added challenge is the huge diversity of home languages and cultures. Our class teachers have had the world change around them and feel overwhelmed, frustrated and poorly equipped. The Principals in our Kāhui Ako are aware of the pressures this puts on class teachers catering for the individual needs of all learners. Their solution was to create an Across Schools Leader role to which I was appointed, with a focus on Culturally Responsive Pedagogy – ELLs.

We have a Kāhui Ako ESOL PLG consisting of exceptionally strong and motivated ESOL specialists who, during 2018, explored the successes, barriers and possibilities for ELLs and ESOL programmes within our schools. The commonalities outweighed any differences and the strongest needs were to explore new ways of structuring ESOL support, and to find ways to support classroom teachers.

As a PLG we decided to embark on a collaborative, multi-pronged inquiry to determine more effective ways of supporting teachers to support their ELLs. The Primary SIG envisage our roles in the future as specialists who support teachers, and in my area I see this happening now. In the next newsletter I hope to outline some of the ways we are approaching this and would be interested to hear how other schools are managing these challenges.

## Secondary SIG

Athlyn Watt

Highlights for the secondary sector this year include:

New and revised English Language unit standards replace previous standards which expire at the end of this year. Assessment resource materials for many of these standards are available on the English Language webpage of NZQA. Exemplars and clarifications will be added in the near future.

The Ministry of Education has published teaching and learning sequences for the level 3 English for Academic Purposes standards and has updated the level 4 standards. Assessment resource materials are available on the NZQA web page for these standards.

Significant changes to NCEA are occurring. Teachers have been encouraged to take part in NCEA Change Workshops or to email NZQA to advocate for the needs and learning pathways of ELLs. TESOLANZ is engaging with the Ministry of Education to consider the impact of the proposed changes on both domestic and international ELLs and to explore ways that their needs can be met.

I am stepping down from the role of Secondary SIG Co-ordinator. However, I will continue to be actively involved in our sector in whatever way that I can. I am passionate about working for the needs of English language learners and supporting our educator network. Thank you to all who have encouraged and supported me in this role. New leadership will be announced in the next newsletter.

## Tertiary SIG

Ailsa Deverick and Hanna Brookie

**NZCEL:** The second NZCEL Providers' forum for the year was held in September with almost 40 participants. It focused primarily on the various monitoring and review activities undertaken by NZQA, and on assessment practices. NZQA had responded to stated concerns from the previous forum, particularly; using the EAP standards for tertiary learners who have different needs from secondary learners; scheduling a consistency review in 2020; Best Practice Workshops for tertiary providers and publishing assessment guidelines.

**The ITP Merger:** Following consultation with education providers and industry, government planning for the setting up of one New Zealand Institute of Skills & Technology has started. There will be 16 'subsidiaries' in the national body from April 2020, and the Industry Training Organisations (ITOs) will now be in an advisory role only. It is anticipated there will be little change for providers of ELT, certainly not for a couple of years.

**Private language school collaboration:** TESOLANZ is seeking more engagement with private language schools through English New Zealand, their standardising body. Possible cross-sector collaboration could involve sharing information about PD and conferences. Their November conference in Auckland is on this link <https://www.englishnewzealand.co.nz/conference.php>.

**EAP:** TESOLANZ held a successful symposium on EAP and assessment in July. The idea of having a separate EAP/ Assessment SIG is being floated.

## Are your details correct on our database?

Many emails are bounced back because they are not current. Please visit the TESOLANZ website

[www.tesolanz.org.nz](http://www.tesolanz.org.nz)

and find the Members section on the homepage. There you can update all your details.



02 JUL 2019

Daryl Streat  
[president@tesolanz.org.nz](mailto:president@tesolanz.org.nz)

Dear Daryl

The Minister of Education, Hon Chris Hipkins, has asked me to respond to your email of 22 June 2019 sharing a position statement from TESOLANZ about how changes to NCEA will affect ESOL-funded and international students in secondary schools.

I agree it is important to consider how these groups will be affected by these changes. Throughout the engagement phase of the NCEA Review, extensive community engagement took place with English language learners (ELL) and their parents and whānau. This included focus groups with refugee, migrant and ethnic-minority communities.

The Ministry of Education is now engaging with the sector on the detailed design of the change proposals. We would certainly value your input into our decision-making, and are happy to meet with you to discuss the matters you have raised. You are welcome to contact the engagement team at [NCEA.review@education.govt.nz](mailto:NCEA.review@education.govt.nz), who will arrange this.

The changes to the NCEA literacy and numeracy requirements mean that these will be benchmarked at a level reflecting the literacy needed to succeed in education and life. This will be assessed through a 20 credit set of standards. Progress towards these standards will be supported by the use of trusted and consistent tools for monitoring literacy and numeracy development. These tools will support teachers to address the specific needs of learners and ensure they are supported effectively.

As an outcome of the detailed design work that is currently underway, the new literacy standards may be at a different level than the existing English Language (EL) and English for Academic Purpose (EAP) standards. This means that work will be needed to consider the role of the EL and EAP standards going forward, including pathways that incorporate these standards and/or the new standards, and clarifying the appropriate use of each option for different programmes and courses of learning.

It will be made clear to writers of the new standards that they need to ensure accessibility for all students, including ELL. This will include consideration for those students who arrive and begin NCEA at senior secondary school level.

We will also be working with the relevant owners of unit standards delivered as part of NCEA to consider how the principles of the NCEA Review could be applied to their standards over time. In the case of ELL, this is NZQA.

We are pleased to have Breda from your organisation as part of the Technical Advisory Group on the new literacy and numeracy requirements, and look forward to her input and advice going forward. In the meantime, if you have any further questions, please do get in touch with the engagement team.

Thank you again for writing, and for raising these important issues.

Yours sincerely

**Richard D'Ath**  
Group Manager (Acting), Secondary Tertiary  
Early Learning Student Achievement



## 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.*

### NOVEMBER

20 November

Universal Children's Day

### DECEMBER

10 December

Human Rights Day

18 December

International Migrants Day

18 December

Arabic Language Day

### JANUARY

24 January

International Day of Education

### FEBRUARY

21 February

International Mother Language Day

### MARCH

3 March

World Wildlife Day

8 March

International Women's Day

20 March

International Day of Happiness

20 March

French Language Day

21 March

World Poetry Day



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# TESOLANZ website project



The new TESOLANZ website project is now being managed by Jay Woodhams, a linguist, writer and ex-ESOL teacher. Jay has carried out several web development projects over the years, including the Language in the Workplace Project at VUW. He completed a Grad Cert TESOL at VUW in 2007, and taught in Napier, UK and the Czech Republic, before coming back to pursue a PhD in linguistics. He went on to work in the Settlement Unit at Immigration New Zealand and then moved to Canberra in 2016 to take up a job at the ANU. Now

back in NZ, Jay will oversee the transition of the TESOLANZ website to the WordPress platform and will

look after its content and technical aspects.

The new site has many advantages due to the flexibility and power of WordPress. News, events, jobs and other notices can be easily posted, and users will find that accessing them is greatly improved. Many areas of the site are generated dynamically, ensuring content remains current and engaging. It has also undergone a visual overhaul to bring it up to 2019 standards, where mobile devices are often the primary means of browsing. In addition, the new site features an online checkout for membership subscriptions, a user area where members can manage their details and much more. We hope to launch the new website by the end of 2019.

## Oxymorons

- 1 Why do "slow down" and "slow up" mean the same thing?
- 2 Why do "fat chance" and "slim chance" mean the same thing?
- 3 Why are they called "stands" when they are made for sitting?
- 4 Why is it called "after dark" when it really is "after light"?
- 5 Doesn't "expecting the unexpected" make the unexpected expected?
- 6 Why do "overlook" and "oversee" mean opposite things?
- 7 How come abbreviated is such a long word?

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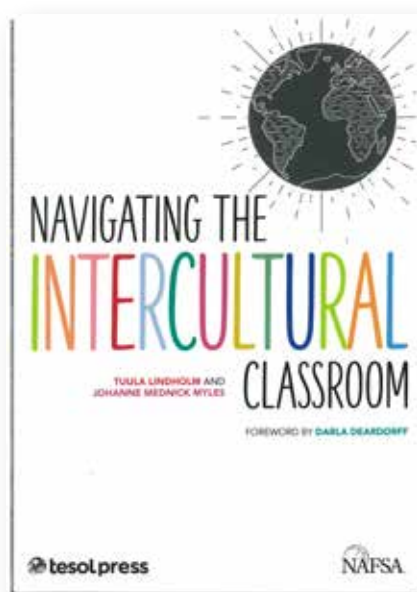


or email Breda Matthews at: [admin@englishlanguageresourcecentre.com](mailto:admin@englishlanguageresourcecentre.com)

# 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.



## Navigating the intercultural classroom

Lindholm, Tuula and Mednick Myles, Johanne (2019).

*Navigating the intercultural classroom*  
Alexandria, VA: TESOL Press  
ISBN 978 1 945351 26 6 (pbk)  
191 + xi pp

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### Reviewer

Marilyn Lewis  
Honorary Research Fellow  
The University of Auckland

We are not supposed to judge a book by its cover, but let's make an exception here. The innovative graphics include a map of the globe and a different colour for each letter in the word INTERCULTURAL. Well done, designer! Still on the topic of layout, the pages are attractively set out with print variety, and boxed highlights. 'Navigating' suggests skills that go beyond the more neutral 'teaching'. The book's purpose is to bring together language practice and intercultural goals based on the authors' belief that "theory informs practice" (p. 171). They draw on a range of experiences; Lindholm immigrated to Canada from Finland and Myles has taught in Zambia and Indonesia.

The first three chapters make points applicable to all classes, then Chapters 4-6 move to three specific contexts. There is no index but the many sub-headings make it easy to find topics of interest. Classroom activities are interwoven with summaries of theory and many international case studies, followed by quite lengthy reference lists. Also there are several appendices.

Chapters 1 to 3 flow smoothly from one to the other, the first examining communication within classes of culturally diverse learners, which would apply to community and EAP classes in New Zealand. Behaviours go beyond language, ranging from understanding societal ranks of importance to conventions about smiling! For more on this topic the fascinating three-page Appendix A explains cultural preferences under multiple headings. Because specific cultures are not named, teachers and students could try matching traits with groups they know. Chapter 2 introduces specifics such as suggestions about politeness, levels of formality, humour and implicit messages. Five of this chapter's 40 pages are references. Chapter 3 examines the teacher's "cultural beliefs and biases" (p. 83). Theoretical insights from some long familiar names (Canagarajah, Hinkel, Hofstede, Kramsch and Mackay) are joined by others newer to the field. Again, personal stories will resonate with many readers.

Teachers will probably turn next to chapters describing their own contexts but some messages seemed widely applicable. Chapter 4 about EAP classes refers to the growing number of international students at Canadian and U.S. universities. How do teachers respond? Specifically, four overlapping questions are addressed relating to diverse behaviours when students are invited to disagree with teachers, for example. By contrast, Chapter 5's pre-employment students are in the country long-term. They need to learn intercultural skills for job interviews, answering the telephone and email etiquette. Chapter 6 deals with "Technology and computer-mediated intercultural communication" and includes options for finding online buddies and for other forms of social media.

With its many discussion points and suggestions, this book lends itself to pre-service and in-service courses for teachers. However, there is no need for teachers to wait for one of these events to enjoy it.



## Academic writing skills for international students

Read, S. H. (2019). *Academic writing skills for international students*. Macmillan.  
ISBN 978-1-352-00375-8 (pbk.)  
223pp. \$40.95

### Reviewer

Cherie Connor  
Victoria University of Wellington

Siew Hean Read's volume is a useful addition to the extensive Macmillan Study Skills series. It is designed to help international students in English medium universities to develop the academic writing skills required for their studies and it talks directly to this audience. The comprehensive introduction and clear organisation mean it is readily accessible for self-study. However, it would also be a useful resource for teachers and tutors of academic writing and EAP courses to dip into.

The book is divided into five major parts covering writing style, academic conventions, organising and developing ideas, structuring extended pieces of writing and developing an argument. A unit on incorporating sources in writing is clearly laid out and likely to be a reference that novice writers would frequently return to.

While different assignment types including literature reviews and reports, case studies and essays are treated separately in part ii, as the title of part i (Essential features of academic writing) suggests, this book is based on the premise that there are "common skills and competencies that can be learnt, practiced and applied to different types of writing" (p.vii). In this way, Read offers a guide to general academic writing, rather than adhering to the idea that writing can only be taught within the discipline. Read gives argumentation its own chapter in the book (part iv). This nods to its importance in academic writing and allows for a detailed account of how a position may be conveyed.

A major strength of this guide is the abundance of authentic examples of student writing, across 22 subject areas. These examples are annotated in a way that makes the instruction point extremely clear and effective. It also means that the discussion is consistently situated within the context

of real writing and genuine assignment topics, making the theoretical discussion practical and accessible. The accompanying practice activities with answers give the student reader the opportunity to engage with the instruction points and to check their understanding. While there is a clear, right answer / wrong answer approach taken to these practice activities, as appropriate to a self-study guide, it would be easy for teachers of writing to build in questions for more open and interpretive discussion too.

As well as considering writing at the macro-level, the book contains a wealth of useful information and activities centred on language features such as verb patterns and reporting verbs that look ideal for self-study. The section on cohesion within paragraphs appears particularly in depth and useful. There are, though, a few noticeable omissions. For example, it may be useful to acknowledge the growing use of nominalisation and extended noun phrases in a range of academic writing (although the former is dealt with implicitly in examples). Moreover, I find the treatment of 'will' and 'would' a bit problematic, because the student use of modal verbs to express the hypothetical situations seems misinterpreted in the examples provided (pp. 158-165), and the 'corrections' debatable. However, this section along with many others in the volume could be used as a basis for discussion with classes, and serves to highlight the impact that lexical choices have on the meaning construed from our writing.

Read's guide to academic writing for international students is practical and thorough and firmly based in authentic academic writing. It would be an excellent addition to any EAP library and an asset to international students as they embark on their academic writing journey.

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# Peanuts

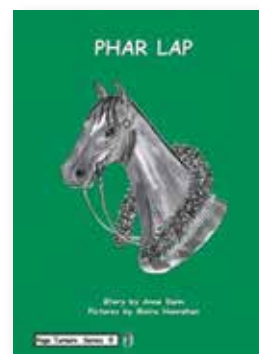
## I hate the beach

## Phar Lap

Dunn, A. (2009). *Peanuts*. Victoria, Australia: PRACE Pageturners. ISBN 978-1-977052-39-2. 12pp. (Series #4, level 2) AU\$7 (excl. GST). Illustrations by Hanrahan, M.

Dunn, A. (2006). *I hate the beach*. Victoria, Australia: PRACE Pageturners. ISBN 1-877052-13-2. 16pp. (Series #3, level 3) AU\$7 (excl. GST). Illustrations by Hanrahan, M.

Dunn, A. (2011). *Phar Lap*. Victoria, Australia: PRACE Pageturners. ISBN 978-1-877052-53-8. 24pp. (Series #5, level 4) AU\$7 (excl. GST). Illustrations by Hanrahan, M.



These three books, *Peanuts*, *I hate the beach*, and *Phar Lap*, are parts of a collection of short adult easy readers for beginner and elementary levels of English. To date, there are over 80 books available, written by three different authors. The name of the collection is Pageturners; a suitable name as the readers get interested in the plot easily, and then want to turn the pages and read more to follow what happens, and to know the end of the stories. 'Peanuts' and 'I hate the beach' both have a fun, quirky twist at the end. 'Phar Lap', about a well-known racehorse originally from New Zealand, is more like an easy-to-read crime story. 'I hate the beach' has an audio CD which can be ordered for AU\$1 only. 'Phar Lap' and 'Peanuts' have the audio files accessible online for downloading <https://pageturners.prace.vic.edu.au/shop/series-05/phar-lap/> and <https://pageturners.prace.vic.edu.au/shop/series-04/peanuts-2/> respectively. The online access to the audio files is an extra bonus as learners can, apart from reading on their own, also read along and listen to the audio clip at the same time.

The books are supported by a website, <https://pageturners.prace.vic.edu.au/teaching-ideas/> with free extra support materials, and a blog. These teaching ideas are available for a limited number of books; however, the ideas can be easily transferred to any of the books.

All three of these somewhat quirky books reviewed here, are user-friendly and suitable for reading in the classroom, and also for self-study situations outside the classroom. The questions and activities at the end of the stories present opportunities to do some revision of vocabulary and comprehension checking. At the back of the books there is also a complete list, in alphabetical order, of words used in the stories. These could be used by the teacher to set tasks for learners. For example, to inspire them to write their own short story, using all or some of the words, and then their stories could be used for reading practice by the whole class.

Books published for adults with a low level of English are scarce. Many of the easy reading books on the market are made for young beginner readers and are not particularly suitable for adult learners. This collection of easy readers aspires to fill this gap. The books in this series are recommended for any teacher who wants to teach reading skills by using graded readers with adults whose English language level is low.

### Reviewer

Kerstin Dofs  
Ara Institute of Canterbury

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**Deadline for the  
Autumn issue is  
20 March 2020**

The World Health Organization (WHO) are promoting predominantly plant-based diets both for health and for sustainability, so I have chosen a lovely light spring dish and an alternative to grains that many people are looking for now. A good natural source of zinc, sunflower seeds are popular immune boosters. They may also help protect against heart disease while their vitamin B can help in the fight against stress. Great for teachers!



2 ½ cups / 350 g shelled, raw, unsalted sunflower seeds  
1 Tbsp. coconut oil or ghee  
2 medium onions, finely diced  
5 cloves garlic, minced  
a generous pinch of sea salt  
2-3 cups / 500 – 750ml vegetable broth

8 young carrots – 4 min  
16 spears green asparagus – 3 min  
1 cup green peas – 2 min  
watercress (a handful per person) – stirred in right before serving

1. Soak sunflower seeds overnight or all day in water with 2 tablespoons of sea salt.
2. Drain and rinse sunflower seeds. Remove about 1 cup / 135g of the soaked seeds and place in a blender with 1 cup / 250ml water. Blend on high until completely smooth. Set aside.
3. Melt coconut oil in a large stockpot. Add onions and sea salt, stir to coat and cook over medium-high heat until translucent, about 5-7 minutes. Add garlic and cook 2 minutes, then add sunflower seeds and about 2 cups of the broth. Bring to a simmer and cook covered for 20-30 minutes, adding more broth as needed. When cooked, the seeds should be al dente: tender with only the slightest crunch still left in them. If there seems to be a lot of liquid left in the pot, let it simmer uncovered for about 5 minutes to evaporate the excess. Add the sunflower cream from the blender and stir to combine, and heat gently. Season to taste. Remove from heat and fold in a few generous handfuls of watercress.
4. Blanch the vegetables in the same pot of salted water for approximately the time indicated, testing as you go. Do not overcook!
5. To serve, place about a quarter of the risotto on each plate, then top with the vegetables. Drizzle with olive oil, lemon juice and a sprinkling of flaky sea salt. Top with extra watercress and enjoy warm.

# The brave new world of 4-skills language testing in Japan

Don Oliver is an IELTS Examiner Trainer for IDP Education, and Assistant Principal Examiner for Cambridge Assessment English. He has taught IELTS Preparation classes and developed test preparation curricula in Australia, South-East Asia and the Middle East. Most recently he has been involved in establishing IELTS Australia's Japanese test centres.



Next year, some 500,000 high school students in Japan will do the National Center test for university admission. For the first time, those doing English will undertake a 4-skills English language test instead of the 2-skills Central test that has hitherto been used for University admission purposes. In other words, they will be asked to demonstrate their productive skills in English where previously only their receptive skills (Reading and Listening) were assessed. To ESL teachers in mature education exporting countries like New Zealand, the fact that only one half of English language proficiency has up to now been assessed will seem odd. But in the EFL context of Japan, where high school teachers of English do not generally have expert use of the language themselves, and students often don't have a pressing motivation to learn English or use it in everyday life, the communicative classroom is far from the norm. The question that needs to be answered is this: is it the testing regime that is to blame for a teaching methodology that is reliant on dry-as-dust grammar translation? Or is it the other way around? Whichever way we answer these questions, the Japanese Department of Education (MEXT) has made its thoughts very clear. It is currently in the process of accrediting several private English language testing organisations to deliver a 4-skills test. Students and schools will be able to choose one of three international tests - IELTS, Cambridge, and TOEFL; or three locally produced tests, namely, EIKEN, TEAP and GTEC. This development is not without its critics within the conservative Japanese Education sector. Japanese universities and high school principals have expressed their concern about the new testing regime. They say the change is creating anxiety among students (and very likely, among teachers). They object that no one can reliably compare results between tests, and that students don't know enough about the tests to make an informed choice as to which they should attempt. Such qualms are understandable. The people who are teaching to a test, and those taking it, need to know what the test is about and what exactly the assessment

criteria are. In the absence of some certainty about such things, there will, of course, be anxiety.

IELTS is, in contrast to its status in New Zealand and many other parts of the world, a small player in the Japanese English language testing scene. Nevertheless, if the MEXT strategy is to result in raising the traditionally low levels of English language ability in Japan, then IELTS will have an important part to play. In other words, the use of tests such as IELTS are expected to have the desired 'washback' effect on teaching practice and learner behaviour. It is important, however, to remember that even the very best and most valid test of English will not inevitably lead to any changes at the chalkface. Experienced ESL teachers in New Zealand will know this already, but in the absence of a teacher's and student's clear understanding of the assessment criteria, classroom practice will default to what comes most easily. In Japan, this will be the customary and traditional grammar translation method. The purpose of the language test, rather than a simple prediction of content, should be front of mind.

Over many years now, IELTS has been careful to explain its purpose and provide detailed descriptions of its assessment criteria. As well as explaining the assessment criteria in some detail, IELTS has developed a suite of preparation materials and advice about its test, including tools such as IELTS Assist and the IELTS Progress Check (see the public versions of Speaking and Writing criteria, and preparation materials here: [ielts.co.nz](https://ielts.co.nz)). The newly introduced (in both New Zealand and Japan) IELTS Teachers' online training program ([ielts.co.nz/teachers](https://ielts.co.nz/teachers)) is proving to be a popular aid for teachers who are looking for a deeper understanding of how the IELTS assessment criteria are applied in Speaking and Writing.

The challenge for Japanese students and teachers has been issued by the Japanese Education authorities, and it won't be an easy challenge to meet in the short term. Nevertheless, the introduction of 4-skills testing is a good start towards improving the standard of English in Japan.

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A photograph of a woman and a man sitting at a table in a modern office setting, engaged in a conversation. The woman is on the left, smiling and gesturing with her hands. The man is on the right, wearing glasses and a blue shirt, looking towards her. Large windows in the background show a city skyline.

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