



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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Inside this issue:

China Challenges	1
25 Years of Affiliation – TESOLANZ & TESOL International	1
Editor's Foreword	2
Building a Regional Profile	4
ECE Speak	6
The Changing Face of IELTS	7
World Read Aloud Day	8
Wordplay	9
Tribute to Dr Patisepe Vaitimu Tuafuti	10
Tech Tips: Video conferencing – a powerful tool for online ESOL teachers	11
Reports	12
What are the goals of pronunciation teaching?	18
Book Reviews	19
TESOLtaste	21
Teacher Abroad: Teaching in Kiribati	22
The Three Kerurū	24

China Challenges

Paul Spoonley

The internationalisation of education – and the internationalisation of China – has provided something of a windfall for New Zealand. The change at this end came with the reform of New Zealand's immigration policy in 1986/87. It opened up the country to immigrants from a much wider group of source countries – and encouraged new transnational businesses, including international education. By the 1990s, the first waves of immigration, both temporary and permanent, from Asia took place, notably from Korea, Taiwan and Hong Kong. The Labour-led government at the turn of the century introduced more than 30 policy changes and led to two countries – China and India – dominating inward flows, again both temporary and permanent.

From the early 2000s, Chinese migrants dominated many visa categories. And this coincided with the growth of the Chinese middle class and the flows of young Chinese around the world to access education, paid for by their parents and families.



Distinguished Professor Paul Spoonley is Pro Vice-Chancellor of the College of Humanities and Social Sciences at Massey University.

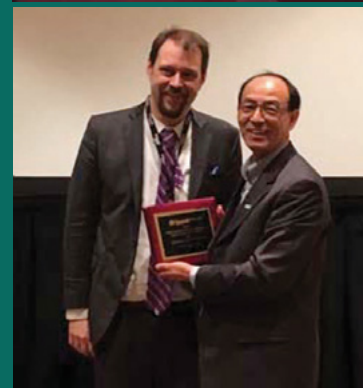
He is a lead researcher in the Capturing Diversity of Aotearoa New Zealand (2014–2020) project. He is writing a book on contemporary social and demographic change in New Zealand.

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25 Years of Affiliation – TESOLANZ & TESOL International

At this year's TESOL Convention, in Atlanta Georgia, TESOLANZ was awarded a plaque commemorating 25 years of affiliation with the TESOL International Association. The ceremony was attended by delegates representing over 120 affiliates from around the world.

The award was accepted, on behalf of TESOLANZ, by Professor Lawrence Zhang (University of Auckland) who was in attendance at the convention. Lawrence is a member of the TESOL International Association Board of Directors.



Editor's Foreword

Erina Hunt



Nau mai ki te ngahuru. Welcome to autumn.

In 2005, a Peace Pole was erected in the confluence of pathways outside the Otago Museum Reserve where visitors to the city and residents picnic and play and students at Otago University regularly pass on their way to lectures. It was the tangible result of an intensive English language collaborative project that myself, two colleagues and 48 international students at the time, researched, designed and gained city council permission to install. Fourteen years and numerous peace events, vigils and feasts of entertainment later, a large gathering surrounded the monument on the United Nations International Day for the Elimination of Racial Discrimination and in memory of the events that tragically unfolded in Christchurch on March 15th. Here, Dunedin Multi-Ethnic Council President Paul Gourlie spoke of 'compassion and love rather than zero tolerance'. This issue is peppered with such sentiment and resolve and who better to express that than our own President, Daryl Streat. It is my privilege to be presenting at GEN TEFL in Bali, Indonesia in May (itself a target of terrorism on 12 October 2002), where I will be sharing this message of a small nation galvanised by an event that has ultimately raised the level of compassion of its population. Also mentioned in Word Play is Amber Fraser-Smith's own experience of 7/7 – the 2005 coordinated attacks on London's commuter transport system.

So over to Daryl...

As President of TESOLANZ, I can honestly say this is not something I would have ever hoped to write. After the events which took place in Christchurch, I have experienced a wide range of feelings and emotions. From anger and sadness, to shock and despair. We have all felt this way. Some of us have been directly affected, losing family members, colleagues, or friends. However, all of us keenly feel the pain and distress that has been inflicted on one of the communities which many of us work to serve.

In the aftermath of what happened, some of us will have had the chance to begin the long process of working through our grief. However, many of us will have been focused on volunteer efforts, caring for our community, and supporting our learners and their families. In such cases, many people have not yet had the chance to take care of themselves. To this end, I ask all members to continue to look out for one another. Check in with colleagues and friends and make sure they are okay.

In the coming weeks, we will talk with one another, attend vigils, donate time and money, and slowly return to normal. However, for me, I feel that there needs to be a 'new normal'. As teachers of speakers of other languages, many of us are keenly aware of the hurtful comments that many learners and people from diverse backgrounds have endured. While we have never experienced anything of this scale, there have been other incidents of vandalism and hate against the Muslim community. Many other communities have also experienced hateful racism.

So, as we work towards defining what our new normal will be, we cannot let the heart-warming sentiments of the past few days fade away. If "they are us", then it's not enough to say it, we need to continue to live it through our actions. There is more work to do in order to build an inclusive, multi-cultural community that serves as a home in its truest sense. It won't be easy, but is our duty.

Look after yourselves,
Noho ora mai,
Daryl Streat

It would be great to see profiles of those teaching in any tertiary, secondary, primary and ECE context so we can see that although the context may be different, we are all working towards similar goals. Please send us in a 150-word profile of you in your context, for the next newsletter. Thank you!

*He māungarongo ki runga i te whenua
May Peace Prevail on Earth*

Erina | erina.hunt@otago.ac.nz
Letters to the editor welcomed.

Retraction

The previous newsletter stated that IELTS is the only permissible entry criteria for international students. This is not correct.

For student visas, Immigration New Zealand does not set any specific requirements. These are set by education providers who require a certain level of English proficiency. Therefore, prospective students should check with Education Providers to determine acceptable evidence of English proficiency.

Note that other visas have different requirements. For example, Skilled Migrants or Silver Fern Job Search visa applicants may use IELTS, TOEFL IBT, PTE, FCE or OET.

China Challenges ➤ CONTINUED FROM PAGE ONE

The size of the flows and of the money to pay for this education was unheralded. The impact on New Zealand was huge – international education became one of the top foreign income earners, providing 30,000 jobs and supplementing the income base for schools and tertiary institutions – as well as generating hundreds of private educational businesses. The high point for New Zealand came in the 2013-2017 period. By early 2019, the number of Chinese international students was beginning to track down. To explain why, we need to note the political environment in New Zealand – some signs of anti-Chinese politics from Labour and New Zealand First. And the new government signalled a desire to reduce the numbers of migrants. But there is a major change occurring in China that also explains these trends.

From 1980 through to about 2014, China was experiencing something of demographic dividend. The largest migration in human history saw the urbanisation of huge numbers of Chinese and this led to an uptick in China's urban economies and growth on all fronts – urban labour supply and upskilling, business expansion, the growth of household and personal wealth, and a desire to access global economies and knowledge. Cue international education. But from 2015, there has been a growing demographic deficit. China is experiencing a number of demographic challenges – declining fertility, growing labour shortages and an ageing population. There are all sorts of consequences. One example is the growing dependency ratio – the 4-2-1 effect (four grandparents, 2 parents, one child, with a lot riding on the ability of the one to provide for up to 6 older family members). There is a great OECD report, titled "The Silver and White Economy: The Chinese Demographic Challenge". It provides a lot more detail of what has – and will – happen in China over the next 2-3 decades.

One likely effect, I would suggest, is that the number of international Chinese students will decline for a number of reasons. The Chinese demographic challenge, to quote the OECD, is going to put a lot of pressure to retain – and to train – young skilled Chinese in China. Remember that the size of younger Chinese cohorts will reduce and the Chinese economy needs their skills and labour. The Chinese government has to find the resources and funding to sustain an ageing society. Will it be willing to see Chinese funds going overseas to pay for international education? Already, there are signs that the government is looking to internationalise its own internal tertiary education system, to provide the sorts of education domestically that might have required students to travel overseas previously (look at the number of partnerships with overseas organisations to provide an internal offer) and to divert middle class educational investment to domestic institutions.

In sum, while there will still be a Chinese presence in international education, I would argue that it has peaked and will drop significantly from this point. There will simply not be the numbers of Chinese looking to be educated outside the country in the future. In New Zealand's case, what we have experienced in the last two decades, especially in the 2013-2017 period is unlikely to continue. Look at the trends in the early part of 2019.



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).

Special Interest Group (SIG) co-ordinators

Gwenna Finikin (primary), Athlyn Watt (secondary), Ailsa Deverick (tertiary).

Branch presidents/convenors

Petronella Townsend (AKTESOL), Celia Hope/Jo de Lisle (WAIKATO TESOL), Judy Pattison (BAYTESOL), Anne McCarthy (MANATESOL), Madeline Carroll (NATESOL), Nicky Riddiford (WATESOL), Kerstin Dofs (CANTESOL), David Woodfield (Otago TESOL).

Editors

Erina Hunt (newsletter), Dr Angela Joe (journal)

Editorial assistants

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

Membership & distribution

Jane Dudley

Media advisor

Allison Webber

Building a Regional Profile

Daryl Streat

Towards the end of 2018, the TESOLANZ Executive ran a membership survey. This was answered by over 250 TESOL practitioners across the country. I personally thank those who took the time to answer these questions as the answers provide the Executive with invaluable information as we plan the upcoming years ahead.

As TESOL professionals, many of us are very used to making the best out of a little. Give me a photographic calendar, I'll show you 12 awesome picture prompts for writing tasks! In addition, I've lost count of the number of tense review games we could create given a whiteboard pen and a couple of dice.

However, this resourcefulness goes even further when it is informed. One need look no further than our sector's strong tradition of employing needs analysis to inform pedagogy. It was with this in mind that we sought to learn as much as possible about the TESOL sector. In many ways, the survey was the Executive's needs analysis for the sector.

One of the things we can learn from a needs analysis is how the students in our classes differ. Similarly, the survey helped us understand how the branches have different profiles. While some branches have more secondary practitioners than others, other branches have more tertiary-based members.

In presenting this data, please note that this is based solely on the responses we garnered from the survey. Therefore, while there are primary sector members based in Otago, this was not reflected in the survey data. Also, if a branch had fewer than 10 respondents, I've chosen not to represent it here.

So, what do these regions look like?

Certain regions are predominantly secondary in their makeup. For example, Bay of Plenty has 36% secondary representation. Manawatu similarly has very high secondary representation (33%), with the highest level of secondary representation (44%) seen in Wellington.

In terms of Universities, the highest levels of representation were obviously seen in those regions with large institutions. These were Manawatu (22%), Auckland (26%), Wellington (30%), Otago (30%), and Waikato (31%).

For Refugees / Migrants, the regions with the highest percentages were Canterbury (22%) and Otago (35%).

For ITPs, the highest percentages were in Waikato (25%) and Bay of Plenty (18%). For primary, the highest percentage came through in Auckland (22%).

One question I had when looking through this data was how the branch profiles differed from the profile of the entire organisation. When I first joined TESOLANZ



three years ago, my sense was that the organisation was predominantly tertiary-based. However, I then came to realise that this was based primarily on the fact that I worked in a university. When digging into member's SIG (special interest group) affiliations, I noticed that the tertiary SIG had the most members, followed by secondary, and then primary. But this still wasn't enough to really build a clearer picture of the membership. The survey was able to provide us with an overall representation of the sectors that members work in (noting that many of us do in fact work across sectors).

Looking at this, we get a sense of an organisation which is very diverse; constituted of different sectors with differing needs. If we look at how an individual branch differs from TESOLANZ overall (or how it differs from other branches), we can then get a sense of how professional development needs will differ from region to region.

One thing that was consistent across all the regions was professional development (PD) needs. From the furthest North, to the deepest South, there is a strong call for PD focussing on assessment and programme design. Look to your branches to address these needs. In addition, the executive will endeavour to ensure these needs are addressed during the coming year. As alluded to in the beginning, TESOL practitioners are not often resourced sufficiently for the amazing work they do. Similarly, TESOLANZ is an organisation which needs to act with intelligence in meeting the needs of a diverse range of people with limited resources. By harnessing data such as this, sharing it, and learning from it, it is my sincere hope that the organisation and its branches will be in a much better position to understand its members' needs and how to meet them.

Ngā mihi nui,
Daryl

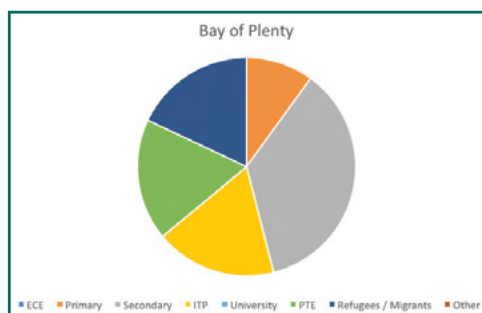


Figure 1 – Bay of Plenty – sector representation

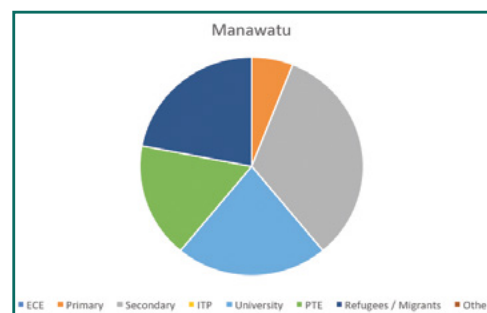


Figure 2 – Manawatu – sector representation

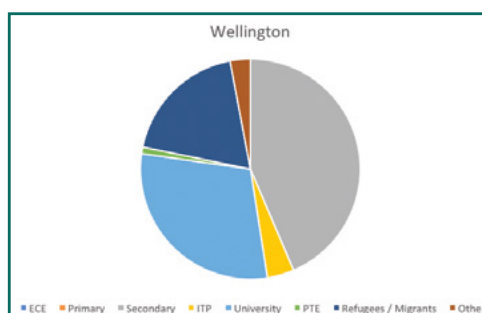


Figure 3 – Wellington – sector representation

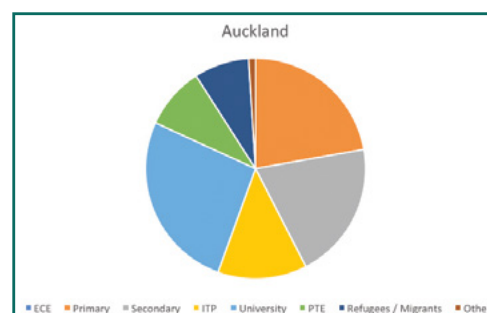


Figure 4 – Auckland – sector representation

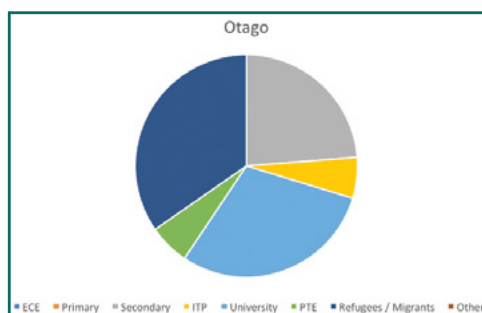


Figure 5 – Otago – sector representation

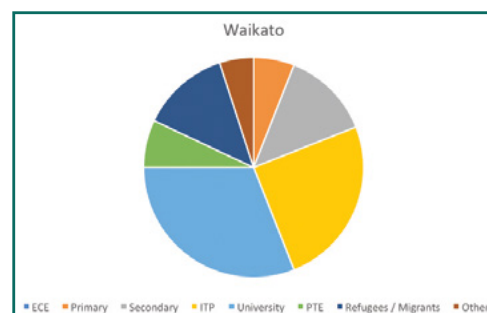


Figure 6 – Waikato – sector representation

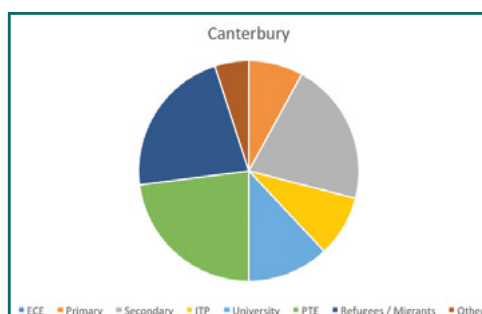


Figure 7 – Canterbury – sector representation

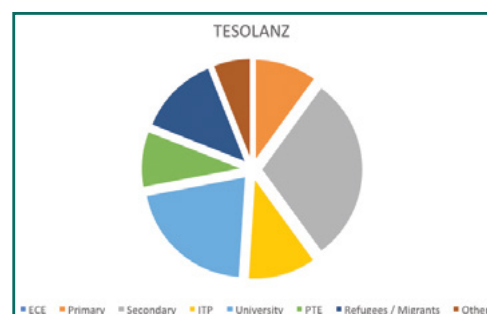


Figure 8 – TESOLANZ – sector representation



ECE Speak

Roberta Carvalho

Roberta Carvalho is both an ESOL and ECE teacher. She started teaching ESOL in her native country, Brazil, and kept doing so when she moved to Aotearoa. She qualified as an ECE teacher at Otago University and worked as a kindergarten teacher for 8 years. She has just recently returned to the ESOL classroom. Roberta is mum to Bianca, who is 12, and has been married to Amilcar, also an ESOL teacher, for 29 years.

I would like to share with you a bit of my experience of being a Brazilian ESL as well as Early Childhood teacher living, teaching and parenting in Aotearoa, New Zealand. Coming from a different culture means I feel like I am living, every day of my life here in Dunedin, my chosen home, not being 100% myself. The language I speak (and teach!) is not really mine, the environment around me doesn't bring back childhood memories, there is no extended family to share everyday life with us. One could say I am culturally isolated.

However, I came to New Zealand as an adult. I grew up, learnt and developed my identity, values and beliefs back in Brazil. Because I chose to immigrate, I happily embraced and treasured kiwi culture, and it now runs alongside my own and is weaved into my family life. But what happens to the immigrant children of this country that feel like I do, but unlike me, hadn't had the time nor the chance to grow their heritage roots yet?!

As I mentioned before, our Brazilian/Kiwi household blend in perfectly. The minute we brought our daughter home from Queen Mary Maternity we knew she would be raised bilingual. We worked hard to expose her to our mother tongue as much as possible, as we knew her English would come from interactions with others locally.

As a mum, I saw my child go to kindy and master both of her languages with no major problems. As a kindergarten teacher, last year, I had the opportunity of teaching a 3 year-old Brazilian girl. She had no English at all. I had the incredible opportunity to start unpacking my question from the paragraph before last.

I was so ready to support her, but my ESL training and experience couldn't be totally transferred to the free play environment of a kindergarten, nor could my experience as a mum, as my daughter was born into this culture.

The only way we could move forward, I thought, was weaving bits and pieces of pedagogical approaches, and letting her guide me. She was the one who had to show me what roots she wanted to grow first, my job was to provide her tools to do so.

When supporting her to learn English, we used lots of modelling and repeating what other tamariki said. She absolutely loves singing and dancing, so waiata was the best way to help her increase her vocabulary. Little by little, she adventured herself, trying a word, then a sentence, then a question. The roots were starting to develop.

But, personally, I think I best supported her when we shared play together. Just the two of us. When I could

interact in Portuguese with her, be a kindergarten teacher in my own language, sing her favourite songs, ask her about her family in Brazil, and include in our play our shared knowledge. By reinforcing her heritage roots, we were able to strongly ground her new kiwi roots. Then, all we needed was time and continuity for it to thrive and evolve.

Experiences are unique, for sure, but the ability to connect and make a difference to someone's learning do come from knowledge, persistence and collaboration. Sharing this experience may inspire or support other teachers, so our roots can grow and intertwine simultaneously.



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Join / Rejoin

- ▶ Be informed
- ▶ Professional development opportunities
- ▶ Stay up-to-date with national and international ESOL issues
- ▶ Collegiality
- ▶ Access to a vibrant professional network
- ▶ Costs \$0.13 per day or \$4 per month

Online membership Form

To become a TESOLANZ member, please complete our online membership application form.

www.tesolanz.org.nz

The Changing Face of IELTS

Michael James, Director IELTS Operations at IDP Education

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Michael James is the Director IELTS Operations for Australasia & Japan at IDP Education. He is bilingual in English and Spanish and has first-hand classroom experience as an ESL teacher in New Zealand and Latin America.

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While IELTS test takers embrace the world's leading language test on computer, what has changed for ESL teachers?



Over the last 30 years, IELTS has become the leading English language test for international mobility. The number of IELTS tests grew to a record-breaking 3.5 million in 2018 which coincided with the launch of computer-delivered IELTS in New Zealand. The new format has proven popular among test takers.

IELTS in New Zealand

IELTS is recognised around the world and is accepted by more than 10,000 organisations in over 140 countries as proof of English language ability. This includes employers, educational institutions and immigration agencies. In fact, it is used by for immigration in New Zealand, Australia, Canada, and the UK.

The test is also widely used in a number of different employment sectors, for example healthcare and teaching. IELTS is used by the Teaching Council of New Zealand to ensure that applicants for a practising certificate (or a Limited Authority to Teach) have the skills they need to communicate with students and colleagues.

Likewise, the Nursing Council of New Zealand recognises the importance for nurses to communicate effectively with patients, colleagues, employers, and other health professionals. IELTS is one of only two English language tests accepted for future nurses to demonstrate English language proficiency.

Innovative approach to testing

Since it was established in 1989, IELTS has been driving innovation. In 2017, computer-delivered IELTS was introduced in Australia. The first computer-delivered IELTS test centre in New Zealand opened in 2018 and continues to receive positive feedback from test takers.

We are delighted to see our customers' feedback that taking the IELTS on a computer, in a quiet test environment, is helping them feel at ease for their test. The new test experience puts test takers first by offering up to 3 test sessions a day, 7 days a week. This is a significant improvement on paper-based testing which is offered only several times per month.

Additionally, results are released within 5-7 days to test takers who took IELTS on a computer as opposed to 13 days for its paper-based counterpart. At the same time, IELTS maintains the trust, integrity and security that is relied upon by the organisations who accept the results.

IELTS realises that it is natural to feel nervous before taking any high-stakes test. We focused on making test takers feel relaxed and supported so they can perform at their best. Many of our test takers are digital natives, so taking IELTS on computer is for people who feel more confident typing.

What has changed for ESL teachers?

As an ESL teacher, you will inevitably come across students who are preparing for IELTS on computer. While the Writing, Reading and Listening components of the test are taken on computer, the Speaking test remains face-to-face with an experienced examiner. The test content, structure, security and scoring also remain consistent whether taken on computer or paper. So, while the test itself has

not changed, what has changed is the test-day experience and faster results delivery.

For ESL teachers, this means that in terms of language acquisition training and curriculum content little has changed. With the changed delivery of the IELTS test, digital classroom equipment and electronic assessment tools now align better with the new computer-delivered test format. Think for example about writing exercises on a computer, with spelling and grammar checks turned off. Or, incorporate reading exercises off a screen instead of paper sheets.

For IELTS tests takers there are plenty of support materials available, many of which are free. This includes practice tests, tutorials on band scores and a very active Facebook community where people can get access to tips on preparing for IELTS. However, to underpin the importance ESL teachers play in the proficiency development of test takers, IELTS has launched a dedicated section on its New Zealand website. In the coming months, the 'IELTS for Teachers' will be a cornerstone in your resource arsenal for successfully preparing students for the world's leading language test on computer.

If you want to explore computer-delivered IELTS to understand what your students will experience, I invite you to get in touch with us. Let us know through ielts.co.nz/teachers and our Auckland Test Centre will arrange a personal information session.

World Read Aloud Day

Rachel Tancred

Rachel Tancred has been an ESL teacher at the University of Otago Language Centre & Foundation Year for the past decade. She has also taught in South Korea.



It was coming up for World Read Aloud Day (WRAD) on the 1st of February, so I thought I would tie in our final speaking assessment with this event. My Elementary students had to choose a children's picture book, summarise the story, explain why they had chosen it, and then read their favourite part, focusing on pronunciation, intonation, stress and rhythm.

Later in the week, another teacher at Intermediate level was looking for a class to do an activity for World Read Aloud Day, and we decided to collaborate. We decided the Elementary students would practise for their speaking assessment by telling two Intermediate students (they were in groups of three) about their book, then reading part of their book. The higher level students then each had to take a turn reading the same part. This was a great exercise; not only did the lower level students get to practise for their assessment in a relaxed environment, but they gained a great deal of confidence as they were able to correct the Intermediate students' pronunciation of unfamiliar words, and explain their meaning. I overheard one Elementary student explaining that the /p/ in 'cupboard' was not pronounced, and yet another explaining the meaning of 'imagination'. We had the students repeat this process by rotating the groups three times. At the end of the class the students were asked what they thought of the activity. Resoundingly they felt a great deal more confident and prepared for their presentations. The students in the Intermediate class all enjoyed listening to and trying to read the children's stories.

After the buzz of this class activity I followed up with a further read aloud activity by organising the class into groups to do a running dictation of the tongue twister 'Betty Botter' by Carolyn Wells.

Betty Botter's Better Batter

Betty Botter had some butter,
"But," she said, "this butter's bitter.
If I bake this bitter butter,
It would make my batter bitter.
But a bit of better butter,
That would make my batter better."
So she bought a bit of butter –
Better than her bitter butter –
And she baked it in her batter;
And the batter was not bitter.

Once the students had completed their dictations (each taking turns at reading, speaking, listening and writing) they then had to practise as a group to say the tongue twister as fast as possible in preparation for a final competition. With only a small class at this time, we made the competition between genders. When it came to the final competition, for extra entertainment the students video-recorded themselves on their phones. Not only was there much laughter and hilarity, but some turned it into a kind of rap. I was really impressed with the effort and focus on enunciating the variations of sound. I didn't receive feedback on what they class thought of this activity, as the genuine enjoyment was clear. All agreed the female team had done a much better job at maintaining rhythm and clear pronunciation and the males at rapping. All and all this was a great WRAD and I look forward to Feb 1st, 2020!

CELEBRATE THE PROFOUND POWER OF THE READ-ALoud

For 10 years World Read Aloud Day (WRAD) has called attention to the importance of sharing stories by challenging participants to grab a book, find an audience, and read aloud! The global effort is now celebrated in over 173 countries and counting!



Elementary students from 3 countries rap to Betty Botter.

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.

Words are powerful. When tragedy strikes a community, the power of words is at its strongest.

"He killed our dreams, our future and who we love. We are beginning to feel fear, insecurity and loss of the future."

These are the words of one of my Muslim students three days after the terrorist attacks at Al Noor Mosque and the Linwood Islamic Centre.

As teachers, we are well aware of the power that words hold and as such, the need for them to be used with care. Our role includes explaining the words our students will encounter during times of difficulty – both in English (e.g. grieving, mourning, deepest sympathy, vigil) and in Māori (e.g. aroha, kia kaha, whānau, rangimarie), finding the words to help them express how they are feeling, and giving them the opportunity to use those words.

But our responsibility for words sits much deeper than this. We need to be peace advocates by using neutral words as often as possible (such as 'respond to' rather than 'fight' terrorism), by considering how we put across our own beliefs (such as those 'light-hearted' remarks against other nationalities or the opposite gender), and by equipping students with the skills necessary for resolving conflict peacefully in their own lives (such as critical thinking, negotiation, and reflective practice).

The use of the right words can be both empowering and uplifting. A week after she had written the earlier words, the same student wrote:

"As people from all parts of New Zealand stood with us and supported us with all their feelings and love, we forgot the grief and pain that inhabited our hearts."

At 8:49 am, on Thursday 7 July 2005, the underground train on which I was travelling was pulling into Oxford Circus station in the centre of London. At the time, I was completely unaware that three bombs had exploded on underground trains within a few kilometres from me. It took less than an hour for the news to filter through to the language school where I was working towards the Trinity Certificate of TESOL – along with the news that a fourth bomb had just exploded on a bus approximately one kilometre away.

Our tutors sent us home – for me, a long walk by foot to the outer suburbs of London. I remember the streets being empty except for taxis and emergency vehicles. Other than sirens wailing, there was an eerie silence. We still didn't know the complete story but I remember feeling shocked that people were still in shops and cafes along Oxford St.

The next day, I called my school, expecting classes to be cancelled. On learning they were still on, I nervously boarded the tube – for once, getting a seat due to very few others being willing to take the risk – and went to class, afraid that I would miss something important.

Very little acknowledgement was given to the tragic events of the previous day when 52 people (excluding the bombers themselves) had died. For some reason concern was shown towards the international students learning languages but not to students on the teaching course. We were expected to continue as normal. I started carrying Rescue Remedy and walking from tube stations further from the centre.

Two weeks later, four more attempted bombings took place. By this time, I was a nervous wreck. I watched as empty suitcases were detonated and as agitated people would yell at others for walking away from bags. I started smoking when the rescue remedy no longer worked. Nevertheless, I managed to complete my study, but within days of receiving my certificate, I moved to Bath – at my grandfather's request – to live with relatives in a safer location.

What strikes me now as I think back on this experience is that my tutors didn't just miss an opportunity to help us deal with our feelings but also the chance to help us deal with similar situations should one ever occur in our working lives – something that was not unlikely. Many of us work with students who have had experience of war, terrorism and other atrocities, yet we seem to be teaching having had no training on how to deal with the feelings that such traumatic events can cause. Perhaps this and a greater understanding of PTSD should be an integral part of TESOL training.

Unfortunately for our Muslim community, their safer location has proven unsafe. My heart, along with so many others, has broken once again for the citizens of Christchurch – having already gone through an earthquake and now having to go through another tragedy, targeting their Muslim community in not just a country where they have come to feel safe but also within a place of worship where they should be able to feel safe.

We need to move forward by spreading love and peace. We need to give our students the language to express their feelings and the cultural knowledge to understand how their community is supporting them. We need to help our students feel safe. But somewhere at some time, we need to recognise a growing need in our community and our field of education – knowing what to do and say when our students experience trauma.

DR PATISEPA VAITIMU TUAFUTI

23 JANUARY 1950

O le ala i le pule, o le tautua.

O le Pule e Tautua.

(The pathway to leadership is through service and leaders serve)

Dr Patisepa Vaitimu Tuafuti was an exemplary illustration of service and one of the earliest Pacific leaders to use critical empowerment to advance Pacific Education. She served her family, her friends and her community with a focus on this and the well-being of children, especially those of Pacific ancestry. As an outstanding Pacific woman leader she continued to serve until her death in February this year, with her funeral falling fittingly on International Women's Day.

Patisepa made significant contributions to the fields of Bilingual Education and the teaching and learning of Samoan in Aotearoa New Zealand. She began her bilingual work at Clydemore School Otago in the mid 1980s moving on to Robertson Road School Mangere where she began teaching her own classes in selected subjects through the medium of Samoan.

She was a founding member of FAGASA Incorporated, established in 1991 to advocate for the learning and maintenance of the Samoan language. Dr Patisepa Tuafuti was supportive of not only learning and maintaining Samoan, but of its use as a medium for instruction with English, in New Zealand schools, for learning in all curriculum areas.

During her long career in Pacific education, she was a member of the Pacific Education Foundation, former Education Adviser with the Ministry of Education/ Team Solutions, implementation adviser of the first Samoan Language National Curriculum statement 'O le Ta'iala', a founding member and President of the Ulimasao Bilingual Education Association, and founding member of Bilingual Education Leo Pasifika which campaigned to get Pasifika languages recognised in Aotearoa/NZ, including the presentation of the Petition to Parliament on June, 2011. She was a member of TESOLANZ for several years including the steering committee for the Auckland CLESOL conference (2000) and was a plenary speaker at the Christchurch conference (2004).

Patisepa was a regular judge for the Fagasa Speech competitions as well as the Polyfest. She was an organiser and presenter at the FAGASA conferences in 2002 in Auckland (2002), Samoa (2016) and Auckland (2017).

Dr Patisepa Tuafuti served at the University of Auckland for many years in the field of Pasifika teacher education and particularly Early Childhood Education developments. Patisepa played an important role in establishing and validating an assessment tool for reading in Samoan; the Anofale. This was developed under the Ministry of Education funding



26 FEBRUARY 2019

collaboratively between the University of Auckland and schools in Auckland that used Samoan for learning. Patisepa devoted her life to empowering Pacific communities through Bilingual Education programmes notably in the early childhood and primary education spaces.

Patisepa was part of a team that carried out a four-year (2013-2016) project in biliteracy in Pago Pago, American Samoa, to develop and introduce dual literacy programmes and texts. To assist with monitoring and Pasifika literacy development Patisepa was a part of adapting and developing a Samoan literacy measure for Auckland Samoan medium schooling. Recently she ran parent and community meetings in the value of using first languages for literacy development and of dual language text as part of the team under a Ministry of Education UniServices Gālulue Fa'atasi project.

In 2016 Patisepa completed her Doctoral thesis titled 'Pululima Faifai Pea.' Her expertise and educational experiences were in the areas of Language Acquisition, Bilingual Education/Bilingualism, Critical Theory & Critical Literacies, Empowerment Education for Minorities and Raising Achievement for Pacific children within the NZ educational system. Her PhD research and writing was on bilingualism, empowerment, critical pedagogy and power relations.

Dr Patisepa Tuafuti has left us with a 'mealofa' of research and articles written about the importance of valuing the children we have been gifted to teach, valuing their first language and culture, and valuing the communities and 'aiga' we work with. She left us with her legacy of the Sonealofa Early Childhood Education Playgroup both here in New Zealand and in her village of Afega in Samoa.

Patisepa leaves behind her daughter, Sina, son-in-law Paul and her three confident Samoan-speaking grandchildren to whom she was an inspiration. Patisepa spent her last few months with Sina and her grandchildren surrounded by her sisters, brother and her extended family.

O Patisepa Vaitimu Tuafuti sa ia savalia le ala e gaoā, ina ia laulelei mo alo ma fanau. Sa ia totō le fatu e tutupu mai ai la'au e fua lelei ma fua suamalie. Sa tautua ma le lē fa'atauaoia mo alo ma fanau o lalovaoa i Aotearoa fa'apea itū e fia o le lalolagi. O lana tautua, o lea fua mai pea lona lelei i le lumana'i.

Fa'afetai Patisepa. Malō le toa. Malō le finau. Malō le loto alofa i fanau. Fa'afetai le fai nu'u lelei. Feloa'i i le taeao, i le toe oso o le lā.

Farewell Patisepa, Rest in Peace

Collaboratively written by:

Fa'atili Iosua Esera | John McCaffery | Sonya Van Schaijik

Tech Tips: Video conferencing - a powerful tool for online ESOL teachers

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.

Leading educational designer Diana Laurillard stresses teaching and learning are a dialogue that breathes through student feedback and integration. However, when it comes to English language learning online, we can be limited. This limitation is our ability to access in real-time the students' participation in and feedback on our lessons. One approach that could help is video conferencing; beneficial in the online language classroom.

Video conferencing provides a platform to create a learning environment where the teacher can engage and react to students' actions and feedback in real-time. This alternative sidesteps the limitations that we may have when using just audio, pre-recorded video or a written online lesson. As many educators experience, no lesson goes according to plan, thus requiring us to be responsive and dynamic by making adjustments mid-lesson which could be difficult if it's pre-recorded. For instance, when using video conferencing we can see if students appear to be distracted or confused and we can adjust, repeat or unpack the challenging points as appropriate. Another example of when video conferencing can be used is during a practice or discussion session focused on such language-based topics as pronunciation. In these situations, the educator can not only receive instant feedback on the student's success, but also provide feedback to help correct any issues that may not have been apparent in previous online mediums where the student's physical behaviour or movements needed to be observed. These are just a few examples of how video conferencing could be valuable for current English teachers employing online learning in the classroom. But where can we find such tools?

There is a range of video conferencing software in the market, and most can be used by any computer or mobile phone that has a camera. Many allow, even on a free account, for large groups (e.g. 10 to 50+ people) to engage in one gathering, then split into smaller groups/rooms and then return to a larger group/classroom, providing a wide range of interactive options that physical learning environments can also provide. Most video conferencing software also allows for users to share files, documents and their computer screens. This provides spaces that could mimic the whiteboard, PowerPoint presentations and handouts where other users can add their notes through

the lesson. The most popular video conferencing software available are Zoom, Skype, and Google Hangouts and each can provide to varying degrees the previously described features. They are easy to use, and many have a wide range of tutorial videos online about their features. So, if you are interested in taking your online lessons to the next step by creating real-time interactive lessons, please consider video conferring software as an alternative. I have added below several YouTube links to some short demonstrations to show the value of video conferencing and how they could be used in teaching. Good luck and happy teaching.

Creating online classroom with Google Hangouts

<https://www.youtube.com/watch?v=ul6CADXyb2s>

Into to Zoom for ESOL teachers

<https://www.youtube.com/watch?v=onP9J6ruqM8>

Skype New Zealand classroom calling California classroom

<https://www.youtube.com/watch?v=onP9J6ruqM8>



Real time Zoom classroom in action with Otago Language Centre teacher Erina Hunt and students with international students from Dunedin's sister city Otaru, University of Commerce, Hokkaido, Japan.

Reports

President's Report

Daryl Streat

daryl.streat@lincoln.ac.nz

Kia ora koutou,

It's hard to believe it's already April! The start to a new academic year is always a blur and I do hope things are settling down for many of you.

At the end of 2018, I spoke at the Applied Linguistics Association of New Zealand (ALANZ) Symposium, held at WINTEC in Hamilton. This proved to be a great experience to share experiences with those who work primarily in the tertiary sector. It was interesting to note that many are concerned with similar issues that are faced by those who work in primary, secondary and adult education. I feel that any chance to collaborate and share across different organisations or associations is really valuable. New Zealand is a relatively small place and we need to work together to achieve our goals.

This is why TESOLANZ is hosting a symposium on July 13th, in Hamilton, that will raise awareness around two areas which affect many practitioners. These are Assessment and English

for Academic Purposes (EAP). This symposium will deal with these topics in different strands and will answer questions that many of us raised in the sector survey that was completed in 2018. We are promoting this event across a range of associations (ALANZ, ALTAANZ, and others) in the hope that we can foster more collaboration across the sector. In addition, we are actively investigating providing live streams of the event to South Island branches. Keep an eye out for the advertisement in this edition of the newsletter.

In the spirit of collaboration and communication, TESOLANZ has launched its first foray into the world of social media. We have launched a discussion group on Facebook (called TESOLANZ Talk) as well as an official TESOLANZ page on Facebook. In the near future, you can also be on the lookout for both Twitter and Instagram presences. It is our sincere hope that these technologies will heighten your ability to ask questions, share ideas, and engage across the sector.

It's hard to believe, but preparations for CLESOL 2020 are slowly beginning to kick into gear. It seems like a long way off, but the planning required for such an event takes time and careful consideration. CLESOL 2020 will see our main event leave the shores of Te Wai Pounamu and make its way to Tāmaki-makau-rau (Auckland). We always aim for every CLESOL to be the best, but CLESOL 2020 will also aim to be our biggest (and best) conference ever. I'm confident that if we continue to collaborate with like-minded organisations, and adopt new technologies to aid collaboration, we can achieve these goals.

The recently announced restructure to the Tertiary ITP sector (polytechs) has caused quite a stir. I will be sending a question asking the Ministry to clarify the role of ESOL provision in the newly proposed single institution. If you have any questions or advice in regards to these developments, please feel free to contact me.

Ngā mihi

AKTESOL

Petronella Townsend

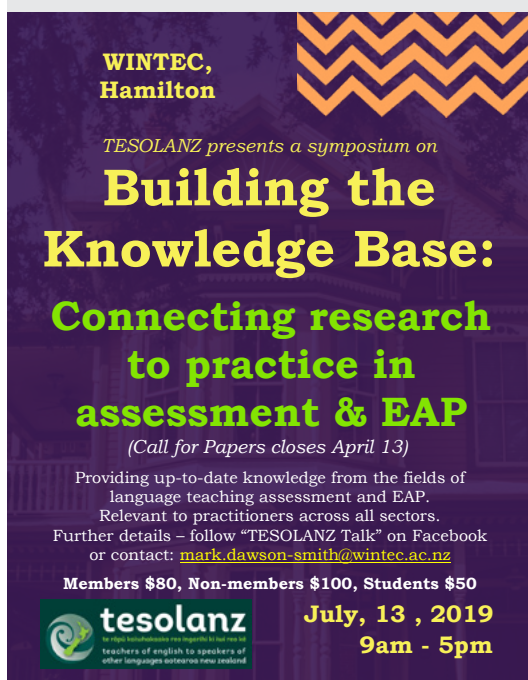
AKTESOL concluded the 2018 year at the end of November with 'CLESOL Retold' at Diocesan School for Girls. It was an excellent professional learning and networking opportunity, especially for those who had been unable to attend the CLESOL conference in Christchurch in October.

The Keynote presentation from Tan Bee "Teacher talk as a powerful tool to promote students' interest in language learning" was inspiring and reminded us that our roles in classrooms, our 'teacher talk' can be the catalyst for student engagement, motivation and effective learning. Tan Bee used data from a longitudinal study conducted in a real class room context and illustrated what a difference the 'quality' of teacher talk made for learners, especially in large language classes.

There was a good spread of presentations and workshops from all sectors with topics ranging from: 'Ideas for collaborative teaching and learning in an Innovative Learning Environment', 'Classroom teachers and ESOL specialists working together to improve writing outcomes for English Language Learners', to 'Curriculum-Based Measurement (CBM) for assessing reading comprehension in ESOL programmes in New Zealand and Pakistan'.

Feedback on the event was very positive, and we thank our host Joshua Brodie, HOD ELLs at Diocesan, for his hard work and support which helped to make this event a success. It will be our pleasure to share the expertise of some of those who could not present on this occasion, at AKTESOL events throughout 2019.

At the time of writing, we are planning our next event and AGM and our involvement and role in CLESOL 2020. Members of our committee, Ailsa Deverick and Faezeh Mehrang are working with Christine Hanley from TESOLANZ, the CLESOL 2020



WINTEC,
Hamilton

TESOLANZ presents a symposium on

Building the Knowledge Base:

Connecting research to practice in assessment & EAP

(Call for Papers closes April 13)

Providing up-to-date knowledge from the fields of language teaching assessment and EAP. Relevant to practitioners across all sectors. Further details – follow “TESOLANZ Talk” on Facebook or contact: mark.dawson-smith@wintec.ac.nz

Members \$80, Non-members \$100, Students \$50

tesolanz
the Applied Linguistics Association of New Zealand
teachers of English to speakers of other languages enhance their practice

July, 13, 2019
9am - 5pm

convenor, to ensure that we are well placed to host and promote CLESOL. We had a very productive meeting and reports from the group on venues, sponsorship, themes, speakers and possible collaboration with those presenting at overseas conferences, were very fruitful. It will be an exciting event.

Our hard-working committee includes Ailsa Deverick, Judi Simpson, Zina Romova, Susan McLaren, Ken Pearce, Lucy Macnaught, Leslie Robertson, Rhonwen Dewar, Chris McGuirk, Peter Riches, Faezeh Mehrang and Vickie Park. We look forward to planning a varied and interesting range of presentations for 2019. Soon we will be sending out the 'Save the Date' for our AGM. Members of AKTESOL and TESOLANZ nationally, now include more from the primary and secondary sectors than ever before. We welcome primary and secondary teachers to our next event and AGM and encourage them to put their names forward to represent their colleagues on the AKTESOL committee.

BOPTESOL

Julie Luxton

Information from the 2018 TESOLANZ survey indicated that the most pressing professional learning and development needs identified by members of our branch were programme design, assessment and teaching multi-level classes. Our 2019 programme has been designed to address these needs. This will include:

Sourcing texts for reading and listening assessments

This was held on Wednesday 3 April at Toi-Ohomai, Windermere Campus, Tauranga, and involved a short presentation and an opportunity for participants to share their knowledge and ideas on sourcing appropriate and engaging texts which can be used for formative and summative assessment purposes.

English Language programme design

Saturday 15 June. Times and venue TBA.

This extended session will be facilitated by Mark Dawson-Smith, Team Manager at the Centre for Languages, Wintec, which has one of the largest NZCEL teams in Aotearoa NZ.

Mark has considerable experience and expertise in programme design and assessment and has presented at numerous CLESOL conferences, as well as the NZQA Roadshows.

Teaching in multi-level classes

Thursday 22 August, 6.30-7.30pm. Venue TBA.

This meeting will involve a short presentation and an opportunity for participants to share their experience and ideas on teaching and learning in multi-level English language classes. Our BOPTESOL AGM will also take place on this date.

We are also encouraging BOPTESOL members to attend a symposium entitled Building the Knowledge Base: Connecting research and practice in assessment and English for academic purposes which will be taking place at Wintec in Hamilton on Saturday 13 July.

CANTESOL

Kerstin Dofs

CANTESOL is highly committed to providing many professional development opportunities over this coming year for its members. Following the results in the TESOLANZ President's survey and to meet as broad a need as possible, the CANTESOL committee will arrange workshops, a mini-conference, and presentations within areas like: technology, classroom pedagogy, language learning and teaching issues, and community languages.

We are delighted that we now have representatives for all sectors on the CANTESOL committee with new members joining us this year. New members also mean that we get new perspectives on TESOL issues from all

sectors fed into the committee. This is something we will take advantage of in our planning for a broad content at our PD events. Apart from having fun at our committee meetings, this year we have also set aside time for "learning and development". Before each meeting one of the committee members provides an article or a reading on TESOL issues, and then we take some time at the meeting to discuss anything related to this. This is a great opportunity for raising the knowledge bar through engaging discussions with like-minded people in our organisation.

The first CANTESOL public event for 2019 was held at the Ara Institute of Canterbury in March. It was a Mini-CLESOL conference with re-runs of the Cantabrians' presentations at CLESOL 2018. All sectors were represented: community languages, early childhood, primary, secondary, and tertiary levels. At this event we also workshoped how to "become the best teacher we can be", held by Pauline Taylor, a very experienced teacher trainer.

Planning for the second event is also underway. It will be held on Thursday 23 May, at 4.30, venue yet to be decided. We have invited the TESOLANZ newsletter editor, Erina Hunt, from Dunedin. She will present and lead a workshop about a Critical Writing Programme she has developed. There will be an opportunity to experience and discuss the rationale behind this successful programme. Participants will partake in an example mini-lesson and receive fail-safe, effective materials to use in their own classroom.

It is encouraging to see that the CANTESOL member number is increasing beyond 100! Many members saw the need for belonging to our network when they participated in the CLESOL conference last year, and now is the time to renew membership so as not to miss out on our networking and learning events in 2019. Members can normally attend the PD sessions for free, and during the events, apart from

the opportunity to learn and develop our professionalism, we give ample time for meeting up with new and old acquaintances over refreshments or morning tea. We are confident that all the PD sessions we have planned for 2019 will be worthwhile for all members, so it will be a real pleasure to welcome both new and old members to the events. Hopefully everyone will seize these opportunities to network and learn together with like-minded TESOL educators.

MANATESOL

Gwenna Finikin

On February 27 Jenny Pepworth, from New Zealand Red Cross, came to speak to us about trauma. This was a very interesting session and she shared pictures drawn by children who have gone through harrowing experiences. She explained that expecting people to speak about what they witnessed does not often help. The best we, as teachers, can do is provide safe, stable environments and develop good relationships so healing can start to happen.

Our next event is our AGM where local PHD candidates will be talking about their work.

NATESOL

Madeline Carroll

Our final event of 2018 was hosting a NZQA Best Practice Assessment workshop on 23 November. This was well attended by secondary school teachers around the region who are implementing NZCEL Unit Standards, particularly at Levels 1 and 2.

We had planned our first event of the year for late March but have postponed it because all the committee are extremely busy with getting programmes underway and new students settled. As always, Nelson has seen a large group of new migrants and former refugees starting classes in all sectors: primary, secondary, tertiary and community classes. Most of these learners are at Beginner or Elementary level. We now plan to have our first event of the year soon after Easter.

We are pleased to hear that there will be on-line streaming of the July 13 Symposium on EAP and NMIT will be hosting an event for local members and ESOL teachers to access this.

The Secondary School ESOL Cluster is now working closely with NATESOL so that we can optimise PD opportunities for all sectors in our region.

OTAGOTESOL

Nick Baker

Our most recent meeting at Otago was a session titled 'Snapshots from CLESOL.' At this meeting, participants were given a real treat as the presenters shared ideas from CLESOL '18 that had resonated with them and discussed how they had realised them in their classrooms back in Dunedin. Erina Hunt showed us how to use an application called Mentimeter in the classroom to poll our students, illustrating how they can harness their devices to share opinions with their peers. Rachel Tancred shared on the 5-minute brilliant idea session at CLESOL, covering additional ideas on using mobile phones in the classroom, ways to use popular song in the classroom and the 'effective reading in content areas' or ERICA method which focuses on making the abstract concrete for learners. Paul Naidu discussed Susan Lotoa's workshop where she introduced a fascinating learning opportunities framework, and showed how it has been used at his institution. Sonya Hamel outlined three talks, two of which focused on the needs and expectations of Chinese learners, and Rachel Pettigrew shared some of Shanton Chang's insights on how the online environments many of our learners are acquainted with are very different to those we know and explained how she assisted her learners find information on some New Zealand sites.

WATESOL

John Taylor

A New Place to Call Home
Caro Atkinson, Guidance Leader,
Wellington East Girls' College
Presentation to 2018 WATESOL AGM

Adjusting to a new life in another country is clearly a multi-faceted challenge. This becomes even more demanding when one has arrived as a refugee with traumatic experiences to deal with. Caro Atkinson gave those attending the 2018 WATESOL AGM an interactive presentation on the impact trauma can have on refugees, migrants, and new settlers, along with a practical guide on how educators may help them navigate their new pathway.

The presentation focussed on working with migrants and refugees in accordance with the five core principles of Trauma-Informed Practice, a philosophy of care that applies to a wide range of social services including education. These principles are safety, trustworthiness, choice, collaboration, and empowerment. Caro addressed these through describing how they can be applied within schools so that they operate in a way that is 'trauma sensitive'.

Caro proposed a broad approach to wellbeing, as seen in the Māori concept of Hauora with its four aspects of physical, emotional/mental, social, and spiritual wellbeing. In terms of specific practice she began with a focus on the resilience migrants and refugees can bring. These attributes, partly elicited from the audience, may include their particular skills and abilities, a sense of empathy and respect, a strong desire to connect and belong, wanting to share their culture, and being open and appreciative.

A sense of safety is seen as the baseline condition that allows traumatised learners to discuss, understand, and recognise their feelings and behaviours from a 'calm space'. Safety helps their dignity to remain intact during this process. Labels are considered unhelpful, for – as Caro fittingly put it – one shouldn't be considered abnormal for having normal reactions to very abnormal circumstances and events. Learners need to feel safe socially, from bullying and exclusion. This underlines the need for the whole class to be involved and for classroom dynamics to be managed. The trust that refugee learners need takes time to build incrementally.

Helping all learners to maintain

the hopes and expectations held by themselves and their families is another responsibility for educators though for those dealing with traumatic experiences, achievement can take longer. We therefore need flexible strategies that encourage a sense of agency and choice. Clear expectations need to be communicated by teachers through, for example, using *When/if..... then.....* structures. However, deadlines may be flexible, with the need to slow things down at times. Alongside the fostering of autonomy, advocacy on learners' behalf is also sometimes required.

Caro described specific tools such as a wellbeing centre that learners could go to. It may be hard for them to express the need for this at critical moments and educators can help by providing suitable words and expressions or by the learners having a time out card that they simply could show to request some space. A time out box/calm down kit could include items for drawing and colouring and the sense of collaboration could be encouraged by inviting learners to add to this resource. The idea of bringing things to class is the basis for the suitcase project, in which learners bring artefacts and pictures that they can discuss with their peers and teachers, who offer questions and affirmation. Established projects include *Shift*, a Wellington City Council initiative that promotes the wellbeing of young women through physical activity. *Shakti* is an organisation that helps migrant women to overcome various forms of cultural oppression, including those encountered within their ethnic communities (such as forced marriage). Caro indicated how such external organisations can help migrants connect with those outside of their normal circle but with commonality of experience.

Caro concluded her presentation by answering some of the questions raised by members of the WATESOL audience: firstly, translators have their place, but often come from a small pool and need to be trusted by the students. Secondly, primary school educators can assist the transition to secondary by facilitating visits to those schools as well as talking to families to provide clarity. Finally, bridges to other

students can be strengthened by the aforementioned class activities, as well as common 'hang out' spaces. Caro rounded off her recommendations by saying that school-wide structures need to be in place, providing support for both staff and students through monitoring and counselling.



Caro Anderson 2018

ECE SIG

Jo Knudson and Jocelyn Wright

Nau mai to these two committed women who have taken the reins of a shared co-ordinator role for our exciting inaugural and very welcome ECE SIG.

Kia ora koutou. I am Jo Knudson from Christchurch and it is a privilege to be asked as one of the coordinators for the new Early Childhood Education (ECE) Special Interest Group (SIG). I am the OMEP (World Organisation of Early Childhood Education) Canterbury Chapter President and OMEP Aotearoa New Zealand Vice President. I was a kindergarten teacher for seven years until September 2018. I am currently the Acting Centre Manager for a community preschool called New Beginnings Preschool in Linwood. I completed my Master of Education endorsed in Teaching and Learning Languages last year and I learnt a

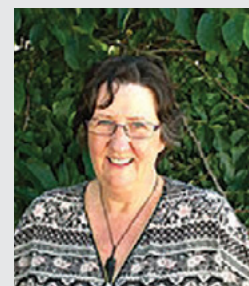


great deal on how to support our emergent bilingual children in the early years. The communication strand in Te Whāriki states that children's first language is valued and through my study I learnt how to write a language policy to support and value young children's and their family's home language/s. The CLESOL conference I attended last year in Christchurch was a show case of incredible speakers and I was in awe of the cooperation and collaboration between members in supporting and guiding each other in supporting English speakers of other languages. It was here I met Breda and we discussed how the ECE sector needs a platform too. Creating a SIG certainly would help with where ECE teachers can come together and share ideas for our emerging bilinguals. Thank you TESOLANZ for making this happen.

Ko taku reo taku ohooho, ko taku reo taku mapihi mauria.

My language is my awakening; my language is the window to my soul.

Ko Jocelyn Wright ahau. I live and work in Ōtautahi, Christchurch. I will be assisting Jo Knudsen as a co-ordinator for the ECE special



interest group of TESOLANZ. I have been involved in the ECE sector for a long time, holding a wide range of positions. Most recently I returned 'to the coalface' as the preschool director at Hagley Community Preschool where a high percentage of tamariki from refugee backgrounds and immigrant families/whānau are enrolled. English is a second or third language for most of these families with many of them enrolled at the adjoining secondary College in English language courses. Needless to say I have become increasingly interested in developing ways to implement our early childhood curriculum Te Whāriki 2017 in the context of a community of English language learners. I am keen to establish this SIG as a way to strengthen the voices of ECE in this area by sharing our experiences and learning from each other.

Primary SIG

Penny O'Connell

Having EAL students is the norm in our schools and these students are part of all the usual school assessment picked up by the usual stop gates. They receive interventions as do all domestic status students as well as support through the current MOE funding.

A system that recognises and supports individual emotional and social needs as well as literacy and other curriculum areas, would be welcomed. It needs to recognise current school progress monitoring, be compatible with all electronic packages and be transferable.

The current system needs an urgent update to recognise current immigration trends and the impact on our schools while reflecting current best teaching and learning practice in our sector.

A working party is needed comprising a range of working practitioners in the primary/Intermediate sector to review the current MOE/ESOL funding application criteria and process.

A possible outcome could be funding based on enrolment/entry dates of migrant/refugee numbers and the time they have been in NZ. This could be part of the national ENROL system.

Secondary SIG

Athlyn Watt

awatt@pukekohehigh.school.nz

Our nation has been shaken by the tragedy of the Christchurch mosque shootings. Schools throughout the country have joined the national outpouring of compassion and support for the affected Muslim community. Teachers have sought ways to help their students respond to these events.

Jacinda Ardern's comments have led the way in acknowledging the richness of our multicultural New Zealand society and our unity in diversity. "We are a proud nation of more than 200 ethnicities, 60 languages and amongst the diversity we share common values and the one that we place the currency on right now ... is our compassion and the support for the community of those directly affected by this tragedy" (Radionz.co.nz, 15 March, 2019).

Tapasā Cultural Competency Framework

Pacific peoples are one of the larger ethnic groups in New Zealand. The Ministry of Education, in collaboration with key Pacific community stakeholders, has produced the Tapasā Cultural Competency Framework.

"It is designed to support teachers to become more culturally aware, confident and competent when engaging with Pacific learners and their parents, families and communities. It aims to contextualise quality teaching and planning within a Pacific learner setting by providing a Pacific lens to the Standards for the Teaching Profession and the Code of Professional Responsibility" (<http://pasifika.tki.org.nz/Tapasā>). Teachers are encouraged to use Tapasā as a guide to help them support Pacific learners in their teaching roles across the sectors. The Teaching Council is leading the way in introducing Tapasā to teachers.

English Language and English for Academic Purposes unit standards support resources

The Ministry of Education has produced formative teaching and learning sequences for the level 3 EAP (English for Academic Purposes) unit standards on the theme of belonging. The level 4 EAP Millennium resource has also been updated. In addition, assessment resource materials for both level 3 and 4 EAP unit standards can be found on the NZQA English for Academic Purposes subject page.

Exemplars and clarifications for many of the revised and new English Language Unit Standards have been written and will be published on the NZQA English Language website to support English language teachers when they have gone through the quality assurance process.

Best Practice Workshops

Best Practice Workshops continue to be important for teachers' professional learning. These can be arranged in a variety of forms, both online and face-to-face. More information and the form that needs to be completed to start the workshop request process, can be found at <https://www.nzqa.govt.nz/about-us/events/best-practice-workshops-assessment-and-moderation/guest-speaker/>.

Tertiary SIG

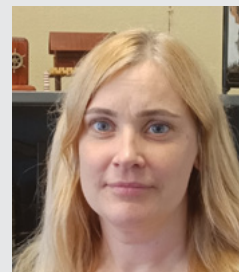
Hanna Brookie and Ailsa Deverick

Profiling those working in different tertiary teaching contexts

Introducing Ailsa and Hanna

Hanna Brookie

I work as a director of studies at English Teaching College, a PTE (Private Training Establishment), in Palmerston



North. Our students are a mixture of refugees, migrants and international students, with refugees being the larger portion of the cohort. I work mainly with students who are studying NZCEL (Foundation to Level 4) and those on ILN (Intensive Literacy and Numeracy). ILN students may be on various levels, and our most basic class targets those with extremely limited or no literacy in English – and often without literacy in their own language as well. What excites me most about my job is assisting students through their settlement process – a process that involves English learning, preparation of employment or further study, and a range of "intangibles" such as developing a sense of belonging in New Zealand.

Ailsa Deverick

I am a member of the Business Communication Team in the Graduate School of Management in the University of Auckland.



Working with over 400 students in the Business Masters, we provide discipline-specific, embedded language and academic literacies to enhance students' chances of success in this very intensive 18-month programme. The role is challenging, varied and busy! We meet the students for weekly seminars in their first three months, coach them as they prepare academic and industry presentations and provide feedback on assignment tasks in collaboration with the discipline-specific lecturers and the programme designer. Students are from a variety of language and cultural backgrounds;

some are New Zealanders but most are international students. I admire their hard work and resilience and it's great to see them increase in confidence in so many different ways, and rewarding to see how far they come in the short time they are here.

NZCEL

- A new publication of the NZCEL Guiding Document will be available shortly (hopefully before the end of March) on the NZQA website. This will have some important information to give clearer guidance to providers, particularly in terms of assessment.
- NZCEL providers' forum will take place at the EIT campus in Auckland on May 24. Further details will be released closer to the time.

One day Assessment and EAP symposium

- The last Tertiary SIG report mentioned the possibility of a one-day symposium on assessment and EAP; this is now confirmed and will take place in Hamilton on July 13, 2019. Further information is available on the TESOLANZ Facebook page or from Mark Dawson-Smith:

mark.dawson-smith@wintec.ac.nz.

Fees Free

At last year's tertiary SIG (at the CLESOL conference), concerns were raised regarding refugees who were funded through the REF fund for their ESOL study, rendering them ineligible for fees free when entering

mainstream. Refugees who are considered ineligible because of ESOL study can appeal this and qualify for fees free when entering mainstream tertiary study. Forms are available on the TESOLANZ website.

Reform of Vocational Education

The government is calling for the establishment of a single entity for the provision of vocational education across Aotearoa. This proposed restructure would involve merging the 16 current ITPs into a single institution called the *New Zealand Institute of Skills and Technology (NZIST)*. NZIST would offer vocational education throughout New Zealand. The president of TESOLANZ has clarified how ESOL fits into the definition of vocational education:

- It is excluded (Proposal 2, p.10, of the consultation document) because the primary outcome of ESOL is not employment.
 - The government believe that ITPs across New Zealand play a prominent role in the provision of ESOL and have been strong supporters of developments in the ESOL field, which includes their leading role in the establishment, review and delivery of the NZCEL.
 - The document also affirms that the government wishes to strengthen the sector's ability to contribute to international education.
- For the purposes of Proposal 2 (creating the NZIST), all provision

at ITPs is within scope, not just vocational education provision. This means that proposal 2 applies to ESOL provision at ITPs.

- However, it is anticipated by ITPs that very little change will be made at operational levels for at least two years.

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Deadline for the
Winter issue is
20 June 2019

What are the goals of pronunciation teaching?

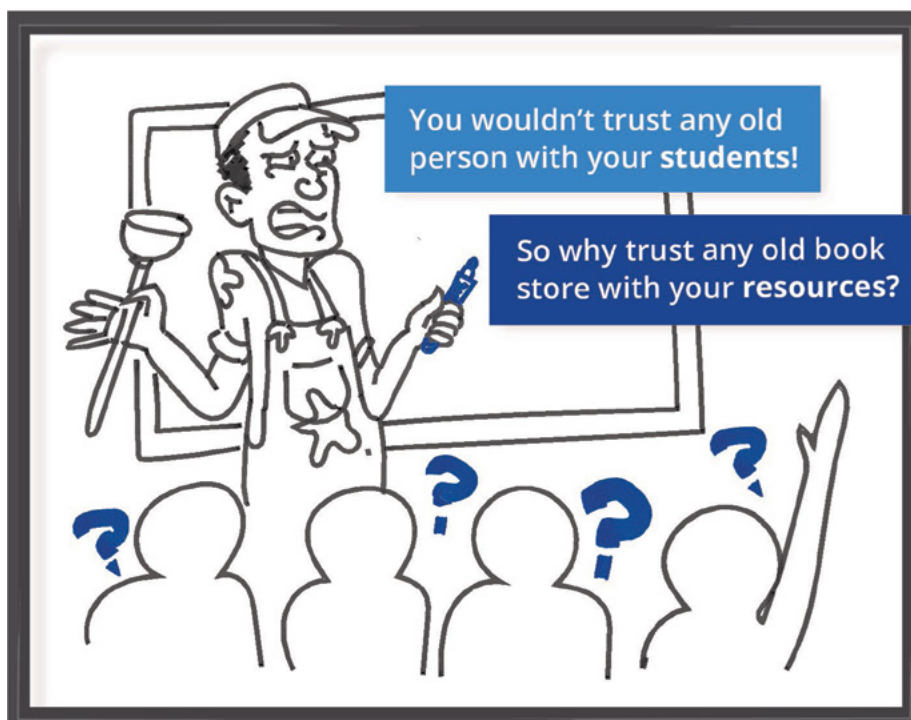
This is a brief extract from the talk given by Marty Pilott to WATESOL on 4 April 2018.

In the past, the goal of pronunciation teaching was to speak like a native speaker, but today this approach would be highly problematic. Firstly, there isn't one kind of native speaker. English is used in countries such as New Zealand, but there are many native speakers from other countries such as India and Uganda. Secondly, gaining the *accent* of a native speaker is not usually important: we can easily understand many speakers with strong accents. Finally, it is often not the goal of the learner. Many people feel that their accent is part of their identity, or that there is no need to go beyond learning enough to communicate in a meaningful way.

Today the accepted goals are *intelligibility* (to what extent someone can understand the words the speaker is saying) and *comprehensibility* (how much effort the listener has to make to understand). These are reasonable goals provided the teacher can distance the necessary *critical* approach to assessment from their equally important *affective* need to relate to the learner.

However, my investigation into employer acceptance of migrant speech uncovered a further criterion: *acceptability*. Speech can be intelligible but nevertheless irritating or interpreted as showing low competence. For this reason it is important to teach segmentals (vowels and consonants), prosody (intonation, stress) and fluency features (such as speed, smoothness, lack of silent pausing and variety) to all speakers right from the start.

<http://www.tesolanz.org.nz/Site/Branches/WATESOL/watesol.aspx>



LANGUAGE FUEL RESOURCE ROOM

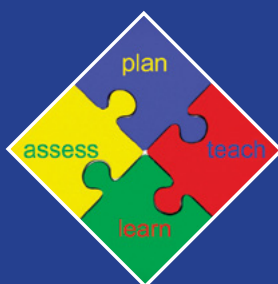
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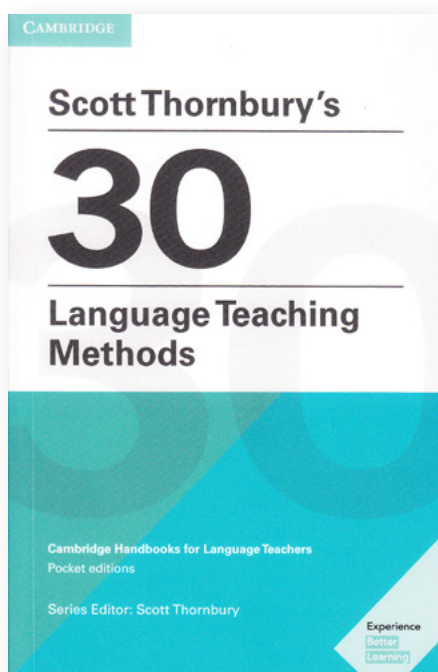
Assessment resources for Level 3 and 4 English for Academic Purposes unit standards and the revised and new levels 1 to 3 English language unit standards.

- ▶ To find out more about resources, workshops or school partnership options visit the website: englishlanguageresourcecentre.com
- ▶ or email Breda Matthews at: 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.



30 Language Teaching Methods

Thornbury, Scott (2017). *Scott Thornbury's 30 Language Teaching Methods*. Cambridge: Cambridge University Press. ISBN 9781 108 40846 2 (pbk) x + 130 pp.

Reviewer

Marilyn Lewis
The University of Auckland

Here is the third in the Pocket Editions of Cambridge Handbooks for Language Teachers. Penny Ur (2016) offered 100 teaching tips, Jack Richards had 50 tips for teacher development and now we have 30 language teaching methods from Scott Thornbury, who is also the series editor. This is less of a 'how to do it' collection than a review of methods past and present.

Although it is some time since the label 'approaches' was suggested as a replacement for 'methods', the author ignores the difference between the two, believing that "in terms of what happens in actual classrooms, it is of little consequence" (p. ix). Still, the word does slip in to some of his descriptions such as the Situational Approach and the Natural Method/ Approach.

The 30 methods are divided into six sections labeled Natural, Linguistic, Communicative, Visionaries, Self-study and finally "Beyond Methods". The meaning of most of these titles is obvious, but one or two are more original. We are told that these groupings are not chronological but rather chosen according to what they have in common, regardless of the decade or century in which they first appeared.

The section on Natural Methods opens with total immersion which Thornbury limits to living in the language society rather than attempting to recreate this experience in the classroom which he sees as "virtually impossible" (p. 5). He includes as natural the Total Physical Response, that action-based method used in some classes in the '70s, occasionally (from memory) to extremes.

Linguistic Methods are those where theories of language rather than of learning are the starting point. By contrast with the "Natural" category, these acknowledge the "intellectual exercise" (p. 30) involved in learning. As he does several times in the book, the author avoids offering judgement on the various methods, believing that individual learners may be helped by different ways of learning. Thus rote-learning is acknowledged, along with grammar-translation.

The third section, Communicative Methods, embraces the situational approach as well as task-based and content-based instruction. Interestingly the labels move between three words: learning, teaching and instruction, although Thornbury doesn't make a feature of this distinction. The intriguingly titled final chapter in this section, "Dogme ELT/ Teaching Unplugged", is worth a close look. It summarises ideas published by Thornbury (2009) which have basic teaching precepts about the place of conversation and materials, amongst others. Read this section of his book for a fuller explanation.

Four methods qualify for inclusion in the "Visionaries" section. Gattegno's Silent Way, originally designed to teach mathematics, was taken up with enthusiasm by some New Zealand teachers using Cuisenaire rods, including Māori language classes, although Thornbury doesn't mention those. Then there is the chapter "Crazy English and the Rassias Method" featuring an example each from China (Li Yang) and a Greek immigrant teacher of French in the USA. Even readers who stop short of borrowing their ideas may feel inspired by their originality.

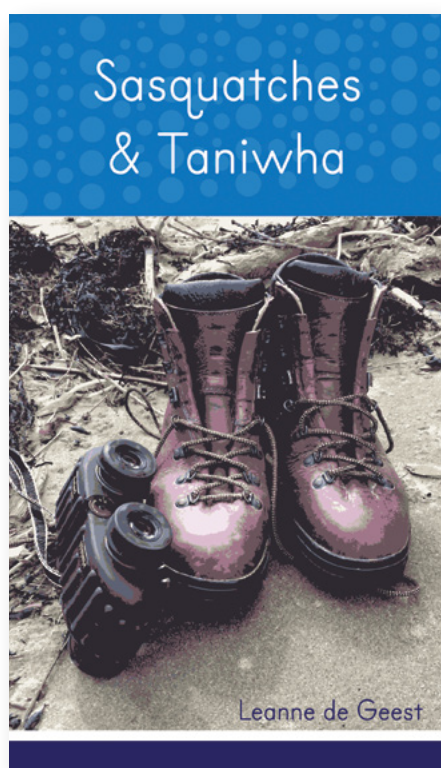
The title “Self-Study Methods” may seem to speak for itself but its examples are worth reading. For instance, does the name Sir Richard Burton ring a bell? He and a Hungarian ‘turkologist’ had at least two things in common: being spies and learning multiple languages. In the next chapter another remarkable sounding person from the nineteenth century, once he had retired from his professional life in India, developed a system of language mastery, despite having become blind. These people and the three included in the chapter “Brand Name Methods” all had personally interesting and international lives.

In the final chapter/section “Beyond Methods: Principled Eclecticism”, we read that “all methods ... borrow from, build on, and recycle aspects of other methods” (p. 126), a point underlined by references ranging from Sweet (1899) to more recent writers who are, as they say, “still with us”.

The collection will be a handy supplement to any course that overviews methods and approaches to the teaching of languages, not only English. If the course participants cover a geographical and age range it could be that collectively they have experienced many of the 30 methods listed.

Reference

Meddings, L. and Thornbury, S (2009). *Teaching unplugged: Dogme in English Language Teaching*. Peaslake, Surrey: Delta Publishing.



Sasquatches & Taniwha

de Geest, L. (2018). *Sasquatches and Taniwha*. Independently published. ISBN 9781726849197 (pbk.) 56 pp. RRP \$9.99. Available from <http://www.amazon.com>

For students who are studying another language, reading in that language is essential. That is why graded readers are such an essential tool in helping them build fluency and at the same time consolidate their language knowledge in the new language. It's learning undercover by enjoyment. Students are subconsciously raising their reading levels while reading for pleasure. This graded reader by Leanne de Geest is an engaging, memorable, original and local-based story about a group of school friends who use what they know about Sasquatch hunting to look for Ngake, Wellington's taniwha. *Sasquatches and Taniwha* is a level 2 graded reader pitched for upper primary and secondary student learners. As such, the sentences are short and predominantly contain one clause, although compound sentences are used very occasionally with clauses joined by the conjunctions 'but' and 'and' in order to give the text balance and rhythm. The beginning of the book has a list of characters, information on the settings around Wellington and a list of important words that may be new to the reader.

The book is 56 pages long, set in Wellington, and follows six friends and a small cohort of sub characters. The story is told through dialogue and so there are enough characters for the book to be used in a small class with students taking a role, reading aloud if desired. It is important that the beginning level ESL reader has a positive reading experience, and so is motivated to keep reading. Keeping this in mind, the plot shouldn't be too complicated but should still have enough complexity in its development. *Sasquatches and Taniwha* achieves this through a story that is not linear; providing as a backstory the Māori myth of the formation of Wellington harbor cleverly, from the viewpoint of a student retelling it to their friend who hasn't been paying attention in class. Themes of the women's suffrage movement are also mentioned which can be used as a memorable discussion point around the story. *Sasquatches and Taniwha* blends both North American folklore and Māori myth successfully with enough dramatic moments along the way to draw the reader in, and it leads to an ending that keeps you wondering.

This book would be suitable for any new young students to New Zealand learning English for the first time. It is attractively presented, with an appealing front cover. The characters, context and plot of *Sasquatches and Taniwha* are all relatable for learners of this age. As a class set, this would be a wonderful learning resource.

Reviewer

Stephen O'Connor
IPU New Zealand



Cathrine Attwell



Sbriciolata alla ricotta e cioccolato

(Crumble with ricotta and chocolate)

We were staying in a 12th century castle in Tuscany and visited a nearby restaurant in the front room of a tiny cottage that seated only 16. The chef told us this was the house of his Nona, who had taught him all the traditional recipes. Her picture hung by the door. This crumble cake is typically dry but the ricotta chocolate filling takes it to the next level. This is my attempt at recreating it. *buon appetito!*

Ingredients for a 24 cm cake tin:

300 g flour
100 g sugar
100 g cold butter, diced
1 egg
1 tsp baking powder

For the filling:

500 g of ricotta
150 g of sugar
100 g of dark chocolate, chopped
icing sugar to taste

In a bowl mix the flour, sugar, butter, egg, baking powder and begin to rub together with your finger tips: do not overmix and create a shortcrust, but leave the mixture as crumbs.

In another bowl, work the ricotta with sugar until it has a creamy mixture; add the finely chopped chocolate and mix.

Grease a 24 cm or 26 cm springform cake tin and pour 2/3 of the previously prepared crumble mixture. Combine the ricotta and chocolate mixture and pour over the crumble base. Level it well.

Cover with the remaining dough and bake in a 180°C oven for 40 minutes. When the surface is golden, your cake will be ready. Once cooled, sprinkle the icing sugar surface and serve.



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.

MAY

15 May

International Day of Families

21 May

World Day for Cultural Diversity for Dialogue and Development

JUNE

1 June

Global Day of Parents

3 June

World Bicycle Day

4 June

International Day of Innocent Children Victims of Aggression

5 June

World Environment Day

6 June

Russian Language Day

7 June

World Food Safety Day

8 June

World Oceans Day

12 June

World Day Against Child Labour

20 June

World Refugee Day

JULY

11 July

World Population Day

30 July

International Day of Friendship

30 July

World Day against Trafficking in Persons



Teacher Abroad: Teaching in Kiribati

Martin McMorrow

Martin McMorrow is a former committee member of TESOLANZ and a CELTA and DELTA trainer and assessor. He works as a learning advisor at Massey University, where he recently completed his PhD on writing development within an applied health degree programme. Find out more about VSA at vsa.org.nz and feel free to visit tinyurl.com/martinsfundraisingpage.

Thanks for joining me here in South Tarawa, Kiribati. First things first: What is someone as chronically unadventurous as myself doing this far from a Westfield Mall? Well, it's really down to the dedicated folks at Volunteer Service Abroad (VSA), aided and abetted by my long-suffering employers, Massey University. To them I owe this opportunity to spend a year in this unique place, supporting senior high school teachers in raising the English proficiency of their students. By this stage, Years 10 – 13, all subjects (except for Kiribati language and culture) are taught in English. However, for the students, English is a foreign language, and resources are fairly limited, so it can be heavy going for all concerned. I'm doing what I can to help.

So, welcome to 'Kiwi Alley', a huddle of simple but comfy dwellings down a sandy lane within earshot of the ocean – and my home for the year. On our way out, we'll greet Fran and Aaron, my fellow Kiwis, and stop to feed a few scraps to the local dogs. Don't be alarmed – they're the very definition of 'bark worse than bite'. And, by the way, you won't be needing those shoes and socks round here – it's strictly shorts and jandals, especially as we'll be wading through a few rainy season puddles on our way to the main (and only) road.

Here's the school bus to transport us sedately along the side of the lagoon – max speed 40 kph; max elevation 3m. Within, we rock to the driver's idiosyncratic blend of reggae and pop, as we pass local fishers hauling their nets, and kids playing in repurposed wrecks alongside the road. Always something to catch the ear and eye! On arrival at King George V & Ellaine Bernacchi School (it was formed from a merger of a boys' and girls' school and is typically known as KGB/ EBS or KG Five) we are serenaded by a chorus of neatly uniformed youths harmonising on the national anthem during the school assembly.

What do you think of this demonstration writing class I've cooked up for today? I'll be helping the students draft a 'Jilted John' letter from a discarded piece of litter (picked up from the school grounds) to its thoughtless former owner. 'I'm not trash, John. I know what I'm worth!' Later, we'll be meeting old Wordsworth himself, one of the Year 13 authors. After a recitation of his 'Westminster Bridge' and some language work, the students will be reimagining their own familiar scenes and seeing if their classmates can guess where they are.

Later on, there's a kick around by the town square. Or if you prefer, let's stroll down Kiwi Alley and take a dip ocean-side. Then we'll see what's left in the larder. The supply ship is still another couple of weeks away, so forget about such exotic fare as onions and carrots. But, if you're in the mood for Martin's patented tuna and pasta bake, followed by one of Aaron's cakes, draw up a chair and you're in for a treat!



Entry to the school library.

Trash Talk



- That piece of trash you threw on the ground
- The coke can, the ice block wrapper, the noodle packet
- Just imagine it could tell you how it feels
- What would it say?
- Here's what some of our students imagined

Hi Ryder,

It's me, your old friend, Instant Noodle – but to you, instant betrayal!

I can still remember the first time we met. It was the best day of my life, the day you walked right inside a local store toward me. There were so many of us waiting, eager to be the chosen one, Yet you chose me.

You held me tight in your arms with your stomach grumbling. I could feel your muscles ripped against my body, sending goosebumps to my skin when you poured hot water inside me. I was beyond blissful 'cause I knew that you were going to be the one.

That moment didn't last long, when you suddenly threw me in the garbage, after you finished with me. You threw me away just like that and then walked away, leaving me to be dirty on the grass.

You abandoned me, Ryder, but let me tell you something. I did not scratch. I'm plastic. I was so stupid believing that we were going somewhere in our relationship.

You may be a man, Ryder, but no gentleman. Ryder, don't be a coward. Take responsibility!

Jatenin Mweretaka, March 2019

Hi Jane,

Remember me? It's been a while. I haven't seen you since three weeks ago.

The moment you came into the store looking for me, I knew you were hungry and I noticed that because I heard your stomach rumbling three miles away from where I live.

You took me from my own place and stayed with me for two hours. I thought you would be a good friend to me but a moment later, you finished me off and you threw me away from your hand.

When you threw me away that day, my heart was breaking into pieces. I felt disappointed about it and I realised that you had treated me bad.

But that's ok, because you are my friend and you must learn how to love and also to know your responsibility.

Hi Jack,

It's been a long time since we met. I'm very proud of you, as you wanted to be my man till the day I die.

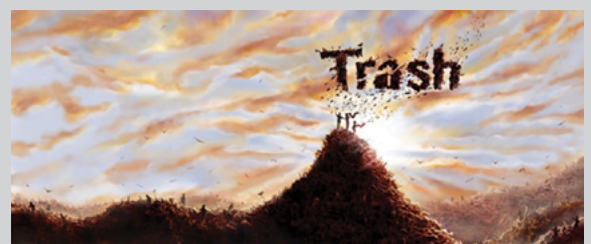
You boiled me with a lovely face. I am so excited as I noticed it was my duty to make you feel so happy. I couldn't recall the day I was with you in a shady place. You ate me up with wide open mouth. As I can see, you released a lot of sweat just like water that comes out from leaves every morning during the wet season.

You finished eating me. As you dropped me out from your hand, I tried to hold you, but I couldn't 'cause I am not good enough for you. Don't do this to me! You made me trash in your place, but I'm not trash, I'm a Chow.

You're such a coward that you can't do anything for your friend. You should take responsibility for what you have done to me.

Be a real man, who knows how to take care of something he has done.

Eketi, Bwenaraoi, Ruta, Benita, Jatenin, March 2019





The Three Kerurū

Leanne de Geest



Leanne de Geest is the author and publisher of the ESOL readers *Tangaroa's World* and *Sasquatches and Taniwha*. Leanne has a Dip TESOL and was HOD of ESOL at a Wellington secondary school before taking time out to raise her family.

Once upon a time there were three kerurū. There was a father kerurū, a mother kerurū, and a baby kerurū.

The three kerurū lived in a tall tree in a big forest. Each kerurū had a favourite branch. The father kerurū sat on a low branch. The mother kerurū sat on a high branch. And the baby kerurū sat on a small branch in the middle.

"Coo," sang the father kerurū happily in his quiet voice. "Coo," sang the mother kerurū happily in her quiet voice. "Coo," sang the baby kerurū happily in his quiet voice.

One morning, the three kerurū flew out of the tall tree. They flew over a little kanono tree and past a stream to a deep valley.

The tree waited and waited, but the three kerurū did not come back.

A tui flew around the tree.

"This is a fine tree," said the tui in its loud voice.

The tall tree wasn't alone any more.

The tui sat on the father kerurū's favourite branch. "Oh! Oh!

Oh! I don't like this branch," said the tui. "It is too low."

The tui sat on the mother kerurū's favourite branch. "Oh! Oh!

Oh! And I don't like this branch. It is too high."

The tui sat on the baby kerurū's favourite branch. "But I like this branch," said the tui. "It is perfect."

The tui jumped up and down happily. Crack! The branch broke. The tui flew up into the air and the branch fell to the ground.

The tui looked at the branch sadly. "I liked that branch," said the tui.

The tui saw some berries on the little kanono tree.

"Berries!" said the tui. "I like berries and I am hungry."

The tui ate some of the father kerurū's berry. "Oh! Oh! Oh! I don't like this berry," said the tui. "It is too hard."

The tui ate some of the mother kerurū's berry. "Oh! Oh! Oh! And I don't like this berry. It is too soft."

The tui ate some of the baby kerurū's berry. "But I like this berry," said the tui. "It is perfect."

The tui ate and ate and ate. It ate all of the baby kerurū's berry. The tui looked at the stalk sadly. "I liked that berry," said the tui.

The tui saw some nests at the top of the tall tree.

"I can sleep there," said the tui. "I am very tired."

The tui flew to the father kerurū's nest. "Oh! Oh! Oh! I don't like this nest," said the tui. "It is too tidy."

The tui flew to the mother kerurū's nest. "Oh! Oh! Oh!

And I don't like this nest.

It is too messy."

The tui flew to the baby kerurū's nest. "But I like this nest," said the tui. "It is perfect."

And the tui went to sleep.

The three kerurū flew back to the tall tree.

The father kerurū sat on his low branch. "Something sat on my branch," he said.

The mother kerurū sat on her high branch. "Yes! And something sat on my branch too," she said.

The baby kerurū looked for his branch. "Where is my branch?" he asked.

The three kerurū flew down to the little kanono tree.

The father kerurū looked at his hard berry. "Something ate some of my berry," he said.

The mother kerurū looked at her soft berry. "Yes! And something ate some of my berry too," she said.

The baby kerurū looked for his berry. "Where is my berry?" he asked.

The three kerurū flew up to their nests.

The father kerurū flew to his tidy nest. "Something slept in my nest," he said.

The mother kerurū flew to her messy nest. "Yes! And something slept in my nest too," she said.

The baby kerurū flew to his nest. "Something is sleeping in my nest," he said.

The three kerurū looked at the tui.

"It has shiny, black feathers," said the father kerurū.

"Yes! And it has blue feathers too," said the mother kerurū.

"Yes! Yes! And it has short, white feathers on its throat," said the baby kerurū.

The tui woke up. It saw the three kerurū. "Oh!" it said in its loud voice. "Oh! Oh!

Oh!" And it flew up into the air.

"It is very surprised," said the father kerurū.

"Yes! And it is very noisy," said the mother kerurū.

"Yes! Yes! And it is flying away," said the baby kerurū.

The three kerurū watched the tui. It flew out of the tall tree. It flew over the little kanono tree and past the stream to the deep valley.

The three kerurū waited and waited, but the tui did not come back. And they never saw it again.

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