



# 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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## World Refugee Day

In recognition of World Refugee Day on June 20, a group of former refugee and migrant students at ELPNZ's Porirua Centre recited a poem about diversity and belonging (Poem from the book *All of Us* by Landing Press, by Adrienne Jansen and Carina Gallegos).



PhraSakehai Worrawutthaveekul  
Thailand



Diana Villaizac  
Colombia



Upendra Rana  
India



Chau Thai  
Vietnam



Yajuan Yuan  
China



Cesar Mendez  
Colombia



So Meh  
Kayah State, Myanmar



Mativa Fruean  
Samoa



Maha Al Tabbah  
Syria

### ALL OF US

once upon a time  
all of us here  
were one of them there.  
maybe  
in another skin  
in a life before.  
maybe  
only a few weeks ago.  
land of the long white cloud,  
land of no borders,  
floating  
adrift  
near the end of world,  
near the end of the sea.  
we came and stayed  
and with our accents  
call this place  
home.  
– carina gallegos

# Editor's Foreword

Erina Hunt



Hōtoke and makariri are two words for winter (from June to August), as well as to describe 'cold'. Another word for winter – taurua, is associated with the star Sirius, or Takurua which links to a lovely Māori saying 'takurua hūpē nui' (or 'winter, when your nose runs'). Hoping this season finds you all without that particular discomfort.

World Refugee Week was acknowledged throughout the country between 17-23 June with World Refugee Day themed 'You, me and those who came before' on June 20; a cause to celebrate diversity and oneness for many around the country. I urge you to view and listen to the delightful poetry readings from those, and more former refugees and migrants featured on the front of this issue, by checking out the English Language Partner's Porirua Facebook page. While you are there, please also consider signing up to the TESOLANZ Talk Facebook group – three short questions later and you can network with practitioners around the country, stay motivated, and keep abreast of changes in our industry.

While many centres around the country participated in or held specific activities in recognition of World Refugee Day, as decreed by the UN, 81,644 individuals signed up for the Act for Peace Refugee Ration Challenge which, to the date of going to press, had raised \$346,506 in New Zealand alone for those in vulnerable communities (enough to provide food for 1,162 refugees for a year). The week was more poignant than ever for us in Aotearoa with the enduring aftermath of the tragedy that unfolded at the Al Noor Mosque and Linwood Islamic Centre in Christchurch on March 15 still resonating deeply in our nation's psyche.

This issue has our regular offerings in Wordplay, Tech Tips, TESOLtaste, Teacher Abroad and UN Days of recognition, with an additional list of international teacher days throughout the globe this southern hemisphere winter which may be worthy of promotion in your classroom!

It is wonderful to see branches using the 2018 TESOLANZ survey results to guide and inform their meeting activities. These Branch and SIG reports are not 'minutes'; they are a valuable platform from which to read about the identification and analysis of local teacher needs across sectors. Dip in.

Read our stance too on the proposed NCEA changes in the TESOLANZ statement on pages 6-7 and discussions around the changes in the NZQA NZCEL Guiding Document, which for many is proving quite daunting. Another current hot potato is the eligibility of ESOL credits through Refugee English Fund and the ILN funded process.

Don't forget to diarise the AUT Refugee Symposium in August, not to mention CLESOL 2020 (2-4 October in Auckland) – deftly planned to be held just before World Teachers' Day on October 5. Well, that's a rather lengthy list of tasks this issue!

I encourage members to contact me anytime with ideas for contributions or comments on articles and issues raised by way of a Letter to the Editor.

Until kōanga (spring) and ua kowhai (or kōwhai showers, referring to the September bloom of yellow flowers on the kōwhai tree), happy teaching and learning.

Noho ora mai  
Erina

## Refugee Ration Challenge

### quotes from participants

“I was inspired to do this challenge by hearing a 10-year-old girl at school tell her story of fear crossing from Indonesia to Australia as a refugee in a small boat over five days, just to turn back and return in even rougher weather not knowing if they'd make it. She is now grateful for having a place to call home – even if it is cold and people sound funny. This felt like something we could do to help.”

Davina

“Food for a week, getting ready for tomorrow... representing and supporting those who go without for a better life. I have immense respect for refugees across the globe, eating rations for a week is the least we can do to show our support.”

Sophie

“Taking the Ration Challenge – standing in solidarity with refugees by eating the same food rations for a week to raise funds and awareness for those who have fled conflict and disaster.”

Kjesten





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AUCKLAND *Conference*

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# TESOLANZ

## position statement:

### Staff responsible for ESOL programmes in primary and secondary schools.

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

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

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

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

#### Executive Committee

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

#### Special Interest Group (SIG) co-ordinators

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

#### Branch presidents/convenors

Petronella Townsend (AKTESOL), Celia Hope and 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), Jean Parkinson (journal)

#### Editorial assistants

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

#### Membership & distribution

Jane Dudley

#### Media advisor

Allison Webber

## Pronunciation Variations Facing Vietnamese ESL Students

### "Did you forget your code?"

Erina Hunt

The first step to pronunciation mastery? Identify the issues.

The first language a learner speaks is the one that will set the tone (literally, in some cases) for their English pronunciation.

A common problem of Vietnamese learners of English is in the pronunciation of final consonants which do not exist in Vietnamese. For example, they may pronounce the word "coat" as "code".

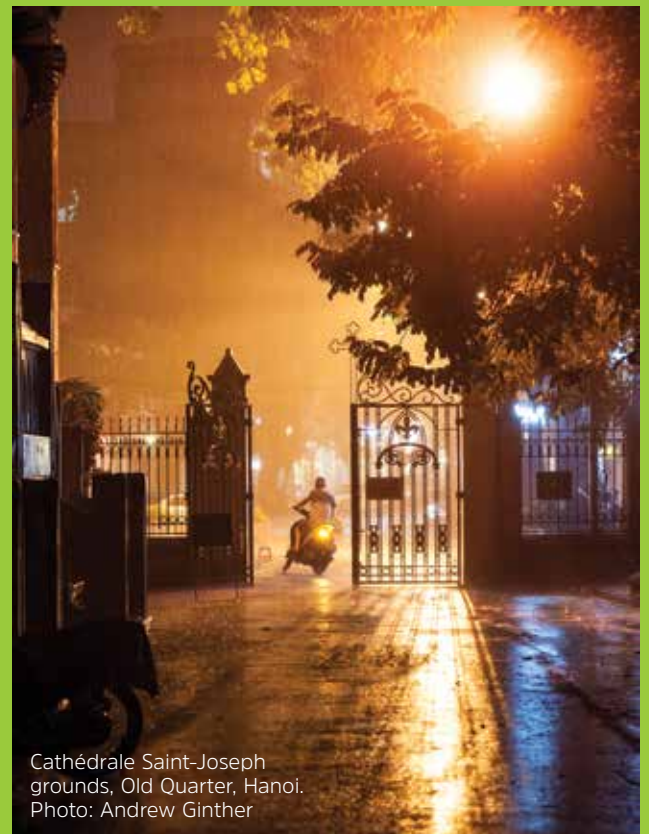
In particular, Vietnamese students struggle with English "z", "s", "t", "v", "ed", "ks", and "st" sounds because they have no equivalent in their native language.

Many Vietnamese words have 2 syllables and each syllable is written separately, though both are needed to convey word meaning. It's also a syllable-timed language, meaning each syllable is given the same stress for an equal length of time.

Around 80% of the words are disyllabic, making words with middle sounds unfamiliar to Vietnamese learners. English, by comparison, has multiple words with middle sounds; many of which carry the complexity of silent letters, diphthongs, and consonant clusters; examples are Wednesday, indebted, scientifically.

Vietnamese ESL students tend to speak English either without any stress at all, for fear of getting the word meaning wrong, or they apply Vietnamese pronunciation rules and stress each syllable the same.

Awareness of these specific linguistic challenges helps us, as teachers, to target pronunciation practice appropriately.



Cathédrale Saint-Joseph grounds, Old Quarter, Hanoi.  
Photo: Andrew Ginther





# Teacher Abroad: Vietnam

Michelle Donald

After an OE, Michelle returned to New Zealand and decided to change careers. She gained a CELTA and then applied for an English teaching job in Vietnam. This experience sparked an interest in furthering her qualifications by studying for a PGCEi (Post-Graduate Certificate in Education - international), followed by an MEd. She is currently developing and teaching the iGCSE Art and Design program in a bilingual school in Hanoi, Vietnam.

*"If you want to cross a river,  
build a bridge*

*If you want your kids to do well at  
school, love the teachers"*



The smell of lotus flowers in shimmering humid heat on a summer day in June. The cumulonimbus clouds gathering above a skyline of jumbling buildings in various states of

construction. Sipping sweet Vietnamese coffee or fragrant tea on tiny stools in autumn while watching the bustling life on the street pass by. In cooler months lifting noodles from a delicious steaming bowl of *pho*, the traditional soup I have yet to tire of, and in spring the plump kumquat trees jostling with branches of pink blossoms strapped to the back of motorbikes heralding the festivities of *Tết* (Vietnamese New Year) to come. These are just some aspects of life in Hanoi I have come to love, amongst a backdrop of winding tiny alley ways, family life lived on the street, clusters of fruit sellers bargaining excitedly with an array of colourful produce at their feet, good-natured, arguing over a game of chess, the melodious call to buy cakes, and the crackling morning report with music issuing from loud speakers to greet the day.

Ten years after stepping off the plane with CELTA certificate in hand, into the then sparsely adorned *Nội Bài* airport in Hanoi, the same humid 40-degree heat radiating, I reflect on this journey that began as I nervously stared out of a honking minibus window at a chaotic river of traffic with fields and buildings flashing by. This beginning was followed by a swift drink of fresh lime juice in one of the old quarter's many café's, a hair raising ride on the back of a motorbike to a language center in the heart of the city, and drew to a close at 9.30pm after a disorientating observation of an

English class in action. If you had told me then that I would remain here and enjoy a rewarding life, I may not have been convinced. Yet here I am, after a year teaching English to adults and children in a language center on evenings and weekends, followed by five years teaching on a school link program in a variety of primary and secondary schools around Hanoi, serving as a senior teacher, and the past four years spent teaching at a bilingual school. The laughter and funny moments, the challenging struggles followed by heartwarming successes for both my students and myself, are fodder to mull over for years to come and have served to strengthen my teaching practice and respect for the profession in many ways. The celebration of my first Teacher's Day (20 November) was preceded by an ESL student's declaration "No teacher, no doctor", which encapsulates the importance of education in Vietnam and in turn, has altered my perceptions of teaching, a profession I now value more highly.

Hanoi Academy, the bilingual school I now work at, has just celebrated their 10-year anniversary. The school's mission statement 'Become a Global Citizen' aligns with a growing desire for many parents to prepare their children for further study abroad to be ready to adapt to an ever-changing world.

For an educator, there are dualistic possibilities and complexities of living and working within Vietnam. Even while surrounded by insatiable construction along with increasing traffic and air pollution, my personal and professional experience has been one of immense gain. I feel privileged to have been able to take part in the education of Vietnamese youth as they grapple with their place in a wider international context. As an educator I have begun to understand how to navigate increasingly diverse individual and cultural needs.

Two years ago, the opportunity arose to develop and teach the iGCSE Art and Design program at my school. The students have approached the new program in innovative ways

and it has been wonderful to see students who whispered worriedly that they were 'not good at art', become proficient in expressing themselves in individual ways and, in tandem, develop the confidence to express their intentions in spoken and written English. I'm constantly surprised by what my students produce and I look forward to seeing the evolution of their ideas. Likewise, my own perceptions that relate to notions of 'creativity' have also evolved in dialogue with individual students and in response to differing cultural values in Vietnam. This experience prompted a practiced-based research for an MEd., which called into question my personal values attached to democratic and elitist notions of 'creativity' and how, as educators, we



interpret, teach and assess in response to differing cultural settings and needs.

Ever since that rocky rollercoaster first minibus ride, Vietnam has provided a rich and varied array of opportunities that I would not have experienced otherwise. These are my thoughts at the close of another academic year. I zoom around the top of West Lake on my little red electric scooter, feeling a fresh breeze that cools the hazy heat as it lazily skims over the lotus leaves. I look up at the purple flowers that mark this time of year. Reports and marking are over. Summer holiday time! Now I must wait for the iGCSE grades of my first cohort through the 2-year Art and Design program, proud of what the students have achieved. I hope they do well. Time to rejuvenate and rest by the lake and drink chilled jasmine tea, on ice.

## Statement on Proposed NCEA Changes

To whom it may concern,

The linguistic diversity of New Zealand school students is growing and is expected to continue to grow. Over the past five years, the numbers of refugee and migrant ESOL-funded students and international students in secondary schools have increased.

[TESOLANZ](#) believes it is essential to consider how changes to NCEA will affect these groups. As the main representative body for English language learners (ELLs) and teachers, we want to ensure that the needs of ELLs are considered at all stages of this process.

There are two main reasons why consultation is needed.

- a. ELLs in secondary schools are assessed with English Language (EL) and English for Academic Purposes (EAP) unit standards. These are cross-curricular in nature but come under neither achievement standards nor vocational standards. However, level 4 EAP counts towards university entrance (as well as the Auckland University Academic English Language Requirement, AELR).
- b. They are standards that are used by a significant number of priority learners. In 2018, 17,616 assessments against EL unit standards and 1803 assessments against the relatively new EAP unit standards were made in secondary schools (data from NZQA).

Given these factors, it is important that the NCEA review addresses this group of standards in order to assess impact of the proposed changes on ELLs and to ensure equitable access to appropriate educational pathways and ongoing success for this group of learners.

TESOLANZ would like to know,

### **1. What measures will be taken to ensure that the voices of ELLs, and the teachers responsible for their progress, are included in all relevant discussions?**

To date, no explicit measures have been taken to capture the voices of ELLs and the teachers responsible for their progress, although issues may have been raised during general consultations. It is our understanding that subject associations are regularly included in the relevant discussion, for example [NZATE](#) has two representatives in the Review of Achievement Standards.

### **2. How will English language assessments be accommodated within the new framework?**

Several of the proposed changes will make it difficult to maintain adequate and equitable pathways for ELLs within senior secondary school, because:

- The planned NCEA changes envision a 50:50 split of internally and externally assessed standards. However, there are currently no externally assessed EL or EAP unit standards.
- The credit value of Level 1 EL is often higher than that of current achievement standards.
- Most EL standards and all EAP standards are not graded (achieved, merit and excellence).
- The intention to create fewer, larger standards (5 credits rather than 2, 3 or 4) would impact EL and EAP standards which are currently (typically) 5 or more credits.
- The expansion of course endorsements to include Achieved as well as Merit and Excellence grades when there are, at present, no graded EL or EAP unit standards.

**3. What measures will be taken to maintain appropriate literacy and numeracy pathways for ELLs in senior secondary school?**

Many ELLs arrive in Year 11, or later, and require an appropriate literacy and numeracy pathway and, in particular, one that provides adequate literacy preparation for tertiary study.

TESOLANZ would like to see the following inclusions/amendments:

- That the statement “students will be able to meet the (the newly developed literacy and numeracy standards) whenever they are ready, which may be as early as Year 7” also explicitly reference the provision of pathways for older ELLs and adequate literacy preparation for tertiary study.
- That reference to ELLs as an additional group is made, as in the statement for students needing learning support: “achievement standards to be accessible for all, so that students with disabilities and students with learning support needs have equal opportunity to achieve”.
- That the exploration of ways “to strengthen the Vocational Pathways by applying the same principles as applied to the achievement standards review to supporting unit standards commonly delivered in schools” be extended to include EL and EAP unit standards.
- That consultation with key stakeholders is initiated to determine the suitability of existing and potential pathways for ELLs.

**4. We request that TESOLANZ, as the organisation representing ELLs and English language professionals in New Zealand, has representation in all discussions, including review panels, on changes that affect the pathways of English language learners.**

Sincerely,

A handwritten signature in black ink, appearing to read "D. K. Streat".

Daryl Streat  
President - TESOLANZ

# TESOLANZ matters

Daryl Streat | President | TESOLANZ | Head of Programme (English Language) | Lincoln University

This article is the second I have written in a series that began in the Autumn issue of TESOLANZ News entitled "Building a regional Profile". It seeks to provide insights into the data we gathered through the 2018 TESOLANZ membership survey. This questionnaire asked a range of questions across a variety of categories. In the last newsletter, we painted a picture of the sectors that made up the overall membership. In addition, we saw how each of the branches differed in terms of the sectors.

This kind of information not only helps your local branch determine the kinds of events to run for you, but it also lets you know who else is out there in your area.

In this article, I aim to help you learn more about the matters that affect TESOLANZ, as well as paint a picture about why TESOLANZ matters. In the survey, we asked members about their professional concerns and the issues that affected them, as well as their professional development needs.

In terms of professional concerns, members were worried about the following things.

Concern around provision of professional development (PD) and assessment practices was reflected both in the ticked responses as well as the text-based comments.

In addition, we asked members about their PD needs. This resulted in the following data.

The answers to these questions illustrated that PD was a primary concern among members. In addition, members indicated that attention was needed in the area of assessment.

Access to adequate PD has been a long-standing concern. There have been changes in recent years in certain sectors around how PD has been delivered. In addition, for myself

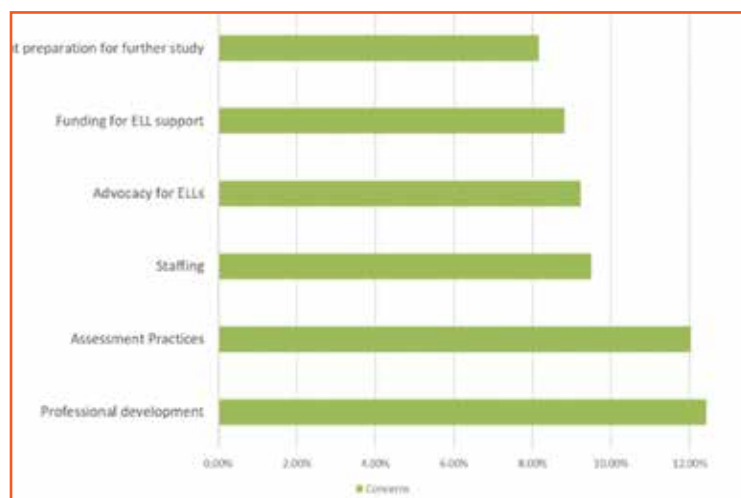
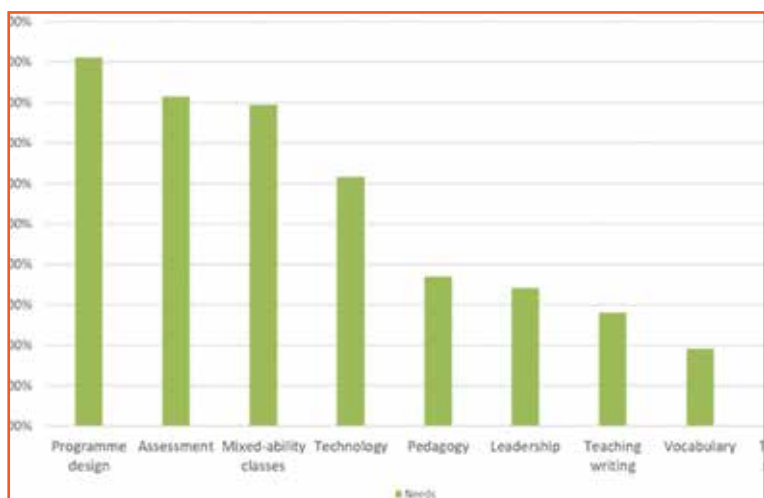
(in the university sector), I found that the PD I had access to, was too generic to be meaningful. This leaves us in the position where we must be proactive in terms of identifying new PD opportunities.

In addition, at recent conferences, symposia, and through emails, I have often heard concern about assessment practices and standards in TESOL. As primary stakeholders in this sector, we must be continually vocal about the importance of fair and rigorous assessment. In addition, we need to ensure that practices that address the needs of learners are followed.

TESOLANZ has planned a symposium (focused on Assessment and EAP) to begin to address this. Elements of this symposium will be recorded and shared online among members. In addition, the Facebook page (TESOLANZ Talk) provides opportunities for members to share and learn. As members of TESOLANZ, you have access to basic IATEFL membership which provides access to webinars. In addition, with our new website, TESOLANZ will be seeking to provide access to online PD; developed in accordance with the needs identified in the survey.

To achieve this, the Executive will seek to appoint a Professional Development Project Manager. This person will aid the organisation in developing content that meets our needs.

Of course, the best way for us to address our needs is together. To this end, you can contact either your branch representatives or myself with your concerns. In addition, you could post them to our Facebook discussion group (TESOLANZ Talk). Together, we can work to show that TESOLANZ matters and can make a difference.





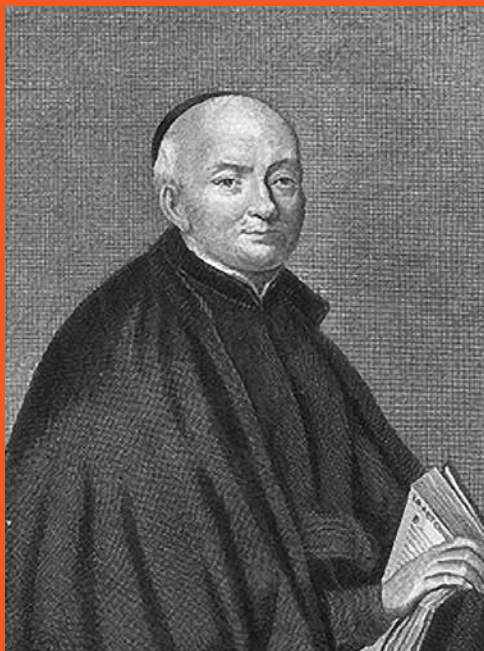
# Wordplay

Amber Fraser-Smith



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

*"I am about to, or I am going to, die: either expression is used."*



# The first and last word...

It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness...

Charles Dickens obviously knew the importance of first impressions when he penned these memorable words on the opening page of *A Tale of Two Cities*. Using paradox, repetition and an exquisite choice of vocabulary, Dickens created a beginning that had readers sit up, take notice, and later recall and recite.

Last words, too, have the power to draw our attention and likewise the power to leave us thinking long after the words have been uttered.

Think of some of those words that have been said on the deathbeds of the famous, such as those of Che Guevara who said, 'I know you have come to kill me. Shoot, coward, you are only going to kill a man' or the words of Louis XIV, "Why do you weep. Did you think I was immortal?" (Although it is probably the last words of Dominique Bouhours, a French grammarian, that every English teacher will remember – he declared on his deathbed, 'I am about to, or I am going to, die: either expression is used.')

It's easy to see that first and last words are important. Our first words are literally the first impression we are giving, so they need to be mesmerising enough to draw people in. Our last words are the ones that people take with them, so they need to be powerful, memorable and thought-provoking. We want to leave our audience with something to think about long after they have finished reading or listening to our words.

This is an important message to share with our students. When they write essays or blogs, they need to draw the reader in; when they give a speech, they need to wake the audience up; when they meet people, they need to make an impression. Afterwards, when they finish the essay or speech or conversation, they have the power to leave an impression with people, to get them thinking, to make a difference wherever they are and whatever they are doing. There is no denying that words have power.

The first and last words are also important because of something that is known in psychology as the serial-position effect. This is the increased likelihood that we will remember words that are at the beginning (the primacy effect) or at the end of something (the recency effect). As teachers, most of us use this knowledge – whether we realise it or not – to great effect, such as when we review the day's vocabulary at the end of class or when we introduce new words at the beginning of a lesson. But perhaps instead of just relying on their position, we should be using the power of the first and last words to make our lessons more dynamic. By starting and finishing with memorable and powerful words, we will not only help the students learn but we will draw them in, wake them up, and then leave them with something to think about. As the educator Jean-Baptiste Gerard said, "By words we learn thoughts, and by thoughts we learn life."

# Synthetic phonics using MSL – a case-study

Gwenna Finikin

As my school switched from an individualised, balanced lesson series to a synthetic phonics-based group work approach towards literacy teaching, I wanted to ensure I was giving my ELL students opportunities that would lead to acceleration at a similar rate to other interventions.

We teachers, trained in Multisensory Structured Language (MSL) through IMSL Australia in 2017, held to their claim that the synthetic phonics approach worked successfully for those learning English, just as it would for adults who had missed opportunities and for people with dyslexia.

MSL fits in to supporting learners in the decoding stage of literacy and is a building block rather than a stand-alone programme. Daily lessons include:

- Handwriting
- Sound pack (identifying letters by sound)
- Sound to symbol (recording the letter of the sound given)
- Heart words (words that have to be learnt 'by heart')
- New skills
- Dictated text
- Book reading

Because of the repetition of the lessons, incremental improvement occurs and students get a good grounding in core skills. The repetition helps the knowledge stick and each skill is taught and retaught until it is learned. Because new vocabulary is explained and practised when it is introduced, language increases.

However, in a group situation, where we don't move on until everyone understands the new spelling pattern or skill, the group can only move at the rate of its slowest member. Also, because writing is practised through dictation rather than through their own work, composition is slow to develop.

In my 6-month intervention MSL case-study (a 7 year-old Chinese boy newly arrived from China), the student made progress at a similar rate to other ELLs and native-English speaking MSL students. He arrived being able to say 'hello', 'thank you' and count to 99. By the end of the intervention, he could hold a simple conversation and ask for what he needed. His reading level increased 8 levels in 19 weeks, or an increased reading age of almost one year in half a year. Although this is acceleration, it is half the rate of increase of the previous intervention used by the school.



**Gwenna works as a literacy and ESOL teacher at a state primary school in New Zealand. She coordinates the Manawātū professional learning cluster of primary ESOL teachers, chairs MANATESOL and facilitates the TESOLANZ Primary SIG.**

However, the MSL student continued to make swift progress after the intervention while the other intervention had a tapering off effect once daily lessons ended. Furthermore, at the end of the MSL intervention, the student was still requiring a lot of help to compose and record, while students from the other intervention were able to independently write. The progress in reading levels over time suggested to the school that the continuation of the MSL intervention would have better long-term results for the students. For my own work, it showed it was an effective way of supporting ELLs but that, once they had moved beyond the decoding stage of literacy learning, my ESOL lessons then had to take on a greater focus around composition.

This was a worthy exploration into whether the synthetic phonics approach worked successfully for those learning English and could be considered as useful.

**Multisensory learning involves the use of visual, auditory, and kinesthetic-tactile pathways simultaneously to enhance memory and learning of written language.**

# Tech Tips: Kahoot! – Learning app

Nick Baker



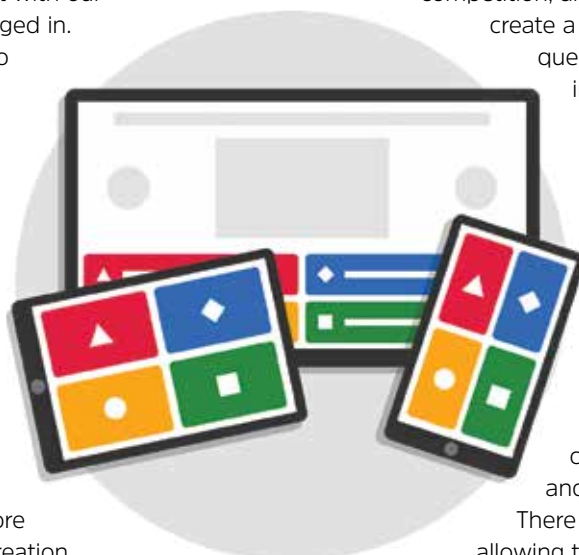
Nick Baker is a returning adult student from Auckland, with a Bachelor in English and New Media and Graduate Diploma in Tertiary Teaching and Masters in Higher Education and is now working on a PhD researching writing and reading identities of university academics. Nick regularly plays jazz and blues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

Digital applications, or apps, can be powerful tools for the English language teacher to use in creating a more engaging learning environment. They provide a breath of fresh air into our teaching repertoire by helping us to construct digital activities for our students' learning – a near necessity in our digitally dominated age to connect with our students who are, literally, always plugged in.

So, why not join them by using apps to create fresh and engaging learning moments which complement our intended learning outcomes for our students? Here I will introduce one such app that could have a variety of convenient options for an ESOL teacher to create such moments. It's called Kahoot!.

Kahoot! is a free game-based application providing options for creating fun multi-choice question-based games. Also, you can use images and videos as part of each question to make the experience a more realistic learning task. Kahoot! game creation is an easy guided step-by-step process, accessible on Kahoot.com. Once you have set the game up you will be given a randomly generated access PIN, which anyone can use, to access and play the game on any device via the website kahoot.it or the Kahoot! app. Students can join in by creating their own log-in name and entering the access PIN

you provide them. The student's log-in name can be visible to others, along with the score for each question. These names can be anything, allowing the student freedom to participate without fear of failure if they are not as successful in the game as they hoped. The scoring system helps to create a sense of competition, and there is an adjustable timer to create a sense of urgency in answering the questions. The games can be conducted in the classroom in real time or as homework activities.



I have enjoyed experimenting with Kahoot! and have played several games. There is a wide range of games being put on the Kahoot! website by different game creators. They are fun to play, and there is a range of English learning games as well of which the language features of one or two caught me out! Though I am dubious and still believe my answers were right.

There is also a paid version of Kahoot! allowing team-based play and access to a library of visuals if you are enjoying the app. Overall, Kahoot! is an excellent complementary tool to the classroom experience. It provides a creative way to break up the day, and it could even work as a possible challenge where you ask the students to create their own Kahoot! game. The possibilities are endless. So, shall we play a Kahoot! game? I'm in!

## World Teachers' Days

Globally, International Teachers' Day is celebrated on October 5 and commemorates the signing of the 1966 UNESCO/ILO Recommendation concerning the Status of Teachers.

Apart from the recognised International Teachers' Day, several other countries also have a specific day dedicated to celebrating teachers and their contribution to the society. Here's a list of countries which have a specific day dedicated to teachers over the period of this Winter issue of TESOLANZnews:

- Singapore - August 31
- Argentina - September 11
- Honduras - September 17
- Taiwan - September 28
- All countries - October 5
- Poland - October 14
- Brazil - October 15
- Chile - October 16

Make sure, if you have students of any of these nationalities in your class that you allow them to acknowledge YOU!



# Reports

## President's Report

Daryl Streat

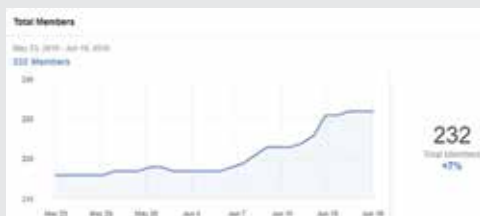
[daryl.streat@lincoln.ac.nz](mailto:daryl.streat@lincoln.ac.nz)

Kia ora koutou,

I'd like to dedicate this President's Report to all of the volunteers who work tirelessly across the TESOL community of Aotearoa, New Zealand. The theme of this year's National Volunteer Week was "whiria te tangata", weaving the people together. In that spirit, a huge thanks goes out to all of you who gift your time, knowledge, and aroha to make our diverse society such an amazing place to live.

### Facebook

In the spirit of whiria te tangata, we began TESOLANZ's first foray into social media. TESOLANZ Talk now has 232 members and is becoming a vibrant hub of discussion and knowledge-sharing. Please encourage your colleagues, both members and non-members, to join up if they are on Facebook.



### Symposium

Since coming into this role, I have been keen to weave together professional organisations that hold common interests. Therefore, it is great news that the Association for Language Testing and Assessment of Australia and New Zealand (ALTAANZ) partnered with TESOLANZ to deliver the EAP/Assessment Symposium at Wintec, Hamilton (July 13th). This symposium was planned in direct response to concerns that were raised in the 2018 member survey. In 2020, we will run the survey again to gauge where the membership is and, in response, we will run another symposium in 2021. In this manner, the Executive hopes to act in direct response to member concerns, provide a professional development

event in a non-CLESOL year, and increase event coverage across the country. This symposium will be recorded and shared with TESOLANZ members after the event.

### AGM 2020

This year's AGM will be hosted on October 12th in Hamilton. I will be seeking the membership's approval for a strategic plan to aid the association in moving forward in a more focused fashion. As such, it would be wonderful to see as many of you at this event as possible. Waikato TESOL will confirm the theme of the event, as well as speakers, in the next month or so. Keep your eye on TESOLANZ Talk for news.

### Website

The new website will be launched in time for the AGM this year. Elizabeth Brugh has stepped down as Website Administrator and the Executive thanks her for her much-valued contributions. Moving forward, we hope to provide members with a much-improved platform that will feature fresh content and act as a resource for all members.

### Advocacy

In the TESOLANZ member survey, advocacy came up as a concern amongst the membership. For this reason, the Executive has appointed an interim Advocacy Coordinator. Juliet Fry has been co-opted onto the Executive until the AGM in October to fill this role. Juliet will work to keep abreast of advocacy concerns, confirm them, and then help the Executive make prompt responses in support of members.

### CLESOL 2020

Finally, work has begun for our flagship event, CLESOL. This will be held in Auckland from October 2-4 and my aim is to see this become the biggest, most vibrant CLESOL yet. The panel has already met twice, and earnest work has begun. Once again (after the 2018 event), I find myself on the organising committee. I have done this mainly to ensure continuity between organising committees and I hope this is a tradition that will continue going into 2022.

### Executive Changes

The Executive bids farewell to Akata Galuvao. Akata has handled the Publications portfolio since CLESOL 2018. Her replacement, Dorota Brodala, has joined the Executive until the AGM.

Since my last report, I have also made responses to the Tomorrow's Schools Taskforce report and we are publishing a statement in response to the proposed NCEA changes. In our sector, there are many strands. And it is only with the concerted effort and careful attention of dedicated volunteers that we can successfully weave them together. As such, I kindly invite you to consider service (in any capacity) to your local branch committee or national executive.

Nga mihi,  
Daryl Streat

- TESOLANZ Talk – <https://www.facebook.com/groups/TESOLANZTalk/>
- ALTAANZ – <http://www.altaanz.org/>

Juliet's role as an ESOL teacher is underpinned by her belief in supporting students to be bi-lingually/multi-lingually agile. Currently she is Head of ESOL at Christchurch Boys' High School and team teaches in a Tongan language class for students from across Christchurch. Previously she worked in a variety of professional learning and development (PLD) Ministry of Education roles for the UC College of Education. These included the implementation of the NZ Curriculum, the Secondary Literacy Project and the national contract supporting secondary teachers of ELL, an area in which she also worked in Auckland. She has represented TESOLANZ periodically, including discussions around the positioning of English language learning in the NZ Curriculum.



**Juliet Fry**

Advocacy Coordinator TESOLANZ



## Welcoming our new TESOLANZ committee member

Dorota Brodala is the newly appointed Publications committee member for publications. Originally from Poland, she has been an ESOL teacher for the last 15 years. Dorota has a Bachelor of Education in English Language and English Language Teaching, and a Cambridge DELTA. In the past she taught English in state and language schools in Poland and the UK and also spent a year in Paris, France teaching Business English to professionals across the city. Currently she is working at Lincoln University as a Senior Tutor of Language and Writing for Tertiary Study at the Foundation Studies Division and is an IELTS Speaking and Writing Examiner.



## AKTESOL

Leslie Robertson

AKTESOL began the year with its first professional learning and development event (PLD) in early May. The event was held at Unitec with presentations from Ken Pearce – *Cell phones in class: an addictive distraction or powerful tool?* and Martin Walsh – *The development of paraphrasing skills following instruction*. Recordings of these can be found on TESOLANZ Talk;

Ken: [https://drive.google.com/open?id=1jdJQNN2Mj6Ygj5dOepeTr\\_7NamCKJEAd](https://drive.google.com/open?id=1jdJQNN2Mj6Ygj5dOepeTr_7NamCKJEAd)  
Martin: [https://drive.google.com/open?id=1v0ei8TIZMICmSUW\\_\\_OJNDi3NOQ57Jwb-](https://drive.google.com/open?id=1v0ei8TIZMICmSUW__OJNDi3NOQ57Jwb-)

Feedback from our members was universally positive on both counts.

As there are two up-coming PLD events – the EAP Assessment Symposium in Hamilton in July, and the AUT Refugee Symposium in August, the next events hosted by AKTESOL are planned for mid-September and late November.

The May event was also our AGM and we are pleased to welcome three new members to the committee: Miranda Howell, whose experience encompasses the primary, secondary and tertiary sectors. Sally Hay, from the secondary sector, and Martin Walsh, tertiary. We also celebrated the new roles of two stalwart members. Ailsa Deverick, after many years of energy, efficiency and organisation, has stepped down as SIG co-ordinator for the tertiary sector and has moved to the CLESOL 2020 committee where her drive and experience is certain to be a great asset. Petronella Townsend has retired as our chair of the last three years. Petronella has made a significant contribution as chairperson of AKTESOL and has provided strong and responsible leadership. She is caring, inclusive, meticulous and super-organised with a broad and deep knowledge of ESOL teaching specifically in the secondary teaching area, and generally, throughout New Zealand. Her extensive knowledge and experience in the education sector has been of tremendous benefit to our membership and her warmth and diligence has kept the committee on track. While Petronella will remain on the committee, she is taking a step back as she winds down her involvement, however her support and guidance as a committee member will continue to be appreciated. Two other members have stood down from the committee. We'd like to offer our thanks to Lucy Macnaught for her ideas on improving PLD sessions and the delivery of our service, and her work on the newsletter. Thanks also to Chris McGuirk for her contribution not only to AKTESOL but also her leadership in the secondary ESOL sector. They remain as members.

The 2019 committee members are: Chair: Leslie Robertson, Secretary (and champion caterer): Vickie Park, Treasurer: Judi Simpson, Newsletters and communications: Rhonwen Dewar and Peter Riches, Website: Peter Riches, CLESOL committee liaison (and electronic wizardry): Faezeh Mehrang. Members: Petronella Townsend, Zina Romova, Ken Pearce, Miranda Howell, Sally Hay, Martin Walsh.

AKTESOL membership is strong this year with around 160 members however we are always looking to recruit more so ask your colleagues and your institutions to please support the organisation.

## BOPTESOL

Julie Luxton

The BOPTESOL committee organized two meetings at Toi-Ohomai Institute of Technology on topics based on the priority needs of local teachers identified in the 2018 TESOLANZ survey.

In April, Cassandra Elder from Toi-Ohomai, and Julie Luxton from Evaluation Associates Ltd., facilitated two short presentations, on sourcing appropriate and engaging texts for reading and listening purposes.

In June, the BOPTESOL committee organized a Saturday morning session on aspects of programme design. Participants enjoyed two thought-provoking interactive presentations by Dr Anthea Fester and Mark Dawson-Smith from Wintec in Hamilton.

Anthea's presentation was on course design, which was the subject of her PhD research. She explained how theories and beliefs funnel into course design and clarified the distinction between a syllabus and a course. A number of interesting participatory activities helped us to understand the steps in course design and needs analysis.

Mark presented on what makes a good listening task, based on the work of Rita Green. We discussed the key elements to consider when designing

tasks. We then completed a range of different listening tasks and discussed each in terms of sound file and task method suitability, CEFR level, layout and listening behaviour.

## CANTESOL

Kerstin Dofs



The CANTESOL committee is highly committed to providing quality professional development opportunities for its members. Guided by the results in the TESOLANZ President's survey, we have tried to meet the needs of as broad a membership demography as possible. As we have all sectors represented on the committee now, we can more easily cater for the many different needs. Our new initiative to include a "learning and development" point at our CANTESOL committee meetings has worked out well. At each meeting we take some time to discuss anything linked to a short language-related text that one of the committee members has provided. We feel that this is such a great opportunity for raising the knowledge bar through engaging discussions with like-minded people in our organisation, so we recommend this for all other branches too.

The first PD event was a writing workshop. It was held on 23 May at Ara Institute of Canterbury. We invited the TESOLANZ newsletter editor, Erina Hunt, from Dunedin. She presented and led a workshop about a Critical Writing Programme which she has successfully run for many years. There were opportunities to experience and discuss the rationale behind this successful programme. Participants partook in an example mini-lesson and received fail-safe, effective materials to use in their own classroom. This was an eye-opener for many, and a reminder for some, that using pictures as prompts for development of the writing process is very valuable. Suitable pictures trigger discussions, and by utilising these, students also extend their writing skills. Feedback from the participants showed that they were very satisfied with the content, the time of the PD session, and they said they had learnt some useful strategies that they would implement in their own classrooms.

The second event was the Mini-CLESOL conference with re-runs of Cantabrians' presentations at CLESOL 2018. This event was also very exciting and interesting for all sectors: community languages, early childhood, primary, secondary, and tertiary levels. At this event, we also participated in an excellent workshop called; "Transforming our inner landscape: Becoming the best teacher we can be". It was held by Pauline Taylor, a very experienced teacher, teacher trainer, and academic manager. We explored our inner landscape and our inner resources for change through a series of guided exercises centred on personal awareness and what influences the change process.



Some of the Mini-Conference participants showing off their mugs... (we had spot-prizes for bringing own cups).

## MANATESOL

Gwenna Finikin

In May, MANATESOL held a mini conference and AGM at Hokowhitu School. Our speakers were PhD candidates and post-graduate students sharing their research to date.

Topics included:

- "Exploring responses to student ethnic and linguistic diversity in different state secondary school environments in New Zealand: Three case studies." Presenter: Anne McCarthy
- "Building a corpus of spoken Chinese." Presenter: Lin Li
- "Good on you for doing research – but personally, I just want to focus on being a good teacher." Presenter: Hanna Brookie
- "Teacher Agency in Synchronous Chinese Online Language Teaching." Presenter: Chujie Dai

- "How to co-construct ZPD (Zone of Proximal Development) between teachers and learners in online language learning." Presenter: Shirley (Huang) Huan
- "You end the way you started: Openings and closings of online synchronous language learning sessions." Presenter: Natalia Kurikova
- "Positive emotions in English Language learning and teaching in Vietnamese contexts." Presenter: Hong Thi Anh Nguyen
- "Language Teacher Agency in Medical English." Presenter: Kwan (Kanokphan) Tongpong
- "The Development of Business English in the Thai Tertiary Context: Current Perspectives and Future Prospect." Presenter: Panithi Amatayahul

Also included was Hilary Laracy's thesis on the history and future of the apostrophe. It was interesting learning about the changes over time of the apostrophe use and we all enjoyed noticing the errors in the real-world examples Hilary shared.

It was great to see Hilary make it into the newspapers for her research:

<https://www.stuff.co.nz/life-style/113063313/the-doctor-of-apostrophes-and-her-criingeinducing-discoveries>

## NATESOL

Madeline Carroll

On 20 May we had an informative meeting hosted by Nelson College for Girls, on the theme of "Listening to Learn" attended by 12 people from a variety of sectors: tertiary, community, language schools and secondary schools. Attendees were a mixture of TESOLANZ and secondary school ESOL Cluster members. After a short presentation on the challenges of listening comprehension and strategies for developing listening skills, everyone present shared resources and experiences with listening activities. There was some discussion on the challenges of assessing listening comprehension and suggestions for appropriate assessment tasks. The general consensus was that the opportunity to share resources and network was valuable. It was



decided to structure the next meeting in a similar way on the theme of "Speaking Skills" for our next meeting on Wednesday 1 August, 3.45pm, at International House, Nelson College for Girls. All welcome!

Tutors in the tertiary ESOL sector in Nelson (NMIT) are currently focused on developing a wider range of assessment approaches in response to NZCEL programmes and Unit Standard requirements.

## OTAGOTESOL

David Woodfield

Our first meeting of the year was held on the evening of the 19th of May. After enjoying a warm time of networking over some tasty nibbles arranged by Jenny Albrecht, Kelly Hocking from the Voice Lab shared with us on the topic of 'Theatre techniques: How can they improve confidence among ESOL learners and teachers.' Kelly led a discussion on a wide range of matters that have an effect on successful communication including power difference (or the relative lack of it in Kiwi communication), posture, eye contact, pronunciation, volume and personal space. Participants were equipped with lots of food for thought regarding how we can raise awareness of these issues in our classrooms.

On the 13th of June the committee gathered to officially farewell Annette Tate and Moyra Sweetnam Evans. Both Annette and Moyra served for a significant number of years on both the Otago and the national executive committees. Their contributions to Otago TESOL and TESOLANZ have been significant; Annette in particular contributing to TESOL practice in the primary sector and to organizing TESOLANZ's newsletter and Moyra contributing in the tertiary sector, teaching TESOL at Otago University and making a number of addresses on reading and the role of interest in the TESOL classroom. We are particularly grateful for their long service.

## WAIKATO TESOL

Anthea Fester and Maria Tupou

On Thursday, 28th March, we kicked off 2019 with a session on assessment alignment. Attendees came from across all education sectors. This was a really informative and practical session with three speakers approaching the topic from different angles. The first speaker was Margaret Bakker, from Waikato Institute of Education (WIE), who covered the topic from the perspective of Constructive Alignment (CA) and a student-centred assessment and learning design. Margaret focused on using CA ideas proposed by Briggs on identifying issues and steps towards implementing CA. The session was extremely useful and she left the audience with some good practical ideas on making assessment criteria guidelines more accessible for lower level learners to understand. Anita Pu from Study Group (based at the University of Waikato), then guided us through the stages she implemented to make assessments fit for purpose for her higher level English for Academic Purposes (EAP) students. Anita has clearly put a lot of thought into making assessments more suitable for the EAP sector, guiding us through the changes she made to better develop the learners' skills. The final speaker was Hazel Whitley from Wintec, who delivered a comprehensive, succinct approach to assessment design that covers four main stages. These included; gathering necessary documents, creating test specifications, creating assessments and moderating these assessments. This model provided attendees with a transparent and accountable approach to assessment design.

On 2 June on a very bleak Waikato evening, more than 20 brave souls came out to listen to three very interesting speakers presenting, from three different angles, on the topic of writing. Jenny Field from the Centre for Languages at Wintec presented writing from her perspective as a teacher of low-level literacy students. The writing in her class comes from the language experience approach. The story is co-constructed by the class by talking about the pictures and then fed back to the teacher who writes it on the

board. This then becomes a piece of reading. This was followed by Sasitorn Kanthiya, also from Wintec, who spoke on the topic of writing for authentic purposes. A simple technique using images was presented as a starting point for different writing purposes. The final presenter was Anita Pu who spoke on the topic of academic writing. Anita currently teaches students at Study Group, (based at Waikato University) who are preparing for post graduate study. These students need to learn how to navigate academic texts by way of synthesising and referencing. The method used follows a systematic approach with careful scaffolding to help students who are not familiar with academic reading and writing skills in a New Zealand university setting.

## WATESOL

John Taylor

The annual WATESOL Expo was held at Wellington High School on 6 June. Over 80 people attended including TESOLANZ members and non-members from the Wellington region and further afield.

Sara Cotterall opened the Expo with a very engaging keynote presentation entitled: *A Pedagogy for Academic Writing*. Sara drew on her extensive experience teaching writing skills in New Zealand, Australia, Japan and the United Arab Emirates, and suggested a range of practical principles for teachers to bear in mind when teaching academic writing skills.

The six workshop sessions that followed covered a range of practical and relevant topics: *Tracing the Hidden Writing Processes for Process Writing*; *Computer-logged Evidence* (Ha Hoang), *Active Listening & Feedback for Exam English Speaking Practice* (Jonathan Harman), *Kinaesthetic Learning in a Multi-level Classroom* (Natalia Beliaeva), *Collaborating for ELLs in Secondary Mainstream Classes* (Victoria Mitchell), *Peer Feedback in ESL Writing- A Perspective from the English Proficiency Programme* (Anna Dowling & Le Nguyen), *Promoting First Language Maintenance and Cultural Identity in the Primary School Context* (Cathie Cahill), and *Stop Press! Teaching Academic Listening Using News Stories* (Naheen Madarbakus-Ring).

After a pizza and networking break, the Expo concluded with a highly informative keynote address from Rachael Ruegg on: *Providing Effective Feedback on ESL Students' Writing*. Rachael discussed the key role that providing feedback plays in improving students' writing and offered an overview of what is known about effective feedback on ESL students' writing. This included considerations about how, when, who and how often to provide feedback.

The WATESOL community hugely appreciates the contribution of all the presenters to another very successful Expo. Special thanks to Wellington High School for their support of WATESOL's activities and to the School of Linguistics and Applied Language Studies at Victoria University for their ongoing support and for providing a wealth of spot prizes for the Expo.



2019 WATESOL Expo Presenters

Left to right: Victoria Mitchell, Cathie Cahill, Anna Dowling, Jonathan Harman, Natalia Beliaeva, Le Nguyen, Sara Cotterall, Ha Hoang, Rachael Ruegg. Absent from photo: Naheen Madarbakus-Ring.



2019 WATESOL Expo audience.

## ECE SIG

Jo Knudsen and Jocelyn Wright

### Sharing wisdom from Christchurch – alike and different, one and many

Following the Al Noor Mosque tragedy in Christchurch, we attended a workshop organised by Te Rito Maioha titled *Alike and Different, One and Many*.



Their keynote speakers were Anne Stonehouse and Michelle Guyer from Australia. Ann Stonehouse (pictured above left with Jocelyn and Jo) is an internationally acclaimed ECE consultant and writer. Michelle is the Manager of the Children's Programme at Gowrie Victoria Docklands Daycare Centre. Anne and Michelle presented two talks, one on how we as educators can help children to make meaning of tragic events, and the second focused on addressing diversity and difference that go beyond the superficial and stereotypical. A panel discussion followed before participants also had the opportunity to discuss and feedback their thoughts.

*"What kind of people do we want our children to become? Children need to hear our views about life, the natural world, and social issues articulated in language they are able to understand. They observe not just what we say but what we do. How and what we teach children depends on who we are: our civic nature, spirituality and willingness to learn about events, respond with compassion and generosity, and share that empathy with children"* (Stonehouse, 2001, p. 37).

Below is the link to a free copy of the booklet by Anne Stonehouse: "What happened to MY world" originally written by Jim Greenman after the 2005 hurricanes Katrina and Rita, and then adapted by Anne Stonehouse after the Black Sunday fires in Australia in 2009.

[https://www.pademelonpress.com.au/media/misc\\_files/What\\_Happened\\_to\\_MY\\_World\\_AU.pdf](https://www.pademelonpress.com.au/media/misc_files/What_Happened_to_MY_World_AU.pdf)

Our Muslim community in Christchurch experienced a horrific tragedy on 15 March making this resource particularly relevant to those attending the workshop. Section 8 of the booklet gives great examples of answers to children's questions about race and prejudice and how we all can promote tolerance and respect for others.

During the presentation, Anne Stonehouse proposed that we should honour diversity instead of just celebrating diversity, as it is not always something to celebrate. We are to remember that diversity also includes disabilities and that begins with acknowledging both similarities and differences, as in the intention of the mantra, 'we are one and we are many'. Some parts of our identity are permanent and enduring while other parts change over time, as influenced by life experiences:

- Adults shape children's identity as they learn what they live
- Children want both to be noticed and valued but also to fit in
- How we respond and react impacts on children's sense of identity

Anne cautioned that we should not let labels get in the way of seeing the whole child. We need to get beyond the difference and see the person; not the wheelchair, the skin colour, the accent or the clothing. We need to be comfortable with difference and confront our assumptions, stereotypes and biases as we all have them.

In our ECE curriculum Te Whāriki (2017), the Belonging Strand states "children need to know that their ECE setting is part of their wider world and inclusive of their parents and whānau. Children are more likely to feel at home if they regularly see their own culture, language and world views valued in the ECE setting" (p. 31).

Stonehouse thinks we, in New Zealand, embrace diversity well however there is always room to improve. She posed the following questions for kaiako to critically reflect on:

- What are some ways you encourage children to think about their identity and that of others?
- What do you do to support children to have a strong positive sense of identity?
- How do you highlight the strengths, talents and contributions of those who are 'different': to them, to other children, to their families?
- Do we sometimes make assumptions that interfere with seeing the child accurately?
- What would be some main obstacles to honouring diversity?
- What are some examples of your professional values that transcend culture?

## Primary SIG

Penny O'Connell

Over the years, different NZEI claims have been made for the betterment of our profession as a whole. However, past a pay increase, few of the claims have had anything to do with me or my role of supporting English language learners. Below are the claims we would make for our colleagues and students.

1. ESOL funding increased per student to support the rapidly growing ethnic and cultural diversity within our schools and reflect the needs of these learners and their families.
2. Increase the time available for New Zealand-born students to receive funding so it is based on needs rather than calendar terms.
3. ESOL funding to be used for the sole purpose of providing effective support for the funded students. A qualified person in the school must be delegated to this role.
4. ESOL within the curriculum to become a mandatory part of teacher training.
5. A career path for ESOL teachers that acknowledges our skills and qualifications.
6. Support roles similar to SENCO within schools so class teachers who require it have qualified and experienced staff work alongside them to assist with meeting the needs of ELLs.
7. Support for international students as currently there is no pathway, beyond what the school can offer, and expulsion, for children with special learning and behavioural needs. Children are being enrolled, and fees being paid, but there are no resources equivalent to RTLb, RTLit and therapists for example, to support their learning.

## Secondary SIG

Athlyn Watt

[awatt@pukekohehigh.school.nz](mailto:awatt@pukekohehigh.school.nz)

NZQA has produced assessment resources for many of the new English Language unit standards. These are available on the NZQA English Language website on the Assessment Resources page. NZQA's stated purpose for these resources is to "make it easier

for assessors to assess effectively, efficiently, and consistently." It is expected that they will be adapted to suit the appropriate learning context.

The Minister of Education, Hon Chris Hipkins, has announced significant changes to NCEA. The proposed changes have the potential to impact English language learners in our schools. The Secondary SIG is concerned that the needs of ELLs are considered at all stages of the change process and a document highlighting their needs has been shared with relevant parties, including the Ministry of Education and NZQA. We need to ensure that:

1. The voices of English Language Learners, and the teachers responsible for their progress, are included in all relevant discussions.
2. The needs and learning pathways of ELLs are accommodated within the new framework.
3. Appropriate literacy and numeracy pathways for ELLs are maintained.

A summary of findings from the Ethnic Communities Korero Mātauranga held across the country at the end of 2018, has been shared with Professional Learning Group leaders to discuss with their groups. The summary highlights the key themes that were raised in the meetings. A quote from the Culture and Identity theme will not surprise readers:

*"Schools and teachers need to be culturally aware and inclusive. Learners need to know their culture while adapting to a new one. We want our children to have a cultural identity and to be happy and confident with who they are. We want them to learn their mother tongue. A sense of belonging will help them thrive."*

Hearing of the different ways that our schools seek to promote cultural awareness and inclusivity will enrich and inspire our learning communities.

*It would be great to receive profiles of those teaching in any sector. Please send a 150-word profile of you, in your context, for the next newsletter. Thank you!*

## Tertiary SIG

Ailsa Deverick and Hanna Brookie

Profiling those working in different tertiary teaching contexts:

### Rhonwen Dewar

I am a programme coordinator for English Language Partners (ELP) in the Auckland Central Branch. A key part of my work is interviewing potential students that come to us through our wider community network. I find out as much as I can about a learner's personal, cultural and literacy background and match the learners up with the best service possible. As most of our learners want access to local affordable language lessons, I set up classes in a range of venues and work to ensure the learners' needs are being met and they are engaged in the learning process. It is extremely rewarding to be part of a team that creates an authentic learning environment to help former refugees, migrants and their families settle in New Zealand. Not a day goes by when I don't feel humbled by the sacrifices people have made in order to leave their home country and begin a new life in Aotearoa.



### NZCEL

This year's first NZCEL Providers' Forum took place on 24 May at EIT in Auckland. It provided an opportunity for institutions delivering NZCEL to come together and discuss a range of issues, including teaching and learning, assessment, and practical aspects of their programmes. With a range of providers from the sector, it was also good to get a range of perspectives, find moderation partners and create networks. Thanks to the participation of Annie Chan from NZQA, it was also an opportunity to be introduced to the changes in the NZCEL Guiding Document and discuss matters arising from the current monitoring and assessment process for NZCEL Level 4 Academic.

As a result of discussions at the forum, it was decided that a collective



response be sent to NZQA with some of the concerns and questions arising from the changes to the Guiding Document and from the monitoring process, along with other matters. The main focus of the response is a call for NZQA to provide stronger guidance and support in order to enable providers to deliver better and more consistent programmes and assessments, rather than continuing the current approach of primarily tightening regulations and critiquing practices.

The next forum will be held in September in Palmerston North.

#### Refugee education

AUT will host a refugee education symposium on Monday 26 August which will focus on how professionals working with refugee background learners embrace and include diversity in their practice. Further information is available through AUT (<https://www.aut.ac.nz/events/refugee-education-symposium-2019-manakitanga-welcoming-refugee-background-learners>), or by contacting Sarah Paget

([sarah.paget@aut.ac.nz](mailto:sarah.paget@aut.ac.nz))

#### IMPORTANT UPDATES Fees Free eligibility

ESOL credits funded through Refugee English Fund (i.e. at level 3) are actually exempt from counting towards eligibility. However, it is not always a workable process for former refugees when making their application, resulting in considerable stress for some students. It is therefore vital that all providers are aware of the potential pitfalls and when an applicant from refugee background is deemed ineligible:

Follow the process of requesting consideration under "Exceptional Circumstances" <http://www.tesolanz.org.nz/Site/SIG/tertiary/tertiary.aspx#H44664-1>.

TEC are cognisant of these issues and are working on alternative solutions.

#### Student support and ILN

ILN funded programmes are not eligible for Student Support, including student allowances. These programmes are not funded as formal qualifications on the NZQF, but the TEC are. Therefore, they do not have an

EFT value related to the full-time study definition to meet student allowance requirements, even if the study in terms of hours a week is fulltime. Work is currently being undertaken by a MSD Working Group that may result in ESOL being deemed an 'employment preparation' activity.

#### Student support and SAC level 1-2

These courses are formal qualifications on the NZQF, with credits and EFTS values, and are eligible for student support, including student allowances if the study is full-time. Some students could be part-time, and thus below full-time eligibility for such allowances.

#### TESOLANZ Talk Facebook group

Feedback from the NZCEL providers suggested that members would like the opportunity to ask questions and share best practice about the qualification, as it can be quite isolating. To do this, or to start a discussion on any of the above, you may like to join the group on the TESOLANZ Talk Facebook page entitled *TERTIARY SIG discussion* (look down the ribbon on the LHS). You need to ask to join this as it's a closed group. See you online!



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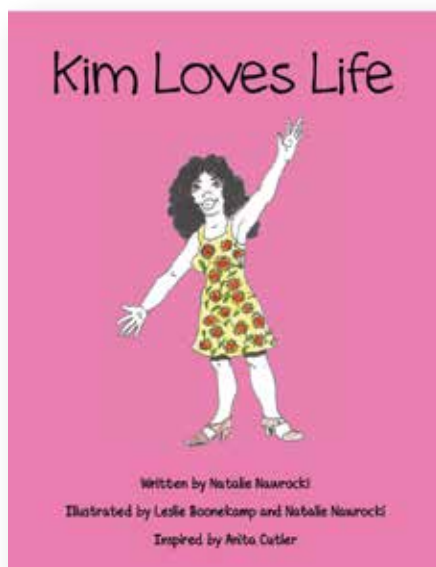


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# Book Reviews

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.



## Kim loves Life

(online reader supporting newly arrived and immigrant women to access cancer screening)

Nawrocki, N. (2015). *Kim loves life*. Retrieved from <https://learningforemployment.org.au/wp-content/uploads/2016/11/Kim-Loves-Life-portrait.pdf> 22 pp. Cost: free

Nawrocki, N., Jensen, G., Daniels, C., Uyer, H., & Motakia, A., (2015). *Kim loves life: Teaching Resource for the English as an Additional Language (EAL) classroom*. Retrieved from <https://learningforemployment.org.au/wp-content/uploads/2016/11/Teacher-resource-Kim-Loves-Life-V2-FINAL18Nov2016.pdf> 42 pp. Cost: free

*Kim loves life* is an online reader by Natalie Nawrocki, which is accompanied by teaching resources and a sound track. The resources were inspired by the experience of the Dierriwarrh Operations Manager, Anita Cutler, who underwent breast screening and breast cancer treatment. The resources were selected as a "Learn Local Project – Showcasing Innovation in Teaching Practice."

The reader states that it is for "Supporting Newly Arrived and Immigrant Women to Access Cancer Screening" (Nawrocki, 2015, p. 2) and it appears that the book was written for beginner level learners; however, it would be suitable for any learner wanting to know about breast cancer screening, subsequent possible treatment, and the availability of services in the Victoria, Australia area. While these details may not be relevant to New Zealand readers, the content could be.

The story line is that Kim goes for a routine breast screen. She finds she has a lump, which is diagnosed as breast cancer. Kim then undergoes radiotherapy and chemotherapy. Because the breast screen found the cancer early Kim recovers and goes on to live and enjoy her life.

The process from making an appointment to having the mammogram is explained clearly both with text and line drawings which are mainly black and white. The large font and the graded language which is accompanied by pictures, enable a difficult topic to be unpacked in manageable chunks. The final page gives a summary of the process needed to be undergone to have a mammogram.

This is an excellent resource. It would have been beneficial if some concept checking questions were included throughout the book to encourage learners to pause and check their understanding but because there is an accompanying teachers' resource pack it would appear that the book was intended to be used as a classroom resource. However, this book could also be used by EAL learners outside of a classroom environment.

The teachers' resource consists of 13 exercises and is 42 pages long. It consists of vocabulary, comprehension, sequencing, and grammar, writing and speaking activities, which are based closely on the book. There are also extension exercises, for example reading and completing a breast screening form. The teachers' resource also includes further teaching ideas, tips and information.

In addition, there is a CD with 4 sound tracks to accompany the book. A class of Skills for Education and Employment (SEE) students, taught by the author, wrote and recorded the songs. It would have been helpful to have included the names of the students who wrote and sang these, plus their country of origin, but this is not supplied.

My overall evaluation is that this is an excellent resource worthy of the "Learn Local Project" award that it received.

## Reviewer

Christina Gera

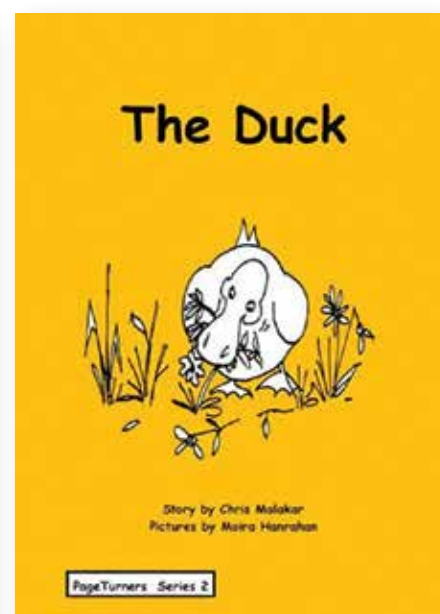
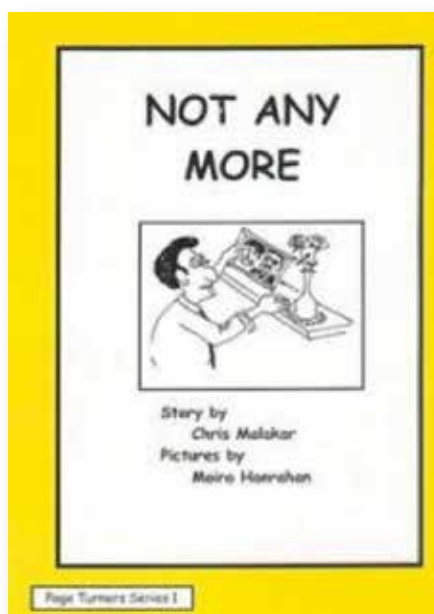
# Not Any More and The Duck

Malakar, C. (2003). *NOT ANY MORE*. Melbourne, Australia:PRACE PageTurners. ISBN 978-1-877052-05-7 (pbk.) 16pp. (Series 1) AU\$7 (excl. GST). Illustrations by Hanrahan, M.

Malakar, C. (2005). *The Duck*. Melbourne, Australia:PRACE PageTurners. ISBN 978-0-957872-91-2.(pbk.) 16pp. (Series 2). AU\$7 (excl. GST). Illustrations by Hanrahan, M.

## Reviewer

Indra Dhanaraj



*NOT ANY MORE* (series 1, Level 1) and *The Duck* (series 2, Level 1) are part of a collection of short, easy-to-read and fun graded readers, in a series of nine, which have been written for beginner/elementary adult learners in their first stage of reading. The books are slim and lightweight, and there is a good range of themes and relevant topics covering personal, social, and cultural perspectives which beginner adult learners should be able to identify with. The simplicity of design of both books in having one sentence and a well-illustrated image per page assists the reader to follow and comprehend each idea before moving on to the next idea. There are follow-up exercises at the end of each book: one tests comprehension using True/False questions, while the other contains a gap-fill exercise and a full list of words used in the

text. These exercises enable the application of new vocabulary and help to consolidate vocabulary learning. Discussion questions are also included, providing an opportunity for extended speaking practice. Despite the fact that a number of books in the various series are specifically based on Australian content, such as *Football* (Australian rules), *Snakes Alive*, *Ned Kelly*, *Red Dog*, *The Camel Man*, and *Convicts*, the plot and vocabulary can be easily interpreted and adapted to suit New Zealand contexts. In fact, the simple plots of *NOT ANY MORE* (about an immigrant to Australia and the changes in his life over the years) and *The Duck* (about a gardening experience) have global themes which most learners could easily relate to.

The number of books per series ranges from seven to twelve with a word limit of approximately 60 to 100

words at Level one which increases by approximately 100 words per level. To facilitate easy recognition and transition at beginner level, each series comprises four colour-coded levels, plus an extended level 4+ (only available in series five). Currently some audio books are available in series 4 to 7; the rest of the collection is a work-in-progress for audio conversion. Besides, the PageTurner website provides further support materials and the opportunity for learners to contribute to a blog, and connect via *facebook* or *Linkedin* which encourage community sharing and learning.

Although the content in these books appears interesting, they might not appeal to all of the target audience. Having said this, the simple yet functional style and core vocabulary might just coax the learners to 'have a go' at reading something new!

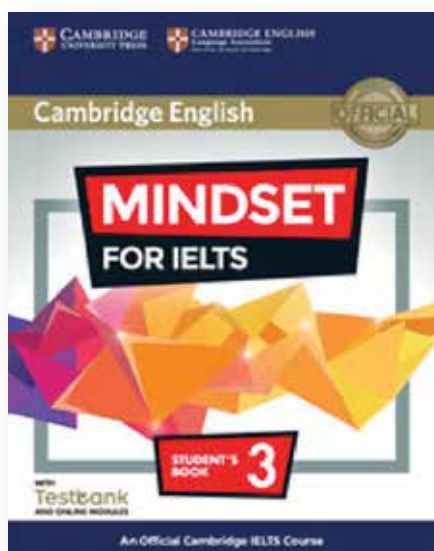
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20 October 2019





## Mindset for IELTS: Student's Book 3

Archer, G. & Wijayatilake, C. (2018). *Mindset for IELTS: Student's Book 3*. Cambridge, UK: Cambridge University Press and UCLES

### Reviewer

Sue Edwards

## TESOLANZ Talk Join Today

TESOLANZ Talk is a Facebook group in which ESOL practitioners in New Zealand can share ideas and discuss relevant issues online. Join today and contribute to the discussion.  
<https://www.facebook.com/groups/TESOLANZTalk/>



The well-known IELTS examination is now taken by more than 3 million people yearly (IELTS, 2019). 'Mindset for IELTS' is one of 31 resources designated as 'Official Cambridge IELTS Preparation Materials', and is promoted as "The new Official Cambridge IELTS course" (Cambridge University Press, 2019a).

Mindset for IELTS Student's Book 3 targets candidates aiming for Academic Band 7.5, and is the highest of four levels in the Mindset course. Each level contains 'Core material', both print and digital, and online skills modules, as well as 'Additional material', comprising online modules for Arabic and Chinese L1 speakers, an academic study skills module, and online access to 'Testbank' (practice IELTS tests). The core material in the Student's Book is organised into eight units around the four language skills. The course also aims to develop candidates' exam skills, learning strategies and vocabulary and grammar, as seen in the useful summary of the book's contents, labelled 'Map of the Book', located online.

A closer look at the contents of the book shows that the themes for each unit have been chosen for their likely interest and relevance for learners, including topics such as urban and rural life, health, history, and culture, among others. The contents of each language skill sub-section are organised into three parts: a 'Lead-in', followed by 'Tasks', and finally 'Exam Skills'. The 'lead-in' consists of a short activity using a text related to the unit topic, and the 'task' section contains IELTS-type tasks as well as selected areas of vocabulary and grammar. These two sections also contain explanations of task types and exam tips. The 'Exam Skills' section contains authentic IELTS questions. All units include a mix of individual and group work.

Turning to the online materials, learners either join a class or study independently, and teachers can choose to join an institution or work independently. This gives flexibility to both teachers and learners, and means that the materials could be used in many different learning contexts. Online, learners can locate a large number of further practice activities, with seven to ten activities for each skills area, for each of the eight units. All activities provide instant feedback to learners, apart from the Writing tasks. There are also videos introducing each part of the IELTS exam, and access to audio files for Listening activities.

The online information about the Mindset course claims that its "unique blend of print and online content enables you to customise course length and focus to suit your needs" (Cambridge University Press, 2019b). Given the large amount of material in the course, and the fact that IELTS preparation courses are often relatively short (3-4 months), both teachers and learners will need to be selective. This may mean choosing several units in the book based on what is most relevant and interesting for learners, and completing the activities in the Students' Book and online only for these units.

I would recommend 'Mindset for IELTS' for its interesting content and thorough coverage of all the IELTS skills, as well as grammar and vocabulary, but would warn teachers of the need to spend time selecting content and activities, because of the large quantity of material provided. IELTS candidates studying independently, particularly those at lower levels, would benefit from advice about selection of materials for study.

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Cambridge University Press (2019a). *IELTS*. Retrieved from <https://www.cambridge.org/nz/cambridgeenglish/official-exam-preparation-materials/exam/ielts>

Cambridge University Press (2019b). *Mindset for IELTS*. Retrieved from <https://www.cambridge.org/nz/cambridgeenglish/catalog/cambridge-english-exams-ielts/mindset-ielts>

IELTS (2019). *IELTS numbers rise to three million a year*. Retrieved from <https://www.ielts.org/news/2017/ielts-numbers-rise-to-three-million-a-year>



We stayed at this wonderful place for four nights, so that means 16 cakes needed to be sampled. This recipe was my favourite and the chef was kind enough to share the recipe. Try not to deflate the mixture too much. The oil means this cake will keep quite well for a week, but I have never managed that.

>>>>>>>>>>>>>>>

- 1 1/2 cups flour
- 3 tablespoons cornflour
- 1 teaspoon baking powder
- 1/4 teaspoon baking soda
- 1/4 teaspoon salt
- 3 eggs
- 1 egg yolk
- 3/4 cup + 2 1/2 tablespoons sugar (granulated)
- 1/2 cup Greek/thick yogurt
- 1/3 cup ground almonds
- 1/4 cup vegetable oil
- 2/3 cup mandarin juice (approximately 6-8 fresh mandarins)
- zest 1 lemon
- zest 4 mandarins

1 1/4 cups icing sugar  
1-2 tablespoons Mandarin juice (fresh)  
1-2 tablespoon cream or milk

>>>>>>>>>>>>>>

Pre-heat oven to 170°C. Grease and flour a 22-centimetre bundt pan, or a ring tin. In a medium bowl whisk the flour, corn flour, baking powder, baking soda and salt. In a medium bowl, beat eggs and sugar until thick and fluffy. Gently fold in yogurt, and fold in the flour mixture, then add the almonds, oil, juice and then, zest. Pour into prepared cake pan and bake for approximately 25-30 minutes or until a tooth pick comes out clean. Let cake sit for approximately 15 minutes, then remove from pan. When cool, drizzle with glaze or sprinkle with icing sugar.

In a small bowl add icing sugar, juice and 1 tablespoon cream or milk, stir together until smooth, if too thick then add a little more cream or milk, if too thin add more icing sugar.

# AUT Refugee Symposium 2019

Later this year, in August, the AUT centre for Refugee Education is running a one day symposium in Auckland. They would like to invite teachers and educators to attend.

Key details: Monday, 26 August 2019  
AUT Refugee Education Centre  
251 Massey Road, Mangere  
email [sarah.paget@aut.ac.nz](mailto:sarah.paget@aut.ac.nz)



## 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.*

### AUGUST

**9 August**

International Day of the  
World's Indigenous Peoples

**12 August**

International Youth Day

### SEPTEMBER

**8 September**

International Literacy Day

**15 September**

International Day of Democracy

**21 September**

International Day of Peace

**23 September**

International Day of Sign Languages

**30 September**

International Translation Day

### OCTOBER

**5 October**

World Teachers' Day

**24 October**

United Nations Day



## Using Authentic Material: International Women's Day



Jeremy Bone

Jeremy has been teaching since 2002. During this time he has taught students across a range of levels and abilities, both in New Zealand and abroad, including classes for General English, IELTS and TOEIC preparation skills, English for International Communication and Academic English for pre-university programmes at Otago University. He holds a BA Hons in Film and Media Studies and TESOL and RSA Cambridge Certificate in Teaching English as a Foreign Language to Adults.

Using authentic material in your teaching can be a scary prospect. Will the students respond the way you want? Will they see the value in what you are doing? Thankfully, most of the time when I have stepped outside the comfort of the course material, students have generally responded positively and in some cases got more out of the lesson than I had intended.

My most recent experience of doing this was teaching a diverse group of international and domestic students in an Academic English paper. Class sizes ranged from 14-18 students and had Māori, Pasifika and Pakeha students as well as students from China, Kuwait, Korea and Singapore. It was early in the term and students were adjusting to their new surroundings as well as to each other, and me.

I had recently seen a video by E-Tangata which had marked International Women's Day on 8 March. It focused on Selina Tusitala Marsh (the New Zealand Poet Laureate and an associate professor at the University of Auckland) and her achievements and challenges. I found it inspiring and thought it would be great to show to my students as she was very open about her experiences. The story was so good, it would be easy enough to just push play and let the students watch it and move on to what was next, but that seemed a waste, so I began by providing some context of why I was showing it to them. After watching, I gave them the time to talk about it in groups to see what resonated with them individually. I mixed genders and nationalities so there would be different perspectives within the groups and then went around each group to observe and question what they thought. While some discussions were a little stilted, there were others which were much more open and I observed some great moments of students sharing different personal experiences.

I had also found a E-Tangata article by Tapu Misa which explained why she had been involved in producing the video. I gave the students the rest of the tutorial time to read the article and then asked them to write a reflective piece on either, or both, stories. It only needed to be a couple of paragraphs, but the requirement was for an honest response to what they had liked or disliked. This gave students who may not have fully joined in the group discussion, a chance to express themselves more freely. It was also heartening to see some students put in extra effort and produce some real depth to their responses.

I know it can be hard to find the time in a busy teaching schedule to step outside what needs to be covered in a curriculum, but it is worth it. It can create opportunities for students, and teachers, to share with each another and form better relationships, which ultimately helps create a better overall learning environment.



# New Zinglish: The Perils of Having an American Accent in New Zealand

"Can I borrow your pin for a second?" asked the stranger sitting next to me at a Dunedin café during my second week in New Zealand. "My pin?". I thought it seemed odd that a stranger would be asking to borrow my hairpin. I had two crisscrossed on the left side of my head holding back my fringe. In the two short weeks I'd been in New Zealand it was clear that the people here were friendly and spoke to everyone as though they were an "old mate" from school. But a hairpin seemed a bit too far.

I had a six-hour layover in the Auckland airport when I entered New Zealand for the first time in 2004. I did what any sensible traveller would do – curled up on several chairs and read a book. I was enjoying the solitude when a perky voice said, "I've read that book!" I looked up from my paperback to find that a woman wearing an airport cleaning uniform had initiated conversation with me. We proceeded to have a literary chat that I'll never forget, simply because it so beautifully illustrated one of the best parts of New Zealand culture to me.

In the United States an airport worker would *never* strike up a conversation with a passenger. The US sits much higher on Geert Hofstede's PDI (Power Distance Index) than New Zealand does. This index provides evidence of the extent to which regular citizens will follow the whim of an authority figure. Hofstede's PDI is lower in countries and organizations where authority figures are working closely with subordinates and higher in places where a stronger hierarchy of authority exists. New Zealand is currently third lowest on this index. As a case in point, most of us refer to "Jacinda" as if she were a good mate, staff are unafraid to raise issues with managers, strangers ask to borrow your hairpin.

Reflecting on the kindness and familiarity of all the New Zealanders I'd met so far –

I bravely took out one of my hairpins and offered it to the woman with a smile. I was met with a laugh (albeit a friendly one) "No, PIIIIIN" she repeated, but this time gesturing to my writing implement I was using to fill in postcards. "Oh, pen!!". I learned quickly to change the pronunciation of certain words so I could communicate with less confusion.

As I moved about in New Zealand society I also noticed how much softer Kiwi people spoke than I did. The vowels weren't elongated, although they certainly loved a good diphthong. I had a few comments from Kiwi friends about how "dramatic" I made everything sound. I worked out this was thanks to my loud sound and my elongated Californian vowels. "Ooooooh my goooooooshh I'm soooooo tiiiiiiired today" apparently translated to Kiwis as "look at me I'm being overdramatic." They would have simply said "Bit tired today." I started to worry about how I was being perceived and I toned down my speech patterns to fit in.

I briefly lived with a German flatmate who also spoke English – but we constantly misunderstood each other. I thought she was always angry with me with her use of monotone and low cadence. She thought I was over the top and hysterical in my loud and drawn out speech. We eventually learned to ignore cadence and just listen to the actual words the other person was saying. And I eventually learned to accept that some would still perceive me as dramatic or intense even though I'm simply, American.

I have been married to an Englishman for over 10 years. Everyone wants to know what kind of accent our four-year-old daughter has. If you are curious, just ask her to borrow a pin and she will hand you a pen. She is Kiwi through and through. And I'm proud.



Kelly Hocking

**Kelly Hocking is the Founder and Master Teacher at The Voice Lab NZ based in Dunedin. The Voice Lab teaches contemporary singing using historical techniques that have been verified by current voice science. The Voice Lab has also provided coaching for speakers, tour guides, sports teams, call centers, actors and other professional voice users. Kelly trained in acting and voice at the American Academy of Dramatic Arts in Los Angeles where she took a special interest in dialects and phonetics. She has studied voice science for singing and vocal pedagogy and also trains and mentors other coaches. Kelly has worked with numerous clients on vocal based confidence, including speakers of English as a non-primary language. Kelly regularly performs as an actor and singer throughout New Zealand.**

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