



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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Due to the extenuating circumstances of our national lockdown due to the Covid-19 pandemic, you have received this issue via email.

Farewell to the Decade

By Jackie Buschl

On 11th December 2019, ETC (English Teaching College) held its end of year cultural performance at the Globe Theatre in Palmerston North. The show has been going since 2015 and has been extremely successful. ETC is like a big family and a place where students feel safe and supported in starting or continuing their journey to improve their English and learn about New Zealand life.

I had the privilege of organising the show as well as being stage manager and the day was a wonderful celebration of the variety of cultures at ETC. The show, MC'd by students, began with a formal karakia and waiata, leading on to individual and group performances which started with the beginner class singing 'Welcome Home' and included items that students were very excited to share including songs, dances, tai chi and even balloon art. The second part was the costume show where students and some teachers dressed in and paraded their national dress. Countries represented in the show were Afghanistan, Pakistan, China, Nepal, Cambodia, Bhutan, India, Myanmar, Malaysia, Japan, Indonesia, Palestine and Sweden. The president of Manawatu Refugee Voices gave a moving speech about his father Mohammad, a current ETC student, and had everyone in tears, speaking of his father's hard work, support and example. ETC's Director of Studies gave a speech at the end emphasising that the students are indeed welcome in New Zealand and Palmerston North.



A Chinese tai chi performance by a senior student at ETC, Palmerston North's end of 2019 cultural performance. Photo credit: Jing Zhang.

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Editor's Foreword

Erina Hunt



Kia ora koutou katoa.

When something shakes the core of society, it can be hard to know what to do. Or say.

For those of you worrying about

friends and whānau, for those of you with loved

ones overseas, for those of you who have had to frantically scramble to rearrange, postpone, cancel, prepare and protect, we here at TESOLANZ hope you and yours are staying safe and well. Our nation, and much of the world, is in unprecedented lockdown.

As we all adapt to a new normal of teaching, online from home (the website recommendations on the TESOLANZ Talk facebook page for online teaching are fabulous), plus the sudden changes in social behaviour in the face of a global crisis, it seemed apt to feature the calm of Jing Zhang's poignant photography on our front cover this issue.

The currently viral lingo of coronavirus, 'COVID-19', 'corona', 'Cvoid', or any other of its monikers, led me to investigate how it came to be thus named, and I discovered there is an International Committee on Taxonomy of Viruses (ICTV) responsible. Some viruses are named for where they were first isolated (e.g. Sendai virus), for the scientists who discovered them (e.g. Epstein-Barr virus), or for the way people imagined they were contracted (e.g. dengue = 'evil spirit'; influenza = 'influence' of bad air), but on 11 February 2020, ICTV announced "severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2)" as the name of a new virus. However, WHO has developed a set of standard best practices for naming new human infectious diseases, with the aim of minimizing unnecessary negative effects on nations, economies, people, and animals, and to avoid creating unnecessary fear for some populations, so SARS was dropped and COVID-19 coined. This highlights how emotionally laden such words can become in instilling fear and panic. And with this

new coinage, we now have a new point in history.

The exotic armoured pangolin is a prime, still yet unconfirmed suspect in the cause of the above and on page six you will read of teaching couple Amanda and Shane seeing them amble through their Brunei garden.

Our features this month range from blended learning to blending cultures, languages and identity, as well as our usual illuminating offerings of what ELT professionals are doing up and down the country.

Feeling seedy? Try the TESOL taste recipe – healthful and nutrient rich crackers to help stave off potential ills.

Learn about the OPOL (one parent one language) strategy in Paia Taani's passionate article on the lifelong commitment and challenges around intergenerational transmission of language in her whanau, and if absolute beginners are your cohort, Marty Pilott has some very useful teaching tips.

Visit Otter – a user-easy app where conversations live, live (/liv/ /laiv/) – a true tech gem and tool that can be used effectively in so many ways in any classroom, virtual or otherwise.

And while 'isolation' is on our lips, consider the story of Behrouz Boochani's incarceration on Manus Island, the political impact his story has had, and how pertinent the opening lines of his memoir are now to us all:

**"Under moonlight
An unknown route
A sky the colour of intense anxiety"**

The challenges that await us are unsettling, but they aren't insurmountable. By working together, with creativity, resilience and compassion, we can get through this together.

Keep well in the mix of all this uncertainty. Kia whai whakaaro tetahi ki tetahi.

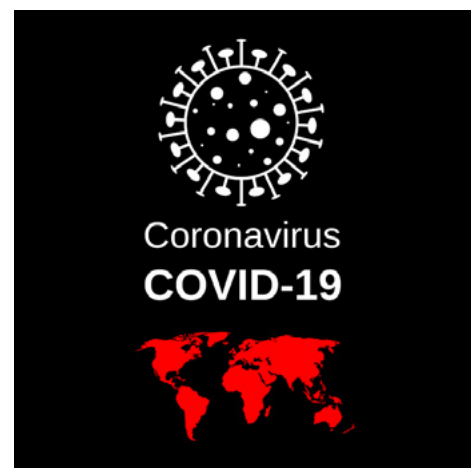
Erina
erina.hunt@otago.ac.nz



Jackie Buschl has been teaching English since 2001 in Hong Kong, China, Melbourne, Wellington and Palmerston North. A former teacher at ETC, Jackie now works as a Learning Advisor at UCOL, Palmerston North.

It was a wonderful opportunity to see the students shining and an important moment to bring everyone together and stand proud representing their country and culture. There were approximately 200 people in the audience. The mayor of Palmerston North, Mr Grant Smith, was present along with other people from the community and local organisations. He summed it up at the end of the show when he told me "It was more important for me to be here this morning than at a council meeting". May we remember to celebrate this diversity and richness of culture in New Zealand.

Photo credits: Jing Zhang.





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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.

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Settling in Palmerston North: defining moments of belonging



Hanna Brookie, an immigrant from Sweden, is Director of Study at English Teaching College in Palmerston North and is currently undertaking a PhD through Massey University. The present research project was undertaken with Cynthia White, Pro Vice-Chancellor at Massey University in Palmerston North. For further information about the research, contact Hanna Brookie: hanna@etc.ac.nz

What makes newcomers feel that they belong in their new place of settlement? This was one of the questions addressed at a recent research presentation in Palmerston North, based on a joint project between Massey University and English Teaching College, supported by the City Council and Welcoming Communities. The findings were based on data gathered from interviews with 20 migrants and former refugees in the Palmerston North area including 20 different ethnicities, with educational backgrounds ranging from no schooling at all to tertiary qualifications.

Factors influencing a sense of belonging

Participants were asked about what factors influenced their sense of belonging, and while answers were very individual, the aspects most frequently mentioned included safety, family and community connections, housing, employment and language and civic engagement.

Safety was spoken of as a significant factor for belonging and included feeling safe from pollution, crimes and terror attacks, but also from war, political violence and persecution. Family was important for developing the sense of feeling at home. Children and grandchildren were instrumental in contributing a sense of belonging, commitment to the country and investment in a future here. Extended family were very significant for feeling settled and connected. An important factor in creating as well as expressing belonging was that of civic engagement. Participants spoke about voting as a privilege and a duty that stemmed from legal belonging in a country, and many found a sense of belonging through either active political engagement or volunteering.

There was a significant difference between those who arrived in New Zealand as proficient speakers of English (10 participants) and those who arrived in need of further English Language study (10). Those who were native or proficient

speakers of English still reported settlement challenges, but acknowledged that their proficiency had helped them settle quickly. In contrast, those with limited proficiency in English spoke of significant challenges, and explained that the rest of the settlement process could feel like it was 'put on hold' while language was improved. Lack of language could affect access to health services and help from government agencies, and access to employment opportunities.

Defining moments of belonging

When asked, most participants were able to define a particular moment of belonging. These moments could relate to personal and emotional events ranging from gaining permanent residence or citizenship, to marriage or the birth of a child:

"When my son was born... it just became my – like my land. Because my son is born here it's his – his motherland, so it's my one too." (migrant, Europe)

Others mentioned acts of community participation or volunteering as the moment they felt belonging:

"When I started [volunteering] and helping... other ladies... because I thought yeah they need me – most of the ladies being single just like me, single parents. I thought yeah they need me, this is my place, I need to be here." (former refugee, ME)

Unfortunately, for some, the moment of belonging did not occur. In some cases, this was due to traumatic incidents in the past, but for some, it was due to a sense of not being fully accepted:

"We were not accepted. And you always hear this thing, oh, we're tolerant. I think that's terrible. You either accept us or you don't. When you tolerate something it's actually very negative. You tolerate something you don't like, you tolerate something that's bad." (migrant, Asia)

Participants who spoke about racism reported overt racism, but also less obvious acts such as being questioned about religion in job interviews or being belittled or patronised. However, there was also a determination evident in the interviews not to let racism become a defining factor. Participants spoke of consciously looking for other explanations before concluding that racism had been a factor, and to be careful not to allow the possibility of discrimination to prevent them from trying to achieve.

The findings of the study show that while achieving a sense of belonging in New Zealand can be a very personal matter, there were also aspects that were important across the range of respondents, such as feeling safe and accepted, having access to language support and participating in the community – aspects that the host community can definitely assist with!



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Teachers Abroad

Discipline Masters and Ambling Pangolins

Amanda

I will focus only on Brunei, in the island of Borneo- a benign dictatorship, which was quite liberal during the time we were there. It has since become very Islamic and much stricter with Sharia law ruling the locals now. After our two-week long CFBT teacher orientation in Bandar, Brunei, I set off to a resettlement co-ed school in a poorer part of Brunei, in Bukit Berung, close to the Indonesian border, and found myself teaching 'country kids', aged 12 to 18. Generally, they were pleasant and respectful towards me as an outsider. My students were a mixture of local Muslim Bruneians, non-Muslim Dusans and even more interestingly, some Headhunters, from the original Borneo indigenous tribe.

Academic failures in this different system simply kept repeating the same year, so I had some large young adults in inappropriate cohort years, which seemed very strange at first and I felt sorry for them having to rehash the same old stuff.

The students were used to basic rote learning styles of education, so major adjustments were needed by myself in the classroom. A lot of direct copying from the board was essential to fill their English books, unfortunately. The rigid curriculum textbook was to be followed closely, with a lot of tests, and many hours spent correcting ALL mistakes with the dreaded red pen! Our teacher record books were checked and 'chopped' by the school principal weekly, and also checked monthly by the Ministry of Education. We were instructed to cover the book in pretty flowery paper and use lots of coloured pens in it.

These official visits were usually stressful as all expat teachers found it hard to get sufficient work completed, as the kids often found it too hot to work at school, and became demotivated very easily. We had no aircon in the basic concrete classrooms, and only two or three working fans per room, and with the electricity going off frequently in this jungle area, the humidity and heat was almost unbearable at times.

One of the most astonishing occasions in my classroom was an unexpected visit from the two school male 'discipline masters' one morning. The students were lined up: socks, shoes, pockets, bags and boy's hats were checked. A very gentle male student, aged about 14, was discovered to have long, coloured hair hidden up inside his songkok hat, which was considered 'haram', i.e taboo. As I sat at my desk in a state of shock, he was restrained and beaten by them both, then his hair hacked off with a huge pair of scissors. I was powerless to intervene, as an expat, non-Muslim woman, and this was a classic example of cultural differences between our societies. It was deeply disturbing to witness, and sadly, the student didn't ever come back to school after that episode.

I was always very careful to cover up at school, but didn't wear a headscarf. My 'barju karong' consisted of a bright, tacky, flowery polyester sack-like outfit, covering all from neck to wrists to ankles. Strangely, I got used to it after a while, and the more luridly coloured the outfit, the more compliments I seemed to receive.

The staff were generally nice to work with, very family-oriented and hospitable, liked to see our family photos and hear about life in New Zealand. A lot of them had trained in non-teaching fields, and were seconded into teaching by the government, so didn't seem to worry about things at school too much - their relaxed attitude was a shock at first; a stark contrast to teaching in NZ.

The staff meetings were all in Malay, so I didn't have a clue what the issues being discussed were, which was quite refreshing. We all enjoyed many a tasty, but slightly oily, 'makaan' morning / afternoon tea off the mandatory plastic plates, as the relaxed locals were very social at school and loved any excuse for food and a get-together.

I did have definite times of reverse culture shock, when I missed friends, animals and family back home terribly.



Amanda Capon-Wright

Since returning to NZ Amanda has mainly worked at the Otago University Language Centre as a relief teacher and day relief teacher in secondary schools. She is an NCEA and IB exam supervisor, and private language tutor.

Shane Capon

Following their return to NZ in 2012 Shane spent two years working for a legal firm in Dunedin as a legal executive concentrating upon property conveyancing. However, he missed teaching so has taken up regular relief teaching at John McGlashan College and Otago Boys High School. He is Exam Centre Manager at McGlashan.

Although happily settled in Dunedin, both have very fond memories of Brunei and particularly the Middle East; "it was a great lifestyle and experience."





«««««««

However, we were adopted by 2 little kittens from the jungle, and this normalised life for us in such a foreign environment. After 4 years, our pets, now aged 18 and 19, came home with us after a 6-week quarantine in Christchurch.

The dark tropical nights were lovely, the smell of the gardenias and frangipanis growing wild everywhere, and the taste of the fresh rambutans and mangoes in our garden, though the wildlife was at times disturbing – I became both spider and snake phobic after a few close up and disturbing encounters. Massive monitor lizards, huge pythons, marauding monkeys and even ambling pangolins would visit our garden, and my husband had an unfortunate encounter sans shirt with some vicious tropical fire ants in a banana tree!

The accommodation was free with huge houses provided, and the basics such as electricity, food and petrol were all very cheap, as was healthcare. It also provided us both with cheap and fascinating Asian holidays all within a stone's throw from Brunei.

We also had the privilege of meeting the Sultan himself when he visited the local schools. His yearly birthday celebrations were stupendous, as were several royal weddings while we were there. His royal palaces "astanas" were dotted everywhere in the most unassuming places and there was even a separate palace nearby to house his second wife's large collection of cats!

All in all, this was an interesting and lucrative 4 years, and it helped having a good sense of humour to deal with some fairly unusual and bizarre experiences.

Shane

Amanda and I have had interesting careers teaching English to international students both in NZ and overseas. After running our own departments for several years we both decided to apply to work abroad in two Muslim countries – both very different to each other.

We applied to CfBT to be English teachers in Brunei. We found that being a teaching couple was very attractive – a recruiter was getting two for the price of one – and we were snapped up. We arrived in Brunei at the beginning of 2001 and attended a two-week induction programme, preparing us for our role.

We had a small say in where we would like to work, but were posted to two different schools in Tutong District; I taught at a boys' school and Amanda was at a co-ed school. Amanda's students were mainly Dusan, the indigenous tribe, while I taught mainly Muslim students.

The schools were very basic and had no air con. It was literally sweating for your money. The students were polite and placid due to the extreme heat, but in the main were not hard-working. Most were intending to go into the Police or Army, so English was of little use to them. At the end of each year, the students sat a test and if they failed, they repeated that year. As such, I had some senior students in my senior classes – one was married with a couple of children. As a teacher, you followed students up each year and taught the same cohort each year.

It was an interesting system to work in. The Ministry of Education expected you to correct every mistake a student made, which was often discouraging for the students to see pages full of red pen. Great store was held in your planning book. The school inspectors thought that innovative ideas were great, but they were not encouraged.

As a place to live, Brunei was very quiet and peaceful. It was a very social four years with other expats. Alcohol was obtained at incredibly cheap prices by crossing the border into Sarawak where bars did a roaring trade. The Chinese very much managed the country's economy. It was a very cheap place to live – food was cheap and generally very good. We then went to the UAE (Abu Dhabi), working for Cognition Ltd as Educational Consultants in 2011 – 2012. We found the company great to work for and very supportive. We were posted to two different schools, and our role was to teach IELTS to selected teachers and the schools' management, as well as helping them to improve their teaching/classroom skills. I also prepared lessons for other teachers in Abu Dhabi who were teaching IELTS. The teachers were generally untrained, but were attentive to our efforts and were keen to improve their skills, to a point.

I really enjoyed working in Abu Dhabi and most of our friends were Arabs from a range of nationalities. We were made to feel very welcome. It is much more of a male dominated society, so I felt right at home. NZ products were extremely cheap; export-quality NZ lamb and beef for \$12 – 14 per kg! and the sales there have to be experienced.

You could live an extremely lavish lifestyle or live simply and save hard; we lived simply and despite the heat challenging many outdoor activities, had fun.



The Many Faces of Language

Amber Fraser-Smith

Language – it is beautiful, it is powerful, and it comes in many different forms. This was the message given in an engaging and packed public conversation held in Dunedin earlier this year between Behrouz Boochani, asylum seeker and author of the book *No Friend but the Mountain* and Alison Phipps, the UNESCO chair of refugee integration through language and the arts at the University of Glasgow and the 2019 De Carle distinguished lecturer at the University of Otago.

The conversation began with Phipps reading aloud a highly poetic piece written by Boochani about a fellow refugee who had his guitar taken from him while imprisoned on Manus Island. The refugee, who had been using the instrument as salve to the inhumane conditions on the island, was told it was forbidden because he might hang himself from the few remaining strings.

Sitting in front of a Lampedusa Cross¹, which was commissioned by the Mornington Methodist Church as a 'symbolic protest' to ensure people knew of the suffering of refugees, Boochani and Phipps discussed how music and art had been redefined and condemned as instruments of violence on Manus Island.

"In this prison a young refugee uses music to redefine himself as a human being vis-à-vis a system that denies him his individuality and tries to control him," said Phipps, who added that rather than allowing prisoners the opportunity to use music to survive under violent and inhumane conditions, it was taken away – removing their identity and stripping them of their coping mechanisms.

Both Boochani and Phipps spoke of the importance of art and music as a powerful language that could allow refugees to feel human in places such as Manus Island where humanity is often deprived. "Art can release you even if you are in captivity," Phipps pointed out. "You can still find a release in that place through being present."

The pair also spoke about the need for language to be challenged given its use in positions of power and privilege, as well as the need for academic language to evolve from its current form into a language of love, poetry and music.

Behrouz Boochani and Alison Phipps were brought to Dunedin by the Centre for Global Migrations at the University of Otago and the Mornington Methodist Church.



Behrouz Boochani and Alison Phipps.

"Under moonlight

An unknown route

A sky the colour of intense anxiety"

With these words, Behrouz Boochani begins *No Friend but the Mountain*, a beautifully written, yet heart-breaking book that has brought to light the atrocities inflicted upon asylum seekers and refugees imprisoned on Manus Island.

The book, which has won a myriad of awards including the prestigious Victorian Premier's Literary Awards, has also brought its asylum-seeking author into the limelight. Boochani, a Kurdish journalist, writer, film-maker, and activist, took great risks to reveal the atrocities afflicted on those

whose only crime had been the desire to live – fleeing their own countries to attempt to seek refuge and a new life in Australia.

The book reveals how Boochani joined dozens of others on a boat that was bound for Australia where he hoped he could live in safety. However, the boat capsized and after being rescued by the sailors on a British cargo ship, those on board are handed over to the Australian navy who imprison them first on Christmas Island and then on Manus Island in conditions that have been described as hellish, dire and inhumane.

While news of the appalling conditions was slowly leaked to the media, often at great risk to those who told, it was Boochani's method of releasing details of the plight of those incapacitated that caught the attention of the world. Using a mobile phone and writing messages in Farsi, using text messages and Whatsapp, Boochani wrote of his experiences – both during his journey and later during incarceration. The resulting book, *No Friend but the Mountain*, translated by Omid Tofighian, not only won the Victorian Premier's Literary Awards, but also the Anna Politkovskaya award for investigative journalism, an Amnesty International Australia media award, the Australian Book Industry Award for Nonfiction Book of the Year, and the National Biography Prize. Earlier this year, it was announced that Boochani's book would be made into a movie with production to start mid-2021.

While the conditions on Manus and Nauru Island have since been ruled as cruel, inhumane and unlawful by the international criminal court's prosecutor, there are no plans to prosecute the Australian government as it claimed that it did not fall within the jurisdiction of the court and violations were not severe enough to be considered the crime against humanity of torture.

There is no one left imprisoned on Manus Island but about 230 refugees and asylum seekers remain on Nauru, and about 180 in Papua New Guinea. For the past six years New Zealand has been offering to resettle 150 refugees from Manus and Nauru per year – an offer that Australia has continually rejected.

Boochani is currently in New Zealand exploring asylum seeking options, having entered on a visitor visa to speak at Christchurch's Word festival at the end of last year. Despite the Manus Island 'Regional Processing Centre' closing in 2017, it was the first time that Boochani had been able to leave the island on which he had spent six years as a prisoner.

¹ Lampedusa Crosses are made by a carpenter on a Mediterranean Island using the wreckage from refugee boats in an attempt to focus the world's attention on the migrant crisis.

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.

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It's like so frustrating...

"I'd like always go there and she was like 'Hi. How are you?' She would like always ask me about my day."

Recently, using the undercover ethnographer's technique of eavesdropping to find the most appropriate language to teach my students, I heard the comment above used by a university student talking to her friend at a pedestrian crossing. In the 30 seconds it took for the lights to change, the conversation included at least seven more instances of the word 'like' used in a variety of forms. Throughout the morning, as I listened to more conversations, it struck me that our linguistic repertoire was in crisis mode – we were drowning in a sea of 'likes'. I realised there was to be no easy escape – if my students were to avoid sinking in a state of confusion, I would have to teach this (in my opinion) rather unlikeable terminology.

But how could I teach 'like' when it seemed to be used in so many different ways, for so many different purposes and by so many people – not just by adolescents? The more I listened, the more I realised that 'like' had infiltrated the conversations of people of all ages, genders and backgrounds. This was a word that had drifted across borders, boundaries and even time zones, having been used as far back as the Old English times when 'belike' meant 'in all likelihood'. In later years, it took on the meaning of 'having the quality of', such as in 'ladylike' and 'like-minded'. We still use it this way in similes such as 'I slept like a log'. Despite my dislike, I have to admit 'like' is a clever little word that cunningly takes on many disguises, often being seen as a verb but also masquerading as an adverb, adjective, conjunction, preposition and noun.

This linguistic device entered our current sea of language in a more non-traditional way through the beatnik¹ culture, where the expression 'Like, wow' became popular. Nowadays, among its many forms, 'like' is used to introduce quotations, so instead of saying "She said...", we might say "She was like..." (though there is some suggestion that this is more commonly used when the quote is not verbatim). 'Like' can also be placed in front of a word or phrase to emphasise it, for example, "She was like really excited" and is often used as a filler instead of the more traditional 'um' and 'ah'.

While I have only started noticing the prevalence of this dastardly little creature recently, its use had obviously been observed by other more astute listeners much sooner and not just in the UK and the USA. In 2012, University of Otago Master's student Rebecca Yates wrote her thesis on 'The Effect of Gender and Familiarity on the Use of like in New Zealand English'.

If, like me, you find its colloquial use abhorrent – an attitude that linguistics student, Nymfodora Dimitriadou (2018) considers discriminatory – and have discovered that your students (or family members, friends or even yourself) are using it more than you would 'like', then help is at hand with a range of websites offering assistance to eliminate its more colloquial uses. Try <https://www.onlinecollege.org/how-to-stop-saying-like-and-sound-smarter/> as a starting point.

Whether you 'like' it or not, this four-letter word seems to have become a permanent fixture in our language so if you want your students to be able to keep their head above water when they leave their ESOL classes, then its inclusion in your curriculum is less a choice than a requisite and needs to be done... like now.

¹ Beatnik was a term coined in the United States in the 1950s to describe the 'beat generation' – the bohemian literary generation of the 1950s and 1960s.

Using Digital Tools to Support Language Acquisition – a Strategic Approach

Janis Maidment

In my last decade as a secondary teacher, I began to make increasing use of digital tools to dovetail with what I was teaching in class. Having seen first-hand the benefits for my students, I became so besotted with the idea of blended learning that for the next part of my working life I was immersed in the digital space. In my current role as Senior ESOL Verifier, I visit schools around the country. Some teachers make great use of digital tools, but I often see situations where ELLs could benefit more from their use with some simple ideas and a clear context.

There is great potential for the misuse of digital tools, and schools are now discovering this. It should never be about students spending valuable school time on the latest whiz-bang app because they enjoy it and it keeps them busy.

The foundation of language acquisition is social. Digital tools cannot replace valuable pair/small group work, but the use of some kind of digital means to follow up – to consolidate and build confidence – is great to have in your tool box. This enables you to extend your influence outside school space and time, particularly for older migrant and refugee background learners who really need to accelerate their learning and may not realistically be able to catch up in school time alone. I could never teach again without an online presence.

It helps if you have a clear idea of **how** digital tools can work for you. I found as a teacher that if you set up a range of ways, including digital, in which your students can consolidate learning without needing your direct input for all of the repetition/recycling of language they need (the boring stuff), you can spend more time on interactive communicative tasks in school time.

On a visit to St Claudine Thevenet School in Wainuiomata a couple of years ago, I saw a simple, ingenious grid used effectively across the whole school to get learners thinking about **how** they learn and **who** helps. Six

months later at a digital curriculum workshop, I was struck by the relevance of this grid as a framework for teachers to use when considering

Whānau	Peers
Teacher	Individual

their use of digital resources. Always start with the individual. The ways in which learners can help themselves are myriad. Even young Foundation learners can benefit from listening opportunities at home, perhaps listening several times to digital stories with pictures.

A growing number of interactive resources can help more advanced learners to build the genuine confidence that comes from not merely having learnt something superficially, but having learnt thoroughly and 'knowing that they know' – particularly in relation to English language structures. There are aspects of language learning that involve individuals consolidating learning for themselves in whichever way works for them. I have seen motivated learners in schools, including older learners from a refugee background, who have continued to make great strides over holiday breaks through the consistent use of the right learning tool for them.

Genuine whānau engagement is the second quadrant to think about. Some schools find having a holiday focus powerful. This involves families discussing in their first language an upcoming topic, such as the solar system. Parents may use online visuals and take children to the library so that learners start a new topic with basic concepts and some genuinely understood vocabulary already in place.

In the future, the most exciting area is likely to be the peer quadrant.



Janis Maidment is in her thirteenth year as senior ESOL verifier in the MOE Migrant Refugee and International Education Team. Her interest in the use of digital resources comes from seeing their value for her students, followed by a three year stint designing interactive online activities for ELLs.

What if older learners who have been through the process of learning English themselves were to design personalised interactive tasks for younger learners at their school to help consolidate Foundation vocabulary? Imagine the current passion for online maths gaming (in a learner's own time) also directed to language learning!

One highly effective use of peers I've observed is a letter to one's 'younger self'. A now confident student leader was so afraid of making mistakes when she first started at her new school that she chose not to speak for much longer than the usual silent period. The letter her ESOL teacher had her write in her first language to her younger self was so helpful for new learners that the teacher asked speakers of other languages to write similar letters to their younger selves. Such letters could be available digitally with sound for learners who are not yet able to read.

So, what belongs in the fourth quadrant? Teachers. And what do teachers do? Teachers ... teach. Teaching is all about building relationships, deliberate acts of teaching and quality interactions. Use digital tools to enhance your teaching, but don't be dominated by them. Set up a page of independently useable resources related to your learning programme, set up ways that families can contribute effectively, think creatively about peers ... and teach.

Tech Tips:



Making our lives a little easier with Otter: an introduction to online transcription software

Nick Baker

Transcribing teacher meetings, interviews, classroom discussions or our own spoken aloud thoughts can sometimes be challenging or time-consuming tasks. Even after the fact, we can record imperfectly what was said, missing out on details that made the difference in achieving that eureka moment or comprehension in an in-depth talk. This is where technology can come to our rescue. Online transcription software provides a convenient option to record and transcribe a wide range of audio dialogues into text. An act potentially saving us time and effort while preserving accuracy. Many such services are 'pay to use'; however, several providers produce reasonable 'free to use' versions which could be of value to our community. The following introduces Otter, one possible online service which could help you with your transcription needs.

I found Otter, during my PhD experience, to be a successful and user-friendly online transcription service. The free version provides the future user with a password-protected account accessing most of the main functions and 600 minutes of audio transcription per month. The services can be accessed via the web (Otter.ai) or mobile app. Let's quickly review how online transcription process works using Otter as an example, and then I will reflect on one short example I used to test the software out.

To begin, you need to access the application via the online site or the mobile app. Next, you create a new recording where you use the app in a group or personal setting. When possible, try to limit outside noise as it can interfere with the accuracy of the transcription later on. As you talk, the software will initially try to transcribe the dialogue as a first draft. Once completed, end the recording. Otter will then complete the transcription process providing a text of the conversation broken up by identified voices in the dialogue. There is a replay button which plays the audio and highlights the text as it goes. The text

can be copied to a word document or email. But copying is somewhat clumsy at times for the free version. I had to do this by copying chunks of text at a time instead of being allowed to copy the whole document in one action. Additionally, the free version does not allow you to edit errors or name the speakers in the text. Nevertheless, editing the text can be done once you copy it on to another application. Otter keeps your recordings and the text on your account, accessible only to you.

As a test, I used Otter to transcribe a dialogue between two academics on YouTube for two minutes. The dialogue was fast and had light music in the background. The final recording did struggle to allocate text to different speakers, but there were only four errors in the transcription due to complicated medical terms and a unique individual's name. It was a very successful test and I have used the application several additional times in meetings with similar outcomes.

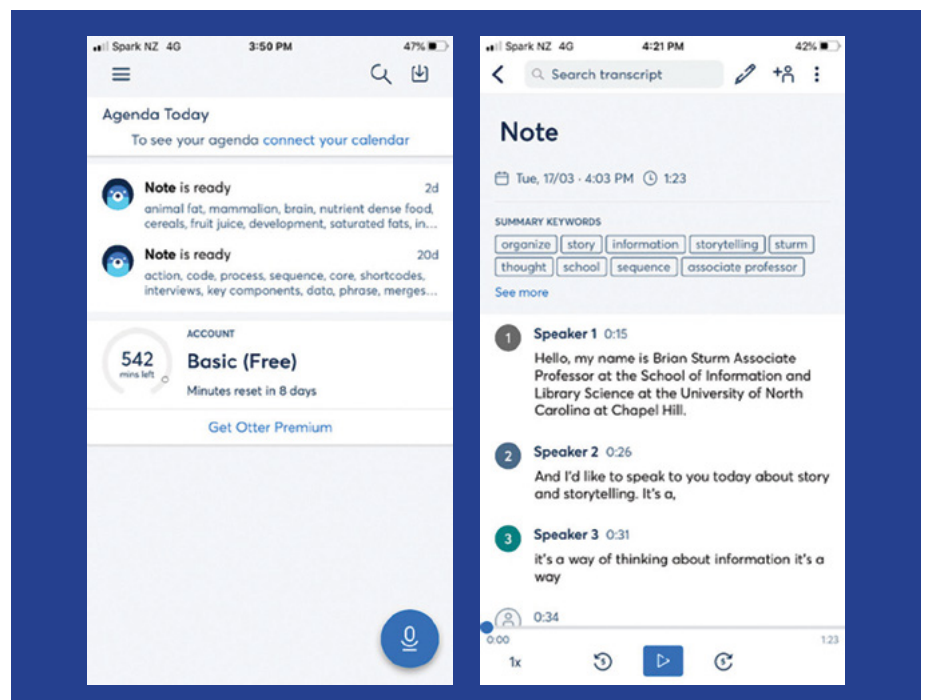
I believe, despite the above shortcomings, this free service or other digital transcription services like it warrants your attention. If you have a moment, I recommend trying



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.

Otter out. It is free and has value in recording a future teaching committee meeting, a shared discussion about a future teaching plan or capturing those essential thoughts you have on a student's own work, which can then be text analysed.

Otter helps preserve moments in text saving you from the dreading missing pen or paper situation that we have all experienced.



Reports

President's Report

Daryl Streat

daryl.streat@lincoln.ac.nz



Kia ora koutou,

It's hard to imagine how much things have changed in a matter of weeks. If you are like me, then whatever plans you had, have been hastily put aside with new ones in their place. A month ago, I was preparing pre-season training for the youth sports team I coach. Now, I am trying to figure out how we can do pre-season training via social media and videos. A different kind of online learning, if you will. Of course, at work, we've been putting extra efforts into being fully prepared to move into an online learning environment. At home, it's been a case of trying to limit the avalanche of Covid-19 news and maintain some normalcy for my children. I'm sure all of our members have been through something similar. Therefore, at times like these it is so important to reach out and communicate with one another. Not sure how to most effectively drive engagement online? There'll be a TESOLANZ member who knows. Not sure which tech tools can be used to encourage reading online? Some of our members will have ideas. Just feeling stressed and unsure about what's going to happen? We're all in the same boat and can lend an ear.

Facebook

TESOLANZ Talk has recently been a great source of information for teaching and resources. I'd recommend checking it out if you are on Facebook.

Advocacy

TESOLANZ has been consulting on the review of NCEA, Literacy and Numeracy. Our representatives have met with the Ministry of Education in order to raise awareness of the needs of English Language Learners (ELLs). This has resulted in a statement from the Ministry which specifically mentions how any changes could be attuned to the needs of ELLs.

This process is not finished. TESOLANZ will continue to advocate around the needs of learners, and the teachers who teach and support them. Part of this ongoing work is advocating for representation on the Subject Expert Groups (Literacy & Numeracy) as well as further engagement with the Ministry around the status of ESOL and EAP standards in schools.

In a recent email, we asked for your support of the following statement:

"In senior secondary school, English Language (sometimes called English for Speakers of Other Languages or English as an Additional Language) and English for Academic Purposes should be recognised as curriculum subjects, assessed through achievement standards and given Ministry of Education support like other subjects."

Almost 100% of respondents were in support of this.

CLESOL 2020

The CLESOL 2020 Organising Committee and the TESOLANZ Executive are meeting regularly to determine how to best move ahead with CLESOL. So far, several contingencies have been identified. We will meet in April to make a firm decision about how to best move ahead with our conference. When this decision has been made, you will be informed. Please sign up for updates from the CLESOL organisers (<https://clesol2020.org.nz/>)

In terms of Branch events, we've advised all branches to follow current guidelines from the Ministry of Health on events and gatherings. I'd also remind everyone to heed the advice to avoid non-essential travel and events. TESOLANZ will make its Zoom account available to branches that wish to host online events for their members.



Moving Forward

As the situation changes, almost daily, it is hard to give firm advice on what will happen, or what we should do. Please be supportive, kind, and understanding of each other. Most of all, remember the difficult situation many of our learners find themselves in. While I am lucky enough to face this situation with the support of a loving family around me, many of our international students are thousands of kilometres away from such support. We must be there to support them. As institutions inevitably make decisions about moving into online learning, I implore you to act as a voice for English Language Learners within your institutions. Communicate with them regularly about any potential changes, and make sure senior managers are aware of how such changes will impact learners.

Nga mihi,
Daryl Streat

Vox Pop - Branch responses to the Covid-19 situation

A BOPOTESOL branch meeting was scheduled for 31st March, but this has been postponed until further notice.

CANTESOL postponed our event for Thursday 19th March, and the committee will discuss delivering an online version. The event was about using technology so we will probably focus on tips for online learning.

AKTESOL postponed the AGM and PLD event which was scheduled for the 19th March and is planning to hold an email vote for the branch committee elections. We will remain in contact with our membership by email.

WAIKATOTESOL have put committee meetings and events on hold for now.



Schools are beginning to move online with their classes, and we plan to use what we learn from this to move forward with online meetings. We find TESOLANZ Talk to be very helpful.

OtagoTESOL is looking at postponing future face-to-face public meetings until the current Covid-19 situation is resolved. In the interim, we will be investigating possible online or video-based alternatives for future meetings.

MANATESOL has postponed the social gathering that was organised for March 21. We will be doing our AGM via email and look at sharing research, etc. via Zoom later. We will be playing everything by ear and following the directions of the health ministry and TESOLANZ.

NATESOL had a final meeting the week of going to print. There are only 5 of us in NATESOL so it is not a large gathering and as schools are still open - it seems OK to have a meeting with a few teachers. We will discuss planning and preparing for the event of a school closure. We hope to get the teachers who are not tech savvy familiar with Zoom - for both our students and for our meetings; and other websites that are available/handy for our students.

CANTESOL

Kerstin Dofs

Although the CANTESOL committee is highly committed to providing quality professional development opportunities for its members, we have postponed our technology event "Tech Tools Unpacked" until a later time when the health situation in New Zealand and the world is more comprehensible. We had lined up presenters from all sectors and we had about 40 people interested in participating, so it was not easy to make the decision to not go ahead. However, we are considering replacing this event with an online presentation session. We have asked our members if they would like to participate in such an event, and there is an overwhelmingly big interest in this.

When I am writing this, 19 March, I believe most educational establishments in New Zealand are preparing themselves for temporary shut-downs in order to prevent a spreading of the virus, and part of this is the option of teaching and learning online. There is plenty of advice online on how to teach and learn at distance. The sites "Technology in English Language Education" and the "Auselt#" are really useful.

Today I saw a great website for creating an individualised handwashing poster based on the lyrics from a favourite song. Maybe a fun activity for both teachers and students (I choose Hallelujah but I believe you can choose just any song) <https://washyourlyrics.com>

MANATESOL

Gwenna Finikin

This year started with a workshop on the Pearson Academic tests. This was a new thing for me, as a primary school teacher, but gave me a lot to think about, especially on how we can test listening. I liked the timing and availability of the test and the turnaround of the results.

MANATESOL had a lot planned for the year, including pre and post CLESOL symposiums and a trip to New Plymouth to share with our wider membership. As with other regions, this is now on hold as we think of new ways to share our research and ideas, and to support each other.

WATESOL

John Taylor

To precede the WATESOL AGM, Dr Averil Coxhead gave us an action packed talk on using word lists. She addressed the fundamental questions of creating and incorporating word lists in language courses while briefly mentioning her previously created word lists and introducing us to her recent work on word lists for trades.



The primary principles guiding use of word lists were outlined as higher frequency coming first, and form, meaning and use all being attended to. Averil told us more than 50 words can be learned per week. Repetition is required, and the spaced retrieval technique of interval-based repetitions was highlighted. We also heard that words that look or sound the same should be separated and that lists should not be worked through alphabetically.

There are, however, many other considerations pertaining to planning and course design that educators are faced with. These include components such as pre-testing, progress testing and post-course assessment. Approaches to deliberate learning also need to be settled on, with word card techniques being valuable along with strategy training such as in using word parts to help ascertain meaning. Averil recommends the four strands approach of Professor Paul Nation to help introduce and recycle words.

Averil also introduced us to a number of lists and the principles relating to their creation and evaluation. The most fundamental principle of making one is to first know its purpose. A creator should also consider and provide information about the lists, such as which corpora have been drawn on and what the list is designed to help with. Frequency of words, as well as the range and uniformity of their dispersion across the source corpora need to be included in this information. The most frequent word forms in each family should be highlighted.

Technical words should be identified where applicable. Acknowledgement of weaknesses and explanation of how the list can be accessed should also be provided, all to assist users in their evaluation and choice of list.

The academic word lists discussed included the Gardner and Davies (2014) Academic Vocabulary List, which was based on a 120 million word academic subcorpus of the much larger Corpus of Contemporary American English (COCA). Averil touched on the complex interplay between general high frequency words and frequent academic vocabulary in discussing the Academic Vocabulary List alongside her own (2000) Academic Word List, which was based on texts from 28 subject areas and excluded words from Michael West's (1953) General Service List while Gardner and Davies made no assumption of high frequency words already known. We also heard of the (2013) New Academic Word List of Browne, Culligan and Phillips, which is derived from a 288 million word selection of academic corpora and does exclude words from their own (2013) New General Service List.

Averil herself has worked on a range of other valuable lists, such as the Dang, Coxhead and Webb (2017) Academic Spoken Word List. While the aforementioned lists are largely derived from written corpora, this list is based on what learners may hear in lectures, labs, and tutorials so provides a very helpful focus of comprehension in these areas of academic interaction. We also briefly heard of the EAP Science List (Coxhead & Hirsch, 2007), another example of the targeting that can occur in vocabulary lists.

Averil also discussed her most recent focus on the vocabulary used in trades. This has been a collaborative project brought about by vocational teachers highlighting the lexical load of technical words that is involved in training to work in trades. The book *English for Vocational Purposes: Language Use in Trades Education* was produced by the project team from Victoria University of Wellington and WelTec and published in September 2019. This led to Averil working with Falakiko Tu'amoheloa to produce four booklets of bilingual Tongan / English trades

lists for the plumbing, automotive technology, fabrication and carpentry trades. Understandably, some of the more common technical words could be directly translated. Low frequency words required a lot more translation to make their meanings clear.

This wide-ranging talk gave us insights into the complexity of considerations involved in creating and using word lists. With the many branches of language that arise from differing fields of use, the principle Averil highlighted of starting with knowing a list's purpose provided a valuable signpost.

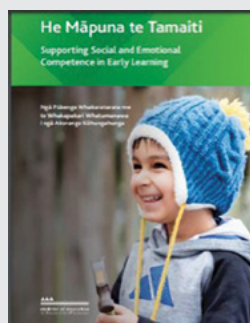
Early Childhood Education SIG

Jo Knudsen and Jocelyn Wright

With the anniversary of the March 15th tragic event in Christchurch recently passed, it is timely to reflect on the ways we support our whānau and tamariki of culturally diverse backgrounds. As early childhood practitioners in Christchurch we have reflected on this experience to look at our own values, expectations and practice in order to build our own cultural competency. Te Whāriki, the early childhood curriculum (2017) states, "Learner identity is enhanced when children's home languages and cultures are valued in educational settings and when kaiako are responsive to their cultural ways of knowing and being" (MOE, 2017, page 12).

The Ministry of Education's new resource called 'He Māpuna te Tamaiti – Supporting Social and Emotional Competence in Early Learning'

has provided us with a refreshing way to self-reflect. The purpose of this resource is to support kaiako to understand and draw on effective practices that enhance children's social and emotional competence, engagement, and learning. While this resource has been developed



specifically for the early childhood sector, kaiako of akonga with culturally linguistically diverse backgrounds will find this resource to be a valuable tool in their toolkit. Much of the resource will confirm and reinforce existing practice, but it may also introduce you to new insights and ideas that will support you to respond to diverse languages and cultures of your community.

A chapter that we believe is particularly important to read is 'Valuing diverse cultural views of behaviour' on page 80. This chapter reminds us that definitions of positive behaviour are culturally constructed and located and therefore we need to co construct views of positive behaviours to reflect the values and expectations of those in our own setting.

At the end of the book there is a very valuable self-assessment tool, (pages 100 – 104) that could support you and your team to develop cultural competence as a strength in your practice. You might like to begin by reflecting on three key questions posed on page 13:

- In what ways do we currently promote intercultural learning? How could we create further opportunities for this?
- How can we strengthen our relationships with whānau and mana whenua in order to support the development of children's identity, language, and culture?
- How can we draw on local knowledge to support place-based learning for our tamariki?

For more info go to <https://tewhariki.tki.org.nz/en/teaching-strategies-and-resources/self-management-and-regulation/>

Primary SIG

Bernie Moffat

The Symposium for Educators of Refugee Background Learners in Schools will be held in Auckland on Tuesday 5th May, 2020.

This event is a repeat of last year's very first well-organised and inspiring symposium on the teaching and learning of former refugee students. With space and registrations in 2019 limited, many missed this excellent opportunity, so it is being re-visited.

As a past attendee I thoroughly recommend these knowledgeable and thought provoking presentations.

Topics varied and included such themes as “Creating a Therapeutic Environment”, “The Refugee Experience and Child Development”, “Lessons Learned Through Teaching Refugee Background Students”, “Talking Matters in the ESOL World”, “Compassionate Communication” and “Creating An Accessible Environment Through Games” along with many others.

All presenters shared their own personal stories, their learning and experiences in the lives and education of Refugee Background learners within the school setting. It was a privilege to be part of such a mind-blowing and memorable day.

Early Registration 2020 (from March 16th) will be vital if you want to hear and learn the importance of manaakitanga for former refugees in the NZ school setting.

If the symposium needs to be put on hold, it will be well worth the wait.

Learning Village

The Learning Village New Zealand aims to support students to develop the English language skills necessary to participate effectively in their mainstream classes. It may be particularly useful for schools who have limited experience in catering for new learners of English or don't have an established ESOL department or ESOL teachers.

The programme is provided by Across Cultures using the Learning Village, an online programme which has been operating successfully internationally and in New Zealand for a number of years. Schools enrolled in the programme through the Ministry of Education will receive comprehensive training and ongoing support from a team of New Zealand staff. This training and support includes upskilling teachers and teacher aides in ways in which the Learning Village lessons can be integrated with students' curriculum subjects.

Secondary SIG

Breda Matthews

It has been a busy start to the year with quite a few changes. All schools will be assessing against revised and new English language unit standards this year. These have a number of changes including changes in the performance criteria that will impact on what is taught and how the skills are assessed. There are also changes that teachers need to be aware of in the Guidance Information of Standards, for example changes to the CEFR level of the assessed work or assessment task. We will have to take care to read the standards carefully. NZQA is continuing to support our sector and has produced model assessment tasks. Remember we cannot use these for summative assessments. Exemplars of student work have been drafted and are currently in the NZQA review phase. The proposed new literacy requirement

is likely to be a co-requisite of NCEA. This means that if a student does not pass the literacy and numeracy requirements, they will not be awarded NCEA. TESOLANZ has been advocating to ensure appropriate pathways for English language learners in senior high schools and will continue in this advocacy work this year.

In other news, the Ministry of Education has rolled out a new programme to support ELLs at Stage 1 or below. The programme is available to schools with:

- Year 7-13 migrant or refugee background students who are in the early stages of English language acquisition i.e. Foundation or Stage 1 of the English Language Learning Progressions (ELLP)
- limited experience in catering for new learners of English
- smaller numbers of ESOL funded students
- limited access to ESOL specialist teachers and ESOL professional development opportunities

Further details of the programme, the Learning Village New Zealand, can be found in the latest Ministry of Education ESOL Update <http://a.smartmailpro.com/webv/e43wcmevbt>

Tertiary SIG

Ailsa Deverick and Hanna Brookie

NZCEL: All going well, there will be two consistency reviews in 2020: NZCEL 1 (including Foundation) in May, and NZCEL 4 (Academic) in November. The latter will be of particular significance as it follows on from monitoring work done by NZQA. It will also be very important to reach national consistency for the qualification, as an increasing number of tertiary institutions are accepting it as fulfilling the English Language entry requirements for diplomas and degrees.

Institutes of Technology and Polytechnics (ITP) Merger: The merger of all ITPs is going ahead and voting for the name has finished. Please follow this link for the most up-to-date information. <http://www.education.govt.nz/news/time-for-public-to-have-say-on-name-for-new-national-institute/>

COVID-19: Many members of the tertiary sector are concerned for their students who are in isolation at home, or stranded in their own, or a second, country, either waiting for borders to open, or for their self-isolation to end. However, technology allows them to continue most of their work from a distance. Teachers are being encouraged to upskill quickly, personalise the online delivery and keep both domestic and international students learning from home, motivated and engaged. This is going to be challenge for many teachers, and will result in an increased workload.

Language as Taonga

Tēnā koutou,
Ko te whānau Taani tēnei e mihi maioha ana ki a koutou e aro mai ana ki tēnei tuhinga.
Tokoono ō mātou i tēnei whānau.
Ko Paia Taani tōku ingoa. Nō te waka Mataatua ahau.
Ko Cel Taani taku tane. Nō te motu o Tongatapu ia.
Ko Andre rātou ko Jade, ko Marcel, ko Te Manako ā māua kuru pounamu.
Nō reira, ko tēnei tā mātou kōrero e pā ana ki ō mātou reo kāinga.
Mauri ora ki a tātou katoa.

We are the Taani whānau and we would like to share our whānau language journey as we strive to ensure our languages, cultures and identity are valued and nurtured within our whānau. Upon entering our whare, or if you see us out and about, you will hear three languages; te reo Māori is used between our tamariki and I and between the children. Tongan is the language bond between my husband and our youngest child and my husband and I speak English to each other. My husband predominantly speaks English to our three oldest children but tends to use all three languages. This is our norm.

I am a second language learner of te reo Māori. My husband's first language is Tongan and his second language, English, was added when he moved to New Zealand with his family at the age of six. For me, growing up in Wairoa and then living on a farm near Waikaremoana for the first ten years of my life, te reo Māori was normal. My paternal grandparents were native speakers and although my father had grown up with the language, he did not speak te reo Māori to my siblings and I. However, these early years were in an environment where te ao Māori (the Māori world) seemed normal. Although I started learning te reo Māori at university, it wasn't until my husband and I started our family that I fully committed myself to my language.

Our family joined *Kāinga Kōrerorero*, a Te Ataarangi initiative, and were fortunate to be surrounded by positive role models. *Kāinga Kōrerorero* supports the use of te reo Māori in the home and between family members. My husband and I opted to apply the one parent, one language (OPOL) strategy with the

purpose of providing an environment in which our children's language, culture and identity are nurtured. As the name suggests, with the OPOL strategy, one parent will speak one language to their child or children. Usually the parent will use their native language however, in our case the objective was to transfer my second language, te reo Māori, to our tamariki. We are parents of four children and decided we would adopt this strategy to support the intergenerational transmission of language in our whānau (family). Therefore, I speak te reo Māori only to our children.

"Kī ōku whakaaro e pai ana te reo Māori ki ahau nā te mea he mea nui te reo Māori"

(I think te reo Māori is good because it is important).

Marcel, 9

However, for my husband, the opportunities to use his own language with other adults were sparse as his own whānau do not reside here. Our tamariki understand a little Tongan and use the odd word, however it wasn't until our youngest child was born that he decided to commit to the OPOL strategy with him. Through his dedication and the fact that we decided to send our son to a preschool with Tongan speaking teachers, our youngest is now speaking three languages. This has also benefited our older tamariki as they are learning more of their paternal

Taani whānau – Back: André, Paia, Jade, Cel. Front: Marcel, Te Manako.



language. My husband notes that this has been a positive journey with many benefits. One such benefit is our son will be able to connect with our wider Tongan whānau through their shared language.

"Ki ōku whakaro he pai ki te kōrero Māori ki te kāinga, kei mate te reo Māori."

(I think it is good to speak Māori at home or te reo Māori will die).

Jade, 12

In relation to education, we decided to send our children to mainstream schools. When our eldest child started school, we were fortunate to be involved in a pilot programme called *Kā Puananī o te reo Māori (Kā Puananī)*. This is a te reo Māori school where children in years 1-8 from different schools come together for one day a week to be immersed in te reo Māori. Therefore, for our school-aged children, a school week consisted of four days in mainstream school and *Kā Puananī* for one day. We chose this educational path for our tamariki for several reasons but mainly it suited our family as it catered for our children's social, community and language needs. Nevertheless, this choice came with challenges. Overall, our mainstream schools have been very supportive of our choice. However, we have been faced with attitudes and beliefs about bilingualism, language acquisition and views about the impacts our choice could or will have on our children's learning. We have had to continuously reinforce the benefits of bilingualism which are widely known and researched. Our 12-year-old daughter has a good understanding of how her language will benefit her future career and others, "He pai ki ahau te kōrero Māori kia whakaako ai ahau te reo Māori ki ngā tāngata kore reo Māori" (I like speaking Māori so I can teach te reo Māori to people without the language). It is therefore our children's right to experience an education which celebrates, acknowledges and values their tangata whenuatanga (indigeneity) and could contribute to future pathways.

We have not been alone on our journey and have been extremely fortunate to be on this waka with other te reo Māori speaking whānau. Our journey has not been easy, as any family like ours will tell you. It has been and is full of challenges however, the benefits far outweigh the issues. We understand the fears and challenges involved in this journey. It is a journey that requires a life-long commitment and motivation, as well as being prepared to take risks and make sacrifices. However, our language is a taonga and needs to be nurtured and maintained for future generations. It is our hope that we have laid the foundation for our whānau and that our tamariki will continue this journey with their own families.

In conclusion, the following whakataukī provides encouragement to anyone thinking of embarking of a journey like ours. We hope our story helps others to take that first step and to keep going.

Whāia te iti Kahurangi
Ki te tuohu koe
Me he maunga teitei

*Seek the treasure that you value most dearly
If you bow your head
Let it be to a lofty mountain*



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CLESOL Covid-19 update

The CLESOL 2020 organising committee would like to reassure you that they and the conference organisers are constantly monitoring and assessing the Covid-19 situation as it relates to CLESOL 2020. The organising committee has met twice to specifically discuss contingency plans as and when credible, official information has become available. The organising committee meets next at the beginning of April and this will be followed shortly after by a TESOLANZ Executive meeting. We will issue an update on the conference after that on the TESOLANZ website, the TESOLANZ Facebook pages and via your branches. Please look out for this update but meantime, keep CLESOL 2020 in your calendars.

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Book Reviews

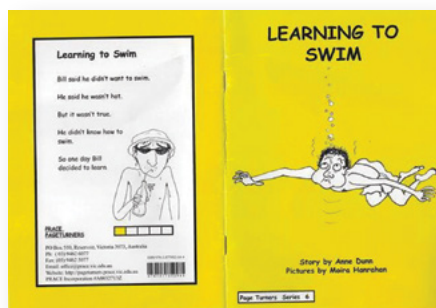
Dr Katherine Quigley

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.



LEARNING TO SWIM

DOG GONE



Dunn, A. (2012). **LEARNING TO SWIM**. Melbourne, Australia: PRACE Page Turners. ISBN 978-1-877052-64-4 (pbk) 12pp. (Series 6). Illustrations by Hanrahan, M.

Hanrahan, M. (2015). **DOG GONE**. Melbourne, Australia: PRACE Page Turners. ISBN 978-1-877052-91-0 (pbk) 16pp. (Series 7). Illustrations by Hanrahan, M.

Prace Page Turners is the name of a series of simple, engaging graded readers, at four levels, designed for adult learners, but also appealing to teens. The word count appears to govern the level, rather than the word frequency, starting at approximately 100 words and increasing by about 100 words for each level. The books are illustrated in black and white with humorous line drawings. The simplicity of the production clearly makes the books affordable. In *Learning to Swim*, the word count is appropriate, if Level 1 is elementary, but it is not made clear exactly what the level relates to, and it would be helpful to peg the levels to the Common European Framework, or to the traditional 'elementary through advanced' framework.

It should be noted that, at least at Level 1, the words themselves are not always in the high frequency category that might be expected for elementary learners. For instance, in *Learning to Swim*, the words *swim*, *breathe*, *breath*, *float*, *sink* and *kick* appear, although in fact they are in the 2nd thousand most frequent words of the General Service List, rather than the first, and the words *bubbles* and *frog* are not in either of the first or second thousand most frequent word lists. There are also a couple of instances where collocations and word forms might be unfamiliar to an elementary learner: the phrase 'to keep sinking' might be confusing even if the reader knew the words 'keep' and 'sink', and in the gap filling question 3 at the end, the learner is expected to insert the word 'truth' although the word form which appears in the story is 'true'.

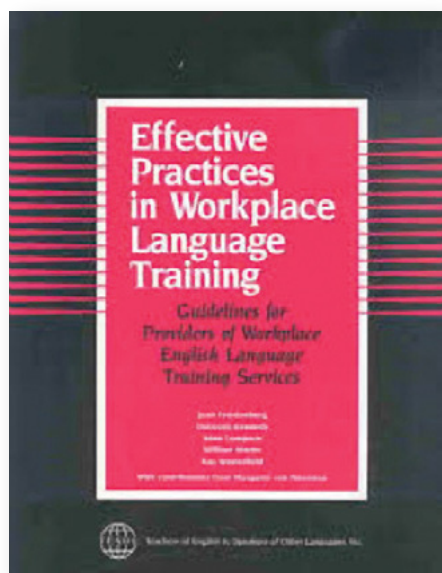
In spite of these caveats, I would say that as long as the book is read with a teacher, who can demonstrate the relationship of the words to the drawings, the new vocabulary will be easy to learn, and these potential difficulties will not become problems. However, the teacher should be aware of them.

The second book reviewed in this series, *Dog Gone* at level 4, actually doesn't contain any more words from the second thousand word list than *Learning to Swim*. It's a longer story with four times the number of words, and the extra length will benefit fluency development. But the vocabulary is not more difficult, the syntax is still fairly simple, and most of the story still uses the present tense. However, at one point in *Dog Gone*, where it is explained how Diggy the dog waited for three whole days trapped under the chair, the past tense is used. Might it be clearer and more appropriate to the level, (if Level 4 is approximately Intermediate) to use the past tense throughout? Again, it's an engaging story with apt illustrations.

Both books have exercises at the end, but the organizing principle for these is not altogether clear. The exercises in *Dog Gone* are about the apostrophe, while those in *Learning to Swim* are part vocabulary, part comprehension and part opinion. Both stories are well-told, with nice touches of humour, and they are appropriate for adults and younger learners. They are certainly worthwhile reading but would benefit from clearer explanations as to what makes a Level 1 as opposed to a Level 4, and from more targeted exercises.

Reviewer

Dr Gillian Claridge
IPU New Zealand
Palmerston North



Effective Practices in Workplace Language Training

Friedenberg, J., Kennedy D., Lomperis A., Martin W., Westerfield K. (2003).

Effective Practices in Workplace Language Training: guidelines for providers of workplace English language training services. Alexandria, Virginia: Teachers of English to Speakers of Other Languages. ISBN 193118500-X (pbk). 112 pp. \$37.10 (US or NZ\$?)

Reviewer

Nicky Riddiford
Victoria University of Wellington

This publication is written for workplace language training providers in both ESL and EFL contexts. It offers a wealth of principles, suggestions and frameworks that would be very helpful to anyone developing and delivering English language training programmes for workplaces, either on site or in a classroom setting.

The book has nine chapters, each of which looks at one effective practice. Effective Practice 1 discusses effective strategic planning, Effective Practice 2 suggests marketing activities, Effective Practice 3 looks at organisational needs analysis, Effective Practice 4 discusses providing quality programme staff, Effective Practice 5 recommends research-based instructional needs analysis methods, Effective Practice 6 emphasises providing a flexible, research-based design, Effective Practice 7 describes developing training materials and activities, Effective Practice 8 discusses keeping participants motivated, and Effective Practice 9 focuses on programme evaluation.

Each chapter contains a systematic and thorough coverage of the components of the effective practice being discussed and includes a range of features such as performance objectives, case studies to illustrate each practice, practice tasks, and checklists for best practice. For example, in Chapter 4: Providing quality programme staff, the three sub-sections cover determining the necessary staffing level and administrative structure of a programme, recruiting and selecting qualified staff (including a list of desirable qualities of successful instructors), and providing appropriate and effective staff support and development. The case studies are drawn from the private, NGO and public sectors in a range of countries including the Middle East,

UK, Indonesia, South America and Southeast Asia. The target group for the training programmes were employees from both highly skilled and lower skilled occupations.

As a teacher of a workplace preparation programme for skilled migrants in New Zealand, albeit in a different context to those described in the book, I was particularly interested to see that in Chapter 5, there was an emphasis on gathering data on authentic language use from each specific workplace and analysing it in terms of genres, themes and function, before creating tasks related to the learner needs and employer requirements. The writers stress the importance of close attention to employers' needs and discovering the exact meaning of their requirements. For example, in Effective Practice 5.1 on page 53, the case study illustrates the care the trainer took to tease out precisely what the employer meant by *plain English* in their directive *all employees need to be able to write in plain English*.

The comprehensive list of references reflects the research-based approach adopted by the writers. The book was first published in 2003 which explains why many of the references are not from recent research.

The book is easy to read with clear headings and sub-headings. The case studies are displayed in text boxes immediately following the discussion of the relevant effective practice. The introduction clearly outlines the purpose, theoretical approach and audience for the book.

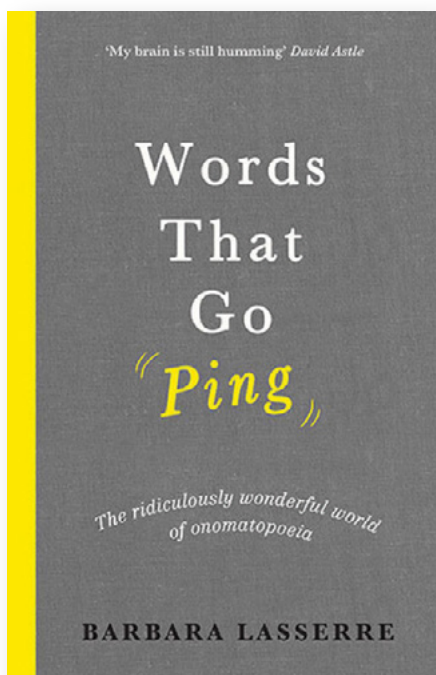
I would recommend this very useful publication to anyone working in the field of workplace language training. As the writers suggest, it would also be useful for organisations who are considering setting up a workplace language training programme.

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Words that go Ping

Lasserre, B. (2018). *Words that go Ping*. Crows Nest, NSW: Allen and Unwin. ISBN 9781760632199 (hbk.) 197pp. \$27.99

Reviewer

Cherie Connor
Victoria University of Wellington

Barbara Lasserre's highly entertaining and deeply informative account of onomatopoeia is proof that it is a linguistic feature well deserving of its own book.

The lively discussion takes us from comic books to Ulysses, from the sounds a fish makes to an explanation of the now debunked Ding-Dong theory. It includes an extended discussion on the representation of bodily sounds in various countries and a chapter on the comparatively frequent and wide-ranging use of onomatopoeia in Japan. The sound of a French dog running with a saucepan tied to its tail, *kaiikaiikaiikai* in a French comic, is contrasted with the translation to the English *yelp*. Such examples serve to illustrate the difficulty in translating these words that mimic sounds. The complexity of translating is considered extensively throughout the book, and the idea of onomatopoeia being a reflection of how we view the world is also a recurrent theme. Lasserre explains how the linguist Aleksandra Oszmianska attributes the existence of words in Japanese, such as *jiiin*, which represents the sound of staring and, *shiiin* which represents the sound of stunned silence to the cultural value placed on silent communication (p54).

In addition to the entertaining examples and interesting discussion on the cultural implications of sound words, Lasserre also provides detailed and frequent accounts of phonetics, of the manner and articulation of sounds. Unsurprisingly, fricatives and plosives feature prominently in our production of sound words. These technical descriptions are sometimes provided in a different font and indented between floral motifs, separating them from the more narrative flow of the main body. This format functions to make the information in the text feel less dense. In addition to phonetics, there is research-based discussion of lexicalisation, psychomimes and synaesthesia, all of which are described clearly for the general reader.

Because of the clear and lucid style, Lasserre's account of onomatopoeia would be of interest to anyone with a keen interest in language. While the eleven chapters are focused on categories of words, (animal sounds, mechanical sounds, sounds of fear) the themes of the book thread throughout the chapters. In this way, rather than serving as a reference work, it rewards the person who reads it from cover to cover. Those who do so may just make a satisfied *Aaah*.

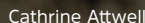


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**Deadline for the
Winter issue is
20 June 2020**



- 1/2 c pumpkin seeds
- 1/2 c sunflower seeds
- 1/3 c sesame seeds
- 1/3 c chia seeds
- 1/3 c flaxseeds (linseed)
- 1 c rolled oats
- 3/4 c white flour, sifted
- 2 tsp salt
- 1 c parmesan cheese, grated
- 1/2 c rice bran oil
- 1 c cold water



Heat oven to 170° C

Mix all of the seeds, rolled oats, sifted flour and parmesan cheese in a bowl. Add the oil and water and mix together well.

Roll out 1/2 of the mixture between two sheets of baking paper the size of your baking tray (around 3-4mm thickness if possible). Remove the top layer of baking paper and trim the edges to form a large rectangle.

Mark into 5cm squares with a blunt knife.

Repeat with remaining mixture. And place on baking trays. Bake for about 20 minutes or until crisp and golden.

Remove trays from the oven and allow to sit for 5 minutes. Recut along the lines to create crackers.

Serve as soon as the crackers are cool or store them in an airtight container.



Teaching Absolute Beginners



Marty Pilott

Teaching a language to beginners has a unique difficulty: the topic is also the means of communication, and the teacher often doesn't speak the students' own languages. I encountered this for the first time when I worked at the former Hutt Valley Polytechnic with the talented but sadly late Warwick Isaacs' teaching classes of "Elderly Chinese". I now have a similar group, but having caught up with many of them I now just think of them as "the Grandparents". In New Zealand we often encounter other migrant and former refugee groups of absolute beginners, such as the Syrians and the Myanmarers. How can we teach them effectively?

Curriculum-based approaches, particularly those based on British textbooks aimed at Europeans, tend to assume rapid progress based on a linguistic and cultural familiarity which these students do not have. The ILN funding model, which does not force students into unattainable outcomes, is an ideal opportunity for the teacher to work at the pace of the students, which can be very slow. The following are my experiences of successful teaching practices.

Firstly, it's your class and you are running it. Set the tables up in blocks to encourage student-student interaction rather than teacher focused. You want all students to talk to each other much of the time, so get them used to milling (using a set pattern with every other student), group work and pair work with partners changing every few minutes. The physical act of moving around is also useful for keeping alert!

Make sure the students know each other's names – use big name tags.

By all means present language, but avoid whole-class interactions in which you get an answer from one student at a time. This wastes the time of all the other students. Also, never repeat student answers to the class – this belittles their own ability to communicate. While they are working in pairs, you can go round and take part, working with individuals to improve their accuracy.

Make the class fun so students are willing to try new sounds and speak out in front of others. Demonstrate what you want to hear and be demanding so they all participate.

What can you all talk about with no English? Start with self introductions – “Hello, I’m Marty” and add “How are you? – I’m fine thanks.” Practice in pairs and milling. At this stage, use only spoken language.

Then ask a male student to stand up and you say “man”. Female student, “woman”. Then say “Mohamed’s a man” and “Liquing’s a woman”. Introduce “yes” and “no” and you now have sufficient language material for a variety of exercises.

You've selected basic, productive structures such as "it's a ...", "she's ...", "have you got...?" and very high frequency vocabulary. This requires plenty of repetition, so produce far more material than each exercise needs – students should never be sitting doing nothing because they have 'finished'. You could use a page of male/female faces for pairs to identify and respond yes/no to. They can move quickly to "Is Liqing a man?" – "No, she isn't." This needs plenty of work to get the he/she distinction and word order.

You can use existing worksheets, but be prepared to edit them heavily (and check the audio). The students should be able to understand every word and expression on the worksheet, unless you plan to explain them. They must also be useful. For example, an otherwise useful worksheet I used contained expressions which were American (closet, elevator), at a higher level (casual, set down, get back) and out of date (answering machine). These need to be altered.

Going through a worksheet or text with the class before even starting the questions will often take a long time, but this is necessary. Students feel out of control and confused when there is text or audio they cannot follow. These phases involve a lot of chatter between students and checking of dictionaries.

Once a reasonable grasp is established, try to switch to English-only. This is far from easy, but you want to develop the goal of *thinking in the target language* otherwise they will never make real progress. This requires firm but cheerful control!

Fluent from the start

Adults tend to learn what works, and then don't want to waste time improving it. So if a badly pronounced "He ... is a ... man" is accepted in class, students may see no reason to improve. Teach phrases as we say them: "He's a man", spoken quickly. Emphasise the usual linkages between words and the word and sentence stress, so "Yes, she is" becomes "YESH-e-IS". Focus on the specific pronunciation difficulties of each language to help groups and individuals. "Listen and repeat" won't work with new sound distinctions, so demonstrate the tongue and mouth position. Work on clarifying the pronunciation as much as possible as this is the major barrier for their communication – people in the community will forgive weak grammar but not unintelligible speech.

Relate to needs

Ask each student what they want to be able to do with English – this many need an interpreter or Google Translate. Useful vocabulary might include names of local suburbs, shops or things the students need to buy or do. Teach language which they can go out and use and role play situations.

Use students' strengths

The students are beginners in English, but they may also come from highly literate societies and have expectations about how to learn. These may include some poor learning techniques, but these can be channelled to be more effective. For example, if you give many of these students a written text, their first response will be to write translations of each word as a gloss on the text – which hinders learning. So:

- Instruct students they must not write glosses on a text
- Give them time to use their dictionaries/apps to find the translations, and write them on opposite sides of flash cards, or in a column on a folded sheet, so they see one language at a time
- They can test each other on words, and ask their family to do so for homework

Of course, the words aren't useful until they can be retrieved in flowing speech, so they need to be used in communicative work.

They will be keen to write, and even attempt transliterations to aid pronunciation, which is why there should be plenty of oral work first before they see the written version.

Repetition

Do not assume that anything has really been learnt until you hear it used in spontaneous conversation. Constantly recycle the structures from one lesson to the next until they begin to grasp them intuitively. Gradually increase the pace of their speech and responses. At this stage knowing a little language

really well is better than a wide spread: they need the confidence to feel they can, for example, ask whether a bus goes to their suburb or ask how much something is and understand the answer.

The teacher

Finally, you are the key to your students' progress. They will probably be nervous, lacking confidence, and unwilling to speak in English. You need to provide the leadership, enthusiasm, energy, humour, and the demand for communication which will enable the students to enjoy the class, take risks, sound a bit silly, and give it a go. Then you'll see their progress.

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.

APRIL

23 April

English Language Day
Spanish Language Day

JUNE

5 June

World Environment Day

6 June

Russian Language Day



A photograph of a female teacher with dark hair, wearing a light pink t-shirt, sitting at a white desk and smiling while talking to a male student with grey hair and glasses, wearing a light blue shirt. They are in a modern office or classroom setting with large windows in the background showing a city skyline.

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