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CLESOL 2020 has become CLESOL 2021 thanks to Covid-19

Christine Hanley
CLESOL 2021 Convenor

While the year may have changed, much will stay the same. The conference is still being hosted by AKTESOL and will be held over three days in October with a pre-conference day of workshops. It will also still take place at St Cuthbert's College in Epsom, Auckland. All members of the organising committee have committed to another year and a revised contract has been successfully negotiated between TESOLANZ and Composition, our professional conference organisers.

The organising committee believes the 2020 programme was shaping up to be an outstanding offering, but we are keen to capture the learning from these extraordinary times. Factors such as the general uncertainty surrounding the virus and its ongoing impact, especially overseas, and consequent border controls make it too soon to confirm programme details for 2021. The committee is currently reviewing the existing programme and the aim is to include additional, and possibly alternative, opportunities for presentations.

We are very aware that an integral part of the CLESOL experience is the invaluable chance to catch up and network face-to-face with our professional colleagues from around Aotearoa New Zealand, and hopefully beyond. We will be taking a rigorous approach to protecting people's health and safety throughout the conference, following all the prescribed event guidelines. Early morning walks around Cornwall Park will be hosted by your friendly organizing committee members – these will be optional, of course!

Keep an eye on clesol.org.nz for updates.

St Cuthbert's College



Editor's Foreword – the last word

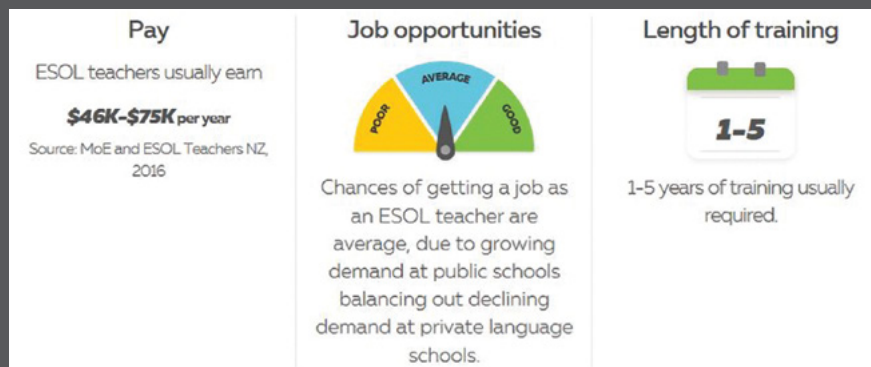
Erina Hunt



Pai te mahi me te mihi. Well done and congratulations to us all as teaching and learning went rapidly online across Aotearoa New Zealand in March 2020, so that staff and ākonga could stay home and stay safe. Everyone became a learner during this collective experience. The emergency remote teaching and support work was necessary as we united against COVID-19, but we must be wary not to let a small period of emergency response set the tone for the future of our education. There is a concern that some institutional leaders and managers are looking at what we all did during the pandemic crisis and saying, "Well of course you can just keep doing that".

This issue is peppered with nods to what we individually and collaboratively managed online, from members' own experiences of teaching their cohorts, to events such as TESOLANZ's own series of Catch-Up/Kōrero on Zoom, Branches and SIGs who met and shared, and to how we can learn and build from what we undertook to achieve.

To move away from what is on everyone's minds and lips, this issue also features a variety of other offerings, including two novice TESOL teachers' tales of their evolving commitment to the industry. A young ALT (Assistant Language Teacher), with JET (Japan Exchange and Teaching) in Teacher Abroad, and a TESOL teacher/PhD student, speak of both professional and identity development. This prompted me to investigate the average age of TESOL teachers in Aotearoa and while no data was available, careers.govt.nz (2016) provided this infographic:



Dip into the inspiring story of the international cultural ambassadors from Hutt Valley High School who helped break the silos that so often happen between international and domestic learners, and became ever more prevalent over lockdown.

The crisis has opened opportunities to a wealth of access to resources, and Averil Coxhead introduces us to 'free books' in this issue, alongside the finalists of the 2020 Language Learner Literature Award.

For many, online, dual mode, hybrid or blended teaching and learning continues, and we would love to hear more from those who are trailblazing new and practical ways of delivery.

This is my final message as editor of TESOLANZ news – a role I have thoroughly enjoyed, through the networks and friendships made and the wonderful contributions sourced and read.

While my commitment to the industry remains, life changes occur and I am delighted to hand the baton with confidence to Friederike Tegge (Rike), who I am certain will lend her own special vim and zest to the pages of our newsletter.

E mihi atu, e te mihi.

Erina



Welcome Friederike

My name is Rike /'ʁi.kə/ (full name: Friederike), and I have the pleasure of taking over as TESOLANZ newsletter editor. I came to New Zealand from Germany in 2010, and my background is in TESOL and DaF/DaZ (L2 German).

I have been teaching predominantly in tertiary contexts at Massey University and Victoria University, and I have been back and forth between WATESOL and MANATESOL (shout-out to Gwenna and Nicky). I take a research interest in the role of pop culture in language education, as I frequently observe its impact on my students' learning and motivation. It reminds me of my early English-learning days listening to New Kids on the Block, Roxette, and Jason Donovan and memorising lines from Apollo 13 and The X-Files (don't judge me).

I enjoy running and Wellington's coffee culture, and I have recently discovered a passion for sci-fi and fantasy novels. I am excited about this opportunity to contribute to the TESOL community, and I hope to see many of you at the ALANZ Symposium in Dunedin in November.

TESOLANZ Catch-Up/Kōrero events on Zoom

Gillian Skyrme

Over lockdown TESOLANZ hosted a series of conversations online:

- ▶ **Early Childhood & Young Learners: Supporting linguistically diverse children and their families** | hosted by Jo Knudsen and Jocelyn Wright
- ▶ **The State of our Sector** | hosted by Daryl Streat
- ▶ **The State of Assessment** | hosted by Mark Dawson-Smith
- ▶ **Maintaining Professional Wellbeing** | hosted by Gillian Skyrme.

Maintaining Professional Wellbeing

Here Gillian describes her session:

The first of the Catch-Up/Kōrero events was held on 14th May, and was called Maintaining Professional Wellbeing (while teaching remotely). About 20 members joined in, which made it look like a nice full gallery, but not too many to recognise and feel connected with everybody. We began with a brief introduction, but breakout rooms soon took over as a way to canvass and discuss in some depth the issues that people wanted to air in a forum in which everybody could have a chance to talk. Here is a list of the issues that arose. Of course, we did not have time to discuss all in the full meeting, but where a tip or idea was suggested it is included in brackets:

- the benefits we had experienced
 - learning how to be flexible, rapid learning of technology
- learning to do warmers online
- maintaining energy in big meetings (a brief break where everyone was asked to go and find something made of wood and talk about it worked well in one meeting)
- the challenge of not seeing body language
- issues around online assessment
- using elements of the flipped classroom and time offline to prepare and supplement the synchronous meeting
- giving recorded feedback on students' texts online (e.g. <https://screencast-o-matic.com/>)

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CLESOL 2021
AUCKLAND *Conference*

NEW DATES

**FRIDAY 08-SUNDAY 10
OCTOBER 2021**

WE HAVE RESCHEDULED
THE CONFERENCE TO 2021
TO BE HELD AT

St Cuthbert's, Auckland.

Put the NEW dates in your diary, and we look forward
to sharing these creative few days with you in 2021.

CLESOL.ORG.NZ

WHIRIA TE REO, WHIRIA TE TĀNGATA
Weave the language, weave the people

TESOLANZ

position statement:

Staff responsible for ESOL programmes in primary and secondary schools.

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

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

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

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

Executive Committee

Daryl Streat (president), Dr Marty Pilott (secretary), Shireen Junpath (treasurer), Breda Matthews (SIG liaison), Christine Hanley (Branch liaison), Mark Dawson-Smith (Publications), Juliet Fry (Advocacy Coordinator).

National Executive

Juliet Fry (Advocacy Coordinator)

Special Interest Group (SIG) co-ordinators

Jo Knudson and Jocelyn Wright (ECE), Gwenna Finnikin (primary), Anne McCarthy (secondary), Hanna Brookie and Ailsa Deverick (tertiary).

Branch presidents/convenors

Leslie Martino-Robertson (AKTESOL), Margaret Baker (WAIKATO TESOL), Judy Pattison (BAYTESOL), Gwenna Finnikin (MANATESOL), Madeline Carroll (NATESOL), Nicky Riddiford (WATESOL), Kerstin Dofs (CANATESOL), David Woodfield (Otago TESOL).

Web Manager

Jay Woodhams

Editors

Erina Hunt (newsletter), Dr Jean Parkinson (journal)

Editorial assistants

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

Membership & distribution

Jane Dudley

- time management is harder with things taking longer than expected
- relationships with students have been positive and open, and students have accepted the pressures that teachers have been under and have been tolerant of their stumbles
- the importance of not over-estimating student expertise, taking the time to ensure they feel comfortable with the platform, and allowing low-tech solutions like taking a photo of their writing and sending it in
- allowing ourselves *not* to have to use everything that is possible, but to accept that at the basis of all good teaching is the establishment of a trusting relationship between teacher and learner

The State of Assessment

On Thursday 18th June TESOLANZ hosted its fourth event in its series of online catchups / *kōrerōs*, this time focussing on The State of Assessment, run by Mark Dawson-Smith. The event was attended by a good 'crowd' of 25 participants covering the primary, secondary and tertiary (universities, ITPs and PTEs) sectors. The session kicked off by briefly reflecting on teachers' experiences of assessment under lockdown, and it was immediately clear that there had been huge differences across the different sectors, with little impact during lockdown for many in the secondary sector but a huge impact on those delivering NZCEL programmes, for example.

The crucial areas of validity, reliability and washback were briefly discussed, with a key reminder that these issues are equally as important to be addressed when designing and delivering online language assessments as when designing and delivering more traditional (up until now) paper-based language assessments.

Participants identified a range of issues that could potentially impact on online-delivered assessments, including unclear instructions and/or restricted teacher guidance, test layout (portrait vs. onscreen landscape), technical problems, the physical test environment (e.g. children at home), and the increased difficulties of marking and moderation arising from working remotely. Overall, participants were reasonably confident that assessment had been generally valid and reliable during lockdown, although test security and authenticity were identified as being two areas which presented the biggest challenges to those teachers delivering assessments online.

The session finished with three questions for participants to consider:

- 1) Do we want to continue conducting assessment in the same way as we have been over the last 12 weeks?
- 2) If not, do we want to go back to how we did it before?
- 3) What, if anything needs to change?

These questions must be considered to ensure continued valid, reliable and fair assessment practice as we recover from the challenges of the first half of 2020.

10 Online Teaching Tips

Erina Hunt

The TESOLANZ Talk Facebook page has been an invaluable resource for many over the past months of Emergency Relief Teaching (ERT), and the contents are continuously updated and of quality standard and relevance. It is a highly recommended avenue to search, scroll, surf, use and interact with.

Meantime, here are a few additional tips.

Many of us continue to teach online and require ongoing strategies to better support the pedagogy and practicalities of that as well as maintain engagement (ourselves and our learners). In a face-to-face classroom, you can instantly gauge how students are feeling about the content, even if nobody speaks – you can see students' faces, attitudes and postures and know immediately if something isn't right. Because this 'instant feedback' is removed in an eLearning environment, it's important to provide opportunities where students can easily communicate with you (their teacher), as they would by incidental chatting in the classroom or knocking on the office door.

It's important to have realistic expectations of what you can achieve in a short time frame. Teaching online is a learning process. It takes time and testing to achieve the look, feel and flow of an online course. Even people who create online courses for a living never feel their content is complete, because it can always be better. So try to take the pressure off yourself, do the best you can, and if you have time allocation, work on improving things step by step.

Try to put yourselves in the students' shoes when designing your lesson content. Online learning might be a big shift for students, as online teaching is for educators. Make sure students know who to contact and how to contact them if they need additional support away from the classroom teacher.

One of the biggest adjustments from face-to-face is that while there seems a greater intimacy in the literal 'in your face face-to-face' on Zoom, or whatever other platform is used, there is less facility to gauge the feel of the classroom for energy or comprehension of content. Because of this, it's important to add opportunities for students to engage with the content, rather than having them passively reading, writing, listening or viewing. The most engaging online experiences are where collaboration and a shared understanding of the challenges and objectives are understood.

So here are a few gems gleaned from recent experience:

- 1 Set realistic expectations for yourself – you were thrown into the deep end.
- 2 Put yourself in your students' shoes – they were thrown into the deep end.
- 3 Make your lessons interactive – they would have had diversity and range in the classroom, so why change?
- 4 Use questions as much as you can – there is a capacity for teacher overspeak online, so ensure moments of quiet reflection and opportunities for Q & A.
- 5 Add relevant examples where possible – or better still, seek these from your class.
- 6 Be strategic with visual aids – do not overuse or underuse. Use with discretion and ensure they are relevant and energy charged.
- 7 Clearly outline your expectations – see the suggested protocols on the right.
- 8 Less is more – remove unnecessary content.
- 9 Set up organized discussion times or forums – availability is key, but not 24/7!
- 10 Link yourself to other resources – colleagues, forums, the wider community, and involve family too, to avoid feeling like you are in a vacuum.

Zoom Class Etiquette Guide for students

- 1 Before the lesson, check that your internet connection, camera, microphone, and other necessary devices are ready for the start of the class session.
- 2 Make sure the device you are using for Zoom is in a stable position (not resting in your lap or held in your hands) and that your webcam does not move around.
- 3 Be on time for the lesson and do not leave the lesson until your instructor brings the class to conclusion and do not take unauthorized breaks during the class.
- 4 You should not eat or chew gum during the lesson.
- 5 Keep your microphone muted until called upon by the instructor and turn off any applications (apps) or functions that might emit sound during the lesson.
- 6 Be mindful of your background during the lesson and make sure that there is nothing distracting or inappropriate displayed.
- 7 Sit at a table or desk throughout the lesson and have your face clearly visible on the screen.
- 8 Do not allow unauthorized guests to view, participate in, or interrupt the lesson.
- 9 Focus on the lesson and nothing else during the session.
- 10 Unless otherwise requested by your instructor, try to keep your screen set on "Speaker View" rather than "Gallery View"; it will be much easier to focus on the person speaking.
- 11 Dress, behave and speak in the same manner that you would in a face-to-face lesson.
- 12 Do not record the lesson unless the instructor has given you approval to do so.

Teacher Abroad - Japan

Julia Isoyama

Despite graduating with a science degree, I was unsure of what to do next, but I knew that I wanted to do the big O.E. The JET programme seemed like the perfect opportunity to start that journey, so I applied. Now, I have been working, as a JET (Japan Exchange and Teaching), in Tokyo since August last year, and it has been quite a challenge for me. As a science graduate, it was with some trepidation that I got on the plane to "teach English". I am not known for making life easy for myself so, true to my nature, there was the added challenge of living alone while living in a foreign country where I didn't speak the language. What was I thinking? I had no idea what to expect.

On the JET programme we are placed where we are needed and the school that I was placed at is a very well-known private girls' school in Tokyo. While intimidating, having attended a similar type of atmosphere school myself, this gave me some comfort. However, schools in Japan are very different.

Something that struck me early on was the sleeping culture. It is accepted (and common) for students to fall asleep during class. Sometimes it is subtle – I spot a student's head drooping continuously until eventually they give in and fall to rest in a mildly humorous position. However, more often, students blatantly rest their heads in the nook of their armpits, or use a blanket as a makeshift pillow! Yes, blankets are surprisingly common too.



Julia Isoyama is a recent graduate of Zoology and Psychology from the University of Otago and Florida International University. She is currently undertaking her first year as a JET (Japan Exchange and Teaching) ALT (Assistant Language Teacher) in Tokyo, Japan.





An oft-repeated mantra on the JET program is “ESID” or “every situation is different” and boy is this true. Before leaving New Zealand, we had been told there would be a scale, ranging from “complete control” to “human tape recorder”, and were told that our role should fall roughly in the middle. During orientation, we were given demonstration lessons and talks from past ALTs (Assistant Language Teacher). From those, I expected that I would be working with the Japanese teacher as a team teacher, planning (or at least being informed of) the learning goals and how they would be executed during each class.

However, this has not been the case. In my situation, I am basically a human-tape recorder. Lessons usually go like this: I arrive at each class without any knowledge of what will happen, and I stand idle at the front until asked to dictate some vocabulary words or read a passage out for listening practice. I occasionally answer the odd question from the teacher such as “Does it sound unnatural?” or I am asked to walk around checking students’ essays, but rarely. It is quite mind-numbing at times. Very occasionally, I am asked to give a PowerPoint presentation on a topic such as “Christmas in New Zealand” and I enjoy the brief moment of doing something useful. I feel relatively useless most of the time. Other than that, I correct students’ essays, and evaluate speeches when required.

There are a few other “native teachers” at the school, and unfortunately our desks are in a

downstairs room separate from the rest of the teachers; we call it “the dungeon”. I think that’s where the main issue of communication flow comes from – the teachers are very busy, and it’s a long way between rooms. It also means that trying to make connections with teachers of other subjects within the school is almost impossible. I remember hearing a past JET at orientation saying that her closest friend turned out to be a Chemistry teacher. Unfortunately, I only really have the chance to interact with the English teachers in the classroom.

Having said all of that, the recent pandemic has turned out to be a positive for me. I held daily “English conversation practice” with students on Zoom, and upon returning to school, in an effort to reduce the spread of Covid-19, classes have been split in half, and I have been able to experience holding classes by myself. I have realized that teachers are performers as much as they are educators. At first, I didn’t know how to stand, or even what to do with my hands – I felt awkward standing in front of the students. Nevertheless, after the initial shock, I am loving it. I am hoping that once the virus subsides I might be able to continue doing classes by myself, because I am finally starting to feel like an actual “teacher”!



The Joy of Making Mistakeks – the imperfect polyglot

One of my more recent mistakes, other than ordering a beetroot-coconut-milk latte, was when I was first using the “breakout rooms” function on Zoom for one of my classes at the University of Otago.

I wanted to bring everyone back to the main session but instead of clicking the “close breakout rooms” button, I clicked on the visually similar “end meeting” button and everyone was immediately thrown out of the class. I quickly started a new meeting and my students came back with videos on so that I could see their amused faces.

A champion, pun intended, of making mistakes was the American chef, Julia Child, who in the 1960s introduced Americans to French cooking, offering such advice as “if you are afraid of butter, use cream”. If you are unfamiliar with Julia Child I highly recommend looking up some clips of her cooking show “The French Chef”. She is very watchable, very relatable and unapologetically clumsy.

In one live-to-video episode, she messed up the flipping of a potato pancake. Before she flips, she girds herself and tells the audience “when you flip anything you must have the courage of your convictions”. She flips, dryly noting “well that didn’t go very well” and without missing a beat, scoops up the potato mass into an oven dish and advises her audience that when such mishaps occur, they haven’t lost anything, they “can always turn it into something else [...] We’ll pretend that this is a baked potato dish”. Adding a dash of cream, of course.

Moving on, she notes that the potato dish is something “you can get ahead of time done” [sic]. You’ll notice that is unusual syntax. Such speech performance errors are common – our mouths sometimes move faster than our minds and if we were to go back and edit ourselves, we’d fix such mis-speaks.

For the non-native speaker, however, such mistakes may be more systematic deviations. I myself am a second language speaker of German, which marks one of three noun genders on all nouns, unlike English. As a linguist, I know a few rules for some word forms, based on morphology, but I hardly know the gender of all German nouns, so I make it up as I go. There are some videos in the public domain of me speaking that very language and for one, someone noted in the comment section that, though I have lived in Germany for a combined total of 20 years, I still mess up the genders.

The comment upset me, but only because the commenter clearly did not understand my message in that particular talk, that linguists are not perfect polyglots. My pride in myself as a speaker of fluent, non-perfect German was not hurt. I am in the Julia Child school of making mistakes and there is even some science to back up this fearlessness.

Adriana Hanulikova and colleagues explored the effect of such gender marking errors in Dutch, a language that, like German, marks gender on all nouns. They recorded grammatical and ungrammatical sentences spoken by a native Dutch speaker and a non-native Dutch speaker whose native language, Turkish, does not mark noun gender.

Hanulikova et al. used a test method that included the use of event-related potentials – which means their participants wore skull caps that measured electrical activity across the scalp while they listened to the sentences. The researchers were looking for the classic “P600” effect which is a measure of positivity (hence the *P*) which peaks around 600 milliseconds after an event (hence the 600). It is a sign of a brain response to a grammatical error or anomaly in language processing.

They found that when the native speaker made a gender error there was a significant P600 effect. But this effect disappeared in the second half of the experiment, showing two things: listeners reacted to the error and they adapted to it quickly. For the non-native speaker, there was no P600 effect for the gender errors neither in the first or second half of the experiment. Hanulikova et al. argued that when their native-Dutch listeners heard the Turkish accent, they expected



Dr Carrie Ankerstein is currently a visiting Teaching Fellow in the Department of English & Linguistics at the University of Otago. In her regular life, she is a senior lecturer in Applied Linguistics in the English Department at Saarland University in Saarbrücken, Germany. Her research is focused on native and non-native language processing – and not only so she can justify her imperfect German.

such errors and as a result showed no effect of the error in the listening task.

Hanulikova et al. conclude by saying that this is “good news for [second language] speakers who are often embarrassed for producing grammatical errors” (Hanulikova et al., 2012, p. 885). This is even good news to speakers who, like myself, are not embarrassed for producing such errors. It’s simply good to know that non-perfect language can be easily understandable language.

In one episode of *The French Chef*, Julia Child threw in an impromptu lecture on fear and making mistakes, saying “if you’re going to have a sense of fear of failure, you’re just never going to learn how to cook. Because cooking is lots of it – one failure after another. And that’s how you finally learn. [...] I’m gonna learn! I shall overcome!”.

I think the same can be applied to language learning. So let’s go forth and make mistakes and learn!

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.

When words and feelings collide

The words we use have power. We know that from the effect of words used by great speakers such as Winston Churchill and Martin Luther King whose words empowered nations. Over the past couple of years, I have written a number of times about the strength of our words – from the words we use to gain attention when we speak and write to the words we use to advocate for peace. Given the global pandemic we are currently experiencing and its subsequent effect on mental health and well-being, it seems an opportune time to talk about how the words we use can also change the way we feel.

Words expressed aloud have a physiological effect – this is a theory that author, public speaker and life coach Tony Robbins has long advocated. In *Awaken the Giant Within*, a book Robbins wrote close to 30 years ago, he gives the example of people making statements like 'I'm so *angry* about what this person did to me!' When he hears words used in this way, Robbins encourages the speaker to re-evaluate and determine whether they are actually angry or whether in fact they are hurt by the action. He has found that on admitting they are hurt and changing their words to reflect this, a person's physiology reveals a significant drop in intensity. "The words that we attach to our experience *become* our experience," he states.

While we may roll our eyes at a life coach making such claims, research over the past decade has supported the accuracy of Robbins' claims. In 2017, *Scientific American* website revealed research that pointed out the words we use can betray how we are feeling, even when the feelings themselves are not explicitly expressed. The study, in which function words used by 143 volunteers over a three-year period were analysed, found that people who used words like *really* and *incredibly* – words described as emotional intensifiers – were more likely to be experiencing higher stress. Highly-stressed people also used fewer third-person plural pronouns, like *they* and *their*, revealing that those feeling under pressure are less likely to be focusing on others as much as on themselves.

Another interesting study revealed that the tense used by a speaker can also affect feelings. In this Alabama-based study, it was found that speakers who used past continuous to describe a positive event felt more positive about it than someone who used past simple. The same was found with negative events – those who used past continuous were likely to feel more negative because it felt to them as if the action was ongoing. The researchers pointed out that a possible way to change the mood of the speaker was to use past continuous tenses to speak about positive experiences and past simple to talk about negative ones.

Given the stress that is being felt at high levels throughout the world and is likely being experienced by our students – the majority of whom have friends and family in countries that have been affected in a large way by the spread of Covid-19 – pointing out that their choice in words and even the tense they use affects their mental well-being could help them – and us – lighten the load we are currently carrying.

In one of those moments of perfect timing, I was watching a movie about the United States' television children's show host, Mr Rogers, the night before finishing this article. In the film, Mr Rogers, who focused on giving children positive ways to deal with their feelings, uttered these words 'Sometimes we get to change a broken world with our words'. It seems he may be right.



A primary teacher's KISS plan for teaching online: Keeping It Simple

Gwenna Finikin

I felt very grateful to the parent who, two years ago, handed me an old laptop with Zoom loaded and announced that I would be teaching her daughter upon their return to China. I also felt grateful that I had taken advantage of the [futurelearn.com](https://www.futurelearn.com) free course on teaching online. This gave me confidence to go ahead with jumping straight in to teaching remotely when the lockdown came.

The weekend before the start of this, I had prepared initial videos in the knowledge that a lockdown was likely coming sometime soon. I had bought pencils and spent hours sharpening them (should have checked) and attaching them to books. This was more because my students usually share pencils and they end up in facial orifices. I had bought big activity books for the youngest children and made up bundles of coloured pencils for them. I had instructions in packs of resources for my literacy learners. These instructions included differentiation for those who would be going online with me, and those who did not have that ability.

That Monday, I checked with my learners that they all had access to email and YouTube, had coloured pencils, paper etc. I noted who didn't, so I could provide what I could. When the announcement from the Prime Minister came, the whole staff did a mad rush on the photocopiers. I was kicking myself that I didn't copy beforehand, but did have everything ready so was first to the machines, much to the chagrin of other staff.

From that first day of level 3, I was able to send out work to the children. My literacy students got a video of a lesson each day. My youngest ESOL group got a video each day that included one or two books (one, when I was running out of books), concepts, and a picture to draw. The older ESOL groups had one book that lasted several weeks – first *A Walk in the Park*, then *Voices in the Park* by Anthony Browne. Each day they would receive a question or activity. This was my easiest group to plan for, and I still have several weeks of work left for them. I offered Zoom meetings, which some of the children took part in. Parents would then photograph and email the children's work back to me and I would respond to this.

Videos were uploaded to my YouTube channel – [hokowhituesol1](https://www.youtube.com/channel/UC1hokowhituesol1). Any drawings or things of interest were put on our blog – hokowhituesol.edublogs.org. Many of the children watched the videos of other students, especially the ones for the youngest ESOL group.

By using email, YouTube links and photographs of work, no one had to log in to anything, older technology was able to access it, and it was easy for parents to use.

By keeping it simple so that it was accessible and reasonably fool-proof, the parents were supported to support their children and teaching and learning worked; KISS.



tesolanz

te rōpū kaiwhakaako reo ingarihi ki iwi reo kē
teachers of english to speakers of
other languages aotearoa new zealand

Join Us

TESOLANZ invites you to join us as a member.

Over the past 2 years, TESOLANZ has made significant gains in serving its members. These gains include:

- New events
- Improved newsletter and website
- Increased advocacy/engagement with key stakeholders

Membership fees are:

- Full Membership - \$50 / year
- Low Waged Membership - \$25 / year
- New Graduate - \$0 for one year

Membership options can be viewed on our website:

- <https://www.tesolanz.org.nz/join-us/>

Tech Tips:

Technology and music working together to enhance our writing and reading moods

Nick Baker

During the lockdown, like many of us in isolation, I was under immense pressure to get into a writing or reading mood. For help, I looked towards two constants in my life, music and technology. To begin with, I realised the power music has in helping me to create a positive mood to reach my work goals.

Consider going to the gym. You want to move, not to sit around. That's why the background music they play is not some collection of sleepy songs but fast and energetic tunes to get you moving through your routine.

For us, when we write or read, picking the right sounds can help us create a bubble around us, to help us focus and protect us from distractions. Take for example, the busy café or the active household table, each with distractions chipping away at our mood while we attempt to write or read.

With such situations in mind, and the role music can play, it is important to choose wisely in choosing what sounds or music can positively support, not hinder your mood. As an example, I have found soft instrumental music helps to create the best productive mood. However, we are all different. Some people are energised by rock n roll, the ambient sounds of nature, white noise or silence to help them create their own productive mood space. Experiment with different types of music or background noises and note how it affects you to find what works best for you.

But where does technology fit into this? Technology can help you access those sounds. Firstly, hardware. Almost all of us use a laptop or a mobile device which can play music. This is a great starting point. Then we have earphones, noise cancelling headphones and other devices as another way to access the sounds which can also protect us from the intrusions of unwanted environmental sounds. Additionally, earphones and headphones can protect others from the interference of our own use of sound.

Secondly, you need software to play the sounds you know that work for you. There are many options. YouTube is a common choice offering a vast selection of free music and ambient sounds to get you in the right productive mood on that site. For example, search 'reading music to concentrate' – a three-hour selection of music and nature, or there's 'study music alpha waves' – a three-hour music selection. Another group of options which has paid features to consider are audio services like Spotify with a great selection like 'the sound of 423Hz' – an instrumental compilation for writing and reading, and what I am listening to while writing this article. The options are endless.

The take away here is music can get us in the mood we need to write and read, keeping us there longer so we can meet our target goals. And, our technological tools can help make it happen.

I encourage you, through the combined power of technology and sounds, to protect, create, and improve your mood to become the writer and reader you want to be.



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



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Reports

President's Report

Daryl Streat

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Kia ora koutou,

Back in March, I wrote how hard it was to believe how rapidly things had changed. In June, I reflect back on the past 3 months and am in awe of the amount of change that we have experienced. In some way, every aspect of our sector has been altered. However, one thing has not changed, and that is our continued desire to do the best for our learners. Over the past 3 months, I've had many opportunities to hear from individual teachers about what they have done to meet the needs of their learners. The extents to which you have all gone are truly amazing, and your contribution and effort does the profession proud.

Catch-Up/Korero Online Events

Over the last few months, TESOLANZ has hosted four informal, online events. These have focused on a wide range of topics and been attended by a wide range of members. I've had the opportunity to attend each of them and have really relished hearing different members' perspectives. In this newsletter, you can read a review of these events. Due to the success of these informal, online events, TESOLANZ will investigate hosting more of these in the near future. Further details can be found on our [website](#) or on [Facebook – TESOLANZ Talk](#).

Advocacy

As the effects of COVID19 took hold, we took the initiative to write to the Minister of Education to clarify the risks to our sector. You can read that letter [here](#). A while later, we received a [response from the Minister](#). While the Minister did address two of our concerns, they did not directly address the third. This was to facilitate a wide-ranging discussion on the role of ESOL in our sector. We will continue to push the Ministry for such a dialogue.

In April, I presented to TESOLANZ international affiliates on our sector's experiences of and response to COVID19. This was part of a session organised by TESOL International Association to enable affiliates to share experiences. As result, TESOLANZ issued a statement of support to NYTESOL (New York). Also, in the early morning of 23rd June (3:30 am), I was a panelist on TESOL International Association's panel discussion for international advocacy efforts. TESOL International has done a lot of work to connect international affiliates.

As the Ministry's Review of Achievement Standards nears a conclusion, TESOLANZ has responded to their call for consultation. In addition, we will continue communicating with the Ministry on the importance of visibility/recognition for ESOL/EL/EAP in schools.

Assessment 2020

At the beginning of the year, TESOLANZ conducted a survey to investigate priority needs around assessment. After our [EAP/Assessment Symposium \(Hamilton, 2019\)](#), you told us that what you wanted was a more practical focus on assessment. Priority topics, based on your responses, were as follows:

Schools Sector

- Initial and diagnostic assessment
- Moderating assessment tasks
- Formative assessment
- Principles underlying good assessment practice
- Moderating student work - speaking and writing

Tertiary Sector

- Evaluating and moderating language tests
- Rating performance tests (speaking and writing)
- Test reliability and validation

- Writing test tasks and items
- Formative assessment

To this end, we are working to host a one-day event on October 10th in Auckland. We have established an organising committee and are currently working to firm up details. Please keep an eye on your email inbox, and in the meantime, pencil in this date for an amazing assessment event. We thank the University of Auckland for working alongside us in this endeavour.

Note, that if you are interested in presenting on assessment, or related topics, there will be a call for presentations for this event in the very near future.

We Need You!

At the AGM this year (in October), several positions within our organisation will be open for appointment/election. In 2020, we will be seeking nominations for the positions of:

- President
- Tertiary Special Interest Group (SiG) Chair x2
- Secondary Special Interest Group (SiG) Chair x2

Much of the work that happens within our organisation is dependent on volunteers. There is only one core requirement for any of these roles, and that is the passion to make a difference. If you are interested, I would kindly encourage you to get in touch. We can't do it without you.

Membership

If you are now back in the office, we would politely ask you to consider [renewing your membership](#). In addition, if your employment has been impacted, we would invite you to take advantage of our low-waged subscription offer. TESOLANZ is only as strong as its membership base. The more members we have, the greater our voice and ability to effect positive change for our sector.

Ngā mihi,
Daryl Streat



AKTESOL

Leslie Robertson

Tena koutou katoa. This is our first Branch Report since 2019 so, from the beginning...on the 28th November 2019 AKTESOL's final event for 2019 was held at Unitec. Simon Crosby spoke very movingly about the strategies adopted by a refugee student learning English, and related this to Dynamic Systems Theory. In a five-fold improvement from our last online evaluation, we received ten responses. Let's hope this upward trend continues. Thanks to Faezeh Mehrang for all her work on evaluations.

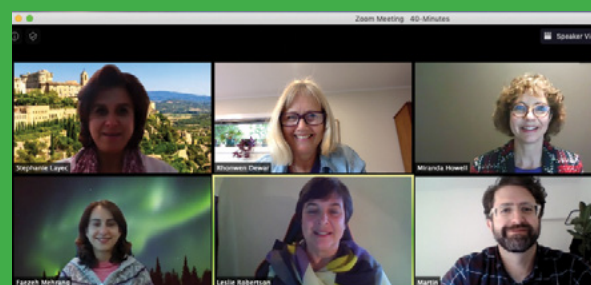
Our AGM was originally scheduled for March 19th, 2020 at Marist College with Jill Hadfield coming to present *How to create interactive online tasks*. However due to physical distancing recommendations, the event was postponed. We sincerely hope Jill will be able to present at our next live event.

The AGM and AKTESOL committee elections were held online. All standing members were re-elected and are continuing in their roles, and we would like to welcome Stephanie Layec to the committee.

AKTESOL Committee Election 2020 Results: Rhonwen Dewar, Sally Hay, Miranda Howell, Stephanie Layec, Faezeh Mehrang, Ken Pearce, Leslie Robertson (Chair), Zina Romova, Judi Simpson, Petronella Townsend (Treasurer), and Martin Walsh (Publications).

The AKTESOL Committee would like to acknowledge Vickie Park, Peter Riches and Susan McLaren who resigned this year. Their energy and expertise will be greatly missed.

We hope to have PLD events up and running soon. In response to feedback from members, we shall try to vary the days of our events in order to ensure the largest possible number of people are able to attend.



(Top to Bottom & Left to Right) Stephanie Layec, Rhonwen Dewar, Miranda Howell, Faezeh Mehrang, Leslie Robertson, Martin Walsh, Ken Pearce, Rhonwen Dewar (again), Sally Hay, Zina Romova, Petronella Townsend, and Judi Simpson.

MANATESOL

Gwenna Finikin

MANATESOL held a Zoom meeting on May 16 with guest speaker Dr Gillian Skyrme.

We talked about our experiences of teaching via distance during the lockdown and beyond.

There are many challenges involved in this new paradigm. We need to learn new software, change how we plan to meet the new way of interacting, and deal with not being able to see the faces and full bodies of students as we work with them. For those of us who have had to start whole new classes of students we have never met before, we have had to build relationships via distance. One important question to ask ourselves is how can we make this activity or learning experience work online? Imagination, resilience and a willingness to learn are important traits for us at the moment. The most important thing is to be kind to ourselves through this, and to forgive ourselves. These are interesting times and we need to know it is ok to be on a steep learning curve.

OTAGOTESOL

David Woodfield

During our last meeting, which was held on October the 24th at Mornington School we had a session focusing on ideas for teaching vocabulary. At this session, Ruth Groffman shared on the danger of 'the misunderstood word.' She argued that continuing to read without checking the definitions of words you do not know or are not sure of can lead to lack of comprehension of a text, distraction and demotivation. She explained that it is better for readers to stop and go back to the word they are not sure of and look it up in a dictionary, using the context of the text to select the definition that best fits. Only then should the reader continue with their reading. In the ESOL classroom Groffman outlined that the problem of miscomprehension can be avoided by pre-teaching potentially problematic words or having learners read together and ask questions of each other when unknown words crop up. She also advocated introducing students to the study of key roots and affixes and providing them opportunities to use 'new' words as part of the process of learning a word.

Our first meeting of 2020 will be held on the 30th of July. At this meeting, two of our committee members, Nick Baker and Rouhollah Askaribigdeli (both of whom are featured in this issue) will present some of their PhD research findings. The session will be entitled 'Research-based reflections on ESOL teaching and reading and writing practice.' Check your email or our Facebook page for updates about this meeting.

Finally, a note of thanks is called for. At our AGM, which was held prior to the October meeting, we said goodbye to two of our committee members, Ruth Groffman and Gavin Angus. We are much appreciative of the input they have made to the work of our committee and to the vibrancy of our field.

WATESOL

Sarah Roper, a member of WATESOL writes about a new programme at Hutt Valley High School

International Cultural Ambassadors at Hutt Valley High School

A new initiative at Hutt Valley High School for 2020 is our International Cultural Ambassadors programme (ICAP). This was set up for two purposes. The first, as a leadership opportunity for year 12 domestic students. The second, as a way of ensuring that new students from overseas (fee-payers, new migrants and former refugees) felt welcomed and integrated into high school life. The programme began with a call for interested students and we were blown away that 50 Year 12 students wanted to be part of the programme. We held our first training seminar in January. This was run by Chris Beard from ISANA NZ and was titled 'Promoting Global Citizenship'. Chris delivered a combination of lecture content, group work, worksheets and group activities. The students demonstrated a high level of engagement and were excited about the content and the opportunities that lay ahead for 2020.

Following that, we invited our newly formed group of International Cultural Ambassadors to our international student orientation day. Our ambassadors put their new knowledge about international relations to good use doing tours of the campus and giving advice about school life at HVHS to our new enrolments from overseas. We formally buddied students up over hokey pokey ice creams in March and

ambassadors have been checking in with their new friends on a regular basis.

During lockdown, ICAP students reached out to their buddies via social media and took part in online challenges such as baking Anzac biscuits and describing who was in their bubble. Once we were back at school we arranged a speaker event. Students were treated to engaging presentations by His Excellency Jesus (Gary) Domingo, Philippine Ambassador to NZ, and Ms Rachel Qi, president of the Wellington Multicultural Society. Rachel spoke to students about her journey as a migrant, a student, a business person, a parent and as a NZ citizen. Gary talked about what being an ambassador was all about, as well as his own journey to becoming an ambassador.

Both speakers provided the students with a number of take aways, including a discussion on ikigai. This is a Japanese concept giving four tips for a happy life - do what you love, what you are good at, what you can get paid for and what the world needs. Gary pointed out that they don't all have to be tied to your job. Rachel also gave the students a number of tips about broadening your own personal view and how to develop respect for all peoples and cultures. It was a highly entertaining and stimulating event which was well received by all.

Feedback on the programme so far has been very positive from both ambassadors and our overseas students who appreciate their 'kiwi friend' and the familiar faces around our large school. We are very excited about the potential of this programme for both our international and domestic students as it evolves during this very unique year.



Rachel Qi



Chris Beard



Cultural Ambassadors Group

Early Childhood Education SIG

Jo Knudsen and Jocelyn Wright

On 11 June the ECE SIG had their first Zoom meeting – Early Childhood & Young Learners: Supporting linguistically diverse children and their families. We had attendees from Auckland, Tauranga, Christchurch and Dunedin. Here is some of the conversation we had:

1. **Biggest challenge when working with linguistically/culturally diverse learners**
 - a. Similar problems – naturally incorporate all the diverse cultures. Incorporating languages/greetings and going beyond token gestures. Communicating with parents is a problem. Noise interfering with hearing the kids in the classrooms. Funding decisions.
 - b. Little time for working with learners on an individual basis. Important to value the home language as many learners are losing it. Parents value attention to home languages. Bilingual library in schools (collecting books from Red Cross, borrowing from local library). Decipher translating service.
 - c. A question from an attendee: Initial assessment showed new learner is able to decode very well, but struggling to comprehend, but may be able to comprehend very well in her own language. Answer from another attendee – if the learner is migrant born, you can apply for a bilingual assessment through RTLB (go through CENCO in school).
2. **Lockdown presented a different context for maintaining relationships with learners/whānau. In reflection, is there anything you'd do differently?**
 - a. Online activities each day – singing. One attendee visited homes during lockdown and (standing 10m down driveway and dropping off materials).
 - b. Everyone became a learner, students, parents, teachers. But the communal experience really strengthened whānau connections.
 - c. Set up Zoom meetings, but little buy-in from parents from some, whatsapp proved useful.

This was a great opportunity to discuss challenges working with our culturally linguistically diverse families. We hope to offer this platform again in the future to increase these discussions to allow for sharing of ideas, knowledge and experience. We are also hoping for increased numbers from the ECE community to enrich these cross-sector discussions.

Primary SIG

Gwenna Finikin and the Primary SIG

The primary SIG held a Zoom meeting led by Bernie Moffat on May 16. One part of this meeting was looking at what worked for us during those interesting times of Lockdown.

Here are some of our ideas.

1. Being able to engage more with parents to support them and their children.
2. Learning new ways of teaching e.g. Seesaw, Zoom
3. Regular Zoom meetings have offered an insight into home lives of students and the kind of support they have or do not have.
4. Getting translated things out to families.
5. Using simple email and video with children taking photos of their work to send back to the teacher.
6. In some cases what we have done has highlighted the value of our work.
7. Some schools did lots of Zoom PD with the learning assistants during Lockdown.
8. Door knocking to provide pastoral care was very effective for former refugee families and internationals (re: the Code)
9. Being able to connect to people around the country and the world in Zoom meetings/presentations has been excellent, but we also miss the social connection that meetings/workshops and conferences offer.

Going forward, we are aware of the need to support our students in settling back in to the new normal of school.

The Zoom meeting worked well for us and we intend to start meeting more often like this as it was a good way to catch up with our colleagues from across the country.

Secondary SIG

Breda Matthews

Farewelling Athlyn and welcoming Anne

Our thanks go to Athlyn Watt who is stepping down as the Secondary Special Interest Group representative. Athlyn has worked tirelessly in this role for a number of years and we have all benefited from her commitment and her wide sector knowledge. Our new Secondary Special Interest Group rep is Anne McCarthy and I would like to thank Anne for stepping up to take this role. I would also like to thank all of our SIG reps who find time to do this work in their already busy lives.



Anne McCarthy

Greetings. As a secondary school teacher, I have had extensive experience in English and English language learning (ELL) areas. For most of my career I have been engaged with middle management positions and have been accepted for government contracts with marking, leadership and teacher support, such as ESOL advisor. Furthermore, my recent research experiences obtaining a relevant master's and doctorate have allowed time to reflect and gain greater understanding of ELL complexities within national and local ecologies. I have also been a TESOLANZ member since becoming an ELL teacher, have chaired Manatesol and presented regularly at Manatesol and CLESOL. My 'hot topics' are ESOL identity in context, mainstream-withdrawal liaison, Level 3 EAP credits and issues of time, resources and qualifications. I look forward to continuing the work of Athlyn, listening to secondary ELL teachers' needs and engaging with them on the above or other topics of interest.

Petitioning for Change

Anna Hamilton

Anna Hamilton led the first petition with support from Action Station and other kaiako. She is based in Christchurch where she has worked as an early childhood teacher for a decade. This second petition is group led by a handful of committed teachers.

Teachers council

Teachers have lost trust and confidence in The Teaching Council. The petition "Say no to doubling teacher registration fees," has been signed by almost 31,000 teachers across early childhood, primary and secondary and was delivered to Lesley Hoskin (CEO) on the 10th of June. The Board will meet at the end of the month and our request for a review will be considered.

In the meantime a teacher-led petition has begun to ask Education Minister Chris Hipkins to review the Teaching Council, to examine its functions, responsibilities to teachers and its spending. Many teachers still have unanswered questions about how the Teaching Council works for them as an individual, uncertainly around benefits from doubling the fees and concern around ongoing issues with the organization as a whole.

Teachers believe that the Teaching Council does not represent their best interests; they want to feel heard and valued.

NEWSFLASH

from Anna at the time of publishing

Kia ora kaiako (and supporters)

The outcome of the Teaching Council board meeting where our request for a pause on the fees increase and a further review on the decision has been **DECLINED**.

This was to be expected and is why we have started a new petition to the Minister of Education.

Sign: **The Teaching Council must be reviewed**

If you've already signed, please share with your colleagues, family and friends to gather signatures and support.

We need to grow awareness for this issue and put pressure on the Government to review the Teaching Council on behalf of the teachers they say they represent.

Thanks for your time.

Teacher-led petition group



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Professional Development of a Novice TESOL Teacher

Before novice TESOL teachers begin teaching, they already have beliefs and understandings of themselves as teachers, of the L2 learning process, and of the L2 teaching activity. Such beliefs and understandings are rooted in their experiences as language learners in schools and as student teachers in teacher education programs.

In the working context, novice teachers encounter institutional norms, expectations, and practices which interact with their already established beliefs and understandings. What if such beliefs and understandings clash with institutional practices? What consequences can this conflict have for the teachers' professional identity? Can this type of conflict be a source of professional development?

We have tried to answer these questions by conducting a 12-month longitudinal study with a novice TESOL teacher, Mona (pseudonym). At the time of this study, Mona was in her fourth year of teaching English to young learners in a private language institute in Iran. We collected data from Mona through interviews, narrative frames, classroom observation, and teaching journals.

When Mona started teaching, her experiences contradicted her beliefs and understandings of herself as a language teacher. On the one hand, she saw herself as an autonomous teacher who wished to make her own decisions about teaching activities. On the other hand, she did not know how to teach young learners, and therefore she had to rely on her fellow teachers for advice. Because of her personality, it was hard for Mona to emotionally engage with her learners, whereas the institute expected that teachers of young learners would understand their emotional needs. This led Mona into arguments with parents who expected her, like previous teachers, to give stickers to their children in order to evoke their positive emotions for learning. Mona refused to accommodate this expectation in her teaching. These tensions and contradictions, which had resulted from the conflict between Mona's understanding of herself as a language teacher and institutional expectations and practices, drove her to hate teaching and to consider quitting at the end of the first year.

Fortunately, Mona had a supportive manager who played an important role not only in helping Mona to resolve the contradictions and stay in the profession, but also in creating conditions for her further professional development. Once the manager became aware of Mona's struggles, he started to observe her classes and had *supportive and private* post-observation discussions with her, where Mona felt *safe and secure* enough to express or *externalize* her cognitive and emotional struggles.

The manager drew on his contextual knowledge and his expertise in L2 teaching to respond to Mona's struggles. He mediated her understanding of the role of emotion in language teaching as well as emphasizing her potential as a teacher. In their interactions, the manager helped Mona understand the *ways of being* (e.g., ways of thinking,



Anne Feryok is a senior lecturer in the Department of English and Linguistics at the University of Otago, where she teaches applied linguistics papers and supervises postgraduate students. She has taught in a variety of English language teaching and language teacher education situations around the world, which prompted her to do a PhD in Language Teaching and Learning at the University of Auckland. She uses Vygotskian sociocultural theory in her research on language teachers, which mostly focuses on the role of socially mediated personal beliefs and experiences in professional development



Rouhollah Askaribigdeli is a PhD student in the Department of English and Linguistics at University of Otago. He has been researching professional identity development of TESOL teachers. Rouhollah taught English at university, private language institutes, and public schools in Iran for 13 years before moving to New Zealand in 2017. Since in New Zealand, he has been running private general English and IELTS classes for Iranian students. He has also been teaching TESOL at University of Otago Language Centre and tutoring Linguistics and TESOL papers at university.

feeling, acting, and valuing) that were advocated by the institute. Mona showed her new understanding through practical actions, such as reading books on how to teach young learners, and by making changes in her teaching activity, such as incorporating emotions in teaching and addressing parents' concerns.

In the third year, Mona's initiatives had led to so much professional development that they were observed and noticed by the manager during classroom observations and were publicly recognized by him in a meeting in which Mona and her class were introduced as the ideal teacher and class of the term. She continued to develop professionally, and she was invited by the institute to give a workshop on teaching English to young learners to her fellow teachers in the fourth year. Although Mona had wanted to quit teaching at the end of the first year, in her fourth year she decided to stay in teaching and began planning to study an MA in English Language Teaching (ELT). Currently, Mona is in the second year of her MA in ELT.

In conclusion, it is not surprising that novice TESOL teachers experience tensions and contradictions as they begin teaching. However, what matters is that if such challenges are mediated, they can be a source of professional development. For this to happen, novice teachers need to be provided with opportunities to externalize their emotional and cognitive struggles. Because externalization touches on professional identity and possibly personal weaknesses, this process needs to happen in a safe and supportive environment. By making their thoughts and feelings explicit to others, such as fellow teachers and expert others, novice teachers can benefit from collective experiences and expertise, which in the case of Mona contributed to her professional identity development.

What is presented here is a concise version of the article which is published in *TESOL Journal*. The article can be downloaded at <https://doi.org/10.1002/tesj.497>.

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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.



SPOKEN ENGLISH GRAMMAR: A GUIDE FOR ENGLISH LANGUAGE TEACHERS



Paterson, K. (2018). **SPOKEN ENGLISH GRAMMAR: A GUIDE FOR ENGLISH LANGUAGE TEACHERS**. Udemy (online). US\$19.99

Reviewer

Katherine Quigley
Victoria University of Wellington

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Udemy is a California-based platform for online learning, aimed at professionals and students wanting to gain more job-related skills. The 'Teach on Udemy' platform offers, in our field, courses in English Grammar, Advanced English Grammar, English Verb Tenses, Usage and Mechanics, and an English Vocabulary Builder, among others. The course on Spoken English grammar was written by Ken Paterson, who has excellent credentials as a published author and former teacher trainer and Director of the Centre for English Learning and Teaching at the University of Westminster, London.

The term 'Spoken English' began to be used from the mid-1990's when linguists Carter, McCarthy (1995, 2006) and Biber (1999) pointed out that spoken English has its own grammar, which is often not taught in classrooms and cannot be found in traditional grammar books. Thus Paterson's course aims to equip teachers with the techniques and materials they need to teach their students the conversational grammar used in face to face, text message and online communication.

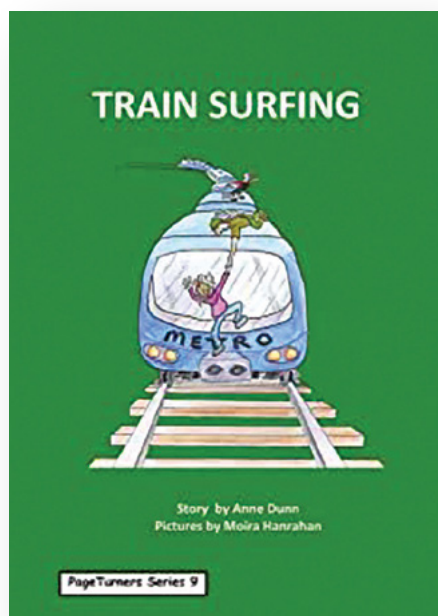
So far 191 teachers have taken this course online, and they have rated it at 4.5 stars out of 5, which I can heartily endorse. The course consists of a total of 2.5 hours of video, which are broken up into 22 bite-sized 'lectures', each of which takes about 5 – 9 minutes. There are five main areas covered: word order and ellipsis, emphasis, vague language (*and stuff/things, or something, sort/kind of, -ish and -y*), discourse marking, and responses, each of which has four lectures. However 'lecture' may be a misnomer as each talk is very practical and extremely user-friendly for busy, practising teachers. A typical talk starts with a series of short written dialogues illustrating the targeted lexical or grammatical item, which can be used to introduce students to the new language through noticing/commenting activities. Exercises follow, all of which are downloadable in a form that the teacher can edit to suit his/her own teaching context. There are also lesson plans, Answer Keys for all the exercises, student role plays to put the item into use, and a summary of each grammar rule. You can of course pause the video at any time to think, make notes, check your own understanding of the grammar items covered, or try the student exercises before looking at the answers.

Paterson is a very clear presenter who provides solid explanations of each point. He gives useful advice on how teachers might adapt his materials to their local situation, and I liked his emphasis on letting the rules of usage emerge through the scaffolded teaching process, i.e. letting the students work out the differences between several options themselves. He makes lots of good suggestions for free practice by students in pairs, using supplied question starters which will encourage students to use the new language they have just learned.

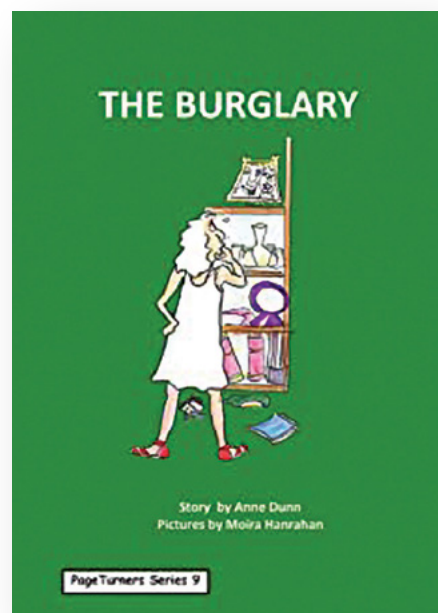
Overall I found this a highly interesting course which opened my eyes to many lexico-grammatical points I hadn't thought about before. In my opinion, taking this course would benefit all teachers of ESOL at Intermediate level and above, enriching their teaching of both grammar and Speaking. The following link gives an overview of the course and some sample material: <https://www.udemy.com/course/spoken-grammar-a-guide-for-english-language-teachers/> The *Spoken English Grammar* course for teachers is available at the website Udemy.com. US \$19.99 (currently reduced to \$18.99) buys you a coupon which gives unlimited lifetime access.

TRAIN SURFING

THE BURGLARY



Dunn, A. & Hanrahan, M. (2018). **TRAIN SURFING**. Victoria: Prace Pageturners. ISBN 978-1-877052-76-7 9 (pbk.) 20 pp. \$NZ 7.56 approx., e-book \$NZ 4.31 approx.



Dunn, A. & Hanrahan, M. (2018). **THE BURGLARY**. Victoria: Prace Pageturners. ISBN 978-1-877052-75-0 (pbk.) 20 pp. \$NZ 7.56 approx., e-book \$NZ 4.31 approx.

Reading teachers get excited when students say, "I really enjoyed that book." Many of us spend time searching out books we think they might appreciate. So, in anticipation I opened these readers, and they did not disappoint. "Train Surfing" and "The Burglary" are two readers published by Prace Pageturners. There are nine series of readers with 80 books in total. Series #8 are e-books. They seem suitable for both literacy and EAL readers.

In the blurb, authors Anne Dunn and Moira Hanrahan from Victoria, Australia say that these books were produced when they "realised they'd had enough of the lack of fun, interesting, easy-to-read stories for 'completely beginning' adult readers."

There are four levels. Using a text analyser and taking out a few lower frequency words or 'unique' words, the Level 4 text was CEFR A2 /low B1 level (elementary). Inside the back cover of each reader there is a complete list of words used in each story. Level 1 contains 100 words and Level 4 has 700 words.

There are supplementary materials available on the website as well. <https://pageturners.prace.vic.edu.au> As well as the word list at the end of each reader, there are useful follow-up exercises and discussion topics. Audio recordings are available inside the books for Series 4-7, accommodating Listen and Read sessions in class or in the library. There are some free downloadable worksheets for some readers as well in addition to a few free online readers.

The cartoonist, Hanrahan illustrates the readers with humorous and personable cartoons of the varied characters, which greatly increases readability access for our target group. Another feature that impressed when I read them for the first time, was that I was unable to predict the outcome in both readers, which are well laid out with generous font size and plenty of white space on each page.

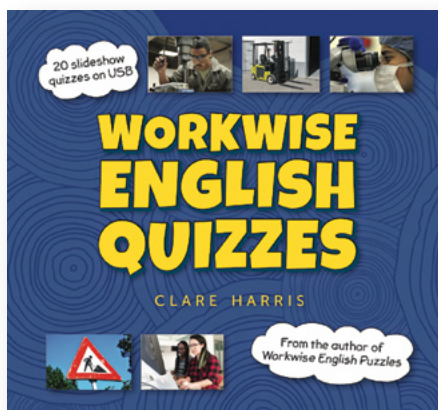
These two readers have titles which entice the reader to read on, and in both cases perhaps shock a little. Other titles spanning the whole gamut of titles on the website are historical or nonfiction, but most are narratives, often incidents which could potentially occur to anyone, and so are cautionary tales. For EAL readers I predict they will catch their interest but engender surprise too.

"Train Surfing" and "The Burglary" can be purchased from the website for \$NZ 7.56 approx. for the hard copies and \$NZ 4.31 for the e-copies.

I consider these books and the series are most well suited to EAL adolescent students who might enjoy the fresh approach if they are beginner readers of English. Adult EAL students may enjoy them too, especially the exercises, the complete lists of words at the back of each reader, and the Listen and Read series.

Reviewer

Jenny Field
Waikato Institute of Technology



WORKWISE ENGLISH QUIZZES

Harris, C. (2019). **WORKWISE
ENGLISH QUIZZES**. The Book Next
Door. ISBN: 978-922191-25-0 (USB).
\$54.95

Reviewer

Nicky Riddiford
Victoria University of Wellington

Claire Harris' attractive collection of 20 quizzes is a most useful and engaging resource designed for pre-intermediate and intermediate ESOL students. The quizzes focus on workplace related vocabulary, grammar and idioms, however, they would be useful for any student of English whether or not they are learning English with the workplace in mind.

The 20 quizzes come in the form of mp4 video files on a USB. On the USB are an introductory video where the author explains how to use the quizzes, the 20 quizzes themselves, and a pdf document containing the quiz questions, the answers to the questions, and notes for teachers. The first 10 quizzes are at a pre-intermediate level. The remaining 10 quizzes are designed for intermediate learners. Each quiz contains questions that range from easy to more challenging.

Harris suggests that the quizzes can be used in a number of ways, for example: in class as a pace changer, during class breaks, or in libraries and foyers for casual viewing. Each quiz contains 20 questions. A 20 second countdown timer, which can be paused at any point, accompanies each quiz. Each quiz is designed to take 10 minutes. In her clear introduction to the resource, the author suggests some follow up activities, including replaying the quiz perhaps one week later so that students can try to improve their score.

A link to sample quizzes can be found on the author's website:

<https://www.youtube.com/watch?v=59OmMLLeJOIE>

I trialled the quizzes in two contexts. One group was an intermediate class of ESOL learners and the other was a group of advanced language learners. The intermediate group found the quizzes motivating and enjoyed competing with their classmates to get the right answer before the timer rang. The questions they had trouble with provided useful information for teaching input. The advanced learners found the quizzes fairly easy but entertaining and worthwhile.

Workwise English Quizzes are available at Language Fuel NZ Resource Room.

We are very keen to add to our pool of wonderful book reviewers.
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**Deadline for the
Spring issue is
October 20, 2020**

Free books and the finalists of the 2020 Language Learner Literature Award

Averil Coxhead

School of Linguistics and Applied Language Studies | Te Herenga Waka – Victoria University of Wellington

The Extensive Reading Foundation (<https://erfoundation.org/wordpress/>) is delighted to let you know that many publishers of graded readers are offering books for free for teachers and learners during the current crisis. Macmillan, Oxford University Press and Helbling are amongst those who have offered these wonderful resources, and more are being added over these times, so keep checking the website.

The foundation is also very happy to announce the Finalists of the 2020 Language Learner Literature Award (<https://erfoundation.org/wordpress/awards-grants/awards/III-award-finalists-2020/>). This award is for books published in 2019, and the categories are Very Young Learners, Young Learners, Adolescents and Adults – Beginner, Elementary, Upper Elementary, Intermediate and Advanced. The books are judged by members of the non-for-profit Extensive Reading Foundation, and then offered for judging online by language learners and teachers worldwide. All the finalists are available through the Cambridge International Book Centre, but see the ERF website for more details. The website also has a list of all winners since the first awards in 2004.

Read and vote, folks!

Finalist

Every year, The Extensive Reading Foundation recognizes the best new works of language learner literature in English. From books published in 2019, the ERF judges have selected 17 titles of particular merit – the finalists. From these 17, the ERF will select one winner in each of six categories, taking into account the votes and comments of students and teachers of English worldwide.

You and your students can vote and make comments at www.elfbooks.co.uk/erf19. Log in or create a new account. Voting key: 2020votef

Closing date: June 30, 2020

All finalist books can be ordered online from the independent CIBC, www.cibcbooks.co.uk

Very Young Learners



The Golden Fish
Retold by Andy Prentice
Illustrator: Jesús López
Usborne English Readers
ISBN: 9781474964029
"A story with moral values, beautifully illustrated."



Here Come the Unicorns
By Adam Karides
Illustrator: Omar Iván de la Cruz Chávez
Ago Press
ISBN: 9781910135074
"A multiple-path adventure. Kids have to make choices on which page to read next."



I Can't Sleep
By Herbert Puchta and Gavin Biggs
Illustrator: Francesca Asdrilli
Helbling Languages
ISBN: 9783991458464
"Two kids who find it hard to sleep overcome their problem."

Young Learners



The Elves and the Shoemaker
By Brothers Grimm
Retold by Laura Cowan
Illustrator: Olga Demidova
Usborne English Readers
ISBN: 9781474964062
"Sweet and colorful illustrations add more details to talk about."



The Sick Dragon
By Herbert Puchta and Gavin Biggs
Illustrator: Andrea Aiemanno
Helbling Languages
ISBN: 9783991458519
"It touches on several themes including the environment, family, and cooperation."



Visit Saint Petersburg with Me!
By Sibana Sandi
Illustrator: Arianna Operomella
ELI
ISBN: 9781864915019
"Shows some Russian culture's uniqueness in food, clothing styles, weather, and architecture"

Adolescent and Adult: Beginner



The Silver Statue
By Paul Shipon
Illustrated by: Berat Pekmezci
Oxford University Press
ISBN: 9780194634083
"Readers will identify with the situation and with the issues and values involved."



Skeleton Island
By Sue Murray
Illustrated by: Paul Fisher Johnson
ILTS/Hueber Verlag
ISBN: 9783190129713
"An entertaining page-turner"



Find out more about the Extensive Reading Foundation at www.erfoundation.org

Don't miss the Sixth Extensive Reading World Congress, 9-13 Aug. 2021, Yogyakarta, Indonesia
<http://erfoundation.org/erwc6>

Adolescents and Adults: Elementary



Ellis Island: Roasalia's Story
By Janet Hardy-Gould
Illustrator: Thomas Girard
Oxford University Press
ISBN: 9780194634444
"Historic fiction about the people who crossed the Atlantic in the early 20th century"



Naoko: My Japan
By Gabriele Nebagist
Photographer: Tatsuya Hirata
ELI
ISBN: 9788853626424
"Through Naoko's the readers will find load of information about activities, festivals and customs in Japan."



Wonder
By R. J. Palacio retold by Jane Cammack
Illustrator: Daniel Fabori
Black Cat
ISBN: 9788853018359
"a moving story about a boy with a deformed face, who was reluctant to go to school."

Adolescents and Adults: Intermediate



The EarthKeepers
By Elizabeth Ferretti
Illustrator: Lorenza Conti
Young Adult ELI
ISBN: 9788853626539
"hilarious and emotionally expressive stories with pleasant illustrations"



The Diary
By Heather Dixon
I Talk You Talk Press
ISBN: 9784909753351
"Liam finds a diary on the street but discovers that the owner is dead"



Robinson Crusoe
By Daniel Defoe retold by Terry Phillips
Illustrator: Global Blended Learning
Innova Press Ltd
ISBN: 9781787681422
"It's a classic tale retold with engaging and colorful illustrations."

Adolescents and Adults: Upper intermediate and Advanced



The Age of Innocence
By Edith Wharton
Retold by Nora Nagy
Illustrator: Simone Manfredini
Helbling Languages
ISBN: 9783991458423
"The writing is lovely and well-paced and a clear portrait of each character is drawn with meaningful details."



The Box
By Patricia Morrow
I Talk You Talk Press
ISBN: 9784909753276
"The protagonist's search for meaning and understanding is one that all readers will be able to identify with."



Not Without You
By Gill Harvey
Illustrator: Paul McCaffrey
Publisher: Oxford University Press
ISBN: 9780194634359
"The reader is definitely pulled along by the plot and one is always trying to figure out the final resolution."



"A perfect hearty and simple vegetarian winter dish. Any pasta can be substituted."

Cathrine Attwell



Gemelli with Roasted Garlic and Cauliflower

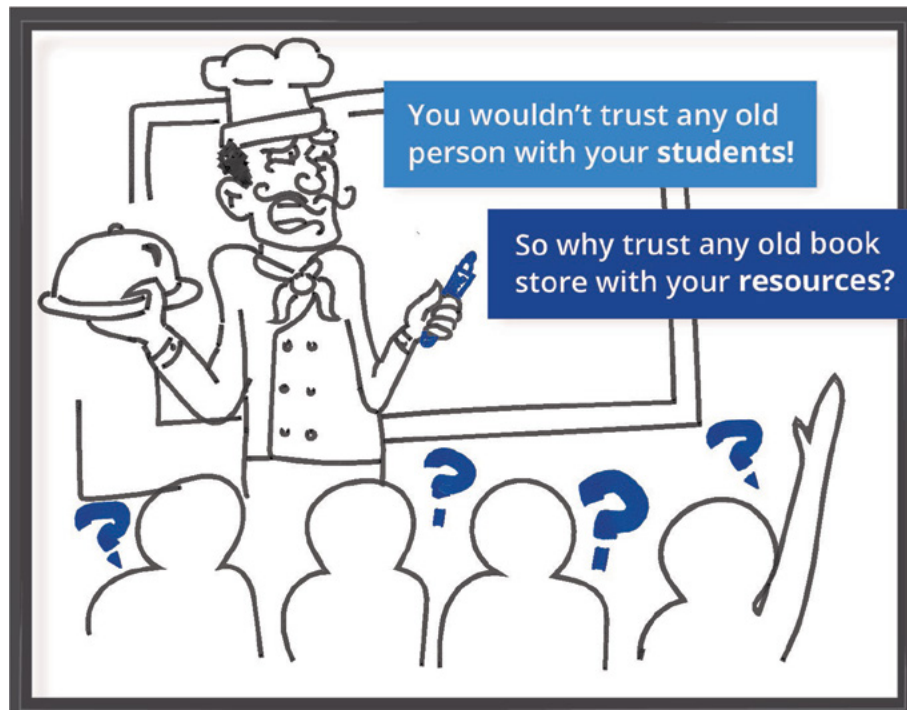
Cauliflower is roasted with garlic and cumin until caramelized and sweet before being tossed with gemelli pasta, golden raisins, and slivered almonds for crunch. Yield: serves 2-4

Ingredients

1/2 cup olive oil
2 tsp. ground cumin
3 cloves garlic, peeled and smashed
1 medium head cauliflower, cored and cut into 1" florets
Salt and freshly ground black pepper, to taste
250g. dried gemelli pasta
1/2 cup slivered almonds, toasted
1/3 cup sultanas
2 tbsp. finely chopped parsley
Juice and zest of 2 lemons
1/3 cup fresh bread crumbs, toasted

Instructions

Heat oven to 250°C. Toss 1/4 cup oil, cumin, garlic, cauliflower, and salt and pepper on a baking sheet and spread out evenly. Bake until cauliflower is golden brown and tender, 25-30 minutes. Meanwhile, bring a large saucepan of salted water to a boil. Cook pasta until al dente, about 13 minutes. Drain and set aside. Toss cauliflower mixture with remaining oil, pasta, almonds, sultanas, parsley, lemon juice and zest. Season with salt and freshly ground black pepper. Serve topped with bread crumbs.



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United Nations International Days

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JULY

11 July

World Population Day

30 July

International Day of Friendship

AUGUST

9 August

International Day of the World's Indigenous Peoples

12 August

International Youth Day

19 August

World Humanitarian Day

SEPTEMBER

8 September

International Literacy Day

21 September

International Day of Peace

23 September

International Day of Sign Languages

30 September

International Translation Day

OCTOBER

5 October

World Teachers' Day

16 October

World Food Day

24 October

United Nations Day

United Nations 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. The student has grey hair, wears glasses and a light blue button-down shirt, and is seen from the back. They are in a bright room with large windows in the background showing a city skyline.

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