



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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TESOLANZ social media presence

Christine Hanley

TESOLANZ Talk Admin, TESOLANZ Executive, CLESOL 2021 Convenor

At the beginning of 2019, the TESOLANZ Executive made the decision to establish a social media presence, beginning with Facebook, in order to enhance the association's outreach. Subsequently, the official TESOLANZ Facebook page was set up along with TESOLANZ Talk, a more socially oriented forum in which TESOL practitioners can share ideas and discuss relevant issues. Over a year and a half later with 338 people following the TESOLANZ page and 447 members in the TESOLANZ Talk group, it seems fair to say that these pages are meeting a need successfully.

TESOLANZ Talk offers items of interest posted by TESOLANZ members ranging from the humorous to the informative. There is a small volunteer team of administrators and moderators to check content and welcome new members but the content itself is largely dependent on the TESOLANZ Talk group members themselves sharing news, ideas and issues. Posts that have prompted the most interest tend to be the humorous – most often where there is a play on language (remember the thesaurus rex?); professional bugbears are highlighted – mine is the use of apostrophes (NOT apostrophe's!) – or affirming support while we have worked our way through 2020 (We can do this!), which has so far been an extraordinary year.

TESOLANZ Talk

Join Today

TESOLANZ Talk is a Facebook group in which ESOL practitioners in New Zealand can share ideas and discuss relevant issues online. Join today and contribute to the discussion.



<https://www.facebook.com/groups/TESOLANZTalk/>

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TESOLANZ social media presence continued

The other type of posts that attract our members' interest are materials and ideas that we can use with our students, especially as we have had to move so quickly into an online teaching and learning environment. Many of these come from our professional colleagues and organisations overseas, but it is reassuring and helpful to discover focused articles that demonstrate how we are not alone in this crisis and share many of the same challenges.

Because of the situation resulting from the emergence of COVID-19 and all its ramifications, many of us find ourselves in a precarious employment situation and this has been reflected in the interest shown in news about government policy and actions that affect our profession. Until the borders reopen and/or a new normal for TESOL is established here in New Zealand Aotearoa, we will continue in the hope that the collegial and social support offered with a good side serving of humour on TESOLANZ Talk will remain of value. If you are not already a member, please join us. If you are, please continue to read and share anything you think your professional colleagues will enjoy or find of interest.

Editor's Foreword

Friederike Tegge



2020 – a year full of new challenges and new experiences is nearing its end. We have met these challenges head-on, and the present newsletter reflects the flexibility and ingenuity of the TESOL community in dealing with this *new normal*. This issue is full of tech tips, digital solutions, and invitations to join online groups and meetings. It includes a report on how a team of Wintec teachers used pre-recorded video lessons to teach learners in China from different locations around the globe. Tish, an e-learning consultant, provides practical insider

tips on how to start your career as an independent online teacher. Our Teacher(s) Abroad didn't stay abroad for long but had to leave Myanmar suddenly and start teaching online from a Wellington home within eight days. Branch and SIG reports detail our digital sharing and caring, and the Book Reviews section highlights an interesting PD opportunity online.

On the other hand, questions remain unanswered and many of us still find ourselves in uncertain (and frequently frustrating and even dire) circumstances. Even though 250 PhD and postgraduate students from overseas have now received permission to enter New Zealand, our borders remain currently closed to the majority of international students. And the shiny new toy that is technology can lose its lustre and wear us out. *Zoom fatigue* (or the catchier *zoom gloom*) is now a thing, and I have heard more than once: "Not another online meeting! No more tech tips, please!" As a remedy, I have included a section on pop culture in language education (currently my favourite topic) and some teaching tips that involve music and drawing. And for the taste buds, Cathrine Attwell provides us with a mouth-watering recipe for roasted prawns with green goddess dressing.

Especially now, it has been a great privilege for me as the new editor of the newsletter to be in close contact with many TESOLANZ members and the wonderful contributors to this issue. I think a community like TESOLANZ is more important than ever. If you know of a teacher in danger of falling through the cracks that COVID opened up, consider inviting them to a kōrero event, to TESOLANZ Talk on Facebook, to a regional meeting or to the ALANZ Symposium 2020 on 28 November in Dunedin.

And that's it from me. I hope to see you all soon in Dunedin or, yes, in a Zoom meeting.

Noho ora mai,
Rike

Are your details correct on our database?

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

www.tesolanz.org.nz

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

Real-world tips from an independent online teacher and e-learning consultant

Tish Kirkland

A little bit about me

I've been an English language teacher since 2002. I have been teaching online since 2010 and consulting since 2019.

In 2009 I moved from full-time language teaching to providing private tuition, having identified that there was a need for IELTS writing preparation courses for candidates requiring a band 7 or higher. I developed a face-to-face course which focused on the IELTS public band descriptors for Task Response and Coherence and Cohesion, as I had noticed that my students needed these more than they needed grammar and vocabulary. One of my course requirements was that my students had already achieved highly in the other subtests, which ensured that their language skills were at the prerequisite level before they commenced studying with me. I had a lot of success with this course, which I created as a template but also consistently improved with every new student. This template proved to be very useful when moving from paper-based to online delivery.

I had always been interested in online teaching and learning, and in 2008 a friend suggested I take a look at Moodle. I had a quick look at that time, but really started in earnest in 2009, and I started putting my face-to-face courses online. This took a very long time, because I was learning the vocabulary of Moodle, learning what Moodle could offer, building my Moodle site, and transferring in-person face-to-face content to an asynchronous online format.

I was keen to move away from teaching in-person face-to-face, not only because I was struggling to find a reasonably priced and suitably quiet space to teach my independent courses and lining up suitable times for my lessons, but also because I had recently experienced a significant health event that meant I was unable to commit to full time teaching. It also suited my target students, most of whom were working full-time and had responsibilities outside of study. They wanted, and were happy to pay for, one-to-one attention and/or self-study. It also meant I could work with students who lived in different time zones, and not have to worry about lining up suitable times or teaching at unusual hours.

My courses were successful and well-received, and later, based on my newly developed instructional design and Moodle configuration skills, I was able to create a topic-based multi-level (IELTS 5.5 - 6.5) version of my original course, and provide it for in-class use by other institutions. This was taken up by a private language school in Brisbane and used to support their in-house IELTS preparation courses.

If you want to have a quick look at some of the things I've done, my "About.Me" (<https://about.me/tishkirkland>) page has a succinct collection of social media and other links, although please bear in mind that my Brisbane-based business is now inoperative and many of the links are out of date. However, you may find these sites useful in general to springboard your own ideas from. You can also catch some of my musings, and those of other eLearning experts, on eLearningWorld (<https://www.elearningworld.org>).

During my journey from employee to business owner, and from face-to-face teacher to online teacher and eLearning consultant, I gained a lot of experience and knowledge, and I want to share some of my tips for success with you.

Becoming an independent online teacher: Before you start

Step 1: Get set up with the financial and paperwork side of things:

1. Set yourself up as a sole trader and get an ABN (Aus) or a NZBN (NZ). Having recently done it myself, it only takes a few minutes to get an NZBN online.
 - NZ: <https://www.business.govt.nz/getting-started/choosing-the-right-business-structure/becoming-a-sole-trader>
 - Australia: <https://www.ato.gov.au/business/starting-your-own-business/before-you-get-started/choosing-your-business-structure/sole-trader/>
2. Set up a separate bank account for your business. It doesn't have to be a 'business' bank account but can be any personal account that you use for your business transactions. This way it's easier to sort your business transactions from your personal ones. Get a debit card and attach it to your PayPal account.



Tish Kirkland is an eLearning Consultant based in Wellington, Aotearoa New Zealand. An experienced language teacher but with no technical experience at the time, Tish became interested in online learning in 2008 and built a front-end Moodle site from scratch in 2009 which she uses to facilitate and teach online courses. She made the jump from language teaching to full time eLearning in 2019, which coincided with her move from Australia to her home-country of Aotearoa New Zealand, and she now works with clients from NZ and around the world to create and support online learning.

3. For any payment you receive, make sure that you put 30% into a separate online savings 'tax' account. Set up an online savings account for your tax. Attach this account to your business account and use it for deposits only. Use the money saved in this account to pay your tax every year.
4. Set up a Business PayPal account for receiving money. That is probably the easiest one to set up and is widely accepted.
5. Try to pay your tax quarterly, even if you are not registered for GST. It makes it less painful at the end of the tax year.
6. Find a bookkeeper to help you with your tax obligations if you are not comfortable doing it yourself.
7. For any non-online transactions, make sure you create invoices and keep track of money paid. You can use an accounting tool like Xero, but it's not essential to start with.

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), Faezeh Mehrang (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

Jocelyn Wright and Lisa Fleming (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

Dr Friederike Tegge (newsletter), Dr Jean Parkinson (journal)

Editorial assistants

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

Membership & distribution

Jane Dudley



8. Think about your rate. I started at \$AU 85 per hour (in 2010); for one-to-one face-to-face, before I was teaching online. I based this initial rate on what language schools were charging for one-to-one classes at that time. Bear in mind, the rate had to include pre-teaching interaction time (emails and a needs analysis questionnaire), quoting and invoicing time, lesson preparation time, lesson materials (e.g. paper), using a printer including its paper and ink, electricity, using a computer, internet connection, other stationery items, any room booking fees, and finally, teaching time. I then based my online rates on that rate.
9. Make sure your services, price list, and terms and conditions are clearly defined. I have mine readily available on a very simple Google website.
10. If you are teaching online, check things like GDPR and privacy concerns. MoodleCloud takes care of this for you with a huge questionnaire for users before they log in to the site for the first time.
11. Set up a business email address. I used a google account and set up an automatic reply for all queries.

Deciding on your mode(s) of delivery

There are many sites and services, LMS's (learning management systems) and CMS's (content management systems), but I found Moodle LMS to be the one that most aligned with my own values.

My Moodle site is hosted, and I pay an external organisation for hosting and back-end maintenance of my site on this server, including updates to the most recent long-term supported version of Moodle. However, if I were to start again, I would first start with MoodleCloud, Moodle's own hosted version of Moodle, which is available at different prices depending on the number of users you have, how much content you have, and other choices like advanced themes and additional plugins. I've been using the most basic MoodleCloud offering for a few years now, mainly as an adjunct testing site, and it's been fine so far. If you are a larger organisation, then I recommend hosting your site with a Moodle partner (look up "Moodle partner NZ" for a list).

If you don't have experience with Moodle, there is a LearnMoodle "3.9 Basics" course which is facilitated and held regularly, "LearnMoodle Teaching Basics" and "LearnMoodle Admin Basics", which are self-paced, and/or courses from HRNDZ, aimed at different levels of experience. If you are looking for video conferencing and courses that have payment gateways, Moodle comes with its own video-conferencing tool, BigBlueButton, and you can accept payment for Moodle courses via PayPal.

If you do choose to use video conferencing, I recommend you set up with an alternative system, just in case your students have a problem connecting to your first choice. I recommend Jitsi Meet.

Another handy tool is a calendar booking system, which students can use to book slots of your available time. I use Setmore for this. Since I started using it, Setmore now has incorporated a payment system, so if you are thinking of only teaching via video conferencing, then Setmore and Jitsi may be all you need.

Summary

No doubt you are eager to start creating and organising your content, teaching courses, and making some money as soon as practically possible, and dealing with finances, setting up platforms and putting systems into place might not be everyone's cup of tea. However, a solid foundation in these areas is key to achieving personal/professional goals and financial rewards. In the next newsletter, I will describe my experience with content creation, course design and student recruitment.

Pondering the early childhood enrolment experience for those new to New Zealand

Jocelyn Wright

I find myself reflecting on my experience in a small community early childhood education (ECE) service in Christchurch where in the space of six months the number of enrolled tamariki from Eritrea increased from four to ten. We were fortunate to have had prior experience working with whānau with refugee backgrounds, so we had developed our practices to welcome new whānau into centre life. However, we were not well equipped with knowledge of Eritrea and the language of Tigrinya. As I searched for support to translate and work responsively with new whānau, I became increasingly despondent by the lack of services provided to the ECE sector. In fact, I would say it goes deeper than just a lack of services; it is a situation of inequities in our education system. Whereas the schooling sector has access to the Ministry of Education refugee flexible funding pool, a refugee handbook for schools, and senior Ministry of Education advisers with responsibility for students from refugee backgrounds, those involved in the early childhood sector are on their own. They have to begin from scratch, building a list of networks and supports, with kaiako finding their own pathways for upskilling and learning, and do this all within limits of seriously strained ECE funding. Each ECE service is potentially creating “the same wheel”, and this issue will become more prevalent as we welcome an increasing number of whānau with refugee backgrounds.

From July 2020 the refugee quota in New Zealand increased from 1,000 to 1,500 places per year, with families settling in various regions in New Zealand – Auckland, Hamilton, Palmerston North, Wellington, Nelson, Christchurch, Dunedin, and Invercargill. In the future it is highly likely that more ECE services in these locations will be approached by these families to enrol their tamariki. How well

placed will services be to assist with navigating through the enrolment process – a process that has high reliance on screens of documentation in English to complete? And then there is the process involved in making an application for a childcare subsidy, another form-filling exercise in English. Once successful with securing funding, families need to then fulfil their responsibilities to WINZ by keeping them informed of changes in family circumstances, again a paper-filling exercise. When this doesn't happen, the subsidy funding to the ECE ceases without explanation. It has been my experience that it is usually because a family has not been able to read an official WINZ letter written in English, and they therefore weren't able to respond within the required timeframe. Families can then find themselves responsible for a debt in fee payment.

New Zealand holds itself in high regard in terms of being open to culture and inclusivity, and yet the lack of support in the early childhood sector would suggest otherwise. Enrolling in early childhood is often the introduction to New Zealand education for whānau; this is a time when we should be making an investment, as first impressions and experience can be enduring, contributing to successful educational outcomes in the long term. The current situation is contradicting the Ministry of Education goals for increasing ECE participation. In fact, the lack of support is creating barriers.

My pondering takes me to wonder: If our government knows where our new whānau with refugee backgrounds are coming from, why are statutory organisations not prepared? Where is the resourcing to assist families to communicate in their home languages? Where is the resourcing to support kaiako to learn about and understand how to develop culturally sustaining practice? Where is the support for our young akonga to flourish as capable and competent learners in learning environments that recognise and value their cultural capital?



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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/>

Teacher Abroad

A COVID-19 diary: From a Myanmar classroom to online teaching in eight days

What happens when you rent out your apartment for half a year and leave the country to teach English in Myanmar – and then COVID-19 strikes? **Jean Arnold** and **Judith Mason**, English teachers at Victoria University of Wellington (VUW), were helping prospective Master's students improve their English and pass IELTS in a full-time "In-Country English Language Training" (IC-ELT) course when the coronavirus changed everything. They have outlined the rapid transformation from classroom normality in Myanmar to Zoom-based teaching from Judith's house in New Zealand in eight short days.

Monday, March 16, 2020

The week began as any normal week in our English programme in Myanmar. Jean had been in Yangon, the largest city in the country with a population of over five million, since late December 2019 to teach one of the IC-ELT classes to potential Master's degree students who would enter a New Zealand university the following year. Judith, on the other hand, had just arrived from New Zealand two weeks ago to take over the other class. In Yangon, there was already public awareness of the COVID-19 virus: direct flights from Wuhan, China, had been suspended. Everyday life had already seen the first changes that we are all so familiar with now: There was suddenly hand sanitizer available in classrooms, offices, and shops, and temperature checking was now mandatory at the entrances of shopping centres. On the streets, more and more people were wearing masks. Jean finally didn't feel so conspicuous anymore as she had been wearing a mask all along on account of poor air quality. Despite these first signs of change, we mostly continued with business as usual. However, on Monday morning, Emily, who runs the NZ scholarship office in Yangon, approached Jean during break time and reported that the students were becoming increasingly concerned about taking crowded public transport to class. Point well taken! Emily laid out the situation: Increasingly, people in Yangon were starting to work from home; cinemas were now closed; schools were closing as well, and the Myanmar government cancelled all public events related to the week-long Thingyan water festival, which was just around the corner.

To find a solution for students who no longer felt safe travelling to class, we planned to bring both groups together after class on Tuesday to discuss possibly offering the course online for those who couldn't easily get to the venue. At the same time, a flurry of email correspondence with VUW and numerous other stakeholders began. However, at this point we were still under the impression that we could remain in Myanmar. That night we received an email from our boss saying there were no plans to bring us back to NZ unless there was a so-called lockdown situation. How quickly this would change!

Tuesday, March 17, 2020

One lesson learnt: It pays to check email regularly. Luckily one of us had done so after class started on Tuesday morning or we would have remained unaware of an urgent message that our programme manager passed on. An update from the New Zealand Embassy in Yangon: The Myanmar government had decided that all training courses must close down immediately until the end of April.

As planned, we met with our students in the afternoon. We announced that we would continue class as usual on Wednesday, awaiting confirmation of government announcements regarding classes ceasing and restrictions on gatherings. Students were to bring their laptops to class the next day so that we could get them set up for distance learning if they felt that physical attendance was unsafe. However, the students didn't have the faintest inkling that face-to-face teaching would come to an abrupt halt. At the time, it was hard to imagine. These students had given up their jobs to undertake this full-time English language programme. They were receiving a monthly stipend from the Ministry of Foreign Affairs and Trade (MFAT), and – assuming they got the necessary IELTS score – they would travel to New Zealand to begin their university studies in 2021. How could a little virus starting at a market in Wuhan upset these ambitious plans?

Yet, our plans would change that very evening: Disconcerting news reached us that people suspected of having COVID-19 would not be allowed to leave the country and would be put up in government quarantine facilities. We needed to consult with our programme director, and a conference call was already scheduled for that evening. In those days, we weren't as au fait with conference calling as we are now, so it took quite a number of back and forth emails before we were able to get a Skype call established. Then the news from home hit us: The next day would be our last teaching day in Myanmar!



Wednesday, March 18, 2020

Judith checked the Stuff website in the early morning and read "Coronavirus: Government tells 80,000 Kiwis to come home now". There was now no postponing the inevitable.

Little did our students know on Wednesday morning that this was our last day of teaching them in person. After hearing the news, they expressed worries about whether their stipends would continue and how we could manage to teach them online. However, together we scrolled through several days' PPTs looking at the activities and figuring out ways to do them via Zoom. Then we got to work to get everyone ready for distance learning. It was a busy day for all of us: The students loaded Zoom on all their computers, and we trialled the technology in the classroom. We teachers compiled a list of photocopying that would need to be done so students would have what they needed as they moved to working from their homes. Emily, and the other local office staff, made sure that all students had a camera connected to their computers and sufficient internet data so they could 'attend' class. Stipends were paid out to the students in cash until the end of April. We encouraged students to check out books and resources from our resource shelves. We left the classroom behind us and agreed to meet the next Monday on Zoom.

This was such a hectic time, but Jean's students kept a cool head and suggested a farewell dinner at her place that evening. Judith's students also decided to hold a party in their classroom that night.

These students are masters of resilience! They must have been shocked, too, by the celerity of our departure and the uncertainty about the future. However, they calmly divided into groups to round up different types of food, and some went shopping for "liquid refreshment" with Jean. One group had set out to get mochi, a favourite treat of Jean's. They took forever to arrive and were holding up the dinner. What was going on? As it turned out, they'd also been shopping for prezzies! The singing, dancing and reminiscing went on for hours. Some students noticed their fluency had greatly improved, thanks to Myanmar Beer.



March 18 – Farewell party in Judith's classroom

Thursday, March 19, 2020

Zoom becomes a high-frequency word. Toe, a tech-savvy student, volunteered to help the local Myanmar teachers learn Zoom, so on Thursday morning, Judith, Jean, and Toe met Thuzar and May, our local co-teachers, in a classroom and went over how to use this technology. The challenges continued. Judith had booked a flight out for us, but there was a hitch – it included a transfer in Australia. Judith telephoned the New Zealand travel agent and secured flights that would get us back to New Zealand without danger of getting stuck in transit.

Friday, March 20, 2020

The day of departure had arrived. Having given away three huge rubbish bags full of cooking supplies and food, a bicycle and other odds and sods, we were on our way to the airport that morning. Emily and a group of students met us there and we had a teary farewell. However, we weren't separated for long.

Saturday, March 21, 2020

International travel during the early days of the coronavirus was a surreal experience. We arrived in New Zealand, transiting through very empty airports in both Singapore and Christchurch. Judith kindly invited Jean to quarantine at her place since we were both in the same boat, and because Jean had rented her apartment out until mid-June. Since we couldn't go grocery shopping, we tried to order groceries online. After spending an hour at that, we spent a further half hour on the phone figuring out why we couldn't schedule a delivery time. Finally, we were told there were no possible food deliveries until March 28th. Seven days with a near-empty fridge did not bode well! However, several colleagues went shopping for us and saved us from hunger.

Sunday, March 22, 2020

We had all of Sunday to get over the jet lag, get our new situation sorted and trial the technology for the following afternoon. We would be working from a different time zone now, 6½ hours ahead of Myanmar.



Sunday, March 22 – the only Corona we came into contact with!





Monday, March 23, 2020 and beyond

On Monday morning we finished preparing our classes and then taught from separate rooms from 2:30-6:30 p.m. (9:00 a.m. – 1.00 p.m. Myanmar) with a 15-minute break in the middle. We figured out how to use the break-out rooms on Zoom, which was actually a very successful innovation. Netiquette was established, such as turning on the camera during class, getting dressed before turning on the camera, etc. Sometimes poor connection issues precluded students from using the video function, but that was accepted as par for the course. One student who returned to his village from Yangon relied on solar power, so he couldn't always get through the whole class without his battery going flat. Others were impacted by the regular nature of power cuts in Myanmar.

When we first saw a couple of our students sheltering on their beds under mosquito nets, we were puzzled. Judith thought her student was in a tent, and Jean thought her student had a virtual background of the moon, with the wispy white gauze creating an eerie effect. Besides having to study at home in the brutal heat of a Myanmar summer instead of in their nice air-conditioned classroom, they contended with the noise of their neighbourhoods and shared living spaces. From another hemisphere, we heard metal workers pounding relentlessly; music lessons next door (of course it had to be drumming lessons!); roosters crowing; passing street vendors hawking their wares; and lovely birdsong, too. At the start of class, we sometimes witnessed a hand entering the screen with a bowl of breakfast *mohinga* for the student.

Our groups shared new apps such as *CamScanner* which made their scanned work much easier to read. The students were preparing to sit IELTS, so to practice writing their essays on paper, we had students write, scan, and email their work to us. Judith and Jean coordinated a time to open their respective emails, print the attachments, mark, then scan and send the essays back to the students. With Judith's vintage printer this could take an hour or more for scanning and emailing, but once we were allowed to return to the uni, the process was speedier. *WhatsApp* was another useful app, as was *Messenger*. If students' connection on the Zoom breakout room was unstable, they could use one of these to call their partner to continue the discussion. The downside was that the teacher couldn't pop in and monitor their language.

Students continued discussing professional articles in their pre-established groups outside of class time. They were incredibly supportive of each other and helpful to us teachers in sorting out tech issues. Students also formed study pairs or groups to support the ones who needed extra practice with certain skills. Of course, IELTS testing was suspended in Myanmar for a time, as it was here in New Zealand, which didn't help calm their nerves. The in-country teachers worked incredibly hard and put in extra hours to help the students prepare for their IELTS test, too. When IELTS testing finally resumed, of the 23 students we had between us, all 23 met, and twelve surpassed, the required entry score of 6.5.



August 18 - Last day of class for Jean's group.

Concluding remarks

Teaching a language class online is not ideal, but there are some advantages. We're grateful that the technology existed so that the programme could continue. MFAT graciously extended all the students' stipends until August because of the disruption and have committed to running next year's IC-ELT programme totally by distance. Students are now anxiously awaiting good news about New Zealand's borders opening so that they can come start their courses of study on schedule. Goodness knows they've had to cope with enough change already!

Wordplay

Amber Fraser-Smith



Amber Fraser-Smith is an ESOL lecturer at Otago Polytechnic. She has recently finished her Master's degree in Educational Psychology and is now pursuing further study. She spends any spare time she can find reading, dancing, and enjoying nature.

Language learning that lasts

"Take this list of words home and learn them." As a language learner, I can think of few teaching instructions that have frustrated me more than this one. Having studied four languages over almost four decades and having been taught by more than a dozen language teachers, I hoped for more detailed instruction than this. Yet, apart from being told to list the words in a notebook or make flash cards, I was never given much information about how to remember them. It's embarrassing, therefore, to have to confess that in my first few years of language teaching, I was guilty of uttering the same words to my learners, assuming that they would have their own ways of learning vocabulary. Yes, we did learn vocabulary in class, but there were always extra words for the students to learn – and these invariably came in a list.

About a decade ago, having realised the error of my ways, I started researching how to make vocabulary learning more effective. My first question was – how can we teach vocabulary in a way that helps students learn and store new words so they can be easily retrieved? One of the methods that I tried, the Keyword Method, was a double-step approach that involves linking similar-sounding words to the target words and attaching memorable images. I'll give you an example. When I was living in Cambodia, I wanted to learn the Khmer language. To do this, I linked the Khmer word to a similar-sounding word in English, which I then linked to a picture. For example, the Khmer word for *corn* sounds similar to the English word *boat*, so I pictured a boat made of corn. Similarly, the Khmer word for *nice*, sounded to me like *laor*, a word similar to the English word *law*. I remembered this by using the sentence "It's a law to be nice". This phrase could also be connected to an image, perhaps of a smiling judge. I had an advantage in that Khmer words tend to be short, and as a result, I could learn up to 50 words in one evening by using this technique. Though it is a little harder, the technique can work with longer words by adding more similar-sounding words. For example, the Japanese grace said before meals, *itadakimas*, can be remembered because of its similarity in sound to the phrase "Eat a ducky mouse". The crazier the image or phrase, the more likely it is to be remembered.

Needless to say, we don't tend to produce our language in one-word bites, but rather as part of a meaningful construct. One way to help our students learn and use vocabulary is through the process of chunking. This is where the student learns an expression or a group of words that are in meaningful chunks rather than just simply learning a list of single words. For example, instead of learning the word *child*, you might learn the expression "When I was a child". This renders the word more meaningful, more easily imagined and easier to use in conversation. One of my former students claimed he would never learn just one word, but instead always looked for collocations such as a preposition or verb.

The next question I wanted answered was how much rehearsal is needed for effective recall? While estimates are often given for how many times a word must be used, it appears that the spacing of these repetitions is of even greater significance. Spaced repetition involves retrieving a word or phrase after increasing time intervals, e.g. one day, three days, one week, one month. The space between repetitions becomes greater each time a word is retrieved correctly to ensure that it will be stored effectively in the long-term memory.

POP



CORNER

Using Pop Culture in the language classroom

Friederike Tegge

Welcome to the "pop corner", a section on using pop culture in language education. This is an ongoing segment in the newsletter, so practical suggestions for future newsletter issues are very welcome. Please send to friederike.tegge@gmail.com. I'll kick things off with an introduction to the topic and practical ideas.

The first question is: What is pop culture? Yeah, thinking about it, it's not so easy to define. According to the Oxford English Dictionary, it is "culture based on popular taste ... made widely available by mass media" (OED, n.d.). That definition is not fully convincing, but let's roll with it because we all have a sense of what it includes: celebrities, collectibles, and clothing, or more language-focused: films, TV, music, podcasts, comics, memes or video games.

I like using pop culture in class – when appropriate – because it evokes strong emotions in students and gets them interested, and most of them choose to engage with it daily in their spare time. Once, when my class learnt to transcribe using the IPA, I decided to teach the entire week "Harry-Potter-themed", as one of the *Fantastic Beasts* films had just come out and the students were clearly excited about it. Homework included transcribing words from the wizarding world. One student ended up handing in two extra pages of work because "It was so much fun, I couldn't stop myself". I also like to recommend pop products to students for language learning outside the classroom. For example, Penguin ELT readers now include *Doctor Who* (Level 5) and *Artemis Fowl* (Level 4).

Here are some practical suggestions:

Tip 1

Intonation and language rhythm

I have been drawing students' attention to the English stress-timed rhythm by using a line from B.o.B.'s *Airplanes* (<https://www.youtube.com/watch?v=kn6-c223DUU>; 0:00-0:19), which is actually the chorus sung by Hayley Williams: "Could we pretend that airplanes in the night sky are like shooting stars? I could really use a wish right now, wish right now, wish right now." First, students are trying to understand as many words as possible. Invariably, they end up hearing only the stressed words clearly: pretend, airplanes, night sky, shooting, wish. In class, as a group we try to sing or speak along with that part of the song, and we discuss why it is so much harder to hear the rest of the words. As a follow up we practice saying sentences with clearly stressed words along with a metronome (e.g. <https://www.musicca.com/metronome>) – adding more and more words in between (which usually ends in a lot of laughter).

Tip 2

Drawing dictation with popular characters

A popular activity in my class has been a team activity involving, in turns, one student describing the picture of a person or creature and the partner having to draw it following the description (and without seeing the picture). At the end, the "painter" guesses who (or what) he has drawn, and the artistic result is then compared to the original. I have used pictures of Ghibli characters and other pop culture personalities (human or otherwise) which I am certain are known to everyone in class. Students seemed to enjoy the activity immensely, and they engaged with descriptive language (which we had prepared) both in speaking and listening. As a follow-up, students chose or created their own characters for a further drawing dictation.

Tip 3

"Queenstown" by Passenger

This is a song I have enjoyed recently and which Passenger seems to have recorded at home during lockdown (<https://www.youtube.com/watch?v=-PuJ11dgTEA>). I haven't used it yet for language learning, but I enjoy the description of happy summer days in Queenstown: "When I think back to that morning in Queenstown, my heart starts to ache. Sitting in the shade of the hire car, throwing stones into the lake."

Tech Tips:

Adobe Spark – Not just another pretty video app

Nick Baker



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

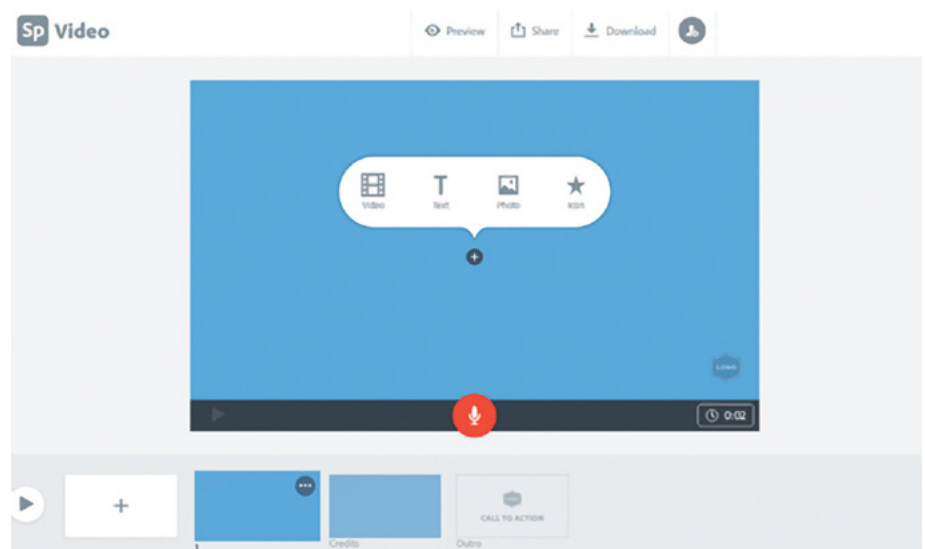
COVID in 2020 has dramatically affected our ability to teach and communicate expressively within classroom situations or at home. But at the same time, the situation has prompted us to be creative through technology to foster new teaching and learning possibilities, including opportunities for students to learn in new ways and for teachers to create new (digital) learning experiences. For many of us, the most obvious technological tool that can help us handle the challenges we face due to COVID is video.

Video has always been a great tool for teaching, for content presentation and for students to use as a medium to create, express, and share projects in response to lesson or homework objectives. Therefore, video can perhaps be emphasized as a medium bridging the communicative restrictions we and our students face in the COVID classroom. One tool I found that can help us continue to communicate and share in a personal and creative way for both teachers and learners is Adobe Spark.

Adobe Spark provides a video platform for teachers and students to create and share video presentations as an alternative to live or prerecorded Zoom sessions. Adobe Spark is an easy to use online video creator and more (available either as a paid or free version). Here is how you get started: Register to access Adobe Spark online by using a smartphone, iPad, or computer (spark.adobe.com). There is also a downloadable app. Spark has a simple interface and can be used by a wide range of age groups to create effective video presentations. The creative options are endless, as users can record and upload their own video or voice recordings and select from Adobe Spark's free-to-use image and music library.

Value to our practice is also endless as both you and your students can create video presentations, reflections or assignments using Adobe Spark. And, as I mentioned earlier, Spark is more than just a video creator: It can also create flyers, posters, and web pages as alternative options for presenting your or the students' work. All these can be posted online, for example on your class Facebook wall, creating a myriad of opportunities to present, share, reflect, and evaluate with the whole class.

Examples of how people around the world have used Spark are numerous: Media schools are using it for presentation assignments; Chinese classes are examining poetry through videos; primary school students are recording reflective video journals. I encourage you to have a look at this application. While there is no best app to do everything, Adobe Spark may provide another instrument to fit into your teaching toolbox. Overall, Adobe Spark is not just a pretty application but an intuitive multifunctional experience that could be of value to you and your students in these COVID times – and beyond.



The interface is simple to use and easy on the eye.

Reports

President's Report

Daryl Streat

daryl.streat@lincoln.ac.nz



Kia ora koutou,

2020 has continued to be a year of profound change. For many of you, you will find yourselves currently in a situation that is drastically different from what you envisioned twelve, six, or even three months ago. I also find myself looking at the remainder of 2020 and 2021 with a massive amount of uncertainty. I've found through this period that this uncertainty is draining. However, one thing that has helped is to take the time to appreciate the little things. A walk in Spring sunshine, a spot of gardening, or even playing ball with my son in the backyard are all moments of distracted joy that have helped immeasurably. The only professional certainty that I currently have is that 'uncertainty' is going to be with us for some time yet. Neither major political party is currently engaging in serious discussion about border openings, and until that happens, it is hard to see where the certainty will come from. I did take solace in reading Chris Beard's (ISANA) recent article in HERDSA.

Catch-Up/Korero Online Events

TESOLANZ has continued to host catch-up/korero events through September. A huge thank you goes out to members Nick Baker and Anne McCarthy for putting their hands up to run these. Both events enabled me to learn a considerable amount. Anne's event helped me better to understand the mainstreaming situation in the Secondary Sector. Nick's session helped me to understand myself as a writer better, and thereby my students' identities as writers.

Advocacy

We have continued to advocate the government about alleviating some of this uncertainty in the sector. That being said, there has been little engagement due to the upcoming election. Also, our colleagues in the Christchurch Secondary ESOL PLC have written to the Minister advocating for support in retaining staff. TESOLANZ supports their message.

I have also had opportunities to speak with government representatives on their views for the future direction of International Education, especially as it relates to the [Strategic Recovery Plan for International Education](#). One thing I can say here is that it is clear to me that there is a strong need for English Language professionals, no matter what form the recovery takes. As such, I have restated the importance of protecting and maintaining the sector through this crisis period.

Assessment 2020

There have been several changes around this event, and we will now be hosting an [online workshop event](#), followed by a [face-to-face event on February 13th, 2021](#). There have been a lot of challenges in planning this symposium, and it has highlighted some of the issues we will face when planning meetings and events during Covid-19 affected times.

If we are affected by Covid-19 again leading into February, the symposium will go ahead as a fully online event. The word-of-the-day for event planning is quickly becoming 'contingency'. If branches are looking at hosting larger events in 2020/2021, I'd happily meet with organisers/chairs to discuss what we have learnt about planning during Covid-19.

Welcomes and Farewells

The TESOLANZ Executive welcomes back Breda Matthews, who stood for election recently and will continue in the role of SiG Coordinator. Also, we farewell Shireen Junpath. Shireen has served as TESOLANZ Treasurer, and her expertise and dedication will be missed. Faezeh Mehrang will replace her on the Executive. Faezeh is also the current CLESOL 2021 committee treasurer, and she brings a wealth of experience and passion to the Executive.

Also, Erina Hunt has departed as Newsletter Editor. Rike Tegge replaces her. Rike will look to continue the fantastic work achieved by Erina and also bring some innovations to how we share knowledge and collaborate.

Anne McCarthy has stepped into the role of Secondary Special Interest Group chair. She brings a depth of knowledge of the secondary sector that is appreciated, and we look forward to working with her.

Finally, I am pleased to have been confirmed for my second term as TESOLANZ President. With all that has been going on in everyone's lives, it is often a challenge to fit in extras. That being said, the changes we have all experienced over the last ten months left many with the feeling that there is still more work to do. Thank you, once again, for your faith in allowing me to continue to serve you.

Research Special Interest Group (SiG)

A small group of TESOLANZ members have joined together to initiate a new SiG. This sig will be focused on research (ReSiG), and the current members are Daryl Streat, Graeme Couper, Faezeh Mehrang, Pat Strauss, and Jenny Mendieta Aguilar. Our first project will be finalising the 2020 Membership Survey. TESOLANZ last ran a membership survey in 2018, and running another survey will provide us with a point of comparison for the sector. Also, it will allow us to identify priority needs as we move into 2021.



ReSiG will also play a role in connecting research with practice and disseminating meaningful, accessible research to practitioners.

Membership

If you are now back in the office, we would politely ask you to consider **renewing your membership**. Also, 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

The activities of the branch have been conducted online this year which has proved beneficial for those at the further reaches of our area and led to some interesting insights into people's offices and homes! Our most recent event was an online forum entitled *Keeping Connected in Covid Times*. We had a number of experts in the fields of online course design and teaching who facilitated our discussion and participants from all sectors.

WAIKATO TESOL

Margaret Connelly

2020 has been an unprecedented year, full of challenges across all sectors. We have had to adjust to new technology and teaching approaches. For many of us, pastoral care responsibilities took a unique form this year, seeing us support learners in very different, often creative, ways. It has also been inspiring to see our learners come together as a community and take on new methods of accessing learning. In reflection, we can be proud of what we have achieved in our own professional development, and the achievements of our learners. Our future teaching approaches will be shaped by our experience of such challenging times.

BOPTESOL

Liz Signal

BOPTESOL held a meeting that was well attended by BOPTESOL members from local schools and PTEs. The main topic for discussion was *Tips and Ideas for Online Teaching*. Members were put in small groups to share ideas and experiences with online teaching and then brought back together to share. Issues raised span from difficulties with students not being IT literate or having to learn the software and finding that a steep learning curve, to different programmes, platforms and software that were useful. Some teachers continued with tried and true methods of using flashcards whilst others were happy using different pieces of software, all depending of course on their learners' levels of IT awareness. It was agreed at the end that everyone gained something from the meeting.



MANATESOL

Gwenna Finikin and Dana Taylor

The biggest challenge in Manawātū, as with most of us, is the drop in international students. In my primary school, we lost our one student, when her family was recalled back to their country as New Zealand was deemed 'not safe'. Despite having no students, I still needed to partake of the review of the code of practice for the pastoral care of international students.

When New Zealand's international borders closed in March 2020, many tertiary institutions prepared to start teaching online to offshore learners who held a current student visa. Classes were subsequently delivered via online platforms such as *Moodle* and *Google Hangouts Meet*, as well as email and *Google Drive*. Online lessons allowed students who were stranded overseas and could not attend classes on campus in New Zealand to start or continue their tertiary studies in a robust and reliable manner. Some teachers and students did find it challenging to transfer from face-to-face to online delivery. However, teachers were able to participate in regular professional development to enhance their online teaching skills so that they could manage learning and assessment activities to support offshore students' content knowledge and communication skills. Students, too, appreciated the opportunity to engage in online interactions and watch videos of lectures, replaying sections that they needed to focus their attention on more deeply to achieve learning outcomes. We find new ways to work in our brave new world.

BAYTESOL

We are excited to invite you to participate in a day's symposium; "Where to from here? Future-proofing English Language Teaching in Aotearoa". We are pleased to announce our three guest speakers from around New Zealand, who will provide updates on what has been occurring in their respective fields.


This BAYTESOL event is aimed at anyone working within the English Language and International Education sector. Come and learn how others in your field are adapting to the changed learning landscape following the international pandemic and lockdown in New Zealand. Topics to be covered include how to recruit, engage and nurture students in this changing environment.

You will also have the opportunity to present in an interactive forum. Participants can share their own tips, learning, experience and practical advice. If you wish to present in this forum, you can indicate your interest on the registration form.

With CLESOL postponed, this is valuable professional development and a great chance to meet with people in the industry and develop our support networks for the future. Please print out the attached flyer and distribute to those you feel would benefit from this opportunity.

We look forward to seeing you on the 28th of November.

Ngā mihi,
Organising Committee, BAYTESOL Symposium



WHERE TO FROM HERE?

Future-proofing English Language Teaching and International Education in Aotearoa

REGISTER NOW!

Without warning, Covid-19 has forced us all to examine the way we work. Come and learn how others are adapting and find out how to recruit, engage and nurture students in this changing learning environment.

Guest speakers:

- Erina Hunt, Project Manager, Online Blended Learning Programmes, University of Otago
- Gabrielle Nguyen, Director of Global Education, Woodford House
- Simon Appleton, Chief Executive, Eastern Bridge Ltd.

An interactive afternoon session where attendees share tips and advice from their experience.

Where: EIT, Napier
501 Gloucester St, Taradale



Date: 28 November, 2020




Time: 8:45am - 3:00pm

Cost: **FREE** for those in BAYTESOL region, \$20 for other regions

You can register via:

- **Facebook**
EIT English Language Centre
- **Contact Nicola Yuile**
nyuile@eit.ac.nz | 06 830 1298
- **Scan the QR code**
- **Follow this link:**
<http://tinyurl.com/yyl6ewwu>



eit.ac.nz |   

WATESOL

Nicky Riddiford

The Covid-19 pandemic has caused the cancellation of many events this year, including the WATESOL Expo which is normally scheduled for June each year.

Fortunately for the WATESOL community, the Friday seminars offered by the School of Linguistics and Applied Language Studies at Victoria University of Wellington continued online for much of the lockdown and subsequent period. WATESOL members were invited to these regular online seminars which included presentations by Emeritus Professor Paul Nation, Emeritus Professor Laurie Bauer and Associate Professor Averil Coxhead.

WATESOL's plans for the rest of the year include the AGM in November. The guest speaker for this event is Naheen Madarbakus who will present on the topic of *Selecting, grading and teaching TED Talks-based listening lessons*.



The 2020 WATESOL committee, pre-lockdown. WATESOL committee 2020: Tinh Le-Cao, Linda Todd, Teresa O'Connor, Jenny Olsen, Elizabeth Rothwell, Fiona Hoang, John Taylor, Kerry Finnigan, Victoria Mitchell, Sarah Roper, Nicky Riddiford, Anna Dowling, Ha Hoang (with daughter Melody). Absent from photo: Cathie Cahill and Jinnie Potter.

CANTESOL

Kerstin Dofs

This year was definitely not a normal year as we have all experienced. This year's public events, for example, were not easy to arrange. The CANTESOL Committee had prepared for three events this year, in the anticipation that the fourth event would be the CLESOL conference. Nothing went according to our plans for obvious reasons. At the 2019 AGM, our members had signalled that they wanted more PD around reading and technology. However, we had to cancel the first event on technology as the situation with the pandemic escalated. This event was replaced by a technology sharing zoom meeting, to which we invited all CANTESOL members in all sectors. We shared ideas about online teaching, and about any silver-lining we had discovered as a result of the unusual situation. We had a good turnout and we could discuss our ideas in the breakout rooms until we were called back to the main meeting to report back to everyone. The second event was a reading workshop with John Macalister from Victoria University. This event had to be postponed as it was going to be held in May. Finally, when we were in alert level 1 in August, he managed to come and take the workshop, which was very well attended and appreciated.

In line with our aim to provide meeting opportunities for our members where we can come together and learn, share ideas, and discuss general TESOL issues and ways to respond to the professional demands in the Canterbury environment, we decided to arrange a similar AGM this year as the third and last year's event, "The Great Get-Together". Thus, this year we arranged for a "The Even Better Get-Together" AGM, which aimed to give our members the opportunity to enjoy networking in a more relaxed way—enjoying an evening with drinks, nibbles, dinner, and a quiz themed around the world, language, and TESOLANZ items. The AGM was also held and was well-attended.

Our last CANTESOL Committee meeting for the year will take place before the end of the year. As always, we will plan for next year's events at this meeting, then we make time for each other at a nice restaurant, as we finish our commitment to CANTESOL for the year.

Early Childhood Education SIG

Jocelyn Wright

Since COVID 3 lockdown was lifted, early childhood communities across Aotearoa have been welcoming children and their families from Eritrea, by way of Mangere, Auckland. Ōtautahi welcomed several new whānau from Eritrea in June. Several children from these families have entered into early childhood settings within the area. Teachers in these centres are enjoying the richness of new language learning alongside these families as they learn some Tigrinya.

The early childhood sector has frequently been in the news of late as the fight for pay parity gained momentum. We are now watching this space in anticipation of political policy promises coming to fruition.

Jo Knudsen recently stepped down from her role as ECE SIG co-coordinator after being active in this space for three years and we now welcome Lisa Fleming into this role.

*Tōku reo, tōku ohoo, tōku reo, tōku māpihi maurea
Tōku whakakai marihi, he reo Rangatira, he rākaia Ataahua
My language, my treasure, my language, my precious possession.
My most sacred adornment, my chiefly language, my beautiful adornment.*

Ko Lisa Fleming tōku ingoa. I am new to the shared role of ECE SIG co-ordinator. I am sharing this role with Jocelyn Wright and I am excited to see where the future of TESOL is leading us.

I am from South Canterbury and have been teaching in Kindergarten/Early Childhood education for most of my working life.

I have a special interest in languages and music—I think they sit alongside each other so well. I am currently doing my Postgraduate Certificate in TESSOL.

I look forward to getting to know you all better over the next year and look forward to being part of this dynamic group.



Primary SIG

Bernie Moffat

- Hamilton had six schools participating in the MOE TALL programme facilitated by Gaylene Price in 2020. Covid interrupted this 6-month PD but it will be completed with an Impact Day on 21st October. This in-school team approach has been challenging and reflective for the majority of the participants.
- The TESOLANZ face-to-face Assessment Symposium is in Auckland on Saturday 13th February 2021. There will be excellent primary presentations throughout the day. This will be a great day to learn, share and network.
- The ELLP Pathway document is available online. Clusters have been invited to investigate this resource. We hope many clusters will discuss this and feedback to the MOE early 2021.

Secondary SIG

Anne McCarthy

During this COVID-19 year, secondary teachers nationally have experienced significant pressure with loss of international student numbers and teaching time. Timetables for setting, marking and resubmitting internals and arranging exams have had to be rejigged. Innovative digital measures to encourage learning from home have had to replace classroom routines, two prominent ones being *Reading Plus* and *Tensebuster*. As well, demands for pastoral care with anxious students have markedly increased, with Auckland teachers taking the brunt of heightened strain.

Secondary SIG continued

The government has responded to alleviate academic targets nationally. Credits required for UE and Merit and Excellence endorsements have been reduced, while Learning Recognition Credits (LRCs) have been introduced to bolster totals. Students in schools affected by the Level 3 lockdown, mainly Auckland, have been granted even lower UE thresholds and easier access to LRC. See <https://www.nzqa.govt.nz/about-us/news/ncea-and-university-entrance-changes-for-2020/>. Correspondence summer school enrolment spaces have expanded 400% to provide late assessment opportunities more widely, while more internet access and laptops have been provided for many homes and schools.

On esolonline, ELL teachers have continued to help each other with day-to-day assessment and moderation needs, with graded readers and with September-October language weeks. This great service owes much to Breda Matthews' supervision, but also to the generous teachers who collegially volunteer their time and resources.

NZQA has introduced four initiatives that involve secondary ELL staff. For ESOL departments using NCEA English, NZQA is asking for feedback on a review of internal assessment material and is also calling for schools to take part in a review mini pilot. See *NCEA review – Update on trials and pilots*. NZQA is also updating course approval requirements for international student programmes. If consented, schools will need to fill out an attestation form for each course annually; if not, they will need to apply for approval. See *Course approvals for international student classes*. Further, NZQA has introduced an International Education Recovery Plan, which is investing \$20 million into state and integrated schools to support our residual international infrastructure, and \$6.6 million to continue pastoral care for international students, so some visible consequences of this should be available to you soon. See <https://www.nzqa.govt.nz/about-us/news/international-education-recovery-plan-announced/>.

Finally, please remember that NZQA external moderation is optional for schools for the remainder of 2020. Moderation can still be submitted for feedback purposes only, perhaps especially on reviewed English Language unit standards, which many of you may be assessing for the first time.

On September 15th, TESOLANZ hosted a Zoom meeting for secondary staff on mainstreaming, with opportunity for subgroup interaction. Thank you for the topic suggestions for future similar events which I hope can be regularly established. For more professional development, there was a one-day Zoom symposium 'Focus on Assessment' on the 20th October. For those in the South Island especially, keep 28th November free for the ALANZ symposium in Dunedin. See *Applied Linguistics Association of NZ (ALANZ) Symposium 2020*. It would be great also if, when you have time, some members could send me any photos and summaries of any special ESOL activities for the TESOLANZ Talk site.

Finally, I would like to draw your attention to the bilingual English-Tongan wordlists for automotive technology, carpentry, and fabrication, developed by Averil Coxhead and Falakiko Tu'amoheloa, available at <https://www.vicbooks.co.nz/textbooks/occasional-publications>.



The advertisement for 'Cambridge English Mindset for IELTS' features a dark blue header with the Cambridge University Press and Cambridge English Language Assessment logos. Below this, a gold banner reads 'Cambridge English' and 'OFFICIAL PREPARATION MATERIAL'. The main title 'MINDSET FOR IELTS' is in large, bold, white letters on a red background. Below the title, it says 'The new multi-level course from the producers of the IELTS test'. A list of three bullet points highlights the course's features: flexible print and online content, topic-based units with extra online practice, and additional online modules for specific language groups. Two quotes from teachers are included in a white box with a black border. The bottom of the ad features the website 'www.cambridge.org/mindset' in a black box. The background is decorated with colorful geometric shapes.

CAMBRIDGE UNIVERSITY PRESS **CAMBRIDGE ENGLISH**
Language Assessment
Part of the University of Cambridge

Cambridge English **OFFICIAL**
PREPARATION MATERIAL

MINDSET
FOR IELTS

The new multi-level course from the producers of the IELTS test

- Flexible print and online content means you can customise the length and focus of the course.
- Topic-based units cover all four skills in turn with extra online practice for each skill, plus Grammar and Vocabulary.
- Additional online modules for specific language groups and academic study skills.

“It’s very easy to pick and choose relevant sections.”
Duncan, Assistant Director of Studies,
Wimbledon School of English

“Refreshingly different; short units, simply and clearly laid out with attractive visuals.”
Aidan, IELTS Teacher, Ealing Green College

www.cambridge.org/mindset

Tertiary SIG

Ailsa Deverick

Firstly, I wish to convey my sincere thanks to Hanna Brookie for undertaking the role of co-coordinator of the Tertiary SIG. She has resigned in order to focus on her doctorate and her ALANZ commitments and I wish her well. Meanwhile, Martin Walsh, from the University of Auckland, has kindly agreed to co-coordinate with me in her stead. Welcome, Martin!

Updates and impact of COVID

Conversations via email, cell phone, text and Zoom with leaders and teachers from polytechnics, universities, private language schools, PTEs, English Language Partners and the Red Cross have resulted in the following brief reports, which have mostly focussed on the impact of COVID.

University and Polytechnic sector

The market is rapidly changing, with, for example, university pathways programmes (and some Stage 1 courses) either starting offshore, or being delivered by local PTEs, which presents its challenges for staff on the ground and for quality assurance.

Launched by Hon Chris Hipkins at its Head Office location at Wintec's city campus in Hamilton, the *New Zealand Institute of Skills and Technology* (NZIST) has been officially re-named **Te Pūkenga**. While it has a pretty impressive website and there is an established Leadership Team and a Council which meets every month, no significant changes seem to have yet affected the ELT departments of the regional polytechnics. Domestic student numbers have increased slightly but the drop in international students has significantly affected staff, and aspects of the English language programmes are now to be delivered fully, and permanently, online.

NZCEL

National Consistency reviews were conducted this year for L4 (Academic) and L5, with a strong focus on tracking graduate outcomes. In November, NZQA will hold an Auckland event for regional providers to present the data they have collected on their graduates. While graduates are often hard to track, overall results demonstrate the efficacy of the qualification.

Red Cross and ELP

Refugee background students have been indirectly impacted by the reduction in institutional learning support and pastoral care staff and the moratorium on casually employed teachers. Studying remotely is often difficult if students have no mobile device, or space to study, or insufficient literacy skills to cope with online instruction, and there have been challenges upskilling teachers.

International education

For many there has been an 80% drop in student numbers since March, and in some language schools, up to 70% of teachers have lost their jobs. English language education providers and those providing pathways programmes, are all looking for "safe and reasonably-priced managed isolation/quarantine systems that will allow a flow of international students to enter New Zealand" (Kim Renner, Executive Director, English New Zealand). Students could start their study in isolation and, with appropriate pastoral care support, could integrate well into their study programmes. This has been a vociferous entreaty from all sectors.

In July, Chris Hipkins, announced a **New Zealand government strategic recovery plan for international education**, which includes cross-agency work on developing a suitable model for re-entry of international students. TESOLANZ is keeping a close eye on developments and has already advocated in appropriate forums for the government to prioritise the international education sector.

Remote learning: Anecdotal comments about the learnings and challenges from our 'national team of teachers'.

- Teaching successfully online with very little lead up or material support has made me resilient and I can now create and edit videos!
- We have developed ways to create communities of learning and support students in new and different ways.
- I tried break out rooms in Zoom, Padlet for collaborative writing and vocabulary sessions; I built relationships, asked students to create videos of their daily lives, taught students how to use different tools for writing. I flipped the classroom and focussed on problem solving and the productive skills in the synchronous classroom. This worked!
- I felt frustrated but rewarded; it was memorable, pivotal, exhausting.
- It was a 'massive learning opportunity tempered by the feeling of being undervalued and unappreciated by the organisation for the rapid pivot we did and getting our students through their courses successfully as our jobs disappear from under our feet'.

If anyone wishes to participate in three monthly Zoom meetings, just to share concerns and stories, or please, a good news story, please contact Ailsa directly on a.deverick@auckland.ac.nz.

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Technological considerations for pre-recorded L2 video lessons delivered to college students in China

Matt Campbell and Susan Gao

As a result of restrictions arising from the Covid-19 pandemic, many English language teachers found themselves involuntarily thrust into an online teaching environment this year. The first step for most when beginning to navigate their journey through the technical minefield that is online teaching, is choosing exactly *how* they will deliver lessons. There are two general options here: live video lessons or pre-recorded video lessons. For our team of nine English-language teachers employed by the Waikato Institute of Technology (Wintec) to teach students at Jinhua Polytechnic in China, the decision was made to go with pre-recorded videos. The system we implemented when we began online delivery in mid-February 2020, and the refinements we made over the course of the semester are outlined in this article. The hope is that by describing our experiences and the various tech tips we developed along the way, readers might find some useful ideas to incorporate into their own online teaching.

Background

To better understand our online delivery method of choice, some brief background information about our teaching context is needed. Although employed by Wintec, our team of nine expat-teachers ordinarily works on the ground in China teaching general English at Jinhua Polytechnic Wintec International College. In mid-January of 2020, semester one came to an end and all but two of our teachers left China to various parts of the world for a well-earned break between semesters. Following our holiday, we all planned to return to begin teaching in semester two in mid-February. While on break, however, the global Covid-19 situation escalated quickly, and our teachers found themselves stranded at their holiday destinations, unable to return. About two weeks before

semester two was due to begin, we were told that all teaching would be conducted online, and students would be studying from home while taking lessons according to the timetable assigned to them by the college.

With little time to prepare, the first decision to be made was whether our video lessons would be live or pre-recorded. Our choice to go with pre-recorded lessons was necessitated by both logistical and technological considerations. To begin with, we had teachers at various locations across the globe, so time zone differences meant that live lessons would not be practical for some. Also, with each teacher having between 22 and 30 students in each of their classes, getting all students to connect to Zoom from home with working video and audio was going to be difficult as many students had unreliable Internet. Early testing proved our concerns about live lessons to be correct. Therefore, with the decision to use pre-recorded video lessons essentially made for us, the next step was to figure out exactly *how* they would be made. At the same time, however, producing videos was only one piece of the puzzle. We also needed an online platform to effectively communicate with students, a method for delivering and collecting assigned work, and we needed to make use of online activities to effectively engage our students in their learning, and all of these online platforms and resources needed to be able to cross the Chinese firewall.

Using Zoom to make pre-recorded video lessons

Fortunately, we had access to Zoom Pro. This was important because it meant that the Zoom video lessons created by teachers could be saved to the Zoom cloud. As a result, teachers could create videos in advance, store them on the Zoom cloud, and when it was time to deliver, a URL link could be

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Susan Gao is currently teaching ESOL in a Wintec joint programme. She has 30 years of international teaching experience and a Master's degree in applied linguistics. Her research interest is teaching materials and intercultural communicative competence.



sent to students. Upon clicking on the link, students had the option to watch the video in their web browser (if the speed of their Internet connection allowed), or for those with slow Internet, downloading and then playing the video provided a smoother viewing experience.

Communicating with students

Using pre-recorded videos obviously takes away the opportunity for live face-to-face interaction during lessons. As a result, it's vital to have a quick, effective communication channel to students so they can ask questions, be sent links and learning materials, and send work to their teacher. Learning management systems (LMS) such as Moodle are ideal for this, but the version of Moodle we had access to was limited in functionality, offline for eight hours a day, and had frustratingly slow upload/download speeds. Instead, we made do with WeChat (a Chinese equivalent to WhatsApp). Most known as a messaging app, WeChat is surprisingly feature-packed. It provides teachers with the means to communicate one-on-one or in groups with students via text, audio and video. Files can also be transferred, meaning that teachers can deliver learning materials or collect work from students.

When using a messaging app like WeChat with many people (e.g. 90 students), trying to monitor and respond to all incoming messages on a mobile phone can be tricky. However, using the WeChat desktop app (rather than the mobile phone app) allows the teacher to more easily manage incoming messages, type quickly using a physical keyboard, drag-and-drop files into chat windows, and save incoming files from students to the desired folder. Keeping track of students and which class they belonged to was another challenge. It was easy enough to name class groups (e.g. Class A, Class B etc.), but teachers also found it useful to ask students to rename themselves on WeChat with their class name followed by their name (e.g. "Class A Sally", "Class B Tom").

Delivering materials, collecting work and assessing students

With files up to 25MB in size able to be sent on WeChat, teachers could easily send Word and PDF documents and most other supplementary teaching resources to students. However, collecting work from students proved a little more difficult to manage. A small minority of students were able to print out a PDF they had been sent, complete the work, and then take a photo of it on their mobile phone before returning it via WeChat to be marked. Other students were able to download the document to their phone, complete answers on the document by writing on the screen of their phone with a finger or stylus, and then take a screenshot of the completed work before sending it back. As you can probably imagine, neither method was terribly satisfactory. The files that students were sending back were often in jpeg format – meaning they were quite large in size – and with 90 students all returning completed work, teachers found management and storage of incoming files difficult. Some teachers reduced the number of individual files coming in by dividing a class into smaller groups (e.g. three groups of ten in a class) and assigning a leader for each group. The leader was then responsible for collecting all the work from the students in that group, compiling it in one file, and then sending that file to the teacher. This way the teacher had three large files coming in, rather than 30 smaller ones.

Other teachers persevered with students taking photos of their completed work and sending it in, but rather than having students send work in jpeg format, they were asked to use CamScanner – a free mobile phone app that uses the camera to take a picture of a document and turn it into a PDF file (which is much smaller than a jpeg). However, once a document had been received, the teacher still needed an effective way to write on it digitally in order to provide feedback. Teachers experimented with a few different approaches here, but we never really found a truly effective method (some programs allow you to "write" on a digital document using the mouse, but this was found to be quite cumbersome, and some websites allow you to edit a PDF by adding text, but again this was found to be time-consuming).

To reduce the volume of work being sent to the teacher from students, we looked to online resources. Quizlet (www.quizlet.com) provided a great way for teachers to create non-assessed quizzes and assign them to a class. As part of the quiz design process, teachers could also provide automatic feedback to students depending on their given answers. Microsoft Forms was also used to good effect by some teachers to assign and collect work, while others made use of DuoLingo (www.duolingo.com) and FlexiQuiz (www.flexiquiz.com).

As an assessed and graded course, we needed to find a method for assessing students. Our solution was to use EasyLMS.com – an online LMS. EasyLMS offers subscriptions at various levels, with the highest-level giving access to the most features. Although it didn't provide as many features as a fully-functioning Moodle, our mid-level subscription allowed just enough to create assessed exams. Importantly, exams created in EasyLMS can be set to guard against cheating. For example, a bank of questions can be created, and EasyLMS will then randomly select a pre-set number of questions from that bank and present them to a student. In that way, each student was getting a unique exam in terms of the questions they received and the order in which they were presented. Furthermore, time-limits could be assigned to individual questions

meaning that test-takers didn't have time to read a question, and then look elsewhere online for an answer.

Engaging students and developing rapport

Despite the bulk of the teaching being done via pre-recorded videos, we still strived for ways to promote learning autonomy by engaging students in interactive online activities. We used interactive activities such as online surveys, quiz websites (e.g. Quizlet, FlexiQuiz), and Kahoot, which proved to be a favourite among students. We also designed student-student interactive activities such as peer-interviews, which were completed via WeChat and video recorded before being posted to the class group.

Finding ways to develop and maintain rapport was another challenge. Because students had studied in the same class together in the previous semester, they were familiar with their classmates, so the focus was more on developing teacher-student rapport. At the beginning of the semester, teachers would record a short self-introduction video, post it to the class WeChat group, and ask students to do the same. Throughout the semester, teachers chatted (on WeChat) one-on-one with students via text and audio which provided useful opportunities to develop rapport; however, not being able to communicate in person was not only limiting but also frustrating for teachers who desperately wanted to get to know their students better. At the time of writing, we are about to launch into a new semester, and teachers are experimenting with Padlet (padlet.com) as a way to create an online environment where students can post pictures and comments. The hope here is to develop more of a sense of class unity.

Despite the many technological and logistical challenges, our solution-focused team successfully made it through the semester. Results from an end-of-semester student survey suggested that students were very happy with their online learning. We are about to begin a new semester. Although our teachers are still abroad, the students will be returning to campus, and we are looking to try live online lessons. No doubt a whole new set of challenges awaits.

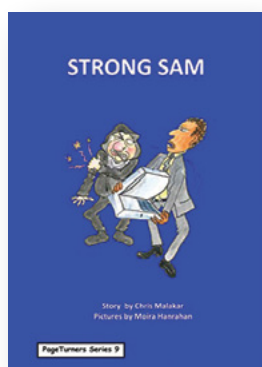
Book Reviews

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.

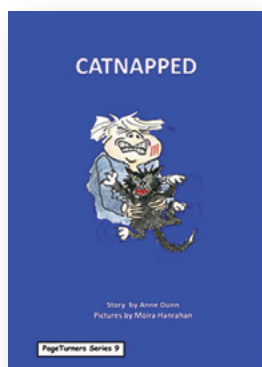


STRONG SAM



Malakar, C. (2018). **STRONG SAM**. Victoria, Australia: PRACE Page Turners. ISBN 978-1-877052-95-8 (pbk.) 16pp. (Series 9). Illustrations by M. Hanrahan. AU\$7 (excl. GST)

CATNAPPED



Dunn, A. (2018). **CATNAPPED**. Victoria, Australia: PRACE Page Turners. ISBN 978-1-877052-74-3 (pbk.) 20pp. (Series 9). Illustrations by M. Hanrahan. AU\$7 (excl. GST)

Reviewer

Natasha Clark
English Language Institute
Victoria University of Wellington

These two books are in the PageTurners range, published by PRACE (Preston Reservoir Adult Community Education). Like all ten stories in Series 9, they have a crime theme. PageTurners books are aimed at beginner to elementary adult learners, and these two have approximately 300 words. This puts them at Level 3 on a scale where Level 1 books have 100 words and Level 4+ have over 600 words. They have black and white cartoon-style illustrations, and the back of each book includes a page of exercises and a complete word list. Both titles can be purchased in hard copy or as e-books on the PRACE PageTurners website, where you can also find free audio recordings.

Strong Sam tells a humorous story of triumph over adversity. Sam's friend Liam suggests (while giving Sam's bicep a bit of a squeeze, no less) that he should go to the gym. However, Sam later prevents a theft using speed, strength, and a touch of physical assault, proving that actually he doesn't need to buff up at the gym.

Despite its short length and simple layout, this story includes a number of words from the second thousand-word list, as well as some lower frequency words, such as *skinny*, *mask*, *jug*, *punched*, and *puffing*. However, such vocabulary should be manageable for readers because the illustrations support the story well. With no more than four sentences per illustration, the reader can use visual and linguistic cues to guess the meaning of unknown lexis. The final exercises consist of 12 True/False statements plus a simple personalised writing task.

There's a darker shade of humour in *Catnapped*, the second book. Jane and Cindy hatch a money-making plot which involves stealing an old woman's beloved pet in a bid to extract money from her. I did worry for the old woman's heart, the stolen cat's wellbeing (a sack was involved), and the unsavoury young women's (not 'girls' as stated in the comprehension questions) absent moral compass.

As in *Strong Sam*, the illustrations in *Catnapped* provide good visual support, with most items from the second thousand-word list being explained by the accompanying picture. But as for idiomatic language, readers will have to infer that this story is not about taking a short daytime nap ('catnapped'), that Jane and Cindy are short of money ('broke'), and that when Jane suggests 'pinching' hapless Mittens, she's not suggesting squeezing its skin, although she'd no doubt like to do that too. Other expressions which may need explaining are 'I get it', 'they struck it lucky', and 'they got it in the bag'. There are only three low-frequency off-list words in the story (*catnapped*, *grabbed*, and *kitten*). The exercises at the back of this volume are more varied than in *Strong Sam*: True/False, short answers, summary cloze, and opinion questions. Considering the mature target audience, I did wonder as I read the 'Opinions' questions if a more thought-provoking final question for the reader to reflect on than 'Do you like cats?' could be included.

Basic syntax predominates in both books, and verb forms are mainly past simple and past continuous, with some present simple used in direct speech. These stories however, though simple in some ways, are not simplistic. We may not approve of Jane and Cindy's actions, nor be impressed by Sam's assault on a thief or by Liam's machismo, but these small tales will appeal because they deal with big issues in an engaging, humorous style.

THE SCORE



Jansen, A. (2013). **THE SCORE**. Escalator Press, Whitireia New Zealand. ISBN978-0-473-253-28-8 (pbk.) 272 pp. \$28.00

Reviewer

Jeannette Grundy
English Language Institute
Victoria University of Wellington

Reference

Jansen, A. (2018). *Adrienne Jansen, writer, editor, teacher*. <https://adriennejansen.co.nz/about/>

As with much of her writing, *The Score*, a novel by Porirua author Adrienne Jansen, draws on experiences gained through a lifetime of working among other cultures, especially with refugee and migrant communities both in New Zealand and overseas. In describing her work, Jansen (2018) refers to this as “the extraordinarily interesting territory where cultures run up against each other”. It is a theme strongly woven through *The Score* and brings tension and interest to the novel.

The everyday lives of residents in a block of city council flats are disrupted the morning a grand piano falls to the ground as it is being lifted by crane into their building. Main character, Stefan, had hoped restoring this piano would save him from debt and free him from an extortionist who is bribing him over his illegal immigration documentation. Instead the piano has sustained seemingly irreparable damage and he now owes money to two men, the extortionist and the piano's owner. He has no job and is struggling to survive.

The characters' back stories hint at troubled, mysterious and even dodgy pasts. They come from mixed backgrounds and cultures, and sometimes their values and beliefs clash. Most have fallen on hard times, and their daily lives are challenging. There are displaced adolescents; immigrants, some refugees; sole parents and survivors of broken relationships; and others with mental or chronic health issues. Yet despite their tough situation their stories are told sensitively and without harshness and violence.

Stefan's neighbours may have their own concerns, but they are drawn to his plight. They look out for each other, and even if their care is not wanted, it is given anyway. They encourage him to begin his restoration project and support him where they can. They share meals, give their time and skills, and raise money for materials. There are many setbacks but ultimately this is a story of hope, as the neighbours connect over the rebuild, discover a shared love of music, and gradually the piano and some broken lives are restored.

I enjoyed *The Score*. Its characters are real, with strengths and flaws and their stories are believable. They are introduced gradually, so the reader gets to know them as they might a friend. There is a respect for humanity in the way the characters interact in their small community. The vulnerable are treated with dignity. Not all details are given away easily, so even on finishing the book there is a sense that there is still more to learn about them and of wanting to know what happens next in their lives.

This book has previously been recommended as suitable for book groups and would be a welcome addition to community and secondary school libraries. It provides a glimpse into the lives of individuals and communities that are not usually represented in New Zealand fiction and raises issues that are worthy of discussion. Migrants to New Zealand might also recognise connections with their own stories in the pages of *The Score* and enjoy reading it. I was pleased to know that another novel based on the lives of some of the characters is available in a more recent publication, *A Change of Key*.

TESOLANZ advertising charges

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Reviewer

Katherine Quigley
School of Linguistics and Applied
Language Studies
Victoria University of Wellington

Many readers will already be familiar with Language Fuel Resource Room, a bookstore in New Lynn, Auckland which is in fact New Zealand's only specialty bookshop for the teaching and learning of languages. As well as stocking TESOL, CELTA, and EAL resources, Language Fuel supplies secondary schools around the country with the textbooks required for all the languages taught here. The friendly staff support language teaching and learning in three ways:

- online professional development for teachers, under the guidance of experts (you can find more information about this resource here www.eltraininglibrary.com)
- purchase of language teaching and learning books online, from publishers worldwide, both large and small (to order, www.resourceroom.co.nz)
- expert help in creating engaging and effective online learning (www.pukekolearning.com)

It is the first of these that this review focuses on: the English Language Teaching online library. Subscription gives full access to Language Fuel's ever-growing bank of 56 (at time of writing) bite-sized, interactive courses, designed to provide for the range of TESOL needs, from novice to experienced ESOL teachers. There is an impressive menu of PD options, clearly grouped under 21 different headings. This is the place to come to, for example, if you want to know how to run an adult community conversation class, or how to teach basic adult literacy, one to one, teenagers, young learners, or early childhood ESL. Other courses which might be useful for TESOLANZ readers include CLIL, teaching verb forms / Listening / Reading / Writing / Speaking / Pronunciation / Vocabulary, and using online videos to teach English. There are also courses on more general topics such as lesson planning, classroom management, group dynamics, intercultural awareness, and the International Phonetic Alphabet.

Who wrote these courses, you may be wondering ... bios of the 16 Language Fuel authors can be viewed here <https://www.eltraininglibrary.com/authors>, and they are an impressive bunch, well-qualified and experienced practitioners from all around the globe. Many are award-winning published experts in their field. Jill Hadfield is the ELT Content Editor, which immediately inspires confidence in those of us who have used Jill's books in the past and have heard her present at conferences.

All the courses include interactive elements so teachers can engage with what they're reading, reflect on their own experiences in the classroom, and check their understanding of new content (I liked the helpful "Try Again!" button!). You can also get feedback on your quiz answers, and even contact the various authors directly with your questions. You can view your progress inside your individual account, and there is a support button in case you run into technical issues, although I found this website very easy to use and navigate around. There are also apps so you can complete courses on your mobile devices while you're on the go.

Several institutions in our region have Language Fuel available for their staff to access as part of their PD programme, and this is something which TESOLANZ members might wish to consider. In short, for teachers who wish to upskill, Language Fuel have created a resource library which is engaging, practical, up to date and easily accessible from the comfort of home – perfect for the current state of the world.

**We are very keen to add to our pool of wonderful book reviewers.
If you are interested please contact**

katherine.quigley@vuw.ac.nz



Cathrine Attwell

Roasted Prawns with Green Goddess Dressing

Ingredients

For the prawns

- 1 kilo of 16/20 prawn cutlets (thawed)
- 1 tablespoon good olive oil
- 1/2 teaspoon salt
- 1/2 teaspoon freshly ground black pepper

For the Green Goddess Dressing

- 1 cup good mayonnaise
- 1 cup chopped spring onions, white and green parts (6 to 7 spring onions)
- 1 cup chopped basil leaves (18 to 20 leaves)
- 1/4 cup freshly squeezed lemon juice
- 2 cloves garlic
- 2 teaspoons anchovy paste or two whole anchovies
- 2 teaspoons flaky salt
- 1 teaspoon freshly ground black pepper
- 1 cup sour cream
- 2 stalks celery, cut into sticks

Instructions

Preheat the oven to 200 degrees C.

Place the prawns on a sheet pan with the olive oil, salt, and pepper and spread them in one layer. Roast for 8 to 10 minutes, just until pink and firm and cooked through. Set aside to cool.

For the dressing, place the mayonnaise, spring onions, basil, lemon juice, garlic, anchovy paste, salt, and pepper in a blender and blend until smooth. Add the sour cream and process just until blended. Use immediately or refrigerate until ready to use. Serve as a dip for the prawns with the celery sticks.

Assessing speaking through IELTS: The importance of real-world conversations in language testing

Michael James

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



If the last few months have taught the world one thing, it is the importance of conversations in helping us connect and move forward, together.

Much has already been written about the English language standards of international students (Arkoudis, Baik & Richardson, 2012) and how second language speakers can struggle in their studies (Baik et al., 2015) or experience difficulties interacting with others in the community (Murray et al., 2011; Marginson, 2011). To ensure ESL speakers have the language skills needed to succeed in a job, school or community, they need to measure themselves against a trusted test.

Unfortunately, in terms of language testing, many tests do not accurately elicit or measure key interactional skills, like the ability to have a conversation with colleagues or teachers. Instead, they measure spoken language based on algorithms.

Speaking with a computer?

IELTS was established in 1989 as a paper-based test. The test is conducted by people and assessed by real language experts. In 2017, computer-delivered IELTS was introduced alongside the paper-based test to provide more choice and an improved test day experience. Many of today's test takers are digital natives, so taking IELTS on computer supports those who feel more confident typing their answers. However, whether the test is conducted on paper or on computer, the Speaking (and also Writing) tests are still assessed by (human) language experts.

Assessing English language proficiency can become problematic when tests are not just computer-delivered, but also computer-scored. This is where algorithms of Artificial Intelligence (AI) take over from human language experts.

English language tests with AI marking are often promoted as fairer because it is presumed that machines treat every test taker the same, regardless of their background. Admittedly, it is difficult to fully understand the decision-making process adopted in computer-scored Speaking tests because they tend to rely on opaque proprietary algorithms (Wagner, 2020). Yet, research from MIT found that AI can be biased (Hao, 2019). Training an AI – for example to mark English language exams – is one of the areas where bias can occur.

AI's are trained through deep learning: A machine learns from large amounts of data. Biases can occur if the data contains more spoken English samples from, say, European candidates. The resulting marking system would be worse at recognising spoken English from Indian, Chinese or Latin American speakers. In fact, there is anecdotal evidence of native speakers failing the AI marking system (Davey, 2017).

AI has also proven to be less than perfect when dealing with the variance in accents. For example, non-native English speakers have difficulties being understood by Google's Alexa or Apple's Siri (Moussalli, S., & Cardoso, 2019). The issue becomes



much more serious when human experience and training is prematurely replaced by AI in fields of critical importance, like education.

Academic research also indicates that the range and complexities of people's linguistic abilities cannot be captured by automated scoring and speech recognition technology (Wagner, 2020). Galaczi (2010), for example, points out that the construct definition of a computer-scored speaking test is driven by the features that can be measured by a machine – not by the breadth of linguistic features underlying communicative language ability. These are precisely the features so important when having a conversation with friends, family, colleagues or teachers.

This means AI-based, computer-scored language tests are potentially unfair towards ESL speakers who want to demonstrate their skills to succeed in a job, school or community.

ESL experts assessing English language proficiency

IELTS relies on trained and certificated examiners to assess writing and speaking. All examiners are qualified English language specialists, with substantial relevant teaching experience. They work to clearly defined, publicly available criteria and are subject to extensive quality control procedures. This, coupled with routine standard analysis ensures that the test is fair. The IELTS Speaking test is carried out face to face with a real, human examiner, ensuring no machine bias.

Trained language experts are able to distinguish subtleties of the English language and linguistic features necessary for effective communication. Humans understand jokes, machines, at least for now, do not. Humans use colloquialisms, computers do not. The IELTS Speaking test asks for coherent responses, ensuring that ideas and arguments relate to the given topic in a related manner. Humans can understand how examples relate to a question, but machines cannot always do this.

Finally, humans are able to understand emotions. High stakes tests are stressful and can make someone nervous. Humans are able to understand that nervous test takers may be more subdued.

Support for ESL teachers

IELTS believes a face-to-face Speaking test is the most effective way of assessing speaking skills as it prompts a more lifelike performance. Our commitment to people does not stop there. To underpin the importance ESL teachers play in the proficiency development of test takers, we have developed an extensive online Teacher Training Program (free access through <https://ielts.co.nz/teachers>). The courses have been designed by IDP Education to further enhance teachers' performance and effectiveness in teaching IELTS.

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United Nations International Days as established by the General Assembly

Consider ways in which these select days could be incorporated into classroom programmes or your workplace.

NOVEMBER

10 November

World Science Day for Peace and Development

16 November

International Day for Tolerance

20 November

World Children's Day

DECEMBER

3 December

International Day of Persons with Disabilities

10 December

Human Rights Day

18 December

International Migrants Day

20 December

International Human Solidarity Day

JANUARY

4 January

International Braille Day

24 January

International Day of Education

FEBRUARY

11 February

International Day of Women and Girls in Science

20 February

World Day of Social Justice

21 February

International Mother Language 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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