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CLESOL update

Christine Hanley
TESOLANZ Talk Admin, TESOLANZ Executive, CLESOL 2021 Convenor

We're now only six months out from CLESOL 2021 and looking forward to a face-to-face gathering to share our professional experiences and learning from the past three years. The organising committee has had to make some unprecedented decisions as a result of Covid-19 and this is ongoing.

Our most recent big decision has been to reduce the conference duration from two and a half days to two days. Reasons for this include that some or all of our keynote speakers are unlikely to be able to attend in person as a result of the continuing border closures. While we are still hopeful that our Australian guests may be able to join us in person, those in other locations will attend as virtual guests. This is not conducive to long presentations, so we have come up with a great alternative to address this.

We are also very mindful of the changing employment circumstances for many of our professional colleagues in this challenging environment, so we were keen to acknowledge this in the conference registration fee for TESOLANZ members. Setting the registration fee always needs to be balanced with the fixed costs associated with hosting a conference and the overriding goal to maintain financial viability. This also has a flow-on effect for the financial viability of TESOLANZ as a whole organisation.

We believe we have achieved this balance by reducing the conference to two days. There has traditionally been a noticeable drop in attendance on Sundays at previous conferences, so having a two-day conference will minimise people's time away from home and offer the opportunity to reduce their accommodation costs. Some may choose to stay on and use the Sunday to connect with colleagues and friends or explore Auckland while they are here. The two days will also be slightly longer which means very little impact on the total actual conference time.

We intend ending on a high with the conference dinner on Saturday night and hope that you will be there to help us celebrate the resilience being demonstrated in every part of our profession.

Editor's Foreword

Friederike Tegge

Is it April already? How did we get here so fast? 2021 seems to be following in 2020's footsteps with rather a lot of rapid-fire changes as we move through autumn towards winter in New Zealand. The idea of change threads through this newsletter as well. For the seasonal change and the TESOL tastebuds, Cathrine Attwell has provided us with a warming recipe for a kumara coconut curry soup with spicy baked chickpeas. Not surprisingly, most of us have continued a steep learning curve regarding online teaching and the use of technology to support learning. This is reflected in the branch and SIG reports. Nick Baker has also accepted the challenge once again and offers practical tech tips on how to create a better visual presentation and atmosphere when teaching via videoconferencing tools. Some of us have had to contemplate or find alternative employment, as teaching positions have been reduced or have disappeared. Accordingly, eLearning consultant Tish Kirkland has kindly agreed to provide further in-depth advice on how to handle content as an independent online teacher. There is not only technological change: our "teacher abroad" has made her way to Japan during the Covid crisis. ECE convenors Jocelyn Wright and Lisa Fleming highlight how to create a sense of belonging for the increasingly diverse groups of tamariki and their whānau accessing early childhood services, and Julie Luxton points out how to get NZQA support for English Language and EAP standards. In the pop corner, Tim Edwards and Gwenna Finikin move with the times and explore the use of pop music and video clips to respond to learners' interests and experiences. Overseas news from Myanmar has many of us fearing for the safety and lives of friends and former students, following the recent coup d'état and the detention of democratically elected leaders by military forces. Please see Jean Arnold's report on how this coup has affected teachers and learners and what we can do to help.

Recently, I have been contemplating the idea of "wintering", described by author Katherine May in her book of the same name as "the courage to stare down the worst parts of our experience and to commit to healing them the best we can". And I have been encouraged by the solidarity within the ESOL community, the ideas, the kind words, the job tips that are being shared, the time and hard work that is being volunteered, and the PD opportunities that are kindly provided throughout the country. He aroha whakatō, he aroha puta mai. If kindness is sown, then kindness you shall receive. Let's continue to support each other.

Noho ora mai,

Rike

NZQA English Language update

Julie Luxton
(julielux2019@gmail.com)

Exemplars for many commonly assessed English Language unit standards are now available on the English Language Subject page of the NZQA website, accessed via NCEA Subjects on the home page. An exemplar is also available for the latest version of English for Academic Purposes (EAP) writing Unit Standard 22750.

Schools and tertiary providers assessing against English Language and EAP unit standards can request NZQA support on the same basis as in previous years. A range of options is available, including full day face-to-face workshops or a six-week series of online *Making Assessor Judgement (Best Practice)* workshops. Targeted assessor support – tailored to audience needs – is also available in the form of online or face-to-face workshop or presentation slots at organised events or cluster meetings. Information about these options is available at https://www.nzqa.govt.nz/about-us/events/best-practice-workshops-assessment-and-moderation/. Many secondary ESOL PLCs have organised Best Practice Workshops or targeted presentation slots in recent years and these have been very well received. Tertiary providers of English Language and EAP unit standards for NZCEL are encouraged to avail themselves of NZQA assessor support options.

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

Part 2: Online content

Tish Kirkland

In the last newsletter issue, I shared about the practicalities of getting started as an online teacher. Now, I'd like to share some practical recommendations and advice around online content based on my own experience as a language teacher, business owner, and eLearning consultant. I'd also like to add that, although the focus of this article is online teaching and learning, many of the same general concepts can be applied to in-person face-to-face teaching as well.

CONTENT

Using paper-based content online

Moving from paper-based to online teaching is a huge undertaking. I'm sure I don't need to tell you that paper- and classroom-based resources do not always lend themselves well to online delivery. There are a few things that are important to consider when you first move your content online to a Learning Management System (LMS).

A note about my use of the word "course". I use it in the LMS-sense of the word as "an area where a teacher will add resources and activities for their students to complete. It might be a simple page with downloadable documents, or it might be a complex set of tasks where learning progresses through interaction." (Moodle docs)

Key considerations

- **Display sizes:** Will your content display well over a variety of differently sized devices?
- **Layout:** What size will your former A4-sized pages translate into on a screen? Will you split your content into "pages" of an online "book", with information being displayed page by page and requiring little or no scrolling, or will you have longer pages that involve some scrolling? How will students navigate to different parts of your online course, or between courses?
- **Course size:** How long will it take for a student to complete one of your courses? Consider splitting your content into shorter courses, and delivering smaller, more achievable pieces of learning. Think of a course like a unit or a chapter, that can be grouped with other courses and that can have access restricted based on certain criteria such as completion of another course.
- **Receiving students' work:** How will you accept work from students? What if it involves hand-written notes or illustrations?
- **Grading and feedback:** Once submissions have been received, how will you mark them, and how will you give the students your feedback?
- **Automatic marking:** If you utilise automatic marking, you may need to re-write some of your questions that contain short answers. You may need to think about how the marks are weighted for multiple-choice questions, particularly any that involve multiple correct answers. Automatic marking can save a lot of time, but on the other hand it takes a long time to set up. Use tools in your LMS to track how your questions are performing, and manually check and override any answers that need it, and then make changes to your questions as necessary. For example, in a "short answer" type of question with the correct answer being "sister's", I discovered that many of my students were getting this answer automatically marked as "incorrect" because they were typing "sister`s" (note the apostrophe).

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.

I decided to allow this, so I manually overrode any marks that had previously been automatically marked as "incorrect". I then added the word "sister`s" to the bank of correct answers.

- **Record keeping:** How will you retain records of your students' work? Will you use an LMS or will you keep it on your own device?
- **Test the student view:** Always test everything from the student's perspective using a student login. Set up a "test student" account for this purpose.
- **Course content:** Will your courses be linked in some way, or will they be standalone?

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TESOLANZ
position statement:

Staff responsible for ESOL programmes in primary and secondary schools.

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

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

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

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

Executive Committee
Daryl Streat (president), Dr Marty Pilott (secretary), 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).

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CREATING YOUR OWN CONTENT

Think about your intended audience and aim to make your content personalised and inclusive for the students and manageable for yourself as teacher and administrator. The following are some examples of how I designed my content to achieve these aims. Keep in mind that my audience consisted of students who had recently (within the last 5 years) moved to NZ/Australia or were intending to move to NZ/Australia.

Personalisation

- Feedback: Although many of my online activities are self-study and automatically marked, I still check each one individually and give personal feedback to the students, giving them the comfort and knowledge that there is still a "real teacher" behind the online format.

- Photographs: I have a photograph of myself on my profile page, as my profile avatar, and on every main course page, so that the student can feel that sense of "humanness" and connection. For that photo, I took a "selfie" with the aim of looking like I was happily "listening" to the viewer and was really interested in what they were saying.

Inclusion

- Access to applications: Consider if your students have access to the same applications you have. If you provide a document created in a particular word processing application and saved in its default format, your students won't be able to open and/or view it if they don't have the same application. The best practice is to display your content directly in your LMS, rather than in downloadable documents.

- Internet connection: Think about how your content will display if the user has only intermittent or slow internet connection. Some LMSs provide a mobile app, and the app will perform differently from a browser version (i.e. accessed via a web browser such as Firefox or Chrome). Some apps have the ability to be operated offline, with online syncing of data happening only when the user's device is (re)connected to the internet. Carefully check what your app can (and, more importantly, cannot do), when it is *not* connected to the internet. Don't automatically assume that the app version of the LMS is as versatile as the browser version.

Management

- Reusability: It helps your time management and future sanity immensely if your content can be reused for different levels and in different scenarios (e.g. online, in person, synchronous, asynchronous, one-to-one, or in group classes).

FINDING AND (RE)USING ONLINE RESOURCES

A warning when it comes to (re)using online resources: You may not infringe any copyright or use any proprietary content (including text, images, video, and audio) without permission. This means that you will most likely need to create your own content or use content that is permitted to be shared and reused. One great place to look for free reusable content is the Creative Commons search tool.

It is important that you know and understand the Creative Commons licenses - not just when you are selecting content for reuse, but also for the content that you yourself create and publish online. I recommend using an attribute building tool and the Creative Commons licence chooser for licensing your own content.

You don't necessarily have to reinvent the wheel when it comes to content. Open Educational Resources (OER) is an umbrella term for free, publicly accessible, and shareable (openly licenced) content. It might be worth looking into some of these sites before you embark on your own content-creation journey. OER sites include:

- OER Commons
- Merlot
- Libre Texts

The following are in development and worth keeping on your radar:

- H5P OER Hub
- Moodle.net

If you have a budget that allows you to pay for licensed content, a couple of long-standing favourites of mine include One Stop English and Podcasts in English.

PROVIDING, SHARING, AND PROTECTING YOUR ONLINE CONTENT

Imitation may be the sincerest form of flattery, but not when it comes to your livelihood. It is all too easy for others to take screenshots of and/or copy-paste anything that you have created and shared by electronic means. There are several precautions you can take to help protect your content from plagiarism, but unfortunately none of them are 100% effective. Below are a few ideas for protecting your online content from being misused by others:

- Use a payment gateway such as a PayPal on your LMS to ensure that students pay for your content before they can gain access to it. If you have enough content, a subscription service is ideal.

- Offer partial content: If you teach face-to-face online using videoconferencing, consider providing only part of your content in a text format, and share the remainder via videoconferencing tools during the session only. However, do bear in mind that any videoconferencing has the potential to be recorded and redistributed without your knowledge or consent.

- No downloads: Don't make it easy for others to download and then share (or sell) your content. Use your LMS to provide content rather than downloadable PDFs or similar documents.

- Copyright and/or Creative Commons licences: Choose and display these prominently on your work.

- OER: Consider "giving back" by sharing content with other professionals – but be sure to include your CC licence(s).

In the next issue, I will talk about aspects of the administrative side of being a sole trader and delve further into digital ethics.

Teacher Abroad

From Corona to conference: Moving overseas in times of COVID-19

THE SITUATION

When I was approached to present at the WATESOL AGM back in June 2020, few things about my life or the world itself were that certain anymore. New Zealand had just finished its first ever lockdown due to COVID-19, with Jacinda asking for our team of five million to work together to keep everybody safe. I was a projected six months away from submitting my PhD in Applied Linguistics, nine months away from my visa finishing, and a world away from my next career move. Similar to everyone else, most of 2020 had been spent tucked away at home in front of a screen, having supervisory meetings on Zoom, and practising new study-at-home habits that didn't include "well-deserved" snack breaks every five minutes. On the upside, I was still working well towards my scheduled PhD submission; I had established a good writing routine; and luckily, Covid-19 seemed relatively under control in New Zealand.

THE JOB INTERVIEW

I started my job search about a year before submission, setting my sights on Japanese university jobs that included a research component. That formerly thriving and prolific pre-COVID market had now become a pretty competitive and selective one. Positions which were usually open to newer researchers and used to offer international candidates attractive airfare, accommodation, and visa assistance packages were now in limited supply, as many universities limited themselves to domestic hires. Undeterred, I applied for the few positions at those Japanese universities brave enough to negotiate the convoluted process of hiring from overseas. One of the more attractive propositions was a lecturer position at Nagoya University of Commerce and Business (NUCB) that involved teaching academic English to freshmen students. The courses, as assigned by the university's International Studies department, seemed to be very content-based, often including a case study method which used real business contexts to teach learners. Intrigued, I applied and was delighted to receive an interview offer within a month. The interview included a demo lesson, a *bête noire* among teachers in most contexts, but all the more nerve-wracking considering it would be my first one online.

The interview panel gave me a week to prepare a 30-minute content-based lesson with a case study element. I chose an article about Amazon Prime and went to work. Three days, 18 slides, and lots of practice rounds later, I was ready. Since I had taught some online classes during lockdown at Victoria University, Zoom was familiar territory – however, teaching three Japanese professors about Amazon Prime and Jeff Bezos' finances in tandem with a pre-intermediate language focus was not. I entered teaching mode and answered their "student" follow-up questions as best I could. I walked through the lesson plan and then fielded follow-up questions about the lesson, with each question as nerve-wracking as the previous one. Seventy-five minutes later, the interview was over and I told my husband over a glass of Marlborough Sauvignon Blanc that, based on today's performance, my gut-feeling was that I didn't get the job.

Some six weeks later, I was invited for a second, one-to-one interview with one of the programme's directors. This was a shorter, 45-minute interview covering every aspect of my CV and also where I saw myself within the university's International Studies programme. After the interview wrapped, I left my make-do study (the spare bedroom) a little more hopeful than the first time, but still with imposter syndrome whispering that things probably wouldn't work out.

Naheen Madarbakus-Ring is a lecturer at Nagoya University of Commerce and Business (NUCB). Her main research interests are Second Language (L2) Listening, Language Learning Strategies, and Curriculum Development. She aims to broaden our understanding of how to use listening theories more practically in learning. She is also interested in developing materials for learners to improve their listening both in and out of the classroom. Her research has appeared in the *Journal of English for Academic Purposes, Korea TESOL Journal,* and *LEARN Journal: Language Education and Acquisition Research Network.* She recently submitted her PhD in Applied Linguistics at Victoria University of Wellington. Email: Naheen_Madarbakus-Ring@nucba.c.jp

THE OFFER

In August, NUCB contacted me with an offer for a projected November start. I would also be teaching elective classes, which I could develop myself, and have time and support for my research. And I would get my own office. Lots of questions crossed my mind. Would I finish the PhD on time? Did I want to leave New Zealand? Why was I even contemplating moving during a global pandemic? New Zealand was now relatively safe in its COVID-19-free bubble. But I had a job offer at a reputable institution that valued research; the offer was too tempting to pass up. I accepted the position and set the logistical pinball well and truly rolling.

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THE MOVE

By September, the Japanese government were drawing up their own travel protocols to re-open their borders to those with residency permits. My initial Certificate of Eligibility (CoE) would be applied for by my new employers, and pending my own paperwork passing typically forensic inspection in Japan, I would then need to visit the Japanese embassy in Wellington to apply for my visa in person. I sent back the required paperwork, dealt with additional COVID administration (that even the embassy weren't 100% sure of), and waited for the CoE to be granted. Cold September turned to chilly October. I checked my email every few hours for good news and fretted over whether I should advertise the car on Vic Deals yet. When the CoE was granted, I thought I was on the home stretch. All I had to do was get the visa from the Wellington office, pack up and go. It sounded easy enough even if time was looking tight. And I might still get a decent price for the car.

Except, it wasn't easy. The CoE ended up first in Singapore and then in Australia for a week, thanks to an administration snafu; and the relocation company informed me that the Japanese customs office were charging three times the usual cost for moving items due to their COVID-19 protocols. Regardless, I continued preparing for the move, the job, and the PhD submission while awaiting my paperwork. In mid-October, things finally slotted into place. I booked the flight and a hotel from the Japanese government's official list. As an added nod to our 2020 world, I also booked a COVID-19 test for three days before my departure date to prove I was fit to travel.

After that, things are a bit of a blur. Suddenly, I was sitting in the near-empty international terminal of Auckland airport. The call for boarding brought an end to any final re-examination of my choices and, with a new mask at the ready, it was time to bid goodbye to my home of three years. Once off the plane in Japan, another COVID-19 test, a meticulous examination of visa paperwork, and a quarantine shuttle bus awaited. I arrived at the hotel which I would call home (and my office) for the next two weeks. My hour of exercise consisted of walks to the local supermarket and back for supplies, and I can say hand on heart that if I never eat another microwaved Japanese lunchbox again, it may still be too soon. Reasonably settled and with a teaching schedule that started one week into quarantine, amazingly it was time to get to work.

BACK TO THE CONFERENCE

On day 10 of quarantine, the WATESOL conference took place using a hybrid (online and face-to-face) form, which was not only a first for me but also for WATESOL, another sign of how 2020 had become a newly discovered online world. A few days before the AGM, the organisers conducted a walkthrough with me, made sure I checked the internet connection and pre-empted any potential problems. On the day, I greeted both the face-to-face and the other Zoom attendees – which thankfully included some familiar faces - before taking a deep breath and sharing my screen. The presentation had started. Perhaps being there in person would have been the perfect haere rā to New Zealand, but in a year of challenges for our global team of seven billion plus, I could consider myself fortunate: The next step in my career was no longer a world away.

Getting to work: The online suite at Nagoya University of Commerce and Business, Japan.

Myanmar: Who knew?

Jean L. Arnold (Victoria University of Wellington)

Who knew that teaching by distance to students in Myanmar (Burma), thanks to COVID-19, could get even more challenging! But it has, and every day seems to get worse. After the coup d'état occurred on 1 February, the situation was so uncertain that we cancelled classes for the week. Lots of documents were already posted in Google Docs for students' self-study, but I doubt they accessed them in that first surreal week. In the following days, Internet connection became spotty and students would drop out of class or sometimes be unable to access the Zoom room at all. We had been holding the main class from 8 to 11 a.m. Myanmar time (2:30 to 5:30 p.m. NZ), but the illegitimate military regime blocked the internet from 1 a.m. to 9 a.m., so for the past weeks we've been delivering class from 9 a.m. to 12 p.m. Myanmar time (3:30 to 6:30 p.m. NZ).

I've taught hundreds of Myanmar students in New Zealand and in Nay Pyi Taw and Yangon, Myanmar, in the past five years and am in contact with a fair number of them. In emails and conversations, the word "fear" comes up a lot. When I first heard of F. D. Roosevelt's "Four Freedoms" speech and specifically the fourth one, "freedom from fear", I thought that was an alien concept. Now, hearing of what the Myanmar military, police, and the 23,000 prisoners that the illegitimate military regime released onto the streets are doing, I get it – and I'm horrified. Other recurrent themes from my connections in Myanmar are the lack of safety, the betrayal of trust in public institutions and the police, disbelief, helplessness, and frustration. New low-frequency expressions are popping up: *descend into a state of anarchy, intentionally targeting young women, boycotting military-linked businesses,* and *panic buying.*

> *"I can't expect the students to be firing on all pistons when their country's 'security forces' are firing at their own people."*

Despite the danger, people are not backing down. One former student said, because of the unrest she cannot sleep some nights and cannot even be scared of COVID-19 when she's out demonstrating among the crowd. Another said with a certain sang-froid that protesters had begun wearing white so that if they were shot, the blood would immediately be visible. She was going out to a protest march after our Zoom catch-up. She was wearing a white blouse.

Learning a language is a tough enough job when one has a clear, well-rested head, but I'm hearing of these friends having to be up on night patrol from 9 p.m. to 4 a.m. once a week to try to keep the neighbourhood safe. I'm sure you've heard that civilians who have done this have been shot in the head. During class I've heard alarms going off – a "neighbourhood watch" system that has developed to alert people when armed forces are in the vicinity. I've heard chanting protestors in the background when microphones are not muted. This goes on outside one student's house for up to five hours a day. Then there's the nightly pot banging from 8:00 – 8:15 to drive evil spirits (a.k.a. armed military and policemen) away. Not a relaxing way to induce calm and feel rested!

Class now begins with an update on how many people have been killed. Today it was 132, 79 of whom were killed in one area of Yangon alone. When I check the students' example sentences in their vocabulary work, I am happy that they're writing original sentences, and unnerved by the content of them, which often relates to what's going on there. I can't help but cry sometimes. No one should have to live and learn under these conditions. I can't expect the students to be firing on all pistons when their country's "security forces" are firing at their own people.

What can YOU do?

Attend or sponsor a fund-raising event to help restore Myanmar's democratically-elected government. Contact your MP and request that New Zealand provide more concrete support to Myanmar. Make a donation to Union AID, a NZ organisation, to support their work: unionaid.org.nz/donate

Wordplay

Amber Fraser-Smith

Amber Fraser-Smith is an ESOL lecturer at Otago Polytechnic who recently completed her Master of Educational Psychology. When her head is not buried in a book, she can be found dancing, hiking, gardening, or discussing aspects of psychology with friends.

When words go wonky

Given the name of this column, *Wordplay*, it is probably easy to tell that I have always loved words. I fully confess that even before studying journalism at 21, I devoured books about words and grammar. To me, words are here to play with and enjoy. Yet, this is not the case for everyone – and as language teachers, that can sometimes be hard for us to contemplate.

This year, this column will focus on literacy learning difficulties and what we, as ESOL teachers, can do to help the students who struggle with these issues. As most of us are aware, it can be extremely difficult to distinguish between ESOL students who have a learning difficulty, such as dyslexia, and those who are just struggling with learning a new language. It can be harder still to find help for these students. However, hopefully this year's columns will provide some information and advice to start you on that journey.

Firstly, it may help to take a closer look at reading acquisition. In 1986, researchers Philip Gough and William Tunmer proposed the "Simple View of Reading", which breaks reading into two components – decoding (recognising words quickly and accurately) and language comprehension (understanding the language used). The researchers suggested that these components were co-dependent – if a weakness was found in one component or both, there would be a corresponding weakness in the ability to read.

The Simple View of Reading provides a logical way of identifying three types of reading disabilities, making it easier to identify appropriate targeted interventions. The first of these – dyslexia – covers those who show a weakness in decoding words but possess good comprehension. The second – specific reading comprehension difficulties – is when decoding is accurate, but there is a weakness in comprehension. Mixed reading disability is when both components are proving difficult.

To make everything a little more complex, there are three sub-types of dyslexia – phonological, orthographic (surface), and rate-disabled. Phonological dyslexia is an auditory disorder, where there is a deficiency in phonological decoding (print to sound). You may find students with this sub-type are slow readers who make errors when reading aloud and have poor spelling and grammar. They may also have difficulty following oral directions, segmenting words into sounds, blending sounds into words, rhyming, and breaking words into syllables.

The second sub-type, orthographic (surface) dyslexia, is a deficiency in whole-word recognition. These students may have difficulty recognising letters, letter sequences and words. They may also have messy work with poor spacing, reversals of letters, and issues with sentence structure. In addition, they may copy work slowly, skip lines, lose their place when reading, omit function words and have difficulty sounding out words. These readers may have visual issues, such as words moving on the page and blurriness, and may not realise that other people do not have the same issues.

The third sub-type is rate-disabled dyslexia. Students with this can recognise words accurately but at a much slower rate than the average reader.

As I mentioned earlier, it can be extremely difficult to distinguish between issues involved in learning a new language and those in reading, particularly as many of our students have had to change the direction in which they now read. However, I have found that the students with dyslexia have noticeable additional difficulties to those of normal language learning issues. Considering how long they have been learning English, how frustrated they seem (for example, they might be leaving the class more often than other students), and whether they have a history of academic "failure" can help you recognise these extra challenges. In the next issues, I will look at ways that we can help our students who struggle with some of these difficulties.

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.

Tip 1

Songs and comedy clips in the classroom

Tim Edwards

The songs suggested here are by Norwegian comedy/parody pop duo Ylvis, known in Norway for hosting various television shows and worldwide for a couple of viral music hits. The songs are available on YouTube. Nevertheless, when using them in class it is important to check the ownership of a clip, whether it is intended for open access, whether you might be able to use it under *fair use*, and the conventions and laws of your own teaching context. Activities here have been used with teens, adults, and retirees, in contexts including General English, ESP, and CLIL.

Vocabulary: *What does the Fox Say*? links to a discussion of how many animals make "noises" which differ between languages, such as *woof* for dogs in English but *hev* in Turkish. This could expand to other unexpected differences between languages.

Instructions/sequencing language: *Trucker's Hitch*. Ultimately, this gives musical instructions on tying a complicated knot. It is catchy, humorous, and sometimes inspires learners to try and join in/tie a knot. How can it link to language learning? Many language learners are already good at other things. Teens teach their older relatives about apps and internet security. Playgrounds have children teaching their peers to skip. Homestay families and their students learn to cook, or to cook new things from each other. Your class will have people able to teach skills such as martial arts, woodcraft, algebra, unicycling, or making Vietnamese egg-topped coffee.

These skills can be used to help students develop the use of sequencing language, modals (for alternative options of doing something), imperatives, and vocabulary connected to their niche interests/abilities. This can be done via discussion of images of "difficult activities" and a teacher modelling the instructions for something simple such as the process of making a cup of tea. One option is to have students teach each other something. Another is to have them discuss what they are good at doing and then ask students to write down a list of instructions. These are then read out to the class, who try to guess what the process is for. This takes skill in removing words that give away the purpose too easily; so, this part could be done by the teacher, who then has the added option of anonymising the writers.

Sadly, the majority of Ylvis' other songs, while fun and useful for describing tourist locations, historical figures, foodstuffs, and unusual musical instruments, tend to include occasional swearing or sexual references and so are unlikely to be suitable for many teaching contexts.

Tim Edwards teaches in Wellington. He currently teaches mid-career adults and has previously taught young adults and teens.

Using Pop Culture in the language classroom continued

<inline>**Tip 2**</inline>

Using pop culture with Young Learners: *We Bare Bears*

Gwenna Finikin

I work with children aged 5 to 11 in a primary school setting. The children and I work together for thirty minutes a day in small groups. One of the nice things about being a primary teacher of ESOL is that there are no assessments to work towards and, as long as we do some reading, writing, listening, and speaking, we can follow the interests of the children. By following their interests, they tend to be more motivated and have more topic specific language on which to scaffold target language. They also feel I am interested in their interests and opinions, leading to them initiating conversation more readily with me. Over time we have looked at castles, Lego, superheroes, cartoon characters, and favourite books and songs. We will either vote on topics to explore and brainstorm activities for them prior to a unit on it, or we have something come up spontaneously that the children are excited about. We will then follow this interest with a rushed planning session on my part.

One such topic was an animated video one of us had found called *We Bare Bears*. This is a TV series created by Daniel Chong for Cartoon Network. The series follows the adventures of three adopted brother bears named Grizz (a grizzly), Panda, and Ice Bear (a polar bear), who try to integrate into human society. We found a YouTube exclusive short entitled "Bear Cleaning". In it, Grizz is so absorbed in his console game that he does not notice Ice Bear accidently vacuum off a patch of his fur. Ice Bear and Panda then spend time taking photos of each other improvising different scenes with the fur patch, such as pretending it is a mustache, a baby, an alien monster, etc. The children and I were excited by this storyline and took turns at creating our own scenarios with a hunk of fur as a prop. We then drew pictures and described them in writing and then recorded our work on our blog to share. This one cute video, enjoyed by all, then led to work around being a helpful house member, retells about what happened, roleplaying how we would tell Grizz he had a bald patch, how to make an apology sound sincere, etc. By using pop culture, the children were more motivated, my "coolness factor" increased, and we had a lot of fun working across the language strands.

Gwenna Finikin works as an ESOL specialist at a city primary school. She enjoys encouraging her students to bring their interests to lessons and also likes to share her interests with them. Gwenna is the chair of MANATESOL and the coordinator of the TESOLANZ Primary SIG.

Reports

President's Report

Daryl Streat
daryl.streat@lincoln.ac.nz

Kia ora koutou,

Welcome to 2021. In my last President's Report, I commented on the level of uncertainty that prevailed throughout the sector. As I look around the sector in March, 2021, I feel that some of that uncertainty has lifted. However, it has been replaced with a reasonable level of negativity about the future of the sector. There is no hiding from the fact that this year, and potentially 2022 as well, will be extremely challenging. However, I am confident that work is underway to provide a brighter future, if not a brighter present.

Of course, that will be little comfort to those who have lost jobs recently, or whose jobs are uncertain for 2021. There are still many of us in that boat … That being said, TESOLANZ is still involved in many projects that will improve outcomes for learners who require English language teaching/support.

A return to face-to-face events

On February 13th, TESOLANZ (in conjunction with the University of Auckland, IELTS/IDP, Pearson PTE, Chasing Time English, and Modern English Teacher) hosted an assessment symposium in Auckland. This was attended by over 130 people who took part in a variety of workshops that were streamed according to sectors. I am extremely grateful for the presenters who volunteered their expertise, the sponsors who supported us, and also the delegates who took time out of their weekend to attend.

In many ways, I personally viewed this as a trial run for CLESOL 2021 (in October). Successfully carrying this event through gives me confidence that we will be able to provide you with a quality CLESOL event.

Not to mention, this event resulted in more than 30 new members for TESOLANZ. Welcome!

The Executive

I have been thinking of ways in which the Executive can operate more efficiently. To clarify, your current Executive is Daryl Streat (President), Marty Pilott (Secretary), Faezeh Mehrang (Treasurer), Breda Matthews (Special Interest Groups Coordinator), Christine Hanley (Branch Coordinator), and Mark Dawson-Smith (Publications Coordinator). We also have two co-opted members who are with us until the AGM 2021 (Juliet Fry – Advocacy, and Julie Luxton – Professional Development).

Over the past year, the Executive has become very involved in policy/advocacy work and I feel this has created a lack of focus in more strategic/administrative areas. Therefore, we are currently trialling sub-committees to work on specific projects. We have convened two sub-committees. One to focus on the NCEA change proposal and the Review of Achievement Standards. Also, one to focus on RoVE and Literacy changes. We will keep you up to date on this work.

I have also met with the Special Interest Group Chairs (Tertiary, Secondary, Primary, and ECE) to discuss ways in which they can become more involved in policy/advocacy. Going forward, I would like to see TESOLANZ adopt a more delegated approach to this work, thus keeping the Executive free to focus on its primary areas of work.

Advocacy

Representing TESOLANZ, I attended a virtual deep-dive workshop with Education New Zealand. Alongside other leaders in the English Language sector, the purpose of this workshop

was to draft key messages for the Minister's consideration. Much of this messaging focused on the clear and present threat to our sector given the current Covid-19 status.

Through our sub-committees we have continued our work on NCEA Changes, Review of Achievement Standards, RoVE, and Literacy standards. In addition, we will also be engaging in work with the Ministry on the Curriculum Refresh. This will involve contributions on several working groups. It is affirming for me to see that our clear, consistent, supportive work has built a relationship with the Ministry and that we are being viewed as a primary stakeholder in the ESOL/EAP/English Language space.

To further cement this position, a member of the Executive will be attending the PPTA Subject Association Forum on April 22-23. This is part of our work to ensure TESOLANZ is acting in its full capacity as a subject association and to better understand how we can work in this capacity to meet the needs of all sectors.

Membership

I am pleased to see that membership numbers have remained steady, despite the pain our sector (and others) are feeling. We can only continue to do valuable work if we have the support of our members. Therefore, I encourage you to spread the word about membership.

If you are now back in the office, we would politely ask you to consider renewing your membership[1]. Also, if your employment has been impacted, we would invite you to take advantage of our low-waged subscription offer.

Ngā mihi,

1   https://www.tesolanz.org.nz/join-us/
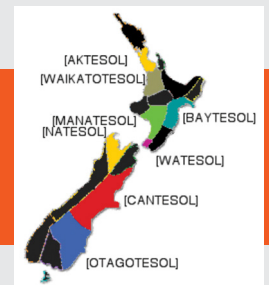
AKTESOL

Leslie Robertson

Tena koutou katoa. Since October 2020 we have held three events. The first was an online demonstration of how to provide enjoyable, differentiated, and independent learning for low-level ELLs using The Learning Village, led by Breda Matthews and Miranda Howell. Our end-of-year event was on the theme of teaching pronunciation with two practical and entertaining workshops: Maren Behrend with *Jazzing it up – the hows and whys of Jazz Chants*, and Maria Treadaway, *Working with the features of connected speech*.

On 25 March, we held our AGM and first PLD event of 2021, *Useful & free digital tools for literacy support in the classroom*. Miranda Howell and Stephanie Layec provided a hands-on workshop, demonstrating a range of digital apps proven to work in the class.

The AKTESOL Committee sadly farewelled Petronella Townsend, Ken Pearce, and Faezeh Mehrang, who stood down at the AGM. Petronella was formerly Chair of the Auckland branch, and her leadership and knowledge of the goals and the operation of AKTESOL as well as her communication skills and ability to mobilise people have been outstanding. Ken has provided guidance and support in organising events as well as contributing to them. His knowledge of the tertiary sector, tikanga Māori, and advocacy of Pasifika people will be greatly missed. Faezeh's depth of knowledge of teaching with technology made an extremely timely contribution to our PLD and has transformed our meetings and newsletters.

Three new committee members were elected at the AGM: Rosa Kalauni from Papatoetoe High School, Ling Zhou from English Language Partners and Alan Culhane from MIT. We are looking forward to working with them.

AKTESOL is planning two further events this year, one to be held in South Auckland on 24 June and a final event on the North Shore on 4 December.

BAYTESOL

Pamela Minor

On Saturday the 28th of November 2020, the Eastern Institute of Technology (EIT) hosted a BAYTESOL symposium – *Where to from here? Future-proofing English Language Teaching and International Education in Aotearoa* – which gave those working in English Language Teaching and International Education a chance to share their experiences of working in the industry, both during and after the Covid-19 lockdown.

There were 26 attendees coming from as far as Waiheke Island and Dunedin, and the topics covered ranged from marketing New Zealand education abroad, offering successful online courses, impassioning reluctant writers, exploring the latest in online technology, to ideas for online one-to-one lessons. We also heard a personal account from a student of her experience studying in New Zealand pre, during, and post lockdown.

It was an excellent chance to network with others in the industry and to share what we have learnt during these unprecedented times. A number of EIT staff were involved in organising the event and/or giving a presentation, and the exceptionally delicious catering was supplied by EIT Tourism and Hospitality.


Symposium dinner

WATESOL

Nicky Riddiford

WATESOL committee 2021

The 2021 committee is made up of 12 members: Linda Todd, Kerry Finnigan, Cathie Cahill, Jenny Olsen, Nicky Riddiford, Sarah Roper, Elizabeth Rothwell, Anna Dowling, Tinh Le Cao, Ha Hoang, Victoria Mitchell, Fiona Hoang. Many of this group have served on the WATESOL committee for over 25 years. The committee accepted with regret the resignation of two other long-term members: John Taylor and Jinnie Potter.

WATESOL 2020 AGM presentation:
Naheen Madarbakus-Ring, online from Japan

While Naheen Madarbakus-Ring was quarantining in a hotel in Japan, prior to taking up the role of lecturer at Nagoya University, she managed to find the time (and internet connectivity) to present her well received suggestions on the topic of Selecting, grading and teaching TED Talks-based listening lessons at the WATESOL AGM in November last year. The audience was made up of members of the WATESOL community and beyond who attended in person at Wellington East Girls' College and online via Zoom.

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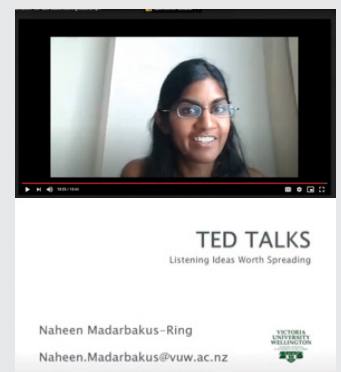
WATESOL events for 2021

Planning is under way for the main event on the WATESOL calendar: the annual WATESOL Expo. This will take place in June. The precise date and venue is to be confirmed. Call for presentations will be sent out in early May.

TESOLANZ survey

The WATESOL committee noted the responses from WATESOL members regarding professional development suggestions. Assessment, particularly online assessment was one of the key areas that members were keen to have addressed. Thanks to the TESOLANZ executive for the online assessment seminars that have been held to date.

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.

MANATESOL

Gwenna Finikin

The current global pandemic has had many carry-on effects in New Zealand, such as landlords and homestays missing out on tenants, and retailers and tourism providers missing out on sales. However, one of the most significant impacts of COVID-19 has been the upheaval experienced by our industry, owing to the lack of international learners studying in our classrooms. The most obvious effect has been to our local tertiary institute laying off many of its ESOL staff. Massey's Centre for Professional and Continuing Education (PaCE) seems to have severely cut back on pathways into university for international students, with online courses only being offered to domestic students. Unless there is a pathway for international students to be able to successfully enter courses, there will likely be further industry disruptions and job losses. Perhaps this need for an educational pathway for international students could afford opportunities for other providers to extend their core business within the city.

CANTESOL

Kerstin Dofs

The CANTESOL Committee met in the beginning of the year and, amongst other points on the agenda, we made plans for the 2021 PD events. We asked for ideas from our members and studied the survey conducted by the TESOLANZ executives and found that technology and writing course curricula were the most wanted topics for PD, after assessment, which was covered at a symposium recently for all members in TESOLANZ. Therefore, we chose to focus on technology, and course design.

To cover the technology aspect, the first PD session was held on 17 March. This was a highly appreciated presentation by Paul Lishman, who is an Online English Teacher/Workplace Communication Tutor from Hawke's Bay.

In the first part of his talk, he looked at practical techniques and activities for bringing some of the atmosphere and enjoyment of a face-to-face classroom to the online environment. His examples covered all skills; reading, writing, speaking, and listening. He told us, his online teaching techniques were born out of necessity when an NZCEL Level 3 class was moved online during the 2020 lockdown at Eastern Institute of Technology. The talk covered some innovative ways of overcoming the limits of the small screen.

In the second part, "Finding your niche: Online employment options for ESL teachers", Paul advocated for an online presence, which was brought on by the employment situation for many ESL teachers in the country. He suggested that, while we wait optimistically for international student numbers to bounce back post Covid-19, unemployed ESL teachers should find out how their strengths and teaching experiences could contribute to a niche profile to be advertised via online platforms. This would help attract students from all over the world and help the economic situation for jobless ESL teachers.

Our next PD opportunity, which will take place in May (date TBD), will cover course design ideas at the teacher level. This is followed by an AGM which we will hold in August, and then we are looking forward to the CLESOL conference in October.

Early Childhood Education SIG

Jocelyn Wright

Our report is rather brief as there has been limited ECE SIG activity of late. Your two ECE SIG co-ordinators, Lisa Fleming and myself, are new to this role. We share an interest in working in a culturally and linguistically rich early childhood environment and see this SIG role as an opportunity to more widely collaborate with others keen to share knowledge, challenges, and experiences. The ECE SIG is a forum for those in the early childhood sector, and we need members in our group. We would love to hear from you if you have a keen interest in furthering your knowledge and networks in support of your teaching with diverse cultures and languages. If you are interested, please send a message to either Lisa or myself.

Lisa Fleming: Lisa.fleming@staff. hagley.school.nz

Jocelyn Wright: Jocelyn.wright@staff. hagley.school.nz (021 822363)

Primary SIG

Bernie Moffat

Last year was unprecedented. We reflect on the changes that have come about from it.

- The lack of international students is affecting employment hours of ESOL specialists in schools, so there is less specialist time in schools for ELLs.

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- Well-deserved increased pay rates for support staff (i.e., ESOL LAs) with no extra funding has now decreased the hours/time/support offered to ELLs.
- COVID has highlighted the inability to engage and participate online with foundation students, the impact school has on emotional, social, and pastoral enhancement for ELLs, and the effect of peers/buddies on English language learning in the school setting.
- Last year, some ESOL verifications were performed online using Skype, which was a first and an unknown procedure.
- We appreciate the flexibility for NZ born students being able to be assessed early and the school being able to start funding at either P1 or P2 funding round, depending on the needs of each NZ born student. This is very helpful for some schools who are getting inundated with NZ born NE (5-year-olds) who are very needy in their English language development.

Secondary SIG

Anne McCarthy

While most people were happy to wave goodbye to 2020, the 2021 school year has been characterised by further constant changes of Covid levels and lockdowns. So far there have been several broken teaching weeks, disrupting the need to establish classroom relationships and routines. With the arrival of the vaccine, it is hoped that future teaching time and space can be more fruitfully centred on coal-face English language teaching and learning.

Several factors stemming from loss of international student numbers and revenue continue to impact on English language learning (ELL). Many teachers have commented about the emerging reality of composite classes with students who have wide variations in English ability and need. In turn, this has increased the demand for flexible initiatives, time, and resourcing from teachers who presently have minimal budgets to cater for requirements. A particular issue is accessing low level reading material that appeals to teenagers, Penguin and Cambridge readers notwithstanding.

The consequences of increased online learning have been mixed. Students are required to be increasingly autonomous. For teachers, it is a challenge to unite whole classes at one time for Zoom meetings, to make lesson instructions fool-proof, to avoid copyright issues with pasting material online. There is increased demand for marking and feedback online. Online teaching perhaps demands more conventional and repetitive teaching methods, modified by *Google Classroom* and *Screencastify*. However, while some students choose not to respond to online teacher requests, the majority that do can develop strengthened links with their teachers, boosted by increased networks of well-being measures and pastoral care where possible.

The recent symposium in Auckland was a valuable opportunity to meet with fellow English language practitioners. Specific secondary level presentations covered formative writing, verification, and moderation. Of particular interest was Rosemary Gillies' encouragement for increased ELL legitimacy in schools through upcoming literacy changes (see below), plus support for all secondary schools to have an ELL policy, a model which can be found here.

In terms 3-4 of this year, an NCEA review will trial foundational literacy unit standards – NZ Curriculum Upper Level 4 - Beginning Level 5, and Stage 4 on the *English Language Learning Progressions*. Literacy unit standards will be externally assessed from Year 9 onwards, worth 10 credits. Significant factors are that they will be a co-requisite for achieving NCEA at any level and that they will be mandated from 2023. NZQA resource support will be available on the standards in due course. (Please see Julie Luxton's *NZQA English Language Update* see page 2.)

It is heartening to see the recent enthusiasm for specialist ELL training and bilingual assessment as discussed on ESOL online. While it takes extra effort to instil these measures into teacher work-life, the results can only increase support and expertise needed for ELL student progress. Best wishes for the terms ahead, as we can all look forward to gradual easing of Covid restrictions.

Tertiary SIG

Ailsa Deverick, Martin Walsh, University of Auckland

A Tertiary SIG Zoom meeting was held on 10 March 2021. 26 TESOLANZ members attended and there was much appreciation of the chance to get together and share ideas and concerns. The key focus of the meeting was to look at innovative ways of dealing with the Covid-induced reduction in student numbers, particularly international students, in both the private and public sectors. The themes below reflect the issues and challenges that members in the different sectors falling within the scope of the Tertiary SIG face, and solutions which have, or which could be, adopted to meet these challenges. Those who could not attend sent a summary of their sector, which has also been captured in the points below.

Accelerating the process for accreditation approval to deliver online English language pathway courses: Members from polytechnics and PTEs expressed frustration about the slow NZQA process for gaining approval to deliver NZCEL's Level 4 and 5 online. These institutions are unlikely to be able to offer these courses to overseas students until later in the year. In comparison, the approval process in universities is faster, and so some universities have been running their pathway courses online since the first lockdown in 2020.

Re-deployment of English language teachers to other departments/courses: Members from some universities and polytechnics explained how some teachers were being deployed to teach different courses (Foundation courses, uni papers, literacy courses, teaching L1, etc.) and how some have offered to reduce their proportion in order to keep others employed. However, it was pointed out that only permanent teaching staff at universities and polytechnics were given these opportunities, and this option is not available for PTEs, many of whom have suffered huge staff losses. A couple of members felt that their institutions were using Covid as an excuse to instigate job losses and that fault instead lay with earlier ineffective marketing.

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Government support: TEC has offered Covid funding for PTEs who are affected by the downturn in international students. Essentially, they have been allowed to enrol learners currently living in NZ, who are dependent on temporary visas (work or visitors) but otherwise unable to access govt funded (SAC funds) ESOL programmes. The rationale is that allowing them access will improve their employability in a time when we have worker shortage (in some areas).

More recruitment of domestic students:
A number of members talked about their successes in recruiting more domestic students. In some cases these numbers have increased by up to 40%. Strategies for this included connecting more actively with community groups and providing more flexible (e.g. part-time/evening), bespoke courses, although the increase could equally be attributed to multiple factors including increased unemployment. It was also noted that English Language Partners had seen a growth in numbers, with one member commenting that this was due to organisations looking to improve the language skills of their EAL staff.

Creating short non-English language courses: Some members from PTEs talked about creating short online vocational courses that did not require NZQA approval, to keep learners engaged and to attract students to pursue further study. These included courses like accounting, digital marketing, and construction.
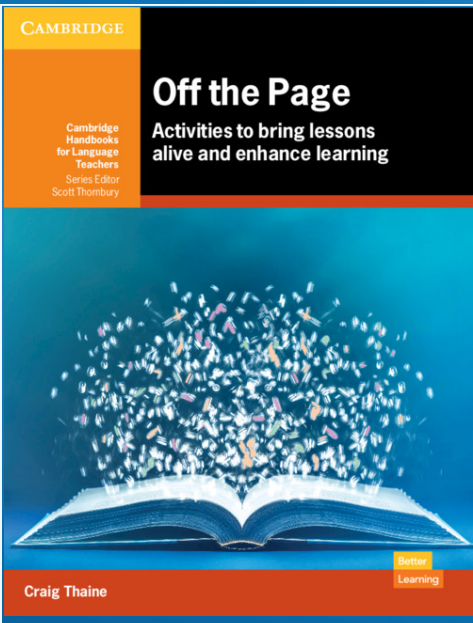
The single most overriding comment in the meeting, however, was that the sooner the government vaccinated everyone and the sooner borders were opened to allow international students to enter, the better.

Moving forward: It was decided that Zoom meetings every two months were an effective way to keep up-to-date, and so the next meeting will be in late May. A Zoom invitation will be sent to all Tertiary SIG members in mid-May. Members, please ensure your details are up-to-date on the TESOLANZ website https://www. tesolanz.org.nz/.

Tech Tips:
Lights, camera, teach!

Nick Baker

Room lighting is an important consideration these days when teaching online in front of our webcams, as we want our audiences to see us clearly. However, even if there is enough light to be seen by, while you are teaching via Zoom, it does not mean you are illuminated well or looking your best. Recently, I have seen presenters teaching in very poor lighting, leaving the audience with an unfavourable impression of the speakers and their work. For instance, some presentations were simply too dark, and as a result some lessons seemed unprofessional, while others seemed unfriendly or downright spooky. In other words, lighting can affect the mood of the teaching scene we are setting. To avoid creating a negative atmosphere, we need to become our own lighting technicians.

The desired aim when teaching in front of the camera is to create a brightly lit space. To do this, we need to remove all darkness and intense shadows in the scene. The resulting effect should be a bright, warm, and inviting performance space for teaching and for keeping everyone awake. I would like to share with you two ideas about good lighting that can guide you when you are setting up your online teaching space using Zoom or other video tools for online interaction.

To create the desired bright and positive lighting mood, we can use the following two- or three-point lighting arrangements. First, take a look at the two-point lighting arrangement (Figure 1), where a main light source (the key light) illuminates the teacher as much as possible. This key light can be in front, above, or slightly to the side, illuminating the instructor's face. This light can be anything from a normal celling light to a lamp next to the computer. The second light in the two-point lighting arrangement is a so-called fill light, which is less intense than the key light. This fill light is used to help remove or reduce any shadows cast on our face and/or surroundings. Its role is essential to creating that open and warm look. Place your fill light on the opposite side from the key light, and experiment with the position and direction of the light until shadows are reduced effectively. This source of light can be anything fit for purpose, like a lamp perched on the other side of the desk.

Second, there is the three-point lighting arrangement (Figure 2). This adds a third light to the previous set-up. The third light, called the back light, is positioned in the background (of the presenter). The back light creates a visual sense of separation of the subject (that is, the instructor) from their background, as the light illuminates the teacher's surroundings and their back. This light can be anything, for example another lamp or the light coming in from a nearby window. The back light can make quite a big difference in how you appear, as it adds an extra layer of realism via a sense of depth. This depth can make you look more professional and more present, and the lighting difference can help to hold the audience's attention on you. Please remember: this light cannot be stronger than your key light, or the camera will adjust to that brightness and you will become a dark shadow.

These two different arrangements are just some basics about lighting which could change your presence and performance on camera. In a world where we now teach more in front of a camera than face to face, we need to consider the importance of lighting the scene to create the mood we want as teachers. So do try and experiment with your lights. Better lighting could lead to a whole new appearance for your online classroom.

Nick Baker is a returning adult student from Auckland, with a Bachelor in English and New Media, Graduate Diploma in Tertiary Teaching, and Master in Higher Education, and is now working on a PhD researching writing 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.

Two-point lighting arrangement

Camera/Computer webcam

The Fill Light
This is the second light reducing the shadows.

The Key Light
This is the main light source to illuminate the presenter.
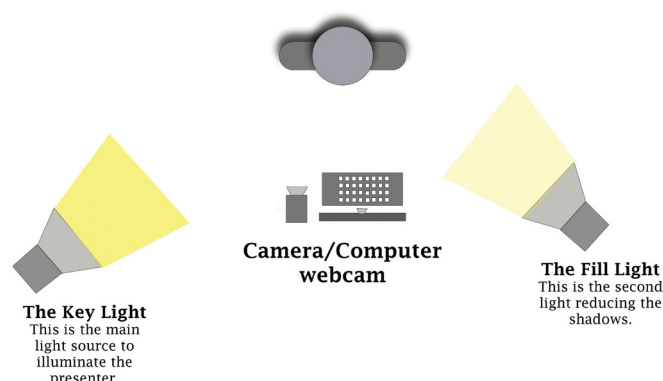
Figure 1

Three-point lighting arrangement

The Back Light
This creates a sense of definition and depth for the presenter .

Camera/Computer webcam

The Fill Light
This is the second light reducing the shadows.

The Key Light
This is the main light source to illuminate the presenter.
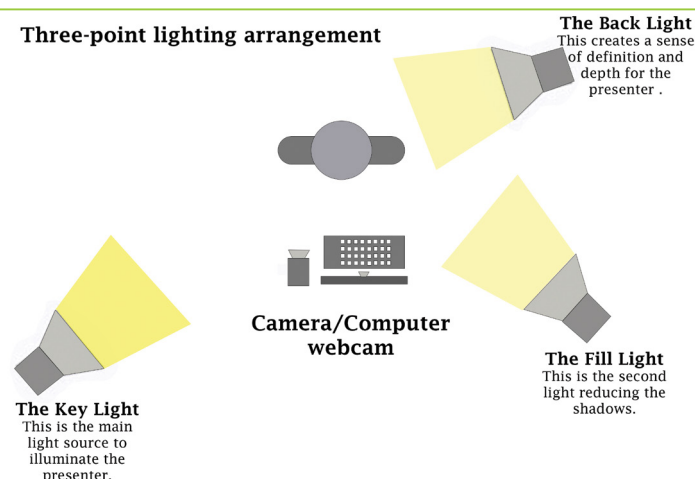
Figure 2

CLESOL | 2021

AUCKLAND *Conference*

FRIDAY 08 – SATURDAY 09
OCTOBER 2021

St Cuthbert's, Auckland

Weave the language, weave the people

WHIRIA TE REO, WHIRIA TE TĀNGATA

Join us in celebrating the many professionals connected through the common purpose of language learning and teaching, and promoting social inclusion for language learners in our diverse New Zealand society.

**Thursday
07 October 2021**
Pre-conference workshops

**Friday
08 October 2021**
Day one of conference

**Saturday
09 October 2021**
Day two of conference with conference dinner in the evening

REGISTRATIONS OPEN IN APRIL

CLESOL.ORG.NZ

First language spaces in our secondary English classrooms

Anne McCarthy is the present TESOLANZ Secondary SIG coordinator. She has had extensive experience in secondary school middle management (English and ESOL) and has completed a master's thesis and doctorate in Applied Linguistics. Anne is particularly interested in conditions for English language learning in NZ secondary schools. She loves reading, walking, travelling, and linking to family.

In my recent movement round New Zealand, collecting information for English language learning (ELL) research within secondary education systems, I have been struck by the variability of attitudes of English language teachers towards the use of students' first languages (L1), ranging from wholehearted acceptance to conditional approval to "English-only" dismissal. The valid arguments for L1 use, so thoroughly supported by research, can often become side-lined when faced with the dynamics of the coalface. L1 use depends on whether the needs of the English language learner, national curriculum requirements, or the beliefs of the teacher and school, are uppermost.

Multiple language use, plurilingualism, has long been advocated as an effective way to increase ELL students' cognitive flexibility and creativity, to activate prior L1 knowledge, to transfer L1 and consolidate L2 development, to develop their sense of acceptance and belonging at school, and to advance potential educational and career options (García & Wei, 2013; Reaume & Pinto, 2012). However, when experiencing L1 use in classrooms, ELL teachers can see the practice as possibly disruptive to classroom discipline and adding complexity to already complicated classroom management procedures. Encouraging plurilingualism may distance teachers' affiliations with fellow staff at their institutions and hinder career advancement. Fostering pluralism may create tensions between ELL teachers and senior management who are mindful of the political pressures to maintain answerability towards their school communities and national education superiors.

Recent New Zealand studies have emphasised the value of L1 in teaching (Barkhuizen, 2010; Gleeson & Davison, 2016; 2019; Gray, 2012; May, 2014). In my own research (McCarthy, 2020), I observed that plurilingual practices in ELL settings were predominantly maintained by bilingual teacher aides who shared a common or similar language with the majority of the learners/students. (In the following, pseudonyms are used for people and places). At Mountfort School, the ELL department's enthusiasm for L1 received wholehearted support from senior students, who viewed L1 use as a way to unite their past and present and affirm their legitimacy. A senior student from Fiji commented: "[The Head of ELL] always asks us how we would say a certain word, which is really good cos like sometimes you start losing like how to speak your own language." At Wordsworth School, senior students explained that advanced Year 13 Physics concepts were more clearly understood in their L1 before they translated the material into their more limited English vocabulary. Conversely, at Patton School, bilingual teacher aid Rhea reported that teachers could become "overwhelmed because we speak in our own languages to the students, like if you don't understand, you are new, you don't know whether we are talking against you". Head of ELL Rosie took a cautious approach to L1 by eventually deciding to allow its use only in learning contexts when English was insufficient: "I don't allow them to talk casually in the class in their own languages. I say, 'This is a safe place to practise your English, where you can be well-assured that no-one's going to laugh at you'." Australian studies show similarly limited space for L1 use in secondary teaching (Davey & French, 2018; French & Armitage, 2020).

For teachers interested in encouraging L1 use, some inclusive practices are: multilingual flashcards and website use, L1 for brainstorming methods, diagrams and journaling, scaffolding for L1/L2 vocabulary lists, L1/L2 posters, L1 spaces in workbooks and handouts, parallel L1/L2 spaces for writing with formative work, multilingual dictionaries, digital and real-life translation. Ministry of Education publications such as *Language Enhancing the Achievement of Pasifika* online can also assist (May, 2014). Within a wider cultural context, providing spaces for L1 encouragement can be made within classrooms using L1/L2 buddying, pair and small group work, discussion and role play of linguistic and cultural comparisons. When it comes to choosing literature that supports bilingual learners, short and long texts can be chosen from multicultural contexts, with translations for early learners. L1 films can be utilised with English subtitles. In multiple subjects, research topics can be culturally inclusive, while research methods can include interviews and informal notes in L1, websites and report writing using L1/L2, and a requirement for multilingual resources identified in marking criteria. At a whole-school level, culturally responsive practices include the employment of trained bilingual staff at various levels, after-school/weekend ELL tutoring with bilingual staff, quotas for TESOL scholarship uptake, staff translators, ELL staff involvement with literacy and whole-school curriculum, encouragement for L1 as subjects for senior assessment where relevant student numbers allow. Professional development measures can include surveys of culturally reflexive beliefs about education generally and how it affects subject teaching. Liaison

between ELL and mainstream staff can also be embedded with injections of time, resourcing, and efficient infrastructure systems. In particular, all staff need to be made fully aware that L1 use does not automatically equate with cognitive deficiency, and that learners with lower English proficiency should still receive the same standards of teaching as those with English as their mother tongue.

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Te Whāriki - early childhood curriculum

Lisa Fleming, Jocelyn Wright

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Tōku toa, he toa rangatira.
My bravery is inherited from the chiefs who were my forebears.

Kia Ora from sunny Otautahi! For this contribution we thought we would highlight Te Whāriki, our early childhood curriculum document and some of the strategies it highlights around creating a sense of belonging for all attending our services.

The Early Childhood Education (ECE) landscape in Aōtearoa is an increasingly diverse one. Our national ECE curriculum, Te Whāriki reflects this. It addresses the need for kaiako and learning services to go beyond being "welcoming" diverse cultures. It recommends that early childhood services invite, acknowledge, and celebrate the diversity that each child and their whānau bring with them. Examples of this in practice could include inviting cultural celebrations in the setting, sharing food, focussing on the values and stories of diverse cultures, using books and resources that authentically reflect each child's unique culture and heritage language.

"Using community languages in the ECE setting acknowledges Te Whāriki as 'a place for all to stand'" (Ministry of Education 2017). From a bicultural foundation, the early childhood curriculum affirms and celebrates cultural differences and aims to help children gain a positive awareness of their own and other cultures. It enables all peoples of Aotearoa New Zealand to weave their perspectives, values, cultures, and languages into the early learning setting.

Reflective questions in Te Whāriki in relation to this include (Ministry of Education, 2017):

- How are we responsive to culturally diverse parents, whanau, and community aspirations and expectations for children's learning in the setting's whāriki?

- How do we find out what supports a sense of belonging for all children and their parents and whānau?

- In what ways do the environments and practices in the setting reflect the identities, languages, and cultures of the children who attend?

- How might we work with tensions that can arise between differing cultural norms, roles, responsibilities, and rituals?

These questions offer many opportunities for Kaiako to reflect on current practice and focus on ways in which they can continue to strengthen a sense of belonging for all children, families, kaiako and the wider learning community in Aotearoa.

Warm wishes to you all from Lisa Fleming and Jocelyn Wright (TESOLANZ ECE SIG members)

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.

A CHANGE OF KEY
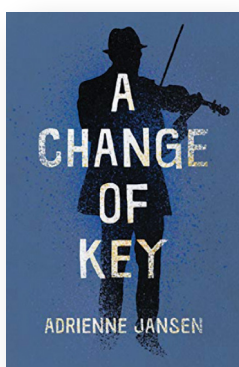
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Reviewer

Jennifer Yates
Auckland University of Technology (AUT)

With *A Change of Key* (2018), the sequel to her 2013 novel *The Score*, Adrienne Jansen revisits the culturally diverse inhabitants of an inner-city housing apartment block. Most of the familiar characters, who were brought together through the common goal of fixing a broken piano in *The Score*, return in *A Change of Key*, only this time the focus is on a broken man, Bulgarian ex-patriot Marko. Speculation about his mysterious background is heightened when the building gossips uncover a newspaper article appearing to link him to the former KGB and a loophole in New Zealand's immigration system. In order to extricate himself from embroilment, Marko is forced to confront his past and reveal the real reason he fled his home country. As he enlists the help of neighbours and fellow musicians Stefan and Phil to help clear his name, Marko's rich but heart-breaking story starts to unfold.

It is this interest in exploring what factors led to the migrant Marko's paranoia and despondency that spurred Jansen to write *A Change of Key*. In a 2018 interview, Jansen expresses empathy for the shared migrant experience of feeling like "a shadow of the person they were in their first country", and while the focus is on Marko, there are glimpses of these lost "bigger lives" in all of the minor characters. There is the flamboyant Nada, who exudes confidence but hurtles from one short-lived relationship to another, driven by her craving for validation. Haider appears to have had a career as a professional photographer but has been labelled a terrorist by the same gossips who have branded Marko a spy. Then there is Harminder, who has become so embittered by his experience in his adopted country that he resorts to blackmail and extortion in an attempt to escape from his dead-end job as a taxi driver.

Yet as Jansen (2018) once observed of her own life, these characters are all united by "far more commonalities than differences". Their communal protest against a rent increase proposed by the local council serves as the backdrop to Marko staging his own personal protest against social injustice. The sense of being "all in this together" is one which will resonate with a post-pandemic audience and may well earn *A Change of Key* a well-deserved resurgence of readers.

If you have read *The Score, A Change of Key* will be like catching up with old friends. If you are meeting Jansen's complicated and engaging characters for the first time, you will be more than tempted to go back to where their stories first began. The short chapters, clear writing, and intriguing character development also make *A Change of Key* an ideal extensive reading option for advanced English language learners. On a final promising note, Jansen has hinted at a third novel in the series, as she has her eye on exploring the back story of another of Marko and Stefan's complicated neighbours. Fans of the first two instalments will no doubt be looking forward to the encore.

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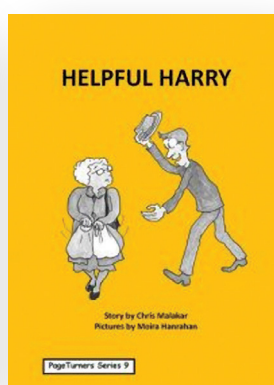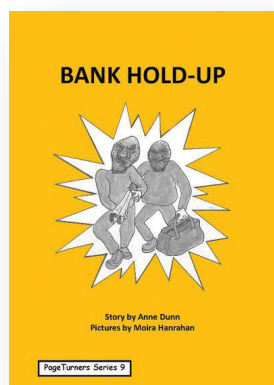
THE SCORE

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 110 words each. This puts them at Level 1 on a scale where Level 1 books have approximately 100 words and Level 4+ books 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. They can be purchased in hard copy or as e-books on the PRACE PageTurners website, where you can also find free audio recordings of both books. In addition, a free downloadable worksheet for *Helpful Harry* is available on the PageTurners website under "Teaching Resources", providing extra reading comprehension and language review exercises.

Bank Hold-Up reads not so much like a story but rather a personal account of an unpleasant experience. It's a description of a scary armed robbery, made more immediate by being narrated in the first person. All the tropes of a hold-up are present: stockings over heads, a gun, the line "This is a hold-up. Nobody move". The narrator, then the bank teller, and finally everyone in the bank is understandably described at different points as being "scared stiff". The men get away with the money, and then suddenly it's all over. The lack of resolution is unsettling, and I found myself turning the page, hoping for something to befall the robbers as they make their exit. The abrupt ending does however fit the "slice of life" genre and could provide an opportunity for students to discuss or write a possible ending as a follow-up activity.

Verb forms in this book are mainly in the simple past, and the vocabulary is predominantly from the first thousand word list, with seven words from the second thousand list plus just two lower frequency words (*teller and scared*). Such items should be manageable for readers because the illustrations support the story well. With no more than three sentences per illustration, the reader can use visual and linguistic cues to guess the meaning of unknown lexis. The final exercises consist of comprehension questions, a gap-fill, and a "correct the mistakes" exercise, which together form a useful review of the vocabulary in the book.

In contrast, *Helpful Harry* has a clear narrative arc, with a resolution and even some character development, insofar as this is possible in 110 words. Our protagonist Harry is at a loose end and so decides to alleviate his boredom by offering to help people. Given the crime theme of this series, it goes without saying that his plan backfires. As in *Bank Hold-Up*, Moira Hanrahan's humorous illustrations in *Helpful Harry* provide good visual support, and from the pictures we get a sense of Harry as a kind but goofy and somewhat naïve guy, who means well.

Again, there are seven words in the story from the second thousand list and two low-frequency off-list words (*bored* and *Harry*). The story is told mostly in the simple present, with over half of it in direct speech. There are four exercises at the back of the book, and direct speech (including five questions which appear in the story) is a language focus which is picked up in these exercises. There is also an extension exercise to practise some common collocations which don't appear in the book.

As with other titles in the PageTurners range, these two easy readers provide interesting content and useful language for developing reading and literacy skills, suitable for use both inside and out of the classroom.

REVIVALISTICS

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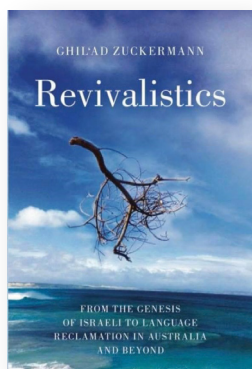
Reviewer

Hilary Smith
Australian National University,
Massey University

This exuberant book by Ghil'ad Zuckermann sweeps from the revival of Hebrew in Israel to the revival of the Indigenous Barngarla language in South Australia, drawing common threads into a theory of what he has coined as "revivalistics". Zuckermann is a native Israeli speaker and states (p. 186) that he knows "all the languages that impacted the creation of Israeli (e.g. Hebrew and Yiddish) inside out". He is currently Chair of Endangered Languages at the University of Adelaide.

The first part of the book describes the revival of Hebrew, which he refers to as "Israeli" since it is a mixture of Hebrew which was not spoken between the third and 19th centuries and the Yiddish spoken by the founders of Israel. In his characteristic high-spirited style, he demonstrates this hybridity through detailed analysis of the phonology, syntax, morphology, and lexis of modern Israeli (p. 26):

> A language is a col- *lect-* ion (a collection of lects), an abstract ensemble of lects (idiolects, sociolects, dialects, and other lects) rather than an entity per se. It is more like a species than an organism. (Therefore, a linguist must generalize; a linguist who does not generalize is a spy). Still, the genetic classification of Israeli as a consistent entity has preoccupied linguists since the language emerged at the end of the nineteenth century.

He advocates an acknowledgement of the beauty and complexity of the language as it is spoken in modern Israel. These chapters appeal most to those with an interest in detailed linguistic analysis or those with a background in Hebrew or Yiddish. Zuckermann's approach is quirky; full of asides, anecdotes, and word plays. Due to the delays caused by COVID, I was reading an uncorrected proof copy marked up with arrows, colours and comments, making the text even more lively on the page.

In the last third of the book Zuckermann turns to his work in Australia with the Barngarla language revival. This is where I am on more familiar ground, as Barngarla is at a similar stage of revival as the Gamilaraay language in New South Wales, where I work. In both cases, the last speakers of everyday language died in the mid-20th century. Zuckermann outlines his LARD framework, or LAnguage Revival Diamond, which consists of four quadrants necessary for the revival of any language: Language Owners, Linguistics, Education, and the Public Sphere. He describes his role in the Barngarla language reclamation, with examples of the "talknology", or "talk plus technology", in activities such as a language app. The tone then becomes less vivacious, as he covers topics such as legal compensation for linguicide and language revival as a way to address high levels of suicide in Aboriginal communities, taking a social justice approach.

Which leads me to the elephant in the room: social justice in Israel's occupied territories. Although Zuckermann's topic is the language revival of Hebrew/Israeli, and the language situation for the Palestinians is not one of language revival, it is problematic to have a social justice lens on one language situation and not the other. I would be interested to see Zuckermann take his linguistic human rights perspective to the whole language context in Israel.

Similarly, I would be interested to see more linguistic analysis of the Barngarla language revival, to parallel the details Zuckermann provides for Israeli. An expanded version of this part would be particularly useful for those of us working in language revival.

What can an English language teacher take from this book? Language teaching per se is not Zuckermann's focus, and I am not convinced by his idiosyncratic analysis of language teaching and learning (p. 199):

> Whilst a native tongue is automatically acquired even by fools, foreign language learning requires *inter alia* seven characteristics: (1) musicality, (2) mathematicity, (3) good memory, (4) high IQ, (5) high EQ, sociability, friendliness, (6) lack of shame (a problem e.g. of youth in Asia, afraid of losing face), and (7) motivation.

However, there are some important reminders for language teachers in his book. Firstly, we cannot forget that all language teaching and learning takes place in a particular geo-political context; the more we understand about that, the more we can help our students on their language learning journey. Also, the development of Israeli demonstrates that when we speak more than one language, these influence each other to varying extents. And finally, we are reminded that all language is beautiful, whether or not it fits someone's idea of what it should be. Although the aim of language teaching is to help change a student's language in some way, which makes it a very different situation from the established Israeli language that Zuckermann is describing (p. 20), any student's language is "a beautifully multi- layered and intricately multi- sourced language that one should embrace and celebrate".

TESOL**taste**

Orange Kumara Coconut Curry Soup

A sweet and spicy soup with Beauregard Kumara, coconut milk, and yellow curry powder. Plenty creamy with a slight crunch and heartiness from spicy baked chickpeas.

Cathrine Attwell

Ingredients

SOUP

1/2 Tbsp coconut or olive oil

1 medium white onion (diced)

4 cloves garlic minced

1 large orange kumara (peeled & cubed)

2 Tbsp yellow curry powder

1/4 tsp cayenne pepper

3/4 tsp sea salt, plus more to taste

3 cups light coconut milk

SPICY BAKED CHICKPEAS

1 400g tin chickpeas

3 Tbsp avocado or coconut oil

1/2 tsp yellow curry powder

1/4 tsp sea salt

1/2 tsp garlic powder

1/2 tsp ginger powder

1 pinch cayenne pepper

Instructions

Preheat oven to 200° C. In the meantime, start the soup by sweating the onions in a large pot over medium heat in 1/2 Tbsp coconut oil. Cook for a few minutes and then add garlic and stir.

Season with 1/4 tsp each salt and pepper and stir. Add orange kumara, curry powder, and cayenne pepper (reduce or omit for less heat).

Cook for 5 minutes, stirring frequently. Add 1/4 tsp more salt and the coconut milk. Then cover.

Bring to a simmer and then reduce heat to low. Simmer for 25 minutes more.

In the meantime, prep your baked chickpeas by rinsing, draining, and toweling off until dry. Then toss in oil and spices and spreading evenly on a baking sheet. Bake for 25-30 minutes or until crispy on the outside and slightly soft on the inside. Remove and set aside for serving.

At the end of 25 minutes, taste and adjust seasonings as needed. I add about 1/4 tsp more salt and a pinch more cayenne pepper. Then puree using an immersion blender or blender. Transfer back to the pot if needed and keep heat on low until ready to serve. Garnish with baked chickpeas.

Will keep in the fridge for several days and the freezer for a month or so.

United Nations International Days
as established by the General Assembly

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

APRIL

7 April
World Health Day

12 April
International Day of Human Space Flight

20 April
World Chinese Day

23 April
English Language Day

30 April
World Jazz Day

MAY

16 May
International Day of Living Together in Peace

20 May
World Bee Day

22 May
International Day for Biological Diversity

JUNE

3 June
World Bicycle Day

5 June
World Environment Day

8 June
World Oceans Day

20 June
World Refugee Day

21 June
World Day of Yoga

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