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TESOLANZ Assessment Symposium, February 2021

Julie Luxton

On 13 February 2021, TESOLANZ, in partnership with the University of Auckland's Faculty of Education and Social Work, ran a symposium in Auckland – *Focus on Assessment: Practical applications and considerations in the classroom*. This face-to-face event had been postponed because of 2020 Covid restrictions, although an interim online session, offering one workshop for each sector, had been run on 10 October, 2020.

131 teachers attended the Saturday symposium – an indication of teacher/assessor need for professional learning and development (PLD) in all three targeted sectors – primary, secondary, and tertiary. Symposium workshop foci were informed by a survey of TESOLANZ members to gauge their priority assessment PLD needs. Organising committee members invited experts in each sector to facilitate practical workshops on specific topics, and there were calls for papers broadly related to multi-level assessment practices.

The symposium started with plenary sessions on Principles underlying good assessment practices (facilitated by Rosemary Erlam, University of Auckland) and Initial and diagnostic assessment (Jannie van Hees, Language Minds) for the compulsory sector, and Validity in classroom-based formative assessment for tertiary teachers (Peter Gu, Victoria University of Wellington).



John Read presenting (photo thanks to Morena Dias Botelho de Magalhães).

Editor's Foreword

Friederike Tegge



I am writing this editorial in self-isolation, pondering the five minutes that I might have spent in the vicinity of an infectious tourist. My nose is still itching from the 12th-day Covid test an hour ago, and I am thinking of my students' farewell party that I am missing this very moment. But they are keeping me in the loop with photos, videos, and comments sent via WhatsApp. Technology can really be a blessing, and it is no surprise that it features prominently in TESOLANZ branch and SIG events and in the current newsletter. Tish

Kirkland, for example, continues her series on online teaching with a focus on the administrative side of things, and Nick Baker adds *Tech Tips* on using Google Calendar to stay organised.

We are still facing major issues on the world stage, in the country, and within our sector, and we are also experiencing a busy time during the winter months. I am, thus, even more impressed that this newsletter seems to have developed a second theme, that is, a close awareness of learner diversity and experiences combined with catering to specific learner needs. Cherie Brown reports on a project that provides culturally relevant reading materials for teachers and students in Bangladesh. In *Wordplay*, Amber Fraser-Smith elaborates how we can support learners with dyslexia. Erina Hunt details the challenges faced specifically by Thai learners of English. Rebecca Vane reflects on how the "new normal" is impacting her learners at Wintec due to greater demands on their time, the emotional challenge of not being able to visit loved ones, and other complications. Anthea Fester has transferred principles of design thinking from the Design Factory to the ESL classroom and provides three engaging activities. Diane Comer has reviewed two collections of moving and thought-provoking poetry based on the experiences of migrants and refugees in New Zealand. I could go on ... or I could just let you read for yourself!

If you would like to share ideas, teaching tips, questions, research, overseas experiences ..., please don't hesitate to contact me (**friederike.tegge@gmail.com**). This newsletter is for members and by members and thrives on your participation.

Ngā mihi nui,

Rike

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TESOLANZ Assessment Symposium, February 2021 continued

The primary stream included workshops facilitated by practising teachers on fair assessment of ELLs in the mainstream and on formative assessment, as well as a Ministry of Education (MOE) workshop on the new English Language Learning Progressions Pathway. There was also a teacher panel discussion on verification for ESOL funding chaired by a MOE verifier. The secondary stream included workshops on formative practices in writing, secondary verification, creating assessment tasks, and moderating oral interactions.

For tertiary, there were workshops on diagnostic language assessment, formative assessment, academic English reading and listening tests, validity and reliability.

Papers included assessment of adult L2 literacy learners with emergent literacy from former refugee communities, accommodations for more equitable assessment practices, PTE Academic test preparation, writing multiple-choice questions, student-centred assessment design, and NZCEL Level 4 listening skills and strategies.

Many of these presentations are now available in the Members' Area of the TESOLANZ website. You will need your log-in to access these.

TESOLANZ would like to thank all the busy teachers who shared their assessment knowledge and experience. We would also like to acknowledge the Symposium sponsors – the University of Auckland, IELTS, Pearson PTE Academic, Modern English Teacher and Chasing Time English.

Are your details correct on our database?

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

www.tesolanz.org.nz

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

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

Part 3: The Administrative Side

Tish Kirkland

In the last issue, I wrote about creating and sharing online content based on my own experience as a language teacher, business owner, and eLearning consultant.

In this article, I'm pulling my business hat on more firmly to talk about the administrative side of things, including setting out clear terms and conditions, having one simple and traceable communication channel, communicating about and receiving money, and undertaking basic marketing.

I'd also like to add that even though the focus of this article is online teaching and learning, most of these concepts can also be applied to in-person face-to-face teaching.

VALUE YOUR TIME AND YOUR SERVICES

Your time is valuable. For anything you offer, whether online or in-person, make sure you receive payment before you commence your services or provide access to your courses.

I would advise against offering anything for free, unless it is a short consultation as a needs-analysis tool to find out if your course is suitable for the student and/or as a vetting tool to check if the potential student seems to be reliable and genuine. Don't be afraid to say "No" and to straight-up tell the prospective student if your course is not suitable for them. You want happy students who will tell their friends how great your courses are, not disgruntled students who have signed up for the wrong thing.

In my experience of teaching synchronous lessons:

- Get your students to use your calendar booking tool such as **Setmore**.
- If teaching online, use a **meeting planner** to organise a time that is suitable for all parties.
- Create a set learning plan for a certain number of lessons (e.g. 10 lessons) and request upfront payment for all lessons; as a "sweetener" offer a "payment plan" to split the payment into two bulk payments.
- Offer "bundles" and discounts but only if your costings allow for this. For example, the student pays for 9 lessons but gets 10 lessons.
- Group classes can be a big hassle to organise; the time spent organising them is often not worth it, particularly if you are juggling international time zones in addition to general availability.

Personally, I think the ultimate way to make money from online courses is to set up a subscription service, so that students subscribe in order to receive regular new content and access to archived content. Keep this in mind as you build your own content: consider how you could curate it into a subscription-based service at a later date.

BE CLEAR ABOUT NO-SHOWS, ILLNESS, AND CANCELLATION

You need to consider what happens if the unexpected happens. I have my expectations and consequences clearly written into my terms and conditions, which are placed on every invoice and/or course description:

- If a student doesn't attend, they forfeit the session.
- If a student is late, the session will finish at the scheduled time.
- The student can request to change the session time, subject to availability, up to 48 hours before the session.
- If the teacher can't make it for any reason, the student can choose between a refund or a rescheduled session.



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.

Be clear about timings: avoid using "two working days" for example, as this can vary depending on which country the student resides in. I find it clearer to use the exact number of hours rather than days or nights across different time zones.

HAVE ONE MAIN LINE OF COMMUNICATION

Administrative communication, including inquiries from prospective students, ongoing organisation of schedules and sending/receiving assessment items can quickly get time-consuming and messy if not managed well from the start. I encourage students to use email for any written messages, and I state this in any other communication channels I might use. For example, in the past I used **Skype** for online face-to-face sessions, and in my default Skype "away" description, I explicitly stated not to use Skype for written messages, but to use

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).

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Editorial assistants

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

Membership & distribution

Jane Dudley

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my email address (and provided this as part of the description). I think the options for online meetings have changed for the better now that we are able to create and give access to online meeting rooms via services such as **Jitsi meet** and **Big Blue Button**, but if you are using different channels, it's prudent to stick with one that you easily trace any messages in, without searching across many multiple channels for elusive and possibly deleted messages.

Here are some further pointers to set up clear communication channels from the start:

- Stick to one channel for communication; I prefer email because it provides a written record of communication.
- Have a separate "work" email address, even if it is simply a gmail address, e.g. yourname-teacher@example.com. Keep this separate from your personal account.
- Steer clear of Facebook groups - not everyone has Facebook or wants to use it, and group administration can be very time consuming.
- Reduce the amount of communication going back and forth by having a FAQ page you can direct students to. Build your FAQ page from questions that students have asked, and use these to guide your LMS (learning management system) or other website that you use for services and/or content.
- Don't give out your personal phone number or use platforms (such as WhatsApp) associated with your personal number. Get a second phone or use email-based services.
- Depending on your take on privacy, restrict your personal Facebook account to minimal sharing settings.
- When emailing,
 - use the student's name
 - include a salutation, no matter how short the message is
 - make some small talk, e.g. about the weather in your country/area
 - have standard message templates in a plain-text document set up so that you can copy and paste if necessary
 - include an email signature with contact details, brand logo, and your photo
 - check your spam folders every now and then
 - set up an automatic reply for all inquiry emails, with something along the lines of "thank you for your email; I will reply to you shortly"
 - check in with the student via other means if they haven't replied to an email as expected, as it could have gone to their spam folder.

KEEP ON TOP OF PAYMENTS RECEIVED

Along with setting up a separate bank account with its own debit card, it is a good idea to set up a **PayPal** account. Most platforms for course/service hosting will have a PayPal plugin. For example, Moodle and Tōtara both have this, as does Setmore. It makes sending and receiving payments very easy to manage for all parties.



You can also use PayPal to create and send invoices, regardless of whether the payment is being received via PayPal. If you accept payment by bank transfer, include your bank account details in the "Notes" section of the invoice and then manually mark it as paid – only once payment has been received of course. Request that your students use your invoice numbers when making payment to your bank account and, after payment has been received, do send remittance advice. This helps with tracking your received payments, as well as communicating with and saying thanks to the student.

In a nutshell:

- Invoice in advance of your lessons commencing or create a payment gateway for access to services such as online courses.
- Use invoice numbers.
- Write your terms and conditions on your invoice.
- Remember to make a mention of GST, i.e. whether it is included or not (unless you are earning over a certain amount per annum, you won't be charging GST).
- Make sure you receive payment (check your bank account or that you are holding the cash in your hand) before the lessons commence. Do not teach a lesson and then arrange or expect payment after that lesson.
- Keep track of expenses, e.g. take photos of your receipts and then save the photos on your computer or phone.
- Send remittance advice or sign the student's copy of their invoice with the date and confirmation that payment has been received.

ATTRACT STUDENTS TO YOUR SERVICES

Once you have your content ready to go, think about how your students will find you, and how they will book and pay for your courses and services. Try to make yourself as visible as possible across a range of different platforms and ask students for testimonials that you can add to your site. It's helpful if they can send the testimonial to you first to be checked for spelling and grammar, before it's made public. Once they have arrived at your LMS or main information site, let them know what's available and for how long they can have access to a course.

Social media platforms to be visible on include:

- **LinkedIn** - set up a business page and add your role to your own profile
- **Facebook** - set up a Facebook business page
- **Twitter** - connect this to your LinkedIn
- **Instagram** - link this to your Facebook business page
- **YouTube** - even if you don't make your own videos, you can "like" others' videos, comment on videos and subscribe to video channels.

Other sites to advertise your services include:

- **Gumtree** (Australia)
- **TradeMe** (New Zealand)
- **About.me**
- **Blogger** - schedule pre-written fortnightly or monthly blog posts
- **Google sites**
- **Eventbrite** - for ticketed events.

Sites that require payment/subscription:

- **Wordpress** - blogging, sharing
- **Learndash** - Wordpress LMS plugin
- **Moodlecloud** - cloud-based LMS
- **Scribd** - sharing articles and resources.

For any paid platform, always check which currency is being advertised. If you are sharing information across many social media platforms, make sure that you don't have an endless loop going round. Decide which platform will be your source, and then feed to the other platforms from that one.

If a prospective student has not yet arrived at my LMS website and wants to contact me directly, I encourage them to use a form such as **Google Forms** to contact me. That way, I can get an indication of what the student needs, possibly their current level, if they are a good fit for what I currently offer, and how urgently they require my services. Then, I contact them to send them to my LMS website, where most of my courses are set up as follows:

1. The student reads the course description, which includes cost and time expectations.
2. The student self-enrols. As part of this process, payment must be received before access is granted. On Moodle, this is set up using the PayPal plugin and is all automatic.
3. The course is open for access for 4 weeks from the date of enrolment.
4. The student will automatically be unenrolled from the course after 4 weeks.

By having a course expiration date, expectations are clear and you don't have a gazillion students enrolled in courses which they may have finished a long time ago. It also means that you don't have students hanging on who started months ago, go quiet, and suddenly become active again long after you have started on another project.

SUMMARY

Running a teaching business isn't just about teaching. You need to value not just your products and your services, but your time. This can be a big step for any of us who have been used to being paid for teaching hours only. You need to bear in mind that administrative tasks such as emailing, invoicing, and marketing all take precious time, sometimes more than anticipated. You need to value your time spent doing these tasks by either adding a percentage for these tasks into your hourly rate or by including an administration fee in all invoices, so that you can be adequately remunerated. After all, that's what business is about!



Anthea Fester is a Senior Academic Staff Member in the Centre for Languages (CfL) at Wintec, and she is the academic co-ordinator for the Postgraduate Certificate in Innovation and Master in Applied Innovation in the Design Factory New Zealand.

One foot in the Centre for Languages and one foot in the Design Factory: Transferring activities to my ELT classroom at Wintec

Anthea Fester

I have been teaching in the Centre for Languages (CfL) at the Waikato Institute of Technology (Wintec) for over three years now. Since last year, I have also been working in the Design Factory New Zealand (DFNZ) at Wintec. That means that I have one foot in CfL (where I teach on the NZCEL Level 5 programme) and the other foot in DFNZ (where I co-ordinate the programmes and supervise students in the Postgraduate Certificate in Innovation and Master in Applied Innovation). The experience working in the DFNZ has been new to me, in particular the use of Design Thinking (Lewrick, 2020). One of the underpinning principles of the Design Thinking process relates to adopting a collaborative human-centred approach to solve complex problems in an innovative method. The notion of co-creation, where all stakeholders' voices are considered, is core to the Design Thinking approach.

As an English language teacher and teacher trainer with many years of experience, I am constantly trying new activities and new ways to enhance my students' learning, like many other language teachers do too. When I started supervising and co-ordinating in the DFNZ, I expected new experiences. An aspect that I did not foresee was the potential for me to transfer activities used in the DFNZ space to my NZCEL Level 5 Listening and Speaking classroom. But, like I always tell my students, it is all about making connections. I found that I was able to transfer some activities that I learnt or revisited in a different form in the DFNZ space to my Level 5 classroom.

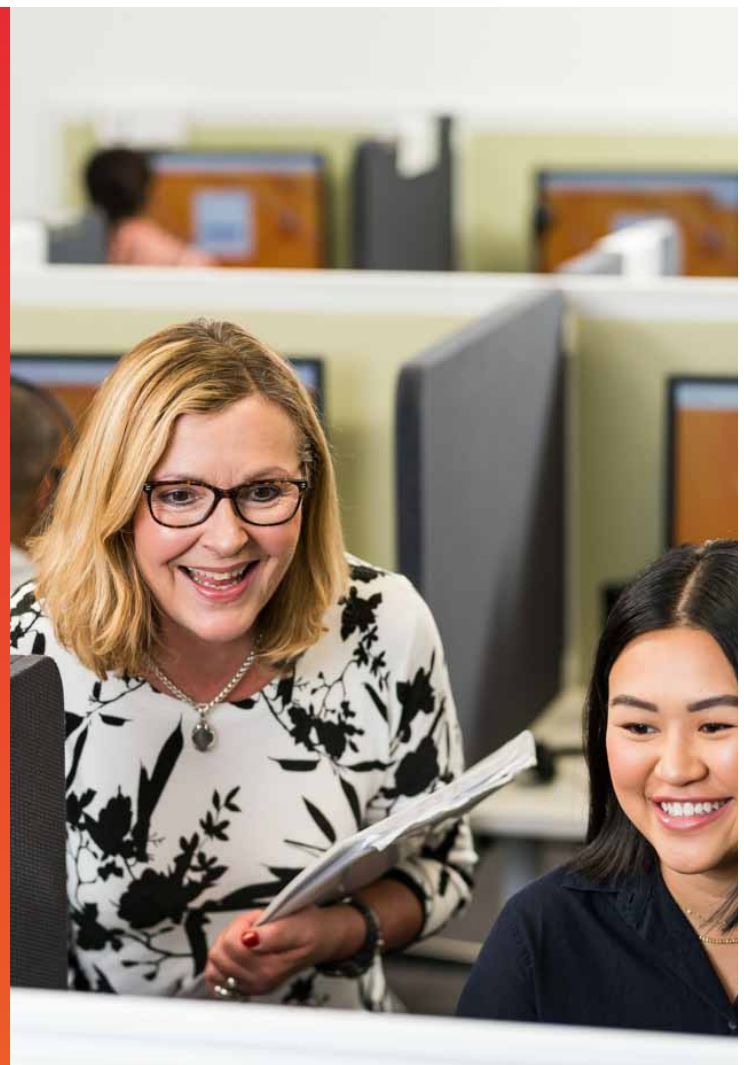
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Based on anecdotal evidence from my language learners, they thoroughly enjoyed the tasks, as they felt challenged to think more deeply and critically about differing perspectives. They also commented positively on the collaborative nature of the activities and felt valued as a result of the student-centred approach. Their responses inspired me to share with other teachers some Design Thinking toolkit activities that are commonly used in the DFNZ space and that I have used with my L5 students.

In the following, I will share three of these activities. At this stage, may I introduce the ubiquitous *sticky note*? It takes on a life of its own in the design thinking toolkit – pervasive in all brain dumping, planning, co-creating, reflecting spaces!

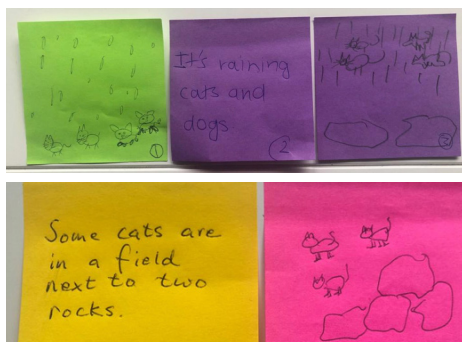
ACTIVITY 1: Picture-sentence activity – perspective awareness

This activity works best with five participants per group, all seated in a circle around a table.

To start the activity, each person takes a sticky note and draws a picture of a simple sentence that comes to mind (see sticky note 1 in Diagram 1). The sticky note is then passed to the person to the left. That person takes another sticky note and writes the sentence they think their neighbour drew (sticky note 2 in Diagram 1) and puts it on top of sticky note 1 so that the next person cannot see the original picture. Next, the combined sticky notes 2 and 1 are passed to the person on the left. This person then takes a new sticky note and makes a drawing of the sentence that they see (on sticky note 2) and puts the drawing on top of the previous sentence note (sticky note 3 in Diagram 1). After that, it gets passed to the left again, and the next person writes a sentence they think is depicted by the drawing on top (sticky note 4). Then, once again, the next person produces a drawing of what they think the sentence is describing (sticky note 5) and passes it to the person on their left. By this time, the stack of five sticky notes should be back with the person who did the

first drawing. In a final step, the group members then spread out the sticky notes in front of them and see whether the final picture and sentence match the original picture and sentence. In this way students learn how we can interpret pictures differently showing our own perspective (or lack of drawing skills in my case!).

DIAGRAM 1: Picture-sentence activity



ACTIVITY 2: I like, I wish, I wonder ... - reflection activity

Another Design Thinking toolkit activity that I used twice over the semester was the *I like, I wish, I wonder ...* activity. It can be described as a “thermometer” to gauge emotions and thoughts amongst students – a type of reflective tool where learners share their feelings with classmates as well as the teacher. In my Level 5 class I also found that I made some changes to a number of follow-up sessions based on feedback that was shared during this activity. On the whiteboard I drew three columns with the headings *I like ...*, *I wish ...*, and *I wonder ...* at the top. Students then took sticky notes and wrote down things they *liked* about the class or lessons, things they *wished* they had or they wished happened, and things they *wondered* about related to the course or their future. I posted the results in our class WhatsApp group, so all students could see all comments. What I found interesting was that many learners voiced similar likes, concerns, and suggestions. I also used the comments expressed in this class activity at the end of the semester as a final reflection with students.

DIAGRAM 2: *I like, I wish, I wonder* activity

<i>I like ...</i>	<i>I wish ...</i>	<i>I wonder ...</i>
Students put their sticky notes in this space.	Students put their sticky notes in this space.	Students put their sticky notes in this space.

ACTIVITY 3: “To-be” scenario map

A third activity from the Design Thinking toolkit is called the “*To-be*” scenario map. In this activity, stakeholders project what their future experiences might be like, and then you – the teacher – show them how your concepts or ideas that you engage with in class might address those future experiences. My Level 5 class included many students who staircase into a Bachelor of Nursing programme or postgraduate studies in fields such as Business, Finance, IT, and Media Arts at Wintec. To use this *to-be scenario map* with my Level 5 class, I asked them to project their future plans and what they might need in terms of skills, language, and workplace communication. Once they had written these skills or techniques down on sticky notes, they put them up on the whiteboard. We looked at all the pieces of information on the sticky notes, and throughout the semester I would address their identified options in my lessons. For example, students wanted to know how to respond to requests and how to deal with conflict in the workplace. As a result, I incorporated activities into a Communication Unit to help develop the skills that would grow their competence in responding to requests and resolving conflict.

References

Lewrick, M., Link, P., & Leifer, L. (2020). *The design thinking toolbox: A guide to mastering the popular and valuable innovation method*. John Wiley & Sons Inc.

Always wanted to write a graded reader?

The Extensive Reading Foundation (ERF) has put together a set of guides (based on the work of Richard Prowse) on writing graded readers – everything from writers' guides through to word lists for selecting vocabulary for graded readers. See the [website](#) for details.

Learner Literature Awards 2021

Voting closed at the end of June for the upcoming Learner Literature Awards. The 2021 finalists are below and can also be found [here](#). Awards will be announced in August this year. You can find all previous winners and finalists on this [webpage](#) by ERF.



Every year, The Extensive Reading Foundation recognizes the best new works of language learner literature in English. From books published in 2020, the ERF judges have selected 17 titles of particular merit – the finalists. From these 17, the ERF will select one winner in each of six categories, taking into account the votes and comments of students and teachers of English worldwide.

You and your students can vote and make comments at www.tinyurl.com/LLA2021-Vote. Log in as "visitor" with password "visitor"
Closing date: June 30, 2021

Very Young Learners



Dragon Tales

By Jenny Dooley
Illustrator: Stone
Express Publishing
ISBN: 9781471596094

"wonderful for shared reading exercises in class."



Jigsaw

By Richard Northcott
Illustrator: Studio Alaska
Stand For/ FTD Educação
ISBN: 9788596028240

"Who hasn't had a younger sibling mess up their puzzle?"

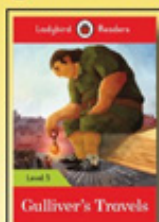


The Tortoise and the Hare

Retold by: Nicole Irving
Illustrator: Irina Golina-Sagatelian
Ladybird
ISBN: 9780241401736

"A very impressive retelling of a classic story"

Young Learners



Gulliver's Travels

By Jonathan Swift
Retold by R.J. Corral
Illustrators: Ciaran Duffy & Valeria Valenza
Ladybird
ISBN: 9780241401958

"In a handful of pages, it captures the essence of the classic"



How to Train Your Dragon: The Hidden World

By Fiona Beddall
Illustrator: Judy Brown
Scholastic
ISBN: 9781407170152

"captures the fun and adventurous spirit of the film"



Survival

By Herbert Puchta and Gavin Biggs
Illustrator: Lorenzo Sabbatini
Helbling Languages
ISBN: 987399089235

"colorful artwork that is simple but evocative"

Adolescent and Adult: Beginner



The Scissor Man Caves

By Anna Trewin
Illustrator: Dynamo Ltd
Penguin Readers
ISBN: 9780241463406

"An engaging mystery. Readers are challenged to reach their own conclusions"



The Cat's Paw

By Gavin Biggs
Illustrator: Elisa Bellotti
Helbling Languages
ISBN: 9783990892121

"younger readers should have an enjoyable experience"



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

Don't miss the Extensive Reading Around the World online conference, 13-15 August 2021.
<https://erfoundation.org/eraw>

“New wood doesn’t burn silk” – Uncovering vagaries of English for Thai speakers

Erina Hunt

A language of 32 vowels with a mix of 21 different characters, an excessive 44 characters for 21 consonants, and 5 tones. A language where there are four different ways to write “s” and six for “t”. A language where, depending on how your tones flow, “mai mai mai mai mai” can mean “new wood doesn’t burn silk” or “don’t burn wood with new silk”. And kao has equally disparate meanings of rice, nine, knee, news, and come in. Welcome to the intricacies of Thai and the difficulties that many Thais thus have in speaking English and English speakers have in speaking Thai.

Comprehension is all dependent on the tonal variations which are commonly transferred by Thai speakers to English syllables in order to make English fit into the Thai phonological system, leading to what some refer to as the “Thai accent”. So, while a Thai speaker can deftly whip their tongue around myriad complexity of sounds and a multitude of alphabet (in the early 1940s, a government attempt to reduce the number of letters proved unpopular), English is a radical departure from the mother tongue, and some English phonology can severely flummox.

Not only a tonal language, Thai is also mostly monosyllabic, so it is not surprising that a staccato effect usually ensues, and stress is often placed on the final syllable of English words. That rising “sing-song” intonation that is often evident in Thai speakers – “How are you toDAY?”, “Welcome to BangKOK” – is a common feature of a Thai accent in English.

กรุงเทพเป็นเมืองหลวงของประเทศไทย
Bangkok is (the) capital city of
Thailand.

Equally challenging in writing: the Indic script of Thai links all words excepting occasional separations where English punctuation (commas and full stops) might be. Based on Pali, the script is very closely related to Sanskrit and is the liturgical language of Thai Buddhism. Add to that no distinction between upper- and lower-case letters and, again, another roadblock to remove on the pathway to English language learning for Thai speakers.

Grammatically, there are no auxiliary verbs, articles, or singular or plural nouns in Thai, hence there is difficulty in sounding out the plural “s”. It is sweet relief that the subject + verb + object pattern is also used, but the subject is often deleted if it is known. So, “I am going shopping” is likely to become “go shopping”.

Thai speakers of English tend to have difficulty in producing the following sounds: /θ/ and /ð/ – “th”, /v/, /z/, /j/ – “sh”, and /tʃ/ – “ch”. The consonant /l/ is often substituted for /r/ (“r”) and vice versa, and final clusters such as the “nd” in kind, the “nce” in science and “ct” in perfect pose a common problem.

Consonant clusters in the same syllable are seriously awkward, as Thai speakers tend to insert an extra vowel (usually an “a”) between them. So, words such as slow become sa-low and blow becomes ba-low. Challenge a Thai speaker to produce “blow smoke”. Short vowel sounds and the schwa are other curly barriers. It is customary for a Thai speaker of English to talk about time as “taaam” – extending the diphthong into a lengthy monophthong.

>>>>>>



Erina Hunt is the Online Blended English Language Programme Coordinator and a Senior Teacher at the University of Otago Language Centre. She lived and taught in Thailand with her family in the early 2000s and has maintained a close relationship with the country since, teaching regularly in Thailand pre-Covid and now to Thai institutions online.

*“A language of
32 vowels with a
mix of 21 different
characters, an
excessive 44
characters for
21 consonants,
and 5 tones.”*



A simple sentence in English can prove hard to conquer for a Thai speaker. Look at “They play football very well”, which quite easily becomes (and I am approximating here for illustration in writing, of course) “Dey pay footbon wely well”.

But why?

Firstly, the voiced dental fricative /ð/ or “th” sound in they is problematic. So, a voiced alveolar stop /d/ is easier.

The /l/, being tricky to form anyway, means that even in Thai it is regularly dropped, and “nam pla” (fish sauce) often is spoken as “nam pa” in Thai. So why not replicate this habit in English too with pay for play?

When a Thai syllable ends with the Thai consonant for /l/ or /ɹ/, the final sound is actually an /n/, so it is unsurprising that the English loan word football is commonly referred to as footbon, to the point that my two offspring, who attended a bilingual primary and secondary school in North East Thailand in the early 2000s, now living back in Aotearoa, appear to have adopted that pronunciation.

A /v/ pronounced as /w/, or alternatively /w/ as /v/, results in wery (or wely) for very. But when it comes to adjective and adverb pairs (such as good and well) there is no distinction in Thai anyway.

There is also no syllable-ending /lk/ sound in Thai, so if a Thai speaker were to say the word milk it would sound possibly more like mew. And back to the intonation, the rhythm, the stress. In Thai, the final syllable of a word is always stressed, so this understandably affects English intonation: peoPLE, buTTER, cofFEE and shopPING. It is a linguistic challenge for a Thai speaker of English to say, “People go shopping to buy butter, coffee and milk”, as much as it is for an English speaker of Thai to get the silk or wood not to burn, let alone to write about it.



tesolan^z

te rōpū kaiwhakaako reo ingarihi ki iwi reo kē

teachers of english to speakers of
other languages aotearoa new zealand

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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.



Accommodating neurodiversity in the classroom

In the last column, I introduced some of the basic concepts of dyslexia, including the “simple view of reading”, in which word recognition (decoding) and comprehension are the key components needed to read (Gough & Tunmer, 1986). I also wrote about some of the signs that could reveal what is now known as a “neurodiverse brain”, that is, a way of thinking and processing that falls outside the norm and differs from the so-called “neurotypical brain”.

While accommodating neurodiversity can be a challenge, it can also be an area of significant professional growth, as you learn more about the ways people think and process information. I’ve found the practice of *ako* – teachers as learners and learners as teachers – the ideal way to learn more about neurodiversity and gain an insight into the many interesting and creative ways people understand the world around them. Time spent with a student, discovering their interests and strengths as well as what makes learning easier and more rewarding, is worth it – not just for their learning but also for your teaching.

Unfortunately, students with dyslexia don’t always know how to express positive learning experiences. They may have faced repeated failure within the education system and as a result believe that they are “stupid” or “slow”. Your students may need help recognising their strengths. One way to do this is by finding out which of Howard Gardner’s eight intelligences or “smarts” they identify with (learn more [here](#)).

Another helpful step is to give students positive role models, such as Richard Branson, Steven Spielberg, Muhammad Ali, Thomas Edison, Pablo Picasso, and Leonardo da Vinci – all of whom are believed to have had dyslexia. Alternatively, you could find someone locally with dyslexia who works in an area of interest to your student.

After establishing interests and strengths, look at the areas of weakness that your student might want/need to work on. These may include working memory, spelling, and visual issues. Students with dyslexia often have issues with their working memory – this is the part of the brain that allows you to process several pieces of information at once. Problems in this area are reflected in all areas, but most often in the cognitively demanding skill of writing. You can help your student by teaching in a way that doesn’t

overburden their memory, and by showing them ways to compensate and/or improve their memory through training. This might include:

- giving only one instruction at a time – in both written and verbal form;
- using graphic organisers to help with structure;
- incorporating more rehearsal (repeated use of the target language) and review;
- encouraging the use of a notebook for homework and other important information; and
- teaching mnemonics and learning techniques (see for example Ronald Gray’s strategies [here](#)).

Spelling is a frustrating area for many students but, despite popular belief, there are ways that it can be made easier. One way is through teaching phonological awareness. An explicit structured phonics programme can help students map sounds on to letters and vice versa. While many students pick this up automatically, others need it to be more explicit. Joy Allcock’s books *Spelling under Scrutiny* and *Switch on to Spelling* provide clear, concise, and structured lesson plans in this area. For a more visual perspective and ways to spell using the mind’s eye, try the book *Seeing Spells Achieving* by Olive Hickmott and Andrew Bendefy.

Finally, if your student has messy writing, inverts letters and words, experiences headaches, squints in class and feels extremely tired at the end of the day, it’s worth encouraging them to get an Irlen’s screening. Irlen’s (or Meares-Irlen Syndrome to acknowledge the New Zealand connection) is a perceptual processing disorder that involves sensitivity to brightness. Find out more about it [here](#). You can also help by giving the option of coloured paper in class (green is often preferred) and by changing the font sizes and spacing on your handouts and PowerPoints.

If you’ve found any other great ways of helping students in these areas, please contact me on ambers@op.ac.nz.

References

Gough, P. B. & Tunmer, W. E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, 7(1), 6–10.

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 from the album “Upside Down” by Jack Johnson (for all ages)

Dr Friederike Tegge

The singer-songwriter and former professional surfer Jack Johnson provided songs for the 2006 animated film *Curious George*, which can be found on the album *Upside Down – Sing-a-longs and Lullabies for the Film Curious George* (currently NZ\$25.97 on Fishpond). All songs are “clean” and in that sense appropriate for all ages and cultures – but they differ in the English language proficiency required for comprehension. I have used the song *With My Own Two Hands* – sung by Ben Harper and Jack Johnson – with adult post-beginners. The song is slow with a simple, “singable” melody, a limited number of instruments, and lots of repetition, and several of my learners seemed to feel encouraged that they could understand a song intended for native speakers. In addition, the song almost urges you to make hand gestures, for example for *world, my own, two hands, clean up, reach out, hold you*. Here is a [sweet little video](#) of primary school students singing the song and gesturing.



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the latter outdated and potentially problematic, and I point that out to my learners. A further challenge is the contraction *I'm gonna*, as many learners might be more familiar with the full (written) form *I'm going to*. Another lovely cover song on the album is *We're Going To Be Friends* about two children becoming friends and having adventures on the first day of school after the break (“There’s dirt on our uniforms from chasing all the ants and worms.”). It is, however, more demanding in terms of vocabulary, sentence structures, and the use of several tenses.

The message is positive: “I can change the world with my own two hands”. I have used it as a gap fill activity and with a follow-up activity around the preposition with (in the context of *using something to do something*). The lyrics also contain comparative forms of prenominal adjectives (*kinder, better, brighter*) and possessive adjectives (*my/ your/our own two hands*). The vocabulary is simple: The most challenging words are *clean up, reach out, peace, earth, comfort, and human race*. I find



Friederike Tegge is the current TESOLANZ newsletter editor. She is teaching English for post-beginners at KiwiClass in Wellington. Together with co-editor Dr Valentin Werner (University of Bamberg, Germany), she recently published *Pop Culture in Language Education: Theory, Research, Practice* (2021, Routledge). Among many other things, Friederike enjoys reading science fiction literature and continuing her quest to find the best chocolate in New Zealand.

Using Pop Culture in the language classroom continued

Tip 2

Academic vocabulary is everywhere!

Dr Friederike Tegge

Words from the academic word list sometimes seem a bit, well, “academic” even to some of my high-intermediate learners who have doubted their usefulness in general language use. To these students I have pointed out that academic words are also used more widely by looking at a range of pop culture artefacts, including a short video clip from *The Big Bang Theory*, a pop song, and a few comic strips from Bill Watterson’s *Calvin and Hobbes*. I am a huge Calvin and Hobbes fan (in fact, my mom still has to store the complete collection for me in Germany, as it unfortunately comes in three oversized books weighing 10kg and is, therefore, difficult to transport).

Calvin is a cheeky 6-year-old living in the USA with his exhausted parents and his best friend, a stuffed tiger called Hobbes. Calvin has very extensive vocabulary knowledge, and part of the charm of the comics stems from the sophisticated language (and ideas) he uses as he gets into mischief. One comic strip shows Calvin admiring the night sky and pondering: “I’m significant! ... Screamed the speck of dust!” Using this and a few other comic strips, my students have looked up the meaning of words as well as word-family members, they have narrated the depicted story, and they have debated the meaning and humour of the comics.

When choosing pop culture materials, please be aware of copyright requirements. I am planning to provide more information on copyright in a future newsletter issue. In the meantime, as this is a publication, I’ll stick with a photo of a Hobbes toy licensed under Creative Commons.



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Deadline for the
Spring issue is
20 October, 2021

Reports

President's Report

Daryl Streat

daryl.streat@lincoln.ac.nz



Kia ora koutou,

Welcome to winter! While the cold season is yet to really bite down South, I do feel the cold is just around the corner ... Of course, another thing that is just around the corner is ...

CLESOL 2021

Registrations have opened for our flagship event, CLESOL. It has been a challenging time for the committee, as we had to adjust from hosting in 2020 and postponing for a full year. However, your organising committee of Ailsa Deverick, Rhonwen Dewar, Nicola Kingston, Kat Lee, Faezeh Mehrang, Ganga Sudhan, Arna Wahl Davies, and Nerida Ramsay have done an amazing job. Of course, we've been confidently led by our convenor, Christine Hanley. It's been a long road, and I couldn't be prouder of this amazing team. The programme looks amazing, so please head over to the website and register.

Programme

Registration

The Executive

Denise McKay has been confirmed to act as Strategy Coordinator for the Executive. This position focuses specifically on the sub-committees that were established at the last Executive meeting, as well as the organization's position as a subject association. The Strategy Coordinator will work with the President to ensure that the sub-committees progress their work in a manner which aligns with the overall strategic direction of the association.

In the past few months, I spoke with branch chairs, asking that branches make their events and activities more visible, via social media and the website. There has been an increase in activity, and events are beginning to be listed on the TESOLANZ website.

I sincerely hope that the "What's On" section of the website can become our go-to place to find out all that's going on in the sector.

NCEA Level 2 & 3 ESOL

I received communication from the Ministry of Education regarding the provisional subjects list for NCEA levels 2 and 3, which includes ESOL as a subject. I have shared the relevant survey and web information with members and do hope you will all take the time to respond to the survey. TESOLANZ has been invited to feedback on this proposal, and we will be making submissions to the Review of Achievement Standards process. Our RAS sub-committee (co-chaired by Juliet Fry and Julie Luxton) has begun preparing this submission and we look forward to the consultative process with the Ministry.

Ministry announcements

By the time you read this, I will have attended a Ministerial briefing on the future of International Education in New Zealand. This event took place on 13 July, and I will be looking to share insights with you about what the future looks like, according to the Government.

You may have also noticed that the proposed bill on second language learning did not progress out of select committee. The Government did state that they would be looking to work towards a National Language Strategy. This is an exciting announcement, as it may lead towards actual policy work that will see the learning of languages (and language maintenance) better resourced and supported. Of course, we will be advocating the importance of ESOL in any such process.

Liaison

On 23 July, I will have the pleasure of representing TESOLANZ at the Global English Education China Assembly. I will be speaking at a forum for English Education that aims to look at future opportunities for countries in the Belt and Road region, as defined by China. This will be a valuable opportunity to build connections between partner organisations.

Membership

As you may be aware, we have changed to a new membership system. This system will allow us to manage memberships much more effectively and also provides considerable administrative benefits to TESOLANZ. However, as with any new system, there can be hiccups.

A number of members may not be aware that their membership has lapsed. Emails were sent, but it appears some of these may have gone to spam or junk mail folders. I kindly request that you check your spam folders and add any TESOLANZ emails to your "permitted emails" so that these arrive in your inbox.

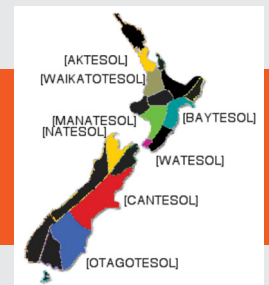
Membership: Anyone who joins or re-joins has one year of membership from their start date, which means you might get a renewal at any time of the year – not just in March/April. Your membership will start again as soon as you renew.

Checking and joining: The easiest way to check your membership is to go to [TESOLANZ | Supporting ESOL in Aotearoa New Zealand](#). At the top right you will see "My Account". Click that and sign in, using "lost password" if necessary. From there you can click on "Subscriptions", which will show if you are a current member.

You can renew your membership by clicking "[Join Us](#)" at the top right. This link also explains how to arrange an institutional membership. When you join, please remember to choose your preferred SIG (Special Interest Group) and provide a contact email.

Ngā mihi,

Daryl Streat



AKTESOL

Leslie Robertson

Tena koutou katoa. Since the AGM in March, the AKTESOL committee held elections, and the current incumbents of all roles were re-elected unopposed.

Chair – Leslie Robertson

Secretary – Miranda Howell

Treasurer – Judi Simpson

Communications – Rhonwen Dewar and Martin Walsh

Our Matariki event was held at Papatoetoe High School. Hon. Senior Lecturer John McCaffery gave a very stimulating presentation entitled, “Translanguaging – the solution for our students from bilingual backgrounds?”. The event attracted a strong attendance from primary teachers interested in this area and, from the feedback received, was highly successful all around. John will also be presenting at CLESOL later in the year on a different topic.

As CLESOL is being held in Auckland this year, our next event will not be until after that and will offer a selection of workshops by CLESOL presenters. It is tentatively planned for 4 December.



John McCaffery and Matariki event attendees.

MANATESOL

Gwenna Finikin

Reflecting on the effects of Covid the other day, I realised that one of the few good things to come out of the pandemic is how we have stepped up and adapted to interacting in different ways. For MANATESOL, this has meant a move to Zoom-based hui (zui) for a lot of our events. Our AGM for 2020 was a mixed mode event, which allowed for members from Taranaki to join in more easily. This year's AGM was entirely Zoom-based. Our March zui and our AGM were able to have speakers from around the country. Our committee can more easily meet and can have members from further away than just Palmerston North. While our pre-CLESOL meeting will be face-to-face to give speakers practice, our post-CLESOL meeting will be online to allow for greater inclusion. It would have been good to have missed out on this world-changing pandemic, but it is good that we have been able to adapt.

OTAGOTESOL

David Woodfield

On 3 June, we enjoyed getting together on campus to reflect on teaching online. Associate Professor Joyce Koh of the University of Otago's Higher Education Development Centre shared with us. After giving us the opportunity to discuss what is and what isn't working for us in our online teaching, Joyce challenged us to structure environments for our students where they can learn with technology rather than from it. Drawing upon Jonnassen, she introduced 5 dimensions for us to take into account when planning computer-mediated lessons. Are they places where students are supported to be active, constructive, authentic, intentional, and collaborative? Do they facilitate both physically doing something and thinking deeply about it? Are they authentic in that they provide exposure to real-world examples and encourage learners to find personal meaning? Do they provide the scope for learners to set goals, plan, and evaluate their own performance and that of their peers? And do they provide learners with the opportunities to interact, to negotiate, and to come to their own conclusions about issues?

There was a pleasing range of attendees from the various sectors present, with good representation from English Language Partners, the Otago Polytechnic, and the University of Otago. As usual, we kicked off the meeting with a chance to catch up over drinks and nibbles and then handed over to our speaker. There was plenty to apply from this session in both online and face-to-face lessons. As I'm writing, I'm wondering whether I have moved from seeing my lessons as an opportunity for me to impart knowledge to seeing them as a context for learners to make meaning.

WATESOL

Nicky Riddiford

After a two-year break because of the lockdown last year, we were delighted to be able to hold the annual WATESOL Expo at Wellington East Girls' College on 17 June, 4–7:20pm. Over 65 people attended, including ESOL teachers and researchers from the Wellington region, Manawatu, and Auckland.

Dr Corinne Seals from Victoria University of Wellington opened the Expo with a stimulating and thought-provoking address on *Using other languages in the English classroom? Bringing "translanguaging" into the conversation*. In her address, Corinne encouraged teachers to draw on students' full linguistic repertoire when we design and deliver teaching in the ESOL classroom.

The eight workshop sessions that followed covered a range of practical and relevant topics: *How to effectively teach pronunciation using a flipped learning approach* (Chanpisey Tang); *Helping learners to integrate while improving their English by reading about NZ public holidays* (Chau Thai); *Social justice in the ESOL classroom through translanguaging* (Apsara Wimalasiri); *Vocabulary in the New Concept English textbook series* (Lu Yang); *ESL Speed Readings: The app* (TJ Boutorwick); *Developing a "dialogue" listening test* (David

Holmes); *Reading requirements in first-year undergraduate humanities and social sciences courses* (Aynur Ismayilli Karakoç); *Connecting with New Zealand: Switching online mid-programme with ESP students* (Tim Edwards).

After a short pizza and networking break, the Expo concluded with a lively and informative keynote address by Dr Margaret Gleeson from Victoria University of Wellington on the topic of *Managing demanding reading texts: Resources and teaching strategies*. In her presentation, Margaret provided examples of Ministry of Education resources that enable teachers to identify demanding linguistic text features and to support-up ELLs in mainstream subjects. During the Expo, several lucky spot prize winners received books donated by Averil Coxhead and Paul Nation.

The WATESOL community greatly appreciates the contribution of all the presenters to another very successful Expo. Special thanks to Wellington East Girls' College for providing the most attractive venue for the Expo activities and to the School of Linguistics and Applied Language Studies at Victoria University for their ongoing support and for providing the spot prizes for the Expo.



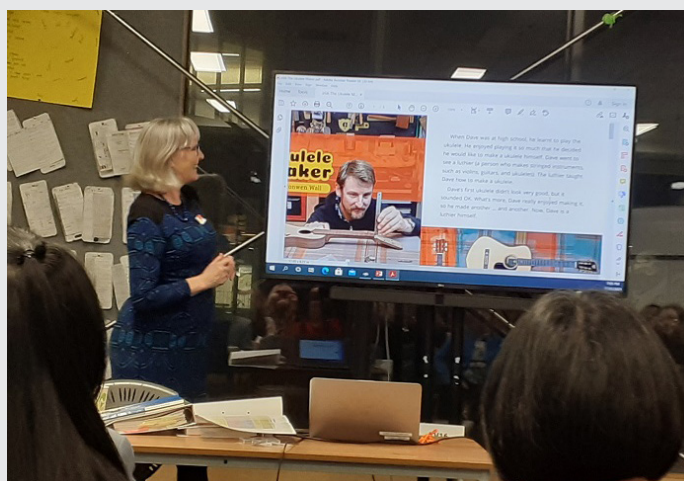
WATESOL Expo presenters: Lu Yang, Tim Edwards, Apsara Wimalasiri, Chanpisey Tang, Margaret Gleeson, Chau Thai, Aynur Ismayilli Karakoç, TJ Boutorwick. Absent from photo: Corinne Seals, David Holmes.



Spot prize winners.



Keynote speaker, Keynote speaker Dr Corinne Seals.



Keynote speaker, Dr Margaret Gleeson.

CANTESOL

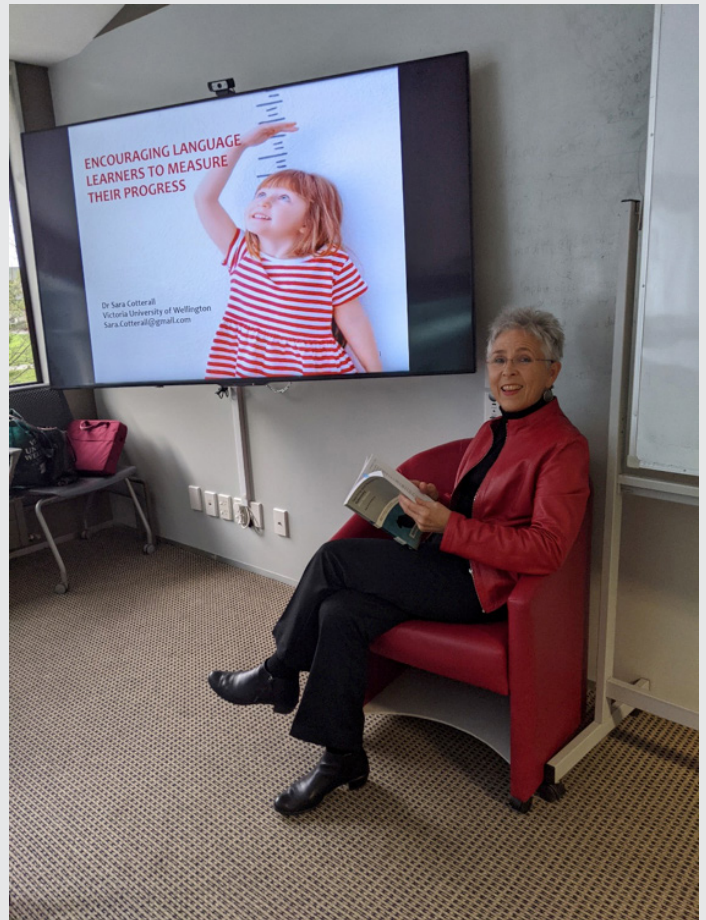
Kerstin Dofs

CANTESOL has arranged two professional development opportunities so far this year. Both of the sessions were at the top of the list of the most wanted topics in last year's TESOLANZ survey; technology and assessment. As always at our meetings, we organised ample time to network over a cup of coffee or tea with some nice refreshment snacks before the session started.

The first session, on 17 March, was a technology inspired presentation by Paul Lishman, who worked as an online teacher at Eastern Institute of Technology in Hawke's Bay during the 2020 lockdown. This session was divided up in two parts. Part one was about *Keeping it together: How to bring a face-to-face dynamic to your online classes*. This presentation was looking at practical techniques and activities for bringing some of the atmosphere and enjoyment of a face-to-face classroom to the online environment. We also examined innovative ways of overcoming the limits of the small screen. In part two *Finding your niche: Online employment options for ESL teachers*, Paul guided us through how ESL tutors worldwide have successfully reinvented themselves as online tutors, either with a company or by doing it alone. It gave some useful ideas especially for teachers who are waiting for international student numbers to bounce back post Covid-19. He talked in detail about the best opportunities out there and what pitfalls to avoid.

The second workshop, on 19 May, was dedicated to assessment. Dr Sara Cotterall, Adjunct Research Fellow at Victoria University of Wellington, led us in the workshop, *Meaningful, personalised language assessment: Encouraging learners to measure their own progress*, which focused on what individual learners can do to evaluate their language learning progress. First, Sara briefly explained, why it is essential for learners to develop ways of measuring their improvement. Next, she presented examples of personalised assessments developed by learners in Japan and the United Arab Emirates. Then, using the learners' examples as inspiration, she invited the participants to apply the ideas to their own work situation by choosing one of their current learners' goals to design an original way of measuring progress towards achieving that goal. This was a very engaging session and an eye-opener for many of the participants. It certainly provided another way for students to really understand their progress, apart from sitting exams or other tests on the market. Sara also made it all accessible to us by sharing her Power Point Presentation slides after the session.

We are looking forward to the CLESOL Conference in October as well as the next networking and PD opportunity in August, which will also include the AGM meeting.



Sara Cotterall.



Participants engaged in Sara's workshop.

Early Childhood Education SIG

Jocelyn Wright, Lisa Fleming

The activity of the ECE SIG has been limited of late. We thought 2020 was an unprecedented year, 2021 is proving to be another, although for quite different reasons. Time and energy have been sideswiped by the continuing battle for pay parity for ECE teachers.

The plight of early childhood teachers outside of the kindergarten service has received a great deal of media attention through the focus on the inequity of pay rates. The recent Budget 2021 announcement of a \$170-million injection to the early childhood sector over four years is the first move by the Government to improve the pay of all certificated teachers working in education and care services. However, it has resulted in a division of views on whether or not the Government's approach to ensure all ECE Kaiako receive fair and equitable pay rates is a workable option. The Kaiako pay situation in ECE is a complex one (see [here](#)). At this point in time the promise of pay parity is a "hot potato" for employers and Kaiako alike.

As ECE SIG facilitators we are keen to support early childhood services working with culturally and linguistically rich whānau and tamariki. We recently held a "conversation hui" with Kaiako in central Christchurch to share insights, resources, and practices with colleagues. This proved really valuable to all who attended, with supportive networking developed across services. If you would like to do something similar with groups of ECE services, maybe in your Kahui Ako, please get in touch with Lisa or Jocelyn.

Jocelyn.wright@staff.hagley.school.nz
Lisa.fleming@staff.hagley.school.nz

Primary SIG

Gwenna Finikin

Primary ESOL staff come in many forms; qualified specialist teachers and teacher aides, SENCOs and LSCs who are overseers of programmes, staff who find themselves placed in roles without training. The roles themselves are also variable, with some of us running the entire programme ourselves, some working as a part of a team, some working alongside children in class, and some overseeing staff. The one constant is that we are advocates for our students. Whether this is ensuring they know what is expected of them at school, supporting them to meet new friends, or providing them with grandma hugs, we act as a go-between for our young charges. One of the most important parts of our advocacy is when things go wrong; when there are misunderstandings and difficulties that need to be overcome. It can be frightening to step up for others, especially if it could impact on relationships with other staff and on future employment opportunities, but it is our mandated role. Sometimes we need to be brave in order to support those who are in our care.

Secondary SIG

Anne McCarthy

In secondary schools, Term Two has heralded the onset of busy winter months. Amidst wider initiatives of Māori language and culture engagement and History curriculum changes, Term Two is also a time for secondary ELL teachers to complete and moderate internal assessments. This puts pressure on staff as well as students, particularly for those in the North Island who have already experienced Covid restrictions in Term One and are faced with tighter time frameworks for work completion. As such, both teacher and student well-being can be assisted by careful in-school monitoring and support.

For those involved with the new Literacy Standards for Reading and Writing, the August and November external exams dates are of particular significance. As yet there are no exemplars for these externals, and it is hoped that they will be forthcoming

in the near future. Fortunately, the inclusion of the 2000 word list in these standards does much to validate existing ELL teaching, a wordlist that can be used in stating course content, descriptors of assessments, and reporting systems. One aspect of these assessments which I would heartily encourage is for individual or small-group student choice of topic, to encourage engagement and motivation, rather than a standardised topic for the whole class.

For those at the stage of marking internal assessments, there is a need to have co-operative moderators, particularly for those in sole ELL teacher schools and for those who teach specific curriculum options alone. As a response, call-outs to ESOL Online and regional cluster engagement have been a useful interschool resource so far this year, plus Breda's reminder of the forum on Google Docs, [Find a moderation buddy](#) (please click the link to see the forum).

Very recently the announcement has been made about possible ELL inclusion in the Learning Languages area of the New Zealand Curriculum. At this stage we are asked to contribute a response, so I would urge you to do so as groups or individuals. Please refer to [NCEA Education Have Your Say for details](#). It is very encouraging for the future of English language learning and our students.

There are two upcoming events for secondary teachers of ELLs in the pipeline. The first is a national Zoom meeting *Five for Five* in early August to hear five teacher representatives communicate their composite class practices in a variety of forms, followed by wider discussion on approaches to differentiation. Specific dates will be on the TESOLANZ Facebook page later in the month. The other event is CLESOL, held at St Cuthbert's in Auckland, 8–9 October. Registration and accommodation subsidies are available from local TESOLANZ groups as well as the possibility of remuneration from individual school professional development funding. If you haven't already committed, please think about supporting these secondary teacher engagements to take advantage of catching up with fellow practitioners. In the meantime, keep warm and keep up the good work supporting ELLs in New Zealand.



Tertiary SIG

Ailsa Deverick, Martin Walsh

A Tertiary SIG Zoom meeting was held on 22 June with 15 participants from many regions of NZ. A number of issues were raised:

Admissions and standards

Concerns were expressed about the impact of the broadening of admission tests accepted by universities as evidence of English language proficiency. Other tests, such as Duolingo, are being accepted because of IELTS' unavailability in many countries, as a result of COVID. However, the lack of understanding by admissions regarding what these tests mean in terms of validity constructs has the potential to cause problems for students as well as staff involved in teaching and supporting them. It was felt that this could have long term repercussions for New Zealand universities' reputation as an education destination. The idea of organising some sort of meeting between admission units and language experts was floated, but it was accepted that the willingness of universities to do something like this collectively would be very low. Those working in the ITP sector said that the issue was not as serious, as they had to follow NZQA-prescribed language proficiency tests, which generally excluded those that are less robust.

The future of the industry

Concerns were raised about the future of the industry as a whole. Sadly, one institution is closing down their ESOL department because of a lack of enrolments, while the future of others is looking uncertain, as the border closure continued to impact the ability to recruit international students. The willingness of offshore students to participate in online study was reported as mixed across institutions. Although a report by ICEF Monitor indicated a strong growth in International Education in the future, the question about how New Zealand institutions could compete in this market was raised as a topic for future discussion. Compounding this issue are reports from ITP sector representatives about the amount of time it takes

to obtain NZQA approval to deliver online programmes that have been developed in order to meet the needs of offshore students.

Finally, on 13 July 2021, the Ministry of Education will hold a forum on its International Education Strategy 2.0, which aims to set out the government's strategy for rebuilding the sector. Details of this strategy should be available after this forum which will include representation from TESOLANZ.

Support for former refugee students

The National Tertiary Network (NTN) to Support Refugee Background Students held a meeting in April following the highly successful *Learning Together Forum* (LTF) in December 2019. A key aim of this support network established at the LTF is to share best-practice about how to advocate for, and work with, former refugee students to advance positive change. Working alongside TEC, participants are connecting with each other to ensure adequate support networks are established within tertiary institutions nationwide. If you would like your institution to be presented in the NTN, please contact Sara Kindon, on sara.kindon@vuw.ac.nz. The next Zoom meeting is scheduled for Tuesday, 10 August, from 11-12pm. If you wish a copy of the last NTN meeting minutes, please contact Ailsa on ailsadeverick@hotmail.com.

Further to this, the Refugee English Fund (REF) allocated by MOE to support English language students, which includes \$400 for pastoral care needs per student (in NZQA Level 3 and above), continues to be under-utilised. This is despite the increase of quota refugees (Syrians) entering the country.

English language school closures

Private English language schools throughout the country are threatening closure by the end of 2021, unless the government steps in and extends the emergency funding. Even if the government re-opens its borders in the next year, it will be a real challenge to re-establish the schools to their former standards of excellence. Since the NZ borders closed, there have been almost no new international student enrolments, compared with 29,000 on average in recent years. The industry has already suffered many school closures, resulting in large staff losses, with teachers either looking for other jobs or developing whole new careers. See this Radio New Zealand report for more detailed information [English language schools face closure by end of year | RNZ News](#).

The next Tertiary SIG zoom meeting will be held on Tuesday, 3 August, from 5-6pm. If you do not wish to receive reminder emails, please contact Ailsa Deverick ailsdadeverick@hotmail.com or Martin Walsh martin.walsh@auckland.ac.nz.

TESOLANZ Talk

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

Join Today



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

Tech Tips: Using Google Calendar to stay organised

Nick Baker

Staying organised is a challenge in our modern times. Fortunately, there are many tools available to help keep us on task. One such tool is a calendar. Here we will examine some possible uses of Google Calendar, a free digital software that can help us to remain focused and organised in our professional practice.

What is Google Calendar?

Google Calendar can be with you anywhere, either as a smartphone or desktop application (or both). It provides you with different display options of your schedule as a daily, a weekly, a monthly, or a yearly format. To create a new event, you can click the create button. Alternatively, click on the day and time slot where you want to create a task, lesson, or appointment, and then a task box will appear. From there you can set the time, the location, a description, an alert, and much more to create a meaningful reminder of what you have to do and when. You can add guests by adding their email addresses – for example, you can add students to remind them that the class is about to start. These are just some of the basic functions.

Transforming Google Calendar into an impactful everyday organiser

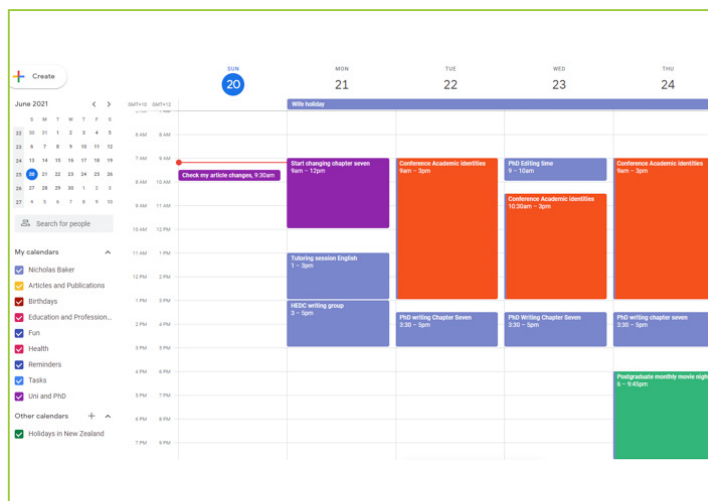
To show the value of Google Calendar for the busy teaching professional (which is no mean feat in a short article), here are some tips on how to use it as an impactful everyday organiser.

1. At the beginning of the month, the week, and on the day before, plan ahead by blocking out spaces in your calendar for key events or tasks that you need to do. This helps as a reflective tool to prepare your mind for the upcoming tasks, and it provides a quick overview of what is important to you.
2. Schedule your most important tasks in the morning as this is usually the most productive time for people (but not always). This organising approach also functions as a reminder that these early-morning tasks are critical to advancing your work, research, or teaching roles and, thus, should be non-negotiable.
3. When creating an event or task in Google Calendar, the following three suggestions can be helpful in generating a focused and organised event or task:
 - Give your events or tasks a title using an active verb. This instantly reminds you of what you should be doing – in the form of a practical action.
 - In the *add description* section of the event or task you can outline your key goals. These goals set the intention of what you need to achieve. They also help you to determine how much time you need to schedule for this task to complete your goals. If there is not enough time, you will have to remove one of the goals and plan for it for a future date. This process keeps you focused and honest about what you need to organise and do.
 - When creating meeting times, don't schedule for a full hour but instead ensure the meeting ends 10 or 20 minutes earlier. This gives you and the attendees time to prepare for and arrive at their next scheduled event or lesson without being rushed or unfocused. This also provides you with time to reflect, write notes, and schedule tasks related to the meeting you just finished without sacrificing time allocated to your next scheduled event.
4. Finally, keeping your calendar up to date can be used as a reflective tool. What I mean here is that at the end of the month you can look back at your calendar to see what happened with your scheduled commitments. You can reflect on and consider how successful your planned tasks and events were and if you should make any changes to improve your organisational skills for next month's schedule. This provides you with a means to improve your ability to commit to your intentions and to increase your productivity.

As you can see from these examples, Google Calendar can function as a helpful tool to organise your practice by keeping you on task. So, give it a go, as it can help you to work smarter – not harder.



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.



Stories About Ourselves: Learning materials, cultural relevance, and learner identity in Bangladesh

Cherie Brown

Professor Cherie Brown is originally from New Zealand and professor at Akita International University, an English-medium Liberal Arts university situated in north-west Japan. She is a former member of TESOLANZ and an active member of JALT and THT (Teachers Helping Teachers). She is also the founder and manager of the Stories About Ourselves (SAO) project (see article).

How might you go about answering the question, “Who are you?”. One might guess that there will be as many responses to this question as there are people who read it. If it is true that our self-perceptions (and even our behaviour) shift when we function in another language, for an English language learner this question might well evoke a response along these lines, “Do you want me to tell you who I am when I speak my own language or do you want me to explain who I am when I speak English?”, since neither context on its own necessarily enables one to articulate a whole and unified identity.

Digital storytelling researcher Andrea Breen suggests that our identity is constructed through stories, that these stories change throughout our lives, reflecting such variables as our cultural background and the relationships we have experienced, and that while stories “communicate *who* we are ..., [they] ... also help *construct our understanding* of who we are” (Breen, 2015; italics added).

Stories, therefore, play a significant and fundamental role in the development of our self-identity, no matter which

language(s) we speak. But, as language learners, what if the stories we encounter in the language we are trying to learn do not reflect anything of ourselves, either to our interlocutors or, indeed, back to ourselves? What if the ideas inherent in the stories which we are asked to so diligently study are so unfamiliar, and the language used to tell them is so strange that we simply fail to comprehend them, let alone identify with them? How, then, can we successfully build an identity in that language while maintaining a sense of who we are in essence?

Questions such as these formed no small part of the motivation behind the establishment of the Bangladesh *Stories About Ourselves* (SAO) project, that began, serendipitously, with a simple conversation after a conference presentation at the NELTA (Nepal English Language Teachers’ Association) conference in Kathmandu in 2017. The presentation by two Bangladeshi academics, Akter and Begum, had outlined their research into learner preferences for reading materials on the part of the students in their Dhaka university’s English

language classes. Akter and Begum described their learners as poorly motivated with a low level of English that belied the fact that they had already studied the language for several years. Moreover, their learners were reluctant to participate in class discussions in English, complained that they could not understand the cultural content of their reading texts (mostly commercial textbooks from the USA or the UK) and were, at the same time, clearly struggling to decode unfamiliar English vocabulary and complex grammatical structures (Akter & Begum, 2017).

Akter and Begum’s research, which highlighted a pressing need for culturally relevant and culturally familiar reading materials, sparked an idea that finally came to fruition in 2020 with the arrival of the SAO website on the worldwide web. I got involved with SAO in 2018 through THT (Teachers Helping Teachers), a special interest group within the Japan Association for Language Teaching, which sends a team of university EFL teachers to Bangladesh each year to conduct professional



What Am I?

By Raju Ahmed and Ismat Zarin

Elementary to Pre Intermediate > Non-Fiction

28-Aug-2020

[Read Now](#)



Visiting My Gramer Bari in th..

By Abrar Hossain Zain

Elementary to Pre Intermediate > Fiction

17-Sep-2020

[Read Now](#)



A Farmer's Dream

By Sadi Mohammad Moin

Pre-Intermediate to Intermediate > Fiction

09-Oct-2020

[Read Now](#)

Some of the stories available on the SAO website.



Members of the original 2018 writing workshop (Cherie is in the middle).

development for English teachers there, in concert with the Bangladesh English Language Teachers' Association (BELTA). I had set up an initial three-hour teacher training workshop in Dhaka. The purpose was to discuss the idea of developing homegrown stories written by Bangladeshi EFL university teachers, all with a focus on Bangladeshi content, and to gather a team of committed writers who would create these materials themselves. The materials would be graded according to vocabulary levels and grammatical complexity and would be accompanied by learning activities designed to foster critical thinking skills outlined in Bloom's revised taxonomy (Anderson & Krathwohl, 2001). These materials could then be used as either extensive or intensive reading resources in the classroom or for independent study. Progress over the next two years was slow but steady, and in mid-2020 – with the generous support of the BELTA executive board – efforts culminated in the launching of five stories on the SAO website. Since then, the number of contributors has grown, and the site now hosts just over 40 stories, poems, and non-fiction pieces at various learner levels. Materials are free and can be accessed on and downloaded from the [website](#) or via a designated portal link on the BELTA homepage. The SAO stories have seen an enthusiastic response so far, with learners commenting to teachers that they enjoy being able to recognise cultural elements, familiar places,

people, experiences, and events within the stories, and to identify easily with these elements. Because the content is familiar, teachers who are using the stories have reported that their learners have become more engaged in classroom discussions and appear more motivated to persevere in learning the language. Further research is already underway to determine the nature and extent of this interest.

As new materials are added and advertised via social media within the BELTA network and beyond, the SAO stories are becoming more widely known across all regions of Bangladesh. An exciting recent development has been the beginning of locally initiated research projects that seek to investigate the efficacy of the materials as language learning resources, the impact of the project on the professional development of teacher-writers involved, and the perceptions and preferences of learners themselves in relation to the stories they are studying.

The network of writers is also growing steadily, with writers of all ages now sending in submissions. As project manager, my future goal is to find – with the assistance of BELTA – a skilled local Bangladeshi person who can be trained to assist with story editing, and who is willing to take over this voluntary project management role, so that the project can eventually become fully steered and further developed by Bangladeshi nationals within Bangladesh.

To return to our initial question, "Who are you?": the hope is that through the use of the materials provided via the SAO project, Bangladeshi teachers and learners might more confidently explore and assert their own unique and varied identities as non-native users of English within the wider English-speaking community. With less reliance on expensive commercial textbooks focusing on so-called inner circle contexts, standards, and values, it becomes increasingly possible for their stories to be used to tell others who they are and to serve as a mirror within which Bangladeshi English language users see a truer reflection of themselves and the English-speaking world as they experience and inhabit it.

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- Breen, A. (2015, July 20). *How storytelling impacts our identities*. University of Guelph. <https://news.uoguelph.ca/2015/07/how-storytelling-impacts-our-identities/>

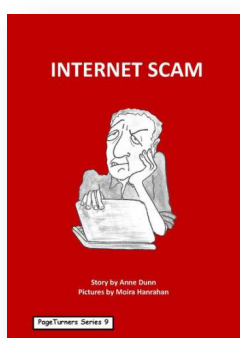
Book Reviews

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.

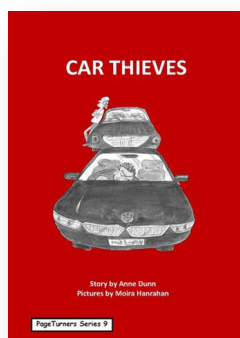


INTERNET SCAM



Dunn, A. (2018). **INTERNET SCAM**. PRACE Pageturners. ISBN 978-1-877052-73-6 (pbk.) 12 pp. (series 9). AU\$7 (excl. GST). Illustrations by Hanrahan, M.

CAR THIEVES



Dunn, A. (2018). **CAR THIEVES**. PRACE Pageturners. ISBN 978-1-877052-62-0 (pbk.) 16 pp. (series 9). AU\$7 (excl. GST). Illustrations by Hanrahan, M.

These two books are from series 9 of the PRACE (Preston Reservoir Adult Community Education) Pageturners series. This series is designed for adults learning to read, can support adult learners for whom English is an additional language, and these books continue with the crime theme that has featured so far throughout series 9.

Both *Internet Scam* and *Car Thieves* are level 2 books, available as e-books and as paperbacks. Free audio recordings of these books are also available on the Pageturners website. Level 2 books are typically up to 200 words long and include 150 unique words. The books have cartoon-like black and white illustrations.

At the back of each book there is a page of exercises, and complete lists of all words used in each story are provided in alphabetical order on the inside back cover. The tasks included in *Internet Scam* consist of true/false comprehension questions, prompts to encourage discussion or reflection, and exercises that focus learners on 1-, 2- and 3-syllable words. The tasks in *Car Thieves* consist of comprehension questions, discussion questions, and an exercise where learners need to fix the mistakes. These mistakes are factual, based on the story the learners have just read, and learners would need to change the facts (verbs, nouns, adjectives) in order to fix the mistakes. This task could be quite challenging for some learners, and learners may find some form of feedback useful to help them understand how they perform in this task.

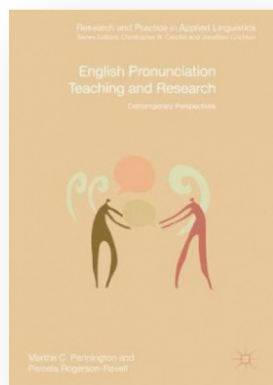
Car Thieves is a story about two thieves employed by an unknown crime boss whom they have never met. The thieves take some shortcuts during one job, and they steal the crime boss's car by mistake. The boss fires them for this error. This is a short humorous story, written in the simple past tense. There are 2-3 sentences per page, and learners' comprehension of the written text would be supported by the illustrations on each page.

Internet Scam explores a theme that many people are familiar with, and serves as a valuable reminder for adults, particularly those who are unfamiliar with technology and the internet, that all is not always as it seems online. Written in narrative form, the story is about an older gentleman who receives a number of emails telling him he has won money, and that a woman overseas needs his bank account details to escape from her country. Luckily for him, his daughter is there when he gets the emails and gives him advice on what to do, and what will happen when he clicks on the links provided. As a resource for adults learning to read and for adults for whom English may be an additional language, the story provides a useful warning and exposes the learners to the vocabulary around internet scams, as well as the types of scenarios that a scammer might use to take advantage of someone.

Reviewer

Dr Chelsea Blickem
University of Waikato

ENGLISH PRONUNCIATION TEACHING AND RESEARCH



Pennington, M. C. & Rogerson-Revell, P. (2019). **ENGLISH PRONUNCIATION TEACHING AND RESEARCH**. London: Palgrave MacMillan. ISBN 978-1-137-47677-74039-4235-7 500 pp. €99.99 hardcover; €79.99 softcover; €67.40 eBook; €24.95 per chapter.

Reviewer

Jean L. Arnold
Victoria University of Wellington

This book is part of the Research and Practice in Applied Linguistics series and is available in print, electronically in its entirety and by the chapter. Teachers and assessors of pronunciation, advanced students learning to teach pronunciation, and researchers will find this book useful. It achieves its stated goal of providing up-to-date information on a variety of pronunciation-related aspects and it is extensively referenced. The contents are thoughtfully arranged and presented, starting with an explanation of what pronunciation is and introducing in bold font the specialised terminology necessary to discuss it.

The authors frequently point to the need for a synergy to exist between teaching and research. If research is inaccessible to teachers, progress will be slow in improving the teaching of this fundamental L2 skill. Ironically, Pennington and Rogerson-Revell mention that the basic word *pronunciation* is not used by theoretical linguists and researchers in Second Language Acquisition when referring to their field, and their word, *phonology*, is not generally used by language teachers (p. 4).

“Phonology in language learning” is the focus of Chapter 2 and it covers aspects of both first and second language acquisition and the many factors that affect whether one is

successful in learning and producing the sounds of the target language. Lots of food for thought here.

Chapter 3, “Framing the Teaching of Pronunciation” briefly runs through the methods used since the 1950s and points out how globalisation has caused educators to rethink models and goals chosen in pronunciation teaching. The authors cite Davies as saying, “the native speaker does not exist” (p. 298).

Chapter 4 deals with “Pronunciation in the Classroom: Teachers and Teaching Methods” and provides readers with an abundance of practical ideas. Sometimes I felt the authors should have provided more examples to clarify their points. Regardless, they give a wealth of ideas on how and why to teach pronunciation and integrate it with other skills – backed up with research.

“Using Technology for Pronunciation Teaching, Learning, and Assessment” (Chapter 5) has a useful table (pp. 265–267), which demonstrates how various pronunciation teaching goals can be achieved using new technology. Before the references, there is an 89-item list of different URLs, which I envision leading down many rabbit holes.

“Assessing Pronunciation” (Chapter 6) looks at what to measure, and it considers how this can be done. The authors explore machine vs. human assessment.

Going “Beyond the Language Classroom: Wider Applications of Pronunciation Research and Practice” (Chapter 7) exemplifies the importance of accurate pronunciation in the globalised world of international business meetings, call centres, health communication, politics, and more. They end with “Relating Pronunciation Research and Practice” (Chapter 8), offering ideas for further fruitful research.

If one doesn't read the book straight through (and who would with a 500-page tome), it's not easy to remember the slew of acronyms. An alphabetical list of them and what they stand for would have been very useful. The book would benefit from more careful proofreading, too.

As a language teacher, overall, I found this book helpful in getting up to date with new issues in the field. If you read this book, you may find validation for certain teaching methods, and you will certainly be challenged to change your ideas about others and learn more about this often-neglected component of L2 pedagogy.

Davies, A. (2017). Commentary on the native speaker status in pronunciation research. In T. Isaacs & P. Trofimovich (Eds.), *Second language pronunciation assessment: Interdisciplinary perspectives* (pp. 185–192). Multilingual Matters.

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

katherine.quigley@vuw.ac.nz

ALL OF US



Jansen, A. & Gallegos, C. (2018). **ALL OF US**. Wellington, New Zealand: Landing Press. ISBN 978-0-473-45168-4 (pbk.) 78 pp. \$22.00

MORE OF US



Jansen, A., Arnot, C., Devinda, D., & Hollis, W. (Eds.). (2019). **MORE OF US**. Wellington, New Zealand: Landing Press. ISBN 978-0-473-46346-6 (pbk.) 87 pp. \$22.00

Reviewer

Dr Diane Comer
Victoria University of Wellington

Migrant Poetry Collections Tap Our Common Humanity

Aotearoa New Zealand is a country of migrants, but how do we begin to understand the experience of a quarter of the population born overseas? Two poetry collections celebrate this rich multicultural tapestry, whose unifying word in both their titles is "Us". The first collection, *All of Us* by Adrienne Jansen and Carina Gallegos, recasts into poems stories they heard over and over working with migrant and refugee communities. The intention behind their "storytelling poetry" was "to write poetry that was accessible to a wide range of people" (p. 9). These poems fulfill El Salvadorian poet Roque Dalton's claim that "poetry, like bread, is for everyone". And, like bread, these poems nourish. But they also challenge:

This country opened its door
a slit and let you through
then slammed it.
Your wife and kids
still on the other side.

[from "Zimbabwe conversation" p. 32]

Not only may family members be left behind, but an entire personal history may be unacknowledged:

Do you see who I am? I am the child of
my grand-parents, my parents, I have
lived with the monks, I have studied
literature, I speak many languages. I have
survived a war. Now I am a refugee. A
refugee is a very small and flat thing.
When will you take your foot off me, so
that I can stand up and be myself again?
[from "Conversations" p. 38]

But the poems also speak to how the refugee experience marks them irrevocably with a tension between here/there:

here
silence is oppressive:
you can't sleep.

here,
you realise
you left
the camp
but the camp
never leaves you

[from "what you grow used to" p. 71]

Salman Rushdie notes, a full migrant loses language, culture, and familiar social norms, and these poems detail those losses for individuals. An Iraqi woman laments: "My head is becoming a sieve. // I hardly remember how to write my name" ("Writing in Arabic", p. 19). Language loss occurs in more than one way, as migrant children adapt more quickly to the host culture than their parents:

They speak her language
with an accent now
and she can't
understand what they say
when they speak
among themselves
in their new
mother tongue.

[from "homework" p. 14]

The migrant's struggle to acquire language runs through many of the poems and depicts a scene familiar to every TESOL teacher:

'the teacher is patient.
she tries to teach us
how to put this puzzle together.'
the woman stops and laughs.
'but we don't know
what the puzzle looks like.
how can we make a picture
we know nothing of?'

[from "english" p. 18]

In the follow-on collection, *More of Us*, migrants and refugees tell their own stories in poetry. Some are established poets, others are first time writers, often high school age, who came to New Zealand between 1960 and 2017. Tiny biographies follow each poem. The book was launched on Race Relations Day, 21 March 2019, at the National Library, four days after the Christchurch mosque shootings. Despite a suddenly imposed police presence, bag checks, and metal detectors, these migrant poets gathered to bear witness and read their poems aloud, reminding us, as Tofig Dankalay of Eritrea does:

I am an alien.
Call me names.
You called me all names.
Why not human?
Call me human.

[from "Call me human" p. 46]

Our common humanity is shared in these poems, some more accomplished than others, but all the more powerful for being unaffected, as Sediqa Amini listens to her mother's taped voice singing to her back in Afghanistan:

When she first sent me her voice,
I played it and I listened.
Now I start crying. I cry for her
because I miss her and her voice.

[From "Song" p. 64]

That feeling of being missed is reciprocal, with the family of long term migrants continuing to ask when they are coming back home many years later, as Brenda Dias captures:



I stroll to the top of Mt Eden
to look at the city landscape.
It's beautiful.

I stare at the huge hole
gaping back at me
once caused by an eruption.

I wonder
how big a hole I've created;
a hollow aching
in the hearts of those
I left behind.

[from "The rings" p. 45]

Often the poems address the silence
migrants feel in their new language and
landscape, beautifully captured by Sudha
Rao from India:

Learning to feel cold was to understand
new seasons –
here, there are fifty words for rain.

I became an infant discovering my face,
hands, feet,
I could not use words to say who
I was.

[From "Making a salad" p. 72]

Or the silence acts as respite, not surprising
in a poem written by Abdallah Gabriel,
who escaped Sudan and attended schools
in refugee camps in Uganda and Kenya
before coming to New Zealand:

I close my eyes and rest my mouth
as silence is the only language that does
not need an interpreter.

["Silence" p. 41]

The effect of migration is lifelong and
life altering. These two collections
testify to the seismic emotional shifts
and adaptations migrants face in their
daily lives and language. These poems
connect us to the deeper truth of what it
means to be us in New Zealand.

TESOLtaste

Cathrine Attwell

Lentil Nests with Eggs

A few years ago, I was asked to present to a large group of local B&B owners some other possibilities for them to serve to their guests in the morning menu offerings. It was fun looking back at these recipes. I have made the Lentil Nests with Eggs quite a few times lately, and I have really enjoyed the flavours but also the ease of making them. I always have tins of lentils and eggs on hand, so it's a goody. There are lots of variations you can play with in this recipe, as it takes spice mixes well (Ras El Hanout or Baharat mixes work well, as does smoked paprika with bits of chorizo stirred through the lentils). So, you can just let your imagination go a bit wild!

Ingredients

1 400gm tin lentils	1 tbsp olive oil
1 small onion, chopped	4 eggs
1 garlic clove, chopped	chopped flat leaf parsley to
1/2 sliced red capsicum	garnish
1 tsp red wine vinegar	salt and pepper to taste

Instructions

Preheat oven to 180° C. Sauté onion, garlic, and capsicum gently in 1 teaspoon of oil until soft. Rinse tinned lentils and add to onion mixture. Stir in remainder oil and vinegar. Season to taste.

Divide mixture into 4 greased ramekin dishes. Make a dent with the back of a spoon in the centre and crack an egg into each dent. Cover with foil and bake for 10-12 minutes. Sprinkle with parsley and serve with wholegrain toast. Serves 4.



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.*



JULY

18 July

Nelson Mandela Day

30 July

International Day of
Friendship

AUGUST

9 August

International Day of the
World's Indigenous People

29 August

International Day against
Nuclear Tests

SEPTEMBER

8 September

International Literacy Day

15 September

International Day of
Democracy

21 September

International Day of Peace

OCTOBER

5 October

World Teachers' Day

10 October

World Mental Health Day

16 October

World Food Day

Class of 2021: Reflections on a new normal

Rebecca Vane

Rebecca Vane is a Senior Academic Staff Member at the Centre for Languages at Wintec, Hamilton. She has been teaching English since 1993.

At the Centre for Languages at Wintec, we started our first semester in February 2021 with a range of feelings. We'd "got through" 2020, teaching most of the first semester online and then went back to the physical classroom for second semester.

The good news

Foremost for all of us (I believe) was the knowledge that we were very, very fortunate to still have enough students to run classes at each level. Although our total student number had almost halved, due to closed borders and no foreseeable new arrivals, our domestic numbers were relatively stable. Re-enrolments from 2020, combined with an active recruitment campaign for new learners, meant that with some staffing adjustments, we could embark upon teaching our "new normal" classes with a sense of cautious optimism.

In this reflection I'll describe my experience of teaching my one class (NZCEL 3 Applied) this semester and the changes I've observed compared to previous years. These changes are not just a result of Covid, they also include other factors.

In February this year, for the first time ever in New Zealand, I embarked upon teaching a class of entirely domestic students - Permanent Residents. About half the class were recent immigrants, mainly from China, and the other half were former refugees from Afghanistan, Somalia, and Colombia. The majority had been studying with us for at least one semester and some for much longer, progressing from NZCEL Level 1 to Level 3.

The challenges

As I got to know my class, it soon became apparent that, although they were studying a full-time course, most of them had considerable demands on their time outside of the classroom. This was nothing unheard of previously, but it seemed to have become more of an issue this year.

The following observations appear to be the most common concerns affecting our current cohort of students:

Firstly, the experience of moving and adapting to a new country. Although many of us have done this, it is a major upheaval and not to be underestimated. It takes time, and during this Covid period, delays and restrictions add to the normal challenges. Not being able to travel overseas to visit family has impacted our students as much as it has affected all of us "new" Kiwis with families abroad.

As many of us know, adapting to a new lifestyle includes multiple changes: finding accommodation, learning (or improving) a new language, settling children into a new education system, living with a new political system, experiencing a different type of climate and, probably, a different diet, and the list can go on. Some people settle more quickly than others, and it is also important to appreciate the difference between leaving your home country voluntarily, compared to leaving as a refugee.

While the process of acculturation may be similar for all students, how English is used on arrival in New Zealand can vary. With fewer international students, the amount of target language exposure and usage outside of the classroom may be

less. For international students living in homestay families, often English is used in the family and exposure is usually greater than with domestic students who are living with their own families using their first language. On the other hand, domestic students with jobs do benefit greatly from using English in their workplace, with listening and speaking skills especially developing. Moreover, with ever rising living expenses in New Zealand, working while studying is increasingly the norm for students.

Further factors influencing study are our learners' goals and plans. Not surprisingly, considering the economic outlay involved, most international students have a clear academic pathway, whereas it seems that only a minority of "domestics" have definite, specific, and achievable goals. Obtaining and keeping a student visa also determines what decisions international students make and requires them to have high attendance on their chosen course. These requirements are not forced upon domestic students, meaning that they are more likely to change their plans depending on academic results, employment opportunities or changes in family circumstances.

In addition to these issues, the housing crisis in New Zealand is also impacting our students. Across our courses, a significant number of our students are living in temporary accommodation, such as in motels. Some of our families have been staying in motels with their families for more than a year. Others in expensive rented housing face insecurity that affects their ability to study and their mental health.

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The reality

It seemed that due to combinations of these factors I rarely had a class with full attendance. Student “appointments” were the norm. Working, caring for children or other family members, healthcare appointments, attending to housing and financial issues, were part and parcel of their lives as well as their study. I realised that I could not change this reality, but I could accept it and support my students to do their best in their studies. So, instead of feeling frustrated about frequent absences, I endeavoured to adapt to this new and unavoidable “normal”.

As the class settled into a study routine, I began to appreciate that my class had a mature approach to their learning and fulfilled their study obligations despite frequent outside distractions. Although unable to attend class consistently, my students were still committed to their studies; they were keen to learn and wanted to

pass their course. We had a *WhatsApp* group for the class, and that meant that students communicated with me promptly when they could not attend class or if they would be late. I informed them well in advance of key sessions when they had to be in class for tests or other assessed activities. I made sure resources were available on Moodle for learners to use outside of timetabled class hours. Students kept their classmates informed of important dates and shared class materials daily on the class *WhatsApp* group.

As we progressed through the semester, I found the students were achieving as I would normally expect (having taught 3 Applied for several years). Almost all kept to submission dates for assignments and completed the end of term assessments. The overall results, although not outstanding, were generally satisfactory. Students were successful despite the outside distractions.

The future

As we approach Semester 2, the future remains uncertain, and when the borders will reopen is an unknown. Whether our industry will return to how it was pre-Covid is also unknown. All our students are precious to us, as they will determine our job security and indeed the future of our industry. Therefore, it is essential that we understand their circumstances and accommodate their needs. This will almost certainly mean that we need to adapt our thinking and change our expectations. It may also mean that we will need to make changes to how we deliver our teaching and design our programs of study, such as including more blended learning and more flexible timetabling.



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