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CLESOL 2021 Conference

Christine Hanley

The 16th CLESOL Conference (8 to 9 October) has taken place – but it is not completely over (at the time of writing). Originally scheduled for October 2020, then postponed to October 2021, an outbreak of the Delta variant of Covid-19 in Auckland forced a move to a completely virtual conference. This was a first for TESOLANZ and a challenge for everyone involved. As I write this here in Auckland, we are entering our tenth week of lockdown with no certainty of when it will end. It became clear six weeks out from the conference dates that hosting a face-to-face conference had become an impossibility. A further postponement was untenable because of the uncertainty this Covid variant has introduced to New Zealand.

Going virtual also presented a great opportunity. The conference is – at the time of writing – not completely over yet, because those who registered to attend have been able to reap the benefits of a conference recorded in its entirety. All presentations and workshops have been available for a period of 30 days after the conference, which means that delegates have been (theoretically) able to watch every single one, something that is simply not possible at a face-to-face event where presentations are run concurrently. Moving to a virtual format on top of the remote teaching many of us have been doing over the past nearly two years has also tested and enhanced our technical capabilities. Another major benefit has been the improved accessibility for people both inside and outside of New Zealand, where the additional costs of travelling to Auckland and staying here might otherwise have been prohibitive. This is hopefully just the start of things to come, as TESOLANZ looks to enhance the professional learning opportunities offered both face-to-face and virtually in 2022.

Huge thanks must go to the conference organising committee for their hard work and commitment over the past three years. Warmest appreciation also to our sponsors for staying with us. And finally, sincere gratitude to all our presenters and reviewers who made CLESOL 2021 such a success. We are all looking forward to the CLESOL 2023 Conference in Wellington and wish the incoming conference committee all the best.

Editor's Foreword

Friederike Tegge



It is almost December! 2021 is nearly over. Last week, one of my students said: "2021 – so fast."

I agree. The year has been extraordinarily busy, filled – again – with many new challenges, often Covid- and technology-related. For some of us more than for others, long stretches of time have been spent in lockdown. Many of us have lost work, have sought work, have been overworked ... We have all (rapidly) learnt new skills, new concepts, and new words. Double-vaxxed is the new black.

But as Dr Jackie Yeoh, our teacher abroad in this newsletter points out, as educators, we "have been trained to be innovative, resilient, and adaptable, and to rise to the circumstances". In that regard, 2021 has also brought some positive surprises and new perspectives: The CLESOL 2021 Conference had to be moved online – and was a great success! (Please see Christine Hanley's report.) Different branches and SIGs hosted events online and found that video conferencing and recording hold interesting opportunities for professional development and for meeting up with colleagues all around the country.

In this newsletter, the contributions invite you to further explore new perspectives: Dr Pooneh Torabian from the Centre for Global Migrations at the University of Otago reports on an inspiring research project that used different forms of art – from felting to keeping a visual diary – to facilitate community integration and connection of migrant women in Dunedin. Amber Fraser-Smith explores neurodiversity and inclusive ways of teaching. Nick Baker (Tech Tips) shows us where to place the camera, if we want to make a good impression during Zoom class and connect well with our online audience. Mark Dawson-Smith provides a fresh perspective on learner-friendly invigilation, and Cathrine Attwell's TESOLTaste invites you to experiment with some new ingredients and flavours.

So, looking at it from a different angle, there are still over 40 days left in 2021 – with challenges, yes, but hopefully also with opportunities.

If you would like to share ideas, teaching tips, questions, research, 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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Building Community Integration through Arts

As a woman who has migrated twice in her life, I am aware of the difficulties of starting a new life in a new country where you might need to overcome several obstacles to integration and settlement. I can relate to the complications migrants face within their new communities, which range from separation from loved ones to learning a new language, finding new friends, finding employment and housing, dealing with financial insecurities – to name just a few.

In June 2021, a group of researchers including myself¹ in the Centre for Global Migrations at the University of Otago started a research project with women from Farsi/Dari-speaking migrant communities. Through this research we intended to explore how arts can facilitate the community integration, resettlement, and homemaking of migrant women in Dunedin, New Zealand. We aimed to explore community integration from the experiential perspective and lived experiences of the migrants. Therefore, it was crucial for us to gain insights from migrant women themselves about their experiences of adapting to and integrating into their new communities. Since language is a barrier to participation for some migrant women, we used art as an alternative means of expression and participation. Art allows us to “reorganize the realm of the visible, diverting the position and the roles of observers and observees, in order to gain different perspectives” (Mazzara, 2015, p. 460).

Eight women were invited to attend four 3-hour art workshops, each of which were run by artists from the community. These four workshops covered four different art forms. One translator was present in all workshops to facilitate the communication between women and artists.

Our first workshop was run by Jo Bone. Jo is an illustrator, artist, and nature sketcher. Since we started the project in winter, Jo ran her workshop indoors and invited the participating women to make a collage. The results were beautiful, and it was interesting to see that “family” was a prevalent theme in most of the collages.

The second workshop was run by Pamela Brown. She has worked as a secondary and intermediate art teacher and at tertiary level as a lecturer in visual art. Pamela invited the attendees to make a visual diary for themselves, and her workshop was the starting point for many of these women to visually document their feelings and lived experiences.

¹ The research team is comprised of Dr Pooneh Torabian (principal investigator), Sayedali (Ali) Mostolizadeh, Dr Neil Vallyley, Dr Vivienne Anderson, and Dr Parisa Saadat Abadi Nasab.



Dr Pooneh Torabian is a lecturer at the University of Otago. As part of her research, she works with marginalised communities to explore how arts can help with resettlement, homemaking, and integration. Pooneh loves spending time with her family. She is an ice cream lover and enjoys doing jigsaw and wasgij puzzles.





The third workshop was run by Chloe MacKenzie, a Dunedin based needle felter. Chloe showed the women how to use needle felting to create a piece based on a picture or their imagination. For most participants it was the very first time they were trying felting, and they enjoyed it so much that some decided to work on a second felting project during the workshop.

Anne Morrison and Linda Dunn ran the last workshop. They invited the women to make cushion covers using a sewing machine. The attendees used this as an opportunity to make cushions for their homes. The last workshop led to the formation of a group of women who now get together to sew every Friday. We were thrilled to see how this workshop helped women with establishing a sense of belonging and building networks.

With language being a barrier for some migrants, this series of workshops helped women with self-expression through art as an alternative way of communication. When interviewed with the help of a translator, many women reported that they found the workshops to be therapeutic and some mentioned that the workshops had been helpful in working through their trauma. One of the women noted that she had talked with her therapist about the workshops and how adding to her visual diary had helped her feel calmer and less anxious. In addition, the workshops helped the participating women to meet and socialise with other women. One participant, Pari, mentioned that she had felt lonely before when she was at home because she did not know many people, but the workshops had helped change that.

Karimeh, another attendee, mentioned that the workshops provided her with the time and space to focus on herself rather than doing housework. She also noted that she was looking forward to participating in more workshops because that way she could catch up with other women and experience new forms of art.

Some of the women in our workshops did not know English, but they were really engaged and connected well to the way workshops were run. At times, women and artists communicated with each other with no translation – only through art. It was remarkable to see art as a way of bypassing the barrier of language.

We are looking forward to expanding these workshops and connecting more migrant women with Dunedin based artists.

Mazzara, F. (2015). Spaces of visibility for the migrants of Lampedusa: The counter narrative of the aesthetic discourse. *Italian Studies*, 70(4), 449-464.



TESOLANZ

position statement:

Staff responsible for ESOL programmes in primary and secondary schools.

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

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

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

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

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Mark Dawson-Smith is a Team Manager at Wintec, Hamilton. He has been involved in language assessment, including high-stakes examinations, for almost thirty years.

Face-to-face assessment: Vigilance not vigilantes!

Ensuring that assessments are conducted in a secure yet fair manner has always been a key concern for those involved in English language testing. During many PD events I attended last year, test security and ways to prevent cheating seemed to dominate conversations. Recent incidents at a New Zealand university suggest that this is indeed a serious issue. However, for English language professionals the mantra "everyone who can cheat will cheat" is not a productive starting point and is something that could be detrimental to test administration and, as a result, test taker performance.

Before outlining some positive ways to deliver effective, learner-friendly invigilation, I'd like to quickly give a reminder of the purpose of an assessment, namely, to provide learners with the opportunity to demonstrate their knowledge of a language and their ability to use it. To a certain extent, this involves having to recreate real-world contexts in a rather artificial environment; but creating a learner-friendly space is surely more likely to allow learners to demonstrate better performance than having someone stand over them closely watching their every move for three hours.

>>>>>>>

So, here are ten common-sense guidelines to help ensure a secure but learner-friendly test experience.

- 1 Set rules, requirements, and expectations in advance:** Make sure that learners are given all key information regarding the assessment well before the test. This includes information about how long the test will be, what they can bring to the test room (pens, pencils, dictionaries, food and drink?) and what they can't bring to the test room (electronic dictionaries, mobile phones, notes?). Also, detailing the consequences of cheating in advance reduces the need to focus on this during the actual test.
- 2 Use a script:** A script with all instructions is commonly used in high-stakes exams, and there is no reason why they shouldn't be used for other assessments. Following a script ensures that all learners get the same instructions. It also means that invigilators can be sure that they have informed students of all important instructions relating to the assessment, meaning students can't complain afterwards that they weren't told something they needed to know.
- 3 Focus on your task in hand:** The invigilator's job is to invigilate. This means that they instruct, distribute, observe, collect, and record. They should not be doing other marking during the test, nor should they be doing crosswords or sudoku (Believe me, I have seen this!), and they most definitely should not be using their mobile phone during the test.
- 4 Sit down:** As part of their initial teacher training most teachers learn about crouching when engaging with seated students rather than looming over them. The same applies during assessments. Having someone standing beside them or behind them can be very unnerving for a student, so this should be avoided. It is also especially important for invigilators to remain seated during listening assessments, as any kind of distraction can result in students missing bits of key information.
- 5 Be calm and fair but firm:** From time to time, invigilators may observe behaviour that is suspicious or clearly unacceptable. In such cases it is important that invigilators remain in control and deal with the situation promptly. It is best to speak quietly to the learner and not raise your voice.
- 6 Be consistent:** Make sure that all learners are treated the same in assessments. If you allow one student to use a bilingual dictionary in a test, then you need to let all the other students use one if they wish. If you allow one student to leave the test room early, then you shouldn't stop others from leaving if they want to. Making the rules clear beforehand (as mentioned in point 1) should help you to be more consistent.
- 7 Where possible, don't invigilate your own students:** Although in many situations you may be the only teacher, wherever possible it is best to avoid invigilating your own students. One reason for this is that a teacher invigilating his/her own students may well bring a certain amount of bias to the testing room. On a number of occasions, I have witnessed teachers instructing certain students to sit at the front of the room because otherwise they will cheat! This is not a learner-friendly way to conduct any kind of assessment, and by using a neutral invigilator, this kind of bias can be avoided.
- 8 Respond to questions/problems promptly:** It is quite common for learners to have questions during an assessment. Normally, test takers will raise their hand if they need help (they should be told to do this as part of the scripted instructions). It is important that invigilators approach the learner as quickly as possible, as otherwise a learner who feels that they are being ignored may shout out to get attention, something that would be disruptive for the other test takers.
- 9 Deal with problems discreetly:** If any problems do arise during a test, they should be dealt with as discreetly as possible. If an invigilator suspects a learner is cheating, then s/he should speak to the "suspect" quietly in a calm manner. Unless the situation is serious, every learner should be allowed to complete the assessment, with the invigilator recording any incidents so that they can be addressed later. Test takers should not be moved around during a test, and if a situation does become serious, invigilators should then take the problem outside the test room to resolve the issue.
- 10 Remember to smile:** An easy thing to do, and something that should go a little way to reducing learner anxiety in what can be a stressful experience for many.

To return to my theme of vigilance, not vigilantes: over-zealous invigilation is detrimental to test-taker performance. We need to give learners the opportunity to show their best; and treating them as likely cheats is not the way to do that. Perhaps treating our learners as valued customers might not be a bad starting point.

Teacher Abroad

A reflection: A roller coaster journey during Covid-19 in China

Jackie Yeoh

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When Covid-19 came into the world in February 2020, I had been teaching in the TESOL programme at BNU-HKBU United International College (UIC) in Zhuhai, China, for over five years. Zhuhai is a coastal city in the Southern Guangdong province, close to Hong Kong and Macau. I am originally from Malaysia, but after completing a PhD in Applied Linguistics at Te Herenga Waka/Victoria University of Wellington in 2014, I found employment as an Assistant Professor at UIC. I teach TESOL-related courses such as English for Specific Purposes, assessment and evaluation, error analysis, professional communication courses and a philosophy course. My students are mainly Mainland Chinese students between the ages of 19 to 22.

When the news of an outbreak of a Corona virus in Wuhan first came out in January 2020, I – like so many – didn't expect that it would have such an impact on the education sector. At the time, I was back in my home country Malaysia for the Lunar New Year (also known as Chinese New Year), and although I had already booked my flight back to China, I was not allowed to return without my university's approval (which was a directive by the Ministry of Education of China). Lunar New Year is an important family celebration in China, and most staff and students had gone home to be with family during the holidays. Like the local students who had returned to their home cities, many lecturers had gone overseas, and on 28 March 2020, when China declared a total lockdown and closed all entry points to foreigners – including me – as a measure to curb the spread of the virus, we were all stuck in our respective home countries. When I first heard about the lockdown, I was actually happy because that meant I could stay longer in Malaysia. I cherished the time at home because that was the longest time I had been able to spend with my sister and nephews since I had moved to Zhuhai.

When the Spring Semester 2019/2020 started in mid-February 2020 and as a consequence of the evolving Corona situation, I now had to teach three courses online from Malaysia while my students were in their home cities in China. Belonging to Generation X, I felt rather anxious about teaching online with somewhat limited technological knowledge. Fortunately, I had a group of supportive colleagues, including one who is an IT expert, whom I could depend on when I faced technical difficulties. Like everyone, I experienced a steep learning curve regarding online teaching and the use of technology to support learning.

The first week of the semester (known as Week 0, from 9 to 13 February 2020) was dedicated to training all teaching faculty members on how to use Zoom and other relevant software. During this period, students from various parts of China were also given assistance remotely to get set up for online learning.

Online teaching and learning proved to be a big shift for me and also for my students, and it posed some unexpected challenges for me. Engaging my students remotely and holding their attention required a different set of skills and different strategies. In a physical classroom I can usually gauge students' understanding of the course content through their facial expressions and gestures. This instant feedback, I realised, is absent in an online classroom. I noticed that it is important to provide to students a diverse range of opportunities to share their thoughts and ideas. Consequently, I made frequent use of the chat and forum functions



Jackie Yeoh is originally from Malaysia. After completing a PhD in Applied Linguistics at Te Herenga Waka/Victoria University of Wellington, she was offered a job in China as Assistant Professor in the English Language and Literature Studies (ELLS) Programme at BNU-HKBU United International College (UIC). Her main research interests are error analysis, workplace communication and English for Specific Purposes. What she misses most about Aotearoa New Zealand is its breathtaking landscapes and walks in the Wellington Botanical Garden. As a chocolate lover and coffee fiend, she also misses Butlers chocolate and Wellington's coffee culture.

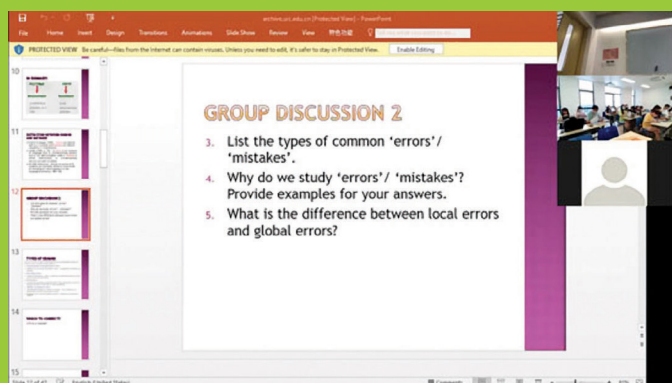
in Moodle and Zoom, and I found that this resulted in active and lively discussions amongst students and between students and the teacher. In addition, I set up a WeChat group – WeChat is a local app that offers group messaging similar to WhatsApp – for the three courses I taught so that students could engage in synchronous communication with their teacher and their peers. I recalled an incident when I explained a complex idea for quite some time, unaware that I had been disconnected due to poor connectivity. Fortunately, my students alerted me via a WeChat: "You are frozen!" We had a good laugh about it, and a popular phrase in that class going forward was: "Are you still there?"

Despite encountering various technical problems ranging from poor internet connectivity to hardware and software issues, I "found my feet" in the digital classroom during the 15 weeks of spring semester in the comfort of my living room in Malaysia.



A new teaching arrangement

In May 2020, China re-opened schools and universities to face-to-face teaching/learning. However, the border remained closed to foreigners. So, online teaching was still the only option for me, and the set-up was now different from the previous semester. I call this form of online teaching *hybrid video conferencing*: Students were physically present in their classrooms, while many of us teachers were online (and abroad). For my classes, a web-camera was set up by a Teaching Assistant, allowing me to see (some of) the students in the classroom, while my image was projected onto a screen in the classroom. A portable mic was used in the classroom to allow students to ask questions. With this arrangement, the autumn semester was slightly more demanding than the previous: From behind the computer screen, I could not see all the students nor hear them clearly. The portable mic was only able to capture voices when close to the speaker's mouth. In fact, I came to the conclusion that it was easier to interact with students when they were also still online. This set-up was definitely not ideal, as student-teacher interaction was now also hampered by the lack of eye contact.



A view of hybrid video conferencing from my laptop screen.

The journey back to China

On 28 September 2020, eight months after the arrival of Covid, China re-opened its border to foreign nationals holding a valid visa and residence permits. Foreigners were able to enter China if adhering to the government's travel protocols, such as two so-called *nucleic acid tests* or NAATs with a 48-hours validity period and a green health code issued by the local Chinese embassy or consulate. At this point, all teachers overseas were directed to return to campus. However, meeting all the requirements turned out to be quite challenging in Malaysia.

After getting all the necessary paperwork from my university's HR department, I contacted the Chinese embassy to apply for a new visa (my visa had just expired) to enter China. Since Malaysia was now battling with increasing number of Covid-19 cases, a (second) nation-wide lockdown had just been imposed. Fortunately, I received a police permit to travel across districts and – after two failed attempts – was finally able to successfully submit my application to enter China. After three weeks of constantly checking my application status, it finally read “ready for collection”. With my visa approved and a flight booked, the next step was to make an appointment for two Covid tests at a hospital approved by the Chinese government and to wait for the “green code” issued by the Chinese embassy. All

of this was happening in the midst of a busy semester – and I am grateful for all the support I received from my family members, friends, and a group of colleagues who were in the same boat (but in different countries).

Finally, I obtained my green code on the eve of my departure date, and on 20 November I found myself in the almost empty Kuala Lumpur International Airport. The once bustling airport was quiet and somewhat eerie. When I arrived at Baiyun International Airport in Guangzhou, China, I was ushered to a designated area for another Covid-test and a meticulous examination of documents. Then, a shuttle bus took me to a designated quarantine hotel, which I called “home” for the next 14 days. Luckily, the hotel room was quite spacious, and there was a small table where I could set up my “office” or “workstation”. Quarantine rules were strict: One step outside your hotel room and the “quarantine clock” would be set back to Day 1! I was, however, allowed to open the door briefly to place rubbish bags outside and to pick up meals, toiletries, towels, etc., which were left on a table outside my door. During the two weeks, I found it beneficial to keep to a routine including getting up early, reporting my daily temperature (twice a day – 9am and 2pm) to health officers, and doing Tabata workout for 20 minutes. Still, I found quarantine to be a lonely journey. On the positive side, it gave me the opportunity to catch up on my reading. And once again Zoom “zoomed in” to the rescue, as it helped me to “meet” friends while alone in a hotel room.

Teaching from the hotel was again done in hybrid video conferencing mode. Although poor internet connection in the hotel prevented me from turning on my camera, I could still share my screen, and students could hear my voice. It was a blessing that I could still conduct all my classes and consultation sessions with students during this quarantine period. There is even something that I now miss from those days in quarantine – being able to stumble out of bed straight into my “workstation”, and the luxury of enjoying a cup of coffee while giving a lecture.



My “workstation” in the hotel room.



Back to the physical classroom

On 5 December, I finally regained my freedom. The first few weeks in a face-to-face classroom proved to be challenging yet again. For example, I had to stand for two hours in front of the class again – after almost one year of teaching behind a computer screen. Second, I had to wear my mask the entire time. Believe me, that's not so easy in the humidity and 29 degrees Celsius of a sub-tropical winter in Zhuhai.

What's next?

Now, almost two years into the pandemic, we are not out of the woods yet. But I feel that the situation in China is under good control. At the point of writing this article, 1.2 billion doses of the Covid vaccination have been administered and I have also been fully vaccinated. China was swift in implementing a lockdown in the early days and continues to be vigilant. Fast and prompt action is taken even if only one positive case is detected in the community.

Through this whole Covid-19 experience, I have come to realise that as an educator, I have been trained to be innovative, resilient, and adaptable, and to rise to the circumstances. I am confident that the teaching community will adapt to every "new normal" thrown our way. Personally, the *prayer of serenity* has also helped me deal with the challenges: *Give me the strength to accept the things I cannot change, courage to change the things I can, and wisdom to know the difference.* Finally, I have faith that there is light at the end of the tunnel and that we will come out of this crisis more resilient and appreciative of the things that we have taken for granted.



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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.



Ditching the “dis” and embracing the diversity

Lee (name changed), a 20-year-old ESOL student from China, always entered the classroom in a very dramatic manner – he would trip over bags, knock things off desks, and occasionally miss the chair as he sat down. When assigned a task, Lee found it almost impossible to get started and would frequently stare out the window instead. Yet, he was a delightful student who was kind, friendly, and – as his classmates told me – exceptionally smart when speaking Mandarin. My biggest frustration was that I felt unable to help him get his thoughts and ideas on paper. It was not until a year after teaching Lee that I learned about neurodiversity and realised he had been showing the signs of dyspraxia and ADHD.

Neurodiversity is a term that explains neurological differences in the brain. Originally coined by Judy Singer, an autistic sociologist, it now encompasses a variety of neural differences including ADHD, dyslexia, dysgraphia (difficulty with writing and fine motor skills), dyspraxia (difficulty with motor coordination and the processing of sensory systems), and Auditory Processing Disorder. All of these exist on a continuum, with some people experiencing quite significant effects and others experiencing effects in a milder form. While other labels are still used, the term *neurodiversity* removes the need to consider these different ways of thinking as a deficit – note all the uses of the negative prefix *dis*–.

Despite its prevalence, neurodiversity appears to be somewhat neglected in the ESOL field. The problem, as most of us are aware, is the difficulty of distinguishing between signs of neurodiversity and more general language learning difficulties.

Because there are so many different signs of neurodiversity, instead of focusing on these, I want to point out some tips for teaching in a more inclusive way, which are likely to benefit all students, regardless of whether they are neurodiverse or neurotypical.

- Start by getting to know the strengths and weaknesses of all students and give them opportunities to work on both.
- Learn as much as you can about neurodiversity and different styles of learning. For the latter, a great place to start is by looking into Howard Gardner's eight types of intelligence. For a useful introduction, try out this webpage: [Simple Psychology – Gardner's Theory of Multiple Intelligences](#).

- Let students know in advance, which texts they will read in class, so they can look at them beforehand, if they want to.
- Allow students to use laptops in class.
- Allow oral responses to reading and listening assessments, where possible.
- Take a fresh look at the classroom environment, for example at the lighting, the noise level, and the seating arrangement. Consider potential problems and brainstorm by yourself or possibly together with your students about ways to fix these.
- Teach using a multisensory approach. By presenting materials in as many different sensory ways as possible, you will be helping students who may have an issue in one or more of these senses. A good webpage to get you started is Teacher to Teacher: [Teacher to Teacher – Teaching with Many Modalities](#).

One way of incorporating all these ideas – and more – is by using Universal Design for Learning. More information about this inclusive teaching approach, which is advocated by the Ministry of Education, can be found on this ministry webpage: [Guide to Universal Design for Learning](#).

While the term *neurodiversity* has been surrounded by some controversy, for many its use is a positive way forward – it removes the negativity associated with so many “dis” labels and highlights that these are different ways of thinking and responding to the world. Given that some of the world's greatest thinkers have been neurodiverse, it is important to help these students develop their skills instead of feeling like failures in an education system that may have continually let them down. Nevertheless, while neurodiversity can bring breath-taking beauty into the world, teaching neurodiverse students in the ESOL classroom can be a huge challenge, and it should not be up to you alone to help students overcome life-long adversity. It is important to seek support from learning services, if you notice a student struggling with these challenges. Also, ask for student feedback on activities and assessments. The more we work together, the better the chance of finding solutions. If you have any ideas that you would like to share in this column, please email me: ambers@op.ac.nz.

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Membership fees are:

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Membership options can be viewed on our website:

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

IATEFL CONFERENCE 2022

TESOLANZ is an affiliate of IATEFL, which is the British international EFL/ESL organisation. As a result, TESOLANZ members can get a discount when purchasing IATEFL publications. If you plan to buy anything from them, just contact the TESOLANZ Secretary by email first to receive the current discount code: secretary@tesolan.org.nz.

We also encourage TESOLANZ members to join IATEFL and benefit from their journal *Voices* and membership of their Special Interest Groups.



Reports

AKTESOL

Leslie Robertson and
AKTESOL members

2021 continues to be an eventful year, to say the least. We were looking forward to seeing all our colleagues from across New Zealand up here in Auckland for this year's CLESOL Conference, until the discovery of the Delta variant of Covid-19 put paid to these hopes. Nonetheless, thanks to the tireless dedication of the CLESOL organising committee, the face-to-face conference was transformed into a fantastic online one, and we were still able to benefit from the knowledge and experience shared by the amazing presenters as well as by virtually meeting fellow ESOL practitioners from around the country. We would like to extend a special thank you to the AKTESOL members involved in helping to organise the event, including Christine Hanley, Rhonwen Dewar, Faezeh Mehrang, Ailsa Deverick, Kat Lee, Nicola Kingston, and Sally Hay.

If you attended the TESOLANZ AGM on the 16th October, you will be aware that TESOLANZ is changing how Professional Learning and Development (PLD) is provided. The majority of PLD opportunities will be centralised and run online. Branches, however, will still have the ability to run some sessions themselves but will need to request funding to do so. The AKTESOL Executive hopes to run at least one face-to-face event next year to provide branch members with the opportunity to network with others.

In the rest of this report, we provide a short synopsis, by sector, of key challenges members are facing.

ECE

Members have mentioned the challenges they face knowing how to work with children who have no English, and how to support these children in their bilingual development. Going forward, AKTESOL would like to look at ways of strengthening supporting for members working in this sector.

Thank you to an anonymous ECE teacher from Papatoetoe and Breda Mathews for contributing ideas for this section of the report.

Primary

Since Auckland has moved back into lockdown, most concerns expressed by members relate to teaching primary school children online, including: online fatigue; difficulties parents have supervising school work; activities taking longer online; variations between schools in terms of what timetable was followed when teaching online. Some members mentioned resources they have found useful in coping with these challenges, including the use of the Learning Village and the ELLP Pathway resource draft.

Since Teaching Assistants (TAs) play such an important role in helping teachers and students with online learning, AKTESOL would like to look at ways of providing TAs with some professional development.

Thank you to Nicola Kingston and Breda Mathews for contributing ideas for this section of the report.

Secondary

One of the main concerns from members in this sector was also the variation between schools regarding expectations of how much teaching is done online. Some other issues particular to secondary included:

1. the increased difficulty of online learning for some international students.

2. the impact that online teaching and learning is having on increasing educational inequities for some communities, particularly Pacific communities. In addition to learning with much less peer and teacher support, they face major inequities due to limited access to the needed resources, limited knowledge in how to navigate technology, and limited access to the right support at home. All these factors contribute to the deprivation of Pacific students' learning.

3. the added stress for senior students because of high-stakes exams and the impact of this on teachers.

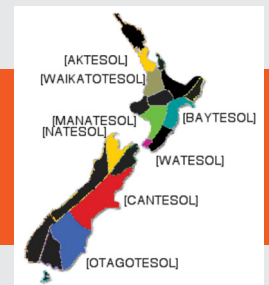
4. the fact that some teachers felt they had to be available 24/7 for students, and

5. the fact that some senior students had to take up essential work to help support their families, and the impact of this on their studies.

In relation to teaching online, some suggestions shared by members included the use of games to increase motivation, using chat more for students who are shy about appearing on camera, and the vital importance of establishing good relationships with students.

Thank you to Dr Akata Galuvao, Sally Hay and Miranda Howell for contributing ideas for this section of the report.

The remit put forward by Breda Matthews through AKTESOL that the Level 4 English for Academic Purposes (EAP) unit standards be credited the same grade points as a Level 3 achievement standard awarded with Excellence, was accepted at the AGM. Thank you, Breda, for your energy and commitment to promoting academic opportunity for all students.



Tertiary/Private

The impact of the fall in the numbers of international students due to border closures continues to be the predominant concern of those working in the tertiary sector, both public and private. Some members working in public institutions have been slightly more protected than those working in the private sector by the ability of some public institutions to re-deploy English language teaching staff to other roles. Also, some institutions are trying to adapt to the future possibility that teaching English to international students may continue to have to be done remotely by developing online NCE Level 4 courses (for example Unitec).

In addition to continuing to look for opportunities for Professional Language Development in online teaching for members, AKTESOL will seek to continue working with the Tertiary SIG and the TESOLANZ Executive to ensure that AKTESOL members' voices are represented in policy decisions affecting this sector.

Thank you to Martin Walsh and Judi Simpson for contributing ideas for this section of the report.

Community

Issues related to online delivery also continue to be a key concern for those working in the community sector. Of particular concern is how a lack of access to the Internet, devices, and digital skills hamper online English language teaching for learners in this sector. Other concerns for members are the increased demand for work-related English skills.

AKTESOL can look at ways of supporting this sector by seeking the provision of PLD opportunities in teaching work-related English, as well as lobbying with the TESOLANZ Executive on behalf of refugee and migrant students to ensure they are provided with the appropriate support and resources to be able to engage with online learning.

Thank you to Rhonwen Dewar for her ideas.

WAIKATO TESOL

Margaret Connelly

We were fortunate to be able to kick off events this year with Professor Jack Richards' talk on exploring emotions in language teaching. It was an entertaining and insightful presentation on an often under-represented, yet very pertinent area of language teaching and learning. Emotions have a powerful impact on learning, teachers, and learners, and Professor Richards' discussion of emotional competence gave us all food for thought.

The presentation was followed by a lively discussion between Jack and the over 60 attendees. Jack Richards has had an active career in the Asia Pacific region and has written over 150 books and articles on language teaching as well as many widely used classroom texts. The International TESOL organization honoured him as one of the 50 TESOL specialists worldwide to have made a significant impact on language teaching in the last 50 years. We would like to thank everyone who made this happen, including Wintec for their generous provision of facilities.

Our term 2 event *Something New under the Sun* was held at Waikato University College. We had six talented researchers present their projects and findings. Diane Cooper shared her strength based conceptual approach with ESOL learners in one of New Zealand's most diverse primary schools. Bao Huang then gave an entertaining and engaging summary of his research into resilience in the language classroom. This was followed by Jia Rong Yap, whose lively talk on multiliteracies pedagogy had many of us reflecting on the new paradigm of online teaching in which we now find ourselves and our learners. JP Jennings' research into connected speech and prosody highlighted an often overlooked area of language teaching. Finally, Kanaueha Wessels took us to the northeast coast of Malakula Island in Vanuatu, where she

works with the community to describe the Atchin language and create language teaching resources. It was a privilege to hear about the variety of research projects being undertaken across the field. A huge thank you to University College for the facilities.

Our term 3 event and our AGM were moved online, as we continue to adapt and respond to life in a pandemic. I would like to thank everyone who joined us for a little more screen time on a lovely Saturday morning. Following the AGM, we held an open discussion of the challenges and concerns we face in the sector. Much of our conversation centred on those who are falling through the cracks in these tough times. Many former refugee families are disadvantaged by not having their own devices to access online learning. The Manaiaakalani Kāhui Ako was looked to as a potential model for supporting equitable access to education. We discussed advocating for more professionally trained teachers/teacher aids to support children from a refugee background in schools, including those born in NZ. The current support model is seen as rather ad-hoc, leading to inequitable access to learning support. Emphasis was placed on the need to acknowledge the professionalism and expertise of staff within our industry, and availability of funding was seen as a driving factor across all sectors.

We are excited to announce our term 4 event *Tales from the classroom*. In the evening of Thursday 02 December, we invite members from across NZ to join us for our blended event – a series of lightning talks on teacher experiences: a classroom activity, success story or challenge, or professional journey. The event will be hosted online, accompanied by a simultaneous face-to-face viewing and networking session.

2021 has presented many challenges for the sector, but as survivors of 2020 we have shown our resilience, ingenuity, and adaptability. We are eager to embrace our new paradigm of tech-enhanced education and collaboration.



MANATESOL

Gwenna Finikin

At a TESOLANZ meeting before CLESOL, I realized just how much of an impact COVID has had on our sector. MANATESOL lost more than half of its members from pre-COVID times following mass redundancies in the region. Hopefully the sector will be able to regrow as the country reaches good vaccination rates and opens up again. Hopefully it grows back in a way that is more future proof. While this year's CLESOL lacked the mingling and shared kai of previous years, it showed what can be achieved with what we have available. One of the many interesting CLESOL talks I watched was *Synchronous online learning for the disadvantaged: The unheard voices*. The findings from this talk were that – although not easy, and depending on the skills, connectivity, and motivation of all parties – synchronous classes and events are possible and may become the norm going forward.

WATESOL

Nicky Riddiford

CLESOL 2021

One highlight of the year for WATESOL members was the CLESOL conference, where several members gave presentations. Many thanks to the CLESOL committee for the quick switch to a very interesting and worthwhile online conference.

Weekly seminars at Victoria University

Each week, WATESOL members were sent details of the Friday seminars offered by the School of Linguistics and Applied Language Studies at Victoria University of Wellington. Members could attend in person or on Zoom. Topics included (to name a few): task-based learning, designing tests for EAP contexts, research methods, pronunciation, vocabulary, developing language awareness through dual language picture books. Most presentations were recorded and made available afterwards.

WATESOL AGM, online, November 2021

The final event in the WATESOL calendar is the AGM in November. Details of speaker and date to be confirmed.

CANTESOL

Kerstin Dofs

Earlier, in 2019, we decided that the public events and the AGM should be in the first three terms of the school year. The reason for this was that we know that teachers are very busy in the time leading up to the end of the year, so we wanted to give them space and time to fulfil their duties without offering meetings which would compete for their precious time. However, this year, 2021, we have had to postpone the AGM, for obvious reasons, so now we cannot avoid competing somewhat with the time-consuming end-of-year undertakings, such as organising tests, assessments, exams, and the marking of these, when we hold our AGM at the end of October. As in the two last years, the AGM this year will provide a good opportunity for networking and learning in a relaxed atmosphere, with nibbles and drinks, and a TESOL related quiz. We expect it to be "The Best Great Get Together, So Far".

This year's public events have focused on PD opportunities according to our enquiry of members' needs and wants from our previous year's AGM, and also inspired by the TESOLANZ members survey. The aim was also to cater for all sectors at the events. The two topics most of our members wanted were around technology and assessment. The first workshop was therefore on technology, and it was run by Paul Lishman, from Hawkes Bay. It involved both a timely "how to bring a face-to-face dynamic to online classes" and useful insights into how to find a niche within online employment for ESL teachers. Hopefully Paul's ideas were followed up by some unemployed ESL teachers.

The second workshop was around assessment. Dr Sara Cotterall, Adjunct Research Fellow from Te Herenga Waka/Victoria University of Wellington, guided our thinking around how students are capable of self-assessment. Her inspirational workshop included: why it is essential for learners to develop ways of measuring their improvement, and how students themselves can set measurable goals for this. She presented examples of personalised assessments developed by learners in Japan and the United Arab Emirates. Then, using these learners' examples as inspiration, she invited participants to choose one of their current learners' goals and design an original way of measuring progress towards achieving that goal. This workshop was definitely an eye-opener for many of the participants.

Our last CANTESOL Committee meeting for the year will take place on 10 November. At this meeting we will plan for the next year's events; then we will make time for each other at a nice restaurant, as we finish our commitment to CANTESOL for the year.

Primary SIG

Bernie Moffat

Although the pandemic is interrupting school life (mainly in the North Island), ESOL teachers and support teams are working extremely hard to keep anxieties to the minimum and learning to the maximum for our ELLs.

The Primary SIG has met several times on Zoom. Of note:

We worked on a letter sent to Minister Hipkins re increasing terms of funding for NZ-born students to refugee background families. It is at present 12 terms, while migrant and refugee born students are 20 terms. Feedback from the Minister was that NZ-born students who are not at their level after three years should be gaining support from other places, for example RTLb, RTLit, ORS. The Minister's response is being considered for further action.

Facebook: *TESOLANZ Talk* is being used by members, so the TESOLANZ primary Facebook site is being disbanded.



TALL – Team Approach to Language Learning has been offered as PLD over the year to some schools. Facilitated by Gaylene Price, the hope is that schools will value trained staff more and also see the need for specialist teaching for ELL students. There has been much positive feedback about the impact of this project on teachers and students alike.

Finally, ESOL funding in primary schools is used to support ELLs in many ways. Each school funds what they believe is best to cater for the needs of their ELLs in their school. There is interest from the MOE over the various ESOL support provided, and an independent research consultant is collecting data on this. We are looking forward to this upcoming report and any responses for the provision of ESOL in Primary schools moving forward.

TESOLANZ branch Primary Special Interest Group (SIG) Representatives and contacts are as follows:

Primary SIG Chairperson

Gwenna Finikin (MANATESOL)

AKTESOL

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MANATESOL

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CANTESOL

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BOPTESOL

Please contact Gwenna if interested

WATESOL

Please contact Gwenna if interested

OTAGO TESOL

Please contact Gwenna if interested

NATESOL

Please contact Gwenna if interested

BAYTESOL

Please contact Gwenna if interested

Secondary SIG

Sally Hay

Little did we think when we went back to school last term, that there would be yet another lockdown in New Zealand. This has meant that for those of us in the Auckland region, classes went online for most of the term 3. Other areas returned to schools but with the unsettledness of level 2 regulations. The threat of level changes is a concern for many teachers, as the year ends and students are preparing to finish up assessments, to get those final credits and prepare for any external assessments. It has also meant that a lot of practical subjects, work experience, and other education outside the classroom would be unfairly cut short, not to mention the activities such as social gatherings like the annual school ball and winter sport.

For Secondary School ESOL teachers, the borders remaining closed has meant that the return of many international students seems like a far-away reality, and sadly many jobs have been lost and employment in this sector continues to be tenuous compared to previous years.

NCEA is under review and the draft literacy and numeracy standards, which will become mandatory from 2023, are being trialled in several schools. These will mean challenges for many English language learners, some of whom have relied on other subjects to obtain Level 1 Literacy. However, these changes may also bring opportunities, perhaps with more standardised assessment measures.

It has been acknowledged that some students, such as those for whom English is a second language, may need to have different pathways to achieve Level 1 literacy provided. In addition, the introduction of ESL as a recognised subject in the New Zealand curriculum is under consideration but has been deferred for an unspecified period of time.

It has been an unsettling time for schools, so we can only hope the warmer weather brings us all back to school and to some kind of new normality.

Tertiary SIG

Martin Walsh, Ailsa Deverick

Since the last Tertiary SIG report published in the June TESOLANZ Newsletter, the Tertiary SIG has held two Zoom meetings, one on 3 August and the second on 19 October. The 3 August meeting was a networking event, where we took the time to get to know one another a bit more and share some of the challenges we are currently facing. Unfortunately, we learned that one of our member's ESOL department was going to close, resulting in redundancies for staff as well as leaving a gap in ESOL provision for learners. Following this meeting, some of our members have been actively working to make those with power aware of the impacts their decisions are having on the ground. A key part of the remainder of this report is a summary of these lobbying activities given during our 19 October Zoom meeting.

National provision of NZCEL programmes: Equitable access to ensure study pathways for refugees and migrants in Te Pūkenga (Judi McCallum)

Judi McCallum updated members on her efforts to ensure that the provision of NZCEL programmes delivered through Te Pūkenga (TP) would be maintained, so that study pathways would remain available to refugees and migrants. Judi reported having had a preliminary meeting with Patrick Jones, Director, Portfolios and Performance (TP), to raise the issue of how the downturn in international students was impacting on the study pathways available to domestic students through the closure or reduction of ESOL provision within the technical institutes (now called *subsidiaries*).

It seems that Patrick was unaware of the impact and pointed out that while the TP structure is still bedding in (the process is expected to be completed by 2023), individual subsidiaries were still making certain management decisions, such as changes to the provision of ESOL, without the knowledge of TP.





He promised to follow up with individual subsidiaries to find out what their commitment to ESOL was and to come back with possible solutions. Overall, Judi felt that Patrick was receptive to hearing our sector's concerns and recognized the priority of meeting the learning needs of the local communities and the importance of ensuring there are pathways such as appropriate ESOL programmes available to learners.

TESOLANZ Update: Summary of the state of the sector (High Value Draft Policy, International Education, Advocacy Needs) (Daryl Streat)

Daryl summarised TESOLANZ's lobbying work in relation to the government's response to the impact the COVID-19 pandemic has had on international education in New Zealand. From the first Strategic Recovery Plan for Education to current revisions being made to this plan as well as the government's *Draft Policy Statement: High Value for International Education*, TESOLANZ has played an invaluable role in being the voice of the ESOL sector. The SIG members agreed that it is important to ensure that those making decisions in this area are fully aware of what quality English language education entails and that provision ensures that international students are adequately prepared for study in New Zealand institutions.

Links to the two documents which are under revision were shared:

- **Strategic Recovery Plan for International Education**
- **High Value Draft Policy**

Suggestions for actions members can take to promote ESOL at the tertiary level

Several suggestions were made about what members could do to help secure the future of English language education in the tertiary sector. Daryl Streat recommended members write short impact statements on the importance of English language provision within their institutions to share with decision makers. Mark Dawson-Smith recommended that English language teaching staff integrate themselves with other sections of their institutions, so that the skills they possess are visible to stakeholders.

Professional learning development needs of Tertiary SIG members

A survey was sent out asking SIG members what their priority PLD needs are. At the time of writing this report, 22 members had responded, and the priorities indicated so far are given below (the percentages refer to the percentage of respondents who indicated they were interested or very interested in PLD in these areas).

1. Ways to improve student engagement online (86.4%)
2. Current research in areas related to language teaching at the tertiary level (81.8%)
3. Assessment design (72.8%)
4. Making EAP lessons more engaging (72.7%)

New co-chair

Sadly, Ailsa Deverick has stepped down as co-chair of the Tertiary SIG. Not only has Ailsa played a pivotal role for the last four years in promoting the interests of those who work in the tertiary sector, she has also had a huge impact within the TESOL community in general, most recently as part of the CLESOL organising committee. Fortunately, Ailsa's role has been filled by Anthea Fester, who was voted to be the new co-chair in our October meeting. We are very fortunate to have someone as experienced and passionate about English language teaching as Anthea involved in co-chairing this SIG.

The final Tertiary SIG zoom meeting for 2021 will be held sometime in early December. Details to follow. If you do not wish to receive reminder emails, please contact Martin Walsh martin.walsh@auckland.ac.nz or Anthea Fester anthea.fester@wintec.ac.nz

**TESOLANZ
Talk**
Join Today

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

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



Tech Tips: Looking good on camera

Nick Baker

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.



Looking our best on Zoom can be tough for any language teacher. There are so many things to think about, such as the lighting, our outfit, the background, ... and sometimes we forget where to place ourselves in the video frame. However, this is important, because how we are positioned on camera can greatly impact how we are going to connect with the audience or our students online. In this short article, let me share some tips I have learnt over the years about how to best position ourselves in the camera frame while using Zoom.

A common mistake on Zoom is: Some users accidentally position themselves too far or too close to the camera (see example images A and B).

When positioned too far away from the camera, you become so small that the audience cannot see your eyes or mouth clearly, restricting their ability to connect with you and your lesson. This is like having a conversation with someone who is many metres away. As a solution, I recommend getting closer to the camera, so your head, neck, and upper chest fills the frame (see example image C). This way, the audience can see and connect with you. Being up close to the camera can even create a more personal atmosphere for the audience, with each student feeling like you are talking directly to them and not to a room full of people.

But: Don't be too close. Some Zoom users accidentally position themselves so close to the camera that the viewers see nothing but their nose – large parts of their head have been “cut off”. With such a close-up, the audience may want to pull away, as the image might feel too intrusive. If you find yourself in that position, move back, so that your head, neck, and upper chest are visible. A helpful tip is to have a little space above your head but not too much to the point where the background becomes the star of the show. Remember, the audience wants to see and connect with you not your impressive background pics.

Another common mistake is the angle of the camera (see example images D and E). As a desirable position, we want the camera to be about level with our face, so that we are talking face-to-face with the audience. This creates a sense of being equals and allows the communication to occur with minimal obstruction.

A great tip is to have the camera angled, so that it is slightly looking down on you. This makes you seem a little slimmer than normal. But you don't want it to be angled in a manner that the audience is looking down on you. This angle puts you at a disadvantage, as the audiences see you as smaller and perhaps even inferior, which also could affect how they accept your message or experience as the subject expert. However, the reverse can have the opposite effect: If your camera is positioned too low, you end up looking down on the audience. This can make you appear overbearing and too authoritative. You want to create a balance between the two angles (see example image C), where you are about level with the camera and thus the audience.

With these few tweaks of the camera position, you can improve how you can connect with the audience even before you say a word. When you apply these tips, move the camera or computer around to position yourself in a way that allows you to connect with your audience easily and in an accessible manner. And remember: While experimenting, keep yourself and your computer safe. You don't want to perch your computer precariously on a ledge or a very large pile of books for that perfect shot. Good luck and happy presenting!



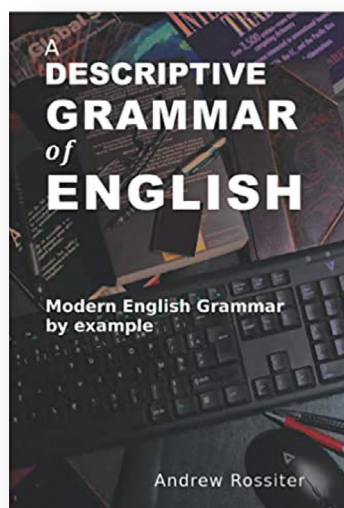
Book Reviews

Dr Katherine Quigley

Kate teaches academic writing at Victoria University of Wellington. She is an IELTS Examiner Trainer and a Principal Examiner (IELTS, Writing) for Cambridge English Language Assessment in the UK. Kate is also a consultant for NZQA on English language proficiency testing, and is Book Reviews Editor for the TESOLANZ Journal.



A DESCRIPTIVE GRAMMAR OF ENGLISH: MODERN ENGLISH GRAMMAR BY EXAMPLE



Rossiter, A. (2020). *A DESCRIPTIVE GRAMMAR OF ENGLISH: MODERN ENGLISH GRAMMAR BY EXAMPLE*. Linguapress. ISBN 9798645611750 (pbk.) 200pp. \$15.27

Reviewer

Rebecca Vane
Centre for Languages,
Wintec, Hamilton

As an English language teacher with almost three decades experience, I still feel that teaching grammar effectively is my biggest challenge and so I was keen to see whether this compact little book would do as its title suggests: explain and demonstrate by modern example. Bearing in mind that it has only 200 pages, this grammar reference is undoubtedly thorough. It covers all the aspects of English grammar that you would expect. It includes many very clear explanations that I found helpful, such as using get as a ditransitive passive and the difference between phrasal and prepositional verbs. Exceptions to rules are clearly illustrated, and interesting insights such as Greek and Latin derivations add depth to this publication. Similarly, regional variants such as Scottish and English usage are also included, as well as US English compared to British English. Usage dependent on context is also mentioned and “acceptable alternatives” are given when appropriate. The final sections of the book cover punctuation, language and style, a glossary of grammatical terms, and a tabulated list of 80 common consecutive verbs. All good useful stuff and made very user friendly with clear formatting and colour coding. In fact, this is one of the greatest strengths of this publication. It is laid out and colour-coded very effectively, making it easy and quick to reference and cross reference examples. In addition, the reader can easily identify exceptions to rules and see additional notes and warnings about potentially confusing structures. These features all add up to make it a useful, compact grammar reference, especially for new teachers and those who want to improve their confidence in teaching grammar.

However, this publication is not without flaws. It has quite a few typos, which – although they don’t impact on meaning – are unprofessional. Also, I found it hugely Eurocentric, with most examples relating to English contexts. The Queen is mentioned frequently, as are Rolls Royces and Winston Churchill. To be fair, the USA and some other non-European countries do get a few mentions, and the Southern Hemisphere is acknowledged, but very rarely. So, although this might be a useful text for learners in Europe, I would be reluctant to use these examples with my students, who come from non-European countries and cultures.

I also found the title somewhat misleading when it claims to be “modern”. I was hoping for a 21st-century context with examples from the Internet/social media age that we live in, especially for our young students. Yes, there are a few up to the minute examples, and even Covid gets a mention, but they are the exception. The overall feel of the book is somewhat dated, despite its 2020 publication date.

This book is supported by Linguapress.com, which has extensive, free, online resources for teachers and students of English (linguapress.com). The book appears to have been born out of the website. Like the online resources, this book seems to be aimed at both teachers and learners, although it would not be easy to use for any low-level students. There is also a recently published American edition of this title.

SOMEWHERE A CLEANER



Jansen, A., Tipene-Matua, T.R., Begg J., Hollis, W. and Subono, N. (eds). (2020). **SOMEWHERE A CLEANER**. Landing Press. ISBN 9780473547134 (pbk.) 184 pp. \$25.00

Reviewer

Nicky Riddiford
Victoria University of Wellington

As they explained in the introduction to this excellent collection of poems, in 2020 the editors at Landing Press were prompted by the outbreak of Covid-19 to think about essential services such as cleaning, and to think about the people who do this work. 200 poems from cleaners arrived in response to the first call for submissions, a number which grew considerably when the editors widened their search to railway stations, hospitals, churches, marae, and cleaning companies, to find cleaners from a range of diverse backgrounds.

The result is an anthology of 93 poems which are funny, moving, compelling, sad, joyful, inspirational, and above all, very accessible. I was hooked from page one and found the book unputdownable.

At a poetry event at Good Books, Wellington, in May this year, I had the good fortune to hear some of the poets read their poems and describe the context or genesis of their work. Afterwards I spoke to some of the writers about what had led them to write their poems. Some spoke of their experiences of being a cleaner, another about watching cleaners while confined to bed in hospital.

The poems take the reader by the hand and effortlessly lead them into the world of a cleaner. Some of the poems are about identity, families, creativity, and friendship. Others are about cleaning equipment such as brooms or soap - or floor buffers as in the excerpt below from Gary Bradshaw's poem *Dance with the buffer* (page 29).

I hold you tight and you bloody well fight
against me. You are an earthquake shudder
in my arms and together we push, pull, dish, dash
across the parquet floor like two clumsy teenagers,
who are all left feet at a high school ball.

The anthology is divided into sections by themes. Each section begins with a quote from one of the poems and a cleaning hint provided by the poets. The poets are a mix of novice and established writers. Some poems are written in te reo Māori and Samoan, with English translations. Each poem is followed by a short note about the writer. Reading these notes drew me back to the poems again, to read them with new eyes. Many poems reminded me to think of the efforts that usually go unnoticed or unacknowledged, as Mohan Singh gently points out in the excerpt below from his poem *Monday Morning* (page 34):

But next time on a Friday,
When you go to leave your work,
Write us a note, say "Hi!", make a joke,
It would be a real perk!

Because we all work very hard,
And we only aim to please,
But we never see your smiling faces,
When we make your offices gleam!

This world could always use more kindness,
Especially as it battles this virus,
Let's do it together – let's spread some laughs

Between us cleaners and you office staff!

This anthology would be a useful addition to any ESOL classroom, at the secondary or tertiary level. Several of the poets are migrants or refugees who come from countries that would be represented in many ESOL classrooms. The poems are relatively easy to read and would provide motivating examples to encourage students to put their own thoughts into writing, in either poetry or prose.

Interviews with some of the poets can be viewed on Facebook Watch at Seven Sharp: [Cleaners try their hand at poetry in new book collection](#).

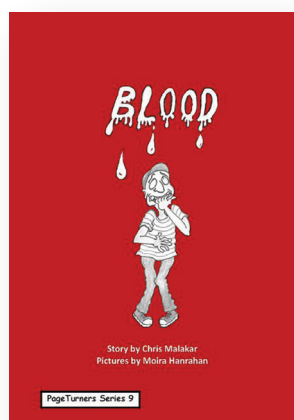
We are very keen to add to our pool of wonderful book reviewers.
If you are interested please contact
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BLACK MARKET BARGAIN



Hanrahan, M. (2018). **BLACK MARKET BARGAIN**. PRACE PageTurners. ISBN 978-1-877052-82-8 (pbk.) 16pp. (Series 9). AU\$7 (excl. GST). Illustrations by Hanrahan, M.

BLOOD



Malakar, C. (2018). **BLOOD**. PRACE PageTurners. ISBN 978-1-877052-93-4 (pbk.) 16pp. (Series 9). AU\$7 (excl. GST). Illustrations by Hanrahan, M.

Reviewer

Natasha Clark
English Language Institute
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These two books are in the PageTurners range, published by PRACE (Preston Reservoir Adult Community Education). Like all ten stories in Series 9, they have a crime theme. PageTurners books are aimed at beginner to elementary adult learners, fitting onto a scale where Level 1 books have approximately 100 words and Level 4+ have over 600 words. They have black and white cartoon-style illustrations, and the back of each book includes a page of exercises and a complete word list. They can be purchased in hard copy or as e-books on the PRACE PageTurners website, where you can also find free audio recordings of both books. In addition, a free downloadable worksheet for each book is available on the PageTurners website under *Teaching Resources*.

Blood sits at Level 2 and has 189 words. It tells the story of Tom, who comes across a trail of blood on the footpath and decides to follow it. Curiosity turns to concern then fear, as the blood leads him past a block of flats, along a bush track, and into a little old house. He discovers the source of the blood, smiles, and leaves, satisfied that no foul play was involved. Given its crime theme, there is of course a twist, which is grisly yet strangely amusing.

Tom is on the go throughout the story and *Blood* includes a range of prepositions of movement. Simple sentence structures predominate, and most verb forms are in the simple past. Vocabulary is mainly from the first thousand word list, with eighteen word families from the second thousand list plus just six lower frequency words, two of which are names. Difficult vocabulary should be manageable for readers because the illustrations support the story well. With most illustrations being accompanied by just two or three short sentences, the reader can use visual and linguistic cues to guess the meaning of unknown lexis. On the final page, there are exercises to practise ordering the events in the story, making compound sentences, and noticing pronunciation and spelling of words which rhyme with *blood*. These exercises form a useful review and extension of some language in the book.

Black Market Bargain is at Level 3 in the series, and as such is a longer and more challenging book, with 283 words. In this story, Gino returns to Italy to visit family and, while there, his cousin Mario offers to take him shopping. The book title gives a clue as to what happens during their disastrous shopping excursion. The cousins enjoy refreshments at a café after shopping at a *black market*, but when it comes time to pay for their coffee and cakes, they discover firstly that they've both been robbed, and then that Gino was swindled at the market by the sweet smiling woman who served him. The tone of the story and the dialogue is light and humorous, and this is reinforced by the illustrations. As I read this story, I did wonder if the Italian setting was necessary, or if by setting it in Australia, the author could have avoided any cultural stereotyping.

There are 21 word families in the story from the second thousand word list and 14 low-frequency off-list words. As in *Blood*, the illustrations in *Black Market Bargain* provide good visual support for any unknown lexis. The story is told in the simple present, and, while the plot of *Blood* is driven forward by Tom's physical movement, much of this story is developed through its dialogue. The multi-choice cloze exercise at the back of the book provides a review plus practice of some useful words that don't appear in the book. Unfortunately, the final question on this page of exercises strikes me as problematic: Students must complete the sentence "A black market", with one of the three answer options being "is for people with dark skin". This reference to segregated shopping seems unnecessary and as an attempt at a humorous distractor, it misses the mark.

As with other titles in the PageTurners range, these two easy readers take a light-hearted approach to some serious issues, and they provide interesting content and useful language for developing reading and literacy skills, suitable for use both inside and out of the classroom.

TESOLtaste

Cathrine Attwell

Asparagus and Black Garlic with Quinoa

Here's a little recipe from one of my cooking classes from a couple of springs ago. It's a lovely light side dish or entrée. It showcases the fresh asparagus that's available now and a couple of interesting ingredients that folks might not have used before but are well worth the effort (of which there is very little in this recipe). Verjuice and Black Garlic are readily available in most good supermarkets now.

Ingredients

- 2/3 cup (110g) red quinoa seeds
- Salt flakes and cracked black pepper
- 100ml extra virgin olive oil plus a splash to serve
- 2 Tbsp Verjuice
- 1/4 tsp ground fennel
- 3 cloves black garlic, peeled and thinly sliced
- 2 bunches asparagus, trimmed and cut into thirds
- dozen or so nasturtium flowers
- 1 handful dill sprigs

Instructions

1. Rinse the quinoa for a minute or so in a colander under cold running water, then drain. Place the quinoa, 1 teaspoon of salt, and 2 cups (500 ml) of water in a heavy-based saucepan over high heat and bring to a simmer. Stir, then cover with a tight-fitting lid and turn down the heat to low. Cook for 12-15 minutes or until most of the water has been absorbed, the quinoa is tender to bite, and some of the quinoa have popped open and split.
2. Combine 4 tablespoons of olive oil with the verjuice, fennel, and garlic to make a dressing. Use a fork to fold the dressing through the quinoa.
3. Preheat a grill-plate or char-grill pan over medium heat. Rub the asparagus with the remaining oil and 1/4 teaspoon of salt. Grill for about 2 minutes on each side or until the asparagus is a little blistered.
4. Divide the quinoa among plates and arrange the seared asparagus on top. Scatter with nasturtium flowers and dill. Add a splash of olive oil and some cracked black pepper to serve.

Serves 4 as a starter or a side.



United Nations International Days

as established by the General Assembly

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

NOVEMBER

19 November

World Toilet Day

20 November

World Children's Day

DECEMBER

3 December

International Day of Persons with Disabilities

5 December

World Soil Day

10 December

Human Rights Day

18 December

International Migrants Day

Arabic Language Day

JANUARY

24 January

International Day of Education

FEBRUARY

11 February

International Day of Women and Girls in Science

13 February

World Radio Day

20 February

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21 February

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