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# 2021 CLESOL Conference

Christine Hanley

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It is my pleasure to provide you here with a final report on the CLESOL 2021 conference held virtually on 8-9 October, 2021. First of all, I would again like to thank the organising committee for staying with the project, despite an extra year being added to the job as a result of having to postpone due to the impact of the Covid pandemic. Thanks to Composition Limited, our conference organising company, who also continued to support the conference above and beyond usual expectations.

The main objectives outlined by the organising committee in the initial lead up to the 2020 conference were:

- to provide a meaningful and positive conference programme
- to attract reputable experts from New Zealand and overseas as speakers
- to generate revenue for TESOLANZ
- to provide a platform for engagement with TESOLAND, CLANZ, and ACTA members
- to structure the programme to be inclusive of a range of participants

The conference theme was *Whiria te reo, Whiria te tangata* – Weave the language, weave the people, with a conference aim of drawing attention to the ongoing need for meaningful connections by reaching across borders and continuing to build a strong professional community of expertise and practice.

While achieving this set some strong challenges in “normal” circumstances, Covid raised the bar again. Originally scheduled for October 2020, the conference was postponed to October 2021 as a result of ongoing lockdowns in Auckland, where the conference was scheduled to take place. A month out from the 2021 dates, Auckland once again went into lockdown with the arrival of the more infectious Delta variant of Covid.

This meant a very rapid pivot to a completely virtual conference. Swift changes were needed to adjust the programme in the way some sessions were delivered. Many of the speakers needed to pre-record their presentations, which, for many, involved some rapid upskilling with the technology involved. The professionalism, good grace, and understanding shown by all were much appreciated by the organising committee.





There were four international keynote speakers in the programme, alongside two NZ-based keynote speakers and an impressive line-up of speakers from both New Zealand and offshore. 138 abstracts were submitted for oral presentations as well as ten for lightning talks and 61 for workshops.

The conference was generously supported by a strong array of sponsors, who remained supportive despite the move to a virtual platform. The organising committee worked to ensure they were delivered the best outcome within a virtual platform. We thank them for their commitment and generosity.

Registrations were reassuringly strong despite the changes and delays along the way. In the end, there were 258 virtual registrations, 19 student virtual registrations, and seven day virtual registrations. The conference organising committee registrations brought us to a total of 291 registrations. It was surprising how many delegates opted to watch the sessions live, as all content remained on the conference platform for an initial 30 days post-conference, which was then extended further.

An online post-conference survey was sent to all speakers and delegates. The feedback highlighted the quality of the speakers' and people's perceptions of a completely virtual conference. While many commented on the missed opportunities of not being able to connect face-to-face with their professional colleagues, many more were impressed with the quality of the virtual conference platform and the opportunities it gave people to connect in meaningful ways.

We send the organising committee for CLESOL 2023 our warmest best wishes for another successful conference to be hosted in Wellington, and again thank everyone involved in the 2021 conference for their support and understanding during a challenging but rewarding process.

# Editor's Foreword



I must admit, I am a bit exhausted. I don't want to go into detail but ... Well, you know. And while editing, I saw exhaustion coming through in some of the reports and articles in this issue.

In our home, when we finally breathe a sigh of relief and flop down on the couch – that's the moment the water-tap has been waiting for and it starts to drip ... drip ... drip ... "Drippy tap is drippy," my partner says. And we look at each other: You go. – No, you go.

In 2020, our community saw many problems gush in, and many members have stepped up – off the well-deserved and much-needed "couch" – to tackle the issues we have been facing. And in that light, I have taken another look at this newsletter, and now, instead of exhaustion, I see contributions and involvement everywhere. I see activity and helping hands. I see ideas to help neurodiverse students succeed; efforts across the country to help learners and marginalised communities in difficult times; PD opportunities, meetings, groups, and large conferences organised by volunteers; active advocacy on behalf of the sector; advertisers consistently supporting TESOLANZ; I see members listening to the experiences and perspectives of others; a beautiful vocabulary bank with children's drawings and words in many languages provided by whānau; tech tips for our community written while working on a PhD; a recipe considering dietary needs; efforts to summarise NCEA updates for the readers' convenience ...

So, I want to say thank you, Amber, Nick, Tish, Liza, Julie, Gemma, Breda, Leslie, Lisa, Gwenna, Fiona, Dwayne, Ingrid, Cristina, Nigel, Pepa, Ed, Rob, Vincent, Nicky, Linda, Kerstin, Akata, Mary, Anthea, Martin, Margaret, Mark, Christine, Faezeh, Jay, Daryl, Stephen, Jean, Gillian, Cathrine, and many more. Truly: He tangata, he tangata, he tangata!

In this context I would like to thank Dr Katherine Quigley for her many years as book review editor for this newsletter and the TESOLANZ Journal. I would also like to welcome Dr Elizaveta Tarasova as the new book review coordinator and editor. Please consider supporting her efforts by writing a review. Her email address is: ETarasova@ipu.ac.nz.

Ngā mihi nui,  
Rike

## Are your details correct on our database?

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

[www.tesolanz.org.nz](http://www.tesolanz.org.nz)

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

# Managing your TESOLANZ membership online

The TESOLANZ website provides users with a dashboard, where all membership information can be found and updated. Here is a brief tour of the dashboard, so you can get an idea of its features.

## Logging in to your account

To visit your dashboard, go to <https://www.tesolanz.org.nz/> and click *My Account* in the top menu next to the search field. Enter your email address and password. If you've forgotten your password, or have never logged in before, click *Lost your password?* and follow the prompts. Be sure to enter the email address you used when you first signed up to TESOLANZ. If you don't have an account and have never had a membership, click *Join Us* to purchase a membership, and an account will be made for you at checkout. If you have any issues with account access, please email [webmanager@tesolanz.org.nz](mailto:webmanager@tesolanz.org.nz).

## Your membership dashboard

When you're logged in, you will see your dashboard on the My Account page. This is what you will see:

[Dashboard](#) [Orders](#) [My Subscription](#) [Address](#) [Payment methods](#) [Account details](#)  
[Logout](#)

The **Orders** tab will list your purchases made through the TESOLANZ web store. You can view order details or download an invoice if required.

The **My Subscription** tab lists the details of your membership subscription. Here you can view your last order date, see when your next payment is due, turn on/off automatic credit card renewal payments or cancel your membership.

The **Address** tab allows you to update your billing and shipping address details.

On the **Payment methods** tab, you can add or change your credit card details. These will be saved here if you selected to pay by credit card, when you first purchased your membership. Be sure to keep these up to date, so your annual renewal payment processes correctly.

The final tab, **Account details**, allows you to change your name, email address, and password. You can also choose your Branch and Special Interest Groups on this page.

We hope you find the dashboard useful. Please send any questions or comments you may have about the website and membership dashboard to [webmanager@tesolanz.org.nz](mailto:webmanager@tesolanz.org.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/>



# TESOLANZ

## position statement:

### Staff responsible for ESOL programmes in primary and secondary schools.

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

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

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

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

#### Executive Committee

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

#### National Executive

Juliet Fry (Advocacy Coordinator)

#### Special Interest Group (SIG) co-ordinators

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

#### Branch presidents/convenors

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

#### Web Manager

Jay Woodhams

#### Editors

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

#### Editorial assistants

Dr Elizaveta Tarasova (newsletter), Dr Patrick Coelho (journal)

#### Membership & distribution

Jane Dudley

# NCEA Literacy Requirements Update

Julie Luxton

This year, new NCEA literacy and numeracy | Te Reo Matatini me te Pāngarau unit standard assessments are being fully piloted in over 300 educational institutions nationwide. Most of these are secondary schools, including 15 kura kaupapa Māori, but 14 tertiary providers are also involved. These changes have huge implications for English language learners (ELLs). It is, therefore, important that English language teachers are well versed in the standards and assessments. It is also important that their specialist knowledge and skills are recognised with an active role in school literacy teams charged with supporting teachers in preparation for new requirements. Our Secondary SIG co-ordinators have been pro-active in this space by providing online opportunities for TESOLANZ members to share experiences and ideas.

Working under ongoing daily COVID pressures, hybrid learning, and staff shortages, it is often challenging for busy teachers to keep up to date with key information and useful resources posted on various pages of the MOE NCEA Education website. Those available for the NCEA Literacy co-requisite at the time of writing are listed and annotated below.

### Key NCEA literacy resources:

You can download the following key literacy resources on the [NCEA Education – Literacy webpage](#):

- *Literacy Learning Matrix* – This resource outlines 'big ideas' and 'significant learning' for reading and writing.
- *Unpacking Literacy* – This resource explores how the big ideas and significant learning in the matrix are demonstrated at Curriculum Level 4/5.
- *Reading and Writing standards* – Here you can find unit standards assessing foundational literacy skills outlined in the matrix above.
- *Literacy Action Plan* – This resource provides an action planning template to support kaiako in preparing for the new literacy standards in their learning areas.

### Sample assessment items for reading and writing:

- [NCEA Education – 2021 Pilot](#)

### 2021 literacy mini-pilot resources:

- **Read written texts to understand ideas and information:** This includes the reading standard, assessment specifications, the Common Assessment Activity (CAA) used for the 2021 mini-pilot and a mini-pilot assessment report, as well as guidance on readiness tools.
- **Write texts to communicate ideas and information:** This includes the writing standard, assessment specifications, the writing assessment rubrics and sample texts (which indicate tasks and items included in the CAA) and a mini-pilot assessment report, as well as guidance on readiness tools.

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## Literacy Pedagogy Guides:

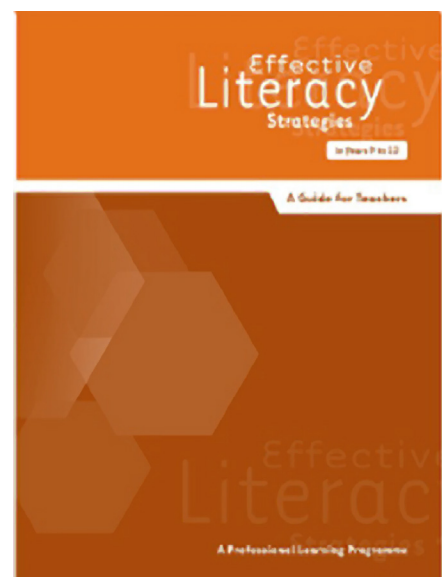
- **The Literacy Pedagogy Guides (LPGs):** This link includes literacy guides for Science, Social Studies, Health and Physical Education, Technology (Materials and Processing) and the Economic World, as well as some general information about supporting learners with effective literacy practice.

## Other identified supporting resources:

- **Effective Literacy Strategies in Years 9-13 – A Guide for Teachers**
- **The Learning Progression Frameworks:** The Learning Progression Frameworks (LPFs) for reading and writing give a big-picture view of progress in reading and writing through the NZ Curriculum.
- **Tataiako: Cultural Competencies for Teachers of Māori Learners**
- **Tapasā: Cultural Competencies Framework for Teachers of Pacific Learners**

With specific reference to ELLs, I would add **ESOL Online** to this MOE list, especially the resources for planning, inclusive of the *English Language Learning Progressions*, *English Language Intensive Programme Year 7-13 Resource* and ESOL teaching strategies (see Pictures below).

The screenshot shows the ESOL Online website interface. On the left is a navigation menu with sections like 'English Online home', 'Literacy Online home', and 'ESOL Online home'. The main content area is titled 'ESOL teaching strategies' and includes a brief introduction. Below the text is a grid of five cards: 'Oral Language', 'Reading', 'Writing', 'Vocabulary', and 'Thinking and metacognition'. Each card features a small image and a right-pointing arrow.



Effective Literacy Strategies

ESOL strategies available on ESOL Online

Deadline for the next issue is 20 June 2022

**TAKING YOU FURTHER!**

# OPEN WORLD

“ Open World is an impressive coursebook, full of engaging exercises and functional communication activities. It contains all the exam essentials but also encourages practical, everyday language skills in an entertaining way. Highly-recommendable. ”  
*Adam, Speakers' Corner, Castellón, Spain*

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# Learning Village: How do I use nonfiction texts to inspire and engage my EAL learners?



Gemma Fanning, EAL Specialist

This article has been kindly provided by Learning Village. Please discover more on [www.learningvillage.net](http://www.learningvillage.net).

Learners are often faced with the challenge of carrying out research for their class project work, and often schools invest heavily into nonfiction readers which can be used for such projects. Nonfiction books are a vehicle for learning all sorts of information about life and the way the world works. These books are also invaluable for helping EAL learners to develop a range of literacy skills, which, in contrast to fiction books, require a different type of literacy skill because they use a narrative tone (Lines, 2009). The challenge comes when we have to consider ways to make these non-fiction books inspiring and engaging for EAL learners.

Before selecting a text you'll need to consider how difficult it may be to access: Can a learner access most of the non-technical language? Does the book have accessible pictures to enhance understanding? Care needs to be taken when selecting books to ensure they are accessible, relevant and conceptually interesting for EAL learners. Many nonfiction readers are flexible for use with a range of levels and ages, depending how you choose to exploit them (Brewster et al., 2012).

Washbourne (2011) highlights the importance of EAL learners reading for meaning. You may want to consider some of her suggestions:

- The cultural knowledge needed when choosing a text
- Choosing a text from an EAL learner's cultural background
- Encouraging EAL learners to guess the meaning of the words from the sentence they read
- Pre-teaching any vocabulary
- Encouraging learners to ask 'why' questions
- Modelling the behaviours of good reading

You may find the chart below useful when introducing your nonfiction text (it's an adaptation of Washbourne's ideas):

## Before reading

- Show and discuss the cover and opening picture. Inspire the readers to want to read the book.
- Ask the learners questions to help them understand the text, e.g. "What animal do you think eats plants?", "Do any animals eat meat?"
- Ask the learners what they might do if they come across a difficult word – point out some of these.
- Learners complete a game or activity with key words from the text.

## During reading

- Read a section to model good reading, then learners read a section – you can ask learners to read aloud at their own speed and walk round the group listening to each read in turn.
- Ensure you leave plenty of time for learners to look at the pictures and assimilate what they have read.
- Ask the learners to read the book again, and if you have a class set, let learners look at their copies.
- Talk about the pictures, but don't forget there is often no right answer, and a question may just be provided to spark the imagination and help learners access higher levels of thinking, e.g. evaluating or creating their own opinions.
- In groups, ask them to point out the images that show the main topics, e.g. animals or habitats, and comment about each.
- Follow up with learners sharing their ideas with the rest of the class, give plenty of time for further discussion.

## After reading

- Create a display based on the topic where learners have to write captions using pre-taught language structures. Give students images of topics that inspire their writing.

- Create a fact file book. Ask learners to complete a fact file about the topics. Create a glossary of words for the fact file and again, expect learners to use some of the pre-taught language structures but with the key vocabulary from their glossary. Put the fact file sheets together into the class book.

- Make a class poem book: Ask learners to complete a poem, using the topic language structures and topic words. Learners can also illustrate their poem. Put the poem sheets together into the class book.

In addition to all these elements is the access learners have to use higher order thinking when developing reading skills. We can use Bloom's taxonomy to help us focus on these cognitive goals of analysis, synthesis, and evaluation which are used for more complex and 'higher' levels of thinking, in contrast to questions which ask for knowledge, comprehension and application which demand less complex and 'lower' levels of thinking (Fisher, 2005). With this in mind, you can create Bloom's Taxonomy ladders as a tool to engage and challenge your learners, with phrased questions to make reading nonfiction texts more interactive. The resource attached is a sample of the levelled questions which you can adapt and use in your classroom.

Download the free resource [here](#).

## References

- Brewster, J., Ellis, G., & Girard, D. (2002). *The primary English teacher's guide*. Harlow: Pearson Education Limited.
- Fisher, R. (2005). *Teaching children to learn*. Cheltenham: Nelson Thornes.
- Linse, C. (2009). What about nonfiction? *IATEFL Young Learner and Teenager Special Interest Group Publication 2009-1*.
- Washbourne, A. (2011). *EAL pocketbook: Tools and techniques to create inclusive learning environments and lessons for students with English as an Additional Language*. Alresford: Teachers' Pocket.

# Te Kōrerorero – Building an ECE language bank at Te Pito o Te Puna Wai o Waipapa

Lisa Fleming, Early childhood teacher at Hagley Community College Pre-school | Te Pito o Te Puna Wai o Waipapa

Te Kōrerorero – Talking Together is a fantastic new resource offered by the Ministry of Education (**Te Kōrerorero – Talking Together**). It is another tool kaiako can use to enable all tamariki to become confident and competent communicators.

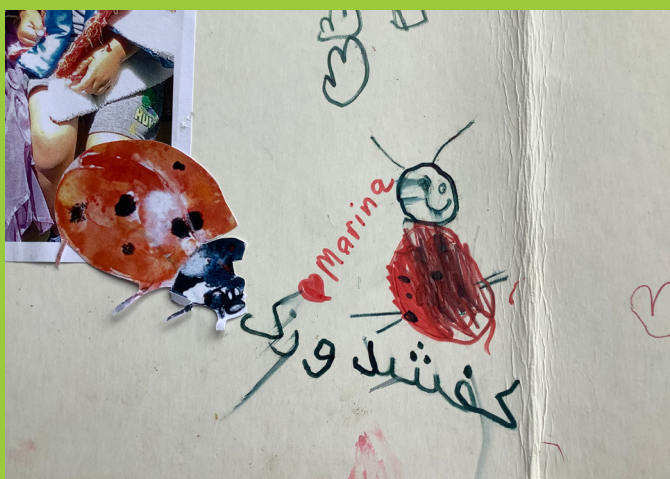
One of the ideas in this resource is to create a *word or language bank* for children using high frequency words and pictures. I looked at this idea through the lens of our young L2 learners. I wondered how we could use this resource to include multiple languages, and how our L2 tamariki and whānau could be involved in building this multilingual word bank.

Together we came up with the name *Mana Reo*, and we created a cover decorated with flowers – a topic we had been exploring at the time. Have a look at Picture 1.

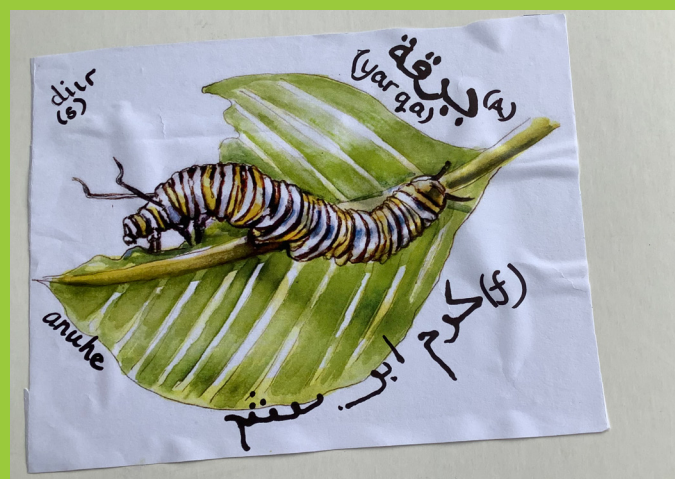
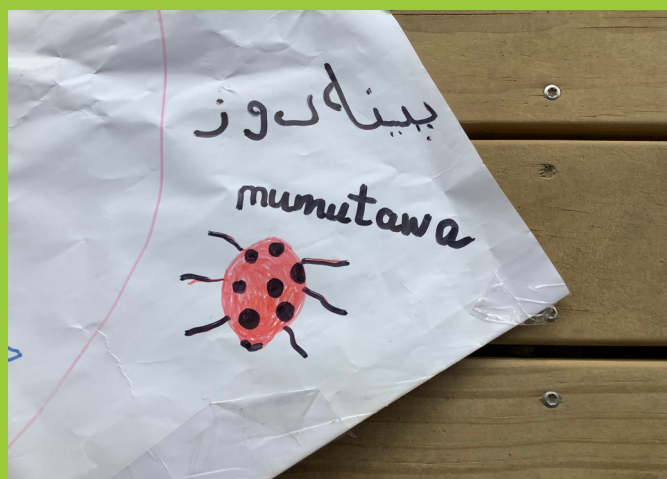
As you can see in the Pictures 2 to 5, this resource has really taken on a life of its own. Whānau, tamariki, and kaiako all contribute to the growing word bank in a variety of languages. Our word bank is an ever-evolving resource, always available in our classroom for anyone to add to.



Picture 1: The cover of our word bank Mana Reo.



Pictures 2 & 3: Here we were interested in ladybirds, and we included children's drawings and paintings. Our whānau then supported us by writing the Farsi word and by helping us with the pronunciation.



Picture 4: The lifecycle of the butterfly was the focus of another child-led project we worked on in late summer. Again, our whānau were invited to write the words for butterfly, caterpillar and so on in their first languages, including Arabic, Somali, Farsi, and Te Reo Māori.



Picture 5: Our tamariki were very interested in nature and especially in flowers, bees, and butterflies. Picture 5 shows the children's artwork for our language bank. Later, we asked whānau to contribute the written words.



# 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.



## Autism in the ESOL classroom

As April is Autism Awareness Month, let's focus on ESOL students who are on the autism spectrum.

In my 17 years of working as an ESOL teacher, I've had a significant number of students who show signs of autism – although, perhaps unsurprisingly, not one of them had entered the classroom with an official diagnosis. In many countries around the world, autistic behaviour is still viewed with suspicion, and, as a result, some parents may decide to deal with this by sending their child overseas to an English-speaking country. They then explain to friends and family that their child is abroad obtaining a prestigious international education, and hey presto - problem solved! Unfortunately, their child's autism has not been recognised as such or, if it has been, is not revealed for fear that the student will not be accepted into the New Zealand education system.

This often means that after a student has arrived in their ESOL class in New Zealand, it might take days or weeks before unusual behaviours and difficulties are recognised, particularly given the confounding variables of culture, language, and change adaptation. Confusing and/or avoidant behaviour from the student, combined with a lack of awareness on the part of the teacher and classmates, can cause a great deal of stress for everyone in class. Unfortunately, many neurodiverse students whose conditions are not recognised tend to fail their courses.

The World Health Organisation (WHO, 2021) estimates that one in 160 children globally are autistic but notes that recognition is highly dependent on culture, assessment measures, and other factors. Rates are much higher in some countries like the United States, where autism is estimated at one in 44 children (CDC, 2022), and New Zealand with an estimated one in 100 children (NZ Ministry of Health, 2020). It is likely that most ESOL teachers have had students on the autism spectrum in their classes at some stage.

If you have students with communication issues that differ from the norm, autism is a possible reason. If students are on the autism spectrum, they are likely to have difficulties with social pragmatics; for example, they might struggle with adjusting their language to the purpose, the interlocutor, or the location. For example, they might struggle with using formal and informal language appropriately. They might have problems with following social rules in conversation, such as giving other people a chance to speak, staying on topic, or acknowledging what other people are saying (for example, by nodding). With students on the autism spectrum, these pragmatic and social skills need to be taught and practised explicitly.

Furthermore, autism often involves hyper- or hyposensitivity. In the ESOL classroom, vision and hearing are likely to be of most concern. An example is fluorescent lighting, which can

flicker between 60 and 120 times per second. For someone who is highly sensitive to light, this can create a major visual disturbance. In terms of hearing, an autistic student may be unaware of the volume and/or tone of their voice, with some speaking in a more monotone manner and others in more of a 'sing-song' style. Autistic students are also more likely to have Auditory Processing Disorder (APD), meaning that speech, to them, can sound jumbled and confusing. The Ministry of Education provides information on this hearing disorder in young learners: [Auditory Processing Disorder](#). Further information about Autism Spectrum Disorder: [Supporting children and young people with autism spectrum disorder](#).

So, once you've recognised unusual behaviours, what should you do?

1. Start by helping the student discover their strengths and weaknesses. If they have a passion for a particular subject, let them focus on that topic. They are likely to be more motivated and learn more English as a result. Focus on one or two challenging points at a time. For example, you might focus on encouraging a student to keep eye contact. I worked with a student who took a whole semester to make eye contact with me, but the day he looked directly at me and smiled was one of the most rewarding teaching days of my life.
2. Try to put yourself in the "shoes" of your learner: What aspects of the environment may make studying more difficult? What can you change? How can you reduce overstimulation in the environment? A quiet room for voluntary timeout can help a student avoid unnecessary stress.

Teaching autistic students can provide challenges in the communication classroom; however, a little time and empathy can make the difference between their success and failure in learning another language. Furthermore, with their unique outlook, these students bring some much-needed colour and new perspectives to our world. As one of my neurodiverse students so beautifully expressed it: "It takes the anomalies to overcome the burden of normality."

### References

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# tesolananz

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

## Join Us

TESOLANZ invites you to join us as a member.

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

These gains include:

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

Membership fees are:

- Full Membership - \$65/year
- Low Waged Membership - \$35/year
- New Graduate - \$0 for one year

Membership options can be viewed on our website:

<https://www.tesolananz.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@tesolananz.org.nz](mailto:secretary@tesolananz.org.nz).

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





Faezeh Mehrang currently works as a Senior Technical Writer for MEGA The Privacy Company. She is also the Treasurer for TESOLANZ.



Mark Dawson-Smith currently works as the Team Manager for Postgraduate Nursing at Wintec. He is also the TESOLANZ Executive Committee member for Publications.

## Finding a non-TESOL job

The closure of New Zealand's borders for the last two years in response to the Covid pandemic has had a massive impact on the English language teaching sector. As well as the huge drop in international students, very few migrant workers and their families have been able to travel to New Zealand, and there was also a suspension in arrivals of refugees.

As a result, there have been significant job losses in the sector. While some may have used the opportunity to take (early) retirement, others have tried to use the transferrable skills that all ESOL teachers have to find new employment. To share stories about how some of those affected by change were coping, TESOLANZ Tertiary SIG organised a webinar in December 2021, where four people who had been impacted by Covid-enforced changes shared their experience. Two of those participants, Faezeh Mehrang (FM) and Mark Dawson-Smith (MDS) have kindly shared some of their responses below.

### 1 How did you decide the new area/sector you wanted to move into?

**FM:** The impact Covid had on the TESOL sector got everyone thinking about their next role and what they could do to make sure they had a job. As an English Language Teacher, I was no exception to this. To determine what my next role would be and to be able to narrow down the job ads I was reviewing on a daily basis, I made a list of my areas of interest, my expertise, and transferable skills. The list made it easy to decide; I wanted to be involved in online learning and teaching, so I started looking for jobs where I could develop online materials and courses. I had upskilled myself in this area over the years because I either was involved in various projects to develop online materials, lessons, and courses, or I had trained myself out of interest.

**MDS:** It was decided for me! Similar to other institutions, my centre experienced a significant drop in international student numbers, and so there wasn't really enough income to support all of the staff and management. At the same time, another area of the institution was struggling and required strong management to stabilise things. My boss had already moved to help out in that centre earlier in the year, and I was seen as being a reliable manager and so was asked whether I would be interested in a secondment (originally until the end of 2021, but this has since been extended twice through to July 2022!). I guess, to a certain extent, I maybe really did it out of loyalty to my boss.

### 2 What were the main challenges involved in getting into this area?

**FM:** After I started looking at the ads that would suit me, I realised I could apply for such jobs both within universities and in companies where there was need for staff professional development. However, the challenge was that my background was in the tertiary sector, and I wasn't called for interviews for jobs in companies. I can say I was lucky that an opportunity came up for a job at a tertiary institution, and I was recruited as a Learning Designer, but I knew if I wanted to change my job later and be considered for jobs at companies, I had to professionally develop myself in the areas required in the company job ads. To do this the right way, I started creating a network of the people who were experts in this area through LinkedIn and my existing network. Soon, I knew a lot of people whom I could ask for advice, so I was able to create a list of the training that was required. This was on top of all the development that was required for my new job, and a challenge in itself.



**MDS:** I guess the main challenge was stepping somewhat outside my comfort zone. My area of expertise is English language teaching and assessment, and I moved to a new area where I was suddenly responsible for managing postgraduate nursing programmes! Another challenge at first was managing new people, many of whom may not have had access to the support that they needed previously. However, managing staff definitely became easier, as relationships and trust were built. Moving into another centre where a number of key processes were not being followed was also a challenge, as was moving from one area where learners and staff were very happy to a different one where, overall, they were much less so. And, of course, the final challenge was dealing with a massive additional workload, as I was still looking after my old team, students, and programme at the Centre for Languages.

### How did you manage these challenges?

3

**FM:** My teaching background and skills came to help me, as what I was trying to upskill myself in was not completely irrelevant to what I used to do (it was still developing materials and courses and teaching but not necessarily for English learners). I just needed to improve my understanding and knowledge of company staff as learners and learn how to work with software and tools that were dominantly used in online course design. While I was busy with all this, an opportunity came up for a Senior Technical Writer's position in an international IT company. Although the experience required for the role did not match mine, the skills were a perfect match. The ad was looking for a tech-savvy writer with project leadership experience and a background in education to help with the development of a new tool for online learning. Although I wasn't looking to change my job at the time, I was sent the ad by a friend and was encouraged to apply. So, I did and got the job! I am currently working for this company and am enjoying what I am doing, but learning hasn't stopped. I am still learning what I had on my list of training and keep ticking off the boxes. You never know what the next opportunity would be and where it would take you ...

**MDS:** The initial way I coped was by getting up very early (typically at 4.00am each day, but sometimes earlier) and working flat out every day. One difficult thing was having to let some things go (especially personal things that I might spend time doing outside of work – my wife had to take over the relandscaping of the garden). This probably wasn't the best solution, but it helped me to deal with the challenges in the early days of the move. Another big help was the support of my team at my old centre (who saw much less of me, even though I was still managing them). In all honesty, I don't think I have managed all of the challenges, but hope I've done as well as (if not better than) can be expected, given the circumstances.

### What would be the most important piece of advice you would give in relation to this aspect?

4

**FM:** One piece of advice I would give based on my experience and my story is: keep developing and upskilling yourself professionally in whatever job you are doing. Don't only focus on the skills that are immediately relevant to your job but look sideways and develop skills that could help you innovate in your current job and that can potentially be transferred to other sectors. Also, do not take your skills for granted; working in new sectors since Covid has proven to me that some of the skills we have as educators are in high demand in other sectors and valued.

**MDS:** Block out time in your calendar so that you don't allow yourself to become overloaded (which is easier said than done!). Also, I think that it is important to still try to focus on the things that you know you can do well and continue to do them well. If there is someone on your team who is better able to complete a task or make an informed decision, don't hesitate to call on that person.

POP



CORNER

## The Casketeers

Friederike Tegge

Are you looking for a TV programme about life in New Zealand and particularly about Māori culture and values? The reality show *The Casketeers* follows the daily work and life of undertakers Kaiora and Francis Tipene and their team, as they go about their "funeral business". It's a show with heart and humour, and it gives insight into tikanga Māori in day-to-day living, which includes death and mourning. The show's four seasons can be watched in New Zealand on TVNZ on Demand (free) and overseas on Netflix.

# Reports

## President's Report

Daryl Streat

[president@tesolanz.org.nz](mailto:president@tesolanz.org.nz)



Kia ora koutou,

Firstly, let me begin by apologising for the lack of a President's Report in the previous issue of the newsletter. At that point, things had become particularly busy, and attending to 'everything' in life was becoming a bit of a struggle. I know that this is something that many of you can relate to.

As the Covid-19 response has continued, many of us have pivoted from being teachers to administrators, counsellors, or any number of other jobs. Often all at the same time. Needless to say, we've all felt a bit busy. On top of that, in the first half of 2022, many of us will be dealing with direct impacts of the Omicron outbreak. However, through all of this, I've still managed to find reasons to be positive. These reasons primarily come from the great work that continues to be done by you, our TESOLANZ members.

### New Collaboration

TESOLANZ is happy to announce that it has signed a Memorandum of Understanding for Collaboration with 21st Century English Education Media (based in China). The purpose of this agreement is for the two organisations to build understanding and collaboration in the areas of conferences, teacher training, and joint research. 21st Century has ongoing collaborations with TESOL International (our affiliate partner) and the British Council. As part of this collaboration, TESOLANZ will join with other associations throughout the Asia-Pacific region to identify broader opportunities for collaboration and development.

21st Century (with its academic partners) will host the [2022 Global English Education China Assembly](#)

from July 28-31. The call for proposals is currently open, and it would be amazing to see some Aotearoa representation at this global event.

### CLESOL 2023

Planning has begun for CLESOL 2023, to be held in Wellington. I, for one, will be there and look forward to having the opportunity to meet up, learn, share, and reconnect (fingers crossed, it will be in person).

### The Organising Committee

The Executive has reviewed applications for members of an Organising Committee. This group will be responsible for planning (and bringing to fruition) a schedule of online professional development events. The group will be confirmed and will hold its first meeting before the end of March.

Keep tabs on your email, TESOLANZ Talk, or the TESOLANZ website for news relating to online PD in 2022 (and beyond).

### Executive Updates

The Executive held its first meeting of 2022 in February. At this meeting, I asked our portfolio holders (branches, special interest groups, publications) to identify three priority areas for development throughout the year. I'm happy to say these areas have been identified. For the branch portfolio, these goals are aligned with branch events, promotion of events, and ensuring a mix of delivery (face-to-face and online). For our special interest groups, these goals are consultation on regular events/meetings, setting an event schedule, and ensuring SIGs cover the breadth of issues/concerns in the membership. For publications, these priorities are improving the

digitisation of the newsletter, exploring video content for publications, and maintaining fresh content.

This approach is all part of the Executive's effort to ensure the organisation is operating in as efficient, and strategic, a manner as possible. If you have any questions regarding Executive operations, or if you have items of importance for discussion, please get in touch. Our next meeting is on the 11th of April.

### Membership

As the consequences of the Covid-19 pandemic continue, our membership has continued to decline. We always understood that the closure of borders would result in a shrinking of the sector. However, as we begin to hear news of reopening and new student cohorts, I am reasonably confident of a recovery that may take a while but is not too far around the corner.

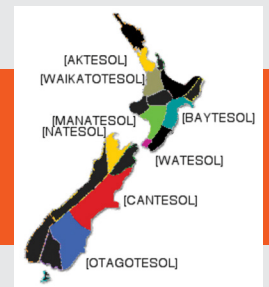
To help TESOLANZ in this recovery, I would ask that if your membership has lapsed, you please think about renewing.

In addition, if you know teachers in your community who are not members, please encourage them to join.

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.

For a detailed description of the subscription process and more information about your member dashboard on the TESOLANZ website, please see **Managing your TESOLANZ membership online** in this newsletter issue.



We will be holding a special meeting to review the membership processes. If you have any questions/issues/or suggestions relating to this, please get in touch.

### The Future

I'd like to finish this report with a dose of realism – and positivity. We have begun to see some positive signs of recovery in the second half of 2022. Borders are looking to relax. New international student cohorts will be coming in. In addition, study enquiries from overseas have begun to pick up again. All of these changes mean that new students, across most sectors of English Language Teaching, could begin to return. This will, in turn, mean opportunities for some teachers to return to the profession.

That being said, there are concerns. A review of International Students in Under Year 9 education is ongoing and seeks to restrict enrolment therein. In addition, an Immigration New Zealand review of post-study workrights seeks to make changes in this area. And finally, any recovery will be long and bring with it its own particular challenges.

If I think back to 2019, the thing I miss most is having a busy classroom, with a steady buzz of activity and discussion. While there will be difficulties, I'm hopeful that we are not too far from seeing a return to noisy classrooms.

Ngā mihi,  
Daryl Streat

## AKTESOL

Leslie Robertson (Chair)

Many AKTESOL members are currently experiencing the challenges of day-to-day living and teaching with the pandemic, and the branch is endeavouring to offer support in any way we can. We encourage members to contact us, or the SIGs, if they need anything. Now is the time we need to be here for each other, to check-in with our colleagues and to do our best to share the load. As ever, I am deeply inspired by the strength with which our members have all confronted the personal and professional challenges of this term. Their dedication, passion, and perseverance has enabled students of all ages to navigate sickness and isolation, and many have continued to work from home even while sick themselves with Covid.

### AGM

The AGM was held by email this year and, while there are currently no new committee members, we have hopes that one or two may soon join. We were extremely sorry to say goodbye to two very long-standing committee members, Judi Simpson and Zina Romova, and thank them for their many years of service to the committee. Their commitment and preparedness to devote their time, energy, and resources to the professional community has been wonderful. Judi held the role of AKTESOL Treasurer, ensuring our finances were true and accurate. Many of you would have been greeted by her friendly face at the door at our events as she checked you in. Zina used her wide network of connections to find speakers and new committee members. Both women took the lead and helped stage many events at their workplace, Unitec, allowing us to make use of great facilities at no cost to members. We wish them both well in their retirement and their enjoyment of the next phase in their lives.

### Events

Last night was our first event for the year and in view of the pressure, uncertainty, and worry facing our members at present, we thought it vital to spend some time to focus on well-being. We were delighted to welcome Fiona Humphries, counsellor, well-being researcher, and teacher, who lead us through her Ph.D. research findings and some useful techniques for managing our well-being in these unprecedented times. You are welcome to view the recorded presentation here: [Fiona Humphries, 24 March, 2022.](#)

We are committed to providing further PLD opportunities, and, if possible, live events this year to enable us to continue learning from each other, supporting each other, and networking.

Lastly, I would like to express my admiration for the continued kindness, energy, resilience, and teamwork with which teachers have confronted the peak of the pandemic. In addition, we send our support and best wishes to our wider connections and communities in Afghanistan and Ukraine, and the people who are experiencing physical and emotional trauma, displacement, and fear for their future. We acknowledge the peace and harmony we strive to maintain in Aotearoa.

Please take care of yourselves, your whānau, and your colleagues.

Ngā mihi nui,  
Leslie Robertson





# WAIKATO TESOL

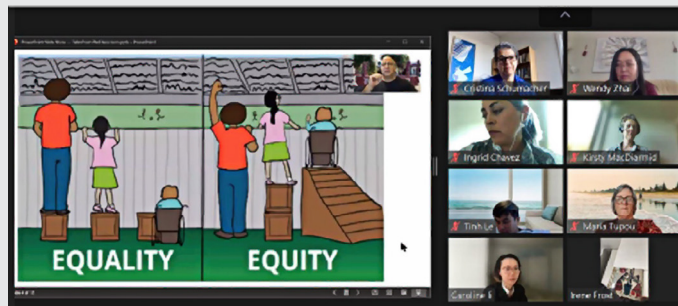
Margaret Connolly

- **17 March, Waikato TESOLANZ meeting, 5.30 – 7.00pm**
- The first meeting for Waikato TESOLANZ 2022 was refreshing, as 25 colleagues from all TESOL sectors and throughout Aotearoa New Zealand joined on Zoom. This was a Pecha Kucha / Lightning Talk event with five speakers. Chair Margaret Connolly welcomed us and encouraged us to use the chat tool as a means of connecting.

## Dwayne Hansen - My journey learning Te Reo Māori by Zoom

The first speaker at the event, Dwayne, learned Te Reo Māori face-to-face in the 1990's and returned to learning Te Reo Māori in 2017 at the University of Waikato on Zoom, motivated by learning more about his identity. The course was taught through the Te Ataarangi method (total immersion).

Relationships and whanaungatanga are a very important factor in language learning, but Dwayne found that he and other students tended to be quiet on Zoom, which hampered the development of rapport between teacher and students and among students. However, he found that the manaakitanga and hospitality protocols of karakia and pānui, observed at the beginning of the lessons, helped the process of switching between the languages. Equity issues involving IT hardware and access hampered students' learning experiences. Constant interruptions and Zoom fatigue became evident. Comparing the two classes, Dwayne thought that he did not make the same progress in the Zoom class. He left the recipients with questions to consider – for example how to build better rapport in Zoom classes and how to improve issues of equity and access.

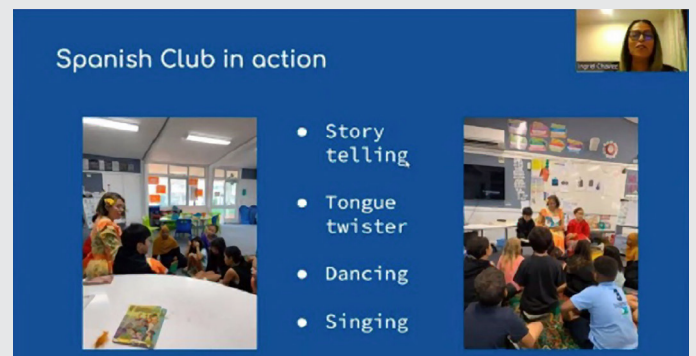


## Ingrid Chavez - ESOL teaching - my professional journey

Our next speaker Ingrid lives with her husband, teenage daughter and son, whom she credits for being her best English teachers. Ingrid arrived in Aotearoa New Zealand from Chile 14 years ago with a qualification in early childhood teaching. She restarted her professional journey at Te Totara Primary with ESOL teacher Becky Sommerville. A structured oral language programme called "Alien Talk" was used to promote speaking in sentences. Sign Language was included and became especially useful for kinaesthetic learners.

Ingrid now works at Silverdale Normal Primary with Bernie Moffat as a mentor. She uses the "Talk to Learn" programme and has established a Spanish support group for Spanish-speaking learners. In this one-hour weekly club, they discuss New Zealand culture, have Spanish conversations, and play games. They showcase their learning annually at "Culture Week" with storytelling, dressing in traditional dress, and sharing singing and dancing from their Latino cultures.

Recently, Ingrid graduated with a graduate certificate in TESOL at Wintec. She now reflects on the guiding principles of her journey - motivation, courage, and empathy.



## Cristina Schumacher - The surprisingly rewarding experience of teaching one's mother tongue

Cristina is the Director of Language at Earth Diverse, Hamilton ([earthdiverse.org.nz](http://earthdiverse.org.nz)) where there is a strong belief that every language has something to offer in terms of how we think and who we are. Cristina outlined three reasons for her "surprisingly rewarding experience of teaching her mother tongue (Portuguese)":

- (1) The focus on form revealed new meanings to her that she had never considered before.
- (2) We cannot always find equivalent words and meanings between languages. Cristina discovered that much of the fun of teaching and learning a foreign language comes from this point.
- (3) Teaching her mother tongue became a source of self-knowledge, because to be able to teach it, she had to reflect on how it works, and by doing that, she saw herself in it.





### Nigel Dowdeswell - *The challenges of academic Language in NZCEL*

Nigel (Waikato Institute of Education) highlighted the following six points in an interview style presentation:

- (1) Students are amazed at the number of varied acronyms and synonyms in the English language.
- (2) Students learn not to make unsubstantiated claims. All opinions need to be supported by referenced research.
- (3) Students tend to reference the news website Stuff and social media. Academic language requires academic references (newspapers, research papers, media).
- (4) Students learn that essays have no right and wrong answers like Maths. However, there is a specific structure to the essay framework, for example beginning with an introduction.
- (5) Some students tend to use long complicated sentences. Shorter manageable sentences are encouraged.
- (6) Students learn that in New Zealand we promote critical thinking. They do not have to accept all statements/claims by individuals or institutions. However, they must justify their viewpoint with academic references.



### Pepa Tore - *"I started teaching Spanish, so my kids would have access to learning it"*

Pepa comes from Spain. Nowadays, Pepa works at the Waikato Settlement Centre and teaches Spanish at Earth Diverse in Hamilton. She has two NZ-born children. She wanted them to learn the Spanish language, but there were no classes or teachers available. After a long search, Goodwood School in Cambridge offered her a room after school to teach Spanish to a small group of interested students. Very soon, Pepa had four groups. Then another school requested classes, and finally she found herself tutoring adult Spanish learners. She also began teaching Spanish in a full immersion Māori School as part of a curriculum for the first time. When describing her approach, she said: "I adjust to the people." She loves the lightbulb moments, when students "get the rules" and finally understand a part of her language. Pepa's presentation was full of bright photos and video snapshots of interactive lessons. The backing music to the slideshow was fun, relaxing, and enjoyable - just like her classes.



## BOPTESOL

BOPTESOL started 2022 with our AGM on February 2nd. There were nine attendees (about one third of our current membership), but we were pleased with the turnout, given the current ESOL climate and COVID issues. With our secretary currently on maternity leave, Ed Linton was elected as a temporary secretary – until he goes overseas in June – and David Birkett was appointed as Treasurer.

Julie Luxton reported on the current state of English Language in schools, inclusive of equity issues, and the push to have ESOL as a NZ Curriculum subject in the Languages learning area, assessed against NCEA achievement standards, as international languages are. TESOLANZ is likely to have a part to play in this development in the future.

Ed Linton, who is currently teaching at Bay Learning Academy and studying towards an MA in TESOL at Victoria University of Wellington, presented an interesting and useful tutorial on "issue logs", a long-term project-activity mentioned in Paul Nation's *Learning Vocabulary in Another Language* (2013) and credited to Nikhat Shameem and Alison Hamilton-Jenkins of Victoria University. The learners and teacher each choose a topic that interests them, and over several weeks they research that topic, which could involve reading the news or magazines, watching documentaries, or any other source of information they're comfortable with. Topics in Ed's class include aquaculture, human behaviour, famous New Zealanders, and crime. Every week each participant writes up a short report summarising what they have researched, and they present this report orally to the class. These reports

can be used as a starting point for any and all kinds of activities, like re-telling, vocabulary development, or debates.

The principle behind the issue log is that it gets learners to engage with content they're already interested in, using the four skills of reading, writing, speaking, and listening. It also gives them the opportunity to encounter and re-encounter new vocabulary in their fields of interest, which they can then use productively in their own reports. The absence of a prescribed format for the report lets learners write freely and establish their own comfort zone. All attendees felt they could apply this concept to their own classes in various contexts.

The topic of our next meeting (May 4th) will be on catering for English language learners in the mainstream classroom, presented by Helen Willacy from Katikati College. We can record this via Zoom, if there is sufficient interest.





# MANATESOL

Gwenna Finikin

On February 19, MANATESOL hosted a dual mode presentation by Rob Ferguson entitled *Resilience in Interesting Times*. Rob Ferguson is a previous walking pastor of post-quake Christchurch. His brief was not to help, to be a savior, to give “charity”, but rather to engage with people, to listen, to sit beside them and drink coffee with them. To listen to someone with an open mind is often the greatest thing we can do to support them. Rob’s work did not have KPIs, because by setting measurements we miss out on so much that is also important; if we say we want these outcomes, we automatically exclude other ones.

Rob says that a city is where the stranger lives. We see that in pre-lockdown, as we had barely glanced at our wider neighbourhood members. Suddenly, in that first lockdown, we noticed people, waved from windows, put out bears, sought connection. We recast, making a new thread that worked for us, when the old one came apart. For many of us, the rhythm of the day of the lockdown was enjoyable and a precious break; for others it was frustrating, frightening, life-threatening. No two people cope with trauma the same way, and no two people build resilience the same way, but so often it is the sense of community and connection that makes the difference.



Filipino workers sharing lunch with some friends. The workers thanked Rob for spending time with them, as no-one in the city talked to them as they rebuilt the city. Photo by Rob Ferguson.

# WATESOL

Nicky Riddiford

## WATESOL committee 2022

At the AGM in November last year, all 12 members of the 2021 committee were re-elected for the 2022 year. The 12 committee members are: Linda Todd, Kerry Finnigan, Cathie Cahill, Jenny Olsen, Nicky Riddiford, Sarah Roper, Elizabeth Rothwell, Anna Dowling, Tinh Le Cao, Ha Hoang, Victoria Mitchell, Fiona Hoang. Some members of this group have served on the WATESOL committee for over 25 years.

## WATESOL events for 2022, to date

**March 31, 4.30pm, online**

Professor Paul Nation: *Principles of learning vocabulary (and anything else)*. Online presentation. A recording of this presentation will be posted on the TESOLANZ website.

**May 19, 4.30pm, online**

Breda Matthews: *Topic tbc*

## WATESOL 2021 AGM presentation from TESOLANZ President Daryl Streat:

### Challenges to ELT due to the pandemic. Where to from here?

(Report written by Linda Todd)

Daryl Streat brought us right up to date, discussing the impacts of the loss of the international student market due to the COVID pandemic. The student cohort has changed. Institutions have lost staff through redundancies and restructuring, particularly in the tertiary sector. There has been a 21 per cent drop in TESOLANZ membership. For the international students still in New Zealand, mental health issues and employment are the top concerns. Daryl also drew attention to the fact that as our borders are still closed to international students, our country is falling further behind in global terms in attracting students here, as other rivals, Australia for example, are opening up.

Daryl represents TESOLANZ on several committees that advise government policy. He drew our attention to the misconceptions that the Ministry of Immigration held that international students are only short-term holiday makers who were likely to be taking jobs away from local people, and there was a push to remove their work rights. He questioned the move

to disallow international primary school students to study here on the basis that they often come with their parents, who adversely affect the house rental market. There appeared to be no credible data available that this was occurring. There was also a strong indication that the government intended to raise the language proficiency level of international students entering New Zealand. The government is seeking a fundamental shift for international education, which has scope to impact all areas of the education sector. It is not clear at this point what outcomes it is trying to achieve, as institutions have lost staff, making it even harder for our country to compete. International students could begin their studies offshore accessing online programmes, possibly run by private institutions. However, as Daryl commented, who would quality-assure these programmes? He pointed to the exponential growth in the IT digital learning market and the growth in offline and blended language learning, which requires a huge investment in training and the need to attract staff with expertise.

However, Daryl also sees that there is an opportunity to reassess the changing nature of the role of schools and universities. With universities, he



suggested, there were better ways to serve both staff and student learning needs by integrating expertise across faculties – in particular, the way English language specialists could work alongside the teachers of technical subjects, as is happening at Lincoln University. With the deferment of the NCEA review, he suggested this would be an opportune time to reconsider whether secondary school learners are being adequately prepared for study at tertiary level. The way we conceptualise language proficiency across primary, secondary, and tertiary sectors differs, and we need to raise our professional voice and visibility to ensure that government policy reflects a continued focus on students and quality education.

## CANTESOL

Kerstin Dofs



The CANTESOL Committee met as usual in the beginning of the year to iron out the PD sessions in 2022. Our members seem not to be tired of technology workshops, as that was again the area that was highest on the PD list of preferred topics. Therefore, we planned for an inspirational technology session in the middle of March, which would have suited all sectors. “Would have”, as we had to again postpone the March technology workshop for the third year in a row! Now, it will of course suit all sectors once we can hold it, possibly when we have passed the worst of the pandemic hurdles.

Other plans that we discussed at the meeting were to hold a second PD opportunity in May with a “bottom up” approach, inviting teachers to talk about their achievements/wellbeing, and it could be titled “From Fraying at the Edges to Weaving Together”. Our plan was also to do a Mini-CLESOL with Canterbury presenters in August. The name of this work-in-progress event is: “A Canterbury Symposium for all You Need and More”. We are aiming to hold our AGM in October with an invited speaker, possibly around the learning journey as seen through the lens of Māori pedagogy.

With the hope of a better time to come,  
Kerstin Dofs

## Primary SIG

The primary ESOL SIG has been continuing to advocate for the needs of our students. Our two main areas of interest at the start of 2022 are the feedback requested by the Ministry of Education on export education for children under year 9, and the equity issue of requesting that New Zealand born children from former refugee backgrounds be eligible for 20 terms of ESOL funding instead of 12 terms.

As you would expect in the primary ESOL sector, there are a range of opinions about the value international students bring to our education system. International education provides supplementary income for schools, employment for ESOL specialist staff, and opportunities for students to interact with children from around the world. As a sector, we are on the front line of decisions schools and the Government make about International Education. Our SIG has spent time considering the issues raised by the review, and individual educational institutions will be making their submissions to the Ministry as well as peak bodies.

The subject of equity in funding for New Zealand born students from former refugee backgrounds compared to those born overseas has resulted in a letter sent to the Minister of Education and one sent back from his

office. This return letter suggests that support can be accessed for children who still need help after 12 terms. This ties in nicely with the NZEI campaign, *Ngā Aukaha - All in for Tamariki*, which seeks to highlight and address the difficulties in accessing support for children with additional learning needs. We will continue to work on this issue of equity around funding.

## Secondary SIG

Sally Hay

In order to capture the voices of secondary ELL teachers around the country, we have asked individual staff, Akata Galuvao from South Auckland and Mary Cherian Mathews from Palmerston North, to write about surviving impacts of Covid. Thanks very much for your contributions.

### South Auckland:

The year 2022 has started with inescapable struggles adding to the dilemma of our South Auckland Pasifika students and their families. In addition to the families' historical financial struggles, and the students' longstanding low achievements, understanding and dealing with the Covid-19 pandemic has proven to be another factor now



Akata Galuvao

impacting on students and their education.

There is confusion amongst some Pacific families and students about the processes for dealing with the Covid-19 disease. The multiple interpretations of the procedures have led to issues such as students who have tested positive with the Covid-19 virus turning up to school. There are also students who are choosing to attend school when their families are in isolation. Some families who have chosen to be proactive and have taken it upon themselves to purchase the Rapid Antigen Testing (RAT), are unsure of what to do after positive test results.

The Governments' efforts to keep us all safe during this pandemic mean prolonged time away from school. The rapidly increasing numbers of students and teachers who stay away from school because they are either sick or isolating with families is devastating. To cope with the shortage of teachers, some schools have adopted a process where students “take turns” staying home. Although this endeavour is to cater for the shortage of teachers and relievers, it adds to the hindrance of Pasifika students' education.

However, despite all the struggles to stay afloat in these difficult times, our principals and teachers are striving to do their best. Online teaching and learning are being implemented at its best to cater for students' learning





needs. Programmes such as *Education Perfect* and *Step Web* have been utilised well for English Language learners to learn vocabulary in addition to reading and writing. Online meetings with students allow teachers not only to see and teach students, but also sometimes offer an odd chance to say hello to parents. Tasks are sent out to students to do and are returned to teachers for feedback. The lower numbers of students in class allow teachers the chance to provide one-on-one support that many students need. Teachers try to ensure that students have work to do at home. These are some of the ways South Auckland teachers and principals are catering for the learning needs of their students during this pandemic.

**Palmerston North:**

At Awatapu College, the English Language (ESOL) Department oversees the language, learning, cultural, and other needs of about 67 fee-paying, immigrant, refugee background and



Mary Cherian Mathews

domestic students, though 20 of them don't require support anymore. Although our staffing has been reduced for this year, we continue to offer the same programmes we have previously provided and they are:

- Intensive English Language classes
- Subject Support classes
- Support in mainstream classes

The English Language (ESOL) classes have reduced from five to three classes. Each class receives four hours of tuition per week. In Subject Support classes, the students are tutored on the content taught in the mainstream classes. The teacher aides timetabled in mainstream classes support and monitor student progress focusing on the in-class work and homework completion. Currently, with students being rostered home by year levels, workbooks have been prepared for students to work on at home.

Since 2003, we have celebrated *International Week* in March, but we have had to cancel next week's event due to the rapid spread of the Omicron virus in the community.

# Tertiary SIG

Anthea Fester, Martin Walsh

## 2022 Tertiary SIG Schedule of Events/Meetings

At the start of the year, Anthea and Martin sent out a schedule of events/meetings for 2022. These have been added to the TESOLANZ events calendar. The focus for each event was determined by the feedback received from the PLD survey sent out at the end of 2021, where Tertiary SIG members indicated, what PD topics they would like to cover. The first event has already taken place and was based on members sharing current research articles relevant to their practice (details in the next section). The meetings/events for the rest of the year are as follows:

- **30 May, 6:30 pm: Teaching Online: Tips and Strategies**
- **29 August, 6:30 pm: Moderation and Standardisation across NZCEL**
- **28 November, 6:30pm: AGM**

## 1st Tertiary SIG Meeting/Event March 7th, 2022

In the first event of 2022, Martin, Anthea, and Margaret Connelly summarised recent research they had read, which they found relevant to their own practice, and which, they felt, would be of interest to other SIG members.

Martin talked about research that Mark Basset from AUT had done for his PhD, *Learning Advisor and Lecturer Collaborations to Embed Discipline Specific Literacies Development in Degree Programmes*, available from <https://hdl.handle.net/2292/58275>.

In this dissertation, Mark provides a model for embedding literacy development in a degree programme, based on his experiences working with subject academics to embed literacy support. The model outlines the importance of having the support of senior academics behind the process, and of lecturers and learning advisors (usually language teaching specialists) working together to determine the key literacy needs of each paper. Then, learning advisors would prepare material to teach these literacy topics, ask the lecturer to check them, and plan when learning advisors would

participate in co-teaching sessions with the content lecturers. Co-teaching in timetabled class sessions is viewed as critical in giving validity to the sessions and ensuring that literacy instruction is not viewed as a form of remedial support for international students and other non-mainstream university students only, but as something to help make the hidden expectations of university assignments transparent for all students. The research is useful for literacy support tutors and learning advisors, as it gives insights into the role they can play in ensuring that students' literacy skills are scaffolded throughout their course of study. For language teachers teaching EAP on pre-sessional courses, the research is useful in understanding that there is no universal understanding of genres among university staff, so it is important to make sure that learners understand this.

Margaret shared an insightful article by Juliet Kennedy (2019) titled *Relational cultural identity and Pacific language education, available in International Education Journal: Comparative Perspectives, 18(2), 26-39*. In the article, Kennedy explores the role of Pasifika Education in helping Pacific students to explore and construct relational identities. Her study highlights the benefits of heritage language programmes in secondary schools for promoting culturally sustaining pedagogies that value and strengthen knowledge of home and school. Margaret said what she found particularly interesting was the facilitation of an accredited HL programme within NCEA, combining credits across languages, social sciences, and performing arts to provide a cross level, cross curricular programme which responds to "the unfairness of a system which encourages learning status languages yet neglects Indigenous Pacific languages and cultures that students bring to school..." (p. 27).

Anthea summarised the content of an article titled *Coping with COVID-19-related online English teaching challenges: teacher educators' suggestions* by Muhammad Latif available from ELT Journal Volume 76/1 January 2022; <https://doi.org/10.1093/elt/ccab074>. Apart from the timely





publication, she found particularly interesting that the article addresses online English teaching challenges through the lens of teacher educators' voices. Another interesting feature was that the data was gathered from the analysis of posts on four blogs used by language teacher educators around the world. Discussions on the blogs were summarised, and some of the suggestions for language teachers included:

- Familiarising students with the use of online tools
- Understanding the technological difficulties students encounter by means of observation and surveys
- Supporting students' mental and emotional health
- Setting clear online classroom management rules
- Enhancing students' autonomous learning and collaborating with parents for this purpose
- Making use of other technologies in classroom activities
- Sharing technological and pedagogic experiences with colleagues
- Teachers practicing self-care

This article was pertinent to a research project Anthea is currently exploring related to current practices and perspectives of English language teacher trainers in New Zealand. It is also relevant to all English learners and educators who are teaching online.

Please contact Martin or Anthea if you have anything you would like us to focus on or if you do not wish to receive reminder emails: [martin.walsh@auckland.ac.nz](mailto:martin.walsh@auckland.ac.nz) or [anthea.fester@wintec.ac.nz](mailto:anthea.fester@wintec.ac.nz).

Olivia  
Ara graduate

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# Tech Tips: Telegram: Communicating with a different app

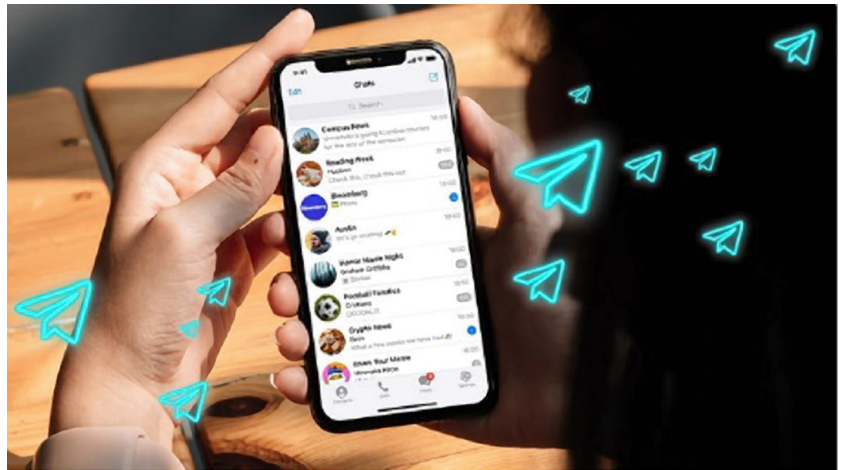
Nick Baker

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.



As our reliance on technology in our teaching practice intensifies, we endeavour to seek out the best options and also the hidden gems for our students. One free communication app – accessible via smartphone and computer – is Telegram. Like WhatsApp, Telegram provides instant messaging, voice and video calls, polls, and file sharing – all activities that can support the students' learning experience. Let me suggest some possible ways Telegram could be a helpful tool in your technology toolbox.

1. Telegram provides an effective platform to distribute group announcements via so-called *channels*. Channels are managed by one or more administrators and can be subscribed to by a large audience. You can keep your channel private and allow subscription by invitation only. However, Telegram also hosts public channels – for example by the New York Times – that anyone can follow. This takes me to my second point.
2. The bite-sized pieces of information about the world shared on public channels such as the “wildlife” channel or the popular “international geographic” channel can motivate students to engage with different topics in English without feeling overwhelmed. However, I recommend that learners gain knowledge about staying safe online before exploring public channels on their own. Just like other communication apps including WhatsApp, Telegram has been targeted by spammers and hackers. Students should also develop a certain level of media literacy, as Telegram does not discriminate and hosts a range of dubious channels and fringe political groups.
3. Telegram enables group discussions – again either in public or private mode (see image). For each group, you can create your own title, invite members, pin important messages to the top and define rules of behaviour.
4. Telegram allows you to share documents, images, and audio and video files, with others on your contact list or in the discussion group(s) you have set up. This can come in handy when your students are reluctant to use email. Unlike other applications such as WhatsApp, Telegram doesn't limit file sizes, and it also allows for a greater variety of materials to be shared. This makes Telegram quite unique and flexible compared to similar applications.



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- But, as always, keep in mind that mobile companies charge for the data we send and receive; so please make sure that your students can access shared resources without using up their mobile data or being hit by an additional charge from their mobile provider.
5. Telegram provides a means to communicate with students one on one. It offers a space for students to raise personal issues or problems and can be an attractive alternative, particularly for those students who don't feel comfortable talking about these matters in person or using more formal channels such as institutional email.

Please note that Telegram's Terms of Service recommend that users be 16 years of age or older ([Telegram Terms of Service](#)). Please also be aware that encryption is not an automatic but an optional feature on Telegram. In other words, it needs to be actively selected. To have full end-to-end encryption for your messages, you need to select *start secret chat*. This way, even if Telegram were to be attacked by hackers, the content of your messages would remain protected from unwanted access.

In summary, Telegram is a useful, free application to communicate with and support students that provides a greater range of options and more flexibility than many of our usual services and learning management systems.

# Book Reviews

Dr Elizaveta Tarasova

Liza is a lecturer at IPU New Zealand in Palmerston North, teaching and supervising courses on TESOL and linguistic theory and coordinating the work of Trinity TESOL courses. Her main research areas include morphology, morphopragmatics, and cognitive linguistics. Her most recent publications are focused on the issue of iconicity in morphology, which is explored through the lens of cognitive and constructionist approaches. Her second major research area lies in TESOL and the role of professional ESL/EFL teacher development on teachers' competence and performance in the language classroom.



## MORE THAN A ROOF: HOUSING, IN POEMS AND PROSE



Jansen, A., Begg, J., Chester, R., Hollis, W., & Ratcliff, R. (Eds.). (2021). **MORE THAN A ROOF**. Landing Press. ISBN 978-0-473593-6-29 (pbk.) 222 pp. \$25

### Reviewer

Stephen O'Connor  
IPU New Zealand

“Perhaps home is not a place but simply an irrevocable condition.”

James Baldwin’s prophetic words could apply to Landing Press’ sixth book, *More Than a Roof*. It is a magnetic invitation to share in the personal housing stories of people from all walks of life in Aotearoa New Zealand through poetry and prose. Building a home is traditionally from the outside in, but this collection transcends the brick and mortar and adopts a metaphysical inside-out approach, as the 122 works are an exploration of the home and the emotional connections the writers have with it. The book is an informed observation of the housing situation right across our society – from those lacking, transitioning, flitting, flatting, shacking, high density inhabiting, assisted in living, and even alluding to nature.

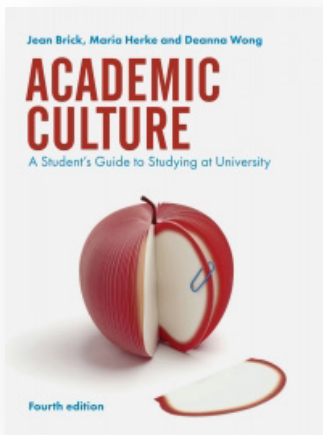
It is the overall style of the collection that really engages with a variety of voices, approaches, and intentions of the writers. The poetry captures the personal, “The neighbours on the other side/we’ve never met. Only a note – *Have Quieter Sex* – was shoved under the door one morning” from MA student Zoe Higgins; to the poignant, “Until a river came and took it/Now home looks like exposed timber and ripped/out kitchens”, penned by Rebekah Burgess, describing the life-altering event of a natural disaster; or the vulnerability and fear of having your home burgled by Judi Billcliff: “What had been my safe place was now my prison/Scared to go out, but scared to stay home.”

The collection is also alive with humour. In musings from a front deck in Wellington, “A neighbour’s blunt push mower receives/advice as some Joe strummer passes/hopefully on the way to a tutor” by Rob Hack; to a portrayal of the depth of Māori culture by Apirana Taylor: “my whare when it fills/with people/rumbles burbles farts sleeps snores”. Even familial relationships are tempered with humour: “I would fill this house with my friends/and, I suppose, my family (though they would perhaps be more suited to the basement)”, writes S.J. Mannion.

For Jessica Lye Peng Yap, manager at English Language Partners and Treasurer of MANATESOL, her poem *My Second Home* reflected her desire to once again re-visit her past growing up in Malaysia. The last two years had been hard in not being able to return to her birthplace because of COVID-19, and so the poem was a way to connect nostalgically with missing her family. Jessica said she missed the “freedom and carefree life” symbolised by the abundant fruit trees around her house. She became involved in the project, when one of the book’s editors visited English Language Partners: “I was encouraged to give it a go and I found writing a poem was something different, as I usually write reports.”

While the media – that most fickle spotlight – has recently focused on a housing crisis, this collection of poems manages to provide a raw, wise, warm, and intimate narrative on a home in Aotearoa. The overall impression is that each poem in *More than a Roof* is “sui generis”.

# ACADEMIC CULTURE: A STUDENT'S GUIDE TO STUDYING AT UNIVERSITY



Brick, J., Herke, M., & Wong, D. (2020). *ACADEMIC CULTURE: A STUDENT'S GUIDE TO STUDYING AT UNIVERSITY* (4th ed.). Red Globe Press. ISBN 978-1-352010-3-36 (pbk.) 346 pp. \$78.29.

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## Reviewer

Jean L. Arnold  
Victoria University of Wellington

*Academic Culture* is now in its fourth edition. I remember a colleague who taught graduate students in the English Language Institute at the University of Canterbury being very excited to have found the excellent first edition, which she used extensively in her lessons. I was likewise delighted to hear that a new edition was out.

In practical terms, the fourth edition is divided into five parts: "Introduction to university study", which sets out definitions and expectations for participation in the classroom and outside, that is, independent learning. Part 2 deals with "Taking part in university learning" and delves into academic listening and reading, taking part in tutorials, seminars, and group assignments. Part 3 explores "Becoming critical", which looks at opinions, positions, and biases, critical thinking, problem-solving and description, and what the sources of academic knowledge should be. I found Part 4 particularly useful – "Expressing your voice and referring to the voices of others" – for its precise, step-by-step explanation of how to make it clear when one is stating one's own ideas and when one is stating the ideas of others. Finally, the extensive Part 5, "Writing academic texts", looks at practical aspects of a variety of writing tasks.

While the book has grown by over 80 pages and has additional chapters on writing electronic texts, reflective texts, lab reports, and writing in exams, there has been an unfortunate subtraction from it: there is no longer an answer key. While I could work out the answers with reasonable assurance, it would be nice if the book still contained the answer key, especially for busy teachers or students studying independently.

The new edition is physically attractive and the content is usually very well-considered and explained. Learning objectives for all 25 chapters are stated, and a word list

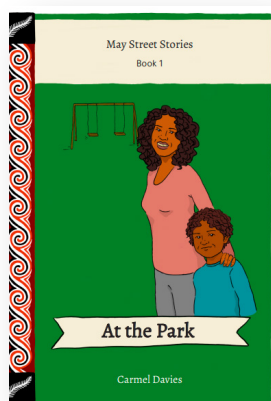
introduces vocabulary which may be new or may have a different usage in the academic context. The authors have a knack for stating things in a way that relates to newcomers to academia. University entrants can see how they fit into the ongoing debate and advancement of knowledge, and they are given a sense of what the lecturers and university expect of them, and what they can expect. Brick, Herke, and Wong have a genius at elucidating their topic.

The text is accompanied by practical exercises, questions to ponder, and a review of the points made. If you have to teach advanced academic skills related to reading or writing, this text is sure to be useful. Clear explanations, examples, and practice will help both native and non-native English speakers come to terms with finding reliable sources, integrating them into their writing, and accurately citing them using APA referencing style. I can only imagine the frustration the authors must have felt when *APA Style* came out with a new edition of their book, *Concise Guide to APA Style* in 2020! This means the citation examples in *Academic Culture* are already out of date in certain aspects – but this is a minor problem.

A much more serious issue is the lack of proofreading, which occurred before this book went to press. There are a distractingly large number of spelling and punctuation errors, several misstatements, glossary entries that don't always match, as well as numerous formatting issues, which could mislead. The editors did not follow the advice which the authors gave: Proofread!

Regardless, this book has very valuable information for a person new to academic culture and is an extremely useful resource for teachers, as they help university entrants come to terms with academic life. If sloppy errors annoy you, however, wait for a corrected/reprinted version.

## AT THE PARK



Davies, C. (2020). **AT THE PARK**. Australia: Urban Lyrebirds. ISBN 978-0-994574-64-0 (pbk.) 18 pp. Bk 1 Series: May Street Stories. AU\$19.40. Illustrations by Dixon, V.

## THE LOST KEY



Davies, C. (2020). **THE LOST KEY**. Australia: Urban Lyrebirds. ISBN 978-0-994574-63-3 (pbk.) 18 pp. Bk 2 Series: May Street Stories. AU\$19.40. Illustrations by Dixon, V.

### Reviewer

Gillian Claridge  
ELTANZ

*At the Park* and the *The Lost Key* are books 1 and 2 in a series of six books called the May Street Stories. They are published by Urban Lyrebirds and written by Carmel Davies, an Australian ESL teacher who creates resources for English learners. All the books in this series can be purchased in hard copy or as e-books on the Urban Lyrebirds website, where you can also find free audio recordings.

The target readership for the *May Street* series is adult learners of English (recent immigrants to Australia) with a proficiency of about A1. In an interview with Claire Harris (2020), also a writer of graded readers, Davies said that her intention was to write stories with “a real narrative and reason to read”. Both books reviewed here relate the story of an immigrant or immigrant family for whom a problem is resolved with the help of a caring neighbour.

An analysis of words using Cobb’s (2002) Lextutor Classic Vocabulary Profiler indicates that the percentage of words likely to be unknown to learners at the A1 level is between five and eight per cent. This might be considered a little high: ideally graded readers should contain a maximum of two to four per cent unknown words for fluent reading. However, the unknown words in these books are mostly highly relevant to the target readership of immigrants with families. Some examples are *childcare*, *apartment*, *kitchen bench*, *swings*, *slides*, *pond*. To assist learners’ comprehension, tangible objects are illustrated using clear line drawings, and words such as *childcare* are used in an appropriate context. The grammar is simple: short sentences with no subordinate clauses and a narration largely in the present tense. The language is a good model for natural, everyday discourse.

A feature of these books is the use of dialogue. As well as being employed for individual silent reading, the dialogues can be acted out in class, giving the learners opportunities to practice colloquial, frequently used words and phrases with partners or in groups.

Exercises at the end could be completed in class or can be set for individual study. The practice exercises use the same format in both books: placing words in the correct sentences to highlight key words; true or false questions to check details; re-ordering sentences to check for gist; and a final activity where learners are able to personalise the stories using practical vocabulary such as *emergency* and *contact*.

The books look attractive, with colourful covers, and the use of black line drawings inside probably reduces the overall cost, to the advantage of the learner. The stories are engaging and appropriate for the audience, and the vocabulary and syntax are well graded. There is an obvious effort to portray the ethnic and age variety of immigrants in Australia. The additional possibility of using audio will be of benefit to the learner who does not have a teacher or who wants a model available out of class. Also, there is an option of buying PDF versions (which are slightly cheaper, at AU\$14.50 per book) instead of hard copies.

On the evidence of these two books, I would certainly recommend this series to any ESL teacher of post-beginner immigrant English learners.

### References

Cobb, T. Web *VocabProfilers*. <https://www.lex Tutor.ca/vp/>

Harris, C. (2020). *New Australian EAL readers!* <https://clareharris.com/new-australian-eal-readers-may-street-stories/>

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If you are interested, please contact

**ETarasova@ipu.ac.nz**



# TESOLtaste

Cathrine Attwell

## Rice paper dumplings



These little dumplings are FODMAPS friendly – but please use your own judgment. They are something I make when having drinks and nibbles with friends with dietary restrictions. I like that the dumplings require no fancy folding, and the double wrapping means that they stay together as you give them a little fry. You can omit the green onion if it poses a problem for you, and – if compatible with your taste and requirements – you can add a few drops of garlic oil to the dipping soy-vinegar mix.

Serves: 1 (6 dumplings). Prep: 15 minutes. Cook: 5 minutes.

### Ingredients

80g firm tofu, cut into small cubes  
75g Chinese cabbage (wombok), shredded  
60g 1/2 carrot, grated  
75g oyster mushrooms, finely chopped  
spring onion, green tops only  
1/2 tbsp sesame oil  
1/2 tbsp soy sauce  
1/2 tbsp minced ginger  
12 rice paper rounds  
vegetable oil for cooking  
soy sauce and rice wine vinegar to serve

### Instructions

1. Add the prepared tofu and vegetables into a bowl and stir to combine.
2. Add the soy sauce, sesame oil and ginger and stir.
3. Heat a fry pan over medium heat and add filling. Cook, stirring for 5 minutes, until wilted down.
4. Prepare a plate with warm water and soak the rice paper round for 10 seconds or until soft. Place on a board and spoon two tbsp of filling into the centre. Fold bringing the top flap down, then the right and left side towards the centre, and bring the bottom flap upwards to seal. Repeat this process with a second rice paper round to make two layers to ensure it doesn't break while cooking.
5. Repeat with remaining rice paper and filling to make 6 dumplings.
6. Over medium high heat, add enough oil to the fry pan to coat the bottom. Cook dumplings on each side until golden (about 3 minutes each) and crispy. Move to paper towel once cooked to drain excess oil. Serve with soy sauce and rice wine vinegar.



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