



WATESOL News May 2022

*The newsletter of the Wellington Branch of
Teachers of English to Speakers of Other Languages, Aotearoa, New Zealand. (Inc.) Te
Rōpū Kaiwhakaako Reo Ingarihi Ki Iwi Reo Kē.*

Dear Members

Welcome to the first issue of the WATESOL newsletter for 2022.

Our first meeting of the year:

Paul Nation's zoom presentation to WATESOL 31st March 2022.

Principles of learning vocabulary (and anything else)

In Nicky's introduction we learnt that Paul was not only a founding member of WATESOL but also the first president of TESOLANZ. We are so fortunate that he continues to support language teachers and language learners with the depth of his experience and his hands on advice. For those of us who have had the honour of attending his classes we still never tire of being reminded of the principles of vocabulary learning as we all admit that at times it is easy to lose sight of the basics.

Paul produced a wonderfully clear hand-out of the outline of his presentation: In summary: "Vocabulary learning, and presumably most learning, depends on learners giving attention to what needs to be learned. The effectiveness of a learning activity depends on (1) the usefulness, clarity (comprehensibility) and accuracy of what is focused on, (2) the quantity or amount of attention (including repetition) given to what needs to be learned, and (3) the quality of the attention given."

He explained: "We learn what we focus on" by providing a learning goal. He continued to demonstrate how the teacher can provide a range of learning activities that support this learning using the four strands. Learning is more useful if it is complete, comprehensible and accurate. Time on task is his second principle where the learner continues to meet the

same material again. The third principle relates to the quality of the attention. Is the level of difficulty appropriate? It should not be too difficult nor too easy to ensure the learner gives it full attention. The quality of learning will not only depend on deliberate attention but also elaboration and analysis which increases and strengthens connections. He stated that the same principles apply whether learning is deliberate or incidental.

Now he provided specific examples of how these principles should be applied particularly when teaching vocabulary:

- focus on the core meaning of the word
- give examples of its use
- provide pronunciation practice
- examine the context the word occurs in
- provide collocates
- break into word parts
- relate to spelling rules
- recall the word at the end of the lesson

During later meetings provide pair tasks using the words, complete word families, look at a concordance of the word, provide other words with the same stem, use word cards, peer testing, dictation. Learners meet what they already know but the words maybe used in different contexts. During reading pause, prompt and praise the learner.

For me, Paul's reminder that it is so important to engage the learner in understanding HOW they are learning by encouraging "word consciousness" and providing and recalling the learning intentions. I think it is so easy for us as teachers to assume that students have the skills to be effective learners when in fact, they need lots of encouragement in this. They need constant reminders: Why are we doing this exercise? How is it helping us to learn? This presentation on zoom was attended by 86 people and I am sure we all took away something to remind us of how these principles should be embedded in the learning tasks we provide for our learners.

Linda Todd

CLESOL 2023:

The organising committee have met with the conference organisers, Composition, and have made a start with planning for CLESOL 2023, which will be held in Wellington.

Several members of WATESOL are on the central organising committee: Anna Dowling, Nicky Riddiford, Ha Hoang, Tim Edwards, Natasha Clark, Linda Todd, Sarah Roper, Cathie Cahill, Karen Falconer.

Our next meeting:

Breda Matthews 19th May

We are delighted to invite you to the second WATESOL event for 2022: an online presentation by Breda Matthews (see biodata below).

Date: Thursday 19 May 2022

Time: 4.30-5.30pm

Zoom link: tbc

Title: How blended learning can assist you to multi-level your classes

Abstract

This talk will look at possible ways blended learning can assist teachers to multi-level their classes and enhance teaching and learning. These approaches can also future proof for online delivery should this become necessary again.

Biodata

Breda Matthews has worked in the EAL field in a range of areas. She has taught at secondary level and on pre-tertiary foundation courses and developed assessment and teaching resources for both the Ministry of Education and NZQA. She is a member of the TESOLANZ executive and is active in the ESOL community locally and nationally. Breda is currently secondary facilitator of ESOL Online and owner of the English Language Resource Centre. Breda has a particular interest in assessment at secondary and post-secondary levels

A Kiwi Class update:

In Hui tanguru (February), KiwiClass Multicultural Support Services - He Amo Taunaki welcomed Sally Chapman as their new Chief Executive Officer (CEO).

Sally has an excellent understanding of the not-for-profit sector, having worked in the area for 20 years, most recently as a Manager for Literacy Aotearoa in the Wellington region. Having worked as a Tutor for Adult Literacy Aotearoa, Sally has a sound background in foundation education including English language tuition.

In addition, Sally also brings a strong understanding of finance and business together with human resource management experience to the CEO role.

This term KiwiClass has opened up its English for Driving programme to include those 16+ and those wanting to obtain their Heavy Vehicle Licence (Class 2) which has been greatly received. Its teacher is excited by this opportunity and looks forward to supporting students obtain their learners and HT licence while developing their English language skills.

More classes supporting parents and caregivers are now operating across Wellington (Miramar, Newtown, Johnsonville and Karori) throughout the week and childminders are available during the sessions.

A Homework Club is also run from for refugee secondary students after school on Tuesdays and Thursdays in Wellington and in Lower Hutt on Wednesday. Teachers and volunteers assist with the students' homework and assessment while developing social connections around ethnic communities in Wellington. Raniah Shamonka has recently taken over coordinating our Club and is looking for volunteers to support students achieve and develop academic independence.

If interested in joining one of our classes or volunteering please contact KiwiClass on 04 384 3693 or email office@kiwiclass.org.nz.

Helping displaced Ukrainians through offering online English language teaching.

An organisation called [Teachers for Ukraine](#) is requesting help with online English language tutoring – see below:

We are a group of English teachers from around the world who want to show our support for Ukraine by offering free one-on-one online English classes to Ukrainians affected by the war.

Each volunteer teacher is matched with an adult Ukrainian student (or a small group of learners at the same level) for one hour of online English instruction per week.

Just **one hour of your time per week** can provide invaluable help and support to someone living with the destructive effects of war or someone with refugee status in an English-speaking country without adequate/immediate language learning support. With your experience and skills, you can make a real difference in someone's life.

To join our team of volunteers, either fill in this google form <https://docs.google.com/forms/d/e/1FAIpQLSfGka93YsTuUYar95SJeZlFD8-VQufvkdu5JpEc52C8-Uog/viewform> or, if you would like more information about our group, please write to us at: teachersforukraine@gmail.com

From the Archives:

Steppe by Steppe learning Nigel Jamieson

Source: Word Link Otago TESOL update Volume 4 No 2 June 1996

Back in Russia after a year's absence I was amazed to find how English as a second language had grown in value. All around the University (Moscow State) were pamphlets and posters encouraging people to break down barriers in life by learning English. The newspapers carried similar advertising, and one could meet (especially in the Irish Pub) teachers from all parts of the English-speaking world (some knowing very little Russian) who were teaching English as a second language. Judging by what it cost to drink Guinness in Moscow, this seemed to be a very lucrative profession.

For the moment Russia is under assault by English – especially in such obvious areas as computing and fashion. Signs for jeans and xeroxing hang out from the shops and offices, but since these words are rendered into Cyrillic as Джинсы and ксерокс it could be argued that English is being attacked by Russian.

In relearning Russian, it is ironic to find that some of the howlers I “pioneered” thirty years ago when first studying the language are now accepted usage. Even the word ‘oshibka’ which once meant some highly immoral mistake is now applicable to everyday error. Taking on board the changing vernacular of any language threatens to throw overboard one’s hard-earned experience in formal expression.

One thing is clear from the current enthusiasm of Russians to learn English – there are plenty of jobs in Russia for teachers of English as a second language. Those who have a mind to do this would be well advised to know as much as they can about life in Russia to minimise the culture shock experienced from entering into a long-closed but suddenly open society.

Membership

Membership is up from this time last year (now 61) but a reminder to members to update their membership subscriptions when they are pending.

Friday seminars at Victoria University

On Fridays at 4pm, teachers and researchers from the School of Linguistics and Applied Language Studies at Victoria University of Wellington present seminars on a range of topics

of interest to anyone in the field of ESOL teaching and linguistics. Attendance can be in person or on Zoom. Most presentations are recorded and made available afterwards. Click on the link below for details about the upcoming presentations:

<https://cassyni.com/s/lals>

Linda Todd (WATESOL newsletter editor)