Inside this issue:

Editor's Foreword

A friend pointed out last week that we have passed the halfway mark of 2022. She then seemed to read my thoughts (or my facial expression) and added: "I don't know how this happened. When I last looked, it was January." So, here we are, dealing with "old" disruptions, while also continuously greeting new ones.

Fortunately, the present newsletter shows that the TESOL community is facing old and new challenges with a proactive and supportive attitude: branches and SIGs have provided and are preparing further events and PD opportunities in their regions and online, and TESOLANZ has formed a new organising committee focused on online opportunities for professional learning development (PLD). Please see Anthea Fester and Martin Walsh's update on the committee's inaugural activities.

Further ideas on how to move teaching and learning into the future are generously shared in this newsletter: Amber Fraser-Smith advocates for more inclusive education and explains how Universal Design for Learning (UDL) offers improved learning conditions not only for neurodiverse students but for all learners. Coming from a technical angle, Tish Kirkland explains how teachers working online can make their platforms and content more accessible to all learners. Christine Hanley points out that (and how) we need to teach language skills for mathematics, and Nick Baker provides handy tips on how to get more out of PowerPoint. In the context of all this sharing, meeting, collaborating, developing, I have taken the liberty to point out the importance of knowing and following legislation around privacy and protecting our learners' personal information.

With a heavy heart, I want to draw your attention to Amber's (collaborative) tribute to Erina Hunt. Many of you will be aware that Erina passed away suddenly a few months ago. Erina was a teacher, colleague, and friend to many, and her joyful and generous spirit will be sorely missed. She was also my predecessor as newsletter editor, and I had the privilege of meeting her in person and staying in touch online. Thank you, Erina, for everything.

I want to finish this foreword with a quote by Tennessee Williams, which has stayed with me for many years:

"The world is violent and mercurial — it will have its way with you. We are saved only by love — love for each other and the love that we pour into the art we feel compelled to share: being a parent; being a writer; being a painter; being a friend. We live in a perpetually burning building, and what we must save from it, all the time, is love."

Ngā mihi nui,

Rike

CLESOL 2023 Conference

Nicky Riddiford and Anna Dowling (CLESOL co-convenors)

CLESOL 2023 will be held in Wellington from Friday, 29 September, to Saturday, 30 September, with pre-conference meetings and workshops on Thursday, 28 September. The committee has started planning for an exciting programme and, all going well, we are hoping to be able to bring people back together in person. You can now register for updates on the CLESOL 2023 website by clicking on the bottom in the top-right corner.

▶▶ **Register for Updates**

Professional Learning Development (PLD) – Organising Committee Update, June 2022

Anthea Fester and Martin Walsh

Since its formation a couple of months ago, the Organising Committee have met three times and have been gathering information to determine suitable online PLD events that will be of interest to members from all sectors. Considering the wide range of sectors that TESOLANZ members come from, determining which topics will be relevant to as many members as possible has been challenging. However, drawing on information gathered from previous TESOLANZ member surveys, and the insights that each of the committee members brings from their sectors and the TESOLANZ branches they are associated with, we feel we have narrowed down the range of possible topics and will be able to provide further information in the coming weeks about the events we intend to hold. In the meantime, I am in a position to say that for 2022 we are planning on running two online PLD events. One will be in or around July/August and the second will be in October. We look forward to sharing details about these events with members soon.

Leaving a Legacy of Lessons
(A Collaborative Tribute to Erina Hunt)

Amber Fraser-Smith

The Aotearoa New Zealand TESOL community sadly acknowledges the loss of Erina Hunt, former editor of the TESOLANZ newsletter. Erina, a senior teacher and project manager for online blended learning programmes at the University of Otago Language Centre, passed away in March 2022, while tending her beautiful garden in the hills of Dunedin.

Well-known throughout the TESOL community, Erina Hunt wore many hats in a teaching career that spanned more than 20 years. From senior teacher, conference speaker, and online course developer to writer, editor, and mentor of colleagues and friends – regardless of the role, Erina relished the challenge and opportunity to support others.

Words were always Erina's forte. After an early career in journalism and marketing, she moved into TESOL in the 1990s – first achieving a Certificate in ESOL Home Tutoring and then a Certificate in TESOL. Brimming with enthusiasm for her new-found passion, Erina began teaching at the University of Otago Language Centre in 1998.

A great love of learning saw Erina return to study soon after. She earned a primary teaching diploma, a Bachelor of Education, and – in an early sign of what was to come – an academic excellence award. With her new qualifications and a young family, Erina headed to Khon Kaen in north-eastern Thailand to teach at Vithes Suska Bilingual School. It was to be the first in a series of teaching adventures.

"Life was ever an adventure for Erina," one colleague surmised. "She had vision and created and seized opportunities with an unfailing 'can-do' attitude. She wasted neither chance nor time. She set extraordinary goals and achieved them."

On the family's return to New Zealand, Erina and then-husband Gordon set up AllwriteNZ – an editing company that subsequently worked with a wide range of clients, from tertiary students to local government organisations, research institutes, banks, novelists, and advertising agencies.

Erina also returned to teaching at the University of Otago Language Centre, where her ideas, enthusiasm, and strong planning skills made her a natural leader and supportive team member. With an ardent belief in project-based learning, Erina initiated a peace project with colleagues Cherie Brown and Robyn Murray and their students. The collaboration resulted in the installation of an international peace pole outside Otago Museum and another award for Erina – this time an Excellence in Teaching Award from Education New Zealand (co-recipient), with a runner-up placing for the Innovation in International Programmes Award.

Project-based learning and teaching appealed greatly to Erina, who saw collaboration as a way of achieving connection while learning new skills and building competence and confidence in teachers and students alike. "She encouraged staff to engage in team teaching and combined class projects that she created, encouraging students to utilize a whole range of skills," said University of Otago colleagues. "For many students, their experience in this type of collaborative learning was the highlight of their study experience."

Erina's enthusiasm, energy and drive were well known. It was this drive, combined with her determination to live life to the fullest, that led to her heading off on short-term contracts

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In a sentiment shared by many, she was described by one colleague as "an incredible source of inspiration with endless creativity, motivation, and the ability to see the beauty in every day and every situation".

abroad – first to work as Director of Curriculum and Instruction at Murphy Academy in Hebei, China, and then for two consecutive summers as a lecturer at Akita International University in Japan. While in Japan, Erina teamed up again with Cherie Brown to co-author a book: *Partners in the Classroom: Collaborative English Language Teaching and Learning Projects*. The duo continued to present together at various TESOL conferences globally.

Dedicated to life-long learning, Erina was awarded a PGDip in Teaching English as a Second or Foreign Language from Massey University in 2011, followed by a Master of Arts in TESOL from Victoria University of Wellington. Ready for a new challenge, Erina took over as editor of the TESOLANZ newsletter from 2017 to 2020. In this role, she sourced, edited, and compiled copy, and she wrote relevant, timely, thought-provoking articles where she reflected on topical issues in the industry.

Erina's connection with Thailand was re-established a few years ago, when the University of Otago Language Centre started running a series of short-term programmes. She taught and led many of these programmes before becoming instrumental in setting up online learning programmes for Thai students, academics, and executives. She was also in charge of e-learning curriculum design and content.

Erina was a natural teacher, not only to the many ESOL students she encountered during her teaching career, but also to her friends, colleagues, and counterparts. In a sentiment shared by many, she was described by one colleague as "an incredible source of inspiration with endless creativity, motivation, and the ability to see the beauty in every day and every situation". As well as evaluating and supporting teachers in class, Erina acted as a mentor to friends and fellow teachers. She was a sounding board for ideas, a vehicle of progress, and a protagonist of life.

For those who had the good fortune of knowing Erina, the world may seem to have lost some of its shine. Erina's passion, her vibrancy, and the love she gave to all those she encountered will be sadly missed. In a fitting tribute, a colleague shared this thoughts: "Erina always reminded us there are times when one must stop still, take a breather, and reflect more deeply on one's inevitable trials and blessings."

We all meet great teachers in our lives – Erina was undoubtedly one of the best. Thank you for the lessons, Erina.

Real-world tips from an independent online teacher and e-learning consultant
Part 4: Digital ethics and web accessibility

Tish Kirkland

Digital ethics include such concepts as safe content storage, privacy, web accessibility, and respecting author rights. For this article, I will focus on web accessibility.

What is web accessibility?

For a description of web accessibility, I have relied on the World Wide Web Consortium (W3C), an international community that develops open standards to ensure the long-term growth of the Web. (To learn more about W3C, see: Facts about W3C. To learn more about the standards they have developed or drafted, see: All standards and drafts.)

Web accessibility means that websites, tools, and technologies are designedand developed so that people with disabilities can use them. More specifically, people can:

- perceive, understand, navigate, and interact with the Web
- contribute to the Web

Web accessibility encompasses all disabilities that affect access to the Web, including:

- auditory
- cognitive
- neurological
- physical
- speech
- visual

Web accessibility also benefits people without disabilities, for example:

- people using mobile phones, smart watches, smart TVs, and other devices with small screens, different input modes, etc.
- older people with changing abilities due to ageing
- people with "temporary disabilities" such as a broken arm or lost glasses
- people with "situational limitations" such as in bright sunlight or in an environment where they cannot listen to audio
- people using a slow Internet connection, or who have limited or expensive bandwidth

For a 7-minute video with examples of how accessibility is essential for people with disabilities and useful for everyone in a variety of situations, see: https://www.youtube.com/watch?v=3f31oufqFSM

Please note that the content above was copied directly from the W3C's web page: What is web accessibility? It has not been modified in any way. This is in alignment with the site's usage policies. You can find further information about accessibility on the w3.org website.

Tish Kirkland is an eLearning Consultant based in Wellington, Aotearoa New Zealand. An experienced language teacher but with no technical experience at the time, Tish became interested in online learning in 2008 and built a front-end Moodle site from scratch in 2009 which she uses to facilitate and teach online courses. She made the jump from language teaching to full time eLearning in 2019, which coincided with her move from Australia to her home-country of Aotearoa New Zealand, and she now works with clients from NZ and around the world to create and support online learning.

Deadline for the next issue is 20 October 2022

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Web Content Accessibility Guidelines

When learning about accessibility, a great way to start is by familiarising yourself with the web content accessibility guidelines (WCAG), which give guidance regarding four principles of web accessibility. These four principles can be summarised in the acronym POUR and state that content must be perceivable, operable, understandable, and robust.

The first set of guidelines, WCAG 2.0, was published in 2008. This set was followed by WCAG 2.1 (2018); and WCAG 2.2 is scheduled for release in 2021.

If you are now confused and wonder, Which is the current standard, the answer is simple: they are all current. W3C states on their website: "WCAG 2.0 and WCAG 2.1 are both existing standards. WCAG 2.1 does not deprecate or supersede WCAG 2.0. W3C encourages you to use the most recent version of WCAG when developing or updating content or accessibility policies" (WCAG 2 Overview).

WCAG and your Learning Management System (LMS)

Most LMSs are created with accessibility in mind and have inbuilt accessibility checking tools. The following LMSs have published their adherence to the WCAG on their websites. Follow these links to find out more:

- Moodle: Accessibility
- Totara: Accessibility at Totara
- Mahara: Accessibility
- Canvas: What are the Canvas accessibility standards?
- Blackboard: Accessibility at Blackboard

However, an LMS is only as good as its content, which is where you come in. As the creator or curator of content, you need to be mindful that what you are providing meets accessibility standards. Most LMSs will have an accessibility checking tool. See, for example, Moodle: Accessibility checker. Alternatively, you can outsource to companies like Brickfield Labs and utilise their accessibility toolkit: Brickfield Accessibility Toolkit.

If you are using H5P to create content, it is worth checking, which H5P activity types will work for your intended audience. H5P provides a list of accessibility content types on their website: Content type recommendations.

Support inclusion – become an A11Y!

An *A11Y* (which is *accessibility* written as a numeronym, with the number 11 representing the count of letters between the letter A and the letter Y, according to the A11Y Project) is a person or organisation that supports accessibility and inclusion. Your LMS is only as good as its content, and as content-creators we should apply WGAC principles to content as it is created. We can control our input using the POUR acronym mentioned above and explained in great detail on: W3C – Accessibility Principles. Let's now elaborate on some of the POUR adjectives:

Perceivable

- **Provide text alternatives and image descriptions**
  Image descriptions can be helpful in several ways: for example, a student who has problems downloading images can still read about what the image depicts. A

vision impaired student might use a screen reader, which reads the text out loud. They may not be able to see the image, but their screen reader can pick up the written text and tell them what the image depicts. If the image description is left blank, the screen-reading application may revert to reading the file name instead of the image description. This can be confusing and frustrating for a screen-reader user, particularly if the file name is something like *img63678945032_1*, which will be read out number by number by the screen-reading tool. If the image description is likely to be long and you run out of space in the alt text field, consider either using a different image or adding the image description to another page and linking to it. For example, if the image is a graph, there might not be enough room in the alt-text field to describe what the graph displays. Write the description of the graph's content on another page on your site and create a link to that page.

- **Provide transcripts and captions for video and audio content**
  Providing captions and transcripts for audio and video content is essential for hearing-impaired users. Some users who are not hearing-impaired may also prefer to read a text rather than listen to it. Some free captioning tools (at time of publication) include Amara.org, DotSub.com and Subtitle Horse.

- **Limit non-essential images**
  Non-essential images can clutter a website or LMS, making navigation difficult to manage. In addition, if images do not have proper alternative texts, then they can be confusing for someone using a screen-reader, and the user will know there is an image but won't know if it is important or not, which is very disconcerting.

- **Ensure suitable colour contrast**
  Colour contrast is important for partially sighted users, including those who are colourblind. Use a contrast checking tool to make sure your text and background colours are clearly separated colours, for example: WebAIM – Contrast checker.

Operable

- **Ensure keyboard accessibility and avoid keyboard traps**
  A user should be able to navigate your website using tab, shift-tab, enter, and escape keys. A *keyboard trap* is when you get stuck in a loop that you can't get out of unless you use a mouse. Check your LMS's keyboard accessibility by unplugging your mouse. WebAim, the University of Washington, and the Universal Design Centre at California State University have some good resources on keyboard accessibility.

- **Present content in different ways**
  Allow for different abilities by presenting content in a variety of ways. For example, if you have a video, also include the transcript.

- **Incorporate different input modalities for students, beyond the keyboard**
  For example, allow students to submit audio and/or video files instead of written assignments only.

Understandable

- **Be understandable by being predictable**
  The website or LMS needs to be consistent in the way content is presented. For example, always use the same coloured button for a specific *call to action* and another colour for *extra information*. Use the same shapes and icons to mean the same thing throughout the website/ LMS. Using correct headings, that is, using their levels/ sizes correctly, is also key here, so that anyone using a keyboard or screen-reader can quickly skim through a text by skipping from heading to heading, similar to a sighted person skipping through headings to get an overview of the content or to find a particular piece of information.

Robust

- As content creators, you will need to make sure that your creations are robust, as in: they must be accessible over a variety of devices (mobile phones, desktops, tablets, etc.), operating systems (Linux, Mac, Windows), and browsers (Firefox, Chrome, Safari, etc.), and users should be able to operate them using assistive technologies such as screen-readers. Your content needs to be robust across current and older technology, as not everyone has the latest devices or applications, and not everyone has super-fast or even consistent internet connections. Keep all of this in mind and test your content across multiple devices and on multiple browsers. Use assistive technology tools such as Voiceover (Mac) and NVDA (Windows) to check your content.

Use HTML to check your content's accessibility

Use the </> *buttons* in your editor to look at your HTML to check items such as images, headings, lists, buttons, links, and other editable content. Having "clean HMTL" will assist screen-reading devices. A tip for copying content from, for example, a Word document into an LMS is to first paste the content into a text editor such as Notepad to strip it of any additional HTML. Then, once pasted into your LMS, use HTML or the editing tools available in the LMS to make changes to your text, like adding headings and bullet points. The free version of Visual Studio is helpful for doing this, and it will provide a preview to check that you have been successful.

Summary

Web accessibility is an aid to inclusion, which is something we all want to strive towards with our students in any learning environment. My biggest tip is to add the inclusive and accessible elements as you create them, even if it feels very time-consuming. It is much easier to do it as you go. Coming back afterwards is always harder.

For further resources, please take a look at the New Zealand Government's information about how it meets WCAG requirements and the recommendations it provides for creating digital content (digital.govt.nz – accessibility). Consider watching this helpful YouTube video featuring accessibility expert Julius Serrano at the 2020 KohaCon (a conference for users of the open source library system Koha), particularly if you would like to see a screen-reader in action: Julius Serrano – Web accessibility for your online libraries.

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.

Boost your ESOL students, wherever they are...
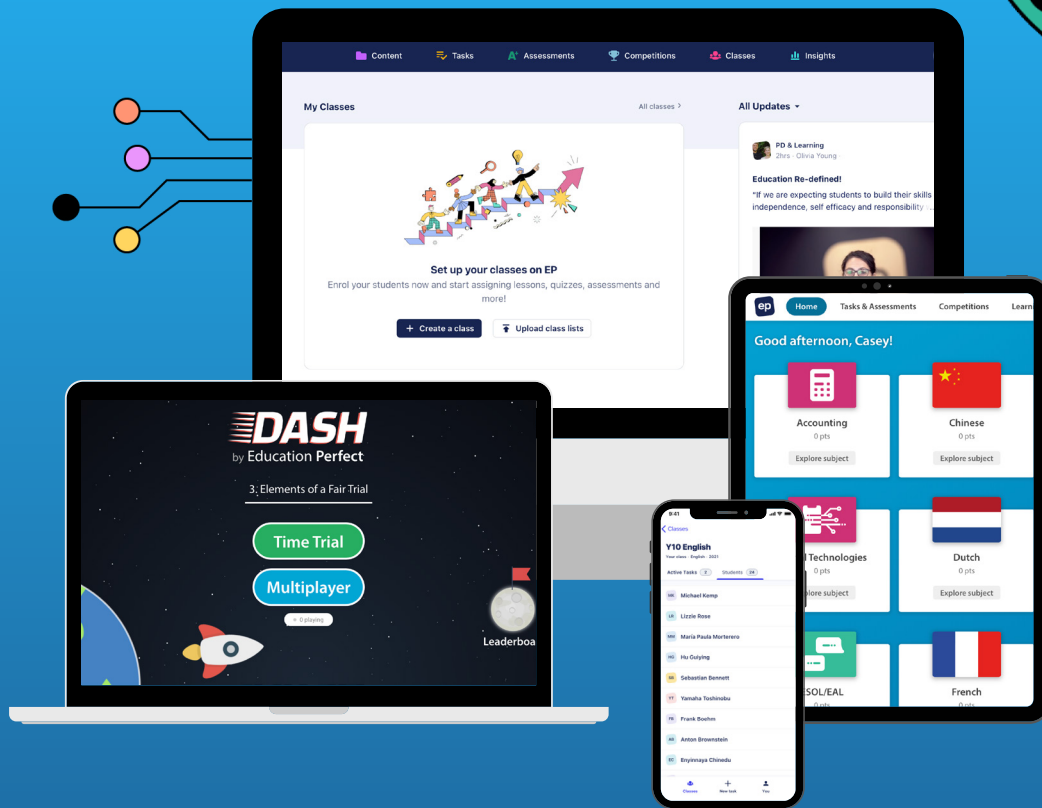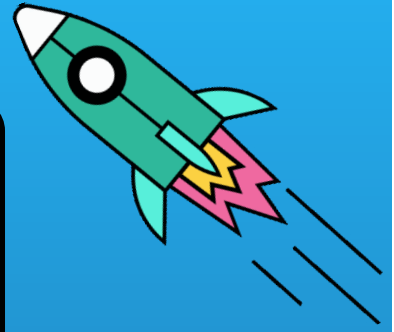
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Wordplay

Amber Fraser-Smith

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

New words and new ways for more inclusive education

When Judy Singer, an autistic undergraduate at the University of Sydney, wrote her honour's thesis, she had no idea that one word she had coined would take the world by storm. That word was *neurodiversity*, an increasingly well-known term that highlights the variability in brain function from one individual to another.

Yet, there is much more to the word *neurodiversity* than simply a definition. Singer coined the term to destigmatise autism and to initiate a civil rights movement for neurological minorities. Singer describes herself as "I'm not quite disabled and I am not quite mainstream". She acknowledges the difficulties faced by those who are neurodiverse but also argues that conditions falling into this category should not be seen from a deficit perspective. Instead, they should be viewed from the perspective of strengths and challenges.

Another term that is gaining attention is *neurotypical*. This is used to describe a person whose cognitive functioning is within the average range for human neurology. While it is easy to argue that everyone is different, with no two brains thinking and functioning in the same way, *neurotypical* describes those who have met the usual developmental and behavioural milestones and have less difficulty learning new skills or behaving in expected ways.

Neurotypical learners have long been the focus of our education system. However, the tide is turning. With growing awareness of those who don't fit within an *ableist model* (that views neurotypicality as superior), educators are looking for new ways to accommodate all learners. So, how do we achieve this great feat?

In *Wordplay* last year (summer 2021), I alluded to Universal Design for Learning (UDL) as an inclusive teaching approach in the ESOL classroom. UDL was created by the Center for Applied Special Technology (CAST), a non-profit organisation in the USA focused on education research and development, and is promoted by the New Zealand Ministry of Education. The goal of this framework is to remove the focus on the disabilities of the individual and instead look at the disabilities of the learning environment. In doing so, an environment can be created in which all learners can have equal access to learning. It is an idealist's dream come true. UDL is based on three guiding principles (CAST, 2018) multiple means of (1) engagement, (2) representation, and (3) action and expression. To put it simply, UDL involves ensuring that students know *why* they are learning; presenting information in such a way that students understand *what* they are learning; and looking into *how* students are learning.

Examples of UDL include giving students a choice over which aspect of a subject they study, how they find the information, and how they complete an assignment. For example, they may choose to get information from books, podcasts, or videos. They might then write an essay, design a video, produce a podcast, or create a comic book. In terms of how students learn, they may choose to work independently or in groups; they may use ear plugs to block out additional noise; or they might choose to sit in natural light rather than under fluorescent lighting. The reasoning behind this is that allowing students to have more choice reduces the likelihood of learning problems to occur.

The thought of adopting a universal framework can seem overwhelming for teachers and administrators. There are many challenges involved in adapting the learning environment, particularly if you have little choice regarding classroom space or if you need to follow a set textbook. Despite my own idealist outlook, I remain perplexed as to how to assess neurodivergent ESOL learners in ways that suit them, while still adhering to NZQA guidelines. How can students pass reading assessments if they don't read – or writing assessments if they don't write? Such an enterprise is even more challenging if you do not have the time, resources and/or support necessary to initiate such changes.

Nevertheless, Universal Design for Learning offers hope for a new era in education – one in which all our learners have a chance to meet their potential. This may well be the beginning of an epic journey, but that shouldn't prevent us from starting. Journeys begin with one step, followed by another, and so on. Even small changes in the classroom can produce big changes in a student's learning experience and subsequently in their future.

References

CAST (2018). *Universal Design for Learning guidelines* (V2.2). http://udlguidelines.cast.org.

Craft, S. (n.d.). *Meet Judy Singer a neurodiversity pioneer*. http://www.myspectrumsuite.com/meet-judy-singer/

Handling students' personal information – Let's brush up on privacy

Friederike Tegge is the outgoing TESOLANZ newsletter editor. She has her "fingers in several professional pies", including as ESL teacher and as content designer for ISANA NZ. Among other things, Friederike enjoys reading science fiction literature, cooking FODMAP-friendly food, and continuing her quest to find the best chocolate in New Zealand.

How important is information privacy to you? Is this a topic you occasionally think about? If you are a TikTok user, how concerned are you about the recent news (NPR) that TikTok employees in China have accessed the personal information of US-customers? Many of us are not too concerned about giving away our information and only start worrying about privacy once it is gone. What about giving away your students' personal information? When did you last brush up on information privacy and the Privacy Act 2020?

Personal information and the Privacy Act 2020

Let's first define what "personal information" means: personal information identifies a living person as an individual, and reveals something about that person. This includes written information (student records, written notes, contact details, etc.), unique identifiers (student ID numbers, etc.), but also information not in writing (photos, audio-recordings, spoken comments that you remember, etc.).

The Privacy Act regulates and explains how agencies – including schools and tertiary institutions – should handle their customers' or students' information, including its collection, storage, and sharing (Privacy Act 2020). The Office of the Privacy Commissioner (OPC) makes sure that agencies in New Zealand (and also overseas agencies dealing with New Zealand) follow the Privacy Act. The OPC also handles complaints concerning privacy breaches, and it provides further information and learning materials about information privacy.

What can we, as teachers, share about our students?

As the editor of this newsletter, I receive a lot of photos, including screenshots of Zoom events with attendees visible or photos showing young or adult language learners participating in classroom activities. Since the start of the Covid pandemic, online teaching, learning, and sharing has also increased, and I feel it might be a good moment to draw everyone's attention to New Zealand legislation around information privacy.

Let's use the fictional case study of Jenny, a made-up ESOL teacher at a New Zealand school. Please read her story and note all points along the way where privacy might be a concern:

Jenny is an ESOL teacher working with young ELLs at her primary school. Recently, they finished a beautiful in-class project: The students created posters that depict their lives in writing and through photos. The students have written about themselves, where they live, their family, their friends, their hobbies, their country of origin, and so on. They have added photos of their parents, siblings, neighbours, of their house, their street, etc.

Jenny is proud of the project. The students were extremely engaged and learnt a lot. Jenny has taken a lot of photos of the students at work and also of the final products. She has shared photos of individual students with their families, and she has also shared group pictures with all children in class and their whānau.

As the project was such a success, Jenny now presents it to her colleagues during a PD day. She shows many, many pictures. Later, the project also features in the school's newsletter.

Next, Jenny shares about the experience during a TESOLANZ branch event. She shows photos of the happy students and their creative products. As a follow-up, she writes a summary for the TESOLANZ newsletter, and she includes screenshots of her slides, including photos. In particular, she likes to show Greta's poster:
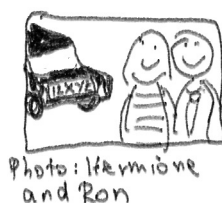
My name is Greta Lena German. I am from Germany. My birthday is 1 January 2012. My father is Herman German, and my Mama is Hilda Mana German. My brother is Malte. We live 7 Imaginary Road, Fictionville. Our dog's name is Woofie. (My dad always uses her name for all his passwords. Funny!) Our neighbours are Hermione and Ron Scamander. They...

My family

Photo: Hermione and Ron

Fictional student product

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At what points in the story did you 'ping' points of concern regarding information privacy? What would Jenny need to consider at each point?

1 **Sharing photos of and info about students and their information with their own families**

Jenny can share photos of individual students and their specific products with their family. However, she should be aware of who is permitted to receive information about a student. Usually, schools ask families to specify in writing who exactly may be informed about a child's activities.

2 **Sharing photos of and information about students with other families whose children are in the same class**

Schools in New Zealand typically ask parents to agree in writing to a privacy statement at the point of a child's enrolment or at the start of the school year. This privacy statement typically includes information about what information might be shared with other students in class and their families or with other staff at school. Guardians should be given the option to opt out of any "sharing agreements" at this point, and teachers should be aware of who in class has opted out. In Jenny's class, Bruno's parents have stated that they do not wish photos of Bruno to be shared with other families, so Jenny always makes sure that Bruno is not included in group photos that are shared with everyone.

3 **Publishing a report of the successful project (with photos) in the school's newsletter**

School privacy statements often include a statement explaining that photos of students might be used in school-internal publications or even in promotional materials. Again, guardians should have the chance to opt out. In addition, it might be a good idea to ask for the guardians' consent anyway, when the question of publishing actually arises. We are all busy and easily forget what we have agreed to weeks, months, or years ago. So, Jenny asks for written consent from parents before publishing photos in the school's newsletter, avoiding any potential disputes. By asking for consent, she also builds trust between herself, her students and their families.

4 **Sharing the same content with TESOLANZ members at a branch event**

Having consent to publish in school-internal outlets does not equal permission to share personal information (including photos) to an audience outside of school. Presenting students' photos and information at a TESOLANZ branch event without consent could constitute a breach of privacy. Jenny asks for written consent to include photos of students in her presentation. Some parents see no problem in her doing so, while others feel uncomfortable with the idea and decline consent.

5 **Sharing the same content at a national level with TESOLANZ members in the newsletter**

Publishing students' personal information in a national newsletter requires specific consent. Jenny cannot assume that consent given for the presentation at the branch event also covers publication in the newsletter. Given the wide reach of the newsletter and the open access to anyone in the world visiting the TESOLANZ website, publishing students' personal information might be seen as a more serious breach of privacy.

6 **Sharing a photo of Greta's poster**

This fictional poster might be a bit ridiculous, but it highlights a few more issues. It contains private information not only of Greta but also of her family. It even contains private information of Greta's neighbours, who probably haven't consented to their photo, their address, and their licence plate number being displayed on the internet for everyone to see. The family's (middle) names, the exact address, and so on should generally be treated as sensitive and not be shared.

Feeling rusty when it comes to privacy?

If you feel that information privacy hasn't really been on your radar recently and that you have forgotten some of the legal requirements, the OPC offers some self-access learning modules with general information and requirements specifically for school contexts (Privacy ABC for Schools): Free online learning. You can also have OPC's blog: Back to School FAQ.

When in doubt whether you can share student information, ask the privacy officer at your institution. If you don't know who that is, then find out: "Under the Privacy Act, every agency is required to have a privacy officer" (OPC).

I want to finish with a quote by Privacy International that highlights the importance of information privacy:

"*Privacy is a fundamental right, essential to autonomy and the protection of human dignity, serving as the foundation upon which many other human rights are built. Privacy enables us to create barriers and manage boundaries to protect ourselves from unwarranted interference in our lives, which allows us to negotiate who we are and how we want to interact with the world around us. Privacy helps us establish boundaries to limit who has access to our bodies, places and things, as well as our communications and our information.*"

Reports

AKTESOL

Leslie Robertson (Chair)

AKTESOL is pleased to welcome a newcomer to our committee, Paula Arkensteyn, who is the latest member of the publications sub-committee. The other committee roles remain the same.

At our Matariki event, on 16 June, we were privileged to attend a wonderful presentation by Dr Annette Mortensen and Dr Jeanne van Wyk on *Welcoming Schools for Students from Refugee Backgrounds*. Through personal stories on video clips, scientific and cultural explanations, they raised our awareness of the complexity and wide-ranging challenges that young refugees face, particularly once they resettle in a new homeland. They shared the types of trauma many refugees experience and described three types of stressors: from the country of origin, the place of transition, and then during resettlement. Their informative explanation of how the brain responds to stress highlighted how a young person's educational development can be affected. Dr Mortensen and Dr van Wyk gave us three key thoughts on how, as teachers, we can support traumatised children: through building rapport, connection, and trust – finishing with the *five ways to wellbeing* (Mental Health Foundation).
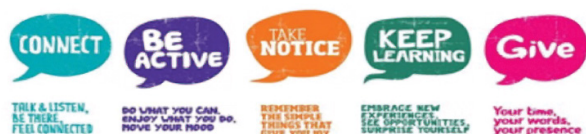
As the quota of refugees in New Zealand is rising, this presentation was particularly relevant and helpful, and we are very grateful to our two experts for providing us with such a wealth of thought-provoking information. We will try to make the slides available on the AKTESOL web page.

If you have former refugees you are concerned about, do please ask for support and advice from our experts from *Refugees as survivors: NZ services for former refugees and asylum seekers:* RASNZ Youth.

We look forward to holding our next event in November,

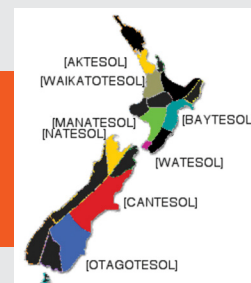Mānawatia a Matariki,

Leslie Robertson

WaikatoTESOL

Margaret Connelly

This term, we revised a popular theme from last year's events: research snippets. Calling participants who are undertaking or considering a research project, classroom inquiry, or action research. We had our event online on Wednesday 22 June and were joined by 16 wonderful members from across New Zealand.

Our first speaker, Dylan Parker, shared his journey of research and development of an ESOL resource based on spaced retrieval theory. His resource, *English Planet*, resulted in significant improvements in learners' language knowledge and fluency during classroom trials, and he is now seeking pathways and next steps for resource development and implementation in schools. Dylan's presentation sparked the interest of participants, who were keen to discuss the development process and its potential for supporting ESL learners in NZ primary schools.

We were then joined by Sophie Hulse, a New Zealand born "third culture kid", whose experience growing up in India has highlighted for her the question of teacher identity in multicultural classrooms. Sophie is considering taking up masters' studies to understand more about third culture kids and how identity impacts pedagogy. Sophie's presentation resonated with participants, who have considered the formation of their own teacher identity. Participants were supportive and encouraging of Sophie's goals, and we wish her luck as she starts her research journey.

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Our third team of speakers were Dr Iman Husain and Rasha Abusaleh from Yasmina Community Trust, a charitable organisation which supports women and children of the Arab community in Hamilton. Yasmina works to provide an environment that preserves and fosters culture, language, religion, values, and traditions. Iman and Rasha shared the research and development of their holiday programme *I Read*. The programme was the result of a survey on community language maintenance practices and encourages learners to read extensively in Arabic. The programme received excellent feedback from parents and children and will be run regularly as part of the Yasmina programmes.

Margaret Connelly followed with a presentation of findings from her masters' research into heritage language maintenance in New Zealand. Findings indicate that multilingualism is beneficial for identity and family cohesion as well as having academic, cognitive, social, cultural, and economic capital. Families regularly undertake informal language education in homes and communities. However, children undergo a shift to English monolingualism through mainstream education, and results suggest a need for greater support for multilingualism. A national language policy would provide a framework for supporting community language education, including the provision of funding and facilities, resource development, and language teacher training. Collaboration between schools, communities, and families seems essential.

Finally, we were joined by Cristina Schumacher, Director of Languages at EarthDiverse. EarthDiverse provide programmes designed to mitigate racism, discrimination, and environmental degradation through courses, seminars, activities, and events that aspire to strengthen social cohesion in Aotearoa New Zealand society. Cristina shared an invitation to participate in the development of a multilingual language analysis framework which can support teachers and learners of community languages.

We would like to extend a huge thank you to our presenters and participants for sharing these research snippets.

BOPTESOL

Julie Luxton

At our BOPTESOL meeting on 4 May 2022, Helen Willacy, TIC ESOL at Katikati College, presented on *Supporting English Language Learners in the Mainstream Classroom* – a presentation she had prepared and shared with her Katikati College teaching colleagues before.

Helen began by pointing to the growing number of English Language Learners (ELLs) in Bay of Plenty schools – at least 6% – with a range of home languages. She then unpacked the seven *ESOL Teaching Principles* on the TKI ESOL Online website:

1. Know your learner
2. Identify the learning outcomes
3. Maintain the same learning outcomes for all learners
4. Make the abstract concrete
5. Provide multiple oportunities for language use
6. Ensure a balance between receptive and productive language use
7. Include opportunities for monitoring and evaluation.

Helen also spoke to some slides from Mariana Saraiva Malheiros from Ōtūmoetai College about building relationships; supporting self-motivation; "doing with" not "doing for"; wait time and strategies for supporting ELLs in mainstream classes, for example, use of visual support, and opportunities for repetition and group work.

The presentation highlighted key knowledge and understanding for mainstream teachers, including the sharing and effective use of rich *English Language Learning Progressions* data, the importance of understanding Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP), and the usefulness of the ESOL Teaching Strategies pages on the TKI ESOL Online website.

Some comments from ELLs were shared. These included the value of having classmates who speak your own language; the importance of teachers understanding their cultures and affirming their home languages; the need for one-on-one explanations; the use of written instructions and slideshows or videos which can be revisited on Google Classroom.

Helen also talked specifically about meeting the needs of Pacific learners. She shared a "spoken word piece" by Michelle Johanssen – 10 pieces of advice to the teachers of young brown scholars – and a presentation for teachers by a former Katikati College student, based on tenets of Pasifika culture: *talanoa* (discuss), *faka'apa'apa* (respect), *malie* (entertain), *'ofa* (care), and *mafana* (classroom atmosphere).

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In this context Helen referenced the Pasifika Success Compass and reported that Katikati College and other BOP schools will soon be undertaking PLD based on the Ministry of Education resource Tapasā: Cultural competency framework for teachers of Pacific learners. Tapasā is a guide for teachers of Pacific students which includes three turu or competencies:

- **Turu 1: Identities, languages, and cultures**
  Demonstrates awareness of the diverse ethnic-specific identities, languages and cultures of Pacific learners.
- **Turu 2: Collaborative and respectful relationships and professional behaviours**
  Establishes and maintains collaborative and respectful relationships that enhance learning and wellbeing for Pacific learners.
- **Turu 3: Effective pedagogies for Pacific learners**
  Implements pedagogical approaches that are effective for Pacific learners.

Thank you to Helen for this rich and informative presentation.

MANATESOL

Gwenna Finikin

Our AGM this year had speakers from across the sectors discussing changes in the last two years in their organisations. We were pleased to host Ingrid Chavez from the primary sector, Maitreyee Banerjee from English Language Partners, Andrea Flavell from PaCE, Hanna Brookie from ETC, Mark Dawson-Smith from WINTEC, Stewart Holdaway from IPU, and Karen Ashton from Massey University. The overwhelming theme was the lack of international students and resulting job losses and role changes. Although devastating, there were also positives. As they were not having to cater for export education, schools were able to look more closely at their domestic students. The shake-up provided opportunities for reflection and change. Innovation has occurred at a massive rate and will potentially change how we teach long-term. One of these changes was reflected in this MANATESOL event: online platforms have opened things up to a wider audience. We were able to include speakers and attendees who would not otherwise have been able to attend, were it not for Zoom. While face-to-face interaction provides a better sense of fellowship, the equity that comes from distance not being an obstacle is hard to argue against. It will be interesting to see which innovations are kept and expanded upon in the future.

WATESOL

Nicky Riddiford

WATESOL events 2022 - to date

1. 31 March, online. Professor Paul Nation: *Principles of learning vocabulary (and anything else)*
2. 19 May, online. Breda Matthews: *How blended learning can assist you to multi-level your classes*
3. Friday seminars at Victoria University of Wellington

Report on Paul Nation's presentation
(written by Linda Todd)

In Nicky's introduction to Paul's presentation on *Principles of learning vocabulary (and anything else)*, 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. Those of us who have had the honour of attending his classes will 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 written 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."

Paul explained: "We learn what we focus on" – by having a learning goal. He continued to demonstrate how the teacher can provide a range of learning activities that support learning, using the four strands. Learning is more useful if it is complete, comprehensible, and accurate. Time on task is Paul's 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? The material 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 on elaboration and analysis, which increases and strengthens connections. Paul stated that the same principles apply whether learning is deliberate or incidental.

Paul then 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 the word into word parts
- Relate to spelling rules
- Recall the word at the end of the lesson.

Further advice for teachers: During later lessons, provide matching tasks using the target words; investigate complete word families; look at a concordance for a target word; provide other words with the same

stem; use word cards; do peer testing and dictations; when reading, pause, prompt, and praise learners. During reading pause, prompt and praise the learner. In all these activities, learners meet words they already know – but frequently in new and different contexts.

For me, it was of great value to hear Paul's reminder that it is important to help learners understand HOW they are learning, for example, by encouraging "word consciousness" and by providing and recalling the learning intentions. I think it is easy for us teachers to assume that students have the skills to be effective learners, when, in fact, they need lots of guidance in this regard. They also benefit from repeated reminders: why are we doing this exercise? How does it help us learn?

Paul Nation's Zoom presentation was attended by 86 people. I am sure we all benefited from being reminded of how these *principles of learning vocabulary* should shape the tasks we provide to our learners. A recording of Paul's presentation and his handout are available on the TESOLANZ website: Paul Nation: Principles of learning vocabulary (and anything else).

Report on Breda Matthews presentation (written by Linda Todd)

The WATESOL community was treated to a resource-rich presentation by Breda Matthews on *How blended learning can assist you to multilevel your classes*. In her introduction to Breda's presentation, Elizabeth Rothwell drew our attention to the huge contribution Breda has made to the ESOL community, both locally in Auckland and nationally in resource development and assessment practices. She currently is the moderator of the ESOL Online list-serve that provides a discussion platform where teachers working in the primary and secondary school sector can raise issues of concern.

Providing purposeful learning opportunities pitched at the right level for a diverse group can be both challenging and time consuming for classroom teachers. Breda's presentation showed us how current resources, many available through online platforms, can make this task less onerous for teachers and also provide learners with opportunities for repetition and reinforcement of learning. Small-group work is proven to be effective in education, and Breda discussed ways of varying the group composition depending on whether peers were of similar or different skill levels. Including independent work tasks in the programme could also free up teacher time to work more closely with each small group. A point of independent tasks: they should be linked to current learning and have measurable outcomes.

Teachers today have the choice of using paper-based and online resources. Regarding online resources, Breda demonstrated how a class programme can be set up online in a space – some of which are free -- where learners are provided with links to study materials and

other resources for vocabulary learning, reading, writing, and listening. The most comprehensive example Breda showed us was the online platform *Learning Village*. She introduced us to reading log templates and explained how to scaffold writing tasks for a diverse group of learners. She advised against over-assessment and encouraged us to interlink activities; for example, oral presentations can be linked with formative listening tasks. Breda suggested that it was important to choose topics that could be more easily levelled up and down. Her list of suitable topics included climate change, disasters, globalisation, and the description of people. She also highlighted that it was important to consider whether the topic was broad enough to allow for formative and summative assessment – thereby easing the learning burden for students. Breda demonstrated how to integrate the four skills using the topic area *descriptions of people*. Tasks included students interviewing each other; reading descriptions of people or biographies; writing biographies or descriptions based on their interviews. She drew our attention to the NZCEL guiding document that provides a comprehensive overview of all the assessment tasks which can be used across the four skills at each skill level.

Breda's presentation offered teachers detailed and practical solutions to overcoming ever increasing demands on their workload. The availability of online learning resources is changing the classroom landscape and can be used effectively to enhance the learning opportunities for our students.

A recording of Breda's presentation and her PPTs are available on the TESOLANZ website: WATESOL – Talk by Breda Matthews.

Friday seminars at Victoria University of Wellington

As in the past, WATESOL members have been invited to the Friday seminars offered by the School of Linguistics and Applied Language Studies (LALS) at Victoria University of Wellington. These seminars are presented by practitioners and researchers and cover 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. Details about the upcoming presentations can be found at: CASSYNI – LALS Seminar Series.

Helping displaced Ukrainians through offering online English language teaching

Several WATESOL members have responded to the request for help with online English language tutoring from the international organisation Teachers for Ukraine:

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, please write to use at: teachersforukraine@gmail.com.

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CANTESOL

Jason Reimers

Tech Tools in ELL (CANTESOL PD event run by Elaine Costeira)

On Tuesday, 31 May, an exciting CANTESOL professional development event focusing on technology tools in English language learning (ELL) was led by Elaine Costeira from Te Aratai College in Christchurch. This event focused on the use of two technological tools to enhance engagement for a range of learners: Book Creator and Padlet.

The event started off with an icebreaker; participants were asked how they would engage shy or quiet learners for reading, writing, listening, speaking. This set the tone for the rest of the event. How the two tools above could be leveraged to engage these types of students was explored throughout the session with an emphasis on participation by those in attendance.

First, we looked at Book Creator. Students have the freedom to create a variety of texts in different genres, including blogs, newspapers, and even student dictionaries. These can be published to a class library or even publicly online. These texts can then be used for one-on-one conferencing with the learner, further engaging them and offering a chance to provide formative feedback.

After that, we explored how Padlet could be used to engage shy or quiet learners with regard to speaking and pronunciation. This part of the event focused on the use of the audio- and video-recording functions of Padlet. Elaine showed us how students can generate short texts of around one minute in length in a low-pressure asynchronous way. Feedback can also be given through via video- or audio-recording or through conferencing with the student.

Overall, it was an engaging presentation that provided attendees with practical tools to use in their own teaching. I highly encourage everyone to check out Book Creator and Padlet to engage shy or quiet learners.

Primary SIG

Gwenna Finikin and Bernie Moffat

This year, the Primary SIG has been advocating for equity in funding and provision for New Zealand born children from former refugee backgrounds. We believe that students born in New Zealand to former refugee families should have the same opportunity to access the full 20 terms of ESOL funding available to refugee children born overseas – as opposed to the twelve they currently receive. With the help of Green MP Teanau Tuiono, we and our requests made the front page of The Manawatū Standard: Education group makes funding plea for refugee children (2 March 2022).

This was followed by a second article which argued against our claims by saying that appropriate funding was already being provided. According to Internal Affairs Minister Jan Tinetti, children born in New Zealand generally have greater familiarity with English because they have been in the country since they were born: New Zealand-born refugee children's English familiarity sufficient (22 March 2022).

Our experiences and evidence show otherwise, and while disheartened by this ivory-towered opinion, we have not given up on our end goal of funding equity. We acknowledge that the one family interviewed for the second article are doing well and do not require the extra time. In our experience, many other families and schools have different stories.

We also continue to look at the need for training of ESOL staff. The TESOLANZ position statement is that we encourage all schools to support teachers and paraprofessionals to gain qualifications. More and more, we are seeing staff being thrown into TESOL positions with no background knowledge, experience, or training. However, it is vital for ESOL teachers to know the principles of TESOL, to be trained in cultural sensitivity, and to have an understanding of the many diverse factors affecting ELL learners. Our biggest concern is staff being placed in a position where they have had no experience, no training, and are bereft of adequate support. Can schools really say that they are providing best practice if they: (1) are not using trained

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and experienced staff, or (2) are not able to provide the necessary PD or mentoring that would enable these new-to-ESOL teachers and learning assistants to adequately support our learners with the foundations of English language learning.

Secondary SIG

Anne McCarthy and Sally Hay

The Secondary SIG is continuing its reports on ELL teaching around New Zealand, and this time we concentrate on the South Island with Archana Martins and Vanessa Payne from Christchurch, and Nikki Ridden-Angus from Dunedin.

Below are some recent significant events in which the Te Aratai College ELL community has been involved.

- On the 15th of June, Prime Minister Jacinda Ardern attended the official opening of the newly rebuilt Te Aratai College (formerly Linwood College). School members have moved back to the Aldwins Road site. Most ākonga have settled into the new learning spaces quickly and demonstrated the uara (values) of manaakitanga, whanaungatanga, rangatiratanga, and turangawaewae.

- During Pink Shirt Week, ELL students organised quizzes, and during Samoan Language Week, they performed dances and songs.

- On the 31st of May, Elaine Costeira, Head of ELL and International Students, presented an inspirational PD session, *Tech tools in ELL and how they support engagement and collaboration*. She demonstrated the use of Padlet and Book Creator to support writing and speaking.

- On the 14th of June, Elaine also led the first Christchurch PLC Secondary Cluster meeting for the year. Her workshop provided a fresh perspective to visually document and even correct student work through the use of Padlet, using vital teaching websites. Topics like ELLs with the Literacy Standards, funding, assessment, and moderations were key topics discussed at this meeting.

Archana Martins
Te Aratai College
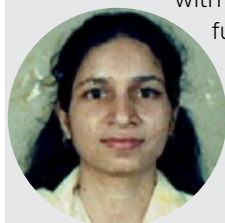
At Kavanagh College we have been lucky to retain international students through the Covid era, and we are now getting excited about welcoming new students again in July. Like for everyone, 2020 and 2021 were hard for us, but now we can see the light at the end of the tunnel.

Only last week, my senior migrant and international students decided that it was time to make some changes. My classroom "looked too sad and covid-y" and "we can't welcome new students like this", so desks were moved, and walls were decorated. We may not be gaining that many international students in July, but my long-standing ESOL students are determined that they will have a good time.

It is very easy for educators to put the content first, the deadlines, the assessments, the school administration; yet, what my students needed first was a sense of excitement. They have had years together, in a tight knit, yet shrinking group. All they want right now is not to get back to "normal" but to have someone new with them and to be able to break out of their rut.

For me as a teacher in my 12th year, the same thing has happened by having a student teacher from Otago, Tarryn, who has brought energy and new ways of working into my routine. She has forced me to reflect on my planning, themes, and how easy it is to fall into the "same old, same old" traps. We are ready for a new start. Onwards and upwards.

Nicki Ridden-Angus
Kavanagh College

2022 has been a mixture of classroom and distance learning, sickness, and, once the borders reopened, students visiting families outside of New Zealand. This has undoubtedly made for a challenging teaching environment.

ESOL activities here at Christchurch Girls High School for 2022 have included work by junior students on research around recycling locally, personal reading, and building their all-important vocabulary banks. Senior students have explored discrimination, racism, and gender inequality, creating outstanding visual texts utilising the latest applications. Speeches were also on this theme, allowing students to dig deep into topics of interest such as colourism; teaching the teacher about something new; through to the effects of years of war on Afghani families. Students have adapted well to missed lessons, using online classrooms and self-management.

Flexibility has been the key to success so far, with initial year plans out the window not long into term one. Standards have been added or removed, and time lines have been constantly on the move, adapting for sickness, more sickness, and visits to long-absent family members. Most importantly, for 2022, students are engaged and successful, refining their adaptability, perseverance, and time management skills that will serve them well into their adult lives.

Vanessa Payne
Christchurch Girls High School

Tertiary SIG

Anthea Fester, Martin Walsh

Our second SIG meeting, focusing on sharing tips and strategies for online teaching, had originally been scheduled to take place on the 30th of May. Based on member feedback, we decided to postpone this event until we could poll members to find out their day and time preference for holding our Tertiary SIG meetings. Taking the poll results into account, we decided that the next Tertiary SIG meeting would be held on Wednesday 29th June at 4:30 p.m. We will report on that meeting in the next newsletter. In our survey, most members also indicated that the Tertiary SIG meetings should provide members with opportunities to network, raise sector issues and concerns, and share teaching practice. We will reflect on this feedback and be sending out an updated schedule of events for 2022 soon.

In the meantime, we would like to share some recent articles and resources which may be of interest to members:

1. A recent news article in The PIE News (news and business analysis for professionals in international education) providing a brief overview of Te Pūkenga's internationalisation strategy: Te Pūkenga seeks to drive NZ internationalization (14 June 2022).

2. THE (Times Higher Education) Connect Webinar on English-language testing (YouTube): The future of English-language testing for international students (30 April 2022).

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 or anthea.fester@wintec.ac.nz.

Using language skills for mathematics

Christine Hanley
EAL Specialist at Across Cultures and Learning Village

Studying mathematics in an English-medium school presents learners of English as an Additional Language (EAL) with a double cognitive whammy, as they grapple with learning English and maths at the same time. Understanding maths is more than just knowing how to add and subtract; it also requires learners to use language to make sense of what they are studying, so that they can apply their maths knowledge in real life (Ramirez, 2020; Winsor, 2007). All learners need to be able to discuss their mathematical thinking in order to clarify and embed their understanding of new concepts. They also need to be able to use the language of maths effectively and apply the maths they have learnt in ways that are relevant to them for these to be meaningful. A language-rich environment with a focus on maths-specific language and everyday language associated with problem-solving will benefit all learners, and EAL learners in particular.

All four language skills are key to learning maths. It is reassuring to note that the skills we acquire when learning to read and write in a language also help to improve our maths ability (Ramirez, 2020). Learning a language and learning maths are comparable in three ways: learners need to be able to write in order to communicate their new learning; they typically learn in groups; and the learning is contextualised – in other words, it can be connected to real-life situations (Winsor, 2007).

Word problems, which are an integral part of teaching maths and increase in difficulty as learners move through their primary and secondary schooling, represent a significant ongoing challenge for EAL learners. These problems, however, offer the opportunity for learners to discuss and make sense of complex mathematical situations that are relevant to the world around them and thus, to increase their understanding of the maths involved and develop their critical thinking skills.

EAL learners need to be able to identify with the situations outlined in the word problems for them to be truly meaningful and support effective learning. This is sometimes a challenge, because of their different cultural backgrounds and experiences. They also need to be confident listeners and speakers, so they can express themselves in groups as they make sense of the problem and discuss possible solutions. In addition, their reading and writing skills are key to understanding instructions in order to undertake the correct task and then have sufficient vocabulary and knowledge of syntax and grammar to be able to complete it.

Providing a language-rich learning environment in the maths classroom, as well as additional support from EAL teachers and/or support staff, is likely to lessen the cognitive workload for EAL learners and promote maths learning in meaningful ways.

First of all, actively teaching key "learning to learn" strategies and how to work in groups, including useful language patterns that go with these activities, is time well spent. These strategies might include active listening, note-taking, turn-taking in discussions, encouraging other group members to participate, and clarifying strategies. This is something an EAL teacher or teaching assistant can introduce before the EAL learners reach the maths classroom, where these techniques can then be implemented and reinforced in an authentic setting.

Secondly, when formulating word problems, these should be framed, where possible, to reflect the real-world experiences of the students and, if possible, to resonate with how maths is used in their home situations. This could be informed by, for example, asking EAL learners to interview their parents/caregivers about how they use maths in their daily lives, and has the potential to increase student – and home – engagement. The learners' survey results could be collated, depicted in graph form, and provide the basis for further word problems that the maths or EAL teacher could co-construct with the learners. This activity not only provides useful data for formulating word problems but affords EAL learners an additional opportunity to develop their investigative skills and associated language structures, such as question forms.

Thirdly, EAL teachers can liaise with the maths teachers to identify the language comprehension and production knowledge their EAL learners require to access upcoming lesson content, and then front-load learners with the necessary vocabulary and language patterns.

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To sum up, EAL learners facing the dual challenge of learning a new language and new maths concepts in that language need explicit and relevant support if they are to achieve at an appropriate cognitive level for their age. Teachers, of both EAL and maths, are encouraged to connect new maths learning to the EAL learners' existing knowledge and provide multiple, low-stakes opportunities for the learners to understand and practise the language they need to achieve in maths. This will, in turn, support EAL learners in their maths learning.

For more great articles visit: https://www.learningvillage. net/teacher-guidance

For related free resources: https://www.learningvillage. net/more_info

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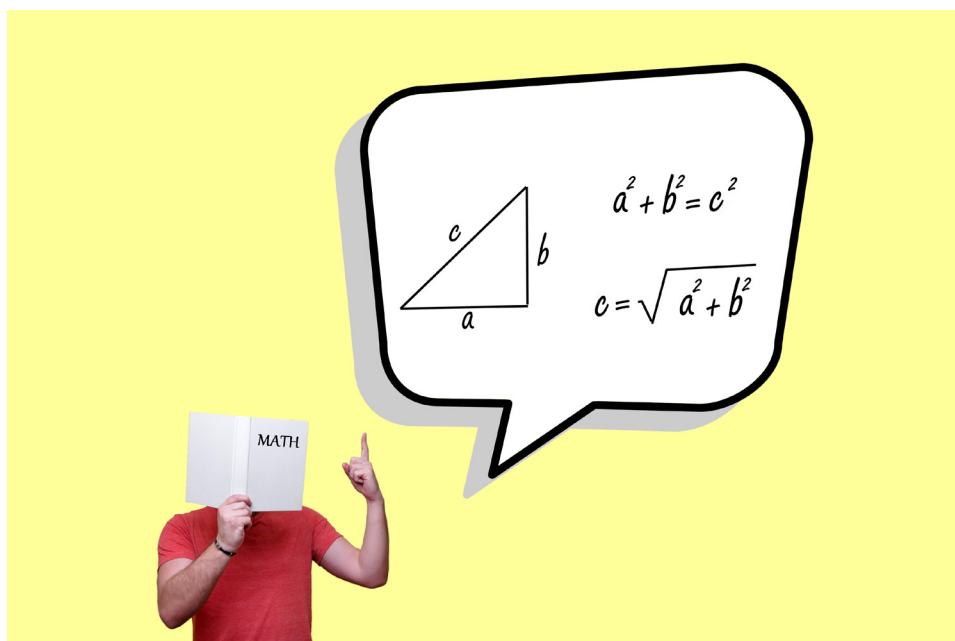
TESOLANZ Talk
Join Today

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

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

Tech Tips

Nick Baker

Getting more out of PowerPoint

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.

Microsoft's PowerPoint is more than just a tool to assist face-to-face and online presentations or to produce digital written handouts. You can also use it to create video recordings.

PowerPoint has many functions that help us educators create highly engaging pre-recorded lessons, assessment guides, or even Q/A sessions that students can revisit multiple times. The software provides functions such as animations, videos, and background music, which can transform your work into a more engaging experience for learners. Here I would like to introduce you briefly to some of these features to help you consider that perhaps PowerPoint can offer you more than you thought.

Before I start my brief intro to the PowerPoint recording functions, I would like to acknowledge that there are other software options available to create video presentations, for example Prezi or Adobe Spark. However, PowerPoint has an important benefit that makes it stand out from the crowd. It is an application that many of us use regularly – or that many of us at least have sitting on our desktops, ready to be rediscovered. So, why not learn its video-presentation secrets to get the most out of it? Further benefits of staying with an application we already know – it can save us time needed to learn a new programme; and it can save us money required when buying a new software package.

Now, let me share with you a few starting points on how PowerPoint could be your future go-to for producing memorable, interactive video presentations.

Point 1: The record tab

To begin bringing your PowerPoint to life as a video, select the *record tab* (see picture 1). This is where you can record your voice while presenting the slides as a video. You can even stop and re-record the slide you are on, if you feel that you missed something or made a mistake with the audio or slide. The *record tab* is where you find everything to transforms PowerPoint into a video. Here, you can, by means of the *export button*, create the video presentation by following the prompts Microsoft provides (see Picture 2).
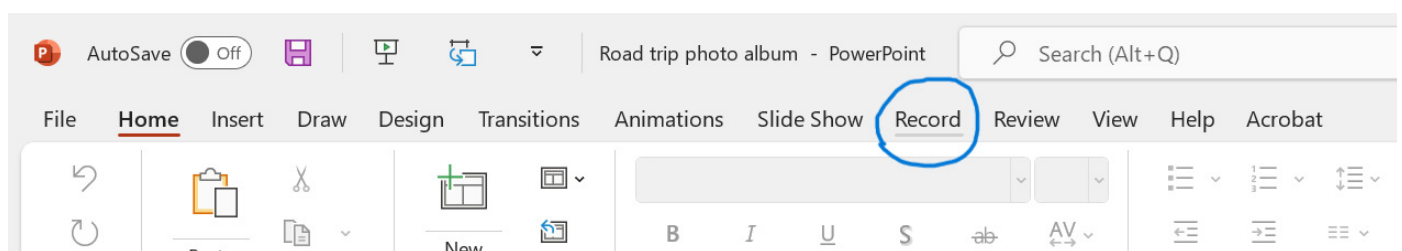
Picture 1: Where to find the "record tab"
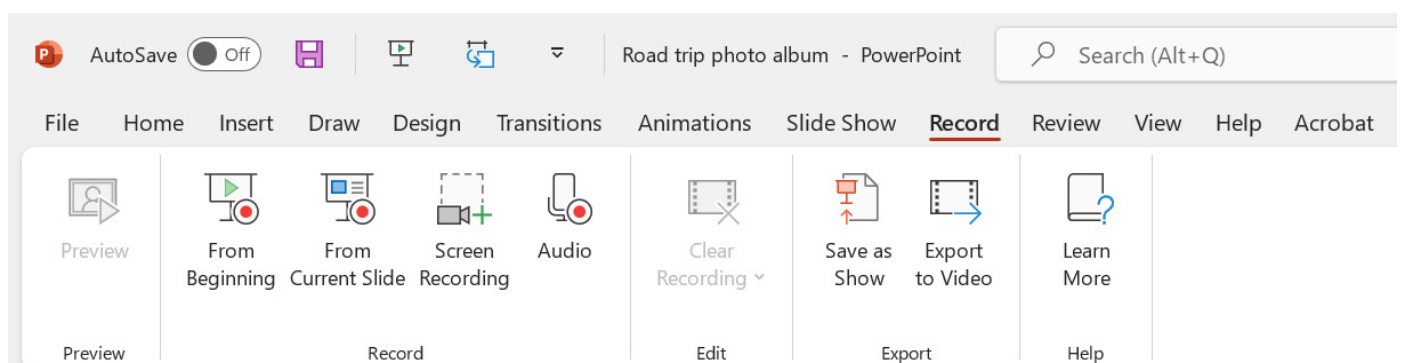
Picture 2: The options available in the "record tab", including "export to video"

>>>>>>>

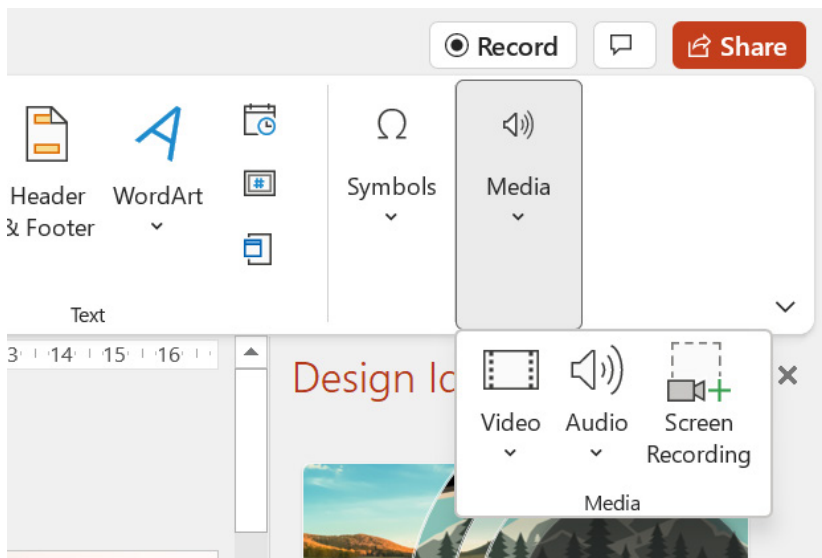### Point 2: Embedding video in your video

Next, you can make your video come alive by including short video clips in the presentation – as saved video files or even as screencasts from your computer. Both options are available in the PowerPoint's *insert tab* (see Picture 3). You could use such short clips to demonstrate techniques or strategies to your learners. For example, you might have a math problem or a particular language challenge that requires step-by-step demonstration.

Point 3: Adding background music

And finally, we can also add some background music to the PowerPoint presentation. Some educational developers recommend using relaxing or perhaps inspirational instrumental music to increase the impact of the narrative

Picture 3: Inserting video and audio into your recording via the "insert tab"

or learning experience you are providing. In the *insert tab*, under *media*, you can find the *audio button* (see Picture 3), which allows you to add desired audio from your computer. I recommend seeking out royalty-free music online to help you find the best music options without accidentally violating copyright. Once the audio has been added, an audio icon will appear as well as a tab called *audio tools*, giving you different playback commands.

Point 4: Consider accessibility

There are many more options in PowerPoint to assist you, but I hope these very simple examples and instructions will get you started. However, there is one limitation that I would like to highlight: if you insert video clips or other large files into your PowerPoint recording, this can lead to very long "rendering time" and problems with interrupted or momentarily frozen presentations. Please consider whether your students have the required internet connection or data allowance.

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.

TEACHING CREATIVE WRITING TO SECOND LANGUAGE LEARNERS: A GUIDEBOOK
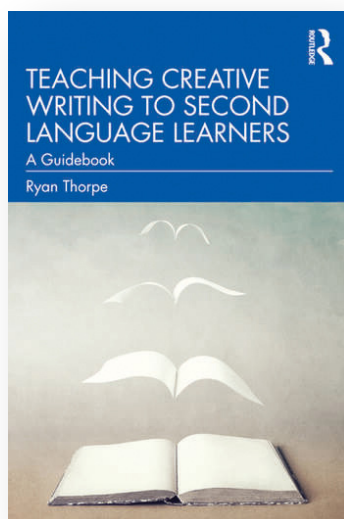
Thorpe, R. (2022). *TEACHING CREATIVE WRITING TO SECOND LANGUAGE LEARNERS: A GUIDEBOOK*. London: Routledge. ISBN 978-1-003-04349-2 (ebk.) 278 pp. USD20.33.

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Reviewer

Mark Webster Hall
IPU New Zealand

The teaching of creative writing has long played a key role in the academy generally, and it is now becoming more prominent in second language learning contexts. As such, Ryan Thorpe's guidebook to creative writing pedagogy in the ESL classroom marks a welcome addition to the resource kit for educators already working in this field and for those intrigued by it. The text constitutes a systematic introduction to some of the logic and methodologies of creative writing programs in this environment and maintains a very approachable orientation throughout in terms of how teachers are encouraged to engage their students in creative work involving storytelling and the craft of writing.

Although Thorpe is non-doctrinaire when it comes to the canvassing of theoretical concerns – "no set of approaches or revolutionary pedagogy takes the work out of writing" in the classroom (101) – it is clear that there are a number of important points underpinning his argument. One point concerns the fact that creative writing is very much about student autonomy – "each time a student writes, they perform their identity as best they can" (192); "writing is power" (268) – and these considerations ought to drive the teaching – thus, our "constant goal [should be] to keep students writing and thinking reflectively about their work" (75). Another key axiom is brought out in the author's suggestive claim that in the second language classroom, fictional elements are there whether we like it not – with "learners … constantly being subjected to mock conversations in their readings" (58), etc. – and that teachers should take full advantage of the creative possibilities that literature presents us with, whether that literature be student-generated ("our students are writers, and they need to be read" (268) or not. Such a call-to-arms is situated in a practical, meaningful fashion, however, given the injunction that teachers should always "strive for students to close the gap between themselves and the text" (59).

One strength of the guidebook – particularly with regard to the exploration of intercultural issues – is that the author consistently draws on his experience working in a range of North East Asian contexts (primarily, at university level in China and South Korea). His discussion of key dimensions of the relevant pedagogy is informed by close-at-hand observations – and these are invaluable. The tone of the investigation of plausible teaching situations, moreover, is characteristically down to earth – with interrogations of various strands of creative writing focus (Character, Dialogue, Conflict, Genre, and so on), for instance, always structured according to clear questions (the likes of "What is the goal in the classroom?" and "How can this goal be realized?") within the relevant chapters. Consistent with this thoughtful and pragmatic mood, Thorpe makes it clear throughout the text that the goals examined are often best realized when the emphasis is on developing "transferable" (12) and "transitional skills" (xii) in the ESL creative writing classroom. The moral of the text is, thus, a robustly learner-centered one.

Complementary to the emphasis on student-centered learning is the fact that the text is highly reader-friendly. It develops the discussion of creative writing themes and topics according to a limpid, step-by-step logic. Chapters observe a similar format, and each closes with a reflection, and a reference list indexed to that chapter alone: readers will, I suspect, appreciate this modular and (once again) very practical format.

EASY ESL WORDFIND CHALLENGE: BEGINNER
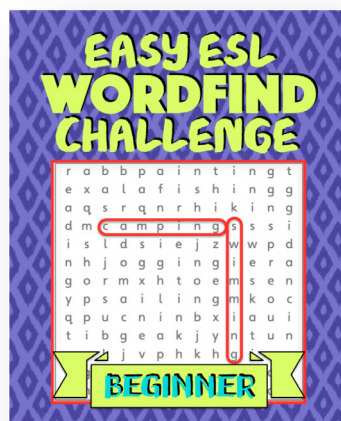
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Reviewer

Natalia Beliaeva
Victoria University of Wellington

The books under review are two parts of a series *ESL Word Search Puzzles* for English language learners. Each book consists of a brief introduction, a contents page, 74 pages with word search puzzles organised by topics and difficulty levels, an answer key, and four blank pages for notes.

As the author states in the introduction, both books can be used for self-study. The introduction is aimed at English learners who are developing their reading skills (it is short and uses a large, easy-to-read font) and contains instructions on how to use the book. Despite this, some low-frequency vocabulary may need additional explanation for beginner learners.

The word search puzzles in *Easy ESL Wordfind Challenge: Beginner* are organised into seven difficulty levels. The first two levels contain high frequency words such as family terms, day and month names. Further levels introduce lower frequency words such as hobbies, means of transport, medical problems. The complexity is gradually increased by introducing different puzzle shapes and different fonts. Various shapes of the puzzles do not only pose an additional challenge for the learners, but also provide visual cues to the topic, for example, the puzzle with fruit names is in the shape of a strawberry. Furthermore, visual cues are provided as simple contour illustrations accompanying most puzzles. Each level is introduced with a brief description, for example, "Level 3: More shapes. New puzzles with different shapes. Across and down." The instructions are easy to follow, and the puzzles are fun for the learners to complete. Based on my personal experience of using the book in class, beginner learners need little to no guidance to complete the puzzles.

Level 7 of the book introduces words beginning with a particular letter, rather than relating them to a lexical field.

The principle of phonological organisation is further pursued in *ESL Word Search Plus: Post-Beginner*, which contains puzzles compiled of words with common letter combinations such as *ch, sh* and *gh*, words with silent letters, or homophones. In addition to this, some puzzles introduce elements of grammar such as irregular verbs and are accompanied with additional tasks. For example, the learners are provided with a list of verbs in the present tense, which they need to put in the past form to complete the puzzle. Such tasks are a valuable addition to a language classroom; however, they may pose problems for independent learners, since the instruction pages provide very little cues for what the learner needs to do before completing the puzzle and may contain specialized vocabulary such as *homophones, compound words, and irregular verbs*.

Overall, the books under review are valuable training toolkits aimed at developing phonics and vocabulary, enhancing the ability to recognise graphemes typed in a variety of fonts, as well as larger units of sounds such as rhymes and letter combinations, which are essential components of literacy development (Adams 1990). The material presented is valuable for teachers and engaging for learners, and can be recommended as a self-study book, though *ESL Word Search Plus: Post-Beginner* may require additional support for a learner outside the classroom.

Reference

Adams, Marilyn Jager. (1990). *Beginning to read: Thinking and learning about print.* MIT Press.

HOW TO LEARN SPANISH:

A guide to powerful principles and strategies for successful learning and self-empowerment
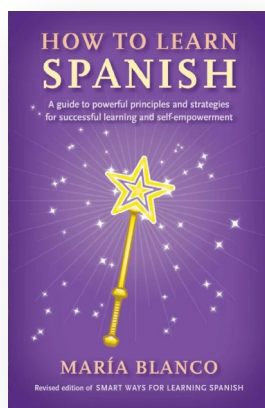
Blanco, M. (2021). *HOW TO LEARN SPANISH: A GUIDE TO POWERFUL PRINCIPLES AND STRATEGIES FOR SUCCESSFUL LEARNING AND SELF-EMPOWERMENT*. London, UK: Hikari Press. ISBN 978-1-8384146-0-3. 95 pp. USD 12.99

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Reviewer

Kerstin Dofs
Ara Institute of Canterbury
Christchurch, New Zealand

At a first glance at the title of this book, *How to Learn Spanish* by María Blanco, one may wonder why it is reviewed in the *TESOLANZ Newsletter*. However, it becomes very clear already in the beginning of this excellent, strategy-loaded little guidebook, that the content is highly applicable for learning any language. It is equally suitable for students, teachers, and language advisors, as students will learn strategies, and teachers and advisors get pointers towards how to support students' autonomous learning.

The book is divided into 18 chapters and three parts: *The starting point, Powerful principles*, and *Powerful strategies*, which take the reader through the journey of becoming a successful language learner. Chapters 1 to 3 (*The starting point*) cover the importance of self-motivation, goal setting, as well as the approach to learning applied by good language learners. The author's main point is that being clear about one's own motivation and then using it as a driver to pursue one's own goals leads to an optimal learning situation. The strength of the author's advice comes from her more than 20 years of experience of teaching language learning strategies.

The next part, chapters 4 to 7, examines some *Powerful principles* behind language learning. One of these principles is that all skills work together to improve proficiency. The author states that if the difference in levels in different skills prevents us from communicating or using the language in the way we want and need to, then we should target the weakest area in order to improve this situation. María Blanco then gives ample suggestions for how to approach this by using all skills together.

The last part, *Powerful strategies*, chapters 8 to 18, presents suggestions for how to improve all four language skills, as well as how to learn more vocabulary and grammar. In chapter 8, the author states that learning normally happens in two ways, by exposure and by focussed study, both of which complement each other. For example, once students have studied language items formally, they may come across these in natural settings, thus consolidation of knowledge will occur, which leads to increased proficiency and self-confidence. The following chapters provide advice on dealing with grammar, strategies for vocabulary learning, and improvement of the four skills. The author also presents a helpful toolkit for self-study. The last chapter consolidates the many tips and ideas and encourages the learner to take action within the areas of motivation, goal setting, and learning strategies.

The aim of the book is to give students clarity about their current approach to learning, and to suggest changes to make learning more productive and more enjoyable. The ideas for goal setting and learning strategies will help students to choose, use, and adapt to different learning environments, learner preferences, and lifestyles. At the end of each chapter, the author speaks directly to the student, posing the question: "What about you?". This provides learners with an opportunity to review the advice in the chapter, reflect, and become even more aware of useful strategies, and thereby, reach a higher level of language proficiency.

Even though the book is targeting students, it is equally useful for teachers and advisors, who will recognise the challenges this book covers. By learning more about the different ideas around learning presented in this book, they will be better equipped for their teaching and facilitation of learning languages. The only thing I missed while reading the book was references to the research, which would have enhanced the usefulness of the book. Overall, the book is very accessible, and I warmly recommend it to anyone who wants to teach languages, learn languages autonomously, and, at the same time, make the learning journey more enjoyable.

TESOLtaste

Cathrine Attwell

Roast Pumpkin & Thyme Risotto

Here's a little recipe that is comfort food for winter but also a bit of an "eat well for less" idea, as pumpkin is always at a good price over winter – and full of terrific flavour. This is also a FODMAP-friendly recipe – if you are okay with garlic-infused oil.

Ingredients

800g pumpkin, peeled, seeded, cut into 2cm cubes
3 cups low FODMAP Vegetable Stock (I use Massell's stock cubes)
1 tbsp garlic-infused olive oil
1 tbsp fresh thyme leaves, chopped + extra for serving
250g Arborio Rice, uncooked
2/3 cup white wine
1/4 cup pine nuts, toasted
50g feta, crumbled

Method

Preheat the oven to 200°C. Place the pumpkin on a lined baking tray. Drizzle with garlic-infused olive oil, season to taste, and roast for 25 minutes or until soft.

Meanwhile, add vegetable stock to a small saucepan and bring to the boil. Reduce heat to low and hold at a simmer.

Heat 1 tbsp of garlic infused olive oil over medium heat in a heavy based saucepan. Add the thyme leaves and let cook for 1 minute. Stir in the rice for 1 minute and then pour in the white wine and cook, stirring, until the wine reduces by half.

Add half a cup of the stock to the rice and stir with a wooden spoon, until the liquid is absorbed. Keep adding the stock ½ cup at a time, stirring constantly and allow the liquid to be absorbed before adding more stock. Continue this for approximately 15 minutes.

Add the roasted pumpkin to the mix along with any stock that is left, and cook stirring for a further 5 minutes, until the rice is tender and risotto is creamy.

Turn off the heat, cover, and let stand for 5 minutes.

Stir through the toasted pine nuts and feta before serving. Divide amongst bowls and top with fresh thyme leaves.

United Nations International Days
as established by the General Assembly

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

JULY
20 July
World Chess Day

25 July
World Drowning Prevention Day

30 July
International Day of Friendship

AUGUST
1 August
World Breastfeeding Week,
1-6 August (WHO)

9 August
International Day of the World's Indigenous Peoples

31 August
International Day for People of African Descent

SEPTEMBER
8 September
International Literacy Day

15 September
International Day of Democracy

23 September
International Day of Sign Languages

OCTOBER
8 October
World Migratory Bird Day

10 October
World Mental Health Day

11 October
International Day of the Girl Child