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Supporting Adult ESL Literacy Learners

Sasitorn Kanthiya

Centre for Languages, Wintec - Te Pūkenga

The Centre for Languages, Wintec, has run classes for adult ESL literacy learners over the past 10 years under the Intensive Literacy and Numeracy (ILN) Programme funded by TEC. These learners are different from other adult ESL learners as they are learning both language and literacy at the same time. Most have had little experience with formal education and few have learning strategies.

Wintec's adult ESL literacy learners are mostly from a refugee background. Apart from learning English, they are building lives for themselves and often their families whilst still struggling with various health issues – physical and/or mental, as well as coping with unfamiliar living conditions or housing problems. Nevertheless, most value and try their best to access education because they see it as a way to having better lives. Learning a new language and developing literacy for the first time as well as addressing many other needs outside of education can be extremely challenging for some, and success is certainly not a given. As an education provider, it is important that we understand these challenges so that we can provide support that they need. This article will outline the support system and teaching components that best served our literacy learners based on the experience in the past 10 years.

Ready for learning?

The first step towards becoming a learner for many ESL literacy adults is their commitment to learning and their availability to attend classes. This means they have their basic needs such as housing, income, health care, and/or childcare covered. An initial interview with the learners can reveal their readiness and provide information on what learning programmes or support are suitable for them.



Sasitorn Kanthiya has worked as an ESOL teacher, teacher trainer, programme coordinator, and team manager in New Zealand since 1994. She is currently a Team Manager at the Centre for Languages, Wintec Te Pūkenga, where she oversees delivery of the ILN programme for migrants and former refugees, as well as the NZCEL Level 1 (Foundation), 1, 2, and 3 (General) programmes.





Intensive Literacy and Numeracy (ILN) programme

The main purpose of this programme is to provide literacy and numeracy training to migrant and refugee-background students, many of whom pathway to a full-time NZCEL (New Zealand Certificate in English Language) programme afterwards. The programme aims to provide not just a literacy and numeracy foundation for their future learning but also a learning content which can help them in their resettlement process and everyday life in New Zealand. With many parents in the programme, the timetables accommodate their needs to start and finish within their children’s school hours. Each class is taught by one tutor (or two at most) to provide stability and meaningful development of relationship and foster a sense of belonging, which is crucial to their motivation and later success.

The following components in the programme are considered essential in the development of literacy as well as learning language:

1. Text orientation

As a first step towards literacy, adult ESL literacy learners need to understand the purpose of print and how it works. When presented with a book, they need to be orientated to the direction of print – left to right, top to bottom and the sequence of pages. New words should be introduced orally as well as in print to foster awareness that print has a meaning and different purposes.

2. Phonological awareness

In addition to the awareness of print, learners need to make the connection between sounds and letters. They also need to have the concept of a word, which comprises onset and rime – initial consonant, vowel, and/or final consonant (CVC). Knowing what sound(s) each letter makes is an important step towards becoming an independent reader later on.

3. Decoding

Once learners are aware of sound and letter correspondence, they are well on their way to recognising spelling patterns and learning sight words. The table below shows the consonant, vowel, consonant (CVC) patterns of single vowels. Regular checks of learners reading these words aloud and writing from a dictation ensure that learning has taken place.

/æ/	/e/	/ɪ/	/ʌ/	/ɑ/
bat, cat, hat	bet, let, set	bit, pit, sit	but, cut, hut	hot, got, not
mad, sad, Dad	bed, red, led	mid, lid, did	mud, bud, cud	cod, rod, pod
can, ban, man	hen, Ken, men	bin, pin, fin	sun, run, fun	Ron, con, Jon
ram, Sam, dam	hem, gem, Jem	him, Jim, Kim	rum, sum, hum	pom, Tom, rom
nap, cap, map	rep, yep, pep	nip, sip, lip	pup, sup, cup	top, cop, mop

Recognising sight words from the frequency word list is a way to raise awareness of spelling irregularities in English. Tutors can record their voice reading these words, 10 or more at a time, and learners can identify the words as they hear them.

4. Encoding

Encoding is the skill of identifying sounds in words and translating them into letters. For many adult ESL literacy learners, forming letters is a new experience requiring fine motor skills, knowledge of the alphabet, and text orientation i.e. writing on the line, making spaces between words, and writing from left to right and top to bottom. It is generally helpful to start with letter formation directions. This can be done by grouping letters formed with one stroke or two or more strokes. The next step is copying words, making sure they are between lines and having spaces between them. Utilising Microsoft Word in word processing is also a useful way to heighten awareness of words and text orientation as well as developing digital literacy.

5. Topics

As part of language learning and developing vocabulary, topics are useful in introducing new words, setting schemas for conversations, and providing information about life in New Zealand. These include family, food, places in the community, housing, and health. Through these topics, learners have the opportunity to develop literacy, numeracy, and language. They also learn several useful everyday life skills i.e. shopping, solving household problems, making appointments, finding their way around town, searching for information, seeking help, and negotiating.

The ILN programme has served our adult ESL literacy learners well in their literacy and language development and many are thriving in a higher programme level or in employment. Nevertheless, the gap in their education or the lack of experience in formal education and learning strategies means literacy training either in its explicit form or embedded needs to be constantly reinforced. With a strong support system in place and a learning programme that directly addresses their learning needs, it is hoped that more adult ESL literacy learners will be motivated to embark on a journey to educate themselves for their own better lives and families’.

TESOLANZ

position statement:

Staff responsible for ESOL programmes in primary and secondary schools.

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

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

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

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

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Editor's Foreword

I have to say that when I was reading the last TESOLANZ Newsletter, I had no idea that I would be editing this one. We knew that, after doing a fantastic job for the last two years, the Winter 2022 edition would be Rike's last one as Newsletter Editor, and on behalf of TESOLANZ Executive and membership, I would like to offer sincere thanks to Rike for all that she has done. Finding a replacement for Rike has, however, been more difficult than expected, hence my guest spot as Editor for this edition of the Newsletter.



This Newsletter comes soon after the recent TESOLANZ AGM, held online on October 29th. Daryl's report appears in this Newsletter, and provides a great summary of events, advocacy and engagement that the organisation has been involved with over the past twelve months.

For the first time in quite a while, I think we can be more confident of a return to growth within the ELT industry. With borders reopening, we can expect to see an increase in international students and in returning migrant workers and their families. This will hopefully create opportunities for more jobs across the primary, secondary and tertiary sectors.

I'm sure you won't mind if I finish by saying that I hope my term as Guest Editor will be shorter than that of the most recent UK Prime Ministers. As we look ahead to renewed growth in the sector, it is good to see smiles returning to the teachers' faces.

Ngaa mihi nui
Mark

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

Not Created Equal: Three Ways to Distinguish English Language Tests

Michael James
IDP Education, Melbourne, Australia

Michael James is the Director IELTS Operations for Australasia & Japan at IDP Education. He has also had first-hand classroom experience as an ESL teacher in New Zealand and Latin America.



The last time I wrote for TESOLANZ was at the beginning of the pandemic. I discussed the importance of human conversations in helping us connect and move forward. It is as true now as it was almost two years ago.

And we have moved forward. We have changed, adapted, and found new and agile working methods.

International students, for example, can now commence their studies at New Zealand's universities on campus, online, or they can opt for a hybrid model. It provides new choices for our students.

At the same time, some things have stayed the same—for instance, commitment to quality education and student success.

Navigating new and agile ways of working while maintaining our commitment to student success is not always straightforward.

Change has also occurred across the English language testing landscape. IELTS's commitment to ensuring continuity of English testing when borders were closed, and cities locked down resulted in a temporary at-home testing option. Other test providers, too, released at-home versions of language testing.

Testing English online

In the first few months of 2020, IELTS and TOEFL launched tests that could be taken from home. IELTS Indicator and TOEFL iBT Special Home Edition were both interim solutions intended to be available until in-centre, high-stakes testing could recommence. OET, an English test for some health professions, followed in October 2020.

TOEFL added its Home Edition test as a permanent product to its testing portfolio, and Pearson announced the launch of an online version of the PTE Academic test in January 2022.

The Duolingo English Test (DET), advertised as a low-cost alternative to 'certify' English proficiency, has also generated attention over the last two years.

IELTS has now launched IELTS Online, an alternative for people to take a secure English language test from home.

Due to the different test designs, comparing high-stakes tests is inherently challenging. Drawing on Knoch's (2021) framework for selecting language tests for university entry, the three points below allow you to determine whether a particular at-home English test sets your students up for success.

First: Regulation and accreditation

Since the start of the pandemic, many education institutions have started accepting at-home tests from established English language test providers. Some also started accepting new testing providers.

New entrants to the English language testing domain, such as DET, are still unregulated. In other words, these English language proficiency tests have not been approved by national standards and accreditation agencies such as the New Zealand Qualification Authority or OFQUAL in the UK. In addition to internal institutional-based assessments, independent academic research is also critically important to help us all understand how test content and constructs differ and the practical implications for admissions processes.

Second: What do they test?

Higher education institutions in New Zealand want to know how potential students would perform in English. Setting international students up for success requires an assessment of English that predicts how well a student can cope with *academic* language requirements.

We refer to this as content validity, requiring a test to include a representative sample of the skills required (Bachman & Palmer, 2010). As the benchmark, IELTS's assessment method aims to establish what learners can actually achieve with their language skills in practice rather than simply requiring them to memorise lexical items or grammatical structures. IELTS focuses on real-life conversation and connection. Language is human; testing should be as well.

Four of the online tests discussed earlier are scored using alternative assessment criteria, but the test format (four skills: speaking, writing, listening, and reading) are essentially comparable. Again, a noticeable outlier is DET which combines adaptive assessment with non-assessed writing and speaking samples (Wagner, 2020).

From the five English proficiency tests that can be taken from home, four offer a test suitable for university entry. The DET is the only test that is generally less oriented to academic skills required in higher education contexts (Cushing & Ren, 2022).

Third: How accessible are online tests?

New and agile ways of testing English means that students can now take a test from almost anywhere. Common among all five online test providers is a clear advantage for test takers: Students who previously had to travel to a test venue can now sit a test from home.

The DET is offered at a reduced cost compared to other prominent language tests. This, it argues, 'democratises' testing by providing further accessibility and opportunity to students who otherwise feel restricted because of price or location (Settles & LaFlair, 2020).

However, as John Read (2022) rightly warns, universities need to weigh the accessibility benefits for test takers against significant validity concerns. A more affordable or accessible test does not mean that it is fit for purpose. Tests used for university entry, in-person or online, still need to achieve what they set out to do: assess how well a student can cope with academic language requirements.

Where to from here?

Our commitment to our students and quality education in New Zealand is paramount. New developments, including English language testing, should support this, not hinder it. For IELTS, real people deliver the test, we can be empathetic, and we can operate cutting-edge technology. This powerful combination gives the most accurate result, which is why we are the world's leading test.

IELTS remains committed to providing our students with a fair, accessible, and valid English language test. We have always been the world's most trusted test. We have built on this with technology to make our test even better. We provide 11,000 organisations around the world with results fit for purpose. And, we support teachers who educate our students.

Support for ESL teachers and test users

To underpin the importance ESL teachers play in the proficiency development of test takers, we deliver online and in-person training (access through <https://ielts.co.nz/teacher-events>). The sessions have been designed by IDP Education to enhance further teachers' performance and effectiveness in teaching IELTS.

Universities, as test users, can also benefit from in-person information sessions scheduled across New Zealand in November 2022 (register at <https://bit.ly/3sitRX8>).

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Jean Parkinson

NOTES FOR CONTRIBUTORS

- Contributions to *The TESOLANZ Journal* are welcomed from language educators and applied linguists both within and outside of Aotearoa/New Zealand, especially those working in Australia and countries in the South Pacific.
- Empirical Articles should in general be no longer than 5000 words, and they should be accompanied by a 150-word abstract.
- Reports on research or practice should be 2000–2500 words. Reports should a) describe the context and motivation for the study, b) highlight gaps or issues, c) describe the innovation, action or research, d) report on and discuss outcomes, and e) include a reflection and future steps. Reports should be accompanied by a 100-word abstract.
- Referencing conventions should follow the Publication Manual of the American Psychological Association (7th Edition). The reference list at the end of the article should be arranged alphabetically. The reference list should only include items specifically cited in the text.
- As far as possible, comments should be incorporated into the text but, where necessary, endnotes may be placed after the main body of the article, before the list of references, under the heading Notes.
- All graphics should be suitable for publication and need no change. Grayscale photographs: use a minimum of 300 dpi. Line drawings: use a minimum of 1000 dpi.
- It is understood that manuscripts submitted have not been previously published and are not under consideration for publication elsewhere.
- Enquiries and submissions should be sent by email to the editor, Victoria University of Wellington, Jean.Parkinson@vuw.ac.nz. The preferred format is MSWord.
- All submissions should be anonymised and accompanied by a separate 'Author's details' document providing the full name, full mailing address, telephone number and email addresses of all authors.
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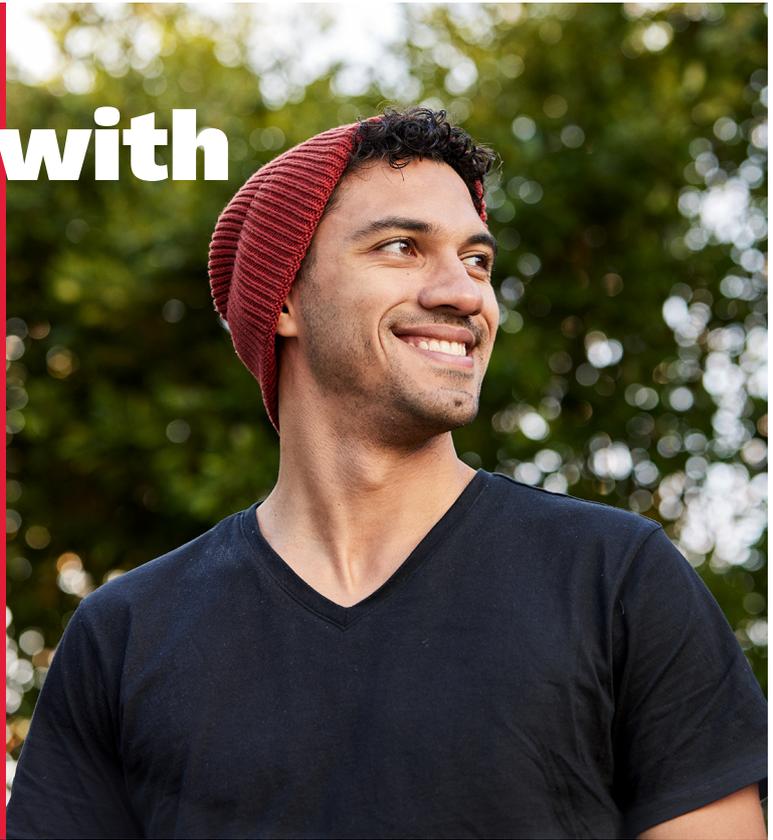
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TESOLANZ President's Report

Daryl Streat

TESOLANZ AGM, October 2022

This report summarises TESOLANZ engagement with the broader community, as well as changes within our organisation since the last AGM (Online) in October 2021.

REFLECTION

After another long year, it feels as if we may have turned the corner in our Covid-19 recovery. Student numbers have dropped, teachers have been forced to leave the profession, and programmes have been closed. However, with the borders reopening, we are beginning to see students return to our classrooms (and not just online ones). This will mean job openings and opportunities for teachers to return to the sector.

At the same time, there has been a high number of proposals and consultations coming from the Ministry of Education, NZQA, and other Government bodies. This has required a significant commitment from our members to provide quality feedback. As this high workload will continue into 2023, it is critical that we grow our membership.

Rebuilding our membership numbers will be one of, if not the, biggest priority for the next year. When membership is higher, we have more volunteers to contribute to consultations. Also, higher membership empowers TESOLANZ to cement its place as Government's valued stakeholder in all things relating to English Language learning.

ADVOCACY & ENGAGEMENT

TESOLANZ has been involved in ongoing consultation with [NZQA on the review](#) of the NZCEL qualifications, and also the EL and EAP Unit Standards. Initial work on this has begun. TESOLANZ will be represented on the steering group for the reviews and will also share information regarding the call for review panel members. At all stages of the review, our focus will be on successful outcomes for our learners.

TESOLANZ has cemented its commitment to collaboration with 21st Century English Education Media. This group operates the [Global English Education China Assembly](#) conference and plays a key role in English Language teacher education in China. Our memorandum of understanding requires the two organizations to share ideas, collaborate on initiatives, and support each other's primary conferences.

As a result of a remit submitted by AKTESOL at the 2021 AGM, TESOLANZ wrote to Universities New Zealand (UNZ). This letter asked UNZ to consider EAP standards as they pertain to NCEA rank scores. The letter was well-received by UNZ who committed to discussion of the proposal at the Committee for University Academic Programmes (CUAP).

EVENTS

In 2022, the Professional Learning & Development Sub-Committee of TESOLANZ held its first event. This was a significant milestone for me as it indicates a commitment by TESOLANZ to national, online events. I extend sincerest thanks to the committee members (Faезeh Mehrang, Jean Kim, Jannie van Hees, and Said Zohairy) and to the PLD Chair, Martin Walsh. Their second event was held on October 26th. In 2023, we will be looking to extend the programme of events and continue to build on our PLD offering for the sector.

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CLESOL 2023 planning is well underway. The event will be held in October, 2023 at Te Herenga Waka, Victoria, University of Wellington. As 2023 will be a year of continuous rebuilding, I am looking forward to CLESOL 2023 as a celebration of the amazing work we have done to maintain learning, our sector, and one another.

Branches have also been able to return to face-to-face events. I will be attending the CANTESOL event on 9 November (as it is my local branch) and I am really looking forward to reconnecting with fellow teachers. In 2023, I look forward to more opportunities to learn and reconnect with friends.

TESOLANZ has also discussed the possibility of additional events (in addition to what is mentioned above). In summary, 2023 will be a very busy year with much on offer for members.

MEMBERSHIP & THE ORGANISATION

Since the last AGM, the effects of long-term border closures have really begun to hit home. Membership numbers have steadily dropped throughout the year and we must all do what we can to bring members back, or recruit new members. I am aware that many employers have made the decision to no longer support membership. In such cases, you are welcome to take advantage of the lower membership rate (\$35 per year). At this stage, it is critical that as many teachers as possible [Join Us](#).

At the end of the current year, I will be reviewing our Strategic Plan. The current plan expired in 2021 and to rebuild we will require a high degree of focus. However, in order to maintain flexibility in changeable times, we will be moving to a Strategic Direction, as opposed to a plan. While this will be more general, it will enable us to be more responsive. This approach is in line with that taken by our affiliate partners (TESOL International and IATEFL).

I extend thanks to our Executive team. Breda Matthews (SiG Liaison), Christine Hanley (Secretary), Mark Dawson-Smith (Publications), Faezeh Mehrang (Treasurer), and Julie Luxton (Branch Liaison). Your valued service is greatly appreciated by all.

I finished last year's report with thanks to our [organisation's branch committees](#). This year I would like to do the same. The branches are the lifeblood of the organisation. At the 2021 AGM, they made the difficult decision to support TESOLANZ by foregoing capitation payments for the upcoming year. This was a challenging decision which did bring obstacles. I commend the branch committees for their ongoing leadership and commitment. In 2023, their ongoing valued contributions to the sector will be critical as we rebuild.

Ngā mihi nui,

Daryl Streat
president@tesolanz.org.nz

In-house PD Development: Teamwork and Reflection

Anthea Fester, Meg Shovelton, Rosemary Granger
Centre for Languages, Wintec - Te Pūkenga



Anthea Fester is a Principal Academic Staff Member and the Research Leader in the Centre for Languages at Wintec - Te Pūkenga. She teaches on the NZCEL Level 5 Academic programme and supervises several Master in Applied Innovation students in the Design Factory New Zealand.



Meg Shovelton is a Senior Academic staff member at Wintec - Te Pūkenga. She teaches on NZCEL programmes at the Centre for Languages and is a teacher educator on the TESOL Graduate Diploma programme in the Centre for Professional Development & Adult Learning.



Rosemary Granger works at Wintec where she teaches NZCEL Level 3 either face to face or online. Her current research interests include teacher training and semiotic analysis.

As the end of the year approaches, we thought it would be good to reflect on the in-house Professional development (PD) that was organised for the Centre for Languages (Te Kura Whakaako Reo) at Wintec, Te Pūkenga. We thought it might also provide other teachers in language centres with insights into possible approaches to PD sessions.

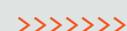
At the beginning of the year, the three of us were approached and asked to organise and facilitate the PD for the whole of 2022. Essentially, when we reflected on the different PD sessions in our Centre, we identified the need for a three-pronged approach to incorporate the needs of the centre the Centre for Languages and the wider institution. This clearly required a top-down element (Wintec) but also what could be described as a bottom-up element (our kaimahi).

<p>Top-down institutional level:</p> <ol style="list-style-type: none"> 1. Online <i>Evolve</i> system 2. Cyclical skill focus: Speaking and Writing this year 	<p>CfL PD Team actions</p> <p>No facilitation from the Centre PD Team</p> <p>Institutional compulsory focus on <i>Moderation and Assessment</i> – actual content and input session organised by the CfL PD team</p>
<p>Bottom-up centre and teacher level</p> <ol style="list-style-type: none"> 3. Approximately two hours twice a Term – Monday afternoons 	<p>Centre level – CfL PD Team had to organise topics, facilitators, speakers etc.</p>

At the top-down institutional level, we have two aspects. The first top-down component is online professional development through a system called *Evolve*. It is a pre-packaged self-paced online PD system designed for the institution. Some of the units are a requirement for all staff, some for management, some for administrators and some for academic staff. There are also units that are not compulsory that staff can choose to do.

The second top-down institutional level aspect is the cyclical skill focus per year with three compulsory days of PD for all teaching staff. This year the focus was on Moderation and Assessment for the productive skills (Speaking & Writing). Our PD team was tasked with organising sessions and facilitators for those three days. Topics covered in the sessions included:

- learning how to use the new online moderation documentation tool
- presentations on standardisation, validity and reliability in our specific NZCEL assessments
- workshop sessions with kaimahi working together to gain insight into how assessment at different levels operates and how levels are linked
- feedback from moderators on requirements
- a panel discussion with teachers from all levels, around approaches, wording of assessments & how Learning Outcomes and marking criteria should be interpreted. This also provided an additional opportunity for teachers to gain insight into the requirements at different NZCEL levels and how each level grades learners.





Although we have described the top-down levels in some detail, this reflection mainly relates to the Centre level decision-making component of the PD sessions. One of our aims was to make the input sessions teacher-driven with teacher needs and voices at the forefront of all choices concerning topics and facilitators. We also approached the Centre Director and Team Managers to have their input and see how teacher choices might fit the jigsaw for key requirements of the institution. From our very first meeting, the PD Team were unanimous about making PD more teacher-focused. We decided to approach our kaimahi to find out exactly what they felt their needs were, and what they would like to see in the short 75-minute sessions of PD during each term. We divided the staff into three groups and each one of us spoke to as many teachers personally or emailed them directly to find out what they would like to suggest. We also asked them whether they could come up with any suitable speakers for the different topics. We identified facilitators with relevant expertise in our centre, in Wintec and externally. We had a diverse range of topics including, cultural capability around our former refugee communities, online reading tools, the Āniwaniwa Alliance (which is a Wintec-based group to educate staff on rainbow issue), managing our moderation submission systems, and orientation towards merging into Te Pūkenga.

In our second meeting we allocated the topics to suitable timeslots throughout the year, considering delivery based on what was current in the centre and the constraints of facilitator availability. We approached the various facilitators to confirm interest and availability and had almost the full PD annual programme with speakers and all the dates organised early in the year. At a meeting of the Centre management team, we then presented the annual plan, made a couple of adjustments, and had the Calendar invites and the draft programmes sent to staff before the first short PD sessions started. For us this pre-organisation was crucial because it meant staff knew exactly which days & times to diarise and where these sessions would run right from the get-go. Spaces also impacted our decisions and so for example, when we had the te kanga Māori session, it was held in the Kirikiriroa Marae on campus. For one of our all-day Moderation and assessment sessions we booked a room at the Wintec campus in the Hamilton gardens which provided a beautiful and motivating setting as well. We also provided kai at each day-long session by inviting contributions from different kaimahi on the three different days – the abundance of kai provided was spectacular and contributed to the sense of involvement for all staff.

Anecdotal teacher voices

Throughout the year we had teachers informally share their views on the PD sessions with us and some of those comments included:

It was a pleasure to attend the professional development sessions this year, as they are directly related to what we do.

The session on moderation and how we need to look at all the requirement when we set assessments was useful as I tended to focus on the questions of the assessment tasks and the moderation approach session reminded us to focus on the overall structure and requirements even for formatting and layout.

The one thing I liked most about them was that they were mainly topics that came from us[teachers]

Since the sessions were interactive, we were able to get more out of them.

One teacher said she remembered looking at the schedule when in came out and thought they are all so relevant to the teachers and that it was a good diverse range of topics

The PD committee has put a great deal of effort into those sessions during their very busy schedules, and their positive attitude and valuable time have contributed to keeping us all motivated. A job well done.

This PD approach is 'manawa roa – working together' which is one of the Te Pūkenga values and aligns with my teaching and learning philosophy.

I really felt that we had opportunities to share our knowledge and share where we felt we had gaps and needed more knowledge, rather than somebody else thinking we had specific gaps.

Lessons learnt and final thoughts

We see this approach to PD as a work in progress and are happy to learn from the successful and less successful outcomes of the 2022 programme. Not everything was perfect – as you might expect the first time through. We learnt that at times we had to be a bit clearer around our expectations from facilitators and we also realised we would have to accommodate some kaimahi online for example if they work part time and the session was on a non-working day. On a positive note, we found that changing the spaces or locations for some sessions worked extremely well and provided a breath of fresh air (literally), while sharing kai proved equally motivating.

One important point worth mentioning for planning is that we deliberately left two slots open so there was flexibility for topics that might come up later in the year. These were available when new ideas arose in discussion with kaimahi and management, or as an action in response to a particular issue.

At the end of the last session in December, our plan is to send out Microsoft Forms where teachers can share their views on the PD offered this year. These could include but are not restricted to, their views on: *what worked for them, what were challenges and what would they like to see happen next year in these PD sessions?*

Diagnostic and placement assessment in a school context

Breda Matthews
English Language Resource Centre



People often ask for a recommendation to a test to determine students' ELLP level. Sadly, there is no single test that teachers can pick off a shelf and use for this purpose.

People use a wide variety of both formal and informal tools to determine ELLP scores. Furthermore there are almost no commercial assessment tools that are normed for use with students in our context.

Continuing students at a school will have a body of work, from EAL / ESOL lessons and other subjects, that can be used to determine ELLP levels and it is good practice to involve mainstream teachers in making judgements about ELLP levels.

The situation is somewhat different for newly arrived students. Whilst it is not best practice to assess students within a short time of arrival in a school, it is sometimes unavoidable.

Judgements for newly arrived students often have to be made using observation and assessments in ESOL classrooms but ideally such assessments should be spaced out over a period of time.

Assessments often include:

- **A speaking assessment** - often a short interview which will also enable you to find out about the student's background and prior learning but judgements can also be made from in class observations
- **Listening assessments** - examples might include dictations and/or listen and draw activities
- **An assessment of vocabulary knowledge** - Paul Nations assessments are commonly used and are available at <https://www.lex tutor.ca/tests/> along with several other vocabulary assessments.
- **A writing sample** - referenced against the English Language Learning Progressions use either the ELLP matrices or the ELLP Student Agency Pathway
- knowledge and letter sound correspondence - for ELLP foundation level learners
- **Reading assessments** - teachers can assess comprehension and, if necessary, decoding. Reading assessments are very technical to write and I always

recommend purchasing a good quality reading assessment that will provide you with a reading age. Unfortunately reading assessments are unlikely to be standardised for English Language learners and results must be used with some caveats.

The **TKI assessment tool selector outlines** some of the standardised assessment tools that are available but again few are standardised for English Language learners. It is also very important to determine your purpose before selecting an assessment tool. For example, asking a student to read a text aloud will tell you little about reading comprehension.

As the data from the assessments is gathered, the ELLP document can be completed. Teachers can complete **either** the ELLP matrices or the ELLP Student Agency Pathway documents. Completing these documents requires taking a best fit approach and making an overall teacher judgement.

The videos in the **ELLP support for teaching and planning** on ESOL Online give examples of teachers doing just that and are well worth watching and sharing.

Armed with the completed ELLP documents you will be able to determine what the next learning steps for your students are.



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

Join Us

TESOLANZ invites you to join us as a member.

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

These gains include:

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

Membership fees are:

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

Membership options can be viewed on our website:
<https://www.tesolan.org.nz/join-us/>

Reports

AKTESOL

Leslie Robertson

AKTESOL is excited to tell you about our upcoming face-to-face for event on Thursday evening, 17 November, at Unitec, Mt Albert Campus. We have two dynamic experts giving presentations on two separate topics. First, we will welcome Dr Jannie van Hees speaking on *Expanding learners' meaning potential: Vocabulary in focus in text*. This topic will follow on well from the TESOLANZ PLD on the 26th Oct. Our second speaker will be Dr. Maria Treadaway presenting *3 Ways to ensure your listening and reading tests are serving you and your test takers*.

Members (free) and others (\$10 cash) are welcome to come and join us to listen to Drs. Jannie van Hees and Maria Treadaway share their knowledge and experience. This event will be of interest to practitioners in all sectors - ECE, primary, secondary & tertiary. To kick off the live event we will serve a supper and drinks to celebrate being back in a live professional learning development space.

Thursday 17th November 2022

Time: 06:00pm to 8:30pm

Location: Unitec, Mt Albert Campus, 139 Carrington Rd, Building 170

Please RSVP to Leslie to register your intention to attend robertsonl@xtra.co.nz

Ngā mihi nui,

The AKTESOL Committee

WaikatoTESOL

Margaret Connelly

WaikatoTESOL events this year have drawn together ESOL and language teaching practitioners and researchers across primary, secondary, tertiary, adult, and community sectors, with a variety of presentations on a range of topics. Embracing this 'new age' of webinars, practitioners from across New Zealand have joined our Waikato colleagues to explore issues of equity and engagement

in online teaching, multiculturalism in New Zealand schools, challenges in teaching academic English, and heritage language maintenance, as well as current, completed, or proposed research journeys. Although 2022 has been another challenging year in the ESOL industry, the future promises exciting opportunities for collaboration across sectors, and a deeper understanding of the language needs of our domestic learners.

MANATESOL

Gwenna Finikin and Hilary Smith

MANATESOL's Zui (Zoom hui) with the theme "Research in action" in July included a session by Dr Ute Walker from Massey University which highlighted a local Manawatū initiative, which I found had a particular resonance for my ESOL teaching. In "Ripples in the monolingual seas of ESOL: Gaining visibility and voice through a multilingual story project in Aotearoa-New Zealand" she looked at the *First Voice* magazine created by Barb Drake at Palmerston North Intermediate School. This is a yearly magazine that has been published for the last 23 years. It is the work of the children of the school, assisted by [first language helpers](#) generally sourced by the Manawatū Multicultural Centre, and with the support of the Palmerston North Central Library. It consists of an introduction by each child in English and a story on a set topic written in their mother tongue.

As a primary teacher, the experience I have with the magazine is the special delivery via the younger sibling of a contributor each year. My older ESOL students and I will look through the magazine and try to find siblings, past students, or people from the same language or community as themselves. We then fill in the information on the biography page and write our own story in English. I type it out and it gets sent home for help with translation. This becomes our own book of *Pre-Voice*. The overall goal for this is to

encourage the children to grow their language and literacy in their L1 with the next step of joining in *First Voice* and continuing on to being proudly bilingual.

WATESOL

Nicky Riddiford

Fourth and final WATESOL event for 2022

Wednesday 9 November, 4.30pm 2022:

- Presentation by Julie Luxton on New NCEA Literacy and English Language Learners. Zoom link: <https://vuw.zoom.us/j/93833324346>
- WATESOL AGM, 5:10pm

Julie Luxton's presentation will provide background information on the new co-requisite NCEA reading and writing requirements and discuss the implications of these for English language learners in terms of teaching and learning. Potential equity issues will also be considered.

Report on Kirsty Fergusson's presentation to WATESOL

(18th August) on *Teacher well-being: How do we best look after ourselves and those we work with?*

(written by Linda Todd)

In her presentation Kirsty Fergusson chose to use a workshop approach and began by asking the participants to identify factors that we felt supported our well-being in the workplace and those that posed challenges for us.

The participants identified positive workplace relationships and good self-care as key. This included ideas such as the love of our profession, ensuring we had a balance between personal outlets (rest and recreation) and professional undertakings. Regular exercise and good time management were examples the groups came up with. As far as relationships with colleagues are concerned, they identified the importance of praise or acknowledgement for effort from our leaders. We considered how important it was to support one another on a



day-to-day basis through making time to talk and share food in a social setting as well as in our regular meetings that focus on teaching programmes and professional learning. Personal challenges outlined by the participants included time pressure relating to health issues. The poor attendance of students has put teachers under considerable stress to complete courses and meet deadlines for assessment. There was general observation that students under stress have become more passive learners, wanting to be filled and entertained rather than taking more responsibility for their learning. Teachers acknowledge that the onus of pastoral care has increased considerably during the pandemic. Working from home and the distraction of family has also affected many. The demands of administration tasks and constant changes are also taking their toll on teacher well-being.

Together with Kirsty Fergusson the group identified factors at the organizational level which impact on teacher well-being. Leaders are responsible to ensure employees have a suitable physical environment to work in. There is a need to work on team culture and for employees to understand how their position interacts with other roles within the organization. There must be good communication across teams and with senior leadership. The institution must have a well-being strategy that also provides support to those in need. Participants explained that some had access to providers of services such as Retire (Free counselling services for employees) and EAP (Employee Assistance Programme) through their organisations.

In her concluding comments Kirsty Fergusson told us we can never change another person by telling them what to do. We can only make changes within ourselves. The best way to support others under stress was to offer help by building stronger relationships within our work teams.

NATESOL

Annette Vartha

Covid has changed the shape of how things are done over the last few years. We have benefited from the many online events other larger branches have offered, giving us opportunities for professional development that would never have happened even half a decade ago. It is very easy to feel isolated in a small district – and the Zoom meetings have been a way to feel connected. Even though the initial ‘novelty’ of a zoom meeting is definitely over, they have been a positive way of communication and the recordings are able to be archived and watched again when needed.

Our tiny branch has been in hibernation over the Covid period. With spring in the air, borders opening and the promise of new international students and former refugees, we are feeling the need for resurgence and necessity to get things up and running again.

We are a small team - Deborah Lindsay from NMIT, along with Elizabeth Hamilton from the MoE. Together we are organising a symposium “Moving Forward” on November 18th to awaken and rejuvenate our branch. We are excited to have a comprehensive panel of speakers, sharing a feast of relevant and topical issues with us that will assist with what is coming up in the near future. We hope to attract and see ESOL teachers in our region and build our branch membership to enable networking and collaboration to blossom once again!

CANTESOL

Kerstin Dofs

In my report from June this year I mentioned that we now have all sectors represented on the committee. This proved to be very helpful when we held our half day symposium in September,



as the event successfully featured presentations not only by presenters from all sectors, but they were also applicable across the sectors. Under the saying, “many hands make light work” the committee decided to report on one presentation each from the symposium. (See separate report from the event in this newsletter). The downturn in membership has worried us somewhat lately, so at one of the committee meetings we discussed how to grow our membership numbers, which resulted in a drive to reach out to former members via email. That involved a check of memberships that had recently lapsed and a comparison of old membership lists with the latest one, and then emailing all of the prospective members. It was pointed out that they could participate in the symposium for free if they joined and that they could enjoy all meetings in the year to come. This resulted in 15 more members in a short while and with not a too onerous work load.

At our next CANTESOL committee meeting we will discuss our PD events in the coming year. We are endeavouring to make them outstanding as we want to try to change the downturn in memberships. We will take the opportunity to gather PD ideas at the AGM on 9 November, hoping to get many members attending as we can finally come together face-to-face again. The plan for this get-together event is to hold a short and sweet AGM, network, and learn some new icebreakers and warmers. Those who wish to extend the socialising can continue with dinner at Visions restaurant, which is at the venue.

As I am writing this, I have a feeling that we have now turned a corner and can look forward to a less stressful time as educators; the borders have opened, the international student numbers are actually picking up, and lately, we have even seen some advertisements for ESOL teaching positions.





Primary SIG

Karen Cebalo, Gwenna Finikin and the primary SIG

One of the concerns of the Primary SIG this year has been the on-going occurrence of untrained staff being put in the difficult position of coordinating ESOL programmes.

With the advent of Learning Support Coordinators (LSCs), this has become more evident as many are being put in to the role. The Ministry of Education clearly acknowledges the importance of having staff who are trained and qualified in this specialized role through the scholarships for Teaching English in Schools to Speakers of Other Languages (TESSOL) provided. We hope the Ministry will look in to the choices being made by some schools to allocate the role of ESOL specialists to LSCs who may have no ESOL qualification or experience over staff who have.

Secondary SIG

Anne McCarthy

For secondary teachers, this time of the year while a busy time, is also a time when we can see the light at the end of the tunnel as many of our senior students are completing assessments (hopefully!) and some are looking forward to NCEA exams in the next few weeks. It also means for those teachers in schools with seniors finishing up soon, the opportunity to work more closely with junior students, those new reception students and to tidy up and plan for next year.

Small numbers of international students from the MOE quota and short-term groups (up to 3 month stays) mostly from Japan and Brazil arrived at the start of term 3 in various

schools around the country. It has been fun to welcome these students back into our classrooms.

While international student numbers are not as buoyant as before, some schools have had an influx of new refugee background students many from Afghanistan. Those students may not have been through the Mangere resettlement area and for many teachers, it has been a challenge to meet the pastoral needs of the students while moving them forward in their English language learning.

Another issue at the forefront of the ESOL department agenda is the development of the new literacy standards and the challenge of getting NESB students over the threshold so they can gain their NCEA level 1. Implementation of these into the curriculum has been put back to 2024 so there is bound to be a lot of focus on these in 2024.

Tertiary SIG

Anthea Fester, Martin Walsh

Our second SIG meeting was held on 29th June at 4.30 pm. We had a robust discussion centered around supporting domestic migrants from former refugee backgrounds. We discussed the role that the National Tertiary Network (NTN) is playing to support these students. It was proposed that the NTN and TESOLANZ align more so that the TESOLANZ members are more aware of the NTN's work in this area, and the NTN could take advantage of TESOLANZ members' language teaching expertise. In general, it was felt that TESOLANZ needs to be a part of all these major discussions around learners from former refugee backgrounds. It was also commented

that the voice of former refugee learners' needs to be part of the NZCEL providers forum.

It was decided that this topic would be the focus of the next Tertiary SIG meeting. It is planned that a speaker from the NTN will share the work they are doing with Tertiary SIG members. This meeting is scheduled to take place on the 18th October at 4 pm. Aspects we hope to address include:

- input and collaboration extending beyond initial support for these learners
- including other SIGS in the discussions
- including the former refugee voice in the NZCEL providers forum
- discussing research in Aotearoa/ New Zealand related to former refugees' learners
- PLD – facilitating a session on former refugee background learners

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

1. A recent research paper entitled: *'Navigating the secondary-tertiary education border: refugee-background students in Southern Aotearoa New Zealand'* <https://www.tandfonline.com/doi/abs/10.1080/02671522.2021.1961300>
2. WINTEC post about some of the students' stories: <https://www.wintec.ac.nz/about-wintec/news/article/2022/06/19/wintec-students-taking-refuge-in-education>

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

**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/>



2023 - A big year ahead for ELT in Aotearoa

Mark Dawson-Smith
Team Manager, Wintec - Te Pūkenga

After a long journey through the dark tunnel of Covid 19, at last, after two and a half years, we are starting to see signs of growth again in the ELT sector. With the reopening of the border, international students are returning to study in New Zealand, with primary, secondary and tertiary sectors looking forward to a gradual recovery over the next few years. Instead of having to lay off English language teachers, some institutions are now reporting a shortage of suitable staff. This is much-needed good news at last, and hopefully TESOLANZ members can look out for some more job vacancies in the coming months!

However, as well as the predicted increase in international student numbers, 2023 looks likely to be a very busy year for the sector for a couple of reasons. Firstly, NZQA will be undertaking a review of their suite of English language qualification, the New Zealand Certificates in English Language (NZCEL), official pronunciation 'N-Z-C-E-L', but also called 'NZ-sell' or 'Ensil'). For those of you unfamiliar with NZCEL, it is a suite of English language qualifications that was developed back in 2013 by the New Zealand Qualifications Authority (NZQA) to unify English language qualifications across the ITP and PTE sectors in New Zealand. Prior to the introduction of the original seven (now ten) different NZCEL qualifications, approximately 260 different English language qualifications were offered by New Zealand-based tertiary providers. This meant that most qualifications were only recognised by the institutions that awarded them, with very few recognised by the university sector. Establishing national English language qualifications was seen as being the best way to address this issue and better meet the needs of tertiary providers.

Nine years and one additional review (in 2017) later, NZQA will again be reviewing its NZCEL suite of qualifications. This review, originally planned for 2022 but obviously delayed because of Covid, will run in parallel with the NZQA-led review of the English Language (EL) and English for Academic Purposes (EAP) unit standards. This is no small task, and it will be the first time that all three areas have been reviewed at the same time. The review of NZCEL will seek feedback on a range of areas such as how well the qualifications match learner needs. This is particularly important, as the demographics of a 'typical' NZCEL learner has changed significantly over the past eight years, from mainly international students preparing for further undergraduate study to former-refugee learners seeking to better integrate into New Zealand society. Understanding and acknowledging these changes will help reviewers to develop revised qualifications that better meet all learners' needs.

And speaking of reviewers, NZQA have put out a call for expressions of interest for anyone who would like to participate as a member of either the Review Advisory Group (RAG) or the Working Panels for the review of NZCEL, EL unit standards, and/or EAP unit standards. The deadline for submission of applications is November 16th, and I would encourage anyone who thinks they could make a meaningful contribution to any of the reviews to consider applying. And for those members who would have something to say but maybe are unable to commit to being a member of a group or panel, please note that you can still make your voice heard through TESOLANZ or through other groups like the NZCEL Providers' Forum or English New Zealand, who are both likely to have representation on the RAG and panels.

Alongside (but independent of) the NZQA-led reviews, 2023 will also see members of the ITP sector busy with the unification of English language programmes under Te Pūkenga, the new consortium of former polytechnics and institutes of technology across Aotearoa New Zealand. Where NZQA was instrumental in unifying English language qualifications nation-wide, Te Pūkenga aims to unify English language programmes, meaning all learners studying at a Te Pūkenga institution will study on programmes with the same learning outcomes and with similar programme



Mark Dawson-Smith is a Team Manager at the Centre for Languages, Wintec - Te Pūkenga, in Hamilton. As well as serving on the TESOLANZ Executive Committee, he also leads the NZCEL Providers' Forum and has recently been chosen to coordinate Te Pūkenga's unification of English language programmes.

content, teaching, learning and assessment. While this might seem pretty straightforward, getting thirteen different providers to agree on programme content is going to be no easy task, especially as there are ten different programmes that have to be unified, and this also needs to include online programmes which may differ somewhat from face-to-face ones. Fortunately, a Coordinating Group for the unification of English language programmes has already been established, and this group includes leaders of programmes from seven of Te Pūkenga's institutions who currently deliver NZCEL. This is a really good starting point, but, as with the NZCEL review, it is essential that all stakeholder voices are heard. Communication regarding the unification process will be shared soon. For TESOLANZ members who like to be kept informed but may not necessarily consider themselves as stakeholders, I will try to include regular updates on progress in coming TESOLANZ Newsletters.

So, 2023 looks like being a very busy year for the sector. Let's hope we all do what we can to have everything how we want it to be by 2024!

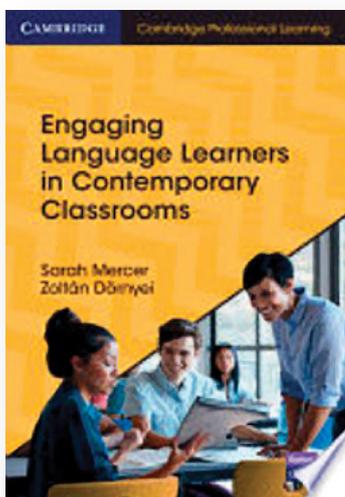
Book Reviews

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.



ENGAGING LANGUAGE LEARNERS IN CONTEMPORARY CLASSROOMS



Mercer, S., & Dörnyei, Z. (2020).

ENGAGING LANGUAGE LEARNERS IN CONTEMPORARY CLASSROOMS.

Cambridge, UK: Cambridge University Press. ISBN 978-1-108-44592-4. 194 pp. \$58.00

Reviewer

Kerstin Dofs

Ara institute of Canterbury
Christchurch, New Zealand

The authors, Mercer and Dörnyei, draw on their extensive professional and theoretical knowledge, providing a variety of principles and practical strategies to guide teachers in creating a learning atmosphere for active engagement. With this book, the authors make a shift from the current thinking within the communicative language teaching framework where teachers need to focus on learner-centred teaching. Instead, they emphasise that students should be at the centre of their own learning processes, and teachers should make the learning as “enjoyable, rewarding, and effective as possible” (p. vii)

In the beginning of this accessible book, the authors describe student engagement as “*active participation and involvement* ... in school-related activities and academic tasks” (p. 2), implying that it is more important to focus on engagement than on motivation or self-regulation. They also state that engagement is particularly important for language learning classrooms, as learning a language requires extended practice to become an automated skill, and engagement is thus needed to maintain the interest during the many times lengthy development time.

In the first chapter, the authors outline contexts that affect learners outside the classroom, such as, the social context, family, personal characteristics, and the institutional culture, urging teachers to factor these in, in order to enhance their understanding of the learners' relation to autonomy, confidence, and engagement. The following chapters, 2-6, look at factors affecting classroom learning and teaching, while introducing principles and suggesting concrete actions to deal with those factors.

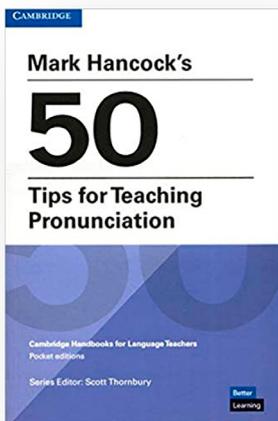
Chapter 2 covers interpersonal and intrapersonal factors, more precisely, the authors draw attention to the mindset the students need, to facilitate their own learning. The important principles for this are based on the five learner aspects of, feeling competent, being proactive, growing one's mindset, taking ownership of learning, and persisting with the learning, which are then reflected in the suggestions for actions teachers may apply in support of developing these. Chapter 3 brings up the importance of building rapport with students, stating that learning is fundamentally created through relations. In this chapter, teachers learn the fundamentals of how to make themselves available and how to interact with students. Chapter 4 is dedicated to advice on creating a positive classroom culture, followed by chapter 5 and 6 which focus on how to initiate and sustain engagement using some learning tasks.

There are summaries and very short “in a nutshell” descriptions of the main ideas at the end of each of the chapters throughout the book. These are very helpful as readers can get the main point of a chapter by reading these first and then go back and delve deeper into the chapter, if they want to understand the ideas on a deeper level.

Overall, this is a book that intertwines theories and practice beautifully, giving language teachers both background knowledge and tools for making classroom learning interesting, student centred, and engaging.

A final note: one of the authors, Professor Zoltan Dörnyei, recently passed away (10 June 2022) leaving the linguistics community in the world very saddened, as his contribution to motivation of language learners has inspired a vast number of scholars and educators over the years.

MARK HANCOCK'S 50 TIPS FOR TEACHING PRONUNCIATION



Hancock, M. (2020). *MARK HANCOCK'S 50 TIPS FOR TEACHING PRONUNCIATION*.

Cambridge University Press.

ISBN 978-1-108-74496-6 (pbk.) 115 pp. \$28.01

from Book Depository.com (also available in electronic format as Apple iBook, Google ebook, Kindle ebook, etc.)

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Reviewer

Jean L. Arnold

Victoria University of Wellington
Wellington, New Zealand

"A phoneme [distinctive sound] is like a chess piece. The knight, for example, can be many different shapes in different chess sets, but that doesn't affect how the piece functions – what is important is how the piece moves in the game" (p. 44).

This is one of many images Mark Hancock uses to help teachers grasp concepts to facilitate clever, effective pronunciation teaching. His recent book is part of the Cambridge Handbooks for Language Teachers series edited by Scott Thornbury.

As an experienced teacher, I still found this book very useful. It reminded me of many things and gave me fresh ideas for ways to teach pronunciation, tying it with other skills such as grammar, vocabulary and spelling. For a novice teacher, this book is a gold mine! Hancock's astute observations gained from decades of language teaching will make any pronunciation teacher's job easier and well-considered.

The organisation of the book has been adroitly planned: the first part deals with why pronunciation needs attention—what goals and models are appropriate; the second section relates to what should be taught; and the third, how to teach it. Throughout the book, the ideas are very pragmatic, engaging and eminently 'do-able'. The book can be dipped into when specific problems arise with students, but for the little investment of time it takes to read the whole book, gems are there for the taking. The book has 50 tips, as advertised, as well as an index, a glossary to explain the vocabulary of pronunciation teaching, and appendices with several phonemic charts, a mouth diagram and an example of a game that teachers can create to help learners distinguish between problem sounds.

Hancock is very pragmatic in his approach to pronunciation teaching. Tip #1 is 'Focus on intelligibility'. "Pronunciation is less about sounding good and more about being intelligible" (p. 2). As English is now primarily used globally as a lingua franca, Hancock encourages non-native English language teachers not to be concerned about a non-native accent. Pronunciation teachers need "to have an accent which is widely understood. It doesn't have to be a standard accent—standard accents are not necessarily more intelligible than other accents" (p. 24). Awareness of one's own accent is beneficial, whether one is a native or non-native speaker. I have an American English accent, and I've often felt on the back foot. In class, I'd point to sounds on the British English phonemic chart, but I couldn't produce a distinction between some of them naturally, like 'caught' /kɔ:t/ and 'cot' /kɒt/. Phonemes in English are not set targets, but represent a range of sounds. Not all native English speakers speak alike, and English language learners need to experience that and develop a wide receptive tolerance.

A useful reminder in this book is that productive and receptive needs related to pronunciation differ, and as always, knowing your students' priorities will help you target your teaching appropriately. If your students are going to be listening to a lot of spoken English, but not producing it, then raising awareness of the patterns of connected speech, sentence stress and intonation can be highlighted. If students need to speak from written text, focusing on spelling patterns and their relationship to pronunciation will be useful.

I highly recommend *50 Tips for Teaching Pronunciation* and encourage language teachers to give pronunciation more class time, using this book's ideas.

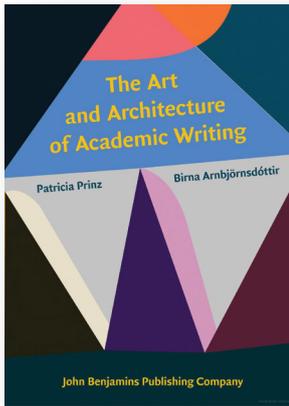
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www.tesolanz.org.nz

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

THE ART AND ARCHITECTURE OF ACADEMIC WRITING



Prinz, P. and Arnbjörnsdóttir, B. (2021).
THE ART AND ARCHITECTURE OF ACADEMIC WRITING. Amsterdam/
Philadelphia: John Benjamins. ISBN
9789027207524 (hbk): \$263.00, ISBN
9789027207517 (pbk): \$65.00.

Reviewer

Ha Hoang
Victoria University of Wellington
Wellington, New Zealand

This book sees academic writing as an art to be mastered through understanding the architecture (i.e., structure or organization) of contextualized disciplinary writing. It advances a process-oriented framework (AWARE: arranging to write, writing, assessing, revising, and editing) to guide writers in developing their own voices and working with others' voices in academic writing.

The book is divided into two parts. Part 1 introduces the AWARE framework and skills to express own voices in academic writing. Chapter 1 positions academic writing as thesis-driven writing, which is expository, formal, and public. Chapter 2 offers an alternative approach to develop genre awareness, emphasizing the role of architecture (i.e., structure or organization) in disciplinary writing. The AWARE framework is elaborated in Chapter 3. The framework reflects the process-oriented approach to writing instruction and is accompanied by checklists for each of the five stages in the framework. It is then unpacked in Chapters 4-7 which illustrate how the framework can be applied to write description, narrative (Chapter 4), body paragraphs (Chapter 5), comparing/contrasting, cause/effect (Chapter 6), and introductions and conclusions (Chapter 7).

Part 2 focuses on presenting the views of scholarly research in academic writing and further demonstrates the versatility of the AWARE framework. Chapter 8 introduces qualitative and quantitative research, primary and secondary data sources, and strategies to work with voices from sources. The next chapters then build on this knowledge and AWARE to guide writers in the process of conducting research and writing up case studies (Chapters 9-10), literature reviews (Chapter 11) and research papers (Chapter 12).

Each chapter is supplemented with a range of useful tools, drills, and checklists to scaffold writers in their practice, foster independent learning, and encourage reflection. The tasks, informed by strategy-based instruction, are carefully sequenced by complexity while also offering multiple opportunities to review knowledge learned in previous chapters, which is essential in learning to write.

The book also introduces language features useful to academic writing under the *Expanding language* sections and in other places. However, it is not entirely clear how these features are selected and sequenced, and why they are absent in some chapters.

Of the many metaphors to conceptualize academic writing out there, art and architecture are two apt ones. With the metaphor of architecture, Prinz and Arnbjörnsdóttir can introduce the importance of genres and conventions of academic writing across disciplines with ease. With the metaphor of art, the authors have succeeded in showing writers how to master the artistry of academic writing through personal choices to express themselves and manage scholarly sources. This concise and reader-friendly book can be a handy reference for advanced learners, research students, and busy writing teachers. For those who are new to academic writing, I would suggest consulting with teachers in the process of learning with the book.

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21 February
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8 March
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20 March
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20 March
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21 March
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