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A New Age in International Education?

Paul Spoonley

In September 2022, Metropolis International had its first post-Covid (at least, the crises stage of Covid) international conference in Berlin. Metropolis is the largest network of migration and diversity specialists globally. It brings together governments, policy agencies and communities, academic researchers, NGOs, and migrant communities to talk about the challenges of migration and mobility in the contemporary world. Over 1000 people from around the globe attended (see <https://metropolis-international.org/>).

One of the key questions that were raised in all the sessions was what happens next? Covid has significantly disrupted international mobility, including international education. As countries began to ease restrictions, would the numbers and systems return to a pre-Covid environment?

The answer to this was partly “yes” and partly “no”. In terms of both, there was a lack of clarity and a lot of speculation. I will add my speculative thoughts to these debates, knowing that it is likely to be another year or two before many things return to normality.

One of the issues that will delay returning to pre-Covid numbers and systems is the fact that systems and people were wound down under Covid. This might relate to the availability of international travel – some airlines have completely disappeared while others have significantly downsized.

AirNZ reduced its staff by about a third and is still some way off in terms of returning to pre-Covid staffing levels. A quick look at seat availability and cost tells you that we are some way from pre-Covid ease of international travel.

The same can be said for international education. New Zealand had about 600 providers in the years before Covid, when the numbers of permanent and temporary arrivals were at an all-time high. (The 12 months to June 2020 provided a net gain of 80,000 permanent migrants and over 300,000 temporary migrants on work or study visas – easily the highest ever in New Zealand's migration history).

There also might be other changes and shifts in terms of international education.

It is important to understand that declining fertility in a range of countries is both reducing the numbers entering education systems and putting stress on the number of skilled workers available in the local workforce. China is a case in point. It has gone from having a demographic dividend 5-7 years ago (essentially the numbers migrating from rural to urban areas in China and the boost this provided to the workforce available) to a demographic deficit.

The fertility rate in China has dropped dramatically, and in the main cities is down near 1 child per woman. Replacement level fertility is 2.1 children per woman. China has become very nervous about the talent drain to other countries, especially countries like New Zealand which allow those on a study visa to transition to permanent residency.

Editor's Foreword



First off in this my inaugural issue as editor of the TESOLANZ newsletter, I would like to thank Mark Dawson-Smith for standing in as guest editor while the TESOLANZ Executive worked to fill the role. Mark's wish for his term to be shorter than a certain recent UK prime minister was granted when I agreed to take on this role. My goal is to, as much as possible, include the many perspectives of the various sectors represented in our membership so the newsletter caters to the interests and

needs of all our members. I hope this first issue with me as editor takes a significant step in that direction.

Mark wrote optimistically in his editorial about the return of international students and new migrants now our borders are fully re-opened. In his article *A New Age in International Education?*, Paul Spoonley gives us an update on what he predicts will happen in this area over the next few years. We are going to have to keep our fingers on the pulse with this one and remain ready to respond with agility.

In her article, Karen Cebalo describes her experience with and the response from her school to the extraordinary weather event that took place just before the Auckland Anniversary weekend then swiftly followed by Cyclone Gabrielle. As Karen has said, our hearts go out to all those affected and still dealing with the aftermath of those devastating events. My thanks go to Karen for sharing, which has been done in the belief that there is so much we can learn from each other in these kinds of situations.

Graeme Couper's article on teaching perception of word stress is a timely reminder of the importance of not only explicitly teaching pronunciation to our English language learners but also raising our learners' conscious awareness of the characteristics of the language they are learning compared to their own. Nick Baker also writes in his article about the power of data-driven storytelling to support learning. I found both of these articles very reassuring as I have always been convinced that effective learning takes place more often when the context is very clear.

And in our fifth feature article, Rosemary Erlam gives us an overview of the changes made to update one of New Zealand's key TESOL qualifications first delivered in 1977. As she points out in the article, New Zealand Aotearoa is rapidly becoming increasingly ethnically diverse and we, as educators, need to respond appropriately and rapidly so our learners can thrive.

Once again, we also have reports from our branches and SIG groups without whom TESOLANZ as an association would struggle to meet our members' needs. Warm appreciation goes to all our contributors, including our book reviewers and advertisers. Your support is invaluable.

I hope you find this newsletter an interesting read and would value any feedback or suggestions for what you would like to see in future editions.

Nga mihi nui
Christine



Distinguished Professor Emeritus Paul Spoonley was Pro Vice-Chancellor of the College of Humanities and Social Sciences at Massey University between 2013 and 2019. He is Co-Director of He Whenua Taurikura (Centre for Countering Violent Extremism) and Co-Chair of Metropolis International.



Similar stories apply to South Korea, Taiwan, Singapore, and countries like Vietnam. It is not surprising that the number of international students from China who are going to the USA has changed. Between January 2020 and January 2023, the number of Chinese international students going to the USA dropped by 29%, those from Korea by 20%, and those from Vietnam by 19%. In contrast, the numbers from India have gone up, reflecting the growing Indian population and high levels of fertility in part.

I would anticipate some other factors alongside the demographically driven shifts. One is that the Chinese government, among others, will still value a New Zealand qualification but will insist that this qualification be taught onshore in China. There will be a growing emphasis on the homeland delivery of internationally awarded qualifications.

These partnership arrangements are not unusual but will grow in importance, especially as China seeks to maintain adequate levels of skilled and educationally qualified entrants to the Chinese labour market.

The other factor is not at all related to demography and labour supply but reflects the growing sophistication and presence of digital technology. For some time now there has been enthusiasm by some – and total disinterest by others – in the possibilities offered by AI, gamification, and virtual or augmented reality. Covid has accelerated the importance of such online and distance teaching possibilities although it has also highlighted the reluctance of some to think of such online teaching in a positive way.

Massey University has been a major provider of distance education and in the last decade has explored new ways of teaching online. When we reconfigured the Bachelor of Arts degree, we looked to have some compelling teaching material and ways of online interactive teaching which provided a high-quality teaching and learning environment. We needed to understand the patterns of learning for digital natives and that many of the old systems – a 50 minute class, the lecturer as the source of most knowledge – needed to change. Some classes now operate as modules (8-10 per week) of 10-12 minutes, with all sorts of ways of encouraging peer-to-peer interaction as well as being digitally literate so that a huge range of information sources are now used critically.

Whether it is teaching international students onshore in New Zealand or whether they are taught online globally (which I predict will become the standard model), digital technologies and practices will be a major part of how we teach, including in relation to language acquisition and instruction.

Covid has disrupted some aspects of international student flows and accelerated others. I would argue that those wanting a return to the pre-2020 patterns and systems are going to struggle. We need to understand what is – and will – happen internationally and to seek innovative answers to new ways of learning.

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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CLESOL 2023 Conference

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(CLESOL co-convenors)

Update on dates

In previous newsletters the dates for CLESOL 2023 were advertised as Friday to Saturday, 29-30 September, but due to venue constraints these dates have changed to **Saturday, 30 September to Sunday, 1 October**. Pre-conference workshops will be on Friday, 29 September.

2nd keynote speaker

The committee is very pleased to announce our second keynote speaker, Nikhat Shameem, Lecturer in Linguistics in the School of Pacific Arts, Communication and Education at The University of the South Pacific.

Call for abstracts

The **Call for abstracts** is now open. When you click on the link, you will see that there is a range of presentation types for you to choose from.

For further information, and to register for updates, see **CLESOL 2023**.

Deadline for
the next issue is
20 June 2023

Auckland Flooding – A spotlight on a school community

Karen Cebalo

On the evening of Friday 27th January, just as the Auckland Anniversary Weekend was beginning, Aucklanders experienced an entire summer's worth of rain in just 24 hours. The suddenness of the flash flooding was completely unexpected and affected more than 6,000 homes as well as schools and community spaces. When I began to write this reflection, this flooding was the worst weather event I had ever experienced in NZ.

Just two weeks later, we witnessed much worse - the tragedy and devastation wrought by Cyclone Gabrielle. Our hearts go out to those of you in Hawkes Bay, Coromandel, and the far North who continue to deal with the immensity of the clean-up and the mental and emotional overwhelm that goes with it. The images are soul-destroying. We will hopefully hear stories from those regions later but, for now, this is a spotlight on my own context in a school community in Auckland.

My school, Browns Bay Primary on Auckland's North Shore, has a staff of 50. The flooding affected sixteen of us significantly in various ways. Fourteen of us had flooding and water damage in our own homes. In mine, we went from being totally dry to having several centimetres of water inside within ten minutes – five of us bailing and mopping continuously for 2-3 hours were still not able to slow the flow. Most of our staff lost power – for some it was for a week, and their families were showering at community centres and cooking on barbecues in the rain for that time. Two staff members were isolated due to slips and couldn't leave their homes for two days. At least one teacher is still, at the time of writing, not able to return to her home. Additionally, many of our own families and friends were affected adversely and have needed support.

Our school was unaffected, so we were able to return to school on the Wednesday after the storm. It was a struggle but it was great to give the children a sense of normality and a place of safety. Making insurance

claims, meeting with carpet cleaning or removal companies, and meeting with insurance assessors around teaching hours was not easy, and is still ongoing, but a huge number of our families were in the same situation, and having their children at school was welcomed. In my case, we have only just had the insurance claim accepted and have yet to organise the re-gibbing, replacement of carpet, lino, and kitchen and bathroom units. Tradespeople are, however, in very high demand but we are still able to live in our house.

The school and the local community rallied around, as true communities do. We all had regular check-ins with our teams. We kept in touch with our school families on our WeChat and KakaoTalk groups, run by our bilingual Teacher Aides. These groups, and the bilingual Teacher Aides themselves, were invaluable. They shared information and links and translated key messages. Our principal forwarded school notices to me in advance so that the team could be ready with translations. Parents provided support for each other through the groups. The class teachers and management connected regularly with parents through email, texts, and SeeSaw. We didn't provide online learning as too many teachers and students were unable to access wifi – instead, we closed the school. I was in touch regularly with the parents of my international students to check that they were safe and understood how to access support. Many had only been in the country for a week.

In times like these, I realise how key our school communities are to the wider community. We know that is the case in small communities but, even in a large city like Auckland, schools became a hub of support. Those teachers not directly affected themselves delivered meals to other staff, helped with clean-ups, and dropped off dehumidifiers and fans. There was a wealth of offers on the community Facebook pages of people offering clothing, showers, meals, and accommodation to anyone



Karen Cebalo moved from classroom teaching to ESOL 20 years ago. She leads the ESOL team at Browns Bay School and is an Across Schools Leader for Culturally Responsive Pedagogy in the Mid-Bays Kāhui Ako.

who needed it. A few weeks later there were beach clean-ups organised by the wider community.

We knew that our English Language Learners (ELLs) may not have had the language to describe their worries. At school, children were supported by having time to draw or write about their experiences as well as, conversely, being away from the physical reminders of the floods while at school. Our play-based learning programme allowed them to play out what they didn't have the language to express. In ESOL sessions, the children were keen to talk about what they had seen, heard, and felt. This provided a sense of unity and solidarity.

When I assess my younger ELLs I ask them to draw something that is important to them and then I record samples of the language they use. Those I assessed in the week after the flooding drew floods, wind, and storms. Now they are drawing their families again.

A conceptual approach to teaching perception of word stress

Graeme Couper

For over twenty years I have been investigating how we can make pronunciation teaching more effective. One of my key findings has been that explicit pronunciation teaching can have a positive impact on learners' pronunciation even if errors appear to be fossilised. However, to be effective, instruction must ensure that learners perceive the target language pronunciation appropriately. Perception depends on how we conceptualise, or think about, the phonological categories of the particular language. For example, in English we conceptualise a syllable as being able to have up to three consonants before the vowel and up to four after the vowel. Many other languages conceptualise a syllable as having one consonant followed by a vowel. Thinking about syllables in this way may lead to an English learner producing more syllables than expected. For example, they may pronounce my name, *Graeme*, with four or even five syllables. Therefore, we need to focus on teaching both perception and production if we are to help learners learn the concepts of the target language pronunciation.

Teachers need to understand that what we think we hear and say is determined by our own subjective positions as speakers of a particular language based on the entirety of both our linguistic and socio-physical experience. Therefore, we notice only the salient aspects of sounds and disregard the rest. To counter this, we need to be aware of the difference between what we say (the physical sounds) and what we think we say (the phonology, or the way we categorise sounds). With teacher support, learners can develop this awareness by telling us how they understand sounds, using their ears and understanding the way English speakers think about sounds. Reflecting on this process led to isolating two teaching techniques, Socially Constructed Metalanguage (SCM) and Critical Listening. SCM involves the teacher and students finding ways to communicate effectively about pronunciation, exploring differences in perception that lead to the social construction of meaning. Critical Listening involves the learner in listening for the contrast between two productions: one which is acceptable and one which is not (Fraser, 2009).

To demonstrate what this means for classroom practice, I developed a short series of four fifty-minute classes focusing on developing the concept of English word stress (Couper, 2022). Underpinning this was a diagnostic test, which can be used to guide learners in what they need to focus on. Their recordings can also be used for Critical Listening and awareness-raising classroom activities. First, learners focused on the nature of the English syllable and compared it with their own languages to understand that syllables are language-specific and the need to learn the concept. This led to the way English speakers think of word stress. Therefore, there was intensive practice recording and listening to different ways of pronouncing the same word and guiding students to an understanding of what is salient to the expert speaker of English. In addition to stress placement, they must notice how stress is realised and the role of vowel changes in the destressed syllable (Cutler, 2015).



Graeme Couper is an Associate Professor of Applied Linguistics at AUT. He has many years of experience as a language teacher and teacher educator in New Zealand and many other countries. His research interests focus on pronunciation teaching and language teacher cognition.

After three sessions of developing their concepts of English word stress using Critical Listening practice and discussing word stress patterns on two-syllable English words, I introduced a card game to provide less controlled practice with those patterns. The patterns were 1) stress on the first syllable with the vowel on the second syllable reduced (Stress + Schwa) and 2) the first syllable de-stressed and the second one stressed (Schwa + Stress). The third, less common pattern was introduced at the end to add an extra challenge: that is stress on the first syllable and the vowel in the second syllable not being reduced (Stress + Full). To play the game, I made 40 cards, each one with a word and a short sentence or phrase. The cards are divided into three suits: Stress + schwa (16 cards), Schwa + stress (16 cards), Stress + full (8 cards).

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Table 1: How to play the game.

Have groups of four or five players. Player A deals five cards to each player. Player B, to the left, reads out the word and sentence from one of their cards, such as:

1.
Constant.
Some things
are constant,
others change.

Then Player C, to the left of B, checks their cards to see if they have one with the same stress pattern, for example:

1.
Instance.
You are often
right, but in
this instance
you are wrong.

Player C then reads out the word and sentence. The two players then show their cards to check if they are correct. The number in the top left-hand corner can be used to confirm the answer. If they are not correct, Player C keeps both cards. Player C then continues, and Player D reads in reply. If they are correct, the two cards are put to one side. If Player C does not have a card with the same pattern, they pick one up and the turn goes to the next player.

The results found significant improvements in perception. There also appeared to be gains in production. If you are interested in the details of this study and the actual worksheets used, they are available in the article (Couper, 2022) and on my blog: <https://pronunciationteaching.wordpress.com>

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Repurposing the Auckland GradDipTESSOL for the 21st century

Rosemary Erlam

The past

The Auckland GradDipTESSOL (GradDip in Teaching English in Schools to Speakers of Other Languages) can boast of a glorious past. For 43 years, teachers from early childhood, primary and secondary contexts have been able to undertake further study equipping them to teach students who were not achieving their academic potential because of their English-language learning needs.

It all began in 1977 as an in-service course in TESOL at North Shore Teachers College. Despite the fact, that, at the time, 1 in 4 students in schools in Auckland were identified as being from ethnic minorities, this was the first initiative to upskill teachers to teach these learners. In 1981 the programme moved to the Auckland College of Education and, in 1993, NZQA approved a new qualification, the NatDipTESSOL.

A significant step in the provision of specialised TESSOL study was the institution of the TESSOL fees scholarship programme in 2001. Scholarships were allocated to six providers of TESSOL qualifications throughout New Zealand (see below for current providers).

In 2003 an impressive total of 126 TESSOL scholarships were awarded to the Auckland DipTESSOL and Dr Susan Gray put forward a proposal to upgrade the programme to a GradDipTESSOL, arguing that it was more accurately placed on the NZQA framework as a graduate diploma. The first intake of the new programme was in 2004.

Over the following years, many teachers graduated from the GradDipTESSOL and went on to empower the English language learners in their contexts for academic success. Many also assumed leadership roles as Principals, ESOL specialists, cluster leaders and managers/advisors within the Ministry of Education (MOE). During one 3-year period, from 2013 to 2015 inclusive, a total of 115 students completed this qualification.

The present

In 2020, approval was given to 'upgrade' the GradDipTESSOL to the PGCert/Diploma in Teaching Linguistically Diverse Learners (PGCert/Dip in TLDL). This step involved three innovations.

The first was moving the qualification from graduate to postgraduate level. The GradDipTESSOL had originated at a time when most ECE and primary school teachers enrolling in the programme did not have an undergraduate degree. This was no longer the case; a postgraduate qualification would enable teachers to build on their existing undergraduate qualification.

A two-tiered qualification was another innovation. It would enable those teachers who had completed the core courses (funded by the MOE) to graduate with a qualification; in the past teachers who did not go on to do the elective courses exited their study with no qualification. At the same time, those teachers who continued study to complete the diploma could be better placed to secure promotion and leadership opportunities in their specific contexts.

Rosemary Erlam is an Associate Professor in the Faculty of Education at the University of Auckland. She is programme director of the Postgraduate Certificate/Diploma in Teaching Linguistically Diverse Learners and of the former GradDipTESSOL.

The name change was, arguably, the most significant of the innovations. Emphasizing that the learners were 'linguistically diverse' signalled a change in how they were viewed; it put greater emphasis on the 'linguistic capital' that the learner brought to their learning context. They were seen from a position of strength as bi/multilingual learners rather than disadvantaged as English language learners. The name change also helped to deconstruct the supremacy of English and the dominance of a monolingual, monocultural model of identity (Motha, 2006). It was also necessary given that the programme is open to teachers working in Te Reo and Pasifika immersion contexts. Finally, omitting the terms 'schools' and 'students' from the qualification was important in order to encourage professionals working in Early Childhood education to enrol in the qualification.

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The Future

Looking forward, the Postgraduate Certificate and Postgraduate Diploma in Teaching Linguistically Diverse Learners is even more necessary as Aotearoa becomes increasingly ethnically diverse. As the latest Education Review Office report concludes, 'education needs to embrace this change and adapt' so that learners from all communities and their whānau thrive (Education Review Office, 2023, p. 106). The PGCert/Dip in TLDL enables teachers to broaden their knowledge of how best to teach students from diverse language backgrounds, in mainstream classes in early childhood centres and schools, through the medium of English, Te Reo and Pasifika languages. It thus contributes to ensuring more just and equitable outcomes for all learners. It equips teachers to provide leadership for these communities of practice.

It stands alongside other programmes that also attract MOE TESSOL scholarships, offered by Wintec, Massey University, Victoria University of Wellington, University of Canterbury, and Otago University.

And if anyone wonders whether it is still possible to come back and complete the former GradDipTESSOL, yes, it is! Contact r.erlam@auckland.ac.nz.

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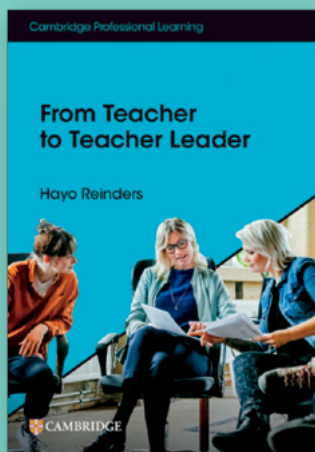
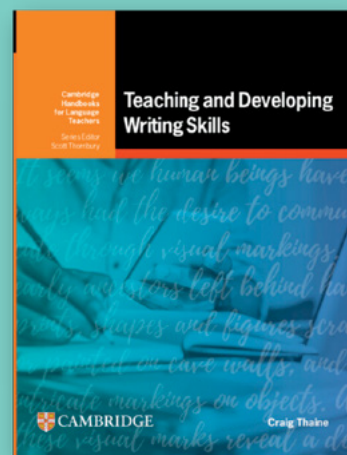
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Where your world grows

Tech Tips:

Seeing ourselves as online experience-driven storytellers with a different app

Nick Baker

Nick Baker is a recent PhD graduate from the Higher Education Development Centre at the University of Otago in Dunedin. He is currently working for Whitecliffe College as a learning designer and micro-credential development program leader. Nick also is publishing his PhD research, practicing blues guitar, tai chi, mediation and philosophy.



During my recent PhD research into successful research professors' writing identities, I learned that researchers as writers are telling data-driven stories effecting change in the thinking and practice of others who read their articles. This view affected not only who I am as a writer but who I am as a designer of online learning. In this short article, I would like to share with you how viewing myself as a storyteller of change impacts my approach to online learning. By sharing these insights, I hope you could be inspired to reflect on who you are as an online educator shaping the learning experiences of your learners.

So, what do I mean by data-driven storyteller? Storytellers who recraft experiences, ideas, and practices that represent data as potential change, which we weave into a specific narrative to guide the learner to experience a specific change we want. Thus, the storyteller builds narratives that go beyond conveying a message. They are constantly forging a structured story with a beginning, middle, and end to take the learner on a journey of change in their thinking and practice.

As data-driven storytellers weave these narratives together, they ensure the narrative is accessible and believable to the future learner.

1. *Accessible* so that the future learner can relate or envision the experience being portrayed. And for us online designers, this accessibility also includes moments of practice and reflection that enable them to explore those experiences.
2. *Believable* so future learners are able to see and enact future change in a realistic manner. Also, the storyteller uses the content to help tell as truthful a narrative as possible. This is so the learner believes the story, experiences the possible change and is willing to take it on. To achieve such truthful online narratives, the storyteller devises a narrative that is logical so the learner can accept and follow.

As the learner experiences the accessible and believable narrative that we aim to share, they are creating a new experience through the story we are telling: an experience that could alter their thinking or practice.

These different points of view drawn from my research have led to my belief that the online designer is a storyteller. But perhaps this is not 'data-driven' and is instead more 'experience-driven', for as online designers, we use experiences to effect change instead of data as the researcher does.

Overall, the experience-driven storyteller view acted for me as a lens filtering and weaving experiences, ideas, and concepts I wanted my learners to achieve into unique narratives directed towards facilitating change in their thinking and practice. I now work as an online designer seeing myself as an experience-driven storyteller focused on effecting potential change within the online learners' thinking and practice. This view has assisted me greatly as I design online learning experiences.

During my practice in creating online learning experiences using my storyteller hat, I ask myself what narrative or story I can weave to create moments of potential change for the learner to shift their thinking and practice. What practice or thinking am I wanting the learner to experience through the narrative I am creating? What change in thinking or practice am I eliciting by using such experiences? Then what instances within the narrative can I get the learners to experience for themselves that same thinking or practice I am trying to instil? Is what I am creating a meaningful narrative that is a logical journey encouraging change?

For example, I recently devised an online lesson about teamwork. By focusing on telling an experience-driven story, I considered what new experiences I wanted my learners to have to shift their thinking and practice to become team members. With this goal, I considered what teamwork experiences can help to create a story to generate such a shift while remaining accessible and believable. To create accessibility, I altered the experiences used in the narrative to relate to learners' current and future experiences they could have. Then, I created a believable journey by providing sequenced moments to practice or reflect on during the narrative. This resulted in a learning journey through the narrative I crafted to change the learner's thinking and practice to be future team members.

So, dear reader, I am not asking you to consider a new way of using your devices or tricks to speed up your productivity as an online designer. Instead, I ask you to think of, or at least consider, yourself as an experience-driven storyteller; a storyteller that creates online moments you are inspired to create through online learning to convince the learner to change their thinking and actions towards mastery of the skill or practice as language users. As always, good luck on your journey as tech driven learners and educators but, most importantly, storytellers inspiring change in your learners.

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Chinese Language Day

23 April

English Language Day,
Spanish Language Day

26 April

World Intellectual Property Day

28 April

World Day for Safety
and Health at Work

MAY

15 May

International Day of Families

21 May

World Day for Cultural Diversity
for Dialogue and Development

JUNE

1 June

Global Day of Parents

5 June

World Environment Day

20 June

World Refugee Day

JULY

30 July

International Day of Friendship

PACIFIC LANGUAGE WEEKS 2023

Rotuman Language Week
7 – 13 May

Samoa Language Week
28 May – 3 June

Kiribati Language Week
9 – 15 July

Cook Island Language Week
30 July – 5 August

Tonga Language Week
3 – 9 September

Tuvalu Language Week
1 – 7 October

Fijian Language Week
8 – 14 October

Niue Language Week
15 – 21 October

Tokelau Language Week
22 – 28 October

Reports

President's Report

Daryl Streat

president@tesolan.org.nz



Kia ora koutou,

It has been a busy time for me in my day job. This increase in activity is of course related to the opening of New Zealand's borders, and the return of more learners to Aotearoa. Throughout the past three years I had been involved in online teaching/planning, but it is a big relief to now be involved in more face-to-face delivery. While there will continue to be a place and space for online programmes, as a teacher I really do prefer to be in the classroom.

CLESOL 2023

Planning has continued for CLESOL 2023 (<https://www.clesol.org.nz/>), to be held in Wellington from 30 September to October 1st. I encourage everyone to visit the website and register for updates. In addition, the call for abstracts is currently open. Personally, I would love to see more teachers (primary and secondary) presenting at this year's conference. Over the past two conferences we have seen increases in the number of teachers presenting, and I hope this will continue for this year's event.

This year's CLESOL will be my last as President. I really hope to see as many of you there as possible and have the opportunity to catch up, reflect, learn and socialise in Wellington!

Executive Updates

The Executive held its first meeting of 2023 in February. The Executive welcomed incoming President Gwenna Finikin and also discussed its goals for 2023. These goals are:

- President
 - o Revise the TESOLANZ strategic plan
 - o Strengthen relationships with affiliates and partners

- o Work with branches to increase membership
- Special Interest Groups (SiGs)
 - o Identify, schedule and promote more events. Meetings for SiG members
 - o Reach out to non-members in respective sectors
 - o Seek out 'article of interest' for each newsletter
- Publications
 - o Expand the library of PLD resources which can be accessed by members on the website
 - o Continue to enhance the newsletter, journal and other publications
- Branches
 - o Schedule, plan, and promote more face-to-face events
 - o Reach out to non-members in geographic region
- Professional Learning & Development Sub-Committee
 - o Schedule, plan, and promote more events

In addition, at its most recent meeting, the Executive agreed to increase the CLESOL float. This is the amount of money TESOLANZ provides to kickstart the planning for each CLESOL conference. This increase was in recognition of the increased costs associated with planning and executing a large event.

Ngā mihi,

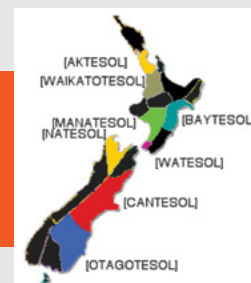
Daryl Streat

AKTESOL

Leslie Robertson

After the tribulations of Covid, AKTESOL succeeded in hosting a live event at the end of last year. Dr Jannie Van Hees and Jacqueline Ross TOEFL Dissertation Award winner, Dr. Maria Treadaway, led us through engaging and enlightening presentations to up our game. Jannie illustrated how exploring the meaning of a word in context can lead to deeper cognitive processing and more meaningful associations, not only regarding that word, but also its use in discourse. Teachers came away with ideas for retention, retrievability, and the recycling of vocabulary to extend our learners' comprehension and reading fluency. Maria had us think about our testing practices and the extent to which they give us useful information about the learners and the test itself. We learned to do item analysis on questions from a reading or listening test and to determine whether the questions were at an appropriate level of difficulty for the learners, whether the items discriminated amongst them, and whether the test was reliable. By the time you read this, our AGM will have taken place on 30 March, at which Sally Hay will have examined reading for pleasure among newly arrived NESB students.

We are very sorry to announce that our longest-standing committee member, Rhonwen Dewar, has decided to resign. Rhonwen has been a member of the committee since 2015 and the committee and membership would like to express our gratitude to her for all that she has done during her time with us. Her indefatigable commitment to the TESOLANZ organisation and her dedication to our shared goals has been outstanding. Rhonwen was also on the CLESOL 2021 organizing committee where she assisted with reviewing abstracts and organizing the conference programme. In her role as the head of communications for AKTESOL, Rhonwen has played a vital part in keeping branch



members informed and engaged. Her exceptional communication skills and overview of the role of the AKTESOL committee have been instrumental in ensuring that our message is delivered to the right people at the right time. Anyone who has worked with Rhonwen will know she has a remarkable ability to bring people together and foster collaboration, and her contributions to organizing our events and motivating the committee will be deeply missed.

In other news, we are working continually to attract new members after experiencing shrinking membership in this Covid-affected world. Please encourage all your contacts to join or to attend events. We continue to network with School Clusters, Special Interest Groups (SIGs), and other community stakeholders that support our learners. This has been particularly successful in broadening the reach of our online events and recordings. Lastly, we would like to offer our appreciation for the added PLD offered by TESOLANZ and other branches to our members. Our members have expressed their thanks to AKTESOL for these.

Noho ora mai

Leslie Robertson (Chair)

WaikatoTESOL

Margaret Connelly

Maria Tupou stepped off the committee this year. We thank her for her contribution to the committee.

Margaret Connelly has also decided to step off the committee after three years of serving as branch chair. She will be moving to Wellington to pursue postgraduate research in heritage language education.

Anthea Fester has decided to step off the committee after many years of contributing to Waikato TESOL in various roles on the committee, including chair. It is with sadness that we farewell Anthea. We have been fortunate to have her dedication, enthusiasm, and support for so long.

Becky Somerville has decided to step off the committee due to the commitments and complexity of her educational role. We have appreciated her input during her time on the committee.

Waikato TESOL events in 2022 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.

BOPTESOL

At the November 2022 BOPTESOL AGM, Helen Willacy and Elaine Reber were elected as Chair and Secretary respectively. Both are teaching ESOL and English in local secondary schools. David Birkett agreed to continue as Treasurer. At the AGM there was some discussion about the implications of new NCEA Literacy requirements for English language learners and TESOLANZ advocacy for an alternative, appropriate pathway.

BOPTESOL membership numbers are low post-Covid, particularly for the tertiary sector, so the committee will be working on attracting more teachers to join in 2023. Specialist English Language teachers in secondary schools attend MOE-funded ESOL Professional Learning Communities (PLCs) once a term, so BOPTESOL is planning to combine the first 2023

meeting with the ESOL PLC – as was done for the 2022 AGM.

Events planned for 2023 include an online presentation from the former MOE NCEA Literacy Lead, Dr Margaret Franken, about new NCEA Literacy requirements and English language learners (ELLs), in-person presentations and discussion about second language acquisition methodology and initial assessment for ELLs, as well as sharing key learning by those who will be attending CLESOL 2023.

MANATESOL

Gwenna Finikin and Dr Karen Ashton

My last homestay arrived to stay with me in 2018. She soon realised it was much cheaper to take carry-on luggage back and forward between China and New Zealand. She therefore left all her luggage neatly packed away in her suitcase in her wardrobe in her room in my house in November 2019. In 2022 she realised she would not be returning and her parents told her she was not having me post her stuff back. That is one way to leave your childhood stuff behind. This year, the homestays have started to return. I saw the excitement in the hosts as they prepared to welcome new international students. I took on a short course student and hosted her for three weeks. In that time, I had the honour of throwing her a 21st birthday party. I came to remember how much fun it was to share my home again. Watching the sector regrow with the return of students, and hoping that the future is bright for my colleagues is wonderful.

At Massey University we are delighted to have an influx of our international PhD students arrive on campus. Some of these students started their PhDs offshore during Covid while others went home to collect their data and have only recently been able to return. It's fabulous to see a vibrant postgraduate community on campus again and we look forward to welcoming more students throughout the year and to having a



strong student presence at our local MANATESOL events.

Some of our PhD students will be a part of our AGM on May 20, when they present their works in progress. This, plus our pre and post-CLESOL events, promises to be an interesting year of sharing and getting to know each other's faces again.

WATESOL

Nicky Riddiford

At the AGM in November last year, we accepted with sadness the retirement of long-standing committee member and treasurer Kerry Finnigan. The remaining 11 members of the 2022 committee were re-elected for the 2023 year. The 11 committee members are: Linda Todd, Cathie Cahill, Jenny Olsen, Nicky Riddiford, Sarah Roper, Elizabeth Rothwell, Anna Dowling, Tinh Le Cao, Ha Hoang, Victoria Mitchell, Fiona Hoang. As mentioned before, some members of this group have served on the WATESOL committee for over 25 years.

WATESOL events for 2023, to date

1. May 4th – in person at Te Aro School
Professor John Macalister:
*Opportunities for learning:
Increasing output after reading
& listening*
2. August event – in person.
3. Sept 30–October 1: CLESOL in Wellington
4. AGM in November

WATESOL 2022 AGM online presentation from Julie Luxton

Title: *New NCEA Literacy and English Language Learners*

Report written by Nicky Riddiford

In November 2022, the WATESOL and Secondary SIG community were most privileged to hear Julie Luxton present on the new NCEA requirements and the impact of these on English language learners (ELLs) in secondary schools.

Julie's presentation outlined the new literacy requirements in the areas of reading and writing. The reading requirements/standards have three aims (named Big Ideas), which cover the skills of making sense of a text, reading critically, and reading for different purposes. The writing requirements/ standards focus on the skills of writing for different purposes and different audiences, and using written language conventions appropriately. Julie provided examples of the reading and writing tasks and analysed these in terms of the learning burden for ELLs, which is considerable. She outlined a number of issues for ELLs such as the readability and vocabulary levels of texts and questions, and the difficulty ELLs have coping with unfamiliar texts.

Towards the end of the presentation Julie suggested a range of practices to support NCEA literacy, including connecting reading and writing, building vocabulary knowledge, and giving students several opportunities to read and write. She provided links to support material that teachers could access. A few schools have taken part in the ELL literacy pilot. Sarah Roper from Hutt Valley High School reported on her school's experience of being involved in the pilot. Sarah described the challenges the ELLs faced when completing the tasks in the pilot and outlined some of the strategies she had implemented to prepare students to overcome these issues.



First WATESOL committee meeting for 2023. Absent from photo: Elizabeth Rothwell, Jenny Olsen, Fiona Hoang)

TESOLANZ advertising charges

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Quarter page horizontal	200mm(W) x 71.75mm(H)	\$150
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Please submit your advertisement in High Res (300dpi) Jpeg or PDF form to:

mark.dawson-smith@wintec.ac.nz

Deadline for the
next issue is
20 June 2023

CANTESOL

Kerstin Dofs

The 2023 CANTESOL Committee plan is to arrange interesting and joyful PD events for our members. We want to prioritise and provide input for well-being, both for the educators and for the learners. Therefore, as the first initiative we have arranged for a tailored workshop from Southern Music Therapy to equip trainees, learning assistants, and teachers at early childhood, primary, secondary, tertiary, and private English language schools, in the use of music for pronunciation, verbal communication, improving memory and cognitive processing, motivation, and well-being. We will also use the PD sessions organised by the TESOLANZ PLD group to meet up and participate online together, then follow up with discussions of the topics after each session. We plan to use some branch funding to make participation in the CLESOL conference easier for members who might not be able to attend otherwise.

Last year we arranged a symposium which successfully catered for all sectors.

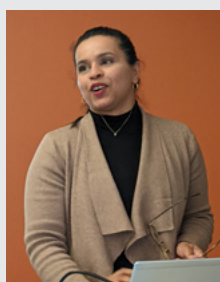
The half-day CANTESOL symposium: Saturday 10 September 2022 at Ara Institute of Canterbury

Report compiled by Kerstin Dofs

The convenor, Kerstin Dofs, welcomed the attendees and introduced the CANTESOL committee. She also initiated a one-minute silence to pay tribute to Queen Elizabeth II at the start of the symposium. Juliet Fry followed up with a summary of the important points discussed on the NCEA Accord day 22 August. A range of presentations followed as reported below.

Elaine Costeira (Secondary): Engagement and collaboration in the classroom

Elaine pointed out that organizing a classroom into learning centres (groups of learners learning together) is important because this allows the teacher to responsively



Elaine Costeira

instruct and assist small groups of students. She explained that these learning centres are purposefully designed to include the most effective strategies for increasing learning opportunities and the joy of productive learning. She also emphasized that planning and setting up tasks according to learners' needs in reading, writing, speaking, and listening for 15 to 20-minute chunks develops a classroom community that supports student self-management. Elaine illustrated her experience at Te Aratai College using instructional games like "Go to Press," "Memory match," "Guess Who," and resources from <https://lyricstraining.com/> which increase students' listening and speaking skills as well as enabling active participation.

By Archie Martins – Secondary rep

Jocelyn Wright and Mary McCane (ECE): School Transition: Adyam's Story



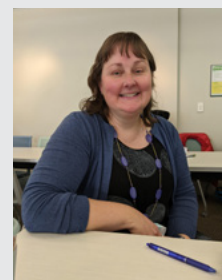
Jocelyn Wright & Mary McCane

This wonderful presentation humanised the process of moving from preschool to primary school. The narrative focused on Adyam and her family from Eritrea. The key to this success story was the communication between preschool and the primary school. To help families understand the process, the presenters showed photos of the transition experience which were displayed at the preschool. There were great anecdotes about Adyam and her advice that you had to 'listen to the teacher' and 'go to the right playground'. The issue of safety was important to Adyam's parents who wanted to know their children were safe and eating well. This was influenced by their refugee camp experience. Key concepts for the transition were communication, collaboration, compassion, and ongoing support.

By Patrick Coleman – Tertiary Rep

Judith Anthony (Primary): Delving deeper into effective practice for culturally and linguistically diverse learners in our kura

Judith urged us to make the paradigm shift from routine expertise to enriching our language acquisition kete as adaptive practitioners,



Judith Anthony

synthesizing the 2020 English language learning progressions (ELLs). She used a bicultural framework to compare TESOLANZ principles to the Ministry of Education ELLs. Furthermore, she highlighted Margaret Franken's nine principles from the 2016 Literacy Translanguaging research report, which recommends protection of our culturally and linguistically diverse learners and their language acquisition at ECE, primary, secondary, and tertiary kura.

By Lois Hughey-Watson – Primary Rep

Sue Sullivan (Secondary): What has recent neuroscience got to do with language teaching?

Sue gave a taster of a future presentation where we hope to learn how we can apply neuroscience to planning and decisions in the classroom. The questions she



Sue Sullivan

poses are to do with what the brain does to speech in splitting and reversing sounds, and whether vibrations in speech matter. And she will discuss how, ultimately, that might change how we approach pronunciation lessons.

By Margi Memory – Tertiary Rep

Dr Tracey Millin (Tertiary): Video-based scaffolding of academic writing during COVID-19: An evaluation

In her presentation, Tracy suggested a comprehensible and effective model of academic writing structure that language teachers can use in diverse settings.



Tracey Millin

English academic writing support for EAL students enrolled in distance learning can be troublesome at the best of times. With academic writing support mostly offered face-to-face on campus, distance students are often left to 'sink or swim' raising concerns about equal access to academic support services. However, the recent COVID-19 pandemic 'forced' many universities to move all teaching online. The presentation offered insights into how a postgraduate programme at a New Zealand institution sought to continue supporting and developing academic writing skills for EAL students in a digital learning environment to ensure academic support was not interrupted during COVID-19.

Tracy concluded that the proposed model demonstrated improved student academic writing achievement for distance students. Although the study looks at the postgraduate level, this was a very practical and effective model that can be applied to various educational contexts.

By Jean Kim – Tertiary Rep

Lisa Fleming (ECE): Mana Reo – a word bank for heritage language in the classroom

In this presentation, Lisa showed how Hagley Preschool began the journey of creating a pictorial language bank with young children. The background was that Hagley Preschool/Te Puna Wai o te Pito o Waipapa had looked at ways of inviting their children's heritage language into the classroom. One of these was to create a 'word bank' and Lisa showed us the great workbooks they had used in this project. By making these word banks, the children could extend their knowledge about their own language, and other languages, as well as reconnect with their own culture and learn about other cultures.

By Kerstin Dofs – Tertiary Rep



Lisa Fleming

Elaine Costeira (Secondary): A deep dive into Edpuzzle

This was a practical demonstration, using "<https://edpuzzle.com/>" to support listening comprehension and encourage self-paced learning through interactive video lessons. Elaine emphasised that it is also a great formative assessment tool for teachers who use a flipped classroom approach and assign videos for homework. Videos can be cropped, and audio notes and questions can be added throughout the clip. Also, the teacher can insert open-ended questions immediately after a transition, such as "What do you think the speaker will say next?". Elaine's final point was that being able to add voice-overs, comments, resources, and quizzes to videos is a key advantage; however, finding videos can be daunting but it is worth it.

By Archie Martins – Secondary rep

Primary SIG

Gwenna Finikin

The Primary Special Interest Group committee has had its first meeting of the year. At that, we discussed the events we would like to hold this year, as well as areas of concern for us that we would like to advocate. Keep an ear out for our upcoming events. These will include:

- how we can ensure our students' voices are heard in the refreshed curriculum,
- how to write an abstract and presentation for conference,
- building communication between schools and other agencies in the community that support families of English language learners,
- empowering ESOL teachers to develop sustainable PD for staff, and cultural competency for all staff within schools.

These events will be held throughout the year. If you have any ideas for events you would like to be held for our sector, please let us know, or even better, join the committee and take a leading role in the planning of these events.

Secondary SIG

Sally Hay and Sarah Roper

In secondary schools, the start of 2023 presented another unique set of challenges. The severe weather events delayed the start of the year for Auckland and Cyclone Gabrielle forced closures of schools across eastern parts of the North Island. Despite this, many schools have welcomed international students back with numbers, for some, at pre-Covid levels. The open borders also mean that migrants are arriving and some schools have welcomed (and continue to do so) new students every week throughout the term. This influx of students has been difficult for schools as much of the infrastructure available before Covid has not been put back in place. There are a lot of new staff members in English language and International departments as schools rebuild their programmes.

Management of class sizes and multilevel teaching strategies have been topics discussed on ESOL online and in cluster group meetings around the country. Catering to foundation-level learners in the same class as students at Stage 3 of ELLP is challenging and while many English Language teachers are experts at differentiation, the new situation with many classes in excess of 20 students is not sustainable. In the background also are the NCEA changes and the new literacy and numeracy standards and the impacts these will have on ELLs and our teaching and learning programmes.

Looking ahead to the rest of 2023, the secondary SIG is aiming to offer members a professional development opportunity each term. The first one on 3 April was about the new literacy standards. We heard from Dr. Margaret Franken who was, until recently, the national learning area lead for literacy at the MOE. There was a lot of interest in this presentation and we were confident it was going to be an engaging and informative session. Later in the year, we hope to offer some PD around reading in a second language and another on how schools plan for and support pathways for students leaving school and heading into tertiary training or further education. If you have topic ideas relevant to secondary English language specialists, we'd love to hear from you.

Tertiary SIG

Anthea Fester

The first meeting of the Tertiary SIG was held on Thursday, 16 March, with the title *Where to from here?* It was an opportunity to re-evaluate what members' expectations were for the SIG meetings, especially considering that the sessions last year were not that well attended. Present were members from several tertiary institutions, including Victoria University, Massey University, University of Canterbury, and Te Pūkenga (Wintec and Whitireia CP). Attendees enjoyed a good discussion on the future of the SIG. We had an opportunity to recognise what happens in the TESOLANZ PLD sessions as a point of comparison (Jean Kim was present and shared this information). As a result, we decided to shift the tertiary SIG focus for this year to research-related content to provide opportunities for emerging and experienced researchers to share their projects, seek feedback on potential projects or collaborations, share readings and experiences (such as those connected to action research) and seek advice on challenges faced while in the research space.

With that in mind, an impromptu session was arranged for those who planned to submit an abstract for CLESOL 2023 to share their ideas if they felt they needed feedback on their abstract, data decisions or will be presenting for the first time and wanted some support. This session was planned for Thursday, 30 March, from 4:00pm to 5:00pm.



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.tesolang.org.nz/join-us/>

TESOLANZ Talk Join Today



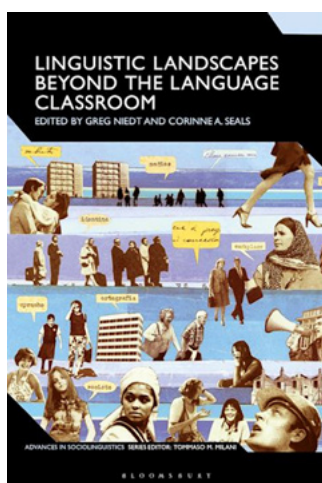
TESOLANZ Talk is a Facebook group in which ESOL practitioners in New Zealand can share ideas and discuss relevant issues online. Join today and contribute to the discussion.

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

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.



Niedt, G. & Seals, C. A. (eds.) (2021).
**LINGUISTIC LANDSCAPES BEYOND
THE LANGUAGE CLASSROOM.**
Bloomsbury Academic. ISBN 978-1-
3501-2536-0 (HB) 239 pp. \$190.00

Reviewer

Dr Chelsea Blickem
University of Waikato

LINGUISTIC LANDSCAPES BEYOND THE LANGUAGE CLASSROOMS

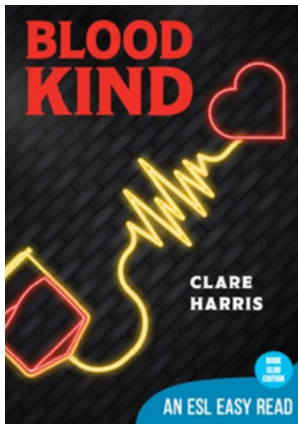
As a discipline, linguistic landscapes refers to the study of visible and audible language in a range of public and semi-public spaces. The study of linguistic landscapes draws on insights from various disciplines, including linguistics, semiotics, anthropology, geography, architecture, sociology, and cultural studies, in order to analyse what can be complex relationships between language, culture, identity, power, and society.

As the title suggests, this volume focuses on landscapes *beyond* the classroom. Part One focuses on a range of landscapes that have teaching and pedagogy as their goal in non-traditional learning contexts. Landscapes that are examined here include a German-language summer camp in the US, where the goal of a constructed language immersion programme appears to be successful in acculturating learners into a measure of German culture and history. The two other essays explore the landscape and the inequalities within an American sign language school, and notions of privilege and power in a study abroad programme.

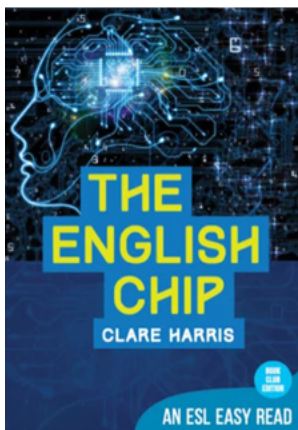
Part Two of the book provides insights into professional and occupational linguistic landscapes, where the intention of language is to guide, instruct and inform, and where the role and impact of semiotics is as valuable as the linguistics. Signage and instructions advising or requiring people to do something or respond in a certain way is key in these contexts. The essays, each in their own way, invite reflection on power and identity in multilingual hospital and airport contexts (Tanzania and New Zealand respectively), English language learning in a Turkish factory to support workers' occupational vocabulary, and the value of objects and semiotics to grow museum attendees' awareness of the role of immigrants in one city.

The final part of the book focuses on less structured contexts where individuals or groups are attempting to communicate what may be a biased, self-preserving or self-interested message. The essays curated here, for instance, reflect on an indigenous resettlement initiative, where the language of the settlers was communicated through the buildings, murals and the building process. This account is followed by two essays which consider political and activist messaging in three European contexts, and how graffiti, billboards and other media is used to communicate ideological messages in sometimes emotive ways.

This edited collection is part of the Bloomsbury Advances in Sociolinguistics series, and promises to act as "a bridge between theoretical research and practical application" (Niedt & Seales, 2021, back cover), a promise that is successfully kept. The essays all include a number of photographs and images of text that the authors refer to in each of the essays, and all essays are accompanied by a reference list. The book is well-written and engaging, and the essays are accessible to both academic and non-academic audiences. The book, and chapters within it, would be of interest to educators and students who are exploring the areas of sociolinguistics, semiotics, multilingualism, translanguaging, as well as discourse, power and identity around language.



Harris, C. (2022). **BLOOD KIND: AN ESL EASY READ (BOOK CLUB EDITION)**. The Book Next Door. <https://payhip.com/TheBookNextDoor> ISBN: 978-1-922191-50-2. 31pp \$24.99



Harris, C. (2022) **THE ENGLISH CHIP: AN ESL EASY READ (BOOK CLUB EDITION)**. The Book Next Door. <https://payhip.com/TheBookNextDoor> ISBN: 978-1-922191-55-7. 38pp \$24.99

BLOOD KIND | THE ENGLISH CHIP

Reviewer

Rachael Harding
AUT University

Blood Kind and *The English Chip* (2022) are Book Club edition original publications. These books are meant to be shared amongst groups with questions to activate interest and discussion around the engaging storylines. They are published by 'The Book Next Door' and written by Clare Harris, an Australian ESL teacher, writer and blogger, who creates resources for English learners. You can find free audio recordings and extra post-reading questions from the thebooknextdoor.com/audio. The readers are also available on Amazon, Smashwords and iTunes. The target readers for *Blood Kind* and *The English Chip* are young adult learners of English with a proficiency of lower intermediate level (CEFR level A2/ B1) and the books are stated as an ESL easy read.

After a 'before you start reading' section, Chapters 1 of both stories start with a hand drawn image and an interesting opening that introduces us to the main characters and the setting of the story. The concise chapters finish on tense narrative hooks so there are opportunities to anticipate what happens next to the characters using the provided question prompts.

The English Chip is set somewhere in Australia, so expect to learn some 'Australianisms', but don't worry, any reference to words specific to Australia are contextualised and explained so you won't feel like a 'ning nong' (a fool). The story follows Charlie who finds a unique way to learn English instantly but with some devastating consequences. The context is relatable for students of English and reflects some of the frustrations and ups and downs of learning English, as well as family pressures whilst living overseas. The language is simplified so students can follow the story and, perhaps, imagine themselves in a similar situation and consider what they would do if it happened to them. With regards to the theme of the story, I think there would be opportunities for great discussion on technology and the future of learning languages.

Blood Kind on the other hand is more of a traditional mystery with plot twists and the ending leaving a few questions unanswered. The main character, whose name we are unsure of, has a criminal past. When he gets injured, he receives a blood transfusion in hospital which leaves him with a suspicious side effect. He can't explain his unfamiliar feelings and searches for answers. He meets various people on his journey to discover the truth behind the mystery.

As a resource, these appropriately graded books along with the audio components can be exploited in multiple ways both in class and online and would provide an entertaining addition to a young adult-based ESL class.

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Please visit the TESOLANZ website

www.tesolanz.org.nz

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

ENGLISH EXPRESS BEGINNER WORKBOOK | MY BUSY DAY



Miles, B. (2021). **ENGLISH EXPRESS BEGINNER WORKBOOK**. New South Wales, Australia: Self-published. (eBook). english.express.com.au. 192pp. AU\$55 (Individual Licence); AU \$165 (Team Licence).



Miles, B. (2022). **ENGLISH EXPRESS: MY BUSY DAY**. New South Wales, Australia: Self-published. (eBook). english.express.com.au. 162pp. AU\$30 (Individual Licence); AU \$90 (Team Licence).

Reviewer

Natasha Clark
English Language Institute
School of Languages and
Applied Linguistics
Victoria University of Wellington

English Express is a new Australian series of English teaching and learning resources. The *English Express Beginner Workbook* and *My Busy Day* are standalone eBooks aimed at beginner learners, aligning to level A1 of the CEFR, and are designed to complement core classroom texts and programmes. Despite being created for an Australian teaching context, the content is easily adaptable and relevant for learners in New Zealand. These eBooks are suitable for both in-person and online teaching and are accompanied by a range of extra online resources. They can be purchased under either an Individual Licence (for one teacher and their current students) or a Team Licence (for one site of a teaching institution). Free sample chapters of both books are available on the [English Express website](https://www.englishexpress.com.au).

The *Beginner Workbook* has nine topic-based chapters aimed at adult learners, covering a range of everyday situations such as 'Around Town', 'Appointments', and 'House Hunting'. Each topic is accompanied by several online videos, which provide plenty of listening input. The detailed introductory section covers such aspects as the terms of use, teaching approaches, how to access and use the various components of the resource, and lesson summaries, while the 'Answer Key and Guide' includes teacher notes and extra ideas to extend learning and add variety to the lessons. Each chapter provides extensive, varied practice of all four language skills, and sound pedagogical principles are evident throughout. Supported by colour photos and pictures, there are numerous opportunities for meaning-focused input and output, and ample recycling of vocabulary. Grammar is not dealt with explicitly but rather is integrated naturally into the texts and activities. The *Beginner Workbook* provides practice of relevant, useful language to develop the communicative competence and confidence of beginner-level learners, and is suitable for use both inside and out of the classroom.

My Busy Day is aimed at learners of all ages but, with 30 of its 36 chapters focusing on jobs, would be more relevant for adults. The chapters are organised in alphabetical order from 'Aged Care Worker' to 'Warehouse Assistant', with six other roles such as 'Student', 'Mother', and 'Father' included at the end. The chapters can be used in any order, and they all follow the same structure of four page-length tasks, in which a person describes what they do during their busy day. Task 1 provides an opportunity to activate prior knowledge through photo prompts, Task 2 presents seven short sentences for reading practice, Task 3 is an activity to practise aspects of language such as syntax and collocations, and Task 4 is a transformation exercise, focusing largely on verb forms and pronouns. There is plenty of visual support, with each of the sentences accompanied by a photo clearly illustrating the different daily activities. *My Busy Day* differs in several key respects to the *Beginner Workbook*. In *My Busy Day*, there is an explicit focus on grammatical structures, especially verb forms and subject-verb agreement. Also, where online videos provide rich listening input in the *Beginner Workbook*, the input in *My Busy Day* comes from reading texts. One particularly appealing feature of *My Busy Day* is the inclusion of higher-order evaluative discussion questions, e.g. 'Is it a good job? Why?', inviting learners to share opinions, rather than the purely descriptive, factual questions common in beginner-level resources.

It is worth noting that both resources reflect the cultural diversity of Australian (and New Zealand) society, and there is a refreshing shift away from traditional gender roles in the everyday tasks and jobs portrayed. The *English Express Beginner Workbook* and *My Busy Day* are valuable, well-designed, user-friendly resources for individual teachers or any institution where beginner-level adults are taught.

We are very keen to add to our pool of wonderful book reviewers. If you are interested, please contact ETarasova@ipu.ac.nz

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