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# The Transformative Potential of TransAcquisition Pedagogy

Dr Sophie Tauwehe Tamati | University of Auckland

Tauwehe is a senior lecturer in Te Puna Wānanga School of Māori and Indigenous Education at the Faculty of Education and Social Work, University of Auckland. In her doctoral study, Tauwehe theorised, developed, trialled and evaluated the use of TransAcquisition Pedagogy to improve the English reading ability of students in Aotearoa/New Zealand's Kura Kaupapa Māori immersion schools. The results of the comparative analysis revealed that the TransAcquisition Intervention programme significantly improved the English reading achievement levels of the kura students, and the rate of improvement was very fast. Tauwehe is currently helping English-medium teachers in primary and secondary schools to use the biliterate strategies of TransAcquisition Pedagogy with their monolingual, bilingual and multilingual students to increase conceptual understanding, promote academic knowledge acquisition and accelerate biliteracy development. She is a passionate advocate for cultural and linguistic sustainability and is now extending her research focus to include the use of TransAcquisition Pedagogy with emergent bilinguals in indigenous and minority/migrant groups around the world.



Superdiversity, especially in Auckland, is now our new normal in Aotearoa New Zealand and teachers need to be appropriately equipped to meet the linguistic, cultural, and academic learning needs of their students (Cardno et al., 2018). The most recent Education Review Office (2023) report identifies two significant pedagogical challenges for teachers. First is their limited knowledge of language teaching methods for multilingual learners and second, their lack of knowledge of how to pitch work to different English language learners at unknown English proficiency levels. This article describes the transformative potential of the TransAcquisition *Read-to-Retell-to-Revoice-to-Rewrite* tasking sequence to enable culturally and linguistically diverse learners to use their complete linguistic repertoire to enhance their literacy development and improve their academic achievement in English.

TransAcquisition Pedagogy (TAP) was conceived, developed, trialled, and evaluated in Tamati's (2016) doctoral research for and with bilingual Years 7 and 8 ākonga (students) and their kaiako (teachers) in Kura Kaupapa Māori, Aotearoa's Māori-immersion bilingual education model. Drawing on Hornberger's (2003, 2004) idea of language evolution, the entwined entanglement of roots that gird each tree together in a kahikatea grove was chosen as the kaupapa Māori metaphor of TransAcquisition. This metaphor prompted the idea of the *Interrelational Translingual Network* (Tamati, 2016). This network depicts the inner workings of the centralised processing system in

# Editor's Foreword



Welcome back to our second edition of the TESOLANZ newsletter in what is turning out to be another challenging year. Workload issues seem to be a common factor across all sectors. Job security is also a major focus in the tertiary sector while our primary and secondary teachers have been battling for recognition of the work they do as we all attempt to manage our way through a cost-of-living crisis. A difficult decision had to be made by the CLESOL organizing committee to postpone the CLESOL conference from the end of September 2023 to April 2024 necessitated by the overwhelming increase in accommodation costs in Wellington for the original dates. This has however presented an opportunity for TESOLANZ to convene a one-day symposium hosted by Waikato TESOL, WATESOL, and CANTESO in Hamilton, Wellington, and Christchurch. An organizing committee has been convened and more details about this new event should be available very shortly.

In our first article, Dr. Tauwehe Tamati outlines the potential for TransAcquisition Pedagogy to transform the learning process for our learners as they navigate not only the complexities of the English language but also the challenges of the academic curriculum. This approach encourages them to use all their linguistic skills to underpin their learning and academic achievement in English while also supporting the ongoing development of their home languages.

Dr. Annette Mortenson introduces us to a programme offered by Refugees as Survivors NZ in our next article. This professional learning opportunity is available to schools around Aotearoa New Zealand which play a key role in the processes of recovery, resettlement, and integration for young people and parents from refugee backgrounds. Annette provides a rationale for the need to understand these learners' backgrounds and different experiences along with an explanation of the trauma-informed approach used in the programme.

In their article, Keren Cebalo, Carrie Ingham, and Bianca Odendaal from the Mid-Bays Kāhui Ako in Auckland describe how this group of schools is implementing a Structured Literacy programme across the cluster. While they have yet to capture data that will formally identify whether this is effectively addressing their learners' needs, they are optimistic that the approaches they have adopted are making a significant difference to their learners based on the results to date.

Vincent Blokker tells us in his article about a recent new IELTS development that will soon be available in Aotearoa New Zealand. As we all know IELTS is used here and in other countries for migration and academic purposes. The introduction of the IELTS One Skill Retake will provide increased opportunities for our learners to address specific areas without the stress typically involved in having to resit the complete suite.

And in our fifth feature article, Nick Baker discusses the advent and potential use of Artificial Intelligence-based language models. While this new development has been causing concern for some, Nick argues that we can use it to our advantage and benefit our learners. He outlines the importance of dialogue as we engage with the various tools and offers a step-by-step approach to this. I'd like to acknowledge Nick's generosity here for his regular contributions to this newsletter.

Ngā mihi nui  
Christine



Cummins' (1984, 1986, 1991(a)(b), 2001) *Common Underlying Proficiency*. As a teaching and learning sequence, TAP tasking was inspired by Cen Williams' (1994, 2002) technique of language alternation in his interpretation of translanguaging.

Vygotsky's (1962) claim that "the bilingual student can transfer a new language to the system of meaning that s/he already possesses" (p. 110) underpins the four stages of the TAP tasking sequence. It is possible for students to negotiate multiple opportunities to engage in each stage with their teacher as they navigate the range of opportunities to retell, revoice and rewrite the source text. **In the Read > to stage**, teachers can use the Guided Reading approach (Ascenzi-Moreno & Quiñones, 2020) to read the target text together to discuss the author's purpose and context while building biliterate vocabulary lists.

**In the Retell > to stage**, each student adopts a perspective of a 'seen' or 'unseen' character to retell the target text. For example, if the teacher selects a target text about a person's birthday, students will be able to retell the target text from the perspective of the birthday person or anyone else of the other 'seen' characters in the target text. Students may also choose to take the perspective of an 'unseen' character who is implied in the context of the target text. An 'unseen' character may be a Rabbi to perform a special birthday ceremony or a kaka haka tutor to perform a special birthday haka. These 'unseen' characters allow students to include cultural or religious characters associated with birthdays in their culture. Once the 'seen' or 'unseen' character is chosen, each student needs to decide what changes will be made to the plot to appropriately reflect the chosen perspective of the retell.

It was in the retelling process of transacquisitional tasking that the students' social language became academic language through their thoughtful engagement with the meanings of the vocabulary in the target text. The attentional requirement of retelling served as a consciousness-raising strategy (Skehan, 2003) to help the kura students realise what they knew (academic knowledge) as being distinct from what they could say (social language). Consciousness-raising is connected to noticing, which Schmidt (1990) describes as necessary for acquisition to take place (see also Schmidt, 1994, 2000, 2010).

**The Revoice > to stage** provides students with another opportunity to say the retell in a different text type/genre to that of the target text. For example, if the original target text is a recount, the student may choose to revoice the retell as a waiata or a play. Once the student chooses the new revoice text type/genre, the revoicing can begin in the student's 'other' language. The read-to-retell-to-revoice tasking sequence is a bilingual



# 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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form of close reading. According to Dakin (2013), close reading enables students to “build knowledge, gain insights, explore possibilities, and broaden their perspectives” (p. 4). These learning outcomes are embedded in transacquisitional tasking and provided the kura students with multiple opportunities to function in both their languages. In this way the students engaged in cross-linguistic meaning-making and knowledge-building to improve their reading comprehension in English. Revoicing provided the students with opportunities to behave as language users rather than language learners to interpret, express and negotiate meaning in both te reo Māori and English. This improved the students' bilingual reading comprehension by helping them to make connections between the knowledge of the target text and their prior knowledge and experience. In this way, revoicing promotes what Cummins (2007) calls “two-way cross-language transfer” (p. 223) for the development of critical biliteracy.

**The rewrite > to > read stage** is the final stage in the transacquisitional tasking sequence as the students rewrite their revoiced target text to create a biliterate target text with a partner or peers in a small group. This stage serves as the culmination of all the bilingual and biliterate benefits of the transacquisitional taking sequence.

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# The Refugees as Survivors NZ (RASNZ) Welcoming Schools for Students from Refugee Backgrounds Programme

Dr Annette Mortensen: Training and Development Manager - Refugees as Survivors NZ (RASNZ)

The Refugees as Survivors NZ (RASNZ) Welcoming Schools for Students from Refugee Backgrounds Programme is a professional development opportunity being offered to schools in resettlement regions around Aotearoa/New Zealand. RASNZ is a specialist mental health and well-being service for people from refugee backgrounds. The Cross-Cultural Trauma Informed training approach acknowledges the contribution of schools to the processes of recovery, resettlement, and integration for young people and parents from refugee backgrounds.

The Welcoming Schools Programme is a cross-cultural, trauma-informed training programme which aims to build the capacity and capability of schools to create positive learning and support environments for refugee students and their families. The aims of the Programme are to raise awareness of the need for psycho-social care for refugee students among school teams, learning support services and Ministry of Education staff by:

- Informing schools about cross-cultural trauma-informed care approaches to supporting students from refugee backgrounds.
- Raising schools' awareness of the impact of the refugee journey and refugee resettlement, and of resources to support students from refugee backgrounds.
- Supporting young people and families from refugee backgrounds to achieve educational aims and to maintain mental health and well-being.

The Programme, which started in 2021, includes tailored training programmes for teaching and non-teaching staff and for health and social work support services in schools. Importantly, feedback from the education workforce indicates a significant lack of preparation for working with students and whānau who have been through the refugee experience, and for the impact of trauma on behaviour and learning.

## Why is understanding students from refugee backgrounds important?

Students from refugee backgrounds are disadvantaged in many ways. Many have experienced trauma and severe hardship often resulting in long-term psychosocial impacts. Refugee background students are a vulnerable group who may experience setbacks on their settlement and integration journey, mentally, emotionally and socially (Wong et al., 2019). Most children have had interruption to or lack of education during refugee flight and in countries of asylum and will require higher levels of support for learning. Refugee students can have a tendency to 'slip between the cracks'.

Educational success is critical to giving students and their families a chance to break away from cycles of poverty and disadvantage. Teachers and support staff need to equip themselves with knowledge and strategies when working with students from refugee backgrounds to achieve the best possible outcomes. Refugee background students need wrap-around care from education, health and social services if they are to succeed.

Children's educational success is a major goal for refugee-background families in resettlement countries. Children and young people who have been through the trauma of civil conflict, war and refugee flight often fail in our schools. In 2020, RASNZ conducted a research study which indicated significant educational failure and under-achievement among refugee students. Issues such as digital exclusion, racism and discrimination in schools, and limited support for students who have missed years of schooling to catch up were common areas of concern (Mortensen, 2020).



Annette has worked for over 20 years to improve healthcare responsiveness for Asian, refugee and migrant groups in New Zealand in a number of roles including as a public health nurse, project manager, researcher and educator. From 2000, Annette had the position of Refugee Health Coordinator for the Auckland Regional Public Health Service.

In 2007, Annette took up the position of Refugee and Migrant Project Manager for the NRA (Northern Regional Alliance) where she commissioned a number of studies including the Asian and MELAA (Middle Eastern, Latin American and African) Health Needs.

## The Trauma- Informed Approach

The Trauma- Informed Care approach is a systemic organisational model which needs to be embedded in daily practice in schools to support student learning, mental health and well-being, and to create an environment of safety. Most children and youth from refugee backgrounds have extensive histories of trauma exposure (O'Rourke, 2011; The RAN EDU and H&SC, 2019). The psychosocial management of students with a history of trauma needs to be more than behavioural management. Education, health and social work practitioners need to have a deeper understanding of how early trauma impacts children's current behaviour and with that lens of understanding provide therapeutic strategies that can bring healing and restoration to children and young people who have suffered trauma (Werry Workforce Whānau et al., 2020). The trauma-responsive care model which RASNZ has adapted for schools is an evidence-based practice model adapted for working in a New Zealand context with traumatised children (Greer, 2021).

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The Welcoming Schools workshops are modelled on trauma-informed and relationship-based frameworks to help educators understand some of the difficulties presented by students who have experienced trauma. These children are frequently labelled “attention-seeking” and “difficult kids” by schools. Children need to feel safe at school and building relationships is the key when working with children who have experienced trauma (Greer, 2021). The trauma-responsive practice model provides a framework of strategies for anyone working with students who have experienced trauma through refugee flight and the challenges of resettlement. Additionally, the approach is beneficial for staff working with any children who have experienced trauma, and may have complex needs and challenging behavioural issues.

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# Structured Literacy in a Kāhui Ako

Structured Literacy refers to a number of approaches to teaching literacy that have the following in common: “explicit, systematic, and sequential teaching of literacy at multiple levels – phonemes, letter-sound relationships, syllable patterns, morphemes, vocabulary, sentence structure, paragraph structure, and text structure.” (<https://inclusive.tki.org.nz/guides/dyslexia-and-learning/understanding-structured-literacy/>).

This aligns with the ‘Simple View of Reading’ which incorporates both the process of decoding and, importantly, general language comprehension (Gough & Tunmer, 1986). Children still engage in rich oracy, building basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP) through context-embedded language tasks, and enjoying having authentic texts read to them in an engaging way. Scarborough’s Reading Rope (2001) demonstrates this well and reminds us that a structured literacy approach is much more than simply decoding words.

A Balanced Literacy approach, sometimes referred to as the Whole Language approach, may also include phonics and spelling. However, children are expected to get cues from pictures and context. Proponents of Balanced Literacy support the view that children learn to read by reading and by being immersed in a book-rich environment. While some students learn to read perfectly well using a Balanced Literacy approach, many will not. Structured Literacy approaches are evidence-based and have been shown to be beneficial for all students, including the 10-15% with dyslexia.

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## Structured Literacy at Primary Level in the ESOL context

By Karen Cebalo, Browns Bay School, Mid-Bays Kāhui Ako Across Schools Leader, English language learners (ELLs)

My ESOL team has been using a Structured Literacy approach with some of our ELLs over the past three years through the iDeaL platform, (Learning Matters <https://www.learningmatters.co.nz/>). We have seen some excellent shifts in student achievement, phonological awareness, metalinguistic awareness, understanding of the morphology of words, and confidence with literacy generally. Most of the students we include in our Structured Literacy groups have good basic interpersonal communication skills, that is social language skills, but are lower in reading and writing skills. A large number of these students have Afrikaans as their first language.

There is a lot of evidence to support the Structured Literacy approach generally, but I have yet to gather data on the shifts made in literacy specifically for ELLs taught through this approach. However, the approach does include explicit teaching and opportunities for recycling of language which we know are beneficial for our ELLs. I look forward to learning more about the effectiveness of the approach for our ELLs but observationally, in my own context, it appears very promising.

## Structured Literacy Across the Kāhui Ako

By Mid-Bays Kāhui Ako Across Schools Leaders, Literacy: Carrie Ingham, Rangitoto College; and Bianca Odendaal, Murrays Bay Intermediate School

Across our Mid Bays Kāhui Ako, we have started using Structured Literacy. Some of our schools are using the Better Start Literacy Approach. Some of our primary schools, as well as our intermediate and high school, are using The Code, the programme developed by Liz Kane. This is a resource designed to support the teaching of Structured Literacy and follows a scope and sequence to systematically and explicitly teach phonological awareness, the alphabetic principle, syllable types, and morphology. It also uses dictation so students can apply their developing knowledge of the alphabetic code to sentences, and this thus acts as a bridge to independent writing.



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.



Carrie Ingham has been teaching English in New Zealand and internationally for over twenty years. She is currently an English teacher at Rangitoto College and an Across Schools Leader for Literacy in the Mid Bays Kāhui Ako.



Bianca Odendaal has been teaching for approximately 10 years in a range of year levels from YO-8 both here in NZ and in South Korea teaching English. She started her career in primary teaching and has been an Intermediate teacher for almost four years. She is one of two Across School Leaders in the Mid Bays Kāhui Ako focused on leading literacy.





Our primary and intermediate Kāhui Ako teachers have all been trained initially in using The Code and are starting to use it with their Years 7 and 8 classes, testing all the students then starting them at the appropriate place in the programme. There are several bi- and multilingual learners (BMLs) in these classes. One teacher has commented that this way of learning does not seem to be new to the students as this is what the learners experience in their ESOL classes, and several have learned English using this approach in their home countries. Many students in the class find The Code lessons “fascinating.”

At the college in our cluster, things are a little different. The literacy support classes in Years 9 and 10 are using the programme. These classes are much smaller classes that are taught a more scaffolded and slightly truncated version of the English subject curriculum, as well as The Code segments and Literacy Co-requisite preparatory work, as we are also a pilot

school for then incoming NCEA Co-requisite which is due to be rolled out to all secondary schools in 2024. These are reading comprehension and writing accuracy questions essentially. Students in these classes are likely to have some learning needs, but are not likely to be BMLs below English Language Learning Progression (ELLP) Level 3 as the school's ESOL department works with those students. Year 10 students were tested at the end of Year 9 so the teacher could start the year at the appropriate place, and the Year 9 students were tested as soon as they arrived at the college. The one or two BMLs in the class seem to be making progress in line with other students in the class. We are planning to bring The Code lessons into our ESOL teaching.

Our Kāhui Ako is, for the most part, very early on its journey into Structured Literacy. By the end of the year, we will be able to gather data to support our ‘hunch’ across the board, which is that it is working and helps students make sense of what

can be a confusing set of language, pronunciation, and spelling rules to learn. However, Structured Literacy alone is not enough; our learners' knowledge, reading comprehension, and reading fluency also need to be nurtured through carefully designed, knowledge-rich curricula.

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# Tech Tips: Enhancing our learning through Dialogues with AI - A new Digital Literacy

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 Whitechiffe collage 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.



The advent of AI-based language models, such as ChatGPT, over the recent months has caught the attention of many of us in education. These online programmes or 'bots' generate responses to prompts or queries. ChatGPT and its counterparts, like Bing, harbour the immense potential for crafting content tailored to our needs. However, recent trends, such as students using ChatGPT to craft essays or answers are concerning. Using these tools, learners might bypass the processes of creating and learning from creating. This concern leads us to question: Can ChatGPT or similar AI bots benefit us and our students alike? And if so, how?

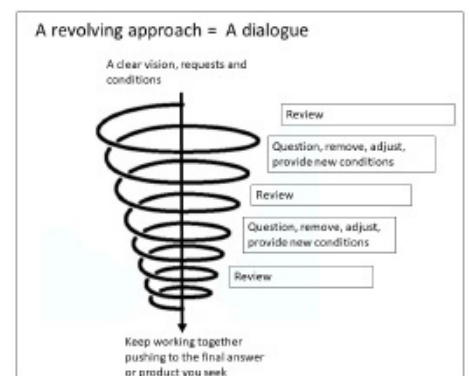
I argue, yes. If we foster a dialogue with ChatGPT, we can co-create the content we seek, forming a productive partnership. Furthermore, I believe this interactive exchange will not only produce valuable content but also facilitate learning and personal growth for its users. But how can this be achieved?

First off, it's important to remember that ChatGPT is not a search engine like Google. While Google provides recommendations for sites or extracts information from them, ChatGPT, on the other hand, crafts a specific response from numerous sources to form a probable answer. However, using ChatGPT isn't as simple as inputting a request, receiving a crafted response, and being done. ChatGPT needs guidance, critique, and editing. This is where one of its impressive features comes in – its ability to remember previous questions and comments. This feature enables it to refine its responses over time.

This recall ability allows us to have a dialogue with the ChatGPT to craft the content and ideas it generates, and to remove the rubbish or inaccuracies in order to create a clear response. To achieve this, we need to exchange responses and replies. This requires us to review, edit and experiment with the ChatGPT content. In a sense, this 'revolving dialogue' approach is akin to working back and forth with a colleague or student.

To create such a dialogue, consider following the steps shown in the image below.

- **Picture Your Outcome** - Start by visualising your end goal or the challenge you're tasking ChatGPT with. Like a journey, know your destination before you set off.
- **Craft a Guiding Blueprint** - Compose a succinct yet detailed request for ChatGPT, and let it generate its response.
- **Become the Editor-in-chief** - Assess the output. Remove words you don't like, adjust the structure, evaluate its claims, and consider what alterations are needed.
- **Reiterate with Refined Output** - Use your edited output as the foundation for your next request. Dare to experiment, rewrite the questions, ask new questions, or shuffle conditions.
- **Embrace a Revolving Approach** - Be prepared to repeat the last two steps as many times as needed. Each cycle brings you closer to the gold while discarding the gravel.
- **Keep the Dialogue Alive** - Always keep the conversation going. Think of it as a continuous dance with your AI partner, one step at a time, until you reach the final answer or product.



By creating a dialogue with ChatGPT, we can create new results or answers. By adopting a dialogue process, we are an engaged and active partner, a partner who is learning as they go. Thus, we need to develop our dialogue skills or, to put it another way, our new 'digital literacy' skills.

To develop such a digital literacy skill base, it is important to practise and experiment with ChatGPT, by asking it questions, and working with it on tasks to develop new results and answers. One way to use it could be at work. Try to have a web browser open on the OpenAI website for accessing ChatGPT. Ask it questions, see if a dialogue can occur using the steps above, and reflect on whether it assisted you in your work and whether the dialogue led to a learning moment for you. Remember, at the time of this article, ChatGPT is free, so why not experiment?

Overall, through dialogues, we create opportunities to develop and learn, and with strategies like the one mentioned here, you can have dialogues with AI bots like ChatGPT. Perhaps, you can share or inspire your students to have a similar experience. If they engage in a dialogue with ChatGPT, they can learn as they go, creating solutions and ideas. And if we foster an environment for learning, does it matter what tools or partners they use? This could be a book, a webpage, a study partner... or perhaps an AI bot like ChatGPT.



**Your global  
English language  
partner.**



## **United Nations International Days**

as established by the General Assembly

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

### **JULY**

**25 July**

World Drowning Prevention Day

**30 July**

International Day of Friendship

World Day against Trafficking  
in Persons

### **AUGUST**

**9 August**

International Day of the World's  
Indigenous Peoples

**12 August**

International Youth Day

**19 August**

World Humanitarian Day

### **SEPTEMBER**

**8 September**

International Literacy Day

**15 September**

International Day of Democracy

**21 September**

International Day of Peace

**23 September**

International Day of Sign Languages

**30 September**

International Translation Day

### **OCTOBER**

**5 October**

World Teachers' Day

**10 October**

World Mental Health Day

**11 October**

International Day of the Girl Child

**24 October**

World Development Information Day



# Reports

## AKTESOL

Leslie Robertson (Co-chair)

Tena koutou katoa. We began the year with our AGM and a face-to-face event at UNITEC with Sally Hay presenting the findings of her research on the motivations for, and the barriers to reading for pleasure in a second language, and the pedagogical implications which was based on her dissertation: *Extensive reading and motivation of recently arrived students from NESB backgrounds in a Decile 1 school*. Sally's findings encouraged us all to devote class time to extensive reading and stay patient to reap the rewards.

Our face-to-face Matariki event was held at 6:30pm on the 28th June and featured **Cristian Rodriguez** discussing his PhD. work in progress on the topic of *Technology in the Classroom*. This will be followed by a Zoom forum on September 6th which is to be a discussion on AI tools and their impact in the classroom. It will be an opportunity to share which tools teachers have either used – with their benefits and drawbacks – or been confronted with. Our final event of the year has been scheduled for November.

The 2023 committee has been elected and roles decided. They are: Leslie Robertson and Stephanie Layec – co-chairs, Miranda Howell – secretary, Ling Zhou – treasurer and membership, Martin Walsh – publications and membership, Paula Arkensteyn – publications, Sally Hay and Rosa Kalauni.

## Waikato TESOL

Margaret Connelly

Rosemary Granger and Anna Mischefski, new Co-Chairs of Waikato TESOL, and the committee were thrilled to host their first in-person event since COVID at Waikato University on the 17th of May. The event was a workshop on the topic of *Teacher Wellbeing*. This workshop was facilitated by Meg Shovelton (Senior Academic Staff Member, Wintec) and Anna Mischefski (Academic Staff Member, Wintec). They invited participants to explore the stressors involved in being a language teacher and took participants' motivational pulse. Anna and Meg suggested key strategies to maintain enthusiasm and feel more positive and innovative in the classroom. The emphasis was on self-care and maintaining one's capacity for excellent teaching. The workshop tasks and theory were largely derived from Mercer, S., & Gregersen, T. (2020). *Teacher Wellbeing*. Oxford University Press. This is an excellent resource and highly recommended.

This was the first face-to-face event since COVID and we noticed TESOL members were happy to get together again and network. We had about 25 people attend from the primary, secondary, and tertiary sectors.

We have planned two more events for the remainder of the year and our next event is on using ChatGPT in education. Our goal for the year is to grow our membership.





## MANATESOL

Gwenna Finikin and Dr Karen Ashton

MANATESOL had its Term 2 event on May 20 where four Ph.D. candidates from Massey University shared their works in progress. A common theme across these works was agency.

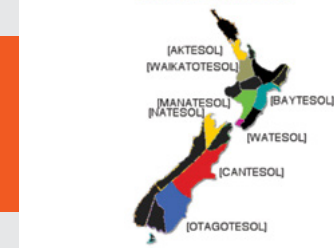
Yuliandri's work was entitled *Secondary school language teachers' emergency response experience and implications for teacher agency and professional identity in post-Covid classroom teaching settings*. His research is focused on the Indonesian context, and he could see language teacher agency enacted in many ways. For example, it was evident that teachers' efforts in seeking help from peers paid off in the way they were able to adapt the content of their lessons and their pedagogical approaches to evolving situations. A key frustration for teachers centred around whether their students were learning. It was also a confusing and isolating experience for many. Lockdown teaching also brought about reflections on the role and identity of teachers; not just as purveyors of materials but in the wider ideas of teachers' character and morality.

Jingwen (Enya) Gu's work was entitled *Exploring Primary School Teacher Perceptions and Practices Integrating Technology in a Chinese EFL Context*. China has a high uptake of internet and multimedia classrooms. While availability and quality of technology were major factors in the uptake and use of multimedia, teacher efficacy and competence were bigger factors. While some teachers embraced the technology, integrating it into their classes, others reflected the same barriers heard around the world that 'the technology isn't good enough', 'we don't have the right equipment', and 'I don't know how to use it'. For technology to be used successfully, teachers need to know how to use it to enhance learning.

Kanokphan (Kwan) Tongpong's work was *Language Teacher Agency in English for Medical Purposes in the*

*Thai Tertiary Context*. Because of Thailand's aim to become a world leader and the top destination for medical tourism by 2025, the need for medical students and professionals to improve their English language skills increases. General English teachers are finding themselves being asked to teach English for Medical Purposes. This is outside the comfort zone and knowledge of many of these teachers. For some, this becomes a stressful and uncomfortable situation where they feel they know less than their learners and unable to perform at the level of competence that they would like. However, some teachers are able to use their agency to meet these challenges. They prepare and overprepare in order to provide for their learners. They know what they know and will find out from peers who are experts in the field if they don't know something. This agency allows them to succeed despite not being trained in this area.

Fangshu (Blair) Wang's work was titled *Family Language Policy in Intergenerational Miao Family in Guizhou Province, China*. Blair shared with us the experience of one divorced mother with two daughters. One daughter went to live with the paternal grandparents whilst the other daughter went to the maternal grandparents. Both sets of grandparents had strong beliefs about language learning, and both sets wanted what was best for their grandchildren. The paternal grandparents believed that their granddaughter would do best if she was working in the dominant 'Putonghua' language. Although they were not fluent in this language, they made a point of learning and practising it so as to support their granddaughter's development as a monolingual speaker in the hopes that this would help her in her future. The maternal grandparents believed that promoting their cultural language of Miao and supporting their granddaughter to become multilingual would suit her best. They strongly believe in the preservation



of Miao language and culture. They brought this context to their daughter and granddaughter. Both sets of grandparents followed their beliefs which led to differing language journeys for each grandchild. Living in a country that went through this process of language renaissance in the 1970s, one wonders how the children will respond to the decisions of the grandparents once they are adults.

## WATESOL

Linda Todd

**Professor John Macalister:**  
***Opportunities for learning: Increased output after reading and listening.***

At our first in-person meeting for some time, WATESOL members were treated to an excellent and practical presentation by Professor John Macalister. He began by reminding us of ways that have been tried, not always successfully, to encourage extensive reading, for example, SSR (Sustained Silent Reading). We acknowledge that extensive reading should be easy (accessible) and enjoyable (interesting) for the reader. Macalister pointed out that task-based practices which support the reader's understanding of a text have often been based solely on comprehension questions. He then invited us to workshop the "Say it" activity. This can be based on a single text that learners have read on their own. The activity helps the learner to focus on the message in the text and provides plenty of opportunities to do so when exploring the text from different viewpoints while sharing answers with their peers.

We were given an engaging short story: "The rabbit who ate the bananas" and then in pairs, we were asked to construct a grid of four squares. In each square, we were invited to make up questions that allowed a reader to imagine or personalise the experience the characters faced in the events that unfolded in the story. "Imagine that you are the old woman, talk about your feelings when you discovered



you had been tricked by the rabbit.” We found working together on these questions provided good support in deconstructing the story. There was also the opportunity to share our questions with others. Finally, John Macalister showed us his version of the Say It grid he had constructed which covered question types that targeted language, recall, inference, and personal experience. He pointed out that this technique could also support language development using a wide range of texts including short videos, texts in coursebooks, texts on employment practices, listening texts, pictures, and diagrams. He pointed out the need to pre-teach key vocabulary prior to the learners reading, viewing, or listening to the text. Normally the Say It grid would consist of nine squares to give learners a wider choice when discussing their answers with their group members. We enjoyed the learner experience and left the meeting planning to use this type of exercise with our own learners in the not-too-distant future.

We are grateful to Te Aro school and Cathie Cahill for hosting the WATESOL event.

## CANTESOL

Kerstin Dofs

As reported in March, we recently organised the very interesting and joyful PD event, prioritising and providing input for well-being, both for the educators and for the learners, which was a tailored workshop from Southern Music Therapy. This workshop equipped us; 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.

Representatives from Early childhood, secondary, and tertiary levels have each written a summary from their perspective.

### **An ECE perspective - Jocelyn Wright**

At the end of a very busy week in an early childhood centre it can be hard to give- up a Saturday morning lay-in to attend PLD workshops. On this occasion the advertised topic of Music

Therapy as relevant for ECE through to tertiary really peaked my curiosity and I was not disappointed!

This was a really valuable workshop that gave a refreshing reminder of the importance of rhythm, beat, chants, rhyme and song/waiata, in supporting the development of oral communication across all ages. It reinforced the foundational practice of early childhood kaiako, while really stressing the need to be intentional in how to emphasize language sounds, patterns of speech, and the mechanics of forming sounds. Our facilitators Kim and Jenny successfully had everyone participating as we practiced what we were learning. It was energising for a Saturday morning, with lots of laughter and chatter while networking with a wide range of colleagues from all education sectors.

### **A secondary level perspective - Archana Martins**

The PD workshop led by Southern Music Therapy (SMT) was held at Ara Institute of Canterbury. SMT emphasized the unique qualities of music as a powerful tool in reaching learners, connecting student learning and aiding wellbeing. Rhythmic games and songs were effective as teaching devices to stimulate collaborative relationships. The use of music for pronunciation, verbal communication, improving memory, cognitive processing, and to regulate student learning added a ‘new height

of learning’. SMT’s input and modelling of rhythmic movement and sounds connected everyone. I learnt that a great thing as an educator is to start using these elements in the classroom as it can regulate learning and it just makes students ready for learning. The use of music automatically resets them for connecting to the learning process. ‘Syllables Play Time’, spelling fun, key phrases with melody and music to tell a story were my best takeaways.

### **A tertiary perspective – Margie Memory**

Southern Music Therapy (SMT) is based in The Braintree in Papanui. As the name indicates, music is used to heal/rewire the brain, regain speech, and vital aspects of well-being are accompanying benefits. Our presenters, Kimberley Wade and Jenny Lee, are highly qualified practitioners with a Masters qualification in Music Therapy.

Music is an allied health profession...so how does this art and science relate to ESOL?

Kimberley describes herself as dyslexic and says that her language learning difficulties were met by using music. Music helps us learn words, their shape in our mouth, the spelling, and their order in a sentence. Articulating the sounds of an additional language is not dissimilar to the difficulties brain injury victims have. The muscles in the mouth are having to learn the correct shapes and movement.





But if I'm NOT musical!

Everyone has rhythm...our heart beat.

Jenny kick-started us with the basic elements of music

- beat
- rhythm
- accents.

We caught the beat with accompanying activities and these tips for class use around spelling, syllables, and phrases

- SLOW down the pace
- use emphasis that helps the listener to attend
- break down the structure to give learners time to explore sounds
- practise repetition in a fun way using exaggeration and dramatization
- add elements of music to the key phrases.

As a vehicle for multiple repetition using changes in tempo, melody and rhythm, music is preeminent but furthermore it stimulates many pathways, helps retrieval of information with other parts of the brain being accessed, and helps hold information longer—students leave the classroom remembering the words.

We already know and have experienced that music transcends the limits of language. It is an element that brings people together regardless of ethnicity or background.

[https://www.facebook.com/southernmusictherapy/about\\_details](https://www.facebook.com/southernmusictherapy/about_details)

We have also made plans for our next CANTESOL event in August – September. This will be a PD seminar by Tracey Millin and Jean Kim which will focus on strategies for promoting additive bilingualism in a multilingual classroom environment. This event will also cater for all sectors: community languages, early childhood, primary, secondary, and tertiary levels. Another PD idea, that other branches might want to copy, is that we will ask our members if they want to get together and participate in the PD session organised by TESOLANZ online PD group, on 18 October, then we will follow up with discussions of the topic after the session.

## Otago TESOL

David Woodfield

In November last year, we gathered at the Higher Education Development Centre at the University of Otago where Andrea Robertson of the College of Education shared with us on the topic of *Teaching Reading in Primary School: A Look at the Approaches*. This was a fascinating session, in which Andrea introduced the wide range of ways in which reading is taught. We heard that the teaching of phonics has become a focus of late in the early teaching of literacy with the teaching of phonemes and the introduction of books featuring decodables, or in other words 'phonetic code' that the student has already learned.' Andrea also discussed the idea of reading to, with, and by the student, an approach where readers' ability to read is scaffolded as shared reading leads to guided reading and then independent reading. Creative responses to reading such as creating skits, poems and posters were explored as was critical literacy where developing the ability to evaluate for bias comes to the fore.

At our 2022 AGM which accompanied this meeting, we paid tribute to Erina Hunt who we so sadly lost earlier in the year. Erina made a significant contribution to our community in Otago and beyond and she is greatly missed.

Then in June 2023 we heard from William Lucas of the Otago Polytechnic on the topic of ChatGPT. William wowed us with the story of his explorations with the 'artificial intelligence chatbot.' Who would have thought that it could rewrite the first page of *Alice in Wonderland* in the style of R.L. Stine or 'Goosebumps' fame, C.S. Lewis or Lee Child or create a song in which alternative verses were composed in the style of Lennon & McCartney and Jim Morrison, simplify the reading level of a given text, create comprehension questions for a text and correct a piece of student writing and produce a summary of the characteristic errors contained within it. William opened our eyes to both the potential and the challenges of this bot in a particularly engaging manner, sending us on our way with a new awareness and the conviction that further change is in the air.

## Primary SIG

Gwenna Finikin and Karen Cebalo

The Primary Special Interest Group has had two events so far this year. The first was on March 28 and was entitled *Making sure our students' voices are heard in the refreshed curriculum*. This was a group discussion and we looked at parts of the refreshed curriculum. The call for making sure the cultures, languages, and prior experiences are remembered is tacit throughout the refreshed curriculum. Although it is not explicit, it is there. We do need to keep up the support of our wider school staff to ensure they understand their role in ensuring the voices of all our learners are heard. The recording of this event can be found here. <https://www.youtube.com/watch?v=9gOcTiq3kvw>

On June 13 we held an open discussion on *The challenges and successes of supporting English language learners (ELLS) and their whanau with additional needs*. This was a place to share our experiences and ideas about working with our learners. It can be difficult to fully access support for our learners, especially when whanau may be working towards permanent residency and citizenship so may be reticent to sign a form that might disqualify their child from the migrant process.

As the Ministry of Education reminds us,

- *Migrant and refugee background students with special education needs, including those who receive ESOL funding, are entitled to special education services available in New Zealand schools. They would need to meet the eligibility criteria for that particular service (e.g. RTLB and RT Lit support, speech language therapy, ORS funding, Supplementary Learning Support). International fee-paying students are not eligible for these services.*

A student may require support from more than one service, and there needs to be a sense of urgency as we seek this for them.







We thank the Mid Bays Kāhui Ako for their taonga of videos offering advice on special needs support in New Zealand.

[https://docs.google.com/document/d/1rcDx7BscZvf8\\_NDNuo1v5Oea9bAidI8nidGMNj1pOmW/edit](https://docs.google.com/document/d/1rcDx7BscZvf8_NDNuo1v5Oea9bAidI8nidGMNj1pOmW/edit)

Coming up, we have events on September 5 and November 6. We hope to see you there.

## Secondary SIG

Sarah Roper (Hutt Valley High School) and Sally Hay (Mangere College)

On April 3rd Dr Margaret Franken gave a presentation on the new literacy assessments in NCEA and how they may impact English language learners. This included looking at the ways in which the new standards have been interpreted and delivered to schools. While the new literacy standards are intended to be a base level to enable students to participate in further learning and employment, there are elements of English literature study in the current tests as well as no specifications as to the reading age

requirements of the tests, both of which can be problematic for those learning English. Regardless of the flaws, they are likely to be introduced into the qualification system and the teaching of literacy needs to be shared across the curriculum. Analysis of the reading texts shows a high proportion of low-frequency words. Students need to be taught resilience around the reading of these words, and other reading strategies so they are not fazed by the tests. In addition to teachers developing further pedagogy around teaching literacy, students can be given experience in using online testing formats.

With reading being such a big focus now, the next SIG meeting will look at reading in secondary English language classrooms with three speakers touching on aspects of teaching reading such as the science of reading and skills required, phonological awareness, and aspects of extensive reading. A further meeting is planned in 2023 focusing on pathways for English Language learners and how teachers can help them with their options in tertiary and work opportunities.

## Tertiary SIG

Anthea Fester

As a result of a discussion at previous meeting, the decision was made to focus on research at our next gathering. So, the next event was planned to take place on Thursday, 6 July, from 5:30pm to 6:30pm.

### Title: Your Research and interesting data gathering tools

This session was a forum for researchers to share a recent research project they have been engaged in, with the emphasis on interesting data-gathering techniques they may have used, as alternatives to what they have used previously. An example might be developing personas (from design thinking methods), an approach not traditionally used in applied linguistics. Participants could also share a combination of data-gathering tools they may have used for the first time, including the positives and challenges faced.

## TESOLANZ advertising charges

Full page	200mm(W) x 287mm(H))	\$600
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Half page	200mm(W) x 143.50mm(H)	\$300
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**20 October 2023**

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# IELTS One Skill Retake: Fairness and Flexibility in English Language Testing

Dr Vincent Blokker | IDP Education, Melbourne, Australia

In a previous article here, Michael James wrote that not all English language tests are identical. He argued that commitment to our students and quality education in New Zealand is paramount. New developments, including in English language testing, should support this (James, 2022).

In January 2023, IELTS introduced one such improvement with One Skill Retake, which enhances fairness by allowing test takers to retake a single section if they feel their original performance was not representative of their language proficiency level. Notably, the high standard of the assessment is maintained.

## **The use of IELTS band scores by organisations**

IELTS is divided into four skills: listening, reading, writing and speaking, which are presented, administered, and marked separately. IELTS, initially an academic test, was adopted by New Zealand (1994) and Australia (1998) for skilled migration. Equally, Canada and the UK rely on it for academic and migration purposes (Reed, 2022). Now, over 11,000 universities, professional registration bodies, skills assessment authorities, and employers worldwide use IELTS results.

Organisations require various levels of English language proficiency. Historically, IELTS' overall band score was used, showing the performance in the four skill areas combined and providing a maximally reliable composite assessment of a test taker's overall language proficiency.

However, as Clark, Bruce & Dunlea (2022) explain, there is an increasing emphasis on component-level requirements. Universities in New Zealand, for example, require undergraduate applicants to achieve an IELTS band of 6.0 overall, but the proficiency in each skill must be no less than 5.5.

Consequently, an applicant's English language competence can now be evaluated based on their weakest skill instead of their overall proficiency.

Critical decisions, like admission to higher education, professional registration, or visa approvals, are based on this.

To reduce the pressure on test takers, some organisations allow a half-band score reduction for one test component (Lam et al., 2021). Others accept a combination of results from multiple tests within a specific timeframe. Whilst this reduces the risk of penalisation for the under-performance in a single skill, it still necessitates that a full test be retaken.

## **Motivations for introducing One Skill Retake**

The reasons for not meeting the required score in only one part of an English language test do not always relate to a student's linguistic ability. Factors such as anxiety, stress, or a headache can potentially impact test performance (Clark, Bruce, Dunlea, 2022).

For many test takers, it is a frustrating experience to repeat the whole test for just one part, because doing so can be an expensive and time-consuming activity.

IELTS aims to provide test takers with the optimal opportunity and flexibility to showcase their language proficiency, and introducing One Skill Retake allows for this, while maintaining the test's inherent validity for organisations that rely on its results.

With the launch of IELTS One Skill Retake in New Zealand over the coming months, test takers can retake a single component of the test if they feel they did not perform to the best of their ability in that area. Test takers will only be able to re-sit a single component once, and it must be within 60 days of their original test in order to ensure that there is no impact on test validity (Elder & O'Loughlin, 2003; Kang et al., 2021).

One Skill Retake will positively impact test takers, teachers preparing their students for a high-stakes test, and organisations relying on IELTS results.



Dr Vincent Blokker is Head of Partnerships for IELTS in Australasia & Japan at IDP Education. He oversees a team supporting IELTS test takers and leads dedicated events for ESOL professionals in Australia, New Zealand, the Pacific and Japan.

## **What does this mean for students?**

Some test takers may feel discouraged after receiving a lower score in one section of the test, even if they perform well in other areas. Allowing them to retake that specific section can provide an opportunity to improve their score and regain confidence, motivating them to continue their language learning journey.

Besides, retaking a full IELTS test can be time-consuming and expensive. With the option to retake only one section, test takers can save time and money by focusing their preparation efforts on a specific skill area.







### What does this mean for organisations?

Governments, higher education institutions, and professional registration boards in New Zealand want to know how potential applicants would perform in English.

As the benchmark, IELTS's assessment method establishes what test takers can achieve with their language skills in practice. With the introduction of One Skill Retake, the underlying validity evidence of the test has not changed. The component timings, the scoring and the assessment, remain the same. In fact, One Skill Retake mitigates the potential negative effect on test day, such as illness, anxiety, stress, or tiredness.

In Australia, IELTS One Skill Retake is gaining widespread acceptance. The Department of Home Affairs accepts it for visas, top universities for entry into their courses, and professional bodies

for registration into medical, accounting, engineering, and teaching professions.

Organisations in New Zealand that accept the One Skill Retake can offer their candidates the flexibility to achieve entry requirements without compromising applicant quality.

IELTS One Skill Retake will soon be available in New Zealand.

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# tesolanz

te rōpū kaiwhakaako reo ingarihi ki iwi reo kē

teachers of english to speakers of  
other languages aotearoa new zealand

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the next issue is  
**20 October  
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# Book Reviews

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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.



Kerr, P. (2022). **30 TRENDS IN ELT**.  
CUP. ISBN 978-1-00-907372-1 (pbk.),  
119 pp. \$20

## Reviewer

Lynn-Elisabeth Hill  
Unitec / Te Pūkenga

## 30 Trends in ELT

This is part of a series of books in the *Cambridge Handbooks for Teachers* series, with Scott Thornbury as the series editor. It is a pocket edition, so small in size, with short chapters of only three or four pages each. However, the author manages to cover a wide range of topics. Kerr starts with a rationale for writing the book, including a few short words on the history of trends in language teaching and his reasons for the present selection.

The trends are divided into three broad areas. Firstly, *Rethinking Language* which has a focus on learners plus the relationship English has with other languages. This includes discussions of plurilingualism (multilingualism), ELF (English as a lingua franca), and EMI (English as a medium of instruction). Some of these chapters are more useful for teachers in different environments than others but all are interesting.

Secondly, *Rethinking Learning* focuses on the wider skills English language students need, such as social and technology skills. Many of these are topics that language teachers are familiar with on a day-to-day basis. There are 11 chapters here, ranging from critical thinking to digital literacies and flipped learning. The social side is discussed in chapters on more practical matters, such as engagement, and more esoteric ones, such as mindfulness.

Thirdly, *Rethinking Teaching* looks in more depth at technology, with chapters on subjects such as Chatbots, Gamification, and Virtual Reality.

There is one short final chapter on *Rethinking Evidence*, which sums up the importance of using research as a tool while realising it may not be completely objective or applicable in all situations.

Usefully, each chapter has the same format, with headings *What and why?* followed by *In practice* and finally *Takeaways*. Therefore, it is easy for the reader to navigate each chapter and to take what is wanted from it. Kerr also includes personal experience which lends authenticity. All in all, this is thought-provoking and practical.

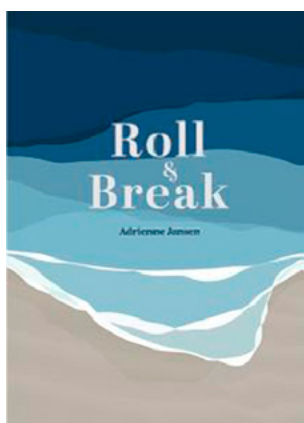
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# ROLL & BREAK



Jansen, Adrienne. (2022).  
**ROLL & BREAK**. Landing Press.  
978-0-473-64539-7. (pbk.) \$22

## Reviewer

Mark Hall  
UCOL / Te Pūkenga

Poetry is born of the sea and of meetings between land, people, and tidal flows. Verse that speaks of encounters anchored to coastlines, harbours, and river mouths stretches back to Homer and Virgil, of course – and in the context of Aotearoa/ New Zealand this tradition embraces a wide range of poets, including the likes of Mary Ursula Bethell, Alistair Te Ariki Campbell, and Keri Hulme. Adrienne Jansen, with her most recent collection *Roll & Break*, confidently joins this group of writers attending to the language of surf, sand, and salt water.

Jansen's focus in these poems is both highly localized in terms of subject matter and far-reaching when it comes to themes. The imagery and voices emerging in the texts is place-specific to "my beach, Titahi Bay, north of Wellington" (9) – and yet the stories, tropes, and visions that congregate here often defy space and time – "For hundreds of years, / women have dug for shellfish / in this glassy mud" ('Two women and a bucket' (14)). Indeed, the book could usefully be characterized by

identifying this creative fusion of present and past – also, of concrete and ineffable – as one of its signature traits. Bay life for Jansen, in spite of its "million-dollar view[s]" (20), is always shifting and changing, adopting different registers – for "people who live by the beach / sometimes say they hear angels" ('Surfing' (46)). One persistent feature of the poems, moreover, is precisely this quilting movement between mundane dialogic speech and those voices aiming at or emanating from a theological presence. Beachgoers in Jansen's texts meet often walking the sands and exchanging functional pleasantries – "'It's cold,' he says. 'Let's get coffee'" ('Cabaret' (27)) – but there are also seashiders who yearn, awkwardly, for something distinctly more revelatory. The "reverend" in 'Translation' (32), for instance, forsakes manmade sacramental spaces ("He has no chapel"; "He has no language at all") and "climbs the hill / at the end of the beach" to utter "'God is the sea and the sky'" as some kind of release from earth-bound liturgy. Equally, the protagonist of "The priest and the bird" (18) moves to escape boastful, dinner-party witticisms by "walking in the sea" (à la J. Alfred Prufrock) "trousers ... rolled" only to encounter a "bird ... lying on its breast ... / One foot, one wing broken". Is this a sign? We do not know. All the poem asks us (and the priest himself) is to consider the occasion –

To walk on the beach,  
In the aching beauty of the huge white sky  
And see a bird, one wing broken  
With the low sun shining through  
The filaments of feathers. (19)

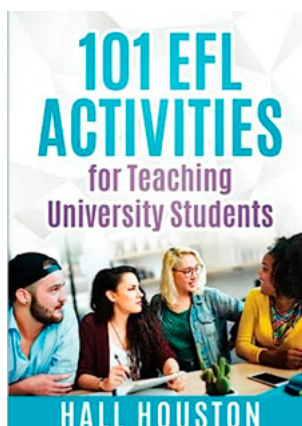
Another prominent trope explored in the poems concerns the narratives of the past and the distant intertwining with the landscapes and interests of the here-and-now. In one very evocative text, for instance, Jansen brings to life some "Family stories" (48) involving her "great grandfather, Charles Hayward, / at 14 signed up on a schooner / sailing from England" and her "great grandmother Agnes Lees" "bracing herself / for a voyage of seasickness, dysentery, / death". The "death" anticipated befalls, in this case, the patriarch; and the survivors (Agnes, and "the children surging and scrapping around her" (49)) make do thanks to self-sacrifice, swollen "knuckles", and perhaps the apportioning of destiny ("a cold splinter of warning" (30)). One element – one subject: "Tangaroa" (46) – that persists through all of these dangers and transformations is the "wide undrowning sea" (50). The sea may drown, yes, *us*; but never itself – and the wideness, the "curving" (50), and the "rolling and breaking" (and we come back here, of course, to the title of the work) are never spent, never forgotten.

All the way through the collection Jansen's poems suggestively remind us that we, too, all of us, are people of land and sea, and that if we remain open to our presence here together – to the voices, languages, and stories of variously embedded and localized histories – then this should be a cause for both celebration and humility. *Roll & Break* by no means promises us some tropical paradise divorced from daily woes and harshness – "I need to walk in the freezing rain, / in the wild wind, / bare feet in the ice-cold waves" ('And the sea' (51)) – but it does disclose the possibility of lives that are grounded in and with meaningful linkages of belonging, provided one can "remember / how to slice the flesh clean / from the backbone" ('Origami' (45)) and not succumb to greed, selfishness, and the lure of "carv[ing]" "million-dollar view[s]" ... "into / hundred-thousand-dollar slices" (20). A big ask, in this day and age; but a possibility nonetheless.

*Roll & Break* is handsomely and elegantly produced and comes with a range of engaging and appropriate illustrations by Brian Fiedalan. The poems themselves are approachable to readers and (potentially) language learners of many levels given that the rhetoric and imagery never usurp the need the writer feels to depict and explore scenes and stories that all people will be able to tap into given their common inheritance of being denizens of sea-land.



# 101 EFL ACTIVITIES FOR TEACHING UNIVERSITY STUDENTS



Houston, Hal. (2022). **101 EFL ACTIVITIES FOR TEACHING UNIVERSITY STUDENTS.**

iTDi (International Teacher Development Institute.) ISBN 13: 979: 8419082793 (pbk.), 135 pp. \$14.95

## Reviewer

Marilyn Lewis  
Honorary Research Fellow,  
University of Auckland

Here is a new book from an author whose name may not be familiar in this country but whose experience and publishing record suggest that he knows his subject very well. Houston has used an interesting framework for organising the 101 activities. There are three main divisions, each with a number of sections. There is a wide range of activities, some using supplementary materials such as videos and music, others requiring no additional support. Then, at the end of each of the three divisions, he has added tips for teacher development, which would make the book handy for seminars or even for pre-service courses.

It is interesting to reflect on how the author decided to divide up the sections. Faced with a collection of 101 activities for university students, what possible divisions come to mind? He could have labelled his sections after a specific lesson stage or perhaps according to students of different subject areas or even by level of difficulty. Instead, he has chosen more original titles: Getting off to a good start (1), Maintaining motivation and interest (2), and Ending the semester gracefully (3).

A sample of the activities from each section will give a sense of the book's variety. The first nine activities in the book are based on the need to learn students' names, not only for the teacher's sake but also "to help students make friends" (p. 2). I wish I had thought of some of these when I was teaching English to university classes. In Section 2, the activities become very lively, with music, singing, and videos. A coined word "halfalogue" involves students eavesdropping on half a telephone conversation. Then in Section 3, the semester is ending. For this stage, Houston has 26 ideas ranging from student-generated quizzes about the textbook to one where the teacher hands out blank postcards which students complete by imagining they are in the future.

Who might buy this book? The word 'university' in the title reflects Houston's original context for developing these activities but most of them would be easy to use (or in some cases adapt) for other students too. Finally, for those looking for some theory to support all these ideas, Martin East's (2021) latest book detailed below talks about the subgroup of classroom activities called tasks.

## Reference

East, Martin. (2021). *Foundational principles of task-based language teaching*. Routledge

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2<sup>nd</sup> August 7pm:  
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18 October 7pm:  
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25 October 7pm:  
Deep-dive session

## VOCABULARY

7 Feb 2024 7pm:  
Session 1

14 Feb 2024 7pm:  
Deep-dive session