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## TESOLANZ: Looking in the rearview mirror

Daryl Streat

Kia ora tatou, this will be my last 'President' report for TESOLANZ. I was invited to write a reflection on the changes we've been through over the past six years.

I first came onto the TESOLANZ Executive as a CLESOL representative, starting in 2016. We were preparing for the 2018 conference in Otautahi, Christchurch. As a result, my first experience with the Executive was one focused on events, and events were to become a big part of my Executive experience.

Then, in 2017, the TESOLANZ President moved onto a new role, leaving the position vacant. I was asked to move into the role initially in a co-opted capacity. Without really knowing what I was in for, I said yes. I then stood for formal election at the 2017 AGM, starting what would become two full terms as TESOLANZ President.

### Where we were...

In 2017, TESOLANZ did a decent job of meeting the needs of its members. However, for me, there were two important experiences that helped us to understand areas where we needed to improve.

At a symposium in 2017, a member asked me if I was the President. I responded that I was. The member then stated that they didn't know what they got for their membership. This highlighted to me that TESOLANZ needed to do more to meet the needs of its members. In addition, we needed to do a better job of communicating what we were doing.

A second experience involved advocacy to the Ministry of Education. I can't recall the issue of the day but our response involved a very long letter to the Minister, explaining in careful detail everything that needed to be changed. The letter had very good points, however, it did not seek to open a dialogue with the Government. The Executive felt strongly that we needed to become a 'critical friend' of the Government and seek open dialogues around the needs of our teachers and learners.

### The next 6 years

From 2017 -2023, the Executive tried to adopt a much more strategic approach to its work. As a committee of volunteers, we knew our time was limited. As an incorporated society, we also knew our resources were limited. As teachers in the sector, we also know that the problems we face daily are wide-ranging.



# Editor's Foreword



Kia ora koutou,

Here we are with our final newsletter for 2023 - another year of what is starting to feel like an era of constant challenge and change. Appropriately enough, change has ended up as a theme that runs through this edition as we farewell some of our Executive members and welcome new ones, and as many of our members grapple with significant changes as reflected in our articles and reports.

With this in mind, I asked our outgoing president, Daryl Streat, to reflect on his time in this role and give us his predictions for the future. His look 'in the rearview mirror' provides an insight into the work he has done on our behalf. In her first report as our new president, Gwenna Finikin speaks to the value Daryl

has added to our association and the respect he has earned from the rest of the Executive in particular.

Breda Matthews and Faezeh Mehrang also departed as Executive members at our AGM in September. Faezeh has been a great treasurer, both thorough and prompt as evidenced by her careful handover to Margi Memory who has taken up the role. Breda fulfilled her role as SIG coordinator with a passion and tenacity that provided great service to the secondary sector in particular. Juliet Fry introduces herself in this newsletter as the new SIG coordinator seeking to build on Breda's legacy.

In her article, Andrea Calude raises some interesting questions about the presence of Māori loanwords in New Zealand English. This is something that can be challenging for our English language learners, especially when these loanwords become an integral part of their expected learning. The challenge resulting from change is also apparent in Nicola Kingston's article on delivering the Histories curriculum to English language learners in the primary sector. As Nicola notes, it is important to always be mindful of the emotional impact on our learners.

Mark Dawson-Smith also alludes to change in his article about feedback to and by learners. It can sometimes be too easy to overlook the power of teachers' words and we may not be aware of how this impacts our learners. Mark's is a useful reminder to be purposeful and thoughtful when giving feedback and to consciously prepare our learners for self-reflection. Maria Treadaway's article on assessment for learning and Gen-AI also points to the importance of evaluative judgement for continuous improvement. Cost seems to be a perennial consideration in our profession. Nick Baker asks us if it's free and available then why not use it in his article which suggests a viable solution when it comes to accessing digital tools to enhance our practice.

Once again, I thank all the branches and SIGs for their contributions to our newsletter. We are lucky to have such a dedicated group of branch and SIG leaders working on our behalf. Warm thanks also to Elizaveta Tarasova for her careful collation of book reviews and to our reviewers for their time and efforts. Last but certainly not least, I want to thank our sponsors, past and present, for their ongoing support - it really is much appreciated. All our contributors make this a viable and valued publication.

And here's something new for next year - another change! We are introducing a new feature in this newsletter. Starting with our next edition in April next year, we will be including a Letters to the Editor section. As with this type of thing in other publications, you are invited to write about a current issue that is relevant to you and our association. Your letter should be brief and succinct. Explain what the issue is and why it's important, and state what you think should be done. You should also give evidence for any praise or criticism where it is due. Please send your letters to me at [secretary@tesolanz.org.nz](mailto:secretary@tesolanz.org.nz). I very much look forward to reading them.

Finally, don't forget to register for the CLESOL conference coming up in April 2024. It's shaping up to be a stellar event and a visit to Wellington is always something to relish!

Best wishes for a fabulous festive season and a great summer (fingers crossed the weather plays ball!).

Ngā mihi nui  
Christine

<<<<<<<

By adopting a strategic approach to our work, we ensured we were able to prioritise work and ensure that, as an Executive, we worked effectively and efficiently. By developing a strategic approach, we also highlighted what was important to the team and were able to communicate to members in a more focused manner. Finally, by developing key performance indicators in line with strategy, Executive members ensured we were all pulling in the same direction.

However, the last six years haven't been easy...

## A bumpy road

There have been many challenges over the last six years. From the March 15th terror attacks to Covid-19 to Cyclone Gabrielle, there have been numerous events that have impacted the lives of teachers and learners. While all of these have had significant impacts on educators and students, we hadn't experienced an event like Covid-19 (and its associated border closures and lockdowns) before in our history.

In 2019, as we planned and looked forward to CLESOL 2020, we were able to confidently project that membership would reach around 650. As an organisation, we hadn't been looking at numbers like this since the early 2000s.

Then, as I was travelling in Taiwan in January 2020, it became clear that 'something' was happening. Something new, and on a scale most of us could not recall in collective history. What followed was a strange, terrible, challenging, emotional journey. The lockdowns and school closures had massive impacts on our learners. The border closures had massive effects on our international student numbers which in turn had a huge impact on teachers in our profession. By 2022, membership numbers had dropped to just over 200.

But there were some positives that came out of that time. For me personally, there was some great quality time spent with family. In addition, online events allowed me to connect with teachers I'd never had the chance to speak to before. Having to pivot overnight to a new way of teaching developed my skills in new ways.

>>>>>>>

# 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.

#### Executive Committee

Gwenna Finikin (President), Christine Hanley (Secretary), Margi Memory (Treasurer), Mark Dawson-Smith (Publications), Julie Luxton (Branch Liaison), Juliet Fry (SIG Coordinator), Lucy Macnaught, Martin Walsh (Chair, PLD sub-committee).

#### Special Interest Group (SIG) co-ordinators

Karen Cebalo, Primary, Sally Hay and Sarah Roper, Secondary.

#### Branch presidents/convenors

AKTESOL - Leslie Martino, Stephanie Layec, Waikato TESOL - Anna Mischefski, Rosemary Granger, MANATESOL - Gwenna Finikin, WATESOL - Nicky Riddiford, NATESOL - Annette Vartha, CANTESOL - Kerstin Dofs, Otago TESOL - David Woodfield.

#### Web Manager

Jay Woodhams

#### Editors

Christine Hanley (newsletter), Dr Olly Balance

#### Editorial assistants

Dr Elizaveta Tarasova (newsletter), Dr Patrick Coelho (journal)

#### Membership & distribution

Dr Thuy Bui



As a sector, we've been through some tough times, but I believe this will make us stronger.

### Looking ahead

The strategic approach we adopted in 2017 truly helped TESOLANZ get through the Covid-19 period. By 2020, we were used to the idea of being strategic, nimble, and prioritising our organisation's goals. As CLESOL was postponed, and ultimately went online, these traits became critical. As membership dropped, and dropped, the ability to adapt and reprioritise was more essential than ever.

At the same time, the Ministry of Education instituted a massive amount of change in the education sector. This put heavy demands on the organisation, and our responses and involvement relied on the expertise of a wide range of members.

As we look to the future, the recovery is ongoing. The tertiary sector, for example, will continue to be financially impacted by Covid-19 for at least another three to five years. Also, a new Government will mean new legislative priorities and changes in the education system.

The last three years in particular have not been easy, but I believe it has prepared us well. As we rebuild our sector, we will maintain our careful attention to the needs of learners. In addition, the learning of the last few years will help us navigate the path ahead.

### Finally, from me...

Two terms as President of TESOLANZ, at this stage in my life, has been enough. I am eternally grateful to all my Executive colleagues, and the numerous members, who have guided and advised me. By taking on this role, I have learned so much more than I could ever have contributed. It has truly been a transformational experience in my life.

However, it has been challenging. I am happy that I embraced that challenge, but right now I'm looking forward to spending a little extra time with my family. Next year, I have a daughter off to university and a son off to high school. So, the time seems right to step back a little. On top of that, work travel has picked up again, placing additional demands on my time.

After a short break, I am looking forward to engaging at the local branch level which means I'll definitely be around. I've already booked my tickets for CLESOL 2024 in April and look forward to catching up then.

Ka kite anō

Daryl Streat



# Literacy Strategies Supporting the Aotearoa New Zealand's Histories Curriculum

Nicola Kingston

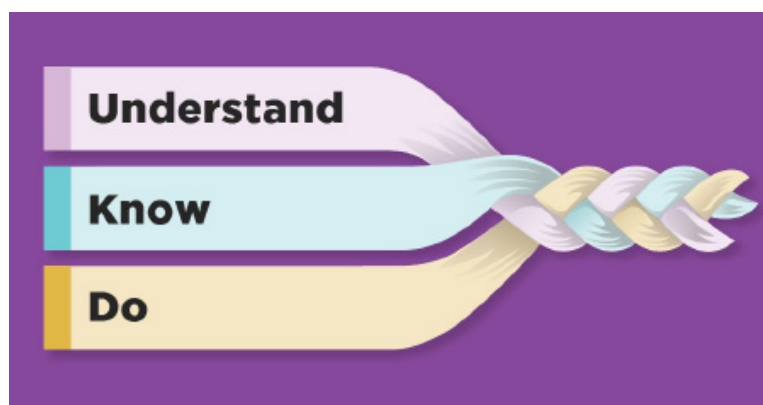
## Background to the Aotearoa New Zealand's Histories Curriculum

The Aotearoa New Zealand's Histories (ANZH) curriculum is part of the Social Sciences learning area in the refreshed New Zealand curriculum (MoE, 2023a). All schools are expected to implement ANZH content from the start of 2023. The curriculum explains that "Aotearoa New Zealand is on a journey to ensure that all ākonga in our schools and kura learn how our histories have shaped our present day lives" (MoE, 2023, Welcome to Aotearoa New Zealand histories section).

## Understand, Know and Do

The ANZH curriculum (along with the English and Maths curriculum refresh documents) follows three elements: Understand, Know and Do. The three elements weave together. They are not separate, and not in sequence. 'Understand' is the big idea. 'Know' is the context and 'Do' are the practices (see Figure 1).

Figure 1: *Understand, Know and Do*



Note. From Aotearoa NZ's Histories, by Ministry of Education, 2023, <https://aoteroahistories.education.govt.nz/custom-resource/anzh-curriculum-content-cards..> Copyright 2023. Reprinted with Permission.

## Progress Outcomes and Phases of Learning

Moreover, in the refreshed curriculum, achievement objectives have been replaced with progress outcomes and curriculum levels with phases of learning. The five phases of learning throughout schooling are: Years 1-3, Years 4-6, Years 7-8, Years 9-10, and Years 11-13.

## Planning a Unit for Emergent Bilinguals

I worked with groups of Year 5-6 emergent bilinguals (aged 9-10), working at Stage 2 and 3 of the English language learning progressions (MoE, n.d.-a). The ANZH progress outcomes for this phase of learning include:

### Understand:

- Colonisation and settlement have been central to Aotearoa New Zealand's histories for the past 200 years.

### Know:

- I have explored the diverse histories and experiences of the peoples of Aotearoa New Zealand.

### Do:

- I can construct an historical sequence of related events and changes, show how long ago they happened, and say how other people might construct the sequence differently.



Nicola is an English as an additional language (EAL) team leader at a large primary school in Auckland. The school roll consists of approximately 70% emergent bilinguals. Many learners are Chinese and speak Mandarin. She has recently completed a Master of Education (with distinction), endorsed in teaching, and learning languages through the University of Canterbury.

## Literacy Strategies

Three school journal texts were the conduit for planning and teaching: Bok Choy (Mason, 2015), Fine Bright Gold (Derby, 2015), and Te Tiriti o Waitangi (Calman, 2017). The following sequence of strategies were used:

### 1. Reciprocal Reading

Reciprocal reading is an effective teaching strategy as it assists in comprehension and vocabulary building. (Alton-Lee et al., 2012; Hattie, 2009). Here, students are presented with specific roles. The four roles I used were questioner, word detective, summariser, and predictor. Students can choose their role or roles can be directed to students. Students read silently to the end of each paragraph before the roles were performed. Reciprocal reading creates a learning environment for rich discussion, exploration and meaning making. Importantly, in a withdrawn group context, I was able to spend 45-60 minutes digging deep into the text.





## 2. Matching Definitions

Vocabulary building began in the reciprocal reading stage as words were encountered within the text. After reading, students worked in pairs to match words with student-friendly definitions. Additionally, vocabulary was reinforced through students using the definitions to play games such as memory.

## 3. Running Written Dictation

Using the vocabulary from previous tasks and the sentence structures from the text, students completed a paired running dictation (MoE, n.d.-b). A running dictation is an effective strategy as it encompasses all four modes of English (i.e., listening, speaking, reading, writing) alongside opportunities to practise communication strategies.

## 4. Timelines

The three journal articles lent themselves to the construction of timelines as per the 'Do' progress outcome. Key skills included students extracting information from the text, note-taking, and sequencing.

## Further Considerations

### Additional Strategies:

Literacy strategies for further consideration may include strip story, dictogloss, say it, information gap, anticipatory reading guide (MoE, n.d.-b) and an oral cloze (MoE, 2009).

### The Use of Digital Devices

Additionally, a series of short videos is available, aimed at Years 1-3, but used for Years 5-6 through the narrative of a Godwit bird 'Nelly in Aotearoa'. Topics covered are Tangata Whenua, Migration and Naming Places. Recently, I used the jigsaw listening strategy with Year 5-6 students to utilise the Tangata Whenua video content (MoE, 2023b).

### The Use of Realia

Making the abstract concrete is one of seven principles for English language learners (MoE, n.d.-c). To align the journals with this principle, I presented the groups with a variety of objects including a plastic gold pan and a small vial of gold flakes. The STEM (science, technology, engineering, and maths) teacher then incorporated the pan and gold flakes into the STEM lessons.



## Reflection

All the literacy approaches enabled the students to make meaning from the text and provided opportunities for building vocabulary. The texts and strategies provided space for enriched discussions. However, one factor to consider is the emotional impact of such discussions i.e., colonisation and discrimination, and facilitating those discussions in a way that enables critical thinking, and is kind and fair.

*Me tiro whakamuri, kia anga whakamua.*

*If we want to shape Aotearoa New Zealand's future,  
start with our past*

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# The presence of Māori loanwords in New Zealand English

Andreea Calude | University of Waikato

*"I have but one language—yet that language is not mine."* (Derrida, 1998). Pondering his troubled relationship with French, the language of his coloniser but also his only language, the Algerian Jewish philosopher Derrida remarked that his monolingualism "inhabit[ed]" him. Questioning his own linguistic and cultural identity, Derrida challenged his readers to consider the hierarchical relationships that exist between languages, as well as the effects of colonialism on linguistic diversity and the livelihood of, especially, Indigenous languages.

In Aotearoa New Zealand, the dominant language is English, our specific variety being referred to as New Zealand English. So important is New Zealand English in our country that it need not be written into law; its overarching status is assumed. (The only languages with legal status are Māori and NZ Sign Language, with English being de facto official.) Following the arrival of colonial settlers, English began to encroach on the dominant language of the time, (various dialects of) te reo Māori, leading to its almost irreparable loss. However, the founding historical document of the nation, Te Tiriti o Waitangi ('The Treaty of Waitangi'), signed in 1840 by representatives of Māori and the Crown, guaranteed Māori sovereignty over their material and cultural resources, including their language (May & Hill, 2018). Language, being a taonga ('treasure'), occupies an important domain of tino rangatiratanga ('self-governance'). By the 1970s, new changes heralded a period of revitalisation for Māori, with the formation of the Waitangi Tribunal in 1975, the Māori Language Act in 1987 and the founding of Te Taura Whiri i te Reo Māori (The Māori Language Commission) in the same year.

For those of us whose lives are immersed in language – as teachers, learners or scholars of English – it comes as no surprise that language is considered a taonga and that words are intimately linked with one's identity and sense of self. Although English, as spoken in our country, has always borrowed words from Māori, the borrowing process unfolded over various waves (Macalister, 1996), and the enthusiasm toward the borrowed words waxed and waned with the changing attitudes of the time. Regardless of the precise motivation driving the borrowing process, whether to name concepts without suitable counterparts in English (marae, tangi), to name local flora and fauna (mānuka, pūkeko) or simply to follow what others say (kia ora), the use of borrowings remains a symbolic declaration and a political statement. It positions the speaker as recognising the presence of Māori as tangata whenua ('people of the land') and reaffirms te reo Māori as a taonga.

Over the years, my students and I have collected newspaper articles, internet scientific discourse and social media posts to analyse the presence of Māori words in New Zealand English and we found a resurgence of vocabulary borrowed from Māori in recent times. Indeed, certain words are so familiar that speakers no longer register their origin as Māori (the word 'Māori' itself and 'kiwi'). However, the occurrence of borrowed words is not evenly spread across language domains, topics or speakers. For example, borrowed words abound in education and schooling domains, in certain media (Radio New Zealand and newspapers like Rotorua Daily), as well as in discourse related to Māori language or culture (Calude et al, 2019). Moreover, certain speakers use borrowings more than others and, in general, it seems the use of one loanword draws out the use of others in the same text (Trye et al, 2023).



Andreea S. Calude is Senior Lecturer in Linguistics at the University of Waikato, New Zealand. She researches aspects of New Zealand English (NZE) including grammar, lexis and variation, taking a quantitative corpus linguistics approach. The Royal Society Marsden Fund has supported her research on Māori loanwords in NZE several times, with her most recent grant awarded in March 2023. She has published three popular linguistics books with Routledge, most recently "The Linguistics of Social Media: An Introduction" (Routledge, 2023).



The increasing presence of Māori loanwords in New Zealand English does not go unnoticed, attracting varying attitudes from the wider public. Some welcome loanwords, advocating for their potential to increase prestige and mana ('power') of the Māori language, as well as Aotearoa New Zealand's unique identity, while others point out superficial and tokenistic overtones. Some speakers are concerned about appropriation, others about mispronunciation. Like Derrida, some people find themselves asking if the words they are using are really theirs (do I have the right to use them?) and whether the language they are born speaking (NZ English) is really theirs or that of their colonisers.

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"We have been thrilled with the results of the students!"

# Learning Village

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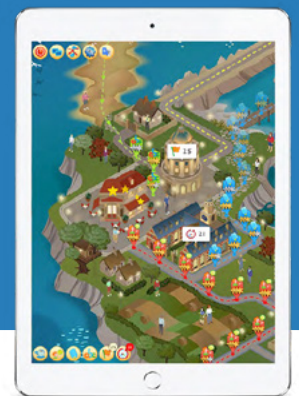
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# Tech Tips: “If its free and available, why not use it?”

Nick Baker



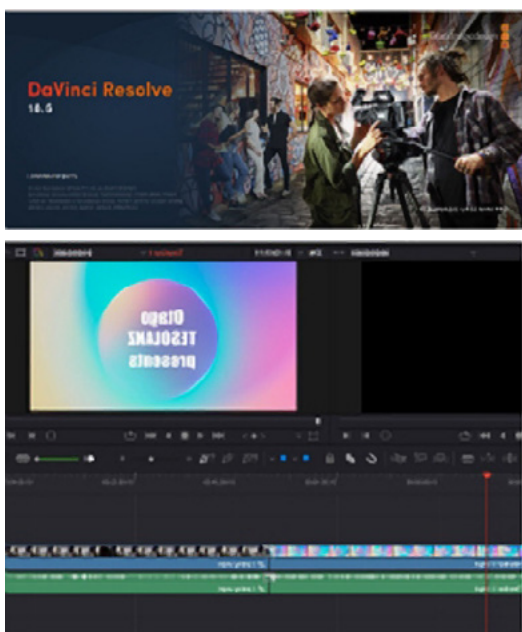
Nick Baker is a recent PhD graduate from the Higher Education Development Centre at the University of Otago in Dunedin. He is currently working for the University of Otago as a Senior Professional Practice Fellow at the Graduate Research School, redeveloping and running their Master's and PhD candidate workshop programmes. Nick is also publishing his PhD research, practising blues guitar, tai chi, meditation, and philosophy.

As educators and learners, we all seek digital tools to enhance our productivity, foster interactivity, and generate new learning materials for our classes. However, often, the digital application we find to meet our needs comes with a subscription, creating an ever-growing cost. A cost that we cannot always financially absorb. As a result, we are forced to pass such applications by – or are we? There may be an alternative option – the free or open-source versions!

Many software companies offer free or open-source versions of their applications, packed with benefits suitable for classroom use. Using two examples, I will demonstrate why you should consider them.

Before we begin, it is important to note these free application options are available because of paying customers so future customers can explore and experiment with them. Or, they are available as open-source options where the application is, in a sense, free to enable the community to use, experiment with, and potentially improve upon. These options are intended to enable the community to have access to such tools without the need to pay. If you find over time these applications are valuable, then, consider upgrading to the paid version to support its continued availability.

## DaVinci Resolve



Consider the following, I create video-based learning content. For this, I require video editing software. Most options are pricey, so I turned to an open-source application DaVinci Resolve as an alternative. This version of the application and most of its features are free to the public. Only a few of its features are inaccessible which are unlocked once you decide to purchase the full product.

Vevox



For an example of a free alternative to paid software used to create live and interactive questionnaires, consider using Vevox. Unlike some competitors, Vevox has a free option available for crafting these quizzes.

So, what are the benefits of using applications like DaVinci or Vevox?

**First, to save money.** Free means ... well, free. This option provides us and the students a risk-free opportunity to try out the application, to test the application to see if it is an appropriate tool to use in our situations. Take, for example, DaVinci as an open source: you or your students could test out the application as a tool to learn about video editing. Or it could be used as a tool to experiment with editing a video that was made as part of a lesson, or even a group activity to study film. The benefit here is the reduced cost of having this potential option to see if such an application could be used. The same argument could be posed for Vevox as a free version option. You and your students can use Vevox to create online questionnaires to explore topics together as class activities without paying for the full programme right away.

**Second, for accessibility for all.** For both examples of DaVinci and Vevox, their free or open-source application options help to create an environment of accessibility without financial commitment. Access may be limited in functionality yet nevertheless, the free option provides the opportunity to try out the application. Such access creates an open door to explore tools or learning options that are usually unacceptable if we are restricted by having to commit to a financial obligation.

>>>>>>



When considering the above, there are benefits of using the free applications. They can provide access to digital tools that can help educators and learners create a more interactive, engaging, and inclusive learning space. So do consider the possible free or open-source versions of the application you want to use as alternatives.

However, while the allure of free software is undeniable, it's vital to approach them with a discerning eye. Such a critical eye can be helpful by experimenting with the application first and asking yourself if it is appropriate for the experience you want for yourself or the learners. Also, ask yourself what limitations (such as functionality, time limits, or advertisements) the application comes with. Would such considerations impact your choices? Also, investigate what others – teachers, bloggers, reviewers – have reported about the application.

And, if you're looking for such application alternatives, consider the following community websites that are created to assist those searching for open-source options as a starting point for your quest. These sites are:

- Alternativeto.net
- Ninite.com

Overall, the world of free or open-source applications presents educators and learners with a treasure trove of opportunities. They grant us a space to experiment with tools for possible learning instances that might have been beyond our grasp if we had to pay. So, please take the opportunity to explore such applications and their potential impact on your practice and learning of your students. They are free or openly available as open-source so why not experiment?

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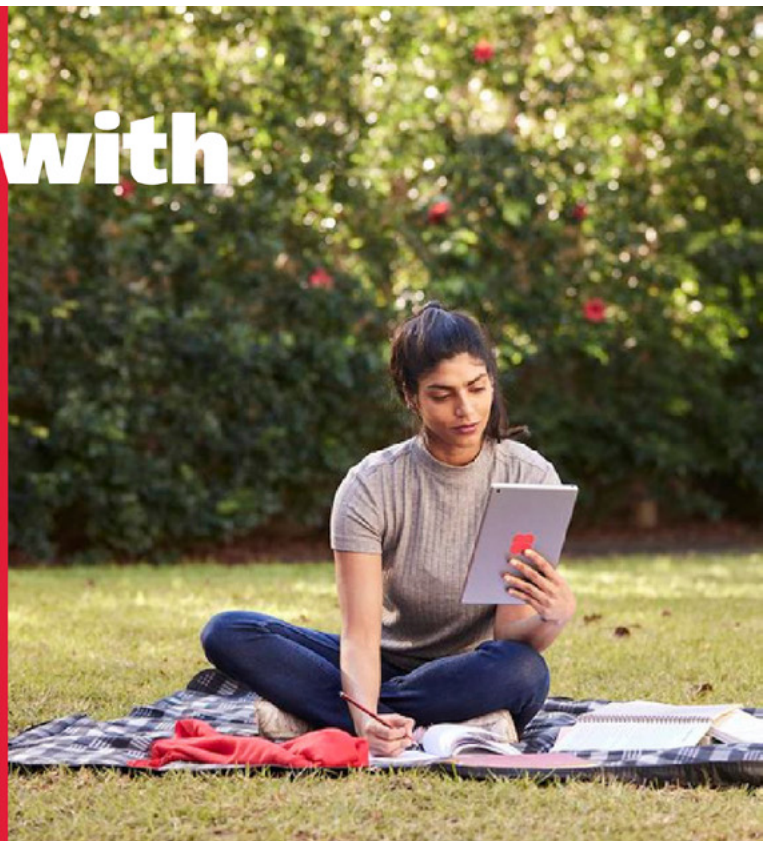


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# Is it time to reconsider our language assessments in the age of Gen-AI?

Maria Treadaway

As English language teachers, we play a vital role in preparing our students for a future that is increasingly shaped by Generation-AI (Gen-AI). To ensure their success in this evolving landscape, it may be time to rethink our assessment practices, and ask whether they remain fit for purpose and test the kinds of knowledge, skills, and abilities that are needed now and moving forward. One promising assessment paradigm that can help to reframe how we assess is *assessment for learning* (AfL). AfL departs from the conventional high-stake one-time summative exams, adopting a balanced approach, and integrating ongoing formative assessments that allow students to practice their skills and apply knowledge. Characteristics that should be incorporated when developing AfL are: collaborative and peer assessment; authentic assessments; giving students choice; and feedback and feedforward.

## Collaborative and peer assessment

We can design assessments that require students to work with others, providing opportunities to interact with peers. Collaboration can also foster the development of evaluative judgement, which is the ability to make decisions about the quality of work. Evaluative judgement will become increasingly important in a Gen-AI work, in which ideas and text can be generated in seconds. As a result, our students will need to develop skills as textual sculptors and editors. In practice, applied to a writing assessment, a collaborative assessment might require a group to craft and shape a block of generic AI-generated text into something more meaningful and precise, considering such factors as coherence and the expansion and development of supporting points.

## Authentic assessments

Where traditional assessments often focus on measuring students' ability to remember and replicate course content, an authentic assessment requires the use and application of knowledge and skills in real-world situations. In practice, an authentic assessment could integrate several language skills and include collaboration. For example, the assessment activity could be to create a podcast episode that examines how Gen-AI is transforming language learning experiences. Groups could research and analyse different aspects of the benefits, challenges, and ethical implications of Gen-AI. Individuals could take on a specific role (host, expert, interviewer) and record their part of the podcast. The episode could include conversations, explanations, and examples in the target language and be uploaded onto the organisation's learning management system for consumption and comment from the wider learning community. The marking rubrics for authentic assessments clearly move beyond a pure language focus, encompassing such constructs as content and research, critical thinking and analysis, collaboration, and teamwork. In fact, task-specific assessment marking rubrics, aligned to the learning outcomes of specific programmes, can be generated in seconds with the aid of Gen-AI.

## Giving students choice

In the age of Gen-AI, the temptation to engage in academic misconduct is high. By providing students with a degree of choice in their assessment tasks, we make the assessments more personally relevant, which may create less incentive to take shortcuts. In addition, if students could contribute to the development of their own assessment criteria or even design and teach materials that align with an aspect of the learning outcomes for the programme, they can be empowered as co-designers in their learning and assessment.

In practice, giving students a choice could be implemented in personalised language learning portfolios. Students could be given a list of assessment tasks that align with their proficiency level and learning objectives. Tasks could include writing essays, recording conversations, or creating multimedia presentations. Students would select a task from the list that resonates with their interests and



Maria completed her PhD in Applied Linguistics in the field of language for specific purposes testing. She now works in the School of Cultures, Languages, and Linguistics at the University of Auckland, teaching academic English to undergraduate and postgraduate students.

goals and create personalised learning plans aligned with the learning outcomes. These outcomes and plans could be generated using Gen-AI and augmented with the input of the students' goals.

## Feedback and feedforward

Perhaps the most promising area of Gen-AI as applied to language learning is in its potential to provide highly personalised feedback and feedforward, with the goal of continuous improvement. In practice, there are hundreds of Gen-AI tools, both paid and free versions, that provide feedback and feedforward for writing and speaking skills. Using tools such as Grammarly or Quillbot for writing improvement means students get instant feedback (without teacher input or time!) which is tailored to each student's writing style and language proficiency level, highlighting grammatical errors, suggesting vocabulary improvements, and identifying areas where sentence structure could be enhanced. In addition to feedback on errors, these tools provide suggestions for improving overall coherence, organisation, and argumentation, which feedforward towards future improvement.

In the age of Gen-AI, re-evaluating our language assessment practices is essential for preparing students to thrive in an AI-driven world. By embracing assessment for learning principles and implementing targeted language assessment activities, we can promote student engagement, support their growth and development, and cultivate essential language skills for the future.



# Why are some learners unhappy with the feedback they receive?

Mark Dawson-Smith is a Team Manager at the Centre for Languages at Wintec-Te Pūkenga. He also serves on the TESOLANZ Executive Committee as the member responsible for Publications.



At my place of work, twice a semester we invite learners to complete self-evaluations. They are asked to evaluate themselves on their performance in each of the language skills of listening, speaking, reading, and writing, using a traffic-light system of green (good), orange (some work needed), or red (needing help). The learner can also add comments about their perceived performance for each of the skills. This is done on a shared online form, and once the learners have completed their self-evaluation, teachers (two for each learner) add their ratings and comments for each of the skills. This is followed by a face-to-face conversation between teacher(s) and learner, where they discuss the ratings.

Now, this sounds like something that is worthwhile doing. Getting learners to self-evaluate and then share feedback – it has to be good, right? Well, unfortunately, after the most recent self-evaluations this semester, two learners asked to speak to me, both very upset about the feedback they had received, disagreeing with some of their teachers' ratings, and not understanding the reasons why they had been rated lower than expected.

I should explain here that the self-evaluations are not a high-stakes activity, and do not count towards any kind of final evaluation of performance. Teachers' comments and conversations are well-intentioned and are meant to provide constructive feedback to help learners better achieve learning outcomes. However, even with the very best of intentions, it became clear that different learners can react very differently to feedback. Feedback can carry a lot of emotion, both for the learner and, to a lesser extent, the teacher. So, this got me thinking. What is the purpose of feedback? How can we do a better job of providing meaningful feedback for our learners? Those interested will be able to do a quick Google search and find thousands of websites on feedback. However, here, I'm just trying to summarise things in terms of learners at my institution (and the two unhappy learners in particular).

## What is the purpose of feedback?

Obviously, most of us should have a clear understanding of the purpose of feedback: to make learners aware of their strengths (what they have done well and should continue doing) and their weaknesses (what they haven't done well enough and what they can do to improve). For stronger learners, feedback can help boost self-confidence. For weaker learners, it can guide them towards better performance, helping them to see errors as learning opportunities from which they can improve. Essentially, feedback is a vital part of teaching and learning, and without it, learners may be unclear whether they are making (sufficient) progress in their learning. Most importantly, however, feedback needs to be constructive – it needs to engage both the teacher and learner and should lead to a clear understanding of post-feedback action – “What happens next?” This may not have happened with the two learners I mentioned earlier, and this could be one possible cause of their upset. Using the green-orange-red traffic light system seems a simple starting point for feedback, but more is needed.

## How can we do a better job of providing feedback for our learners?

Conversations with the two learners revealed they both felt discouraged by some of the feedback that they had received. This should not be the case. Feedback should be *encouraging*, not discouraging. At Wintec, we refer to such feedback as being '*mana enhancing*', feedback that helps the learner feel better about themselves. Is there a way that any negative feedback could have been framed more positively?

A second problem that one of the learners had raised was that she did not understand what it was that she needed to do differently. She had been told that her listening wasn't up to standard but didn't know the reason why. It is important that the feedback given is specific, directing the learner to the particular problem that they are encountering, and at the same time directing them to specific strategies and/or resources that can help lead to improved performance. This may not have been the case for this learner.

Another key consideration is the regularity of feedback. In the case of my two students, had they had similar feedback previously? If so, this should not have been a surprise. However, far too often, feedback can be a huge surprise. We need to make it much less so.

The type, amount, and quality of feedback varies slightly across the different English language programmes at my centre, but across my institution as a whole there are huge discrepancies. One possible approach to improving consistency and quality of feedback practice might be to build feedback into assessment specifications. At Wintec, we already have a robust process around pre-assessment moderation. Incorporating the need for considerations around feedback into assessment design should help make it an integral part of assessment, and so two simple questions regarding feedback are currently being trialled at my centre for new assessments.

outcomes			
Supplementary Material	Yes	No / Changes required	
• Model answers/exemplar/templates are provided.			
Feedback	Yes	No / Changes required	
• The form of feedback is clearly specified.			
• The purpose of feedback is clearly specified.			

The Pre-teaching Moderation is completed when the Action Items approved by the Moderation Committee have been implemented and signed off.

Date submitted to	Action items (changes) approved

Fig. 1: Pre-assessment moderation sheet including requirement for details on feedback.

Will this improve outcomes for learners? At this stage we don't know, but let's give it a try and see what we learn.

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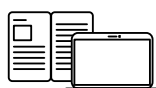


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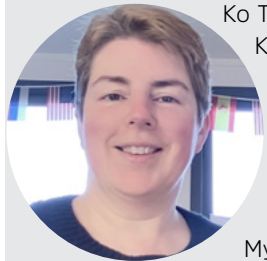
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# Reports

## President's Report

Gwenna Finikin | [president@tesolanz.org.nz](mailto:president@tesolanz.org.nz)



Ko Taranaki te maunga.

Ko Huatoki te awa.

Ko Amelia Thompson te waka.

Nō Taranaki ahau.

Inaianei kei Papaioea ahau e noho ana.

Ko Gwenna Finikin tokou ingoa.

My name is Gwenna Finikin. I come from Taranaki but now live in Palmerston North.

I have spent the last year shadowing the previous president, Daryl Streat, as my apprenticeship into the role. This mostly involved observation, with some tasks thrown in.

One of the things I observed was the lead-up to the September 30 symposium. There cannot be enough praise for those involved in this. From the moment the brave decision was made to reschedule the CLESOL conference due to The World of Wearable Art Show causing accommodation to be at a premium, the team has worked to create something almost as fabulous as the fancy frocks that ousted us. They worked to find venues, speakers, sponsors, IT, and catering. They pulled it all together beautifully. It has shown us another possibility going forward for large events. One of the (few) benefits of the lockdown experience is finding new ways of doing things.

The AGM was held at the symposium. It was my honour to present a taonga to Daryl. The taonga chosen for him was a toki – an adze. It symbolises someone who is highly respected for their attributes as a leader. Prior to the meeting, I sat down with three different people who helped me write the accolade inside the card. Unfortunately, we ran out of time at the AGM for me to present it properly. I now take this opportunity to share.

“Daryl,

You have been an inspiration as a president. Your insights into the sector, your dedication and commitment to the role, and your support of your colleagues is inspirational. You get the best out of people by offering opportunities and providing support for them to grow in their roles. You set high standards and expectations so that TESOLANZ can work effectively as an organization. You have made a point of learning about all levels of the sector and advocating for them. “

As I step up to take on the role, I would like to thank Daryl for his support and training and to wish him well for his next steps.

## AKTESOL

Leslie Robertson

Following our live event in June, AKTESOL has continued to grapple with the issues of AI in teaching and learning. AKTESOL Co-chair Stephanie Layec presented on the topic of AI in the classroom to AKTESOL and then at the TESOLANZ Symposium in Wellington on September 30th. Stephanie put the question: Is artificial intelligence in the classroom a friend or foe for ESOL Teachers? As teachers, we need to understand AI tools, learn to use them to make our lives easier, and teach our students how to use them wisely and reference their use. AI has the potential to be a valuable resource for ESOL teachers. It can assist in language translation, provide personalized learning experiences, and offer real-time feedback to students. AI can analyze students' language proficiency levels and tailor instructional materials accordingly, helping ESOL teachers meet the diverse needs of their students while creating interesting resources. However, it is crucial for teachers to be aware of the potential misuse of AI in the classroom. They must be vigilant in ensuring student privacy and data security, as well as promoting critical thinking and ethical use of AI technology. By harnessing the power of AI responsibly, ESOL teachers can enhance their teaching practices and empower their students in the digital age.

Our plans to hold “CLESOL re-told” as our end-of-year event have been postponed until next year but we will communicate with our members via email and zoom.

## Waikato TESOL

Anna Mischefski & Rosemary Granger

2023 has been productive and rewarding for Waikato TESOL with an emphasis on connecting ESOL educators and sharing useful teaching approaches. Our mid-year gathering at Waikato University titled “Revamping Language Teaching: Harnessing ChatGPT in the ESOL Classroom,” was facilitated by educators Maryam Mariya and Lizzy Arnold. Attendees gained insights into practical approaches for incorporating ChatGPT technology into their teaching plans. Topics covered included the broad applications of ChatGPT in the ESOL classroom, ethical considerations, and guidelines for responsible use of this tool.

Our year culminated with an event hosted at Wintec. We were delighted to feature two speakers for the occasion. Trevor Ray from Waikato Institute of Education showcased how ChatGPT can serve as an invaluable resource for crafting educational materials, offering participants a suite of time-saving techniques. Vivian Lang, from Wintec, generously provided a Padlet filled with a diverse array of online games and puzzles tailored to ESOL learners at all levels. The event also served as the platform for our Annual General Meeting, during which it was decided that the existing committee would continue their tenure for the upcoming year.





Trevor Ray



Vivian Lang

Throughout the year, we welcomed new members to our committee, whose contributions were warmly received. We are pleased to announce that the current committee will remain in place.

The event formats implemented this year have garnered positive feedback and proved effective in achieving our objectives. As we look ahead to 2024, we are committed to sustaining this momentum. We aim to encourage our growing membership to share their classroom experiences and specific areas of expertise in future gatherings.

Committee members also contributed to the organisation of the TESOLANZ Symposium, which was hosted at Wintec. Many thanks are extended to the executive team for organising such a rewarding and enriching experience. We are grateful for the active participation of everyone involved this year and we have exciting plans for 2024. Thank you all for making this year a success.

## BOPTESOL

Julie Luxton

BOPTESOL membership remains low, but a small core of teachers from the primary and secondary sectors have attended Term 2-3 events.

The first of these was held on 2 August with a focus on initial assessment for English language learners facilitated by Julie Luxton. A comprehensive list of available assessment tools was provided for all skills, with a particular focus on vocabulary. It was noted that the [Updated Vocabulary Levels Test](#) or the [New Vocabulary Levels Test](#) have been recommended by Paul Nation. Concern was expressed about the lack of quality ELL-specific reading assessments, with some schools using PROBE, albeit not designed for ELLs. Secondary teachers, in particular, are seeking guidance on the most useful assessment tools to inform placement in the English Language Learning Progressions stages. For those with a licence, assessments used by the Learning Village were recommended. The structured literacy approach is reportedly having a positive impact on ELLs in the primary school context.

The second BOPTESOL event was held on 6 September, in conjunction with the secondary ESOL Professional Learning Community. This meeting included a discussion of MOE ESOL verification experiences and recommendations, but the primary focus was on NCEA Literacy co-requisite requirements. Some schools had entered ELLs considered ready, based on e-aTTLe data, but feedback for those who did not achieve was minimal. The need for all teachers, including English Language specialists, to incorporate literacy approaches and strategies into teaching and learning, was emphasised. Teachers shared a range of resources to support reading comprehension.

## MANATESOL

Gwenna Finikin

On August 19, MANATESOL learned about the Japanese tea ceremony.

Due to the postponement of CLESOL, our year's plan had been disrupted so I took the opportunity to wrangle my friend, Taeko Sakaguchi, to share her skills with us.

Sakaguchi sensei is a retired primary school teacher from Tokyo. She has visited my school for the last few years starting before her retirement, to experience a different culture and, this year, to exchange the 40-degree heat for -1. In her retirement, Taeko has taken on a more formalised role as a tea ceremony teacher and has her own tea ceremony garden and hut in Tokyo. When she visits us, she overloads her luggage to bring her set up and teaches our students. The children all enjoy it, although not all of them enjoy the actual tea.

I asked Taeko to run the lesson for us just the same way as she does for the children. Unfortunately, her students of the day were not quite the same as primary school children. The tea ceremony is a time of peace, where the whole thing is performed in silence. We sat and asked questions, made comments, and thoroughly enjoyed ourselves. When the pressed sugar candy was given to us to eat before we drank the tea, we admired it and tried to share it with those watching instead of eating it all ourselves. Taeko had to assure us she would give





some to the others afterward before we settled. I myself couldn't sit properly (my knees were kicked in too many times in my younger days), and the others noted my yukata (summer kimono) made me look more like I was ready to draw a sword than take tea. Of course, I then obliged and went through the motions of that.

Through all of this, Sakaguchi sensei showed the peace embodied in the ceremony and flexibility of a skilled teacher as she changed her expectations, tweaked her lesson, and kept us all on track. We all had a really good experience, thanks to Taeko and her teaching craft.



## WATESOL

Nicky Riddiford

51 delegates attended the TESOLANZ Symposium at the Wellington centre: Rutherford House, Victoria University of Wellington. Despite a protest at Parliament across the road from the venue and the cold wind and rain, the complex conference arrangements went smoothly.

The symposium opened with a live-streamed welcome from Daryl Streat, president of TESOLANZ. Delegates then had the opportunity to attend three very engaging keynote addresses delivered both in person and live streamed: Aek Phakiti on assessment, Tracey Millin on additional language development, and Averil Coxhead on vocabulary.

Between the keynote addresses, delegates were able to choose from a wealth of practical and relevant in-person presentations: *Understanding and empowering neurodiverse learners* (Amber Fraser-Smith), *English Planet – a primary level accelerated English language learning resource* (Dylan Parker), *Understanding the effects of critical reading comprehension among Chinese EFL adult learners* (Wenzin Quan), *The role of phonological and morphological knowledge in reading skills development* (Elizaveta Tarasova & Natalia Beliaeva), *Sustaining the use of ELL-inclusive teaching in the classroom – a quick-reference tool for teachers* (Karen Cebalo & Chris Mashlan), *(Re)-Connecting with New Zealand: Changes to various iterations of an ESP course and student feedback, 2019-2023 and beyond* (Tim Edwards), *AI in the classroom*

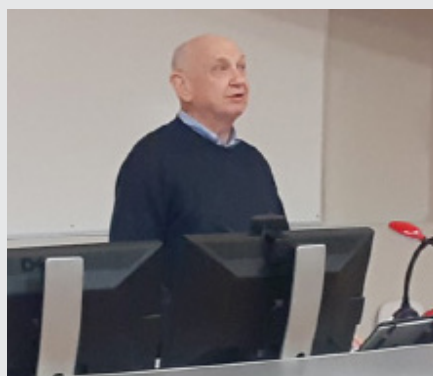
(Stephanie Layec), *A culturally relevant book flood: More effective than teacher training* (Hilary Smith), *Structured Literacy Approaches for ESOL Learners* (Margaret Corner), *Working with/around the new NCEA literacy assessments to ensure better outcomes for ELLs* (Margaret Franken), *The 20 best language teaching techniques* (Paul Nation).

Following a live-streamed farewell from Daryl Streat, the symposium concluded with Averil Cohead and Paul Nation drawing the winners of the spot prizes.

The Wellington WATESOL community greatly appreciates the contribution of all the presenters to a highly successful symposium. Special thanks to Victoria University of Wellington for providing the venue and to the School of Linguistics and Applied Language Studies at Victoria University for their ongoing support and for providing the spot prizes.

### WATESOL AGM

The WATESOL AGM will be held online on Wednesday 8 November at 4.30pm. Speaker: Stephanie Layec, Macleans College, Auckland  
Topic: AI in the classroom - Friend or Foe for ESOL teachers





# CANTESOL

Kerstin Dofs

This year's public events have focused on a variety of PD opportunities in response to members' needs and wants from our previous year's AGM. We also recently helped organise the three locations TESOLANZ symposium, ours being held at the University of Canterbury. This was a much-appreciated event by the 34 members who participated. It turned out to be a great opportunity to encourage new memberships as well. Some comments from the participants:

- FANTASTIC symposium. Hybridly is no small feat. Well done.
- Thanks for organising the Symposium.
- Thank you so much. Loved the content of the day. But especially enjoyed connecting with other people.
- Thank you for the great venue and amazing food!
- Fab day. Great speakers, it would be great to have these days outside of school holidays (during the week)
- Thank you - a well-organised event.
- Great Symposium! Would only change the lunch time! Having so many sessions in the avo (sic) was a bit rough on a full stomach!
- Thank you for a lovely day, lovely food, and great organisation!!
- This was a great space to learn, connect, and share.

- Thanks to the organising committee for all your hard work.
- It was a great day thank you. Very informative, everyone sharing, Kia ora!
- Good catering!
- Impressive keynote speech by Tracy Millin!
- So well organised - thank you team
- Thank you for the conference. It is super helpful and informative!
- Thank you so much for making my day 30 Sept. 2023.

The CANTESOL AGM this year is again aimed at giving the opportunity to our members to enjoy networking in a more relaxed way. We are organising a fun get-together evening which now has become a tradition in CANTESOL. We are, of course, including the more formal AGM and we hope it will be well-attended. It is always a memorable evening with lots of laughter, personal connections to make, and food and drinks to enjoy.

At the end of October, leading up to the AGM, we will hold our last CANTESOL Committee meeting for the year. At this meeting we have invited two new members to come and meet us so they can decide if they want to be elected onto the committee at the AGM.



## Otago TESOL

David Woodfield

At Otago we have enjoyed some thought-provoking sessions of late. On the 24th of August, Amber Fraser-Smith of Otago Polytechnic shared with attendees from a pleasing range of sectors on the topic, A journey into neurodiversity. Amber introduced us to how various neurodiverse individuals see the world and led us in an exploration of how we can better cater for them in our classrooms, challenging us to present material using a range of modalities, for example oral, textual, and visual. She also suggested that we be flexible in how we structure learning, being aware that group assignments suit some while individual assignments suit others, and that some thrive on being given reminders while for others they are less important. Regular small group reflection activities at strategic times during the session were a highlight, allowing participants to share experiences and brainstorm responses.

Then on the 25th of October, Nick Baker of the University of Otago ran a workshop for us on the topic, Feedback and feedforward: Dialogues with our students. Interestingly, Nick showed how feedback on writing can have referential, directive, and expressive dimensions, identifying issues for development, suggesting ways ahead and motivating through engaging with the writer. His list of characteristics that make for good feedback resonated – It should be timely, accessible, legible, and constructive.

At our AGM, which preceded Nick's session, we reflected back on the year that had been and looked forward to 2024. It has been satisfying to see more students in our classes and more attendees at our meetings this year. All the same, we look forward to meeting the challenges that the new year will offer.



## Special Interest Groups (SIGs)

Juliet Fry | FR@riccarton.school.nz

Kia ora koutou. I am the new SIG coordinator representing the SIGs on the TESOLANZ executive. Because TESOLANZ is an umbrella organisation that represents Early Childhood, Primary, Secondary, and Tertiary sectors it is important to have focus groups in which we can address our specific concerns.

Recent experiences with other similar organisations reinforce my belief that SIGs are important for TESOLANZ. My experiences demonstrate that it is both

- possible to have such a wide-ranging professional body and
- necessary to work within sectors.

Firstly, I attended a conference of the Aotearoa New Zealand Association of Social Workers and saw that this organisation was able to support 3800 members from very different contexts: universities, prisons, schools, religious groups, police etc. Then, on behalf of TESOLANZ, I have been attending meetings of secondary school subject associations at the Christchurch Ministry of Education office. I have looked with envy at the agency that such focused and connected groups have.

There are a couple of sectors that need coordinators (note the 's' – it is good to share the roles)

- the tertiary sector representing a range of contexts including universities, PTEs and Te Puukenga
- the early childhood sector covering both state and private settings

I am also keen to explore the idea of an additional SIG to support the maintenance of community languages as this is both linked to our constitution and to a concern that, while we teach English, community languages need to be supported and promoted.

Please get in touch with me if you are interested in any of the above SIGs, especially the tertiary one as it is in urgent need of leadership.

Finally, a word about myself. My work has mainly been in the secondary sector, but I have worked closely with ECE, primary, and tertiary colleagues. I have worked as a teacher and Professional Learning and Development (PLD) facilitator in both Auckland and Christchurch. I am currently Head of Department for

English as an Additional Language and Pasifika Studies at Riccarton High School in Christchurch. I have previously been a facilitator and team leader in Ministry of Education contracts relating to teaching literacy and meeting the needs of English language learners.

I am really interested in supporting the maintenance and development of home languages alongside English language learning. I have been supporting cross-school Lea Faka-Tonga and Reo Kūki 'Airani classes for several years and am a big advocate of Pacific Studies in schools.

I see TESOLANZ as an important organisation in providing connections and learning for teachers. I also think that this national body has an advocacy role, communicating about the strengths and needs of the teachers and the learners that we represent.

## Primary SIG

Karen Cebalo

We would love to have a primary representative from each branch on our Primary SIG steering committee. We currently have representation from AKTESOL, WAIKATO TESOL, MANATESOL, and WATESOL. We meet online once a term to discuss issues affecting the sector and to plan online events. Please consider joining our team.

Our Term 3 event was a webinar by Bernie Moffat on an initiative she established to support ESOL specialists in the Waikato region. Bernie applied for a scholarship that was offered to PLC coordinators in 2022 by the Ministry of Education and this special funding allowed Bernie to spend 60 hours over the year mentoring and coaching new ESOL specialists in their roles. Bernie discussed how staff are often appointed to the role of ESOL specialist without being fully aware of the nature of the role. Some had no ESOL background or qualifications, no awareness of Ministry resources or the process for applying for ESOL funding, and some were not aware of the existence of Professional Learning Clusters, so didn't know how to access collegial support.

It is clear to us all that an ESOL specialist is indeed a specialist role and that teachers new to the role need support in establishing their ESOL programmes effectively, assessing new learners, supporting parents, and

providing professional learning for teaching staff and teacher aides.

Bernie's webinar was recorded and is available on the members' page of the TESOLANZ website.

Our Term 4 event will be on 6th November at 7.00 pm. Our guest speaker will be Agnes Tobias-Laszlovsky – a child and adolescent psychologist working with RASNZ, Refugees As Survivors NZ. Agnes will speak about trauma, how it manifests in different behaviours, and how we can support refugee students in adapting to school life in NZ. We hope to see you there.

## Secondary SIG

Sally Hay and Sarah Roper

As the year draws to a close, there is still plenty to do for secondary teachers, especially with the continuing influx of students from Term 3. Covid had slowed down migration and the entry of international students but this has picked up. The situation now is that in some areas there are teacher shortages and talk of difficulty for those employed in schools to cope with larger numbers of students. For those with the capacity to employ, there is difficulty in finding specialised, experienced staff. Another ongoing concern is the introduction of the new literacy standards and implementation of the changes to NCEA, and how new English language learners will cope. An online presentation and discussion are planned to look at these changes and ideas for good programmes as well as share what is being prepared by other teachers.

The first ever Refugee and Migrant Ākonga Study Pathways event was held in September this year at Manukau Event Centre. The event was a collaboration between the Ministry of Education and an Auckland community group. It was well attended and students gave good feedback, many feeling inspired and less fearful about tertiary education after listening to the speakers and panel of former students. It would be wonderful to see a similar programme offered again and further afield than Auckland.

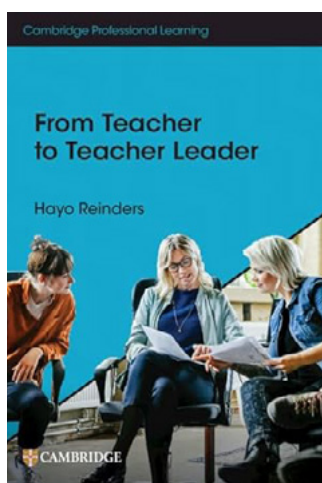
As always, if you are teaching English language in a secondary school and have questions or ideas for professional development we'd love to hear from you.

Ngā mihi,  
Sally and Sarah

# 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.



Reinders, H. (2023). **FROM TEACHER TO TEACHER LEADER**. Cambridge University Press.

ISBN: 9781009014915(pbk.) 170 pp.  
£32.99 GBP

## Reviewer

Stephen O'Connor  
IPU New Zealand

## From Teacher to Teacher Leader

From "Teacher to teacher leader" by Hayo Reinders provides an essential model for those teachers who are in some form of a leadership role within their schools. This practical handbook prepares teachers for leadership roles in their organizations by providing essential advice that can better equip them for those roles.

The handbook is divided into three parts. The first part looks at the role of the leader and allows you to pinpoint the type of leader you are. Leadership, in the case of this book, is defined not within the scope of a manager, but rather as supporting colleagues from behind the scenes. It concisely gives background on the different leadership models to give the reader context in framing their own teaching leadership position.

The second part builds on the first chapter by showing how teachers as leaders can help build up the communities in their schools. The book gives real case examples of not only building up a community but also what to do if you encounter any resistance.

Finally, the last section focuses on the complex systems of an organization and goes into detail on how to navigate them. Again, it gives advice and case study scenarios on this often complicated aspect of being a teacher leader.

Overall, the organization of the book is straightforward and easy to follow and each part can be easily accessed for the busy teacher leader.

As a teacher and leader behind the scenes, I find this handbook to be an enriching and thought-provoking text that I can dip into when I need some advice on how to lead. It helps to shed light on teachers' continual professional development and will be more than useful for teacher educators, as well as for those involved in teacher training.

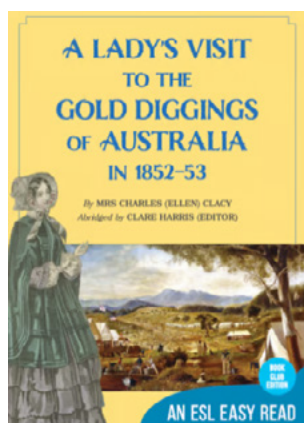
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# A Lady's Visit to the Gold Diggings of Australia in 1852–53



**A LADY'S VISIT TO THE GOLD DIGGINGS OF AUSTRALIA IN 1852–53**, by Mrs Charles (Ellen) Clacy, adapted by Clare Harris: An ESL Easy Read (Book Club Edition)

ISBN: 978-1-922191-52-6 (pbk.) 80 pp. \$22 AUD

ISBN: 978-1-922191-55-7 (pdf) 80 pp. \$24.99 AUD

Audio files are available on YouTube

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## Reviewer

Rachael Harding  
AUT University

In search of gold ...

Siblings who travel from England to the goldfields in Australia in 1852 is the setting for this story written by Ellen Clacy and adapted by Clare Harris. It is an extended narrative aimed at upper intermediate ESL readers but could also appeal to any school readers who are interested in Australian history and the gold-digging period.

This story takes us on an adventurous and sometimes dangerous journey, from initial impressions of arriving in Australia and the travels to the alluring gold fields. The narrator's commentary focusses on the surprising and often challenging differences between Australia and England. The story is detailed and descriptive enough to allow the reader to largely imagine the sights, sounds and hardship of the gold fields. There are multiple smaller individual stories included within the chapters, which show varying perspectives of the time.

When deciding how to use this resource, it is useful to consider the level of vocabulary. When submitted through the Lextutor Classic Vocabulary Profiler (Cobb, 2002), the result showed a percentage result of 80: 90 (1000-word list), 8 (2000-word list), 1 (academic word list), 1 (off-word list). Written texts by native speakers often show a result of 70,10,10 10. The lack of academic word list vocabulary can be attributed to the style and genre of this graded reader. In general, "from A2 to B2 should be focusing on the second 1000 words and from B2 upwards should be focusing on words beyond the first 2000 words" (Ruegg & Brown, 2014). In this case, because of the subject matter and historic and cultural contexts, it seems appropriate to include a higher number of frequent words. To address the off-list items, there is a glossary and measurement explanation given at the beginning of the book. Furthermore, illustrations in each chapter provide visual aids for some terms. Non-standard English examples and explanations are provided post-reading.

Because of the nature of the story, there are many themes to explore and develop in class discussions. For example, the role of men and women, reasons for emigrating, and the power of money. A general approach to each chapter could be comparing and contrasting life then and now. Book club questions at the end of each chapter can be used for reviewing and previewing either in class or as self-directed tasks along with the audio content. Extra questions are available on the website, and audio files can be found on YouTube. There are also opportunities for extended activities such as letter writing, establishing rules and investigating social problems and solutions. Differences in the use of English and the development of language could also be drawn attention to.

Unlike the diggers, for our narrator Ellen, the gold was marrying and returning home. For teachers, there is potential gold to discover in this book.

Cobb, T. (2000). The compleat lexical tutor [Web site]. <http://www.lextutor.ca/>

Ruegg, R., & Brown, C. (2014). Analyzing the effectiveness of textbooks for vocabulary retention. *Vocabulary Learning and Instruction*, 3 (2), 1118. <http://dx.doi.org/10.7820/vli.v03.2.ruegg.brown>

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# Leading technological change



Hockley, A. and Butler, L. (2022).  
**LEADING TECHNOLOGICAL CHANGE.**  
Cambridge University Press.  
ISBN 978-1-108-74430-0 (pbk.) 134  
pp. £26.99 GBP

## Reviewer

Elizaveta Tarasova  
IPU New Zealand

The book "Leading Technological Change" by Andy Hockley and Lenise Butler offers a hands-on approach, providing not only theoretical frameworks but also practical tools and models for managing technological change effectively. While the focus of the book is on implementing technological changes, the key principles outlined here are highly applicable to any change that an organization may face.

The book is divided into four chapters, and each of the chapters looks at the key stages of change in chronological order. *Chapter 1: Preparing for innovation* discusses the key component of effective change: the organizational culture that promotes and fosters openness, which lends itself to a positive attitude to change. The authors introduce practical tools like organizational agility questionnaire, SWOT analysis, and Force field analysis for in-depth understanding of the organization's readiness for change.

*Chapter 2: Creating a team of navigators* discusses the issues of building a team that guides and leads the change, breaking down major goals into realistic (SMARTER) objectives, and effective communication with stakeholders. The authors propose the use of the SELECT model (Set objectives, Explain and expand, List contextualized criteria, Explore options, Cross-examine, Take forward) that allows for clarity in the decision-making process in the selection of the appropriate technology.

Apart from the obvious considerations of project management like defining tasks, setting timelines, allocating resources, and establishing milestones, the authors also provide practical recommendations for risk assessment and dealing with possible problems by developing sound mitigation strategies, contingency plans, planning for ways of dealing with resistance in *Chapter 3: Planning the change*. The implementation of educational technology is demonstrated through applying the SAMR model (Substitution, Augmentation, Modification, Redefinition). Application of this model allows for effective integration of technology where it is perceived by the stakeholders as "part of business as usual" (p. 79).

*Chapter 4: Monitoring and sustaining change* provides recommendations for ensuring that the change is adequately, appropriately, and consistently managed. The authors point out the importance of considering the needs of the end users of technology (teachers and learners). Addressing those needs can be achieved through "ongoing, iterative training process that continues around a cycle and needs to be followed up on and added to" (p. 88). The information collected from the users will allow to add to this cycle and will also provide useful data for monitoring and evaluation of the implemented change.

Each of the chapters is complemented with outlines of relevant case studies to illustrate the key aspects of technological change that the chapter outlines. The reflective tasks incorporated in the chapters allow the reader to personalize the experience and better understand how they may tackle the difficulties that change brings. Recommendations for further reading are provided at the end of each chapter.

I thoroughly enjoyed the multi-faceted approach that the authors took in this book and particularly appreciated their consideration of the needs of the all stakeholders of an organization that undergoes a change. By addressing organizational culture, team dynamics, project management, risk assessment, and end user needs, the book equips managers with a comprehensive understanding of the change process.

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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as established by the General Assembly

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

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**16 November**  
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**20 November**  
World Children's Day

### DECEMBER

**3 December**  
International Day of Persons  
with Disabilities

**10 December**  
Human Rights Day

**11 December**  
International Mountain Day

**18 December**  
International Migrants Day

### 2024 JANUARY

**24 January**  
International Day of Education

**27 January**  
International Day of Commemoration  
in Memory of the Victims of the  
Holocaust

### FEBRUARY

**20 February**  
World Day of Social Justice

**21 February**  
International Mother Language Day

### MARCH

**3 March**  
World Wildlife Day

**20 March**  
International Day of Happiness

**21 March**  
World Poetry Day

**30 March**  
International Day of Zero Waste

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