



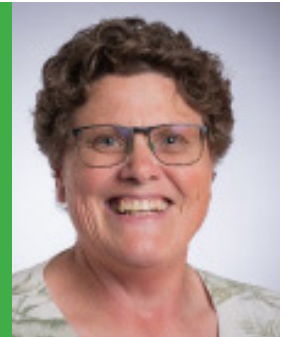
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## Talking about multiword units at a multisite TESOLANZ Symposium

Averil Coxhead

Averil Coxhead is a Professor of Applied Linguistics and TESOL and Head of School of Linguistics and Applied Language Studies at Victoria University of Wellington. She convened Vocab@Vic and the first Wellington Vocabulary Research Summer School in December 2023. Averil’s currently working on a manuscript on vocabulary and English language teaching for the University of Edinburgh Press.



The 2023 TESOLANZ Symposium took place in three places on September 30. I was lucky enough to be invited to be a keynote speaker in Wellington. With colleagues in Christchurch and Hamilton online and in the capital in person, it was a great privilege to be able to talk about multiword units and English language learning. I’ve only been given 800 words to tell you a bit about it, so let’s crack on.

English is made up of many multiword units. Depending on how you count, it could be up to 50% of the language. I’m using the term ‘multiword unit’ to encompass a wide range of word strings. The most frequent kind of multiword units are made up of two words – but not just any two words – these words do not occur together just by chance. They have a strong attraction to each other. They can be in general English (e.g. *touch and go*) but also for specific purposes such as *advantage line* in Rugby, *cleared-for-take-off* in Aviation and *comparative analysis* in academic written texts. Multiword units can contain up to seven words, but such long strings are not very common. Multiword units are often made up of high frequency words, for example *at the end of the day*. This example shows why English language learners might find multiword units tricky to remember. Firstly, learners might recognise all those words but not know that these words combine to mean something like ‘I’ve gone through all the options and I’ve decided to do this’ or ‘in summary’. Secondly, none of the high frequency words stand out and it might be hard to remember their sequence. And thirdly, sometimes we don’t finish our highly formulaic items. I replied to an email today by typing ‘Good as’. Learners might find learning more than one word difficult, not pay attention to word patterns at all or read word by word rather than processing texts in chunks.

Just like single words in English, some multiword units are more frequent than others. Here’s an example from a list of 2,469 (!) two word combinations (collocations) for English for Academic Purposes (EAP) by Ackermann and Chen (2013; <https://www.eapfoundation.com/vocab/academic/acl/frequency/>). It won’t be a surprise to find that *high level* is more frequent than *undergo transformation*. It’s important that learners understand that the combinations



# Editor's Foreword



Kia ora koutou,

It's exciting to be publishing our April newsletter with the 2024 CLESOL conference now just around the corner. I hope you will find something useful or of interest in this edition. Some new elements are appearing for the first time such as introducing new faces in key TESOLANZ roles and letters to the editor.

We are always very grateful as an organisation for all the ongoing support we receive from our sponsors. Evidence of this is the generous donation from Cambridge University Press of Craig Thaine's new book for the Autumn Star

letter writer. Quite coincidentally, this book is also featured in our regular book review section. Thank you to our letter writers. This time the book goes to Tim Edwards who has highlighted the partnership between the New Zealand and Korean governments which enables NZ teachers to teach in Korea. Please do think about writing a letter for our next newsletter – it can be on any topic of interest relevant to TESOLANZ members.

In our other new section, the three people who have recently taken on key TESOLANZ roles introduce themselves to us. Without people like these three volunteering for these roles (or, to be fair, agreeing when shoulder-tapped in some cases), TESOLANZ would be hard put to provide the kind of support all of us strive to deliver.

In our first article, Averill Coxhead recaps the talk she gave at the TESOLANZ symposium hosted by three branches, Waikato TESOL, WATESOL, and CANTESOL, in September last year. I confess to giving Averill the 800-word limit that we have as a guideline for all our articles but was very grateful when she agreed to write on this topic. It's such an important aspect of teaching vocabulary and also rates a mention in Penny Ur's new book also reviewed in this newsletter.

Our second article gives an overview of a new report on language organisations operating in Aotearoa. The report will be launched at the upcoming CLESOL conference. Susan Warren and her co-authors aim to give us some idea of the scope of these organisations, their accessibility, and sustainability. You can follow the links in the article for a preview of the report – it makes interesting reading.

Both our third and fourth articles relate to the challenges many of our members and their learners are facing in schools around the country. Julie Luxton takes us through the intricacies of gaining literacy credits which are now required before learners can achieve NCEA. This presents an extra challenge for English language learners (ELLs) in our schools which are facing increased numbers of ELLs while struggling to recruit sufficient qualified English language teachers. Breda Matthew's article on the different assessment types will be a useful reminder for many of us and a valuable support for teachers new in this field.

As usual, we have our president's report and reports from the branches and SIG groups. A lot of time and effort is being put in by all these groups as they seek to respond to members' needs. It's really important to support your local branch as much as possible and make your voice heard. The Secondary SIG in particular is asking for your help to set up a steering group for exactly this purpose.

Finally, I'd like to once again warmly thank all those who have contributed in whatever way to this newsletter. Without your input, it wouldn't be possible. Best wishes to all our CLESOL conference organisers, speakers, and delegates. May the learning be with you.

Ngā mihi nui

Christine



of words together in a word string will be less frequent than words when they appear on their own. For example, *basis* can occur in *on the basis of*, *on a daily basis* and *legal basis*.

Where possible, we need to try to work with whole multiword units, because if we break them up into individual words, it is hard to remember their order. We need to think about the multiword units we draw learners' attention to. Are they closely related to the topics our learners need to talk about in their studies or general English? Are they new for the learners? Are they in the texts we use in class while reading and listening? Are we expecting our learners to learn a new meaning from a combination of words they might already know? Do we pay or draw attention to these multiword units as a chunk in class? Are these multiword units going to come up again in class and in the materials so learners get an opportunity to meet them again in another context? What knowledge do the learners need for using the multiword units in speaking and writing? And finally, how might we take Paul Nation's Four Strands (see [https://www.victoria.ac.nz/\\_\\_data/assets/pdf\\_file/0003/1626123/2012-Yamamoto-Four-strands.pdf](https://www.victoria.ac.nz/__data/assets/pdf_file/0003/1626123/2012-Yamamoto-Four-strands.pdf) for example) into account so learners are learning multiword units through listening and reading (meaning-focused input), through speaking and writing (meaning-focused output), fluency practice in all four skills and paying attention to aspects of the multiword units such as pronunciation, grammar, and spelling. Paul recommends equal amounts of time for all four strands.

On the EAP Foundation website under the technical vocabulary tab you can find the Secondary Phrase Lists (<https://www.eapfoundation.com/vocab/other/svl/>) which were developed from a large corpus of secondary school textbooks from the UK and Singapore by Clarence Green and James Lambert. The subjects are Biology, Maths, Chemistry, History, Economics, Geography, Physics and English. You can find collocations by scrolling to below the information about how the lists were made and clicking on collocations. For example, in Maths, the collocations for the word *arc* include *minor*, *length*, and *radius*. The Academic Formulas List by Simpson-Vlach & Ellis is at <https://www.eapfoundation.com/vocab/academic/afl/>. You can find out there how the list was made, why, and for who. Also, look to see if there is information on the frequency of the items in a list. After all, multiword units and single words are ranked quite differently by alphabet and by frequency.

Finally, I remember Paul Nation ending an online talk by saying, "When you are up to your elbows in alligators, it is hard to remember your original objective was to drain the swamp". There's a lot to remember and focus on in teaching and learning English, and multiword units are a key element to think about, plan for, celebrate, and enjoy.

# 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).

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Book prize for the **Star letter** – kindly donated by Cambridge University Press

Craig Thaine's new book in the Cambridge Handbooks for Language Teachers offers a wealth of ideas and activities to practise and develop writing skills. It introduces different approaches to teaching writing, managing writing lessons, and giving feedback. It covers all language levels from A1 to C2 and explores a range of writing contexts and text types, helping learners to write effectively for exams, share information and ideas in academic situations and the workplace, and navigate everyday situations such as completing forms.

## 1.

As a primary teacher, I have spent many years enjoying the professional development and support offered by the ESOL Online Forum that was hosted by TKI.

I would like to thank Janet McQueen for all her hard work over this time in the facilitation of this treasured resource.

I hope that whatever <https://tahurangi.education.govt.nz> comes up with to replace the forum is as effective, useful, and interactive as that which Janet has collated for us. I call for all relevant TESOLANZ members to use whatever comes next, and to provide feedback so it becomes a really useful resource.

P. Teacher

## 2. Star Letter

Secondary school members\* might be interested to know, although some of you might already be aware of this, that the New Zealand government sends a small number of qualified teachers to South Korea each year for some teaching experience and cultural exchange. This is done in partnership with the Korean government. In early 2024, six teachers spent part of their summer teaching English in South Korea. Some teachers had an ESOL background, and others did not.

Education New Zealand, the organisation that administers the process, frames it as an educational, professional development, and cultural exchange programme. This is illustrated by one of the teachers this year discussing the pros and cons of students from Asia choosing or being assigned an English name (a topic often discussed in the ESOL world), with the added context of he himself having been gifted a Korean name related to how the students saw him. Another teacher spoke of cooking classes, food exchanges, and Māori culture and pepeha.

For more information, see <https://www.enz.govt.nz/news-and-research/ed-news/reflections-from-english-teachers-in-south-korea>

\*It is unclear whether primary teachers can apply for the programme.

Tim Edwards, Victoria University of Wellington

## 3.

I am writing to share information with readers on the increasing number of refugee-background learners that are entering English language (and other) programmes throughout New Zealand. At my own institution, we currently have 186 refugee-background learners in our English language programmes, which represents about 47% of English language learners at our centre. This compares with 163 migrant (non-refugee-background) and 46 international learners at the centre, so a significant body of students.

As many of us will be aware, in the past this group of learners was often overlooked or simply put in the same basket as other migrant learners, and this meant that, very often, their particular needs may not have been met, and the additional required support mechanisms may not have been in place. Thankfully, a lot of progress has been made in this space over recent years, and I would like to bring readers attention to a great resource that has been created to support refugee-background learners. The resource is a best practice guide called "*Best Practice Guidelines to Support Refugee-Background Tertiary Learners in Aotearoa New Zealand*". Published by the Tertiary Education Commission in September 2023 and available at <https://www.tec.govt.nz/assets/Oritetanga/Best-Practice-Guidelines-to-Support-Refugee-Background-Tertiary-Learners.pdf>, the guidelines provide a plethora of useful strategies to attract, engage with, and progress refugee-background learners. The strategies are designed to be used by a wide range of roles within tertiary institutions and are not just limited to those teaching and providing support for English language learners.

I would strongly encourage all readers to spend time looking through these guidelines. They are clear, concise and very practical, and can only lead to better outcomes for refugee-background learners.

Yours Sincerely

Mark Dawson-Smith

# Introducing New Faces



**Oliver Ballance**

Greetings fellow TESOLANZ members,

I'm thrilled to share with you some exciting news—I've recently joined the team as the new editor for our esteemed journal. My name is Oliver Ballance, and I'm honored to be part of this vibrant community dedicated to advancing English language teaching in New Zealand.

Currently based at Massey University, my background in Applied Linguistics and English for Academic Purposes (EAP) fuels my passion for exploring innovative approaches to language education. As the new editor, I'm eager to collaborate with all of you in shaping the dialogue surrounding TESOL in our country.

I look forward to working together to uphold the standards of excellence in our field and to provide a platform for sharing insights, research, and best practices.

Warm regards, Oliver Ballance

<https://www.massey.ac.nz/massey/expertise/profile.cfm?stref=954522>  
<https://orcid.org/0000-0003-4695-6406>



**Thuy Bui**

Kia ora koutou,

My daughter and I moved to New Zealand in 2015 for my postgraduate studies at Victoria University of Wellington. New Zealand has grown on us since then. We have now settled in Lincoln, just outside Christchurch.

I work as a senior tutor and a learning advisor at Lincoln University. What I love most about holding the two roles is the chance to work with students in different contexts, including in an EAP or a writing class, a study skill workshop, and a one-on-one consultation. My professional interests lie in teaching vocabulary and academic writing skills. I am also a big believer in classroom-based research. I like reflecting on my teaching practice regularly and piloting new teaching ideas to bring students the best learning experience that I can.

Working as the TESOLANZ membership secretary, I have enjoyed getting more involved in this community of enthusiastic ESOL practitioners. I am still new in the role, but will definitely try my best to assist in the connections and communication among current and future TESOLANZ members.

Ngā mihi nui  
Thuy



**George Horvath**

Kia ora koutou,

It is my absolute pleasure to take this opportunity to introduce myself as the new Coordinator for the Tertiary SIG.

As a highly motivated professional, I centre my approach on the learner, finding excitement in collaborative, flexible, and responsive learning environments. My passion lies in fostering both academic and personal success, driven by a genuine commitment to providing learner-centred education. I firmly believe that empowering learners with agency and choice through contextual learning opportunities and collaborative practices is integral to their success in the 21st Century.

Staying current with recent trends in tertiary education is a priority for me, evident through active participation in workshops and conferences, and contributions to academic journals and publications. As a digital native, I am acutely aware of the inevitability of digital teaching and learning technologies in various forms.

Beyond academia, my passion extends to a holistic approach to teaching and learning. I derive joy from studying modern and classical languages, exploring world history, delving into political geography, and even indulging in the creative pursuit of writing limericks. As a musician, my appreciation for classical music adds a cultural dimension to my interests. Additionally, I am an avid traveller, swimmer and jogger, finding a harmonious balance between intellectual pursuits and physical well-being.

As a family man and a father of two young boys (4 and 6), who keep me busy 24/7, I cherish moments of peace and quiet with my wife, a good book, or a film. This aspect of my life adds depth to my experiences and reinforces the importance of a balanced and fulfilling lifestyle.

I am looking forward to working with you all to enhance the student learning experience.

Ngā mihi  
George



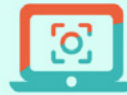
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# Who is out there: Mapping language organisations in Aotearoa

This article summarises a recently published report on the language sector in Aotearoa NZ, which has been produced by Languages Alliance Aotearoa NZ<sup>1</sup>, an unaffiliated working group which draws on expertise, interest, and experience in the status and use of languages in Aotearoa New Zealand.

The co-authors of the report are:



Susan Warren  
Languages Alliance  
Aotearoa NZ



Hanoku Bathula  
University of Auckland



Rajshree Gopala Krishnan  
Te Hononga Akoranga COMET



Linda Teleo Hope  
Community



Jonathan Longstaff  
Te Hononga Akoranga COMET



David Rylands  
Auckland University of  
Technology (intern)

Samantha Darrell  
University of Canterbury (intern)

<sup>1</sup> Languages Alliance Aotearoa NZ was formerly known as the Auckland Languages Strategy Working Group, or ALSWG. The Languages Alliance was established in late 2012 and is convened by Te Hononga Akoranga COMET, with community members and language organisations.

As you work in your own space, delivering classes and reaching out to learners, do you ever feel like you're working alone to address a challenge that's far bigger than your services can possibly address? Do you ever wonder who else is "out there", working to support language diversity in other ways?

We wondered those things too, so back in 2019 we started a process to find out about the organisations across Aotearoa New Zealand that support our nation's many languages.

For the last four years, a team of mostly volunteers has undertaken an extensive internet search, survey, and consultation to gain a picture of the language sector in Aotearoa New Zealand. The aim of this search was to understand:

- the size and breadth of the language sector in Aotearoa New Zealand
- how accessible the language services are in Aotearoa New Zealand
- how language services in Aotearoa New Zealand are supported.

We hope what we've found out will help you feel less alone, and maybe help you make connections with other organisations that can enhance your work.

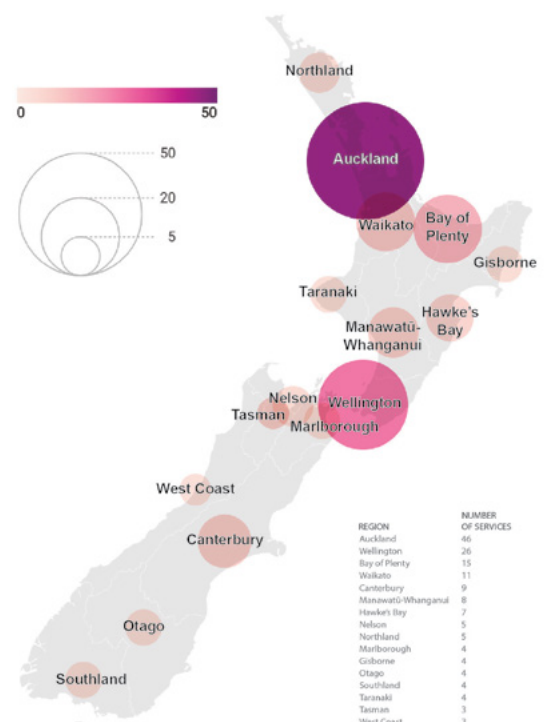
We've published our full findings as a report, which you can access at <https://cometauckland.org.nz/our-campaigns/current-campaigns/languages-strategy>. Meanwhile, here is a brief summary of our findings, outlining the size, diversity, and importance of the multi-language sector in Aotearoa New Zealand, and the value of the organisations that provide services in this area.

Aotearoa New Zealand is a multilingual country, with over 170 languages spoken and over 20% of the population aged 5 years and over speaking more than one language (Statistics NZ Tatauranga Aotearoa, 2021). This rich language diversity is an invaluable resource for individuals, families, communities, and our nation, contributing significantly to social, cultural, spiritual, and economic wellbeing (Dalziel, Saunders, and Savage, 2019).

In communities across Aotearoa New Zealand, hundreds of organisations are working to support language diversity in a multitude of ways -

from informal language classes to large-scale qualifications, translation, interpreting, media, religious services, events, and much more. This vibrant and important sector is largely invisible and under-appreciated.

Our internet search identified 538 organisations which supported language diversity in some way. Of these, 156 organisations, delivering services across every region of Aotearoa New Zealand, responded to our survey.





The top six languages supported by survey respondents were English, Mandarin, Japanese, French, Spanish, and te reo Māori. NZSL was much further down the list in the 16th position. The organisations surveyed ranged from very small, volunteer-led community groups to very large, well-resourced services with over 100 paid staff. Only 31% of the organisations received any form of government funding – a statistic that surprised us.

They offered a wide range of language activities, contributing to all four of the categories (Auckland Languages Strategy Working Group, 2015) of language support that we identified from our literature review (Lo Bianco, 2010; Ministry of Pacific Peoples, 2022): seeing the language **valued**; opportunities to **learn** the language; opportunities to **use** it in authentic settings; and support to **maintain** it from one generation to the next. The table below shows the activities offered by the language organisations in our survey, categorised under those four categories

Table 5. Types of services offered by organisations who responded to the survey and a classification of the type of service offered.

| Types of services offered  | Number of organisations that offer the service | %   | Classification               |
|--|--|-----|------------------------------|
| We organise community events to celebrate and/or use languages   | 82   | 53% | Value and use                |
| We support families to maintain their first/heritage language(s) and pass them on to their children                            | 60   | 38% | Maintain                     |
| We organize seminars/events related to language  | 59   | 38% | Value and maintain           |
| We develop or provide language resources   | 54   | 35% | Learn and maintain           |
| We provide translation services  | 51   | 33% | Use                          |
| We engage in advocacy around language issues   | 48   | 31% | Value                        |
| We teach languages to children and young people outside school   | 43   | 28% | Learn                        |
| We represent/support language teachers   | 41   | 26% | Learn                        |
| We create and share media content in language(s) other than English (e.g. radio or TV station, newspaper, online news service) | 39   | 25% | Use                          |
| We provide interpreting services   | 39   | 25% | Use                          |
| We teach languages (including ESOL) to adults in informal settings (Adult and Community Education)                             | 35   | 22% | Learn                        |
| We provide initial training or professional development for language teachers  | 34   | 22% | Learn                        |
| We conduct research related to language  | 25   | 16% | Value                        |
| We are an umbrella organisation that supports other language organisations   | 24   | 15% | Value, learn, maintain & use |
| We teach languages to children within the schooling system   | 14   | 9%  | Learn                        |
| We hold religious services in language(s) other than English   | 12   | 8%  | Use                          |
| We teach languages at tertiary level as part of formal qualifications  | 10   | 6%  | Learn                        |

On the basis of this research, the Languages Alliance recommends a series of connected actions to more effectively support language organisations in their important work, in order to provide language communities with easier access to services. Our recommendations are:

1. Forming an umbrella body for languages, as a collective voice for organisations that support languages, and to create connections across the sector
2. Developing a website, using the data gathered in our survey as a starting point, so people can find language services in their area
3. Requiring schools to ensure that all children learn te reo Māori at school, as of right, from year 1 to year 10
4. Resourcing community language schools to offer language learning to school-age students as well as adults, either within or outside school time, and recognising this learning in school academic records
5. Creating a Community Languages Framework, as recommended recently in a communication from Joris de Bres
6. Reviewing eligibility rules for subsidised English language support to include support for migrants who do not yet have residence.
7. Establishing a national languages policy, to provide coherent support for language diversity across government departments.







You can access the full report at <https://cometauckland.org.nz/our-campaigns/current-campaigns/languages-strategy>. We hope it will be a taonga for the language sector, an information resource for the organisations themselves, and an advocacy tool with government and potential funders.

We hope it may also highlight issues and opportunities to strengthen the sector in order to better support language diversity in Aotearoa New Zealand.

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## Membership renewal

As members of TESOLANZ, we should find our membership automatically renewing each year. This happens for those of us who have current credit cards loaded, and “Auto renew” checked. For those who pay by direct debit, you will receive an invoice automatically sent to you when your membership subscription becomes due. This only works if your current email address is in the system. I would ask you all to go to the member’s area (under Resources) <https://www.tesolanz.org.nz/my-account/>, log in, go to Subscriptions, and check your latest invoice to make sure all your information is current. While you’re at it, please also suggest to your colleagues that they do the same.

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# NCEA Literacy and Numeracy: Challenges for English language learners

Julie Luxton

Teachers in Aotearoa New Zealand secondary schools, particularly English Language specialists, are concerned about the New Zealand Certificate of Educational Achievement (NCEA) literacy and numeracy requirements introduced this year. These requirements have been instituted in response to falling standards of literacy and numeracy and are considerably more demanding than the previous benign system of awarding literacy and numeracy against a high number of tagged achievement standards across a range of learning areas. As a co-requisite to achieving NCEA at any level, the requirements are high-stakes and pose substantial challenges for English language learners (ELLs), especially those who have arrived in Aotearoa NZ at secondary or even intermediate school level.

The primary pathway towards achieving these co-requisite requirements is through unit standards, assessed externally through Common Assessment Activities (CAAs), set and marked by NZQA. The CAAs assess foundational literacy and numeracy, defined as 'the knowledge and capabilities in reading and writing' and 'the ability to access, use, interpret, and communicate mathematical and statistical information and ideas' that enable learners to 'access further learning, develop important life skills, and engage in employment and in their communities' in Aotearoa NZ as a society with bicultural foundations. The numeracy unit standard, which assesses maths and statistics applied in 'meaningful situations' and requires learners to explain and justify their answers, also has a high literacy load.

The assessments are benchmarked at approximately Level 4-5 of the NZ Curriculum, 'whereby a student has full control of Level 4 and is ready to work at Level 5'. For ELLs, based on data from the 2022-2023 pilots and anecdotal evidence, albeit a small sample, *English Language Learning Progressions Stage 4* seems to be the minimal proficiency level for achievement of the reading and writing unit standards. Learners can sit the CAAs from Year 9 to Year 13 or in the tertiary sector. They are also assessed in the 'realm countries' – Tokelau, Niue, and the Cook Islands. The CAAs are currently offered twice a year, but this is likely to increase to three times a year from 2025. Ministry of Education advice to schools is to enter learners only when there is sufficient evidence of readiness, although some schools have been entering whole Year 10 cohorts to date.

The reading CAA assesses three 'big ideas' – making sense of written text, reading critically, and reading for different purposes – using a range of texts. The CAA for writing requires learners to write two texts for different purposes and audiences and to answer discrete point questions about the use of language conventions – sentence construction, grammar, punctuation, spelling, and word choice. It is clearly very challenging to create assessments appropriate for the wide age range of learners, native speakers and ELLs, inclusive of those in the realm countries. However, the 2023 pilot assessments were considerably more accessible for ELLs in terms of the texts and contexts than the 2022 ones. The June 2023 assessments for reading and related resources can be accessed at <https://ncea.education.govt.nz/literacy-and-numeracy/literacy/reading/unit-standard>. Writing assessment resources can be accessed at <https://ncea.education.govt.nz/literacy-and-numeracy/literacy/writing/unit-standard>.

In response to low CAA achievement data nationwide, a selection of standards has been approved as an alternative pathway to literacy and numeracy for 2024-2025. For literacy, these include all English achievement standards (Levels 1-3) and selected Level 1 standards from science, social studies, commerce, geography, history, and religious studies. See <https://www2.nzqa.govt.nz/ncea/subjects/litnum/standards/> for details. Learners in Niue, Tokelau, and the Cook Islands can gain literacy through Level 1 achievement standards in their home languages. For ELLs who are currently receiving, or have historically received, Ministry of Education ESOL funding, and for international fee-paying students, Level 3 English for Academic Purposes (EAP)



Julie Luxton has a background in secondary English and English Language teaching and middle leadership in Aotearoa NZ secondary schools. She has worked as a Professional Learning and Development facilitator in English language learning and literacy for the University of Waikato and the University of Canterbury. Julie is currently an education consultant for Evaluation Associates Ltd | Te Huinga Kākākura Mātauranga. In this role she is supporting schools in Tamaki Makaurau, Auckland, with preparation for new NCEA Literacy co-requisite requirements and is also writing teaching and learning resources for the Ministry of Education. Julie has a particular interest in assessment and is currently the National Moderator for English Language and English for Academic Purposes unit standards and an IELTS examiner. She is also the Branch Liaison representative on the TESOLANZ Executive.

unit standards 30507 and 30511 have also been approved for literacy in the 2024-2025 transition years. Although assessed internally, allowing for topics, contexts, vocabulary, and language structures to be explored and taught, these EAP unit standards remain challenging for ELLs.

TESOLANZ will be seeking information about the NCEA literacy and numeracy experience and achievement of secondary ELLs in 2024 and 2025 to inform advocacy in this challenging space.

For further information about NCEA literacy requirements and related resources, go to <https://ncea.education.govt.nz/literacy-and-numeracy/literacy/learning>. For numeracy go to <https://ncea.education.govt.nz/literacy-and-numeracy/numeracy/learning>.

# Placement, Diagnostic, and Ongoing Assessment

Breda Matthews is a facilitator and teacher of English language learners and has wide experience and expertise in programme design, teaching and assessing English language learners, resource creation and professional development in New Zealand. Breda has designed and delivered face-to-face and online programmes to English language learners. She is the founder of the English Language Resources Centre in New Zealand and an EAL specialist at the Learning Village.



## SO, WHAT IS THE DIFFERENCE BETWEEN PLACEMENT, DIAGNOSTIC, AND ONGOING ASSESSMENT?

A placement test is an assessment that can occur in one sitting or event. It provides a snapshot of learner performance at that point in time. Such assessments are typically used to determine learner placement in class. For example, does the learner need English language lessons either in dedicated classes or withdrawal? Will the learner need support to study other subjects or can the learner cope in other subjects with little or no specific support?

A diagnostic assessment is likely to take place over a longer period, perhaps 2-4 weeks. It will provide a comprehensive analysis of a learner's current starting point and identify their next learning steps. Learner performance is usually measured against an English as an Additional Language (EAL) continuum. In New Zealand, we use the English Language Learning Progressions (ELLPs) for this purpose. Teachers have the option of using the [ELLP matrices](#) or the [ELLP Pathway document](#) - scroll down the web page to find the matrices or the pathway document. We are fortunate in New Zealand to have a lot of support for how to use these documents to make judgements about a learner's level. It is well worth teachers checking out the following:

- [ELLP support for teaching and planning](#) which contains guidance, including learner examples, for completing the matrices and how to use the English Language Learning Progressions to inform planning - this section includes advice for EAL specialists and mainstream teachers.
- [English Language Learning Progressions \(ELLP\) Pathway professional development module](#). This module is suitable for anyone working with English language learners (ELLS) including non-specialist teachers.
- The [ESOL Online Teachers Resource Exchange](#) contains Julie Luxton's excellent *Assessment for English Language Learners: Some Options for Placement, Diagnosis and Funding*. This comprehensive list of the available assessment resources for initial and diagnostic assessments has not been updated for some time but contains very useful links.

Ongoing assessment takes place over a much longer period of time, a year or more. During this time, teachers will observe their learners and collect evidence of learner performance in their own and other classes in order to make judgements. This will come from both informal and formative assessments and from summative assessments. Over time ongoing assessment will replace other types of evidence of learner performance and will be used to plan further learning.

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

Teachers have used a wide variety of both formal and informal tools for initial placement and to determine ELLP scores.

Whilst it is not best practice to assess learners within a short time of arrival, it is sadly sometimes unavoidable. Judgements about newly arrived learners often have to be made using observation and assessments in ESOL classrooms. Such assessments might include:

- **A speaking assessment** - often a short interview which will also enable you to find out about the learner's learning background.
- **A writing sample** - referenced against ELLP.
- **Listening assessments** - examples might include
  - dictations
  - listen and draw activities
- **Assessment of vocabulary knowledge** - there are a wide range of these online but the most commonly used are Paul Nation's vocabulary assessments.
- **A reading assessment** - teachers can assess comprehension and, if necessary, decoding. Reading assessments are very technical to write and I always recommend purchasing a good quality reading assessment that will provide you with a reading age. It is important to note that almost no commercially available reading assessments are standardised for English Language learners but one that is frequently used is the *Probe 2 now revised as Probe Blue Reading assessment*.

With Foundation level learners you may also want to assess alphabet knowledge and letter-sound correspondence.

Many teachers are looking for a single test to determine learners' levels of English language, placement options, and ELLP levels. There have been few assessments that meet the needs of ELLS arriving in New Zealand schools or that are normed for use with English Language Learners (ELLS).

Once you have gathered the data from the assessments, you need to complete the ELLP pathway document (for ELLP stages Foundation to Stage 3) or the matrices. Placing learners on the ELLP matrices requires taking a best-fit approach and making an overall teacher judgement. The videos in the [ELLP support for teaching and planning](#) give examples of teachers doing just that and will assist you with making overall teacher judgements regarding individual learners' ELLP levels.

Armed with this information you will be able to determine what the next learning steps for your learners are.

# 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.



Heru-Ur Denniston, K. (2023).  
**THE ADVENTURES OF UKE:  
BUMPER VOLUME.** ISBN 978-1-  
7386032-4-4 (pbk). \$33.13 AUD

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## Reviewer

Stephen O'Connor  
IPU New Zealand

## The Adventures of Uke: Bumper Volume

Kam Heru-Ur Denniston's science fiction graphic novel "The Adventures of Uke" takes readers on a rip-roaring ride through the cosmos with intrigue and pathos. It features two captivating stories filled with whimsical humor, gripping plotlines, and stunning illustrations. Also, for a language learning context, graphic novels like "The Adventures of Uke" serve as valuable tools for learning English. The combination of text and imagery allows readers to engage with the story on multiple levels, helping to improve vocabulary, comprehension, and language skills. Furthermore, the visual aspect of graphic novels makes them more than accessible for both young and older readers thus allowing for supplementing more traditional learning materials.

In Part One titled, "The Fairly Deadly Assassin," we are introduced to Uke, whose peaceful holiday takes a dangerous turn when his spaceship is sabotaged, leaving him and his old friend Ashoka racing across the galaxy to uncover the identity of the assassin that is hunting them. Heru-Ur Denniston weaves a tale of suspense and danger, keeping readers on the edge of their seats as Uke and Ashoka navigate through perilous encounters and narrow escapes. The plot is rich with twists and turns and keeps readers guessing until the very end.

Within the second part of the graphic novel, "The Azure Miracle," Uke and Ashoka delve deeper into a conspiracy that threatens the very fabric of existence. As they journey into the Wild Realms, they encounter new allies and enemies, each more enigmatic than the last. Heru-Ur Denniston masterfully builds tension throughout the narrative, culminating in a spectacular climax.

One of the standout features of "The Adventures of Uke" is its exquisite illustrations. Heru-Ur Denniston's artwork is vibrant and dynamic, bringing the fantastical world of Uke to life with vivid colors and intricate details. Each panel is a visual delight, immersing readers in the action and emotion of the story.

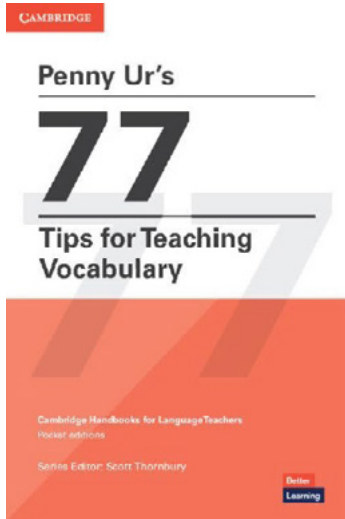
Overall, "The Adventures of Uke" is a must-read for fans of science fiction and graphic novels alike. With its engaging plot, stunning artwork, and quirky humor, it's a journey across galaxies that readers won't be able to put down easily. It can also be easily engaged with by English learners as a means to learn the language and, as an added benefit, enjoy the book at the same time.

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and find the Members section on the homepage.  
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## Penny Ur's 77 Tips for Teaching Vocabulary

Penny Ur's book is part of the Cambridge Handbooks for Language Teachers series edited by Scott Thornbury. It is a short and sweet compilation of very useful tips garnered over a lifetime in the TESOL profession. Ur points out the usefulness of this book not only to teachers, but also teacher trainers and materials writers. Recommendations for further reading and references to supporting research are provided as well as a glossary for newcomers to the field.

I don't think many teachers devote a quarter of their lesson time to teaching vocabulary, but that is what the author recommends, as well as setting a proportionate amount of homework. As everyone knows, you can communicate somewhat without grammar, but you won't get very far without words. Some class time spent initially demonstrating the fundamental importance of building one's vocabulary is essential. Once the students are primed and receptive, learning will be easier, and these 77 tips, very useful.

Throughout the book, I found many strategies that validated my beliefs and current teaching practices. For reviewing and expanding vocabulary, students can benefit greatly from dictations (#57), learning prefixes and suffixes selectively (#54), and using word cards (#62). I smiled when I read "For learners, I am in favour of using bilingual rather than monolingual dictionaries, even at the highest levels" (p. 85). As a learner of other foreign languages, I, personally, have always preferred getting a precise, considered translation of the word rather than reading a foreign language definition and wondering exactly how the word translated to English.

Some tips will alter how I approach vocabulary teaching. According to Tip #4, estimates propose that "at least one-tenth of the vocabulary we need to learn consists of chunks" (p. 6). Fresh out of grad school, I remember being shocked when a beginner-level student answered a question with "I'd rather not say". I was impressed by the complexity of this response. Later, when I came across this *Jazz Chant*, I suddenly understood the student had learned the context in which to use the expression and memorised it as a chunk. Since chunks are so prevalent and will lead to more fluent production, they should be explicitly taught.

There were a few tips that threw into question some things I had learned. In my intermediate school days as a class assistant, I remember Señora Byrd asking me to make word searches for the class and I remember playing hangman. In Tip #40, Ur advises avoiding word games such as these. While fun, they don't really teach much. One surprise to me was Tip #5 "Teach word families selectively". I used to think that learning as many forms of the word at once was advisable, but Ur states that the principle of usefulness and frequency should guide how many different word family members are taught together (p. 7).

Each tip in this book is clearly explained with examples and it progresses in logical fashion from teachers selecting the words to be taught to encouraging independent vocabulary study. For teachers in training, this book is a must-read, but even experienced teachers will find useful information in *Penny Ur's 77 tips for teaching vocabulary*.

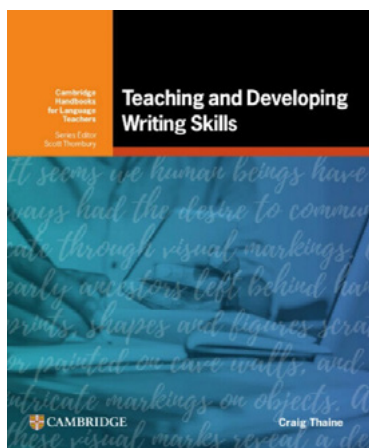
Ur, P. (2022). **PENNY UR'S 77 TIPS FOR TEACHING VOCABULARY**.

Cambridge. ISBN 978-1009074001 (pbk). 95 pp. \$20.95

### Reviewer

Jean L. Arnold  
Victoria University of Wellington

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



Thaine, C. (2023). **TEACHING AND DEVELOPING WRITING SKILLS**. Cambridge University Press and Assessment. ISBN 978-1-009-22446-8  
Paperback ISBN 978-1-099-22448-2  
eBook. \$97.90

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## Reviewer

Natalia Petersen  
Te Herenga Waka, Victoria University  
of Wellington

# Teaching and Developing Writing Skills

The need for learners to communicate effectively across a range of written genres has been a fundamental element of a holistic approach to teaching English as a second language for decades. However, with recent technological developments, the landscape has been evolving, creating a niche for an up-to-date book that addresses the skills teachers can target when focussing on writing in the classroom. This is the premise upon which Craig Thaine's book *Teaching and Developing Writing Skills* is written. This volume, which is part of the *Cambridge Handbooks for Language Teachers* series, combines theory with practice and is pitched at a variety of language levels including the Common European Framework of Reference (CEFR) levels A1 to C2, English for Academic Purposes (EAP) and English for Specific Purposes (ESP).

The book begins with an introduction to theories which underly the practice of teaching writing in the English language classroom. This overview provides the basis for the activities presented in the book and is a useful reference for any teacher wanting to gain a general understanding of approaches often used in the field. Each of the seven chapters in the book addresses a different communicative purpose and targets a wide range of genres including selfie captions, blog posts, tweets, text messages, emails, recipes, forms, narratives, essays, presentation slides, cover letters, and CVs. The inclusion of modern written genres will resonate with teachers looking to exploit forms of written communication that use digital technologies.

The communicative skills focussed on in the first five chapters involve *writing about yourself and other people, writing to people you know, writing to share ideas and opinions, writing to get something done, and writing expressively*. Chapters six and seven deal with aspects of writing in an academic context and for business. The unified format used throughout the chapters makes the book extremely easy to navigate, while the introductions to each chapter ground the activities in theory, providing food for thought for teachers at any level of their teaching career. All activities come with clear instructions, examples, and rationale, which leave the teacher in no doubt of the intended outcomes.

It is important to point out that this book is designed as a resource for teachers to dip in and out of, rather than follow sequentially. While activities are varied, they are reasonably narrow in focus and do not constitute a comprehensive writing programme. Rather, they can be incorporated into a lesson or adapted to suit a specific teaching context. However, as a catalyst, there is no shortage of ideas and stimuli for teachers, especially those establishing themselves in the teaching profession.

The final chapter of the book deserves special mention. Here Thaine suggests action-research activities that teachers can use in the classroom, as well as ideas for their own reflective practice. This chapter serves as a good reminder of the benefits that can result from professional development.

Throughout the book, there is reference to recent technological developments which have impacted written genres. However, while the impact of Artificial Intelligence tools on writing in the English language classroom is mentioned briefly, further elaboration could have enhanced the modern perspective the book aims to promote.

Overall, *Teaching and Developing Writing Skills* is recommended as a worthy resource for ESOL/EFL teachers. Combining theory and modern modes of written communication, activities from this book can be used in their current form, or as the stimulus for more comprehensive writing lessons that develop a range of functional skills across all levels. This resource may also provide reassurance for teachers, especially those new to the field, that a focus on writing can be a rewarding pursuit for all involved.

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# Reports

## President's Report

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



This is my first report since being elected as president last year.

Thank you for your support in this. I have been very fortunate to come into the role at a time when I am surrounded by amazing and inspiring people. There is a strong team working to build our quality of service.

One of the sub-teams I'd like to thank is the PD committee. The efforts

of that committee have inspired us to think more about better coordinating online elements across the branches and special interest groups. This group was formed as a response to COVID-19 and showed us how to take professional development opportunities online successfully. This year we are moving towards branches and special interest groups taking up the challenge of producing some online events that have a wide appeal, and that members from across the country can take advantage of. This involves a lot of behind-the-scenes work around coordination and improving our IT access. This also means that the PD committee has been able to disband and return to their branches and special interest groups, and support these teams to grow.

I was honored to attend the special interest group meeting in late February. I learnt a lot about issues facing their sectors. Being in the primary sector, it is sometimes difficult to look beyond my own area. I am sure you will find this within your sector as well.

The primary sector continues to worry about funding, and the inequalities of the accident of birth. If a child is born in New Zealand, regardless of what languages are spoken at home and how much preschool exposure they get to English, they are only entitled to 12 terms of funding for English language support. This is compared to the 20 terms children born outside of New Zealand may receive.

Those in the primary sector also worry about children who come in as former refugees but did not go through Māngere

Refugee Resettlement Centre. People who did not arrive under the UNHCR provision often do not have the support in place. Schools are often not even aware of children from former refugee backgrounds until they show up to enrol on the day they start.

The secondary sector is overwhelmed by the continuous enrolments of students. There are simply not enough seats and places to put children in many high schools. As more and more multilingual learners arrive who also have diverse needs, more and more subject teachers are being asked to meet those needs.

The secondary sector also continues to seek alternative pathways to literacy. Students having to face a compulsory assessment that does not support differences in home languages is not helpful, nor is it equitable.

Both sectors also mourn the loss of the ESOL online platform and the VLN. These have been described as some of the best professional development on offer for public sector teachers working with multilingual learners. We thank Janet McQueen and Breda Matthews for all their hard work over the years, as well as many others who have contributed.

The tertiary sector has ongoing concerns about the well-being of international students. Post-COVID times mean a backlog of student visas which is not being sorted quickly. Once students do arrive, they are hit with the high cost of living, resulting in many turning around and going home.

There is also concern about Chat GPT and the rise of GenAI within the learning environment. These technologies further complicate existing issues around plagiarism, authorship, and acceptable use of tools to enhance processes and products. Some institutes now have policies in place where anything deemed to be written by AI is sent to the Proctor, while others are still considering how best to respond.

CLESOL is coming up, and I am really looking forward to it. The team has had a huge job, and it has not been an easy one. Rescheduling was a difficult decision, but an important one. One thing COVID has shown us is our infinite capability to adapt and be flexible. I hope to see you at CLESOL.



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

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







## AKTESOL

Stephanie Layec

Ka tū tahi tātou ki te mātauranga hei oranga tinana, hei oranga wairua kia tū tangata ai tātou. (We gather to learn, to nourish, to flourish. Here we stand together.)

Tena koutou katoa.

Firstly, we would like to bid a fond farewell to Paula Arkensteyn, and Miranda Howell both of whom are leaving Auckland. Although only on the Committee for a short time, Paula was a dedicated member who contributed greatly to the organising of our events. Miranda was a committee member for many years. Her experience across the primary and secondary sectors, as well as her expertise in technology in the classroom, brought a wealth of knowledge to AKTESOL which she generously shared. Miranda was also the secretary of the committee and managed with aplomb the unenviable task of wrangling the members and recording our proceedings. Her vision and organisation contributed greatly to keeping AKTESOL going through the tough times. We wish them both the very best as they open new chapters in their journey.

We held our AGM and first 2024 event on March 13th. This was an online event opened to all TESOLANZ members and offered three mini-talks providing the audience with tools which can be easily implemented. Nicola Kingston presented *DISAPPEARING DEFINITIONS - A way to incorporate oral language into the class with strategies for differentiation according to age and ability*. This was followed by Breda Matthews who introduced *UNIVERSAL BINGO - A user-friendly reusable teaching strategy for reinforcing learning that requires no printing!* Finally, Rosa Kalauni put forward *LITERACY INSTRUCTION AND DIGITAL TOOLS - Successful strategies for integrating digital technology into literacy instruction*. Our warmest thanks go to our presenters for simple but highly effective strategies.

With CLESOL round the corner, our next event will be a CLESOL retold. It will be a face-to-face event on May 30th, venue TBC. Our third event will be held on November 13th and will focus on the new Literacy Requirements for Secondary Schools and their impact for Second Language Learners.

## Waikato TESOL

Anna Mischefski

### Term 1

For Term 1, there are no specific events planned by the Waikato TESOL branch. Our attention during this period will be directed towards participation in CLESOL, an important conference for ELT professionals, which will take place on 21 April.

### Term 2

- Lightning Talks: Four local ELT researchers/practitioners share their insights
- Date/Time: 29 May, 5:00-6:30 PM
- Location: Wintec

### Term 3

- Annual General Meeting with Guest Speakers
- Date/Time: 31 July, 5:00-6:30 PM
- Location: Wintec

### Term 4

- Hybrid Event: Online and Face-to-Face
- Date/Time: 7 November
- Location: University of Waikato
- Description: This event is designed to cater to all members by providing both online and in-person participation options.

In February, the Waikato TESOL committee outlined the year's agenda, focusing on hosting a key event each term to support networking and learning through guest speakers.

This Term 1, our attention was on CLESOL, but Wintec's Centre for Languages offered an additional opportunity. They invited our members to a talk by Professor Jun Iwata on "Global Citizenship Education through Overseas Study Programs in New Zealand," which was well-received and well-attended.

For Term Two, we invite members to share their experiences or research in short talks. This initiative aims to enrich our collective understanding and provide inspiration.

In an update to our usual schedule, the Annual General Meeting (AGM) will be held in Term Three, not Term Four. Changes in the committee may occur, so we advise members to look out for further information.

Term Four will feature an online event open to the wider TESOLANZ network.

Interest in AI and its implications for assessment policies has emerged as a key area of focus for our members, indicating a keen interest in exploring educational technology advancements.

For more information or to propose a talk, contact us at [waikatotesol@gmail.com](mailto:waikatotesol@gmail.com). Noho ora mai.

## BOPTESOL

Julie Luxton

BOPTESOL is currently focused on rebuilding membership after a decline in numbers over recent years. We have been liaising with the local secondary ESOL PLC, and are now looking to recruit members from local primary schools and the tertiary sector. We are grateful for support from Bay Learning Academy who have agreed to provide a venue for our meetings. A *CLESOL Revisited* event is scheduled for 9 May and we are seeking an external expert to present online in Term 3.



# MANATESOL

Gwenna Finikin

MANATESOL has organized another full year. We have planned five events, one being in conjunction with the Primary SIG.

In the first term, we organized a meet and greet coffee time, a joint event, and a hybrid pre-CLESOL practice for presenters. This provided an opportunity for people to enjoy some of the presentation they might not get to at CLESOL, as well as providing practice and feedback for those in the hot seat.

Our joint event was with the Primary SIG and was exclusively via Zoom. Following the SIG's event on trauma from last year, we were lucky to have the extended version this year. We were honoured to host Agnes Tobias-Laszlovsky a child youth psychologist at Refugees as Survivors NZ.

Our AGM is scheduled in the second term on May 18. This hybrid event will include some local PhD candidates' works in progress. These are always interesting.

Our final event of the year will be a roundtable discussion on the changing face of ESOL. This will be a lunch meeting on November 30.

# WATESOL

Nicky Riddiford

## CLESOL conference: 20-21 April

The CLESOL 2024 conference is fast approaching and the organising committee is looking forward to meeting delegates from around the country at Rutherford House, Victoria University of Wellington, in April. The abstracts for the four keynote speakers and the four invited speakers are now on the website <https://www.clesol.org.nz/speakers>, promising a fascinating range of topics. The Early Bird registration has closed - Standard registration rates now apply.

## Report on the guest speaker presentation from the WATESOL AGM 2023

### AI in the classroom- Friend or Foe for ESOL teachers

Stephanie Layec

We were pleased to welcome Stephanie Layec (HOF ESOL and Languages, Macleans College,

Auckland) to present at our 2023 AGM on November 8th.

Layec's introductory summary warned that AI language models predict language but they don't know facts. In other words, we know our content better than Chat GPT and AI makes mistakes. Teachers are advised to check student plans and drafts written in class with "good old pen and paper" and also to ask for page numbers against citations as a precaution against plagiarism.

However, AI is a useful tool when used to speed up tasks you can already accomplish when you use it with discernment. Layec then proceeded to provide a list of AI resources she has found useful as a secondary English teacher. A general note of advice was to learn how to use appropriate prompts to ensure that the quiz or rubric you generated covered your learning intentions. This took practice.

Here is a list of the tools that were expanded upon.

- ✓ Magic School AI can be used as a rubric generator and to make vocabulary lists, generate a quiz from a reading text, itemise assessment criteria, or even make jokes.
- ✓ Twee can be used as an information text generator and creates questions on the text. It is also able to source good quality listening texts from TED Talks. This tool can be used for vocabulary and grammar and class generated definitions.
- ✓ Question Well generates quizzes and also Kahoots on grammar points and past tense recounts
- ✓ Conker makes quizzes based on a text that can be generated onto a Google form.

Linda Todd

### ESL News

The website ESL News New Zealand (<https://eslnews.org.nz/>) has new stories weekly again. In November Anna Dowling started writing and recording stories, focussing on news that may be of interest to non-native speakers of English who find regular news sites difficult to follow. Recent stories include 'Water restrictions in a dry summer' - particularly Wellington's water woes but also information

about restrictions around the country, 'National recycling guidelines' about the rules which came in on 1 February, and 'Auckland fuel tax' which is now to be scrapped.

ESL News New Zealand was started in 2008 by Pat Syme in Christchurch and became very popular with teachers and students as well as newcomers to New Zealand and people around the world, as evidenced by comments on the site. In 2018 Pat handed it over to Melissa Cassidy in Auckland, who wrote stories for the next five years, which was a busy time with Covid and the lockdowns. Now Anna in Wellington is continuing their good work and hopes the website will be useful for many around the country.

### Free ALANZ membership for 2024

At the ALANZ AGM held Saturday 25 November 2023, the following motion was received and accepted:

- For everyone who is currently a paid member of ALANZ, extend their membership for two years.
- Accept new members for a one-year membership without fees for the year of 2024

This has now been actioned on the membership site and so if you were an ALANZ member on 25 November 2023, you will see that your membership has been extended by two years. One slight quirk is that for non-student members, the membership type will show as a 'one year membership' but as you will be able to see the membership expiry date has been extended in accordance with the motion.

If your membership has lapsed, or if you would like to join, or encourage students to join, membership for 2024 is free! Spread the word!

Karen Ashton  
(Membership Secretary ALANZ)

### Update from the programme Teachers for Ukraine (<https://www.teachersforukraine.org/>)

Several WATESOL members are involved in the Teachers for Ukraine programme which has now been running for almost two years.

The programme matches English teachers from around the world who want to show support for Ukraine by offering free one-on-one online English





classes to Ukrainians affected by the war. Each volunteer teacher is matched with an adult Ukrainian student (or a small group of learners at the same level) for one hour of online English instruction per week.

Here are the numbers as of 21st February 2024:

Registered students: 1,103

Students on a waiting list: 60

Registered teachers: 887

Registered speaking partners: 182

The programme was originally set up in 2022 by Kalina Papadimitriou, a teacher at McGill and Pilott University, Montreal, who has continued to carry the huge administration load of maintaining the programme, alongside her own teaching commitments. She has been ably supported by Marty Pilott who has provided teachers with training and access to resources. More teachers are needed as can be seen by the number of students on the wait list.

"As a teacher involved in this programme the stress of the ongoing war is certainly taking a toll on our students who have fled to the relative safety of Europe and in particular UK, leaving family members behind in order to protect their children. Originally, the British government provided the Ukrainians with visas that were due to run out in April 2025. This has now been extended by another year and those who are studying in university programmes will continue to pay fees at the UK resident rate until their qualification is completed. This still is a very stressful situation for everyone and makes it so hard to make long-term plans. My student has a strong desire to study at post-grad level but her work situation is quite unstable and she has an 18-year-old son who has reluctantly agreed to study at university. Her priority, therefore, has to be to keep earning enough money to support her children putting her own career and future on hold indefinitely".

**Linda Todd**

## CANTESOL

**Kerstin Dofs**

The CANTESOL Committee plan for PD sessions in 2024 is to arrange sessions that our members are interested in and have asked for. At the beginning of the year we sent out a short survey to gather some ideas of popular themes. Therefore, as the first initiative we have arranged for an AI workshop to equip trainees, learning assistants, and teachers at; early childhood, primary, secondary, tertiary, and private English language schools, with AI tools to enhance their teaching approach. A report about this will be presented in the June Newsletter. Another plan is to organise PD around "educational language use" that brings educators, learners, and whanau cultures closer together. There have been discussions, in the branch contact person group, about all branches providing PD events suited for a wider delivery model, i.e. both face-to-face locally, and online access for all TESOLANZ members. We are planning to organise a session along these lines later in the year. We are also keen to participate in the PD sessions organised by TESOLANZ online PD group. As this is the CLESOL year, we have decided to use some funding to make participation in the CLESOL conference easier for members who might not be able to attend otherwise.

## Otago TESOL

**David Woodfield**

At Otago, we recently got together as a committee to plan the year's events. We're looking at a reporting back from CLESOL session on May 16th, a further session on Chat GPT in August and a session on responding to trauma and fostering wellbeing among learners in October. We are looking forward to working with our Otago whanau this year. Watch this space for further updates regarding the above sessions.

## Primary SIG

**Karen Cebalo**

On Tuesday, 19th March, the Primary SIG and MANATESOL held a webinar with Ágnes Tobias-Laszlovsky, a Registered Counselling Psychologist, and NMT (Neurosequential Model Therapeutics) Trained Provider at Refugees as Survivors NZ (RASNZ). Ágnes has a wealth of experience across many countries in working with families, and with children and adolescents in particular. Through her work at RASNZ, Ágnes will be working with many of the quota refugee children and young refugees we see in our schools.

Some of the key takeaways for me were:

- these children are vulnerable but extremely resilient
  - human connections are key and we, in our roles, can be that person
  - stressors can be from the country of origin but also during transition and throughout resettlement
  - be aware of the window of tolerance - we see hyperarousal but watch for hypoarousal
  - the brain stem controls regulation and if the child is dysregulated, the limbic area (for building relationships) and the cortical brain (for reasoning, planning, and learning) won't function
  - Adverse Childhood Experiences and Environments (ACES) affect the likelihood of paths to other issues later in life such as poorer physical and mental health, but that likelihood can be changed.
- When we are working with children in the classroom who have a history of trauma or are currently experiencing trauma, we can help in several ways. This primarily comes down to making the classroom more predictable, ensuring only small doses of stress triggers, and lessening the intensity of triggers. Some examples:
- teachers need to build rapport, and support self-regulation to bring in learning
  - give a sense of control - do you want to do it with/through X or Y?





- provide a routine activity, then add the new task, then another routine task
- give private non-verbal instructions
- be aware that the language barrier increases the sense of lack of control
- be careful not to misinterpret trauma-related symptoms with those of ASD and ADHD as they can be similar
- music can be very regulating when used in our teaching
- create a sense of belonging and safety

The webinar was well-attended, with 54 teachers registered. It was recorded and we plan to add the video to the TESOLANZ members page. We wish to extend a very grateful thank you to MANATESOL for funding this event.

Our next event will be a SIG meeting at CLESOL. We do hope you'll be at CLESOL and, if so, will come and join us for a short get-together to talk about what's front of mind for us all in our roles at the moment.

## Secondary SIG

Sally Hay and Sarah Roper

### Term One as we see it

For a lot of English Language teachers, Term One hasn't seen any reprieve from the significant numbers of new students from overseas who started to arrive mid last year. There continues to be a flow of new students into our classrooms and with a shortage of specialist English Language teachers, it appears to be a challenging time for this sector in education.

Another challenge has been the recent closure of ESOL Online, the email forum for secondary ESOL teachers managed by Breda Matthews. This was a service that offered support and networking opportunities for ESOL teachers around New Zealand. Until an alternative is developed, it does leave a big gap in our support services and begs the question of where TESOLANZ can support these teachers, and what other avenues we must explore or put in place to support one another in our teaching roles. TESOLANZ has been working to ensure that something is put in place of ESOL Online by the Ministry of Education.

As a Special Interest Group (SIG) group of TESOLANZ, it would be great to get other voices from different regions to form a steering group to raise awareness of the different challenges and events specific to secondary teachers of English Language Learners in different parts of the country. The Primary SIG has a steering group that meets online once per term to provide a voice from a range of schools. With that in mind, we are asking for volunteers from the regional branches or areas in New Zealand to join us in forming a steering group of the secondary SIG. Please contact Sally Hay, one of our two secondary SIG coordinators, or the TESOLANZ executive member with responsibility for SIGs, Juliet Fry, if you would like to join and be a voice for your region.

Sally: [haysallyhay@gmail.com](mailto:haysallyhay@gmail.com)  
Juliet: [FR@riccarton.school.nz](mailto:FR@riccarton.school.nz)

## Tertiary SIG

George Horvath

The Tertiary Special Interest Group (SIG) has identified several key areas of focus within the tertiary sector. This report outlines the activities and initiatives that the SIG is undertaking to address these issues.

- **Chat GPT Integration**  
The SIG is actively exploring the integration of Chat GPT, an advanced language model developed by OpenAI, into tertiary education platforms. This integration aims to enhance communication, learning, and student support services within the sector.
- **Student Visa Processing Delays**  
A major concern for the SIG is the delayed processing of student visas by Immigration New Zealand (INZ). The SIG is engaging with INZ and relevant stakeholders to advocate for timely visa processing to ensure a smooth transition for international students.
- **Student Well-being and Financial Issues**  
The SIG has launched initiatives to address students' well-being and financial challenges. This includes promoting mental health support services, providing financial literacy resources, and advocating for affordable student accommodation options.

- **English Language Proficiency Assessment**  
To ensure academic success and language proficiency among students, the SIG is collaborating with institutions to improve English language assessment methods and support programs for non-native English speakers.
  - **Interest in English-Medium Instruction (EMI)**  
There is a growing interest in English-Medium Instruction (EMI) across tertiary institutions. The SIG is facilitating discussions, sharing best practices, and conducting research on effective EMI implementation to meet the needs of diverse student populations.
  - **Talk of Offshore Delivery**  
The SIG is monitoring discussions and developments related to offshore delivery of tertiary education programs. This includes evaluating regulatory frameworks, quality assurance measures, and technological solutions for remote learning delivery.
- In conclusion, the Tertiary SIG is actively engaged in addressing key challenges and opportunities within the tertiary education sector. Through collaborative efforts and strategic initiatives, the SIG aims to enhance the overall student experience, promote academic success, and drive positive outcomes for all stakeholders involved.



United Nations Day



## 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.*

### APRIL

**20 April**

Chinese Language Day

**22 April**

International Mother Earth Day

**23 April**

English Language Day

Spanish Language Day

**24 April**

World Immunisation Day

**26 April**

World Intellectual Property Day

### MAY

**15 May**

International Day of Families

**16 May**

International Day of Living Together in Peace

**20 May**

World Bee Day

**21 May**

World Day for Cultural Diversity for Dialogue and Development

### JUNE

**1 June**

Global Day of Parents

**3 June**

World Bicycle Day

**5 June**

World Environment Day

**8 June**

World Oceans Day

**11 June**

International Day of Play

**20 June**

World Refugee Day

## TESOLANZ advertising charges

### Full page

200mm(W) x 287mm(H) \$600

### Quarter page horizontal

200mm(W) x 71.75mm(H) \$150

### Half page

200mm(W) x 143.50mm(H) \$300

### 2 column half

120.33mm(W) x 129mm(H) \$200

### 1 column half

57.16mm(W) x 129mm(H) \$100

Please submit your advertisement in High Res (300dpi) Jpeg or PDF form to:

[mark.dawson-smith@wintec.ac.nz](mailto:mark.dawson-smith@wintec.ac.nz)

**Deadline for  
the next issue is  
20 June 2024**



# tesolanz

te rōpū kaiwhakaako reo ingarihi ki iwi reo kē

teachers of english to speakers of  
other languages aotearoa new zealand

## Join Us

**TESOLANZ invites you to join us as a member.**

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

These gains include:

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

Membership fees are:

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

Membership options can be viewed on our website:

<https://www.tesolanz.org.nz/join-us/>