



tesolanznews

te rōpū kaiwhakaako reo ingarihi ki iwi reo kē

teachers of english to speakers of other languages aotearoa new zealand

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CLESOL | 2024

Reflections

NICKY RIDDIFORD

CLESOL 2024 co-convenor

After the difficult decision to postpone CLESOL 2023, we were delighted to be able to host CLESOL 2024 in Wellington at Rutherford House, Victoria University of Wellington, wonderfully supported by the conference organisers, Composition.

Anna Dowling and I appreciated being part of a great team on the central planning committee: Christine Hanley, Ha Hoang, Natasha Clark, Karen Falconer, Sarah Roper, Cathie Cahill, Sunita Narayan, and many others who helped on the programme committee, including Tim Edwards, Peter Gu, Jean Parkinson, and Linda Todd.

Highlights of the conference for us included the vibrant energy and enthusiasm of all the 288 attendees, the thought-provoking and inspiring keynote and invited speaker presentations, and the wealth of interesting and useful presentations in the concurrent sessions. I came away with several teaching tips which I have already used in the classroom. A further highlight was the delicious Community Flavours meal organised by Changemakers Resettlement Forum, and provided by six ethnic groups: Burmese, Colombian, Sri Lankan, Syrian, Ethiopian, and Persian.

Best of luck to Waikato TESOL for what I am sure will be a great CLESOL 2026.



Editor's Foreword



Kia ora koutou,

Well, here it is! I'm very pleased to present a bumper winter issue just bulging with articles that cover a wide range of topics and issues. First off, we are thrilled to introduce a new feature instigated by Paul Nation who has very generously provided not only the idea but also enough material to sustain the series well into the future. He has also contributed an article focused on the principles of learning. Paul's willingness to share his knowledge and wisdom in this way is very much appreciated.

CLESOL 2024 has come and gone but after reading everyone's reflections I think the convening committee has every right to feel pleased with the results of all their efforts in the leadup to the conference. WATESOL is to be congratulated on hosting such a successful event. As an outsider from Auckland, it was a privilege to work with such a committed group of professionals. Anna Dowling, who co-convened the conference alongside Nicky Riddiford, has kindly shared her report of a presentation made at the conference by one of the invited speakers, Amanda Baker.

In her article, Julia de Bres also reflects on how the integration of te reo Māori words into New Zealand English is what makes our variety of English so unique. She charts the growing inclusion and acceptance of these words and issues a challenge to us as English language teachers to embrace this development.

Likewise, Steve Agnew and Tracey Millin issue a challenge in their article on Pasifika learners' exclusion rates. This topic was recommended for inclusion in this newsletter because it comes from an economic point of view and points out the longterm real-life implications for these learners that result from their experiences in our schools.

We all know that our refugee-background learners often need extra support as they navigate their new lives in this country, in particular the education system. Celine Kearney offers invaluable insights into what can make a difference for these learners. And last but not least, it is great to have another contribution from Nick Baker who has contributed regularly for many years now. He always offers an interesting read and this article on using breakout rooms when teaching via Zoom is no exception.

The importance of the work and contributions from our branch committees and SIGs cannot be understated. They are fundamental to what helps our professional association thrive. Please continue to show your support by attending the learning opportunities they offer and maybe even think about getting actively involved. As you'll see in their report, the Tertiary SIG is looking for people to join a steering group.

And last but certainly not least, I'd like to thank our advertisers. They help to make this newsletter a viable publication. Huge thanks to them and everyone else who has contributed to making this edition packed full of interesting reading. Enjoy!

Ngā mihi nui

Christine

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ANNA DOWLING

CLESOL 2024 co-convenor

April 20th dawned and it was almost unbelievable that CLESOL 2024 was actually happening! After more than two years of planning and preparing, it was exciting to see Rutherford House adorned with CLESOL 2024 signs and to welcome delegates there. Thanks to the committee and Composition, everything went smoothly. Throughout the weekend there was a real buzz as everyone caught up in person for the first time in almost six years or had the chance to meet new people from around the country. At the welcome, Gwenna suggested that if we saw someone standing by themselves, we should approach them and start chatting! I'm sure many people followed her suggestion as there was a very friendly atmosphere all weekend. Highlights for me were all four keynotes who were inspiring in different ways, and the two invited speakers whose sessions I attended. I enjoyed the concurrent sessions very much, learning about different contexts or ideas. By the end of the weekend I felt re-energised to get back into the classroom to try some out! I'm already looking forward to CLESOL 2026 in Hamilton – thanks Waikato TESOL..

GWENNA FINIKIN

TESOLANZ President

This was my first conference as the president and I reflected on what they are like. I had always assumed that I was alone in finding the break times difficult when I didn't know other delegates. As I got to speaking with more people in the lead-up to the conference, I realised most of my contemporaries felt the same way. As such, as a part of my welcoming speech, I informed the audience of how others felt. I challenged the introverts to walk up to strangers and introduce themselves. I challenged the extroverts to leave no one standing by themselves at break times. It was pleasing to see many people take up this challenge.

I went to many inspiring sessions, and took twenty pages of notes. The first keynote set the tone for me around language growth and loss. Hona Black spoke about how hard the parents of the early kohanga reo and kura kaupapa students worked to provide opportunities for language growth for their children. This is similar to many groups, helping their children learn and maintain their language.

I got quite emotional reflecting on how far te reo Māori use and integration has come in the last 40 years (working towards Step 1 of Fishman's Eight-step Model of Language Endangerment), only to be knocked down several steps so quickly by government policy. Then, seeing that this has happened with other languages such as Fiji Hindi, we can see how quickly language loss can lead to cultural loss, and the pushing out of groups of people from a country.

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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.

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Christine Hanley (newsletter), Dr Olly Ballance (journal)

Editorial assistants

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

Membership & distribution

Dr Thuy Bui

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DARYL STREAT

Lincoln University and Previous TESOLANZ president

Attending CLESOL 2024 was an uplifting and refreshing experience. I attended CLESOL 2016 as a delegate, and since then I've been heavily involved with the TESOLANZ Executive, CLESOL committees, and convening conferences. Attending this year without any of those responsibilities allowed me to connect with colleagues and enjoy the conference, without any additional pressures. Here are a few highlights for me:

• Languages Alliance

In 2017 I attended the Auckland Languages Strategy Group's guest lecture with Professor Joseph Lo Bianco. This was the start of my journey in learning about language policy in Aotearoa. We brought a focus on this to the CLESOL 2018 conference and also shared the survey work undertaken by COMET. To see the launch of the report felt really special.

<https://cometauckland.org.nz/resources/who-is-out-there-mapping-language-organisations-in-aotearoa>

• Finding Old Friends

Prior to CLESOL 2024, the last face-to-face CLESOL was in Christchurch... in 2018! 6 years is a long time to go without catching up with some colleagues face-to-face. To have the chance to reconnect in Wellington was meaningful.

• Focus on Te Reo Māori

In 2018, we brought a focus on te reo Māori to the CLESOL 2018 conference. This continued with our online conference in 2021. Once again this shone through with Dr Hona Black's opening kōrero. In addition, we had concurrent sessions on Te Tiriti honouring approaches. In 2022 the TESOLANZ Executive authored a commitment to Te Tiriti o Waitangi. As a result, I look forward to this mahi expanding at CLESOL 2026.

• Community Languages Spotlight

From the conference dinner to a huge number of sessions, there was a wide variety of flavours (and languages) on display across the programme.

Can't wait to see everyone again at CLESOL 2026.

SUNITA NARAYAN

CLANZ President

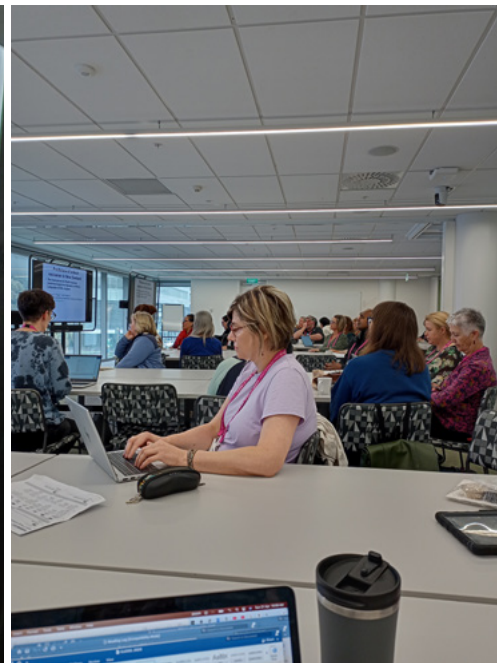
The two days had many exhilarating moments with such a great lineup of presenters and presentations. What a delight to see familiar faces and make new friends! It was great to receive a copy of the report "Who's out there?" which covers the status of languages in New Zealand. This is a must-read for language enthusiasts and policymakers. It was also really spirit-lifting to meet people who want to contribute to 'heritage, community, ethnic, language' development. As always, it was great to hear Paul's last 'Word'.

The caterers were awesome. They looked after the conference participants very well.

ROSHAN SYED

Multilingual Language Learner Team Leader, Ormiston Primary School

Attending the CLESOL conference in 2024 has broadened my perspective as a leader in my school role. The opening address by the keynote speaker Hone Black illuminated my role as an educator to our multilingual learners and underscored the significance of nurturing their heritage language resilience.



Through his presentation, I gained a deeper understanding of parents' dedication and perseverance in preserving culture and language. Hone's metaphorical statement, "No matter how many sandcastles you build it means nothing to the rising tide," has prompted me to contemplate the impact I can have on my learners.

The keynote speakers, Nikhat Shameem, Lynda Yates, and Paul Nation, each imparted invaluable insights and experiences that have profoundly influenced my perception of language learning. As our school has welcomed former refugee learners over the years with an anticipated increase in the future, it was a privilege to participate in workshops led by linguistic specialist Dr Jannie Van Hees, whose accomplishments with former refugee learners exemplify the adage "the sky is the limit." The introduction of the First Language Time Programme by Te Aro School aligns closely with my thoughts, and I am eager to implement it at our school, drawing upon the support of Cathie Cahill and Wanwan Liao.

Throughout the conference, I had the pleasure of forming new friendships and fostering lasting connections. The intention behind the social function was well-considered. It provided the perfect opportunity to sample a variety of cuisines from different cultures and engage in meaningful interactions with presenters. I'm looking forward to attending the CLESOL Conference at Waikato.

KATE KEENAN Botany Downs School

This was my first opportunity to attend the CLESOL conference and I very much enjoyed the experience. A highlight for me was meeting people face-to-face after participating mainly in online professional development for the last few years. Being able to talk in person to members of the Ministry ESOL Migrant and Refugee Education team and listen to their presentations gave me a good insight into the support that is available for English language learners.

A theme that came through strongly from many speakers at the conference was the importance of maintaining links with heritage languages and cultures. Cathie Cahill and Wanwan Liao gave practical advice on how to achieve this through the implementation of First Language Time which I hope to introduce at my school.

An area that I have been focusing on within my own ESOL programme is supporting students to self-assess when writing. Listening to Anna Dowling and Le Nguyen from Victoria University of Wellington also gave me ideas about how to use rubrics to scaffold peer feedback.

As part of my Teach NZ Sabbatical, I visited Karen Cebalo and Chris Mashlan, Across School Leaders from Midbays Kāhui Ako. They kindly shared their experiences of supporting classroom teachers with ELL-inclusive

pedagogy. They also presented at the CLESOL conference, focusing on the second phase of their inquiry cycle. This style of professional development is personalised and meaningful for teachers. Again, it is something that I am keen to explore within my school and Kāhui Ako.

I was able to learn a lot from the keynote speakers, invited speakers, workshops, and presentations. I believe having the time to discuss ideas with other teachers and facilitators as well as reflecting on my practice is essential to ensure that I continue to meet the needs of the diverse learners within my school. Collecting new information and ideas is exciting and it is always good to reaffirm what you are currently teaching. I am very thankful for the funding that I received from the Ministry of Education scholarship. This allowed me to travel to Wellington and attend CLESOL 2024 and I feel motivated to continue to grow the ESOL programme at Botany Downs School.

SUSAN WARREN Languages Alliance Aotearoa NZ

CLESOL is always a highlight for me, and after the last few years, it was especially precious to be able to meet in person again, to re-connect with old friends and meet new ones. As always, I have come away inspired and energised by the passion, energy and expertise that CLESOL attendees bring towards our collective goals and visions.



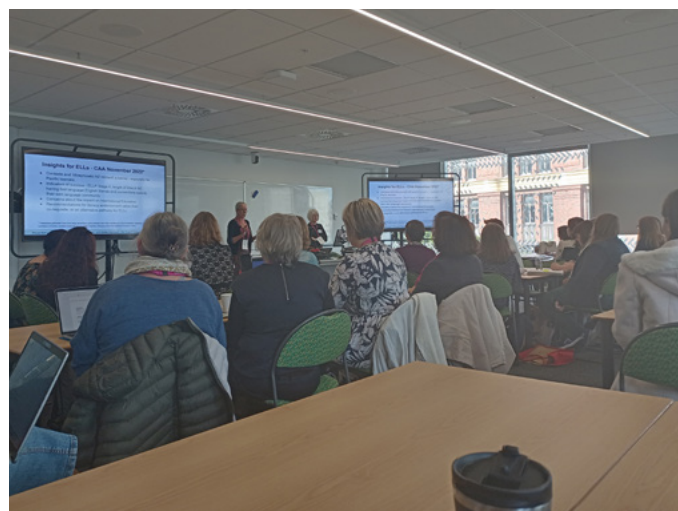
Every session I attended was well-presented and informative. I only wish I had a few clones so I could have attended everything. I suspect many CLESOL participants felt the same way. My highlight for the weekend was Nikhat Shameem's keynote, reflecting on how crucial language is for identity, the impacts of displacement, and the challenges for Fiji Hindi/ Girit languages in particular. The complex issues around Fiji Hindi will take time to be resolved but I hope the conversations sparked by the keynote and other related presentations may have contributed in some small way towards that goal.

It was a special privilege this year to be able to launch our new report, *Who is out there? Mapping language organisations in Aotearoa*. With so many diverse language organisations represented, CLESOL was the perfect place to share our findings and celebrate this vibrant sector. Many thanks to the CLESOL organisers for their invaluable support for our launch.

HAIDEE JENKINS

Greenpark School, ESOL Specialist,
PLC Co-ordinator, Across School Kahui Ako Leader

I was fortunate to attend my second, but first in-person, CLESOL conference in Wellington over the April school holidays. It was a great opportunity to experience firsthand the vast amount of knowledge and research being conducted in second language learning. There were many workshops on offer that were relevant to the primary sector. The workshops were valuable, intellectual, thought-provoking and at times confronting. Hona Black described the rising tide of te reo Māori. This has been further challenged by a lack of teachers who can teach it. He also explained that in the attempt to integrate te ao Māori into our classrooms, errors in understanding occur. At times, good intentions become tricky due to different world views. Nikhat Shameem, another keynote speaker, spoke on language endangerment. She highlighted the fact that "Around the world, one language dies every 14 days. Without the language, the culture flounders". More food for thought.



The face-to-face nature of the conference was very beneficial. It allowed me to make connections more readily with fellow ESOL specialists in similar roles to my own in the primary sector. There were also countless opportunities to network with those in other sectors, including secondary teachers, academics, researchers, and Ministry of Education representatives. I had numerous valuable conversations, all centred around ways to better meet the needs of our diverse learners in different contexts and regions.

Attending, and subsequently joining the TESOLANZ Primary Special Interest Group (SIG) as the Bay of Plenty representative, has further strengthened the connections I made at the conference. The conversations and ideas shared allow for new ideas and rich discussions to be re-shared regionally at our Professional Learning Clusters (PLC's) and through our Kāhui Ako. The flow-on effect of knowledge sharing is vastly expanded. ESOL teaching assistants and other specialists are always so grateful for the learning opportunities that have been reshared through these forums.

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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Deadline for
the next issue is
20 October 2024



The book prize kindly donated by Cambridge University Press for the **STAR LETTER** goes to Nicola Kingston.

In Sarah Mercer and Herbert Puchta's 101 Psychological Tips, the authors set out key concepts in educational psychology, with practical tips and activities for applying the theory to improve learner outcomes. It explores a wide range of topics including wellbeing, learner engagement, and learner empowerment, which are suitable for teachers in all contexts.

1.

Dear Editor

I'd like to reassure people who may have gone to [ESL News](#) at the end of May that the website is back up and running again. There were some technical problems with uploading audio for a couple of weeks, and in the process of fixing them, the website crashed a couple of times. But, fortunately, it's all sorted, and audio is available again too.

For readers who don't know, ESL News has New Zealand news stories written in easy English and spoken slowly and clearly in a recording which is then uploaded to the website along with the text. This makes it ideal for non-native speakers of English who want to follow the news but find regular media too difficult, and for ESOL teachers to use in their classes. There is usually a new story added every week. Recent stories include 'Funding for cancer drugs', written after the government announced the Budget, 'Census 2023 results' about New Zealand's diverse population now, and 'Schools and winter illnesses'. Listeners are most welcome to make comments on the stories.

I hope this is useful for all TESOLANZ newsletter readers as well as English learners around the country.

Yours sincerely
Anna Dowling

2.

Dear Editor

With the impending move to structured literacy in primary schools, I would like to hear views regarding learning to read in a second language.

Gibbons (2015) describes that English language learners (ELL) need to meaning-make first and the importance of 'in the head' knowledge. She ascertains that students need to be a:

- code breaker
- text participant
- text user and
- text analyst

Additionally, Gibbons (2015) states that code-breaking is necessary however, not sufficient as sounds and letters are very abstract concepts for ELLs.

Brown and Lee (2015) suggest *both* the top-down and bottom-up approaches are important.

I invite further discussion around this topic - what are you noticing with young linguistically diverse learners in your classes? What do we know collectively about learning to read in a second language?

Kind regards

Nicola Kingston
B.Ed; GradDipTESSOL; M.Ed (distinction)
(endorsed in Teaching and Learning Languages)

Kia ora TESOLANZ members

We'd like to draw on the expertise and experiences within our membership base for some of our future TESOLANZ events, newsletters, and journal-related activities.

If you are interested in presenting, please fill in the **FOLLOWING 3 QUESTIONS.**

This information will be collated in a spreadsheet and shared with the **TESOLANZ Executive, branch, and SIG leaders.** (This survey will take 2 minutes to complete.)

The principles of learning

This short article focuses on the learning of vocabulary, but I think that the principles described here apply to most kinds of learning, including both deliberate learning and incidental learning through communicative use. I also think that complex learning techniques, like the keyword technique, put the same basic learning principles into practice.

The reason for being interested in principles of learning is that if we understand what helps learning occur, we can use teaching and learning techniques more effectively, and I have recently written a book, *The twenty most effective language teaching techniques*, about that.

Here, I will focus on the six principles that relate to attention. There are two others that focus on motivation, but I will not look at them here.

The first two principles relate to focus, that is, what we give attention to.

1. **Focus:** We learn what we focus on, and in addition, our learning is more useful if it closely resembles the use that we need to make of what we learn.
2. **Accuracy:** Our learning is more efficient if the information we are focusing on is complete, accurate and comprehensible. Vocabulary control, easy multiple-choice glosses that are unlikely to lead to error, and teach and test are some ways of ensuring this.

The next two principles relate to quantity of attention, and cover repetition and time-on-task.

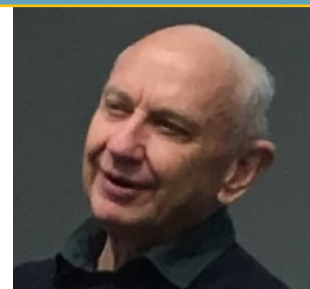
3. **Repetition:** The more repetitions, the stronger the learning.
4. **Time-on-task:** Quantity of attention is increased by desirable difficulty, also called the deficient processing account. Spacing, expanding spacing, the lag effect (greater spacing rather than shorter spacing), retrieval, deliberate attention, testing (rather than re-studying), multiple-choice glosses, interleaving, production, form recall vs meaning recall, and variation ensure a greater amount of attention and a better quality of attention resulting in better long-term retention.

The final two principles relate to quality of attention.

5. **Elaboration:** This includes enriching the encoding of an item through variation of different modalities (spoken, written, pictorial/visual), through variation in type of use (receptive, productive), through variation of form (meeting different family members, or different accents), through variation in meaning and reference, through variation in grammatical use, and through embedding in larger language units. Elaboration tends to make links out from the word such as to other L2 words (collocations) or to L1 words or pictures or realizations, while analysis tends to look within the word or word group to examine its parts.
6. **Analysis:** Relating the familiar parts to the unfamiliar whole. This includes giving attention to prefixes, suffixes, and stems, giving attention to the spelling rules that relate to the word, and looking at lots of examples of the use of a word in concordances.

Let us look at an analysis of two teaching techniques to see how these principles work.

Paul Nation is an emeritus professor at LALS, Victoria University of Wellington. His website has lots of free resources for teachers. His latest book, *The twenty most useful language teaching techniques* will appear later this year.



Learning vocabulary during extensive reading

Vocabulary learning can occur during extensive reading. Because vocabulary learning is not the main focus of extensive reading (Principle 1 Focus), large amounts of reading are needed to get enough attention for vocabulary learning to occur (Principle 3 Repetition). When words re-occur in extensive reading, they occur in different contexts and sometimes with a different form. This variation helps learning (Principle 5 Elaboration). Using a dictionary or hyper-link look-up while reading can help vocabulary learning by focusing attention on form and meaning (Principle 1) and by getting extra deliberate attention to the word (Principle 4 Time-on-task). However, because the main goal of extensive reading is typically not learning vocabulary, not too much time should be spent on look-up.

Teaching vocabulary

When deliberately teaching a word, the teacher needs to decide what to focus on (Principle 1 Focus), because what is focused on is what is likely to be learned. The focus could be on the core meaning of the word, its use in sentences, its grammar, its pronunciation, its collocates, its word parts, or its spelling. Rather than focusing on everything, it is more effective to decide what makes the word difficult and to focus on that. Words which have very regular spelling and a predictable pronunciation do not need much attention to spelling and pronunciation, except if the teacher wants to reinforce the regular rules. If the word occurs in a context, we could get the learners to guess the word from context, but we want to make sure that they arrive at a correct and comprehensible meaning for the word (Principle 2 Accuracy). Where learners share the same first language, a translation in that language is a good way of doing this.

Learning requires quantity of attention, so we need to spend time on the word (Principle 4 Time-on-task) and to come back to it several times (Principle 3 Repetition). We can do this by getting learners to recall the pronunciation or spelling of the word by having to read it aloud or by having to write it when hearing it. We can set them a task to do in pairs using the word as in a small ranking activity or classifying activity. We can help them examine the word in context pointing out information that the context provides about the word. We can come back to the word again on other days for a short time to increase the quantity of attention given to the word. We could include the word in a short test.

Learning is helped by quality of attention. When we give several examples of the word in sentences, we are enriching the associations that the learners have for the word and these elaborations will help it stay in memory (Principle 5 Elaboration). We can analyse the word by breaking it into word parts if that is possible, or look at other members of its word family (Principle 6 Analysis). We could look at a concordance for the word using the concordancer on the Compleat Lexical Tutor website.

Understanding the principles of learning helps teachers use teaching activities well. If learners also have an understanding of the principles, they can take control of their own learning.

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Celebrating the mana of Māori words in New Zealand English

Julia de Bres



Dr Julia de Bres is Senior Lecturer in Linguistics at Massey University/Te Kunenga ki Pūrehuroa. She is a sociolinguist and discourse analyst and has published widely on attitudes towards te reo Māori and the use of Māori words in New Zealand English.

New NCEA literacy requirements at secondary school involve preparing English language learners for an assessment that includes many local terms, including words from te reo Māori. This development reflects the impact of longstanding efforts to promote te reo Māori in Aotearoa, and it also reflects recognition of the significance of what linguist Tony Deverson once described as 'the most unmistakably New Zealand part of New Zealand English', its Māori elements.

Twenty years ago, as a budding linguist, I watched a week of television news from 1984 and 2004 to see if use of Māori words in the mainstream news had changed in the previous twenty years. Counting the number of words used and analysing how they were used, I found that Māori words were very rare in the news in both 1984 and 2004, with no apparent increase over time. There were some apparent developments in 2004, however, including use of non-morphologically assimilated words (the plural *Māori* rather than *Māoris*), new categories of words referring to social groups (*iwi* rather than *tribe*), and the establishment of Māori greetings in the news.

Another twenty years on, I haven't yet redone my study - I am now considering it! - but a mere glance at the news suggests a 2024 re-do would show an increase in the use of Māori words and further changes in how they were used. An illustrative example is a 1news item I saw in April 2024 about the phenomenon of the 'mana wave', a gesture to road users created by a roadworker on the East Coast and spread virally around the country. I was utterly charmed by this clip, not least because of the use of Māori words. The roadworkers who started the trend spoke of the mana wave 'lifting the *wairua*' of roadworkers and the public, saying:

'The *mana* wave is just something that's inside you. A lot of people see it as adrenaline or energy. Me, it's just my *kaha* and my *ihi* inside me coming out of me!'

'Plant your feet and then just throw it out... just a bit of a shimmy, you can give it a bit of a *wiri* if you want!'

The roadworkers spoke with a confidence and comfort in their Māoritanga that, frankly, brought a tear to my eye. As the current government seeks to remove bilingualism from public life, people proudly and joyfully using Māori is evidence that the most distinctive feature of New Zealand English - its Māori element - continues to thrive and evolve.

Māori words also shine in other discourse genres of New Zealand English. Linguists at the University of Waikato who do fascinating research on bilingualism in picture books note that 'increasingly, New Zealand English and Te Reo Māori are being woven together in Aotearoa New Zealand. This weaving is evident in the text of many dual language picturebooks'. I saw a striking example in the 2024 bilingual picture book 'Rere Atu Taku Poi', about a boy who wants to perform poi with the girls. In this book, text in Māori is followed by text in English below, but the text in English is also bursting with Māori words:

'Rangi and the other students at *kura* were practising for their end of year celebration ceremony. Roaring *haka*, *waiata* and *mōteatea* boomed out from the *whare tapere*.'

The examples above and many others (weather reports, greetings on RNZ, names for businesses and products...) suggest many of us are exposed to more Māori words now than a few decades ago in Aotearoa. Exciting research published this year by linguists at the University of Canterbury shows that even passive exposure to Māori words gives speakers of New Zealand English an advantage when they go on to learn Māori. Learners activate this 'proto-lexicon' of Māori - an implicit memory of word forms without detailed knowledge of meaning - with the result that they can learn Māori more easily. Not only is the use of Māori words in New Zealand English influencing how we speak English, then, it is also providing a gateway to learning te reo Māori.

Looking at the evolution of Māori words in New Zealand English over the past few decades, I can understand why some people might feel flustered at not being able to immediately understand some of the words they hear on the news or read in books their children bring home from school. But this represents the thriving future of New Zealand English, the Māori element of which is flourishing alongside the Māori language itself. This is all the more reason to embrace the challenge of equipping residents of this country - both speakers and learners of English - with the bilingual literacy skills they need to celebrate the mana of both English and Māori in Aotearoa. So, *karawhiua* - go for it!

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de Bres, Julia (2024). Decolonising trans-affirming language in Aotearoa. *Journal of Sociolinguistics*: 1–5: <https://doi.org/10.1111/josl.12657>

Morrison-Young, Ia and Julia de Bres (2024). A world of light, or hurt? Māori metaphors in response to non-Māori use of te reo Māori. *Te Reo* 66,2: 10-27: <https://nzlingsoc.org/wp-content/uploads/2024/02/Morrison-Young-de-Bres-2023.pdf>

Industry news



IELTS in high demand among students applying for an Accredited Employer Work Visa

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The impact of language difficulties on exclusion rates for Pacific learners

As part of a number of strategies to deal with challenging learner behaviour, many countries enforce time away from school for learners displaying disruptive behaviours as a last resort. These enforced periods away from school are variously referred to as a suspension, stand-down, expulsion and/or exclusion. For this article, the term school exclusion is used to refer to a student having enforced time away from school due to behavioural issues.

Previous research has found a link between language difficulties and school exclusion, with Clegg et al finding for students at risk of exclusion “language difficulties are a factor in their behaviour problems and school exclusion” (2009, p. 123). An analysis conducted in the UK of the latest Avon longitudinal birth cohort study found language difficulties to be significantly associated with increased rates of school exclusion (Paget et al., 2018) leading to the conclusion that there is a strong link between language development barriers and behavioural difficulties. (Ramsey et al., 2018).

A 2022 study out of the University of Canterbury found learners who received reading recovery support or had special educational needs (SEN) were more likely to be excluded. Pacific learners who received English for speakers of other languages (ESOL) support were also more likely to be excluded than Pakeha learners. The study followed a cohort of over 40,000 students from their first day at school to the end of Year Eleven. Based on the existing literature on school exclusion, 25 variables were included in the model as predictors of school exclusion. After accounting for, among others, family culture, socioeconomic status, demographic

and parental education variables, Pacific learners who received ESOL support were more likely to be excluded than Pakeha learners; were likely to be excluded more often, and were likely to be excluded sooner. Pacific learners who did not receive ESOL support had rates of exclusion of 15%, compared to 23% for Pacific learners who did receive ESOL support. It is worth noting that the sample included only those learners who commenced their schooling at the age of five. More recent Pacific migrant learners were not included in the sample.

Outcomes of School Exclusion

Upon conducting a literature review on school exclusion, Martin-Denham (2020) concluded that “school exclusion is associated with adverse consequences for both the child and the society in which they live” and that “exclusion can have long-term consequences for young people’s life trajectories with damage that is wide-ranging and long-standing” (p.28). Youth who are not engaged in education, employment or training (NEET) are one such example. Research in the British Journal of Educational Psychology found that “school exclusion increased the risk of becoming NEET at the age of 19/20, and then remaining economically inactive at the age of 25/26, as well as experiencing higher unemployment risk and earning lower wages also at the age of 25/26” (Madia et al., 2022, p. 1).

Not only are Pacific ESOL learners more likely to be excluded, but Pacific youth in general are overrepresented in NEET statistics. The Pacific NEET rate for ages 15 to 24 is 19.2% of the total population of 78,600, equating to 15,100 people aged 15-24 years on 1 December 2020 (Ministry for Pacific Peoples, 2021, p. 133).



Tracey Millin is an Educational Linguist and secondary school English teacher with experience working in the secondary and tertiary sectors. She specialises in the teaching and learning of English as an additional language, with a focus on the development of reading and writing skills for non-native speakers of English in classrooms where English is the medium of instruction. Tracey has taught languages at secondary schools in South Africa and New Zealand, and has been involved in teacher training for the past 10 years.



Steve is a Senior Lecturer at the University of Canterbury. Prior to UC he was a teacher and Head of Department in the secondary school sector. Steve has lectured economics at UC for 19 years. During this time his research has focussed on the financial socialisation of adolescents in the home, and the economics of education, specifically encouraging the best use of government funding to achieve educational outcomes.

Policy Response

The literature recognises the importance of an appropriate policy response to school exclusion, recognising that policy interventions targeted at preventing school exclusion should also mitigate negative future life outcomes. (Madia et al., 2022). Using Scottish Longitudinal Study data, Feng et al., (2017) conclude that disengagement from employment and education results in increased social and economic costs to society with the authors suggesting policy is necessary to help NEET youth to re-engage in education or employment.

The Ministry of Business, Innovation and Employment (MBIE) suggest an early intervention approach, proposing "policies that target improving school engagement" (MBIE, 2019, p. 32) as potentially reducing long-term NEET rates for Pacific youth. In New Zealand, the need for ESOL funding is assessed using the English Language Learning Progressions (ELLP). Some first or second-generation Pacific learners in New Zealand whose scores are below the ELLP benchmarks will qualify for funding of \$780 a year for primary and intermediate students, and \$1,000 a year for secondary students (Ministry of Education, 2022). Migrant and former refugee students are entitled to ESOL funding for up to five years, while New Zealand-born students (of migrant or refugee parents) are eligible for up to three years.

Given the aforementioned research findings, three questions are worth asking. Firstly, do current practices reflect the best use of the funding available for Pacific ESOL learners? Secondly, is the current level of funding sufficient given the low levels of literacy for students before ESOL enrolment? Lastly, does the current level of funding reflect the cost to society of Pacific ESOL learners' higher rates of school exclusion, and the overall higher rates of NEET for Pacific learners in general?

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Best practice guidelines to support refugee-background tertiary learners in Aotearoa New Zealand

Dr Celine Kearney

These Best Practice Guidelines for Refugee Background (RB) Learners are timely, given the 2018 change in government and subsequent decision to double the number of individuals and families accepted under the Refugee Quota. It is long overdue to have a cross-institution focus on this learner group, which should be recognised as an equity group in educational policy and institutional practices.

The Best Practice Guidelines provide targeted actions, which have been generated from research, practice, the lived experience of Refugee Background learners, and educational professionals across the tertiary sector, including representatives from universities, Te Pūkenga (polytechnics), the Tertiary Education Commission, the Red Cross, the Ministry of Education, and the Ministry of Health.

The guidelines are organised into five sections: **Pre-access:** outreach and relationship building; **Access:** pathways and admission; **Participation:** transition, engagement, and progression; **Attainment:** completion and graduation; and finally **Transitions out:** graduate destinations. They are designed for a range of users within a Tertiary Education Organisation (TEO) from senior leaders and managers to individual staff who may focus in on an area most pertinent to their responsibilities and work programmes.

From a teacher's perspective, there are many good recommendations. Suggestions for in-class support include: running study sessions for RB learners. These sessions could be subject- or class-specific or could address more general study skills. Technology support classes are in many cases an obvious need. If possible, bring ESOL support and/or student learning staff to study sessions. Monitor RB learners' performance to provide targeted support where needed to enhance retention and achievement.

From a broader institutional perspective, it is important to liaise across the TEO to provide RB learners with holistic support.

- Host "open days" including campus tours, and information sessions for prospective Refugee Background learners, their families, and community members. Provide translators at these events.
- Highlight stories about RB learners' activities and achievements on your institution's website and media platforms. Word these stories carefully to avoid stereotyping or romanticising RB people.
- Offer free or discounted childcare for prospective RB learners: RB learners – particularly RB women or relatives acting in place of a parent – can then spend quality time on their studies and know that their children or younger family members will be looked after.
- Create targeted entry scholarships and/or grants for RB learners. Scholarships that cover full tuition and fees, accommodation, public transport, and living costs, can lead to better academic outcomes. Partner with external organisations to generate scholarships. Distribute information about financial awards and opportunities for prospective RB learners and their families in English and their home languages.
- Provide access to appropriate technology to support learning, and/or bursaries to help purchase laptops or other devices.
- Develop a mentorship programme that connects prospective RB learners with currently enrolled RB learners (or students of a similar background). Offering worthwhile incentives for both sets of learners can help boost the programme's sustainability and attractiveness. Don't overburden tuākana (mentors) with mentoring responsibilities; they should not do the work of paid staff.
- Create a RB learner advisor position to assist enrolled RB learners. Ideally, this person should have a refugee background, but if this is not possible, they should have a similar background and a rich understanding of refugee background-related issues. Integrate the RB learner advisor position into the wider student support team, so they can access appropriate staff networks for support.



Celine Kearney teaches English language learners with emerging literacy, and New Zealand Certificate in English Language (NZCEL) Level 4 and 5, at the Centre for Languages in Wintec Te Pūkenga.

She also teaches and supervises in the New Zealand Design Factory's Innovation programme, using Transdisciplinarity as an underpinning research frame.

Photo reference: Richard Lawrence

In Aotearoa New Zealand, all Tertiary Education Organisation (TEO's) – universities, Te Pūkenga (polytechnics), private training establishments (PTEs), and wānanga – are required by law to provide a fair, safe, diverse, and inclusive environment that promotes equal opportunities for all learners, including Refugee Background (RB) learners. Some TEOs now recognise RB learners in their equity, diversity, and inclusion (EDI) policies, and many RB learners can apply for student allowances; student loans; foundation (bridging) programmes; named awards and scholarships specifically for them.

Implementing these suggested best practice strategies would enable RB learners to be recognised and supported as an equity group, a situation that is long overdue in many of our institutions.

The research report that accompanies the guidelines is available on the Tertiary Education Commission's website, www.tec.govt.nz, Refugee-background learners' page. To get more involved, please consider joining the Aotearoa New Zealand National Tertiary Network to Support Refugee Background Learners (NTN).

Reference

Best Practice Guidelines to Support Refugee-background Tertiary Learners in Aotearoa New Zealand. (September 2023). Tertiary Education Commission. Wellington.

Tech Tips:

Breakout rooms: A space for online discussions to thrive

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.



Discussions, as one leading education expert described them, are spaces where more than two people can share and develop ideas and experiences to create collective understanding or new ways of doing something together (Brookfield & Preskill, 2005). The benefits of group discussions are numerous, including exploring different ways of thinking, fostering democratic discussions, exchanging diverse views, and building skills for participating in groups. Many of us practise this approach almost daily with our students in person. But, how can we enable and ensure discussions thrive online, especially through Zoom breakout rooms, one of the most common mediums at this time for live online group discussions?

Let's explore some key ways to make Zoom Breakout Rooms or any other modern online tool effective for discussions. By understanding how the following features work, we can better apply Zoom discussions in line with the successful discussion formation approaches we use in the in-person classroom.

- 1. Set Clear Objectives:** Before beginning, ensure the students know the objectives of the discussion, its duration, and intended outcomes. Remember, discussions are not a way to cover lesson content. They are an opportunity to explore, reflect, and build collaborative insight that leads to new answers or ways of thinking.
- 2. Assign Students to Rooms:** When creating a breakout room, one of the first options you have is to decide how many rooms and how many students are in a room. Aim for 2-6 participants, depending on class size. Groups larger than 6 may unintentionally split into subgroups, disrupting collaborative dialogue. You can assign or randomise groups via the three clickable options provided. Assigning the same people over time in the same group for different activities builds group relationships, while random allocation ensures diversity of views and allows new relationships to be formed. Another option is to let participants choose a room, which can be a fun feature for students to create their groups. Consider these decisions if you have multiple discussions over several class sessions.
- 3. Set Duration:** In Zoom, once you create your breakout rooms, you can set the discussion duration via the cog icon (usually situated in the bottom left-hand corner). It is important to select this option and determine how long the discussion should last. Make sure students know how long they have, and use the auto-close feature to end the rooms once the breakout sessions have concluded to ensure everyone returns on time to continue the main session.

- 4. Use the Countdown Timer:** Using the cogwheel, you can set a countdown timer for when the breakout rooms will close. Although students see a countdown timer, using this additional time is critical as it gives discussion groups a warning one or two minutes before the breakout rooms close, allowing them time to complete their discussions and prepare for any requirements like allocating someone to share what was discussed in the main group. This is a very helpful feature, so do not ignore it.
- 5. Open Breakout Rooms:** Once breakout rooms are ready, click "Open All Rooms." Students should automatically join or have the option to join. Always prompt the opening of rooms, by informing the students the rooms are open and wishing them good luck on the task, or something similar.
- 6. Provide Additional Instructions:** Once the rooms are running, if you need to provide additional instructions or reminders, you can do so via the breakout rooms tab. If you have the window open, you will see the option to broadcast messages to all rooms. This a great option to share activity instructions again so no one forgets what they need to do.
- 7. Debrief:** When the break-out rooms finish, provide a moment for the groups to share. One approach is to encourage the groups to share one at a time, perhaps even to select someone to speak and share on their behalf. To ensure each group feels their insights have value, make sure each group gets to speak, even record what they say as key points to show its value. And try to have what they say impact or lead to the next point in the session. Hint - ensure the upcoming debrief is introduced in the instructions so no one is surprised or put in an uncomfortable position.
- 8. Practice, practice and practice:** To get comfortable with these and many other features please practise them. And use them, I have found that getting comfortable with Zoom breakout rooms improves the online lessons and also improves the gratitude of the students for your growing savviness in working with technology, and that only comes from practice.

What I have shared is just a brief guide about applying or using breakout rooms in Zoom to help us create more effective group discussions. What was shared can be applied to different platforms, and I greatly encourage you to try and experiment with such rooms to widen your options for teaching and group discussions as our world becomes more digital. Online group discussions, particularly live online with video, are going to be more common in our and our students' experiences. Good luck with your future discussion groups, and happy Zooming.

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Book Reviews

Dr Elizaveta Tarasova

Liza works as the Director of Studies (DOS) at the English Teaching College (ETC) in Palmerston North, where she is responsible for organising the collaborative efforts of both teachers and students. With a profound commitment to language education and more than 25 years of language teaching and research experience, Liza strives to ensure that ETC provides the best learning opportunities to domestic and international students. Liza's main research areas include morphology, morphopragmatics, and cognitive linguistics. Her most recent research projects investigate the role of systemic competence in receptive and productive skills development. These reflect her aim of bringing the results of linguistic research into the classroom.



Parkinson, Jean. (2023).
TEACHING ENGLISH FOR SPECIFIC PURPOSES. Beijing: Foreign Language Teaching and Research Press. ISBN: 978-7-5213-4292-5 (pbk.) 192 pp.

Reviewer

Patrick Coleman
Lincoln University

Teaching English for Specific Purposes

While the area of EAP has become the target of publishers, the more focused area of English for Specific Purposes (ESP) continues to develop. To those unfamiliar with ESP just think of focusing your teaching on particular groups of students who have a joint goal. For instance, academic purposes but for law students, professional purposes for medical doctors and finally occupational purposes for airline pilots.

Into this space comes the current book which is part of a larger series called *Pedagogical content knowledge for English language learners*. This series attempts to provide 'busy classroom teachers' (aren't all teachers busy?) with a knowledge base that bridges the gap between theory and practice. The offer includes easy reading and the ability to apply this knowledge. As this is a Chinese publisher, the aims include being written in simple English or Chinese. Despite the acknowledgement of this being an 'easy read' the authors in the series are experts so the knowledge is current and relevant. In the current book, the author is Jean Parkinson who has extensive experience teaching ESP and currently teaches at master's level at Victoria University of Wellington.

This book is aimed at English teachers who either already teach ESP to tertiary students or intend to move into this area. This can be expanded to secondary teachers and those looking to prepare students moving into tertiary or employment in specific areas.

The applied nature of the book is evident in the structure of each chapter. There are pre-reading questions at the beginning of each chapter and then every chapter begins with an introduction that overviews the content. The rest of the chapter is divided into focusing questions. These questions lead into practical exercises that the reader can work through. This aspect is valuable as a teacher can learn by applying rather than reading large swathes of text and then trying to remember what they read. A further aspect of the structure is finishing each chapter not only with a summary but also with the question 'What should a teacher do after reading this chapter?' This is a great addition as this question challenges the reader to either reflect or action what they are learning.

The chapters provide an A-Z of ESP including areas such as materials development and assessment. I found the chapter on curriculum development to be very practical. The 'nuts and bolts' nature of this meant those new to ESP are walked through the stages of creating a curriculum. A great example of this is in the use of 'backwards design' in an ESP course for language teachers. This model has focusing questions under each of the following headings: needs analysis, learning objectives, assessment task and learning activities. The teacher who is attempting to upskill can follow this and then apply it to their own context. The key to this book is the accessibility of the text. It does not assume prior knowledge and therefore provides the budding ESP teacher with the tools to create and implement their ESP courses.

I found Parkinson's text to be invaluable for those who have limited knowledge within the area of ESP. It delivers on its promise of being 'easy to read'. This is a great example of turning theory into practice in an accessible way.



Harmer, J. (2022). **JEREMY HARMER'S 50 COMMUNICATIVE ACTIVITIES**. Cambridge University Press. ISBN 978-1-009-01412-0. 109pp. \$62

Reviewer

Kerstin Dofs
Ara Institute of Canterbury

Jeremy Harmer's 50 communicative activities

Jeremy Harmer, the well-known ESL author and educator, with his latest contribution, has made resources for communicative teaching more accessible. In the book, he draws on his lifelong experience to provide 50 classroom activities, which help teachers develop their learners' language and communicative skills. Shifting from the dichotomous standpoint of activities as either communicative or language learning focused, the author gives examples of activities that involve both interactive and intra-active activities, as well as inter-personal aligned activities, all of which ultimately create a community of learning in the classroom. Underpinning the choice of activities is the notion that, in Harmer's own words, "... language is learnt best through emotional, cognitive and human engagement" (p. x). This excellent resource caters for all these aspects. The level needed for active participation in the activities is set to around A2 - B2 in the Common European Framework of Reference for Languages.

The book is divided into 6 categories: *Engaging communication*, *Practising communicatively*, *Interacting with texts*, *Making decisions*, *Presentations*, and *Activities in sequence*. Part one, *Engaging communication*, sets out to enable comfortable communication by engaging learners in creative English use. It focuses nicely on both communication and language development. Part two, *Practising communicatively*, focuses more on the language development side, yet with a communicative edge. For example, in the activity, "learner-generated drill chains", learners take turns to create the content of a story using a grammar structure introduced by the teacher. Part three is somewhat different, the suggested interactions are between learners and texts and involve engagement in context and content. The activities in Part four, *Making decisions*, encourage discussions between the learners to enable deep processing of knowledge. In Part five, *Presentations*, the activities introduce learners to engaging in group performances. This ultimately alleviates the pressure individual students might feel when having to present on their own. Part six, *Activities in sequence*, includes activities that can be done in a sequence of lessons, such as preparing for interviews resulting in holding interviews later, or preparing and making a video recording.

A useful feature of the book is that the rationale of the activities is presented for each of the activities. Harmer relates to his own experiences and gives the background to why they were successful for him. This shows that he has provided examples that he has trialled and reflected on, giving teachers a deeper understanding of them, which, in turn, will help guide their selection. Throughout the book, he also presents alternatives to each activity, making it easy to adapt to a variety of individual teaching situations. Furthermore, there are suggestions for online versions of the activities. This must be a welcome addition to the number of useful activities for the nowadays growing online teaching community.

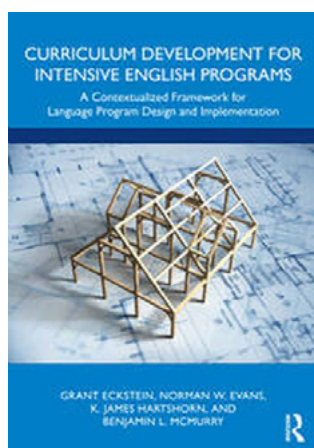
All in all, this short and very accessible publication outlines the characteristics of good communicative activities, before presenting a range of clear, practical, and fun examples that will help teachers effectively engage learners in developing their language and communicative skills in a wide range of contexts.

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Eckstein, G., Evans, N.W., Hartshorn, K.J., & McMurry, B.L. (2022).

CURRICULUM DEVELOPMENT FOR INTENSIVE ENGLISH PROGRAMS:

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Reviewer

Elizaveta Tarasova
ETC Palmerston North

Curriculum development for intensive English programs: A contextualized framework for language program design and implementation

How does building a house compare to designing a language course? On the conceptual level, the similarities are obvious: both require vision, planning, resources, and execution; both have a purpose, and are designed with a context in mind; both require maintenance, adjustments, and improvements as time passes by. This metaphorical connection between the processes involved in curriculum design and development and building a house is ingeniously explored by Eckstein et al. (2022) in the book *Curriculum Development for Intensive English Programs*. Throughout the book, I kept thinking that the metaphor chosen by the authors aptly illustrates the step-by-step process of curriculum development, making it accessible and relatable to educators.

The contextualized and principled approach to curriculum design advocated by the authors emphasizes the importance of (1) understanding the unique context of each individual curriculum (why it is developed, where, and for whom), and (2) following a set of calculated actions, e.g. analysis, design, development, implementation, and evaluation (ADDIE model). It also allows for creating a curriculum that is tailored to the needs and constraints of the learning environment.

Chapters 1 to 5 lead the reader to a better understanding of how curricular levels (i.e. program, course, and lesson) and components (i.e. learning outcomes, assessments, feedback, and learning experiences) interact with each other when they are effectively integrated into a final product. The explanation of the hierarchy of thought in the process of curriculum design in Chapter 4 is insightful and provides a clear illustration of how governing documents (like NZCEL Unit Standards descriptors) inform the vision for the program, the goals for the course, and the objectives of each individual lesson. All the elements of the design stage are brought together in Chapter 6, where the importance of contextualising the curriculum is reiterated.

Chapters 7 to 9 meticulously explore curriculum design, development, and implementation in relation to learning outcomes, assessment and feedback, and learning experiences using the ADDIE model. Program-wide implementation is covered in Chapter 10, where the process of curriculum implementation is boiled down to (1) building facilitator competence through pre- or in-service training, (2) building learner competence in the classroom, and (3) delivering the product through the use of the new methods and materials by the teachers. Team effort is emphasized here since a big project like implementation of a new curriculum cannot be performed single-handedly.

The final chapter of the book (Chapter 11) discusses the crucial role of evaluation in ensuring the ongoing effectiveness of the curriculum. By examining both the process and product of evaluation, the authors provide educators with a comprehensive framework for continuously refining and enhancing their curriculum.

Theoretical concepts and principles discussed in the book are presented very thoughtfully and without academic verbosity, which contributes to the practical, hands-on approach taken by the authors. Textboxes with real-life examples, explanations and diagrams contribute to the overall accessibility of the content. I also appreciated practical activities at the end of each chapter. These encourage reflection and demonstrate real-life application of the theoretical principles and concepts discussed by the authors.

I strongly recommend this book to anyone who is interested or wants to know more about how to make implementation of a new curriculum smooth and effective and also how to iteratively improve their current intensive English programs.

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

Amanda Baker - Tackling pronunciation with language learners

Anna Dowling

Amanda Baker is an Associate Professor in Teaching English to Speakers of Other Languages (TESOL), at the School of Education, University of Wollongong, Australia. Her invited speaker talk at CLESOL 2024 was a lively session with plenty of new ideas for how to teach pronunciation, all based on a sound framework. She outlined some of the classical approaches to teaching pronunciation, such as oral repetition, minimal pairs, and reading aloud, but suggested that teachers need to expand on these in classes so that students can achieve the goal of intelligible pronunciation which allows for meaningful communication. She has therefore developed an approach that she calls the Pronunciation Pedagogy Model – From Awareness to Clear and Fluent Pronunciation which starts with developing Language Awareness, then moves from Controlled to Guided and then Free Practice.

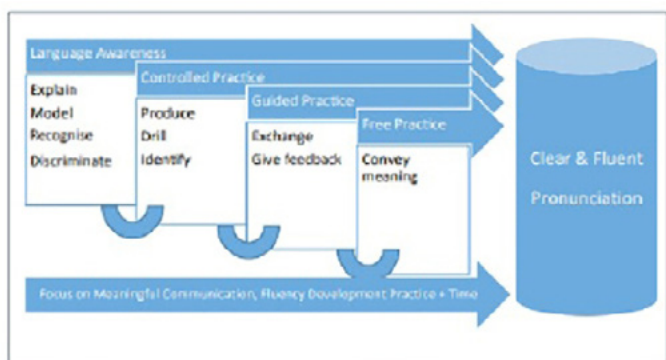


Figure 1. The Pronunciation Pedagogy Model – From Awareness to Clear and Fluent Pronunciation
Baker (2021)

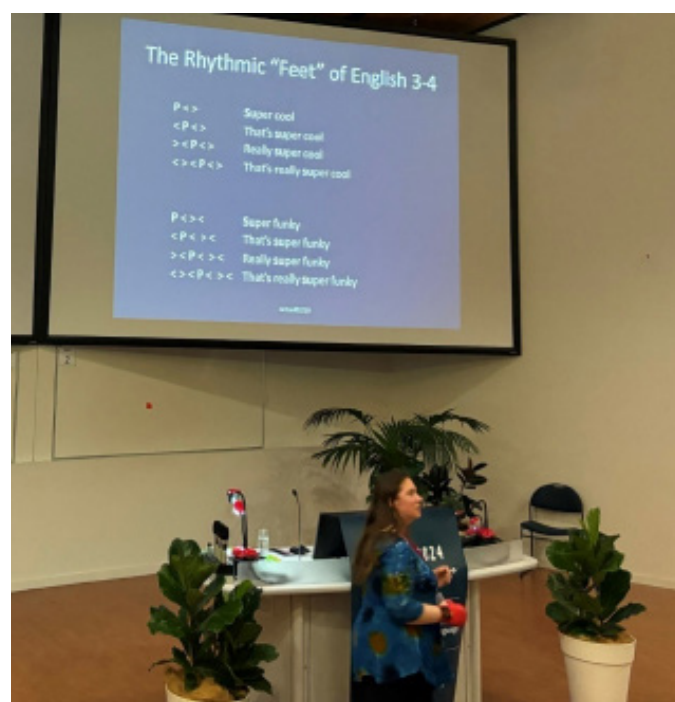
Baker gave examples for every stage in this model. She explained that language awareness includes both segmental (sounds such as *th*) and suprasegmental (for example, thought groups, which are groups of words which go together to express one idea or thought) aspects, and that teachers need to explain these in separate, brief sessions rather than doing them all at once. Students need to be able to hear the difference between features, such as *snake* or *shake*, or rising or falling intonation. A useful tip here is for the teacher to ask students to use gesture to show which they heard, as it is safer for them to do this in a group and easier for the teacher to see their response. This listening discrimination can be followed by speaking discrimination, for example, of /s/ sounds in initial, middle and final positions (*soap*, *possum*, *kiss*). Here Baker suggested a number of techniques, such as providing wall charts and face diagrams for visual learners or using mirrors or phones. For the difference between consonants such as /f/ and /v/, she suggested students could use a straw to feel for air for /f/ and fingers on their throat to feel the movement for /v/, as tactile sensations are remembered easily.

Next, Baker outlined ideas for Controlled Practice, Guided Practice, and Free Practice. The favourite technique for the audience was the Rhythm Fight Club! She used her karate glove to demonstrate how to punch with the rhythm of phrases (see photo of a Controlled Practice task) – punching forward on the stressed word, and quick back and forth punches for the unstressed words or syllables. Everyone enjoyed trying this out. The Rhythm Fight Club can also be used for Guided Practice, with questions and answers:

Q: What do you like to do in your free time?

A: I like to party / and I like to sleep

Students can practise this and then write their own questions and answers, working out the rhythm. Baker noted that this kind of Guided Practice is often forgotten but is an important step between drills and freer activities. Other Guided Practice activities include information gap activities and preparation work for presentations.



Finally, Free Practice can include games, dramas, presentations and discussions, with a continued focus on pronunciation. One of Baker's suggestions here is for students to tell a short story from their past with a series of events (around 3 minutes) using a baton (or straw or pencil) to mark the thought groups. It can also be helpful to develop students' attending skills in small groups of 3-4 students: one student is the listener who helps the speaker tell a good story by using conversational strategies ('uh-huh', 'really'), and the other students are observers who provide feedback to both of them on their pronunciation and strategies.

<<<<

Baker also suggested combining her model with Kaufman's (2010) P.E.R.F.E.C.T model of coaching, as it takes into account the physical, relational, emotional, and cognitive factors in learning. Pronunciation can be a challenging issue to raise with students, so the teacher needs to know individuals well and give sensitive feedback. She noted that some students are not happy if they are not corrected and others are not happy if they are, so it is important for teachers to be aware of different students' feelings and views.

This talk was a definite highlight of the conference, providing a clear rationale for teaching pronunciation and practical and fun ways of doing it.

Reference

Figures 1 and 2 taken from Baker, A. (2021). 'She'll be right': Development of a coaching model to clear and fluent pronunciation in Australia. *English Australia Journal*, 37(1), 27-39.

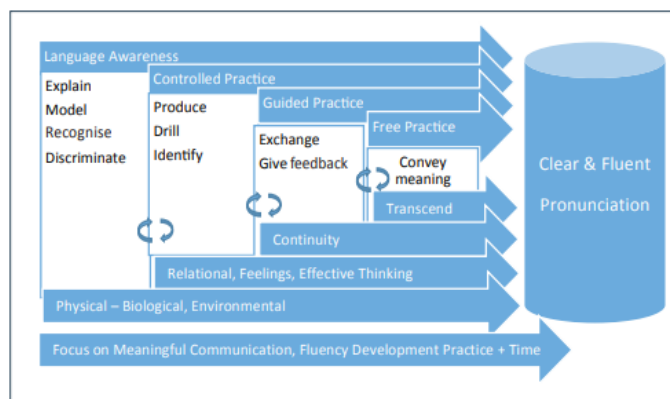


Figure 2. The Coaching Model to Clear and Fluent Pronunciation
Baker (2021)

ANNA DOWLING

Anna Dowling has taught in the English for Academic Purposes programme at Te Herenga Waka | Victoria University of Wellington since 2016. She previously taught the English Language Training for Officials from Africa and undergraduate courses at Victoria, and at language schools in Wellington and Paris. Her particular areas of interest are writing, pronunciation, assessment, and learner autonomy. She was co-convenor of CLESOL 2024.

This report also appears in the WATESOL newsletter.



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The practical applications of research and theory (PART): A continuing series

Paul Nation



Each of the short articles in this series takes a piece of language teaching research and theory and suggests its practical applications for language learning and teaching. The aim is to bridge the gap between research and practice. Most language teachers who are not currently involved in academic study do not have easy access to journals and often do not have the time to read academic articles and reflect on how to apply their findings to their teaching. These short articles do this. They are not summaries of a piece of research but simply attempts to apply the findings of research to practice. The quality of the research has been carefully considered when choosing the articles.

PART Series: Reading at the right level

[Beglar, D., Hunt, A., & Kite, Y. (2012). The effect of pleasure reading on Japanese university EFL learners' reading rates. *Language Learning*, 62(3), 665-703.]

The striking finding of this study was that the best predictor of reading fluency improvement was not the number of books that learners read, but the number of books that they read which were at the right level for them. That is, in order for quantity of reading to improve the reading skill, that reading needs to be at an appropriate level for the learners so that they are not meeting lots of unknown words. Reading fluency does not improve as much if learners are having to struggle with a lot of unknown vocabulary in their reading.

What should teachers do about reading fluency development and the books that learners read?

- 1 Make sure that there is a good supply of graded readers so that learners have plenty of books to read at the levels that are most suitable for them. The X reading programme provides a very wide range of electronic graded readers for a reasonable cost.
- 2 Both teachers and learners need to be aware that an extensive reading programme involves two kinds of reading – reading to develop the reading skill, and reading for fluency. In books intended to develop the reading skill, there should be no more than a few unknown words per page (around 2%). In reading for fluency, there should be no unknown words.
- 3 Learners should know what their vocabulary size is so that they can make the best choice of books to read. Teachers can use one of the Vocabulary Levels Tests on Paul Nation's resources pages to measure learners' vocabulary knowledge (*The New Vocabulary Levels Test* or *The Updated Vocabulary Levels Test*). Do not use the old Vocabulary Levels Test. The new ones are much better because they are based on better word lists. Do not use the Vocabulary Size Test. This test is intended for native speakers and advanced second language learners. It tests vocabulary way beyond the knowledge of elementary and intermediate learners.
- 4 Use a speed reading course at the right level for your learners. Such courses are available on Paul Nation's resources pages from the 500-word level up to the 3000-word level. Such courses are a useful support for easy extensive reading.

A well-balanced reading course has

- 1 opportunities for small amounts of intensive reading either independently with a dictionary, or with the support of a teacher or a peer,
- 2 opportunities for large amounts of extensive reading,
- 3 opportunities for reading fluency development including a speed reading programme and easy extensive reading.

[Further reading: Chung, M., & Nation, I. S. P. (2006). The effect of a speed reading course. *English Teaching*, 61(4), 181-204. This study looks at a targeted speed reading course consisting of twenty passages with questions, all within a controlled vocabulary.]

Reports

President's Report

Gwenna Finikin | president@tesolanz.org.nz



I continue to be in awe of all the work that went into preparing CLESOL.

Those involved had to go through a very long process of hard work, difficult decision-making, and impressive problem solving.

One of the highlights for me was the dinner. It brought together foods from around the world. Like

many people, I went back for more than one helping to try as much as possible. One of the benefits of the sort of food was that different needs were catered for just by the nature of what was on offer.

Throughout CLESOL, and since then, I have done a lot of reflecting on language growth and language loss. I admit that I got a bit weepy during Nikhat Shameen's presentation. Then I got a bit angry, and remain angry, about how easy it is for government policy to take away the health and vitality of a language.

I attended the primary sector meeting on the second day of the conference. Maree Jeurissen (a previous TESOLANZ president, and now manager of ESOL, Refugee and Migrant Education at the Ministry of Education) was also there. This was very beneficial. So often we can fall into an 'us and them' thought process, instead of remembering that we are all working towards what is best for our learners, whilst wanting to be seen as professionals. As professionals we need to be partaking of professional development, and membership of a professional body such as TESOLANZ supports this.

Unions are also important. NZEI, the Early Childhood and Primary collective, continues to work towards students with extra needs getting the support that they require. This is important for us as more and more of our learners come in with additional needs.

The PPTA (Post Primary Teachers Association) have recently sent out a press statement on the exclusion of teachers from the curriculum process. I was honoured to represent TESOLANZ from 2021-2023 in the Curriculum Voices Group for the curriculum refresh. The group represented a variety of ākonga and we all worked to make sure they would be represented going forward. I hope that this new development keeps in mind the work that has gone before.

The tertiary sector union continues to campaign against funding cuts. When services and courses are cut, with the associated job losses, the facilities are able to offer less, leading to fewer students wanting to attend.

For those of us working in the primary and secondary sectors, there is on-going support around pedagogy and procedure in the form of the PLCs – Professional Learning Communities. These are run by experienced ESOL teachers and provide meetings each term, and support and advice as needed.

PLCs are open to teachers, ESOL specialists, paraprofessionals and senior management teams from member schools/early learning services.

They provide opportunities to share ideas, pedagogical knowledge, strategies, and resources to help members meet the needs of the culturally and linguistically diverse learners in their schools/early learning services.

It is also a forum for guest speakers on topics related to the ESOL professional development needs of the group and is a great opportunity for collegial support.

To find out where your closest ESOL PLC meeting is, contact Yolande Mathlay on yolande.mathlay@education.govt.nz.

While we think that we are alone in our sector, in our facility, in our classroom, we are connected. It is through connection that we can build and thrive.

>>>>

TESOLANZ Talk

Join Today

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

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





AKTESOL

Stephanie Layec

Mānawa maiea te putanga o Matariki - Hail the rise of Matariki

Tena koutou katoa.

Our 2024 year got off to a great start with our 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 a *LITERACY INSTRUCTION AND DIGITAL TOOLS - Successful strategies for integrating digital technology into literacy instruction*.

Following CLESOL in Wellington in April, our second event was a CLESOL retold and was held at Southern Cross Campus in Manukau, on May 30th. We had a live presentation from Maria Paljk, providing attendees with useful tips to work better, not harder. This talk was followed by an online presentation via Zoom, made by Karen Cebalo and Chris Mashlan which highlighted how we can best support ELL students with inclusive pedagogies.

Maria Paljk has always been interested in languages and literacies. Her interest started in the 1950s. That's when her father's family decided he wasn't doing very well in school, so they said goodbye to him and put him on a ship full of European refugees bound for Aotearoa. It's no surprise then that she's spent the last ten years not that far from the Māngere Refugee Resettlement Centre, though she teaches mostly Tongan, Samoan, and other Pacific Island students. She's been a language learner, a teacher aide, a deputy principal, and a literacy facilitator as well as a whole lot of other things in South Auckland schools.

Chris Mashlan and Karen Cebalo are both Across School Leaders for Culturally Responsive Pedagogy (ESOL) in the Mid Bays Kāhui Ako where they lead the ESOL teams in their own schools. Karen teaches at Browns Bay School and Chris teaches at Campbells Bay School. In their ASL roles, they have worked together with the ESOL specialists across the Kāhui Ako to develop better ways of supporting the classroom teachers of English Language Learners. In this presentation they will briefly outline the Professional Growth Cycle which the ESOL specialists facilitate with each teacher in their own schools, and then share the teacher rubric and support materials that are used to sustain and support the teachers' learning.

Our warmest thanks go to our presenters for their simple but highly effective strategies.

Our last event on November 13th will be secondary-oriented, as we focus on the new co-requisites or CAA examination and the challenges it presents to ELL students and their teachers.

We welcome feedback and suggestions for future events and topics of interest so please get in touch with ideas.

Waikato TESOL

Anna Mischefski

Kia ora koutou katoa,

Waikato TESOL was thrilled to see such a strong presence of Waikato attendees and speakers at CLESOL 2024. It was a wonderful event, and our members have shared their fantastic experiences from attending. We extend our sincere appreciation to the national CLESOL organisers for putting together such an enriching and engaging event for TESOL educators. The opportunity for professional development and networking provided by CLESOL is invaluable, and we are grateful for the effort and dedication that goes into organising such a successful conference.

The recent Waikato TESOL event at WINTEC was a success, drawing about 18 attendees, including some non-members. The event started with a mix and mingle, fostering networking and camaraderie, followed by two insightful talks. Shailesh Lal and Inga Tamou from the University of Waikato presented on empowering Māori and Pacific high school students in their transition to university, featuring a Talanoa discussion as a way to share personal experiences and strategies, and a Q&A session. Clare Bennett from the Centre for Languages at WINTEC then shared her experiences working with ESOL students in primary and secondary education, highlighting available supports and her work with migrant and refugee-background adult students. The event successfully achieved our goals to highlight local educators' work and provide opportunities for TESOL educators to network.

Looking ahead, Waikato TESOL has scheduled two more events for the year. We look forward to our membership growing and to increased participation. Kia mau ki te mātauranga.



Kudos to our committee for preparing beautiful dishes for our recent Waikato TESOL event.

BOPTESOL

Julie Luxton

BOPTESOL is beginning to build numbers again. Most of our members are from secondary schools, however, so we are still endeavouring to enlist teachers from the primary and tertiary sectors.

In May BOPTESOL held a CLESOL Revisited meeting, kindly hosted by Bay Learning Academy. Helen Willacy (Katikati College) and Julie Luxton (Evaluation Associates Ltd) shared their highlights from the conference. From the secondary sector these included summaries of presentations on the challenges and benefits of AI in the Classroom (Stephanie Layec, Macleans College), using zines to explore language and identity (Sarah Roper, Hutt Valley High School) and working 'smarter not harder' to develop literacy skills (Maria Paljk, Southern Cross Campus). From the tertiary sector, we heard about Encouraging proof-reading (Nicky Riddiford), ensuring equitable participation (Catherine McKinley, Mangere Refugee Centre) and designing and implementing an academic reading test (Anna Dowling and Alison Hamilton Jenkins, ELI, Victoria University of Wellington).

At our next meeting, scheduled for 1 August, we are fortunate to have Averil Coxhead (Victoria University of Wellington) presenting online on 'Vocabulary in teacher talk and classroom activities'.

MANATESOL

Gwenna Finikin

MANATESOL held an event on May 18th where four Ph.D. candidates from Massey University shared short presentations of their work in progress. The event was well attended with people joining via zoom as well as in person at Hokowhitu school, Palmerston North.

First, Jingwen (Enya) Gu presented on her work titled "Exploring Different Ways Primary School EFL Teachers Perceive and Integrate Technology into Teaching Practices in China." She shared two examples, revealing that teachers in the two public case schools mainly used technology as

a delivery tool for their pedagogical designs. In contrast, teachers from the private case school tended to integrate pedagogical designs with technology more closely, employing technological pedagogical approaches to accomplish their lesson objectives.

Nailul presented on his work entitled "EFL teacher agency in navigating changes in formative assessment practices in the Indonesian Secondary School context." The introduction of formative assessment into the Indonesian curriculum in 2024 necessitates exploring the ways in which teachers navigate this significant change, and the challenges they face during this process. Nailul's presentation provided an overview of the research context, including the Indonesian educational landscape, the curriculum reform, and the key gaps identified in previous research. Nailul is about to return to Indonesia to commence his data collection.

Yuliandri (Andri) presented on his work entitled "The Emergency Remote Teaching (ERT) Experience: A Blessing in Disguise." Andri's study focuses on

the ERT's influence on Indonesian language teachers' agency and identity development during and after the pandemic. His presentation conveyed four positive changes in post-ERT contexts: The ERT experience improved teachers' technological skills, shifted their attitude towards technology, encouraged them to embrace a more learner-centered approach, and raises their awareness of the importance of professional development.

To conclude the presentations, Fangshu (Blair) Wang's shared her research on "Family Language Policy in Intergenerational Miao Families in Guizhou Province, China". Her research focuses on Miao (an ethnic minority group in China) families' perceptions and the factors affecting their language maintenance at home. Blair's presentation illustrated that places and people are two main influencing factors, particularly in the context of the medium of instruction in Miao children's school, Miao people's language learning experiences, their work, and the ethnicity of the person they marry.

WATESOL

Nicky Riddiford

CLESOL 2024 in Wellington

The big item on WATESOL's event list for this year was CLESOL 2024. Many WATESOL (and TESOLANZ) members contributed to the success of the conference: Christine Hanley, Ha Hoang, Natasha Clark, Karen Falconer, Sarah Roper, Cathie Cahill, Sunita Narayan, Tim Edwards, Peter Gu, Jean Parkinson, Linda Todd, Anna Dowling, and Nicky Riddiford. After over two years of planning and overcoming obstacles, it was great to finally welcome delegates from New Zealand and beyond and to enjoy the palpable vibe of the two days.



**WATESOL Mini-Expo: Thursday,
August 8, 2024, 3:45-6:30pm.
Venue tbc**

Free for TESOLANZ members

Keynote speaker:
Associate Professor
Jonathan Newton



Title:
Task-based language
teaching: tips for making it work in
the language classroom

Abstract

In this interactive talk, I'll address the pressing questions and practical concerns of teachers (you) who teach with tasks (or want to), including managing time, using tasks with beginners, and making groups work. In doing so, I hope to offer bridges to TBLT for everyone from the dilettante to the true believer. If you have any questions that you'd like me to address or experiences you'd like to share, I'd love to hear from you before the talk: jonathan.newton@vuw.ac.nz

Biodata

Jonathan Newton is Associate Professor and Programme Director for the Master of TESOL and Master of Applied Linguistics programs at Victoria University of Wellington, New Zealand. In his career in language teacher education, he has worked alongside teachers from many countries to better understand classroom language teaching and learning, especially in relation to task-based language teaching (TBLT), teaching listening and speaking, teaching vocabulary, and teaching for intercultural capabilities. He has published more than 75 articles and book chapters, and five books, with the two most recent being *Using tasks in language teaching* (2021), and *Teaching ESL/EFL Listening and Speaking* (2021) (with Paul Nation). See: <https://people.wgtn.ac.nz/jonathan.newton>

Deadline for Call for Presentations: July 8th, 2024. Please contact Nicky Riddiford for more details: nicky.riddiford@vuw.ac.nz

CANTESOL

Kerstin Dofs

CANTESOL's first PD in 2024 was an Artificial Intelligence (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. Two teachers, Sally Janssen and Nathan Walsh, at Te Puna Wai o Waipapa – Hagley College, shared their experiences of successfully using it in their teaching. For example, they had used Microsoft Copilot with year 11 and 13.

Year 13 were challenged by jargon-heavy peer-reviewed articles, which are required reading in the Health curriculum. Sally and Nathan encouraged them to use Microsoft Copilot to better understand the articles. Early findings showed that students,

- Progressed through the Achievement Standard faster than in previous years.
- Required frequent checking for understanding
- Needed to be critical thinkers
- Could or would not always use Copilot
- Were not as savvy with AI as they expected

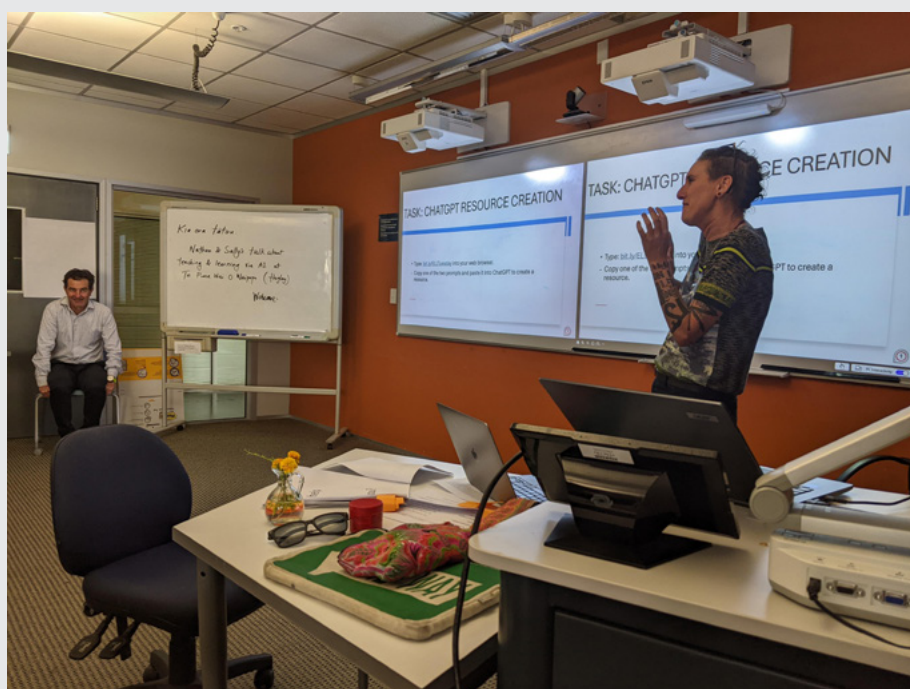
Year 11 needed lots of targeted feedback on their writing and Sally and Nathan were interested in if students would improve their writing by gaining suggestions and feedback from Microsoft Copilot. They found that students,

- Enjoyed using technology for learning
- Needed to treat Copilot like a 'real' tutor

They also noted that Copilot provided the students with accurate and specific feedback, and in a surprisingly friendly and encouraging manner.

Then, guided by Sally and Nathan, all participants at the workshop tried some AI tools, like ChatGPT, Copilot, and Gemini, to discover how to make use of them in their own teaching. This was very exciting for those who were trying AI for the first time. The general consensus was that, to receive useful suggestions from the AI, it is very important to submit well-formulated, precise prompts.

The overall advice from Sally and Nathan was that teachers need to encourage and guide their learners in how to use AI appropriately and effectively. They should communicate clearly that AI is to be used for learning and not for assessments.



Otago TESOL

David Woodfield & Jinming Du

On 23 May, we got together at Otago Polytechnic to hear back from some of those in our region who attended CLESOL '24.

Jenny Albrecht of Bathgate Park School reported back on Hona Black's keynote address on the teaching of Te Reo, a workshop on 'first language time' in 2 Wellington schools, and Averil Coxhead's talk on vocabulary in textbooks and teacher talk. She outlined how the delivery of Te Reo lessons is a fraught area with questions around who can access them and the culturally insensitive use of pepiha, concluding with Black that "where languages thrive, so do people." She then reported how the adoption of classes in heritage languages such as Tongan and Samoan both encouraged students to take pride in their cultural heritage and provided opportunities for members of such communities to share their culture with the wider school community, thus leading to greater multicultural awareness. Finally, she discussed Coxhead's talk on the teaching of vocabulary, reminding us not to spend too long on low-frequency words and to provide repeated opportunities for students to experience and use high-frequency words.

Paula Arkensteyn of English Language Partners reported back on a presentation on whether covert or overt practice of target words is best and another on learning how to write more effective workplace emails through reflection on several examples. She outlined how Tadayonifar found that explicit attention to words led to better retrieval and understanding of words, and highlighted the potential of learner evaluation of the structure, accuracy, and appropriateness of text types in helping them 'do' them better themselves. Finally, she summarised her talk on the queering of the tertiary English language classroom, exploring how through considering the following aspects – visibility in the 'schoolscape', the curriculum, coursebooks, cultural expectations, and teachers' preparedness – exposure can be given to rainbow communities.

Amber Fraser-Smith of Otago Polytechnic reported back to us on sessions focused on the topics of working with refugee-background students and utilizing AI. She touched on the services the Ministry of Education can provide, outlined a study in which refugee-background and migrant students reported that they would appreciate learning Te Reo, and summarised a study in which she was involved that found a flexible and personable approach to supporting former refugee students, which also utilized peer mentors, helped them transition successfully into post-secondary pathways. On AI, Fraser-Smith reported back on Layec's informative talk in which she recommended a number of applications that are useful for teachers such as Conker for quizzes, Magic School AI to develop rubrics, and Diffit for generating resources from videos and readings. Based on discussions with other teachers at CLESOL, she came up with some recommendations for proceeding with AI such as being creative with assignments, for example getting students to write reflections or case studies, interview members of the community and write them up, and writing drafts without AI assistance in class and then compare them with AI corrected revisions and so on.



All told this session was both relevant and far-reaching, spurring lots of interesting thought and discussion. We were particularly pleased to welcome several new faces at the meeting, the majority of whom were graduate students in TESOL and education. We appreciated their perspectives and the enthusiasm with which they got involved in the discussions that were taking place.

Primary SIG

Karen Cebalo

We were thrilled to have such strong Primary SIG representation at CLESOL of both conference attendees and presenters. We held our SIG meeting during a lunch break which was well attended by around 30 members. Some issues which were discussed at our meeting were:

- the positioning of ESOL in the curriculum refresh: Gwenna has been involved in this as part of Ministry forums, ensuring inclusion and inclusiveness in relation to language and culture. She noted that in the previous curriculum there was one mention of learners with diverse language and cultural needs whereas now there is constant reference to meeting the needs of diverse learners.
- the moving of TKI to Tāhūrangi and the inclusion of ESOL in this: the Ministry is working on the process but we were reassured that any current material would either be moved across or be archived so it can be retrieved. The primary and secondary ESOL Online forums will be combined into one interim email summary system. The value of Janet McQueen's contribution to the ESOL community was acknowledged.

We discussed reactivating the TESOLANZ Primary facebook page as this could be a useful alternative forum for primary teachers.

- the large number of very new learners of English, particularly those who are neurodivergent: there was much discussion on the challenges when there is no disclosure from parents, who may be concerned their child's needs will impact their immigration status, and on ways that schools can meet complex needs. The importance of building positive relationships with parents was stressed, especially if we want parents to seek further assessment.

Please note that our Term 1 event, "Welcoming Schools for Students from Refugee Backgrounds" with Agnes Tobias-Laszlovsky, a child and youth psychologist working with refugee families in Auckland, can now be viewed on the TESOLANZ members' page.

Secondary SIG

Sally Hay and Sarah Roper

For this report, I would like to introduce some of our new members of the SIG secondary steering group and their thoughts on the issues facing ESOL teachers in secondary schools: Athlyn Watt from Pukekohe High School, Sian Waite from Rosmini College and Lisette Williams from Cashmere High School.

Kia ora e te iwi. I have been teaching English language learners for the past 25 years or so at Pukekohe High School. Over the years, I have seen the development of teaching and learning resources to help us to be more effective – from NZQA, the Ministry of Education, Advisors, and more recently Evaluation Associates – and I'm so grateful for these. I've also valued the collegiality of the ESOL teaching community, seen through Professional Learning Groups and the wonderful ESOL online secondary teachers' group. It's vital that we support one another, and teachers are so generous with their time, expertise, and resources. I see helping ELLs to navigate the NCEA co-requisites as being a huge challenge. I also see the huge influx of migrants returning to our country as being a delightful challenge as we look for ways to adapt to meet their varied needs, accelerate their English language learning, and help them to meet their goals. Their courage in the face of massive changes inspires me.'

I'm Sian Waite, I have been teaching ESOL for 14 years, and am currently Head of Department ESOL at a school in Auckland. All of my teaching has been in a New Zealand secondary school context, and I have worked with migrants, refugees, and international students. The biggest issue I am finding at the moment is the numeracy and literacy co-requisites and how inaccessible they are for the majority of my students. Navigating the NCEA changes and finding the best literacy pathway for my students is a top priority.

I'm Lisette Williams and I have been teaching for about 12 years, almost exclusively as an ESOL teacher. I am currently the Head of Department ESOL at Cashmere High School in Christchurch, and I also lead our local professional learning cluster. In my current position, I work mostly with international students, but, like many areas of the country, we have been

experiencing a significant increase in migrant students. Working in such a large school, my concerns often focus on making sure our ESOL students are seen and catered for, and this extends to my concerns about the new national assessments and how equitable they are.

Tertiary SIG

George Horvath

Kia ora koutou,

I trust this message finds you well amidst the winter season. Today brought a particularly chilly morning here in Lincoln, with temperatures plummeting to as low as -4 degrees Celsius – an invigorating experience, to say the least. Despite the cold, I embarked on my customary morning jog, donning an extra layer to ward off the chill, adding a touch of adventure to the routine.

Now, turning to more substantive matters, I am reaching out to extend a formal invitation on behalf of the TESOLANZ Special Interest Group dedicated to the Tertiary sector. As noted in our recent newsletter, I have assumed the role of Coordinator for this sector within TESOLANZ. In this capacity, my responsibilities primarily revolve around gathering pertinent information and identifying key issues within the sector, which are then communicated to TESOLANZ for further deliberation and action.

Currently, our steering group is actively seeking experienced and knowledgeable professionals to join our ranks. We convene online once per term to discuss various topics and address pressing matters relevant to the development and advancement of the sector.

Acknowledging the demands of your professional and personal commitments, I recognize the value others' expertise and insights would bring to our discussions. I kindly ask that if you work in the tertiary sector (Polytech, PTE, community group, or university) take a moment to consider this opportunity and share your thoughts at your earliest convenience.

Thank you for contemplating this invitation. I eagerly anticipate the possibility of collaborating with you.

Nga mihi nui
George



United Nations International Days

as established by the General Assembly

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

JULY

11 July

World Population Day

15 July

World Youth Skills Day

25 July

World Drowning Prevention Day

30 July

International Day of Friendship

AUGUST

9 August

International Day of the World's Indigenous Peoples

12 August

International Youth Day

19 August

World Humanitarian Day

29 August

International Day Against Nuclear Tests

SEPTEMBER

8 September

International Literacy Day

15 September

International Day of Democracy

21 September

International Day of Peace

23 September

International Day of Sign Languages

OCTOBER

5 October

World Teachers' Day

7 October

World Habitat Day

11 October

International Day of the Girl Child

17 October

International Day for the Eradication of Poverty

31 October

World Cities Day