Inside this issue:

Te Reo Māori for English Language Learners

Hilary Smith

In this third TESOLANZ article discussing te reo Māori in Aotearoa, Hilary Smith offers suggestions from a personal Pākehā perspective for English language teachers wishing to foster te reo Māori with their learners.

The wider social context around te reo Māori has recently become more complex, with changing government policies challenging our ideas about levels of support for the revitalisation of the language and its place in Aotearoa. Our Māori colleagues are hurt by the recent cuts of funding for teachers to learn te reo[1], either directly in their work or because of the message it sends about the value of the language.

Why we teach te reo Māori

At a functional level, anyone who lives in Aotearoa needs to understand Māori words which are now part of New Zealand English. Since language and culture are intertwined, the more reo Māori someone understands the more they understand the Indigenous culture of this country.

Te reo is regarded as a *taonga*, a 'cultural treasure' under te Tiriti o Waitangi, signed in 1840 by Māori and the British crown to allow settlement of Aotearoa. Students may be surprised to hear about our "unwritten constitution" of common law and practices, and that te Tiriti is widely regarded as our founding document and important in our education curriculum[2]. It can be controversial but there are many materials available for teachers to use in teaching about te Tiriti[3].

Hilary Smith is a Pākehā New Zealander with honorary affiliations to Massey University and the Australian National University. She has over 30 years of living, teaching and researching in Aotearoa New Zealand, Australia, the South Pacific, and Southeast Asia.

She is engaged in language policy issues, particularly in relation to education. With Massey colleague Leanne Kerehoma she is investigating the ways in which Kapa Haka supports te reo Māori, and in Australia supports the reclamation of Indigenous Gamilaraay language through the Winanga-li Aboriginal Child and Family Centre in New South Wales.

www.systemetrics.co.nz

1 https://www.beehive.govt.nz/release/supercharging-schools-teach-maths
2 https://nzcurriculum.tki.org.nz/Principles/Treaty-of-Waitangi-principle
3 https://my.christchurchcitylibraries.com/the-signing-of-the-treaty

Editor's Foreword

Kia ora koutou,

Welcome to the third and final newsletter for 2024! It's hard to believe that we're nearly at the end of another very busy year and I'm sure many of you will be looking forward to a well-earned holiday break. Fingers crossed we get some decent weather despite the predictions of a La Nina summer.

I think it's important to begin by once again highlighting all the amazing work undertaken by our Executive, branch committees, and SIG members throughout the year and remember that they do this on a voluntary basis. Without them, we, as members, are less likely to have the same opportunities to be represented when it comes to the important issues that affect us in our work, and our learners as they navigate their way through our education system. Our branch and SIG representatives also facilitate regular learning and development opportunities for us as professionals. These meetings, whether face-to-face or online, allow us to network and share with our professional colleagues. How significant this is was very evident in the feedback after this year's CLESOL conference, the first face-to-face CLESOL conference since Christchurch in 2018. With this in mind, I urge you to offer whatever support you can to our representatives. In particular, if you are working in the tertiary sector, please seriously consider putting your name forward for the Tertiary SIG. You will find a call for expressions of interest in this newsletter.

It's also important to remember that our TESOLANZ newsletter is published with the support of our advertisers. I would like to acknowledge and thank them for their ongoing contribution to the viability of this publication. They consistently offer a window into what's new in the TESOL world, locally and internationally. A very special mention goes to Cambridge University Press for generously gifting books to our star writers of letters to the editor. Please think about using this as a forum to share your ideas, concerns, or issues. These can be bouquets or brickbats!

And finally, I want to thank all the kind and generous people who have agreed to contribute articles to our newsletter this year. Without them, we really wouldn't have a newsletter. As editor, I have appreciated their willingness to share their knowledge and experience - and their patience when I have suggested any changes. I am always on the lookout for new authors so if you have an idea for an article and want to discuss the possibility of having it published here, please don't hesitate to get in touch. You will also find a call for submissions for the TESOLANZ Journal in this newsletter. The date for this has been extended due to a shortage of submissions this year. Without your input, both these publications would not exist.

So, on to the contents of this edition. Once again, we have a bumper collection of articles, including two more in the PART series. Initiated by Paul Nation as a way of linking research to practice, this series continues here with an article from John Read and another from Paul himself. Both focus on vocabulary teaching and learning, and offer invaluable insights into what's important in this area.

Hilary Smith's article on integrating Te Reo into our classrooms offers some great advice on how we can do this effectively. In another of his Tech Tips article, Nick Baker also presents some guidance on how we can integrate AI into our practice. Both Mark Dawson-Smith and Karen Cebalo provide updates in their articles albeit from two different sectors. Mark gives us an overview of the outcomes of the NZCEL Review begun in 2023 while Karen tells us how her young learners are doing as a result of the implementation of a Structured Literacy approach in their Kahui Ako. And last, but certainly not least, in his article Jonathan Ryan reminds us of the current situation in Afghanistan and describes an initiative aimed at addressing the dire educational circumstances of the girls and women in that country.

Ngā mihi nui

Christine

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.

Te reo in the school

My Māori colleagues are clear that wherever possible, teaching and learning te reo should be within a whole school approach involving parents, staff, and students. Māori members of staff, parents, or local Māori organisations should be able to locate people who have the time and expertise to help with language planning at the school. This can set the scene for a focus on the language itself, and will be helped if there is a language "champion" who advocates for te reo in the school - this might be for signage, greetings and prayers, or time for professional development.

Teaching te reo words

For a language teacher, teaching individual Māori words is probably the easiest aspect of fostering te reo. The language was written down in the 19th century and follows a standardised spelling system[4] which allows a completely phonics-based approach. There are a lot of high quality resources available for any age group – these include teaching videos with the sounds (with or without phonics teaching style gestures), bilingual books and materials, games, etc.

For word meanings, a good resource is the free online bilingual dictionary and phone app Te Aka, from Te Whanake. It includes definitions and explanations in English, sound, example sentences, pictures, birdcall recordings, etc.

Teaching about te reo locally

Older students may be interested in how te reo Māori is seen around the town. In Te Papaioea Palmerston North we have many bilingual signs. Researching their meanings can be a project helping towards the settlement for those who are new migrants. Discussions can then be extended to local issues such as the controversy over the ā on the road signs for Kāpiti, or the reclamation of the Māori name for Te Marae o Hine – The Square in Te Papaioea Palmerston North. Sometimes knowing te reo is literally a matter of life and death, such as when the *rāhui* ('cultural ban') placed on a section of the Manawatū River after a drowning was not well communicated or understood, leading to further deaths[5].

In different regions, iwi may be reclaiming their particular dialect. Strong partnerships with the local community will be the basis for any teaching of different varieties.

4 https://nzhistory.govt.nz/culture/maori-language-week/history-of-the-maori-language
5 https://www.rnz.co.nz/news/national/458994/manawatu-river-drownings-rahui-in-place-after-four-bodies-recovered-in-recent-days

Hokowhitu Primary School sign with motto

"Alphabet in Te Reo Māori – Waiata Mai", from Auckland Libraries, available on YouTube

Bilingual sign, Te Papaioea Palmerston North

3

Professional development

My belief is that the best professional development for language teachers is to be themselves actively learning a language. More than ever, this applies to te reo Māori. There are many free online or face-to-face courses based in Māori culture and practice available around the country.

Studying te reo requires us to consider our own backgrounds. As language teachers we cannot detach our own positions in relation to our teaching. This is particularly the case for teachers who are teaching te reo words in New Zealand English, the language of colonisation. As a descendant of 19th century settlers to Aotearoa and Australia from the UK and Ireland, I carry White privilege, however it manifests in my life. My colleagues with Indigenous backgrounds live with the other side of 19th century invasion and colonisation, however it manifests in their lives. Students have different levels of awareness of these issues according to their age and culture, but it may be appropriate to discuss this history in relation to their own backgrounds.

Finally...

I have met Indigenous Elders in both Aotearoa and Australia who are learning their language in order to keep up with their grandchildren. This is often a painful experience for them, as they engage with family loss of land and culture, and the resulting intergenerational trauma. Walking alongside them in their journey of language reclamation requires a conscious effort to leave my comfort zone - this can be difficult but also full of joy.

Useful resources

Māori Language Commission https://en.tetaurawhiri. govt.nz/language-planning-resources
Encyclopedia of New Zealand: https://teara.govt.nz/en/ te-reo-maori-the-maori-language

The controversial sign to Kāpiti with the macron painted out

Rāhui sign on the Manawatū River, erected after the second drownings

TRINITY
COLLEGE LONDON

Take the next step with
ISE Digital

Empower your students with real-world English language skills for modern day work, study and life.

› CONVENIENT

- ◗ One of the shortest, regulated tests available.
- ◗ Flexible and frequent exam dates.
- ◗ Digital certificate within 3-5 days.

› PERSONALISED

- ◗ Speak on a chosen topic in the Speaking module.
- ◗ Multi-level exam means that every candidate will receive a result.
- ◗ Feedback on strengths and areas for improvement.


› **Study.**
› **Work.**
› **Live.**

Scan the QR code to find out more.
trinitycollege.com/ISEDigital

National reviews – two years on

Mark Dawson-Smith

Mark Dawson-Smith is a Team Manager at the Centre for Languages at Wintec, Hamilton. As well as serving as the Publications Officer for TESOLANZ, he was also Chair of NZQA's Review Advisory Group for the review of the NZCEL qualifications and the EL and EAP unit standards. He is currently leading the review of the NZCEL Supporting Document and is a panel member for the review of the EL & EAP Supporting Document.
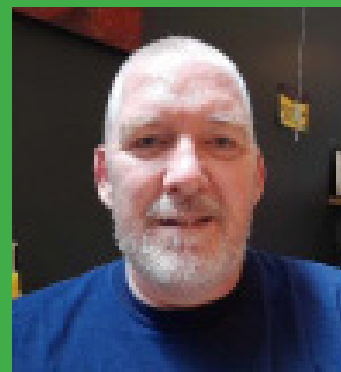
In the Summer 2022 edition of the TESOLANZ Newsletter (Volume 42, Issue 3) I wrote an article titled *"2023 - A big year ahead for ELT in Aotearoa"*. In the article, I previewed some of the major reviews that were being undertaken in 2023, namely the review of the suite of New Zealand Certificate in English Language (NZCEL) qualifications, and the review of English Language (EL) and English for Academic Purposes (EAP) unit standards. All three of these reviews have been completed, with a few key outcomes for stakeholders.

As a result of the NZCEL review, four new qualifications have been created. A new NZCEL (Academic) (Level 3) qualification has been developed to sit alongside the current NZCEL (Applied) (Level 3) qualification. It has been designed to clearly differentiate between the academic and non-academic qualifications at this level. The previous NZCEL (Applied) (Level 3) qualification included an academic context (as well as community and employment contexts), but this was not reflected in the name of the qualification that was awarded, and so despite being equivalent to an (academic) IELTS 5.5, the Applied qualification did not provide entry to mainstream qualifications (such as NZQCF Level 5 Diplomas) that other frameworks/exams at the same level did. This issue will hopefully be addressed by the new NZCEL (Academic) (Level 3) qualification which will include the five Level 3 EAP unit standards as part of programmes.

Two new qualifications have been introduced at Level 5. These are NZCEL (General) (Level 5) and NZCEL (Employment) (Level 5), which have been introduced to provide a pathway for learners wishing to continue their English language development beyond Level 4 but who do not want to have to do an academic English language programme (as was the case with only NZCEL (Academic) (Level 5) in the past).

The final new qualification is NZCEL (Advanced) (Level 6). This has been created to provide a pathway for learners seeking entry into mainstream qualifications which have higher entry requirements (IELTS 7.0 equivalent). It is hoped that graduates of the NZCEL (Academic) (Level 6) qualifications will be able to gain entry into programmes such as a Bachelor of Midwifery, Bachelor of Early Childhood Education, or post-graduate qualifications such as a Master of Nursing Science.

The review of EL and EAP unit standards has seen changes in titles, outcomes, performance criteria and range statements to better reflect the purposes of the standards. Any pre-requisites have been removed from all standards, and reference to specific CEFR levels has also been removed.

Following the completion of these reviews, the next step has seen the start of the review of the NZCEL Guiding Document. For those who may be unfamiliar with this document, the NZCEL Guiding Document was designed to support providers with the delivery of NZCEL programmes and unit standards. However, although it was originally intended as exactly that – a guide - there were a couple of key problems. Firstly, the Guiding Document tried to address the needs of both a secondary and tertiary audience when each group has significantly different needs. Secondly, it morphed into more of a rule book on how to deliver NZCEL programmes, losing focus on supporting providers, and shifting more towards trying to prevent providers from doing things they shouldn't be doing. As a result, there was considerable dissatisfaction with the Guiding Document, as evidenced by the two stakeholder surveys conducted in August 2022 and in March 2023.

In response to this, it was decided that the current review should focus on supporting rather than guiding, and a decision was also made for there to be two supporting documents rather than one. As a result, there are currently two reviews of supporting documents underway. The first of these is the NZCEL Supporting Document, focussing mainly on tertiary providers of NZCEL programmes. The second document is the EL & EAP Unit Standard Supporting Document, focussing mainly on secondary providers of EL and EAP unit standards. A key focus of the documents is to **show** stakeholders how, what, when and why to do things, rather than just telling them (as was the case in the past). The documents will be web-based, meaning they will be easier to navigate. There will be more visual information and less text, making the documents more user-friendly. A range of teacher and learner persona have already been developed to ensure that the needs of a wide range of stakeholders are addressed in the Supporting Documents.

Review panels for both documents have already been set up, with initial meetings taking place in September and October. Both panels will be working with NZQA over the coming weeks and months to develop products that will go out for stakeholder consultation (hopefully) by the end of the year. Previous surveys identified that some stakeholders felt there had not been enough consultation on the previous Guiding Document, so it is important that everyone who is interested has the opportunity to have their say on both the NZCEL Supporting Document and the EL & EAP Unit Standard Supporting Document. TESOLANZ will be approached for feedback as part of the consultation process, and links to the documents will be shared with all TESOLANZ members. I encourage you all to have your say.

Letters to the editor

The book prize kindly donated by Cambridge University Press for the **STAR LETTER** goes to P. Teacher. In his book Teaching and Developing Writing Skills, Craig Thaine offers a wealth of ideas and activities to practise and develop writing skills. It introduces different approaches to teaching writing, managing writing lessons, and giving feedback. It covers all language levels from A1 to C2 and explores a range of writing contexts and text types.

1.

Dear Editor

Firstly, I would like to congratulate you on doing such a terrific job in producing the TESOLANZ Newsletter. I know firsthand the amount of work it takes to gather together all of the content for each Newsletter, and the quality of TESOLANZ Newsletters over the last couple of years seems to be getting better and better. As well as the regular features such as the Tech Tips, book reviews, and Letters to the Editor, the Newsletter has included some great articles recently; I particularly enjoyed reading Paul Nation's articles. I look forward to the next one.

On another note, I heard that some members have asked if there could be a print-friendly version of the Newsletter. Should anyone want to print off a copy of the Newsletter, it is available as a pdf and can be downloaded and converted into a Word document. This will allow members to change colours, font size, and type, making it easier for them to print a physical copy for themselves.

Keep up the good work!

Best regards

Mark Dawson-Smith

2.

Dear Editor,

I greatly enjoyed the pre-AGM talk by Doctor Hilary Smith on *Caught up in the "Reading Wars?"* Phonics and the English language learner. During my time studying, I read a lot about the reading wars and, historically, it seemed to come down to functional and critical literacy and what we wanted in our workforce. The belief of what was important tended (especially in the USA) to be split along party lines.

Having been trained in both Reading Recovery and Multi-sensory Structured Language, I can say with confidence that what we teach is the child in front of us in that moment of their learning journey. I doubt I am the only teacher who has snuck in ideas and resources that are currently unpopular because it is what will best support a student.

The draft English curriculum states that, as skills are learned, there needs to be growth away from teaching just using synthetic phonics and towards other texts that are carefully chosen for specific purposes. It also says that we need to encourage and develop joy around books. This, at least, gives us some scope for making those micro-decisions around our learners.

We have been mandated to teach using a certain approach by, what was referred to in a meeting I attended, as the democratically-elected government. So, we will (mostly) do what we are told. But, does this mean there will be changes in two years? I remember how quickly National Standards were dropped after the democratically-elected government changed in 2017. I also remember how happy many teachers were when the changes happened.

Speaking to a slightly younger teacher a while ago, I pointed out that I will probably see at least two more major changes in education before my retirement. He will probably see at least three. The important thing is to keep the holistic well-being of our students in mind, and not throw our babies' futures out with the bathwater.

P. Teacher

Learning Village

A blended vocabulary, language structure and reading programme suitable for new-to-English, SEND and low-level literacy learners of any language background using image as the language of instruction and repetitive sentence patterns.

The programme can be used for independent learning, small group teaching and to support differentiation in class. Teachers can plan lessons, create bespoke resources, assign assessments and track the progress of their learners.

The Learning Village
for school age AND adult learners

The Learning Village offers online sessions in an immersive and gamified experience that teaches:

Survival and academic language
Phonics and spelling
Reading fluency and comprehension

The Village
(ages 6 to 11)

The Islands
(ages 12 to 16)

The Community Village
(adult/parent ESOL 18+)

AssessEP

AssessEP provides online reading and listening assessments and offline speaking and writing assessments.

Easy to administer
Robust and comprehensive
Can be used for admissions testing and placement

ACROSS CULTURES
AssessEP

Aligned to
ELLP, EAL/D CEFR

Register for a [Free Trial]

For more information:
Call: **+64 (0) 9 889 8153**   Email: **admin@axcultures.com**

ACROSS CULTURES

IELTS results released in 1 day

ielts.co.nz/fastresults

IELTS on computer results are now available typically within one day.

idp **IELTS**

Jonathon Ryan taught ESOL for over 20 years in NZ, Ireland, and Mexico and is currently Research Operations Manager at Wintec, in Hamilton. His research includes a focus on adult L2 learners developing literacy for the first time.

Teaching English with Victory Afghanistan

Jonathon Ryan

In August 2021, many young women and girls in Afghanistan were in the midst of exams, mere weeks from completing high school or university qualifications and, in some cases, from qualifying as doctors or other professionals. Farzaneh* tells of being seated for a computer science exam when the teacher re-entered the hall with another exam paper - one scheduled for the following week - advising students to do it right then because they didn't know if they'd be allowed back. "All the teachers were crying; all the students were crying." They haven't been allowed back and never did find out their results.

With education now banned for girls over the age of 11, free online classes have become a lifeline for women like Farzaneh, who recently completed an intermediate-level English course through the volunteer organization Victory Afghanistan, where she worked with Auckland-based teacher Faith Barker.

Barker came to volunteering by chance. Her bachelor's degree was in Arabic and Spanish, and she had dabbled in teaching both English in Morocco and Spanish in the UK, before subsequently making a career shift into social work. In her day job, she currently runs the youth team at Refugees as Survivors (RAS), a specialist mental health and well-being service where a large proportion of the clientele are from the group of Afghan evacuees that arrived in 2021. In early 2023, one of the young women from this group shared an Instagram post about Victory Afghanistan, intending to inform her peers about their free courses.

Conscious of the dire situation, and moved by the opportunity to provide tangible support, Barker put her hand up.

"It was really just such a lovely experience to be connecting with these women in Afghanistan online, and then also connecting with these Afghan girls in real life in New Zealand."

Having now volunteered for two semesters, something that stands out to Faith is the impressive efforts of her students to attend classes and their commitment to learning English. Deep into the Afghan winter, one girl in Bamiyan province had to venture outdoors in knee-deep snow to get enough connectivity just to join the class. A qualified lawyer joined whenever possible from Herat, the site of last year's devastating earthquake, attending with her young baby and sharing images of the surrounding rubble, while humanitarian aid struggled to get through.

Barker also notes the parallels between her online work with women in Afghanistan and her day job working with Afghan women in New Zealand. Those who have resettled in New Zealand "are generally very, very aware of the opportunity that they have - the value of education - and of not wanting to squander it." This is something that she also lets her online students know about, given their own efforts to participate in education.

It is this commitment and yearning to continue their education, and to share the opportunity more widely that inspired members of the Afghan diaspora to establish Victory Afghanistan. Founded in 2023 and run entirely by volunteers, they now offer classes to over 600 women and girls in regions across the country, and in some cases to those who have crossed the border into neighbouring countries such as Iran. A student waiting list has grown to 1000 and the volunteer teachers come from countries as far-flung as New Zealand, Australia, Belgium, Canada, Japan, Italy, Kazakhstan, Poland, Switzerland, Sweden, Turkey, the UK, and the USA.

For Faith Barker, volunteering has been "an incredibly uplifting and fun" experience. While she knows that some people might feel discouraged by the enormity of the challenge facing Afghan women and the long road ahead, she emphasizes the incredible value of the micro-social level of simply making a positive contribution to this day in the lives of other women.

For more information on Victory Afghanistan, visit https://www.victoryafghanistan.org/

Structured Literacy and English Language Learners (ELLs)

Karen Cebalo

In June last year, Carrie Ingham (Across Schools Leader for Literacy) and I (Across Schools Leader for ESOL) reported on the implementation of a Structured Literacy approach across our Mid-Bays Kāhui Ako. Schools in our Kāhui Ako use a variety of resources and programmes in order to implement a Structured Literacy approach including iDeaL through *Learning Matters, Better Start for Literacy Approach* through the Ministry of Education, and *The Code and Little Learners Love Literacy (LLLL)* through Liz Kane Literacy. In this article, I will follow up with some of the information from the previous article and share some data and reflections from my own school context.

In ESOL, I have now been using a Structured Literacy approach through the iDeaL platform for four years. Not all students are involved in this approach in ESOL now as a Structured Literacy approach is being followed in the classroom. The Year 0-3 students are now all being taught using a Structured Literacy approach in their class following the *Little Learners Love Literacy* scope and sequence and the older students following The Code. However, we are still finding it highly beneficial to use the iDeaL approach in the ESOL context for Year 3-6 students, especially those whose level of literacy in English is below their level of oracy.

iDeal is an online platform while 'Little Learners Love Literacy' provides hard copies of decodable texts and other resources. Like all Structured Literacy approaches, they each have an evidence-based scope and sequence. The scopes include phonological awareness, alphabetic code, and spelling conventions. The sequences are very carefully scaffolded with daily recycling of previously learnt concepts.

We now have Structured Literacy 'Little Learners Love Literacy' assessment data from the classroom teachers for all of our Year 2s for term 2 and term 3 this year (see table). The data represents 97 Year 2 children, 48 of whom are ELLs. Of the ELLs, 35 are funded by the Ministry of Education for ESOL support and 12 of those 35 funded-ELLs are very new to learning English and receive bilingual support. The remaining 13 are not currently funded. These ELLs come from a range of home languages - 27 speak Mandarin or another Chinese language, 9 speak Korean, and the remaining 12 speak other languages including Afrikaans, Urdu, and Malayalam. This is very typical of the demographic profile across our Kāhui Ako.

The average stage across native speakers moved from 6.03 in term 2 to 6.58 in term 3 - a shift of 0.5 or half a stage. The average stage across non-native speakers moved from 5.44 in term 2 to 6.22 in term 3 - a shift of 0.8 or nearly a full stage in one term.

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

	Term 2 average LLLL stage	Term 3 average LLLL stage	Average shift in LLLL stage
Native speakers ∑ 49	6.03	6.58	0.5
English Language Learners ∑ 48	5.44	6.22	0.8

From LLLL stage 2 onwards, children take a decodable text home to share with their families.

Once the students are at LLLL stage 7.2 they begin taking home an authentic reader at Green or Orange level as well as decodable texts. By then they have the skills to read an authentic text confidently. To give the parents of our ELLs the knowledge and skills to support the children in their learning, our Deputy Principal delivers parent information sessions with Mandarin and Korean translations from our bilingual ESOL teacher aides. These sessions have been very valuable and we believe it has resulted in more consistent learning from school to home. A video is also available to parents on how to support their children at home and teachers report that this has also been very useful for parents of ELLs.

Our Year 2 classes now cross-group for the entire Literacy block and a Mandarin bilingual ESOL teacher aide works collaboratively with the two class teachers who take the lower-stage classes. These students benefit from the bilingual support, translation of vocabulary, and explanation of the conventions taught.

Of course, the children still engage in rich oracy and building Basic Interpersonal Communications Skills (BICS) and Cognitive and Academic Language Proficiency (CALP) (Cummins, 2000). They also have opportunities for context-embedded language tasks, 'shared-book' experiences every day and enjoy having authentic texts read to them in an engaging way. In addition, the Structured Literacy approach gives them a very valuable set of tools. The difference I see with my students when they come to ESOL is that they have a stronger understanding of 'how English words work'. When writing, they make much closer approximations and, when reading, they have a much greater kete of strategies to help them decode and make meaning. The approach is in sync with many ESOL strategies, principles, and best practice for working with ELLs such as explicit teaching, recycling, and a highly scaffolded sequence of teaching concepts. The fact that the structure of each lesson is the same also reduces cognitive load.

It has been very encouraging for me to see that our ELLs are making accelerated progress through a Structured Literacy approach. This is only a small snapshot from one school, but schools across the Kāhui Ako are positive about the approach in general and children are motivated by the progress they can clearly see that they are making.

References

Cummins, J.: 2000, *Language, Power and Pedagogy: Bilingual Children in the Crossfire*, Multilingual Matters, Clevedon, England.

Better Start Literacy Approach:
https://www.betterstartapproach.com/

iDeaL Learning Approach:
https://ideallearningapproach.com/

Little Learners Love Literacy:
https://www.littlelearnersloveliteracy.com.au/

Liz Kane Literacy and The Code:
https://www.lizkaneliteracy.co.nz/

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.

Call for Submissions:
TESOLANZ Journal 2024 – Deadline Extended!

Are you passionate about English language teaching or applied linguistics? Do you have insights, research, or innovative practices to share with the TESOL community in Aotearoa New Zealand? If so, now is the perfect time to contribute to the *TESOLANZ Journal*, as the submission deadline for the 2024 edition has been extended to **20th December 2024**!

The *TESOLANZ Journal* is a respected publication within the TESOL community, providing a platform for both experienced professionals and new voices to share their work. Whether you're an educator, researcher, or student in the field of TESOL or applied linguistics, we encourage you to submit articles, reports, or reviews that could benefit your peers.

By contributing, you'll not only enrich the knowledge and practices of educators across the country but also gain visibility for your work and ideas. Our journal reaches a wide audience of educators and academics who are eager to engage with fresh perspectives.

WHAT TO SUBMIT:

- Empirical articles reporting research on TESOL or applied linguistics

- Reports on research or practice

- Reviews of books or resources relevant to the TESOL community

Don't miss this opportunity to showcase your work! We look forward to reading your submissions.

For submission guidelines and further information, please visit the TESOLANZ website or contact the journal editor: https://www.tesolanz.org.nz/publications/tesolanz-journal/.

Start writing and contribute to the growing body of knowledge that supports excellence in TESOL education!

New Deadline:
Friday 20th December 2024

Tech Tips:

Insights from the 2024 New Zealand AI in Higher Education Symposium

Dr Nick Baker

Nick Baker is a 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, running their Master's and PhD candidate workshop programmes and developing comprehensive online learning courses for research postgraduates. Nick is also researching and publishing around the topics of Dialogic Feedback and the Village Formation Tool, practising blues guitar, tai chi, meditation, and philosophy.

AI continues to be a hot topic in our world of teaching English as an additional language to non-native speakers. I was fortunate to attend the recent AI in Higher Education Symposium at the University of Otago this year. This one-day symposium highlighted key insights about building AI literacy, both for us as educators and for our learners. These insights can empower us to enhance the learning experience, no matter where we teach. Below, I'll share four key takeaways that can help you incorporate AI into your teaching practice.

AI literacy: A shared learning journey

AI literacy was a recurring theme at the symposium. While many institutions lack clear policies or training on AI use, several guiding principles emerged to help us navigate this new terrain and strengthen our AI literacy muscles.

- **Be brave!**
  We can't let our fear of the unknown hold us back. Nor can we let the delay of policies or systems hold us back, or the constant barrage of new applications daily. AI is here. AI is already part of our students' lives, and as educators, we must engage with it. By experimenting with AI ourselves, we can better understand its potential and limitations, and how to introduce it safely into the classroom. This can't happen unless we are brave enough to try it first ourselves; without trying, our literacy will not strengthen.

- **Upskilling to be a role model**
  We need firsthand experience with AI tools by applying them ourselves and demonstrating their value to the learner. So play with the tool, see how it could contribute, and also be the role model for the students by showing them that you use it so they will be willing to attempt it and know you can help. By being the role model, you can demonstrate good practice in employing the AI in a way that can benefit their learning the most.

- **Collaborating critically**
  AI can be a useful collaborative tool, but we must teach students to engage with it critically, rather than accepting its output at face value. It's important to challenge the assumption that just because information comes from AI, it is always correct. Encourage students to compare AI-generated responses with human input, evaluating the relevance and quality of both. You can also create opportunities for students to work together or as a class to assess AI responses, prompting collaborative discussions that explore the role AI can play in language learning. This approach fosters critical thinking and helps students determine when AI adds real value to their learning experience.

Student panel during the symposium sharing their views on AI and learning

>>>>

• **Creating an ethical approach to AI**

AI offers new opportunities, such as practising conversation or checking language production, but it's important to establish ethical guidelines for its use. Guidelines that provide a safe space for using AI and promote learning are needed. Such guidelines are hard to set. It requires decisions with the learners, such as that AI should complement, not replace, human interaction, being clear about when AI is used and why, and highlighting the limits of AI in certain contexts. Considering what these guidelines are and establishing them could help greatly in developing an ethical space to learn.

These four points (see Figure one as a summary) are just a few key takeaways from the symposium that I wanted to share with you to help guide you as you develop your own AI literacy. By being brave, experimenting, and reflecting on AI's role in language learning, we can better support our students in navigating a world increasingly shaped by AI tools. For further details, I encourage you to explore the symposium's website (https://aihe.nz/symposium-2024/) for presentation recordings and summaries. So, teachers and learners, give these four points a try as part of your journey of developing your AI literacy skills and improving the journey of learning.

Figure one: A quick visual summary of four ways to strengthen your AI literacy

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.

· ·

Reviewer

Jean L. Arnold
English Language Institute
Victoria University of Wellington

What do you do in the morning? What's the matter?

These two books for beginner English language learners are part of a series that includes audio recordings online. These books are comprised of two versions of the story: a shorter, simpler story for beginners and a slightly longer, more developed story for post-beginners, corresponding to A1 and A2 on the Common European Framework. The content is situations that adult beginners living in an English-speaking country would be likely to encounter. In 'What do you do in the morning?', predictably, readers get practice with basic present tense verbs in the context of an ESL classroom. The exchanges are primarily between a teacher and her students, but there is a little student-to-student dialogue.

In the written text, which uses a clear, large font, the stressed words are written in bold, and the word stress of multisyllabic words is indicated by an underline. This is not always accurate or consistent but would likely pass unnoticed by a beginning language student. There are drawings to accompany the text which help the reader identify the basic scenario. The audio recordings match the printed word and are spoken at a very slow speed. Although the text represents several different speakers, the recording was made (apparently) by a single person. It would be nice to hear different voices to distinguish even more clearly between the speakers.

I wondered about the use of low-frequency words such as fiancée, massage, and swollen. Including a picture or a paraphrase in the text to help the reader understand these might be an improvement. There were also brief expressions from other languages included in the texts. If one has Chinese, Spanish, or Arabic students, this may make the text feel more relevant to these students.

The different level stories are followed by level-appropriate activities to review the meaning of the dialogues and the syntax. For the beginner text, *What do you do in the morning?*, there is a six-item activity to match the start and end of sentences and another to put given words in the correct order. The post-beginner version of the story has exercises to put target words into the correct blanks, identify true and false statements, mark syllable stress, and identify sentence stress and discussion questions based on the text. There is a clever final word search activity with a mystery sentence which can be found by looking at all the letters not identified as part of words in the word search. Book 10, What's the matter? which is about common ailments has similar activities in addition to identifying phonetic linking between words. There is an online answer key for the activities.

These books would certainly have usefulness in teaching beginning students.
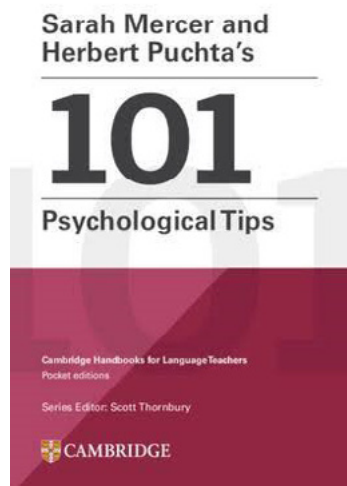
101 Psychological Tips

. . . .

Reviewer

Glenn Dare
UCOL, Palmerston North

101 Psychological Tips belongs to the Cambridge Handbooks for Language Teachers series, with this title being specifically a component of the Pocket Editions. Its manifest objective is to cram the mass of a neutron star into a convenient tome that will insinuate itself into a busy teacher's bag without having to reduce the size of the Tupperware container the said teacher is using to take the previous night's pasta to work. Indeed, it is an admirable if not an essential goal to raise the awareness of teachers that cognition, beliefs, knowledge, know-how, and heuristics of students and teachers are as consequential to the learning and teaching process as any other aspect of an individual. However, did this diminutive book achieve its aims?

The authors claim that the incentive for the book's creation was to 'suggest practical tips to language teachers for small changes you can make to your practice which lead to positive effects on learning and/or teaching' (p. ix) by drawing on theoretical and empirical findings in psychology. The book has been divided into six fundamental domains of the psychology of language learning: *Psychological tips for teacher wellbeing, Tips for learning with compassion, authority, and skill, Tips for the socio-emotional climate of the group, Tips for learner engagement, Tips for learner self-esteem,* and finally, *Tips for empowering learners*. These chapters are further divided into sub-topics, each of which accounts for a page. The whole book has the phenotypic attributes of a field manual for teachers in the trenches. Under fire and devoid of strategic answers, a teacher merely opens the pages to help them elucidate issues in order to improve efficacy and well-being in the classroom.

There can be little doubt that this book is replete with pedagogical and psychological information and knowledge that most teachers would not only find edifying but also usable in praxis. The chapter on tips for teachers' well-being demands the attention of any in the field. There are sub-sections entitled: *Be unapologetic about taking time for self-care, Seek out the positives,* and *Learn to "satisfice"*. Whilst prima facie these headings may elicit images of Hendrix at Woodstock in an ocean of tie-dyed t-shirts, each entry anchors intuitions of our folk psychology in empirical research or genuinely offers novel insights that have the potential to be transformative in a teacher's methodology and conceptualisation of teaching, learning, and the wellbeing of students and instructors.

Nevertheless, there are always trade-offs. This book is cognitively reductive which does not need to be intrinsically negative. However, as each page succinctly summarises previous research, it could be seen as doing a disservice to the complexities and variables involved in the domain of psychology. Perhaps I am being uncharitable, as the stated aim of the book was quite modest. Nonetheless, caution always needs to be shown with such pocket guides to not overestimate one's competencies after reading such a text.

Despite this weakness, *101 Psychological Tips* is a book that all teachers could benefit from, providing they are aware of its limitations. In fact, a good number of the entries are straightforward practice in class, but they clarify and reify these methods for teachers. Whilst the charge of reductionism is valid, each entry offers a complete reference to the theoretical frameworks described so that readers can read more comprehensively for a more profound insight into each tip. Thus, *101 Psychological Tips* is recommended for its user-friendly format, insightful recommendations, and references to academic research that the reader can follow up with. The crucial caveat to this endorsement, however, is for the reader to bear in mind the intrinsic limitations of such a publication.
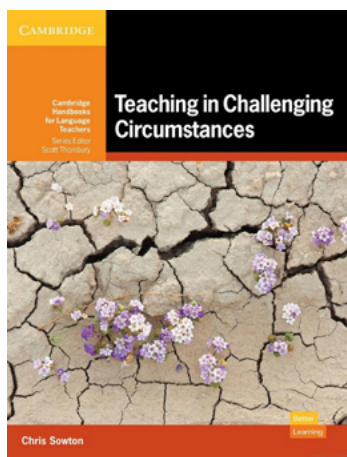
Teaching in challenging circumstances

Reviewer

Elizaveta Tarasova
ETC, Palmerston North

The title of the book prompts curiosity about what the concept of "challenging circumstances" may entail, as no classroom is perfect. Teachers often confront issues ranging from basic classroom management—especially when managing large groups of teenagers—to resource shortages and diverse student abilities. Sowton (2021) begins his book by outlining 12 factors that affect teaching and learning effectiveness, emphasizing the need to consider individual educational contexts to enhance the agency of both teachers and students and ensure their voices are heard.

The book is divided into nine parts. Part I, "Creating a Good Environment for Language Learning," emphasizes the significance of language education, highlighting the necessity for children to feel safe and for the learning process to be inclusive and interactive. It also discusses the teacher's role in fostering positive social change.

Part II, "Being Effective in the Classroom," covers essential topics like lesson planning and management while also emphasizing strategies to support students with limited educational backgrounds. It highlights the importance of creating a language-friendly environment through translanguaging, which is especially beneficial for students with low literacy in their first language and in contexts where resources in minority languages are scarce.

The theme of effective classroom management is further discussed in Part III, "Teaching Large Classes," where the author offers practical advice for enhancing learning by focusing on two main areas: seating arrangements and managing mixed-ability classrooms. One notable chapter addresses the unique challenges of mixed-age classes, providing effective strategies for teaching students of varying ages. However, it would be beneficial to expand on these concepts to better accommodate classes with students aged 18 to 78, particularly considering the differing educational experiences of older students who may have had limited access to education.

Part IV, "Teaching Language Skills and Systems," addresses the challenges of teaching language skills, grammar, and vocabulary, offering practical tips and engaging activities that often do not require published resources. This theme continues in Part V, "Teaching Without a Textbook," where the author emphasizes using students as resource creators, leveraging the local community and environment, and incorporating technology into teaching.

In Part VI, the author discusses the challenges of using textbooks. While textbooks simplify course planning and classroom management, teachers must critically assess the limitations, biases, content suitability, and relevance of textbooks to their specific educational contexts. The author encourages finding creative ways to supplement textbook materials and provides recommendations and practical guidelines for this.

Part VII, "Helping Students Achieve Their Potential," shifts focus to pedagogical strategies, covering motivation, tracking student progress, creating assessments, and exam preparation. The author provides valuable suggestions for combating boredom, examples of engaging activities for conducting low-resource progress checks, and outlines practical, systematic steps that can be taken by teachers before, during, and immediately after exams. I felt that the chapter on creating assessments would benefit from a stronger focus on the practical challenges of creating and managing formative assessments. While understanding validity and reliability of assessments as well as creating reliable marking schemes may be challenging, the chapter is less useful than others due to the lack of examples and practical suggestions.

Part VIII, "Linking the School to the Outside World," focuses on strategies for embedding educational institutions within their communities. It emphasizes engaging with external stakeholders to strengthen community ties, enhance inclusivity in learning, and promote positive change.

Part IX, "Supporting Yourself and Others," shifts the spotlight back to teachers, discussing their daily challenges and professional development needs. It highlights the importance of reflection and the support that colleagues and communities of practice provide.

Together, these sections underscore the interconnectedness of community engagement and teacher support in fostering a more effective and inclusive educational environment.

Since receiving this book for review, I have had the opportunity to implement some of the author's suggestions and found them valuable in teaching as well as language school management. I highly recommend this book as an essential resource for both experienced educators and those just beginning their careers.

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

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: Deliberate vocabulary learning

John Read

One issue in L2 vocabulary learning is how learners can best acquire the large number of words and phrases that they need to communicate effectively in the second language. Many of our learners come from educational backgrounds where they are expected to memorise large sets of L2 words and their L1 translations. There is ample evidence from psycholinguistic experiments that people can retain knowledge of word-meaning combinations over time if they systematically memorise them.

However, many teachers consider that their students are too dependent on rote learning. They also question whether this memorised knowledge of word meanings can be used in communicating in the second language if learners are constantly trying to recall what words mean. Some argue that vocabulary can be acquired much more effectively through extensive reading and listening, where words occur in meaningful contexts. Thus, the question that Irina Elgort set out to investigate was whether words learned out of context can become part of a learner's procedural competence in the language and be available for productive use.

The participants in the research were 48 advanced adult L2 users of English from a variety of L1 backgrounds. Their task was to learn the meanings of 48 "pseudowords", which were English words with one letter altered and given a different meaning. For example, *afflict* became AUFLICT: 'a mechanical device designed for lifting people or heavy objects'. The reason for using pseudowords was to avoid any possibility that the participants already had some knowledge of the target words, but the pseudowords still needed to have the linguistic characteristics of real English words. The meanings of the pseudowords were taken from two topic areas – building and construction, and health and the human body – because learning related sets of words can help the memorising process.

Initially, the researcher met individually with each participant to introduce them to the meanings and pronunciation of all the pseudowords and give them practice with using word cards to memorise the items. Then the participants went home to study the words and their meanings according to a spaced schedule of learning sessions. On average, they spent about four hours on this task. After one week they returned to the researcher and were tested on the pseudowords to ensure they could recall them to a high degree.

After that, the researcher conducted three experiments. The basic research procedure was the lexical decision task (LDT), which is very well-known in psycholinguistic research. Participants are presented with a word form (or target) on a computer screen and must press a button as quickly as possible to indicate whether it is a word or not. The computer records the reaction time (RT) to each target in milliseconds.

All the experiments involved the concept of priming, which means that before each target is presented, the participant sees another word form that is intended to influence the speed of their response to the actual target. In Experiment 1, the question was whether the participants would perceive the pseudowords as real words in terms of their spelling. Previous research showed that participants react more slowly when both the prime and the target are real words. In this case, the pseudowords were used as primes in the LDT, as compared to related real words. For example, for the target RECTANGLE, the effect of the learned pseudoword *reatangle* was compared to the non-word *roctangle* (as well as the unrelated real word *dishonest*). The reaction time (RT) data showed that the pseudowords had the same kind of effect as real words in slowing the participants' responses.

In the second experiment, the prime was either the same as the target or an unrelated word. The prime was presented very quickly together with a "mask" in the form of a string of symbols, to prevent the participants from consciously perceiving what the prime was. In this case, the RTs were faster when the same pseudoword was both the prime and the target, which is what happens with real words as well.

These results were extended in Experiment 3, where the primes were semantically related to the target rather than being identical. For example, for the target *balcony,* the primes were either *veranda, reatangle* (which had been

>>>>

given a similar meaning to *veranda* in the learning task) and, *scalpel*. In this experiment, the pseudowords elicited slower RTs than the related real-word primes did, but still significantly faster than the unrelated word primes.

Collectively, the experiments provided strong evidence that new vocabulary acquired through deliberate learning enters the same memory store as known words in both L1 and L2 and can be accessed automatically in a similar way. Thus, memorising techniques provide a sound foundation for further development of the learner's ability to use their vocabulary knowledge for communicative purposes.

What should teachers do to encourage deliberate vocabulary learning?

1. Teachers should see deliberate language-focused learning as one important component of a balanced language teaching programme.

2. The teacher should introduce students to a range of memorising techniques, as well as effective vocabulary apps, to facilitate deliberate learning.

3. The teacher should challenge learners to memorise more new words than they think they are capable of learning.

4. Teachers should emphasise that memorising words and their meanings is just the first step towards a richer and deeper knowledge of vocabulary.

Source: Elgort, I. (2011). Deliberate learning and vocabulary acquisition in a second language. *Language Learning, 61*(2), 367-413. This is an important experimental study that demonstrated how L2 words which are deliberately memorised can not only be remembered over time but can also be available eventually for productive use.

Further reading: Nation, I.S.P. (2022). *Learning vocabulary in another language* (3rd ed.). Cambridge University Press. Chapter 11 (pp. 397-432) discusses the research and techniques that support deliberate learning of vocabulary.

John Read is a retired professor of applied linguistics at the University of Auckland. He had a long career teaching applied linguistics, TESOL, EAP and academic writing both at Auckland (2005-2019) and at Victoria University of Wellington (1984-2005). He has been an active member of TESOLANZ since its inception and has frequently presented at CLESOL conferences. His primary academic interests in language assessment are represented by his two authored books, *Assessing vocabulary* (Cambridge, 2000) and *Assessing English proficiency for university study* (Palgrave Macmillan, 2015).

PART: How effective is vocabulary teaching?

Paul Nation

In the Carlo et al. study, the learners included native speakers and second-language learners in fifth-grade classes (10 to 11 year olds). Around 130 words were taught over a period of 15 weeks (10 to 12 words a week) for two to three hours a week (30 to 45 minutes for four days each week) over twelve weeks, with three weeks for revision, for a total teaching and revision time of around 40 hours. This averages out at around 3 words taught per hour.

Around 40% of the words were known already by the second-language learners on the 36-item multiple-choice word mastery pre-test. The second-language learners on average already knew 52 of the 130 words (40%) and gained knowledge of between 16 and 26 of the 78 unknown words (20% and 33%). Learning 26 unknown words over the 40-hour intervention is a learning rate of just under two hours per previously unknown word! A massive waste of time. The native speakers had higher pre-test scores and higher post-test scores but very similar gains. This analysis has only looked at the vocabulary mastery test scores. There were other tests (cloze, word association, polysemy, morphology), but their gains were generally smaller than mastery.

In other experiments, for example, those investigating the involvement load hypothesis, teaching vocabulary typically results in about half or less of the words being remembered immediately after the teaching, and even fewer a week or more later.

Some words such as technical vocabulary and high-frequency words are well worth teaching, but they need to be re-visited several times and need to occur in other parts of the course to ensure they are learned.

What should teachers do about vocabulary?

1 Do not spend too much time teaching vocabulary, and choose really useful words to teach.

2 When you teach vocabulary, make sure that the learners do not already know it, and come back to it again on other occasions at least two or three times. Include a simple test of the word, such as dictating a sentence containing it, or giving the meaning and asking learners to recall the word, or giving a context with a blank to fill.

3 When teaching a word, draw attention to the form of the word by getting learners to write it, by getting the learners to pronounce it, or by breaking it into word parts. Draw attention to the meaning of the word using an L1 translation, if possible, a picture, or a very clear definition. Give some examples of its use in a sentence.

The vocabulary teacher's main jobs, in order of importance, involve (1) planning, (2) organising learning, (3) training learners in how to learn, (4) monitoring and testing, and (5) teaching vocabulary. Teaching is the least important of the jobs, but it is still useful. It is useful if the words are well-chosen (planning), the teaching is done well (teaching), and if the words are returned to several times over several months (planning). The Carlo et al study involved some good teaching and opportunities for revision. Even so, the poor results did not justify the large amounts of time spent on the teaching.

This study is not a good example of what to do, but it is included here because it provides a very important finding, namely that vocabulary teaching can involve a lot of valuable classroom time with rather poor results.

Source: Carlo, M. S., August, D., McLaughlin, B., Snow, C. E., Dressler, C., Lippman, D. N., . . . White, C. E. (2004). Closing the gap: Addressing the vocabulary needs of English-language learners in bilingual and mainstream classrooms. *Reading Research Quarterly, 39*(2), 188-215.

Further reading: Nation P. (2021). Is it worth teaching vocabulary? *TESOL Journal, 12*(4), 1-9. This article looks at the place of vocabulary teaching in a course and outlines an ideal vocabulary learning program where teaching plays only a small role. The article is available free from Paul Nation's resources pages under Publications.

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.
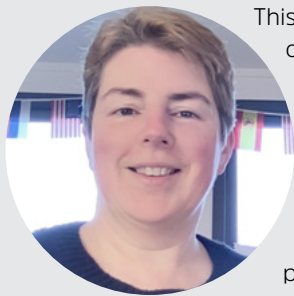
Reports

President's Report

Gwenna Finikin | president@tesolanz.org.nz

This completes my first year as full president of TESOLANZ, following my apprenticeship as president elect. I thank Daryl Streat for initiating this process, as it made the transition into the role a lot easier. I was interviewed for an article on mentoring presidents by Dr Daniel Xerri. His conclusion was that the mentoring of people into roles helps cultivate resilient and proficient leadership.

We have been involved in advocacy across the sectors. The Executive committee works hard to support special interest groups to have their voices and opinions heard where they need to be. We work to be seen as a positive voice at the table. For this reason, we make sure that anything going out goes through the committee.

Many of us in TESOLANZ represent the organisation in a number of ways, including the Curriculum Voices Group, and the NZQA English language micro-credentials design and development subject expert panel to name just two. We work with passion to support the needs of our learners.

I'm pleased to be able to hold representative membership for a number of organisations including IATEFL (International Association of Teachers of English as a Foreign Language), TESOL International Association, ALTAANZ (Association for Language Testing and Assessment of Australia and New Zealand) and Languages Alliance Aotearoa NZ. This provides many and varied opportunities to engage with others and to join in with different events. Zoom does seem to have replaced TV for some of us. Watching what other organisations have to offer reiterates the importance of ensuring we have good events on offer, and offered in a strategic way. Branches and the Special Interest Groups have been offering really worthwhile events throughout the year. Some of these have been used to encourage people to join TESOLANZ, while others have been for members only. It is important to provide both so as to grow, and keep, numbers.

The Members' Area has a number of recording from events, and will be a place to find links for members-only events. The What's On section of our website is the best place to stay up to date with events in the sector.

AKTESOL

Stephanie Layec

Iti noa ana he pito mata – There is potential in the smallest bud, hold hope

Tena koutou katoa.

Following a busy first half of 2024, we all settled into a nice routine in preparation for our last event scheduled on November 13th. This online event will be secondary-oriented, as we will focus on the new co-requisites i.e. CAA examination and the challenges it presents ELL students and their teachers. Rosemary Erlam (University of Auckland) and Mageshni Narain (Botany High School) will share their knowledge and experience on the topic.

Literacy standards remain at the forefront for each kura across the Waipaparoa Kāhui Ako as strong literacy skills are key to learning. With the introduction of Te Mātaiaho | New Zealand Curriculum Refresh, there is a shift towards a more structured literacy approach in primary schools, and the NCEA literacy co-requisites in secondary schools. Both teachers and students require support to ensure high literacy levels are maintained and student progress is accelerated to achieve improved outcomes.

Mageshni's presentation will outline the process and outcomes of a hui intended to build an understanding of the NCEA literacy co-requisites and the implications for primary and intermediate schools.

The ESOL sector as a whole is facing increased challenges.

For the primary sector, there are several priorities and key considerations on top, driven by the needs of diverse learners, educational policy, and effective teaching practices. Currently, the main 'hot issues' appear to be:

>>>>

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/

- The increase of ELL students, who present not only with linguistic needs, but also either confirmed or suspected neurodiverse needs.

- An increase in the number of ELLs who give limited oral responses.

- An increase in the number of students arriving after funding dates.

- Teacher capabilities to support foundational students in the mainstream. Many schools are now using digital platforms to support this need.

- A new draft English curriculum which has oral language at the forefront.

For the secondary sector, the recent and significant increase in second language learners in the Auckland region in particular has presented challenges for schools and educators. Here are some of the key issues:

- **Staffing Shortages:** The influx of second language learners has created a demand for specialised teachers and support staff. Schools face challenges in recruiting and retaining qualified educators with expertise in second language teaching and support.

- **Curriculum Adaptation:** Adapting the curriculum to meet the diverse needs of second language learners and the new co-requisites requires significant resources, including time, materials, and professional development for teachers.

- **Resource Disparity:** Schools in areas with high concentrations of second language learners may have limited access to specialised support services, such as language learning centres or counselling resources.

- **Assessment Challenges:** Assessing the progress of second language learners can be complex, as traditional assessment methods may not accurately reflect their language proficiency or understanding of the subject matter.

FInally, **for the tertiary sector**, the increasing use of Generative AI tools has prompted universities to look for other forms of assessment other than written assignments. An increasingly popular alternative is 'interactive oral assessments', an umbrella term for any type of assessment where students are required to show their knowledge and understanding orally without a pre-prepared script. The tertiary sector has come across courses that have used this form of assessment in different ways:

- to confirm students' understanding of and contributions to a group project

- to assess students' knowledge of concepts covered in the course

- to evaluate students' ability to apply course concepts to projects they have done

For those preparing students for third-level study, the increasing use of these interactive oral assessments hopefully will provide an incentive for students to work on developing their oral proficiency skills.

Waikato TESOL

(Joy) Yi Wang and Rachel Kaur

Kia ora koutou,

Following our first event on supporting Māori and Pacific ākonga, Waikato TESOL held another *Māori*-related session on 31st July, when Dwayne Hansen talked about *Bringing Mātauranga Māori into English Language Teaching*. The talk provided an excellent platform for attendees to reflect on integrating indigenous knowledge into their teaching practices.

We also held our 2024 AGM on 31st July, when we received the Chair's report, discussed branch membership, and navigated leadership transition. As a strategy to attract more members, we plan to focus particularly on reaching out to the primary and secondary sectors in the coming year. Anna Mischefski and Rosemary Granger stepped down after their two terms as co-chairs but both remain as committee members. The committee thanked Anna and Rosemary for their dedicated leadership; following which they appointed Dr Yi Wang (Joy) and Rachel Kaur as the new co-chairs based on nominations. The treasurer's report was received and approved without objection.

Looking ahead, we are excited to announce our last event of the year, the nationally shared webinar, to be held on 7th November, when Dr. Laura Gurney will be presenting on *How Do Language Teachers Understand "Language"?*. Laura is Senior Lecturer and Academic Lead Postgraduate Programmes at Te Kura Toi Tangata School of Education, University of Waikato. In this presentation, Laura will reflect on the findings of a recent qualitative research project to explore how teachers of additional languages understand 'language'. Attendees will have the opportunity to reflect on their own views and contribute to a broader dialogue about the role of language in education. This promises to be a thought-provoking and highly relevant session for anyone involved in language teaching.

Lastly, we are thrilled that Hamilton will host the CLESOL conference in July 2026 at the University of Waikato. Mark Dawson-Smith from Wintec and Chelsea Blickem from University of Waikato will be coordinating the local organising group. The first meeting of this group with event organisers Composition, will be held in November / December 2024.

Haere whakamua, kia ū ki te māramatanga.

BOPTESOL

Julie Luxton

At our BOPTESOL AGM on 1 August, we elected a new Chair, Jon Sadler from Bay Learning Academy, and a new Treasurer, Haidee Jenkins from Greenpark School. Helen Willacy, Katikati College, kindly agreed to continue as Secretary. Our committee is therefore representative of all three sectors.

Before the AGM we enjoyed an informative and engaging online presentation 'Vocabulary in teacher talk and classroom activities' by Averil Coxhead, Professor in Applied Linguistics at Te Herenga Waka, Victoria University of Wellington. In addition to the BOPTESOL teachers who came in person, 27 TESOLANZ members joined us on a video call.

Averil introduced her presentation with reference to her research with Paul Nation, on factors affecting vocabulary size and growth and conditions for learning vocabulary – noticing, retrieval, receptive and productive encounters, and elaboration. Averil then asked us to consider the efficacy of vocabulary-related episodes in two classroom contexts, using a transcript from a science lesson and a Kahoot activity. She shared the Technique Feature Analysis framework (Nation, 2013; Webb, 2013) and asked us to use this to evaluate teaching activities from different learning areas. Finally, Averil challenged us to incorporate key points that learners need to know (Nation, 2013) into daily classroom activities, teacher talk, and the curriculum. These key points are word frequency, lists of useful words, how learners' personal language needs affect their choices for vocabulary learning, options for dealing with vocabulary, and understanding why learning some words can be easy and learning some words can be hard.

BOPTESOL thanks Averil for giving her time and expertise to support our learning.

Averil Coxhead

MANATESOL

Gwenna Finikin

The keynote speaker at the TESOLANZ AGM this year was MANATESOL member, and former TESOLANZ president, Dr Hilary Smith. Hilary's topic was, *Caught up in the "Reading Wars" - Phonics and English Language Learners*.

The reading wars can be characterised as a difference of opinion of how best to teach reading. The disputed approaches being:

- Synthetic phonics
- Whole language
- Balanced instruction

Synthetic phonics is an approach that focuses first on phonemes and letters. Whole language focuses on whole texts; books that children will enjoy and be more motivated to read. Balanced instruction takes bits from both.

Hilary quoted Wyse and Bradbury (2021) in that the balanced approach is the most likely to be successful.

This year has seen a mandate that reading in Aotearoa New Zealand will be taught using a synthetic phonics approach. While there are many resources already available, and in production, to support teaching via synthetic phonics, there is little in these to support the English language learner. As Hilary mentioned, there is no provision in lock-step English language programmes for first language provision.

So, what can teachers do?

As Hilary noted, we need to challenge the monolingual mindset, especially for those blessed with a bilingual brain. Making sure students can see links between languages, and can use their languages and language strengths to support their literacy learning will likely have a big impact on their progress.

As we know, the development of literacy in a first language supports second language literacy development. Allowing children to use their home languages and to see and choose books in a variety of languages encourages development and learning. Children being able to choose books to read supports huge gains. As Stephen Kraken (2020) states "The best predictor of performance on tests in which children have to understand what they read is how much self-selected reading they have done." Carefully choosing texts that children can relate to, and that have illustrations to support meaning and enjoyment, will lead to books being a joy.

The draft English curriculum speaks of promoting the joy of books, and moving beyond phonics into carefully chosen books for different purposes. Those purposes need to include enjoyment and the support of language learning.
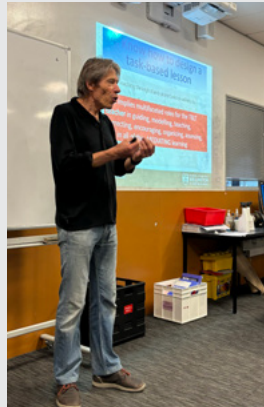
WATESOL

Nicky Riddiford

Over 65 people attended the WATESOL Expo on August 8th, held at Wellington Girls' College. The speakers included Jonathan Newton who presented the opening keynote address, Averil Coxhead who presented the closing address, Margaret Corner, Crimson Truong, and Fandy Vall. Attendees also enjoyed a pizza break at the mid-point, during which Averil Coxhead distributed the spot prizes of books donated by members of Victoria University of Wellington.

Presenters: Crimson Truong, Jonathan Newton, Averil Coxhead, Margaret Corner, Fandy Vall

Jonathan Newton

Distributing the spot prizes

WATESOL Expo reports

Jonathan Newton: Task-Based Language Teaching

Jonathan Newton's presentation took us through what is a task, what task types there are, how to design a task-based lesson, and the learning opportunities that such a lesson could provide for students. He explained that the task must have an outcome and should be goal-directed. The language used in the task must have an emphasis on meaning. Tasks need to have a "gap" in ideas requiring students to generate their own language and resources to address this meaning gap. Newton reminded us of the acronym MGOO: Meaning, Gap, Own resources, Outcome.

Types of tasks include: teacher-students listen and draw, or shared information tasks, split information tasks (jigsaw activities), and group problem-solving tasks, (e.g. buyers and sellers). The information gap could be addressed by setting an objective for students to discuss, prepare, and write a report or presentation. This could provide students the opportunity to strengthen their learning after the task. By nurturing "noticing" they can recognise new learning or what still needs to be mastered.

In assessing student learning after the task teachers can question whether the students were motivated. Did they perform as intended? Is there evidence they have acquired new learning? To reinforce new learning, provide similar tasks on a different topic or repeat the same task with different parameters to be addressed.

Linda Todd

The attendees at the Expo   >>>>

Averil Coxhead: Specialised Vocabulary in Spoken English: Connecting research and practice

Averil Coxhead gave a wide-ranging talk about specialised vocabulary in different contexts, and how various experiences of life affect people's spoken language. The talk covered some general vocabulary learning and development points, such as needing repeated, quality, spaced-out meetings with vocabulary in appropriate contexts, and how this helps to build connections between vocabulary, its meanings, and memory.

Contexts looked at included trades language, renewable energy, secondary school terminology, especially between students, and Covid-19 related terms such as *isolate, asymptomatic, don & doff*, niche meanings of *positive* and *negative*, and other vocabulary chunks. In looking at niche meanings in these and other contexts, another example from Averil was how the meaning of chunks and terms such as *power of attorney* are different from the meaning of *power*, meaning of *of*, and meaning of *attorney*. The talk, as always with Averil, included a fair amount of discussion and laughter.

Tim Edwards

The final event on the WATESOL calendar for 2024 is an online presentation from Dr Rachael Ruegg on *Supporting L2 learners' writing development*, on November 6th. This event is open to all TESOLANZ members. Details are on the TESOLANZ website.

CANTESOL

Kerstin Dofs

CANTESOL's latest event was the "Spring Fling", the AGM, which was held on 10 September. This year we once again aimed to give the opportunity to our members to enjoy networking in a more relaxed way. The event had a cultural diversity theme. Jocelyn Howard's presentation provided us with a new perspective on this theme, and this also incorporated Anisa MacLeans' memoire, Surviving Marmite. It was very well received by the many members who attended.

We are planning to meet up once more this year to make plans for next year. One of our discussion points at the committee meetings has been about increasing the number of members. We have actively reminded members who have not renewed their membership fees to do so, which has led to an increase in the number of members. At the end of August, there were 89 members in CANTESOL. In comparison, this figure was 76 at the last year's AGM (in 2022 we only had 35 at the end of July). CANTESOL is amongst other branches of TESOLANZ that show this positive trend. A focus for this coming year is to continue to build up and keep the membership numbers, and to meet the needs for PD events for our members. Besides, we also announce online TESOLANZ events run by other branches.

>>>>

TESOLANZ Tertiary Special Interest Group

Expressions of Interest Invited for Tertiary SIG Coordinator and Steering Group Roles

The TESOLANZ Tertiary Special Interest Group (SIG) is keen to promote activity and events to support TESOLANZ members in the tertiary sector. As such, TESOLANZ invites expressions of interest for the role of Tertiary SIG Coordinator, and for membership of a Steering Group to help shape its future direction. For the Steering Group, we are seeking a small number of members from a diverse range of providers, including PTEs, Te Pūkenga, universities, and Te Wānanga, with representation from different regions acrossthe country.

The purpose of the Steering Group is to support the Tertiary SIG Coordinator in organizing professional development initiatives and advocacy efforts relevant to the tertiary TESOL sector. The group will meet four times per year, or more, as required to organise events.

If you are passionate about advancing the TESOL field in the tertiary sector and wish to contribute, we encourage you to express your interest in leading the Tertiary SIG and/or joining the Steering Group.

. . . .

For any questions, feel free to reach out to Juliet Fry, Special Interest Groups Coordinator.

Please contact Juliet, FR@riccarton.school.nz, to learn more or to express your interest.

Otago TESOL

David Woodfield

On the 22nd of August, Otago TESOL got together at the Humanities Common Room on the University of Otago campus to share some of our favourite photocopiable activities with each other. The number of attendees on the night was small, but interestingly this made the atmosphere at the meeting all the more intimate and convivial, as we gathered around a single counter to demonstrate our activities to each other.

Erin Anson from English Language Partners shared a worthwhile activity which gives learners the opportunity to reflect on their strengths using a checklist and some questions. These are provided with the support of a word list and model answers.

Nick Baker of the Graduate Research School at the University of Otago introduced us to the game 'Herd Mentality', where players are challenged to come up with the same answer to a question, such as "Name a three-letter animal", to others. Lots of laughs ensued as we each tried to answer the questions in a way that we thought others might.

David Woodfield of the University of Otago English Language Centre shared one of Jill Hadfield's classic activities titled 'Yuppies.' In this activity, players have to compare a card in their hand, in a boastful manner, with one placed on the table by a previous player; coming up with sentences such as "My friend's teddy bear is fluffier than your fur coat." More lateral thinking and laughs ensued.

Rouhollah Askaribigdeli, also of the University of Otago English Language Centre, introduced a fascinating guided story-writing activity he had created, where students are required to choose in turn - from a series of option cards - the setting of their story, the characters, some plot twists, the climax, the ending and so on; with room to add originality by writing stages of the story, on cards, themselves.

Then Paula Arkensteyn, also of English Language Partners, familiarized us with the ESL discussion website, focusing on an activity sheet that she found really engaged her learners – a discussion on 'no.' With questions such as "Is it sometimes difficult for you to say 'no'?" and "Which question would you always say 'no' to?", it was apparent that this activity could be a springboard for lots of interesting discussions as well as cultural reflection and exchange.

After that, Afife Boock, of Otago Polytechnic, introduced us to YouTube graded readers, audiobooks with text provided, focusing on how she used one called 'A Woman in Black' to motivate students to engage with reading. They looked forward to each portion Afife assigned them to read for homework along with the questions she provided them to answer.

Then finally Denise Bryant, of English Language Partners, shared three engaging vocabulary activities she had created, "Cross Out the Odd Word. Then Add One More", "Choose the Correct Synonym" and "Come Up with an Example when Given a Prefix and its Meaning." All of them would provide learners an opportunity to get involved with and develop their mastery of words.

A good time was had by all. I trust that there are ideas here that you can take up and adapt for your particular teaching situation.

Primary SIG

Karen Cebalo

Topics of interest in the Primary Sector this year have included ways to support the increased numbers of older ELLs who are working within the very early stages of Foundation in the English Language Learning Progressions (ELLPs), and ways to support those students with both minimal English and other learning needs.

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, has previously been reported on and this can be viewed on the TESOLANZ members' page.

Our term 3 online event was very well-attended and, clearly, a very relevant topic - "Four teachers who are doing things differently - responding to increased numbers of emergent ELLs in our schools".

Hsin-Yi Yang and Ruth Lin are ESOL teachers at Oteha Valley School in Albany, Auckland. They talked about the intensive programme they have been running since term 1 of 2024. This programme involves the most emergent, older ELLs attending a bilingual class every morning until lunchtime. The students follow a similar programme to a class programme, including phonics, spelling, handwriting, oracy and written language. As well as building language skills they focus on scaffolding the students into joining the mainstream classroom through awareness of routines, classroom expectations, understanding a NZ classroom setting and being able to manage independently within that. The students' learning is highly accelerated in this supported and intensive context.

Sam Sloan, a classroom teacher of Year 5/6 students at Hokowhitu Primary School in Palmerston North, shared his tips around supporting multilingual English language learners within the mainstream classroom. Sam uses a wide range of resources and strategies to very effectively support and be inclusive of the ELLs in his class. One strategy is a buddy system whereby students each have a rostered day to support the target student/s. The buddy will read to and with the ELL, talk with the ELL using set speaking frames e.g. talking about the weather, likes and dislikes, and play language games. Children also have vocabulary grids with a column for the English vocabulary and L1 and a picture.

Haidee Jenkins leads the ESOL programme at Greenpark School in Tauranga, where the main language is Punjabi. Haidee is also the ESOL PLC coordinator for the Bay of Plenty and an Across School Leader for the Tauranga Peninsula Kāhui Ako. Haidee discussed how, in order to better understand the tamariki we teach, the Kāhui Ako developed connections with the Indian community. Staff and students, including the Early Childhood Centres, visited the Sikh temple to learn more about their children and culture. The school engaged in Diwali with staff wearing traditional dress. Students and families helped with the preparation of food as part of this, and created henna designs and rangoli. Haidee and the principal also met with the Indian community with a set of key questions from staff.

Alana Curry is a deputy principal at Silverdale Normal School which has a high level of diverse learners from various cultural backgrounds and first languages. Alana talked about the Team Approach to Language Learners (TALL) programme and how it has had a very positive impact on the teachers from her school and, by extension, the students, as well as on the community. Some key takeaways across the school are the importance of knowing your learner and building relationships, remembering that all learners are learners of language, being explicit by modelling, supporting and practising, and the need to provide repetition. They have also noticed a close relationship between the ESOL team and classroom teachers.

Thank you to Hsin-Yi, Ruth, Sam, Haidee and Alana for generously sharing their expertise with us. This is also now available to view on the members' page.

Secondary SIG

Sally Hay and Sarah Roper

The hot topic of AI led us to focus on this for our term 3 online event. While AI tools have many advantages for teachers in planning and developing resources quickly, they are increasingly being used by students to produce assignments. AI technologies are moving at pace and teachers need to be aware of both how AI can be useful but also how students are using it. It's important that teachers in secondary schools begin to discuss AI with students to promote responsible use of the tools available.

Our September event focused on using AI-generated materials in English Language classrooms and ways to tackle authenticity in student writing. Two guest speakers shared their insights. First Crimson Truong (KiwiClass - Wellington) introduced a number of AI apps she is using to write reading and listening texts for her beginner-level adult students. Particularly interesting was the use of text-to-speech apps such as TTSMaker where teachers can input a short text and then choose a voice, accent, and speed that the app then turns into spoken material. This is very useful for listening exercises when you don't want to read the text yourself or you want to introduce or challenge your learners with an unfamiliar accent. Attendees were inspired to try a variety of apps Crimson is using and give AI a go in their planning.

Our second guest, Kath Teeboon (Northcote College - Auckland), then shared tips to help mitigate AI use in the writing process. The key message here was that a bit of 'old school' was needed in our ever-advancing tech world. Kath's suggested that students use pen and paper and follow a writing process that is carefully monitored and scaffolded. The steps Kath uses are brainstorming, organising ideas, first draft, feedback and editing, final draft then proofreading. This structure is adhered to each time writing occurs and all writing is done in class. Kath finds using this format builds students' confidence in their writing ability, allows her to get to know her students, and minimises the use of AI tools to panic produce written material before an assessment is due.

<<<<

Finally, we thought we'd share a takeaway from our adventures this year. Thanks to a Teach NZ sabbatical in term 2, Sarah and her family went overseas for a round-the-world trip. Sally meanwhile spent a month in Bali at a Yoga retreat.

" I really enjoyed being in places where I had to communicate in another language for daily transactions. It was a poignant reminder of how many of our new students feel in our schools and communities. My receptive skills were much stronger than my productive language ability and it was both exhilarating and frightening to be forced to speak. "

Sarah

" I attended a month-long yoga course in Bali. I attempted to use some phrases in Indonesian and it was a humbling experience trying to master even simple greetings. Some of my multilingual classmates from around the world were picking up Balinese and holding conversations, as they were used to having to speak in a language other than their own first language. "

Sally

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.

NOVEMBER

10 Nov   World Science Day for Peace and Development

16 Nov   International Day for Tolerance

20 Nov   World Children's Day

25 Nov   International Day for the Elimination of Violence against Women

26 Nov   World Sustainable Transport Day

DECEMBER

3 Dec   International Day of Persons with Disabilities

5 Dec   World Soil Day

10 Dec   Human Rights Day

18 Dec   International Migrants Day

20 Dec   International Human Solidarity Day

JANUARY 2025

4 Jan   World Braille Day

24 Jan   International Education Day

26 Jan   International Day of Clean Energy

27 Jan   International Day of Commemoration of the Memory of the Victims of the Holocaust

FEBRUARY

2 Feb   World Wetlands Day

4 Feb   International Day of Human Fraternity

20 Feb   World Day of Social Justice

21 Feb   International Mother Language Day

MARCH

1 Mar   Zero Discrimination Day

3 Mar   World Wildlife Day

20 Mar   International Day of Happiness

21 Mar   International Day for the Elimination of Racial Discrimination

30 Mar   International Day of Zero Waste