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A Superdiverse Aotearoa

Paul Spoonley

New Zealand’s demography began to change as the country emerged from the Global Financial Crises in 2013. The Baby Boomers began to reach the age of 65 in significant numbers while a few years later (between 2014 and 2017), the fertility rate dropped below replacement levels.

These both have the capacity to change the composition of New Zealand’s population with many more of us aged over 65 (20% rising to 25% over coming decades) and with a fertility rate which will reduce the numbers in our education system by 30,000 by 2032.

The other major contributor was the rise – and rise – of the number of immigrants arriving. There had been a brief spike in the early 1990s which came to an end with the 1996 General Election.

Readers might remember the English language test that was implemented that year. I can remember coming out of my hotel in Bangkok to a front-page headline that described this requirement as a racist response to the arrival of immigrants from Asia.

Lianne Dalziel, as the Minister for Immigration, oversaw some important adjustments to the immigration policy framework which contributed to another spike in the early 2000s which lasted until the GFC kicked in in 2008.

After 2013, New Zealand governments have overseen ongoing and very high levels (compared to historical numbers) of immigrant arrivals with net migration often being around the 80,000 level.

This came to a halt for a couple of years during COVID but the arrival numbers and net gains from migration reached an all-time high in 2023 with over a quarter of a million arrivals and net gain of 130,000.

These high rates of inward migration have altered the language landscape of New Zealand in significant ways, especially given the origin countries of these new immigrants.

Traditionally, and for much of New Zealand’s migration history, the overwhelming bulk of immigrants came from the UK and Ireland (at times, around 98% of those arriving in the country).

Over recent decades, the migrants have largely come from Asia. Pre-COVID, China was the most important source of immigrants; post-COVID, the rank order is now India, the Philippines, and China in that order, followed by (in much smaller numbers), Sri Lanka, Fiji, and South Africa.

By the 2023 Census, Indians now constituted the largest Asian community with the result that Punjabi saw the fastest growth of speakers between 2018 and 2023. As a result, the most commonly spoken languages, other than English, are now Māori, Samoan, Northern Chinese, Hindi, and Tagalog.

This rapid and ongoing growth in linguistic diversity is important for two reasons.

Editor's Foreword



Kia ora koutou,

It's hard to believe that the summer weather is already starting to turn and here we are with the autumn edition of the TESOLANZ newsletter. I'm enjoying the ever-so-slightly cooler days and reduced Auckland humidity – some of the time – and looking hopefully towards getting some much-needed rain. Many of us will be heading into a break shortly, also much needed I'm sure for both teachers and learners. I'm very pleased to be able to offer you another very full newsletter with some great articles, book reviews, and reports along with lots of extra information that I hope you will all find interesting and useful.

In our first article, Distinguished Emeritus Professor Paul Spoonley outlines the significant and rapid demographic changes currently happening in Aotearoa New Zealand leading to a superdiverse society. I think it's safe to say that this provides evidence to support the many reports we are hearing from TESOLANZ members about burgeoning school rolls as a result of an influx of migrant and refugee learners around the country. Paul argues for a national language policy to support successful resettlement of all new arrivals and promote social cohesion in our country.

Further evidence of the need for a national language policy to guide provision for new – and not-so-new – arrivals can be seen in Margaret Corner's article which discusses the new English curriculum for primary school learners. She highlights clear gaps between what is provided for young learners for whom English is their first language and young English language learners. An article in a previous newsletter edition (Winter 2024) points out the impact of language difficulties on learners' life outcomes and the economic cost to them and Aotearoa New Zealand.

On a different note, Nick Baker offers some valuable advice on the use of infographics to assist both us as teachers and our students as learners. Nick has a rich knowledge base of things technical and how these can be used to good effect in the classroom. In this instance, he outlines some key strategies to maximise the use of what is a very powerful resource.

In her article, Miranda Howell explores the intricacies of working with young learners. She offers a very useful range of games and other practical activities to motivate and engage young language learners at a critical stage in their education journey. Learning at this age should be fun but, as Miranda points out, also needs to be consistent to ensure success.

And last but certainly not least, I'm very pleased to offer two more instalments in the PART series where John Read shares practical applications of research for language teaching and learning. We are so lucky to have such a generous ongoing contribution from researchers of this calibre as they share their expertise and help us to connect the dots between academic research and what we can do in our classrooms to improve our students' learning experiences and outcomes. And all of this without having to read the actual research – although having the references in the PART articles makes it easy to identify where to find out more!

Once again, you will find a very rich seam of information and activities, past and future, in the branch and SIG reports. We also have three more book reviews that are well worth a read – perhaps during the upcoming break.

I wish you all a peaceful and enjoyable break – and hope you enjoy reading this latest edition of the TESOLANZ newsletter.

Nga 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.

Executive Committee

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

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

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Dr Thuy Bui



Distinguished Professor Emeritus Paul Spoonley was Pro-Vice-Chancellor of the College of Humanities and Social Sciences at Massey University before becoming Co-Director of He Whenua Taurikura (Centre for Countering Violent Extremism). He is a Trustee for Chinese Language Week.

The first is that we really do need to have an official language policy (apart from recognising Te Reo Māori and New Zealand Sign Language). How can we - and should we - recognise heritage languages in our education system and the daily life of various language communities? The major move at the moment is to add English as an official language.

The second reason is that we really ought to pay more attention to social cohesion. I was part of a group that wrote a paper for Cabinet in 2006 which discussed what social cohesion might look like. Some recommendations (these were not accepted by Cabinet at the time) focused on what we needed to do to help immigrants adjust to life in New Zealand; the other dynamic

was to encourage and educate host communities about the presence of immigrants, including the importance of heritage language retention and respect for cultural/linguistic identity.

Some other countries do a much better job of helping immigrants adjust to their new life in a destination country. I would point to the free Canadian provision, Language Instruction for Newcomers to Canada (LINC) which is provided in a variety of online and face-to-face formats. Our research shows that the two most important factors in contributing to positive settlement outcomes are to gain employment and fluency in New Zealand English (and not necessarily in that order).

The Royal Commission of Inquiry into the terrorist attack on Christchurch masjidain (2020) again reiterated the importance of social cohesion if New Zealand is to build respect and tolerance. Unfortunately, New Zealand governments seem reluctant to adequately recognise and invest in measures to ensure social cohesion in a bicultural and multicultural society.

An academic, Steve Vertovec, coined the term “superdiversity” a little over a decade ago to recognise the enhanced diversity that now characterises cities and countries. New Zealand is one of the most superdiverse countries and Auckland has been characterised as the fourth most diverse city globally. An important part of that superdiversity is linguistic diversity and how we incorporate it into our communities and policies.

This linguistic diversity is reflected in a variety of ways, typically at the community level. In 2014, the most common surnames of children born in New Zealand that year were Smith, Wilson, and Brown. In 2024, the most common names were Singh, Kaur, and then Smith. (In the North Island, the third name is Patel).

I would suggest we are getting better but also that we have a long way to go to prepare new residents for life in New Zealand or to reflect language diversity in our institutions and policies.

As Wittgenstein noted, “The limits of my language mean the limits of my world”.

Volunteer ESL teachers needed to support future leaders of Myanmar

I am Phyo Sandar Soe. I am the assistant general secretary of the Council of Trade Unions of Myanmar. I live in New Zealand. I was given safe haven here by the previous Government because, as a Human Rights Defender, my life was at risk from the military regime.

I wish to ask ESOL teachers in NZ to take part in a project I am coordinating to assist the democracy movement in Myanmar.

For the last four years, our people have resisted the brutal military junta. We are determined to restore peace and human rights to our country, and establish a federal democracy where all the country's peoples can live in harmony. To help strengthen our movement we have put together a project to build the skills of our emerging leaders. English language training is critically important because it will then open our young leaders to a world of information and educational opportunities. Our plan is to have qualified Kiwi ESOL teachers take volunteer weekly online teaching sessions with our young leaders in Myanmar.

Anyone interested can contact me directly:

Phyo Sandar Soe
ctumags2014.2019@gmail.com
+64 0225947596

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Does the *English Years 0-6* Curriculum provide for English Language Learners?

Margaret Corner

In July 2024 TESOLANZ wrote to Hon Erica Stanford, Minister of Education, with the following request:

'We are seeking involvement in the curriculum and assessment review to support the Ministry of Education's goals of enhancing learner literacy...We need to support more equitable outcomes for the many students who join our education system at different year levels and with differing degrees of literacy in diverse languages. The expertise held within our professional body will be useful to curriculum designers as diversity and language remain in focus.'¹

This request was not granted. Instead, TESOLANZ was invited to give feedback on the curriculum draft on the same basis as other stakeholders.² New Zealand now has a new English Years 0-6 curriculum (2025) which is designed to meet the development and needs of native speakers of English (L1) **with** no clearly defined pathway for English Language Learners (ELLs).

This is short-sighted. As it so happens, the ESOL sector has been using structured literacy (SLA) teaching strategies for years with a focus very aligned to the SLA provisions of the 2025 curriculum. These include systematic, cumulative, multi-sensory, explicit, and needs-based teaching strategies. A TESOLANZ representative directly involved in curriculum design would have had much to offer the mainstream, along with advocating a clear pathway for ELLs. For example, in the introductory guide to the Ministry of Education English Language Learning Progression (ELLP) series (2008) designed by ESOL specialists, it is stated:

'Language teaching and learning needs to be explicit and structured, not just incidental, and language learners need to receive consistent and informed feedback on their progress.'³

Although the 2025 English curriculum contains occasional links to the ELLP series and Pathway, there is no description of their content. It could have been pointed out that: these are key documents for the assessment, planning, and teaching of ELLs in Oral (Speaking and Listening), Reading, and Writing strands; they help teachers choose content, vocabulary, and tasks that are appropriate to each learner's age, stage, and language-learning needs; they contain lesson plan exemplars; they include charts to record learner progress; and diagrams to illustrate the correspondence of Stages to the mainstream curriculum.

Having said this, the ELLP series and Pathway are still aligned to the 2007 English curriculum which has different year group bands and contains exemplars using 2001-2003 literary publications. There are no references to the use of systematic synthetic phonics scope and sequence for the teaching of reading, writing, listening, speaking, and spelling. (In the 2007 curriculum the focus was on 'balanced' rather than 'structured' literacy.) Although still valuable in many respects, they should be updated as soon as possible.

Most would agree that the elements of structured literacy: phonological development, vocabulary, morphology, syntax, fluency, text structure, comprehension, oral language, and writing processes are equally important for L1 English learners and ELLs. However, as ESOL teachers are well aware, a **different focus** is required for ELLs who enter school at different ages and stages of English language development. **This is an extremely important point but it has received very little attention in the new curriculum.**



Margaret Corner taught mainstream English in NZ secondary schools for 20 years. She was HOD ESOL, Wellington College for 6 years, was a Hong Kong Secondary NET for 6 years, and taught EFL in language schools in England. She is a Director of Eagle English Ltd, has presented at TESOLANZ events, and provides workshops on Structured Literacy Approaches for English Language Learners. She also teaches adult migrants. She has had books on structured literacy published by the Kenya government publisher and has written similar resources for New Zealand schools.
www.fast-track.nz

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¹ <https://www.tesolanz.org.nz/news/letter-to-the-hon-erica-stanford-july-2024/>

² <https://www.tesolanz.org.nz/wp-content/uploads/2024/10/Letter-from-Erica-Stanford-Sep24.pdf>

³ Ministry of Education: *The English Language Learning Progressions*. Introduction. Learning Media, 2008 page 6.

It could have been emphasised in the respective sections that:

- ELLs are usually well behind their L1 English peers in word knowledge and its application across the curriculum. They require a range of extra strategies for vocabulary development.
- ELLs' receptive understanding is usually ahead of production for quite a long time. Output and input levels should not be seen as parallel.
- ELLs will often struggle with English grammar, sentence structure, and tense usages as these can be very different from their home languages. They require a sequential approach starting from the simplest forms and extending to the more complex.
- ELLs may not necessarily comprehend everything they 'read' orally in the manner that their L1 English peers do. Teachers need to be alert to this and check regularly for understanding.
- ELLs who have a strong first language foundation are more likely to transfer their fluency skills to the additional language. They should be encouraged to maintain and strengthen their native and heritage languages.

The 2025 curriculum does acknowledge that ELLs may require additional assistance with: learning phonemes not present in their home language; handwriting, if script and print conventions are different from their home languages; and common everyday vocabulary. These are significant considerations for ELLs, but more elaboration and guidance would have been useful.

Now that the primary sector is focused on using structured literacy approaches, and given the close alignment with ESOL teaching techniques, this is an opportune time for the two sectors to work more closely together in implementing the 2025 curriculum. There is a good opportunity for ESOL teachers to share their strategies, expertise, and resources regarding the elements of structured literacy (as outlined above) with their mainstream teaching colleagues. However, given the lack of attention to the needs of ELLs in the 2025 curriculum, ESOL teachers may need to be especially proactive at general staff and syndicate planning meetings to ensure that the specific needs of their learners are included.



Join Us

TESOLANZ invites you to join us as a member.

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

These gains include:

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

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Membership renewal

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



The book prize kindly donated by Cambridge University Press for the **STAR LETTER** goes to Elizaveta Tarasova. It's a small but nice book in the Cambridge handbooks for language teachers series – and very topical: *Nicky Hockly's 30 Essentials for using Artificial Intelligence*.

If you have something you want to share or air, please email your letter to Christine at secretary@tesolanz.org.nz

1.

Dear Editor

I was discussing the updated English curriculum with members of the Primary SIG the other night. We were reflecting on how many schools are running their literacy time as a hardcore, code-based literacy programme, rather than as an approach covering one part of the learning journey.

The updated curriculum says students will “likely” be reading decodable texts in the initial stages, and that they will move on to carefully selected texts. The curriculum mentions the Ready to Read Phonics Plus series as examples of decodable texts we may be using. Note the lack of mandate in this. There is room for carefully chosen texts to meet individual needs. Ready to Read Phonics Plus is mentioned as a baseline, as all schools have access to the series.

As educators, we need to be able to see the difference between what is mandated and what is suggested. We need to be able to know where we can make careful educational decisions for the students in front of us.

As a qualified, experienced teacher trained in teaching the code (2017, IMSL), I need to know what the curriculum means in relation to the children in front of me.

Gwenna Finikin

2.

Dear Editor,

I would like to highlight some of the ongoing challenges faced by the TESOL sector here in New Zealand, challenges that are continuing to affect both individuals and the wider community, which also affect my professional context.

The impact of the COVID-19 pandemic is still being felt by many TESOL professionals. Job losses have been widespread due to restructurings, programme closures, and cuts in funding. Language schools and universities that once relied heavily on international students have had to downsize or close altogether, leaving many educators without full-time positions or struggling with reduced hours. On top of this, fewer international students are choosing to come to New Zealand, with many opting for more affordable and flexible online English courses that avoid the complexities of visa applications. This shift is continuing to affect employment opportunities in our sector, and many of us are finding it harder to secure stable work.

Adding to the challenges, the aftermath of Cyclone Gabrielle has left a lasting mark on the community. Many TESOL professionals, including our TESOLANZ book reviewers, were severely impacted, losing their homes and livelihoods. For those directly affected, recovery has been a long and difficult journey, both financially and emotionally. The devastation caused by the cyclone has deeply affected many in the sector, and it's important that we acknowledge the toll it has taken on our colleagues.

Another growing concern is the trend of TESOL professionals leaving New Zealand for better opportunities overseas. With limited job prospects and modest salaries, it's understandable that many are seeking more competitive opportunities abroad. The loss of our talented professionals to other countries is something we need to address if we want to ensure the future strength and vitality of the TESOL field in New Zealand.

It's no surprise that these challenges have had an impact on TESOLANZ Book Reviews, and unfortunately, we've lost at least half of our wonderful review team as a result. If anyone has noticed that I've written more reviews lately, it's not because it's part of my official role—it's simply because life has thrown unexpected curveballs at some of our reviewers. When someone finds out

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that their job is ending at the close of the term, writing a book review understandably isn't at the top of their to-do list. However, the review still needs to be completed and submitted to the publisher, which sometimes means I'm left with only a couple of weeks to prepare. In some cases, I even have to track down a copy of the book through an online library to get the job done.

This brings me to the issue that many of us have been grappling with – the shift towards electronic copies for academic book reviews. While publishers may see the convenience of digital formats, for those of us who prefer paper, it can be a real challenge to engage meaningfully with the material. I often find it difficult to reference back to digital texts after some time has passed, which limits the depth of my reviews. I'm genuinely grateful to the publishers who continue to send paper copies for review, and I believe that maintaining this practice would be a great benefit to the wider TESOL community. Paper copies provide a much richer and more lasting experience with the material.

Despite these difficulties, I want to express my gratitude. Thank you to the publishers who still provide paper copies for review, to the dedicated team of reviewers, and to the entire TESOLANZ community for their ongoing support and collaboration. It's the sense of community that keeps us resilient in the face of these challenges.

Warm regards,

Elizaveta Tarasova

TESOLANZ Book Reviews Editor

ESL News New Zealand

You may already have seen that there are a couple of new features on the **ESL News New Zealand** website.

First, there are now tasks accompanying every story, which can be used by teachers in the classroom or by learners on their own. These are questions to practise listening skills and sometimes a focus on language such as comparatives or describing trends. An extra task on the Chinese New Year story was to write a comment about a favourite festival. Teachers may like to do this as a writing task and ask students to type their texts as a comment on the website. We could then reply to each comment!

Secondly, there is now a **Donate** page. Donations are requested to cover costs only (not our time). We needed occasional technical support last year and the costs for this were quite high, and running the website incurs fixed costs annually. Any donation of any amount would be much appreciated.

Anna Dowling & Natasha Groves

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Tech Tips: Creating Online Infographics That Matter!

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 overshadows our conversations these days, shaping the way we teach and learn. Yet, in the midst of this shift to include our AI buddies, it's easy to overlook other powerful tools that enhance learning in an online space. One such tool—often underrated—is the humble infographic.

Recently, while designing bite-sized online learning experiences for our upcoming postgraduate online short courses at the Graduate Research School, I was reminded of just how impactful infographics can be (see my example infographic as a demo of its potential). Through this process, I gained a new appreciation and insights that can empower language teachers like ourselves—regardless of what mode we teach in.

Infographics distil complex ideas into clear, visual narratives that students can engage with quickly and retain more effectively. In a fast-paced world where attention is fleeting, infographics offer a clear and engaging way to deliver key messages before students lose focus. Particularly, when they have so much fighting for their attention, we need to create content that will grab their attention too!

Five Key Strategies for Impactful and Attention-Grabbing Infographics

If you want to create infographics that endeavour to support learning, consider the five essential elements that have helped me in my infographic journey over the last four months:

1. Tell a Story

A well-crafted infographic should guide students through a visual journey—whether it's explaining a concept, changing perceptions, or outlining a process. The best infographics use minimal text and clear visuals that build a story to reinforce meaning.

Ask yourself: Does my infographic story lead to a clear understanding or inspire action?

2. Align with Learning Objectives

Every infographic should serve a clear purpose. It must reinforce the lesson's objectives and help students achieve the learning outcomes.

Ask yourself: How does this infographic support what I want students to be able to do or know at the end of the lesson?

3. Focus on One Idea

One of the biggest mistakes I kept on making was trying to cram too much information into a single infographic. Now each infographic is different, thus the amount of text can vary, but when it draws away from the single message we are trying to tell, this is an indicator that the infographic is starting to suffer from information bloat. When overloaded with text or details, students can feel overwhelmed and disengaged. Instead, keep the infographic's message simple: focus on one key idea and only include the essential steps, questions, or decisions students need to understand.

Ask yourself: Am I trying to convey too much? Should I create a second infographic instead?

4. Ensure a Clear Visual Flow

We need to consider how to make the infographic easy to navigate. Whether it's left-to-right or top-to-bottom or left-top-hand-corner to right-hand-bottom-corner, the structure must be logical step-by-step and intuitive to use. A cluttered or chaotic layout confuses students and the message is lost.

Ask yourself: Can my audience follow this visual sequence effortlessly? Are there clear markers guiding the next step?

5. Keep Text Short, Clear, and Meaningful

Resist the urge to over-explain (I still struggle with this one at times). Concise phrasing, short sentences, and impactful quotes are far more effective than walls of text. If you find yourself adding too much, consider splitting ideas into separate infographics.

Ask yourself: Is every word essential? Am I reinforcing my one main idea?

STRATEGY FOUR - REVIEW BEFORE YOU ACT

Before we act its important to know what is expected of us in the tasks, roles or obligations ahead then we can act with confidence, thus review the content before at least once.

Watch the videos

Watch the videos to know what is expected of you and the key essentials for navigating and becoming a researcher at Otago and completing your project.

Videos provide the key material for success

No video will be over 8 minutes, so they are easy to digest, anywhere any time

You can speed up or slow down the videos to meet your learning needs

Have you read the material before taking action, there might be an important point to help?

Read and reflect

Read through the material, infographics and decision tree guides so your prepared for the research challenges ahead at Otago

Have you reviewed any of the provided decision trees in the reading they could help in guiding future actions?

We all learn differently and even at different times. Maybe reading at this moment will help you absorb and reflect before you act.

Take control of your learning by first reviewing all the material on this course before acting!

Infographic example – by Baker (2025) from the University of Otago Graduate Research School Online Courses.

Infographics in Language Teaching

The lessons I learned while creating infographics for our postgraduate courses apply equally to language teaching. You might even turn infographic design into a classroom activity—encouraging students to summarise and visualise concepts in their own creative ways.

A final thought - Tools to Get Started

There are many digital user-friendly tools for designing infographics, including PowerPoint, Genially, and Canva. These might be great places to experiment with the humble infographic or you can just grab a pen and paper and start drawing one out now.

To wrap up, as you plan for 2025, how will you make your lessons more engaging and accessible? Could infographics be the missing link in your teaching toolkit? This is my slightly low-key tech tip for now; best of luck!



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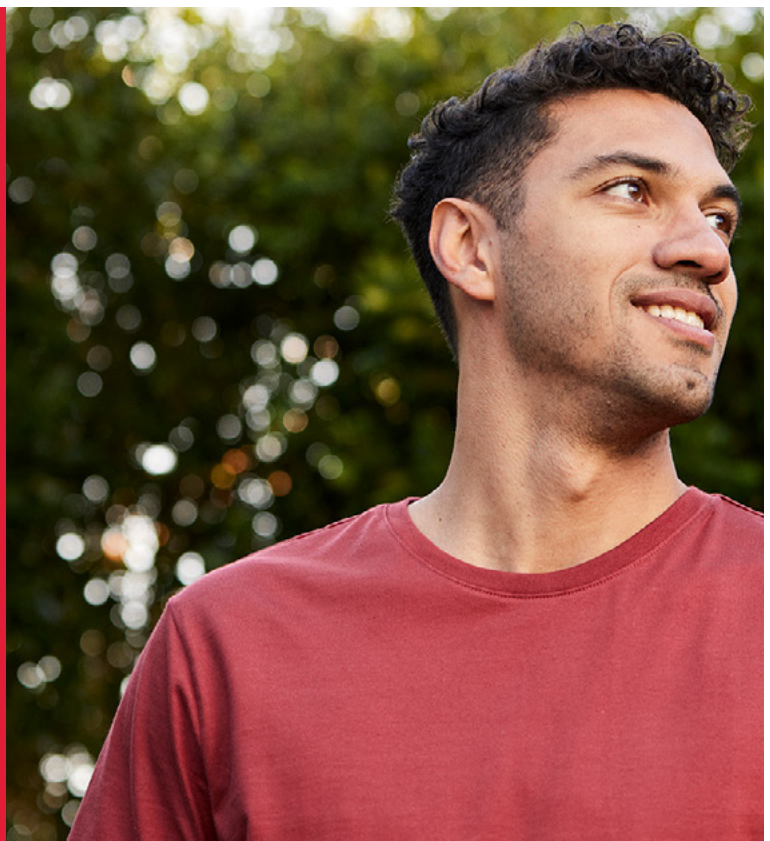
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Teaching Young Learners

Author: Miranda Howell

Imagine being faced with a class of lively, curious and mostly enthusiastic young learners whose first language isn't English. Their reading and writing skills are limited but they are keen to make friends, and as a teacher, you are determined that they will learn the new language fast. What needs to be considered to ensure we plan a programme which is engaging and promotes maximum progress? York sums this up by saying, *'When teaching children, two key components of success are a playful approach and consistency.'* (York. date unknown).

Teaching through games

Play-based learning is an established pedagogy for young children. We know they love games but these need to be part of a structured programme where children have opportunities for lots of repetition and recycling of language in different contexts. Young children, in particular, thrive on routine and gain confidence when they know what the expectations are. We can repeat the same games by building new vocabulary whilst recycling familiar words. Including actions is particularly beneficial for our young kinesthetic learners, as this enhances engagement and interest.

How do young children learn?

While teaching older learners might involve providing grammatical explanations, young learners absorb language rules naturally through speaking, listening and repetition. *'Meaning is given priority over form and thus vocabulary acquisition is stressed.'* (Larsen-Freeman & Anderson, 2013, P103) The 'natural order' in which children learn their native language acquisition is listening, speaking, reading and finally writing. The same applies to young children learning an additional language such as English. In short, speech is more fundamental than written language.

Very young children respond to action games, songs and props such as toys. *"Their understanding comes not from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with....."* (Harmer, P82). Slightly older children can focus on specific language structures. Start by teaching nouns and build them into simple sentences. Early language includes pronouns, the verb *to be* and singular and plural nouns, colours and numbers. Therefore, the progression of learning might look like the following. Show a picture of a *cat*. Learners name the word, '*cat*'. Model the word in a sentence: *It is a cat*. Describe the cat: *The cat is black*. Model the adjective before the noun: *It is a black cat*. Once they can repeat the model, show a different image and then scaffold the learners to follow a similar pattern.

Motivating children

Children are, by nature, very curious which is motivating in itself. Therefore, providing language activities that encourage them to seek answers, will captivate their interest. Nevertheless, their attention span is short, so lessons need to be organised in a manner that consolidates learning in different ways. Appealing to different learning styles by teaching one concept through a variety of activities will help to increase their concentration.

The attitude and behaviour of the teacher is a big influence on children's engagement in learning their new language. *"Children will often seek out teacher approval: the fact that the teacher notices them and shows appreciation for what they are doing is of vital importance."* (Harmer, 2013 p7). Lots of praise is, of course, encouraging but we should also be careful not to reinforce inaccurate language which might lead to fossilised errors.

Creative teaching using a wide range of interactive and game-orientated activities



Miranda, MEd, BA Hons, Trinity Dip TESOL, Mindlab, is an experienced educator with a diverse international background. She has taught across Primary, Secondary, and Tertiary institutions in the UK, New Zealand, Malaysia, and Oman. In addition to her teaching roles, she has served as an academic leader and professional development coach for educators. Miranda has expertise in a range of international curricula, including NZCEL, NCEA, PYP, IMYC, and Cambridge. Her particular area of interest lies in blended learning strategies to meet individual student needs within meaningful, relevant contexts. Miranda is currently an EAL Specialist with the Learning Village.



Practical ideas

will promote maximum engagement, and therefore learning, in young children.

Images

- *Flashcards* with images provide the opportunity to revise vocabulary in many different games such as Memory, Snap, and Happy Families.
- The use of images can be extended into *Reveal a Picture*. This involves covering a picture and slowly revealing sections, so the children practise a language structure such as, "I think it is a/an..."
- *Spot the Difference* pictures between two very similar pictures is a useful way of teaching positive and negative. For example, "There isn't a lion there. There's a lion here."
- *Headbands* is a favourite. Children wear a headband with a picture of an animal or topic. They ask questions to guess who/what they are. For example: "Can I swim? Can I climb? Can I jump?"

Realia

- *Playdough*: Use coloured playdough to transfer the language into a different context. Children listen to the instructions and create the scene. For example, "The rabbit is white. The rabbit eats orange carrots." They make a white rabbit and an orange carrot.
- *Props* such as toy animals or fruit: Ask them what their favourite fruit or animal is. Then introduce the language structure "I like..." or "... is my favourite animal."

Movement

- *Mime*: Introduce movement words early eg: jump, run, crawl, swim, dance. Complete the sentence: Kangaroos jump!
- *Racing games* such as treasure hunts. Find the picture

and say the word.

- *Colouring instructions*: For example, "Colour the pig pink."

Spelling and reading games

- *Tic Tac Spell*: Draw a noughts and crosses grid. Each person has to write words with a particular sound. For example, ee (tree) or e (leg).
- *Roll a word*: make dice and write a letter or blend on each face. On a second dice, write a vowel or spelling pattern. Roll the die and sound out a word
- *Provide a cartoon or storyboard*. Match the captions to the characters.

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URL:<https://tefl-tesol-certification.com/blog/strategies-for-teaching-english-to-young-learners>



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.



100 great activities: The best of the Cambridge handbooks for language teachers

Reviewing a book described in its subtitles as one of “the best” in its series could be daunting, but someone has to try.

The first question a review usually answers is the intended readership. In this case, language teachers are the target. There is much here to attract them, starting with the colourful and informative cover. In its pages, the editors bring us samples from a range of books for teachers. The result is probably that many readers will buy or borrow a number of these titles.

The contents are divided into six sections: the four language skills plus vocabulary and then grammar. As a result, readers could select particular titles that fit their current programmes, such as “Folktales” in the Listening section, or they could work their way through the book more systematically. My guess is that for each activity they choose, another will quickly come to mind.

With each activity filling a page or two, there is no shortage of ideas. The illustrations are varied including full-page illustrations that are ready to be copied for the students.

One source of the illustrations is from the teachers' own countries. Two examples are a road sign from Mexico and a warning sign from Singapore which illustrate points about road signs in English.

The authors take nothing for granted, even illustrating how to hold up a picture for the class (p. 24) and preparing photocopiable pages (p. 58).

No wonder there is such a range, coming from sources that have appeared over 45 years and were carefully chosen by the editors. Teachers of long standing will recognise some of them.

This book is warmly recommended. It would sit well in the teachers' room where people could use it for both long-term and short-term planning.

Ur, P. & Thornbury, S. (2024).

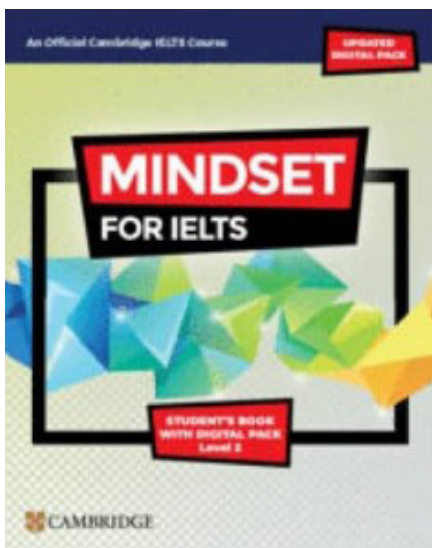
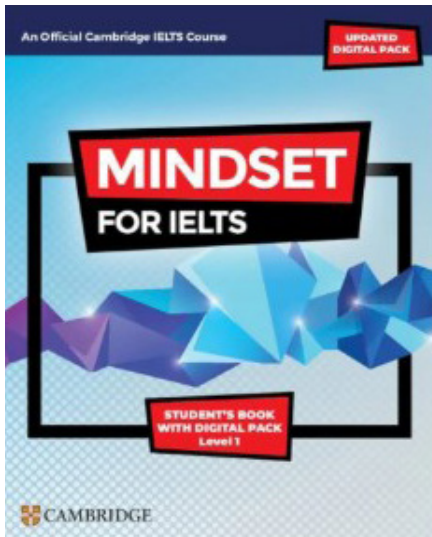
100 GREAT ACTIVITIES: THE BEST OF THE CAMBRIDGE HANDBOOKS FOR LANGUAGE TEACHERS. Cambridge University Press. 184 pp. Pbk. \$61.95

ISBN: 9781009348737.

Reviewer

Marilyn Lewis
University of Auckland

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



Archer, G et al. **(2023) MINDSET FOR IELTS. STUDENT'S BOOK LEVELS 1 AND 2.** Updated Digital Pack. Cambridge University Press.

Level 1 ISBN1009280295 188 pages \$92.95. Pbk.

Level 2 ISBN 1009280309 206 pages \$92.95. Pbk.

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Reviewer

Rebecca Vane
Wintec, Hamilton

(2023) Mindset for IELTS. Student's Book Levels 1 and 2

This review will cover both Student's books: Level 1, which has a target of Band 5.5 and Level 2 which has a target of Band 6.5.

Each Student Book comprises 8 topic-based units covering all the skills. 60-90 hours of teaching per level includes a digital pack with online resources: access to Cambridge IELTS Academic practice tests, Digital Workbook (8 hours per skill) and an E-book presents all the materials in the student's Book in digital format.

The team of eight authors have an abundance of experience teaching and Examining IELTS, which is evident in the learning strategies and task types included in these books. They address the challenges that most students face with vocabulary with interesting and effective activities.

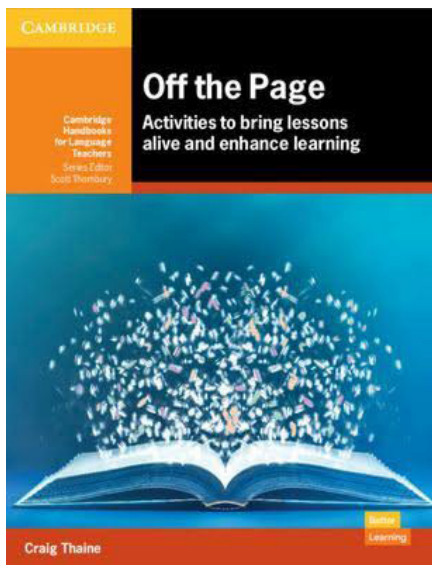
The two levels have different topics, and they are relevant to a broad range of student cultures, nationalities and ages, often with an interesting slant on some very familiar topics. For example, the Level 1 unit on Food and Drink includes a short text about how 'No' might mean different things in different countries. Unit 8, the Natural World, makes mention of our very own 'Moko', the bottlenose dolphin, in a reading text 'Our Friends and Protectors'.

Level 2 has well-argued reading texts about the role of the modern zoo and listening texts that discuss energy production worldwide and the controversial issue of fracking. Another task is about how different age groups access news reports.

I particularly like the layout of these books as they are very clear, well organised and easy to follow. The amount of detail is just right with sufficient headings and numbering but space that avoids cluttering. The answer keys and listening scripts in the back are also easy to navigate.

Each unit covers all four skills, tasks and exam skills for successfully answering IELTS questions. Questions are authentic in terms of structure and topics. The integrated grammar and vocabulary tasks would support students in achieving their target bands. Pronunciation is well covered, and organisation of answers (both written and spoken) is well demonstrated and explained. Sample answers are plentiful and frequent exam tips prepare candidates for their test day. Whether working in a classroom or independently, students' needs are comprehensively covered in these two books. In addition, the online resources provide further input of language needed for success and test practice.

As an IELTS examiner for many years myself, I consider that these two books provide everything a test-taker needs to prepare for the exam. A diligent student could indeed develop a 'Mindset for IELTS' by using them. From a teacher's perspective, they provide sound input materials that are straightforward and fun to deliver. Furthermore, although IELTS candidates would be the primary users, these two titles could also be used in the General or Academic English classroom at the equivalent levels, CEFR high B1 to B2.



Off the page: Activities to bring lessons alive and enhance learning

In the series, Cambridge Handbooks for Language Teachers, edited by Scott Thornbury, Craig Thaine shares invaluable examples of teaching that enhances learning and brings the classroom more alive. He draws on his lifelong experiences as a teacher, teacher trainer, and author of many educational publications. The aim of this publication is to complement coursebooks with activities to make lessons more engaging for the students.

The book is divided into 9 chapters. Firstly, one for each of the language skills, listening, speaking, reading, and writing, then a chapter for each of the language systems, grammar, vocabulary, and pronunciation. The following chapter is dedicated to discourse, which gives advice and examples of how to teach functional and situational language. The last chapter is a valuable contribution to help teachers to together reflect and engage in exploration of theoretical concepts in relation to their everyday use of methodology for language learning. Each chapter starts with an introduction to the topic of the chapter in relation to general coursebook approaches. For instance, backed up with examples, each introduction outlines important features, methodological considerations, and issues that teachers might encounter while teaching the topic. The activities throughout the book seem very easy to use as they have ample and detailed instructions.

Chapters 1-4 have a similar pattern where the author suggests activities for before, during and after the skills practice. In chapter 1, *Listening*, the author gives a pedagogical background to listening lessons, all with examples for clarity. One of the claims the author makes in chapter 2, *Speaking*, is that most students want to improve their speaking, and more specifically, their confidence to speak. He suggests that teachers should get the lesson “off the page”, to allow for more practice of fluency speaking, i.e., bring language to life by using authentic communication activities from this book while also using the coursebook. In chapter 3, *Reading*, the suggested exercises are linked to stages in a typical coursebook reading lesson. Chapter 4, *Writing*, includes activities suitable for both the process writing approach and the method of language-focussed writing.

Chapter 5-8 cover the language systems, grammar, vocabulary, pronunciation and discourse. Grammar is dealt with in chapter 5. It outlines the overall approach to working with grammar in a student-centred way in the classroom, covering meaning, form, and pronunciation systematically. In chapter 6, the author outlines and suggests activities for several frequent approaches for teaching vocabulary found in course books. The most common ones deal with deliberate learning of vocabulary, in contrast to the incidental vocabulary learning students do when they are just reading and listening to a text. In chapter 7, the pronunciation activities are “organised according to the nature of the pronunciation focus” (p. 190). This means that the chapter covers sounds, stress, connected speech, and intonation in separate sections.

Using a new language appropriately in everyday situations is often difficult for learners. Common expressions might not follow the grammar rules and different vocabulary are suitable for different situations. The fourth language system, discourse, in chapter 8, outlines the difficulties and how to assist learners with this. Chapter 9 is dedicated to professional development and can be utilised individually or as a framework for groups of teachers who want to discuss and learn together.

All in all, this activity-loaded book presents activities in a gentle, explanatory way, leaving the reader more enlightened about choices to make for lessons to come alive. It certainly delivers on its promise to provide activities to bring lessons alive and enhance learning. It also connects nicely to coursebook approaches as well as providing a framework for professional development. I recommend it to any teacher, at any level, who wants to enhance engagement, authenticity, and motivation amongst their students. Moreover, with all the background and explanations of teaching approaches provided for all areas of language learning, the book seems invaluable for new teachers, while it also presents a valuable opportunity for more experienced teachers to revive their teaching.

Thaine, C. (2020). **OFF THE PAGE: ACTIVITIES TO BRING LESSONS ALIVE AND ENHANCE LEARNING.** Cambridge University Press. ISBN 978-1-108-81438-6. 190pp. \$63.95.

Reviewer

Kerstin Dofs
Ara institute of Canterbury,
Christchurch

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: Fostering effective vocabulary learning

John Read



Once adult learners have reached an intermediate level of proficiency in English and have acquired some knowledge of the 1st 2000 to 3000 most frequent words in the language, their additional vocabulary learning needs become more diverse, according to their individual fields of study, occupations and personal interests. Unless they are taking a course that is designed to meet their needs very specifically, they should develop the ability to identify words and phrases that are useful for them and learn those vocabulary items thoroughly.

This was the reasoning behind a programme introduced into the full-time proficiency courses at the English Language Institute of Victoria University in the 1990s. The programme set up a weekly cycle of activities through the 12 weeks of each course. At the beginning, the students received a vocabulary notebook along with some instruction from their teacher on how to record information about new words and how to study the words effectively. Then the students were set the task of choosing 30-40 words each week. They had to record not only the meaning of each word, but also its pronunciation, grammatical use, collocations, its typical usage in a sentence, and related words in the word family. During the week they were to study the words and each Thursday they submitted the list of words to the teacher. On Friday there was a test of their knowledge of the words. The test paper was set up as a template with sections on parts of speech, pronunciation, collocations and sentence writing, and each student completed the section using the words that the teacher selected from the list they had submitted.

Towards the end of one course, Jo Moir carried out a study to evaluate the effectiveness of the vocabulary programme. She conducted semi-structured interviews with 10 volunteer students to find out about their vocabulary

learning behaviour and their beliefs about vocabulary learning. In addition, she gave each learner a test of how well they knew 10 of the words that they had studied three weeks earlier.

For the most part, the results were discouraging. All of the students had taken the task seriously and spent considerable time each week studying their chosen words. However, they generally found it hard to select words that were suitable for their needs, and some had the idea that the teacher wanted them to find words that were 'difficult' or academic in nature. Although they entered the various aspects of word knowledge as required in their notebooks, they focused strongly on word meanings (typically in the form of L1 translations) and their primary strategy for studying the words was rote learning. Most complained about a lack of time and the short-term pressure of preparing for each week's test. This meant that they never reviewed the words from previous weeks. Not surprisingly, the test that the interviewer gave them confirmed that most had retained limited knowledge of, or ability to use, the words from their list three weeks before. The students recognised that the vocabulary programme was not working well for them but seemed powerless to change their approach to it.

There was just one student who did not fit this overall pattern and he stood out as an effective learner by comparison. Using a variety of sources, he mostly chose words that he already had some knowledge of. He understood the complexity of knowing what a word means and went beyond what the vocabulary notebook required in recording information about his chosen words. In addition, he applied a wider range of strategies than the other students in learning the words, including actively using the words in his speaking and writing. Like the others, he spent limited time reviewing words from previous weeks but the quality of his study each week meant that he performed at a superior level in the test.

[Source: Moir, J., & Nation, I.S.P. (2002). Learners' use of strategies for effective vocabulary learning. *Prospect*, 17(1), 15-35. Available online: <https://search.informit.org/doi/10.3316/aeipt.124135>. This small classroom study at Victoria University of Wellington gives a lot of insights into the challenges of encouraging learners to manage their own vocabulary study.]

What should teachers do to foster effective vocabulary learning?

The Moir and Nation study showed that learners can misunderstand the purpose of a classroom vocabulary programme, causing them to spend a lot of time on activities that do not actually improve their vocabulary knowledge.

1. The teacher should carefully explain to the students why they need to take responsibility for their learning and should model appropriate learning behaviour.
2. The teacher should introduce a whole range of learning strategies and encourage the learners to adopt good strategies that work for them.
3. Teachers should encourage learners to choose words that meet their needs for English and to keep reviewing those words in order to remember them over time.
4. Teachers should continue to observe their learners' progress in vocabulary learning without relying too much on weekly tests as a source of feedback.

There has been extensive research on the strategies that learners use to study vocabulary, which typically shows that learners can be classified into different categories according to their strategy use, but only a minority of them employ a range of strategies effectively. Some studies have investigated the efficacy of explicit strategy training, with mixed results.

Further reading

- Gu, P.Y. (2020). Strategies for learning vocabulary. In S. Webb (Ed.), *The Routledge Handbook of Vocabulary Studies* (pp. 271-287). Routledge. A review by one of the leading experts on vocabulary learning strategies.
- Nation, I.S.P. (2022). *Learning vocabulary in another language* (3rd ed.). Cambridge University Press. Chapter 8 (pp. 316-335) covers vocabulary learning strategies and learner autonomy.
- Smith, H.A. (1996). An individualised vocabulary learning programme. *TESOLANZ Journal*, 4, 41-52. The programme investigated by Moir and Nation was originally designed by Hilary Smith, and here she presents a description of it, including the weekly test template.

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: Promoting productive use of vocabulary

John Read

One of the challenges for English Language Learners who have the language as a medium of instruction in school is to be able to use their vocabulary knowledge productively in their writing. A lot of vocabulary teaching and learning is focused on assisting with reading comprehension, with less attention paid to written expression. Writing is a difficult skill to master, even for L1 English students, and it is well established that for all users of the language, the number of words that we can understand is rather larger than the number that we can or will use in our own production. So what does it take to encourage learners not only to learn the meanings of words but also to use them for written expression?

This is the basic question that Lee and Muncie set out to investigate in their classroom-based study. Siok Lee was an ESOL teacher in a secondary school in Canada and she conducted the research with her own classes. The students were relatively recent immigrants who had been in the country for two or three years and were around 14 years old on average. Three-quarters of them (36/48) were L1 speakers of Chinese. Having reached an intermediate level of English proficiency, they were taking three ESOL courses as well as five content-area courses. Lee's ESOL course was on reading and writing, following the common practice in North America of having separate courses for the different skills.

There was quite a lot of preparation involved before the study began. First, the sinking of the Titanic was chosen as the topic of the project. Then Lee and Muncie identified 34 words and 8 phrases as the target vocabulary for writing about this topic. Examples of the words were *rescue(d)*, *tragic*, *survivor(s)*, *lifejacket*, and *frigid*, and of the phrases, *maiden voyage*, *set sail*, and *the New World*. As input material, the researchers obtained an 80-minute version of the movie *Titanic*, and they wrote a summary of the movie in the form of a cloze test, in which all 42 of the target vocabulary items were deleted and replaced by blanks. They also wrote a reading passage on the disaster compiled from three non-fiction sources, again including all of the target vocabulary.

The authors give a clear description of the sequence of class activities but are not very explicit about which activities occurred on which day. First, the students watched the movie and then were given the cloze test, together with a separate sheet which gave all the target words in a scrambled order, along with an equal number of distractor words.

After the test, the teacher read aloud the reading passage, pausing to explain the meaning of the vocabulary interactively with the class and writing things on the board. The students also took turns to read the passage aloud to



the class and to a partner. Then they wrote answers to 10 comprehension questions about the passage and received feedback on their answers from the teacher the next day.

The next step was to write an essay (Version 1) to describe the experience of being a passenger on the Titanic, without referring to the written materials. The feedback from the teacher was limited to comments about correct or incorrect use of the target words. Despite the considerable amount of exposure to the vocabulary in context, an analysis of the essays showed that the target items comprised less than 6% of the words in the students' writing.

This was followed by a second opportunity to write the essay (Version 2). To prepare the students, the teacher gave them a writing frame, which consisted of prompting questions like "Describe the ship", "How did you and the others behave? Why?" and "What happened in the end?" In class, the teacher elicited all the target words and phrases and the students wrote them under the relevant question on their copy of the frame. The students could refer to the frame as they wrote Version 2 and the amount of target vocabulary that they used rose to more than 20%.

A crucial last stage in the study came two weeks later when, without prior warning, the teacher asked the students to write the essay again (Version 3), using the writing frame without any target words added. This time the proportion of the target vocabulary dropped a little to 17% but this was still significantly higher than what they wrote in Version 1. Thus, there was clear evidence that the students retained substantial knowledge of the vocabulary and could still use it in their writing.

[Source: Lee, S.H., & Muncie, J. (2006). From receptive to productive: Improving ESL learners' use of vocabulary in a postreading composition task. *TESOL Quarterly*, 40(2), 295-320.]

How should teachers promote productive vocabulary use?

Lee and Muncie conducted a classroom-based study rather than a controlled experiment, so they could not be sure which factors were most effective in encouraging the students to use the target vocabulary. However, here are some guidelines arising from the research:

1. Teachers should choose an engaging topic that involves vocabulary that will be useful for the students.
2. The students should be introduced to the vocabulary through both meaning-focused input materials and intensive study of the forms and meanings of the words.
3. Teachers should provide various forms of scaffolding and feedback as the students undertake the writing task.
4. The students should have more than one opportunity to write, preferably with a time interval, so that the target vocabulary can pass into their longer-term memory.

For further reading

Nation, I.S.P. (2022). *Learning vocabulary in another language* (3rd ed.). Cambridge University Press. Chapter 5 (pp. 226-41) surveys the limited amount of literature on this topic and recommends numerous classroom activities.

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**Deadline for the next issue is
20 June 2025**

Reports

President's Report

Gwenna Finikin | president@tesolanz.org.nz



I am constantly in awe of so many of my colleagues associated with TESOLANZ. So many of them are involved in a wide range of different activities with the goal and purpose to improve the lives of colleagues, students, and people they may never meet. I see so many of them who quietly work behind the scenes, as well as those

who have their names put out there. We tend to run on the hard work and goodwill of people who want to make a difference. This year, one of our colleagues has had their work acknowledged. Dr Hilary Smith, former president of TESOLANZ, has been awarded a New Year Honour. She is to be a member of the New Zealand Order of Merit:

SMITH, Dr Hilary Anne

For services to linguistics and the community

Dr Hilary Smith has been involved with Volunteer Service Abroad Te Tuāo Tāwāhi (VSA) for more than 40 years.

Dr Smith made contributions for more than seven years as a VSA teacher and teacher educator in Tonga, Papua New Guinea, and Laos. She served as the Chair of the VSA Council between 1998 and 2007, has been a member of the VSA Appointments Panel, and has chaired local interest groups in Te Whanganui-a-Tara Wellington and Te Papaiōea Palmerston North. She was President of Teachers of English to Speakers of Other Languages Aotearoa New Zealand between 2008 and 2015, currently Chairs Applied Linguistics in Aotearoa New Zealand (ALANZ), and co-convenes the Languages Alliance Aotearoa New Zealand. Through her career in applied linguistics, she has supported numerous countries as a teacher and leader; these include Nepal, Indonesia, Timor-Leste and Fiji. Dr Smith has been working with the Gamilaraay Aboriginal community in New South Wales, Australia to support Gamilaraay language revival, resulting in the production of resources including multimedia materials and bilingual early reading books.

I congratulate Hilary on receiving this acknowledgement of her work. To add to the accolades for the work that Hilary continues to do, I shall include her support of women in tertiary study and women in leadership. She's also a person who has helped to push further education in the primary sector, where it is often not encouraged. One of the things Hilary usually says to me as a greeting is, "When are you going to start your PhD?"

The accolade does not herald the end of her work, but one that she receives partway through it.

AKTESOL

Stephanie Layec

Ka tū tahi tātou ki te mātauranga hei oranga tinana, hei oranga wairua kia tū tangata ai tātou.

We come together to learn, to nurture, and to thrive. Here, we stand united.

Tēnā koutou katoa.

First, a heartfelt thank you to everyone involved in our first AKTESOL event this year, which focused on the new English Curriculum for the primary sector, and to those who attended the AGM. As we look ahead to the coming year, I encourage you to stay engaged with AKTESOL activities. The purpose of AKTESOL is to unite English language teachers from our region, enabling the exchange of knowledge and experiences, sharing best practices, and keeping pace with developments in our field. By attending AKTESOL events, you will have valuable networking opportunities with fellow educators and researchers, contributing to your own professional growth. And please, feel free to invite your colleagues along.

Additionally, we invite you to consider presenting at an AKTESOL event. Your knowledge and experiences are invaluable, and I am sure your contributions would be greatly appreciated by your peers. If you have suggestions for future events or topics, or if any members pursuing a Master's or PhD wish to share their research, please don't hesitate to reach out to the AKTESOL committee.

Events of 2024

In 2024, AKTESOL hosted three PLD sessions. In March, Sally Hay shared her research on promoting extensive reading among newly arrived ESOL students. In May, our second event was a CLESOL retold session, where Maria Paljk, Breda Matthews, and Julie Luxton presented in person the talks they gave in Wellington in April. Karen Cebalo joined us via Zoom to discuss supporting classroom teachers with ELL-inclusive pedagogy. The final event of the year focused on the new NCEA co-requisites and their impact on ELLs, with Breda Matthews and Julie Luxton once again sharing their expertise. Mageshni Narain also provided a report from the Kahui Ako collaboration among literacy leaders.

Committee

The 2024 committee has worked tirelessly to represent your interests and organise the events that have been described here. We extend our deepest thanks to them: Breda Matthews (Secretary), Martin Walsh (Publications), Stephanie Layec (Chair), Ling Zhou (Treasurer), Nicola Kingston and Helen McCann (Membership).

Our warmest thanks go to Leslie Robertson and Sally Hay as they leave the committee after many years of devoted service to our ESOL community. We are delighted to



welcome Helen McCann and we would like to invite AKTESOL members to consider joining the committee to support Martin with Publications and Breda as Secretary. This is a great opportunity to help shape the future direction of AKTESOL and contribute to the advancement of our profession. Please get in touch if you wish to nominate yourself or someone else.

Membership

There is increasing demand for professional support and networking opportunities that AKTESOL can provide. Several of our members are contributing to TESOLANZ, including Christine Hanley (Secretary for the Executive and Newsletter Editor), Karen Cebalo (Primary SIG Coordinator), and Sally Hay (Secondary SIG Coordinator).

Please ensure your membership is up-to-date and encourage your colleagues and friends to join. It gives access to AKTESOL events and the TESOLANZ journal, as well as some events held online by other branches. Also, don't forget the 5 for 4 institutional membership offer, the free membership for those who are completing a PhD in the ESOL field, and the free one-year membership for those who have recently completed an ESOL qualification.

Finally, I want to express my sincere gratitude and admiration to all our members for your dedication and hard work in educating and inspiring your students. You are the unsung heroes, working both in the classroom and behind the scenes to ensure that our tamariki and rangatahi are equipped with the skills and knowledge needed to succeed in life. Your passion and commitment are truly exceptional, and you deserve recognition for all that you do. Thank you again for your continued support of AKTESOL. I look forward to seeing you at our 2025 events.

Noho ora mai

Waikato TESOL

(Joy) Yi Wang and Rachel Kaur

Kia ora koutou,

We would like to start this report by sharing the success of our 2024 national webinar on *'How do language teachers understand "language"'*, presented by Dr. Laura Gurney from the University of Waikato. By success, we mean a profoundly thoughtful discussion led by the simple question *'What does language mean?'* Based on her recent publication (Gurney & Demuro, 2021), Laura shared interesting findings from interviews with 14 language teachers, which present five fundamental meanings of language(s)/languaging: *language as a tool for communication, language as thought, language as culture, language as system, and languaging as practice.* The talk was so good that it provoked deep thoughts such as *"When we say we are language teachers, what are we really teaching? And what for?"*, one attendee commented. *"Reflecting on my own practice as an ESOL teacher, I think I'm teaching English as identity, as I want my learners – after obtaining enough English – to be themselves again"*, said another attendee. We wish more TESOL colleagues had attended this insightful session. For those who are interested, further details can be found in the open-access article.

Then on **12 March we held our first committee meeting**, when we planned out our 2025 meetings and events. Our planning generated a list of topics and speakers, of which two have been confirmed: Dr Jia Rong Yap, Rotorua Centre Manager of English Language Partners New Zealand, to present on *multiliteracies pedagogy*; and Dr Ingrid Huyens, National Coordinator of Tangata Tiriti, to present on *Treaty in Own Languages*. Remaining topics on our list for further communication and confirmation include *supporting former refugee learners, replication studies into low L1 literacy learners, collaborative writing, language assessment, and Waikato TESOL postgraduate research*

highlights. With this wide range of themes and topics and a group of enthusiastic organisers on the Waikato TESOL committee, we are anticipating an exciting fruitful year ahead.

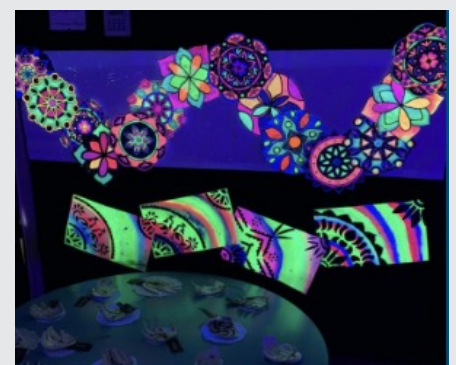
Our first event – **Multiliteracies Pedagogy in the Age of Generative AI** – took place on 2 April. Drawing on insights from Dr Yap's PhD research, this presentation explored how AI tools, such as generative language models, automated translation, and multimodal content creation platforms, are reshaping the ways we teach and learn languages. Participants had the opportunity to gain insights into practical strategies for leveraging AI in the classroom while fostering critical literacy, creativity, and ethical engagement with technology.

Whāia te mātauranga hei oranga mō koutou.

BOPTESOL

Julie Luxton

At our last event in Term 4 2024, BOPTESOL members were privileged to attend a presentation from Haidee Jenkins, ESOL specialist at Greenpark School, across-school teacher in the Tauranga Peninsula Kāhui Ako and the Tauranga primary ESOL PLC coordinator, about connecting with the Indian community. Greenpark School has 145 ESOL-funded English language learners (ELLs), and the Kāhui Ako has 786 ESOL-funded ELLs. Indian students constitute 33% of the student body in the Kāhui Ako schools. Punjabi is the most common home language, followed by Hindi and Malayam.





In addition to community consultation and Kāhui Ako staff PLD, Greenpark School, under Haidee's leadership, engaged with the community through events celebrating Diwali, including a dance challenge, and the Onam Festival of Flowers (linked to a school sports day) and cultural visits to the Sikh temple. Some of these events included students from ECE, Intermediate, and secondary schools across the Kāhui Ako.

Greenpark School also organises a weekly 'cultural extravaganza' to celebrate the 42 different cultures in their school, as well as displaying books from the National Library in the language of the week and relating to the culture.

BOPTESOL events planned for 2025 include a focus on structured literacy and ELLs, teaching ELL at the Foundation stage, and a presentation from Marty Pilott (topic yet to be confirmed).

MANATESOL

Gwenna Finikin

The events for this year started with a celebration of Dr Hilary Smith's acknowledgement in the New Year Honours list. We brought together previous and current members of MANATESOL, and former colleagues of Hilary at English Teaching College to raise a glass to her. Hilary has been, and continues to be, an active and supportive member of the English language teaching community in Palmerston North.

Looking ahead to the rest of the year, we are hosting a breakfast meeting to share the work of Dr. Dana Taylor, looking into the findings from her PhD around supporting immigrant workers, and our AGM will showcase Dr. Hanna Svensson talking about her research around supporting people from a refugee background, barriers they might experience, and supporting them to succeed. We are also planning a road trip to New Plymouth to share teaching strategies with branch members north of our main hub and host a roundtable discussion at the end of the year.

WATESOL

Nicky Riddiford

WATESOL's calendar of events for 2025

- 1. Online presentation March 27th**
 - Presenter: Professor Paul Nation
 - Title: The twenty most useful teaching techniques
- 2. WATESOL Expo + AGM: August 28th, 3.45-7.30pm. In person.**
 - Venue: Rutherford House, Victoria University of Wellington.
 - Call for Presentations will be sent out in early July.
 - Deadline for submissions: end of July.
- 3. October/ November, final WATESOL event for 2025.**
 - Presenter: Professor Paul Nation
 - More details and topic tbc

Report on WATESOL November 2024 event

Supporting L2 Learners writing development.

Presentation by Rachael Ruegg
to WATESOL

Online meeting 6th November 2024:

Ruegg's presentation clearly identified the support structures along with the strategies teachers should apply to support our students as their writing skills progress. In



outlining the support structures commonly used Ruegg explained "Teachers provide scaffolding at various levels and teacher or peer feedback. Whatever the level of support, this needs to be taken down." She described reducing the amount of teacher support by repeating the same task or providing similar tasks. Then increasing the level of difficulty little by little can result in students working independently which should be our aim. Ruegg emphasised the more cognitive engagement students put in, the more they are likely to learn and retain. As their writing skills progress, teachers should ask their students to do the more demanding aspects of a task while they step back to do just the menial parts.

Ruegg clearly outlined activities that illustrated this process from being more supportive to less supportive. Beginning with students copying or being provided with parts of a text, or gap-fill exercises which they might complete in cloze test form from 1 gap = 1 letter at the word level to completing a sentence that the teacher provides. Less support is provided if the students are then required to complete a paragraph. For example, they are given the topic sentence and must provide the details or they have a paragraph with one sentence missing. The next level of difficulty could be to complete a text which has one paragraph removed or they must write an introduction including a thesis statement for an essay to complete. From these examples, the level of difficulty has clearly made more demands on the student as the teacher has provided less support.

In her presentation, Ruegg then provided examples of the way the teacher and class could work together. Firstly, collaborative writing might take place where the teacher sets the scene and collects the ideas from the class from which they form the text together. This could lead to small group writing where peers support one another or write in pairs.

In the next section, Ruegg outlined the process and the strategies that should be made explicit as the students are preparing to write and draft. Research shows that students who use pre-writing strategies write with greater accuracy.

Assessing involves considering:

- the genre i.e. what style is required?
- the scope i.e. the length and how broadly or narrowly the topic is explored.
- The text type i.e. is the purpose to argue or explain the topic?

Exploring and planning come next. Brainstorming could allow students to do free writing in their first language for a fixed period to help ideas to flow, or researching and

organising ideas, then planning and reevaluating ideas. Some suggestions she made include outlining ideas listed in paragraphs, mind mapping, or using graphic organisers to help students when linking ideas. Pictures or a Venn diagram could be used to show comparison, or students could be asked to draw a timeline for a story from pictures. An argument essay may list the For and Against points.

Post-writing strategies

- **Revising** to check main ideas, logic, and evidence or illustration; organisation of the structure; and checking the sentence order within a paragraph.
- **Editing and proofreading:** Checking grammar, vocabulary, style, and register.

Feedback can be provided by the teacher, peers, or through self-evaluation. Provide peers with a checklist of points to look for. Reading the work of other students can help them evaluate their own writing.

Feedback methods

For low-level students, the most explicit feedback is a reformulation of the text.

- **Direct corrective feedback** is where the students are provided with written corrections of specific features.
- **Indirect feedback** provides the student with error codes (gr, sp, vt, or colour-coded word choice). The final stage might be uncoded with underlines only or end-of-text comments, (Your main problem is your use of prepositions...)

Writing journals

Ruegg suggests that students keep a journal to record what kind of feedback they are getting so they know what to look for. Feedback needs to have both a content (ideas) and language (accuracy) focus. Teachers must support students to gain autonomy and agency as they take control. Having choices leads to increased performance and accuracy.

It is good to allow students to make **topic choices** based on their interests, knowledge, and the level of difficulty they are prepared to take on. Ruegg suggests having students make choices as a class, in small groups or, by making their own personal choices.

Her concluding comments summarised the importance of following the points above and providing students with practice, practice, practice!

Linda Todd, editor of WATESOL's newsletter

Holiday programme report: Hutt Valley English Language Summer School 2025

The first ever English language summer school took place in January for Hutt Valley English language learners. The event was hosted by Naenae College and young people from Sacred Heart College, Hutt Valley High School, and Naenae College attended the three sessions.

The idea was floated by Angela Sellwood of Naenae College at a combined cluster group meeting of Wellington secondary English language teachers in November 2024. The proposal was to run three two-hour sessions for young people during January. Fortunately, there were three



teachers available to help run the sessions and, with some quick planning and advertising before the end of the school year around the Hutt Valley schools, we were set up to have the first class on 8 January 2025.

One of the biggest drivers to set this up was that, once school finishes for the year, many students don't interact in English at all during the break. The summer school provided a fun and non-threatening environment for students from different schools to connect and communicate in English.

Students who attended came from a wide range of places including Myanmar, Thailand, Ukraine, Russia, China, and Japan. They enjoyed conversation practice with group tasks and games, and some targeted written work and grammar

exercises. Students who attended said the sessions were useful and fun and, for some, it was the only time they had left their homes during the long school holiday break.

Thanks to teachers Bronwyn Davies (Sacred Heart College), Angela Sellwood (Naenae College), and Sarah Roper (Hutt Valley High School) for volunteering their time in support of this initiative.

Sarah Roper

Members of the WATESOL committee 2025

Anna Dowling, Ha Hoang, Sarah Roper, Linda Todd, Jenny Olsen, Cathie Cahill, Tim Edwards, Wanwan Liao, Tinh Le Cao, Nicky Riddiford.

CANTESOL

Kerstin Dofs

The CANTESOL committee plan for PD sessions in 2025 is to arrange sessions that we know our members are interested in and have asked for. The first PD initiative is an afternoon with Paul Nation as the inspirational presenter, (thank you WATESOL for organising this and for inviting members from other branches). At this event we will first hear and learn from Paul via a link from Wellington, then we will take the opportunity to discuss his suggestions and share our best ideas for teaching and learning. We are pleased that Paul's presentation will enhance the teaching approach of trainees, learning assistants, and teachers at early childhood, primary, secondary, tertiary, and private English language schools. A report about this will be presented in the June TESOLANZ Newsletter.

If our PD afternoon is successful, we are planning to repeat the concept of combining an introduction by a prominent speaker, online or in person, with face-to-face discussions, sharing, and networking amongst the CANTESOL members, later in the year. Our other plans are to organise PD sessions around cultural awareness, useful ideas gleaned from the most recent CLESOL conference, and to host a lighter get-together AGM in September. During the year, we are also aiming to contribute PD events suited for a wider delivery model, i.e. both face-to-face locally, and online for all TESOLANZ members.

Otago TESOL

David Woodfield

At our first committee meeting of the year in February, we welcomed three new members to the committee: Amber Fraser-Smith, Paula Arkensteyn, and Sukma Septian Nasution.

Look forward to joining us for meetings on 28 May, 17 July, and 11 September, with a final social event to wind up the year on 14 November. On 28 May we are planning a session on the use of AI to create classroom resources, and, on 17 July, a report-back session where teachers will be able to share what they have been doing in this space.

We will be in touch with more details regarding the upcoming sessions shortly, so watch out for our Otago TESOL updates in your inboxes.

Primary SIG

Karen Cebalo

Our schools are becoming increasingly diverse with children from many different cultural and linguistic backgrounds. One aim of the primary sector special interest group (Primary SIG) is to provide a voice through TESOLANZ from a primary teacher's perspective, and advocate for our learners within government policy. We also aim to support primary ESOL specialists, teachers, and teaching assistants through primary-focused workshops online, at TESOLANZ symposia, and in CLESOL conferences.

The Primary SIG is interested in:

- how the needs of English Language Learners (ELLs) are acknowledged in the NZ curriculum
- building community engagement
- utilising expertise within the community to celebrate the learners and their backgrounds
- supporting ESOL specialists to upskill kaiako in effective ESOL pedagogy

This year, in particular, we will be exploring how our ELLs are acknowledged in the two new curriculum documents for English and Mathematics. We know that front-loading mathematical vocabulary is critical for our learners to access the curriculum. One idea is to locate or help develop a child-friendly glossary to support the implementation of the new curriculum.

We are also planning to explore connections between the new English curriculum and the English Language Learning Progressions (ELLPs) as we are keen to note that there do appear to be some close links. Perhaps this will ensure that classroom teachers will use the ELLPs to inform teaching more.

If you are interested in hearing more about primary-focused webinars and discussions, please ensure you have selected 'Primary' as one of the SIGs in your TESOLANZ account and you will then be on our mailing list for communications.

Secondary SIG

Sally Hay and Sarah Roper

This year we are interested in

- The alternative pathways to Level 1 literacy
- Revised English Language (EL) and English for Academic Purposes (EAP) Unit Standards and resources
- Managing large numbers of new arrivals in secondary schools and accommodating their needs
- Managing larger class sizes and differentiating to accommodate the needs of English Language Learners (ELLs)

Over the last year, the secondary sector has been through many challenges with large increases in the number of new students and many new staff in schools without prior ESOL teaching experience. Many teachers are new to English language (EL) teaching, and we will be looking at ways to offer support to those teachers. Mainstream teaching staff are noticing more ELLs in their classes too and one of the Secondary SIG's aims is to communicate ways EL teachers can support mainstream staff to upskill and better understand the unique needs of ELLs.

TESOLANZ received a letter in November 2024 from the Programme Director Te Poutāhū Ministry of Education in response to our request for consideration of EL and EAP standards in the review of the Learning Languages Learning Area. The reply was

Regarding the development of curriculum-aligned Achievement Standards, these can only be developed for approved NCEA subjects. As mentioned in the [2021 Technical Report - Final NCEA Level 2 and 3 Subject List for the NZC](#); and approach to [Technical Report for NCEA Levels 1-3 Subject for TMOA English as a Second Language currently sits outside of the scope of the Review of Achievement Standards within the NCEA Change Programme](#).

TESOLANZ will continue to pursue equity for ELLs in recognition of their learning. We are also closely watching the updates of the refreshed Years 7 - 13 English Learning Area curriculum and how it includes ELLs. Of further

interest is the document currently being produced to support EL and EAP Standards. The ESOL, Migrant and Refugee Education team (Te Pae Aronui) at the Ministry of Education is currently looking at ways to make the lives of EL teachers easier through various initiatives such as opportunities to use ENROL and introducing a new PROBE reading assessment aligned to ELLPs for use with ELLs. Initiatives such as these help support EL teachers who are often alone in their schools, and are very much appreciated.

A continuing concern in the sector is the number of ELLs who are struggling to achieve Level 1 Literacy and Numeracy. Consideration of readiness and alternative pathways needs to be understood.

Events planned this year include a session on alternative pathways for Level 1 literacy, EL Unit Standards and resources, and how to present information about ELLs to mainstream staff, including tips for teaching ELLs in their subjects.

Make sure you select 'Secondary' in your profile on the TESOLANZ website members area and when you are renewing your membership, so you keep up-to-date with communications throughout the year.

Did you know there is also a **NZ Secondary ESOL teachers' group** on Facebook? Request to join for support, updates and resources. If you have any ideas of topics you'd like to see covered, we'd love to hear from you.

Tertiary SIG

Daryl Streat

The Tertiary SIG has re-established itself with the following members on its advisory board:

- Christine Biebricher (University of Auckland)
- Mark Dawson-Smith (WINTeC)
- Amber Fraser-Smith (Otago Polytech)
- Tim Edwards (Victoria, University of Wellington)
- Christine Hanley (Secretary, TESOLANZ)
- Daryl Streat (Lincoln University) - Chair



Polytech Updates

The polytech sector in New Zealand is facing challenges as institutions await decisions on whether they can operate independently or must remain part of a federation. This uncertainty has led to course cuts, financial pressures, and insecurity within the sector.

Key Points:

- **Financial Viability:** Institutions must prove sustainability, resulting in programme cuts.
- **Refugee Student Funding:** Refugees failing NZCEL levels cannot access repeat course funding, limiting support.
- **Class Sizes:** Class sizes have increased workloads and affected teaching.

The NZCEL Supporting Document and EL & EAP Unit Standard Supporting Document will soon be open for public consultation, with hopes for constructive input from the sector.

Collaboration and reform are crucial as the sector navigates these challenges.

University Updates

The university sector in New Zealand is recovering but remains below pre-2020 levels, with growing student enrolments and international partnerships tempered by financial and policy challenges.

Key Points:

- **EAP / English Programmes:** Enrolments have risen since 2022, though probably not to pre-2020 levels. Future funding for some programmes remains uncertain.
- **Funding Constraints:** The [Tertiary Education Commission has stated that funding will be limited going into 2026](#), with a priority around STEM.
- **Sector Guidance:** Universities await the [University Advisory Group's](#) report to guide the future of the sector.
- **PhD Interest:** High interest from International students in PhD study in Aotearoa (including in the TESOL field) but universities are struggling to meet demand due to resource limitations.

While student numbers and partnerships improve, funding limitations and policy developments will shape the sector's trajectory.

The Tertiary SIG will seek to establish a Research Agenda for the English Language Teaching Sector in New Zealand. If you're interested in what this might look like, please see [TESOL International's version](#).

Please check your Special Interest Group (SIG) status

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During a meeting the other day, we were asked to check why one of our SIG members was not getting notifications, so we looked her up on the members list. We noticed that about a third of members have not put themselves into a SIG.

We would ask that all members check whether they are in a Special Interest Group, so you can take full advantage of your membership.

Go to:

www.tesolanz.org → RESOURCES → MEMBERS' AREA → Log in → Account details

Scroll to the bottom of the page and look for Special Interest Groups.

Check if you have ticked a SIG there. If you haven't, please click on the white box and choose one, or several.

I hope everyone can check that they are in a group because the SIGs work hard to create PLD and other events to meet the interests and needs of their sectors.

Gwenna Finikin

President

New web-based programs for language learners and teachers

Four web-based programs designed by Paul Nation, and designed and programmed by Laurence Anthony are now freely accessible from his website. The links are given below.

The Picture Vocabulary Size Test (PVST)

<https://laurenceanthony.net/software/pvstweb/>

The PVST tests receptive knowledge of the most frequent 20,000 word families of English. The test can be used with native speakers of English and non-native speakers. The test can be used with both spoken and written input or spoken input alone. Learners need not be literate to sit the test. There is a document describing the test in detail on Paul Nation's resources pages. Previously the test had to be downloaded, but this web-based version now makes it more easily accessible.

WordFamilyFinder

<https://laurenceanthony.net/software/wordfamilyfinder/>

This very useful program has recently been updated to include frequency figures from a 10 million word corpus containing 7 million words of spoken English. It can be used to quickly check the frequency level of a word (1st 1000, 2nd 1000, and so on up to the 30th 1000) to see whether it is worth teaching or studying. The 30,000 word family lists and the lists of proper names (basewrd31), marginal words (basewrd32), transparent compounds (basewrd32), and acronyms (basewrd34) can also be downloaded from within the program.

WordAffixTrainer

<https://laurenceanthony.net/software/wordaffixtrainer/>

This program can be used to learn to recognize the most useful English derivational prefixes and suffixes (Levels 3, 4, and 5 of Bauer & Nation, 1993). The learners have to identify the prefixes and suffixes using spaces to separate them from the rest of the word. Learners should do a large number of the short self-checking exercises at each level, especially Level 5 which covers fifty affixes, to make sure that they are well-practised. The ten Level 3 affixes should be studied by learners who know around 1000-2000 words. The eleven Level 4 affixes should be studied by learners who know around 4000 words, and the fifty Level 5 affixes by learners who know around 5000 words (see the CEFR table in Paul Nation's resources under Vocabulary Lists). See the Word Parts section of Paul Nation's resources pages for much more information about these word parts, along with Bauer & Nation (1993) under Publications.

WordStemTrainer

<https://laurenceanthony.net/software/wordstemtrainer/>

The learners have to separate the stem from its affixes by making a space before the stem or after it, or both before and after it. The aim is to find the stem, not to correctly identify affixes. A final e is left as part of the stem. This program is useful for high-intermediate and advanced learners of English who already know more than 5,000-6,000 words. Native speakers of English may also find it useful. It provides the opportunity to practise finding the twenty-five most useful English word stems in complex words. These stems usually cannot stand as words by themselves but need prefixes or suffixes or both. Most of the words in this activity occur in the most frequent 10,000 English words. Knowing the stems will help these and other related words stick in memory. To learn more about this word part technique, see Wei, Z., & Nation, P. (2013). The word part technique: A very useful vocabulary teaching technique. *Modern English Teacher*, 22(1), 12-16. This article is freely available under Publications on Paul Nation's resources pages. The goals of using this program are to be able to recognise these twenty-five stems in words and to remember the meanings of the stems.



United Nations International Days

as established by the General Assembly

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

APRIL

- 21 April** World Creativity and Innovation Day
- 22 April** International Mother Earth Day
- 23 April** English Language Day
Spanish Language Day
- 26 April** World Intellectual Property Day

MAY

- 5 May** World Portuguese Language Day
- 15 May** International Day of Families
- 16 May** International Day of Living Together in Peace
- 20 May** World Bee Day
- 21 May** World Day for Cultural Diversity for Dialogue and Development

JUNE

- 1 June** Global Day of Parent
- 5 June** World Environment Day
- 8 June** World Oceans Day
- 11 June** International Day of Play
- 12 June** World Day Against Child Labour
- 20 June** World Refugee Day
- 26 June** United Nations International Day in Support of Victims of Torture

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/>



Are your details correct on our database?

Many emails are bounced back because they are not current.
Please visit the TESOLANZ website

www.tesolanz.org.nz

and find the Members section on the homepage.
There you can update all your details.