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te rōpū kaiwhakaako reo ingarihi ki iwi reo kē
teachers of english to speakers of other languages aotearoa new zealand

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Inside this issue:

Responding (historically) to Paul Spoonley's call for a national languages policy

Sharon Harvey | School of Education | AUT

In his recent article in the TESOLANZ newsletter, Emeritus Professor Paul Spoonley calls attention to the urgent need for a national languages policy in Aotearoa New Zealand (Spoonley, 2025, p. 3). His commentary is a timely reminder that despite our richly multilingual society, we continue to lack a coherent framework that supports, protects, and promotes the diverse languages spoken, signed, and lived across the country. Indeed, we are well overdue for national-level, *bipartisan* policy leadership on language/s. I welcome Spoonley's call, and I believe it is time to move on this issue that could strengthen and expand New Zealand's efforts to be a truly inclusive and equitable nation, with our language values and inspiration flowing from our founding document, Te Tiriti o Waitangi (New Zealand Government, 1840). I've chosen here to revisit our language policy history as a way to think through what we need to do now.

The call for a national languages policy in New Zealand goes back at least to the early 1980s when a rapidly diversifying New Zealand was looking to Australia's national languages policy being developed and written by Jo Lo Bianco (now Professor of Language and Literacy at University of Melbourne). That Australian document was known as the National Languages Policy (NLP) and aimed as Lo Bianco (1987, p. 2) explained in the rationale: '…to make the nation's choices about language issues in as rational, comprehensive, just and balanced a way as possible.'

New Zealand commissioned overseas language policy experts like Professor Robert B. Kaplan, a leading figure in applied linguistics and language policy at the University of Southern California, to advise on our own maturing ideas of a national languages policy (Kaplan, 1992). Our final blueprint for a national languages policy was written by Dr Jeffrey Waite and published by the New Zealand Ministry of Education in 1992. The document was called *Aotearoa: Speaking for Ourselves* and came in two parts, Part A: The overview and Part B: The issues (Waite, 1992). Waite, supported by the Ministry of Education held extensive consultations around Aotearoa for several years leading up to the launch of *Aotearoa*. Because of the work and kōrerō that went into these consultations, there was widespread support and indeed hope for the impending policy.

In the early 1990s, New Zealand's language/s landscape was becoming increasingly complex and in need of systems-level planning to ensure access and equity in all policy arenas. Having acquired official language status in 1987 (New Zealand Government, 1987), te reo Māori was slowly gaining traction across the educational sectors, alongside a growing awareness of the need to pay attention to the violent history of colonisation that had subjugated the language over a number of generations. New Zealand had experienced

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Editor's Foreword

Kia ora koutou,

Wherever you are, I'm sure you've been feeling the winter bite lately and are hopefully getting a break somewhere warm and comfortable. Our winter newsletter is packed full of interesting reads and information, including an interview with Juliet Fry who has recently retired. This seemed like a great opportunity not to be missed to hear about her career in the secondary ELT sector, both here and in the UK, and learn from her insights.

In our first article, Sharon Harvey from AUT University welcomes Paul Spoonley's call in the previous TESOLANZ newsletter for a national language policy. She responds by providing an overview of what's been done to date towards the development of a national language policy going back to the early 1980s. She also highlights the need for a coordinated approach to meeting the needs of a superdiverse society that Aotearoa New Zealand is now.

Structured Literacy is the focus of our next article. Recently mandated as a teaching approach in our schools, Rosemary Erlam and Rebecca Jesson from the University of Auckland discuss whether this approach is appropriate for emerging bilingual and biliterate learners. The aim is to offer food for thought to teachers about how to meet their English language learners' needs when they are still learning the language they are being instructed in.

On a different (but potentially connected) note, Carol Griffiths gives us further food for thought but this time with a focus on teacher burnout. Her recent study found that over 75% of teachers had suffered burnout or felt close to it. She discusses the causes, consequences, and some coping strategies, and highlights the link between this and teacher attrition. Carol closes her article with a call to action for teachers to avoid burnout and thrive in their jobs.

Once again, Nick Baker has delivered an article that is topical and timely. As he points out, AI is here and part of our lives as educators whether we like it or not. Nick zooms in on how we can use this new tool both ethically and reflectively to support our learners' writing development. He exhorts us to see AI as a partner rather than an opponent and asks who benefits if we don't.

And finally, we have two further instalments in the PART series. These two were both written by Paul Nation and focus on the size of a native speaker's vocabulary and helping words and phrases stick. It was interesting to read in the article about native speakers that teachers often underestimate their learners' vocabulary size. It was reassuring to learn that I'm not alone in this, especially as my learners constantly surprise me with what they know. Paul's explanation of memory tricks in his other article is super helpful. The What Teachers Should Do section in each PART article is an absolute highlight of this series.

Our president, branch leaders, and SIG leaders have again furnished us with reports that outline all the activities going on around the country under the TESOLANZ banner. Also again, we have three book reviews all ably curated by Elizaveta Tarasova, our book reviews editor. This newsletter would be considerably thinner without this team behind the scenes.

Best wishes for a safe, dry, and warm break if you're getting one. Even if you're not, please remember it's winter so pace yourself, enjoy reading this newsletter, and take time to reflect.

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.

continued from page 1

Sharon Harvey is Associate Professor in the School of Education at Auckland University of Technology (AUT), Aotearoa New Zealand. Her research focuses on language policy, multilingualism, and intercultural competence, particularly within education. She has led research and evaluation projects for the New Zealand Ministry of Education, including work on supporting English language learners and embedding intercultural communicative competence in language teaching practice. Sharon is committed to promoting equitable language in education policies that are grounded in the Treaty of Waitangi as well as Aotearoa's cultural and linguistic diversity. She regularly contributes to national policy discussions on language, identity, and social inclusion.

the economic restructuring of the 1980s and the resultant high unemployment numbers meant that a number of recently laid-off migrant adults became students in English for work programmes. At that time (as now) there needed to be a much less fragmented approach to adult ESOL and English literacy. With a surge in migration from Asia and a more visible refugee population, as well as a settled and growing Pacific population, many languages could be heard and seen in the community compared to the near English only of the post-war period. This meant that parts of the population needed interpreter and translation support to access New Zealand's services and institutions like health, education and the justice system. In addition, greater understanding and advocacy for New Zealand Sign Language meant that the Deaf community were looking to be integrally factored into New Zealand's language planning.

Unfortunately, before its release *Aotearoa* was downgraded to a framework (rather than a policy), meaning that resources would not necessarily need to follow the recommendations. Moreover, in his foreword, the Minister of Education, the Right Honourable Lockwood Smith positioned *Aotearoa* more as a further consultation document (Waite, 1992, p.4) for a national languages policy, rather than the policy itself. For someone reading the foreword now, Lockwood's words focus on economic growth, citing the economy as a rationale for a possible future national languages policy. This was a strange disconnect with *Aotearoa* itself which directed planning towards societal inclusion and equity. To the disappointment of many, *Aotearoa* was not developed into policy. However, the intensive languages-directed mahi was picked up to some extent by a range of government departments. For example, the Learning Languages area of the New Zealand curriculum (Ministry of Education, 2007) was one outcome of the planning undertaken in education to give more emphasis to languages other than English. Nevertheless, these were disparate efforts compared to what might have been achieved under a comprehensive national languages policy

Aotearoa is a far more linguistically diverse country now than it was in the early 1990s. As Spoonley has noted, New Zealand is superdiverse, (Spoonley, 2025) and that includes the huge variety of languages used across our communities. Paradoxically, instead of responding to this diversity in an inclusive and holistic way, New Zealand has gone in the opposite direction. Recently, we have seen a return to muscular English only and English first approaches in our public life viz debates over road signs and institutional naming, as well as questions over the status of the treaty and a lack of coordination and resourcing for languages education and teacher training within the compulsory education sector.

It's time to think again about how we approach New Zealand's societal multilingualism, framed by the Treaty of Waitangi and the two languages of te tiriti: te reo Māori and English. Our language policy goals need to be about educating and planning for tolerant, compassionate, and inclusive citizenship. However, in doing that we might see that harnessing *all* our languages could be a fillip to the economy as well...

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Listen to Sharon's podcast on Language Policy for Teachers. Here she interviews Susan Warren, co-chair of the New Zealand Languages Alliance, and Lanuola Moe-Penn, a prominent Samoan Early Childhood Educator, on why we need languages policy.

https://open.spotify.com/episode/32sSrsbhVolcjDfloKUVpC?go=1&sp_cid=3e85fe6846581b6579ae409f1e68ffff&utm_source=embed_player_p&utm_medium=desktop&nd=1&dlsi=bb6157e8c758407e
https://www.aut.ac.nz/news/stories/why-we-need-a-national-languages-policy

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Structured approaches to literacy for English language learners and emerging bilingual students: what's there and what's missing?

Rebecca Jesson | Rosemary Erlam
Waipapa Taumata Rau/University of Auckland

Rebecca Jesson is Professor in literacy education at the Faculty of Arts and Education, Waipapa Taumata Rau | University of Auckland. Rebecca teaches Initial Teacher Education and Postgraduate students. Her research is school- and classroom-based, in Aotearoa New Zealand and the Pacific. Her focus is teaching and learning innovations to improve the literacy learning experiences of students.

Rosemary Erlam is Associate Professor in the Faculty of Arts and Education, Waipapa Taumata Rau | University of Auckland. She leads the Postgraduate Certificate/ Diploma in Teaching Linguistically Diverse Learners which aims to give teachers the skills to teach English language learners from diverse language backgrounds.

In Aotearoa New Zealand, Structured Literacy is now a mandated teaching approach that brings the 'science of reading' to the classroom. Structured literacy sits within reforms that include rewritten English curriculum statements with an increased focus on form through attention to handwriting, spelling, and decoding, development of phonics checks, and requirements for Initial Teacher Education providers to teach Structured Literacy (MoE, 2024a).

Against this backdrop, New Zealand's increasing linguistic diversity (Buckingham, 2024) means that in many classrooms students are acquiring/ learning the language that they are being instructed in, at the same time as they are learning to read in this language. In this short paper, we consider the appropriateness of Structured Literacy approaches for the emerging bilingual and biliterate learner. Our discussion aims to help teachers consider how they might best enact a linguistically responsive pedagogy as they meet the needs of students who are emerging bi/multilingual speakers, and readers and writers of English.

Structured literacy is most often explained with the use of brain research to show that reading is not a naturally occurring process. Advocates argue that reading therefore needs to be explicitly taught in a systematic way (Spear-Swerling, 2019). Theoretically, the approach draws from the Simple View of Reading which posits that Reading Comprehension is the product of decoding and linguistic comprehension (Hoover and Gough, 1990). Earlier stages of structured approaches typically focus first on decoding accuracy, with comprehension a focus in higher stages of the instructional sequence (MoE, 2024b). So, in the initial stages of learning to read, instruction which focuses on linguistic comprehension sits separately from instruction in decoding skills. As decoding becomes increasingly automatic, cognitive space, it is argued, can be freed up for an increasingly strategic focus on linguistic comprehension (MoE, 2024b).

A key aspect of structured literacy approaches is the use of decodable texts, designed to illustrate regular forms of spelling. These texts avoid the use of words which are non- regular or more difficult to decode and are constructed so that children can practise the skills of blending specific taught letter-sound patterns. The result is a particular form of language use which focuses on phonemic regularity (MoE, 2024b). An example is drawn from the Ready-to-Read Phonics Plus series.

>>>>

Tap Tap

(Annie Kirschberg & Maggie Boston; Illustrated by Stevie Mahardhika)

Nat taps on a mat.

Tap, tap.

Nat taps on Ted.

Tap, tap.

Nat taps on a pot.

Tap, tap.

Nat taps on Dad.

Tap, tap.

Nat taps on her pet.

Tap, tap.

Mum is mad.

"No, Nat, no!"

Turning now to the second language learner, the literature and research stress the importance of input, that the learner hears and/or reads, in the language learning process. Usage-based theories (N. Ellis, 1998) explain that language is acquired as learners, over time, and implicitly (without conscious attention) extract and internalise units and patterns of language from this input. The example text, shown above, is not written for the English language learner but for the already proficient speaker of English, who has, over a period of 5 years, received massive amounts of English language input and who has established grammatical competence. For the English language learner, however, this text, serves not only as a text to read, but also as input for language acquisition. Some immediate problems should be obvious:

- this input is inauthentic in that it is unlikely (with the notable exception of 'Mum is mad'!!) that any of these sentences might be used in any natural context.
- the input is impoverished in that the vocabulary, syntax, and grammar are simplistic and fall far short of the enriched input that the language learner needs to develop competence in their second/additional language.

Most importantly, this text does not support the learner to make connections between language and meaning (Ellis, 2005). The child who is learning to read in their second or additional language is learning to link the form of the English language to meaning in both oral and written modes. To do so, they employ a range of top-down and bottom-up processes, learning to connect meaning with the grammar and vocabulary of the target language, as well as the written conventions of both regular and irregular, and written forms. In this example, the English language conventions of storytelling are not respected, the task being rather to decode each word than to read the text for meaning. Furthermore, the experience of reading texts like these, may not motivate the second language learner to engage, of their own volition, with other written texts from which they can gain the extensive input that they need to drive their language learning.

It would, however, be wrong to conclude that second language acquisition theory does not support any explicit focus on phonics. On the contrary, extensive literature on the importance of focus on form (e.g., Ellis, 2002) stresses the importance of drawing the language learner's attention to language features, including, along with grammar and vocabulary, a focus on symbol-sound relationships. The caveat is, that this would always be in the aim of helping the learner make connections between the form of language and the meaning it conveys. It would accompany an approach to reading that teaches students to attend to meaning and to draw on both bottom-up and top-down skills as they read a text.

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Letters to the editor

The book prize kindly donated by Cambridge University Press for the **STAR LETTER** goes to Nicky Riddiford. This is a user-friendly book that provides advice and strategies that support teachers to develop effective lessons and take a longer view across a sequence of lessons or whole curriculum.

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

1.

Dear Editor

Could I congratulate you on the recent editions of the TESOLANZ newsletter. They are full of interesting articles and news. I especially liked reading the suggestions from highly regarded members of the Applied Linguistics community like Paul Nation and John Read in the PART section of the newsletter. It is also good to see the information on current issues that the TESOLANZ Exec are dealing with and that the ESOL sector is facing.

For future editions, I am sure many ESOL practitioners would be interested to have further content about the use of and challenges of AI in the language classroom. In addition, any information about CLESOL 2026 would be of interest to many.

Warm wishes

Nicky Riddiford

2.

Dear Editor

I am writing to share a few ideas for future newsletter content that would be particularly valuable for those of us working in English language (EL) teaching in the primary sector.

As an educator supporting English language learners, I would love to see more articles focused on practical teaching strategies, especially those aligned with the ELLP Pathway and the refreshed English and Maths Curriculum. For example, tips for scaffolding reading and writing tasks, or real-life classroom examples showing how teachers are supporting foundation-level learners, would be incredibly helpful.

It would also be great to include:

- Profiles of EL teachers or coordinators and how they run their programmes
- Student voice: short pieces from emergent bilinguals about their language journey

I believe including more of this content would help build stronger connections among EL educators and support the professional growth of our community.

Thank you for considering these suggestions.

Warm regards,

Nicola Kingston

Membership renewal

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

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Burnout:

What every Teacher should know

Carol Griffiths

Introduction

The latest volume on burnout, edited by Griffiths (2025), highlights a striking trend: teacher burnout is widespread across different regions, educational settings, and personal characteristics such as age, gender, qualifications, and experience. Regardless of these factors, the phenomenon appears to be pervasive. In fact, the study by Griffiths et al. (2025) found that more than three-quarters (75.8%) of teachers either had experienced burnout or felt they were on the brink of it.

Contributors to burnout

What, then, could be driving this concerningly high level of teacher burnout? According to Griffiths (2025), several factors play a role – among them: challenges related to students (such as lack of motivation and cooperation); personal struggles (including inadequate salaries and family responsibilities); administrative and parental pressures (such as excessive workloads and insufficient support); as well as broader cultural, linguistic, and contextual difficulties.

Consequences of burnout

Burnout can take a serious toll on teachers, leading to extreme physical, mental, and emotional fatigue. It can manifest as sleep disturbances – whether excessive sleeping or insomnia – irritability, a sense of helplessness, a lack of motivation, and various health problems. However, the impact extends beyond teachers themselves. Research suggests that students can also feel the effects, both emotionally and academically, when their teachers experience burnout (e.g., Hattie & Anderman, 2020).

Burnout among teachers is a major factor contributing to the already concerning rates of teacher attrition (e.g., Madigan & Kim, 2021). Seralp, a novice teacher, began his career alongside two former classmates. However, one left midway through the first year due to difficulties with students and parents, while the other completed the year but chose not to continue teaching. This left Seralp as the only one remaining, despite his own struggles with the pressures of the job. Ultimately, he decided to stay, but the attrition rate among his small group was a striking 66% (Seralp & Griffiths, 2025).

Coping strategies

Considering the troubling statistics on teacher burnout, it is clear that urgent action is needed. However, despite the issue having been highlighted for decades (e.g., Reed, 1979), little has been done to address it, and in fact, the situation appears to be worsening (e.g., Peck, 2024). This suggests that teachers may not be able to depend on external solutions and must take matters into their own hands. So, what steps can they take? A few are noted below.

- To address the issue, teachers need to enhance their sense of agency, which involves both the desire and capacity to take action (e.g., Sulis et al., 2024).
- Closely related to this is proactivity, which emphasizes a willingness to initiate change (e.g., Herman & Reinke, 2015).
- Another important concept is teacher autonomy, which refers to educators' ability to maintain control over their own decisions and environment (e.g., Pogere et al., 2019).
- Additionally, developing resilience is a key coping strategy, as it enables teachers to recover from difficult experiences (e.g., Brown & Biddle, 2023).

Prof. Dr. Carol Griffiths has been a teacher, manager, and teacher trainer of ELT for many years. She has taught in many places around the world, including New Zealand, Indonesia, Japan, China, North Korea, Turkey, the UK, and North Cyprus. She has presented at numerous conferences and published widely. Learner issues, learning strategies, language intake, teacher education and support, teacher burnout, and using literature to teach language are her major areas of research interest.

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Conclusion

Teacher burnout and attrition are major problems in education systems all over the world. This not only affects teachers, but it also affects the quality of the teaching they are capable of delivering, and, therefore, it seriously affects the students. Furthermore, teacher attrition leaves schools understaffed, thereby further increasing stress levels for those who are left.

Given that teacher burnout is far from a new problem, it is surely well past time that something was done about it. Since, however, minimal progress has been made in tackling this issue over the years, it appears that teachers may need to take action themselves and develop agency, proactivity, autonomy and resilience in order to cope with the stresses of their profession.

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Tech Tips:

Bringing AI into Your Writing Through Dialogues of Discussion and Critique

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.

Whether we embrace it or not, AI has become deeply embedded in how we work and communicate in English. This is most notable in how we or our students write, no matter if our students are Year 4 school children or in postgraduate studies. As TESOL teachers and learners, we're now faced with a crucial question. When and how do we use AI ethically and reflectively to support writing development?

This article explores how we can treat AI not as a shortcut to answers on how to write but as a dialogue partner. A partnerwho helps us and our students become more reflective and competent writers.

AI is a Tool, not a Mind Reader (well, not yet)

AI tools like ChatGPT, Claude, and Gemini are powerful but limited. They do not know our intentions, context, or personal connection to a topic. That's why we must teach students - and remind ourselves - to approach AI critically. Whether we're using it to check grammar, for paraphrasing, or to evaluate clarity, we remain the author. Like the captain of a ship, we are accountable for what ends up on the page. No matter where it came from, we, the authors, must answer for it.

Thus, to maintain control, we need to ensure that when using tools like AI, we understand what its recommendations mean and the reasons behind the AI's decisions. This pre-condition allows us to rationalise why we choose or do not choose to use the AI's recommendations or insights in writing.

The most effective approach to achieve this is to engage in a dialogue with AI - and question its suggestions. We need to reflect on them. And, then we need to make informed decisions on whether or not to use them and consider their impact on the rest of the narrative if used. And finally, do we reinput what we edited to keep the cycle going and pursue the possibility of improvement of the written work? This cyclical approach not only strengthens our writing but also promotes metacognitive development. The constant open questioning turns revision or review with AI into a reflective learning opportunity rather than a mechanical fix.

Research into this concern

This view is not just my opinion. Recent studies highlight that writing improves when learners engage with AI reflectively. Students who respond to AI feedback, revise iteratively, and critically question its output are more likely to produce better writing (Radtke & Rummel, 2025; Storey, 2024). Bakar and Mazzocco (2024) also found that doctoral students using AI as a feedback partner, not a ghostwriter, developed stronger voice and structure over time.

These voices mirror my own experience. The very article you're reading went through several rounds of AI-assisted revision. I began by writing a complete draft myself. Next, I asked AI to suggest improvements in grammar and clarity, and for it to explain why it made such changes. I reflected on its suggestions, applied some changes, and rejected others. I continued the exchange several times in a cycle until I felt the work better reflected both my intent and voice. This dialogic approach enhanced my confidence and deepened my understanding of how the text worked and how it comes alive in different ways.

The exchange I had with AI also reminded me of how I think about feedback more broadly. In other words, I now include AI chatbots as another member of my beta reader team, which also includes myself, peers, teachers, and colleagues. Note, I said member of, not sole member.

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Using AI as a Writing Partner: Three Practical Strategies

Now let's consider how we can apply AI as a colleague so we can have that reflective dialogue to improve our writing experience. The table below outlines some possible activity types. These are just suggestions to get you started and can be applicable to any English writing situation.

Activity Type	Purpose	AI Tool/Action	How to Engage Dialogically
Critique your own writing	Reinforces revision skills and writer responsibility.	Use ChatGPT/Claude/Gemini for grammar, tone, clarity checks.	Ask AI to proofread and explain suggestions. Reflect on whether to apply them. Revise, review how one change may impact the whole, and track which suggestions were accepted and why.
AI as a simulated reader	Encourages audience awareness and coherence.	Ask AI questions based on your text.	Try prompts like: "What are the main points of this text?", "What confused you?", "Ask me two questions to challenge my argument." Reflect on responses and revise accordingly.
Evaluate AI's writing	Builds critical thinking and voice by analysing AI-generated output.	Ask AI to generate a paragraph on a topic.	Have students highlight unclear or generic parts, discuss what's missing or off-tone, and compare it with their own voice and reasoning.
Self-questioning prompts	Promotes metacognition and control over revisions.	Ask AI to improve a paragraph and explain changes.	Use prompts like: "What would you change for clarity?" "How would you reword this for a younger audience—and why?" Evaluate before applying.

Fostering Ethical Use and Ownership

Encouraging this reflective dialogic use of AI helps both students and teachers stay in control of their writing process. We can keep our hands on the wheel, using AI as a tutor or colleague, not a replacement. But it's equally important to remain cautious as AI is still limited, prone to errors, and unaware of the nuances of the situation the writing belongs to. Misleading suggestions, vague generalisations, and bias can still emerge.

That's why critical reflection and clear acknowledgement are key. I urge students and staff alike to document how they used AI, what changes they made based on its input, and what they learned from the interaction. This fosters accountability and demystifies the writing process for others if such evidence of thinking is called for.

Final Thoughts

For English language teachers at any level, the challenge isn't whether AI belongs in writing instruction….it already does. The challenge is how to use it wisely, and when to use it in the writing workflow, ethically and educationally. When we model a reflective, questioning approach to AI, we empower learners to take control of their writing, deepen their metacognition, and develop stronger, more authentic voices.

Let's not silence AI in our classrooms - but let's be sure we're having a conversation with it, not handing it the pen. And remember, we can choose not to use it. The key is to ask why and if we, and the future reader, will benefit from the absence of the tool.

AI acknowledgement: AI tools Grammarly and ChatGPT were used to support the final editing and refinement of this article by taking on the role of proofreader and/or editor only.

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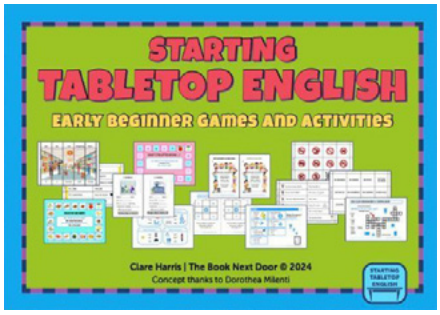
Book Reviews

Dr Elizaveta Tarasova

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



Harris, C. ***STARTING TABLETOP ENGLISH: EARLY BEGINNER GAMES AND ACTIVITIES (DOWNLOADABLE RESOURCE PACK)***. The Book Next Door. A$29.99 (individual licence), A$59.99 (campus licence).

Reviewer

Judith Lacy
English Teaching College

Starting Tabletop English: Early Beginner Games and Activities (downloadable resource pack)

Every teacher knows the afternoon dread. Students' energy levels are sagging, grammar is about as much fun as unblocking the shower drain, and those phone-scrolling fingers are missing their fix.

Enter Clare Harris' pack of low-tech, interactive beginner games and activities. What I love about this pack is it's designed for adults; there isn't a unicorn or igloo in sight. Instead, we have relatable stories narrated by a mother of two and a father of one.

The answers are in the same large, clear text as the questions allowing learners to take turns being the teacher, reinforcing their understanding and boosting their confidence.

Harris has also put a fresh spin on the classic spot the differences between two pictures task and made it text-based. Such activities are fantastic as they help learners practise matching letters and double-checking words.

Learners with diverse first languages can struggle to spell out their name or suburb to other students so the pair work provided by the nine-square gap fill activities is great practice.

My students love pelmanism-style activities and Harris' sign reading collection is a hit.

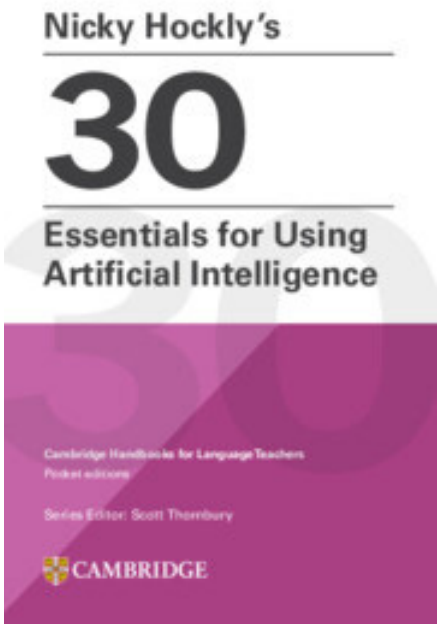
I tend to resort to using pizza and apples to teach fractions, so I appreciate Harris' revision idea of "what is half of", plus it adds more language to the numeracy meatball.

The pack comes with comprehensive instructions and suggestions for scaling. At times, Harris is too particular, for example, stating learners can list their answers on a scrap of paper and that an activity can be printed on recycled paper.

I was taught to avoid all capitals at beginner levels – the letters at the same height makes it harder for emergent readers to decode. Harris uses all capitals for the clues and answers in her crosswords.

Setting up small tables with different activities and encouraging students to rotate gives them a change of scene and gets them moving, just as the afternoon wobbles set in. Plus, you might have enough energy at the end of the day to unblock that drain.

Starting Tabletop English is the lower-level pack of the two-level collection that can be purchased from Harris' website. Both collections are available for individual and campus purchase.



Hockly N. (2024). ***NICKY HOCKLY'S 30 ESSENTIALS FOR USING ARTIFICIAL INTELLIGENCE***. Cambridge University Press. ISBN 978-1-009-80452-3 (pbk.) 126 pp. $18.95

Reviewer

Hanna Svensson
English Teaching College

Nicky Hockly's 30 Essentials for Using Artificial Intelligence

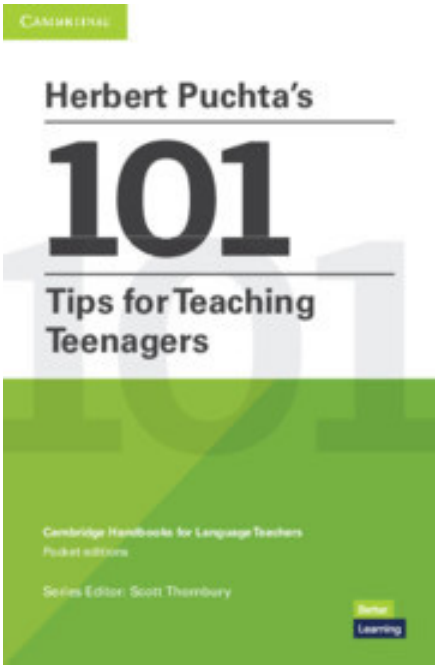
Nicky Hockly's 30 Essentials for Using Artificial Intelligence is part of the Cambridge Handbooks for Language Teachers series and is a very easy, very accessible read exploring Artificial Intelligence, or AI. Divided into four sections, it provides background, outlines some possible uses of AI, discusses the problematic side of generative AI, and, lastly, looks at self-development. It acknowledges the 'scary' side of AI and the negative emotions it may evoke in teachers – will we be replaced? – as well as ethical issues such as privacy, ownership of data, and how AI impacts on the environment through energy usage. However, it also looks at how AI may facilitate learning, reduce teacher workloads, and provide new approaches and tools.

Perhaps the best aspect of this book is the way it reduces the hype and mystery around AI. Hockly points out that AI did not suddenly appear out of nowhere, but that artificial intelligence has, in different forms, been around for decades, and has already been extensively used by language learners and teachers, though, of course, the move to generative AI and the Large Language Models (LLMs) like ChatGPT has been a significant development.

The book has been written for teachers and, with short chapters (3-4 pages), clear language and layout, written with busy teachers in mind. It is full of practical applications and ideas on how AI can be integrated with classroom learning, and how teachers can work with their learners to ensure that they are aware of the pitfalls of AI. It does not glorify AI; instead, it provides a well-balanced perspective and explains in detail the potential risks and the ethical implications of AI use while also looking at how it can be used beneficially in language education.

Hockly's book also provides some answers to those big questions around AI. Will language teachers be replaced? Not likely. Will learners get AI to write their assignments? Very likely. Can we catch them out? Possibly not. So what *can* we do? Here Hockly has some interesting suggestions, involving critical thinking and training learners to live in an AI-era. This alone would make the book a worthwhile read.

AI progresses quickly, and writing a book on the topic is somewhat of a risk, in that the information may be outdated even before the book comes off the press. Hockly has attempted to guard against this by not recommending specific tools but instead focusing on what *types* of tools could be usefully integrated into language teaching and learning. While I fully understand this rationale, it does mean that the reader will be left with some questions in terms of what specific tools and websites they should use. But then again, if the reader has paid attention, they will also know that the LLMs like ChatGPT and Gemini are more than capable of answering that question…



Puchta, H. (2021). ***HERBERT PUCHTA'S 101 TIPS FOR TEACHING TEENAGERS***. Cambridge University Press. ISBN: 978-1-108-73875-0 (pbk.) 116 pp. £12.06 GBP

Reviewer

Elizaveta Tarasova
English Teaching College

Herbert Puchta's 101 tips for teaching teenagers

If you have taught English to young learners or teenagers, you have almost certainly come across resources by Herbert Puchta, one of the best-known authors and teacher trainers in this area. I first got to know his work about 15 years ago with the classic *English in Mind* textbooks, which my students really enjoyed and learned a lot from. Since then, I have used many of his materials and have always been impressed by how thoughtfully they engage learners and set them up for success, regardless of their starting points.

The reviewed book, *101 Tips for Teaching Teenagers*, draws on the author's 40+ years of experience in teaching and teacher training. As many teachers will confirm, working with teenagers can be challenging. The shift from childhood to adolescence brings unpredictable behaviour, lapses in motivation, and lessons that can quickly shift from teaching to 'crowd control.' This book provides simple, practical ideas that enable teachers to focus more on teaching and building productive learning environments and less on policing the classroom.

The book is organized into nine sections. Four focus on core language skills (Listening, Speaking, Reading, and Writing) while five cover teaching principles and practices for tackling common classroom issues (Motivation, Classroom Management, Classroom Culture, Behaviour Management, and Fostering Maturity).

The first three sections give concrete ways to apply well-known teaching principles. We all understand the importance of being enthusiastic, engaging learners, supporting struggling students, and building a strong classroom culture, but what if you are not sure where to start or have exhausted all of the ones you know? This is where the book is really useful. While some tips felt like common sense, while others really stood out, such as "Tip 9: Empower learners by asking them to teach you" or "Tip 30: Helping learners learn from their mistakes".

The four sections on teaching the core language skills are packed with ideas for making lessons more interactive and productive. They are especially valuable if you want to help students build higher-order thinking skills, like making inferences and thinking critically, regardless of their language level.

The final two sections focus on behaviour and fostering maturity, which, in my view, are key areas for any teacher working with teenagers. The suggestions here help build reflection, accountability, and metacognitive skills that students can carry into their future learning.

Although aimed at teachers that work with teenagers, many of the ideas can be adapted for younger or older learners. In my view, this book is a highly valuable resource that every teacher and teacher trainer can benefit from, and one I would recommend adding to any professional teaching toolkit.

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

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: Helping words and phrases stick in memory

[Boers, F., Eyckmans, J., & Stengers, H. (2007). Presenting figurative idioms with a touch of etymology: more than mere mnemonics? *Language Teaching Research, 11*(1), 43-62.]

In order for words and phrases to stay in our memory, we need to focus on want we want to learn, give it quantity of attention through repetition and time-on-task, and give it quality of attention. The Boers, Eyckmans and Stengers research looks at quality of attention through elaboration. When learning phrases like *a safe pair of hands, a shot in the arm,* and *keep one's finger on the pulse*, learning is helped if the learners know where the phrases came from and are aware of their literal meaning when they learn them. A safe pair of hands comes from sport, and a shot in the arm and keep one's finger on the pulse come from medicine.

Other pieces of research have shown the value of other memory tricks. Many idiomatic phrases make use of alliteration *(through thick and thin, fit as a fiddle, the comeback kid)* and noting this helps them stick in memory. Considering whether the sound of a word fits its meaning is also a useful trick for helping remember a word. Similarly, visualizing the meaning of a word ("Think of an example of a *conflict* and picture it") helps recall. The improvement in learning through using such techniques is very roughly around 20%.

What should a teacher do about memory tricks?

1. Train learners in the use of etymology, alliteration, sound-meaning fit, and visualization when learning words and phrases.
2. When teaching words and phrases reinforce this training by using these tricks in your teaching.
3. Make sure that the training is returned to several times over several months using many different useful examples, and drawing attention to the quality principles of elaboration and analysis.

Learners should know how to learn, and training in memory tricks can be a part of this. The most thoroughly researched vocabulary learning trick is the Keyword technique. It is most usefully used with words that won't stick in memory. The Keyword technique involves four parts – (1) the word to learn, (2) a first language word that sounds like all or the beginning of the word to learn (this is called the keyword), (3) an image of the meaning of the word to learn interacting with the meaning of the keyword, and (4) the meaning of the word to learn (this can be an L1 word). In the following example, the four parts are numbered to match the four parts of the technique. If an Indonesian learner wants to remember the meaning of (1) *parrot*, then the learner may use (2) the Indonesian word *parit* meaning "ditch" as the keyword because it sounds like *parrot*. The learner then (3) imagines a parrot in a ditch.

So, the keyword performs two functions: to provide a form link, e.g. parit-parrot, and to provide a meaning link 'parrot'- 'ditch'.

When they learn the Keyword technique learners need to learn to find their own keywords and create their own images. This requires practice on at least ten different words. Instead of L1 keywords, known L2 keywords can be used.

[Further reading: Deconinck, J., Boers, F., & Eyckmans, J. (2017). 'Does the form of this word fit its meaning?' The effect of learner-generated mapping elaborations on L2 word recall. *Language Teaching Research, 21*(1), 31-53.]

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PART: Native-speaker vocabulary size

[Nation, I.S.P., & Coxhead, A. *Measuring native-speaker vocabulary size*. John Benjamins. This book describes the history of measuring vocabulary size and describes a model of factors affecting the growth of vocabulary knowledge. It also provides a range of suggestions for encouraging native-speaker vocabulary growth.]

Native-speakers increase their vocabulary size by around 1000 words a year from the age of two up to around 14 years old. Unless they have some very severe disability, native-speakers will increase their vocabulary size regardless of what teachers do. Vocabulary growth slows down around the age of 14, largely because the words that learners meet once they know around 10,000-12,000 words do not occur very often. Nonetheless, native-speakers' vocabulary size continues to grow, and subject-matter teachers can help this growth by giving attention to subject-matter vocabulary and by making sure that learners have the opportunity to study it, meet it in reading and listening, and use it in speaking and writing.

Vocabulary growth is strongly affected by the opportunity to meet new vocabulary repeatedly through new experiences. These experiences include watching movies, watching television, surfing the web, studying new subjects, playing sport, visiting exhibitions, talking with others, reading, and having a hobby. Poverty can affect access to such experiences and can thus affect vocabulary growth. Some studies have shown that learners from lower-income families can be about a year or two behind learners from higher-income families in vocabulary growth. For native-speaker vocabulary growth, the most effective support involves increasing the range of experiences and increasing the richness of these experiences through sustained involvement in them, allowing opportunity for repeated and varied attention to the vocabulary to occur. Deliberately learning new words, unrelated to relevant experiences, is not a very effective way of increasing vocabulary size and vocabulary use.

Native speakers' vocabulary size can be measured using the Vocabulary Size Test (20,000 version) or the Picture Vocabulary Size Test. To get a valid score, some native-speakers may need someone sitting next to them as they do the test, keeping them on task. If a young native speaker gets a total score that does not fit the rough rule of thumb (age minus 2 times 1000), the first factor to consider is whether they did the test with full attention. The second factor to consider would be the test-taker's reading skill. The Picture Vocabulary Size Test can be used with learners who do not read well.

What should a teacher do about native-speaker vocabulary growth?

1. Memorize the rule of thumb for estimating vocabulary size for young native-speakers (age minus 2 times 1000), realizing that different learners of the same age may vary by up to 1000-2000 word families.
2. Download and become familiar with the 20,000 multiple-choice Vocabulary Size Test on Paul Nation's resources pages. Try it out with one or two learners while you sit next to them, encouraging them. Note how their vocabulary size compares to the rule of thumb.
3. Download and become familiar with the Picture Vocabulary Size Test (20,000) on Laurence Anthony's website.
4. Help your learners develop word consciousness by giving attention to word parts, exploring the related senses of words in a dictionary, learning how to use an electronic dictionary, learning about word families, looking at the history (etymology) of some words, and learning how to learn words.
5. When testing a learner's vocabulary size, sit next to them, keeping them on task and encouraging them. This will allow them to show what they truly know.
6. Make sure that learners do lots of reading and lots of writing. Reading a lot is one of the best ways of supporting vocabulary growth, and writing strengthens knowledge of known and partly known words.

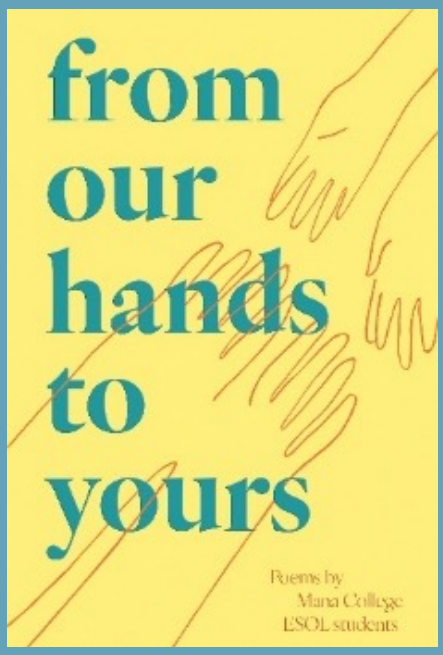
Most teachers underestimate the vocabulary size of their learners. Even learners who struggle with reading know several thousand words that they learned through listening. They need the opportunity to put these words to use in reading and writing.

There is a very useful app you can use on your cell phone to see the frequency level of a word family. It is called Word Family Finder and is available free from Laurence Anthony's web site. When you type in a word you are interested in, it will show what 1000 level the word occurs in (1st 1000, 2nd 1000 and so on), and its family members

[Further reading: van Hees, J. & Nation, P. (2017). *What should every primary school teacher know about vocabulary?* NZCER. This book provides a range of practical suggestions for supporting young native-speaker vocabulary growth, most of which apply beyond the primary school. It contains a chapter on developing word consciousness.]

Landing Press

Nicky Riddiford



Landing Press is a small not-for-profit publisher established in 2016 in Wellington by Adrienne Jansen, Carina Gallegos, and Milena Stoysavljevic. With a desire to break the myth that poetry is an elitist and difficult thing, Landing Press publishes poetry that everyone can enjoy, mostly anthologies on themes with a social edge. They also wanted to give a voice to people who are rarely heard in our society, so the anthologies include both well-known and first-time writers. Landing Press is run by a group of skilled volunteers with experience in writing and publishing. They can be contacted at **landingpressnz@gmail.com** or **landingpressnz.com**.

Seven books have been published to date, with one more on the way. The most recent publication is *from our hands to yours*, a selection of poems from five years of poetry workshops with students in English for Speakers of Other Languages (ESOL) classes at Mana College in Porirua. These moving, charming, funny poems were written by students from Samoa, Syria, Fiji, Vietnam, Tonga, Tokelau, Philippines, Myanmar, and Colombia. Some are English beginners; others are more fluent. They write about subjects, from grandparents, to wishes, to how they seem to other people. Excellent notes for teachers are available on the Landing Press website, or as a small booklet from **landingpressnz@gmail.com**. They include getting started with poetry, basic ideas, the writing exercises which shaped the poems in this book, and editing.

An interview with Juliet Fry, a recently-retired secondary ESOL specialist

1. What initially inspired you to become an ESOL teacher, and how did that motivation sustain you throughout your career?

Early in my teaching career, I taught in an old part of London's East End, at a school with a very diverse community. There were students whose families had migrated in different waves, for different reasons and from different parts of the world. There were families that had lived in the area for generations. The students liked to go up to the high street called Roman Rd at lunchtime, "We're going up Roman, Miss." I taught World Studies and Sociology.

It was teaching at this school at Mile End that led me on a teaching pathway in the ESOL field. My passion was ignited there. My return to New Zealand coincided with a significant growth in the number of English Language Learners (ELLs) and I began teaching ESOL in Auckland.

Two aspects of my teaching experience in London have lasted as significant influences, both as a professional learning and development (PLD) facilitator and as a teacher: the collaboratively designed learning programmes, and the idea that English as an Additional Language (EAL) was delivered in different curriculum contexts through team teaching.

The first aspect of that London secondary school that has stayed with me was that the teachers had a shared vision and ownership of the teaching material. Respected members of the staff had been given release time to develop the school curriculum and create a shared body of resources. As a result, teachers were invested in the bones of the learning. Further, the curriculum was developed for that community, critically attuned to the challenges they faced. Emphasis was given to exploring perspectives, especially looking at culture and power. My interest in curriculum (designed for who, by whom, and with what purpose) was sparked by my teaching in London. As a PLD facilitator, my experiences in the school were pivotal in helping me to understand and value the direction set by the *New Zealand Curriculum (2007)*. This has led me, as an EAL teacher, to have *ideas* learning outcomes as well as *language* learning outcomes.

The second aspect of EAL learning in that school was that it occurred within the subjects of learning, not in a withdrawal context. Team teaching was common and often the EAL specialist teacher and the subject teacher worked interchangeably, sharing the scaffolding of the language and content. That way all students could engage with the learning outcomes and students from culturally and linguistically diverse backgrounds were not 'othered'. An influence from this experience has been that I have set up or supported subject/EAL classes in New Zealand, such as "ESOL Science" classes, in various schools where I have worked. The London team-teaching experience also influenced me to encourage schools to employ bilingual learning assistants (often funded by the Ministry of Education). When I have had these assistants in my classes, I have valued their linguistic and cultural input, and I have enjoyed the type of classroom collegiality that I first experienced in London.

2. What were some of the most effective strategies or approaches you found for supporting students with diverse linguistic and cultural backgrounds?

Principles

When I was a PLD facilitator, I tried to encourage teachers to consider principles, that led to approaches and then, in turn, to strategies. Three key ideas from Aida Walqui, Ofelia Garcia and the Ministry of Education have influenced my more recent approaches and strategies.

Idea 1: Amplify not simplify (Walqui). Students need to access the learning outcomes of their peers, so we need to help students build complex language for complex tasks, through scaffolding.

Idea 2: Help students power their learning with all their language resources (Garcia). In talking about 'trans-languaging', Garcia uses the analogy of a unicycle to represent the insecurity of being required to operate only in a language that you don't know well. She uses a bicycle to represent the relative power base of enabling students to use two languages in their learning. A 4-Wheel Drive is used to show how students can take control of their learning and change their language with changes in terrain.

Idea 3: Assessment is integrated into the process of teaching and learning (Ministry of Education). Assessment-elicited information is used by both teachers and students to keep the momentum of learning consistent.

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Approaches and strategies

Co-construction is one type of **scaffolding** that I found effective. Teacher and students construct a text together, along with teacher 'think-aloud' comments such as "What is my main idea? .... What are some science words I could use instead of *good food*? ... I am explaining *a reason*, so I think I will link those two sentences with the word *because* ..."

Getting students to *write texts* in their languages, has been very effective in several ways:

For me as a teacher:

- noticing and acknowledging literacy in languages in which students have been educated
- being able to remind other teachers of the students' full language capabilities
- contributing to early diagnosis of learning needs

For my students

- wowing other students
- being able to express themselves in a rich way
- feeling their full capabilities
- noticing the English they need to learn to be able to make themselves understood

Noticing progress and working out next steps with students has been powerful in motivating students. I have had students graphing their own scores for quantitative data:

- oral vocab tallies (pre- and post-learning) in their home languages and in English
- vocabulary test scores at the beginning, middle and end of year
- measuring the length of a paragraph they can write in a set period of time
- filming themselves describing what they learnt in a particular school subject lesson – then, several months later, looking back and discussing their progress, not just in language but also in ideas.

3. Can you share a moment when you saw a student make a breakthrough in language learning, and how that experience impacted you?

This question makes me think about the importance of fostering student relationships. I have often observed moments of acceleration in language learning when friendships have blossomed between students from different language backgrounds. I have used that observation to inform my deliberate promotion and management of group or pair work in mixed language groups. I love seeing that moment when students are motivated by the enjoyment of communication.

4. What were some of the unique challenges you faced teaching ESOL at the secondary level, and how did you adapt to meet them?

One challenge that I have grappled with for a long time is the tension between wanting EAL to be a cross-curricular responsibility and the need for the legitimacy that is afforded by being a subject within one 'Learning Area'.

In the development of the 2007 *New Zealand Curriculum (NZC)*, TESOLANZ agreed to a cross-curricular positioning, like Literacy. Concurrently, the Ministry of Education developed the *English Language Learning Progressions (ELLP)*. A lack of recognition for English language learning in secondary schools has perhaps come about because there is not a very deliberate cohesion between ELLP and the NZC. Literacy has had more of a national push and ELLP, as a parallel type of language curriculum document, has perhaps been one document too many for teachers to grapple with.

Despite the cross-curricular positioning of English language teaching, it is taught as a subject in almost all secondary schools (variously named ESOL/EAL/ELL/EAP). Even though EAL is taught as a subject we have not had curriculum and assessment development in the same framing as learning within the eight Learning Areas e.g. Achievement Objectives / Understand Know Do statements and associated, 'curriculum-derived' NCEA Achievement Objectives. By having Unit Standards instead of Achievement Standards, students' learning of English language is seriously undervalued.

A related challenge for secondary ESOL/EAL/ELL/EAP teachers is that, while we have huge autonomy, we also have huge responsibility. We can design our teaching for our students' specific needs. However, we also have a massive workload in designing, teaching and assessing in the senior school without the structural support that our colleagues in 'legitimised', 'curriculum-aligned' subjects receive.

Along with the body of secondary EAL teachers I have continually adapted to meet these challenges. We have been grateful for the support of the Ministry of Education in the cross-curricular intent that TESOLANZ endorsed in the development of the 2007 curriculum. The development of ELLP was due to our agitation for curriculum guidance. In the introduction of NCEA we were grateful to the subject of English for including us in the 'Jumbo Days' even though we had Unit Standards instead of Achievement Standards. NZQA has been wonderful in enabling the development of English Language and English for Academic Purposes Unit Standards.

5. How have you seen the field of ESOL education change over the course of your career, and what do you hope to see in its future?

The field in Aotearoa has changed so much since I began teaching ESOL in London. Change has happened in terms of who we teach, as we have become a much more linguistically diverse country. On my return to Auckland in the mid-1980s, I began teaching students mainly from Pacific nations. Then, other migrant students began to come from Taiwan, Hong Kong and, a few years later, in a different school in Auckland, predominantly from Korea. Another layer in that school was the subsequent arrival of Karen students from Burma/Myanmar. More recently, in Christchurch, after many years as a university-based PLD facilitator in this field, I returned to teaching. The most significant migrant and former refugee groups, depending on the school, have been from the Philippines, China, India, Nepal, Somalia, Eritrea, and Afghanistan. Another group of students that has come under our wing are the children of migrants who operate in linguistically and culturally complex worlds. An overlaying of international students from a range of countries has added to the mix of students, coming from a variety of countries, often from within Europe, South America, and Asia. Further, the numbers of international students, former refugees and migrants have fluctuated significantly due to changes in immigration policies, international politics, natural disasters, human tragedies, economics, Covid and other trends. The constant through all these years has been the significant amount of change in the student population.

In the future, despite my enthusiasm for learning language within the context of different subjects, I think there is a place in secondary school for EAL as a subject, recognised fully in the national curriculum. The size and diversity of our student population warrant much greater support. By being in a Learning Area, we would be afforded a credibility that we struggle to achieve by being positioned solely as cross-curricular.

Even though we have stark evidence of the fragility of language in the story of Te Reo Māori in Aotearoa, we do not seem to be learning lessons about other languages quickly enough. I am thrilled that Pacific languages are gaining greater recognition, but I think there is more to be done. I would like the Ministry of Education and NZQA to value and promote students' 'linguistic agility' and the use of home languages in school. As with EAL, an accommodation of varying stages/uses of bilingualism/multilingualism within Learning Languages is required. Programmes like the Tongan classes that work across schools are one example of how this can be achieved and maintained with support.

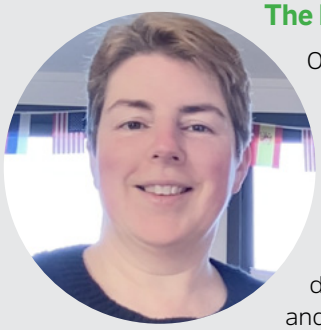
I would love to see students' trans-languaging and multilingual agility better recognised and valued. It will be interesting to see how rapidly changing technology will enable this.

Reports

President's Report

Gwenna Finikin | president@tesolanz.org.nz

The Executive Committee



One of the really good things about being the President is being able to see so much of what goes on within the organization. I am able to observe the most skilled and dedicated people producing some fabulous things. I see the different events put on by branches and special interest groups, and join in as an audience member where I can. I see the behind-the-scenes work of people as they wrangle computer systems, try and make sense of different programmes that we use, keep track of memberships, respond to questions from the public, keep websites and social media updated, etc. I work with different people to advocate, to share ideas, to make sure our voice is at the table wherever possible. Closest to me is the Executive. I see the work they do in their different roles. These people volunteer hours each month to make sure the organization runs smoothly. They take on tasks to support others to do their jobs. They are wonderful people. This year, we have two members who are not standing for re-election, and one who is stepping back. These are people who have worked diligently for many years, and I thank them for their service.

Now is the time for new people to step up. If you have an interest in governance, leadership, supporting others, sharing knowledge and organizational history, and organization, contact me for more details. Position descriptions are available. These are all voluntary roles.

The positions available are secretary, publications, and branch liaison. Induction and support will be given. The main qualification needed is a commitment to the kaupapa of TESOLANZ. The three-year term starts as of the AGM, which is September 27 this year.

If you wish to apply for a position, we ask you to send a letter of endorsement from your branch with a nominator and a seconder to the secretary@tesolanz.org.nz by August 25. If a vote is required, this will be carried out via electronic ballot in the month leading up to the election.

Name Change

In 2022, Joris de Bres challenged TESOLANZ to reflect on its name. https://www.stuff.co.nz/pou-tiaki/300676880/esol-outdated-english-for-speakers-of-other-languages-guilty-of-othering

We on the executive have reflected and are now initiating a referendum. We would like you to discuss with your branches the following options before you receive an individual email ballot in the first week of August:

- TELLANZ – Teachers of English Language Learners Aotearoa New Zealand
- TESOLANZ – Teachers of English for Speakers of Other Languages Aotearoa New Zealand
- ANZELTA – Aotearoa New Zealand English Language Teachers' Association
- ANZEALTA – Aotearoa New Zealand English as an Additional Language Teachers' Association

As we go ahead with this process, we are committed to a democratic result. Once we have established our English name, we will seek support from the Māori Language Commission to find our te reo Māori name. From there, we will start the process of rebranding.

I hope to see as many of you as possible at our AGM on 27 September and at CLESOL next year.

Gwenna Finikin

AKTESOL

Stephanie Layec

AKTESOL News: Call for Committee Members

As every new school year unfolds term after term, we know it often brings a unique set of challenges and opportunities. 2025 is no different. From welcoming new students to navigating curriculum changes, this year is keeping us on our toes. Yet, the English language teaching community consistently rises to these challenges with an everlasting passion and commitment, supporting our emergent bilinguals every step of the way. It's this dedication that makes our collective work so impactful.

Call for New Committee Members

At the AKTESOL Annual General Meeting (AGM) in March, a key topic of discussion was the critical need for new committee members.

To effectively represent the diverse AKTESOL community and ensure our voice is heard, we need to grow our committee. Bigger numbers make a louder voice, and by working together, we can truly make a significant impact on English language education in Auckland and beyond.

Do you live in the Auckland region? Are you keen to help shape the future of AKTESOL and support our vibrant community? We encourage you to get in touch with the AKTESOL committee if you're interested in joining. Your contributions are invaluable!

Mark your calendars with our Second Online Event of 2025!

Our next online professional learning and development session is scheduled for Wednesday, July 23rd, at 6:30 PM.

We have two fantastic presenters lined up for this event:

- Dr. Tracey Millan will kick off the session with a presentation on writing development across the curriculum. Tracey is a TESOL teacher trainer at the University of Canterbury, where she was the programme lead for the MTESOL and PGCertTESOL programmes between 2019 - 2025. Based in Dunedin, Tracey specialises in TESOL teacher education. Her research expertise is in scaffolding writing through structured, scaffolded approaches that embrace text modelling. Her research focuses on the Reading to Learn (R2L) pedagogy, a genre-based approach that integrates reading and writing instruction to support English language learners. Tracey's work ensures equitable learning opportunities for all students through R2L pedagogy. She is also currently exploring the use of generative AI as a teaching assistant to support teachers in the teaching of writing.
- Following Tracey, Dr. Helen McCann will present her insightful research. Dr. McCann will outline her positionality, rationale, methodology, and key findings from research conducted in China, focusing on identity, culture, and language. She will also draw crucial connections to the New Zealand educational context, highlighting some of the challenges currently faced at her school, where the student demographic is becoming increasingly diverse linguistically and culturally.

This promises to be another enriching and relevant session for all ESOL educators. We look forward to seeing you there!

Ngā mihi

Waikato TESOL

Joy Wang and Rachel Kaur

Event 1: Multiliteracies Pedagogy in the Age of Generative AI

Our first event for the year, titled *Multiliteracies Pedagogy in the Age of Generative AI*, was held via Zoom on Wednesday, 2 April, from 4:30–5:30pm. It was a great success, attracting participants from across Aotearoa New Zealand and generating considerable interest in the use of AI in language classrooms.

Dr. Jia Rong Yap delivered an engaging and insightful presentation, exploring a range of AI tools such as generative language models, automated translation, and multimodal content creation platforms. She examined how these tools are reshaping language teaching and learning. The presentation was informative, thought-provoking, and highly relevant to current educational practice.

Slides and a recording of the session have been shared on the TESOLANZ website for those who were unable to attend.

Committee Meeting

Our second committee meeting took place on Tuesday, 7 May, via Zoom from 4:30–5:30pm. During the meeting, we planned a series of upcoming events for the remainder of 2025 and early 2026. These include:

- *Te Tiriti in Education* with Dr. Ingrid Huygens
- Our AGM, which will feature a presentation by Changezi from the Refugee Orientation Centre Trust on supporting learners from refugee backgrounds
- A potential guest session with Craig Thaine, co-author of the *Empower* textbook series, in early 2026
- A session on Assessment in TESOL by Professor Peter Gu from Victoria University, scheduled for October 2025
- A set of 'Lightning Talks' presented by postgraduate students from the University of Waikato, showcasing their current research

Event 2: Te Tiriti in Education with Dr. Ingrid Huyens

Our second event was held in person on Wednesday, 21 May, from 4:30–6:30pm at the University of Waikato. It began with a relaxed meet-and-greet over biscuits and a cuppa, followed by an illuminating and interactive presentation by Dr. Ingrid Huygens, National Coordinator of Tangata Tiriti Education.

Dr. Huygens' presentation was both inspiring and practical, incorporating activities, videos, and recommended readings. Participants had the opportunity to trial and adapt activities for use in TESOL classrooms. Her session sparked meaningful discussion around incorporating Te Tiriti principles into language education.

Upcoming Event

Our next event will be held on Tuesday, 20 August, and features Changezi from the *Refugee Orientation Centre Trust (ROC)*. He will speak about supporting learners from refugee backgrounds, with the potential inclusion of learner reflections from schools. This promises to be an insightful and important conversation.

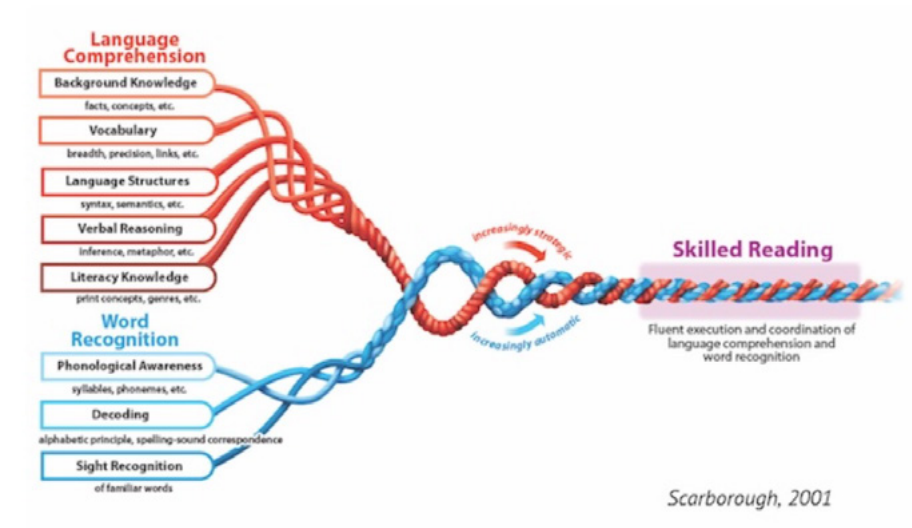
Ngā mihi nui and thank you to all those who have contributed and participated in our events so far. We look forward to your continued support.

Whāia te mātauranga hei oranga mō koutou
Seek knowledge for the sake of your wellbeing.

BOPTESOL

Julie Luxton

At our May BOPTESOL meeting, Haidee Jenkins, a teacher at Tauranga's Greenpark School, coordinator of the primary MOE ESOL PLC, and an across school leader of the Tauranga Peninsula Kāhui Ako, shared her knowledge and experience of structured literacy with a focus on English language learners (ELLs). Haidee presented changing trends in the teaching of reading over the past 100 years and the research from cognitive psychology, neuroscience, linguistics and education which underpins the structured literacy approach. She explained the essential components of reading, as illustrated in Scarborough's Reading Rope, and the need for explicit, systematic and sequential instruction.



Haidee cited research that ELLs would need additional support for vocabulary development and pronunciation of English words. She also considered some of the limitations of decodable readers and the need for levelled readers or authentic texts to develop vocabulary and comprehension for ELLs.

MANATESOL

Hilary Smith

How can we encourage biliteracy in a phonics-based approach to reading and writing?

Hilary Smith is a member of MANATESOL. She has received a seeding grant from TESOLANZ to explore this question.

The concept of *biliteracy* tends to be overlooked in the discussions of phonics and structured literacy in Aotearoa, although there has been some research with te reo Māori and English in early bilingual programmes (e.g. Denston et al., 2024). This absence means that many English language learners are missing out on opportunities to support their full linguistic repertoires.

Too often in discussions about reading and writing *literacy* means *English literacy*. But it is surely obvious that we can be literate not only in other languages that use the same (or nearly the same) alphabet as English, such as te reo Māori or French, but also in completely different scripts such as Hindi or Chinese.

What do we know?

- There is solid international evidence that bilingualism provides academic, social, cultural, economic and possibly cognitive advantages for children (Bright & Filippi, 2019).
- The focus on English in (NZ) schools means many children who arrive with heritage languages leave school monolingual (Connelly, 2022).

However, there is no provision in lock-step English phonics programmes for first/heritage/other languages.

What can we do?

1. **Challenge the "monolingual mindset"**
   We need to keep reminding everyone - teachers, speech therapists, psychologists and policy-makers - of what we know about bilingualism. Michael Clyne's (2008) use of the term "monolingual mindset" has a continuing resonance in Aotearoa.
2. **Engage with parents and community**
   Parents still tell me that they are unsure about the value of maintaining their children's bilingualism. In many cases they have been told that they need to focus only on English at home.
3. **Include explicit teaching about students' languages.**
   It can be done! I am inspired by reading about work being carried out in the United States in Spanish-speaking schools focusing on cross-language connections and differences. For example, Fukano (2023) has examples of colour-coded alphabet charts, rearranged to support linguistic transfer by showing sounds and letters which occur in one or both languages. Breeman and Urow (2013) refer to this purposeful bringing of two languages together as the "Bridge" between languages.

With so many migrant languages in Aotearoa it may seem to be a daunting task, but there are often clusters of language groups. We can start where we are. Please let me know if you are interested in exploring this approach with some of your students. hilary_smith@xtra.co.nz

Beeman, K., & Urow, C. (2017). *Making metalinguistic connections: The Bridge between Languages.* Philadelphia, PA: Caslon.

Bright, P., & Filippi, R. (2019). Editorial: Perspectives on the "Bilingual Advantage": Challenges and Opportunities. *Frontiers in Psychology, 10,* 1346. https://doi.org/10.3389/fpsyg.2019.01346

Clyne, M. (2008). The monolingual mindset as an impediment to the development of plurilingual potential in Australia. *Sociolinguistic Studies, 2*(3), 347-366.

Connelly, M. (2022). *'Mama, am I always going to speak my beautiful languages?': Heritage language maintenance in New Zealand* [The University of Waikato]. https://hdl.handle.net/10289/15243

Denston, A., Martin ,Rachel, Gillon ,Gail, & and Everatt, J. (2024). A better start to literacy for bilingual children in New Zealand: Findings from an exploratory case study in te reo Māori and English. *International Journal of Bilingual Education and Bilingualism, 27*(8), 1085–1098.

Fukano, S. (2023). Linguistic transfer and multilingual writers: Straight from the classroom [Blog]. https://twowritingteachers.org/2023/10/04/linguistic-transfer-and-multilingual-writers-straight-from-the-classroom/

WATESOL

Nicky Riddiford

1. Report on WATESOL March 2025 event:

The twenty most useful teaching techniques
Presentation by Professor Paul Nation
Online meeting March 27th 20025

Around 100 members of WATESOL and other TESOLANZ branches attended Paul's online talk – a testament to the universal relevance of the topic and Paul's status as a highly regarded expert in Applied Linguistics.

As Paul mentioned, teaching techniques are a way of putting language learning research and principles of learning into practice. At the start Paul outlined the twenty techniques he considered to be the most useful and effective:

extensive listening and viewing	speed reading
dictation	extensive writing with feedback
easy listening	information transfer
informal conversation	guided writing
problem-solving speaking	substitution tables
prepared talks	10 minute writing
hearing and pronunciation practice	linked skills
4/3/2	projects
extensive reading	word cards
intensive reading	learner training

He then explained how he organised the techniques around the four skills: reading, writing, speaking and listening and described how each technique fulfilled at least one of the requirements of the four strands of language learning: meaning-focussed input, language-focussed learning, meaning-focussed output or fluency development.

Paul reminded us of the six principles that are essential to learning: focus, accuracy, repetition, time-on-task, elaboration, and analysis. He recommended that teachers spend only one-eighth of the classroom time on deliberate teaching; the rest of the time should be spent on activities and tasks that teachers can organise for students to work on. He also noted that half of the opportunities for learning: extensive listening and reading, and fluency development – cannot be expected to fit into a coursebook.

As I reflect on the presentation I was reminded once again of how fortunate indeed we are to be able to hear Paul's practical and accessible insights into language teaching, insights which always have the language learner and teacher firmly in mind.

Paul kindly agreed to his presentation being recorded. It can be viewed on the TESOLANZ website in the members' area: https://www.tesolanz.org.nz/members/

2. WATESOL Expo: Thursday, August 28, 3.45-7.30pm

Venue: Rutherford House, Victoria University of Wellington

Deadline for Call for Presentations: July 27th, 2025. Please contact Nicky Riddiford for more details: nicky.riddiford@vuw.ac.nz

Keynote speaker: Dr Olly Ballance

Title: *How to *actually* help learners with collocations: dangers and difficulties*

Biodata

Olly Ballance is an applied linguist who specializes in language teaching and learning. His research interests include vocabulary studies, computer-assisted language learning, language for specific purposes and corpus linguistics. He has taught a wide range of courses at undergraduate and postgraduate levels, including second language grammar and vocabulary pedagogy, curriculum design and development, teaching English for academic purposes, language teaching methods, discourse analysis, and language and communication studies.

CANTESOL

Kerstin Dofs

CANTESOL held a PD session on 18 June, under the theme of "Shifting Practice - Putting Professional Learning to Work". The report below is written by Jocelyn Wright, one of the Committee members.

CANTESOL's recent professional learning event involved three inspiring speakers sharing their thoughts and experiences about the influence of professional learning on their thinking and practice. Firstly, Miranda Satterthwaite shared some key messages that she took away with her after attending a presentation by a Ministry of Education bi-lingual unit at the CLESOL conference last year. Miranda shared population statistics that showed there are at least 200 various ethnicities living in Aotearoa, and probably the same number of languages spoken. An average of 20% of those in schools are culturally and linguistically diverse. Miranda challenged us to think about the ways in which we include this ethnically rich population within our classrooms. How do we connect with home languages and experiences to support ākonga? Is it possible? And for those involved in teaching adults, how do we support adult learners who may be highly qualified although impeded in their ability to use their expertise because they are not yet proficient in the use of English language? Are we contributing to the concept of 'brain waste'?

Jocelyn Howard from University of Canterbury was our second speaker, also sharing insights from the CLESOL conference. She posed two questions that had everyone talking: Is it important for ākonga to maintain their heritage languages? And, do these heritage languages support or interfere with English language learning? Following discussions, there was a clear consensus of agreement that retention of home languages should be seen as an ākonga's superpower. Jocelyn challenged us to think about the wide range of languages and cultures from very small population numbers, meaning that there may be only one or two families within a school population. What does this mean for teaching and teachers? Typically, what can happen for those one or two ākonga is that by the time they leave school, English has become their dominant language. They have lost their superpower!

George Horvath from Lincoln University was the third speaker. He brought to the table some examples of everyday email communications between English language learners (anonymous) and their tutor. In Aotearoa, there appeared to be an informal approach to writing these short info-sharing emails, whereas we read examples that were quite formal and heavy in detail from the English language learners. George shared his wondering about how much email information is lost in translation? Is there a place for supporting students new to our country to learn how to adapt their email writing? Participants were certainly challenged to think. How do we (tutors and kaiako) make sure our email communications are clear and concise to our readers, and even convey our intended message?

This was another great professional learning event with participants staying on to meet, discuss, and network.

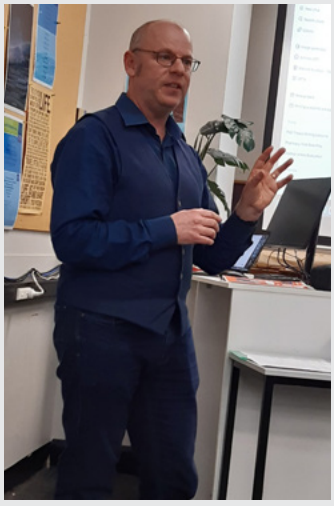
Otago TESOL

David Woodfield

On 28th May we held a session at the Otago Polytechnic on 'Delving into the World of Teaching with AI.' Amber Fraser-Smith of the above institution and Michael Pryde and Nick Baker of the University of Otago shared with us on this topic.

Amber shared on the challenges involved in persuading students not to succumb to the temptation of having Chat GPT write their compositions for them and explained some of the drawbacks involved in taking that route such as the loss of 'voice' and the inability of the teacher to give feedback on where the student is at.

Michael demonstrated how he tried to use Chat GPT to create board games for an offshore English-language programme, to hilarious effect. The various game boards the AI came up with often had elements that were spot on, such as certain images and language forms, but were also inevitably characterized by spelling mistakes and truncated and dead-end pathways on the board. He found that creating such resources wasn't easy to do in Chat GPT alone, but it was possible if one brought in other programs as well, such as Canva.



Finally, Nick demonstrated how one can create resources effectively using the paid version of Chat GPT by carefully tweaking one's prompts. He showed for instance how he transformed several workshops, he had earlier developed into online courses by carefully detailing the features that he wanted to see, such as who the course was for, how long each lesson should take, and the stages each lesson should move through.

The meeting was followed up by a good deal of interested discussion and it was pleasing to see a mixture of regulars and new faces on hand.

See our Facebook group, Otago TESOL, or watch out for a new message via email, for the details of our session in July.

Early Childhood Education (ECE) SIG

Juliet Fry

In the interests of setting up an ECE steering group for a SIG, the following steps have been taken. These ideas have been checked with Jocelyn Wright (CANTESOL ECE rep) and with the TESOLANZ executive.

1. Invite recent PHD ECE graduates with relevant research to present their findings to TESOLANZ audiences
2. Create a TESOLANZ resource for ECE and share it with ECE agencies. The focus would be on Supporting Home Languages and we will take the resource created by Hilary Smith as a springboard, with Hilary's permission.
3. Maintain a list of ECE organisations to feed TESOLANZ material through

If anyone is interested in being on the ECE SIG Steering Group please contact julietfry21@gmail.com

Primary SIG

Karen Cebalo

A key focus for 2025 is exploring how our ELLs are acknowledged in the two new curriculum documents - English and Maths.

We know that front-loading maths vocabulary is critical for our learners to access the curriculum so, on Wednesday 21 May, we held a webinar with Haidee Jenkins as our speaker. Haidee is a primary ESOL teacher and Across Schools Leader for ESOL in her Kāhui Ako. Haidee shared ideas around mathematic-specific vocabulary and connections with the curriculum content and requirements. She outlined research on the vocabulary size required to access maths curriculum content for each year level and shared some highly practical strategies for supporting ELLs. This was a very relevant and useful webinar about which we have had excellent feedback. The video of Haidee's presentation and her slideshow are available on the members' page of the TESOLANZ website.

For our Term 3 webinar we are hoping to explore connections between the new English curriculum and the ELLPs (English Language Learning Progressions).

We continue to explore the challenges and possible supports for neuro-diverse ELLs, and for ways to make Structured Literacy approaches accessible to ELLs. We are also conscious of the fact that there are still schools in NZ that are new to applying for ESOL funding and creating ESOL programmes to support ELLs - members in general, and leaders of PLCs, are often providing that support.

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

Juliet Fry, Sally Hay and Sarah Roper

In April, TESOLANZ responded to an invitation from the NCEA Review Team at the Ministry of Education to provide input for the NCEA Review and Maintenance Programme. We responded, asking that English Language and English for Academic Purposes be considered for the development of curriculum and Achievement Standards. We wrote about the continued growth in numbers and the need to have recognition for English language learning. In June, TESOLANZ has sent another letter, requesting a response to the feedback that we gave.

In May, TESOLANZ was invited by the Ministry of Education to nominate primary and secondary representatives from our association to be on the New Zealand Curriculum Focus Group Review Team. We are very pleased that Dr Angela Bland has been asked to join as a TESOLANZ secondary representative. This will involve online meetings with the MOE over the next year. While we will be able to feed thoughts to Angela, she has signed a confidentiality clause and will be limited in what she can pass on to us.

Recently, TESOLANZ has been invited to give feedback on the Scholarship list. The secondary Special Interest Group (SIG) steering group is discussing a response.

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Tertiary SIG

Daryl Streat

The tertiary sector has been through yet another tough patch in 2025. Both universities and polytechnics are facing financial headwinds which will mean slower than expected recovery.

Universities

Nationwide enrolments are increasing among international students. However, enrolments are not even. Some institutions (and some courses) are faring better than others. The sector remains somewhat in limbo as we still await the release of the University Advisory Group final report. This was initially to be released at the end of 2024 but has now been with Government for some time. In addition, the recent budget announcements will leave many university programmes / departments considering funding. International competition for students has stiffened, and coupled with weak global economic indicators, fewer students may be choosing to travel for education.

Polytechnics

Over the past six months, New Zealand's polytechnic (ITP) sector has experienced significant restructuring. This has included the progressive disestablishment of Te Pūkenga. Jobs have been cut and courses disestablished across several ITPs. Ministers initiated targeted consultation in Jan–May 2025 on shifting work-based learning to Industry Skills Boards, with decisions expected by mid-2025. In 2025, the Vocational Education and Training Amendment Bill was introduced, mandating that from Jan 1 2026, ITPs regain regional autonomy, either as self-governing, federated, or merged entities. Te Pūkenga will be fully wound up by end of 2026. Financial pressures persist, and the transition aims to rebalance regional control, streamline costs, and improve industry responsiveness.

CLESOL

2026 Update

Mark Dawson-Smith

BACK TO THE FUTURE:
CELEBRATING THE PAST TO SHAPE THE FUTURE

DATES: 4–5 July 2026

LOCATION: University of Waikato, Kirikiriroa Hamilton, Aotearoa New Zealand

CLESOL 2026 invites educators, researchers, community members, and language professionals from all sectors across Aotearoa and beyond to submit proposals for presentations that explore the dynamic interplay between established expertise and emerging innovations in language education.

The theme "Back to the Future: Celebrating the Past to Shape the Future" reflects the importance of grounding our teaching practices in what we know works—proven pedagogies, inclusive values, and culturally sustaining approaches—while engaging thoughtfully and critically with the opportunities and challenges that new technologies and methodologies bring.

We will be welcoming abstracts that speak to this balancing act: how we might honour the foundations of our profession while critically integrating digital tools, AI, and other advances to enhance student learning and teacher agency.

CALL FOR PAPERS

NAHEEN MADARBAKUS-RING and **JONATHON RYAN** are seeking lesson contributions for the book *New Ways in Teaching Active Listening*, which will be published in 2026 by TESOL Press. The book will present a themed collection of 100+ innovative and fresh listening activities for the English language classroom.

The book is motivated by the observation that of the four language skills, listening has the least developed range of pedagogical options, with many teachers relying heavily on passive approaches that are centred on testing comprehension. The alternative is to promote *active listening* through the use of activities that require greater engagement with the listening material. These include activities prompting the use of metacognitive strategies, those that require authentic communication, involve interacting with A.I., or those that involve interacting with and shaping the listening input (e.g. through requesting clarification).

The **CLOSING DATE** for submissions is the end of this month (**31ST JULY**). The full call for contributions can be found at:

https://www.tesol.org/professional-development/publications-and-research/tesol-publications/information-for-authors/

United Nations International Days

as established by the General Assembly

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

JULY

1 June	Global Day of Parent
11 July	World Population Day
12 July	International Day of Hope
15 July	World Youth Skills Day
25 July	World Drowning Prevention Day
30 July	International Day of Friendship

AUGUST

9 August	International Day of the World's Indigenous Peoples
12 August	International Youth Day
19 August	World Humanitarian Day
27 August	World Lake Day
29 August	International Day Against Nuclear Tests

SEPTEMBER

5 September	International Day of Charity
8 September	International Literacy Day
15 September	International Day of Democracy
21 September	International Day of Peace
23 September	International Day of Sign Languages

OCTOBER

5 October	World Teachers' Day
7 October	World Habitat Day
11 October	International Day of the Girl Child
17 October	International Day for the Eradication of Poverty
31 October	World Cities Day

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

mark.dawson-smith@wintec.ac.nz

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

tesolanz
te rōpū kaiwhakaako reo ingarihi ki iwi reo kē
teachers of english to speakers of other languages aotearoa new zealand

Join Us

TESOLANZ invites you to join us as a member.

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

These gains include:

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

Membership fees are:

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

Membership options can be viewed on our website:
https://www.tesolanz.org.nz/join-us/