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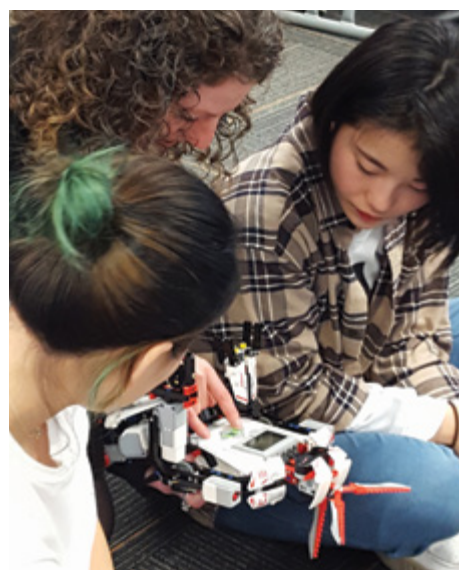
Robotics in the ESL classroom

Francene Scott

High-tech additions to your ESL classroom can stimulate motivation, appeal to different learning styles and enhance and supplement delivery of aspects of your mainstream curriculum. What's more, they are a globally accessible learning tool that are only getting smarter!

The Sphero SPRK+ Edition robot is a sphere-shaped rolling robot that can be 'driven' by remote control or programmed in a number of different ways using the Sphero Edu app. This is available for free download on Android or Apple devices, for teacher-only use or student-directed tasks. The tasks below outline a number of programmes that I have used in the Sphero Edu app, as well as coding a little myself. Other robots, the mBot and EV3 Lego Mindstorms robot, are pictured.

An *if-conditional* grammar task used in the context of designing swimming costumes in a timed 'robot swim race-off', either as an introduction to *if*-clauses, practice of, or as a review for upper levels, is a fun, natural way of eliciting and practising the target language. This involves designing and making 'costumes' out of simple materials for Sphero swimming races with the 'Swim Meet' Sphero programme. Collaboration and problem-solving skills are brought to the fore in this engaging lesson...a bonus feature of the robot being that it is water-proof! 'Magic 8-Ball', is a Sphero programme that I have used in reviewing a grammar lesson on *future forms*, where students are seated in a circle and pre-



"Francene assists students in a programming task that requires instructional language to be followed to enable a EV3Lego Mindstorms robot to display facial expressions and produce sounds".

programmed code delivers the outcome of a short answer question upon shaking the robot. Fast and fun divination! Student responses can be recorded for follow-up peer/teacher feedback. 'Hot Potato' is another great activity to be used as a warmer, filler or cooler, or could be re-programmed as a means of introducing or reviewing a list of vocabulary. To implement this, students stand in random fashion around the classroom or in a circle, and upon pushing the green 'Start' button, the robot is tossed from student to student until it flashes red, complete with sound effects, in a student's hands. The student produces the target language (e.g. from a list of vocabulary) sharing the meaning, form or pronunciation of a vocabulary item or using it in a sentence to the group before continuing the game by tossing the ball to the next student.

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.

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Editor's Foreword

Erina Hunt

Kia ora tātou katoa.

Our environment is transforming as leaves turn russet and nights darken earlier, and how pertinent that is given that it is the very theme of the 16th National CLESOL conference: "Transforming Our Landscape". Fast forward to Christchurch this springtime and make sure you register early to check out the garden city in its October glory, network with likeminded educators, and become inspired by one another again. I'm looking forward to meeting you there between October 5th -7th.

It is a passion of mine to make teaching public, to collaborate and exchange, and both this newsletter and our national conference are excellent forums to do so.

At this point, I'd like to recognize the stellar efforts of Annette Tate and all other editors who have worked tirelessly to bring together stimulating and newsworthy items for the TESOLANZ newsletter over the years. I am thrilled to have the opportunity to be a greater part of this lively incorporated society, now in its 24th year!

Some small changes are afoot in this issue; "TESOLtaste", featuring a seasonal recipe, will now be a regular feature, alongside Nick Baker's popular "Tech Tips" and "Word Play" by Amber Fraser-Smith. A UN International Days of recognition has been added, as has this foreword. Enter the world of high-tech robotics this issue and see how engineering and science design can be used to enhance learning in the language classroom. Develop social conscience with Trade Aid's exciting range of new and easily accessible free online resources. Discover alternative ways to learn English language while travelling through the eyes of WWOOFers, and see what the voluntary educational organization (THT) is doing in developing countries. Closer to home, we have some illuminating articles that feature such topics as auditory processing, providing written feedback, and a commentary on whether or not we can rely on the validity and consistency of IELTS results. All good reading as the days grow shorter and although this newsletter is small, it is a treasure. *Ahakoā he iti he pounamu.*

Erina

Robotics in the ESL classroom

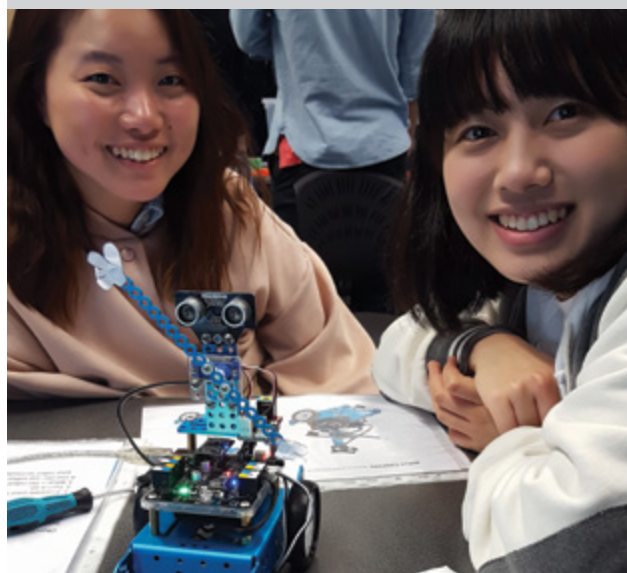
Another programme that I've designed and uploaded to the Community Programme section is the 'Whakawhanaungatanga' activity (introductions and connections), as a *get-to-know-you* task for student introductions: who they are and where they've come from, or as a sharing activity with something they've learned, they're learning, or going to learn in the future – two effective relationship/trust-building exercises. Vocabulary, grammar or a function could also be explored in this warmer/cooler activity. In this activity, students (and teacher) are seated in a circle. The robot begins in the centre of the circle, traveling to a pre-determined degree on the radius

and waiting there for a finite time (i.e. 60 seconds, for instance). Each student, as well as the teacher, has an opportunity to talk on a given topic during their allotted time. An alarm sounds (students can explore different signal sounds for the robot), signalling the end of the speaker's turn, and the robot rolls back along the radius to the centre point of the circle, spins, and randomly heads towards another 'point' (student) on the circle. The robot can also be remote-controlled from student to student across the circle.

For more information on the use of robotics in general or the Sphero SPRK+ Edition robot specifically, contact francene.scott@otago.ac.nz



Francene Scott is an ESL teacher at the University of Otago Language Centre and Foundation Year. She is also a Facilitator of Digital Technology with Cyclone Otago. She returned from overseas in early 2016, after teaching English in Japan, Canada, Norway and Sweden where she developed an interest in robotics. She takes her robotic programmes into local schools on request.



Waving robot. A collaborative assembly task requiring learners to read instructions and correctly assemble an mBot.



Students collaborate and problem-solve to get their robot swimming costume challenge underway.

TESOLANZ advertising charges

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**Deadline for the
Spring issue is
Friday 22 June**

From the Diary of Susan Xu

This is the first in an ongoing series of voices from new New Zealanders. Contributions profiling settlement journeys are welcome.



Susan's story may read like many, but this is one woman's tale of unfailing perseverance to accommodate and acculturate into an environment that was at all times foreign and at some times bafflingly perplexing.

Susan came to New Zealand from Zhejiang province, China, in May 2014, moving from Napier to Hastings until she settled on Dunedin as the city to educate her now 17-year old son, who had not found affinity with the Chinese school system.

"In an alien environment, unfamiliar faces, unfamiliar language, very hard sometimes", she wrote the August of her second year in a beautifully illustrated diary she has maintained.

Susan, diminutive, stylish, in her late 40's, sat and shared some stories from her acculturation journey. To imagine this self-assured woman bemused and trapped in a public facility was hard to imagine.

"I remember clearly in Hastings the toilet I entered was singing a song and I didn't not know what it was saying to me. I could not open the door because it was automatic. It made me so nervous – what would happen next? Would it open or would it keep me inside? I didn't know so I stood inside and did nothing."

"It took me two weeks to open a bank account [because of English] in Napier – every day I went and back again the next day. Every day I continued going back. I think I drove them crazy, but finally they opened a bank account for me! It was real life".

And then, carefully handwritten one year later, "In the garden pulling weeding, in a daze. This is a luxury".

With very limited communicative ability in English on arrival and a daily determination that has not subsided, today Susan, in her role as a home tutor, is giving back to the community, which she describes as her second home, by helping new immigrants to assimilate into New Zealand's 'alien' ways.

From the simple to the challenging – purchasing food and renting a home; tasks that can feel virtually insurmountable and daunting to a new arrival, Susan persevered in her English learning journey to deal with what she refers to as the 'daily grind' (talking to teachers, asking for directions, buying tickets) and said it was not long before she discovered that indeed any piece of paper suddenly became her learning material, or provided ideas of places to go where she could expand her English language experiences. This she encourages those she helps, to take note of.

Susan ventured to the public library and listened to free lectures "our second language, not the mother tongue of

reason", to progress her language to be able to provide help to her son.

She routinely went to Scottish dancing classes where instructions are dictated and the dancers follow suit, as a way to improve her listening.

Her diary is peppered with immaculately detailed observations and anecdotes. She mentions a man who "talks without listening", she discusses what she refers to as her "sweet troubles" and the pride she felt when she received an email from INZ and managed to "understand the difference between a local and notarial police certificate".

During her settlement, Susan discovered English Language Partners (ELP) where, as a 44-year old non-PR adult learner she began a more structured foray into English language acquisition. Surrounded by the supportive network of other new arrivals to the city and the nurturing warmth of the institution and its staff, Susan flourished from her General English beginner class to the Academic Level 4 over a two year period, despite the sense that other, younger students were learning vocabulary at a rate of six repetitions, and feeling she took "sixty times". A short transfer to a Polytechnic course, which she described as being like a 'learning father', saw her return again to ELP where, in the bosom of the 'learning mother', she was embraced as a tutor.

Susan explains that her listening and speaking were, necessarily, her first skill strengths, as these were needed to communicate effectively with the school community her son attended. "As a mother I needed language to show my child how to face difficult situations", a motivation, which she said, gave her the strength to continue learning more and more.

Reading, a survival skill necessity for reading supermarket packaging, and writing, were acquired at a slower rate.

While Susan connects regularly with the local Chinese community she makes a concerted effort to keep balance by maintaining more contact with English speaking friends.

Susan's words of encouragement to those beginning, or on their English language journey, as she still is, are eloquently expressed:

"You must move beyond the comfort zone – this is the key to success in language learning".

"As an adult learner I have a clear goal and high motivation. My son is my impetus. I try to live my whole life in English because you can't separate language learning from the rest of your life". And in summary, "The only secret of learning English is consistency. Just keep going. Don't give up. Work and work and don't stop. Practice until you learn it by heart".

Call for Contributions: 'Inspirational Stories from English Language Classrooms'

Dr Willy A Renandya and Flora Debora Floris



Dr Willy A Renandya is a language teacher educator with an extensive teaching experience in Asia. He currently teaches applied linguistic courses at the National Institute of Education, Singapore. His latest books include *Simple, Powerful Strategies for Student Centered Learning* with G M Jacobs and M Power (Springer, 2016) and *English Language Teaching Today: Linking Theory and Practice* with H P Widodo (Springer, 2016).



Flora Debora Floris is a lecturer at Petra Christian University, Surabaya, Indonesia where she teaches general/business English and language teaching methodology courses. She has published and given talks on the integration of technology in English language teaching, teachers' professional development and the teaching of English as an International language. Some of her published papers are available on <http://petra.academia.edu/FloraDebora>

We are pleased to invite proposals for chapters on 'Inspirational Stories from English Language Classrooms'.

The book is a part of the TEFLIN Teacher Development Series, a collaborative project with the Publication Division of TEFLIN (The Association for the Teaching of English as a Foreign Language in Indonesia).

The target markets for this book are English teachers, trainees, scholars and administrators, as well as policy makers who are interested in empowering their students through short stories. This book will also serve as a resource book for pre-service teachers who are undertaking their micro-teaching/practicum or pursuing their higher degree education.

There is no fee for publication as the contributors are volunteers. The successful authors will receive a complimentary soft copy containing the book cover, Table of Contents, Introduction, and his/her own chapter. A printed of the book will be available to authors for a reduced price.

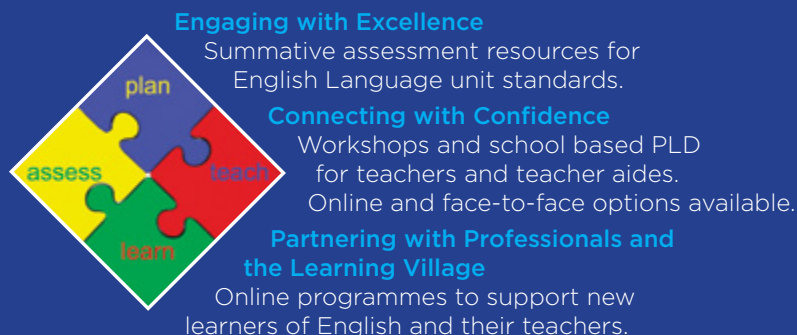
For further details (format, timetable, etc), please visit <http://goo.gl/Zg5oBm>

For any queries about the book, please contact the editors:

Flora D. Floris & Willy A. Renandya at:

ourstories2018@gmail.com

THE English Language Resource Centre



- ▶ To find out more about resources, workshops or school partnership options visit the website: englishlanguageresourcecentre.com
- ▶ or email Breda Matthews at: admin@englishlanguageresourcecentre.com

The Role of Auditory Processing and Oral Language in Supporting Students' Learning

Kay Distel

At the 2016 CLESOL conference, I presented a workshop that focused on one of the participants in my PhD research, giving workshop participants an understanding of the writing tools I used when working with a Master of Science student (GM), who had dyslexia. GM had experienced a writing block caused by conflicting information: three of her lecturers each required GM to use a different writing style. This article elaborates on that initial workshop, which dealt with foundational support for students with learning issues, the aim being to expand upon the biological and mental processes of self-regulation. I use reading aloud and reflections on the prose writing as examples to highlight some of the research behind these ideas.

Reading aloud

For many people with dyslexia, reading aloud can be difficult. If one has dominant visual perception, auditory comprehension of texts read aloud will be more difficult, as a dynamic balance between visual and auditory perceptions is needed. Some people have learned early to focus on each single word, which, potentially, can encourage an obsessive, intensive, lifelong process towards managing reading. This was GM's disorientation process - perceptual confusion - which necessitated the use of what she called 'the spotlight'.

GM: When I read I get the 'spotlight' ... the reading aloud exercises [were] helpful because I discovered that I was ... missing words when I read. By using another method, covering the words and running my finger along as I read aloud ... I was missing words and full stops! I didn't know I was doing that before and not really reading the word correctly. I was ... missing the 's' off the end ... I [then] lost the spotlight - because I am slowing myself down and I don't need the spotlight to focus. (GM 6 2008)

The reflective process I use is an example of how my knowledge of the reading process can help adults. The spotlight, an 'old solution', was GM's way of focusing visually, which, evidently, was not working for her. Considering that such early intensive 'training' might hamper the development of flowing reading, contributing to the loss of reading context and the need for numerous re-reads of text, we explored an alternate option. The process was to reread the piece, while covering the words with her finger, revealing one word at a time. The intense visual focus that required her use of 'the spotlight' could have meant her visual pathways were 'overheating'. Using her finger while reading aloud helped hold her visual focus, allowing both the activation of auditory pathways and the possibility of the development of new integrating pathways.

Did writing prose help GM?

GM: 'It made me acknowledge a lot of my pent-up frustration and perhaps I should have shown that in my anger a lot more to some of the lecturers. If I could have explained to them how they were making me feel and how they weren't helping me ... this process would have been shortened rather than extended!' (GM 6 2008)

GM did not recognise her underlying feelings of humiliation and frustration until she had permission through writing prose to explore them. She was then able to reduce her stress levels.



Dr Kay Distel is a listening consultant, educator in mental health and disabilities; researcher and somatic psychotherapist. She specialises in bodymind practices; designing, implementing and facilitating workshops to empower participants to co-create change. Along with her diverse background, Kay enjoys reading, nature, the arts, music and making mosaics.

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Some background research

People with dyslexia can have very fast inter-hemispheric transfer, yet also have attention deficits, which point to an inefficiency in hemispheric interactions (2). While they easily get the big picture, they cannot grasp the separate ideas that comprise the subject, which signals disorientation. Earlier research that focused on central auditory processing aspects of dyslexia perceived dyslexia to be a biological deficit caused by both structural and functional brain differences (3); and it was concluded that deficits in the auditory aspects of the phonological code could cause the main differences seen in dyslexia. It was thought that changing handedness would increase the individual's functional capabilities. This was not the case for GM, who experienced emotional trauma and stuttering when her mother changed her handedness.

What about the functioning of the ears?

Tomatis's work (4) uses modified music to exercise the muscles in the inner ear and subtly changes the ear input to favour the right ear (conceptual side). Results show changes in orientation and attention, and balance in the brain, among other attributes not discussed in this paper. An example is an eight-year-old child, who had very little vocabulary, severe disorientation, low muscle tone, and hand/eye confusion; consequently, the child had no writing or reading skills. As the sound programme progressed, she made longer sentences and became more consistently right-handed. When I asked GM about the idea of right ear advantage, she replied: 'If I'm really tired I don't read. Sometimes I get stuck on small words. It's frustrating; words like 'and', 'form' and 'from' I get it all the time.' Sight words are given much attention in early learning yet are still the most inconsistently recognised words for a person with dyslexia. Under stress and poorly lateralised, the visual mode cannot provide an adequate mental picture of sight words because they are mainly abstract concepts (5), and this interrupts fluency.

Summing up

The last TESOLANZ News (6) discussed how teachers needed to support the development of oral language. I welcome this initiative and agree wholeheartedly that developing listening and speaking skills are primary to thinking. I greatly admire the work of a group of Irish primary school teachers/researchers (7) who developed oral language in inclusive primary school classes. For example, in their classrooms pupils with dyslexia empowered themselves and changed whole school perceptions of the problem. If teachers focus on language and the voice, listening will improve as they work towards a more empowering learning environment with more two-way communication. When a better cognitive and emotional balance of the brain is reached (right ear advantage), through classroom discourses, issues like restlessness, tapping, doodling, moving around or 'day-dreaming' become less disruptive, and are then able to be assimilated in a framework to improve the well-being and management of diverse learners.

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Teacher Abroad: Traffic in Dhaka and 'THT'



Cherie Brown is currently working as Assistant Professor at Akita International University, Japan. As a THT participant, she has conducted teacher training workshops in Bangladesh, Vietnam, Kyrgyzstan and Nepal. She is a former TESOLANZ member and previously worked at the University of Waikato Language Institute (Auckland), and the University of Otago Language Centre, Dunedin.
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Imagine yourself, laptop and a hefty box of handouts, alongside several colleagues, similarly laden, all sardine-squeezed into what amounts to a green, metal-sided, three-wheeled cage on wheels, otherwise known as a CNG.

You daren't poke even the tip of a pinky through the metal grid or you run the risk of losing it completely, as swaying buses, grossly overloaded trucks, festive rickshaws and handcarts of all descriptions compete for road-space, inching threateningly to within centimetres of your perch. There is, alongside this clamour, an almost audible thud that is your beating heart.

Add to that, a whirling mass of humanity and assorted animals, crisscrossing the road randomly, while your driver skillfully dodges abandoned piles of bricks and deep ragged potholes amidst an overwhelming cacophony of honking and hooting, and the nasal bite of acrid diesel fumes. From the serenity of my guesthouse, this was the initiation to my first ever THT workshop in the seething mass of humanity and vehicles that is Dhaka, capital of Bangladesh.

THT, or "Teachers Helping Teachers", is a Japan-based volunteer organization, and a SIG within JALT (The Japan Association for Language Teaching). It originated from a serendipitous meeting, at a conference in Seoul, between the then President of BELTA (Bangladesh English Language Teachers Association), Dr Arifa Rahman, and the former President of the Himeji JALT chapter, Bill Balsamo.

At that meeting, Bill, who had a long-standing involvement in philanthropic work in Bangladesh, having helped build orphanages and schools there, asked Dr Rahman about educational needs in Bangladesh.

Dr Rahman expressed her desire to improve access to professional development opportunities for teachers, both in Dhaka and further afield, in more rural areas of Bangladesh. That meeting culminated in Bill agreeing to gather a group of experienced English teachers from Japan to come and offer training workshops to teachers of English in Bangladesh.

At that first event in 2005, over 180 participants gathered in Dhaka to be led in various professional development workshops by an initial small group of THT volunteers. THT has continued to work with BELTA in Bangladesh ever since,

sending teams each year to Dhaka, and then, usually, one other regional city, such as Sylhet, the centre of the tea industry in the north, or Chittagong, the busy seaport in the southeast.

To say the workshops are lively and energising is a huge understatement. Workshop attendees are typically noisy, entertaining, and participatory. Without fail, the THT workshops have proven, over time, to be a deep well of opportunity, of mutual learning and sharing, as Bangladeshi teachers and THT delegates exchange their respective ideas, knowledge and experiences with each other.

Since those early days, THT has expanded its areas of involvement to include the provision of co-hosted workshops with English language teachers, teacher trainees and students in Vietnam, Kyrgyzstan, the Philippines, Laos, Nepal, and more recently in Myanmar. Over the years, local participants have also begun to present at the workshops, which is a very satisfying development, as we see them growing both in confidence and a willingness to share their knowledge and skills with their peers.

The goal of THT is to provide *“teacher-training workshops that exhibit practical, student and teacher friendly approaches to English education that are informed by current research in the field”* (THT Mission Statement). To this end, THT team members must have at least a Master’s degree in TESOL, Applied Linguistics or a related field as well as several years teaching experience, preferably outside their home countries, and be seasoned presenters. Is this you?

It certainly also helps if they thrive on new experiences, are flexible, do not mind paying their own way, can cope with physical discomfort at times, relate well to others and are prepared to work really, REALLY hard (each presenter should have at least three core presentations ready to deliver, multiple times in multiple locations). Add to that long days interspersed with intense conversation, impromptu ‘lessons’ in local schools (and sometimes impromptu workshop presentations), meals with many changing hosts, travel (often uncomfortable and to quite remote areas) and visits to educational institutions or NGO’s, and you will have some idea of the rich and varied experience that is a THT trip.

Involvement in THT has been a life-changing experience for me. Not only has it offered the chance to visit some unique and fascinating places and to meet inspiring fellow professionals from diverse backgrounds, many of whom are struggling to do a great job in settings where resources and opportunities are limited, but also to develop treasured friendships and ongoing collaborative opportunities, across international boundaries.

I look forward to my next THT visit, wherever that may be, and while I will know, in Dhaka at least, not to place any part of myself outside the metal cage of a CNG, I do know that the welcome that is given any THT team member, will mean that one feels perfectly at ease in an environment that is rich with the sheer enthusiasm, warm hospitality and the genuine friendship of the hosts. *“Salaam aleykum”* (Peace be unto you).

**Sadly, Bill Balsamo passed away in 2008. Though I never had the chance to meet him, his life has had a lasting impact on my own, indirectly, through the legacy of love and compassion he shared with his THT colleagues and friends.*



Dhaka rickshaw



Bill Balsamo



Bangladeshi teachers at THT



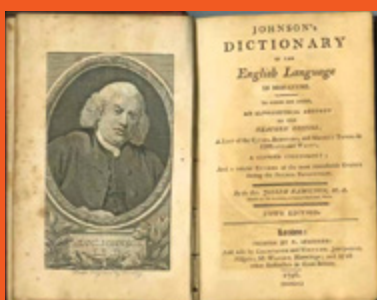
CNG's rule the road

Wordplay

Amber Fraser-Smith



Amber Fraser-Smith was previously the editor of TESOLANZ newsletter and a committee member of Otago TESOL. She currently spends her days working towards a Master's degree in Educational Psychology, teaching ESOL, and rollerskating.



War of the Words

As so often happens in my class, a cacophony of complaints had surfaced over English spelling. 'Why can't it just be spelled as it sounds?' vented one student, with a look that can only be described as a mix of confusion, frustration, and even some fury at her teacher who was obviously the one at fault. It was at about this time that I felt the need to defend ESOL teachers all over the world, and instead lay the blame at the feet of that renowned orthographist – Samuel Johnson, author of the first official English dictionary.

To do this, I digressed from a lesson on 'jobs' to a rather lengthy and somewhat theatrical version of 'the history of English dictionaries', which included a diatribe against Dr Johnson himself, his alcohol problems and the fact he would choose words willy-nilly from the various spellings that had been in use up until this time.

To my surprise, the students became fascinated with the story and asked a number of thought-provoking questions that led me to wonder if I hadn't been just a little bit harsh on Johnson and thus was prompted to do more research into the subject.

It turns out that it was neither Johnson's alcoholism nor his random selection of words that had created the majority of spelling complexities in our language. In deciding on which words to include and how to spell them, Johnson had to contend with a tumultuous English history that included influences from the language's Germanic roots, the Latin that came over with Christian missionaries from Rome in the 7th Century, words from the Norse invasion, and then later the Norman invasion that brought with it French words and spelling. Add to that, the Great Vowel Shift which occurred over a few centuries from the mid-1300s, and then stir in some more irregularities created by printers in the 1400s who would tidy up lines by inserting letters at the end of words (some say this was to justify the lines while others claim it was so they could make more money, as they were paid by the line). Top this off with the introduction of thousands more Latin words during the Renaissance, and it seems hardly surprising that even Johnson found the web of language a mystery. "Wherever I turned my view, there was perplexity to be disentangled, and confusion to be regulated," he wrote.

Yet, Johnson had been hired by a consortium of booksellers and paid £1575 to complete the book so he persevered, often creating many of the definitions himself, including the following:

Curtain-lecture: a reproof given by a wife to husband in bed.

Dull: not exhilarating; not delightful; as, to make dictionaries is dull work.

Excise: a hateful tax levied upon commodities, and adjudged not by the common judges of property, but wretches hired by those to whom excise is paid.

Mouth-friend: one who professes friendship without meaning it.

In 1755, Johnson's *A Dictionary of the English Language* was published. It had taken him nine years and the help of six others to complete the long-awaited 40,000-word dictionary. Unfortunately for my students, it may have been the end of that book, but it wasn't the end of the story.

On the other side of the world, the American Revolution was bringing about a desire to dispose of all things British, including many aspects of the language. Behind this linguistic revolution was a school teacher named Noah Webster who, among many other things, appeared to have a great dislike of Johnson and his work. Webster simply couldn't fathom many of the spellings Johnson had included in his dictionary. On seeing the use of the French spelling 're' for some words like 'centre' but not for other words, he declared that "such palpable inconsistencies, and preposterous anomalies do no honor to English literature, but very much perplex the student, and offend the man of taste."

Webster also detested the fact that the textbooks used in his classes were from the United Kingdom so he decided to provide an American perspective by writing the three-volume compendium *A Grammatical Institute of the English Language*,

➤ CONTINUED ON NEXT PAGE

which included *The American Spelling Book*. Just over 20 years later, in 1806, he completed *A Compendious Dictionary of the American Language*, which contained about 600 more words than its British counterpart.

However, that still wasn't enough for Webster whose ultimate quest was to overthrow Johnson's dictionary. This mission involved learning to read in more than 20 languages, and travelling abroad to France and England to study earlier dictionaries. The result – *An American Dictionary of the English Language* – was completed in 1828 when Webster was 70. It contained 70,000 words, definitions and origins, 40,000 of which hadn't appeared in any other dictionary previously.

Webster's dictionary also included a number of attempts to simplify the spelling, including using 'er' at the end of words such as 'center' instead of 're', changing 'ce' endings to 'se', removing some silent letters such as the double 'l' from 'travelling' and removing the 'u' from words ending in 'our'. Yet, his desire to simplify the language didn't stop there – he suggested that all silent letters be removed, thereby changing words such as 'friend' to 'frend', 'tongue' to 'tung' and 'determine' to 'determin', and that words in general were spelled more phonetically, such as 'wimmen', 'masheen' and 'dawter'. While this was obviously one step too far for Americans at the time, my students would have loved it...

IELTS results – valid, consistent, reliable?

Dr Marty Pilott, Secretary TESOLANZ



What do overseas IELTS results tell us? Ideally, the results of international tests from around the world should be consistent, reliable and valid, otherwise the trust in them would be compromised. But what if candidates have learnt to game the system? What if intensive rote training in doing IELTS tests means that candidates with poor ability can produce better answers than they should? My impressions are gained only from students I have observed, so I have no general or statistical proof for my response, only anecdotal evidence, but here it is. Maybe others in the industry have observed the same phenomena.

Students often arrive from overseas, armed with high IELTS scores. They have been assured by their agents that a quick English training course is all they will need. They have been told by Marketing that they will be placed in the top class. We give them a placement test, which puts them firmly in Intermediate. Uproar! Now, under NZCEL, we don't have the choice – we have to accept an IELTS result – but what if the student cannot handle the level because their result is not authentic?

There is plenty of evidence of training specifically to pass IELTS regardless of the candidate's English ability – a simple search online will produce endless downloads of advice, tests, generic stock phrases, and sample answers. You can watch students at work during a test and see them rapidly highlighting key terms in their reading. But, for me, the most obvious evidence lies in the Writing test.

Let's imagine I have set a group of candidates the question "I must chop my head off". I can already see the introductions from about fifty per cent of them:

Nowadays with the development of modern society I must chop my head off is an important topic for people in human civilization. Some citizens agree with this topic but others disagree. In this essay I will explain my opinion about I must chop my head off.

If this is all the human race can pit against Artificial Intelligence then we've already lost – plenty of programs can spit out writing better than that. But this is written by students trained not to think but instead to compile prefabricated responses which require little ability in either English language or critical thinking. Once enrolled here they get a terrible shock when they are set their first piece of writing and discover that stock responses regardless of topic are no longer rewarded.

Our institutions have a great deal invested in the validity and reliability of international English tests such as IELTS. NZQA may not openly endorse them, but setting qualification entry standards in terms of "IELTS or equivalent" clearly attaches the New Zealand government's cachet. Given this, NZQA surely also has the muscle to insist that these tests can do the job they claim to. If results from some countries are distorted, or if results frequently fail to predict performance, NZQA could choose not to accept these tests.

IELTS has made thorough reviews of its tests on many occasions and clearly takes the reliability of its outcomes very seriously, as is shown in publications by authors such as Iwashita and Vasquez (2015). I can only hope that the next review will examine the extent of training for rote answers, mechanistic responses and the score margins available to test-savvy students, and report on how they can be identified and discouraged. Otherwise, what we are getting is not a snapshot of English ability as claimed, but a certificate in test-taking ability.

Iwashita, N., & Vasquez, C. (2015). Examination of discourse competence at different proficiency levels in IELTS Speaking Part 2. IELTS Research Reports Online Series, 44. Retrieved from <http://search.informit.com.au/documentSummary;dn=451108364576753;res=IELHSS>

Top Ten Student Resources – popular choices in an Independent Learning Centre (ILC)

Jo Bone

I love working with both international students developing their English skills and domestic students preparing for university study. It is so rewarding to see students reach their goals and to offer a place at the ILC they can come to outside of class time to both study and enjoy a diverse range of resources in English.

Our most popular resources (aside from the ubiquitous IELTS and grammar practice texts) would have to be graded readers and movies. There is such a variety of graded readers available today, many with audio and video content, in both fiction and non-fiction. Teachers enjoy combining classes with book club activities where students share what they have been reading with others and write reviews which can be submitted to the ILC web-based catalogue for sharing. Students can choose to read at their current level, a lower level for fluency practice, or a higher level for

a vocabulary challenge. Having the autonomy to choose what to read is empowering. I allow students to borrow readers for a period of four weeks, which is usually adequate.

The technology of movie viewing has certainly changed since I started managing the ILC in 2003; from VHS to DVD to nowadays, where most student laptops no longer have disc drives which means we will have to start investigating streaming options for the future. Currently, students enjoy a wide range of DVD movies, which can be watched on ILC computers or taken home. Animated movies are generally the most popular due to their simplicity and fun, with the romance genre running a close second. Students appreciate being able to practice multi skills by reading the subtitles in English while listening.

eTV and Kanopy are also on offer, but these do not currently provide the range of films our students enjoy on DVD.



Jo Bone has been managing the Independent Learning Centre (ILC) at the University of Otago Language Centre and Foundation Year in Dunedin since 2003.

Jo has compiled borrowing data on the popularity of readers, audio readers and movies. Here are her current Top Ten, 2018, including some all-time classics!

PLACE	MOVIES		AUDIO READERS		READERS	
	Title (genre)	Author	Title	Author	Title	Author
1	About Time (Romantic Comedy)	Curtis, Richard	The Queen of Death	Milne, John; Dennis, Peter	About Time	Curtis, Richard
2	Moana (Animation)	Clements, Ron; Hall, Don	Steve Jobs and the Story of Apple	Beddall, Fiona	Forrest Gump	Groom, Winston
3	Zootopia (Animation)	Howard, Bryon; Moore, Rich; Bush, Jared	Bridget Jones' Diary	Fielding, Helen	Nelson Mandela	Shipton, Vicky
4	Fantastic Beasts and Where to Find Them (Fantasy)	Yates, David; Rowling, J.K.	Different Worlds	Johnson, Margaret	Suffragette	Rollason, Jane
5	La La Land (Musical/Drama)	Chazelle, Damien	Sherlock Holmes and the Mystery of Boscombe	Conan Doyle, Sir Arthur	Space	Vicary, Tim
6	The Intern (Comedy)	Meyers, Nancy	About a Boy	Hornby, Nick	Alice's Adventures in Wonderland	Carroll, Lewis
7	Finding Dory (Animation)	Stanton, Andrew; MacLane, Angus	The Dark Side of the City	Battersby, Alan	Fast Food Nation	Edwards, Lynda
8	Arrival (Sci-Fi/Drama)	Villeneuve, Denis	Anne of Green Gables	Montgomery, Lucy Maud	Mr Bean	Curtis, Richard; Driscoll, Robin
9	The Secret Life of Pets (Animation)	Renaud, Chris; Cheney, Yarrow	Emma	Austen, Jane	Gulliver's Travels	Francis, Pauline; Swift, Jonathan
10	Lion (True story)	Davis, Garth	Pirates of the Caribbean: Dead Man's Chest	Trimble, Irene	Apollo 13	Furnas, Brent

Reports

President's Report

Daryl Streat

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Greetings TESOLANZ members. It gives me great pleasure to offer my first President's Report; the purpose of which will largely be to more fully introduce myself to you.

After formally taking on the role at the last AGM at Toi Ohomai Institute of Technology (hosted brilliantly by BOPTESOL), I have been helped significantly by our amazing Executive. Marty Pilott (Secretary), Shireen Junpath (Treasurer), Breda Matthews (SIG Coordinator), Annette Tate (Publications), and Angela Bland (Branch Coordinator) have all been amazing in assisting me to settle into the role.

A bit about me

- I've worked as an ESOL teacher, teacher trainer, programme manager, and materials writer
- I've spent most of my life abroad, returning to Aotearoa in 2015 to work at Lincoln University
- My wife and I are going through the challenge of raising bilingual children
- Most Saturdays you'll find me shuttling kids to rugby, cricket, or netball
- I'm involved in Search and Rescue in my district
- I love coffee (L-O-V-E!!!)

In terms of why I took on this position... I'm very passionate about two things in TESOL. The first is learner rights. Working in the tertiary sector, I've become very concerned about the provision of adequate support and preparation for students who have chosen to live and study in our country. The second thing is raising the profile of language teaching professionals. In certain cases, practitioners can face marginalization. However, in all cases, we can inform learner support, instructional design, and many other aspects of teaching.

Informing our Direction

To help inform our strategic direction over my term, I'll be working alongside the Executive and Branch Convenors to develop a membership survey. This survey will capture your views around a range of issues facing our sector and how an organisation such as TESOLANZ can best aid you in responding to them.

Once completed, I'll look to present our findings to you and adopt a strategic plan. This will be achieved at our AGM at CLESOL 2018, in Christchurch.

I look forward to hearing your views.

The importance of Professional Development

Like all of you, I am a strong proponent of frequent, quality Professional Development (PD). This provides valued opportunities to collaborate with others, reflect on best practice, and acquire new techniques. Our regional branches are key in delivering PD to our membership. As such, if you have PD needs, recommendations, or expertise, then I would kindly request you contact your Branch Convenor.

Our affiliate, TESOL International, has recently put together their "6 Principles for Exemplary Teaching of English Learners." These principles include:

1. Know your learners
2. Create conditions for language learning
3. Design high-quality lessons for language development
4. Adapt lesson delivery as needed
5. Monitor and assess student language development
6. Engage and collaborate within a community of practice

While TESOL International has put together a range of products (free PDF, book) that elaborate on these principles, the best way to improve practice remains in engaging and collaborating with like-minded professionals. Of course, your local branch provides an amazing avenue for achieving this. As such, I ask you to recommend membership to all your colleagues in your regions.

A community of practice is only as strong as its members.

Towards CLESOL 2018

Of course, conferences provide amazing opportunities to engage, collaborate and develop as practitioners. From October 5th to 7th (with a workshop day on the 4th), CLESOL 2018 (TESOLANZ's conference) will be hosted at Christ's College in Christchurch.

Our conference theme is Transforming our Landscape; which asks all of us to reflect on shifting perspectives in:

- the diversity of language use in Aotearoa New Zealand
- language learning, teaching and teacher training
- social and education policy

These are interesting times in our nation. With a change of government will come policy changes. With the liberation of education from physical spaces (via technology) will come changes to the way we do things. Our conference in Christchurch will provide a wonderful setting in which to reflect on these questions and more. I hope to see all of you there; either as a presenter or a delegate.

I'd be more than happy to hear from you.
Nga mihi nui

BOPTESOL

Julie Luxton

Our new BOPTESOL branch remains small, so we committee members from each sector are currently encouraging more local teachers to join.

We hosted a very successful TESOLANZ AGM and Symposium in October 2017 at Toi-Ohomai Institute of Technology in Tauranga, with a range of speakers, including Averil Coxhead, Marty Pilott, Daryl Streat, Breda Matthews, Annette Tate, Mark Dawson-Smith and Liz Signal. Seventy five people participated, in spite of the fact that this was scheduled over a long weekend, some coming from as far as Dunedin.

Our first meeting for 2018 will enable cross-sector sharing on approaches to initial assessment of English language

learners (ELLs). We are also planning for some guest speakers, including Wintec's Mark Dawson-Smith, who has considerable expertise in English for Academic Purposes course design and assessment for ELLs, and Phillippa Cairns from English Language Partners in Tauranaga. Terry Prosser, who has considerable experience as a TEFL/ TESOL teacher and teacher trainer in Europe and beyond, will be in Aotearoa in Term 2. TESOLANZ members will be able to attend one of his workshops at a discounted rate.

WATESOL

Ha Hoang

The WATESOL Branch AGM talk was a meaningful ending note for 2017. The audience had the pleasure to attend the talk titled "The ABC of Behaviour Management" given by Dr Sandi McCutcheon, from the Faculty of Education, Victoria University of Wellington.

With her background in primary school teaching and rich experience in researching and teaching behaviour management, Sandi McCutcheon delivered a talk that was informative and valuable in content, and engaging and entertaining in style. Sandi first outlined the ABC framework, an approach to behaviour management which looks at the Antecedents of the behaviour, the Behaviour and the Consequences of the behaviour. She then discussed how Functional Behaviour Assessment could be an informative tool to better understand the students' behaviours.

The audience was involved in the very first minute when Sandi used Answer Garden (<https://answergarden.ch/>) to crowdsource from TESOL practitioners in the room their most pressing concerns regarding ESL students' behaviours. It was no surprise that every teacher in the room had at least one story to share about their ESL students' behaviours, ranging from biting classmates causing disruptions to class routine, to engendering

violence at schools. Using these real scenarios, members of the audience analysed the evidence of A, B and C of the behaviours in point. The discussion between Sandi and the audience suggested that the ABC framework seemed to be a working approach to identify the trigger of the undesired behaviours.

Sandi also identified two main issues related to ESL learners and behaviour management. First, when it comes to ESL learners, the missing link seemed to be language support. While behaviour support channels are available, they are not always accessible to students who do not speak the language. Second, there is the danger of assumption: when a child is left behind, it is not clear whether it is/isn't a language issue, a learning issue or a behaviour issue. As a consequence, there is the danger of misdiagnosis because a hasty diagnosis may exacerbate the situation for the child – the issues identified and the approach established for an L1 child are not always transferable to an ESL child. Sandi believes in a multidisciplinary team approach which focuses on social and academic development, as exemplified in the



Dr Sandi McCutcheon

Functional Behaviour Assessment tools she shared with the audience.*

As Sandi summarised: there is research on Functional Behaviour Assessment and on ESL students' learning difficulties, but there is a dearth of research on behaviour problems among ESL students, especially in New Zealand. The perplexing issue is an ESL student's misbehaviour could be a language issue, a behavioural issue, or both. The good news is, as reported above, the ABC framework and Functional Behaviour Assessment could be useful tools to better understand students and their (mis) behaviours. The best outcome for the audience on the day was Sandi McCutcheon's promise to conduct classroom observations and work with the teachers on their ESOL students' behaviours.

**Readers interested in Functional Behaviour Assessment tools could check out the following links for more information:*

<https://www.youtube.com/watch?v=Qaz5kcS2oD4>

<https://www.youtube.com/watch?v=xThcmhwFIKw>

Secondary SIG

Athlyn Watt

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NZQA Roadshows – Supporting consistent English language assessment practice

NZQA, in conjunction with the Ministry of Education and the TESOLANZ secondary and tertiary sectors, provided three one-day English Language events for secondary and tertiary assessors and programme providers in three different locations in 2017. These proved to be so popular that an additional roadshow will be held on April 7th in Auckland this year. Participants have appreciated the sharing of information on the use of NZCEL, English Language (EL) and English for Academic Purposes (EAP) unit standards, awareness of Ministry of Education support resources

and interactive sessions on using the Common European Framework of Reference (CEFR) and designing English Language (EL) assessments. The sector is very grateful to NZQA, the Ministry of Education and the local hosts for each event. Thank you.

English for Academic Purposes Level 3 Unit Standards

The newly created level 3 EAP standards are now ready for use and can be found on the NZQA page for the EAP domain. These will provide valuable pathways for learners who need to prepare for learning in tertiary institutions, developing appropriate study skills and preparing for University Entrance (UE) literacy attainment through the appropriate level 4 EAP standards.

Changes to UE literacy standards

"The list of standards that contribute to UE literacy requirements is to be amended for 2018 by adding two Agribusiness achievement standards, ten Psychology achievement standards, and one English for Academic Purposes unit standard," as described on NZQA's page: Literacy requirements for university entrance. These new requirements will be recognised from 1st April this year and a list of standards that contribute to UE literacy requirements can be downloaded from this page.

Support Networks

English language teachers can feel isolated, and support structures providing much needed encouragement and sharing of ideas and resources have been created to meet this need. Teachers are reminded of the Virtual Learning Groups (VLN) – especially the EAP VLN, the EL unit standards assessment group and the Pasifika studies group. Sharing of teaching and learning resources for the level 3 EAP standards is looked forward to. Instructions to join a group can be found at <https://vln.school.nz/groups/profile/25604/getting-started-on-the-vln/> Other important sources of support are provided through local ESOL Professional Learning Clusters (PLC). There are currently 55 PLCs established by teachers with support and funding from the Ministry of Education's Migrant, Refugee and

International Education team. One of these groups, the Whangarei ESOL PLC, has been highlighted in the March issue of the Aotearoa National Education Gazette. TESOLANZ is our national professional organisation and regions plan and hold events to challenge and upskill teachers, whilst also providing valuable opportunities for networking.

I finish with a lovely Japanese proverb: 一期一会 "One life, one encounter."

Every encounter is a once-in-a-lifetime encounter – this really underscores how many first-and-only-time things happen in day to day life. (From <https://matadornetwork.com/abroad/30-awesome-japanese-idioms-start-using-english/>)

Tertiary SIG

Ailsa Deverick
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My first Tertiary SIG news report may appear a little Auckland-centric so please forward me any regional or national news to include in the next issue.

New Zealand Certificates in English Language (NZCEL)

The new NZCEL qualifications (<http://www.nzqa.govt.nz/qualifications-standards/qualifications/english-language-qualifications/>) are well bedded in now, and, as reported previously, there is provision for an additional semester at Level 3 which means more time and credits can be allocated to students to progress through B1 and B2. Please follow this link to see the updated qualification <http://www.nzqa.govt.nz/qualifications-standards/qualifications/english-language-qualifications/> The EAP Unit Standards, offered at both secondary and tertiary level, are 'as demanding, but not quite as onerous' (Steve Varley, Unitec, 2018), with only one text required to be assessed for writing under test conditions, and one for listening.

NZQA National Qualifications Services, in collaboration with the Ministry of Education, TESOLANZ, NZCEL Providers Forum and the secondary school sector, held an English Language (EL) roadshow on *Supporting Consistent Assessment Practice* in Auckland at the beginning of April. There is a likelihood

that another sequel to the Roadshow will take place at the CLESOL Conference in Christchurch in October. Annie Chan will let representatives know nearer the time.

University Entry Requirements

Evidence of student success after completing Levels 4 and 5 has meant that the University of Auckland now has the qualifications listed on their website, as valid and legitimate English language entry requirements at undergraduate and postgraduate level. This is a pleasing and significant achievement and we owe thanks to John Read for progressing this. For more information follow this link - <https://cdn.auckland.ac.nz/assets/auckland/study/applications-and-admissions/entry-requirements/undergraduate-entry-requirements/undergraduate-english-language-requirements/2019-undergraduate-english-language-requirements.pdf> – and scroll down to page 9.

Language Teacher Education

Two *New Zealand Certificates in Language Teaching* at Level 4 (40 credits) and Level 5 (60 credits) have been listed on the NZQA website for a few years now, and institutions have until 2020 to expire their local qualifications, although this time limit may vary. Currently only two providers are offering the new qualifications, with others in the process of following both the NZQA, and their own internal processes, to do the same.

If your organisation is still offering a local qualification, then NZQA urges you to start the process of programme approval as soon as possible, as the transition time is likely to take a few months. If you are unsure how to start, please follow these guidelines

<http://www.nzqa.govt.nz/providers-partners/approval-accreditation-and-registration/programme-approval-and-provider-accreditation/guidelines-app-accred-progs/>

TEC Refugee English Fund (REF) Grants

According to Ian Oakes (Unitec), fewer REF grants have been taken up in Auckland this year. This drop in numbers is due to the low numbers of UN quota refugees settling in Auckland, mainly due to a lack of

social housing. In addition, as Red Cross Refugee Services are expanding their employment team, refugees are finding employment more quickly. The reduction in the number of grants used may also be due to the fact that those from refugee backgrounds are arriving with higher English language proficiency levels.

Professional Development needs

AKTESOL has a large membership and it is often difficult to work out what kinds of professional development participants are interested in. The committee recently sent out a questionnaire to its members, seeking such information. We think this might be useful to other regional groups as an indication of need, although naturally this will be region-dependent. Of 37 respondents, it seems the majority want:

- Presentations on new research in English language and literacy teaching
- Sessions that have a clear focus, with a preference for one session, rather than parallel sessions
- Presentations followed by refreshments
- A range of venues, with no clear preference for any one in particular
- Sessions on either Thursday (between 5 –7pm) or Saturday mornings

Teaching Resources

Finally, a little promo for those teaching and learning in the home context. English Language Partners (ELP) offers some really good, free resources that are ideal for those working with ESOL adult learners in a community context. Here is the website <http://www.englishlanguage.org.nz/tutor-resources>. On that note, if you have discovered a particularly good website for those working in a similar context, please email it to me to include in the next Tertiary SIG report.

Many thanks to those who provided much of this information. Please feel free to contact me with any relevant news. In the next report I will be profiling those working in different tertiary teaching contexts.

Branches' Report

Angela Bland

The year is well and truly underway. For schools, there has been Easter and the end of Term 1. Our own children are at interesting ends of the education journey with a daughter in her last year of high school and a son now in Year 9 in the Kimiora Department; both at Papanui High School in Christchurch. Among other decisions I have made this year, I will be stepping down from both CANTESOL and the TESOLANZ National Executive to concentrate on family, projects and our ESOL Department at Riccarton High School as well as continuing to work on my PhD. It is a privilege to work as the Branch Liaison for TESOLANZ as it gives the opportunity to connect with those Branch convenors who are on the ground working ELLs and the membership. Thank you for all the work that you do especially when it gets difficult with maintaining numbers, committees, and coming up with ideas for workshops and other activities. On the radar for all Branches is the Community Languages and ESOL Conference (CLESOL) which is from 4-7th October in Christchurch this year. It is always an essential opportunity to reconnect and network for our colleagues around the country and be recharged with ideas. This branch report is a brief update of where our Branches are at.

Nicky Riddiford from WATESOL always amazes me with her efficient running of WATESOL. Members are fortunate to be able to attend weekly Friday seminars at Victoria University. I was lucky to be a presenter for their first event on the 5th April, talking about engaging and supporting cultural diversity in primary and secondary schools. On June 14th, there will be a mini expo where they will host the one and only Paul Nation followed by two strands of workshop presentations. Their AGM will be in November.

Congratulations to Anthea Fester of Waikato TESOL who has recently started a new job at Waikato Institute of Technology (WINTec). As with any new job, the first few weeks will have been a bit of a blur, but she is enjoying her new position. Waikato

TESOL is in good form with a cohesive committee. They had their first event on Wednesday, 28th March, which was well attended.

Gwenna (MANATESOL) at Hokowitu Primary School has started the year with 50 children. She is expected to work with these children over 11 half-hour periods in a day and there is the issue of group sizes. I can certainly empathise with this as some of our class sizes at Riccarton are also big. Very useful workshops that MANATESOL propose are a pre-CLESOL practise and a post-CLESOL recap. In good spirit, the post CLESOL recap is going to be taken to Taranaki to extend their hospitality and services to reach members living further out. This is certainly needed.

CANTESOL has worked hard to increase its members. It can proudly boast an increased membership during 2017 to over 70. This is partly due to CANTESOL taking on the role of professional development for the Canterbury ESOL community more strongly and could also represent the fact that CANTESOL is hosting CLESOL this year. Their first event has already been held and was entitled "Aspects of performance – 101". This was well attended.

Petronella Townsend (AKTESOL) and her committee are thinking of a direction for the Branch. They proactively surveyed their members at the beginning of this year to find out what it was they wanted most from us as an organisation and how the Branch could best meet their needs. The results of their survey have been published in the first AKTESOL newsletter for the year. This survey is continuing using Survey Monkey to encourage more members to contribute their preferences and thoughts. As a result of this effort, the first meeting is later than usual, but I am sure this ground work will establish good direction for the Branch in 2018.

In the Bay of Plenty, the Branch is getting itself rolling again thanks to Lynn Nicholls and Julie Luxton. Lynn came into BOPTESOL with a challenge as her first task was to organise the 2017 AGM! It has been difficult to get the committee together – common to most Branches. The membership is at 24. The committee has met once, and they will have its first meeting in May

CONTINUED ON NEXT PAGE

about "Placement tests". Julie's BOPTESOL report details this further.

In Nelson, NATESOL reports that all providers (schools, English Language Partners and NMIT) are rather overwhelmed by the language, learning and settlement needs of former refugees. Nelson has five intakes a year of former refugees and several families at a time, most of whom are beginners who have suffered broken schooling. English Language Partners (ELP) appear to have insufficient resourcing (beginner classes of 20+). Nelson Marlborough Institute Technology (NMIT) uses funding for Level 1 and 2 courses to offer Intensive Literacy and Numeracy classes of 12 hours a week; again these are also quite large classes. The region is currently very stretched. The committee is avidly seeking a new injection of members so that events can be actioned.

Finally, in the Waikato regions, surveys have also been used to gauge what quarterly sessions members would like to see run. They received some useful feedback and those requests have guided their topic options for our sessions this year. On 28th March they had their first session for the year which was titled "*What's behind the ESL mask?: The challenges of finding help for learning and behavioural difficulties*". It was run in panel style with four speakers from different sectors (ESL Primary, ESL tertiary, ESL community and a co-ordinator for an Ethnic Youth community programme). Issues and possible solutions were addressed. The audience added to the discussions and asked questions. It was a successful evening with about 20 attendees. The next session for the second quarter will focus on pronunciation tips that teachers could use for the main cohort of learners (such as Chinese, Indian and South American). In the third quarter it is planned to invite linguist Andreea Calude to talk about one part of her research on Māori loan words into the English vernacular.

The general feeling across the sector is that needs are increasing. Indeed, my department at Riccarton High School has increased from 2 to 10 teachers over the last 5 years. Like many provinces, the number of ELLs needing our support is becoming overwhelming with insufficient resourcing, including qualified teachers. While Jacindamania is still rife and the new government is still finding its feet, there is certainly a need to "hound" local MPs and write a few choice e-mails to Ministers. I look forward to catching up with you all at CLESOL.

Tech Tips: Taking care of your digital buddy

Nick Baker



Nick Baker is a returning adult student from Auckland, with a Bachelor in English and New Media and Graduate Diploma in Tertiary Teaching from A.U.T. Additionally, he has recently completed his Masters in Higher Education at the University of Otago, and is now working on a PhD researching writing and reading identities of university academics. Nick regularly plays jazz and blues guitar, practices photography and Tai Chi, rides motorcycles, reads philosophy, and enjoys basic graphic design.

In today's world, everyone has a little digital buddy of some design called a smartphone. It is an invaluable tool which we care for, spend money on and even experience a sense of panic if it's not within reach. Yet there is another digital buddy that is of even greater importance to the modern language teacher and student that is left behind. The computer. Think about it. Which buddy would have the greatest impact on your life if it stopped working? I'm betting when it comes to your teaching or studying it's the computer. So dear reader, I ask, are you taking good care of your computer? Here are some suggestions to help nurture that invaluable digital buddy – your computer.

Firstly, keep your workspace around the computer tidy and clear of clutter. Computers do not like to be crowded as the main body and/or monitor can produce quite a bit of heat and needs air to flow so it can keep cool. Is your computer on a hard surface? A soft surface like a bed or carpet is a bad idea as it can warm up with a hot computer on it, and can attract dust or static very easily. Also, the keyboard and mouse can easily pick up dust, bits of paper or even food crumbs in an untidy or cluttered workplace. Perhaps give the keyboard a quick dusting or use a dry brush to clear out any unwelcome bits. Lift up the keyboard and mouse pad and give the desk space underneath a quick clean. Provide your equipment with some space so they can function more effectively and without interruption or obstruction.

Secondly, what about inside the computer, the digital workspace you live in. Is it tidy and clear of clutter? Poorly named word documents can be left lying around your desktop screen creating digital clutter. To keep your space tidy, perhaps rename your documents clearly and put them into relevant and correctly named files for ease of access and use. Creating a tidy and efficient work environment can help you become more effective with your work and its storage. Also, backing up files is a very good idea. It is never a good time if your digital buddy suddenly stops working or a valued document is accidentally deleted. Believe me, it happens! Try to back up your work on a USB stick, a mobile hard drive, a cloud service or even just have a printed version handy as a last resort.

Well, that is it from me. I hope the above has given you some good ideas and a new respect for your digital buddy, the computer. It is just like a pet or loved one which needs your help to stay safe and healthy. In doing so they can work hard for you just as you work hard for your students or teachers.

Trade Aid – helping educate your students about trade justice

Marinda Matthew



Many years ago, Marinda found herself standing in the middle of an 'Untouchables' village in India, confronted by the harsh realities of the worst poverty she had ever seen. The challenges raised in this visit impacted her so strongly that she eventually found herself working at Trade Aid where, as a social enterprise, poverty is tackled head on through fair trade practices. Marinda has been working with Trade Aid for over 7 years and runs the education programme for Trade Aid staff and volunteers and external education for teachers, students and the public. A real privilege for her in her role has been leading teams of Trade Aid volunteers and staff on educational tours to experience the realities of the lives of producers. The transformational positive impact Trade Aid and fair trade has on these producers, is what continues to inspire Marinda in her role.

Marinda talking to a Year 7 and 8 class.

Trade Aid is a social enterprise helping talented people around the world improve their lives through fair trade.

We're all about change. From small beginnings in Christchurch, New Zealand in 1973, where Trade Aid was founded by Vi and Richard Cottrell, to an organisation today with a network of shops throughout the country, it's fair to say we've seen a lot over the years. Some things haven't changed and we're still 100% committed to a way of trade which helps improve the lives of the talented producers and artisans we work with.

We source our handmade, fair trade products from more than 65 trading partner organisations, which represent hundreds and thousands of small-

scale farmers and artisans in Africa, Asia, Latin America, Palestine and the Pacific. We work to change the lives of these producers through an alternative way of doing business – a fair way.

Engaging the public about trade justice, the lives of our producers, and the impact of fair trade is an integral part of what we do. We produce a variety of free curriculum based resources for schools including our newly released resource suite, 'Trade justice' which provides fully prepared and fully online components for teachers and students to explore the economic world of trade. We have

a great team of staff and volunteers throughout the country who make it their mission to spread the Trade Aid message and speak out for justice in world trade as guest speakers or through visits to Trade Aid shops.

To find out all the details of how Trade Aid supports teachers and students, visit our webpage at: <https://www.tradeaid.org.nz/get-involved/teachers/> Your feedback on our resources is very valuable to us and we'd love to hear what you think, or what we can make even better! Please let us know or how we can support you in your teaching via education@tradeaid.org.nz



Marinda Matthew (Trade Aid education) and Rachel Talon (Right Place resources) presenting the new Trade Justiceresources at SOCCON (NZ Social Science teachers conference) October 2017.



Ken Nelson, a Trade Aid educator with a Victoria University group.



A student trialling our new online resources.

Learning English the WWOOFing Way

What is WWOOFing?

Apart from a unique way to learn a language while travelling, WWOOFing (world wide opportunities on organic farms) enables international travellers of any age the opportunity to experience the lifestyle in another country up close and enhance their command of practical English language skills.

WWOOF is about living and learning. WWOOF provides volunteers hands-on educational and cultural experiences, learning about what is involved to grow produce and animals organically while living with local families and joining in the daily agricultural, horticultural and maintenance practices as well as family activities.

Volunteers (WWOOFers) help on the land and home for 4-6 hours a day and hosts provide the food and accommodation. Average stay is 7-10 days.

The WWOOF organization was founded in England, in 1971. Now there are autonomous WWOOF organisations in over 50 countries offering bona fide cultural exchange and learning experiences that can fundamentally change people's lives. In part, this includes language acquisition required for communicating tasks, negotiating, and practical skills development.

Visit <https://wwooof.nz/> for more information.

Volunteers Speak

Volunteers often say they like giving something back to the country they are travelling in, and learning language (mostly colloquial!) is a hugely beneficial byproduct of that. Five WWOOFers summarise their Aotearoa experience and the impact it has had on their command of English language.



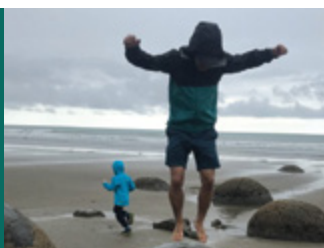
Jeani & Vivi

When we came to New Zealand, we were hoping to improve our English knowledge, hoping to get rid of our strong German accents and be able to adapt to the kiwi slang. Sweet as WWOOFing gave us the opportunity to get into native speaking surroundings. Being 24/7 around locals and native speakers made us aware of right pronunciation, taught us new words and the ability to describe rather than just translate unknown words. By being comfortable with our hosts, we easily felt free and fearless to make mistakes. While WWOOFing, we learned work-specific words and everyone was happy to help us improve our understanding and vocabulary. A cool and valuable experience for sure.



Angele Monchaux

I am French and did some WWOOFing in the South Island this spring. I can say it is a really great way to progress language. First, it's being in immersion with locals. You share daily life moments with your hosts, it consolidates the usual vocabulary, the how to introduce yourself part, but also slang! Kiwi slang is my favorite. If lucky, you get to know slang from other cultures if you have WWOOFing mates, and get used to different English accents. I knew English basics from my French school, but I really developed my English here in New Zealand. So I have a better understanding of the kiwi accent than any others. At some stage it was a problem, because when I met Americans, South African or British people, it wasn't as easy for me to understand them. While doing WWOOFing it helped me a lot to fix it. Through your WWOOFing you learn specific vocabulary for each job, so it can diversify your language skills.



Hiroki Yasuhara

I'm from Japan and travelled in NZ for 2 months. I like to spend time flexibly because I have a lot of things I want to do: mountain climbing, hitchhiking, developing English fluency, and so on. That's why I chose WWOOFing. I stayed for 10 days in a local home as a WWOOFer. My work was gardening, landscaping and painting in the house. I could share almost all my time with my hosts, not only work time but also eating, watching movies and playing chess. We enjoyed having daily conversations which was a really good opportunity to speak practical English. Sometimes, I was nervous about making mistakes in speaking English, but I could build a good relationship with my hosts so it made me relaxed and talk a lot more positively. I think, one point to develop English fluency is not to be afraid and ashamed, to have bravery to try to speak a lot. WWOOFing is the best opportunity to get confidence. I'm more motivated to develop my speaking ability through this WWOOFing experience.



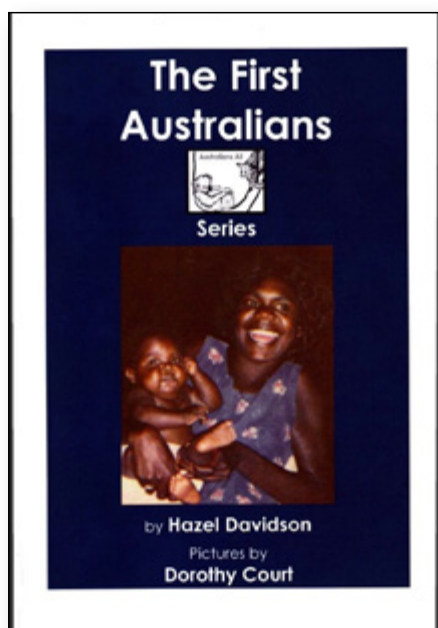
Sophia Rifad

When Adrian and I arrived in New Zealand we didn't understand the microphone call in the airport and consequently missed our host announcement. That wouldn't have happened if we were fluent in English. So began our WWOOFing experience here. In addition to the diverse, enjoyable tasks on farms, WWOOFing soon appeared a good way to improve our English. First, we enriched specific vocabulary. I would've never thought it'd become natural to ask "Where is the chainsaw?" or "Can you pass me the yeast please?" What was also great about WWOOFing in NZ is that hosts were all native English speakers - a great way to make quick progress! Yet, it is not just about improving English. It's also an exchange; a lively comparison between two languages. When we asked for a word in English, we often said its translation in French. Our hosts repeated the word and learned a bit of French too. After six different WWOOFing experiences in NZ we can't say we're fluent in English but we did develop it for sure! Instead of sitting in a classroom learning English grammar, we shared daily life with English speakers all day, every day. So even if we are not quite fluent, WWOOFing is a particularly effective step towards fluency: it's more than learning a language, it's sharing culture.

Book Reviews

Dr Katherine Quigley

Kate teaches academic writing at Victoria University of Wellington. She is an IELTS Examiner Trainer and a Principal Examiner (IELTS, Writing) for Cambridge English Language Assessment in the UK. Kate is also a consultant for NZQA on English language proficiency testing, and is Book Reviews Editor for the TESOLANZ Journal.



The First Australians

Davidson, H. and Court, D. (2002). *The First Australians*. Brisbane, Qld, Australia: Sugarbag on Damper Publishing. ISBN 0975066803 (pbk) 69pp. \$12 (AUD)

Davidson, H. and Court, D. (2002). *The First Australians Workbook*. Brisbane, Qld, Australia: Sugarbag on Damper Publishing. ISBN 0975066811 (pbk) 66pp. \$13.26 (NZD)

Davidson, H. and Court, D. (2002). *The First Australians*. CD – sound recording of the reading texts. Brisbane, Qld, Australia: Sugarbag on Damper Publishing. ISBN 0975066870 \$20 (ASD)

The First Australians is an excellent resource forming part of the series 'Australians All'. *The First Australians* comprises a student reading text (containing three levels of reading), a workbook (modified for the three levels), and a CD (audio reading of each of the three levels of text). The set of resources is intended for use in a wide range of English language learning contexts – from 'beginner' to 'intermediate/advanced' (NLLIA level 5, IELTS 5.5). The authors provide a clear description of their intended audience(s) and approach to language teaching and learning ('General Notes for Teachers').

The workbook is designed for the teacher and comprises the three students' reading texts, stimulus drawings, background information with recommendations for further reading, vocabulary lists, exercises at three levels of difficulty, and answers. The workbook is designed so the teacher has all the information at their fingertips and can photocopy selected tasks appropriate to their particular students.

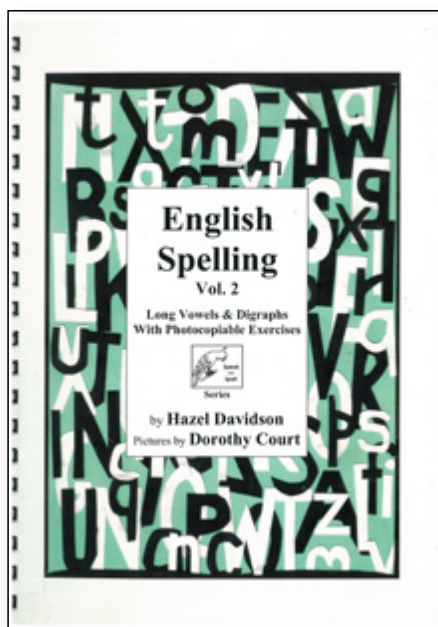
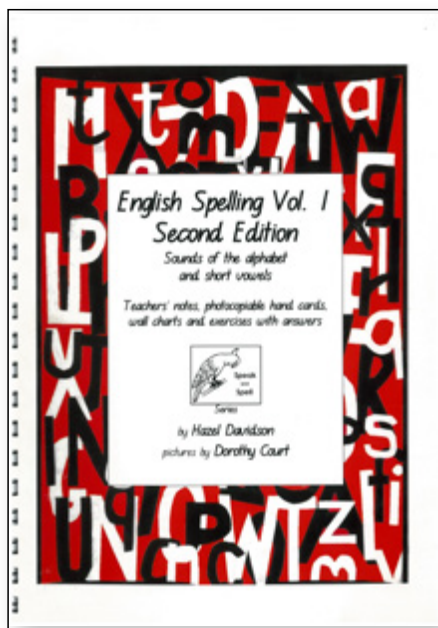
All the materials are easy to use and navigate. The student reading texts contain all three levels of texts, which is excellent for both mixed level classes (everyone can work from the same book, they'll just be on different pages), and for scaffolding reading from easy to more difficult texts. The texts have been modified in terms of vocabulary, font type and size, information load, and grammatical complexity. The workbook tasks are similarly modified.

Although the texts contain 'only' black and white drawings as visual aids, I feel that is a culturally appropriate choice, keeps costs down and is more than compensated for with the Bibliography suggestions for further information and images. For teachers, the informational content of the text is likely to be augmented by their own 'ignition' images, information, question asking etc. as a way into the topic. Davidson and Court have done an excellent job of designing a general introduction to learning about indigenous Australian cultures, leaving teachers in different teaching contexts free to tailor these materials to suit their particular needs: a strength not a weakness of the materials. Moreover, teachers working outside of the Australian context can make equally good use of the materials if, for example, they link it to 'indigenous peoples' as a concept.

The accent of the oral texts (on the CD) is Australian, however, it is not particularly strong and unlikely to cause interference. Although obtaining copies for class use will require a little bit of detective work (if all else fails search on 'The Language People' website [an Australian company]) I highly recommend this text to ESL teachers looking for a well-designed, rich, yet simple and manageable set of materials.

Reviewer

Dr Marianne
Victoria University of Wellington



English Spelling Vol 1 and 2

Davidson, H. (2011). English Spelling. Vol. 1 Second Edition, Sounds of the alphabet and short vowels. Sugarbag on Damper Publishing, Brisbane. ISBN 0 9750668 9 7 263pp

Davidson, H. (2005). English Spelling. Vol 2. Sugarbag on Damper Publishing, Brisbane. ISBN 0 9750668 8 9 113pp

Reviewer

Elizabeth Brugh
Auckland University of Technology

Having already published English Spelling Vol. 1 in CD Rom format, the author, Hazel Davidson, felt obliged to produce a second edition in print form due to numerous requests. The inclusion of excellent illustrations of posters and charts in this hard copy edition is certainly worthwhile.

Both volumes 1 and 2 have substantial notes to aid teachers although, with 58 pages of notes in volume 1, it is truly an introductory edition. The notes for both volumes are very useful and possibly essential for teachers with beginner language students who are just venturing into phonics and matching spelling with sound.

The first section of Vol. 1 consists of useful charts and directions on how to use them as well as notes on how to teach the exercises. There is also a very convenient summary of the exercises to be found in the book, divided into spelling rules, regularly spelt words, exceptions to the rules, and grammar. Exercises follow the notes, and instructions are given to teachers to photocopy these worksheets for each student in order to create individual booklets for them.

With Vol. 2, the first instructional section is just 14 pages long and also includes a summary of the exercises to be found in the book. The exercises take up 88 pages with answers in the last 11 pages. Again, teachers are advised to photocopy the worksheets into a booklet for the students.

The sound and alphabet charts in Vol. 1 are excellent and presented with a very clear and well-formed typeface. Also, the letter formation cards, showing the direction of the pen to form letters, are extremely helpful for students from countries that do not use the Latin alphabet.

The pictures by Dorothy Court are superb. The illustrations indicating the difference in the placement of the tongue in the pronunciation of 'L' and 'R' are very clear and could really help students with problems discerning the difference between these two sounds.

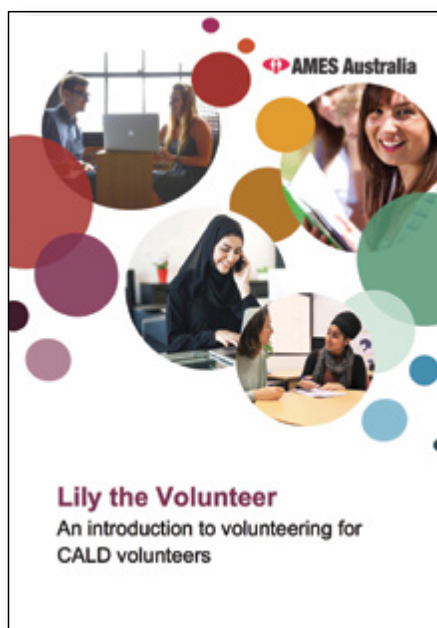
I found some of the words and the grammar used in both volumes beyond the grasp of the lower level ESOL students that I teach. An explanation of the words was required before even trying to attack sounds. The basic premise of teaching sounds, spelling and pronunciation should use, as the main target, the first 1,000 words only. Using past tense, adverbs of time (sometimes, never, now), and crosswords were far too complex for the first-step literacy students that I have. This would be my only quibble with these two volumes. Having said that, however, the overall illustrations, charts (in particular the chart detailing the formation of letters) and notes on teaching basic phonics are excellent. To sum up, these two volumes are meticulously set out and organised with clear and precise illustrations. Every chart and chapter is dealt with in the teacher's notes which are exceedingly helpful. I would be happy to recommend these two volumes, because although some of the exercises were either too challenging for my literacy class or too basic for the higher level, the charts and illustrated alphabet with word formation indications make them very worthwhile.

Contributions

This is a call for contributions from Nga Kohanga Reo, Pacific Island language nests and culture-based centres, as well as those working in private practice.

If you are interested in sharing your experiences by submitting an article with an emphasis on practicality, we would love to hear your voice and that of your community.

Please contact erina.hunt@otago.ac.nz



Lily the Volunteer

Power, M. (2016). *Lily the Volunteer: An Introduction to Volunteering for CALD Volunteers*. Ames, Australia. Free. Available from <https://www.ames.net.au/ames-bookshop>

Reviewer

Stephen O'Connor
IPU New Zealand

There is now a myriad of volunteer opportunities on offer for migrants in both Australia and New Zealand. The free to download publication *Lily the Volunteer: An Introduction to Volunteering for CALD Volunteers* by Maggie Power is an all-encompassing resource for new migrants taking that initial leap into volunteer work and the publication provides an effective platform from which to do so. The resource is aimed at the post beginner level and the user is taken through the step-by-step process of volunteering through five units entitled: 'Getting Started,' 'Making Contact,' 'First Day,' 'Overcoming Obstacles' and 'Reflection.'

The resource is an excellent stepping-stone for those looking to connect with their new community and as a way into those first few vital steps toward gaining work skills. The materials centre on Lily as she starts her new position as an aged care helper. However, they do not only just focus on the aged care sector, there are also very informative case studies of other volunteer work experiences as well. The process Lily followed to gain her position is carefully outlined using real world materials, such as forms to fill out, emails to answer and questions that may likely be used in an interview for a voluntary position. There are gap-fill exercises, with matching, jumbled sentences and comprehension exercises too. These help to build on the student's knowledge as they navigate their way through the resource. Pointers are also given on using 'softeners' in telephone conversations. A useful addition is that answers for each of the exercises are included at the end of each unit.

The format is bright and easy to follow. Clear use of icons helps the students to navigate through the units. Even though it has been written for an Australian audience, the content can be easily applied to the New Zealand context. It touches on aspects such as workplace assertiveness, using the case study of Lily. The only drawback is the apparent unavailability of the audio component as this is a sizable chunk of the units. It can be hoped that this is rectified in the near future. Despite this drawback, this is a well-written and useful resource that will help migrants take the first step to active participation in the new communities they now call home.



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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.*

3 May

World Press Freedom
Day

15 May

International Day of
Families

21 May

World Day for Cultural
Diversity for Dialogue
and Development

5 June

World Environment Day

6 June

Russian Language Day

8 June

World Oceans Day

12 June

World Day Against
Child Labour

20 June

World Refugee Day

30 July

International Day of
Friendship

30 July

World Day against
Trafficking in Persons

Understanding Teachers' Experience in Giving Written Feedback on Students' Writing – 7 Strategies

Dr Jeremy Koay

Feedback is a form of written or spoken communication offered in response to a particular product or task performance with the aim of improving it. In teaching and learning, feedback includes providing evaluations and making suggestions, among other types of activity. This article focuses on a specific type of feedback: written feedback that teachers give on their students' writing. In writing classes, feedback from readers (either teachers or students) helps students become more aware of their audience (Hyland, 2015; Keh, 1990).

The purpose of this article is twofold:

1. to encourage teachers to reflect on their experience of giving written feedback
2. to propose strategies which might enhance teachers' written feedback skills.

This article is a result of 15 years of learning and teaching experience, and reflection on that experience. Let me begin by recounting my journey as a Mathematics teacher and then an English teacher.

After completing my Bachelor's degree in Mathematics, I taught Maths at secondary school in Malaysia. As a Maths teacher, my feedback usually involved demonstrating (written feedback) and simultaneously explaining (spoken feedback) to students how to solve problems. The goal of my feedback was to help students apply relevant Mathematics concepts in solving problems independently. When I reflected on my experience teaching English without the benefit of formal training in TESOL, I realised that my feedback on students' writing was influenced by my perception of good writing being writing that is free of grammatical errors. Although I later completed a Masters of Education in TESOL in

Malaysia, I could not recall any courses in that programme which explicitly attended to teachers' written feedback on students' writing. This realisation prompted me to investigate the experiences of other English teachers in Malaysia. My investigation draws on interviews with 10 English teachers in Malaysia all of whom have completed a TESOL qualification and have at least 5 years of teaching experience.

My interview data sheds light on a range of problems that English teachers in Malaysia experience when giving written feedback on their students' essays. Many of these insights may apply equally to teachers in the NZ context. Firstly, teachers rarely get to see how their colleagues give written feedback because essays are returned to students after marking. This makes written feedback what Swales (2004) calls an *occluded genre*. Secondly, ESOL teacher-training programmes tend to focus on general principles for giving feedback (e.g., feedback should be respectful) but lack hands-on activities. Although these general principles are valid, often they are not specific enough to be helpful for teachers of writing.

In this short article, I offer seven strategies to enhance teachers' feedback giving skills.

1. It is important to make sure that the **feedback matches the purpose**, such as to emphasise a teaching point or to guide students in revising their writing. For example, to emphasise the importance of topic sentences in body paragraphs, teachers might point out the lack of this component in students' writing, or more helpful perhaps, they might highlight topic sentences in a well-written text.
2. Teachers should give **specific feedback**. Comments, such as 'clarity needed' and 'good' are not very helpful in improving students'



Dr Jeremy Koay is a New Zealand-based independent researcher and Education Consultant at EduMaxi. Before joining EduMaxi, he was a language teacher on the English Proficiency Programme and a Writing tutor at Victoria University of Wellington. He obtained his PhD in Applied Linguistics from Victoria University of Wellington in 2015. In Malaysia, he taught ESOL and Mathematics at secondary school level for seven years.

writing skills because they fail to identify students' specific strengths and weaknesses. Where a teacher might initially write – 'clarity needed', a more helpful alternative might be – 'Your thesis statement needs to state your position on the topic more explicitly – whether you agree or disagree that censoring all TV programmes is necessary. Your thesis statement says that censoring all TV programmes is beneficial but the essay question asks you whether it is necessary'. Rather than 'good', this comment should identify which aspect of the text the student has done well such as – 'Your examples are relevant and persuasive'.

3. Teachers should express their feedback **as clearly as possible**. Teachers should use accessible language and avoid low frequency words (e.g., *coherence*, *cohesion*). Perhaps the most effective way to check whether students understand teachers' written feedback is by discussing the feedback with students and/or checking their revised essay against the written feedback.

4. Teachers can share ideas and challenges related to written feedback in **informal teacher discussion groups**. These discussion groups should provide a safe and non-judgmental environment in which teachers feel comfortable sharing their ideas and challenges. For example, teachers can look at examples of written feedback on students' essays, and identify the strengths of the feedback as well as ways of improving it.
5. Teachers can **reflect on aspects of their feedback** which resulted in successful essay revision, and ask themselves and their students why it was effective. Teachers can also explore their beliefs about the characteristics of good writing. If teachers believe that a good piece of writing should be error-free, it is likely that their feedback will focus on correcting students' grammatical errors.
6. Teachers can benefit from **professional development programmes**, although it is important not to approach these programmes as a cure for a deficit. Rather, these programmes should encourage teachers to share their experiences and ideas, and prompt them to reflect on their feedback practices. For programmes that focus on giving principles and strategies, teachers should be encouraged to reflect on their teaching contexts and adapt the information to suit their students' needs. Programme facilitators should also provide opportunities for hands-on feedback and discussion.
7. Course developers should **review curriculum of teacher-training programmes** to ensure that they have incorporated both the theoretical and practical aspects of giving written feedback on students' writing. These aspects can be introduced in language teaching methodology courses. In practicum settings, student teachers can benefit from observing the way mentor teachers give feedback. Input from and discussions with teacher trainers can also benefit student teachers.

I hope this article has inspired you to reflect on your own experiences of receiving and giving feedback and to share your experiences with other teachers in the TESOL community. Can you recall the most memorable and most helpful feedback you have ever received?

References

- Hyland, K. (2015). *Teaching and researching writing*. New York: Routledge.
- Keh, C. L. (1990). Feedback in the writing process: A model and methods for implementation. *ELT Journal*, 44(4), 294-304.

Cathrine Attwell has always had a passion for international flavours from hosting numerous overseas guests, cooking for international homestay students for nine years, and establishing international cooking classes at Otago University Clubs and Societies for four years. She now runs a cooking school “eat, drink, laugh” from her home in one of the most beautiful and inspiring places to live, Wanaka. “Food is Love” is her motto. Cathrine will be bringing a global array of seasonal specialities to each issue.



“This is the perfect warming dish to enjoy with your friends as the evenings begin to draw in. If you can, make it some time ahead – this will give all the wonderful subcontinental flavours a chance to develop. Pumpkin and chickpeas are great friends and really hearty, so this dish will satisfy meat-eaters, too. Enjoy this simple, sublime one-pot flavour fest.”

Pumpkin, chickpea & coconut curry (vegetarian)

- 1 butternut pumpkin (roughly 900g)
- 4 cm piece of ginger
- 4 shallots
- 4 cloves of garlic
- 1 fresh red chilli
- 1 bunch fresh coriander
- rice bran oil
- 1 teaspoon mustard seeds
- 20 curry leaves
- 1 teaspoon turmeric
- 1 x 400 g tin of chopped tomatoes
- 2 x 400 g tins of coconut milk
- 2 x 400 g tins of chickpeas

Chop the pumpkin into 3cm chunks and cut the ginger into matchsticks. Pick the coriander leaves and finely chop the stalks.

Pour a good lug of rice bran oil into a large saucepan and place on a high heat. Add the ginger, garlic, red chilli and shallots, then reduce to a medium heat. Cook until golden, stirring occasionally. Add the mustard seeds, curry leaves, and coriander stalks and fry until the curry leaves go crispy. Add the turmeric, tomatoes and coconut milk. Bring to the boil, then add the pumpkin and chickpeas. Reduce to a low heat, cover with a lid and simmer for 45 minutes. Check occasionally and add a splash of water if it looks a bit dry.

When time is up, take the lid off and cook for a further 15 minutes or so until the sauce is lovely and thick.

Scatter with coriander leaves and serve with rice, naan bread and chutneys and dips on the side.



Join us on 5 – 7 October 2018 for the 16th National CLESOL Conference for Community Languages (CL) and English for Speakers of Other Languages (ESOL)

The theme of the conference is *Transforming our Landscape*, chosen for language users and teachers to reflect **shifting perspectives** in:

- the diversity of language use in society
- language learning, teaching and teacher training
- social and educational policy decisions which affect us

The conference is a platform for connecting conversation and actions about teaching, learning, equity, and diversity as they impact at family, community, professional and policy level.

Ultimately CLESOL 2018 aspires to inform the future direction of Community Languages and ESOL in our shifting landscape.

The Conference takes place over three days, is made up of a variety of keynote addresses, interactive sessions and has social elements. Over 400 delegates are expected to attend, made up of a range of people with interests in language teaching and learning in families, communities, schools, workplaces, and the tertiary education sector.



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