Conference on the Move 2012: Coffs Harbour

Supporting Language Development by Gill Pennington

Professional learning in Coffs Harbour got off to a flying start in 2012 when Tyalla Public School hosted the latest Conference on the Move organised by ATESOL NSW and PETAA.

Despite recent heavy rains, five intrepid presenters flew into town on the Friday evening only to be met by balmy breezes and the dawning of a truly glorious sunny Saturday. We were gratified to meet the bunch of dedicated school and university teachers who were prepared to trade the beach for the classroom and sample the delights of the three presentations.

The morning sessions were given by literacy consultants Joanne Rossbridge and Kathy Rushton, who assisted the participants to consider the purpose, audience and grammatical features of factual text types. Photos 1 and 2 (above) show teachers engaging in group discussion as they analysed texts and explored strategies for successfully teaching grammatical features in context. Joanne and Kathy have recently written Conversations about Text: Teaching grammar using literary texts and Conversations about Text 2: Teaching grammar using factual texts, both published by PETAA.

After a delicious lunch organised by ESL teacher Fiona Spooner, educator Maya Cranitch led us through a drama session entitled Engage & Inspire! which was designed to meet the needs of students learning English as a second language, especially refugees and adolescents who may need to develop their cultural as well as linguistic understandings. Photos 3 and 4 show participants exploring the story The Emperor’s New Clothes through drama.
Welcome to the first edition of the ATESOL Newsletter for 2012. I hope you have had a productive start to the year and are now looking forward to a relaxing break over Easter.

Our front page heralds 2012 as a Conference Year and certainly the conference theme runs through this newsletter. You will be able to read about the first Conference on the Move for the year, held in Coffs Harbour at the start of February. The idea of taking professional learning opportunities out to rural and regional centres has been very popular with ATESOL members. It is central to our association’s objective of assisting with maintaining and improving the standards of instruction in TESOL to young people and adults throughout New South Wales. If you are interested in hosting such an event, please complete the form published on page 16.

The Conference Committee members are very busy preparing the program for our third biennial international TESOL conference to be held at Cairns Convention Centre from Monday 2 July to Thursday 5 July. All details can be found on the website. I urge you to take up the opportunity to attend this event and engage in professional learning provided by leading national and international educators and researchers. One of our keynote speakers, Professor Suresh Canagarajah, is featured in a profile on page 11.

I hope you enjoy reading the variety of articles and features sent in by our ATESOL members. We aim to provide material of interest to all TESOL teachers across the sectors: please feel free to send in your items of interest – with photos where possible – so that our publication reflects the needs and interests of all its readers.

Happy reading!

Our next Conference on the Move (on the theme of My Favourite Lessons) will be held at Cabramatta Public School on Saturday 12 May.
Annual General Meeting – 27 March 2012

2011 President’s Report

2011 was another highly successful year for ATESOL NSW. We provided a strong suite of professional development sessions catering to all of our members in their different teaching contexts, while preparations for the 2012 ACTA International Conference also progressed smoothly.

Professional Development

Our 2011 PD program included the following:

• a workshop on the HSC English (ESL) Module A electives on Saturday 26 February presented by Patricia Paring and Elizabeth Papayiannis
• a special presentation following our AGM on Saturday 12 March by Hanya Stefanik, Manager of Multicultural Programs Unit, on ‘ESL and the Australian Curriculum’
• ‘Our Favourite Lessons’ on 26 March convened by Gill Pennington
• a Grammar Workshop for the Early Years (K–3) on 20 August convened by Bess Wassman and Kathy Rushton
• a Pronunciation workshop on Saturday 3 September presented by Beth Zielinski
• a Grammar Workshop for the Middle Years (4-8) on Saturday 17 September convened by Kathy Rushton and Bess Wassman
• the HSC English (ESL) Revision Day for students held at the Sydney Masonic Centre on 26 September
• a 90 minute workshop at the University of Sydney Free Linguistics Conference on Sunday 8 November with mini-presentations by Sue Bremner, Marina Pearce and Glenice Aiken, and Gill Pennington.

Events

ATESOL NSW was also very pleased to host a book launch on Thursday 22 July. The book, Conversations about Text 2: Teaching Grammar using Factual Texts, was written by Kathy Rushton and Joanne Rossbridge and published by PETAA.

Affiliations

During 2011, ATESOL NSW secured new international affiliations with ThaiTESOL and KOTESOL. We maintained and consolidated our other affiliations with the PTC NSW, ACTA, English Australia, PETAA, AsiaTEFL, IATEFL and TESOL International (the latter through ACTA). Katherine Brandon attended the IATEFL Conference held in Brighton from 15–19 April as our affiliate representative.

We also negotiated for reciprocal advertising and conference promotion with ASFLA, TESOLANZ and KOTESOL.

External Committees and Consultations

During 2011, ATESOL NSW was represented at the NSW AGMET meetings by Dr Eva Bernat and Marina Pearce. Our ACTA representatives for the year were Kathy Rushton, Bess Wassman, Sue Bremner and myself. Sue Bremner and I attended the National Education Forum meeting held in Sydney on 23 July.

Our councillors also provided substantial input into and support for ACTA consultations, submissions and advocacy initiatives.

I was contracted by PETAA to review and provide feedback to the author, Margery Hertzberg, on the manuscript for her book Teaching English Language Learners in Mainstream Classrooms which was published in Term 4.
Resource Production
The ATESOL NSW English (ESL) HSC Trial Examination Paper was again prepared by Judith Mee, Patricia Paring and teachers from south-western Sydney in partnership with NSW DEC South-Western Sydney Region. We also collaborated with NSW DEC Multicultural Programs Unit and South-Western Sydney Region in the production of a Standards Package for the HSC English (ESL) course which will be released during 2012. Along with three other interstate TESOL academics, Kathy Rushton and I co-authored an article entitled ‘Teaching EAL/D Learners in Australian Classrooms’ which was published as a PETA Paper in Term 1 2012.

Newsletter
Four issues of the ATESOL NSW Newsletter at 20-plus pages each were published, one per school term. Throughout the year the Newsletter provided a broad range of feature articles, conference reports, teaching and online resources, grammar tips, research and academic monographs, conference listings and PD notices, a ‘K-6 Corner’ contributed by Bess Wassman and Gill Pennington, ELICOS updates provided by Kath Brandon, media releases, TESOL Position Statements, consultation submissions, information about industrial campaigns, Council reports and information, profiles of new council members, correspondence, book and resource notices and reviews, and advertisements.

Congratulations and thanks go to editor Gill Pennington and our PTC desktop publisher Jill Sillar for the outstanding quality of the Newsletter.

Communications
The ATESOL NSW website was updated regularly with current PD information, information about meetings, advocacy and affiliations, national and international conference listings and links, details of relevant events and celebrations, advertisements, and reports and information from the Newsletter. We also sent regular e-bulletin to our members throughout the year with notices, reminders and flyers, and we used the PTC services including their All Schools Mailout, the half-yearly PD calendar and faxstream facilities to communicate with schools, colleges and teachers. We also contributed a brief report for each edition of the Multicultural News e-bulletin compiled by Multicultural Programs Unit.

Note of Appreciation
Finally, I would like to express my gratitude to our councillors, PD presenters and helpers. Without these volunteers a professional association such as ours could not exist and it has been a great pleasure and privilege to work with such a dedicated and enthusiastic group of people during 2011.

Robert Jackson

Ros Strong

ATESOL NSW, Inc congratulates past President, Rosalind Strong, on being awarded a Member of the Order of Australia on Australia Day. Ros was awarded to honours for her services to women, the arts, heritage, education and the community. Ros is a Life Member of our association, and has been involved since its early days when known as ATEFL (Association for Teachers of English as a Foreign Language). She was President in the mid 1970’s and instrumental in the establishment of ACTA (Australian Council of TESOL Associations), recognising the need for a consolidated national voice for all TESOL practitioners across the systems in schools, adult education and tertiary teacher education.

Congratulations, Ros!
2 March 2012

Communiqué of the Professional Learning Convention: (learn + act) x share = grow

The Professional Learning Convention: (learn + act) x share = grow was held at Melbourne’s Etihad Stadium on 23 February 2012. Proceedings were opened by the Minister for School Education, Early Childhood and Youth, the Hon Peter Garrett AM MP.

The focus of the convention was effective teacher practice – the very act of teaching. There was a practical emphasis on effective learning and the creation of a strong culture of teacher education, collaboration, mentoring, feedback and sustained professional learning.

The convention provided an opportunity for more than 600 teachers and school leaders, along with system leaders from all jurisdictions, to engage with keynote speakers and the 2011 Australian Primary Teacher of the Year, Jo Sherrin, who explored the nature of effective teaching and its profound impact on student learning.

The keynote speakers were:

• Frederick Brown, Director of Strategy and Development, Learning Forward (USA), the largest professional development provider for teachers in the United States
• Vicki Phillips, Director of Education, Measures of Effective Teaching project for the Gates Foundation
• Adam Smith, a celebrated young Australian leader, founder and principal consultant of the Equity Institute.

The excellent presentations by Brown, Phillips and Smith, along with other resources for educators, are available at www.aitsl.edu.au/plconvention.

New features and resources include:

• A dynamic new animation that creatively describes the National Professional Standards for Teachers
• The National Professional Standards for Teachers website www.teacherstandards.aitsl.edu.au which contains around 70 illustrations of practice that vividly bring to life the National Professional Standards for Teachers as they apply to teachers’ particular career stages
• The Teacher Feature website www.teacherfeature.aitsl.edu.au which provides individual teachers with opportunities to make and upload short videos in which they reflect upon their educational passions and professional challenges
• AITSL’s iTunes channel, which provides access to a wide range of AITSL-related digital content via iTunes.
• AITSL’s 2012 resolutions to education community by Margery Evans, AITSL’s Chief Executive Officer

Also announced at the opening of the convention by Minister Garrett were the Australian Awards for Outstanding Teaching and School Leadership, which celebrate and recognise the nation’s most outstanding teachers and principals for their significant roles in delivering high quality education to young people in schools across Australia. Visit http://www.aitsl.edu.au/2012awards.

To stay connected to the convention and its outcomes, connect with AITSL’s social media channels: www.twitter.com/aitsl and www.facebook.com/aitsl. You are also welcome to view AITSL’s collection of digital materials: www.youtube.com/aitsleduau.
2011 was a year of consolidation and enterprise for our Council in which much of the groundwork that had been laid in previous years found its fruition. Several important Australian Curriculum resources to which ACTA has contributed substantially over a period of time were finalised and published, and a number of significant consultation submissions were compiled and presented. We provided ongoing feedback and advice to Australian government organisations, committees and independent statutory bodies including the Australian Curriculum, Assessment and Reporting Authority (ACARA), the Australian Institute for Teaching and School Leadership (AITSL), the Department of Education, Employment and Workplace Relations (DEEWR), the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) and Skills Australia. ACTA also continued to participate actively as an affiliate member of the National Education Forum (NEF) and TESOL International Association.

2012 ACTA International Conference and Pronunciation Symposium

Preparations for the 2012 ACTA International Conference ‘TESOL as a Global Trade: Ethics, Equity and Ecology’ proceeded apace during 2011, and targeted promotion of the conference and consultations around some of its adjunct initiatives were undertaken both nationally and internationally.

The conference will be hosted by ATESOL NSW at Cairns Convention Centre from 2–5 July 2012 and will incorporate a one-day pre-conference Pronunciation Symposium.

The keynote speakers for the conference are:
- Denise Angelo, EAL/D Consultant, Far North Queensland Indigenous Schooling Support Unit, Queensland Department of Education and Training
- Suresh Canagarajah, Edwin Erle Sparks Professor in Applied Linguistics and English at Pennsylvania State University
- Robert Phillipson, Professor Emeritus of the Department of International Language Studies and Computational Linguistics at the Copenhagen Business School
- Juanita Sellwood, lecturer in the School of Education at the Cairns campus of James Cook University
- Jane Simpson, Chair of Indigenous Linguistics and Head of the School of Language Studies at the Australian National University
- Tove Skutnabb-Kangas, world-renowned linguist and language rights advocate
- Gillian Wigglesworth, Head of the School of Languages and Linguistics at the University of Melbourne.

Confirmed featured speakers are:
- Brock Brady, immediate Past President of TESOL International, who is attending as the TESOL International representative
- Tracey Derwing, professor of TESL in the Department of Educational Psychology at the University of Alberta and Co-Director of the Prairie Metropolis Centre for Research on Immigration, Integration and Diversity, and the keynote speaker for the pre-conference Pronunciation Symposium
- Dorothy Hoddinott AM, Principal of Holroyd High School in south-western Sydney and a tireless advocate for refugees in Australia.

A one-day pre-conference Pronunciation Symposium entitled ‘Teaching and Learning Pronunciation: Local and Global Perspectives on Research and Practice’ will be held on Monday 2 July. The presenters for this symposium are:
- Professor Tracey Derwing, University of Alberta, Canada
- Dr John Field, Centre for Research in English Language Learning and Assessment (CRELLA), University of Bedfordshire, United Kingdom
- Dr Helen Fraser, independent researcher, NSW
- Professor Andy Kirkpatrick, School of Languages and Linguistics, Griffith University, Queensland
- Associate Professor Ee Ling Low, National Institute of Education, Singapore
- Associate Professor Lynda Yates, Department of Linguistics, Macquarie University, NSW

As at our first two international conferences, ACTA will again host meetings of state and territory EAL/D program and curriculum managers at our Cairns conference and provide the opportunity for representatives from all states, territories and sectors to network with one another and address common issues of concern at the national level.
Communications and collaborations

Efforts were made during the year to better coordinate our work and further streamline communications processes amongst councillors, ACTA working parties, our state and territory associations, and those external organisations and providers with whom we have agreements and service arrangements, in order to foster greater economy and efficiency within the Council.

Members of the ACTA Executive and several of the state and territory councillors were again called upon to undertake additional administrative duties which had previously been carried out by an employed Executive Officer. The work of our office bearers, and in particular the generosity of Helen Moore, Sophia Sabatier and Adriano Truscott in agreeing to deputise in the roles of vice president and co-secretaries respectively, was greatly appreciated. Jennifer Mayers’ ongoing service as ACTA Treasurer has been an invaluable asset to the Council.

National teleconferences were held on 24 March, 26 May, 21 July, 15 September and 24 November to facilitate the work of the Council. Working parties were convened as necessary during the year to ensure that consultations and other ACTA initiatives were truly representative and transparent, and e-mail was used in the planning, discussion and drafting of submissions and feedback. Care was taken to consult widely and seek endorsement from representatives from all state and territory associations prior to the release of any document or response under ACTA letterhead.

The occasional ‘ACTA Items of interest’ e-bulletin was continued during 2011 as a means of passing along information to councillors and members of the state and territory associations. These e-bulletins comprise a compilation of messages, correspondence, professional readings, conference announcements, relevant news reports and press releases, job opportunities, details of new resources and other pertinent notices.

Regular updates were made to the ACTA website throughout the year, and consultation documents produced by the Council in 2011 were made publicly available on the website in pdf format.

Liaison between ACTA and related organisations including the Applied Linguistics Association of Australia (ALAA), the Australian Systemic Functional Linguistics Association (ASFLA), English Australia (EA), the Language and Society Centre (LASC) at Monash University, the Primary English Teaching Association Australia (PETAA) and Teachers of English to Speakers of Other Languages Aotearoa New Zealand (TESOLANZ) resulted in several significant collaborations and mutually beneficial partnerships, particularly in terms of advertising our 2012 ACTA International Conference. In meeting our affiliate obligations with TESOL International Association, former ACTA President and outgoing Chair of the TESOL International Affiliate Leadership Council Misty Adoniu has continued to serve as ACTA’s representative at the annual TESOL Convention, and she has been assiduous in promoting our Council and its initiatives, and in keeping our members apprised of issues, initiatives and opportunities arising at the international level.

As part of our reciprocal conference promotions arrangement with English Australia, Jenny Barnett and Deborah Jeanes from English as a Second Language Educators (ESLE) South Australia attended the English Australia conference in Adelaide on 22–24 September and chaired sessions as ACTA’s representatives.

ACTA’s 1500-word feature article promoting the benefits of studying English in Australia was featured online in the 2011 issue of i-ESL at http://www.i-studentadvisor.com/subjects/i-esl and published on the i-studentadvisor website at http://www.i-studentadvisor.com/countries/australia/i-esl-in-australia/english-in-australia-options-for-everyone and in the hard copy edition of i-studentadvisor: The Subject Guide 2011/2012.

Towards the end of the year, ACTA submitted a project proposal to the Australian Institute for Teaching and School Leadership (AITSL) to collaborate with AITSL in the development of EAL/D materials and illustrations to support the implementation of the National Professional Standards for Teachers in 2012 and 2013. The project application was drawn up by ACTA Councillor Jenny Barnett, Senior Lecturer in the School of Education at the University of South Australia, and we hope to be able to utilise and refine the ACTA Professional Standards for TESOL as part of our project.

Finally, the phrase ‘learners of English as an additional language or dialect’ and the acronym ‘EAL/D’ began to gain traction largely as a result of ACTA’s publicity and awareness-raising around these terms. The new acronym foregrounds the English language learning needs of Aboriginal and Torres Strait Islander students who speak an Aboriginal or Torres Strait creole, or a variety of Aboriginal English, as their home language, as well as those who speak a traditional or heritage Indigenous language, and migrant and refugee students who speak an English-based creole, pidgin or dialect, as well as those who are learning English as a second or
additional language. I had the pleasure of presenting as an invited keynote speaker at the TaTESOL Conference on 9 April and was able to incorporate and reveal the reasoning behind the new acronym in my address, and the phrase and acronym were introduced and explained to professional association representatives attending the National Education Forum (NEF) meeting held in Sydney in July. Most significantly, as part of our mutual affiliation with PETAA, ACTA was commissioned to produce an article to be distributed to its members. The paper, ‘Teaching EAL/D Learners in Australian Classrooms’, was co-authored over the 2011/12 summer vacation by ACTA councillors Michèle de Courcy, Karen Dooley, Robert Jackson, Jenny Miller and Kathy Rushton and outlines some of the recent trends in the theory and practice of EAL/D teaching and learning as well as providing a thorough rationale for the new terminology. The article will be published as a PETAA Paper and distributed to over 6000 Australian primary school teachers, consultants and researchers in Term 1 2012.

TESOL in Context

Two issues of ACTA’s refereed journal TESOL in Context were produced during 2011. Issue 21/1 was edited by Russell Cross from the University of Melbourne, Jenny Miller from Monash University, and guest editor Joel Windle from Monash University and was published in September. Issue 21/2 was edited by Toni Dobinson and Katie Dunworth from Curtin University and forwarded to ACTA’s state and territory associations for distribution in February 2012.

These are the final two issues prepared by the current TESOL in Context editorial teams and ACTA has been very fortunate to have had the benefit of the attention and expertise that Russell, Toni, Katie and Jenny have brought to our journal. In 2012 we welcome two new editorial teams: Karen Dooley and Lynette May from the Queensland University of Technology (QUT); and Ruth Arber and Alex Kostogriz from Deakin University. Samantha Hornby from Curtin University will continue in her role as editorial and administrative assistant to the journal.

In conjunction with the changeover of editorial teams, the Primary English Teaching Association Australia (PETAA) has been contracted as the new printer of TESOL in Context beginning with our first 2012 issue, which will be distributed to all PETAA members as a complimentary copy. This agreement forms part of a concerted membership drive for ACTA’s state and territory associations as well as saturation advertising for the 2012 ACTA International Conference. The possibility of producing ACTA as an online journal (either in addition to, or replacing the current print journal) has also been broached with PETAA, and this proposal and various options for its implementation will be discussed further during 2012.

Australian Curriculum

Much of the Council’s attention during 2011 was again directed towards the new Australian Curriculum, and in particular the English as an Additional Language or Dialect: Teacher Resource produced by the Australian Curriculum, Assessment and Reporting Authority (ACARA). ACTA representatives were instrumental in the planning and development of this resource, which is intended to support mainstream teachers to design and implement teaching programs in all learning areas to make F–10 curriculum content accessible for EAL/D learners. The resource incorporates an EAL/D Learning Progression which is a compilation of the various scales documents and standards frameworks developed in Australia and overseas for EAL/D learners.

In addition to work on the EAL/D Resource, a detailed ACTA response to the draft general capabilities for the F–10 Australian Curriculum was submitted to ACARA on 8 August; subsequent feedback on the draft cross-curriculum priorities was provided by the ACTA president in September.

ACTA councillors and members of our constituent state and territory associations were invited to participate in Australian Curriculum forums and consultations for both F–10 and the Senior Secondary years, and have provided valuable input to the ACARA advisory groups in the development of the senior secondary EAL/D course and other senior English courses.

Other advocacy initiatives

An ACTA response to the DEEWR National Foundation Skills Strategy (NFSS) consultation was compiled and submitted by Liz Davidson on 6 May. Subsequently, an ACTA Adult ESL working party was established, coordinated by Liz, to monitor and provide feedback on developments in the adult ESL sector.

An ACTA response to the House of Representatives Standing Committee on Aboriginal and Torres Strait Islander Affairs Inquiry into language learning in Indigenous communities was prepared and submitted on 22 August. On the strength of this submission, ACTA was invited by the Standing Committee to present
at a public hearing for the inquiry held in Sydney on 18 November. The proceedings of this hearing were recorded by Hansard and a transcript was published on the Committee’s website at http://www.aph.gov.au/house/committee/atsia/languages/hearings/index.htm

To follow up on this work, ‘Indigenous Education and Indigenous Language Issues’ has been chosen as one of the main strands for the 2012 ACTA Conference in Cairns, and we have invited members of the government’s Standing Committee to attend. The conference organisers have scheduled keynote presentations which will specifically address English language learning issues and initiatives for those Aboriginal and Torres Strait Islander students who are learning English as an additional language or dialect in Australian schools and other educational settings and we will be conducting a colloquium to explore some of the intersections between Aboriginal and Torres Strait Islander home languages, Aboriginal and Torres Strait Islander language education initiatives, and TESOL, which will address many of the specific issues raised in the Standing Committee Inquiry. At the conference we will also convene a round table forum for program managers who have responsibility for English language and literacy education for Aboriginal and Torres Strait Islander students in national and state and territory educational jurisdictions, in order to map a way forward in the provision of appropriate educational support for Aboriginal and Torres Strait Islander students who are learning English as an additional language or dialect.

At their request, ACTA provided a detailed response to Skills Australia in relation to the 2012 update of the Skilled Occupation List (SOL) on 9 December.

Jennifer Mayers attended the NEF meeting in Canberra on 26 February as ACTA’s representative; Robert Jackson and Sue Bremner attended the 23 July meeting in Sydney; and Jenny Barnett attended the Adelaide meeting on 5 November.

Concluding comments

Looking ahead to 2012 and beyond, it is important that the current ACTA councillors and state and territory representatives encourage their local association members to consider taking on positions of responsibility within their respective organisations, and to mentor those individuals who demonstrate the suitability and inclination required to offer service at the national level. The duties and advantages of professional service should be stressed in equal measure – there are potential benefits both in terms of personal fulfilment and opportunities for career progression.

Finally, I would like to take this opportunity to thank our office bearers, councillors, working party members and all the supporters of our Council and our profession who have assisted ACTA in its work during the year. I look forward to greeting many of you in person at our upcoming conference in Cairns.

Robert Jackson
ACTA President

ATESOL NEWSNSW Inc.

You are important to us!

If you have not yet renewed your membership for 2012, please do so now. You will find a membership renewal form on the back cover of this issue.

You will continue to receive:

- Discounts on all professional development workshops
- Discounted conference registration fees
- Four informative newsletters annually
- Eight e-bulletins a year
- Two issues of TESOL in Context journal
- Good fellowship and collegial support.

All enquiries to PTC NSW on (02) 9564 3322 or admin@ptc.nsw.edu.au
ELICOS Update - April 2012

ELICOS (English Language Intensive Courses for Overseas Students) is the name given to programs for international students studying English in Australia. Other countries may refer to it as EFL. ELICOS is offered by government and private institutions around Australia.

Changes to tuition assurance

The federal government recently passed legislation that will see international students on student visas covered by a single national tuition protection service rather than the separate schemes currently offered. These changes will take place from 1 July however details of how the scheme will operate are still to be disclosed.

English Australia welcomes moves that will improve support and assurance for international students and will continue to offer tuition assurance for non-student visa holders.

English Australia Conference – Call for papers now open

The 2012 English Australia Conference will be held in Sydney's Convention and Exhibition Centre in Darling Harbour with a new two-day format on September 20 & 21. The conference theme of 'Re-shaping our future' acknowledges the challenges of recent years and the need for the sector to be proactive in engaging with developments, both in Australia and overseas, and positioning itself to take advantage of opportunities for growth.

The Program Committee is seeking quality papers that address the conference theme and have something new and fresh to offer delegates. For details about the conference and information on abstract submission go to www.eaconference.com.au.

Contact info@eaconference.com.au if you'd like your name on a mailing list for conference information updates.

English Australia Awards – nominate now

Also open are the English Australia Awards, set up to recognise outstanding people and projects in the international English language industry and to raise the profile within and outside Australia of ELICOS as a quality program. Supported by industry partners English Australia is offering five awards for outstanding contribution to ELICOS; outstanding conference presentation relating to classroom practice; innovation; academic leadership; and action research.

Go to the English Australia website – www.englishaustralia.com.au for details for the Awards, open to staff at all CRICOS-registered ELICOS colleges.

Action Research in ELICOS

Nine teachers from around Australia are working on six projects related to assessment in this year's English Australia/Cambridge ESOL Action Research in ELICOS Program. Led by Professor Anne Burns of the University of New South Wales the teacher/researchers have undertaken their introductory workshop and are currently drafting their project plans. Project topics include online assessment, assessment of speaking and formative assessment options. Student autonomy is a common sub-theme across many of the projects.

For more information about the program and current projects as well as outcomes of previous action research programs follow the link from www.englishaustralia.com.au.

ELICOS student numbers

In the latest statistics available for student visa numbers for December 2011, all international education sectors continued to show declining numbers with higher education joining the other sectors in an overall decrease of 8% of student visa commencements. An informal 'head count' of ELICOS student numbers indicates that levels are currently similar to those of September 2006. Students from Italy are showing the highest increase in numbers and those from China the highest level of decline.

English Australia continues to work collaboratively with other international education peak bodies and government departments to develop strategies that will address this decline and ensure all is being done to promote Australia as a safe, accessible country with high quality English language programs and services.

Katherine Brandon
Professional Development & Support Officer
English Australia
kathbrand@englishaustralia.com.au

English Australia is the national peak body and professional association for the ELICOS sector in Australia. English Australia represents over 100 member colleges throughout Australia that provide quality English language programs to students from around the world. For more information on ELICOS, including details of professional development workshops, go to www.englishaustralia.com.au.
The 2012 ACTA International TESOL Conference will welcome Professor Suresh Canagarajah as a Keynote Speaker.

Speaker Profile

Professor Canagarajah is Edwin Erle Sparks Professor in the Departments of English and Applied Linguistics at Pennsylvania State University. He is a former editor of TESOL Quarterly, the flagship journal of TESOL International Association, and is the current President of the American Association of Applied Linguistics.

His publications, including *Resisting Linguistic Imperialism in English Teaching* (1999: Oxford University Press), *A Geopolitics of Academic Writing* (2002: University of Pittsburgh Press), *Critical Academic Writing and Multilingual Students* (2002: University of Michigan Press) and the article ‘The Place of World Englishes and Composition: Pluralization Continued’ (2006) have won numerous international prizes. His work has fostered a deeper understanding of global Englishes and the linguistic and literacy resources of multilingual speakers, and has been instrumental in developing pedagogies that affirm the cultural, academic and personal identities and values of international students.

Professor Canagarajah had his early education in the war-torn northern region of Sri Lanka, where he later taught English language and literature for students from mostly rural backgrounds at the University of Jaffna. Later, he joined the faculty at the City University of New York where he taught multilingual urban students for a decade. As editor of TESOL Quarterly, he succeeded in making the journal a more truly international vehicle by sourcing articles and reports from a broader range of countries and by diversifying the research approaches and essay genres published therein. His multidisciplinary research has made contributions to the fields of sociolinguistics, rhetoric and composition, and migration studies, and he has been awarded fellowships at a number of universities in the United States and overseas.
Oral Language and Understanding Literary and Factual Texts

by Mary Kallas (Acting ESLAP – Canley Vale PS)

Background

I often hear ESL and class teachers ask at the end of each term, “What are we going to do together next term?” The usual response is “Writing”. I must admit that my first few years as an ESL teacher, this is what I also focused on and class teachers would say, “Mary comes in for Writing.” I was probably focusing on Writing because it’s ‘easier’ to assess ie. just get some Writing work samples and analyse the language features and sentence structures used by the students.

It’s also worth noting that during the late 90’s and early 2000’s our Writing Basic Skills results were below State average, so Writing became a whole school focus. Now our Writing results are above state average.

At the moment, like so many schools with a high LBOTE population, inferential comprehension is a weakness, especially when analysing literary texts. My 16 year old son, who just completed Yr. 10, confirmed my understanding that analysing and responding to literature is also a focus in the secondary English curriculum. Primary school teachers (ESL and class) need to prepare our students, in this area, for high school.

For the last 4–5 years I’ve been an ESL specialist teacher on Stage 3 and I’ve noticed the importance of vocabulary. Vocabulary becomes increasingly more difficult by late Stage 2 and Stage 3. Vocabulary is essential for students to make meaning in order to respond to and therefore to write. What we can’t forget is this: If students can’t think and talk about it first, then they can’t write it. The teachers I work with now say: “Mary comes in for language.” These days my timetable reads: Language: Oral, Reading and Writing.

The Importance of Oral Language

New Arrival groups, past and present, have always made me aware that they need the chance to talk in order for them to clarify their ideas and therefore understand. Almost 98% of students at Canley Vale PS come from a language background other than English (LBOTE). The major language groups are: Chinese (42%), Vietnamese (30%) and Khmer (11%) (Canley Vale PS Annual School Report 2010). Even though many of the New Arrival students have had previous schooling, they may not have had the opportunity to talk in their previous schools.

These New Arrival students frequently say that at school ‘here’ they are able to understand because they can share ideas by working in pairs or groups and are not afraid to question. As one of my past students, Thao, said:

“I’ve learnt English for the past three years and I found it kind of easy. I get better by talking to other people and it makes me more confident to speak English and do work and communicate with other people.”

I really believe that Thao sums up the importance of oral language for learning English.

“Vocabulary is how we name our world. … Specific, explicit vocabulary activities are necessary to extend students’ vocabulary beyond everyday terms. Vocabulary knowledge is essential for effective reading because readers must be able to attach meanings to words in a text to understand it as a whole.” (Marcelle Holliday, Strategies for Reading Success, p.16, E:lit, 2008)

“The organisation of thoughts into words is the core of learning. The organisation of thought into words and then into written text is a major step for learners – becoming literate. Literacy presupposes the ability to: talk using language for interaction; talk to respond to text; and talk to interact with others.” (Robyn Cox, ‘Talk for Learning: Developing and Explaining Oral Language in the Classroom’, p.7, E:lit, 2011)

Three sub-strands advocate the centrality of talk in the Australian Curriculum. … (i) language for interaction, (ii) responding to literature and (iii) interacting with others.

Activities for ESL Specialists and Class Teachers

There is an abundance of vocabulary activities that teachers can use. These are just some that have worked for me over the last two years using literary texts. These were presented at the DEC South Western Sydney Region ESL Conference in Term 4 2011 with the same title as this article.

1. Predicting/ Frontloading activities are used to assess prior vocabulary knowledge of a text and facilitate group interaction – using pictures of the characters. The following class vocabulary charts are based on what students discussed and wrote in groups.
Oral Language and Understanding Literary and Factual Texts

Year 6 Team/Group teaching: The Burnt Stick
– Predicting the vocabulary on a Y-Chart. Photocopy the front cover and delete the title. In groups predict the vocabulary in the text, write the words/phrases on a Y-Chart (based on the front cover) and predict the title.

2. Visualising the imagery in a text

“And he sees the vision splendid of the sunlit plains extended,
And at night the wondrous glory of the everlasting stars.”
(A.B. ‘Banjo’ Paterson, ‘Clancy of the Overflow’)

1. Discuss the vocabulary that students will need to know. Unpack the meaning of the unknown vocabulary.
2. Ask students to close their eyes. Ask: “What pictures can you see in your mind?”
3. Ask students to open their eyes. Discuss with a partner.
4. Ask students to draw the imagery.
5. Reveal the image in the text. Discuss how illustrators make choices according to the images they see in their eyes.

This illustration has no accompanying writing. In pairs ask students to add 2 lines of writing in poetic form (this should only be done after scaffolded activities based on vocabulary and poetry). Eg. Y-Charts, figurative language.

3. The use of imagery in poetry writing

Here are examples of poems that were written individually by students based on the unit ‘Living Land’. These were written after several scaffolded or guided vocabulary activities eg. X Charts.

These can be used as assessment tasks to show students’ deep understanding of the use of figurative language such as similes and metaphors.
Note how the word *meander* was used. This word was explicitly taught in a different unit at the beginning of the year ie. ‘Interconnecting Growth and Change’ (Murray – Darling River). This example shows how the student made a connection from factual writing to literary texts and poetic forms.

4. Technical Language

The above example shows how students designed a Memory game based on the Unit: ‘Global and Social Issues’ (Natural Disasters – Earthquakes). One group decided to turn this into a Celebrity Heads game.

5. Developing Vocabulary and Group Interest by Using Y-Charts and Clines

In groups students identified all the different kinds of verbs and their meanings in The Gizmo.

Note how this group wrote *interrupt* in both Action and Saying Verbs.

In groups students discussed where to place the Saying Verbs on a Cline.

A class discussion was initiated, allowing students to discuss where to place the Saying Verbs, especially ‘shriek’, ‘yell’, ‘scream’. 
The final session was led by Kim Cootes and Gill Pennington, both of whom work in south-western Sydney as consultants with the NSW Department of Education and Communities. Their presentation, *Supporting language development through storytelling*, looked at storytelling as an effective way of nurturing students, especially those with refugee backgrounds, and encouraging their emotional, cognitive and linguistic development. Participants were given the opportunity to examine some of the resources designed to develop students’ familiarity with particular narratives – Photos 5, 6 and 7 (Below and right).

ATESOL NSW would like to thank Fiona Spooner, and Principal Mr Stewart Copeland for hosting our *Conference on the Move* in Coffs Harbour this year and for their help in arranging the catering and organising the registrations. We are grateful for their support for students learning English as an additional language and the promotion of a professional learning community amongst English language teachers in the area.
Expression of Interest

ATTENTION: TEACHERS (PRIMARY, SECONDARY & ADULT)

In 2012 ATESOL NSW is extending its professional development program to teachers in regional NSW. Our Conference on the move, first held in 2009, will attempt to meet local needs by allowing participating host institutions to choose the focus of their local conference. A typical workshop will have a number of sessions and presenters and we are hoping that low-cost venues will be provided by participating schools, TAFEs and other adult and tertiary institutions so that we can keep costs to a minimum.

If you are interested in having a workshop in your area, please gauge the interest of your own and local school staff and complete and return this expression of interest. Send to:

Bess Wassman at ATESOL NSW, PO Box 223, Leichhardt NSW 2040.

---

**Venue**

Address of venue: ____________________________ 

Fax: ____________________________ Phone: ____________________________ 

Email: ____________________________ 

Contact Person: ____________________________ 

Can you supply a data projector? [ ]  

laptop computer [ ] interactive white board [ ]  

Are there breakout rooms? Yes [ ] No [ ]  

Are there catering facilities (tea/coffee making)? Yes [ ] No [ ]

**Location**

Is there a railway station? ____________________________ 

bus stop? ______________ parking? ____________________________

**Participants**

Depending on the number of participants up to five staff per host institution may attend without charge.

Are the participants mainly from Tertiary/Adult TAFE [ ]  

Secondary School [ ] Primary School [ ]

Proposed total number of workshop participants:  

10–20 [ ] 21–40 [ ] 41–60 [ ]

**Cost**

Approximate costs per person for one day or half day workshop are:  

20–20 One day: $85 Half day: $45  

40–40 One day: $65 Half day: $40  

41–60+ One day: $60 Half day: $35  

Attendance fee includes refreshments.

**Dates**

Proposed dates of workshop/s: ____________________________ 

**Workshop topics**

Please indicate what topics you are interested in for your workshop/s.

<table>
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<tr>
<th>Grammar</th>
<th>Stage 6</th>
<th>K–3 ESL strategies</th>
<th>4–8 ESL Strategies</th>
<th>ESL Strategies for adults</th>
<th>New Arrivals</th>
<th>Refugees</th>
<th>Low literacy learners</th>
<th>Drama</th>
<th>ESL Learners in the mainstream classroom</th>
<th>Other (state topic)</th>
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Your name: ____________________________ 

Position: ____________________________ 

Institution: ____________________________ 

Fax: ____________________________ Phone: ____________________________ 

Email: ____________________________ 

Are you willing to organise the workshop with support from ATESOL? Yes [ ] No [ ]
From: Simon Heffer  
Date: 3 August 2010 12:50  
Subject: Style Notes No. 31  

Dear Colleagues,

We must make sure we stick to the rules on how to describe people, because to stray from consistency causes confusion. The suspect in the Wikileaks case is an American soldier called Private Brad Manning. He is also known as Specialist Brad Manning. We should stick to the familiar, and refer to him at all times (until he is convicted of anything) as Pte Manning. We have started to call him Mr Manning; which, as he is not a civilian, is just plain wrong. The only exception is with officers (usually of the rank of Lt-General or above) who have also been knighted; in which case they should be called (for example) General Sir David Richards at first mention, and then may be either Gen. Richards or Sir David. Many of our readers are or have been in the services and have great attention to detail on matters of rank. Since they know at once when we get it wrong, we need to have that attention to detail too.

If you find yourself using a word of whose meaning you are unsure, do look it up in the dictionary. When we get a word wrong it is embarrassing. It demeans us as professional writers and shakes our readers’ confidence in us. In recent weeks we have confused ‘endocrinology’ – the study of the body’s endocrine system – with ‘dendrochronology’, which is the study of dating trees. More embarrassing still, we accused the eminent broadcaster Sir David Attenborough of being a ‘naturist’ – someone who chooses not to wear clothes – when in fact he is a ‘naturalist’; and during a story about a coach crash in Paris the nationality of the driver changed from Austrian to Australian. ‘Homogenous’ and ‘homogeneous’ are not interchangeable and their respective meanings should be studied in the dictionary. Like ‘embodied’ and ‘embedded’, which we also confused, ‘effecting’ and ‘affecting’ and ‘eligibility’ and ‘eligibility’, these pairs of words almost come under the heading of homophones, as do ‘prostate’ and ‘prostrate’. We must take more care and ensure we are using the right word.

Homophones remain abundant and show up the writer and the newspaper or website. We are quality media, and quality media do not make mistakes such as these: ‘the luck of the drawer’, ‘through the kitchen sink’, ‘through up’ ‘dragging their heals’ and ‘slammed on the breaks’, all of which are clichés that might not be worthy of a piece of elegant writing even if spelt correctly. We have also confused ‘Briton’ and ‘Britain’, ‘hanger’ and ‘hangar’, ‘hordes’ and ‘hoards’, ‘peeled’ and ‘pealed’, ‘lightening’ and ‘lightning’, ‘stationery’ and ‘stationary’, ‘principal’ and ‘principle’, ‘peninsula’ and ‘peninsular’, ‘licence’ and ‘license’ and, in something of a pile-up, ‘born’, ‘borne’ and ‘bourn’. If you are unsure of the meanings of any of these words, look them up before proceeding further.

Many of these mistakes are caused by carelessness and not properly reading back what one has written. We have had an increasing number of literals in recent weeks, both online and in the paper, which suggests the problem is getting worse rather than better. Heads of department have a particular responsibility to ensure that their staff perform to the best professional standards in this respect. We managed to perpetrate one of the worst literals of all recently – ‘pubic’ for ‘public’ – which may seem a laughing matter, but is not.

Some Americanisms keep slipping in, usually when we are given agency copy to re-write and do an inadequate job on it. There is no such verb as ‘impacted’, and other American-style usages of nouns as verbs should be avoided (‘authored’, ‘gifted’, etc.) ‘Maneuver’ is not spelt that way in Britain. We do not have ‘lawmakers’: we might just about have ‘legislators’, but better still we have ‘parliament’. People do not live in their ‘hometown’; they live in their ‘home town’, or even better ‘the place where they were born’.

Sometimes we do not properly think of the sense of what we are writing. There is a marked difference between the meanings of ‘convince’ and ‘persuade’ that is not recognised by some of you. If you are unsure of the distinction, look the words up. We wrote that ‘too many bomb disposal experts’ had died in Afghanistan, which prompted an angry reader to ask what an acceptable number of dead experts would have been. We wrote of ‘an extraordinary killing spree’ and were asked, in similar fashion, what would have constituted an ordinary one. We wrote about someone’s youngest child being her ‘first’, which was obviously not the case. Be careful too of the distinction between ‘renting’ a property and ‘letting’ it. And readers also asked us how there could, as we reported, be ‘an 18-month long investigation’ into a crime that was committed only 14
months ago. We need to ensure that our facts, like our arithmetic, add up.

There have also been some grammatical difficulties. The style book (which, in case you have lost your copy, is also online) specifies the distinction between ‘compared with’ and ‘compared to’, and it may be worth examining. One of our writers began a sentence with the phrase ‘us single ladies’ which suggests we need to brush up on our pronouns. We should always write ‘one in four is’, not ‘one in four are’, since one is inevitably singular. ‘Bacteria’ is plural. Put adverbs in a sentence where they make the most logical sense, if you have to use them at all. This will never be by splitting the infinitive, but to write ‘to go speedily to town’ will always be preferable to ‘to go to town speedily’, or any other such variant. It is ‘different from’, not ‘different to’. ‘Under age’, like ‘under way’, should be written as two words.

Finally, may I mention some factual matters? Ottawa is the capital of Canada. ‘Air Chief Marshal’ is spelt thus; and ‘Mark Antony’ thus.

with best wishes
Simon Heffer
Associate Editor
The Daily Telegraph
taken from http://splinteredsunrise.wordpress.com/2010/08/04/it-really-is-appalling/

Spotlight on Language

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K-6 Corner

by Bess Wassaman

This edition of K-6 corner looks at ways to integrate persuasive writing with other Key Learning Areas.

Classroom Example

The following are lessons observed in several Stage 2 classrooms. In HSIE and Science, students in these classes had been learning about products and services and advertising. Classes had been discussing different advertising techniques and how it is a company’s job to persuade consumers to buy their particular good or service.

The classes focused specifically on cereal advertisements. Students watched commercials for different cereals on YouTube and identified both the target audience and the techniques used to persuade the audience. Students also took notes on the different language used in the ads as well as language used on the cereal boxes themselves. These words were recorded and displayed in the class for future use.

Students were then given the opportunity to 'test' a product. Before students were asked to write, they completed a 'Find Someone Who' about cereal, allowing discussion about individual cereal preferences and knowledge of techniques used to sell different brands. Students were told they would be working for a cereal company and would have to convince consumers to buy that particular cereal. In this case, Froot Loops was the chosen cereal (a popular choice with the classes). The classes were asked to investigate the product using their five senses and to record observations both about the cereal itself and the box. Here, the teacher was able to develop language about how the cereal tasted, looked, sounded when it was eaten and smelled. All of the vocabulary used was added to a class chart.

Once students had completed their investigation, they jointly constructed an exposition on why consumers should buy the chosen product. Students had sufficient background knowledge and vocabulary and the teacher was able to focus on language choices and creating three convincing arguments. Specifically, the teachers were able to discuss language choices appropriate for the audience and for a more formal, written text.

Where to next?

After this investigation, students were given the opportunity to use their knowledge of advertising techniques and colour (explored in the creative arts unit) to create a cereal of their own and design a box for this cereal. Once they had created their box, students made up a 30 second radio advertisement to be recorded using Audacity. This also provided the opportunity for independent writing, having students convince consumers to buy their new cereal. Overall, the classes were engaged in the learning experiences. There were many opportunities for talking and listening provided and they were able to use their knowledge from HSIE, Science and Creative Arts to help produce written texts.
The literature column

David A Hill keeps us up to date and contemporary.

Welcome to the first of a new regular column. The aim is to keep IATEFL members up-to-date with what is going on in the world of contemporary literature, to make recommendations about what you might read yourself to keep abreast of the best of contemporary writing in English, and also to offer some suggestions about how you might use literature in your language classrooms. I should add that reading new fiction and poetry is an extremely good, not to mention enjoyable, way to keep up with what is going on in the English language in terms of changes and use.

A good place to look for the next prose to read is the shortlists of the various prizes. The 2011 Man Booker Prize went to Julian Barnes for *The Sense of an Ending*, more a novella than a novel, but none the worse for that. If you still haven’t read Tea Obreht’s Orange Prize-winning novel, *The Tiger’s Wife*, I would strongly recommend that. It is a magical mixture of myth-weaving and modern life. On the shortlist for the Man Booker, and now for the Guardian First Book Award is Stephen Kelman’s beautifully crafted *Pigeon English*.

Hard times in the world of poetry in the UK, with the Arts Council England withdrawing funding from the Poetry Book Society—one of the most important organisations promoting poetry, as well as to many of the small poetry presses. Such cuts threaten the very survival of the PBS and publishers such as Anvil Press (42 per cent cut), Salt (total cut), Arc (total cut), Nathan &健 (total cut), and Hartburn (total cut). depressing reading. On the other hand, we have wonderful new collections from top UK poets: John Burnside (*Black Cat Bone*), Lavinia Greenlaw (*The Casual Perfect*), Philip Gross (*Deep Field*), Alice Oswald (*Memorial*), and from the current Poet Laureate of England, Carol Ann Duffy (*Who Bees*). Join the PBS (www.poetrybooks.co.uk) to help it survive and buy as many poetry books as you can afford.

The short story seems to have undergone something of a revival in recent years in the UK. I am happy to say, and there a lot of interesting anthologies and individual writers’ collections around to choose from. I have just finished ‘The Best British Short Stories of 2011’ (Nicholas Royle (Ed.), Salt and Saltie Vickers’ Aphrodite’s Hat (Fourth Estate). The former has 20 stories by 19 different authors, and has several which could be used in the language classroom.

In late September, the annual BBC Short Story Prize was won by 26-year-old PhD student from the University of East Anglia’s famous Creative Writing department, D. N. Wilson, he beat well-known writers such as Ian McAdoo and M. J. Hyland to the £15,000 prize. Have a look at www.bbc.co.uk/reading/short-story-award for more information and where you can get downloads of the shortlisted stories. Also, take a look at the related www.booktrust.org.uk/books-and-reading/short-stories website. There you will find lots of stories available for free printed download.

As the short story is one of the great forms to use in ELT, and provides a wonderful stepping stone into more extensive reading, try using *It’s Beginning to Hurt* by James Lasdun from that site. It is a very short story, almost an example of so-called Flash Fiction.

There are many different ways to tackle any short story, but with this one you might work through the following sequence with intermediate + level students:

- Ask students the title (It’s Beginning to Hurt) and elicit what they understand by it (if necessary, help with: physical pain? mental pain? some other kind of difficulty, such as financial problems?).
- Ask students to read the first half of the story, down to ‘old metal filing cabinet’. 
- Ask: What is the significance of the word ‘again’ in line 9? 
- Ask: What impression do you get of Mrs Bryan, and Mr Bryan’s relationship with her? 
- Ask: students to read the second half of the story, from ‘For the rest of the afternoon’ to the end.
- Ask: What does and what did Bryan feel about Marie? 
- Ask: What is the immediate cause of Mr Bryan’s comment? 
- Ask: Do you read any other significance into her comment? (if necessary, help with: Was he a fool in other ways? For not leaving his wife for Marie who loved him?).

A simple sequence of questions like that can make an interesting lesson, and something a little different from the standard type of exercise and reading text students are given.

Happy reading!
The Language of Language
A Linguistics Course for Starters (Third Edition)
By Madelana Cruz-Ferreira and Sunita Anne Abraham
Copyright year: 2011
Pages: xv+301 Price: US $20.00
Purchase online at: https://www.createspace.com/3507578
Browse it at: http://www.amazon.com/dp/1456458639

Contents outline:

1. Language and linguistics
2. Language and languages
3. The grammar of words: words and word parts
4. The grammar of words: word building
5. Speech sounds
6. The grammar of sounds
7. The grammar of sentences: slots and phrases
8. The grammar of sentences: slots and functions
9. The meaning of meaning
10. Meaning in action
11. Language in use
12. Language and speakers

If you’ve ever wondered why we need concepts like noun and verb or word and phrase when discussing language, this book is for you. Deliberately selective in its approach and assuming no prior knowledge of linguistics, The Language of Language explores the nature of language and linguists’ agreed-upon ways of talking about the object of their inquiry. Our focus is on modes of thinking rather than topic coverage. Our goal is to encourage informed thinking about (why) language matters, so that you can continue puzzling about language issues long after you’ve worked your way through this book and its companion website.

Now in its third edition, at just over 300 pages and priced to make you want to own it, the book is packed with over 100 commented activities, examples of language play, and fun food for thought, designed to whet your appetite for linguistics and language studies.

The companion website contains more activities for self-study or for the classroom, and instructors’ resources which include teaching slides and class handouts, at http://lang101.com/

About the Authors
Madelena Cruz-Ferreira hails from Portugal, and received her PhD from the University of Manchester, UK. She is an independent scholar, with authored and edited publications on multilingualism, child language, phonology, intonation and the language of science. Her blog, Being Multilingual, is featured at AILA (International Association of Applied Linguistics), ASHA (American Speech-Language-Hearing Association), The Linguist List, OEP (Observatoire Européen du Plurilingualisme), Teaching English (British Council-BBC), TES (Times Educational Supplement) and TESOL (Teachers of English to Speakers of Other Languages).

Sunita Anne Abraham was born in Penang, Malaysia, and holds a PhD from the University of Birmingham, UK. She is an Associate Professor at the National University of Singapore, a Fellow of the NUS Teaching Academy, and the proud recipient of a dozen teaching awards, including two Outstanding University Educator awards. She serves on several international editorial boards, including the Journal of Second Language Writing and the International Journal for the Scholarship of Teaching and Learning. Her research and teaching interests include genre analysis, discourse structure, the language of persuasion, and the relationship between reading, writing and thinking.

Review
The book’s main strengths are its attempts to avoid unnecessary detail and provide only what the authors consider essential, without filling up the book with more advanced information. I very much like the book’s use of discovery as a method for teaching phonetics. It’s what most of us try to do in class, but I’ve almost never seen an introductory linguistics book that makes the pedagogy explicit.

Associate Professor John M. Levis, Iowa State University
Sunday 20 and Monday 21 May 2012, 8.45am – 3.30pm
at the Australian Catholic University, Strathfield Campus

M.E.S.H. Mapping: *Your GPS to the New Curriculum* will focus on an integrated approach to teaching and learning Maths, English, Science and History (M.E.S.H.) in the primary classroom.

**Why you should attend this groundbreaking event...**

This conference will contribute to developing teachers’ deep working knowledge of the proposed NSW Board of Studies (NSW BOS) draft syllabus documents. Expert classroom practitioners and representatives from the NSW BOS will facilitate collaborative workshop sessions to unpack, examine and interpret the draft documents and provide an opportunity for participants to develop stage-specific KLA integrated resources. Pedagogy, theory and content will be simultaneously addressed to ensure a high standard of professional engagement with curriculum documents.

For sample K-6 resources, full conference details, online conference registration go to – www.ptn.org.au
April


18-19 (Middle East) Quality in ELT: Raising Pedagogical Standards. The Language Center, Sultan Qaboos University, Muscat, Oman. The 12th ELT Conference calls to deliberate on raising professional quality as the way to educational excellence. Web: www.squ.edu.om/lanconference

20-21 (Asia and Oceania) Innovation & Integration in English Language Teaching, “Rethinking Praxis in a Connected World,” Shantou University, Guangdong, China. Email: mingluo@stu.edu.cn. Web: http://elc.stu.edu.cn/iilet/

May


16-18 International Conference: Innovative research in a changing and challenging world. Phuket, Thailand. Organized by the Australian Multicultural Interaction Institute, the conference focuses on the intricate relationship between theory, research and practice in language, literacy and education. Web: www.auamii.com/conference.html Event contact: Dr Si Fan


June

1-3 (Asia and Oceania) Japan Association for Language Learning (JALT) CALL 2012, Konan university’s Hirao School of Management, Nishnomiya, Japan. Email: sig-member-at-large@jaltcall.org. Web: http://conference.jaltcall.org.

18-21 Canada International Conference on Education (CICE-2012). Guelph, Ontario, Canada. The CICE is an international refereed conference dedicated to the advancement of the theory and practices in education. Organised by: Infonomics Society Web: www.ciceducation.org Event contact: Margaret Smith

27-29 (Central and South America) ACPI TESOL “Better English Speakers: Key Approaches and Methods for Improving Fluency,” ANDE Hall in San José Downtown, Costa Rica. Email: anamadri@costarricense.cr.

28-29 (Central and South America) MATE-TESOL Haiti, “Rethinking English Language Teaching in Haiti: Perspectives and Approaches,” Haitian-American Institute, Port-au-Prince, Haiti. Email: vilmenay.jeanfrancois@gmail.com.
The 6th Annual International Free Linguistics Conference will be held in the Eastern Avenue Auditorium Complex, on Eastern Avenue, The University of Sydney, Camperdown Campus on the weekend of the 6th and 7th October, 2012.

The aim of this conference is to provide scholars, researchers, postgraduate and undergraduate students with current research issues from all fields of linguistics & TESOL an open and widely accessible forum.

The conference is free due to generous sponsorship from the University of Sydney.

The main feature that distinguishes this conference is its focus on freedom:
- freedom from linguistic subfield divisions;
- freedom from an established and rigid theme for presentations, and;
- freedom from fees.

Focus speakers will include:
- Karl Maton, University of Sydney
- Shirley Dita, De La Salle University
- Ghil'ad Zuckermann, University of Adelaide

There will also be a performance of ‘Reading Mandela: Genre Pedagogy versus Ancient Rhetoric’ written by Rob McCormack

Call for Papers
Authors are invited to submit abstracts for papers, colloquia, poster presentations, or hot topics.
- Colloquia (abstract max of 250 words): Colloquia will be 90 minutes in length. Their internal structure is up to their organizers, but sufficient time for discussion is encouraged.

Abstract Submission Deadline
Tuesday 1st of May 2012

The Primary English Teaching Association Australia (PETAA) is a national, not-for-profit professional association supporting primary school educators in the teaching and learning of English and literacies across the curriculum.

- partnerships and projects that deliver quality teaching and learning programs
- advocacy for the professional interests of members and the wider community through active representation within a number of State and Federal education forums.
1. Enter your details
A. Individuals: Title (Mr/Mrs/Ms/Dr/Prof) ______ First name ___________________ Family name ______________________________

B. Organisations: School/Organisation name _____________________________________________ Contact name _____________________________________________ Position title____________________________________________

Address and Contact Details
Street address/PO Box ________________________________________ Suburb/Town ______________________________
State/Province ___________ Postcode ___________ Country _______________
Email _____________________________ (for enewsletters and member offers) Mobile _____________________________
Work Phone __________________________________ Fax _____________________________ Home phone _____________________________

2. Order titles
PETAA members receive 25% discount off the RRP of PETAA publications and FREE postage.

For non-member Australian orders under $100.00, add $8.00 delivery. For overseas delivery, email orders@petaa.edu.au for a delivery quote. Our publications are supplied on a firm sale basis.

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3. Select membership type
Membership is for 12 months unless otherwise stated. Prices are in Australian dollars and include GST.

☐ School/Organisation $220.00  ☐ Concession* (full-time student, 1st year teacher, retiree) $66.00
☐ Individual $110.00  ☐ Overseas individual $130.00
☐ Individual (2 years) $198.00

*To enjoy concessional rates, please supply the following details:
Students: Institution _____________ Course name __________________________
Student number ___________________________ Intended year of graduation _______________
1st year teachers: Current school ________________________________________________
Retirees: Year of retirement _______________ Last school taught at __________________________

4. Choose payment method
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ATESOL NSW Inc. Association for Teaching English to Speakers of Other Languages

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Contributions to the newsletter
The Editor, ATESOL (NSW) Inc
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Deadline for issues in 2012
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