What do we mean by TESOL?

Reflections on ESL teaching in NSW

ATESOL NSW Inc. is an incorporated professional association of people working in the field of TESOL (Teaching English to Speakers of Other Languages) and related areas. The association was formed in 1971 and was known as ATEFL until 1980 when it became the Association of Teachers of English to Speakers of Other Languages NSW. It assumed its current name in March 2002. ATESOL NSW’s members come from all education sectors: early childhood, primary, secondary, ELICOS, adult and community education.

2013 promises to be a year of changes for many TESOL practitioners working in NSW. For those in the school sector, preparation for the implementation of the Australian Curriculum has already started with the arrival of the new syllabuses for English, Maths, History and Science. The recently published English as an Additional Language/Dialect (EAL/D) Resource will provide valuable links to curricula for both specialist and classroom teachers from Kindergarten to Year 10. Within the public education sector new models of funding will change the nature of support offered to schools and colleges.

So it may be timely for us to reflect on our role as TESOL educators, whatever the context of our work and the age and proficiency of our students in preparation for the implementation of the Australian Curriculum. In 2004, Tina Sharpe wrote an article entitled So what is ‘special’ about an ESL teacher?

It is interesting to look at her ideas again and consider how our profession has kept pace with the social and technological changes which have occurred since then. How do we now respond to the learning needs of our students? What resources do we use and how do we communicate with our students and our colleagues? What informs our practice?

I invite you to read Tina’s article and reflect on how it relates to your professional role. What makes you a successful ESL teacher?

...continued on page 9
Welcome to the final edition of the Newsletter for 2012. Term 4 is traditionally a time for evaluation and reflection: this year we invite you to think about your role as a TESOL practitioner and reflect on the successes and challenges involved in teaching second language learners.

I had saved a copy of Tina Sharpe’s article from back in 2004 and came across it last month whilst searching for something else. I stopped to read it (which explains why my searches take so long) and was impressed all over again by her considerations of the specialised skills and understandings employed by ESL teachers.

In this edition we are also able to provide information about an interesting initiative around building capacity in ESL pedagogy (Catholic Education Office, Sydney, page 9) and a social event designed to explore how we manage our multifaceted ESL role (see page 12).

I hope you enjoy these articles and are able to relate the ideas to your own context – we would love to hear what is special about your TESOL role, and how you manage it in your workplace. I hope to be able to publish some of your contributions in the next edition!

I wish all of our members a wonderful festive season and a safe and relaxing holiday. See you in the New Year!

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**ATESOL NSW INC - COUNCIL MEMBERS 2012**

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**PROFESSIONAL TEACHERS’ COUNCIL NSW**

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One of the more unexpected insights about language learning from our Cairns Conference came not as the upshot of a conference session, but at the conference dinner. To open the conference and perform the Welcome to Country, we were very fortunate to engage the services of local Cairns elder Seth Fourmile. Seth’s clan is the Gimuy Wala-Bara Clan of the Yidinji people. He manages a consultancy service in Cairns and organises local dancers and story-telling as part of traditional welcoming ceremonies. After he welcomed our delegates to the conference, we asked Seth to organise a performance for our conference dinner.

For the performance, Seth brought along his son and two of his son’s friends. Because they were under age, we had alerted the hotel management that they would be attending our function. There was an NRL State of Origin match that night which Seth and the boys were eager to see.

When they arrived, I greeted Seth and the boys and one of the boys’ girlfriends and accompanied them up to the dinner venue. Trying to strike up a conversation with the young people in the lift proved to be very difficult. The boys were unresponsive to the point of diffidence, and they demonstrated a seeming inarticulateness and lack of comprehension about what should have been very familiar topics – where they went to school, the sudden southerly change that had hit Cairns that day, the football match later on, and so forth.

I was perplexed. Had I misjudged the social context? Breached cultural or generational protocols? Or was it simply that the boys’ English language skills were not up to the task?

Later on, however, when they were performing in dance the traditional stories that Seth was narrating for our dinner guests, the boys’ demeanour was totally transformed. Not only were they engaged and motivated in the performance, they had become articulate and responsive. They were able to provide information and instructions about the dances they had learnt and interpretations of the meaning and significance of the various stories and characters.

The boys approached their performance with a sense of pride. There was no trace of cynicism or self-consciousness; they demonstrated confidence and proficiency in the language of the dances.

There were a number of observations which I took away from this. One was that there are many different types of communicative mediums, and that these mediums are used differently and have different significance in different cultures. Another was that, in some circumstances, a formal presentation in front of an audience can be easier and more comfortable for learners to complete than an impromptu social interaction. However, perhaps the most salient realisation which emerged from the experience was that language is always, first and foremost, a type of performance. As well as the cultural and situational considerations that need to be taken into account in light of this fact, learners must always be given appropriate space and the opportunity and encouragement to display what they know and can do.

You can read a selection of refereed papers from the 2012 ACTA International Conference at – www.tesol.org.au/Publications/Special-Editions

It has been a pleasure to contribute these reports and other items to the ATESOL Newsletter over a number of years. Season’s greetings to all our readers and very best wishes for the new year.
I’m currently taking a culture class, and it has been a fascinating, and often puzzling experience to try to explore the relationship between language and culture. One concept that my professor has really driven home is that of ‘Performed Culture’. This concept centres on the fact that culture and language cannot be separated. Every time we open our mouths to communicate, we need cultural knowledge. Cultural context is the only thing that gives meaning to the stream of output we produce. If we want students to be effective communicators, they need to know not just what to say, but how to say it and when. They need functional cultural ability every bit as much as they need functional linguistic ability.

This is where the idea of performance comes in. Instead of just having students talk about the language and culture, we should be sure that every activity we do in the classroom, every time we ask students to use the target language, they are acting and communicating in ways that are acceptable in the target culture. In essence, every time students speak, they also perform and participate in a cultural script.

For example, when we teach greetings, it is not enough to teach students that ‘Hello’ in French is ‘Bonjour’. If students go to France knowing only Bonjour, we haven’t really done our job as teachers. Students also need to understand that there are different expressions for times of day (Bonsoir), that if we are greeting someone we don’t know well, or someone with whom we have a formal relationship, it is polite and necessary to add Madame or Monsieur (Bonjour, madame). There is always a physical gesture associated with the greeting as well, whether it be a handshake or the famous French bises (kisses on the cheek). When viewed from this perspective, something that initially seems very simple becomes the complex, very important ritual that greetings are.

When we see language as performance, it suddenly is impossible not to teach culture. Yet we still manage to isolate language into its component parts of grammar, pronunciation, vocabulary, etc. I’ve been reflecting on this idea of performed culture recently and wondering how I could incorporate it better into my teaching. Just the other day, I found an opportunity, and I was amazed at how powerful having students perform culture was. I had students imagine that they were from France. They were in our student food court on campus, and a stranger approached them and started introducing him/herself and asking get-to-know questions. (This kind of thing is a fairly natural occurrence at my university, although it might be a bit strange in other settings!) For Americans, a natural get-to-know you question might include something like, ‘Oh, so where’s your family from?’ or ‘How many siblings do you have?’ I had the students reflect and consider what kind of a reaction, culturally, a French student would have to these kinds of questions, then I had them take turns asking each other questions and responding à la française. It was wonderful to see the light bulbs go off as students realised that those kinds of common questions would be very uncomfortable to the French, and that the French would want to try to avoid them, or at least need to stall before answering. Suddenly, the communication strategies that had seemed like random, perhaps pointless vocabulary, had become incredibly necessary to function in a culturally appropriate way. I’m sure that even if my students don’t remember every vocabulary expression from the lesson, the memory we created from the experience will stick with them, and they will think twice before asking a French person they don’t know well a question like, ‘Combien de personnes est-ce qu’il y a dans votre famille?’ Just a simple shift of focus on my part gave students a rich opportunity to perform culture, and the language and the context in which it is used in the real-world came alive for all of us.

Posted by usedelweiss at 8.25 PM

Taken from http://teachingforourtime.blogspot.com.au/2012_09_01_archive.html
THE HON PETER GARRETT MP
Minister for School Education, Early Childhood and Youth

MEDIA RELEASE

28 October, 2012

White Paper sets new course for Asia studies

Success in the Asian century will require all Australian students to have a better understanding of the culture, history and languages of our Asian neighbours.

Starting in school, students will need to develop the capabilities and skills to better understand and be active in the region.

To achieve this, three national objectives have been announced by School Education Minister Peter Garrett in response to the release of the Australia in the Asian Century White Paper:

- Every Australian student will have significant exposure to studies of Asia across the curriculum to increase their cultural knowledge.

- All students will have the opportunity to study an Asian language from their first day of school through to Year 12. Priority Asian languages include Chinese (Mandarin), Hindi, Indonesian and Japanese.

- Australia’s school system will be in the top five schooling systems in the world, delivering excellent outcomes for all students of all backgrounds, and systematically improving performance over time, as outlined in the National Plan for School Improvement.

“Our Asian neighbours are rapidly becoming the economic powerhouse of the world, and are increasing in global strategic importance,” Mr Garrett said.

“The growth in the economies of nations like China, India and Indonesia will provide fantastic opportunities for Australian businesses, and help create thousands of high-tech, high-skill and high-wage jobs for Australians.”

Asia-literacy will be a core requirement in new education reforms being negotiated between the Commonwealth, States and Territories and non-government education authorities under the National Plan for School Improvement.

“As part of our ongoing discussions we will require opportunities for students to study Asian culture, history and languages, from their first day of school, through the Australian Curriculum. That will give the next generation of Australians the knowledge and capabilities to prosper in the Asian century.”

In line with these objectives, all schools will engage with at least one school in Asia to support the teaching of a priority Asian language, including through increased use of the National Broadband Network.
SENATOR THE HON CHRIS EVANS
Leader of the Government in the Senate
Minister for Tertiary Education, Skills, Science and Research

MEDIA RELEASE

28 October 2012

Australian universities to be world’s best in the Asian century

Every Australian university will be encouraged to send students to universities in Asia to ensure the next generation of Australian leaders are Asia-literate, Minister for Tertiary Education Senator Chris Evans said today.

Australian universities already have close working relationships with partner institutions in the region – under the Australia in the Asian Century White Paper these relationships will be strengthened by the establishment of exchange arrangements with major Asian universities.

Students will be able to gain credits for the study they undertake in Asia.

“The next generation of leaders will need to be Asia-literate and these are skills best learnt by first-hand experience,” Senator Evans said.

In the past decade, there have been 1.9 million enrolments of students from Asia in Australian education institutions.

“We want to support more Australian students to undertake part of their study in the Asian region, not only to boost their direct understanding of Asia in the changing economy, but also to develop networks and friendships that will last a lifetime,” Senator Evans said.

“Our aim is that by 2025, a larger number of Australian university students will be studying overseas and a greater proportion will be undertaking part of their degree in an Asian country.

“That’s why we will work with universities to substantially boost the number of Australian students studying in Asia.”

Universities will be supported to increase the number of students who undertake Asian studies and Asian languages as part of their university education, including through increased use of the National Broadband Network and digital technology.

The Gillard Government has set a national objective for Australian universities to remain among the world’s best for research and teaching, delivering excellent outcomes for a larger number of Australian students.

This means by 2025, we want to see 10 of Australia’s universities in the world’s top 100 - up from six currently in the top 100.

Skills and education is a core pillar of the plan for boosting productivity growth and incomes contained in the Gillard Government’s Australia in the Asian Century White Paper.
ELICOS overview
After a severe downturn in student numbers over the past few years the sector is starting to feel more positive with signs that students are starting to return to Australian ELICOS colleges. ELICOS was the only sector of international education to experience an increase in student numbers in the October student visa statistics from AEI, but other sectors are expected to follow.

ELICOS Update – December 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.

English Australia Conference
The 2012 English Australia Conference held in Sydney in September was a great success with delegates travelling from around Australia and further afield to learn together. During the Welcome Event we took the opportunity to recognise and thank the wonderful Clare McDowell, who has retired after making a tremendous contribution to ELICOS and to ELT as teacher, manager, author, assessment expert, trainer, mentor and much more.

Clare hasn’t completely withdrawn from involvement with ELICOS and we look forward to seeing her around the traps in the future.

A report on the conference, together with PDFs of conference presentations, is available at – www.englishaustralia.com.au/past-conferences-3 and you can view photos on the English Australia Facebook page at www.facebook.com/EnglishAustralia – you don’t need to be ‘on’ Facebook to do this.

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ELICOS Update – December 2012

Action Research in ELICOS
Projects in the 2012 Action Research in ELICOS Program are now complete and the participants are preparing articles for publication. The participants explore a range of topics on the general theme of assessment, and summaries of the projects are available at – www.englishaustralia.com.au/2012-action-research-program.

If you’re an ELICOS teacher interested in exploring as aspect of your own classroom practice, English Australia is calling for expressions of interest in the 2013 program. The theme for the program is teaching, learning and assessing speaking, and you can find out more at – www.englishaustralia.com.au/action-research-program.

Online communities of practice
English Australia is supporting the development of online communities of practice to enable ELICOS teachers, wherever they may work, to be part of a ‘national staffroom’.

As well as a learning technologies community only for staff at English Australia member colleges there is a Twitter chat group, #AusELT, which ‘meets’ once a month to discuss an agreed topic. You can find summaries of past discussions on topics including motivating students; attitudes to teaching with technology; and helping students develop confidence when speaking on their blog, http://auselt.com/.

There is also an active Facebook page – just search for ‘#AusELT’. The Twitter group, the blog and the Facebook page are open to all.

Write for the English Australia Journal
Issue 28.1 of the English Australia Journal was published in September and features articles by teachers and researchers as well as reviews of the latest ESOL resources.

The Journal editors are always looking for material and if you would like to publish your ELT research, or you have a good teaching idea, or are interested in reviewing teaching resources, please go to www.englishaustralia.com.au/english-australia-journal for details of how you can contribute.

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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 initiatives, please visit – www.englishaustralia.com.au.

English Australia wishes you all a happy and safe holiday season
So what is ‘special’ about an ESL teacher?

by Dr Tina Sharpe

Sue Bremner’s article ‘Are we there yet?’ in the last ATESOL newsletter prompted me to consider what it is about an ESL teacher that is different from a literacy teacher or a subject teacher. A standard response to this question is that ESL teachers know about how language works and the process of learning a second language through that language, but this response needs to be unpacked if we are to identify ourselves as teachers with specialised skills and understandings. So what really is different?

The most obvious difference is the ESL teacher’s knowledge about the process of acquiring a second language. We understand that learning a second language usually involves learning a new system of sound-symbol relationships that may or may not bear some likeness to the first language, that new intonation patterns need to be recognised and adopted and that new vocabulary (lexis) and ways of combining words into meaningful units, orally and in writing (syntax) need to be learnt. We also understand that learning a language is more than learning the words, grammar and pronunciation of the target language. It requires an understanding of the target culture; the values, behavioural modes and specific ‘view’ of the world. Learners need to develop competence in knowing how to use language appropriately according to the audience, purpose and context (pragmatic competence), for example they must recognise social signals such as speaker/listener relationships, status, degrees of formality. As well they need to know how to control the formal structures of language correctly and with coherence (organisational competence) and how to negotiate meanings while in the process of using language (strategic competence) (ESL scales 1994).

ESL teachers are also aware of the importance of the learning environment. They recognise it is essential to create a safe learning environment, (this refers to both students feeling physically safe and ‘safe’ to take risks with language use). They are aware of the importance of ‘message abundancy’ (Gibbons 2003), that is, the notion of the message being received by the learner in a variety of modes such as gestures or miming actions, oral or written explanations or visual diagrams. This ‘doubling-up’ of the same message is designed to provide additional support for the learner. Providing opportunities to use language for a variety of purposes and work with others to achieve this is also recognised as fundamental to ESL learners’ development. However, teacher knowledge about the process of acquiring another language is only part of an ESL teacher’s expertise. They also know how to utilise this specialist knowledge in the classroom. I recalled working with Michael Michell from Multicultural Education Program in 1998, when we were developing the framework for what was to become the ESL Steps program, and asking the same question. We considered the difference between the way in which the mainstream teacher and the ESL teacher makes decisions about topic content, resources, sequence of activities and modification of learning activities, identification of assessment opportunities and finally evaluation and planning. In reading through them I found they contained the essential criteria to describe the difference in approach. They are:

Decisions about topic content
Both mainstream and ESL teachers consider the learners’ previous experiences and the conceptual demands of the topic, but the ESL teacher also anticipates the demands of the topic at the sentence and text level.

Resources
In addition to the relevance, availability and suitability of resources, the ESL teacher considers the language demands of the resources and the cultural assumptions that underpin them.

Sequence of activities and modification of learning activities
The ESL teacher ‘designs-in’ to the activities a sequence that builds conceptual and linguistic understanding.
So what is ‘special’ about an ESL teacher

Activities are broken down for students with a focus on developing control over specific language structures. The degree of scaffolding in each activity varies according to the needs of the student. For example, scaffolding can operate at a controlled, guided or independent level, with variation in the degree of exposure to and use of the target language needed for learning. In planning the sequence of activities the ESL teacher builds on principles of Second Language Acquisition whereby the learner first notices aspects of language through input, then begins to recycle the language by taking in the language and finally recasting the language through uptake (Michell 1998).

Identification of assessment opportunities
The ESL teacher establishes there is congruence between the assessment intent and the assessment design. In other words, does the task measure what it is intending to measure, for example conceptual understanding rather than language ability. To ensure this, the ESL teacher anticipates any difficulties the students may have due to the language demands of the task.

Evaluation and planning
The ESL teacher considers the capacity of the topic to develop and support students’ second language acquisition and plans further work to extend students’ cognitive and linguistic and social experiences.

An ESL teacher then is not a remedial teacher or a literacy teacher or an extra pair of hands in the classroom. They are teachers with specialist knowledge, understanding and training that equips them to support students for whom English is a second language.

Bibliography
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Re imagining ESL provision.....

In 2013 – 2014, as part of its strategic plan “Building on Strength: Future Directions in Sydney Catholic Schools”, the Catholic Education Office, Sydney is engaging six primary schools in an ESL research and development (R & D) project.

The focus of this project is to bring about sustainable change and build teacher and leadership capacity in ESL pedagogy, using the model of a Teacher Educator ESL.

This model is based on current research which suggests that effective professional development is best situated within a community that supports the learning (Stoll, Bolam, McMahon, Wallace & Thomas 2006), and where the building of collective capacities can transform into professional learning communities (PLC’s). (Hattie, 2003; Timperley, 2008).

Grace Brunetta, Christine Walsh and Julia Clements are the three Teacher Educators ESL appointed to work with the project schools. Their role will be to lead change, and with the support of the school leadership teams, improve the capacity of teachers to bring about successful learning outcomes for ESL students.

An external researcher has also been engaged to design the evaluation brief. This person will report on how effective the TE ESL model has been in building capacity of teachers and leaders in the provision of ESL in schools.
The ACTA Conference in sunny Cairns was the first that I have attended and I was not disappointed! I was sponsored by ATESOL NSW to do a poster presentation which reported on Action Research that a colleague, Julie Payet, and I had undertaken in our Stage Two classrooms. This research focused on improving writing outcomes for Stage Two students by using specific oral language and vocabulary development strategies. It was very rewarding to share classroom experiences and strategies with conference participants.

For part of the conference, I had the opportunity to display and discuss my poster with participants. Julie and I used the following question to drive our action research: ‘How can using a variety of activities to develop talking and listening and the grammatical features of texts improve writing outcomes for stage two students?’ From this question we then outlined three goals:

- Successfully use talking and listening activities to develop field knowledge so students can focus on specific grammatical features in texts
- Increase confidence and ability to use technical and topic specific vocabulary
- Successfully apply knowledge of grammatical concepts taught in writing

We followed a programming framework that provided specific opportunities to develop oral language and engage with language choices. After completing two cycles, Julie and I found, through analysis of writing samples and teacher and student feedback:

- The majority of students attempted or successfully used grammatical features focused on during the ‘engage with language choices’ stage in the writing framework
- There was an increase in detailed descriptions using noun groups and technical language compared with pre-test and initial writing analysis
- Increased confidence to discuss language choices in writing was observed.

While it was rewarding to present my poster and discuss the project I had undertaken, I thoroughly enjoyed the whole conference experience and in particular, the variety of topics discussed and workshops that were available. As a primary school teacher, I found the workshop presented by Mary Kallas, as well as one presented by Kathy Rushton and Joanne Rossbridge, to be very helpful as they were packed full of strategies to take back and implement in my own class. I was also lucky to be able to introduce presenters from a range of TESOL areas and learned a lot about the diverse research that is being conducted in the field. A particular highlight was listening to the excellent keynote speakers who delivered thought-provoking messages and shared their knowledge and passion in the field of TESOL with the conference participants.

Overall, I am very glad that I had the opportunity to attend the ACTA conference and thankful for the sponsorship of ATESOL NSW. It was a rewarding experience and I am looking forward to the next ACTA conference that will be held in Melbourne in 2014.
It was a great honour to be chosen to present at the ACTA Conference in Cairns and represent ATESOL NSW. I’ll never forget my excitement when I found out from Kathy Rushton, and my family and colleagues at school were just as thrilled for me too.

The title of my presentation was “Oral Language in Factual and Literary Texts.” I basically showcased the brilliant team-teaching and the ESL team I am proudly leading at Canley Vale Public School in the current South Western Sydney region.

During the time leading up to the presentation, I had the dilemma of not being able to convert my Keynote presentation to Powerpoint because my school uses Mac. So I had to take my school’s laptop to Cairns and hope that it would all work out. The AV technicians were amazing. They spent approximately one hour converting my presentation to Powerpoint. I was very relieved.

On the day of the presentation I was a little nervous and excited. I was granted permission for my 16 year old son to assist me prepare and watch (and of course be proud of his mum). Just prior to the presentation I saw a familiar face in the audience, Kim Cootes, which made me feel at ease and ready to begin.

After the presentation I could only describe myself as being ‘on a high.’ This feeling lasted for several weeks, if not months. I was approached by many ESL teachers from around Australia and some academics. Their feedback was very positive. I met a lecturer from New England University who said, “What you do at your school is what I try to teach the uni. students and you put it into practice.” This was a memorable quote which I took back to the ESL team, the class teachers and executives back at my school – we are doing the right things by our 97.1% LBOTE students.

This experience can only be described as the highlight of my career. I would like to thank the Multicultural/ESL K-6 Consultants at Ringrose for their wonderful support, especially Gill Pennington and Connie Mudge. I would also like to thank the organisers of the conference for giving me this incredible opportunity and one that I will never forget.

Kind regards,
Mary Kallas
ESL Assistant Principal, Specialist Teacher
Canley Vale Public School
Let’s have a conversation about... the role of the ESL teacher

Sue Bremner

The role of the ESL teacher in schools is such a multifaceted role, involving school executive, mainstream and subject teachers, community members, parents and caregivers, other specialist teachers as well as the student. How can one person manage all that is required of the role?

Each school has its own ways of defining the role of the support specialist in teaching students who are learning English as an additional language. Behind every successful working model of a positive, functioning relationship between the ESL teacher and his or her colleagues, I suspect there have been many hours of negotiation and challenges to work through. Things that have worked successfully in one environment may fail dismally in another. Contexts matter. The students in our care are complex beings, and are learning English while they are defining their own new roles within and outside the school community. Some almost resent having to take part what they see as “remedial” instruction while others are thankful for the varied pace and the extra support that specialised instruction can provide. The way teachers and school communities work together to implement an intellectually challenging curriculum where students are given scaffolding and linguistic support to be successful learners will have a significant impact on how ESL education is perceived.

Come to a discussion about the role of the ESL teacher, and listen to the research and practical experiences of experts in the field. This is also an opportunity to network and question a small panel of experts.

We are calling the sessions “Cocktail Conversations”, as they will be held at the end of a working week. People can come to the city, listen to input from the panel, enjoy some refreshments and have collegial discussions about this important topic.

ESL teachers can contribute to improving our students’ life chances, and there are ways to do this that are better than others. The secondary school context differs markedly from primary schools, and so the sessions have been divided up.

The secondary panel will include Dr Anne Burns, who currently works at UNSW and Judith Mee, a former member of the ATESOL NSW Board. Both are well-known and respected in the field of ESL Education. Julie Selkirk, who has spent much of her ESL teaching and consultancy career working in the Catholic sector will join the primary panel, along with a university ESL education specialist. Both panels will include teachers.

Any teacher can register for the sessions on line by going to http://www.aisnsw.edu.au and you will need to Sign Up. You will need to choose a Username and Password as well as select the school that you work for and provide some other work related information. Click on the title of the course that you are interested in, either the Cocktail Conversations on Friday 8 March 2013 for Secondary teachers, or Friday 22 March for Primary teachers. Click on the Register Now button for the course you are interested in and follow the prompts to complete your registration. You will need to agree to the Terms and Conditions to be able to register. You have the option to either bill yourschool (you should check with your school to confirm that you have an existing billing arrangement with the AIS) or to pay using your credit card.
Knowledge About Language in the New English Curriculum

Prof Bev Derewianka

The renewed focus on grammar in the national curriculum raises a number of issues relating to an appropriate model of language, effective ways of teaching grammar, and large-scale professional development.

This 4 day institute aims at providing an in-depth familiarity with the expectations of new English curriculum in relation to the teaching of grammar.

The workshops are primarily intended for teacher educators, consultants and those who have responsibility for providing support for teachers coming to grips with the national curriculum in primary and secondary schools, though others are welcome to attend.

Our focus will be on a relevant, future-oriented approach to grammar for contemporary classrooms, helping students develop control over the language needed to participate successfully in schooling.

The sessions are intended to be interactive, with opportunities to meet with people from various states and systems who are dealing with issues of implementing the Australian Curriculum: English and providing professional development.

The Institute is highly recommended for personnel from government and private education sectors charged with the responsibility of developing policy, curriculum and professional learning programs.

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GRAMMAR / STUDENT ASSESSMENT / CLASSROOM TALK / SPECIAL NEEDS / ADULT EDUCATION
CONNECT: SUMMER INSTITUTE
15TH – 18TH JAN 2013

WELCOME TO THE SUMMER INSTITUTE PROGRAM 2013

We are pleased to offer the UOW Faculty of Education Summer Institute Program for January 2013.

Our institute program is specifically designed for education professionals in grammar, assessing student learning, classroom talk, special needs and adult education.

Join us for our intensive one-week professional development seminar and workshop series.

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Summer Institute
Faculty of Education
University of Wollongong NSW 2522
E: k.martin@uow.edu.au
F: +61 2 4221 5626
www.uow.edu.au/education
### History of the RCA

The foundation meeting of the Refugee Council of Australia was held on 19 November 1981 in the boardroom of the Australian Council of Churches, 199 Clarence Street, Sydney. The meeting was called by Major General Paul Cullen, the president of Austcare, who informed the six others present that he had been instructed by the Executive Committee of Austcare to convene a foundation meeting of the Council. Those present discussed and modified the Interim Constitution and elected office bearers:

- **President** – Major General Paul Cullen (representing the Federation of Australian Jewish Welfare Societies);
- **Chairman** – Rev Martin Chittleborough (Australian Council of Churches);
- **Vice Chairman** – Rex Hubbard (Save the Children Fund);
- **Secretary/Treasurer** – Michael Carroll (Austcare);
- **Executive members** – Roger Walker (World Vision), Sid Bartsch (Lutheran World Federation) and Ted Bacon (St Vincent de Paul Society).

The following afternoon, 20 November 1981, a public meeting of the Council was held in the boardroom of the Local Government Association, 215 Clarence Street, Sydney. With 41 people present, Major General Cullen outlined the background to the Council’s formation and presented the Constitution for adoption. Regional Representative of UNHCR, Dr Hugo Idoyaga, was on hand to pass on the congratulations of the High Commissioner and express his hopes for a significant and deepening relationship between the new Council and UNHCR. The Council also received its first donation, from Canberra Times editor, Ian Mathews, who forwarded his newspaper’s share of the UN Association of Australia Media Peace Prize.

The following week, on 25 November 1981, a delegation of four members of the Council met the Minister for Immigration and Ethnic Affairs, Ian Macphee, in response to a request of the Minister. This was the first of many meetings between the Council and senior Ministers to discuss the community sector’s ideas and concerns about Australia’s approach to supporting refugees.

### Secretariat

A full-time secretariat was established in March 1985 when a full-time Executive Officer was appointed. This position was renamed Executive Director in 1986 and Chief Executive Officer in 2006. From 1985, the secretariat was based at Austcare’s Sydney office, initially in Broadway and then in Camperdown. A separate RCOA office was established in Glebe in 1999. In 2006, the Sydney office moved to its current location in Surry Hills.

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**Tune in to the interview with Geraldine Doogue and Tim Soutphommasane on Multiculturalism**

Tim Soutphommasane is a very proud first generation Australian, the son of Lao immigrants to Australia in the early 80s, and a man who has gone on to build a stellar reputation as a political philosopher and commentator, so in demand he’s recently been involved in the UK Labour party’s searching policy review. He asserts that unlike other countries, Australia’s version of multiculturalism is of nation-building proportions, and that it should be celebrated as such.

http://www.abc.net.au/radionational/programs/saturdayextra/multiculturalism/4346472

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**ACTA Illustrations of Practice for the National Professional Standards for Teachers**

The first two of five video Illustrations of Practice showcasing the work of specialist ESL teachers in schools have been uploaded to the AITSL website.

Differentiating language demands:  
www.teacherstandards.aitsl.edu.au/Illustrations/Details/IOP00167

Dictogloss for EAL/D students:  
www.teacherstandards.aitsl.edu.au/Illustrations/Details/IOP00166
RACISM. IT STOPS WITH ME

IS A CAMPAIGN WHICH INVITES ALL AUSTRALIANS TO REFLECT ON WHAT THEY CAN DO TO COUNTER RACISM WHEREVER IT HAPPENS.

itstopswithme.humanrights.gov.au
BOOK REVIEW

A Literature Companion for teachers

Lorraine McDonald

INTRODUCTION

Teachers of students who are learning English as a second or additional language have long known about the extraordinary benefits of teaching English using rich literary texts. Words do not travel alone – they travel in company, and the company matters. Second language learners of all ages enjoy stories they can think deeply about, and use stories to make sense of their world and the worlds of others. Their vocabulary becomes richer, as they encounter words they will not likely come across in “playground language” – the language used in everyday fact-to-face contexts. Teachers and students are provided with fertile sources for expanding ways of making meaning through stories.

With the advent of the new NSW English Syllabus, due for implementation in NSW in 2014, and its emphasis on literature, a literature companion is a useful resource. PETAA’s latest offering includes a host of literature-based activities that link to the content descriptors of the Australian Curriculum English. These descriptors are all in the NSW Syllabus for the Australian Curriculum, so teachers can easily see how rich literary teaching will fit in with a NSW teaching context. Each of the NSW syllabus outcomes are also linked to the levels of the ESL Scales.

SUMMARY

A Literature Companion for teachers is an accessible reference book for practicing and pre-service teachers who want to explore literature with their students. Supported by a strong theoretical framework and a logical rationale, the book includes literary excerpts from a variety of quality picture books and novels as practical examples of contextualising, responding to, examining and creating literary texts.

While A Literature Companion for teachers is based in the Literature strand of the Australian Curriculum: English, the Language strand receives indepth attention through a focus on how literary language constructs meaning and how literary texts provide models for creating dialogue, description and vocabulary building, with a glossary on figurative language.

AUDIENCE

Pre-service and practising teachers

FEATURES

The Australian Curriculum: English is integrated throughout the book, including coverage of Cross-Curriculum Priorities are included, presenting literature about and by Indigenous and Torres Strait Islander Peoples, about Asia and Australia’s relationship with Asia, and about Sustainability.

– Offers explanations, interpretations and examples of each of the four Literature strands
– Language receives in-depth attention
– Literacy is at the core of suggested tasks
– Titles featured in the book are predominantly Australian

ABOUT THE AUTHOR

Lorraine McDonald is an Honorary Fellow in the School of Education at the Australian Catholic University in Sydney. Her research and publications have examined the role of language in the teaching of literature and how teachers change their ways of thinking about language, literature and literacy.

Lorraine taught undergraduate and postgraduate programs in Literacy Education, Literature for Children and Young Adults, Linguistics and ESL, in universities in the USA and the UK. She conducts in-services for teachers in the fields of literacy education, literature for young people and knowledge about languages.

Publication date: November 2012
No. of pages: 216
RRP: $42.95 Book / $32.25 ePub version
Order online at: www.petaa.edu.au
Everything adult learners need to start speaking and writing with fluency and confidence

*Everyday Interactive Tasks* contains over 50 photocopiable lessons which enable adult and secondary ESL learners to interact naturally and authentically across a wide variety of everyday situations relevant to their needs.

Author Theodora Lafkas has produced a volume that inspires rapid, authentic English acquisition for your students, based on her experience in universities, TAFE, AMES and IEC classrooms over 25 years, including as a co-ordinator of TESOL teacher education at The University of Sydney.

- 67 photocopiable tasks
- Complete 120+ hours course
- Scaffolded, sequential lessons
- Binding lies flat on photocopier
- High-quality stock (no show-through)
- 15-page teacher’s guide and sample lessons

Topics include personal information, forms and applications, likes & dislikes, daily routine, shopping and medical.

Emphasis throughout the book is on the productive skills of speaking and writing, with pronunciation guides, grammar guides and conversation prompts to enable fluent communication.

Tasks are suitable for both Elementary and Mixed-Level classes, where the more advanced students can “bridge the gaps” in their earlier learning through interaction with their classmates.

*Everyday Interactive Tasks* is available for purchase online from the APELS website.

Price $58.95 plus $7.95 p/h (flat rate).

Discounts available when ordering class sets.

For further information go to – [www.apels.net.au/site/publications/eitinfo](http://www.apels.net.au/site/publications/eitinfo)
International Conferences

January
14-18 UNSW Summer School in Education – Scaffolding ESL Learners in the Challenge Zone. Sydney. Web: www.education.arts.unsw.edu.au/professional-learning-development/short-courses
24-25 e-learning symposium 2013. Southampton, Hampshire, UK. Web: www.llas.ac.uk/events/6636

February
22-23 Confluence: The 4th Annual International Conference on Teaching and Learning English as a Second Language. Nagpur, Maharashtra, India. Web: www.confluenceindia.co.in

March

April
5-6 Across and Beyond English Language - Linguistics, Literature, Didactics. Durrës, Albania. Web: www.uamd.edu.al/new/?p=2379
8-12 47th IATEFL Annual Conference and Exhibition, Arena and Convention Centre, Liverpool, UK. Web: www.iatefl.org/liverpool-2013/liverpool-2013
17-19 International English Language Teaching Conference (iELT-Con) 2013, ‘Support & Development for ELT Professionals: Challenges & Opportunities’, Bayview Hotel, Georgetown, Penang, Malaysia. Web: http://eltcon.webs.com/

May

June
6-8 Going Against the Grain: Contemporary Approaches to the Study of Literature, Language and Culture. Banja Luka, Bosnia and Herzegovina. Web: www.cellsbl.com
ATESOL News Letter
• Vol 38 No 4 • December 2012

Reduced registration rates to the ACTA conference
Reduced rates to ATESOL professional learning activities
Regular newsletters
TESOL in Context, journal of ACTA
Affiliation with national and international associations
Up-to-date information about TESOL opportunities

Contributions to the newsletter
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Issue 3: 14 August, Issue 4: 13 November

Advertising rates for 2013 – space only (including GST)
• Full page 182mm x 270mm $250
4 issues $750
• Half-page horizontal 182mm x 135mm $100
4 issues $325
• Quarter-page vertical 88.5mm x 135mm $65
4 issues $180
• Inserts $300

Website: www.atesolnsw.org

ATESOL (NSW) Inc is a professional
Teachers Association formed in 1970. It has a
membership from early childhood to tertiary,
adult, community and ELICOS. It also caters
for colleagues in the related areas of Aboriginal
and Maori education, bilingualism, linguistics,
community and foreign language teaching.
ATESOL (NSW) Inc is affiliated with
the Australian Council for TESOL
Associations (ACTA) and TESOL International.
It aims to strengthen the effective teaching and
learning of English while respecting individuals’
language rights.

ATESOL offers:
• E-bulletin to update members on events
• Professional learning for teachers
• Regular seminars and workshops

Institutions receive two copies of each newsletter and three teachers’
attendance at conference and professional development activities
at members’ rates.

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