ESOL for Adult Refugees and Migrants

“ZERO, ME: ENGLISH: ZERO!”

Margaret Clark

A volunteer’s story from a community based class for adult refugees

St Bakhita Centre, Sydney was established to provide assistance to the Sudanese community especially in relation to their needs for literacy skills. It relies largely on the work of volunteers including many highly experienced teachers, and works in conjunction with organisations like TAFE.

I asked my class to tell me their stories about learning English when they first came to Australia. Awyen Gwam has the class in stitches. The first day she attended a Sydney language college for her 510 hour government-funded English tuition, she says, another woman tapped her on the shoulder, said “Excuse me” and passed her to go into the classroom.

“I don’t know what ‘shusmi’ mean. All day I thinking, what this ‘shusmi’ mean! All day I getting angry. ‘Why this lady call me “shusmi” and she go inside first before me? She think she better than me or what?’ When I get home, I say my daughter, ‘What this “shusmi” mean?’ She tell me what it mean…”

This newsletter takes up issues of interest representing the diversity of our members in all sectors of the TESOL profession: early childhood, primary, secondary, tertiary, ELICOS, adult and community education. We report on professional development for both primary and secondary teachers and draw your attention to the various new and exciting opportunities available for 2014.

Our cover article highlights some of the English language needs of adult migrants and refugees, informing us about how equity and access to this sector of educational provision is being resourced. Learning English is learning not just a new language but also a new culture. EALD teachers, whether in school or adult contexts face the challenge of developing syllabus which is relevant and effective for learners with complex needs, and are often the most important guides for orienting to life in Australia. Margaret Clarke’s article Zero: Me, English: Zero defines the very real obstacles to participation in society faced by new arrivals who come from regions of war where protracted conflict has profoundly restricted their educational opportunities. The article provides an insight into one of the many not-for-profit community based organisations offering English language teaching. Largely staffed by volunteers with few resources, centres such as St Bakhita provide much needed support for migrants and refugees in a relaxed and friendly atmosphere. Learning how to read a calendar and how to spell one’s name are not just language skills but critical life skills which give access to equal participation in society.

Marina Pearce in her article, Understanding Democracy shows how learning about citizen rights and the Australian political system is integrated with the development of language skills. This is another example of the English class as cultural orientation with the design of relevant excursions to support secondary and tertiary curriculum outcomes.

K–6 Corner reports on the challenges and strategies used to ‘revamp’ reading groups, an inspiring classroom action research project undertaken by a group of Stage Two teachers over the last year.

HSC English (ESL) Revision Day 2013 has again been a highly successful event made possible by teachers sharing their expertise, and the hard work of organisation undertaken by Council member, Lori Ou. Lori features in the column, Meet the ATESOL Council Members, a regular item introducing our ATESOL councillors, who represent the range of sectors in the TESOL profession and whose contact details are in the newsletter.

We hope you enjoy the articles sent in by our ATESOL members and as we aim to represent TESOL teachers in all sectors, we look forward to receiving items and maybe photos about your teaching practice.

Happy reading and we look forward to hearing from you.

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
• 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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ATESOL NSW INC – COUNCIL MEMBERS 2013

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This past year has marked the “extra” year NSW was given to prepare for the implementation of the NSW Syllabus for the Australian Curriculum – the English K-10 Syllabus.

What has this got to do with EAL learners?

The emphasis the new syllabus places on quality children’s literature is of huge benefit to EAL learners. Good children’s literature is always about something important and students (all students) need to explore the big issues and ideas that underpin stories people tell. Levelled readers generally do not provide the same opportunities for insights into human experience.

Words travel in company, and the company matters. EAL students benefit from seeing and hearing which words are used, and the company they keep. “Mr Wintergarten glared” (he didn’t just look – he glared); Fox had “... haunted eyes and a rich red coat”; Bilbo was “flustered and flummoxed”. And who is this? “Her face was white – not merely pale, but white like snow or paper or icing sugar, except for her very red mouth. It was a beautiful face in other respects, but proud and cold and stern”. Students might not be able to read some texts independently, but they need to hear the language and explore the issues that good literature grapples with.

Where else will EAL learners hear literary turns of phrase and expressions? Where else will they have guided discussions about the choices illustrators have made. (How can you avert your eyes from Jane Tanner’s illustration of David after he has had a successful swimming experience in the ocean?) Children’s books are an invaluable way to expand children’s vocabulary and explore storytelling from a number of vantage points. I have enjoyed the emphasis the NSW syllabus places on imagination, creativity, interpretation and critiquing, as this gives the EAL students an opportunity to really see reading as a problem-solving activity, rather than only an accumulation of reading skills. Divergent thinking is valued, and can be developed. The emphasis on identifying and sharing perspectives values what EAL students bring to a text. The outcomes related to students achieving the objective of “express themselves and their relationships with others and their world” is one where not only are differing perspectives expected, they are explored and discussed.

The EAL students will not experience the benefits of quality literature if they only experience books they can decode. I would like to encourage you to use your influence and knowledge of language learning to ensure EAL students, often put into lower ability reading groups, are given regular opportunities to hear good children’s literature read aloud. All students need to hear stories – real stories.

Meet ATESOL Councillor – Lori Ou

I am currently teaching ESL at Lurnea High School in South Western Sydney. Previously I have worked at Lurnea Intensive English Centre before transitioning to Lurnea High School as the Refugee Transition Program teacher.

I am interested in refugee welfare and education. ATESOL has always been a source of quality professional learning and I am delighted to have joined the council.
In 2009, when I took my first class at St Bakhita Sudanese Centre in Homebush West, it became clear the role was not just to impart English vocabulary or grammar, but to be an interpreter and companion to a group of adult women facing a whole new world of experience. We spent a lot of time with calendars in those first few weeks, something so ingrained in our culture, so un-ingrained in theirs. The very concept of planning itself was foreign. Control of their lives had been wrested from them by war, dislocation, rape, loss, grief. Occasionally a student tells me a fragment of her story and my heart breaks. Seeing their infectious laughter, and great comic gifts, it’s easy to forget the scars that lie behind those smiling eyes.

“These women had NEVER been to ANY school,” cries Anna Dimo, Coordinator of the St. Bakhita Centre, and a former school principal in Sudan. Anna came from an academic family and was one of the lucky girls to be educated. She believes the only way for people who haven’t been to school is to have one-on-one assistance, or at least small group learning – 4 or 5 people at most. Not having this personal attention, most of the women reached the end of their free* language tuition at Language Colleges and TAFE in Australia with very little English literacy at all.

The St Bakhita Centre commenced classes in 2002, to address this need. Josephite Sister Maria Sullivan had taught at a rural Catholic high school before coming to live and work among the marginalised of Sydney’s inner west. With the Sudanese community leaders, and a team of willing volunteers, she has developed St Bakhita into a dynamic learning centre with excellent childcare for pre-schoolers and babies.

* Refugees receive this entitlement without cost, unlike other migrants.

Understanding the impact of war in Sudan for developing relevant Adult ESOL programs in Australia

In 2007, at the age of 67, Maria spent a year in Mapuordit, a village near Rumbek, Sudan, in order to understand the life from which the Sudanese had come. “The difference in living conditions couldn’t be further from our imagination”, says Maria. “Because of the war, all the infrastructure is gone. No schools, no banking, no postal system, no transport, no electricity. The context just doesn’t translate! We learn so much by writing, especially when we try to grasp concepts. Factual information is easy in an oral/aural language – concepts are much more difficult. Context is everything.”

Access to English classes, vocational education and training (VET), and community participation

St Bakhita Centre now provides English, computer and sewing classes; evening classes for citizenship and driving licence support; and workshops in video filming and editing. It is open to all Sudanese: Muslim and Christian, female and male (though the latter have been slower to participate). Almost all volunteer teachers are trained professionals.

Former high school principal, Denise Shakeshaft, coordinates the core team of about 15 teachers. “At first, I tried to assess each student and assign them to classes. It was impossible because of gaps in their skills – one might be good at speaking, but no good at reading; or good at written tasks, but unable to speak – it all depended on their life experiences.”
Distance learning – Language Literacy and Numeracy Program (LLNP)*

Once the women have achieved basic English literacy (in group classes) they can enrol as distance education students in the Language Literacy and Numeracy Program (LLNP), to work independently towards Certificates I and II in Basic English, and attend the Centre for one-on-one assistance with assignments and texts.

On-line vocational qualifications

Some students are taking online career-oriented Certificate courses. Flora Musa has completed her Certificate in Community Services and is now doing her Diploma. She is doing a work placement at Catholic Care in Parramatta. Ajak Chimiir has her Diploma in Community Services and is now doing English for Further Studies by correspondence, with the intention of doing a Bachelor of Social Work next year at Western Sydney University. Both are single mothers supporting children.

Volunteer Kerry Wijngaarden assisted three students doing their Aged Care Certificate. “It was very advanced English, almost legalese,” says Kerry. “Not just the language, the concepts were difficult: the idea that you wouldn’t tell a husband who had been beating his wife her location in a Safety House; the concept of protecting children and aged people from abuse. All these needed a lot of explanation. It was slow going!”

TAFE Open Training and Education Network (OTEN) collaborates to develop Pre-certificate course

Kerry realised there was a need for pre-Certificate courses that prepared students before they paid for expensive – and impossibly difficult – private courses. She approached Parramatta TAFE’s Open Training and Education Network (OTEN) for advice. “They’ve been wonderful! They’ve gone out of their way to be supportive. They visit the Centre every term and understand so much more about our students’ commitment.”

Hazel Rosenfeld joined the St Bakhita team as an assistant teacher in early 2013, and was impressed by the dedication of the teachers; but even more by the commitment of the students: “Their determination to learn English and to be good citizens is admirable,” she says. “You gain a glimpse into their lives in Sudan and it is so humbling and makes the desire to help them gain good language skills stronger than ever.”

LLNP now Skills for Education and Employment (SEE)

The newest students at St Bakhita are four young men who want to become fork-lift drivers. They have heard there is a shortage and jobs available. But first they must pass the course. “It’ll take some time,” says Sister Maria. “The training is difficult, especially the maths. And it’s expensive – $800 – so we don’t want them to pay and then fail by starting before they are ready. We are giving them reading and context readiness, using the course manual. It won’t happen quickly.”

“Slow-going” might well be the motto of St Bakhita Centre classes.”I like that things are repeated in class,” says Jacqui Arop. “If I don’t understand something, we do it again next week. It’s not going too fast for me.” There are small victories: a student spells her suburb without reading it off her pension card. Instructions to tick or circle are now understood. Page 25 Exercise 28 is found quickly. Mobiles are switched off for class – that took a few lessons! Menu, Settings, Profiles, Silent! The classroom context is becoming familiar. The Australian context is becoming familiar.

These are women with a lot to say. They are keen to communicate with their children’s schools; get their driving licences; express complaints to landlords’ agents. Above all, to get a job. They can tell stories – no past tense, erratic pronouns – but clearly enough. Their vivid re-enactments make great learning tools. Completing an application form, however, remains a challenge.

These women have experienced great loss, abuse, disappointment. It means a lot that there is a team of people who turn up, and turn up, and are on their side. At St Bakhita, the role of the teacher is not just to teach, but to be there.
K–3 Grammar Workshop

On Saturday, 18th August ATESOL NSW held its annual K–3 Grammar Workshop at a new venue, the Arncliffe conference centre. It was a successful workshop with around 30 participants. Kathy Rushton, ATESOL NSW Councillor and a lecturer at the University of Sydney, presented to a very enthusiastic group of teachers. The focus of the workshop was exploring new aspects of the new K–10 English syllabus and demonstrating strategies that can be used to teach grammar and literacy in context.

Exploring the familiar genre of fairytales, Kathy demonstrated how drama strategies can be used to support language development. Using picture books as well as online texts, these drama strategies were used to elicit vocabulary and to build character profiles, develop setting and identify complications. Teachers were first asked to participate in a reader’s theatre of Rumpelstiltskin and used this as a basis to talk about different characters in the text. Groups of teachers were then given a book and asked to take on the role of the main character from familiar tales such as Goldilocks and Little Red Riding Hood. Through this sequence, students are taught to write dependent clauses using guiding questions such as ‘What was she doing?’ ‘What did she look like?’ ‘What did he like?’ Participants were encouraged to ask these questions to the character as he or she walked in role and then through modelled and guided writing, composed a description of the chosen character. This was also a good opportunity to teach students about noun groups and order of adjectives.

Overall the workshop was a success and provided many useful strategies to teach literacy and grammar.

HSC English (ESL) Revision Day 2013

The annual ATESOL HSC English (ESL) Revision Day is the biggest event on our workshop calendar. Over two hundred and fifty students and teachers attended the event at Shore School, North Sydney.

Once again, we were most fortunate that some of the best teachers of HSC English (ESL) were willing to share their deep knowledge of the course content. Student and teacher feedbacks have been consistently positive. We are very grateful to Sascha Ogilvy of Concord High School, Janice Raynor of Burwood Girls High School, Maria Pender of Willoughby Girls High School, Elizabeth Papayiannis of Liverpool Girls High School, Susan Lack of TARA Anglican School for Girls and Rhonda Rickards of Association of Independent Schools.
In this edition of K-6 corner, I discuss the challenges and strategies I have used to ‘revamp’ my reading groups along with my Stage Two colleagues.

For the past year, our school has undertaken professional learning around reading and this year, teachers conducted action learning on a particular aspect of reading.

**Background**

At the beginning of the year, I conducted a survey in my class about reading groups. I was not happy with how they were functioning and decided to get feedback from the students. I asked questions both about guided reading with the teacher and the other activities that students do during guided reading time. Overall, students loved reading with the teacher. On the other hand, there was not such positive feedback about the other activities. One of the most interesting answers that emerged about these ‘other activities’ was to the question about their purpose. Many students responded that these were tasks only to keep the class quiet while others were reading. Furthermore, the survey results indicated that students disliked activities linked with spelling, handwriting, etc.

After discussion with the other teachers on my stage, this emerged as a common problem and we began discussing what we could do to change this. Through our professional learning, we had been looking at teaching comprehension strategies. We decided that this would be a good focus for our reading groups as well as for the dreaded ‘other activities’. Our main goal was to try and discover the most effective reading based activities that students can complete during reading groups that help develop comprehension skills and strategies.

**Organisation**

One of my colleagues, Kerryn Chan, and I decided that we would combine our classes and attempt to run a fortnightly rotation of ten activities (initially, a frightening thought!). At the beginning of the week, we would introduce and model the focus comprehension strategy using ‘think alouds’. We then conducted our reading groups during the week. Along with excellent ESL support, we were able to organise three groups who were completing guided reading with the teacher each rotation. The other seven activities were based around reading. At the end of the fortnight, students completed a reflection about the focus strategy or reading in general.

**The ‘Other Activities’**

**Reader’s Theatre**

Overwhelmingly, this was the most popular change with the students that we made. Initially we introduced how to conduct a reader’s theatre and then during reading groups, students read and performed their play either at the front of the classroom or in the back area. I also began recording groups which I found encouraged them to think about their character, voice and actions.

**Multimedia Viewing**

This was a wide variety of short videos, online news and sometimes only sound. Students had to watch and listen and then complete a task linked with this activity. For example, if students were studying the strategy of visualising, they may have to listen to only the sounds of a short film and draw a brief sketch of what they were imagining.

**Own Choice/Silent reading**

Many of the students expressed the desire to just be able to read for enjoyment so we made one of the stations a free reading station where students could choose a book from the box or read one of their own.

**Focus Strategy stations**

These stations varied fortnightly and were different activities linked to the comprehension strategy of the week. We attempted to change the types of texts we used in these stations and included graphic novels, newspaper articles, picture book, images, etc.

**Creative Writing**

This was one of the activities that students said they enjoyed from the initial reading groups survey. We kept this activity but provided different writing stimuli throughout the term.
Results so far...

At the end of the term we conducted another survey and the results were much more positive about reading group activities. Students enjoyed what they were doing and were able to talk about how they used different comprehension strategies. Importantly, Kerryn and I noticed in our classes that students were using and discussing the comprehension strategies that they were using not only in reading but in other Key Learning Areas. Through discussion with our other Stage Two colleagues, they too had noticed similar results. Overall, student engagement in reading groups had increased.

Where to next

While we had a lot of success with the new structure, there are definitely aspects to focus on in the future as we continue to develop our reading groups. Instead of focusing on one strategy per fortnight, it will be important to show students how strategies are interconnected and used together to help comprehend texts. Also, some of the groups need to be changed in order to minimise off-task behaviour. Focusing on reflection will also be important. While it is not perfect, I feel like I have taken a step in the right direction and look forward to further evaluating and implementing different teaching and learning activities that will help develop reading skills.

References


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Understanding Democracy in Australia

NSW Parliament role play
Glenice Aiken & Marina Pearce

ESL students from TAFE, high schools and colleges regularly participate in hands-on workshops conducted by the education officers in the NSW Parliament chambers. Role plays in which students vote in a mock election and then debate in Parliament, provide a vivid insight into their citizenship rights and the decision-making processes of government and the Parliament. It is also a valuable and memorable opportunity for ESL students to develop public speaking skills.

Students research the process of how laws are made in an Australian parliament before the excursion. They learn how to prepare a debate (drawing on genres such as Exposition and Discussion), and take the roles of Government, Opposition, minor parties and Independent MPs, and the speaker.

Teachers work with students to practise the debate to develop clear pronunciation, presentation and drama skills, and confidence. Students develop their arguments over several drafts, identifying key points to emphasise and planning the prosodic and phonemic features of their presentation to make their meaning clear. Students A/V record themselves for monitoring and feedback.

Teachers video-record the debate so students and teachers can evaluate the final performances. The class below compiled a DVD and booklet of their speeches. Some of the students have gone on to join Toastmasters to continue developing their public speaking skills.

Students commented:
- I never thought I could do this
- With this experience, I am confident, my English is better

TAFE students debate in NSW Parliament
ATESOL NSW Inc. is the professional association for people working in the field of TESOL (Teaching English to Speakers of Other Languages) and related areas. Our main focus is to our members so we are providing a discount to any member or to anyone who becomes a member when enrolling in one of our courses. (Please see the flyer for the Professional Learning Program and our membership form to see the discounts that are available.) The workshops and courses are being presented by experts in the field and range from pronunciation to drama, grammar and developing familiarity with the latest syllabus documents. We also respect and value the expertise of all our members some of whom also share their own work in some of our workshops.

Our association was formed in 1971 and our members come from all education sectors: early childhood, primary, secondary, tertiary, ELICOS, adult and community education. Our council is also made up of volunteers drawn from all these sectors and many of them are willing to share their expertise through the presentation of workshops and courses. However we realise that many teachers may not have the training to work with students speaking English as an additional language or dialect (EAL/D) so we also welcome mainstream teachers to participate in these workshops and courses.

Some dates and venues are yet to be confirmed but you are able to enrol in all courses as of today. Also if you can guarantee a minimum of 20 participants, all the courses that carry an asterix* may be held at a venue and date of your choice through negotiation with the presenter. We are hoping that this will support communities of schools to provide professional development for participants across several sites. There will be further additions to our professional development offerings so please check our website in the new year.

We look forward to seeing you at one of our workshops in 2014.

Glenice Aiken & Marina Pearce; Caterina Baitieri; Maya Cranitch; Janet Freeman; Margery Hertzberg; Gill Pennington & Kim Cootes; Joanne Rossbridge & Kathy Rushton; Margaret Turnbull.

To enrol in any of these professional learning courses please contact ATESOL NSW – Phone 9716 0378 Fax 02 9564 2342 or atesol.admin@ptc.nsw.edu.au

<table>
<thead>
<tr>
<th>Presenter/s</th>
<th>Course</th>
<th>Date</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Glenice Aiken &amp; Marina Pearce</td>
<td>Teaching pronunciation and independent learning skills for secondary and post-secondary ESOL students*</td>
<td>9.00 – 1.30 2 days, 4 hours per day Dates: Term 2 TBC Venue: TBA</td>
<td>$300 S A</td>
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<tr>
<td></td>
<td>Plan support for EAL/D learners considering common listening and pronunciation problems and using media technology to develop independent learning skills and student self-assessment.</td>
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<tr>
<td>Caterina Baitieri</td>
<td>Teaching the grammar of explanation in science</td>
<td>9.30 –12.00 Date: Sat. 29 March Venue: TBA</td>
<td>$100 P</td>
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<td></td>
<td>A hands on workshop in which participants will create models of the human body as a focus for building oral language and written explanations.</td>
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<td>Maya Cranitch has taught at both the Australian Catholic University and the University of Sydney in the areas of TESOL and literacy education.</td>
<td>Teaching the EAL learner in the mainstream classroom *</td>
<td>½ day or afternoon Full day Date:TBA Venue:TBA</td>
<td>$100 $150 MY S</td>
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<tr>
<td></td>
<td>Examining the English Syllabus K–10 and the links to the ESL scales and the EAL/D learning progression.</td>
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<tr>
<td>Experienced teachers share their work</td>
<td>K–3 Grammar Workshop</td>
<td>9.30 –12.00 Date: Sat. 16 Aug Venue:TBA</td>
<td>$80 P</td>
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<tr>
<td></td>
<td>A hands on workshop for teaching grammar in context in the mainstream classroom</td>
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<tr>
<td></td>
<td>4–8 Grammar Workshop</td>
<td>9.30 –12.00 Date: Sat. 6 Sept Venue:TBA</td>
<td>$80 MY</td>
</tr>
<tr>
<td></td>
<td>A hands on workshop for teaching grammar in context in the mainstream classroom</td>
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<tr>
<td></td>
<td>My Favourite Lessons K–12</td>
<td>4.00 – 6.00 Date:Term 1 TBC Venue:TBA</td>
<td>$80 P MY S</td>
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<td></td>
<td>Primary and secondary teachers share some of their favourite teaching and learning strategies.</td>
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Target Audience: Primary (P) Middle Years (MY) Secondary (S) Adult (A)
### Professional Learning Events 2014

<table>
<thead>
<tr>
<th>Presenter/s</th>
<th>Course</th>
<th>Date</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Janet Freeman&lt;br&gt; has extensive experience as a TESOL teacher and consultant.</td>
<td><strong>Creating an effective EAL/D program in your school</strong>&lt;br&gt;Supporting TESOL teachers and those supervising the program in your school to assess and plan for learners by developing an understanding of Second Language Acquisition and pedagogy.</td>
<td>9.30–12.00&lt;br&gt;<strong>Dates</strong>: Saturdays – 2 &amp; 9 March&lt;br&gt;<strong>Venue</strong>: Arncliffe PS Conference Room 1&lt;br&gt;Segenhoe St. Arncliffe NSW 2205</td>
<td>$100</td>
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<tr>
<td>Dr Margery Hertzberg&lt;br&gt; has many years of experience as a researcher and EAL/D educator. She is the author of &quot;Teaching English Language learners in mainstream classes&quot; (2012) PETAFA.</td>
<td><strong>Enhancing Inferential Comprehension</strong>&lt;br&gt;This practical workshop will explore what interpretive and inferential comprehension requires and then demonstrate a range of strategies that enhance students’ comprehension.</td>
<td>½ day or afternoon&lt;br&gt;<strong>Full day</strong>&lt;br&gt;<strong>Date</strong>: TBA&lt;br&gt;<strong>Venue</strong>: TBA</td>
<td>$100&lt;br&gt;$150</td>
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<td>Gill Pennington &amp; Kim Coote&lt;br&gt;Gill is Vice President of ATESOL NSW and Kim and Gill both have many years of experience as TESOL teachers and consultants; Kim working closely with refugee communities.</td>
<td><strong>Supporting EAL/D learners through our stories</strong>&lt;br&gt;Explore the creative use of stories and storytelling as an effective way of nurturing students and encouraging their emotional, cognitive and linguistic development.</td>
<td>9.30–3.30&lt;br&gt;<strong>Date</strong>: Term 2 TBC&lt;br&gt;<strong>Venue</strong>: TBA</td>
<td>$150</td>
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<td>Joanne Rossbridge &amp; Kathy Rushton&lt;br&gt;have both been TESOL teachers and literacy consultants. Their two books “Conversations about text” Teaching grammar in the context of literary texts (2010) &amp; factual texts (2011) PETAFA are text books for the course.</td>
<td><strong>Grammar and Teaching</strong>&lt;br&gt;This course has been offered since 2002 through the DEC. Through a combination of practical workshops and professional readings it aims to explore those features of grammar necessary for students to master by the end of the middle years of schooling as outlined in syllabus documents and in NAPLAN. It also aims to define a pedagogy which includes the teaching of grammar in meaningful contexts.</td>
<td>4.00–6.00&lt;br&gt;for 12 consecutive weeks&lt;br&gt;<strong>Dates</strong>: TBC&lt;br&gt;Term 1 &amp; 2 TBC&lt;br&gt;Term 3 &amp; 4 TBC&lt;br&gt;<strong>Venue</strong>: Bankstown West PS. Other Venues: TBA</td>
<td>$960</td>
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<tr>
<td>Margaret Turnbull&lt;br&gt;has many years of experience in the TESOL field and is currently EAL/D Advisor for the DEC. She has coordinated the development of “Teaching English Language learners” (TELL) and the NSW trial of the “EAL/D Learning Progression.”</td>
<td><strong>The English Syllabus and the EAL/D learner</strong>&lt;br&gt;In this practical workshop participants will examine and be supported to use the English K-10 Syllabus; the ESL scales, the EAL/D Progression and the ACARA Annotated Content Descriptions to support EAL/D learners.</td>
<td>4.00–6.00&lt;br&gt;<strong>Date</strong>: TBA&lt;br&gt;<strong>Venue</strong>: TBA</td>
<td>$100</td>
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<td><strong>Planning purposeful talk in the classroom</strong>&lt;br&gt;This course will explore a model for differentiating teaching and learning for EAL/D learners and develop understanding of the importance of purposeful talk in the classroom.</td>
<td>4.00–6.00&lt;br&gt;<strong>Date</strong>: Term 1 TBC&lt;br&gt;<strong>Venue</strong>: TBA</td>
<td>$100</td>
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### 2014 Professional Learning Program for TESOL teachers and classroom teachers of students speaking English as a second language or dialect (EAL/D).

If you or your community of schools would like to host one of these professional learning courses * (min. number 20 participants) please contact: Margaret Turnbull at ATESOL Council – margaret.turnbull@det.nsw.edu.au

### Terms and Conditions:
Member discount applies for all existing members or new memberships with registration.

Cancellations: ATESOL NSW reserves the right to cancel a course if the minimum number of registrations is not reached within five working days of the event. If this occurs a full refund will be made. Cancellations will not be received less than 5 working days before the course but places are transferable.

We are happy to negotiate the cost of these professional learning courses* depending on the numbers of participants and the membership status of the participants or the institution hosting the course. The advertised costs are based on 20 participants who are not members of ATESOL NSW. If you or your community of schools would like to host one of these professional learning courses please contact: Margaret Turnbull at ATESOL Council – margaret.turnbull@det.nsw.edu.au
November

6 (Worldwide) TESOL Virtual Seminar: “Insights from Other Worlds: What TESOLers Can Learn from Other Professions.” E-mail edprograms@tesol.org

7-10 (North America) MEXTESOL’s 40th Anniversary Convention: “Four Decades of Innovation in ELT” Queretaro Centro de Convenciones, Mexico. E-mail uschrader@mextesol.org.mx

8-9 (North America) Colorado TESOL 37th Annual Fall Convention, Red Lion Hotel Denver Southeast, Colorado, USA. E-mail larry.fisher@colorado.edu

12-14 (Asia and Oceania) SILC 3rd International ELT Symposium, “Humanising the ELT Classroom: Best Practices for Best Outcomes,” Al’Yamamah University, Riyadh, Saudi Arabia. E-mail symposium@interlink.edu

15-16 (North America) Ohio TESOL Conference, “Crossroads, Connections, Collaboration,” Hilton Columbus Downtown, Columbus, Ohio, USA. E-mail burchettjes@hotmail.com

15-16 (Asia and Oceania) TESOL Symposium: “Envisioning and Creating the Future for English Language Teaching and Learning,” Guangdong University of Foreign Studies (GDUFS), Guangzhou, China. E-mail edprograms@tesol.org

16-18 (North America) Conference of the International Association for World Englishes, “World Englishes in the Multilingual World,” Arizona State University, Tempe, Arizona, USA. E-mail iawe@asu.edu

28-30 (Asia and Oceania) GLoCALL 2013, “Globalization and Localization in Computer-Assisted Language Learning,” The University of Danang, Da Nang, Vietnam. E-mail conference@glocall.org

29-30 (Europe and Eurasia) TESOL Italy’s 38th National Convention, “Englishing,” Rome, Italy. E-mail tesolitaly@gmail.com

December 2013

4 (Worldwide) TESOL Virtual Seminar: “Talking in Order to Learn: Insights and Practical Strategies on Learner Anxiety and Motivation.” E-mail edprograms@tesol.org

18-19 (Africa and the Middle East) TESOL Sudan, “Teaching English in a New Millennium,” Khartoum, Sudan. E-mail elsheikhaymen@hotmail.com

January

31 Jan – 2 Feb 2014 (Asia and Oceania) The Asian EFL Journal & TESOL Asia 10th International Conference. De La Salle University, Manila Website: http://www.tesol.com.ph/ Contact: revy@tesol.asia Call for Papers – open until 7 January 2014

February

21-22 (Asia and Oceania) The 10th International Qatar TESOL Conference: Promoting a Culture of Reading, College of the North Atlantic, Doha, Qatar Website: http://qatartesol.org Contact person: Ismail Fayed Deadline for abstracts/proposals: 4 November 2013

21-22 (Asia and Oceania) 10th Annual CamTESOL Conference on ELT, Phnom Penh, Cambodia. The CamTESOL Conference Series is the premier professional development forum for teachers of English in Cambodia. Web: http://www.camtesol.org Contact person: Sophearith NGOV

March 2014

26-29 (North America) TESOL International Convention & English Language Expo. Portland, Oregon, USA. E-mail conventions@tesol.org
About the Conference

The 2014 Summer Institute is presented from January 14th – 17th by the School of Education within the Faculty of Social Sciences at the University of Wollongong.

Summer Institute is an opportunity for educators from all fields to come together in a collegial environment to engage with the latest ideas and issues with respect to educational research, curriculum, policy and practice.

The theme of this Institute is change, a current feature of the contexts in which all our participants work. Our keynote speaker Dr Phil Lambert will address the topic of curriculum change, and the theme is reflected in the courses and workshops offered during the week.

By popular demand, our offerings have grown to include topics such as English language teaching, quantitative research, oracy, special education, grammar and assessment. This year we have added our ‘Summer Shorts’ workshops in creative writing and history for teachers K-10.

We look forward to welcoming you to the University of Wollongong and to the beautiful Illawarra in Summer 2014.

Associate Professor Ian Brown
Head, School of Education
## PROGRAM

Programs are registered and accredited by the National Professional Standards for Teachers.

<table>
<thead>
<tr>
<th>Time</th>
<th>Tuesday 14-Jan</th>
<th>Wednesday 15-Jan</th>
<th>Thursday 16-Jan</th>
<th>Friday 17-Jan</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.30 – 10.45am</td>
<td>Registration and Welcome</td>
<td>Key Note Address (from 9:30am)</td>
<td>Dr Phil Lambert ACARA</td>
<td></td>
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<tr>
<td>10.45 – 11.15</td>
<td>Morning Tea</td>
<td>Morning Tea</td>
<td>Morning Tea</td>
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<td>11.15 – 1.00pm</td>
<td>Morning Tea</td>
<td>Morning Tea</td>
<td>Morning Tea</td>
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<tr>
<td>1.00 – 1.45pm</td>
<td>Lunch</td>
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<tr>
<td>1.45 – 4.00pm</td>
<td>Lunch</td>
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<td>Lunch</td>
<td>Lunch</td>
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- Knowing About Language
- Oracy and Learning
- Autism Spectrum Disorders
- Analysing Quantitative Data
- Teaching English Overseas
- English as an Additional Language or Dialect in the Mainstream
- Assessment in Schools
- Assessing Higher Order Thinking
- Action Oriented Research

**Summer Institute (informal) Dinner is optional and will be held at a local restaurant on Wednesday 15th January.**

### Early Bird

| Four Day Courses | $850 | $900 |
| Three Day Courses | $700 | $750 |
| One Day Workshop | $225 | $275 |
| Summer Shorts | $125 | $150 |
| Dinner (informal) | $TBA | $TBA |

### Prices include lunch and morning tea.

ATESOL Newsletter • Vol 39 No 3 • October 2013

2014 MEMBERSHIP
1 January to 31 December 2014

TAX INVOICE
(This form becomes a Tax Invoice when paid in full)  ABN 45 769 925 602

[ ] Renew  Membership No. __________________________  [ ] New Membership

Title __________________________  Given Name(s) __________________________  Family Name __________________________

School/Institution Name __________________________

School/Institution Address __________________________  Postcode __________________________

Home/Postal Address __________________________  Postcode __________________________

Home Phone __________________________  Work Phone __________________________  Mobile __________________________

Fax __________________________  Email __________________________

[ ] Please subscribe me to the ATESOL e-bulletin  [ ] Please communicate with me by email

Employer –

[ ] NSW Dept Education and Communities  [ ] Catholic Education Office  [ ] Independent

[ ] TAFE  [ ] University  [ ] Other: Specify __________________________

Sector –

[ ] EC/Primary  [ ] Secondary  [ ] Adult

Areas of interest __________________________

Membership Category  (Prices $A including GST)

[ ] Ordinary $100

[ ] Regional (country) $80

[ ] Student/Unemployed/Retired/Part-Time/Casual $45

[ ] Institutions/Corporations $250

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

Payment Details

[ ] I enclose a cheque for $______ made payable to ATESOL (NSW) Inc.  ....OR

Please debit the specified credit card  [ ] Mastercard  [ ] Visa $______

[ ] [ ] [ ] [ ] [ ]  Expiry Date [ ] [ ] [ ]

Cardholder Name __________________________  Signature __________________________

“Bring a Friend” and save on Ordinary Memberships:

• renew or join with a friend (each complete a form)

• on EACH form, you MUST identify your friend – your “membership partner”

• submit BOTH FORMS TOGETHER

• each “partner” pays $90 (instead of $100) for a 2014 Ordinary Membership

[ ] I am joining with: __________________________

I have completed all contact and other information requested on this form as well as the Payment Details below.

Please send completed form to: ATESOL (NSW) Inc. PO Box 223, Leichhardt NSW 2040

Fax: 02 9564 2342  Phone: 02 9716 0378