Reconceptualising Australian English Learners’ Language and Literacy Skills, Practices and Experiences

Dr Jacqueline D’warte

Dr Jacqueline D’warte of the Centre for Educational Research is researching how and in what ways teachers can create opportunities for students to reveal the language and literacy skills and experiences they possess in the variety of outside of school social and cultural contexts in which they participate. It also considers how these skills and experiences can be harnessed for classroom learning. This project is funded by the New South Wales Department of Education and Communities (DEC), through the Multicultural Programs Unit.

Australia is one of the most culturally and linguistically diverse nations in the world. This diversity is embedded in Aboriginal and Torres Strait Islander societies and enhanced by the arrival of people from over 200 countries from around the world. Although current NSW English curriculum documents acknowledge this diversity and ask teachers to recognize and build upon the skills students display outside of school, this can be a vast challenge for many teachers. This project involves teachers and their students in studying their everyday language practices and experiences and applying those understandings to the English demands of school.

Data are being collected from 105 students aged 10–13 years and nine teachers in four Sydney and Western Sydney schools. Interviews have been conducted with...
From the Editors

Glenice Aiken and Maya Cranitch

A warm welcome to the first edition of the ATESOL Newsletter for 2014 as the autumn leaves fall. The year has started with a continuing focus on active and strong advocacy for access to quality education for our EAL/D learners. In this issue we provide an update, starting on the cover, and outline the campaign action proposed by the ESL and Refugee Education Working Party to restore, maintain and improve equitable provision of specialist EAL/D provision in our schools. We draw your attention to a petition included in this issue requesting the NSW Government to maintain an effective ESL Program.

Learning outside the classroom can be an exciting approach for students and teachers but also a challenge to design and implement. Two articles address this theme. Marcel Garraud takes us on an inspirational tour into the vegetable garden at Beverley Hills North Public School to discover an effective tool for engaging and teaching EAL/D students and involving their families in school life.

Students’ everyday life experience and learning is recognized in NSW curriculum documents as a valuable resource which can be built on to enhance intercultural understanding and curriculum outcomes. In the cover article Dr Jacqueline D’warte reports on a pilot project involving teachers and students aged 10–13 in studying their use of language and experiences outside the classroom and drawing on their findings to meet the English language demands in school.

Our 2014 fourth biennial International TESOL Conference to be held in Melbourne, 30 September – 3 October has the theme Meeting the Challenge. Among the challenges for educators is the increasing standardisation of curricula and teaching programs and practices, while TESOL professionals must also address the diverse and complex needs of learners. Take the opportunity to meet up and exchange with fellow professionals, leading national and international educators and researchers. See the conference website for details.

The 2014 ATESOL Professional Learning Events Calendar is on page 12. ATESOL NSW aims to promote exchange between educators through the workshops held throughout the year. We will be reporting on some of our 2014 workshops in the next issue. Watch this space for any changes and additions.

The Federal Budget has just been delivered as this issue goes to press. For NSW schools the budget represents a cut of $2.1 billion by abandoning the final two years of Gonski funding, including $1.81 billion in additional funding for schools with disproportionate numbers of disadvantaged students including Aboriginal students and EAL/D students. Education Minister, Adrian Piccoli issued a media release in which he reaffirmed the NSW Government’s commitment to fund its Gonski commitments in full. The state budget in June may reveal the state government’s commitment to the deal. In the post-secondary sector, VET programs have been cut including the abolition of the Workplace English Language and Literacy Program.

ESL Campaign Plan 2014: ESL and Refugee Education Working Party

Our aim for this term is to gather information on what impact the changes are having on schools, to spread information widely to schools, community groups and politicians:

• Petition aim for 10,000 signatures.
• Open Letter distributed to all ESL teachers in the state.
• Forum for teachers, parent/community members and students/ex-students later in the term at NSW Teachers Federation to share information on what the impacts of local schools local decisions has been.
• Accounts of what impact the changes are having on schools without identifiable names/places but they must be actual incidents. For example, from one ESL teacher:
  I am two days per week in a xxxxx primary school. In the past, xxxx, our CIO would help refugee background families in the school with settlement advice and issues. I have five students from two families who transferred from xxxxx – I try my best with advice and referrals but i cannot answer many of the questions. Class teachers are getting upset at me missing classes because i am following up other issues with the families and children. I tried the Educational services team - they told me to ring Multicultural in Sydney - but they do not have the time or local knowledge. I feel as if i am not doing my job properly.
• Rally planned for mid year
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ATESOL NSW INC - COUNCIL MEMBERS 2014

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PROFESSIONAL TEACHERS' COUNCIL NSW

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I would like to begin by acknowledging the two other Vice Presidents, Bess Wassman and Sue Bremner. When no one was elected to fill the President’s role in 2013, we agreed to share the position between us and I have appreciated and enjoyed their cooperation and collaboration in the execution of these duties.

I would also like to acknowledge all the Council members who regularly give up their time and energy to maintain the running of this association. We recognize the importance of supporting EAL/D learners in all sectors and in all stages of their education and it remains vital that in these uncertain times we continue to inform decision makers on issues surrounding these learners. Whilst our membership is drawn from all sectors of education provision, including adult educators, we support notions of access and equity for all English language learners. We thus strive to encourage accurate identification of all EAL/D learners, appropriate provision of programs throughout Independent, Catholic and Government schools, and high quality professional learning for all educators.

I will now report on the advocacy role played by ATESOL NSW during 2013.

The mission statement for ATESOL NSW is… "to advocate on behalf of and improve educational outcomes for learners of English as an additional language or dialect (EAL/D), including Aboriginal and Torres Strait Islander students who speak traditional Indigenous languages, creoles and varieties of Aboriginal English.”

This year our association has been active in maintaining its advocacy role, both within NSW and across Australia, as an affiliate of ACTA (Australian Council of ATESOL Associations).

In 2013 our members were invited to participate in the ACTA State of EAL/D 2013/14 Survey designed to allow educators across Australia to reflect and report on the management and implementation of EAL/D programs in their own contexts. Valuable data has been collected from over 200 EAL/D educators from December 2013 to March 2014, data which can be used to furnish submissions and information fact sheets, such as the ACTA submission to the Senate Select Committee on School Funding, currently in draft form. ACTA councillors elected by ATESOL NSW (Margaret Turnbull, Kathy Rushton and myself) have had the opportunity to provide input into this submission.

Within NSW, advocacy has been high on our agenda due to changes to the delivery of EAL/D services to migrant and refugee students in DEC schools. Through the Local Schools, Local Decisions reforms, the existing targeted, needs-based support model has been replaced with student based funding as part of untied equity payments to schools. We have very real concerns that specific purpose EAL/D teaching positions may be lost, EAL/D funding will be no longer identifiable and that accountability for EAL/D programs will be lost.

ATESOL NSW is now represented on the NSW ESL and Refugee Working Party, set up to challenge changes to EAL/D in NSW government schools. Their report “Passing the Buck” can be found on their website: http://www.esl-refugee-education.com. We endorse their initiatives and have circulated their petition amongst our members. This petition requests that the government:

1. agree to maintain an effective ESL Program in NSW, supported by a state wide service plan
2. guarantee targeted funding and delivery of ESL services, staffed by qualified ESL teachers
3. establish accountability frameworks to monitor & report on access to & effectiveness of ESL services for the ESL target group
4. ensure schools continue to have access to local expert support from Multicultural/ ESL consultants, Refugee Support and Community Information Officers by re-establishing this service in the new departmental structure.

The Working Party has had considerable support from Greens member John Kaye and his staff, who are organising a ‘launch’ of their website and campaign at Parliament House in early July. We intend that ATESOL NSW be well represented at this media event. Ken Cruickshank, one of the organisers, has been full of praise for the coverage given to this campaign in the ATESOL NSW Newsletter (December 2013).
ACTA Submission to the
Senate Select Committee
on School Funding

Submission 74

1. Executive Summary

The Australian Council of TESOL Associations welcomes the move to needs-based funding arrangements as they apply to learners of Standard Australian English as an additional language or dialect (EAL/D), conditional on:

1. the use of an appropriate means of identifying these learners and their needs.
2. the development of effective means of holding systems and schools accountable for the proper use of these funds.

However, evidence from a survey of our members suggests that current policies directed to increasing school-based autonomy run counter to these conditions in a number of important ways. We note a decline in EAL/D provision overall and a continuing erosion in the quality of what remains.

Needs-based funding, as it applies to EAL/D learners, requires:

2. Appropriate and targeted EAL/D provision by teachers who are qualified in this field.
3. Accountability for allocated EAL/D funding.
4. EAL/D guidance for principals.
5. EAL/D professional learning for all teachers.
7. Positive framing of multilingualism and bi/multilingual students.

2. Introduction

The Australian Council of TESOL Associations (ACTA) welcomes the opportunity to contribute to the work of the Select Committee on School Funding

ACTA’s specific mandate is to advance the interests of learners of English as an additional language or dialect (henceforth EAL/D learners), their mainstream and specialist teachers, and to assist the educational systems and schools within which these learners are located. Our concerns embrace the distinct needs of all bi/multilingual students (Indigenous, migrant, refugee and international), in all their various school settings, be they remote or urban; or in intensive English centres or mainstream classrooms (See Appendices A and B).

In this submission, we:

1. report on the current grass-roots situation as reported by our members
2. report on particular developments in some States and Territories
3. consider the issue of identifying EAL/D learners
4. make recommendations on quality provision for these learners.

We will address needs-based funding issues and the Inquiry’s terms of reference as they relate to these matters

Footnote: 1
There is no common term for intensive English centres as not every jurisdiction has them or names them as such. In this submission, they are referred to as intensive English centres.

6. Recommendations

1. Accurate identification of EAL/D learners. ACTA urges immediate work on a nationally consistent English Language Proficiency measure with a particular focus on ACARA’s EAL/D Learning Progression, building on the trialling work of NSW DECS. This is essential for the implementation of correctly targeted funding for EAL/D learners and is a matter of urgency.

2. Accountability for allocated EAL/D funds. ACTA recommends that the Commonwealth require transparency and accountability from the States and Territories for EAL/D allocated funding, which in turn requires similar transparency and accountability...
ACTA Submission to the Senate Select Committee on School Funding

from schools. Accountability must include requirements that funding directly addresses EAL/D learner needs through use of specialist staff, such as EAL/D teachers and multilingual staff, both teachers and teacher aides.

3. Guidance for principals. ACTA recommends that principals in schools with multilingual populations be provided with guidelines and resources to appropriately manage the EAL/D learning of those populations.

4. Professional learning for teachers. ACTA recommends the national development of creative solutions to meet the needs of schools that cannot readily access EAL/D expertise, such as the development of online training courses (e.g. the Online Course Senate Select Committee on School Funding Submission 74 19 – Teaching Aboriginal and Torres Strait Islander EAL/D learners which being development by the Queensland Department of Education, Training and Employment), EAL/D regional teacher networks and/or the mandating of teacher preparation courses to include compulsory units on EAL/D pedagogy and multilingual education.

5. Revision of the Better Schools Fact Sheet on English Proficiency. ACTA recommends that, as a matter of urgency, the fact sheet on English proficiency be withdrawn from circulation and rewritten to reflect the most up-to-date understandings of how learners are best supported in English language development.

6. Positive framing of multilingual students. ACTA recommends that the term “low English proficiency” be replaced with terminology that describes English language learning as a positive developmental process, such as multilingual learners or learners of English as an additional language or dialect.

Upcoming events

Africa Day celebration
Saturday 31 May, Blacktown NSW
This event will feature an All Nations parade, with people from 54 nations marching together in a united celebration of Africa Day.
Details: 9:00am – 4:00pm; Blacktown City Centre; for further details, visit https://www.facebook.com/events/584218494995814.

Cultural shift: Symposium on supporting migrant and refugee families through settlement
Thursday 5 June, Parramatta NSW
Organised by Settlement Services International, this symposium will bring together leaders and experts in migrant and refugee service provision to highlight the important role of services from various sectors in meeting the needs of recently arrived migrant and refugee families. It will showcase and promote effective services, delivery models and approaches for supporting recently arrived migrant and refugee families through their settlement journey.
Details: $65.00; 9:00am – 4:30pm; Novotel Parramatta, 350 Church Street, Parramatta; register online at http://www.regodirect.com.au/culturalshift.

Annual Human Rights Dinner
Friday 20 June Camperdown, Sydney
The Human Rights Dinner is a fundraiser for the Human Rights Law Centre and Justice Connect. The guest speaker at this year’s dinner is Hina Jilani, a pioneering international human rights lawyer, pro-democracy campaigner and leading activist in Pakistan’s women’s movement who founded Pakistan’s first all-women law firm, its first legal aid centre and its national Human Rights Commission.
Details: tickets $180.00 ($110.00 concession and NGOs); 6:30pm for a 7:00pm start; The Great Hall, University of Sydney Camperdown campus; for further details and to book tickets, visit http://hrlc.org.au/humanrightsdinner2014
students and teachers, curriculum artefacts and student work samples have been collected along with audio recordings and field notes from classroom observations. Teachers have developed and trialled lessons and activities that link to National English Curriculum outcomes; these lessons are specifically designed to leverage students’ language skills and experiences for classroom learning.

The analysis of collected data offers possibilities for both enhancing classroom teaching and learning and building on students’ everyday language skills and experiences in service of learning. The intricacies of student created Language Maps emanating from this work will be further analysed using spatial analysis. For example, below are two Language Maps produced by Year 6 students.

This pilot project is scoping a previously under-researched field in Australia where students’ use of language to successfully fulfill social needs can be harnessed to address academic needs. It aims to provide the background for a larger scale project. In the interim this project will contribute new understandings to how we enhance intercultural understanding and support all students in further developing their English language and literacy.

Project Title: Reconceptualising Australian English Learners’ Language and Literacy Skills, Practices and Experiences
Funding has been set at: $33,016
Contact Details: j.d’warte@uws.edu.au

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Enhancing Inferential Comprehension *

This practical workshop will explore what interpretive and inferential comprehension requires and then demonstrate a range of strategies that enhance students’ comprehension.

DATE: Saturday 9 August 2014 from 9.30am to 3.30pm
PRESENTER:
Dr Margery Hertzberg has many years of experience as a researcher and EAL/D educator.

TARGET AUDIENCE:
Primary, middle years and secondary educators
COST:
$150 ATESOL members
ACTA 2014 Conference 30 September – 3 October


In addition, a symposium at the Melbourne Immigration Museum is scheduled for Tuesday 30 September.


It is all shaping up to be an event not to be missed!!

NAPLAN Report released


ACTA Submission – Inquiry into School Funding

ACTA recently submitted a response to the Australian Parliament ‘Senate Select Committee on School Funding’ inquiry. To read the submission which draws on the recent ACTA survey into school EAL visit the website [http://www.aph.gov.au/Parliamentary_Business/Committees/Senate/School_Funding/School_Funding/Submissions](http://www.aph.gov.au/Parliamentary_Business/Committees/Senate/School_Funding/School_Funding/Submissions)

The ACTA Submission is number #74

Please note:
Once a committee has authorised the release of a submission, subsequent publication of it is protected by parliamentary privilege. Please do not download and forward the submission to others but refer them to the above website.

VicTESOL ACTA Councillors Mark Melican and Mairead Hannan represented ACTA at Senate Inquiry hearing in Melbourne on 3 April 2014.

Resources and Links

TESOL English Language Bulletin (tesol@multibriefs.com)
This weekly email bulletin from TESOL International is available as a subscription – [http://multibriefs.com/optin.php?tesol](http://multibriefs.com/optin.php?tesol)

To read this week’s bulletin and the archive – [http://www.multibriefs.com/briefs/tesol/](http://www.multibriefs.com/briefs/tesol/)

Survey on teachers’ language knowledge

Anyone interested can participate in an online survey titled: Grammaticus Survey.

It is a national survey that forms part of a project that looks at English teacher knowledge of their field and how to build upon it. It is completely anonymous. To read more and take the survey – [http://tesol.org.au/Other-events-Conferences,-Symposiums,-etc./Surveys](http://tesol.org.au/Other-events-Conferences,-Symposiums,-etc./Surveys)

Foundation Skills Assessment Tool (FSAT) – Adult sector

The Department of Industry has contracted the Australian Council for Educational Research (ACER) to develop a free online Foundation Skills Assessment Tool (FSAT) (using the Australian Core Skills Framework and the Core Skills For Work Framework) – [http://www.acer.edu.au/tests/fsat/overview-fsat](http://www.acer.edu.au/tests/fsat/overview-fsat) to identify and assess an individual’s foundation skill levels. LLN providers who are interested in participating in trials in order to provide feedback about the assessment system can visit the ACER website to register their interest – [http://www.acer.edu.au/tests/fsat/fsat-latest-news](http://www.acer.edu.au/tests/fsat/fsat-latest-news)

Excellence in Language, Literacy and Numeracy (LLN) Practice Award – Adult sector

The Australian Training Awards are the peak, national awards for the vocational education and training (VET) sector, recognising individuals, businesses and registered training organisations for their contribution to skilling Australia.

The Excellence in Language, Literacy and Numeracy (LLN) Practice Award recognises innovation and excellence by an individual involved in improving LLN skills in an educational, community or workplace context.

national standards, but the same model was applied by New South Wales previously. The development of specific standards was considered by stakeholders at the time of the establishment of the NSW Institute of Teachers, but general standards were preferred. (Hansard: Questions and Answers paper No.188)

A question about allocation of roles and responsibilities to fill gaps created by cuts to the network of 13 Multicultural/ ESL consultants, 1.6 Refugee Support Officer and 17.2 Community Information positions produced the following response:

The Department of Education and Communities will provide continuity of service delivery to government schools in 2014 through the Educational Service teams which are responsible for providing advice and support to schools in ESL Education.

There is support for schools in the delivery of multicultural education at the state and local level. Schools with make decisions about the services and support that they need. . (Hansard: Questions and Answers paper No.188)

The ESL and Refugee Education Working Party has identified the following developments:

• There are no designated ESL positions in Educational Service teams. What will be the impact on professional development of teachers, monitoring and reporting ESL student numbers and needs in the future?

• The DEC plan is to identify mentors who have ESL expertise in schools to provide advice and support to neighbouring schools while being replaced by relief teachers. How effectively will these ‘mentors’ fill gaps created by cuts to consultant and support officer positions?

• The ESL orientation program for 2014 involves 100 teachers compared with 200+ in previous years though there is no suggestion of decreasing ESL populations.

• ESL Pedagogies course is unlikely to run in 2014.

• The push to deliver professional development through online, self- access learning aimed primarily at meeting “general standards” suggests a shift away from traditional, accredited TESOL training.

• There is strong anecdotal evidence that schools are struggling to find support to meet immediate needs identified in term 1 of 2014

• There has been continuing publicity with an item on ABC National news and the campaign is now being supported by the NSW Teachers Federation and a growing number of school principals. – http://www.abc.net.au/news/2014-03-23/english-language-cuts-at-nsw-schools-hurting-students/5337760

The Working Party is now focusing on building collecting and getting information out to schools on the impact of the changes. There is a form to fill in on the effects of the funding cuts in your school as well as a petition on the website: http://www.esl-refugee-education.com/

There is a planned rally on Monday 30th June when the petitions will be presented to the parliament. Parents and students are encouraged to attend as well as teachers.
HSC English (ESL) 2014

ATESOL HSC English (ESL) Revision Day

The annual ATESOL HSC English (ESL) Revision Day is on again on Monday 22nd of September 2014 at Smith Auditorium, Shore School, William St, North Sydney. The revision day is an opportunity for teachers and students to learn and consolidate their knowledge of the HSC English (ESL) course. Experienced HSC ESL teachers and markers will be sharing their tips and strategies about the Area of Study: Belonging, the various electives and the listening paper.

To ensure sufficient copies of booklets are available, please sign-up by 12th of September 2014. Additionally, please indicate how many teachers and/or students are attending as well as the electives you will be attending.

Please complete the attached form and return to ATESOL NSW Inc by mail or fax.

PAST ATESOL TRIAL HSC ENGLISH (ESL) PACKAGES

Since 2014 is the last year of the current Stage 6 English Prescriptions, ATESOL NSW has decided not to produce new Trial HSC papers this year, and to focus its attention instead on preparing a professional learning program to assist teachers of the HSC English (ESL) course become familiar with teaching and assessing the new prescriptions which will be examined for the first time in 2015.

We have produced Trial HSC packages every year since the present prescriptions became current in 2009, so there is an abundance of suitable material of an appropriate standard available from which teachers can select, mix and match, or find models for developing their own 2014 Trial HSC questions.

To assist teachers in this process, ATESOL is making available copies of our Trial HSC packages from 2009 to 2013 at half price per package, so that schools can fill any gaps in their resource libraries, and replace any missing or lost packages to complete the full set of papers. Just complete the attached order form in the usual way, indicating which year(s) you would like to order packages for.

Any teachers who feel they need additional assistance in preparing their Trial HSC this year are welcome to contact ATESOL and ask to be put in contact with an experienced colleague who can offer feedback or advice on an individual basis.

Watch out for further advice soon about the new Stage 6 English (ESL) professional learning program for 2014-2015.
Developing and using a school vegetable garden can be an effective tool in engaging and teaching EAL/D students and involving their families in school life.

Over the past few years, Beverly Hills North Public School has been developing a school vegetable garden to be used by the school’s gardening club as well as regular classes, as a teaching and learning space. The gardening club is an interest based group made up of a cross section of the student population from Kinder to Year Six and contains a number of EAL/D students. The group meets twice a week to care for the garden and once a term to sell produce to the school community. The main benefit for EAL/D learners is development of spoken language but benefits have also been noted in students with special needs who have found a quiet space in the school where they experience great success growing their own plants.

**The Garden Club provides an opportunity for students of all ages and abilities to interact and share their knowledge.** When planting and harvesting, students often recognise fruit or vegetables from their own family’s meals or gardens and take great pride in sharing that knowledge with their peers and teachers. This sharing leaves children with a sense of pride in knowing that what they do at home is valued in the school environment.

**Taking the garden to the next level, the students are now investigating what would be required to keep chickens within the garden enclosure.** This has been facilitated by a Royal Easter show competition for children to build a model chicken coop accompanied by relevant information. This has seen students in the gardening club working together in their own time to design and make the models and accompanying information.

**Finally, classes have used the space for various learning experiences which have included building Indigenous shelters, planting bush tucker plants, science experiments to discover what plants need to grow and maths units on area and estimation.** All of these experiences take students out of the classroom and provide them with opportunities to apply background knowledge that they have developed at home. So many possibilities…
Date – Monday 22 September 2014, 9am to 3.30pm  
Venue – Smith Auditorium, Shore School, William St, North Sydney  
(short walk from North Sydney railway station)

This annual highlight for Year 12 English (ESL) students attracts hundreds of students and teachers each year. All sessions are presented by experienced teachers and markers of the HSC English (ESL) course. This is the best value revision course around!

Mail the completed form along with payment to  
ATESOL NSW Inc., PO Box 223 Leichhardt 2040  
or fax to 02 9564 2342 with credit card details completed  
Phone enquiries (02) 9716 0378

Cost $25 students  $55 teachers  * BOOK BY 12 SEPTEMBER 2014

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To ensure accurate photocopying, please select the electives you will be attending:

- Module A  
  - Elective 1: Australian Voices  
  - Elective 2: Australian Visions

- Module B  
  - Elective 1: Living and Working in the Community  
  - Elective 2: Academic English

*Note:* Please attach a sheet providing the names of all students and teachers attending together with the name of the organising teacher.

Payment Amount .......... Method of payment: Cash / Cheque / Credit card  

MAKE CHEQUES PAYABLE TO ATESOL (NSW) INC. AND ATTACH TO THIS FORM

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Visa / Mastercard (circle one)

Cardholder’s Name .......... Credit Card no. ..........  

Signature ......................... Expiry date ..........  

ATESOL NSW Inc.  
*ABN 45 769 925 602 *PO Box 223 Leichhardt NSW 2040  
*Phone (02) 9716 0378  
*Fax (02) 9564 2342

ON RECEIPT OF FULL PAYMENT THIS FORM BECOMES A TAX INVOICE. PRICES INCLUDES GST
ELICOS Update – February 2014

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.

ELICOS overview

Now that parliament is sitting again we are looking forward to the new commonwealth government demonstrating its support for the international education industry, the fourth largest export industry in Australia. The English Australia Executive Director, Sue Blundell, continues to meet with key government and education peak body representatives in an attempt to ensure a supportive and stable context for ELICOS.

Many ELICOS colleges experienced a strong upward trend in ELICOS student commencement numbers for the peak enrolment period of November; we remain positive that ELICOS will be a stable provider and employer this year.

ELICOS scenario planning

Late last year English Australia undertook a scenario planning exercise to help anticipate future forces on ELICOS (as much as this is possible) and to aid in the association’s three-yearly strategic planning process. A workshop involving key stakeholders within and outside ELICOS including college representatives, suppliers and representatives of government departments and regulatory bodies resulted in the identification of two major forces: ‘alignment’ and ‘competitiveness’ and four scenarios were developed that responded to different combinations of these. A document outlining the complete process and detailing the scenarios is available to any interested party at: www.englishaustralia.com.au/visageimages/ELICOS-ScenarioPlanningReport.pdf.

Action Research in ELICOS

English Australia received 19 submissions from 26 teachers around Australia for the 2014 Action Research in ELICOS Program, sponsored by Cambridge English Language Assessment. Participants will undertake projects that will explore aspects of teaching, learning and assessing reading. Information about the 2014 program is available at www.englishaustralia.com.au/2014_action_research_program.html.

English Australia Conference

The 2014 English Australia Conference will be on 17–19 September in Melbourne, and we’re looking forward to seeing you there. We currently have Adrian Underhill, David Graddol and Mark Pegrum as plenary speakers to address the theme ‘Quality: walking the talk’ and more will be confirmed over the coming months. Initial information is available at www.eaconference.com.au and you can contact info@eaconference.com.au if you would like to receive updates.

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

English Australia represents over 100 member colleges throughout Australia that provide quality English language programs to students and professionals from around the world. For more information on ELICOS, including details of professional development initiatives, please visit www.englishaustralia.com.au.

PETITION IN SUPPORT OF STOPPING CUTS TO
ENGLISH AS A SECOND LANGUAGE (ESL) PROVISION
FOR MIGRANT AND REFUGEE STUDENTS IN NSW GOVERNMENT SCHOOLS

To the President and the Members of the Legislative Council of New South Wales. This petition of certain citizens of New South Wales states that:

The O’Farrell Government’s Local Schools Local Decisions policy is dismantling special English language teaching programs that have supported hundreds of thousands of migrant and refugee students in NSW Government schools since 1969.

Under the policy, English as a Second language (ESL) services will no longer be protected as a state wide program dedicated to helping 136,000 ESL students stay on and succeed at school.

The NSW Government is ‘untying’ funding for ESL teachers and handing over all its responsibility for ESL funding and provision to school principals. ESL programs will soon have to compete for funding against other school priorities in their budget plans.

The NSW Government has cut staff at state office. It has also axed all regional Multicultural/ESL Consultants, Refugee Support and Community Information Officers who provide direct professional support to schools and communities.

We the undersigned, request that the House

1. Agrees to maintain an effective ESL Program in NSW, supported by a state wide service plan
2. Guarantees targeted funding and delivery of ESL services, staffed by qualified ESL teachers
3. Establishes an accountability framework to monitor and report on the access and effectiveness of ESL services for the ESL target group
4. Ensures schools continue to have access to local expert support from Multicultural/ ESL consultants, Refugee Support and Community Information Officers by re-establishing this service in the new departmental structure.

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The Australian Council of TESOL Associations (ACTA) has recently been developing an Elaboration of the Australian Professional Standards designed for teachers working with EAL/D learners. This EAL/D Standards Elaboration supports the use of the National Standards by adding EAL/D detail for each Focus Area. In this way, teachers can identify their professional learning goals in terms of their work with EAL/D learners, and can simultaneously gain a broad understanding of the key features inherent in that work, both for EAL/D specialists and mainstream teachers. The Elaboration will be of practical use to educational leaders and teachers in the full range of school settings, as well as teacher educators and teachers in other settings. A draft of the EAL/D standards is now available – http://tesol.org.au/Advocacy/National-Professional-Standards-for-Teachers.

The EAL/D Elaboration is closely aligned with the Australian Professional Standards for Teachers in terms of career stages, with one variation. This variation is that the Highly Accomplished career stage has been aligned with the experienced EAL/D specialist, having descriptors which address both targeted EAL/D classroom teaching and specialised support and mentoring for mainstream teachers. A progression for mainstream teachers in their work with EAL/D learners is provided through descriptors for Graduate and Proficient teachers. There are also descriptors for the Lead teacher category which are directed towards mainstream Lead teachers with or without specific EAL/D expertise, as well as towards EAL/D specialists in Lead positions.

As all Standards emphasise the importance of accessing EAL/D and intercultural knowledge sources, the use of the EAL/D Elaboration will support whole school planning, as it provides initial guidance for assessing EAL/D learner needs and a detailed framework for assessing the expertise available in the school to meet them. The use of the EAL/D Elaboration will therefore support the identification of the professional learning needs of individual teachers at a specific site and also draw attention to the learning needs of their EAL/D students.

In designing the EAL/D Standards Elaboration ACTA built on:

• ACTA’s two existing sets of Standards, one for ESL teachers and one for mainstream teachers;
• the EAL/D Teacher Resource in the Australian Curriculum;
• State and Territory policy documents or guidelines for working with EAL/D learners across jurisdictions;
• the Capability Framework for teaching Aboriginal and Torres Strait Islander EAL/D learners.

During term 2, 2014, two further steps will occur:

1. Further expansion will be provided for many of the Descriptors in a separate, linked document to give more explicit indicators.
2. A survey will be posted on the ACTA website requesting feedback both on the content of the EAL/D Standards Elaboration and your experience with using the document. Your input will be very helpful in its further development, so please keep a look-out for the survey.

---

Did you know that: the DEC axed 13 ESL/ Multicultural, 17.2 Community Information Officers and 1.4 Refugee Officer positions in 2013?

Did you know that: the DEC will not guarantee any of the 900 specialist ESL teaching positions in 2014 once these are gone so act now or it’s too late.

NOW there is . . .

NO one to come to your school to help support new arrival and refugee students, to help get ESL funding, to help assess students, to help get ESL funding, to help assess students, to help get ESL funding, to help assess students, to help get ESL funding, to help assess students, to help get ESL funding.

NO one to organize parent meetings, interpreters and workshops or community, student Alumni groups in EAL/D.

NO ESL specialist positions in the new Educational Services structure.

NO guarantee that any ESL specialist position in schools will be maintained under Legal Terms and Conditions.

The DEC ‘solution’ is for you to get ESL teachers from neighbouring schools for advice, support and professional development.

What are we losing?

• We have a highly effective ESL program catering for almost 20% of the government school student population which is being dismantled.
• Australia has the only minority where first and second generation students score at or above the average on PISA tests.
• 9000 taken away from refugee and ‘at risk’ young adult students but our ESL students score better than states in PISA/USA results.
• When this happened in Victoria the percentage of qualified ESL teachers in primary schools dropped to under 1%. This year in NSW there are over 4000 classroom teachers needing but not being able to get professional development in ESL. There are 890 ESL teachers needing ESL specialist training but without consultants there is no one to deliver.
• The long term effects for migrant and refugee students are enormous. There are 90000 students needing but not getting ESL support in schools.

What can you do?

• See our website: http://www.esl.gov.education
• Sign our petition – and get on our mailing list.
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 02 9716 0378 Fax 02 9564 2342 or atesol.admin@ptc.nsw.edu.au

Target Audience: Primary (P)  Middle Years (MY)  Secondary (S)  Adult (A)

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<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</td>
<td>$300</td>
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<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>
<td>2 half-day workshops, 8 hours in total. Dates: Sat 10 &amp; Sat 24 May Venue: Education Building A35, Sydney University, Camperdown</td>
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<td>Caterina Baitieri</td>
<td>Across the KLAS – Experienced teachers share strategies on how language development can be supported in different Key Learning Areas. In one session, participants will create models of the human body as a focus for building oral language and written explanation.</td>
<td>9.30 –12.00</td>
<td>$80 ($50 member)</td>
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<td>Date: Sat 24 May Venue: TBA</td>
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<td>Experienced teachers share their work</td>
<td>K–3 Grammar Workshop: Language, Literacy and Literature</td>
<td>9.30 –12.00</td>
<td>$80 ($50 member)</td>
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<td>A hands on workshop for teaching grammar in context and strategies to support the English Syllabus in the mainstream classroom.</td>
<td>Date: Sat 16 August Venue: TBA</td>
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<td>My Favourite Lessons K–12</td>
<td>4.00 – 6.00</td>
<td>$80 ($50 member)</td>
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<td>Primary and secondary teachers share some of their favourite teaching and learning strategies.</td>
<td>Date: Sat 5 April Venue: Camdenville PS, Newtown (PETTA office)</td>
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## PROFESSIONAL LEARNING EVENTS 2014

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<td>Joanne Rossbridge &amp; Kathy Rushton</td>
<td>4–8 Grammar Workshop: Implementing the English K–10 syllabus: Language, Literacy and Literature</td>
<td>9.30–12.00 Date: Sat 6 September Venue: Croydon PS 39 Young St, Croydon</td>
<td>$80 P MY</td>
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<td>Dr Margery Hertzberg</td>
<td>Enhancing Inferential Comprehension *</td>
<td>9.30 – 3.30 Date: Sat 9 August Venue: TBA</td>
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<td>Gill Pennington &amp; Kim Cootes</td>
<td>Supporting EAL/D learners through our stories</td>
<td>9.30–3.30 Date:Term 2 TBC Venue: TBA</td>
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<td>Margaret Turnbull</td>
<td>The English Syllabus and the EAL/D learner *</td>
<td>4.00–6.00 Date:Wed 27 August Venue: Level 4, Conference Room, 1 Oxford St, Darlinghurst</td>
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<td>Planning purposeful talk in the classroom *</td>
<td>4.00–6.00 Date:Mon 11 August Venue: TBA</td>
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### 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

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The 2014 Professional Learning Program is 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
Attention: HSC English (ESL) Teachers

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PAST ATESOL TRIAL HSC ENGLISH (ESL) PACKAGES
(includes written papers, listening exam CD and marking guidelines)

☆☆☆Half Price☆☆☆
Cost $45.00 members $57 non-members
(Price is per package, includes GST and registered postage)

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Phone (mob) ……………………………………. (wk) …………………………………………………

Tick the Trial Package(s) you would like to purchase

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Payment Amount ………………… Method of payment: Cash / Cheque / Credit card

Please make cheques payable to ATESOL (NSW) Inc. and attach to this form

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*ABN 45 769 925 602  *PO Box 223 Leichhardt NSW 2040  **Phone (02) 9716 0378  *Fax (02) 9564 2342
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International Conferences 2014 Events

May
- **27-28** (Asia and Oceania) Language in the Online and Offline World: The Latitude, Surabaya, East Java, Indonesia. E-mail: langworld@petra.ac.id.
- **27-29** (Asia and Oceania) 9th International Language for Specific Purposes Seminar and the 6th Global Advances in Business Communication Conference, Malaysia. E-mail: lspgabc2014@utmspace.edu.my.
- **30** (Europe and Eurasia) 3rd International Conference, “Cross-Curricularity in Language Education,” Wielkopolska, Poland. E-mail: konferencja.krotoszyn@wp.pl
- **30-31** (Central and South America) 32nd VenTESOL National Convention, “Examine, Support, Renew: ELT for the Next Generation,” Caracas, Venezuela. Email: venezuelatesol@gmail.com.

June
- **6-8** (Asia and Oceania) JALTCALL 2014, “New Horizons in CALL,” Nagoya, Japan. E-mail: jc2014@jaltcall.org.
- **11-13** (Asia and Oceania) 7th International Conference on Multimodality, “Making Meaning Through Multi-Semiotic Resources,” Hong Kong. E-mail: 7icom@polyu.edu.hk
- **20-21** (Asia and Oceania) 1st Tri-ELE International Conference on English Language Education, “Toward Global English Horizons,” Bangkok, Thailand. E-mail: triele.contact@gmail.com.
- **25-27** (Central and South America) ACPI TESOL Convention, “How to Develop the Speaking Skill Through Reading Comprehension,” San Jose, Costa Rica. E-mail: amadririmo@hotmail.com.

July
- **10-14** (Asia and Oceania) CLESOL 2014, “Essentials for Learning and Teaching,” Wellington, NZ. Email clesol@paardekooper.co.nz

August
- **1** (North America) 2014 TexTESOL State Fall Conference, “Deep in the Heart of TexTESOL,” San Marcos, Texas, USA. E-mail: mhernandez186@gmail.com.
- **10-15** (Australia) 17th World Congress of the International Association of Applied Linguistics, Brisbane, Australia. E-mail: info@aila2014.com

September
- **17-18** (Asia and Oceania) The 3rd UTIC 2014, “ELT Materials Development in Asia and beyond: Directions, Issues, and Changes,” Indonesia. E-mail: ani.susanti@pbi.uad.ac.id.
- **19-21** (Central and South America) Panama TESOL Annual Congress, Renewing and Exploring New Practical Trends in ELT, Panama, Panama. E-mail: panamatesol@gmail.com.
- **30-3** October (Asia and Oceania) ACTA 2014 International TESOL Conference, “TESOL: Meeting the Challenge,” Melbourne, Australia. Email kristi.sheldon@ncsonline.com.au.

October
- **12-15** (Europe and Eurasia) Oxford Summit of Leaders, “Science and Education,” Oxfordshire, United Kingdom. E-mail: coordinator@ebaoxford.co.uk.
- **16-19** (North America) MEXTESOL, “Mindful Teaching: Transforming Lives and Achieving Goals,” Puebla, Mexico. E-mail: mariatrapero@hotmail.com.

ATESOL Newsletter • Vol 40  No 1 • April 2014

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1 January to 31 December 2014

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School/Institution Name __________________________

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Fax __________________________  Email __________________________

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Employer –
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☐ TAFE  ☐ University  ☐ Other: Specify __________________________

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Areas of interest __________________________

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☐ 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.

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• 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
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☐ I am joining with: __________________________

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

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☐ I enclose a cheque for $_______ made payable to ATESOL (NSW) Inc. ....OR

Please debit the specified credit card  ☐ Mastercard  ☐ Visa  $_______

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Fax: 02 9564 2342  Phone: 02 9716 0378