Stage 6 English (ESL) Courses

In 2007 ATESOL NSW is continuing its program of professional development for teachers of the Stage 6 English (ESL) Preliminary and HSC courses through:

- a series of three evening workshops over terms 1, 2 and 3
- a new Trial HSC package
- our annual HSC revision day for Year 12 students and teachers.

The first teacher workshop held on 1st March was a panel discussion. Both teachers new to Stage 6 English (ESL) and those with considerable experience of it had the opportunity to gain updates from the panel and share ideas on a range of issues including:

- suitable units of work and texts for Year 11;
- teaching students to recognise and analyse language structures and features;
- preparing international students for the HSC;
- and helping students meet the syllabus requirements for ‘texts of their own choosing’. Panel members also advised on who to contact for further help in each education sector, and upcoming professional development to be provided by the DET and the AIS.

As a result of this workshop, ATESOL has agreed to facilitate email discussion between newer teachers of the course and those with greater experience of it. The exact way that this will operate is still to be worked out, but in the meantime, teachers wishing to participate are invited to send us their email addresses to our executive officer at helenfong@bigpond.com and we will contact you with further details.

We also invite you to suggest topics you would like addressed at our second workshop in term 2. At this stage we expect to focus on the new prescriptions for 2009 in the term 3 workshop. Watch for advice about the dates and further information via your email and through the mail.

Judith Mee
Convenor ESL Stage 6 Professional Development

Attention: STAGE 6 (ESL) TEACHERS

To join an e-discussion group with other teachers of Stage 6 (ESL) English please write to Helen Fong at helenfong@bigpond.com
Welcome to the Autumn edition of the newsletter. Congratulations to members of our new Council who were elected on March 6 and are listed below. We thank retiring Council members, Tina Sharpe, Barbara Koudrin, Kath Brandon and Virginia Collinge, for their contribution. Congratulations to Fiona Spooner on the birth of her baby boy and special thanks for all her hard work as secretary.

Our guest speaker, Dorothy Hoddinott, Principal of Holroyd High School, shared some of her recent musings on multicultural education. She pointed out that a divisive public discourse which promotes an “us” and “them” concept paradoxically coexists with a booming heterogeneous migration programme. Some questions we could pose politicians during the upcoming election campaigns were suggested. (Do you intend to maintain the equity programmes? What do you intend to do about the unmet needs in ESL, particularly in rural areas?)

Dorothy described some of the programmes at her school and its high expectations of students but she pointed out, “It’s not enough to have high expectations when you have very poor students. You have to give them material support.” A trust fund established by the school now provides material support to enable six students to continue their tertiary education. Dorothy’s stimulating talk covered many areas and I hope that she will share her thoughts with us directly through this newsletter soon.

As always, your contributions to this newsletter are welcomed. Please contact me on helenfong@bigpond.com or 0427 536 897.

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**ATESOL NSW INC – COUNCIL MEMBERS 2007**

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It's almost incredible to think that another year in TESOL education is under way and that, like the painters on the Harbour Bridge, your ATESOL NSW Councillors have already been on board and hard at it through the summer months to maintain the Association in shipshape order and keep its core activities motoring along into 2007. I am pleased to report that advocacy, and our working relationship with the Australian Council of TESOL Associations (ACTA), are two areas in which great headway has been made in recent times, and where I believe we can look forward to continued progress in the years to come. And I'm certain that much of the credit for the momentum we are experiencing in these and other facets of our work is directly attributable to the advent within the Association of the position of Executive Officer, and to our good fortune in having found someone as dedicated and talented as Helen Fong to take on that job.

Our two Professional Development workshops for the term have focussed specifically on TESOL pedagogy, and this has been a deliberate move, both to provide orientation to teachers who are new to the profession and to the Association and perhaps also to reacquaint those of us who are old stagers with some of the tried and tested techniques which contribute to effective ESL teaching, and also to try to preempt or model a shift in the discussion about English language and literacy education in NSW back to the territory of the classroom, which is where it should belong.

Sue Bremner's Thursday evening workshop on March 22 was conceived late last year and colloquially dubbed 'Our Favourite Lessons', the idea being for ATESOL NSW Councillors and other leaders in the field to present brief vignettes and demonstrations showcasing some of the strategies and variations which have served them well in ESL and mainstream ESL classrooms over the years. It's a terrific premise for a PD session, and one which I'm sure we'll reprise in future terms.

In response to many requests from teachers who attend our annual HSC English (ESL) Revision days, Judith Mee has scheduled a series of panel discussion-style workshops – the first of which will have been conducted by the time you read this – that are intended to address some of the main issues for new and inexperienced teachers of the Stage 6 English (ESL) course in the first instance, and which will hopefully offer information and advice about the new prescriptions for the course once these are released by the NSW Board of Studies later this year. We envisage that these sessions will also provide opportunities for networking and mentoring, and that they will complement the support already provided in the different sectors for the implementation of our HSC course.

As subject English (ESL) teachers I think we need to be aware of what I call the “Buffy the Vampire Slayer” furphy which dogs, constantly, much media and political debate on the topic of English curriculum in Australia, those accusations levelled against language, literacy and literature teachers across the board that we are insinuating through our syllabuses a relativist paradigm wherein “all texts are equal”, and indoctrinating our students thereunto. Of course, much of the clamour is based on simplistic and simple-minded misrepresentations of what is actually contained within our English syllabuses, and the rationale behind them, and is more often than not an easy recourse for politicians and their lackeys eager to deflect attention away from those other more culpable issues with which they would rather not engage, and for lazy journalists facing the ubiquitous “slow news day”. It remains important, however, to address the negative stereotypes and correct the inaccuracies, from whichever source these might arise, and to reiterate that no-one – repeat, no-one – is asserting that the back of a cereal box is a text of the same magnitude or consequence as Shakespeare's Hamlet.

The philosopher David Hume once wrote, in a variation of the proverb that has come down to us today, that “Beauty in things exists merely in the mind which contemplates them”, and this is an aphorism which speaks as much truth to the notion of “literary quality” as it does to our affections towards material objects. However, if one were moved to re-establish...
and promulgate a canonical league table of one type or another in the teaching of English texts, the relative “merit” of those texts might also be justifiably decided on the basis of the effect on the responder, and thereupon the actual or potential benefit to society and posterity, rather than upon what will always by definition remain a purely subjective assessment of conventional stylistic or technical attributes.

Finally, having spent a very pleasant time at Wattamolla on a recent sunny Saturday in the company of couples and children of mixed ethnic parentage and recency of arrival here, and being persuaded anew, in vivid, joyous detail, of what the advantages of an Australian identity are, I am moved to make comment on sentiments and statements predicting or diagnosing the failure of political multiculturalism in this country, and of multicultural education in this state. It must be conceded that the track records at present do not look good, that both the media (again) and factions and factionalism within our various communities are constantly fuelling the bonfire upon which the cold carcasses of these two entities are to be laid, and that these are indeed difficult times in which we live as the world around us begins to resemble more and more a war zone rather than the “global village” which some naive idealist at the end of the last millennium envisaged. Nonetheless, it is perhaps the foundation of the modern secular democracy, and that separation of church and state at its heart which was always intended to promote cultural pluralism within a society rather than deny to its citizens and communities their individuality and uniqueness, which should reinforce for us the fact that the principles of multiculturalism are valid objectives to strive after.

This said, I am also persuaded that it is ultimately socio-economic practicalities which are the primary determinant of community harmony in our society, and that only from within an integrated and collaborative support framework can the policy objectives of Australian multiculturalism be achieved.

It has been a pleasure for me to serve as President of the Association for the past two years, and I would like to take this opportunity to express sincere gratitude to all of my colleagues on the Council for their energy, enthusiasm and support. I look forward to contributing to the work of ATESOL NSW for many years to come.

Robert Jackson

ATESOL NSW PROFESSIONAL DEVELOPMENT CALENDAR 2007

This calendar is up-to-date as of end February 2007. Check future newsletters and the website (www.atesolnsw.org) for updates. All enquiries and bookings should be directed to our secretariat at the Professional Teachers Council NSW (PTC) Phone 9564 3322.

TERM 1
Thursday 22 March, 5.30pm –7.00pm
“Our Favourite Lessons” Workshop
This workshop presents a practical array of ESL strategies that have proved effective in supporting ESL students, as they learn and practise English while learning the content of the NSW Syllabus documents. Connie Mudge and Sue Brenner will share some of the practicalities of the primary curriculum, while Judith Mee (and a few surprise presenters) will share favourite strategies for the secondary school setting. Be prepared to participate! Sue, Connie and Judith have all worked as educators in schools, consultants supporting teachers and have influenced policy decisions to support the ongoing learning of students for whom English is a second or additional language. All welcome. PTC Conference Centre, Leichhardt

TERM 2
Thursday 3 May, 5.30pm –7.00pm
“New to ESL? A workshop to support newly appointed ESL teachers” All interested persons are welcome. PTC Conference Centre, Leichhardt

Saturday 5 May, 9am –12.30pm
“Resources & Strategies for Teaching Pronunciation”
A repeat of our popular pronunciation workshop by Darrell Hilton featuring acclaimed audio-visual presentations of varied approaches to teaching pronunciation. PTC Conference Centre, Leichhardt

Saturday 12 May, 9am –12.30pm
“Introduction to E-learning: an overview of E-learning models.”
Presenter: Padmini Sampathkumar at the PTC Conference Centre, Leichhardt

TERM 3
Saturday 18 August, 9am –12.30pm
“K–3 Grammar Workshop”
Presenters: Kathy Rushton & other teachers at the PTC Conference Centre, Leichhardt

Saturday 8 September, 9am –12.30pm
“Years 4–8 Grammar Workshop”
Presenter: Kathy Rushton & other teachers PTC Conference Centre, Leichhardt

Saturday 22 September, 9am –12.30pm
“Using Pod-casting to enhance ESL learning”
Presenter: Padmini Sampathkumar. Venue: TBC

Tuesday 2 October, 9am –3pm
“HSC English (ESL) Revision Day”
Presenters: Experienced HSC (ESL) English teachers and markers. Venue: Sydney Masonic Centre, 279 Castlereagh Street, Sydney
Dear Mr Jackson

I refer to your letter dated 15 November, 2006 to the Hon Carmel Tebbutt MP, Minister of Education and Training, regarding the time allocation for the Higher School Certificate English (ESL) examination.

The Office of the Board of Studies is aware that some people among those teaching this course have expressed a concern regarding this issue. Each year the Office has carefully examined data arising from the marking operation to see if there are any indications that the HSC examination is not adequately achieving its purpose of assessing student achievement in the course. To date there has not been any convincing evidence to support a change to the examination specifications for this course.

However, I am advised that the Office of the Board of Studies will conduct an analysis of student responses in the 2006 examination. On completion of this analysis, you will be provided with a detailed response to the issue you have raised.

I trust this information will be of assistance to you.

Yours sincerely

Linda Burney MP
Parliamentary Secretary for Education and Training
Chitchat is taking over our lives to the extent that we are losing the ability to converse at length. Email, text and the omnipresent iPod have forced us into increasingly shorter exchanges, the consequences of which have an impact on our ability and willingness to tackle the major issues of the day.

New language research shows that conversations at work are becoming shorter, with more core business being conducted via email, telephone or video-link. Speed of communication takes precedence over extended debate or discussion. We now talk less about the weather and more about last night's television or the traffic jams on the way to work.

For Cambridge University Press’s publication Cambridge Grammar of English, we used a one billion word computer database of language to survey how words are being used in contemporary Britain and Ireland. The database, called the Cambridge International Corpus, holds recorded day-to-day conversations and examples from radio and TV across a wide range of different regions, age groups and social strata.

In a representative sample from the Corpus over 25% of everyday conversations among people at work involve changes in topic after just two or three speaking turns. This suggests that constantly introducing new topics or ideas is a preferred mode of sustaining a discussion. This is also reflected in education, where increasing class sizes in school, college and university lead to an inevitable reduction in time and opportunities for learning how to put your point of view across.

The reasons behind all this small-talk communication are highly significant: it is part of the social glue that keeps us all in touch. It is vital in forming and sustaining relationships within our fast-paced modern world. But it also begs the question how well do we do big talk?

Big talk means discussing ideas in depth, having your ideas and thoughts challenged so you get to refine them more, forcing you to re-think, extend and elaborate your first thoughts. It means listening intently; in face-to-face discussion it means learning to recognise and better interpret body language, nods of the head, raised eyebrows, telling smiles.

Considering that art reflects life, we need only watch an episode of Eastenders to see that we are seriously in danger of losing our ability to debate. The neat sound bite has been extended to the 20-second sequence on our favourite prime time shows. Even Parkinson, which used to have a single guest with careful follow-up questions and gentle interrogation of key ideas, now has so many guests to squeeze in. And the few existing discussion based programmes such as Newsnight and Question Time have been relegated to the late hours at night.

But in a democratic society, it is vital that we become a nation on receive as well as transmit. If we lose the art of conversation, there is a risk that we may become inflexible and stereotyped in our thinking, a little self-righteous perhaps. If nobody challenges us, then we end up only agreeing with ourselves. How democratic is that?

More pressingly, there are discussions going on now in which we all must engage at length – life-threatening issues like climate change, political upheaval and the increasing natural disaster. It is essential that the public have the tools to take part in these discussions. Losing the ability to have extended conversations on
Losing the art of conversation

big topics will hinder our chances of coming up with the solutions.

On the bright side, there are signs that people want to rediscover the art of debate. The rise in Reading Groups, where people meet to discuss books with universal themes or big ideas, is taking place all around the country. There is also the possibility that the technology which services and controls our ever more frantic lives – and that forces us into short exchanges – will begin to offer solutions. With the arrival of the videophone not too far off, perhaps we will be forced into re-learning something of the art of conversation.

Tips for Conversationalists

• Conversation is a two-way process. Don’t talk about yourself or just give your own ideas about things. Ask others directly for their views and listen to what they say.
• Show interest in what others have to say. Remember personal details about them. Be a good listener and give positive feedback to what people say. Ask follow-up questions. Try to re-cycle their words in your speaking to show that you’ve heard what they’ve said.
• Learn how to alternate between talking and listening. Make sure your speaking turns are not too long or elaborate or repetitive.
• Conversations are visual too. Be aware of body language. Make good eye-contact and at appropriate points nod supportively, even if you disagree. A friendly smile and tactful humour help conversation to flow.
• Make a mental note of things of interest that can be used to start a conversation. Current and local issues, sport, recent events and the activities of others (public figures, celebs) will always make good conversation topics whether at home or at the office.
• Beware of telling too many personal anecdotes. Always try to give examples that lead you to general conclusions.
• Don’t keep changing the topic. It is better to pursue one or two topics than to keep trying to juggle too many subjects. Don’t be afraid of shortish silences. They can allow people thinking time.
• Be polite at all times. Do not interrupt others too much when they are speaking. However, when you feel comfortable in a conversation, interrupt calmly and in a friendly way to challenge an idea or point of view. Conversation becomes debate when ideas are challenged.

Ronald Carter and Michael McCarthy

Ronald Carter is Professor of Modern English in the School of English Studies, University of Nottingham. He has published extensively in the fields of language education, applied linguistics and literary-linguistic studies. Professor Michael McCarthy is Emeritus Professor of Applied Linguistics, in the School of English Studies, University of Nottingham. He has also published extensively on corpora, vocabulary and discourse.

The Cambridge Grammar of English is a comprehensive guide to spoken and written English grammar and usage. It is also available with a fully searchable CD-ROM, which contains the whole book in searchable format, audio recordings of all examples from the book and links to the Cambridge Advanced Learner’s Dictionary online for instant definitions of new vocabulary.
Asia TEFL is the fastest growing professional organisation for ESL and EFL teachers. Based in Asia, it currently has over 7000 members. Membership is free and entitles you to a refereed e-journal and member's rates at the annual conference. ACTA, the Australia-wide umbrella organisation with which ATESOL NSW and all state ESL organisations are affiliated, encourages ATESOL NSW members to join Asia TESL and become linked to professional colleagues in our region and beyond.

You can apply for membership online. The application form and further information may be accessed at the organisation’s website: www.asiatefl.org

NB: When completing the membership application form please use ACTA as your affiliation. This will let Asia TEFL's management know you are associated with the Australian professional ESL organisation and may assist ACTA to arrange activities of mutual interest to members of ACTA and Asia TEFL.

The following information is drawn from Asia TEFL's website.

**Asia TEFL's Goal**

Asia TEFL (Teachers of English as a Foreign Language) aims to serve as a secular, nonpolitical forum that brings together ELT professionals in the Asia region to collect, disseminate, and discuss information on English language teaching and learning in the Asian context with the objective of promoting scholarship which will lead to improvements in the way English is both learned and taught. This will be accomplished primarily through conferences, meetings, special interest groups, research projects, and journals and other publications.

**2007 Conference**

The 2007 Asia TEFL International Conference will be held at the Putra World Trade Center in Kuala Lumpur, Malaysia, on 8th – 10th June.

Asia TEFL's 5th annual international conference will bring together ELT professionals from both within and outside the Asian continent. We plan for the Conference to be innovative, reflective, and stimulating, based on the theme, “Empowering Asia: New Paradigms in English Language Education.”

The Conference will feature a variety of programs including a keynote speech, about eight plenary and ten featured presentations, about 500 concurrent session presentations, as well as workshops and forums for more than 1000 participants to enjoy.

The plenary speakers are:

- David Graddol, The English Company (UK) Ltd.
- Gunther Kress, University of London, UK
- Ibrahim Ahmad Bajunid, Universiti Tun Abdul Razak, Malaysia
- Joseph Lo Bianco, University of Melbourne, Australia
- Jun Liu, University of Arizona, USA
- Paul Kei Matsuda, University of New Hampshire, USA
- Ronald Carter, University of Nottingham, UK.

**Publications Received** – From Cambridge University Press

**Conversation: From Description to Pedagogy**

– Outlines the latest research in the field and provides different approaches to teaching conversation. Identifies and analyses the kinds of difficulties that learners encounter when participating in conversation and makes the case for an interactive and integrated model of instruction.

**Cambridge Grammar for IELTS**

– Complete coverage of the grammar needed for the IELTS test and develops listening skills at the same time. Includes a wide range of tasks from the Academic and General Training Reading, Writing and Listening modules and contains helpful grammar explanations and a grammar glossary.

**Ship or Sheep** 3rd Edition (Book and audio CD Pack)

– Fully revised edition of the classic pronunciation title in full colour with new artwork. Comprehensive practice of sounds with extra work on stress and intonation. Audio CDs give lots of listening and pronunciation practice, now with web support.

**Book Reviewers Wanted**

We are currently looking for ESL educators from all sectors to write reviews of books for publication in the Newsletter. If you are interested in reviewing any of the books above or would like to be indicate an interest in reviewing other books, please contact our Book Reviews Editor, Robert Jackson, at robert.jackson44@hotmail.com
Primary Integrated Units Project

Report by Kathy Rushton

This Australian Government Quality Teacher Programme (AGQTP) funded project aimed to support K-6 teachers in developing integrated units of work, which focused on the development of quality teaching and literacy across the Key Learning Areas. In November 2006 the units were placed on http://www.atesolnsw.org/ the Association for Teaching English to Speakers of Other Languages ATESOL (NSW Inc.) website, for use by any interested teacher. The units of work were developed by teachers from urban schools with large numbers of students learning English as a second or additional language.

Stage 3 Global Connections Auburn North PS
Megan Gibbons, Warwick Mahoney

Stage 3 Natural Disasters St Therese’s Catholic Primary, Mariana Beretin, Melissa Stewart

Stage 3 State and Federal Government Wattlea Heights PS, Anne Manning, Nhu Morris

Stage 2 Simple Machines Auburn West PS
Jasmin Choy, Doreen Finkelstein, Kylie Milostic

Stage 2 Yesterday, today, tomorrow Wiley Park PS
Christina Mandadakis, Coula Trikilis

Stage 2 British Colonisation Sule College
Serpin Gunes Erer, Jayamala (Jay) Naidoo

Stage 1 Fairytales and Celebrations St Patrick’s Catholic Primary, Anne Evans, Rachel Wootton

Early Stage 1 Workers in the Community St Mary & St Mina Coptic College, Iman Mikhail, Julie Tralaggan

The schools which participated in the project were from the Independent, Catholic and Government sectors but their challenges and experiences were similar because of the characteristics of their student populations. The teachers from the eight schools who prepared the units of work were provided with very clear guidelines about the focus of the project, which included the development of metalinguage by problematizing knowledge and developing higher order thinking. Understandings about the students’ cultural backgrounds and cultural knowledge were to be reflected in the development of engaging learning experiences and assessments, which promoted self direction.

The units of work successfully reflected the project focus and participating teachers reported a high level of engagement and success for their students. A collegial atmosphere was developed by participation in two planning meetings in which participants were able to meet and talk informally with colleagues from different schools and sectors, and a final presentation workshop when the participants presented their units of work to teachers from schools across the sectors. As some of the participants noted:

- The team planning extended my professional learning.
- Participation with others for learning exchange both within the school and between schools has contributed to extend my professional learning.
- Good to meet with colleagues for professional development, especially to dialogue with those from other school systems.

Members of the school teams included teachers who were members of their school’s executive to teachers in their first year of teaching. However the nature of the project gave all teachers an opportunity to present the work they were doing in their schools and the collaborative development of the units of work and the final presentations resulted in engaging presentations that clearly showed the benefits of participation in the project.

As one participant noted on the presentation day:

Very professional presentations of well planned units of work across all K-6 stages. The use of communicative activities and planned team teaching has enthused me to try and convince my colleagues that all students can benefit from such activities.

As a professional organization ATESOL is in a unique position to identify the needs of our members and their colleagues and the overwhelming need seems to be for relevant professional development to support teachers to meet the needs of their students. Most teachers do not find time in their normal working hours to engage in reflective discussions about the nature of their teaching. However participants travelled from as far as Armidale to attend the presentation workshop for this project. Teachers reported that they were eager to share ideas with colleagues across schools and sectors. Satisfaction with the project was further exemplified by the following comments from the participants:

- I would like to see more of these quality teaching programs around.
- Very useful in service to learn about the planning needed to ensure quality literacy learning can occur in ESL classes and other mainstream classes.
- Wonderful ideas & inspirational.
- FANTASTIC!! What wonderful work done by committed and skilled professionals – great information for others – great way to develop and share skills and understandings. THANK YOU.

Disclaimer
The views expressed herein do not necessarily represent the views of the Australian Government Department of Education, Science and Training.

Acknowledgement
This project was funded by the Australian Government Department of Education, Science and Training as a quality teacher initiative under the Australian Government Quality Teacher Programme.
Gifted ESL Students
– Part one

The purpose of this article is to raise awareness of double layered learners. Double layered learners refer to students who are both gifted and ESL. My awareness of gifted students first came about when I was teaching Kindergarten and I was assessing pre-reading skills. It was week two and I had a five year old Vietnamese boy who picked up a book and read it. It is not uncommon for highly intelligent and gifted students to learn to read at an early age. What shocked me was the discovery that there was no English being spoken at home, nor did this boy have any siblings. He had only attended preschool two days a week.

This young student had learnt to decode the print he saw in front of him and he independently learnt to sound out what he was processing. He did, however, have difficulty understanding and comprehending as he lacked vocabulary.

Two other students I came across were Jenny and Peter. When Jenny was in Year 4 she was writing and speaking proficiently. Her writing consisted of no grammatical or spelling errors and when speaking to her she presented you with a slight accent but, once again, no errors. I had identified Jenny to be a third phase ESL learner. I was soon to learn that Jenny had only arrived in the country two years previously with a temporary visa and that she had no schooling in English prior to her arrival.

Finally there was Peter, a year three boy with severe language problems which included poor vocabulary and comprehension. Peter was born in Australia and no English was spoken at home. He had been identified as highly gifted after being tested on a non verbal test. His performance did not match his potential.

With further investigation, he demonstrated that he performed well in non verbal tasks and his mathematics was outstanding.

I presented you with three different children, all of which are ESL and have been identified and tested as Gifted learners. It is important to be aware that these double layered learners do exist in our classes. Also it is important to be conscious of the fact that they all present themselves with different and diverse needs and that the curriculum needs to be adjusted to suit these particular needs. The reality is that talent cuts itself across all demographics: ethnicity, gender, geography and economic backgrounds.

Peter had already surpassed boredom. He was a “gifted under achiever” who was not being challenged. Gifted and talented students need the intellectual challenge of a curriculum that is differentiated both in content and in pace (Gross, 1994). Peter required challenges in literacy at an early age, challenges which provided academic stimulation.

Teachers need to look beyond a child’s language proficiency. It is important that data or information is gathered regarding the child’s academic history. There are common patterns that exist among students in English-dominated settings who appear intellectually advanced but who have poor mastery of the English language. These characteristics include:

• Successful history in previous school settings
• Advanced development history
• Rapidity of learning
• Ability to solve problems that are not dependent on English (e.g. putting complex pieces of a puzzle together to make a whole)
• Academic skills not dependent of English Language (mathematical calculations and visual spatial reasoning)

Parents can provide significant data about behaviour in the home and community setting eg. information such as talking and/ or walking at an early age, early reading in their native language (behavioural characteristics of gifted children). This information leads the teacher to a better understanding the child. It may be necessary to involve and invite personnel who are proficient in the student’s native language to assist in the identification process.

ESL/Gifted students may undergo the process of language acquisition at faster rates than others. Especially those who are very fluent in their own mother tongue. This is evident in ESL/Gifted students who have a well developed vocabulary. It has been said that bright students may have an advanced vocabulary because they are adept at learning from their environment. ‘Good vocabulary’ or well advanced vocabulary is one indicator of a student’s skills that enable him/her to see or hear more.

Not all gifted students possess the same characteristics however and some have potentials in other areas other than in language. One must be careful to understand that good vocabulary is simply not a primary trait and many bright students with limited language proficiency will or can be overlooked. The process of second language acquisition is complex and developmental. Attempting to
determine a child’s intellectual potential by using English-based assessment instruments can lead to erroneous conclusions (Harris, 1993).

Teachers can only expect high drop out rates in secondary schools if students are placed in low classes because of their limited language proficiency. This only leaves the ESL students with unchallenged classes that are inappropriate for their abilities and cognitive needs.

It is also very important to be aware of the emotional needs of the Gifted/ESL student when determining an identification process. A gifted child’s heightened awareness may increase vulnerability when various circumstances exist. They may experience feelings of guilt for family members or loved ones who remain behind in their native country. The disparity between how gifted students experience the world and how their age-mates experience it often becomes so great that the individual feels at first different and then isolated. (Foster, 1985).

Cross cultural challenges are confusing and difficult to deal with. New learning environments are incongruent with their previous educational experiences. They can be faced with too many challenges at once. This can delay a child’s development of self identity and can interfere or redirect their natural curiosity and love of learning.

As educators we need to be aware of and understand the challenges faced by these double layered learners and provide any assistance possible to allow them to make the most of school years.


Tina Busa


FREE DICTIONARIES

In the December issue of the Newsletter there was a generous offer from Cambridge University Press of ten free copies of the Cambridge Learner’s Dictionary 2nd edition with CD ROM for readers. As at end February there were four winners. They are: Denyse Whelan, Carolyn Fairjones, Lee Andrews and Toni Hoekstra. Congratulations to these alert readers!

There are six further dictionaries to be won. Check the December newsletter to find out how easy it is to win a free dictionary.

ATESOL COUNCIL MEETING DATES 2007

<table>
<thead>
<tr>
<th>Month</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>27</td>
<td>22</td>
<td>29</td>
<td>26</td>
<td>24</td>
<td>28</td>
<td>25</td>
<td>30</td>
<td>27</td>
</tr>
</tbody>
</table>

All meetings take place from 5.30pm – 6.30pm at Professional Teachers Council (PTC) conference centre, Leichhardt. Members are welcome to attend. Please contact PTC at (02) 9564 3322 to advise you will be attending.
NSW Teachers Federation
Report on 2006 School ESL Needs Survey

The Federation received ESL survey returns from 456 schools. Ninety-five of the schools that responded have no ESL needs. Of the 361 schools with ESL needs, 295 schools identified that their ESL teacher allocation for 2006 was not adequate to meet the needs of ESL students. This indicates that over 80% of schools with an ESL allocation have significant needs which cannot be met with current resources.

Primary schools identified a shortfall of 126.6 equivalent full time teacher positions. High schools identified a need for an additional 63.1 equivalent full time teacher positions – a total of 189.7.

A number of schools noted that their teacher: ESL student ratio will climb to 1:160 in 2006.

Professor Tony Vinson called on the government and the Department to provide an additional 100 ESL teachers when the teacher: student ratio was 1:110.

Two hundred and seventy-five schools informed the Federation that they have provided details of their ESL teacher needs to the State and Federal Education Ministers and their local Federal and State Members of Parliament.

Analysis of the information schools have provided to politicians indicates what schools would seek to achieve with additional ESL staffing allocations.

1. Provide specialist ESL tuition to students currently little or none – 149 schools
2. Assist students to access the curriculum across KLA's by team teaching – 102 schools
3. Provide specialist intensive ESL tuition to newly arrived/newly enrolled students, including those with disrupted educational backgrounds – 87 schools
4. Support classroom teachers in language learning techniques and use of the ESL Scales – 44 schools
5. Provide welfare assistance and advice to ESL students and their families – 35 schools
6. Provide planning time and resources – 33 schools
7. Provide adequate specialist ESL support for HSC students – 18 schools
8. Provide specialist ESL support/tuition for IM/IO students, students with learning difficulties and Aboriginal students as appropriate – 15 schools
9. Provide intensive specialist ESL tuition for survivors of torture and trauma for longer periods of time – 9 schools
10. Provide ESL tuition for international and temporary resident children – 7 schools
11. Provide ESL tuition for gifted and talented children to allow them to reach their potential – 7 schools

These figures reflect the situation statewide. An analysis region by region would show variations in priorities of the above list.

For example, analysis of one area, schools in the Canterbury Bankstown Teachers Association, shows that providing specialist intensive ESL tuition to newly arrived/enrolled students, including those with disrupted educational backgrounds, is the second highest priority rather than the third.

It is clear from these results that 200 additional ESL teachers will be required by 2007 to allow full access to education in our public schools for migrant and refugee children.
ESL Funding History 1970’s – 2006
For the NSW ESL Working Party

Funding sources for ESL are not clear cut. The following history was prepared by Penny Carosi, the outgoing multicultural officer of the NSW Teachers’ Federation and Justin Whelan of the Uniting Church. It contains vital background information for anyone planning to lobby for increased funds for ESL.

1. Commonwealth funding to the States for the provision of ESL tuition in schools as a direct need from Commonwealth immigration program instigated.

2. Commonwealth funding divided into ESL New Arrivals Program (per capita funding for eligible new arrivals), and ESL General Support Program (budget allocation for ongoing needs post newly arrived, and for students born in Australia who start school with no English).


4. Big increase in supplementation of General Support Program by State government to meet increased demand. New Arrivals Program (NAP) funds no longer meet cost of provision.

An increasing number of students who need intensive English (e.g. children of temporary visa holders) are ineligible for NAP funding but must by law have access to public schools.

5. Increase in the number of ESL teachers in primary and secondary schools is capped in 1993 by DET at 876 as supplementation of the ESL General Support program outstrips Commonwealth funding.

6. ESL General Support Program Commonwealth funding subsumed into a general literacy program for ESB and NESB.

7. State Labor government agrees to keep literacy and ESL Commonwealth funds separate (roughly equal in amounts prior to amalgamation).

8. No further increases in funding by either the Commonwealth or State governments. Responsibility for increased funding becomes a political football.

9. Teachers, students and schools become increasingly distressed as ESL funding becomes more and more inadequate.

10. 2003 – Professor Tony Vinson acknowledges a deficit of 100 ESL teachers to meet student needs. Neither State nor Federal government responds with funds.

11. 2005 – Federation responds to an extreme expression of distress in schools as resources are stretched to breaking point, by making ESL funding a top priority. A survey of schools indicates a shortfall for 2006 of more than 190 ESL teachers.

12. 2006 – Commonwealth budget provides NAP funding for some new visa categories to bring these categories into alignment with adult migrant English funding eligibility.

13. NSW DET commits to an additional 10 ESL teachers in primary schools plus 100% increase in NAP provision in regional and rural locations if Commonwealth funding prediction ($3.1m for NSW public schools) is accurate. (Increase from 3 hours to 6 hours per week). From the beginning of 2007 – passing on of Federal funding

14. State Coalition promises an additional 200 ESL teachers over a four year period if elected.

15. State government Cabinet twice rejects DET/Ministerial submissions for an increase of state government effort to at least match that of the Commonwealth, as they see no significant additional votes in such an increase.

16. MCEETYA (Commonwealth and State Ministers) has now publicly acknowledged that there is sufficient evidence of a shortfall in Commonwealth ESL NAP funding to warrant research and discussion of the issue.
**Some ideas on error correction**

**Introduction**

In recent years, teachers have witnessed changes in attitude towards error correction from the immediate correction of every error to facilitating learners’ self-correction to a more tolerant modern approach. Nevertheless there has been no forgone conclusion or hard and fast rules made on the best or ideal ways to correct learners’ errors and this has been quite a contentious issue in language teaching.

In correcting our students, teachers agree they are using correction positively to support learning. However the issue remains on how to go about correcting errors – the manner which will benefit and enhance learning and language skills in our learners.

This article is a collection of ideas and concepts on error correction from a number of books, articles and website. Experienced teachers are well aware of what to do and how to help their learners. Learners’ preferred style of correction should not be ignored but it should not dictate how teachers go about correcting errors either. It is worthwhile periodically revisiting our way of correcting errors. This is hoped to trigger some collegiate discussion or some initiative in the correction of students’ performance.

Should teachers correct every error students make when speaking English?

Should teachers conscientiously correct students errors and if so how much and how often? Some teachers argue that over-correction would lead to learners being intimidated and subsequently avoiding taking any risks in their language learning.

How do we reconcile our need to help our learners to use English correctly with our concern on the negative impact of correction on students’ confidence and motivation?

Based on the survey of teachers, teacher trainers and students in 15 countries, conducted by Ancker over the period of 4 years, the results are as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Teachers (802)</th>
<th>Teacher Trainees (126)</th>
<th>Students (143)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes answers</td>
<td>25%</td>
<td>36%</td>
<td>76%</td>
</tr>
<tr>
<td>No answers</td>
<td>75%</td>
<td>64%</td>
<td>24%</td>
</tr>
</tbody>
</table>

**Suggestion: Teachers’ classroom survey**

Teachers may wish to conduct their own classroom-based research by interviewing their learners and their colleagues about their views on error correction. Compare your results with Ancker’s survey.

What areas of competence should we focus on in language correction?

Before launching into the issue of error analysis, we should look at the four areas of knowledge and skill in communicative competence. (Canale)

1. **Grammatical competence** is the traditional concern of grammatical accuracy.
2. **Sociolinguistics competence** is concerned with appropriateness both of meaning and of form, politeness, topic and the social interaction.
3. **Discourse competence** is about cohesion and coherence in the structure of texts.
4. **Strategic competence** is about verbal and non-verbal communication strategies which enable speakers to handle breakdowns in communication.

In error correction, teachers may need to consider not only the area of grammatical competence but also the areas of sociolinguistic, discourse and strategic competence. Cross-cultural misunderstandings and pragmatic competence such as politeness and cross-cultural pragmatic failure should also be addressed. Moore (2006) stated in his paper that linguistic failure arises when the speaker or hearer does not have control of the linguistic code. Their language ability is too low to process the sound system and the grammatical system, and their vocabulary lacks the necessary range. In other words, they do not have enough basic language skills to make themselves understood or to understand other speakers. Pre-intermediate level learners fit this category of miscommunication.

Errors can be usefully exploited as a teaching tool because they tell the teacher about what needs to be taught or addressed. ‘Trial and error’ can be helpful for learners to experiment with their language structure.

How does error occur?

(That’s awesome! Or That’s formidable!)

Some of the causes of errors are:

- **Interference from native language:** In learning a second or third language, learners may have a tendency to resort to the grammatical structure and linguistic features in the first language. This is L1 interference or interlingual errors which happens when an item or structure in L2 manifests some degree of difference form, some degree of similarity with the equivalent item or structure in L1. This can pose a problem in language transfer as learners
may form the assumptions that their L1 structure and that of the target language are similar. Lexico-grammatical errors may occur, for example in French the expression “C’est formidable!” conveys a different meaning from the English expression “It’s a formidable task!”

- **An incomplete knowledge of the target language**: Learners’ incomplete knowledge of L2 combined with the complexity of the target language are other causes for errors. These are intralingual errors which include overgeneralisation of L2 grammatical rules such as the plural form of child is children not childs.

- **The complexity of the target language** (for example the “s” in the third person singular present tense or spelling)

- **Fossilization**: In addition when a person feels he has attained a certain level of linguistic command and no longer needs to attend to any grammatical forms if they do not impinge on the interlocutor’s understanding or leads to communication breakdown (linguistic fossilization), this attitude can also be a cause of errors. (Ancker)

In assessing Language Outcomes in CSWE, a condition of assessment states that ‘the student’s performance may include some grammatical and pronunciation errors but errors must not interfere with intended meaning’. This may raise a question of the extent or parameter or gravity of the errors whether it causes ‘interference with intended meaning’. Teachers may have to look at the following aspects, as explained by James.

**Intelligibility**
“Grammatical accuracy is not always essential for accurate communication. In other words, where inaccuracy is transparent, it needs not impede intelligibility. Unintelligibility is thus closely related to the lexical level of errors.”

**Example:**
- *Why you not speak like me?* = intelligible but not grammatical
- *Why you not like me?* = ambiguous between
- *Why are you not like (= similar to) me?*
- *And Why do you not like (= love) me?*

As Johannsson (1978:109) showed, the morphology errors eg shelf/shelves; have went/gone pose no intelligibility problem, where as the use of strings for shelves, caused by transfer from L1 Swedish does.

**Cross cultural mismatches**
According to Moore (2006), linguistic failure arises when the speaker or hearer does not have control of the linguistic code. Learners lack adequate linguistic skills and knowledge to make themselves understood or to understand other speakers/writers. Hence miscommunication ensues and it may cause embarrassment or frustration between interlocutors.

**What are the levels of errors that teachers may want to focus on?**
Teachers may consider dealing with errors at these levels:

- **A. Text errors** – arises from lack of understanding and incorrect usage of the “lexico-grammatical” rules of the language
- **B. Lexical errors** – arising from lack of understanding and incorrect usage of words and their syntactic nature or semantic value

A Thai student wrote in his recount, ‘She ponded her hair yesterday’ which utterly confused his American teacher until the latter discovered that the word for a *pond* (noun) in Thai has the same graphological form as the word *wash* (verb) in English. When this learner looked up a Thai – English dictionary for the meaning of the word ‘wash’, he came across the two options of ‘pond’ (noun) or *wash* (verb) and his lack of knowledge in the target language led him to this error which was rather perplexing for his teachers as to learner’s decision to use the word *pond* in this context.

- **C. Grammar errors** – Grammar has traditionally been discussed in terms of morphology (word structure, for example: ‘She thinks) and syntax which is the structure that is larger than the word, for example: cohesion, phrases, clauses, sentences and paragraph).
- **D. Discourse errors** – According to James (1998), emphasis has now shifted away from text and the linguistic meaning of its propositions to speaker-meanings. We have moved to the realm of discourse and pragmatics. The areas under investigation are Coherence which is related to content and the relatedness of the text and Pragmatics.
What causes sociopragmatic failures?
Sociopragmatic failures result from culture-clashes, from cultural differences of view concerning what is appropriate social and sociolinguistic behaviour in certain settings. They include:

- **Receptive errors** which involves misunderstanding, misinterpreting, misprocessing of messages or content during the process of decoding meaning. When a learner does not capture the whole meaning of a statement, he might resort to attributing some sort of meaning to what she has heard but this may cause misunderstanding.

- **Cross cultural mismatches**: An error tends to cause irritation (or embarrassment) when it has sociopragmatic consequences, that is, when it is not so much language rules as social norms that are violated by the error. (Thomas) These include:
  - social distance
  - power
  - rights and obligations

Do teachers need to do error analysis? How can it help teachers?
Committing errors in speaking or speaking is common among language users, both native and non-native speakers. In language teaching and learning, errors are useful as they suggest to teachers what needs to be taught. When learners are experimenting with their L2 structure, they are forming some hypothesis about structures or lexical values which is an integral part of language learning process.

Error analysis helps teachers and learners determine the nature, causes of their errors and pointing out miscommunication resulted from those errors.

Error analysis is not about casting ‘blame.’ What is considered ‘wrong’ is in fact what a particular learner tends to say as opposed to what native speakers might say.

**Activity**: Rank what you consider the most severe errors among these aspects. Compare your views with those of your colleagues:

<table>
<thead>
<tr>
<th>MOST SEVERE</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>LEAST SEVERE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verb forms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word order</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

What are some correction strategies that teachers may consider?
Teachers may consider the following strategies:

1. **Establishing lesson objectives** – Teachers should ask themselves what they intend to do with their corrections.

<table>
<thead>
<tr>
<th>Teaching objective</th>
<th>View points</th>
</tr>
</thead>
<tbody>
<tr>
<td>to develop accuracy</td>
<td>Correction is necessary.</td>
</tr>
<tr>
<td>to develop fluency</td>
<td>Correction may not be desirable as it can be irritating and disruptive – the teacher can make a mental note to provide feedback after the activity.</td>
</tr>
</tbody>
</table>

Teacher should encourage their learners to remain focused which can help reduce the degree of teacher dependence, thereby encouraging learners’ autonomy. According to Ellis, attention to form in communicative classrooms is quite common and can assist learning. There are ways of achieving this through:

a. self-correction – repair:
   - Teachers provide feedback and leave learners to discover and repair the errors themselves.

b. peer correction.

c. teacher’s correction (recasting).

2. **Discussion of the learning process** –
Some useful strategies in correcting:
- Use humour
- A brief explanation of interlanguage
- Encourage students to make logical guesses about new words and structures in the target language
- Doing some contrastive analysis of L1 and L2.
  This means difference in the context of similarity.
Teachers may wish to provide learners with some information to allow them to revise rules.

- Highlight a few of the most difficult aspects of English (eg grammar/pronunciation/spelling)

**How should we do error correction?**

We tend to be able to spot other people’s errors better than the authors of the texts do themselves. Apart from the self-correction in the case of slips, error correction can be carried out in various ways. Here are some options and principles as suggested by James (1998).

1. **Correct effectively**
   - Be explicit, form focused and subject sensitive.

2. **Correction should be sensitive**
   - **Focused correction** – supplying correction with falling intonation.
   - **Confirmation checks** – producing a corrected version of the learner’s incorrect utterance with a rising intonation.

3. **Correction should be non-threatening**
   - Teacher should try to extend the wait-time between hearing the erroneous utterances and they themselves correcting it.

4. **Match correction to student preferences**
   - Students’ preferences for certain types of correction cannot be ignored nor should they be put on a pedestal because they are not necessarily more effective for being preferred.

5. **Two stage correction**
   - Reconstruction and reformulation.

**What are some correction techniques that teachers may adopt?**

- **Providing feedback** to learners. Teachers can tell their learners that there is an error and encourage the learners to detect their own mistakes and repair them.

- **Providing information.** The teacher can specify how and where, suggest an alternative, give a hint. This type of correction does not address the source of the problem.

- **Providing learners with information that allows them to revise or reject** the wrong rule they were operating with when they produced the error. This should help prevent the same error from recurring. This is the best method because it is a deep correction, accompanied by the explanation on the linguistic structures (Hammerley 1991: 93 – as quoted by James).

- **Training students to edit.** This activity is part of the teaching and learning cycle that has been widely adopted. The cycle starts with building the context, modelling/deconstructing the text, joint construction of the text, independent construction of the text and finally linking related texts, teachers and students have an opportunity to collaborate to create a text and edit it. Simultaneously they can revise the text focusing on register, meaning, grammar, expression (Fez 1998:71). Joint construction activities should enable teachers to focus on key errors without individual students losing face.

Classroom teachers may compile their own data collection and engage in researching the best and most effective way to help their learners improve their linguistic skills by learning from their own mistakes or errors.

Data collection by teachers include classroom observational records and experimental data which means teachers may give learners tasks to perform whereby learners can test their hypotheses about their target language.

Error detection is not as simple as one might think. Spotting one’s own errors is more difficult than spotting other people’s errors. Adult learners tend to expect to be corrected. Teachers may take notes of errors and deal with them later in order to avoid interruption of learners’ performance.

Teachers may also wish to collect data and work collaboratively with their learners to find way of correcting errors. Here are some of the samples of the real errors that have occurred that teachers may wish to try to figure out how to plan their teaching based on these errors.

**Some collegiate activities**

1. **Discussion questions**
   - Do you correct your learners’ errors? What’s your rationale?
   - If so, how often and how do you go about doing it?
   - Have you ever addressed their errors according to the types of errors? eg pragmatics, grammar
   - Would you consider doing that in the future?
   - What strategies do you use to correct stabilized learners?
## Some Ideas on Error Correction

### 2. Error analysis: samples of errors

<table>
<thead>
<tr>
<th>Expressions</th>
<th>Situation/condition</th>
<th>Level of errors/types of errors</th>
<th>Suggested activity to help learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 A: Would you like to open the window, Nathan? B: No, thank you.</td>
<td>(young native speaker)</td>
<td>Discourse error &amp; receptive error (misprocessing)</td>
<td>Offering/requesting</td>
</tr>
<tr>
<td>2 George will give you a contact to work with but in the first instance I would contact George. (email)</td>
<td>I = if I were you I would…</td>
<td>Receptive error – misunderstanding (failure to process linguistic feature – grammar/modalitiy)</td>
<td>Modality/ellipsis</td>
</tr>
<tr>
<td>3 A. This company makes Impala bats. B. How do they do it? Do they breed them in a special way? A: No, they make and supply them to cricket teams. B: What??</td>
<td>Context (cricket bats – not mammals)</td>
<td>Receptive – misinterpreting – culturally determined</td>
<td>Discussion – talk about the Australian sport culture</td>
</tr>
<tr>
<td>4 A. Susan! The boss wants to see you. I think you are in the poo! B. Don’t talk to me like that! You are rude!</td>
<td>Listener not understanding the tongue in cheek remark</td>
<td>Receptive – misinterpreting</td>
<td>Discussion – humor in different cultures – explanation “tongue in cheek” – what’s the real meaning of this – brainstorming</td>
</tr>
<tr>
<td>5 A: Did you know that Kaiser Wilhelm was the first grandchild of Queen Victoria? B: I’m not interested in history.</td>
<td>Ice breaker/response by a very nice and polite German</td>
<td>Pragmatic errors</td>
<td>Discussion/comparing the way interlocutors respond to comments/suggestions – listening activities on casual conversation and how to engage in expressing viewpoints</td>
</tr>
<tr>
<td>6 A: I told you – not today!</td>
<td>Chilean reception spoke to a customer in an abrupt tone the counter but with a smile</td>
<td>Pronunciation</td>
<td>– using softeners, polite replies – discussion on body language, intonation</td>
</tr>
<tr>
<td>7 A: (to a podiatrist on the phone) I have a pain in my sole. B: Oh! You must have done something spiritually wrong!</td>
<td>Sole – soul (tenor – over familiar)</td>
<td>Pragmatic errors (power and distance)</td>
<td>– discussion on relationship, physical proximity or distance between interlocutors – cultural aspect of how and when it is acceptable to be informal in a transaction – vocabulary exercise on homophones</td>
</tr>
</tbody>
</table>

Finally I wish to conclude that error correction is not only about addressing the grammatical errors but teachers should also take into account the aspect of cross cultural issues which may cause misunderstanding between the interlocutors or the writer and readers of the texts. Error correction should be a fun activity – not a blame casting exercise.

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- **Feez, S.** 1998 Test-based Syllabus Design Sydney: NCELTR
- **James, C.** Errors in Language Learning and Use: Exploring error analysis Addison Wesley Longman Inc, New York 1998
- **Moore, S.** (2006) Foot in mouth disease: Exploring cross-cultural miscommunication Keynote speech delivered at Cross-cultural Communication and Language Teaching Conference 26th May 2006 National Kaohsiung First University of Science and Technology, Kaohsiung, Taiwan
- **S. Pit Corder.** in his seminal 1967 paper The significance of learners' errors.

**Useful websites:**
- [http://www.teachingenglish.org.uk/TRY/activities.shtml](http://www.teachingenglish.org.uk/TRY/activities.shtml)
- [http://www.usingenglish.com/forum/ask-teacher/7176-error-correction.htm](http://www.usingenglish.com/forum/ask-teacher/7176-error-correction.htm)
- [http://www.winsite.com/edu/spell/page5.htm](http://www.winsite.com/edu/spell/page5.htm)
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Fax (02) 9244 5646
Email lloyd.christison@det.nsw.edu.au
Website www.det.nsw.edu.au/awards

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Date: 13–15 September 2007
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