The convention is the annual event staged by TESOL Inc, an international affiliation of 99 TESOL affiliates from around the world. Our attendance at the convention was supported by a $5000 grant from Australian Education International, DEST and supplementary funding from ACTA as agreed to at the 2007 ACTA Councillor’s workshop. With pre and post convention sessions, the event was held across six days from the 19th March to the 24th March.

Over 8000 delegates from 123 different countries attended the Convention held across three venues – the massive Washington Convention centre, The Sheraton Hotel and the Hilton hotel. The Convention catered for all interests as the range of Interest Groups indicate:

- Applied Linguistics
- Computer Assisted Language Learning
- English as a Foreign Language
- English for Specific Purposes
- ESL in Bilingual Education
- ESL in Higher Education
- ESL in Secondary schools
- ESOL in Adult Education
- ESOL in Elementary Education
- Intensive English Programs
- Intercultural Communication
- International Teaching Assistants
- Materials Writers
- Program Administration
- Refugee Concerns
- Second Language Writing
- Speech Pronunciation and Listening
- Teacher Education
- Video and Digital media

In addition the convention catered for both beginning and experienced teachers and the focus was not just on the US context but the range of global contexts where English is being taught as an additional language.

The Convention day began at 7.30am and generally ended at 7.30pm and occasionally later. There were no “breaks” – delegates just selected which sessions to go to or miss. There were at least 30 parallel sessions at one time – all listed in a 300 page program book.

“It was my privilege to attend the TESOL Convention in Seattle, USA, in March 2007 as an ACTA affiliate representative, with Misty Adoniou, ACTA President.”

Rosie Antenucci

...continued page 12
Welcome to the Winter edition of the newsletter. This issue features a report by Rosie Antenucci on the 2007 conference of TESOL Inc in Seattle. The thought of attending a six day ESOL conference in the company of 8000 other delegates is mind-boggling but Rosie’s account certainly makes the experience seem very worthwhile. Closer to home, there are stimulating local ESOL conferences to attend. ACTA will stage its next conference in Alice Springs in July 2008. The venue may be a little remote for most of us but well worth saving up for. Early information about this conference is at www.tesol.org.au

We are now halfway through our professional development programme for 2007. In aiming to meet members’ needs, Councillors have presented several new workshops. These include workshops aimed at teachers new to ESL and the Stage 6 English (ESL) seminars convened by Judith Mee. All these events have been well received. We are also presenting workshops aimed at developing teachers’ skills in using technology. *Introduction to e-learning* was presented by an expert, Dr Padmini Sampathkumar. Here we met with a problem as we found that to make the most of this informative workshop, attendees needed computers. We are now searching for venues where computer based courses can be presented and welcome your suggestions. We also welcome your suggestions for professional development courses in 2008.

Many thanks to all contributors to this newsletter: Rosie Antenucci, Tina Busa, Connie Mudge, Sue Bremner, Anita Vangelista and Kathy Rushton. Your contributions are most welcome.

Helen Fong
Executive Officer/Newsletter Editor
0427 536 897, email helenfong@bigpond.com
In this, my first, *The President Writes* I would like to acknowledge the achievements under the leadership of our immediate past president, Robert Jackson, and reflect on the challenges that face us in the months ahead.

ATESOL NSW, through its Council, has aimed to support and promote ESL teaching in all sectors and contexts in NSW in three main ways: resources, professional development and advocacy.

**Resources**

On our website [http://www.atesolnsw.org](http://www.atesolnsw.org) you will find a collection of units of work designed to support ESL students in learning the English language skills needed to achieve English outcomes in Years 7–12 and KLA outcomes in K–6. These were made possible through our successful application for Australian Government Quality Teaching Programme (AGQTP) funding in 2005 and 2006 and are a valuable resource for teachers of ESL students in NSW schools.

Our challenge is, of course, how this “seed collection” can be expanded, possibly by drawing on the expertise and experience of our membership. We would welcome any suggestions from you – our members – as to other ways that information and ideas about TESOL resources can be shared, within the scope of a voluntary organisation with limited funds and manpower.

**Professional Development**

Professional development has been a priority over the past years, with satisfying attendances at workshops conducted for practitioners in school, TAFE and adult TESOL programs. In 2007, the program is again comprehensive and exciting. Details can be accessed through the website [www.atesolnsw.org](http://www.atesolnsw.org) and on pages 4 and 5. For our program to retain its relevance and interest, your suggestions of areas that need to be addressed or an offer to present a session would be warmly welcomed for our planning of the following year’s offerings. We aim to complement, not replace, professional learning provided by your employers and try to work in close cooperation with these agencies.

**Advocacy**

Advocacy is a function of ATESOL NSW that is perhaps less visible to members, but one that is extremely important. In the Advocacy link under Noticeboard on the website, you will find details of issues that ATESOL NSW has raised with relevant authorities. Our affiliation with the Australian Council of TESOL Associations (ACTA) provides us with a national voice on issues relating to our field at a federal level. In New South Wales, our representation at the meetings of the Department of Education and Training (DET) Advisory Group for Multicultural Education and Training (AGMET), allows our views to be considered, along with those of other stakeholder peak bodies, on important issues around ESL and multicultural education.

Again, your input to us about issues that you encounter in your workplaces will help to provide evidence for the position that ATESOL NSW develops. With an election recently resolved in New South Wales, and a federal election looming, this may well be a strategic time to raise our collective voices on key issues.
The President Writes...

Challenges 2007
The way I see it, ATESOL NSW will be aiming to:

- Maintain a high standard of professional development which meets identified needs of our membership
- Explore time effective and cost effective ways of sharing our members’ TESOL expertise, ideas, experiences
- Ensure that key issues for TESOL are brought to the attention of relevant authorities
- Follow up on our 2006 conference theme Education for the Whole Person: the TESOL response and ensure that we draw the links between learning English and meeting all those other learner needs

- Start canvassing for expertise, ideas, current practices around supporting students from refugee backgrounds with little or no experience with literacy.

Active Involvement
For me, the active involvement of a greater proportion of our membership is a goal for 2007 and beyond. Involvement can occur at any point in the spectrum – from making a suggestion about a resource, issue or a professional learning need through to joining us on Council – and I hope you will consider the latter! You will find our meeting schedule on page 14. We aim to complete our agenda within the hour and votes are required for each ten minute extension. Please get in touch with our Executive Officer or any of the councillors if you are even vaguely interested, want more information or have a suggestion of any kind.

I look forward to a busy and productive 2007 and hope that many of you will join my Council colleagues in ensuring that ESL teachers in all NSW settings and sectors feel well-supported by their TESOL professional association in their day to day work.

Connie Mudge

ATESOL NSW PROFESSIONAL DEVELOPMENT CALENDAR 2007

This calendar is up-to-date as of end May 2007. Check future newsletters and the website (www.atesolnsw.org) for updates. Unless otherwise indicated, the workshops are held at the PTC Conference Centre, in the grounds of Leichhardt Primary School, 101–105 Norton St (corner Marion St) Leichhardt.

All enquiries and bookings should be directed to our secretariat at the Professional Teachers Council NSW (PTC) Ph: 9564 3322.

Thursday 9 August, 5.30 –7.00pm
ESL Stage 6 Workshop. Focus: The New Prescriptions
In 2007 ATESOL NSW is providing three workshops to address aspects of the Stage 6 English (ESL) courses. These sessions provide an opportunity to find answers to your questions on the Preliminary and HSC English (ESL) courses and to network with colleagues around the state who are also teaching Stage 6 English (ESL). This is the third of the three planned ESL Stage 6 workshops.

Presenters: Judith Mee and other educators. Judith Mee is an English and ESL educator with over 30 years experience including curriculum development and HSC marking.

Saturday 18 August, 9.30am –12.30pm
K-3 Grammar Workshop
Presenter: Kathy Rushton & other teachers
One of our most popular professional development workshops. Experienced teacher and consultant Kathy Rushton and her dynamic team of teachers provide a fresh slant on grammar teaching.

Saturday 25 August, 9.30am –12.30pm
Our Favourite Lessons for Adults
Experienced teachers of ESL to adults share lessons and practical strategies which have worked for them in teaching adults.

Convenors: Elizabeth Hotop, Head teacher ESOL.
The Le@rning Federation
Development of content for ESL students

The Le@rning Federation is a national project managed by Curriculum Corporation on behalf of Australian Education System Officials Committee (AESOC). They develop digital content for schools which is distributed free to all schools in Australia and New Zealand through the state and territory and New Zealand education authorities and through the national Catholic and independent organisations. You can find out about the project at www.thelearningfederation.edu.au.

Sue Ferguson, Senior Project Officer, The Le@rning Federation is calling for ESL teachers to be involved.

One of our priorities at present is the development of content for ESL students with a focus on those in mainstream classes. Our first approach is to adapt existing content with these students. As part of the development process we conduct in-school evaluations (ISE) of prototypes of the content with students. Teachers who are involved with this are called members of User Focus Groups (UFGs). We are looking for teachers, including secondary teachers, who are willing to help in this.

We provide teacher relief payment and the process takes no more than one day. We provide the content, a questionnaire and ask that teachers observe pairs of students and then complete the questionnaire. Sometimes we ask students to do a pre- and a post-test so we can gauge educational gain.

If you are interested in being involved, please go to http://www.surveymonkey.com/Users/79163434/Surveys/894713114514/13440254-53AF-4760-8408-161891EBA8C8.asp?U=894713114514 or contact Sue Ferguson – sue.ferguson@thelearningfederation.edu.au

Phone: 03 9657 9767 or 0414 873 067.

ATESOL NSW PROFESSIONAL DEVELOPMENT CALENDAR 2007

Ultimo College of TAFE & Marolyn Ninness, experienced ESL TAFE teacher

Saturday 15 September, 9.30am – 12.30pm
Years 4 – 8 Grammar Workshop
Presenter: Kathy Rushton & other teachers

One of our most popular professional development workshops. Note changed date.

Saturday 22 September, 10am – 1pm
Using Pod-casting to enhance ESL learning
A hands-on workshop follows the enthusiastically received “Introduction to e-learning” workshop presented by Dr Padmini Sampathkumar in May. In this new venue, computers are provided to enhance participant learning. Bookings essential as numbers are limited.

Presenter: Dr Padmini Sampathkumar, who has been teaching English as a second language for the last 12 years and has worked in schools, AMES and in several TAFE colleges. Currently Head Teacher of ESOL/Languages at Granville College of TAFE she has been involved in e-learning for many years as a developer of online English courses as well as a facilitator and trainer. She has conducted teacher-training workshops for TAFE and several Leanscope projects. She is particularly interested in the use of digital narratives and voice tools to motivate and enrich the language learning experience of English language students of all ages and backgrounds.

Venue: Granville College of TAFE (Computer Room A210), 136 William Street, Granville. Free on-site parking available (enter via The Avenue). Granville TAFE is 10 – 15 minute walk from Granville Station.

Cost: $45 for members, $60 for non-members

Tuesday 2 October, 9am-3pm
HSC English (ESL) Revision Day
Presenters: Experienced HSC (ESL) English teachers and markers

An annual highlight of ATESOL’s calendar. Join hundreds of HSC English (ESL) students for this popular revision day.

Venue: Sydney Masonic Centre, 279 Castlereagh Street, Sydney. Cost: TBC
ESOL educators today

ESOL educators work in a range of educational settings. An educator who works in one setting often finds significant differences in the work constraints, resources and opportunities of another setting. In this segment, three ATESOL councillors have written about themselves and their work settings, offered their best tips for newer teachers or made some recommendations for the professional library. Connie Mudge, Sue Bremner and Anita Vangelista are three people whom you will see working quietly in the background at many of our workshops. Please introduce yourself to them when you next attend a workshop and let them know of your ideas for ATESOL. More councillors will write in the next newsletter. I hope to extend this segment to include our members. All members are warmly welcome to forward a contribution. – Helen Fong

Meet ATESOL Councillors

Connie Mudge, President

I have been an ATESOL NSW Councillor for three years. My experience in the ESL field has been schools focused, particularly K–6. Most of my ESL teaching has been in government schools in New South Wales, with a short period in a Catholic systemic school. I have coordinated training programs for teachers new to ESL and supported the development of an ESL curriculum framework for K–6 schools. Currently I am a multicultural/ESL consultant in the South Western Sydney Region of the Department of Education & Training, an area with high numbers of ESL students and refugee students, as well as a substantial number of early career teachers.

I feel that one of the most useful ways of structuring an ESL program is to link it with something that is happening in the students’ mainstream classrooms. Often identifying, then working towards the language demands of a KLA assessment can provide the guidelines for the scope of your work as an ESL teacher. At the same time, you are empowering learning for your ESL students by giving them the English language they need to demonstrate what they know and increasing their chances of making sense of the stream of talk in the classroom.

Sue Bremner, Vice-President

This is my second year on the ATESOL council, after serving for five years as a Board member of the Primary English Teaching Association. I have worked in most aspects of ESL education in my teaching career, as an ESL teacher, educator of ESL teachers, policy advisor and writer of teaching materials. My current role, as a consultant in the independent school sector, allows me to combine nearly all of my former roles, as I work with teachers in the most diverse sector. The challenges of ESL teaching are always of interest, and I do feel privileged to be part of such a worthwhile profession.

The best advice I can give to anyone new to teaching would be two things. Always have a teaching program. When you teach ESL students, some days the world seems brimming with what they need to learn. You can’t do everything. A program keeps you on track, and is a road map for you and your students. The second thing is to encourage positive perceptions of ESL students, and ESL generally. Frame things constructively, letting people know how much ESL students bring to a classroom.

Anita Vangelista, Councillor

Reflections of a middle aged ‘Beginning Teacher’

I joined ATESOL in 2004, after completing a Grad. Dip. course as TESOL teacher at UTS. A year later I commenced a Masters degree in primary teaching. The occasional ATESOL workshop gave me a sense of a professional community that had been missing in my academic studies. Two books which focus my interest in literacy learning/teaching are:

The authors identify new mindsets and changing ways of producing knowledge. A dense read, challenging educators to review the what, how and why of teaching and learning.


Practical hints on how to encourage students’ to deeply engage with text. Pitched at teachers of upper primary/lower secondary level, the book is useful for teachers of all stages.

**How did I get here in the first place?**

I had arrived from Germany in my early twenties, eager to further a career in hotel management. The foreign environment opened up new perspectives and I found myself studying for a Social Sciences degree; special interest: definitions of ethnicity. I acquired permanent resident status, and was now officially an ‘alien’. The next fifteen years I spent working in non-government agencies, keen to improve services for people from non-English speaking background. I successfully navigated the maze of the community services system and even coordinated some government funded projects. After involvement in consultations, interagency settings, target groups I was then suddenly a Primary / New Scheme / Beginning Teacher.

**What does it mean?**

It means I bring all my experiences to teaching and learning, including multiple perspectives on language and culture. As student, parent, and educator I have observed and experienced first hand both successful and poor ways of communicating with people. I understand the complexity of what it means to come from an ESL background and appreciate both the richness and the confusion or alienation that it can entail. I am interested in finding out about students’ background and am committed to valuing what they bring to school. I strive to nurture their sense of pride and confidence in themselves and their community. And I assist students’ search for a sense of identity. My brief is to kindle a joy for lifelong learning in each and every one of them.

**Where to from here?**

So I have joined ATESOL council, at the brink of a new career and wish to assist an organisation that I have come to recognise as an immensely valuable resource, for myself and for other teachers and educators. ESL issues touch all of us living and working in this city. The professionalism and experience of the Council and ATESOL members, workshop presenters and people attending functions is truly amazing and provides a fabulous opportunity for me to learn (and learn, and learn...), my professional induction into ongoing professional development, a place to network, to sound out ideas and directions, to participate in advocacy, to find inspiration and validation.

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**ATESOL NSW Inc.**

**INVITATION**

If you are interested in joining Council in 2008, you are most welcome to attend any of our Council meetings. The remaining dates for 2007 are as follows:

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All meetings take place from 5.30pm – 6.30pm at Professional Teachers Council (PTC) conference centre, Leichhardt. Light refreshments are provided. Please contact PTC at (02) 9564 3322 or admin@ptc.nsw.edu.au to advise that you will be attending.

You are also welcome to discuss Council membership with any Councillors or the Executive Officer. Contact details on Page 2.
Gifted ESL Students
– Part two

By Tina Busa

In the last issue of the ATESOL newsletter I wrote about the need to be aware of the double layered ESL/ Gifted Learner. In this article I outline some ways that these particular students can be catered for. Firstly the curriculum needs to be differentiated for these students. We can cater for our doubled layer learners in the same way that we cater for any of our gifted students. Differentiation of the curriculum addresses the different learning styles and rates of learning of students in both mixed ability and self contained gifted classrooms. Differentiation of the curriculum allows these students to develop their natural gifts into talents. There are four primary areas of the curriculum which can be modified. These are the content, process, product and learning environment (Maker, 1982).

The content of the curriculum needs to be presented in complex and varied forms. The processes of teaching should include activities which stress the use of information and language rather than the acquisition of it, provide opportunities for problem solving and creativity, use discovery and inductive learning techniques and lead students to higher levels of thinking.

The products expected from the children need to be modified. They should resemble the products being studied and developed; allow solutions to real problems and provide opportunities for these students to present their items to real audiences. Finally, the environment should provide variety, flexibility, more and varied resources, warmth and trust and non-threatening situations for testing views and risk taking.

Such strategies can easily be applied to any ESL teaching contexts. The strategies noted above are similar to many of the communicative tasks which are used for our ESL learners. The ideas of Passow (1988) can be used to ensure that our gifted learners are be truly catered for. Passow (1988) proposed the following criteria to gauge whether the curriculum presented to gifted students is appropriate:

• Would all students want to be involved in such learning experiences?
• Could all students be involved in such learning experiences?
• Should all students be expected to succeed in such learning experiences?

If the answer to all of the questions listed above is 'No' then the curriculum truly caters for gifted/ESL learners.

The difficulty is in identifying these doubled layered learners. Once they have been identified, the key is to keep in mind that as teachers we must meet their language needs as well as their intellectual and emotional needs. There are many models available that can be used to alter classroom teaching programs. Two of these models are the Blooms model and the Williams model. Both models can assist in direction and questioning techniques. The Williams model includes a range of questioning strategies that the teacher can use to deliver the classroom curriculum. Some of the strategies encourage flexibility, originality, elaboration of ideas and risk taking, curiosity and complexity. Students can be presented with a statement that contradicts itself and be expected to explain the truth of the statement or challenge the idea. Information can be presented to the students with gaps of information and students encouraged fill in the missing gap. Other activities include creative reading and writing that interests the learner and stimulates critical thinking.
Gifted ESL Students

I conclude with the final thought that concepts that are learnt in one language usually do transfer to another. This is particularly important when putting students into particular learning environments and experiences. The new learning environment needs to be congruent with the previous learning environment. The challenge for us as teachers is to meet both the language demands of students as well as their intellectual and emotional needs.

Gross, MacLeod, Drummond & Merrick (2001) and Gross, MacLeod & Pretorius (1999).


Position Statement on the Identification of English Language Learners with Special Educational Needs

The disproportionate representation of culturally and linguistically diverse students in special education has become an issue that has received increased attention, especially in countries with a growing population of English language learners such as the United States. Identifying English learners with special needs is a complex and difficult process, for when the differences between disabilities and second language acquisition are not clearly understood, one could be mistaken for the other. As a result, English language learners could incorrectly be identified with disabilities. Conversely, disabilities can sometimes not be recognized in English learners. In either case, these students will suffer from not receiving appropriate services.

Research on effective specific practices for English learners with special needs is limited. However, in identifying English language learners with special education needs, several key issues need to be addressed:

Legal obligations – In December 2006, the United Nations adopted its Convention on the Rights of Persons with Disabilities, which recognized among other things the right of students with disabilities to access inclusive, quality, and free primary and secondary education. While this convention is a relatively recent development, many countries have had longstanding laws guaranteeing these rights. In the United States, the law is clear on this issue. Numerous laws and legal precedents outline the rights of English language learners in education, such as Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act (EEOA). The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) entitles all individuals with disabilities to a free and appropriate public education. IDEA includes provisions on how linguistically and culturally diverse students should be assessed for possible special education placement. In the United States, English language learners with disabilities are entitled to specialized services under both laws, so that schools are required to provide both language services (e.g., ESL programs, native language support) and special education services.

Appropriate assessment – As with any assessment of academic achievement, diagnostic assessments must be in a form and language that will yield valid results. In addition, no single assessment may be adequate for identifying learning disabilities. These principles are even more important for English language learners because of the complexity of factors that can obfuscate valid test results. For English language learners, assessments should be given in the student’s strongest language, which may be the student’s native language. In addition, the student’s proficiency level in both English and their native language, as well as dialect, should be taken into consideration, as it could impact assessment results. As such, alternative assessments may be required. Every effort must be made to ensure that the content of and tasks used in the assessment are culturally appropriate for the students involved. Furthermore, appropriate diagnostic or psychological assessment should occur in a timely manner when educators raise concerns regarding a student. Guidelines for incorporating language acquisition factors
or sociocultural factors should be provided throughout the evaluation reports, especially those of psychologists to ensure that educators and other professionals have a clear understanding of the impact of language and culture on the learning and behavior of these students.

Culturally responsive expertise and purposeful collaboration – In identifying special education needs or learning disabilities in linguistically and culturally diverse students, the counselors and specialists should be trained in issues of bilingualism, second language acquisition, and sociocultural factors as well as be trained to understand processing or cognitive deficits and to implement essential adaptations for students receiving services in special education programs. These specialists should also collaborate with English as a second language (ESL) and bilingual educators not only in identifying English learners with special needs, but also in developing goals and identifying appropriate services and instruction for these students.

Clear communication with family members – If an English language learner is identified as being in need of special education services, it is critical that the school help the student’s family members understand instructional implications, services to be provided to their child, and placement decisions. For many, cultural differences regarding special education may lead to misunderstanding, as cultures vary in what is considered a disability and how to address it. Schools need to take this into consideration and to present documentation and information in a manner that is most comprehensible to family members.

Resources


http://www.nccrest.org/

ASPIIRE/ILLIAD (2002). Resources for addressing the over-representation of minorities in special education. TEACHING Exceptional Children, 34 (6), 70-71.


TESOL Convention 2007

Pre-convention session
I began my convention experience with a half day pre-convention session: Starting and Nurturing a Teacher Mentoring Program. I was very fortunate to hear how mentoring has been organised in different contexts and countries. We heard about the work of Valerie Jakar, Israel; Gabriel Diaz, Uruguay; Marina Gonzalez, Argentina; Shefali Ray, India facilitated by Laura Stoutenburg, Canada. The session was structured with a lot of opportunity for interaction and we were given contact information for each of these presenters and projects. My interest in mentoring stems from the work we are doing in South Australia with the ACTA Standards and Mentoring and I hope to be following up with some of these other projects that I learnt about at the session.

Plenary presentations
Over 5000 people attended each of the plenary presentations. The three I saw were largely personal narratives. Betty Azar told the story of changes she has seen over the years as an ESL educator and writer.

Jun Liu, the outgoing TESOL president and Executive Director of the English Language Centre, Shantou University China, told of being an EFL learner through grammar translation and pattern drills during the late Cultural Revolution in a rural area near Shanghai, China. To become an EFL teacher in China Jun Liu undertook further studies and then went on to being TESOL President.

Another very moving presentation was by Mawi Asgedom telling of his flight from civil war in Ethiopia, his survival in a Sudanese refugee camp for three years, being resettled in the United States and overcoming welfare, racism and language barriers. He overcame personal tragedy to graduate from Harvard University, Massachusetts, USA. Since 1999, Mawi has dedicated himself to uplifting America’s teenagers. He has spoken to more than 300,000 students and educators across North America, his publications have been used by thousands of classrooms, he has been on the Oprah show and he has been voted as one of “The 40 Most Inspiring African-Americans.”

All of the speakers honoured the special roles that ESL teachers play in fostering students’ self-belief and in building the good will and the understanding that is needed to bring about a better world.

Refugee focus
I attended a number of sessions focussed on refugees, some of them organised by the TESOL Refugee Concerns Caucus. The topics and issues covered were equally relevant to the Australian context. For example:

- what teachers should know about refugee newcomers
- some factors affecting the learning of these students
- ways teachers can use classroom assessment tools to document and measure their learning
- supporting mental health through classroom strategies.

On the whole the strategies discussed are those that are also being explored here in Australia, however the number and quality of publications and materials produced in the US for the support of teachers and students is very impressive. At the end of this report is a list of publications that may be of particular interest to Australian teachers, a number of which I bought for myself.

There was also a lot of discussion of the US policy No Child Left Behind, its impact on students with refugee experience and strategies to support students as much as possible. If you are interested in TESOL advocacy in relation to NCLB, go to the TESOL site www.tesol.org > Issues > Hot Issues.

The Refugee Concerns Caucus also brought to our attention the US policy imposed on persons who have committed a crime and who are permanent residents but do not have US citizenship. This policy allows for their deportation to their “country of origin”, regardless of the severity of their crime, the time lapsed since the crime, the degree of affiliation to that country of origin or how their departure will impact on their family
structure. We saw the film *Sentenced Home* which told the story of a group of Cambodian born people in this predicament. See www.deportableguy.org for more details.

**Issues**

The difficulties I heard about with regards to getting mainstream teachers to attend to the needs of ESL students, the lack of resources, ongoing support for ESL students, and using non qualified teachers in ESL positions were disarmingly similar to what we experience in Australia. An initiative that was the focus of one presentation was to have mainstream teachers tape their lessons and then identify the type of language that might be difficult for ESL learners.

One topic that was the focus of several presentations was that of TESOL teachers who are “non-native speakers of English” and the issues relating to their recognition and training. The whole notion of being a “native speaker” is being brought into question. TESOL has developed a position paper on this topic which can be found at [www.tesol.org](http://www.tesol.org) > News > Position papers.

Misty attended some sessions focussing on international students studying in the US. International students attending tertiary institutions are initially supported in Intensive English Programs (IEPs). Issues discussed included:

- constraints on the ability to enter the US as an international student following 9/11
- standards for IEPs
- the ability of and support for international post graduate students to act as tutors (referred to as International Teaching Assistants, ITAs) for freshman courses at university whilst doing their own graduate studies.

Misty has compiled a report and drawn some recommendations from the information gained at the Convention which was presented to Australian Education International, an arm of DEST. Included in that report is the recommendation that DEST continue to support ACTA’s efforts to bring the world of TESOL to its Australian membership as well as the recognition of Australian TESOL expertise overseas with future funding for ACTA to attend international TESOL events such as this. A copy of this report will be circulated to association presidents and ACTA councillors.

As the TESOL symposium to be held in Alice Springs in July 2008 is on indigenous and community languages, I went to one session about Heritage language learners, particularly the difficulties of first language maintenance. I was able to contribute to the processes in place in South Australia, particularly the establishment of ethnic schools and having languages as a curriculum area right through to year 12. There was a lot of interest in these approaches and I have already put my SA colleagues in touch with US counterparts.

I attended a publications session facilitated by Suresh Canagarajah, the editor of TESOL Quarterly. Twelve editors of journals worldwide were available to discuss different aspects of getting published in a journal. I have handed over a very useful summary provided at the session, to Kate Cadman, co-editor of *Tesol In Context*, to inform the efforts of the TIC editors in getting teachers to write for our own journal. I also used the opportunity to inform Suresh that he would be invited to be a speaker at the 2008 ACTA conference.

One term that was new to me and constantly referred to was Generation 1.5. They are immigrant children who arrived young and are culturally in-between. They do not learn to read and write in their first language but they also do not gain a good command of English, because they have learned it through interaction on the playground. They are dual non-native speakers. The interest in this group is in both the schooling and the tertiary sector. The current research topics in relation to Generation 1.5 include:

- barriers to academic success
- identity
- instructional strategies that help with academic achievement.
This topic can also be explored on the internet.

One aspect of the convention that surprised me was the **level of support** for their attendance. Some of the ESL teachers I talked to, from as far away as Florida, were fully funded to attend the convention by their school districts.

**Interest in Australian initiatives**

There were only a few presentations with an Australian perspective. I shared with people I spoke to the initiatives that I am involved in or familiar with. ACTA could have a more planned approach to informing the wider TESOL community about some of our own (both ACTA and Australian) initiatives as there is genuine interest in hearing how issues are being handled in Australia.

Another area of interest was for our 2008 Symposium and ACTA Conference in Alice Springs. I was enthusiastically received as I went around the exhibitors’ hall “touting” for publishers’ support for our event and for delegates to come along. “I would just love to come” was the response from almost everyone. Misty and I collected a lot of business cards which I have handed over to our conference secretariat to follow up for sponsorships and attendance.

**Leadership program**

In 2007, TESOL offered 12 possible workshops covering two strands which could be accredited towards the TESOL Leadership Development Certificate. I did not attend these sessions, but I thought it was a component that ACTA could incorporate into its own national conference. Misty has completed TESOL's Leadership Development Certificate in previous years. The strands are completed both online and during the annual convention. It’s a professional development concept that ACTA may like to put on its strategic plan for the future. The topic of such a professional development certificate need not be Leadership, but may be in any other area that we feel we can garner the expertise together, and offer a product not available elsewhere. For example Mentoring Using the TESOL Teacher Standards, Teaching Functional Grammar in Context, Turning Classroom Practice into Research and Publication etc.

**Affiliate meetings**

The TESOL convention was also an opportunity for the leaders of the 99 TESOL affiliates to connect. I was fortunate to attend the affiliate lunch for about 200 delegates, and be not only treated to the delicious food of Seattle but also get an opportunity to talk to delegates from other countries.

Denise Murray gave a presentation during that session, *Affiliate Leaders in a Changing World* and talked about the importance of leaders developing “soft skills” in order to maintain committees. She talked about understanding the reasons people volunteer and to respond to that through support, training, pathways and recognition. A simple certificate or email of thanks is priceless in giving people a positive feeling about contributing. As well she said, to clearly describe the role position within, or for, the committee and select the person who can meet that role. In this way the expertise of that person can help to bring the association forward.

Following the lunch affiliate members broke up into groups to discuss issues of leadership of the associations. I attended the session on membership and I have a number of additional ideas to pass on to the ACTA council.

Another affiliate meeting was also held, which Misty attended, where ACTA was officially welcomed as the newest affiliate to TESOL Inc., and received its certificate of membership from the outgoing President of TESOL Inc. Prof. Jun Liu (Executive Director of the English Language Centre, Shantou University China). The 2008 TESOL Symposium in Alice Springs was also announced and Misty was able to advertise the ACTA conference which will follow the Symposium.

During the convention the role of the new TESOL president was officially handed to Sandy Briggs. You can hear a short podcast at [http://www.tesol.org/s_tesol/index.asp](http://www.tesol.org/s_tesol/index.asp) from Sandy stating that communication and community will be the key messages of her presidential year.
Seattle city
There was not much time to enjoy the city of Seattle. However I did take a walk downtown to the large department stores and to the famous Pike’s market. I had Atlantic salmon while (almost) on the Atlantic Ocean and Misty and I went to a nearby theatre to see Twelve Angry Men with Richard Thomas (The Waltons). All of which meant that attending the convention was a very enjoyable cultural experience as well as an interactive, educational and informative experience.

2007 Convention Presentations
TESOL offers access to more than 30 hours of audiovisual recordings, or event casts, from the convention, free to TESOL Member Convention attendees and at a cost for others.

The list of presentations which will be available is provided on the TESOL site www.tesol.org/convention/eventcasts. Given the huge number of parallel sessions at the convention, I missed some that I would have liked to have attended. Among those I will be following up are:

• Negotiating Language Learner Identities in Changing Times
• The Challenges of Mentoring for TESOL Professionals

The plenary presentations will all be available and I particularly recommend Mawi’s presentation: From ESL to Harvard: An Immigrant’s Perspective.

2008 TESOL convention
The 2008 TESOL convention will be held in New York, from April 2–5. Deadlines for proposals are due on Friday June 1 2007.

Call for papers and abstract submissions are at http://www.tesol.org/conventions/2008 convention.

Recommendations for ACTA
My personal reflections and recommendations for ACTA as a result of attending the Convention include:

ACTA and TESOL Inc
It is critical that ACTA remain as a strong and active affiliate member of TESOL Inc.

– ACTA has a responsibility to have a global perspective. Affiliation with TESOL Inc can support us to do that through the links with the other affiliates and by supporting TESOL Inc in its global advocacy
– TESOL Inc has the potential to support ACTA’s advocacy. This would require ACTA developing position papers that can be supported by TESOL Inc.

ACTA delegate to the convention
The ACTA delegate to the TESOL Convention has to have the information about what is happening in ESL in at least one sector (eg schooling) across a number of states so that he/she can be more representative of ACTA. This will require a stronger culture within the ACTA council of sharing and gathering information about what is happening in each state.

ACTA presentations at the convention
ACTA should submit presentation proposals for the TESOL Convention in New York, to provide an insight into some ACTA and Australian initiatives, and to be an equal partner in the TESOL field.

ACTA conference
We could initiate an accredited program as part of the ACTA conference for example with a focus on mentoring with the ACTA TESOL Standards.

ACTA should strive for recognition of the ACTA conference at not only the state but also the district and school level so that more teachers will have the opportunity to attend the national conference.

Rosie Antenucci

Rosie has been an active member of ACTA for ten years and was president of the ESL Educators, the South Australian association, for seven years. She has worked in Australia and overseas as an ESL teacher. She is currently a Policy and Program Officer for the DECS ESL Program in South Australia. She attended the Seattle Conference with the ACTA President as an ACTA affiliate representative.
**June 2007**

1–3 (Asia and Oceania)
JALC CALL "CALL: Integration or Disintegration?", Waseda University, Tokyo, Japan. Website http://jalcall.org.

7–8 (Central and South America)

11 (Asia and Oceania)
Hong Kong Association for Applied Linguistics, 2nd HAAL Research Forum, Hong Kong Polytechnic University, Kowloon, Hong Kong. Email jonhui@cityu.edu.hk. Website http://www.haal.hk.

14–16 (Asia and Oceania)

15–16 (North America)
Indiana Center for Intercultural Communication, "3rd Biennial Conference on Intercultural Rhetoric and Discourse: Multiple Literacies Across Cultures", The Ohio State University, Columbus, Ohio, USA. Email hirvela.1@osu.edu. Website http://www.iupui.edu/~icic/IRconference.htm.

23–24 (Asia and Oceania)
ALT -- College & University Educators SIG Conference, "Promoting Lifelong Learning", Sugiyama Women's University, Nagoya, Aichi Prefecture, Japan. Email quasha@yahoo.co.jp. Website http://allagash.miyazaki-mu.ac.jp/CUE/.

**July 2007**

1–3 (Asia and Oceania)

4–6 (Central and South America)

9–20 (North America)
Indiana Center for Intercultural Communication, English for Specific Purposes Institute, Indiana University-Purdue University Indianapolis (IUPUI) campus, Indianapolis, Indiana, USA. Email icic@iupui.edu. Website http://www.iupui.edu/~icic/.

16 (Asia and Oceania)
JALT CALL "CALL: Integration or Disintegration?", Waseda University, Tokyo, Japan. Website http://jalcall.org.

19–20 (Central and South America)
Paraguay TESOL, "Impacting Minds Changing the World", Centro Cultural Paraguayo America, Asuncion, Paraguay. Email paratesol@yahoo.com.

21 (North America)
Frontier College, "New Faces, Safe Spaces: Creating a Positive Learning Environment For Immigrant and Refugee Learners", Britannia High School, Vancouver, British Columbia. Email Vancouver@frontiercollege.ca.

**August 2007**

9–11 (Central and South America)
Congreso Internacional de Profesores de Ingles, "Inside the EFL classroom: Sharing Strategies for Successful Teaching and Learning", Hotel del Valle, Arica, Chile. Email jaimepablog@yahoo.com. Website http://www.uta.cl/10cipi/.

**September 2007**

5–8 (Europe and Eurasia)

5–7 (Europe and Eurasia)
Instituto de Ciencias de la Educación-Universidad de Barcelona, 1er Congreso Internacional Nuevas Tendencias en la Formación Permanente del Profesorado, Barcelona, España. Email congresformacioice@ub.edu. Website http://ice.ub.es/congresformacio/.

6–8 (Europe and Eurasia)

6–8 (Europe and Eurasia)
13–15 (Asia and Oceania)


14–16 (Central and South America)

Panama TESOL, “Language: An Integrating Factor”. Email carlosp11@cwpanama.net.

15–17 (Asia and Oceania)


27–30 (North America)

ANUPI TESOL, “Opening New Horizons in ELT”, NH Krystal Hotel, Puerto Vallarta Jalisco, Mexico. Email asociacion@anupi.org.mx.

5–8 (Asia and Oceania)


11–13 (North America)

The Consortium for Latino Immigration Studies at the University of South Carolina “Latino Immigration to New Settlement Areas: Trends and Implications” University of South Carolina, Columbia, South Carolina. Website http://www.sph.sc.edu/eli.

1–Oct 13 (North America)

Penn TESOL-East, University of Pennsylvania, Philadelphia, Pennsylvania, USA. Email dio4@psu.edu. Website www.pennrestoleast.org.

19–20 (North America)

MidTESOL, “Teach me to Fish”, Tan-Tan-A Resort, Lake of the Ozarks, Missouri, USA. Email lesliewolk@mindspring.com. Website http://www.midtesol.org.

20–21 (North America)


27–28 (Asia and Oceania)


November 2007

2–3 (North America)

Colorado TESOL, “Staying Ahead”, Renaissance Denver Hotel, Denver, Colorado, USA. Email Larry, fisher@colorado.edu. Website http://www.colorado.edu/iec/cotesol.

5–8 (North America)


27–30 (North America)

ANUPI TESOL, “Opening New Horizons in ELT”, NH Krystal Hotel, Puerto Vallarta Jalisco, Mexico. Email asociacion@anupi.org.mx.

October 2007

4–6 (Asia and Oceania)


5–8 (Asia and Oceania)


11–13 (North America)

The Consortium for Latino Immigration Studies at the University of South Carolina “Latino Immigration to New Settlement Areas: Trends and Implications” University of South Carolina, Columbia, South Carolina. Website http://www.sph.sc.edu/eli.

22–25 (Asia and Oceania)


29–Dec 1 (North America)

Southeastern TESOL, “Building Bridges: Connecting the Learning Community”, Louisville Downtown Marriott Conference Center, Louisville, Kentucky, USA. Email nichole.neuhard@nkces.org.
AMEP National Conference 2007

Changing Identities: Changing Needs

4–6 October 2007
Sunshine Coast Institute of TAFE, Mooloolaba Centre
34 Lady Musgrave Drive, Mountain Creek Queensland

Program
This year’s Conference will feature international and local speakers including:
Plenary speakers: Tracey Derwing & Ingrid Piller
Featured speakers: Frank Hardman, Margaret Piper & Hayo Reinders

Abstracts
Abstracts are invited from teachers and researchers in TESOL and related fields for presentations that reflect the strands of:
• Language and discourse
• Technology and alternative delivery
• Policy, settlement, management

Abstract Submissions Deadline 13 June 2007

Early Bird Registration 12 September 2007
For more information, please contact the Conference Office at:
AMEP 2007
ICMS Pty Ltd
Level 3, 379 Kent Street
SYDNEY NSW 2000
Tel: +61 2 9290 3366
Fax: +61 2 9290 2444
Email: amep2007@icms.com.au
Web: www.ameprc.mq.edu.au/conference

Advocacy Update

Advocating Extra Time for HSC English (ESL) exams

ATESOL NSW has made a number of representations to the Minister for Education and Training regarding what many regard as an inequitable time allocation for the Higher School Certificate (ESL) examination. The Board of Studies is in the process of undertaking in-depth quantitative and qualitative research on the issue of inequitable time allocation in the exam by reviewing and analysing individual students’ responses to the various sections of the English (ESL) paper from the exam, and also by comparing their responses to our paper to their responses in other subjects which have extended response tasks. Independent officers (including Yvette Goode, a Senior Marker for English ESL) have been appointed to evaluate the findings and make recommendations to the Board. ATESOL councillors will present ATESOL’s case to the Board and respond to questions. We will report progress in a later newsletter.

STARTTTS WORKSHOPS

The following workshops are conducted by the Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTTS).

Core Concepts and New Developments in Work with Survivors of Torture & Trauma
How should I approach my work with survivors of torture and trauma?
One day prerequisite workshop: 14 June or 16, August or 18 October
Target group: Those interested in the issues faced by refugees, and survivors of torture and trauma, and those wishing to do a specialist workshop in clinical practice at STARTTTS.
Cost: $99:00 per participant (GST inc)

Working with Child and Adolescent Survivors: specialised program for teachers
One day workshop – September 13
Target group: Teachers and school counsellors.
Applications close 21 August. Note: Core Concepts workshop is a pre requisite.
Cost: $99 per participant (GST inclusive)

Inquiries and registrations to the STARTTTS Administration officer at 02 9794 1900.

20th English Australia Conference

Diversity – a catalyst for innovation
13–15 September 2007
Sofitel Wentworth Sydney

Each year English Australia organises a conference for teachers of English to international students. The conference brings together ELT professionals from across Australia as well as from other countries in the region.

For information go to – www.eaconference.com.au

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**Book Review**

**Tales Out of School: Identity and English language teaching**


ISSN 10308385 $32.00AUS


Editors: Kate Cadman & Kerry O'Regan

From teaching English as a foreign language in China to the interplay of grammar and meaning, the new technologies and the age old challenges that all English language teachers face; all are addressed in this special edition. The book is divided into five sections devoted to particular areas of interest like identity, Indigenous Australian issues and the professional standards of ESL teachers. There are contributions from a range of ESL practitioners and academics ranging from detailed descriptions of classroom practice to discussions of issues related to ESL teaching. Teachers of very young to adult students, will find detailed information relevant to their work and professional development. This is a very useful reference text for any English language teacher in Australia.

Reviewed by Kathy Rushton

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**Inaugural international TESOL conference & symposium – Alice Springs Convention Centre, NT**

**Conference 10 – 12 July 2008**

**Pedagogies of Connection: Developing Individual and Community Identities**

This two and a half day conference places the development of teacher and student identities as a core focus in pedagogy. Students and teachers are challenged and changed as they engage in and develop their multiple roles both in and out of the classroom. They influence, and are influenced by, the multiple and diverse communities of their institution, as well as their local community, the broader society and the global networks in which they are positioned.

Keynote speakers will include international and Australian scholars and classroom practitioners, such as Dr Sinfree Makoni, Associate Professor of Applied Linguistics and African and African American Studies at Pennsylvania State University, and Professor Vaidehi Ramanathan, Professor of Linguistics at the University of California.

**Symposium 9 July 2008**

**Keeping Language Diversity Alive**

This one day symposium explores the complex issue of keeping indigenous and other community languages alive. Four expert presenters investigate the reasons for language decline and extinction, the processes in place for language maintenance and the importance of this for the expression of community, culture and sense of identity.

For further information go to www.tesol.org.au

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**Winter study day**

**Spreading light, not heat, on faith and social cohesion**

**Saturday 14 July 2007 – Faith and Social Cohesion.**

The purpose of the study day is to facilitate an open discussion around the realities, challenges and successes of Australian religious diversity.

The Women’s College Alumnae recognise the importance of information, education and debate between Australia’s many religious and cultural groups and are pleased to have this forum to facilitate this.

Geraldine Doogue of ABC television’s Compass program will open the study day and the morning sessions will examine broadly the existing fabric of society from the Christian, Muslim and Jewish perspective.

The morning session will be chaired by Justice Jane Mathews and include presentations from:

Gary D Bouma – Monash University Professor of Sociology, Tanveer Ahmed – psychiatry registrar and former SBS Television journalist, Ilona Lee – President of the Shalom Institute.

There will then be parallel sessions in the afternoon, with presentations from people working at local and neighbourhood levels, and an opportunity for study day participants to discuss issues.

Cost (inc morning/afternoon teas and lunch) $60 for early bird registration (to June 29), $70 after June 29 and $35 for students. Please mention ATESOL Newsletter to get early bird registration after June 29.

For more information or to register go to: www.thewomenscollege.com.au/july-study-day.php or contact Eliza Newton 02 9517 5008 or email: community@thewomenscollege.com.au.
ATESOL (NSW) is a professional Teachers Association formed in 1970. It has a membership of education system: from early childhood to tertiary, adult, community and ELICOS. It also caters for colleagues in the related areas of Aboriginal and Maori education, bilingualism, linguistics, community and foreign language teaching.

ATESOL (NSW) Inc is affiliated with The Australian Council for TESOL Associations (ACTA) and TESOL International. It aims to strengthen the effective teaching and learning of English while respecting individuals’ language rights.

ATESOL offers:
• positive support for teachers
• practical classroom assistance
• regular seminars and workshops
• reduced registration rates to ACTA/ATESOL Summer Schools
• reciprocated membership of the UTS library
• regular newsletters
• relevant publications
• up-to-date information about TESOL opportunities
• special interest groups (SIGs)

Contributions to the newsletter

The Editor, ATESOL (NSW) Inc
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Email: helenfong@bigpond.com

Deadlines for 2007
August 18
November 20

Advertising rates for 2007 – space only (including GST)

• Full page
  182mm x 270mm $250
  4 issues $750
• Half-page horizontal
  182mm x 135mm $100
  4 issues $325
• Quarter-page vertical
  88.5mm x 135mm $65
  4 issues $180
• Inserts $300

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ATESOL NSW Inc
ABN 45 769 925 602

MEMBERSHIP FORM 2007

An invitation to all people interested in the field of teaching English to speakers of other languages to join ATESOL (NSW).

Please print
Title _______ Given name(s) ________________________________
Family name ___________________________________________
Postal address __________________________________________
_________________________________________________________
School/Institution _______________________________________
Home phone __________ Business phone ____________________
Email __________________________________________________

Employing authority
☐ NSW DET
☐ Catholic Education Office
☐ AMES
☐ TAFE NSW
☐ University
☐ ELICOS
☐ ACE
☐ Other ________________________________

Special interest group
☐ Infants/Primary
☐ Secondary
☐ Adult
☐ Teaching English to deaf students
☐ Other ________________________________

Annual membership Cost AS ($all prices within Australia include GST)
☐ Individual 75
☐ Student/unemployed 30
☐ Overseas individual 85
☐ Institutions/corporations 175
☐ Institutions overseas 200
(Institutions receive two copies of each newsletter and access for three teachers to conferences at member rates.)

☐ I enclose cheque for $___________ made payable to ATESOL (NSW) Inc.
or charge to my: ☐ Bankcard ☐ Mastercard ☐ Visacard
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PO Box 223 Leichhardt NSW 2040 Australia
Phone: (02) 9564 3322 • Fax: (02) 9564 2342
On receipt of full payment this registration becomes a tax invoice.