“Prime Minister, the Hon Kevin Rudd; Opposition Leader, Brendan Nelson; the Minister for Indigenous Affairs, the Hon Jenny Macklin; former Prime Ministers, Professor Bruce Wilson representing the late Sir Ronald Wilson, Stolen Generations patrons Dr Lowitja O’Donoghue and Bobby Randall, NSDC Chair Helen Moran and SGA Chair Christine King, Ministers; Members of Parliament; Senators, members of the Stolen Generations and your families; my Indigenous brothers and sisters; and distinguished guests from around Australia and overseas.

May I begin by acknowledging the Ngunnawal peoples – the traditional owners of the land where we meet today and pay my respects to you and to your elders.

I have been asked by the National Sorry Day Committee and the Stolen Generations Alliance; the two national bodies that represent the Stolen Generations and their families, to respond to the Parliament’s Apology and to talk briefly about the importance of today’s events.

I am deeply honoured to be entrusted with this responsibility and to participate in today’s proceedings.

I am particularly honoured to do so in my capacity as Aboriginal and Torres Strait Islander Social Justice Commissioner at the Human Rights and Equal Opportunity Commission. The inaugural Social Justice Commissioner, Professor Mick Dodson, was the Co-Commissioner of the national inquiry, along with the then President, the late Sir Ronald Wilson, that culminated in the Bringing them home report. The next Social Justice Commissioner, Dr Bill Jonas, contributed greatly to the understanding of the report and the importance of its findings.

Today is an historic day.

...continued page 6
Welcome to the autumn edition of the ATESOL newsletter. To follow up the national apology to the Stolen Generation, we publish the less-widely publicised, very generous response from Tom Calma representing the Stolen Generation.

The AGM was held on Tuesday 4 March. Councillors for 2008 are listed below. As well as thanking previous councillors for accepting re-nomination, we welcome newcomers Kathryn McLaughlin (Holroyd High School), Karyn Knowles (Canley Vale Public School) and Patricia Paring (Multicultural/ESL Consultant, South West Sydney Region). Meet two of our councillors on page 4.

Pauline Baylis of the University of Western Sydney has contributed a must-read article regarding the skills and knowledge of ESOL teachers in a global context. I hope all readers will participate in the survey which Pauline and Liz Ellis will introduce in the next newsletter.

Helen Fong
Executive Officer/Newsletter Editor
0427 536 897, email helenfong@bigpond.com
We have come through yet another busy and challenging year, continuing our focus on providing quality professional development for TESOL practitioners in NSW as well as fulfilling an advocacy role where the issues demand it.

Our professional development program was well supported and appreciated by participants. New in 2007, the Favourite Lessons workshop showcased some of the work of our members and our Councillors. It was pointed out that there was a need for more support for our members working in adult education contexts, and we responded with a Favourite Lessons workshop with a focus on that sector. I have long believed that we can all learn a great deal from each other, regardless of the age of our students. As professionals, we adapt ideas from wherever we find them, and shape them to meet the needs of OUR students. All members are encouraged to register for any activity that addresses an identified need. The IT sessions advertised as focusing on adults drew registrations from members in schools, who gained much from their participation.

Of course, our popular Grammar workshops in Term 3 continue to support teachers in K–8, but also provide inspiration for those working with other age groups. Early in the year, we conducted a workshop for teachers new to teaching and/or new to teaching ESL, which we hope helped to demystify the challenges and rewards of our work.

Continuing our support of the Stage 6 English (ESL) course, ATESOL again commissioned the development of a Trial paper and organised a revision day for students during the October holidays. Both were well supported and we will again offer these resources in 2008.

ATESOL is represented on the Advisory Group on Multicultural Education & Training (AGMET) for the NSW Department of Education & Training. Through participation in this group, ATESOL is able to raise concerns about issues affecting our members and their students, particularly those in the public sector. In 2007, issues around the English (ESL) paper were successfully raised and referred to the Board of Studies.

We are affiliated with the Australian Council of TESOL Associations (ACTA), our national body, which is recognised by the federal government as the contact for communications impacting on our field. Four of our Councillors also serve as ACTA Councillors, with ATESOL past president, Robert Jackson, currently vice-president. Through ACTA, advocacy campaigns have been coordinated across Australia with our stance on the Citizenship Test in 2007 being an example.

ACTA is sponsoring its first stand alone national conference in 2008 in Alice Springs. I encourage you to consider participation in this event during the July holidays. I have managed to convince my husband that Alice is a great holiday destination for us this year!

ATESOL recognised two of our dedicated Councillors in 2007, with the Outstanding Professional Service Award presented to Robert Jackson and Kath Rushton at the Professional Teachers’ Council NSW (PTC NSW) presentation evening in December last year. Robert’s contributions to the Stage 6 English (ESL) course and Kath’s insistence that ATESOL provide professional development opportunities for K–6 ESL teachers were deservedly recognised by our fellow professional teaching associations.

At this point, I would like to acknowledge your ATESOL Councillors who give their time and expertise to ensure that our professional development and advocacy achievements can continue. Much of what ATESOL has accomplished in 2007 would not have been possible without their commitment. In addition, the support that Council receives from our Executive Officer, Helen Fong, keeps us organised and functioning. Helen has

**The President Writes**

Connie Mudge

We have come through yet another busy and challenging year, continuing our focus on providing quality professional development for TESOL practitioners in NSW as well as fulfilling an advocacy role where the issues demand it.

Our professional development program was well supported and appreciated by participants. New in 2007, the Favourite Lessons workshop showcased some of the work of our members and our Councillors. It was pointed out that there was a need for more support for our members working in adult education contexts, and we responded with a Favourite Lessons workshop with a focus on that sector. I have long believed that we can all learn a great deal from each other, regardless of the age of our students. As professionals, we adapt ideas from wherever we find them, and shape them to meet the needs of OUR students. All members are encouraged to register for any activity that addresses an identified need. The IT sessions advertised as focusing on adults drew registrations from members in schools, who gained much from their participation.

Of course, our popular Grammar workshops in Term 3 continue to support teachers in K–8, but also provide inspiration for those working with other age groups. Early in the year, we conducted a workshop for teachers new to teaching and/or new to teaching ESL, which we hope helped to demystify the challenges and rewards of our work.

Continuing our support of the Stage 6 English (ESL) course, ATESOL again commissioned the development of a Trial paper and organised a revision day for students during the October holidays. Both were well supported and we will again offer these resources in 2008.

ATESOL is represented on the Advisory Group on Multicultural Education & Training (AGMET) for the NSW Department of Education & Training. Through participation in this group, ATESOL is able to raise concerns about issues affecting our members and their students, particularly those in the public sector. In 2007, issues around the English (ESL) paper were successfully raised and referred to the Board of Studies.

We are affiliated with the Australian Council of TESOL Associations (ACTA), our national body, which is recognised by the federal government as the contact for communications impacting on our field. Four of our Councillors also serve as ACTA Councillors, with ATESOL past president, Robert Jackson, currently vice-president. Through ACTA, advocacy campaigns have been coordinated across Australia with our stance on the Citizenship Test in 2007 being an example.

ACTA is sponsoring its first stand alone national conference in 2008 in Alice Springs. I encourage you to consider participation in this event during the July holidays. I have managed to convince my husband that Alice is a great holiday destination for us this year!

ATESOL recognised two of our dedicated Councillors in 2007, with the Outstanding Professional Service Award presented to Robert Jackson and Kath Rushton at the Professional Teachers’ Council NSW (PTC NSW) presentation evening in December last year. Robert’s contributions to the Stage 6 English (ESL) course and Kath’s insistence that ATESOL provide professional development opportunities for K–6 ESL teachers were deservedly recognised by our fellow professional teaching associations.

At this point, I would like to acknowledge your ATESOL Councillors who give their time and expertise to ensure that our professional development and advocacy achievements can continue. Much of what ATESOL has accomplished in 2007 would not have been possible without their commitment. In addition, the support that Council receives from our Executive Officer, Helen Fong, keeps us organised and functioning. Helen has
The President Writes...

taken on extra duties during 2007 to help bridge gaps in our executive roles. Without her, our activities last year would have been curtailed considerably!

I was pleased to welcome to Council members with links to our academic community. I am sure that their perspectives will provide solid grounding for our advocacy and professional development endeavours. May I also take this opportunity to encourage each of you to consider joining Council, to help to make a difference for TESOL practitioners in NSW. Council meets from 5:30 to 6:30 pm on the fourth Tuesday of each month at the PTC conference centre in Leichhardt. Please contact our Executive Officer or one of the Councillors if you are interested.

Looking forward, we are planning the NSW “conference” in 2009, and are looking at an “on-road” model, taking some of our Sydney-based professional development to areas further afield. For this to work, we need information from you to tell us where we should be heading and what topics you would like to see addressed. In addition, we need any help you can offer with local organisation (venue, volunteer staff, catering).

If you are not able to consider attendance at Council meetings, this type of involvement may allow you to participate in the work of ATESOL Council without needing to come to Leichhardt.

I look forward to 2008 and to working alongside many more of you to promote good TESOL practice.

ATESOL Councillor Profiles

Meet two councillors elected at the AGM on 4 March 2008

Ahmar Mahboob

Dr Ahmar Mahboob currently teaches at the Department of Linguistics at the University of Sydney. Ahmar has taught in Australia, South Korea, Pakistan, United Arab Emirates, and the United States. His current research work is in the areas of language policy development, pidgin and creole languages, NNEST studies, English language acquisition, English language teaching and teacher education, World Englishes, pragmatics, and issues surrounding minority languages in South Asia. Ahmar is the Past President of Indiana TESOL (www.intesol.org) and the past Chair of the NNEST Caucus (http://nnest.moussu.net) in TESOL International. Ahmar has served as the convener of a number of conferences and is currently organizing the AALA Conference (www.arts.usyd.edu.au/conference/ALAA) and the Free Linguistics Conference (http://escholarship.library.usyd.edu.au/conferences/index.php/FLC/). He also serves on the Board of a number of journals and other publications.

Ahmar represents ATESOL NSW on the board of ACTA, the Australian Council of TESOL Associations.

Karyn Knowles

Karyn has been teaching children and adults for more than 20 years in Sydney, the Northern Territory, Japan, Vietnam and Ecuador after developing an interest in travelling, English teaching and languages while practice teaching in Malaysia. She has been teaching ESL and Reading Recovery for nine years at Canley Vale Public School and recently completed a Post Graduate Certificate in Special Education (Learning Difficulties).

Karyn is interested in bilingualism, literacy development, support for refugee students and assisting teachers to cater for ESL students in mainstream classrooms.

Karyn is our newly elected Secretary.
MEMBER NEWS

Profesional Development
This calendar is up-to-date as of the beginning of March 2008. Check future newsletters and the website (www.atesolnsw.org) for updates. ATESOL professional development also appears on the PTC NSW calendar distributed to all school in Semesters 1 & 2 2008.

Thursday 10 April, 5pm–7pm
Stage 6 Year 11 ESL Programming Workshop
Workshop for teachers of ESL English to Year 11 students led by Judith Mee.

Thursday 15 May, 5pm –7pm
Stage 6 Workshop – New Texts for HSC ESL English
Workshop for teachers of ESL English to Year 12 students led by Judith Mee.

Saturday 17 May, 9.30am–12.30pm
Our Favourite Lessons
Sue Bremner convenes our 2008 workshop with a range of teacher/presenters new lessons. While the lessons are presented by primary and secondary teachers, they also provide inspiration for teachers of adult ESL.

Venue for these workshops:
PTC Conference Centre, Cnr Norton and Marion Sts, Leichhardt

Cost per workshop:
$25 members and $45 non-members

Enquiries and bookings:
Phone 02 9564 3322
Email: admin@ptc.nsw.edu.au

New services to members

e-bulletin
Are you receiving ATESOL’s monthly e-bulletin? If not, you are missing out on news of courses, awards and events which take place between issues of the newsletter. If you are an ATESOL member and are not receiving the e-bulletin, please contact our secretariat at PTC on (02) 9564 3322 or fax (02) 9564 2342 to be put on our e-bulletin mailing list. Your contact details will not be given to any other person or organisation. You may unsubscribe at any time.

Looking for work or do you have a job to advertise?
Notices about jobs wanted and positions vacant may be placed in the e-bulletin. No charge to members. Send notices to helenfong@bigpond.com

Do you have an event you want to publicise?
If the performance, exhibition, festival, celebration or other event is of potential interest to ESL teachers and is run by a not-for-profit institution, please send information to helenfong@bigpond.com.

Web-based discussions group
We are investigating setting up a web based discussion forum for ATESOL members. Your feedback is welcome. More news to come.

Regional Professional Development Workshops
ATESOL’s Councillors are looking into conducting some professional development workshops at regional centres. All suggestions welcome to helenfong@bigpond.com

RENEWAL REMINDER
You are important to us. If you have not yet renewed your membership for 2008, please do so now.
You’ll continue to receive:
- Discounts on all professional development workshops
- Discounted conference registration fees
- Four informative newsletters annually
- Eight e-bulletins a year
- Two issues of TESOL in Context journal
- Good fellowship and collegial support.

Any enquiries to PTC NSW at (02) 9564 3322 or admin@ptc.nsw.edu.au
...continued from page 1

It’s the day our leaders – across the political spectrum – have chosen dignity, hope and respect as the guiding principles for the relationship with our first nations’ peoples.

Through one direct act, Parliament has acknowledged the existence and the impacts of the past policies and practices of forcibly removing Indigenous children from their families.

And by doing so, has paid respect to the Stolen Generations. For their suffering and their loss. For their resilience. And ultimately, for their dignity.

Let me tell you what this apology means to me. For many years, my family has been searching in vain to find information about my great-grandmother on my father’s side, who was taken at the turn of the 20th Century.

Recently, Link Up in Darwin located some information in the Archives. In a document titled ‘list of half-castes in the NT’ dated 2 December 1899, a government official named George Thompson wrote the following about my great-grandmother:

Half caste May is a well grown girl, is living with her mother in the black’s camp at Woolwonga, her mother will not part with her, she mixes up a great deal with the Chinamen, she only has a narga on.

My great-grandmother’s ordeal was not uncommon and nor was the chilling account – ‘her mother will not part with her’.

This is not about black armbands and guilt. It never was. It is about belonging.

The introductory words of the 1997 Bringing them home report remind us of this. It reads:

...the past is very much with us today, in the continuing devastation of the lives of Indigenous Australians. That devastation cannot be addressed unless the whole community listens with an open heart and mind to the stories of what has happened in the past and, having listened and understood, commits itself to reconciliation.

By acknowledging and paying respect, Parliament has now laid the foundations for healing to take place and for a reconciled Australia in which everyone belongs.

For today is not just about the Stolen Generations – it is about every Australian.

Today’s actions enable every single one of us to move forward together – with joint aspirations and a national story that contains a shared past and future.

It is a matter of great sadness that the experiences of the Stolen Generations have been used as a source of division among the Australian community since the release of the Bringing them home report. There are many individuals who have made their name as ‘Stolen Generations deniers and rebuffers’.

This vitriol has re-traumatised many of the Stolen Generations. It has cast doubts on the integrity of many individuals, and ultimately has denied Indigenous people basic human dignity and decency.

These are not traits associated with ‘the Australian way’. Nor is it any way to respond to human tragedy.

Let us feel proud that we are now facing the difficult and dark experiences from our past in order to move forward.

Let us also feel proud that – as a nation – we respect our fellow citizens, we care for their plight and we offer our hand in friendship so that we may all enjoy the bounty of this great nation.

Prime Minister, can I thank you for your leadership on this issue and for the support and compassion of your Minister, Jenny Macklin.

It is far more difficult to try and unite people than to divide them.

Your efforts should be praised universally for attempting to create a bridge between the many diverse elements of our society.

To the leader of the Opposition, can I also acknowledge your leadership. It is of great significance that this motion was passed with bipartisan support.

For too long, Indigenous peoples have been used as a political football. More often than not, this has promoted fear, misunderstanding, intolerance and inaction.

And to all Parliamentarians, I say – let today be a new beginning, not an end point.

Last month, I facilitated discussions between the government and Stolen Generations groups about the apology. The overwhelming message from those meetings was that this should be seen as the first step in a partnership.

The Stolen Generations have needs that have yet to be met, mainly due to under-funding of Link Ups and other support organisations. There remains a pressing need for specific assistance tailored to the particular circumstances of those forcibly removed from their families.

And there are many recommendations of the Bringing them home report that have not been implemented.
Let the healing begin

In fact, there has been little attempt to even consider many of these recommendations at the federal or state level in recent years, or for them to be implemented systematically across all jurisdictions. To the Premiers and state and territory government representatives here today, we urge you to join the partnership to address the unfinished business.

Prime Minister, I mentioned earlier that it is harder to try and unite people than it is to divide them. This is because if people have hope, they also have expectations.

The consultations between your government and Stolen Generations groups identified a number of elements to build upon from today. These include:

- committing to a partnership with Stolen Generations groups, as well as Link Ups and other service providers, with ongoing consultation and participation;
- committing to a comprehensive government response to the needs of the Stolen Generations, as identified in the Bringing them home report; and
- adopting a whole-of-government approach – across departments and across governments – to achieve this.

There is much hope that today’s apology can create the impetus for a renewed partnership between the federal government and state and territory governments to fully implement the recommendations of the Bringing them home report.

It is timely that the federal government take a leadership role in developing a national process to make this happen.

Finally, can I acknowledge the support of the many millions of non-Indigenous Australians who have walked with us on the path of reconciliation and justice, and can I pay tribute to the members of the Stolen Generations, for your incredible resilience, stoicism and dignity in the face of untold suffering.

Let your healing, and the healing of the nation, begin.

Thank you.”


Resources for teaching the Stolen Generation & other topics

You may have heard these questions in regard to apologising to the Stolen Generation.

- Why focus on the past? We need to look at the present and the future, not dwell on the past.
- Are you saying that Australians should feel guilty about what happened in the past?
- What will saying sorry achieve?
- Weren’t Indigenous children removed for their own good? Being taken away from their Indigenous families gave them a good education and opportunities they would not have had otherwise.

For answers to these questions and more, look at the Frequently Answered Questions on the Bringing them home Report (1997) on the website of the Human Rights and Equal Opportunity Commission (HREOC), an independent statutory authority which reports to federal parliament. The entire report is available online together with various resources including an education module updated in December 2007 and resources to do with the national apology in February 2008.

Human Rights Fact Sheets

Although human rights affect everyone, everywhere, every day, not many people know their meaning and the implications of protecting them. HREOC has produced a series of fact sheets aimed at university students, senior high school students and teachers. Students can use the fact sheets as research tools, and teachers can utilise them as resources.

There are a total of eight fact sheets available on the HREOC website at: www.humanrights.gov.au/education/hr_explained/index.html

They are:

1. Defining human rights
2. Human rights origins
3. Human rights philosophies
4. The emergence of rights in law
5. The international bill of rights
6. How states commit to human rights treaties
7. Australia and human rights treaties
8. Promoting and protecting human rights in the UN system.

On Being Australian

The Voices of Australia magazine, also produced by HREOC, provides a timeline outlining Australian history. It also presents the voices of Australians from varied backgrounds on their feelings about being Australian and having Australian citizenship. There is an accompanying educational module. All resources may be accessed from the HREOC website at: http://www.hreoc.gov.au/.
How can Refugee Youth make a Good Start?

How do young people from refugee backgrounds experience settlement? What are the social determinants of health and well-being among refugee youth? What social contexts and factors promote school achievement for them? What factors assist their development of self-esteem, social networks and good futures?

These are some questions addressed by the Good Starts Study for Refugee Youth, a project undertaken by Latrobe University. The study follows 120 refugee youth aged 11–19 over a four-year period. Participants were recruited through English Language Schools/Centres within the first 12 months of arrival in Australia. According to the project outline, researchers expect that the study will provide the following benefits.

“An important outcome of this study will be to identify the key issues that concern young refugee youth when they enter mainstream schools and the ways in which schools, families, and youth and community services can support refugee young people. Currently, there is very little information that sheds light on why some refugee youth settle well, thus achieving good health and wellbeing and good educational outcomes. This study will help to identify the predictors of good settlement and good health. The study will contribute to the development of school, family and community services and policies that best facilitate optimal settlement and well-being over the longer term.”

A series of broadsheets providing descriptive information from the Good Starts Study is available. The broadsheets form part of the study dissemination strategy and can be used for policy advocacy, training and professional development. Topics addressed in the broadsheets include:
- Refugee Boys and School
- Refugee Youth and Partnerships with Police
- Refugee Girls and School
- Refugee Youth and Discrimination
- Refugee Youth and the School Environment
- Promoting Sexual Health Amongst Refugee Youth

For more information about the study and copies of the broadsheets, go to:
http://www.latrobe.edu.au/rhrc/refugee_youth.html

Multicultural Family Help Kit

This kit is produced by the NSW Transcultural Mental Health Centre to help people from culturally and linguistically diverse backgrounds recognise the signs of mental health problems in children and young people and seek help early. Information is provided on a variety of topics, including child and adolescent mental health problems, prevention of suicide, challenging behaviours, psychosis, body image and eating disorders, post-traumatic stress, depression, and fears and anxiety. The kit is available online in Arabic, Chinese, Croatian, Filipino, Greek, Hindi, Italian, Korean, Macedonian, Serbian, Spanish, Tongan, Turkish and Vietnamese at:
Professional Teachers’ Council NSW
Outstanding Professional Service Awards 2007

The Professional Teachers’ Council Outstanding Professional Service awards are presented to association committee members in recognition of their voluntary service over a significant period to professional teachers’ associations and education in NSW. In December 2007 awards were presented to ATESOL councillors Robert Jackson and Kathy Rushton. Congratulations Robert and Kathy!

CITATION – DR ROBERT JACKSON
PhD, Sydney University; M.A. (TESOL), University of Technology, M.A. (Hons), University of New England, Sydney B.A. (Hons) Sydney University; Dip. Ed., Sydney Institute of Education.

In recognition of his outstanding and continuous contribution to the teaching profession in NSW through the Association for Teaching English to Speakers of Other Languages (ATESOL NSW Inc), as immediate past President 2005–2006 and as a NSW Councillor on the Australian Council of TESOL Associations (ACTA), and as current Vice-President.

Robert has been a member of ATESOL NSW since 2001, always contributing to producing resources including newsletters and teaching resources of high standards, and as President providing dynamic leadership to improve governance, management and productivity of the association, in addition always advocating for ESL students and their families.

Robert has worked tirelessly to provide professional development opportunities for teachers at all levels K–Adult in NSW, and to develop ACTA as a strong national organisation, providing national services and representation for ESL teachers and advocacy for ESL students and their families.

Robert Jackson receives his Outstanding Professional Service Award from Hon John Della Bosca MP, Minister for Education

CITATION – KATHLEEN RUSHTON
MEd (Research), MA, Dip Ed, University of Sydney; Grad Dip Adult Ed (TESOL) UTS, BA Unit of Essex

In recognition of her outstanding and continuous contribution to the teaching profession in NSW through the Association for Teaching English to Speakers of Other Languages (ATESOL NSW Inc), as former Secretary and Vice-President of ATESOL NSW and as current Councillor.

Kathy has been a member of ATESOL NSW since 1996, always actively and publicly promoting the cause of teacher professionalism and quality education, especially through her role in mentoring younger teachers and providing experienced teachers with opportunities to develop their own mentoring skills through the AGQPT Primary Units Project. She has worked tirelessly to provide professional development opportunities for teachers at all levels, especially K–8. Kathy plays an invaluable part in the governance of ATESOL NSW, sharing her wide experience and corporate knowledge of the organisation to a Council which welcomes new members annually. She ensures the continued vitality of the organisation by successfully recruiting teachers to join Council.

Kathy Rushton receives her Outstanding Professional Service Award from Hon John Della Bosca MP, Minister for Education
The emergence of English as the lingua franca in this era of globalisation presents both challenges and opportunities to the TESOL profession in general and in particular the profession in Australia. While many of these challenges and opportunities we are already well placed to embrace, as a nation where English is the official language, others may require us to reframe our views on communication, TESOL teacher competencies, pedagogies and curricula.

One of the major challenges to us is to prepare learners to use their cross-cultural and comparative linguistic knowledge to achieve communicative competence in a global setting. As TESOL teachers, we know that for learners to develop communicative competence and really succeed in communicating their meaning, they need to have control of all the semantic and pragmatic features of that particular communicative event – the illocutionary and perlocutionary forces of the event, the content, context, register, typical discourse patterns and generic features, conventions of politeness and face, presuppositions and inferences etc. Meaning making is a complex process, much of it is based on knowledge that speakers may not be aware they have, which can lead to misunderstandings in those who do not share this knowledge.

In a global setting, as people from different cultural and linguistic backgrounds use English to communicate with each other, making meaning becomes an even more complex process than between native speakers. It requires explicit knowledge of a range of different cultural frames and schemata, different ways of thinking, saying and doing, and different expectations of speech events. To achieve successful communication, speakers need a rich repertoire based on deep knowledge of cross-cultural pragmatics and discourse patterns relating to a range of speech events.

Few of us working in the field of TESOL would dispute the importance of cross-cultural knowledge in successful communication, especially in a context where English is being used as a global language between speakers of other languages. Deborah Cameron (2002: 68) however warns that globalisation and the spread of English has given new legitimacy to the long-lived idea that linguistic diversity is a problem while linguistic uniformity is a desirable norm. She quotes American psychologist Judith Kuriansky speaking on BBC World Service August 1999:

'I think it’s essential for us to be able in this global community and as the global community becomes even smaller… that we are able to communicate… that there be a uniform way of talking, for the economy, for national communication, for exchange of politics and even on the level of individual couples being able to communicate… And there are rules for that.'

Dr Kuriansky went on to explain that she was not advocating that people abandon their native languages and dialects but that there are norms for relating to other people through talk eg speaking directly is better than speaking indirectly, sharing your feelings is better than remaining silent. These views are obviously ethnocentric but Cameron (2002:69) cites less obvious examples from Ryuko Kuboto (2002) of the same kind of linguistic imperialism at the genre or discourse level where Western genres such as debate and ‘logical’ styles of prose are entering Japanese educational institutions to remedy alleged deficiencies in Japanese habits of thought and expression.

Cameron maintains that the rise of such communication skills training, led by therapists, psychologists and counsellors, proposing the preferred speech habits of educated, white and middle class people brought up in USA and mostly with no training in linguistics and language is a powerful new discourse. Just like the Benetton advertisements that show young models of different races in the same clothes, globalisation is heading towards a state where the same communication values are dressed in different languages. Cameron recognizes the significant implications for language teaching and its politics, as ‘global’ communicative norms and genres are disseminated in a one-way flow from the dominant to subaltern cultures.

Block (2002:120) calls this process McCommunication, and defines it as the tendency in recent times to frame interpersonal and workplace-based communication as a set of technical skills that can be defined, made more efficient, quantified, predicted and ultimately controlled (Block 2002:120) to meet the needs of changes in work organization resulting from economic competition, itself a result of globalization.
Globalisation, Communication and TESOL: some thoughts on the knowledge and skills of TESOL teachers

We, in the English teaching profession in this era of globalisation, are faced with a dilemma. Will we unwittingly be party to a proliferation of McCommunication through a non-reflexive, ethnocentric complicity with this model in the English language classroom? Or will we challenge this communication model through reasserting the nexus between culture and language, applied linguistics and communication, and the role of both cross-cultural and transcultural knowledge in the use of English as a global language in our TESOL pedagogy and curricula? We could in fact be trying to influence the way in which globalization itself occurs?

How might we unwittingly be party to a proliferation of the McCommunication model, through a non-reflexive, ethnocentric complicity with this model in the English language classroom?

Firstly, I would like to subject the widely-held belief in the native speaker language teacher as expert to some scrutiny, especially with regard to teaching English as a global language. The naturalized view, the prevailing 'common sense', if not the reality, is that English, indeed all languages, should be taught by native speakers. The ideal and prototypical teacher is a monolingual native speaker (Ellis: 2007). Significant work in the 90's by Phillipson (1992) Pennycook (1994) and Canagarajah (1999) suggests that the idea that the native speaker language teacher as expert to some scrutiny, especially with regard to teaching English as a global language.

Another barrier to the inclusion of multiple cultural perspectives in ELT pedagogy is the commonly held perspective in ELT pedagogy is the commonly held view that the non-native speaker practitioner is able to introduce and sustain a pluralistic cultural perspective in the classroom, to critique the naturalised promotion of the legacy of the West and to fight the threat of McCommunication.

Another barrier to the inclusion of multiple cultural perspectives in ELT pedagogy is the commonly held pedagogical paradigm, another of Phillipson's (1995) well-known fallacies that English is taught best when English-only is used in the classroom. In this case, English is not only the medium but the message as it privileges certain values and practices over others by virtue of the medium though which the communication takes place.

By contrast, the nuanced and textured comparative linguistic analysis which is possible in a language teaching context.
Globalisation, Communication and TESOL: some thoughts on the knowledge and skills of TESOL teachers

It seems then that as a profession we need to take up the challenges of globalisation, by recognising that the emergence of English as a lingua franca is problematic, and needs to be reflected in classroom pedagogy, in the curricula, in materials and textbooks, the subject of action research in the classroom and research in the field. The profession needs to develop a pedagogy which privileges cultural plurality, enables exploration of alternative ways of doing, saying and being, which encourages students to position themselves in classrooms as members of their own culture who understand their own and other positions.

What would the TESOL teacher in the era of globalization look like?

I will like to draw attention to Braj Kachru’s Three Circles, the well-known model of the English speaking world, and particularly the so-called ‘inner circle’ of English speakers, principally the UK, USA, Canada, Australia and New Zealand. These countries since the end of the First World War have undergone far-reaching changes in the make-up of their populations so that at the centre of the Western English speaking world today, one is as likely to find a bilingual, bicultural person representing one of the different phases of migration over this period, as a monolingual native speaker of English. As Kachru (1986) points out, the discourse from the periphery is now in the centre.

Castles and Davidson (2000) among others writing in this field, recognise that the old notion of the immigrant ultimately assimilating into a homogeneous society is no longer a valid representation of the migration experience as a result of the telescoping of time and space due to globalisation and new forms of communication, the speed and volume of migration, the continual nature of population mobility, the social and cultural diversity of migrants and the ease with which they can stay in touch with the country of origin.

In Australia, a large percentage of the population, a new type of citizen, characterised by postmodern cultural hybridity or transcultural consciousness, typically experiences political, economic, social and family realities through more than one language or meaning-making system and cultural lens (Castles & Davidson, 2000), with many sites of contestation and conflict between first and second language, speech communities and cultures. In countries of recent high migration such as Australia, many people are not able to say which is their first language.

The diversity in the centre is a rich recruitment...
Globalisation, Communication and TESOL: some thoughts on the knowledge and skills of TESOL teachers

Ground for future TESOL teachers. Australia has a large population of bi- and multilingual people who have deep and multiple cultural understandings. We also have a large number of monolingual people with latent linguistic and cultural skills and knowledge in an age where second language learning has decreased in schools, which recognise that human communication is a complex process. This is the kind of sensitivity which may be able to position TESOL pedagogy, curricula and research to fend off McCommunication models and maintain complexity in an era of globalisation. We need to identify the skills, knowledge and competencies of our current and future TESOL membership to face the challenges of the global era where English is the foremost global language.

References


Cameron, D. (2002) *Globalisation and the Teaching of Communication skills*


Ellis, E.M. (2007) Discourses of L1 and bilingual teaching in adult ESL. *TESOL in Context* 16 (2): 5–11


Biography

Pauline Baylis has worked in the field of English language teaching, as teacher, researcher, curriculum designer, resources writer and consultant for more than twenty-five years. She has had a particular interest in workplace language and literacy, consulting to industry, designing and teaching courses and developing workplace resources over many years. She inaugurated the TESOL program at UWS in 1999 and currently coordinates both undergraduate and postgraduate TESOL in the School of Humanities and Languages including the MA (TESOL) which she designed and implemented in 2003.

Email: p.baylis@uws.edu.au
About the Conference

The focus of this conference is on the potential for TESOL pedagogies to make connections among individuals and communities. The conference will explore a range of TESOL pedagogies and their influences on the development of identities and relationships in diverse TESOL settings. This will include discussion of the role of language and culture within pedagogy. The keynote speakers are international leaders in the field, and conference participants will comprise TESOL educators and researchers from around the globe.

Keynote Speakers

Professor Marcia Langton, AM
Inaugural Professor of Australian Indigenous Studies, University of Melbourne

Professor Vaidehi Ramanathan
Professor of Linguistics, University of California, Davis

Professor Alastair Pennycook
Professor of Language in Education, University of Technology, Sydney

Professor Beverley Derewianka
Professor of Education, University of Wollongong

Dr Shelley Wong
President Elect of TESOL and Associate Professor of Multicultural/ESL/Bilingual Education, George Mason University, Fairfax

Dr Sinfree Makoni
Associate Professor of Applied Linguistics and African American Studies, Pennsylvania State University

Who should attend?

- Teachers
- Student teachers
- Teacher trainers
- Program managers
- Researchers
- Curriculum leaders
- Principals
- Educators working with students of:
  - English as an Additional Dialect (EAD)
  - English as an Additional Language (EAL)
  - Languages Other Than English (LOTE)
  - Culturally and Linguistically Diverse Backgrounds (CALD)

About the Symposium

This one-day symposium explores the complex issue of keeping indigenous and other community languages alive. Four experts investigate the reasons for language decline and extinction and discuss the processes of language maintenance and their importance for maintaining the expression of community, culture, and sense of identity.

This TESOL symposium provides an opportunity for English language teaching professionals to learn from and interact with leading experts in the field and their colleagues in the region. The speakers will share their work and research on keeping language diversity alive to help participants further develop insights and skills. In the morning, each speaker will present highlights of their work and perspectives on the topic. After a break for lunch, each speaker will then lead an afternoon breakout session. During the closing session, another leading expert will summarise the topic, and the speakers will address participants’ questions and comments. TESOL will publish and mail the speakers’ papers and final proceedings to participants after the symposium.

Accommodation

Special accommodation rates have been negotiated for conference delegates at a number of hotels in Alice Springs. To book your accommodation for the Inaugural International TESOL Conference, please complete the booking form (available from the conference website) and return to APAPDC Events. The conference managers will then make the booking on your behalf. For all accommodation-related enquiries, please phone (08) 8245 9807 or email erin@apapdc.edu.au
Imagine where our world will be in 2020. Imagine where our children will be in 2020. Imagine how we educate our children for jobs that do not exist.

The world faces the challenge of responding in an imaginative way to creatively teach children to address some of the problems in the world, including environment and poverty. According to Dr Thomas Nielsen and Dr Robert Fitzgerald of the University of Canberra, educators need to think about thinking and learning in more imaginative ways. They believe that in a time when issues surrounding education include how to make teaching and learning engaging enough to counteract behaviour problems, overcrowded curricula and a complex multi-levelled society, a focus on imaginative education is required. The Imaginative Education Conference held from January 29 to January 31 attracted 140 delegates from 20 countries.

The conference’s keynote speaker, world authority on imaginative education, Dr Kieran Egan from Canada is a Professor in the Faculty of Education at Simon Fraser University. He provocatively claimed that schools throughout the world “were catastrophically failing”, as reported by Nyssa Skilton in the Canberra Times on 30 January 2008.

To promote the teaching principles of imaginative education and to make them widely available to teachers IERG (Simon Fraser University’s Imaginative Education Research Group) has produced some short videos and mounted them on YouTube at http://www.youtube.com/IERGvideo. Each video usually contains an opening interview with Dr. Kieran Egan who describes one of the principles and the “learning tool” that it leads to. A teacher then describes how she or he has used it in teaching.

The topics of the videos so far mounted are about using humor for language development, binary opposites for initial grasp of content, story structuring lessons and units to make them emotionally meaningful, using the limits of experience and the extremes of reality, forming images in the mind, personalising objects to make them meaningful to young students, and using heroes and heroic characteristics. IERG is planning more videos and more elaborate demonstrations of their work. It welcomes teachers to look at the initial videos and to send any comments and suggestions to ierg-ed@sfu.ca.
Celebrating Refugees

Refugee Film Festival 2008 – Call for film submissions & volunteers

Emerging refugee/non-refugee film makers are invited to participate in the Refugee Film Festival 2008. Films of up to ten minutes in length are wanted now.

The festival run by Triumphant! International will take place on the evening of Thursday 19 June at the Pitt St Congregation Uniting Church in Sydney’s CBD. The film festival will screen as part of 2008 Refugee Awareness Week. The festival has two key aims:

• To provide a space for refugees to tell their stories through film; and
• To expose all communities to refugee issues through film.

A panel of refugee judges will select their top entries to screen for the public. Entries will be judged on their originality, artistic merit and capacity to present a compelling story as well as entertain. A minimum number of films shown will have input from refugees in leading film production roles. The organizers have recently run refugee film workshops to provide young refugees with the technical skills to express their stories and feelings in their own sounds and images.

The 2008 festival builds on the success of Australia’s inaugural refugee film festival in 2007. The Triumphant Refugees Short Film Festival took place in the heart of Sydney’s refugee communities in Liverpool and Bankstown in June. Further screenings were held in Canberra and Cairns. All up, over 700 people of all ages and from all communities attended the festival.

Volunteers from all backgrounds are needed to fill the following roles: sponsorship manager, refugee community liaison, promotions and film chasers.

All films shown at the festival should focus on refugee themes. The films could explore, but need not be limited to, the following refugee themes: family, multiculturalism, age, integration, language, education, new beginnings, identity, perceptions, values.

For further information the website is: www.triumphant.org.au

Art for Refugees Exhibition and Sale – Friday 30 May and Saturday 7 until Monday 9 June

Organised by the Students In Free Enterprise (SIFE) team at the University of Western Sydney, this exhibition will raise money for Strategic Community Assistance to Refugee Families (SCARF) projects. The organisers are seeking artists, both professional and amateur, willing to donate paintings, sculpture, photography, textiles, woodwork or ceramics to the exhibition.

Art for Literacy Exhibition Venues:

Friday 30 May
Ian Turbott Building, University of Western Sydney, Parramatta Campus

Saturday 7 until Monday 9 June
Beach Art Gallery, Thirroul

Artists who wish to donate to this worthy cause will need to register, for information visit: http://www.scarf1.org.au/ or contact Stephanie Borg 15931476@uws.edu.au
Refugee Game for Change
available free online

Oxfam has developed a Refugee Game for Change which can be played on a mobile phone or online. The games centre on the story of Aissa, a refugee who has to flee conflict in Darfur with her four children. Players must help Aissa and her children avoid all the dangers they face, such as landmines and guerrillas, and look for food to feed her children. The game may be downloaded from www2.oxfam.org.au/refugee-realities.

The Game is distributed by Games for Change (also known as G4C), a movement and community of practice dedicated to using computer and video games for social change. G4C believes that games are an important and effective way to learn about social issues and encourage social action. Digital games offer a new medium to engage the community in the promotion of refugee rights. See http://www.gamesforchange.org for more about G4C and to download other games.

Raising Children in Australia –
A FREE resource kit for early childhood services working with parents from African backgrounds and a DVD for parents

The resources are packaged in two sets and comprise:

- The DVD for parents from African backgrounds who arrived under the Refugee and Humanitarian Program. It is in English, Arabic, Amharic, Tigrinya, Somali, Dinka, Nuer, Kirundi, Kiswahili, Liberian English and Krio. A booklet on key services for parents and their young children accompanies the DVD.

- The complete resource kit for service providers comprises a Guide, a copy of the DVD with the accompanying booklet on services and a promotional flier/poster.

The DVD explores opportunities and challenges of raising children in a different culture and provides information on:

- child development
- discipline
- child protection and
- services for parents and their young children.

It aims to enhance parenting knowledge, capacity and confidence of raising children in Australia. The Guide provides information for service providers to enhance their capacity in the provision of culturally responsive services. The DVD may be used as a basis for more detailed parent training and as a professional development tool for teachers.

Free hard copies of the resource kit and additional DVDs for parents can be obtained from the FaCSIA Publications Hotline on 1800 050 009. An electronic version of the guide may be obtained from www.foundationhouse.org.au

The project was funded by the Australian Government Department of Families, Community Services and Indigenous Affairs (FaCSIA). For more information please visit the FaCSIA website http://www.facs.gov.au/internet/facsinternet.nsf/family/early_childhood_pip.htm
Lingfest 2008

Lingfest 2008 is a series of six linguistics events to be held from 30 June – 11 July 2008 at the University of Sydney, Australia. Information about Lingfest 2008 events may be found at its website: http://www.lingfest.arts.usyd.edu.au/

Applied Linguistics Association of Australia 2008 Conference

Critical Dimensions in Applied Linguistics
University of Sydney, July 4–6 2008

The origins of Applied Linguistics were in the application of linguistic understandings to a wide range of contexts and issues. In the past decades the field has moved beyond relating language to social contexts to a dynamic approach to language addressing issues such as difference, access and disparity. It has become a more open field of interest in language involving an increasingly interactive approach between social and political contexts, language and research approaches.

The rapid worldwide increase in migration and reactions to it, the expansion of media and technology, political changes at international and local levels are both challenges and opportunities for research in applied linguistics. At the same time constraints such as market economy-driven research funding and greater central control of research agendas have limited the ability of the field to respond.

The theme of this year’s conference ‘Critical Dimension in Applied Linguistics’ reflects the recent work in Applied Linguistics that examines the socio-cultural, economic, and political dimensions of language and language use. News about the ALAA 2008 Conference and a first call for papers is now on the website for the ALAA Conference: http://escholarship.library.usyd.edu.au/conferences/index.php/LingFest2008/ALAA
Conferences & Events

April

14 Entries close – National Youth Week
NYW hotline: 1300 663 500
Website: www.youthweek.com

29 Closing date – Refugee Week Small Grants to Community Groups
Website: refugeeecouncil.org.au/newsevents/refugeeweek.html

May

2 Closing date – NSW Premier’s Teachers’ Scholarships
Website: www.det.nsw.edu.au/awards/scholarships/

15 Refugee Workshop – Working with Children and Adolescent Trauma Survivors in Schools: Specialised Program for Teachers
This workshop is run by STARTTS, NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors.
For further information ring (0)2 9794 1900 or email starttts@swsahs.nsw.gov.au

26 – 1 June Education Week 2008

June

5–7 Purdue University, The Seventh Symposium on Second Language Writing, “Foreign Language Writing Instruction: Principles and Practices”
Purdue University, West Lafayette, Indiana, USA
Email tony@purdue.edu
Website: www.sslw2008.org/

26–28 FEELTA/NATE, “Building Bridges with Languages and Cultures”
Far Eastern National University Vladivostok, Russia
Email: feeltacon@dvgu.ru
Website: http://feelta.wl.dvgu.ru/upcoming.htm

27–28 MATE-TESOL Haiti, “Sharing Learning and Teaching Experiences in a Fast-Growing World”
Haitian-American Institute Conference Room
Port-au-Prince, Haiti
Email: jeanfrançois_vilmenay@yahoo.com

July

2–4 Associacion Costarricense de Profesores de Ingles, “Global Challenges: Empowerment in Teaching English Innovations”
Universidad La Salle, San Jose, Costa Rica.
Email: anamadri@costarricense.cr.

4–6 Uruguay TESOL, “Challenge and Achievement”
Montevideo, Uruguay.
Email: alicia.diaz@pearsoned.com.
Website: http://www.urutesol.org

10–12 ACTA, “Pedagogies of Connection”
Alice Springs Convention Centre, Alice Springs, Northern Territory, Australia.
See page 14 of this issue for further information

31– 2 August Peru TESOL, 2008 National Convention
Trujillo, Peru.

August

1–3 Asia TEFL “Globalizing Asia: The Role of ELT”
Sanur Paradise Plaza Hotel, Bali
Website: www.asiatefl.org

September

18–20 English Australia annual conference “Engaging with the many dimensions of ELICOS learning, teaching, supporting, marketing and leading”
Canberra, Australia
Website: http://www.elicos.edu.au/

24–27 Alabama-Mississippi TESOL, Southeast Regional TESOL Conference,
Birmingham Jefferson Convention Center, Birmingham, Alabama, USA
Email: jaustin@uab.edu
Website: http://www.amtesol.org

If you have news or information including jobs wanted and positions vacant which may interest other ESOL teachers please send it to Helen Fong at helenfong@bigpond.com
ATESOL (NSW) Inc is a professional Teachers Association formed in 1970. It has a membership from early childhood to tertiary, adult, community and ELICOS. It also caters for colleagues in the related areas of Aboriginal and Maori education, bilingualism, linguistics, community and foreign language teaching.

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

ATESOL offers:
- positive support for teachers
- practical classroom assistance
- regular seminars and workshops
- reduced registration rates to ACTA/ATESOL Conferences
- 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
PO Box 223, Leichhardt NSW 2040
Phone: 02 9564 3322
Fax: 02 9564 2342
Email: helenfong@bigpond.com

Deadlines for 2008
16 May
15 August
21 November

Advertising rates for 2008 – space only (including GST)
- Full page
  182mm x 270mm $250
  4 issues $750
- Half-page horizontal
  182mm x 135mm $100
  4 issues $325
- Quarter-page vertical
  88.5mm x 135mm $65
  4 issues $180
- Inserts $300

Website: www.atesolnsw.org