The TESOL Credo

Since his retirement from DET, ATESOL (NSW) Past President David Richards has relocated to Thailand, where he is now an Adjunct Professor at Payap University in Chiang Mai. He teaches courses on curriculum development, language analysis, ESP, professional development and managing language programs, in the Advanced Certificate and International MA in TESOL. Just as in his work with ATESOL, he continues to advocate lifelong professional growth for teachers, as in this article (slightly adapted from the TESOL Department’s website at – www.tesol.payap.org). He is still searching for the joker who nominated him for Marquis’ Who’s Who in the World in 2006.

I. TESOL should now be treated as an autonomous profession

When I started out in this field almost 40 years ago, Teaching English to Speakers of Other Languages (TESOL) could hardly have been considered a profession. My first experience involved little more than conversation sessions, for which I was hired on the grounds of being a native speaker of English who happened to be undertaking postgraduate training in Applied Linguistics at the time. But my program was for teaching French, not English! At that time it was a contested notion whether teaching any subject was a professional pursuit, much less Teaching English for Speakers of Other Languages specifically.

As the Immediate Past President of TESOL Inc., the international professional association, David Nunan (2001) reviewed four defining criteria of a profession:

- Advanced education and training
- An agreed theoretical and empirical base
- Standards of practice and certification
- Advocacy (through professional bodies)

Introduction

Seasoned professionals in all fields operate on the basis of some sort of personal credo, whether explicit or not. In order to test the ‘fit’ with your work environment, it is helpful to state some of the basic convictions that influence your work. For me:

1. TESOL should now be treated as an autonomous profession
2. Even ‘natural’ or ‘born’ teachers can get better through initial training and lifelong development
3. Good teaching makes a difference
4. The profession should set its own standards
5. It is not necessary to be a native speaker in order to be an effective teacher of English.

Some of these beliefs are so deeply rooted as to be almost axiomatic. Others may warrant more justification. I have to admit that my evidence here comes as much from reflection on a lifetime of practice as it does from research and theory.
Reading David Richard’s TESOL Credo reminds me of how busy ESL teachers must be if we are to do our jobs well. Not only do we need skills in teaching English, but we must also be advocates for multiculturalism, reconciliation and anti-racism and work toward the creation of positive environments for cultural diversity and inclusive practice. We must also be continually alert to possible changes to the education environment which might impact on our students, and make representations and submissions to the appropriate bodies. The needs of ESL students are in danger of being benignly sidelined or forgotten, unless we as ESL teachers make them known to the powers that be.

In his ACTA report, Robert Jackson urges us all to contribute the ESL perspective to discussions of the national curriculum. In this newsletter and our monthly e-bulletin we will continue to bring information about opportunities for teachers to contribute to these discussions.

I am pleased with the response we have had so far to the e-bulletins which enable us to communicate information in a more timely fashion than through our quarterly newsletter. The e-bulletin has also enabled members to make contact with other members with information or expertise which they seek. Your contributions are always welcome.

Hoping to see some of you at the ACTA conference in Alice Springs.

Helen Fong
Executive Officer/Newsletter Editor
0427 536 897, email helenfong@bigpond.com
Over the next few weeks, there are many opportunities for ESOL/ESL teachers to participate in significant professional learning through workshops, colloquiums, symposiums and conferences. Some of these events will impact on our knowledge and understanding of our stock-in-trade, second language acquisition and the means of facilitating that process. Others will address the frameworks that govern what we teach, particularly in the schools sector. I encourage all members to be as actively involved as you can, to engage with the issues arising and to advocate for the interests of your students, yourself and your TESOL colleagues.

Elsewhere in this issue, you will find reminders of the inaugural ACTA conference, of the series of linguistics conferences promoted as Lingfest08 – all opportunities to extend and enrich our theoretical and practical professional understandings. I commend these events to you, and encourage all members to explore ways and means of engaging in these forms of professional learning.

As advertised in a recent eBulletin, Council is providing bursaries to enable three classroom practitioners to attend the Lingfest08 colloquium on second language acquisition on July 4. This is a new direction for ATESOL NSW and one which we hope goes some way towards making this type of professional engagement more feasible for our members “at the coalface”. The response to this offer will be a test of both the type of support offered and the means we used to advertise it.

The eBulletin is sent to members who provide an email address. It makes it possible for us to provide more timely updates between issues of our Newsletter. If you are not already on our distribution list, please send your membership and contact details to our Executive Officer – helenfong@bigpond.com.

Another area of interest and concern for ATESOL members is the development of the National Curriculum, particularly in English. By the time you read this, several of your Councillors will have attended a symposium on this topic convened by the Arts, English and Literacy Education Network at Sydney University. Motivated in part to ensure that the needs of ESL students in schools are not overlooked in the development of this curriculum, Councillors will share their impressions and the issues through both eBulletins and Newsletters. As development of National Curriculum gathers momentum, it will be increasingly important for TESOL professional associations to be seen and heard.

Perhaps it is time to reactivate ATESOL’s advocacy role to ensure that our position on these matters is heard. We need our members in all sectors to consider joining us on Council to make sure that this happens. We need you to engage with the issues confronting the TESOL profession and impacting on our students. If you are at all interested in this kind of involvement, please contact one of our Councillors (see page 2) or our Executive Officer.

Planning for ATESOL’s regional forums in 2009 is underway, but again we need your involvement and engagement to get this new (to us) way of delivering professional learning off the ground. We will not be able to proceed with these plans unless we can identify venues (school or community halls, university or college campuses, etc) and local coordinator. If you would like TESOL professional learning to come to you, please let us know where and when it should happen, who can provide local liaison and what topics should be addressed. Given that many institutions will be formulating their 2009 plans in the coming months, we would like to be able to provide your employers with details of dates and venues for consideration in the
If you are interested in joining Council in 2008, you are most welcome to attend any of our regular Council meetings. Upcoming meetings – Tuesday 24 June and Tuesday 29 July
All meetings take place from 5.30pm – 6.30pm at Professional Teachers’ Council NSW Conference Centre, which is located in the grounds of Leichhardt Public School, corner of Norton and Marion Streets Leichhardt, NSW 2040.
Light refreshments are provided. Parking available within school grounds, entry off Norton Street.
Please contact Yvonne at PTC NSW on (02) 9564 3322 or y.little@ptc.nsw.edu.au to advise that you will be attending.
You are welcome to discuss Council membership with any Councillors or the Executive Officer.
See contact details on Page 2.

ATESOL Councillor Profile

Bess Wassmen

Bess has been involved in teaching ESL for the past six years. She first developed her interest in this field teaching English to year four and five students in France. After moving to Sydney from the United States, she has gone on to complete a Master of Education degree at the University of New South Wales with a focus on Applied Linguistics. During this time, Bess has also taught ESL to High School and Foundation students at Taylors College in Sydney. Currently, Bess is completing her Master of Teaching (Primary) degree at the University of Sydney and her future focus is on supporting ESL students in the mainstream primary classroom.
TERM THREE
Saturday 16 August 9.30am – 2.30pm
OUR FAVOURITE LESSONS FOR ADULT ESOL STUDENTS
In this session the presenters will explore a practical array of ESOL strategies that have proved effective in supporting adult students – students whose first language experience ranges from low literacy to the achievement of tertiary qualifications. The English language goals of these students are also varied and include the attainment of survival English, further study in Australia and employment. We expect that this session will appeal to all ESOL teachers
Convenor: Elizabeth Hotop
Cost: $30 per member or student, $50 per non-member
Venue: Professional Teachers’ Council
PTC Conference Centre,
Cnr Norton and Marion Sts, Leichhardt

Saturday 23 August 9.30am – 12.30pm
K–3 GRAMMAR WORKSHOP
In this workshop ESL educators provide varied strategies for teaching the essential subject of grammar.
Convenor: Kathy Rushton
Cost: $30 per member or student, $50 per non-member
Venue: PTC Conference Centre,
Cnr Norton and Marion Sts, Leichhardt

Saturday 13 September, 9.30am – 12.30pm
YEARS 4–8 GRAMMAR WORKSHOP
Let Kathy Rushton and her co-presenters provide some new ideas for teaching grammar to students in Years 4–8.
Convenor: Kathy Rushton
Cost: $30 per member/student, $50 per non-member
Venue: PTC Conference Centre,
Cnr Norton and Marion Sts, Leichhardt

TERM FOUR
Monday 29 September, 9am – 4pm
HSC ENGLISH (ESL) COURSE REVISION DAY
For all students of HSC English (ESL) and their teachers
This annual highlight for secondary ESL students attracts hundreds of attendees each year. It is presented by experienced markers and teachers of the HSC English (ESL) course. It is the best value revision course available.
Convenor: Robert Jackson
Cost: $20 per student, $45 per teacher
Venue: Smith Auditorium, Shore School, William St, North Sydney.

This new venue is conveniently located one block from North Sydney Station and bus terminals. It is an attractive, comfortable venue for students and teachers in a tranquil setting, featuring state of the art facilities. Limited free on-site parking is available for teachers. Parking will be available on a first come, first served basis, with preference for teachers who are transporting students or who attend with their students.
(Course enquiries and bookings for parking to: helenfong@bigpond.com)

Saturday 25 October, 9.30am – 12.00 pm
LOW LITERACY LEARNERS: SHARING & CARING
This workshop will commence with a review of the recent research and shared practice before moving on to course planning for preliterate and low literacy learners, issues in reading and writing, viewing exemplary sample lessons captured on DVD and examination of sample materials.
Presenter: Pornsawan Brawn has an MA in Applied Linguistics and vast experience in teaching adult learners. She commenced teaching EFL at Chulalongkorn University in Thailand and currently has a teaching position with NSW AMES. In addition to being a classroom teacher Pornsawan is involved in material writing, professional development and curriculum development. She is author of a number of respected ESL publications.
Cost: $30 per member/student, $50 per non-member
Venue: PTC Conference Centre
Enquiries and bookings for all ATESOL workshops and events phone Yvonne on 02 9564 3322 or email: y.little@ptc.nsw.edu.au

ATESOL BURSARIES FOR CLASSROOM TEACHERS
Closing date Wed 18 June
See page 10 for details
MEMBER NEWS
ATESOL NSW REGIONAL FORUMS 2009
Help wanted from rural & regional members!!!

Traditionally, ATESOL NSW has provided professional development for its members through a series of workshops held in Sydney during the academic year, and our biennial Summer School, which was held in Sydney in the last week of the January school holidays, often in conjunction with an ACTA national conference. The Summer School was the main way in which we reached our members who are based outside of Sydney.

During 2009, instead of members having to travel to Sydney (some from quite long distances), ATESOL will be bringing professional development workshops to regional centres. We would like your feedback on the locations, times of the year and workshop topics that would suit the greatest number of members.

In the last e-bulletin Helen Fong advised you that the centres currently under consideration were Newcastle, Armidale, Coffs Harbour, Batemans Bay and Wagga Wagga, and she requested offers from schools in these areas to host workshop days. Thank you to the school in Armidale that has already contacted us – Helen will be in touch with you soon. We would also like to hear from any TAFE, adult education and university colleges that may be able to offer us a low-cost venue, so that we can keep costs to members down. At present we are thinking of the last week of the January school holidays for some areas, and weekend workshops for other centres during term time.

Some of the workshop topics that have been suggested to us so far are:

- Meeting the needs of low literacy learners
- The Stage 6 English ESL Course
- Grammar
- Refugee students
- Survivors of torture and trauma
- Pronunciation
- Working productively with mainstream teachers.

Please keep the feedback coming, so that we can structure the 2009 regional forums to suit your needs. In summary, we need you to tell us:

- Which country centres would suit you best?
- What time of year would be the most helpful?
- Whether you can offer an affordable venue
- What workshop topics will best meet your needs
- Whether you are willing to be a regional liaison person to work with the ATESOL Regional Forums committee.

Please contact Helen Fong at helenfong@bigpond.com or 0427 5368997 with your feedback and suggestions.

Judith Mee for ATESOL NSW Regional Forums 2009 Committee

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 NSW 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
When I decided I wanted to make a career of TESOL, I had to leave my native Australia (again) to find advanced education and training in the UK. The theoretical base on which I received my grounding was transformational-generative linguistics, which I rarely hear mentioned in Australian TESOL circles these days; and empirical research into classroom practices was in its infancy. The classification of ‘ESL teacher’ was not created by Education Departments in my home country until the late ’70s, and there were no professional associations to codify standards of practice or advocate for practitioners until the mid-70s. Certification or accreditation is in fact a much more recent phenomenon. And yet Australia is often considered a ‘trail-blazer’ in TESOL.

In what follows, I hope some of the progress I think TESOL has made towards becoming accepted as a profession in its own right will come through.

2. Even ‘natural’ or ‘born’ teachers can get better through initial training and lifelong development

As the international TESOL association asserts (2006?): ‘The field of TESOL involves a professional activity that requires specialized training. The fact that someone speaks English does not by itself qualify that person to teach it’.

Nobody would argue with the claim that teachers get better with experience. However, initial training serves not only a ‘gate-keeping’ function to sort out any who might not be suitable for this pursuit, but also as a faster (more efficient) way of becoming familiar with the expectations and demands of the job.

Nevertheless, not everything teachers need to know can be stuffed into one single package, if only because the knowledge base of teaching is in a constant state of flux, not to mention the demands of the job, especially for those who seek progression in their chosen career.

In my home state in Australia, the NSW Institute of Teachers now accredits teachers at the following four levels:

- Graduate teacher
- Professional competence
- Professional accomplishment
- Professional leadership.

While TESOL is presently treated as somewhat peripheral to the Key Learning Areas, it is clearly in the interests of those who want to make a career in the field to accept the imperative of lifelong development in order to move through these levels.

3. Good teaching makes a difference

It wouldn’t make much sense to stay in this business if we didn’t believe this tenet. Initially, it came as a bit of a surprise to me that the weight of empirical evidence over the years has not always provided unequivocal support for the value of instruction, particularly in our field. For instance, Michael Long in a 1983 review of the literature could not find conclusive evidence that instruction in ESL classes, in addition to exposure to an English-speaking environment outside class, resulted in more progress than just untutored exposure for the same time. However, by 1988 he was advocating a principled role for instruction in second language development through task-based language teaching.

While this was not so much to guarantee more learning but rather a faster rate, the turn-around seems to have come from more recent studies in which the tutored acquisition was much sounder and more systematic than in the earlier studies. Inevitably, this axiom has impelled us to pay more attention to what precisely makes for ‘good’ language teaching.

4. The profession should set its own standards

One of the hallmarks of a profession is that it sets its own standards. Professional associations in various parts of the world have taken initiatives in recent years to try to define what makes a TESOL professional different from any other teacher. For example, the Australian Council of TESOL Associations (ACTA) has developed nine core standards (in bold in the following table), elaborated through a further 18 subsidiary elements to reflect the particular dispositions, understandings and skills that accomplished Teachers of English to Speakers of Other Languages bring to their work, specifically in regard to the socio-cultural milieu of English in Australia, theory of learning and teaching a second language, and professional practice in TESOL.
A TESOL CREDO

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<th>DISPOSITIONS</th>
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<td><strong>What do accomplished TESOL teachers need to &quot;be&quot;?</strong></td>
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<th>ORIENTATION TO EDUCATION IN A MULTICULTURAL SOCIETY</th>
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<td>- espouse the values of cultural inclusivity, multiculturalism, multilingualism, reconciliation and anti-racism</td>
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<td>- are informed by social and educational trends, stakeholder expectations and institutional priorities</td>
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<tr>
<td>- are sensitive to students' cultural and community experiences, including migration and colonisation, and the effects of these on personal and social development</td>
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<th>ORIENTATION TO SECOND LANGUAGE EDUCATION</th>
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<td>- appreciate the pivotal role of language and culture in learning, teaching and socialisation</td>
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<tr>
<td>- are informed by coherent theories of language and culture, and the acquisition of English as an additional language</td>
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<tr>
<td>- are sensitive to student learning needs and interests in relation to language and culture</td>
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<th>ORIENTATION TO TESOL PRACTICE</th>
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<td>- commit to reflective practice and program evaluation that is responsive to students' cultural and linguistic history and environment</td>
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<tr>
<td>- value diverse and relevant methodologies, resources, technologies and classroom investigation</td>
</tr>
<tr>
<td>- are sensitive to the opportunities and limitations of the particular learning and teaching environment, including students' English language proficiencies</td>
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Notice that at this stage the standards only apply to 'accomplished teachers'. For me, the interest of the standards lies not just in teacher accreditation, but in the parameters they set for professional development, and eventually for initial teacher preparation when the specifications for graduate teachers are worked out. And at a personal level, I find they provide touchstones for articulating where I stand in TESOL.

Although I was on the national committee responsible for guiding the development of the standards, it does not mean that I personally embrace every one with equal alacrity. For example, at the time I questioned whether 'scaffolding' was sufficiently implanted as a concept to justify inclusion in elements supposedly applicable all over Australia, much less as the last of the nine core standards. At that time, it seemed to me that scaffolding was still an
ill-defined and poorly-researched theoretical construct even in Australia, not to mention other countries, varying between little more than modeling and explanation for some, but encompassing nothing short of any ‘pedagogy’ for others. Again a case for researching and spelling out what makes ‘good teaching’.

But the point is that, while ideologically loaded, the standards represent a consensus achieved through extensive consultation not just with state representatives on the national committee, but also with the wider membership of all state associations. As it happens, over time I have myself warmed more to the benefits of text-based linguistics and socio-cultural views of learning. Whether all teachers should be expected to embrace these theories remains a moot point.

5. It is not necessary to be a native speaker in order to be an effective teacher of English

In Australia, employers now expect even part-time casual teachers to have at least a specialized Graduate Certificate. Permanent appointment normally demands a Graduate Diploma, while an MA is becoming the norm for promotion purposes. Conversely, in Asia some employers (and consumers) seem to place more store by native-speaker proficiency than by specific qualifications in TESOL. Yet I contend this is not even necessary, much less sufficient, to make a TESOL professional. I would rather employ an appropriately qualified non-native speaking teacher than an unqualified native speaker of English.

To ensure the credibility of TESOL in the region, professional associations in Asia should take the lead in defining their field, by articulating what makes a good teacher. The Australian standards may be suggestive, and Asian associations can learn from our experience. For instance, it turned out that the nine core standards were not sufficient to clearly distinguish the work of TESOL professionals from that of teachers of some other subjects who happen to have some students of non-English speaking background in their classes. The subsidiary elements are needed as well, and will still need to be supplemented with detailed indicators of what makes TESOL distinctive in each sector of education e.g. primary schools as opposed to adult education.

In any case, standards for Asia need to be responsive to Asian socio-cultural context(s). To begin with, I doubt whether there would be uniform consensus about text-based analysis and socio-cultural theory as the only acceptable foundations of language and learning. The particular theories are not so important, as long as individuals have definable views (personal theories, if you will) about the nature of language and of language learning.

Again, probably because we were referring to a context where most ESL teachers are native speakers, the Australian competencies neglected to address the issue: what is an acceptable standard of English to be modeled by non-native speaking teachers? I argue that ‘native speaking proficiency’ is just one possible standard among many. In this I fully concur with the TESOL Inc. ‘Position Statement against Discrimination of Nonnative Speakers of English in the Field of TESOL’ (March 2006). For this association, the native-nonnative dichotomy does not reflect the actual range of possibilities in a world where English has become a global language. Non-native teachers who can incorporate authentic models of spoken and written English into their teaching have no cause to be apologetic, and should not be discriminated against in employment prospects. In my view, it is just as important to have a successful history of language learning. Non-native teachers serve as successful role models in class every day. Correspondingly, shouldn’t native speakers be expected to display an acceptable standard of foreign language learning and intercultural knowledge? (cf. Ellis 2004).

Conclusion

On the whole, it seems to me that the foundations for a profession are in place in many parts of Asia. Advanced education and training is available without leaving home. There would be consensus that each TESOL professional ultimately needs to develop their own ‘theory’ of language teaching, even though we may not all agree on the details of an empirical and theoretical base, any more than doctors or engineers agree on everything. There are professional associations active in advocacy in most Asian countries. And Pan-Asian bodies already exist which could endorse standards of practice and certification.

References


TESOL Inc, 2006. What is TESOL? (pamphlet)

TESOL Inc, March 2006. Position Statement against Discrimination of Nonnative Speakers of English in the Field of TESOL (pamphlet)
Lingfest 2008

Lingfest 2008 is a series of six linguistics events to be held from 30 June – 11 July at the University of Sydney. Lingfest 2008 promises to provide a wonderful gathering place for those interested in language and language learning – academics, teachers, linguists, ESL teachers and many others.

Several associations will hold special events as part of Lingfest. Detailed information about 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

Friday 4 July – Sunday 6 July 2008

Plenary Speakers for the conference include:

Celia Kitzinger, University of York, UK
Ryuko Kubota, UNC, Chapel Hill, North Carolina
James Martin, University of Sydney, Australia
Alastair Pennycook, University of Technology Sydney.

**Austronesian Formal Linguistics Association (AFLA) Annual Conference**

Monday 30 June – Wednesday 2 July 2008

AFLA is an organisation which promotes the study of Austronesian languages from a formal perspective. It serves as a forum for research couched in a variety of formal approaches. The 15th annual meeting of AFLA will be the first meeting to be held in Australia.

**Australian Linguistic Society (ALS) Annual Conference 2008**

Theme: Southern hemisphere Englishes

Wednesday 2 July – Friday 4 July

On 4 July the ALS will also conduct the Second Language Acquisition (SLA) Colloquium 2008. This event will be of special interest to ESL teachers. ATESOL NSW offers three bursaries to enable teachers to attend the Colloquium and other ALS events on 4 July (see page 10)

**International Lexical-Functional Grammar (ILFG) Annual Conference 2008**

Wednesday 2 July – Sunday 6 July 2008

ILFG will be followed by the Australian Linguistics Institute event, during which there will be three courses involving Lexical-Functional Grammar including Implemented LFG grammars: Using the XLE Grammar Development Platform with Mary Dalrymple and Australian Aboriginal Languages in Lexical-Functional Grammar with Rachel Nordlinger.

**Australian Linguistics Institute 2008**

Monday 7 July – Friday 11 July

The Australian Linguistics Institute provides a series of short, intensive courses presented by world experts in their fields. It is a unique opportunity for professional linguists, language professionals, graduate students and advanced undergraduates to upgrade their knowledge and skills in key areas of linguistics.

Courses offered through the Australian Linguistics Institute have proved to be very important for professional and academic development, as well as for inspiring students to consider research degrees.

Participants may register for up to four courses during the week-long ALI. Each course is offered for 1.5 hours each day for five days. Courses to be run include:

- Bo and multilingualism – Michael Clyne (Hon Professorial Fellow, University of Melbourne, also Emeritus Professor, Monash University)
- Linguistic diversity and implications for L2 instruction: World Englishes and beyond, Ryuko Kubota (University of North Carolina, Chapel Hill) and Ahmar Mahboob (University of Sydney)
- Critical Discourse Analysis – Prof J R Martin, Linguistics, University of Sydney

**The Indigenous Languages Institute 2008 Bayala Ngarala**

The Indigenous Languages Institute (ILI) will run for three days: Tuesday 8 to Thursday 10 July 2008 at the Koori Centre of the University of Sydney. It will be a useful forum for a wide range of people working in the area of revival and maintenance of Australian Indigenous languages. The ILI will have several focus areas, including:

- language policy and planning
- languages and music
- Aboriginal languages sound systems
- grammatical aspects of Aboriginal languages
- issues of language revival and maintenance.

The audience will include:

- indigenous tertiary students in education, languages, linguistics
- Aboriginal community language teachers
- language and culture centre workers and other community organisations
- teachers, including languages teachers, Aboriginal teachers and teacher students
- postgraduates and potential postgraduates in education, languages, linguistics
- linguists and other interested academics.

**Plenary Speakers:**

Stan Grant Snr, Wiradjuri Linguist
Dana Ober, BA, Torres Strait Islander, Kala Kawaiw Ya linguist
Ron Ignace, Chief of the Skeetchestn Band, Secwepemc Nation, member of the Canadian Task Force on Aboriginal Languages and Cultures
BURSARIES FOR CLASSROOM TEACHERS

Recognising the value of continuing professional development for classroom ESOL teachers, ATESOL NSW is offering three bursaries to enable classroom practitioners to attend the SLA (Second Language Acquisition & Pedagogy) Colloquium on Friday 4 July at the University of Sydney and other events run by the ALA (Australian Linguistics Association) on that day and to receive related papers.

A sum of up to $400 will be paid to the employing institution of each successful candidate. These funds cover the cost of the Colloquium ($70) and a contribution towards release costs for the successful candidate if required.

ESL and classroom teachers from primary and secondary schools and ESOL teachers at TAFE and other institutions are encouraged to apply. The bursaries are available to individual members of ATESOL NSW or staff of institutional members. Preference will be given to teachers who cannot attend the Colloquium without the assistance of the bursary.

How to apply:

Teachers: Write a letter to ATESOL outlining your educational background, teaching experience and current teaching responsibilities. What would you hope to gain from attending the Colloquium? Include all contact details (including phone and email). A CV may be attached (optional). A statement from your employer should be included, indicating that you will be released from teaching on Friday 4 July, if you are awarded the bursary.

Institutions: Write a letter to ATESOL outlining the educational background, teaching experience and current teaching responsibilities of your nominated candidate. What would you hope could be gained from their attendance? Confirm in the letter that your candidate would be permitted to attend the Colloquium on Friday 4 July if he/she is a successful applicant. Also advise whether the candidate usually works at your institution on Fridays and will require funds toward their release from teaching that day.

Where to send applications:
Email all applications to ATESOL’s executive officer at: helenfong@bigpond.com or mail to Helen Fong at ATESOL NSW, PO Box 223, Leichhardt NSW 2040.

Closing date for applications:
Wednesday 18 June 2008

When the outcome will be known:
Successful applicants will be advised by Friday 20 June by email or phone with confirmation by mail. Bursaries will be awarded by the Bursary committee of ATESOL NSW Council. All decisions are final and no correspondence will be entered into.

How the bursary will be paid:
The bursary will be paid on receipt of an invoice raised by the employing institution and supported by evidence that the Colloquium was attended by the nominated candidate eg registration receipt.

Follow up:
Each successful candidate is required to write a short article (400 or more words) on any aspect of their attendance at the Colloquium or ALI conference for publication in the September edition of the ATESOL NSW newsletter.

Enquiries:
If you have any enquiries please contact Helen Fong at helenfong@bigpond.com or ring 0427 536 897.

The colloquium costs $70 for the whole day’s events on 4 July. The cost includes any other offerings – a plenary and papers – of the Australian Linguistics Society and Applied Linguistics Society of Australia on this day. On the Lingfest’08 website you will find the Australian Linguistics Society’s site (as well as the colloquium’s flyer). Go into the site to register; you will find a point where you can choose events, the last option being ‘Colloquium only’, this is the one to use.
Dr Marika was to have been a keynote speaker at the TESOL Symposium being held in conjunction with the upcoming ACTA Conference. Attached is the message of condolence sent by TESOL International which has also been forwarded to Dr Marika’s family, friends and colleagues. ACTA will mark Dr Marika’s passing and celebrate her contributions to the field at the conference in July. (Please note that, should you be sharing this news with your colleagues and networks, in accordance with Indigenous cultural traditions the given names of those who have passed on are not used.)

New State Association Presidents
In recent months ACTA has welcomed aboard Lona Thwaites, President of ACT TESOL, Michele de Courcey, President of VATME and new ACTA councillor, and Nell Rundle, President of TasTESOL.

National Curriculum
This will be an important item on the ACTA agenda in the coming 12 months. We have already had some involvement with other English associations last year in helping to prepare a joint response to the proposal for a national curriculum outlined by the previous federal government. Under the new government, not only is the national curriculum on the agenda but planning has already begun. ACTA urges its members and member associations to be on the lookout for opportunities to be a part of consultation groups that are springing up all over the country for the four initial curriculum areas the government is working upon – English, Science, Maths and History. It is important that we are the voice that represents a TESOL identity in this brave new and inevitable world of a national curriculum – both within those content areas but also as a field in its own right. Those working in ESL in the 80s will remember a similar struggle when once more we were writing national curriculum frameworks and TESOL was trying to find its place – in the end through the ESL Scales and the ESL Bandscales. Last year ACTA began work on a Position Statement on the national curriculum and at the ACTA Councillors workshop in Alice Springs the state delegates will work cooperatively on its completion.

Meeting with Education Advisor to Julia Gillard
In response to one of our congratulatory letters to Ms Julia Gillard, ACTA was invited to meet with one of her advisors, Natalie Cooper, in Canberra to talk about TESOL in Australia. Our President, Misty Adoniou, represented ACTA and at that meeting it was made very clear that the national curriculum is going ahead, as is national teacher accreditation, which is an excellent opportunity for ACTA and the state associations to make a significant impact upon teacher standards and the ‘reprofessionalisation’ of TESOL.

DEEWR Sponsorship
As one of a series of meetings with government bodies to increase ACTA’s profile and promote the Alice Springs conference, the Department of Education, Employment and Workplace Relations (DEEWR) has contributed $35,000 sponsorship for that event, with funds coming from the Australian Education International and Indigenous Policy groups.

Teaching Australia
Teaching Australia is the independent agency set up by the previous government (and administered through DEEWR) to ensure quality teaching and educational leadership. ACTA has continued to be actively involved with TA and earlier this year signed a memorandum of understanding to become one of the invited national teachers associations on the national Teaching Australia Professional Network. That network will have its inaugural meeting in June in Sydney and ACTA will send two delegates along to the forum at TA’s expense. TA has also provided $5000 sponsorship for the Alice Springs conference, bringing DEEWR’s overall contribution to $40,000. This reflects strong federal interest in the TESOL field which ACTA will work to capitalise on in the future.

TESOL International Convention DEEWR, via Australian Education International, also provided $5000 for ACTA to be represented at the TESOL International convention in New York in April. After her election in December 2007 to the Affiliate Leadership Council of TESOL International, which is the council that advises the TESOL International Board of the concerns of its affiliates around the world, Misty Adoniou was ACTA’s delegate at the convention. Alice Springs Symposium and Conference TESOL International is the organiser and sponsor of the symposium on Indigenous and community languages which is accompanying ACTA’s Alice Springs conference. Registration for the symposium is separate from the conference itself – but I do urge you to register for the symposium if you have not already done so. The quality speakers, the more
May 14, 2008

Misty L. Adoniou
President, Australian Council of TESOL Associations (ACTA)
3 Wade Street
Watson, ACT 2602
Australia

Dear Misty:

I was very saddened to learn today about the passing of Dr. R. Marika, one of the three featured speakers at the TESOL Symposium on Keeping Language Diversity Alive (July 9), and a true leader on many levels, in fields ranging from community development and advocacy to language teaching and research. On behalf of the TESOL Board of Directors, staff, and membership, I want to express my deepest sympathy and condolences to Dr. Marika’s family, friends, and colleagues, throughout Australia, and worldwide.

I was very much looking forward to hearing Dr. Marika’s presentation. Thank you again to you and your colleagues for selecting such a very important topic for the symposium. I took a moment just now to reflect on TESOL’s values, as expressed in TESOL’s mission statement: professionalism in language education; individual language rights; accessible, high quality education; collaboration in a global community; interaction of research and reflective practice for educational improvement; respect for diversity and multiculturalism. Dr. Marika’s life and work truly embodied these values. From reading her bio, and various descriptions of her work, it is clear that she was a very remarkable woman indeed.

I know that TESOL’s staff is working with you closely now to honor Dr. Marika by finding an appropriate speaker (or speakers) to fill her various speaking roles at the symposium. At the symposium, I will, of course, join with you in leading a moment of silence on behalf of Dr. Marika. In addition, TESOL staff will work with you and colleagues of Dr. Marika to make sure we include a summary of her life and work as part of the symposium papers and proceedings, which will be shared with all the symposium participants and TESOL members worldwide later this summer.

Again, you are all in our thoughts.

Best wishes,

Shelley Wong
2008-2009 TESOL President
ELICOS Statistics
And still the students come! China and India continue to show enthusiastic growth and the most recent nationwide statistics from the Department of Education, Employment & Workplace Relations (DEEWR) have the intake for English language students on student visas up almost 30% from the same time last year. The trend is set to continue: even without students from China and India, numbers are up by around 12%. Australia also received increased numbers of students from Vietnam, Saudi Arabia and Brazil amongst other countries. Working Holiday visas continue to be a popular alternative option for students from Korea, Japan, Taiwan, France and Italy. English Australia is organising professional development around Australia to help staff in ELICOS colleges communicate effectively with students from different cultures, South Asia and the Gulf states in particular, to ensure that their experience in this country is a positive one.

ELICOS Teacher Shortage
Because of the continued boom in student numbers Australia is still experiencing a shortage of appropriately qualified and experienced ELICOS teachers and many colleges are finding it difficult to staff their regular programs let alone find relief teachers for sick staff or staff attending professional development. If you are considering joining or returning to teaching in this sector, send your resume to the Director of Studies at ELICOS colleges you’d like to work in. You can find a list of accredited colleges at www.englishaustralia.com.au. The English Australia website also now has a dedicated online employment opportunities section where colleges can advertise vacant ELICOS positions and those looking for jobs can find out what is available. There are jobs available in a range of aspects of ELICOS including teaching, training, curriculum development, marketing and management. This link is available on the English Australia homepage.

NEAS ELT Management Conference
NEAS Australia, the independent body that provides the national accreditation scheme for ELICOS colleges, ran its twelfth annual conference for ELT management in May, attended by more than 200 people from ELICOS colleges and related organisations around Australia. Opening the conference, Dr Chris Ziguras, Associate Professor of International Studies at RMIT University, asked how many international students Australia could accommodate, suggesting that Australian universities could afford to be selective in accepting enrolments from overseas students. The second plenary speaker, Dr Brian North, Head of Academic Development at Eurocentres, outlined the Common European Framework of Reference for Languages (CEFR). The CEFR comprises sets of ‘can-do’ statements at a number of levels and provides a common language between all stakeholders in the language learning experience. Other sessions at the conference included focuses on Middle Eastern students, resources and change management, marketing and sector updates. The conference program can be viewed in full at www.neausa.com.

Reviewed Standards for NEAS Accreditation – Update
NEAS Australia is revising its standards for accreditation. Among the changes to the standards is the removal of the requirement for newly qualified teachers to have 800 hours of experience before they can teach in Australia. Colleges are now required to provide a mentoring program for new teachers.

English Australia Conference 2008
Registrations are open for the 2008 English Australia conference, to be held 18 – 20 September in Canberra. With the theme of “Engaging With the Many Dimensions of ELICOS: learning, teaching, supporting, marketing, leading”, the conference maintains its strong support for teachers’ professional development while providing PD opportunities for other staff working in ELICOS, including management, marketing, student services and administrative staff as well as government stakeholders and promotional bodies. It will be a great opportunity for people across the field to learn with and from each other. The program will be available on the conference website, www.eaconference.com.au, in mid-June.

Kath Brandon
Professional Development & Support Officer
English Australia
kathbrandon@englishaustralia.com.au
REFUGEE WEEK 15-21 June 2008
Theme: A Place to Call Home

Refugee Week 2008 will be celebrated from Sunday 15 to Saturday 21 June, to coincide with World Refugee Day on Friday 20 June.

The poster is now available! To obtain copies contact info@refugeecouncil.org.au or call the Sydney office on (02) 9211 9333. Posters may also be picked up from the following places:

**Auburn Migrant Resource Centre**
17 Macquarie Rd, Auburn NSW 2144
Phone: (02) 9649 6955

**Blacktown Migrant Resource Centre**
Level 2, 125 Main Street, Blacktown NSW
Phone: (02) 9621 6633

**Canterbury Bankstown Migrant Resource Centre**
Second floor, 59–63 Evaline St, Campsie NSW 2194
Phone: (02) 9789 3744

**Fairfield Migrant Resource Centre**
Cnr of Railway Parade & McBurney Road, Cabramatta NSW 2166
Phone: (02) 8707 0619

**Illawara Multicultural Services Inc.**
27 Atchison Street, Wollongong NSW 2500
Phone: (02) 4229 6855

**Liverpool Migrant Resource Centre**
Ground floor, 108 Moore St, Liverpool NSW 2170
Phone: (02) 9601 3788

**St George Migrant Resource Centre**
552 Princes Highway, Rockdale NSW 2216
Phone: (02) 9597 5455

**Northern Settlement Services**
8 Chaucer Street, Hamilton NSW 2303
Phone: (02) 4969 3399

**Armidale Northern Settlement Services**
PO Box 1781, Armidale NSW 2350
Phone: (02) 6771 3975

**Refugee Council of Australia**
Level 4, Suite 4A6
410 Elizabeth St, Surry Hills NSW 2010

A PDF version of the Resource Kit can be downloaded from: http://www.refugeecouncil.org.au/docs/refugeeweek/
Refugee Week – NSW Events Calendar

Tuesday 17 June
‘Stories of Experience’
Hosted by the Randwick City Council
Be immersed in the lives of four refugees from Hungary, Poland, Vietnam and Afghanistan as they recall their struggles and contributions.
Bowen Library, 669 – 673 Anzac Parade, Maroubra
Time: 6:30pm – 8:30pm
Contact: Michelle Kline (02) 9314 4888
Email: michelle.kline@randwick.nsw.gov.au
Website: www.randwick.nsw.gov.au

Wednesday 18 June
‘Australian Values’
Hosted by the Crows Nest Centre
A workshop to promote harmony, understanding and acceptance of Australia’s current diverse society within school environment, and a multicultural morning tea.
Johnston Hall, 2 Ernest Place, Crows Nest
Time: 10.00am – 12.30pm
Contact: Isabel Almendradas, (02) 9439 5122
Email: isabel@crowsnestcentre.org.au

‘A Place to Call Home’
Hosted by Fairfield Immigrant and Refugee Women’s Network
An event where refugee stories will be shared by different guest presenters and different refugee groups will perform.
Venue: Fairfield Forum, Nelson St, Fairfield (inside Food Court)
Time: 10.00am – 1.00pm
Contact: Audrey Lai, (02) 9205 5708; Eman Sharobeem, (02) 9726 4044
Email: Audrey.a.lai@centrelink.gov.au

Thursday 19 June
‘A Place to Call Home’ art exhibition
Hosted by St George Regional Museum, Gymea Community Aid and Information Services (workshop venues), St George Regional Museum (host of exhibition opening)
Interactive art workshops for adults and children. Participants will have the opportunity to create a painting or collage under the supervision of a professional artist. A selection of these artworks will then be displayed at the St George Regional Museum and local libraries in a travelling exhibition to coincide with World Refugee Day.
Venue: St George Regional Museum
14 MacMahon St, Hurstville 2220

Gymea Community Aid and Information Services
39 Gymea Bay Rd, Gymea 2227
Exhibition opening: Thursday 19 June, 4.30 pm
Contact: Jessica Allen (02) 9330 6444
Email: jallen@hurstville.nsw.gov.au

Friday 20 June
‘Festival of Dafur’
Hosted by Darfur Australia Network, Sydney
A celebration of the culture of Sydney’s Darfuri community that will include singing and dancing from Darfuri men and women in traditional dress, drumming, a play from Darfuri children, culinary delights, academic and humanitarian speakers, talks by Darfuris living in Sydney. The event is supported by Waverly Council.
Venue: Bondi Junction pedestrian mall
Time: 10am to 3pm
Contact: Gemma Seymour, 0416 085 260
Email: sydney@darfuraustralia.org
Website: http://www.darfuraustralia.org/

‘Welcome Here 2008’
Hosted by Illawarra Ethnic Communities Council
A unique community festival celebrating the contributions of both past and present made by refugees in the Wollongong area.
Venue: Foleys Rd, Wollongong
Time: 10am – 3pm
Contact: Mignon Lee-Warden (02) 4229 7566
Email: mignon@iecc.org.au

‘World Refugee Day’
Hosted by the Social Justice Network
Guest speaker will be Dr. Sev Ozdowski OAM
Venue: Grand Westella, 12 Bridge St, Lidcombe
Time: 7.30pm
Cost: $40
RSVP: Raida 0413 531 186 or Salwa 0418 452 438
STUDENTS WITH LOW ENTRY SCORES SUCCEED AT UNIVERSITY

Bernadette Lynch and Shalene Werth Faculty of Business, University of Southern Queensland recently published a report on their work with students with low entry scores in the “International Journal of Pedagogy and Learning”. The abstract from this interesting paper follows.

“University of Southern Queensland low entry score, first year Business students were more likely to pass MGT1000: Organisational Behaviour and Management than any other Bachelor of Business core course during the period 2003–2005. In this paper two of the academics teaching this course identify the two key teaching strategies that they contend contributed most to these results.

The first of these strategies (scaffolding) was used to teach students strategies that they can use – for example, to analyse a case study or construct an argument within an essay. The teaching team speculate that scaffolding facilitated the students’ transition into the university as an academic milieu and thus enhanced their prospects for academic success in the course.

The second teaching strategy presented in the paper involved the creation of the academic as a supportive social presence within the course (even for students studying at a distance) through the adoption of a particular, conversational kind of ‘voice’ in text based materials. The team assert that this facilitated students’ transition into the university as a social milieu and facilitated their subsequent retention and success within the course. Papers of this type have an increasing significance as the acceptance of students with low entry scores into university seems likely to continue. Universities need to create learning contexts which accommodate these students, without diluting academic standards. The paper is intended more as food for thought for other practitioners than as a simple recipe for teaching success.”

The entire paper may be read at – http://www.apacall.org/ijpl/archives.htm
Bernadette Lynch (lynchb@usq.edu.au)
Shalene Werth (werths@usq.edu.au)

INITIATIVES FOR YOUTH

Australian Office for Youth
In the 2008/2009 Budget, the federal government announced that it will provide $6.9 million over four years to establish the Australian Office for Youth. The office will identify core issues impacting on young Australians, engage with government departments, and analyse how government initiatives affect young people. It will also provide advice to government on measures that may be of benefit for young Australians. The cost of this measure will be met from within the existing resourcing of the Department of Education, Employment and Workplace Relations, and the office will be located within DEEWR’s Youth Bureau.

Australian Youth Forum
Also in the May 2008/09 Budget, the federal government announced that it will provide $8.0 million over four years to establish a new Australian Youth Forum. The AYF will be broader in scope than the National Youth Roundtable and will provide a platform for young Australians to communicate with government on an ongoing basis, “bring[ing] together youth representatives to discuss important youth issues and improve youth services. The forum will be the primary communication channel between the government and the young people of Australia to give young Australians a strong voice in government”.


BEST YOUTH MENTORING MODELS

The Youth Mentoring Network, in conjunction with the University of Western Sydney, is conducting research to learn more about the partnerships youth mentoring organisations form with other youth service providers. “Many youth mentoring organisations are receiving funding grants which require them to form partnerships with other community organisations. We want to know how they developed these relationships, what resources did they use and what resources are still needed. At the conclusion of our research, we hope to have examples of best practice models that all mentoring programs are then able to use.” The Youth Mentoring Network is conducting several focus groups in various states from May to July 2008 and would like stakeholders to be part of these focus groups and contribute to their research. To participate in the focus groups, send an email to: info@youthmentoring.org.au or visit the website: www.youthmentoring.com.au/
MAKING CONNECTIONS PROJECT

This Victorian project is supported by the Department of Immigration and Citizenship, and will involve a diverse group of young people, initially those young African Australians living in Melbourne's south east. The project aims to improve community relations by providing newcomers and existing residents with opportunities for making connections with each other, in order to prevent problems arising in a community, such as those caused by isolation, fear and misinformation. One of the program's activities focuses on building better relations between the young people and older residents, and uses community groups, for example the University of the Third Age, as a way to promote inclusion. Another set of activities gets new and established groups of young people together to collaborate on staging musical events, and a third part of the project will be devoted to addressing the health issues of newly arrived young women. Launching the Making Connections project, Parliamentary Secretary for Multicultural Affairs and Settlement Services, Laurie Ferguson, said that project funding of $129,822 would help each organisation to conduct a range of activities in Greater Dandenong and Casey: “Greater Dandenong alone is home to people who have come from some 150 nations, and more than half of the population was born overseas. In recent years, people from Africa, Afghanistan and Burma have added to this diversity, and many of them are young people”. The Making Connections project is a joint project of the Adult Multicultural Education Services, the Centre for Multicultural Youth Issues and the South Eastern Region Migrant Resource Centre. For more information, contact: Khaldoun Hajaj, (02) 6277 4920.

AUSTRALIAN ASSOCIATION OF WRITING PROGRAMS
Call for papers
CREATIVITY AND UNCERTAINTY
An International Conference on Writing, Teaching and Creativity
University of Technology, Sydney Australia
Thursday 27 – Saturday 29 November 2008
This international conference, a creative collaboration between the Centre for New Writing, University of Technology, Sydney and the Australian Association of Writing Programs, seeks to investigate and explore the interconnectedness between creativity, uncertainty and writing in the context of the creative writing program. In particular, it will examine specific approaches to writing and the teaching of writing in the contemporary university, examining writing as discourses or conversations between students and teachers, assessing the role, function, and purposes of fiction in society, writing movements, styles and developments in new media in the academy.

Papers are sought from those engaged in the fields of creative writing, literature, media, cultural studies, teaching, creativity studies, philosophy and theory. Possible topics may include but are not limited to:
• Creativity and Uncertainty
• Creativity and Pedagogy
• Creativity and Identity
• Reading creatively
• Originality and constructions of ‘the new’
• The semiotics of graphics and photographs
• Metaphor and the metaphorical
• Genre fiction and short fiction
• Creativity and the writer/academic

Key Dates
Abstract Deadline: 30 June 2008
Peer review and acceptances in principal: 31 July 2008
Full paper submitted for refereed acceptance: 3 October 2008
Please send abstracts to: newwriting@uts.edu.au
Conference Convenor: Assoc. Professor John Dale, UTS Centre for New Writing.
ASSESSING LOW/ PRE-LITERACY
ADULT ESL LEARNERS

A recently published paper, "Researching appropriate assessment for low/pre-literacy adult ESL learners: results, issues and challenges" reports on a two-year research project, funded by the Department of Immigration and Citizenship, which investigated the English language assessment of low and pre-literacy adult ESL learners in Australia’s Adult Migrant English Programme (AMEP). The research involved a nationwide survey of AMEP teachers who teach low/pre-literacy learners, several first language (L1)-based focus groups and three case studies of individual learners at that level. The data collected from these sources then informed the development of an assessment technique grid (ATG), presented here, which links the AMEP curriculum framework’s formal assessment tasks back to actual classroom activity types commonly used in ongoing assessment. The ATG provides a useful mechanism for systematising informal ongoing assessment and laying a foundation for formal assessment tasks. The paper highlights some of the key issues and challenges in researching language assessment at the low end of the proficiency scale; it also introduces the principal practical outcome of this particular project.

The article may be purchased online (AUD$22): http://library.acer.edu.au/document/?document_id=163874

GET UP!

From Little Things Big Things Grow

GetUp’s extraordinarily moving version of Paul Kelly’s classic song reached number four in the singles chart. The media interest has also been extensive. The song has featured in over 100 newspaper articles, on TV from Sunrise to Video Hits, and on radio in every state and territory, even scoring an article in the New York Times. It features segments of speeches by Prime Minister Kevin Rudd (the Apology) and former Prime Minister Paul Keating (the Redfern Speech) as well as performances by indigenous and non-indigenous people. To view the entire video clip free or buy the track for $1.69 go to: http://www.getup.org.au/campaign/MakeThisAHit&id=339

AUSTRALIAN FEDERATION OF MODERN LANGUAGE TEACHERS ASSOCIATIONS

17TH BIENNIAL CONFERENCE

Conference Themes

1. Dialogue:
   Interaction, discussion, dissemination of ideas, implementation of new resources and technologies, enhancement of teacher development and students’ language experience

2. Discourse:
   Emerging discourses in language education, professional discourse, discourses of identities, new developments in applied linguistics

3. Diversity:
   Linguistic and cultural diversity, pedagogical diversity, diversity of language programs (including AUSLAN, community and indigenous languages), diversity in the classroom

Deadline for Abstract Submission: 29 August 2008
Website: http://www.mltansw.asn.au/

GLOBALIZING ASIA:
The Role of ELT

Friday 1–Sunday 3 August
Sanur Paradise Plaza Hotel, Bali, Indonesia
For further information go to: http://new.asiatefl.org/2008conference/conference2.html
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
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