Nearly 500 delegates made their way to the Gold Coast in the July break to attend ACTA’s second biennial international TESOL conference, *Redefining ‘TESOL’ for the 21st Century*, hosted this year by the Queensland Association of TESOL (QATESOL).

The ACTA conference is the major professional learning event in Australia for teachers of students of all ages who are learning English as an Additional Language or Dialect (EAL/D). The conference program included a comprehensive range of plenary, featured and invited speakers, workshop presentations and colloquia, and provided the context for much discussion and debate during the three days. ACTA president Robert Jackson, who gave the opening address, observed that many current national and international issues will have an impact on TESOL for many years to come, and that the conference was an opportunity to ‘engage educators, researchers and policy-makers in order to help shape this future for our profession’.

Certainly there was much networking, formal and informal, throughout the three days. The welcome function held on the Wednesday evening was a relaxed beginning for the delegates, many of whom were able to catch up with colleagues they hadn’t seen since the last conference in Alice Springs. The restaurants, coffee shops and bars in Surfers Paradise were well frequented during breaks between the formal sessions, as was the beach, although most found the water just a little too cold for much swimming!

A moving start to proceedings was the tribute to Penny McKay, given by Jennifer Alford. I include an extract from Vale Penny McKay printed in the conference handbook:

A leader in ESL education – locally, nationally and internationally – her teaching, professional mentoring, research and publications were outstanding in advancing classroom practice and insights into language learning. She is best known for her innovative work on the NLLIA ESL Bandscales. In 2006, the Modern Languages English Association of America awarded Penny’s Book *Assessing Young Language Learners* (CUP, 2006) the Kenneth W Mildenburger prize for ‘an outstanding work in the fields of language, culture, literacy, or literature with strong application to the teaching of languages other than English.’
Our focus this quarter is on the TESOL International Conference 2010 held at the Gold Coast last July. The biennial conference is an important opportunity for ESL practitioners to come together for some professional learning, some lively discussion – and some social networking! You can find out about some of the messages from the conference in the articles written by ATESOL NSW members who escaped winter to travel to the Gold Coast in the last school holidays.

We are also running regular features on the different sectors embraced by the ATESOL membership. From Katherine Brandon we have an ELICOS update and Bess Wassman shares some strategies to support language learning in the primary classroom in K-6 Corner. And continuing the conference theme, the collection of journal articles relating to the recent Sociolinguistics Symposium in Southampton provide a useful resource for all TESOL educators.

We always enjoy hearing from our members. Please feel free to email us with your contributions to the newsletter; we are very keen to learn about projects and initiatives currently running in classrooms across NSW.

Email contributions to Gill Pennington, Editor ATESOL NSW Newsletter – gill.pennington@gmail.com
ACTA International Conference

In this and forthcoming issues of the Newsletter you will see reports from the highly successful 2010 ACTA International Conference which was held in the July school holidays at the Surfers Paradise Holiday Inn. As you will know by now, ATESOL NSW has contracted to host the 2012 ACTA International Conference at Cairns Convention Centre from Monday 2nd July to Thursday 5th July 2012. Our Conference title is ‘TESOL as a Global Trade – Ethics, Equity and Ecology’ and we hope to explore these themes and examine the notion of our profession as a “trade” from a number of different perspectives, and provocatively so.

Your ATESOL NSW committee is working hard to ensure that the 2012 conference will be accessible for classroom teachers, both in terms of the cost and its program offerings, and we are planning to offer sponsorships for NSW ESL classroom teachers to present papers, workshops and poster sessions at the conference as well. We are encouraging teachers to think of our conference as an opportunity to take a well-earned, tax-deductible family holiday in their winter vacation. The Cairns venue, with its proximity to the Great Barrier Reef and rainforest wilderness parks, and its warm winter climate, was chosen specifically with this purpose in mind.

Professional Development

Our Professional Development agenda for 2010 will conclude with our annual HSC English (ESL) Revision Day, to be held on Monday 27th September at the Shore School in North Sydney. As always, the high quality presentations and detailed revision notes for each section of the examination paper will be provided by experienced HSC English (ESL) teachers and exam markers.

In Term 3 we have held a series of very well-attended grammar workshops catering to school and adult ESL teachers. Special thanks go to our vice-president, Bess Wassman, in her role as PD coordinator, to all the councillors and helpers who have assisted in the organisation of these workshops, and to our presenters, whose input has been gratefully received by attendees.

Australian Curriculum

The ACARA EAL/D working group held its third meeting on 31st August. This group is collaborating with and providing advice to the writers of the EAL/D statements and support documents to be included with the new Australian Curriculum.

At this point, an audit of existing state, territory and international ESL and EAL/D frameworks has been conducted. Salient information has been distilled from these specialist support documents to provide a ‘Description of EAL/D Learners’ to be included in all Australian Curriculum learning area documents, and to inform the development of an EAL/D support document which will be hyperlinked from the learning area documents.

Key points made about the ACARA EAL/D support document included that it should:

• be accessible to mainstream teachers
• say something about the specialisation of ESL and use specialist language when needed but wherever possible use plain English
• recognise that students’ language progression is happening at the same time as they engage with the content
• engage teachers in understanding how language learning needs impact on learning
• be for all teachers, recognising that every teacher needs to have skills to work with EAL/D students, and to pick up needs of ‘hidden’ EAL/D students in classes
• identify EAL/D learners and what might support them in the classroom.

The next meeting of the working group is scheduled for October and I would be happy to table any concerns, issues or suggestions you might have for the consideration of the group.

National Professional Standards
Please see the guidelines for completing theAITSL online survey on the proposed national professional teaching standards which has been reprinted here for your information. This is an important consultation opportunity and I would encourage all ESL teachers and program coordinators to take 15 minutes to feed back on the proposed standards.

ATESOL NSW Executive Officer
Last but not least, I am very pleased to welcome on board and formally introduce our new ATESOL NSW Executive Officer, Chris Papadopoulos. Chris is highly-qualified and has had many years’ experience in a range of teaching and administrative contexts. He has particular expertise in English and ESL teaching, project supervision, and journalism, and will be a great asset to the work of our association.

Robert Jackson

Dear Esteemed Asia TEFL Members
How are you? At this time, I am happy to announce that The Journal of Asia TEFL has been accepted for indexing inScopus, the largest database of abstracts and citations for scholarly journal articles, considered equivalent to the SCI-class databases. On this occasion, I would like to extend my deepest gratitude to all the people involved with the Journal for their great contributions to the Journal. If you would like to contribute a paper to the Journal and/or subscribe to it, please visit the Asia TEFL website and go to the Publications section.

The 9th Asia TEFL Conference will be held at the Hotel Seoul KyoYuk MunHwa HoeKan in Seoul, Korea, on 27–29 July, 2011. The conference theme is “Teaching English in a Changing Asia: Challenges and Directions.” The deadline for the submission of presentation proposals is March 1, 2011. For more information about the 2011 conference, please visit the Asia TEFL website – www.asiatefl.org

About twenty internationally renowned scholars will be invited to talk as the plenary and featured speakers.

Online Survey
Current and aspiring principals across Australia are being encouraged to participate in an online survey in September. It will collect vital information that will help ensure the relevance of current and future professional learning, resources and support.

Principals are being encouraged to take part in the research and have their voice heard.

“We are in need of big numbers of principals to contribute to the survey. There are a number of different ways in which principals and school leaders can become involved. They can visit the Principals Australia website for further information about the research. There they can register so they can be directly in contact by the survey company. They can also spread the news among colleagues. ‘Principals Australia’s State Branches are also actively promoting principals’ participation in the survey.’”

Adelaide-based, national market and social research company, Newfocus, has been commissioned to undertake the survey.

To read more about the survey and to register, go to – www.principalsaustralia.edu.au/

Kind Regards
Liz Furler, CEO Principals Australia
Robert Jackson
President
Australian Council of TESOL Associations

Dear Robert,

As I am sure you are aware AITSL has been commissioned by the Ministerial Council on Education, Early Childhood Development and Youth Affairs (MCEECDYA) to validate the newly drafted National Professional Standards for Teachers. The Standards provide a key building block in raising the quality of teaching across Australia.

We are seeking your support to encourage teachers to participate in the validation of the Standards.

Background

These Standards have already been through a comprehensive consultation phase involving a series of stakeholder forums and extensive public comment. The Standards are designed to provide a continuum of capabilities and expectations appropriate to the Australian teaching profession at four levels: graduate, proficient, highly accomplished and lead teacher. The validation process will help ensure that there is a nationally consistent basis for valid, fair and reliable identification and recognition of those teachers who meet the Standards.

Initially the Standards will also form the basis for accreditation of pre-service teacher education courses and teacher registration.

The validation exercise is being carried out by the National Centre for Science, Information and Communication Technology and Mathematics Education for Rural and Regional Australia (SiMERR) which is located at the University of New England. SiMERR have experience in developing and validating standards at a state level.

The validation involves two separate surveys of teachers in selected schools and a series of focus group workshops involving teachers, teacher educators and subject associations in each state and territory. It is expected that in excess of 10,000 teachers will be involved across the three phases of the validation process.

How can teachers participate?

Any interested teachers outside the schools targeted for participation in the online surveys are invited to take part in Study two which will go live on 8 October 2010. The survey will be available on the SiMERR website: http://www.une.edu.au/simerr between 8 October and 29 October 2010.

The on-line survey will take respondents about 30-45 minutes to complete. Separate survey questionnaires will be used to test the validity of standards and descriptors at each of the levels: Graduate, Proficient, Highly Accomplished and Lead Teacher. Teachers will be asked to rate each descriptor in terms of ‘appropriateness’, ‘preparedness’ and ‘development priority’ on a Likert scale: 1-5.
In addition to these perception ratings, the questionnaires also provide the opportunity for open response comments on the standards, focusing on possible adaptations, and comments in relation to how a standard might be assessed in practice.

The questionnaires will also gather information about the demographic profile of responding teachers – age, experience, supervisory responsibility, schooling level, school sector, jurisdiction and geographic location (metropolitan/rural-remote).

Further Information

Additional information about the SiMERR National Centre can be found on the centre’s website http://www.une.edu.au/simerr

Personnel from SiMERR will be available to provide additional information about the progress of the validation process as well as any technical support that might be needed for completion of the on-line surveys.

How you can contribute

To be successful in providing a workable framework for the profession, the validation process relies on the participation of a wide cross-section of schools and teachers that reflect the diversity that makes up the national educational environment. You can contribute to this framework by:

* Informing teachers about how they can contribute to the validation process by going to http://www.une.edu.au/simerr between 8 October and 29 October to complete the survey

* Publicising the AITSL website which provides information on the Standards at http://www.aitsl.edu.au/ta/go and a link to the survey site.

I look forward to your involvement and support in this nationally significant project.

Should you wish to have further information, please contact the AITSL Project Manager, Patrick Kennedy at patrick.kennedy@aitsl.edu.au or tel. (03) 8330-9485.

Yours Sincerely
Margery Evans
CEO
30th August 2010
To honour Penny and advance her educational commitments, ALAA and ACTA are collaborating in mounting the Penny McKay award for Promising Doctoral Research in School-based Language Development and Curriculum. Details can be found on the ACTA website at www.tesol.org.au/news/The-Penny-McKay-Award.

Opening keynote speaker, Chris Davison, invited us to consider our assessment practices, observing that English language assessment has traditionally relied heavily on implicit notions of native speakerhood to define target performance and goals for language development. She described the incompatibility of the recognition of English language learner variation with a managerial and accountability-based approach to education and the resulting failure of many assessment activities and processes to support learning. Chris then provided us with an alternative process: Assessment for Learning (AfL), where ‘the first priority in its design and practice is to serve the purpose of promoting pupils’ learning’. Characterised by explicit learning goals, constructive qualitative feedback and continuous peer and self-assessment, AfL embraces the assumption that every student can improve. Advocacy of AfL is supported by recent research, in particular Hattie (2009), who found that out of more than 100 different instructional and contextual factors, self-assessment and feedback were the influences that had the highest impact on improved student outcomes.

Chris Davison’s comprehensive discussion of Assessment for Learning concluded with the reflection that if educational systems permitted the focus to remain on using assessment to improve learning, it would result in more trustworthy and valid assessment judgments and more independent, confident and articulate students, as well as more effective teaching and learning. For those of us frustrated by the continuing reliance on test scores of the kind provided by NAPLAN, this keynote presentation offered a welcome alternative to traditional practices.

The high standard set by Chris Davison was maintained by the other keynote speakers and workshop presenters throughout the three days. Space does not permit an account of all the workshops, but some guest reporters have included their impressions of other conference sessions elsewhere in this edition.
TESOL International Conference 2010: an eyewitness account

After lunch on the first day, Professor Kumaravadivelu from San Jose State University presented us with a conceptual model for ESL/EFL teacher education that was informed by “postnational, postmodern, postcolonial, post-transmission and postmethod perspectives”. This created much discussion about the role of pre-service teacher education in Australian universities.

On Friday morning, Professor Martin Nakata from the University of Technology, Sydney posed questions about concepts of transition for indigenous students as they negotiate their way through English and their own languages. He opened up some of the complexities involved in language and literacy learning in indigenous education. For example, he suggested that if schools are seen as successful, they necessarily teach Aboriginal students to think in ‘unAboriginal’ ways and fail to help them grow up to be essentially Aboriginal. He suggested that education should be transformative in the sense that it should create ‘purposeful thinkers’ who could reflect on both western and indigenous practices. He recognised the need for children to identify what it means to be indigenous in the 21st century, and for a new language to describe their experiences within the ‘middle ground’. Shifting cultural spaces results in new ways of knowing, and students need to be able to give expression to their ‘predicaments and dreams’.

Associate Professor Angel Mei Yi Lin from the University of Hong Kong gave a very engaging presentation about popular culture and TESOL practice, where she provided us with some conceptual tools from cultural studies so that we might design and evaluate different ways of exploiting popular culture in our own classrooms.

Friday night saw the conference dinner at the Holiday Inn, with the address by Dr Eva Bernat of the University of NSW, who spoke about redefining the language teacher for the 21st century. Over fine food, live music and a glass of wine, Dr Bernat asked us all to reflect on our profession and practice in light of the globalisation of English as a second language teaching and learning. Though her message was quite serious, her delivery was both thought provoking and highly entertaining! Take a look at the following links and reflect on the impact of Global Englishes on current teaching practices –
The 4th Annual International Free Linguistics Conference will be held at The University of Sydney, Camperdown Campus on 9–10 October 2010.

The aim of this conference is to provide scholars, researchers, postgraduate and undergraduate students with current research issues from all fields of linguistics and TESOL in an open and widely accessible forum.

For more information go to – www.freelinguistics.org/
Reflections on the ACTA conference

The arrival of refugee students with disrupted schooling and limited literacy in their first language has presented challenges for ESL and mainstream teachers.

At the ACTA Conference Jane Wallace introduced a new professional development course, Teaching refugees in my classroom, developed in 2009 by the NSW Department of Education. Jane outlined the distinctive and special needs of refugee students, and presented a powerful DVD, Surviving War, Surviving Peace, which highlighted some of the pre- and post arrival experiences of refugees. Teaching refugees in my classroom consists of five modules including: Factors affecting the learning outcomes for refugee students; Developing oral language as a bridge to literacy; Learning to read in a second language; and Teaching writing.

The course has been designed for ESL and mainstream teachers K–12. Kim Cootes from South Western Sydney Region outlined how the professional learning modules have been successfully delivered in the region.

Helen Byrne’s presentation Literacy Pedagogy for literacy refugee students documented a practical response to supporting refugee students with low literacy in the middle years of schooling at Milpera State High School in Queensland. The session explored organisational and pedagogical challenges, and how the four resources model of reading (Freebody and Luke, 1990) was used in all Key Learning Areas to support the development of reading skills. One hundred volunteers assist mainstream teachers with reading activities which enable students to understand the text they are reading and develop good reading strategies.

Kim Cootes

Associate Professor Angel Lin provided a comprehensive analysis of popular culture and described ways it can be used in the classroom to develop critical literacy skills and enhance ESL teaching and learning.

She began by describing and exemplifying the wide range of forms that popular culture takes both old and new, including; TV, magazines, film, anime, manga, magazines, video games, twitter, and Facebook.

She explained that ‘like it or not, popular culture is a major source of pleasure and meaning especially for young people who draw on popular culture ... in negotiating and constructing their identities.’

She then described the complexities and major inherent contradictions of popular culture. On the one hand popular culture describes the ordinary events of daily life (e.g., TV dramas) but on the other hand contains extraordinary escapist imagery (eg: the film Avatar). Popular magazines are appealing because they often mock the social and economic elite through sensationalized stories of the ‘rich and famous’ while at the same time reaffirming, reproducing and naturalizing mainstream ideologies – portraying as enviable the ‘good life’. Popular culture texts that appeal to young people (manga, anime, etc.) often feature strong heroines, but also frequently reproduce stereotypical sexist and racist images. Popular culture texts have the image of being creative and yet they seem to vary only within a formulaic template to ensure commercial success. Finally, and probably most important to the TESOL teacher, is the contradiction that popular culture seems deceptively easy to enjoy and yet it is the most difficult part of learning for a newcomer to society.

According to Angel Lin it is these contradictory complexities that make popular culture a valuable and engaging resource in the classroom but only if critically analysed. If popular culture texts are introduced without a critical analysis, Angel argues teachers may be reinforcing some of the stereotypes and ideologies of popular culture.

Angel then examined the role of teachers using popular culture. She compared the film Ice Age and an Ice Age scientific text to show how popular culture can be used as a bridge to school literacy. Teachers need to support students’ examination of stereotypes in texts. They need to draw connections between popular culture and real events to develop critical awareness of the media. As an example she compares the comic superheroes with the 9/11 heroes.

She suggested that popular culture can democraticise the classroom as there is a two-way transmission of
Reflections on the ACTA conference

knowledge with teachers and students learning from each other and mutually transforming each others’ identities.

She suggested a range of approaches for critically engaging students in these texts including:

- critical discussion of popular culture texts. (Using the film Shrek, she composes three new endings and asks the students to compare and discuss.)
- critical ways of thinking/acting/being/looking at the world
- developing critical reading positions
- developing the ability to write critical commentaries on popular culture texts.

In closing she showed how the Four Resources Model (Freebody and Luke, 1999) could be used as a model for designing tasks for critical engagement with popular culture texts. The aim is to move students gradually towards a critical dimension of literacy and to develop literacy skills in each of the four resource areas. She used the film Snow White and exemplified activities at each of the four levels. Here is a small selection:

Level 1: Language decoding. Find ten adjectives that describe each of the main characters
Level 2: Comprehension. What are the main problems encountered by the main character in the text?
Level 3: Active user. If you are to turn this into a radio drama what changes will you make? Why?
Level 4: Critical understanding. What are the cultural and social assumptions about women?

The lecture was incredibly engaging as Professor Lin described an extensive range of teaching strategies and popular culture texts to deeply motivate teachers to use these rich texts in the classroom.

Margaret Turnbull
ELICOS (English Language Intensive Courses for Overseas Students) is the name given to programs for international students studying English in Australia. Other countries may refer to it as EFL. ELICOS is offered by government and private institutions around Australia.

Action research in ELICOS
Six teachers from around Australia were selected to participate in a pilot program of small-scale action research projects this year on topics including motivation, extensive reading, speaking fluency and the use of electronic dictionaries. The program is supported by the University of Cambridge ESOL Examinations and Professor Anne Burns of the University of New South Wales is the key reference person for the project. The aim of the program is to equip teachers with the skills to enable them to explore and address identified issues within ELICOS then to share the outcomes with others, including a colloquium at the English Australia Conference. Details of the program are available on the English Australia website, www.englishaustralia.com.au.

ELICOS statistics for 2009
English Australia recently released a report on a survey of the ELICOS sector in 2009. The Survey of Major ELICOS Regional Markets is undertaken annually by English Australia with funding from DEEWR. The report outlined a clear picture of the overseas students and visitors who studied English with Australian ELICOS providers in schools, universities, TAFE and private colleges. More than 155,000 international students commenced English language programs in Australia in 2009, with more than 30,000 coming from China. Top five source countries also included South Korea (just under 25,000 enrolments), Japan (over 15,000), Brazil (around 10,000) and Thailand (just under 10,000). Numbers showed a decline of 4 per cent from last year, with student visa holder enrolments continuing to decrease over the first half of 2010. The executive summary of the report is available on the English Australia website.

English Australia Conference 2010
We’re gearing up for this year’s conference from 16 – 18 September on the Gold Coast, with plenary speakers Professor Jun Liu, ex-President of TESOL; cognitive neuroscientist Dr Janet Zadina; and award-winning author on learning with technology Gavin Dudeney headlining the program. We’re expecting more than 400 ELICOS teachers, trainers, managers, marketers and student services staff from around Australia and beyond to join academics and government representatives to learn with and from each other. The full program is available at www.eaconference.com.au.

Write for the EA Journal
Are you interested in professional writing and sharing your practical ideas for the classroom? We’d like to encourage teachers on any ELICOS program to contribute to the new ‘Classroom Talk’ section of the EA Journal. Topics covered in ‘Classroom Talk’ articles to date have included teaching with videos, developing communicative skills and teaching collaborative writing in EAP. To find out more about how to contribute, go to the English Australia website www.englishaustralia.com.au.

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

English Australia is the national peak body and professional association of institutions offering ELICOS. For more information on ELICOS, including details of professional development workshops around Australia, go to www.englishaustralia.com.au.
I can still remember my 5th Grade grammar book. It had a dull grey cover and contained many equally dull chapters devoted to grammatical terminology and usage. I am delighted to report that my old primary school text book bears no resemblance whatsoever to the latest e:lit publication Conversations about Text.

The focus of Conversations about Text is teaching grammar in the context of literary texts in the primary and middle years; teachers of high school students could also find it helpful. The authors, Joanne Rossbridge and Kathy Rushton, are passionate about language and literacy education and both work to support practising and pre-service teachers throughout NSW.

Informed by their belief that knowledge about grammar is knowledge about the building blocks of language, the book addresses issues around teaching grammar and how these relate to both learning to use language and learning about language.

Teachers will find this a useful addition to their professional library, not least because of the examples of classroom practice included at the end of each chapter. ESL and classroom teachers share some of their strategies and units of work in order to further demonstrate how best to work with literary texts.

The book was launched through ATESOL NSW on Thursday 22 July in Leichhardt. Guests included members of the Faculty of Education at the University of Sydney; contributing teachers and principals; and members of e:lit and ATESOL NSW.
In this column, I would like to share some quick strategies that can be used in the K–6 classroom to support literacy. In this issue, I am focusing on a drama strategy that I have found effectively supports language development and understanding.

Supporting character development with drama

In order to help students develop the language to describe and discuss specific characters, whether it be for a narrative or a review, it is important that they first understand what the character is doing and thinking and how he or she is feeling. A good way to get students thinking about these aspects is through drama.

First, read a passage from a text being studied. Next, ask students to choose one of the characters in the passage and have them think about what their character is doing and feeling during this scene and why. Here, review any important language used in the text, such as specific verbal or noun groups that would help students better understand their character.

After this, have students walk around the room silently as their character, encouraging them to move and act as their character would from the chosen passage. Go around the room and tap different students, asking them questions such as: “What are you doing?” “Why?” “How do you feel?” “What are you thinking?” These actions and responses can then be used for a discussion, for example, comparing different character interpretations, or as a stimulus for a writing activity.

Overall, I have found that having students act out a chosen character, as well as observing other interpretations of characters, enhances language used in both student discussions and writing.

An excellent resource for different drama strategies that can be used in the classroom is the book Beyond the Script: Drama in the Classroom by Robyn Ewing & Jennifer Simons.
Free Articles: Sociolinguistics Symposium 18 Article Collection
To tie in with the biennial Sociolinguistics Symposium which is taking place in Southampton this week, we’ve brought together a collection of journal articles which reflect some of the recurring themes of the conference. The collection includes free online access to articles from several journals such as Critical Discourse Studies, Journal of Multilingual & Multicultural Development, and Language & Intercultural Communication. Read the articles here: http://bit.ly/ss18article

**Sociolinguistics from Routledge**

A selection of articles related to session themes at Sociolinguistics Symposium 18

Routledge publishes a diverse range of sociolinguistic journals, covering several disciplines from discourse studies to language policy. To follow is a selection of articles which tie in with some of the recurrent session themes of this year’s Sociolinguistics Symposium.

Click on the article title to read it online. If your institution subscribes to the journal you’ll be able to read all of the articles listed, but even if they don’t we’ve chosen a selection which are free for everyone to read. We hope you enjoy this small sample of sociolinguistic publishing from Routledge.

**Language and Globalisation**

**Journal of Multilingual & Multicultural Development**
Realties and Myths of Linguistic Imperialism
Robert Phillipson
**Free until 31 October 2010**

**Translation Studies**
Introduction: Translation, Modernity and its Dissidents: Turkey as a “Republic of Translation”
Elf Daldeniz
**Free until 31 October 2010**

**International Journal of Multilingualism**
Globalisation of Language and Culture in Singapore
Viniti Vaish

**Political Discourse**

**Critical Discourse Studies**
9/11, Spectacles of Terror, and Media Manipulation
Douglas Kellner
**Free until 31 October 2010**

**Critical Discourse Studies**
Hybrid Genres and the Cognitive Positioning of Audiences in the Political Discourse of Hizbollah
Dany Badran

**English as a Lingua Franca**

**Language & Intercultural Communication**
English as an International Language: International Student and Identity Formation
Phan Le Ha
**Free until 31 October 2010**

**International Journal of Multilingualism**
English as a Lingua Franca in the Linguistic Landscape of the Multilingual Resort of S’Arenal in Mallorca
Antonio Bruyé-Olmedo & Maria Juan-Gara
**Free until 31 October 2010**

**Journal of Multilingual & Multicultural Development**
The Spread of English in Turkey and its Current Sociolinguistic Profile
Seran Dogancay-Aktuna
**Free until 31 October 2010**

**European Journal of English Studies**
New Englishes as Post-geographic Englishes in Lingua Franca Use
Allan James

**European Journal of English Studies**
English as a Language Always in Translation
Alastair Pennycook
Sociolinguistics Symposium 18 Article Collection

Language and Migration

**Journal of Multilingual & Multicultural Development**
Choosing a School in a ‘Double Minority’ Context: Language, Migration and Ideologies in French Ontario
Gilles Farkot

**Journal of Multilingual & Multicultural Development**
Ethnolinguistic Vitality and Language Use Amongst Eastern European Migrants in East Anglia
Sebastian M. Rasinger

**International Journal of Multilingualism**
The Fate of a Migrant Language in Northern France: (1880 - 1914): Flemish in Song Repertoire
Ellen Declercq & Lieven D’Hulst

**Translation Studies**
Knowing One’s Place: Travel, Difference and Translation
Michael Cronin & Kien Nghi Ha

Language Policy

**Language Matters**
Language Policy Incongruity and African Languages in Postapartheid South Africa
Anne-Marie Beukes

**Free until 31 October 2010**

**Journal of Multicultural Discourses**
Internationalising Japan: Nihonjinron and the Intercultural in Japanese Language-in-Education Policy
Anthony J. Liddicoat

**Free until 31 October 2010**

**Southern African Linguistics & Applied Language Studies**
Language Policy and Speech Practice in Cape Town: An Exploratory Public Health Sector Study
Michelle Williams & Simon Bekker

**Language & Intercultural Communication**
United in Diversity: British and German Minority Language Policies in the Context of a European Language Policy
Daniela Hanno

Bilingualism

**Journal of Multilingual & Multicultural Development**
Acculturation in Relation to the Acquisition of a Second Language
Mei Jiang, Raymond J. Green, Tracy B. Henley & William G. Mosten

**Free until 31 October 2010**

**International Journal of Multilingualism**
Metrolinguism: Fixity, Fluidity and Language in Flux
Emi Otsuji & Alistair Pennycook

**Southern African Linguistics & Applied Language Studies**
Shona-English Code-mixing in the Speech of Students at the University of Zimbabwe
Pedzai Mwashiri

**Free until 31 October 2010**

**Journal of Quantitative Linguistics**
Measuring the Semantic Distance Between Languages from a Statistical Analysis of Bilingual Dictionaries
Martin C. Cooper

Key Books of Related Interest

**The Routledge Sociolinguistics Reader**
Edited by Miriam Meyerhoff & Erik Schleef
June 2010 | 246x189 | 512 pages
Hardback | 978-0-415-46956-2 | £80.00
Paperback | 978-0-415-46957-9 | £24.99

**Language, Society & Power**
Third Edition
Annabelle Mooney, Jean Steiwell Pececi, Suzanne Labelle, Berit Henriksen, Eva Eppler, Satori Soden, Pia Pichler & Andrea Irwin
December 2010 | 246x174 | 272 pages
Hardback | 978-0-415-57658-1 | £60.00
Paperback | 978-0-415-57659-8 | £18.99
National Digital Learning Resource Network

Formerly known as The Le@rning Federation the National Digital Learning Resources Network develops and licenses digital curriculum resources to support teaching and learning across all levels of schooling.

The Teacher resources section of the website contains a PDF catalogue of all the collections, which bring together up to 30 interactive, assessment and other digital curriculum resources with similar themes and subthemes related to the curriculum.

A Teacher Support Resources catalogue contains details of resources, teacher ideas and units of work developed by the network to date.

The Units of Work are teacher-developed learning sequences that describes the knowledge, skills and understandings students cover in a topic.

Teacher Ideas show how teachers across Australia are using digital curriculum resources to inspire and challenge students.

Educational authorities, in both Government and non-government sectors of all Australian states and territories and in NZ have responsibility for facilitating access to the pool of digital content. For details on how to access the content outlined listed in the catalogues, including technical and software requirements go to the National Digital Learning Resources Network website: www.thelearningfederation.edu.au

English and Literacy - Dream Machine for Years 5–9

A section from The Playground for Years P–2
A plea to all ATESOL members

Dear Colleagues,

I am urgently seeking participation in a brief online survey.

So far the response has been disappointing, and as a result I do not have enough respondents for the study.

A few moments of your time would greatly assist with this small-scaled study which will attempt to examine how TESOL teachers in NSW have begun to integrate Information and Communication Technology (ICT) into everyday classroom practice in TESOL NSW institutions. Specifically, the research issue will be explored focusing on three dimensions that are relatively influence the process of integration ICT into TESOL context.

These dimensions are: TESOL teachers’ use of ICT applications and extent of its use, teachers’ beliefs about ICT use in their teaching practice and teachers’ experience in participation of professional activities to obtain and practice knowledge and skills in ICT use.

It is a pilot study for a later PhD research project into the potential of on-line tools in teaching different linguistic and communication aspects of language. The study has been approved by the Macquarie University Ethics Committee. The research outcomes will also be published in ATESOL newsletter and available to ATESOL members and other TESOL teachers, participating in the survey.

I would be most grateful for your participation; the survey will take around 15 minutes to complete. Your responses will be automatically compiled in a spreadsheet and cannot be linked to you.

To contribute to the survey go to: surveymonkey.com/s/BF922DP

If you have any questions about the survey please, feel free to get in touch via email: mypersonagrata@hotmail.com

Best wishes,
Natalie Mitzikis, Higher Research Post Graduate Student
Macquarie University

ARE YOU INTERESTED IN JOINING COUNCIL?

ATESOL NSW members are welcome to attend any of our Council meetings.

The remaining meeting dates for 2010 are on the following Tuesdays:

26 October and 30 November

All meetings take place from 5.30 – 6.30 pm at the Professional Teachers’ Council NSW Conference Centre, 101 – 105 Norton St, Leichhardt which is located in the grounds of Leichhardt Public School which is situated on the corner of Norton and Marion Streets Leichhardt NSW.

Light refreshments are provided during the meeting and you assured of a warm welcome.

Please contact Shreela Pradhan at the PTC NSW office on (02) 9564 3322 or shreela.pradhan@ptc.nsw.edu.au to advise us that you will be attending.

You are also welcome to discuss Council membership with any of the ATESOL NSW Councillors.

See contact details for ATESOL NSW Council members on page 2 of this newsletter.

For additional information about ATESOL NSW go to: www.atesolnsw.org
October


7–10. (North America) ANUPI-TESL/MEXICO, Reaching New Professional Heights in EFL & ESL. Dorado Pacific Hotel, Ixtapa-Zihuatanejo, Mexico. Email: asociacion@anupi.org.mx Web: www.anupi.org.mx


8–9. (North America) Georgia TESOL, Beyond Borders, Hyatt Regency Hotel, Atlanta, Georgia, USA. Email: hboldt@emory.edu Web: www.gatesol.org/new

9. (Asia and Oceania) 2010 PK ETA International Conference, Reflections on Communicative Language Teaching in Asian Contexts. Busan National University of Education, Busan, Korea. Email: chongwonpark@pknu.ac.kr Web: www.pketa.org/C_1_8.html

14–16. (North America) AFDECE 9th International Colloquium, The Integration of Culture Into the Language Class: Theory, Training and Practice, McGill University and Universidad Simon Bolivar, Barranquilla, Atlantico, Colombia. Email: asocopi@yahoo.com Web: www.asocopi.org

14–17. (Central and South America) ASOCOPI, Seeking Alternatives in EFL Classrooms: The Need for Inclusive Curricula. Universidad Simon Bolivar, Barranquilla, Atlantico, Colombia. Email: asocopi@yahoo.com Web: www.asocopi.org

16–17. (Asia and Oceania) Korea TESOL, Advancing ELT in the Global Hotel, Sookmyung Women’s University, Seoul, South Korea. Email: proven.method@gmail.com Web: www.kotesol.org/t?q=PAC2010

18–19. (Asia and Oceania) TARC International Conference. Emerging Trends in Higher Education Learning and Teaching. Tun KU Abdul Rahman College, Petaling Jaya, Malaysia. Email: tic2010reg@mail.tarc.edu.my

22–23. (Asia and Oceania) INGED, The 14th International INGED ELT Conference: Piecing it Together. Suleyman Demirel University, Isparta, Turkey. Email: 2010ingedconference@gmail.com Web: www.inged.org.tr

27–29. (Africa and the Middle East) First Conference on ELT in the Islamic World: English Language Teaching in the Islamic World, Tehran, Iran. Email: elt2010ili@gmail.com Web: www.ili.ir/

28–30. (North America) TESL Ontario, Research and Teaching: A Collaborative Process. Sheraton Centre Toronto, Toronto, Ontario, Canada. Email: conference@teslontario.org Web: www.teslontario.org/conference

November

1–3. (Asia and Oceania) TEFLIN, Revitalizing Professionalism in ELT as a Response to the Globalized World. Bandung, Jawa Barat, Indonesia. Email: dsukyadi@upi.edu Web: www.balaubahasa.upi.edu/teflin

4–7. (North America) MexTESOL, Revolutionary Teaching, Independent Learning. Cancun, Quintana Roo, Mexico. Email: piawhite@hotmail.com Web: www.mextesol.org.mx

5–6. (North America) Colorado TESOL (COTESOL), Imagining the Possible. Red Lion Hotel Denver South Denver Southeast, Denver, Colorado, USA. Email: larryfisher@colorado.edu Web: www.colorado.edu/iec.cotesol

11–13. (North America) La Societe Pour La Promotion de L’enseignement de L’anglais, Langue Seconde, Au Quebec (SPEAQ), Reach - Teach - Inspire! Lodging at Quebec Hilton, Quebec City, Canada. Email: speaqqc.ca Web: www.speaqqc.ca


12–14. (Asia and Oceania) English Teachers’ Assoc – Rep of China, Methodology in ESL/EFL Research and Instruction, Taipei, Taiwan. Email: etaroc2002@yahoo.com.tw Web: www.eta.org.tw

19–20. (Europe and Eurasia) TESOL – Italy, Language Flows SGM Conference Center, Rome, Italy. Email: tesolitaly@gmail.com Web: www.tesol.it


December

1–3. (Asia and Oceania) GLoCALL 2010, Globalization and Localization in Computer-Assisted Language Learning, Universiti Malaysia Sabah, Kota Kinabalu, Sabah, Malaysia. Email: programs@glocall.org Web: glocall.org/

4. (Asia and Oceania) Applied Linguistics, Association of Korea (ALAK) International Conference, Interdisciplinarity in Applied Linguistics, Korea University, Seoul, Korea. Email: alaksecretary@gmail.com Web: www.alak.or.kr
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:
- e-bulletin updates on events
- positive support for teachers
- practical classroom assistance
- regular seminars and workshops
- reduced registration rates to ACTA/ATESOL Conferences
- reduced rates to professional development activities
- affiliation with national and international associations
- regular newsletters
- relevant publications
- up-to-date information about TESOL opportunities
- special interest groups (SIGS)

Contributions to the newsletter
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Advertising rates for 2010 – 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