SUCCESSFUL LANGUAGE LEARNERS:
Whole school focus on ESL

English language is the key to success for migrant and refugee children who are learning English as an additional language. Being able to understand and communicate, and develop higher order oracy and literacy skills is essential for success at school and in the wider community.

Successful Language Learners (SLL): Whole school language and literacy practices is one of 29 pilot projects funded by the National Council of Australian Governments (COAG) in 2008 to investigate ways of improving learning outcomes for students in low socio-economic status (SES) communities, with a particular focus on literacy and numeracy achievement. The only national project focusing on ESL students, including refugees, SLL sought to identify strategies that would improve the English language learning of these students.

Eleven schools in both the public and Catholic education sectors were selected to trial strategies in four reform areas:

• Targeted support for students to improve the English language, literacy and numeracy performance of ESL students, including refugees
• Professional learning for teachers to develop their knowledge, skills and understanding in effective ESL, literacy and numeracy teaching
• School leadership development to drive change in schools
• Establishment of schools as centres for community activity to more actively engage the parent communities.

These schools shared the following characteristics: low SES school communities; significant numbers of students learning English as a second (or additional) language (ESL), including refugee students; and high needs for support on the basis of national literacy and numeracy assessments.

Details of the project rationale and implementation were published in the ATESOL NSW Newsletter, SLL.

OUTCOMES
Student learning outcomes

For the purpose of consistent tracking of student learning outcomes across the project schools, three measures were used: ESL Scales, the SLL Assessment Banks and NAPLAN.

To capture achievement data about individual students over time, schools have other measures, including Best Start, Schedule for Early Number Assessment (SENA), reading records, checklists and other school-based assessment tasks, work samples and rubrics.
In this edition we follow the project Successful Language Learners (SLL): Whole school language and literacy practices through to its conclusion, and document the outcomes from the two years of action research. The project (described in our June 2010 edition) examined ways of improving English language learning outcomes for ESL students, including refugees, in eleven government and Catholic schools across Sydney. The report identifies key outcomes in successful language learning, including effective assessment practices, the pivotal role of the ESL teacher and the promotion of schools as centres for community involvement. The findings from a study such as this – the first of its kind – are enormously significant for all ESL educators.

The ATESOL NSW mission is “to advocate on behalf of and improve educational outcomes for learners of English as an additional language or dialect (EAL/D), including Aboriginal and Torres Strait Islander students who speak traditional Indigenous languages, creoles and varieties of Aboriginal English.” We are pleased to publish the executive summary of the ACTA submission to the Inquiry into Language Learning in Indigenous communities, reflecting ACTA’s role in advocating for equity of access for all language learners in Australia.

ATESOL NSW also aims to promote collaboration between educators through the professional learning workshops held throughout the year. It is always heartening to see how many teachers are prepared to give up their Saturday mornings to share their experiences or to come along and engage in professional dialogue with their colleagues. A report from last month’s workshop on Grammar K–3 is included in this edition, along with some useful teaching strategies.

In the next edition – the last one for 2011 – we will focus on celebrations. As the year draws to a close we can reflect on the successes of the year and record some of the ’wins’. If you would like to share some of your reasons to celebrate, we would love to hear from you!
ATESOL NSW has participated in a number of important state and national meetings and consultations over recent months. Details of these are listed below for your information.

**Australian Curriculum, Assessment and Reporting Authority (ACARA)**
ATESOL NSW, in conjunction with other state and territory TESOL associations under the auspices of the Australian Council of TESOL Associations (ACTA), has continued to work closely with ACARA in the development of the Australian Curriculum.

**ACTA submission on the ACARA general capabilities**
An ACTA submission on the draft general capabilities was compiled by a working group from the state and territory TESOL associations. The submission can be viewed on the ACTA website at www.tesol.org.au/Issues/Australian-Curriculum

**Survey feedback on the ACARA cross curriculum priorities**
The ACARA consultation around the draft cross curriculum priorities closed in early September. Two of the three cross curriculum priorities in particular (‘Aboriginal and Torres Strait Islander histories and cultures’ and ‘Asia and Australia’s engagement with Asia’) are very relevant to the work of teachers of students who are learning English as an Additional Language or Dialect (EAL/D). I can make my personal feedback on the draft ACARA cross curriculum priorities available to members upon request.

**EAL/D support materials for F-10**
The first portion of the Australian Curriculum EAL/D Teacher Resource, comprising an introduction, the language learning progression in two views, a summary of advice for teachers when teaching the Australian Curriculum (drawn from the learning area annotations), a glossary and references, is available on the ACARA website at www.acara.edu.au/curriculum/eald_teacher_resource/eald_teacher_resource.html (Click on the link in the first line to download the pdf.)

The annotations to the content descriptions for each learning area along with annotated EAL/D student work samples will be published on the Australian Curriculum website later this year.

Interested people and groups have been invited to provide feedback on the ACARA EAL/D Resource. This feedback will inform any revisions made as final publication options are considered.

**Senior Secondary EAL/D**
Following a national consultation forum held at Sydney airport on 2 August, the next writing phase of Senior Secondary English for the Australian Curriculum is currently under way.

At the forum, ACARA’s General Manager Curriculum Rob Randall provided an overview of the timeline for the development of the Senior Secondary English subjects, as follows:

- August – October 2011 – refinements to the four English subjects
- November 2011 – National Consultation Forum
- March 2012 – revised subjects available for public consultation
- July 2012 – National Consultation Forum (final review)
- October 2012 – senior secondary English curriculum published.

**Successful Language Learners: Whole school focus on ESL**

**ACTA Submission — Executive Summary**

**Correspondence — Australian Curriculum**

**Cairns Conference update**

**Grammatically Speaking**

**Multicultural Perspectives from Australia, Canada and China**

**Harmony Poster Competition**

**Less blog fear with the Fearless Rap blog**

**K–6 Corner**

**Teaching Teachers — Beverly Hills Girls’ High School**

**New resources**

**CLE/SOL 2012 and Member News**

**International Conferences and Events**

**ATESOL membership form**
Mr Randall identified the Australian Curriculum components of the Senior Secondary Curriculum as follows:

- rationale and aims
- content descriptions
- learning outcomes
- levels of achievement.

He emphasised that it will be the responsibility of the states and territories to turn the Senior Secondary English Curriculum into courses, and that it might take until 2015 for this to happen. He reiterated that, as well as the implementation of the curriculum by way of syllabuses, course specifications, and programs of learning, the state and territory authorities will continue to hold responsibility for assessment, examinations and calculation of students’ ATARs.

Additionally, and of particular interest to ATESOL members, Mr Randall stated that the determination of student eligibility for the EAL/D course would remain a state/territory decision.

Australian Institute for Teaching and School Leadership

As well as promoting AITSL’s Leading Curriculum Change national professional learning program to members of all state and territory TESOL associations, ACTA has responded to AITSL’s invitation to submit a proposal to develop additional documentation and resources to support implementation of the National Professional Standards for Teachers in 2012 and 2013.

For more information about the National Professional Standards and AITSL support materials and programs, visit their website at www.aitsl.edu.au/

National Education Forum

Federal Education Minister Peter Garrett was a guest speaker at the National Education Forum (NEF) meeting held in Sydney on 23 July. In his presentation, the Minister addressed both the Australian Curriculum and the National Professional Standards.

In regard to criticisms of the Australian Curriculum and the process for consultation, Minister Garrett asserted that the ACARA consultations are “adequate and comprehensive”. He outlined the scope of the AITSL Stakeholder Forums conducted throughout 2011, and he also made a commitment to hold regular meetings with the NEF and to include an NEF representative in the post-meeting briefings of the Ministerial Council.

In regard to questions raised about a professional development “vacuum” in relation to the proposed implementation of the Australian Curriculum, Minister Garrett countered: “We’re not running the schools, and we’re not training the teachers.”

Minister Garrett also flagged reforms to Commonwealth funding arrangements.

Inquiry into language learning in Indigenous communities

Six of the eight state and territory TESOL associations (including ATESOL NSW) provided extensive input into ACTA’s submission to the House of Representatives Standing Committee on Aboriginal and Torres Strait Islander Affairs Inquiry into language learning in Indigenous communities. The issues involved in this inquiry are complex and important, and I would encourage all ATESOL NSW members to take a moment to read the Executive Summary from the ACTA submission which has been reprinted here. The full submission is available on the ACTA website at www.tesol.org.au/Issues/Aboriginal-and-Torres-Strait-Islander-Education

ATESOL NSW activities in Term IV

For more information about our professional development and other activities, visit the ATESOL NSW website at www.atesolnsw.org.

Robert Jackson
EXECUTIVE SUMMARY

ACTA is firmly committed to the position that the specific English language and literacy learning needs of all Aboriginal and Torres Strait Islander students must be acknowledged and addressed in educational programs and initiatives in order to achieve the objectives outlined in the Australian Government’s Indigenous Languages – A National Approach document, the MCEECDYA Aboriginal and Torres Strait Islander Education Action Plan (2010–2014), and the Australian Curriculum.

In conjunction with Language Revival projects and programs for the revitalisation, renewal and reclamation of traditional/heritage Aboriginal and Torres Strait Islander languages, educational authorities and institutions must adopt a targeted and thoroughgoing approach to the teaching of Standard Australian English to Aboriginal and Torres Strait Islander students who speak a traditional/heritage language, creole or variety of Aboriginal English as their home language. These students are learners of English as an additional language or dialect (EAL/D).

Recognising and valuing the actual home language backgrounds of Aboriginal and Torres Strait Islander students and catering to their specific English language learning needs are essential components in seeking to bridge the gap in educational outcomes and achievements for these students in order to maximise their learning opportunities and life chances and create cultural connection, strengthened intergenerational relationships and community building.

In order to learn Standard Australian English – and to learn about, in and through this variety of English – and to facilitate their successful transition into mainstream curricula, Aboriginal and Torres Strait Islander EAL/D learners at all year levels require targeted instruction and support from specialist English as a second language (ESL) teachers, where these are available, the provision of appropriate ESL teaching and learning pathways, programs and resources, and access to trained Aboriginal and Torres Strait Islander education workers.

However, ACTA also recognises the imperative that many Aboriginal and Torres Strait Islander students who are learning English as an additional language or dialect in Australian classrooms will do so without access to specialist EAL/D or ESL instruction or support. The EAL/D support materials which have been developed for the Australian Curriculum by the Australian Curriculum, Assessment and Reporting Authority (ACARA), in conjunction with existing state and territory ESL teaching and learning documents and resources that specifically address the particular learning contexts and needs of Aboriginal and Torres Strait Islander students who are learning English as an additional language or dialect, provide guidance to all teachers to support these students to access the content and skills of their learning areas (including subject specific language and literacy) and to develop general language proficiency in Standard Australian English.

The EAL/D language learning progression developed by ACARA describes key phases in English language learning for students whose home language is not English and demonstrates the “bridge” into each of the Australian Curriculum learning areas for this particular cohort. The accompanying annotations to the learning area content descriptions and annotated EAL/D student work samples will assist teachers to identify some of the linguistic and cultural demands of the curriculum and to cater more effectively to the English language learning needs of Aboriginal and Torres Strait Islander students in their classrooms who are learning English as an additional language or dialect.

The development of a world-class educational curriculum requires a cutting-edge understanding of the impact of increasing globalisation on languages and modes of communication, on the complexities of cultural transmission and cross-fertilisation within and across national borders, and on the optimal and most ethical strategies for the teaching of English as a global language. Most important, however, is that the curriculum affords equity of access and equal entitlement for all learners. To this end, ACTA has worked in extensive collaboration with ACARA in the ongoing development and implementation of the Australian Curriculum and the planning and facilitation of programs and strategies which will better equip all Australian teachers to understand and utilise the diverse skills, abilities, experiences and cultural understandings of EAL/D learners in their classrooms, including Aboriginal and Torres Strait Islander students, and to assist these students in their English language learning journey.
BOARD OF STUDIES NSW  
ASSOCIATION OF INDEPENDENT SCHOOLS OF NSW  
CATHOLIC EDUCATION COMMISSION  
DEPARTMENT OF EDUCATION AND COMMUNITIES  

MEMORANDUM TO PRINCIPALS

Dear Principal

AUSTRALIAN CURRICULUM

On 9 August 2011 the Minister for Education, the Hon. Adrian Piccoli MP, announced that NSW schools would not be required to begin preparation for the implementation of the Australian Curriculum in 2012.

The NSW approach to curriculum implementation allows for the development and publication of syllabuses and support materials by the Board of Studies NSW. Systems and schools take responsibility for teachers’ professional learning to introduce the new materials and help assure the quality of student learning that should occur as a result of new curriculum.

The Minister’s announcement entails the NSW syllabuses and support materials for the Australian Curriculum in English, Mathematics, Science and History K-10 being developed through detailed and comprehensive consultation over the remainder of 2011 and 2012. This will allow for the professional learning aspects of implementation to occur in 2013.

The Minister’s announcement also indicates that the schedule of implementation, including the order of implementation across subject areas, will be developed in consultation with all stakeholders, and will consider the availability of resources necessary for teachers’ professional learning. The Board of Studies NSW will keep schools informed of developments in this regard as they occur. Updates are provided through the Board Bulletin at: [http://news.boardofstudies.nsw.edu.au](http://news.boardofstudies.nsw.edu.au)

A joint memorandum issued to schools in December 2010 set out the NSW approach to various aspects of the Australian Curriculum. The draft NSW syllabuses for the Australian Curriculum embodying this approach can be viewed at: [http://www.boardofstudies.nsw.edu.au/australian-curriculum/phase-1/k-10.html](http://www.boardofstudies.nsw.edu.au/australian-curriculum/phase-1/k-10.html)
Preparations for the 2012 ACTA International Conference are now in full swing. The conference program will feature a broad range of strands and exciting keynote presentations along with workshops, colloquia and poster sessions relevant to ESL, EFL and Aboriginal and Torres Strait Islander educators at all levels and across all sectors. Our keynote speakers have been finalised and abstract submissions are now open.

With an average daily July temperature of 26 degrees, Cairns is the ideal destination for a (fully tax-deductible!) winter break. Partners’ programs and pre- and post-conference tour packages have been specially negotiated for our delegates and their families.

Located only 10 minutes from the city centre, Cairns International Airport is Australia’s gateway to the Asia Pacific. There are direct flights to Cairns from all Australian capital cities with Qantas, Virgin Blue and Jetstar and international flights with onward connections to Europe and North America with Qantas, Cathay Pacific, Jetstar, Continental Airlines, Air New Zealand and Air Nuijini.

**Venue**

Our conference venue is the state of the art Cairns Convention Centre. Situated on Trinity Inlet just a stone’s throw from Cairns Pier and the CBD, the Centre was Australia’s first environmentally designed major public building. Ecofriendly features include solar water heating, rainwater storage and water flow restrictors, and energy-saving shading devices.

The Welcome Reception will be held on the Outdoor Plaza on the Exhibition level of the Convention Centre on Monday evening 2 July following the pre-conference Pronunciation Symposium. Overlooking the main waterway and Cairns harbour with spectacular views across to the wilderness highlands of the Yarrabah peninsula, delegates attending this function will be treated to a special cultural performance which is sure to be a conference highlight.

**Program**

Our conference title is ‘Ethics, Equity and Ecology – TESOL as a Global Trade’. Along with a strong practical focus on effective pedagogies for English language learning, conference papers will explore issues relating to language rights, first language maintenance and multilingualism as they apply to the profession of English Language Teaching in both local and overseas contexts.

In addition, an ACTA colloquium and round table forum of educational managers from the states and territories have been scheduled to explore some of the intersections between Aboriginal and Torres Strait Islander home languages, Aboriginal and Torres Strait Islander language education initiatives, and TESOL, in order to map a way forward in the provision of appropriate educational support for Aboriginal and Torres Strait Islander students who are learning English as an additional language or dialect.

**Key dates**

- Abstract submission deadline – 1 March 2012
- Early Bird registration closing date – 20 April 2012
- Final program available – 30 April 2012
Cairns Conference Update

The conference dinner on the Wednesday night is sure to be a memorable occasion. The venue and theme will remain a closely guarded secret; however, guests are guaranteed an up close and personal encounter with some of the natural wonders of this tropical paradise!

Speakers
We are extremely excited to host an outstanding line-up of international and home-grown Keynote speakers:

- Professor Robert Phillipson
- Dr Tove Skutnabb-Kangas
- Professor Suresh Canagarajah
- Professor Gillian Wigglesworth and Dr Jane Simpson
- Juanita Sellwood and Denise Angelo.

Featured speakers will include the immediate Past President of TESOL International, Brock Brady, who is attending as the TESOL International representative, and Professor Tracey Derwing, the Keynote presenter for our pre-conference Pronunciation Symposium.

Pronunciation Symposium
‘Teaching and learning pronunciation: Local and global perspectives on research and practice’ is the title of the symposium to be held on Monday 2 July, with leading national and international educators and researchers in the field taking part:

- Professor Tracey Derwing
- Dr John Field
- Professor Andy Kirkpatrick
- Dr Helen Fraser
- Associate Professor Ee Ling Low
- Associate Professor Lynda Yates.

The 2012 ACTA International Conference in Cairns is being hosted by ATESOL NSW. To submit an abstract, or to register, visit the conference website at – www.astmanagement.com.au/acta12/

The Conference Committee

Dr Tove Skutnabb-Kangas is a world-renowned linguist and author who in the mid-1980s originated the concept of ‘linguicism’, or linguistically-argued racism, which she defined as follows: ‘ideologies and structures which are used to legitimate, effectuate, and reproduce unequal division of power and resources (both material and non-material) between groups which are defined on the basis of language.’ Dr Skutnabb-Kangas has recently been working on projects in Nepal and India where Indigenous children are being taught through the medium of their mother tongues.

Robert Phillipson is Professor Emeritus of the Department of International Language Studies and Computational Linguistics at the Copenhagen Business School. An advocate for multilingual education and linguistic rights, his groundbreaking 1992 book *Linguistic Imperialism* continues to generate substantial discussion and debate about the ethics of English language teaching. In 2010, Professor Phillipson was joint recipient of the Linguapax Prize, an award presented for ‘outstanding contributions in the promotion of linguistic diversity, the revitalization of linguistic communities, and the fostering of multilingual education.’

Suresh Canagarajah is Edwin Erle Sparks Professor in Applied Linguistics and English at Pennsylvania State University. His multidisciplinary research in the fields of sociolinguistics, rhetoric and composition, and migration studies, and publications including *Resisting Linguistic Imperialism in English Teaching* (1999) and *A Geopolitics of Academic Writing* (2002) have received numerous awards. From 2004–2009 Professor Canagarajah edited *TESOL Quarterly*, the flagship journal of TESOL International. He is currently President of the American Association for Applied Linguistics.

Dr Jane Simpson is Chair of Indigenous Linguistics and Head of the School of Language Studies at the Australian National University. Dr Simpson has carried out fieldwork on Indigenous Australian languages.
since 1979 and studies the structure and use of several Australian Aboriginal languages: Warumungu, Kauarna and Warlpiri. She has worked on land claims in the Tennant Creek area, on the maintenance of Aboriginal and Torres Strait Islander languages and on establishing electronic archives of text and audio-visual material.

**Professor Gillian Wigglesworth** has been Head of the School of Languages and Linguistics at the University of Melbourne since 2005. With Dr Simpson, she worked on the Aboriginal Child Language Acquisition Project, an Australian Research Council-funded longitudinal study of Aboriginal children in remote communities in Central and Northern Australia who are acquiring creoles, English and traditional languages.

**Juanita Sellwood** is a lecturer at the Cairns campus of James Cook University in the School of Education. She teaches in the areas of Cultural Diversity and Studies of Society and the Environment and is a member of the ACARA EAL/D Working Group. Juanita was born in Cairns and her family heritage links to the Indigenous Australian community of Masig (York Island) in the Torres Strait. Before working in tertiary education, Juanita was a primary school teacher in Cairns.

**Denise Angelo** is a Language Project Officer working in Far North Queensland in the ESL Unit of Education Queensland. Her teaching experiences range from being a Year 2 classroom teacher through to teaching adults at TAFE and university. She has also worked as a linguist for an Aboriginal Language Centre supporting traditional language programs, interpreter training, and language research, resource production and training for approximately 30 languages throughout the Katherine region in the Northern Territory.

**Dr Tracey Derwing** is a professor of TESL in the Department of Educational Psychology at the University of Alberta and Co-Director of the Prairie Metropolis Centre for Research on Immigration, Integration and Diversity. Professor Derwing prepares teachers who plan to teach English as a second or foreign language and she has also conducted large-scale studies on the settlement experiences of refugees in Canada. Dr Derwing has served as an editor of the *TESL Canada Journal* and more recently of the *Canadian Modern Language Review*.

**Brock Brady** is the Programming and Training Education Specialist for the United States Peace Corps and immediate Past-President of TESOL International. Brock served as Coordinator then Co-Director of the American University TESOL Program in Washington DC for 12 years, developing and enhancing academic programs and designing and teaching graduate level teacher education courses. He has directed English Language Programs for the US State Department in Burkina Faso and Benin, was a Fulbright Scholar in France, and served as a Peace Corps Volunteer in Togo.
SUCCESSFUL LANGUAGE LEARNERS:
Whole school focus on ESL

...continued from page 1

1. ESL Scales outcomes

All ESL students K-6 were assessed using the ESL Scales four times during the project. These results were used to guide programming to meet identified language learning needs.

At the commencement of the project, a high proportion of ESL students had very low levels of English language skills in all three strands of Oral interaction, Reading and Responding and Writing and only a small number of students were assessed at the higher levels of English language proficiency. By the end of the project, a higher proportion of students had moved to higher levels of English language skills in all three strands and significantly fewer students were assessed as having very low levels of English.

Figure 1 below shows an example of a case study of an individual student, showing her growth on the ESL Scales.

Figure 1: ESL Scales case study

CASE STUDY

ESL Scales – Individual Student Assessment

Student profile:
Year at school: 5
Gender: F
Country of birth: Afghanistan
Language spoken at home: Pashto
Refugee: Yes
Length of time in an Australian school: 1 year

<table>
<thead>
<tr>
<th>ESL Scales by strand</th>
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</thead>
<tbody>
<tr>
<td>Oral</td>
</tr>
<tr>
<td>Term 4, 2009</td>
</tr>
<tr>
<td>Term 2, 2010</td>
</tr>
<tr>
<td>Term 4, 2010</td>
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</tbody>
</table>

“I thought I understood what my ESL kids could do but when I looked at their performance against the ESL Scales, I realised there were things they could do I was not aware of and things they hadn’t mastered I assumed they had.”

Year 1 teacher in a government school.

2. SLL Assessment Bank outcomes

All students in Years 3-6 were assessed four times using the SLL Assessment Banks, specifically designed reading and numeracy assessment tasks, constructed from past items of the NSW Basic Skills Tests (BST) and validated against the BST reporting scale.

Overall, the data from the SLL Assessment Banks shows that for all schools in the SLL project there was positive growth in both Reading and Numeracy. This was evident at all year levels between SLL Assessment Banks 1 and 4. Based on historical data from the BST between 1996 and 2007, the growth for all students in this study was better than expected compared to state figures for BST.

Figure 2 shows the actual growth in scale scores for matched students compared to the expected growth based on BST data for both Reading and Numeracy. Matched students are students who completed all four assessment banks over the two year period.
3. NAPLAN results

Successful language learners:
Whole school focus on ESL

Analysis of the NAPLAN results for matched students who were in Year 3 in 2008 and Year 5 in 2010 shows significant growth across the SLL group of schools. While the average results for all schools across the state shows major growth, as would be expected for students from Year 3 to Year 5, the growth for the SLL group of schools as a whole was even greater. This pattern was consistent across all four areas of Literacy: Reading; Writing; Spelling; Grammar and Punctuation; and in Numeracy.

Figure 3 below shows the average growth in scale scores for matched students who sat for the NAPLAN test in Year 3 in 2008 and Year 5 in 2010.

Figure 3: Mean growth in NAPLAN scale scores for matched students in Year 3, 2008 and Year 5, 2010: comparison between all schools in NSW and SLL group of schools

<table>
<thead>
<tr>
<th>Literacy Area</th>
<th>State</th>
<th>SLL Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>83.4</td>
<td>92.3</td>
</tr>
<tr>
<td>Writing</td>
<td>66.1</td>
<td>73.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>82.6</td>
<td>91.9</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>94.8</td>
<td>122.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>88.8</td>
<td>100.4</td>
</tr>
</tbody>
</table>
SUCCESSFUL LANGUAGE LEARNERS: Whole school focus on ESL

Together, these three main measures of student achievement underline the significant improvements made by students over the course of the project and demonstrate the major impact that ESL pedagogy can have on the language learning of ESL students.

What has emerged over time?
The findings of the SLL national pilot project have highlighted the importance of implementing a number of strategies which together provide an informed and balanced whole school approach to improve the English language, literacy and numeracy performance of students who are learning English as a second language.
The results from this research project will allow a reappraisal of the way schools implement ESL strategies and programs to support the language learning needs of ESL learners, including refugees.
The following table consists of a range of successful SLL strategies. To promote changes in school practice, school teams may wish to use this collective approach to begin discussing and investigating ways to achieve positive outcomes for ESL students including refugees in their schools.

<table>
<thead>
<tr>
<th>Targeted support for students</th>
<th>Professional learning for teachers</th>
</tr>
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<tbody>
<tr>
<td>The ESL expert in the school is pivotal in leading the professional learning of all teachers at the school. This can be achieved in a variety of ways by:</td>
<td>Providing professional learning in ESL pedagogy, led by an ESL expert is essential for developing teachers' skills. The content and delivery provided at each school will vary, according to the needs of the staff, however, the main focus should include:</td>
</tr>
<tr>
<td>• providing daily in-class coaching through demonstration lessons to class teachers</td>
<td>• the ESL Scales incorporating the key theories about the nature of second language acquisition</td>
</tr>
<tr>
<td>• coordinating and developing whole class and individual language learning plans that embed a focus on language and identify the specific language learning needs of targeted ESL students at risk</td>
<td>• developing teachers’ understandings of the language learning needs of ESL learners, refugees and appropriate teaching practice</td>
</tr>
<tr>
<td>• ensuring a strong focus on the language of maths while developing numeracy proficiency for ESL learners</td>
<td>• collaboratively planning with an ESL specialist to develop individual language learning plans and whole class language learning plans to meet individual needs in a mainstream context</td>
</tr>
<tr>
<td>• identifying targeted at risk ESL students to receive additional support eg. after-school homework support</td>
<td>• analysing and using data to inform teaching, planning and set future directions to improve student learning outcomes.</td>
</tr>
<tr>
<td>• using the ESL Scales to identify the specific language learning needs of students.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>School leadership development</th>
<th>Establishment of schools as centres for community activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>School leadership teams drive the four areas of the project by:</td>
<td>An increased effort in schools is essential to provide activities of relevance to parents, to support the learning of their children, particularly for their own learning, and to promote schools as centres for community activity. This can be accompanied by:</td>
</tr>
<tr>
<td>• leading planning and setting future directions by analysing relevant data</td>
<td>• targeting specific needs of parent/community groups by delivering local initiatives</td>
</tr>
<tr>
<td>• embedding ESL perspectives in the School Plan across a number of focus areas and identifying specific staff members for key responsibilities</td>
<td>• changing the way parents view the school as a centre for community activity by strengthening authentic home school partnerships</td>
</tr>
<tr>
<td>• building leadership capacity to lead the planning for English language, literacy and numeracy teaching</td>
<td>• collaborating with local councils and external sources in the planning, development and delivery of local initiatives for specific language and cultural groups</td>
</tr>
<tr>
<td>• establishing and providing on-going professional learning support for teachers to cultivate a strong ongoing face-to-face and online professional network of educators to exchange effective strategies</td>
<td>• identifying a key member/s of the school (eg employing a CLO) to link with parents/community.</td>
</tr>
<tr>
<td>• leading the development of stronger links with parents and community members.</td>
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RESOURCES
Over the two years, a range of resources was developed to support the project implementation. Schools wishing to use these SLL resources (listed below) as part of their school strategies to improve learning outcomes for their ESL students should contact the Multicultural/ESL Consultant in their region.

• South Western Sydney Region SLL Information for Schools Participating in the National Partnership on Low SES School Communities (November 2010).
• Targeted student profile sheet

<table>
<thead>
<tr>
<th>RESOURCES</th>
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<tbody>
<tr>
<td>• ESL Scales tracking sheet</td>
</tr>
<tr>
<td>• Whole class language learning plan</td>
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<tr>
<td>• Individual language learning plan</td>
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<tr>
<td>• Assistant Principal, ESL work plan</td>
</tr>
<tr>
<td>• SLL DVD professional learning packs.</td>
</tr>
</tbody>
</table>

REFERENCES
A list of references and information regarding what the evidence shows works is available on the SLL website.
Question: My question is, ‘How can teachers help English language learners understand the passive tense?’

Thank you,
Maxine LaRaus

Traditional Grammatical Explanation

Transitive verbs in English usually appear in the active mood, where they follow the usual subject-verb-object (SVO) order as in ‘He turned the computer on.’ It is possible to turn this type of sentence into a passive mood by moving the object to the subject position. In this case, the recipient of the verb (called the patient) becomes the object, while the doer, or agent, of the verb can then be included or dropped as preferred, as in ‘The computer was turned on (by him).’ The passive is generally used in several specific instances. These include when the agent is unknown or unimportant, i.e., we do not know or care who turned the computer on. We also use it when we do not want to mention (and often blame) the doer of the action (e.g., ‘Mistakes were made.’) Many grammarians also argue that we also use the passive when we want to highlight the object of the verb (but see below).

The passive voice is formed by using the verb ‘to be’ with the past participle of the transitive verb. It requires a subject, but no object is required. If an object is used, then it takes the preposition ‘by’ as in ‘The song was sung by David Militello.’

In addition to changing a verb construction from active to passive, we see constructions that could also be interpreted as expressing a state rather than an action as in ‘The car was destroyed.’ In this case, we do not know if the sentence is saying that the car was destroyed in an attack or if it was in a state of complete disrepair. Context usually helps us to know whether it is a state or an action, so another example, ‘It was during this construction that the house was painted white’, shows us fairly clearly that this is an action, whereas ‘It was a large, double cottage, with a broad front veranda, whose round, fluted columns supported the sloping roof. The house was painted a dazzling white …’ indicates the house existing in the ongoing state of being (painted) white.

From this, we then gain the idea of adjectives derived from passives. There is disagreement about whether we should consider a sentence like ‘the paper was torn’ as a passive or as a simple verb ‘to be’ plus adjective. Note that in some cases we have clearly different adjectives and past participles (compare ‘The cup was filled with sweet clove and honey’ with ‘When the cup was full of oil, the wick prevented excess oil from pouring out …’), but often we do not. It has been argued that the transition from participle to adjective is complete once the adjective can serve not only as a predicative (one coming after a linking verb like the verb ‘to be’) adjective, but also as an attributive (one coming before the noun) adjective. Thus we can easily have both ‘the milk is boiled’ and ‘the milk is finished,’ but while we can have ‘the boiled milk,’ we do not usually accept ‘the finished milk.’ ‘Boiled’ is thus closer to adjective status than ‘finished,’ at least in the case of milk.

Teaching Tips

When teaching the form, it is important to remind students that the passive is not a tense or aspect (if you teach tenses and aspects). It uses the verb ‘to be’, which can be in any tense or aspect. Thus we can have passives, if rarely, in past perfect (‘Turns out his wifey had been lobbied by diamond mining companies’) and future progressive (‘Pandora bracelets will be being offered in different colours’). Of course, the simple present and the simple past are by far the most common tenses, as they are generally in the active.

It is useful to remind students that the past participle is always constant. It is only the form of the verb to be that changes. Only transitive verbs can be put into the passive.

A traditional approach, which my Latin teacher inflicted on me many years ago, is to practice switching the agent and patient to create passive sentences from active ones. Using pronouns highlights the grammatical change, e.g., ‘He saw her’ to ‘She was seen by him’.
**Common Usage**

Passives are considerably less common than actives (up to 25% of the verbs in academic writing, where they are most common, but generally less than 5% of verbs in spoken language). There are some language mavens who consider it poor form to use the passive. Indeed, Microsoft Word style often advises writers to consider changing from the passive voice. While writing style can be even more contentious than grammar, the passive clearly has uses. Those teaching in English for academic purposes situations in particular would be well advised to help students master it.

The verb ‘to be’ is often replaced with the verb ‘to get’ in spoken language and increasingly in written language as in ‘Yes, there are 3 more signs you’re about to get fired.’ (Note that passives can occur as infinitives as well.) Students who frequently interact with first-language users of English outside the classroom will often pick up on this usage, which seems to be growing in popularity.

There does seem to be a tendency for past participles to gain more traction as adjectives over time. In the example above, finished can be used in certain collocations, as in ‘Your finished kitchen is absolutely beautiful and I am so very impressed with your talents.’ Some dialects may also be more accepting of participles used in this way.

The argument that moving the patient, or recipient of the verb, to the subject position highlights or emphasises the patient has been criticised. Indeed, the argument has been made that English prefers to put new and hence important information later in the sentence with old information beginning the sentence to improve coherence. Thus the passive could be used because the writer actually wants to emphasise the agent. For example, in ‘The acquitted defendant denied contempt of court, but the case against her was found proved. The case was heard by the lord chief justice, Lord Judge,’ it seems that the focus is more on the new information about the judge rather than focusing on the case.

*This article was taken from the July 2011 edition of TESOL Connections*

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**Multiculturalism: Perspectives from Australia, Canada & China**

Monday 21 & Tuesday 22 November 2011, The University of Sydney

Australia, Canada and China continue to grapple with diversity and equity issues in regard to the provision of educational opportunities and social services to their culturally diverse populations. Each nation continues to assess educational and social needs yet difficulties arise in regard to policy and strategy implementation.

Seeking to both celebrate innovation in this field and to offer ideas for the future, this conference aims to bring together scholars from leading research-oriented education and social work faculties in the Asia Pacific region to:

- examine social justice and equity in educational and social service offerings in our contexts
- consider issues in language offerings in our three contexts
- discuss how systems’ and governments’ policies impede or enhance each society’s ability to offer multiculturally inclusive opportunities
- explore and identify areas of mutual interest for collaboration
- forge partnerships and relationships across cultures and societies.

The conference program will consist of keynote presentations and concurrent sessions in three strands:

- Policy
- Diversity
- Language/Education.

**Keynote speakers –**

**Associate Professor Jo-Anne Dillabough,**
David Lam Chair in Multicultural Education, Faculty of Education, The University of British Columbia, Canada

**Professor Jin Yule,** Dean, College of Education, Southwest University, China

**Professor Joe Lo Bianco,** Associate Dean (Global Engagement), Melbourne Graduate School of Education, The University of Melbourne, Australia

**Enquiries**
Britt Putland, E: britt.putland@sydney.edu.au

Most of you will have heard of Harmony Day. This annual event is celebrated on 21 March across the country and is all about bringing people together to celebrate Australia’s community harmony and cultural diversity.

A poster competition has been running for a number of years in all primary and secondary schools, and I have been lucky enough to be on the judging panel for five of those years. This year, a song writing competition was added to the growing suite of activities on offer.

The poster competition is open to all students – and I believe ESL students have a special contribution to make. Students with any level of English can express themselves in the visual arts and have a significant voice in what it is like (and has been like) to be able to show strength in both diversity and unity. Rather than using the poster-making as a “filler” activity, it was apparent to me, as an educator, that the teachers involved promoted the Harmony Day ethos and much discussion would have been a precursor to the completion of most of the entries. With 4000 plus posters submitted, the number of teachers involved must be somewhere in the hundreds. While all students receive acknowledgement of their participation with a certificate, there are winners and prizes awarded to those winners.

Teachers have a huge impact on the level of participation and the depth of the results. You can look at the winners by going to the website: www.movingforwardtogether.com.au and scrolling through the winning posters. I think it is a good activity to discuss the messages conveyed and maybe to discuss the judging criteria with the students. Throughout my career in ESL, there has been the ongoing debate about using “models”. Will it stifle the students’ creativity by looking at previous winners? Will they copy? In my view, the diversity of the posters, and the quality, will provide opportunities for students to get an idea of the range of ways to express the concept of Harmony.

Another of the judges is Ann Milch, quite a prolific and talented painter and Harmony Day advocate. What does she look for when judging? “I look for the Wow factor that makes a visual impact. I must stress that originality is very important. We take into account the age and abilities of the students, too.”


Sue Cairns, who has represented the Association of Independent Schools NSW on the judging panel for the past two years, says she looks for the central message and how it is conveyed through words and visuals. The poster competition is linked to outcomes in NSW Board of Studies syllabuses (HSIE, PDHPE and of course the Creative Arts) and can be an important part of developing ways of expressing key ideas linked to Harmony.

Sue Cairns has been a judge for the Harmony Day poster competition.

There are so many people who use their time and talents to support the Harmony Day initiative but one has to mention Ernie Friedlander whose passion has fuelled us all on the Harmony Day Working Party. He maintains, “We need to bring people from different cultures and backgrounds into Australian society to mix, and enrich our society.” He says the Harmony Day posters can show evidence of integration and acceptance, overcoming cultural differences.

Ernie Friedlander with some of the winning entries

As an ESL consultant, I travel a great deal throughout the state, and so do the framed winning posters. The messages from Harmony Day become part of travelling displays in libraries and other public buildings, as well as having a constant presence on the Harmony Day website http://www.movingforwardtogether.com.au. I hope to see your students’ work this year. All the information you need is on the site.

Sue Bremner

Graphic source: www.harmony.gov.au
Less blog fear with the Fearless Rap blog

by Gilian Maugle, Wiley Park Public School

I had spent the last couple of weeks of my ten month secondment assisting in the setting up of the Book Week blog Fearless which was to concur with the wonderful Fearless rap that Cath Keane had created. It was my first exposure to BlogED and I was required to be both moderator and co-coordinator exposing my learning curve for the whole world to see. Along with moving into our new BER library and reacquainting myself with school life in general and its inhabitants in particular, it was quite a daunting task.

The problem of how I was to unpack and organise the new library without neglecting the teachers and students rested on the impact I could make with the rap blog. In order for this to succeed I had to promote the wow factor, set up a format of self learning for the teachers and offer assistance and encouragement when required.

I created a SMART Notebook which was a fail proof step by step guide of the blog divided into weeks, to coincide with the book rap which included links to tools, help word docs and examples. It was a complete package and the teachers did not need anything else. I combined everything into one as the staff had no prior experience of book raps and I did not want to complicate things. My main focus was on the blog although there were links to the rap.

After introducing the concept very briefly at a staff meeting, I invited teachers to come along to the library for a viewing and briefing session during the next week of lunchtimes where I repeated the same introductory session in order that all teachers, no matter what their commitments, would be available to attend at some stage.

As all of our books were still to be unpacked I purchased four copies of Fearless and using Photostory I made two digital stories one with me reading the story and one without my voice so that the children could read it by themselves. These were ideal for the teachers to use on the IWBs which are now in all classrooms. These digital stories along with the SMART Notebook were put onto the school’s teachers drive for easy access.

The vital time of drawing commitment was during these introductory sessions. I did not want to scare them away so my plan was to introduce the digital tools one at a time as and when required each week. During these sessions I showed them how to access the SMART Notebook and modeled sending a comment on the blog. I included a word document with blog ideas for their first posts.

During the second week of the blog lunchtime sessions were again held in the library. By this stage comments were coming in from schools all over NSW which were exciting to share. As moderator I felt compelled to post these as soon as possible so in between unpacking boxes I was constantly checking my emails.
Less blog fear with the Fearless Rap blog

Week two heralded a few enthusiastic teachers and some new ones who felt inspired.

Creating word clouds using Wordle was a huge hit with both the teachers and students.

It was important at this stage to introduce the vital component of cyber safety so a link was attached to CyberQuoll.

By week three a realisation dawned that the teachers were setting their own pace some were just starting while others were taking off in all directions. This was also reflected in the Fearless blog itself where new schools were still introducing themselves. The library was still a mess and nowhere near completion.

Week 3 was all about making a digital story or book trailer. It was interesting exploring the concept of book trailers for promoting books and certainly was greeted with more excitement than writing a book report. K–2 were encouraged to produce a digital story. I showed the SMART Notebook story model that I had prepared for the rap.

The resources were all there for classes to make their own.

Now happily ensconced in the new BER library it is interesting to reflect on this learning experience. Moderating the Fearless blog was a great experience. It was so invigorating to hear from schools all over the state and to see the incredible results of their digital learning.

I was happy that so many teachers joined me on this journey. I thought I had lost a few on the way but, although they were no longer taking part in the Fearless blog, I discovered that they were actually using the digital tools within the concepts of their own stage focus and busily posting on their own class blogs. Mission accomplished. All bodes well for an exciting, digitally enhanced blogging future here at Wiley Park PS.

N.B Fearless is now visiting the schools in NSW that took part in the rap blog and a Travelling Fearless blog has been created to follow his adventures.
On Saturday 20 August primary teachers from across Sydney attended one of our popular Grammar Workshops. These workshops present ways of teaching grammar in context and suggest useful literacy strategies for students learning English as an additional language in mainstream classrooms. Many skilled teachers have shared their expertise since these workshops began in 2004: on this particular Saturday the focus was on developing persuasive language in classrooms from Kindergarten to Year 3.

The first presenters, Alex Mills (Middle Harbour PS) and Sophie Honeybourne (Beauty Point PS) led an interactive workshop entitled Persuading each other: two schools and two teachers plan together. They began by analysing some work samples created by their students and comparing them with the assessment requirements of NAPLAN as described in the marking matrix. This was followed by examples of how they develop their students’ language at clause, phrase and word level, resulting in the creation of effective, well-structured arguments. Participants enjoyed the opportunity to try out some of the strategies and Alex and Sophie have given permission for us to reproduce one of the handouts, designed to extend the noun group. (Fig 1)

The second group of presenters, Claire Corbridge, Kelly McCarthy and Rebecca Symond, came from Mortlake PS and they led a practical session where the audience could play some of the games especially created to enhance their students’ use of persuasive language. These included a board game played with counters and a die, where players had to say a sentence using the verb in the space on which they landed, for example believe and decided. They also shared their sentence starter chart, a hexagon divided into six segments, each containing a sentence starter (I feel.., I agree... It is my opinion...) with a spinning arrow in the centre. Both games provided young English language learners with ways of practising their language orally before committing their ideas to paper.

We would like to extend our thanks to all presenters who came to share their expertise with the ESL community.

Figure 1 – Handout: Extending the noun group.
Giving experienced teachers the skills to mentor new teachers is the aim of a course being taught onsite for the first time at Beverly Hills Girls High School by the University of Sydney.

All students wanting to become qualified teachers are required to do a ‘prac’ or period of professional experience in a school, which is then assessed by the teachers within the school.

“Qualified teachers need a range of skills to be able to pass on what they know and to mentor the ‘prac’ students and early career teachers placed in their schools,” said Dr Tony Loughlan, Associate Dean of Professional Learning from the University’s Faculty of Education and Social Work.

“Teachers excel at educating their students but mentoring someone who is starting out on their teaching careers requires a related but different approach. The mentoring course focuses on building mentoring and coaching skills within the context of mentoring a student teacher from the University of Sydney,” he said.

There are currently 220 ‘prac’ students from the University of Sydney completing their first five week professional experience, including seven at Beverly Hills Girls High School from the University’s Masters of Teaching course.

“Just part of the challenge for the teachers looking after these student teachers is the difference in their backgrounds - some of the student teachers are mature age students who have made the switch to teaching after careers in other professions while others have come straight from university,” Dr Loughland said.

Beverly Hills Girls High School this year became a Centre of Excellence under the federal government’s National Partnership Program. This means the school acts as a central hub for the South-West Sydney area and shares its learning programs with all the schools in the surrounding areas, including Liverpool Girls and Campbelltown High School for Performing Arts.

The mentoring course at Beverly Hills, which starts this week, will be attended by 11 teachers from the school who will be joined by teachers from Concord High School and Canterbury Boys High School.

“The deputy principal of Beverly Hills Girls will be one of the staff members on this course which speaks volumes about the school’s commitment to continual professional development and giving aspiring teachers the best possible experience on their way to becoming fully-qualified teachers,” Dr Tony Loughland said.

Colin Skene, principal of Beverly Hills Girls High said, “The school is proud to host this team of dedicated South-Western Sydney teachers to train as mentors to ensure our next generation of teachers are supported and nurtured to become the quality practitioners of the future.”

The University’s Faculty of Education and Social Work is currently conducting a variety of in-school programs for professional teacher development including courses on literacy, digital learning, children’s literature, grammar and writing and programming for different learning needs. The mentoring program is the vanguard of this suite of in-school programs.
The focus of this unit of study is on teaching grammar in the context of literary texts in the primary school and in the middle years.

We have worked as ESL teachers and consultants in classrooms, since the last century (!!) but there is still a growing need for support in implementation rather than just an understanding of basics. While our aim is not to focus on the basics, many teachers do need to review or address grammar for the first time.

Joanne Rossbridge and Kathy Rushton

Wiley Park Public School Tuesdays 4.00 pm to 6.00 pm
Term 4, Weeks 2 – 7, starting Tuesday 18 October 2011

Content
- Talking and Listening – What’s the difference? (Grammatical intricacy and lexical density)
- Reading – What’s going on? (The verbal group)
- Reading – Who and What? (The noun group)
- Writing – Where? When? How? (Adverbials and Theme)
- Writing – Creating: Joint and independent texts (Sentence structure)
- The third voice in your classroom – using quality children’s literature. (Nominalisation and Theme)

Set Text

Set Texts – reference

More information
Professional Learning
Faculty of Education & Social Work
The University of Sydney NSW 2006
Telephone – 02 9351 6341
Email – tony.loughland@sydney.edu.au

Online registration

Addressing NSWIT Standards –
1.2.3 Design and implement contextually relevant teaching and learning sequences using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act.
2.2.5 Demonstrate the capacity to apply effective strategies for teaching: Aboriginal and Torres Strait Islander students & Non-English Speaking Background students
2.2.6 Apply a range of literacy strategies to meet the needs of all students including: ATSI & NESB
4.2.5 Create, select and use a variety of appropriate teaching strategies and resources including ICT and other technologies to make content meaningful to students.
Exploring the 2011 CBCA Short List – annual teachers’ guide

Exploring the 2011 CBCA Short List Teachers’ Guide to the Children’s Book Council Awards Short List, is created to help promote Australian children’s literature and encourage young readers and writers.

In response to the introduction of the new Australian Curriculum: English, the 2011 Guide incorporates the key sub-strands of both Literature, Language and Literacy. Embedded within the activities and resources are a range of modal (speaking, listening, reading, viewing, writing) and multimodal ideas and suggestions.

The 2011 guide also offers ideas for digital interaction for two of the books featured in this guide, based on their websites. Why I Love Australia (pages 4–5) and The Return of the Word Spy (pages 26–27).

Forthcoming titles from the Primary English Teaching Association Australia

Conversations About Text 2 – Teaching grammar using factual texts
Joanne Rossbridge & Kathy Rushton
ISBN: 978-1-875622-84-9
Available late September 2011
RRP $34.95

Teaching English Language Learners in Mainstream Classes
Margery Hertzberg
Contributions by Janet Freeman
Available mid-November 2011
RRP $37.95

Order the above titles online at www.petaa.edu.au or read more about these and other Primary English Teaching Association Australia’s publications

Learning Teaching

Third Edition
(Book and DVD Pack)
by Jim Scrivener
Published by Macmillan Education
ISBN 9780230729841

Learning Teaching has been one of the most successful guides to English Language Teaching since it was first published in 1994. Its no-nonsense approach makes it a superb teaching textbook for initial training courses, and also an essential handbook for practising ELT teachers.

The new third edition has been revised and restructured to take recent developments in ELT into account and now includes a DVD with both video material and additional teaching resources.

KEY FEATURES
• New sections on CLIL, young learners and teaching exam classes
• Updated material on technology covering the use of computers, Interactive Whiteboards and virtual learning environments
• Video footage of experienced teachers in action demonstrates common teaching techniques
• DVD includes photocopiable worksheets of activities and observation tasks to use in class.
Keynote Speakers

Prof Chris Davison, Professor of Education and Head of the School of Education, University of New South Wales, Sydney
Cathy Dewes, Tumuaki (Principal), Te Kura Kaupapa Maori o Ruamata, Rotorua
Dr Andreas Lund, Associate Professor at the Department of Teacher Education and School Research and Vice Dean at the Faculty of Education, University of Oslo, Norway
Sunita Narayanan, President, CLANZ, Wellington
Prof Paul Nation, School of Linguistics and Applied Language Studies, Victoria University of Wellington
Prof Amy Tsui, Pro-Vice-Chancellor and Vice-President (Teaching and Learning) and Chair Professor (Chair of Language and Education), University of Hong Kong
Prof Cynthia White, Head of School, Professor of Applied Linguistics, Massey University, Palmerston North

Conference Theme

The theme for the 2012 conference is —
Emerging opportunities in new learning spaces:
He akoranga hou, he huarahi hou.

This reflects a variety of contemporary challenges that exist for both learners and their teachers, such as engaging in blended learning situations, integrating content and language, increasing intercultural interactions, and building relevant needs analysis and leadership models in different teaching/learning contexts.

The programme will be developed around this theme, and a call for papers will be announced in October 2011. Conference registration will be open from May 2012.

Sponsorship

Sponsorship is now open. If you are interested in sponsoring the CLESOL conference or exhibiting at the conference, visit the website for full details, or contact the conference organiser to discuss mutually beneficial opportunities.

Website

Information will be posted to the CLESOL 2012 website as it becomes available: www.clesol.org.nz

Enquiries

For registrations of interest, sponsorship and other enquiries, please contact the conference organisers:
Paardekooper and Associates, PO Box 41002, Eastbourne, Lower Hutt 5047, New Zealand
Phone +64 4 562 8259
Email clesol@paardekooper.co.nz

ARE YOU INTERESTED IN JOINING COUNCIL?

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

Final meeting dates for 2011 are on the following Tuesdays from 5.30 – 6.30pm
25 October and 29 November

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

Light refreshments are provided during the meeting.

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

You are also welcome to discuss Council membership with any of the ATESOL NSW Councillors, see contact details for 2011 Council members on page 2 of this issue.

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

1–3 (Africa and the Middle East) TESOL Conference in Qatar, “Putting Research Into Practice,” Qatar National Convention Centre, Doha, Qatar.
Email: edprograms@tesol.org
Web: www.tesol.org/s_tesol/seccss.asp?CID=2094&DID=13421

Email: aiec2011@epicconferences.com.au.
Web: aiec.idp.com/home.aspx

Email: jkuchno@gmail.com.
Web: www.vatesol.cloverpad.org

15–16 (Asia and Oceania) 19th Korea TESOL International Conference “Putting Our Paradigms; Connecting with Culture”, Seoul South Korea.
Web: www.kotesol.org

Email: piawhite@hotmail.com.
Web: www.mextesol.org.mx

November – December

Web: http://jalt.org/conference

18–20 (Asia and Oceania) Task-Based Language Teaching Conference, ‘Crossing Boundaries’, Auckland, NZ

21–23 (UK and Europe) Association for Academic Language & Learning Conference – Forging New Directions in Academic Language and Learning. Hawke Building, at the UniSA City West Campus, Adelaide, SA.

November 30–December 2 (Asia and Oceania) The Applied Linguistics Associations of Australia (ALAA) and New Zealand (ALANZ) 2nd Combined Conference, “Applied Linguistics as a Meeting Place,” University of Canberra and the Australian National University, ACT Australia.
Email: appliedLing.2011@canberra.edu.au Web: www.alaa.org.au

November 30–December 2 (Asia and Oceania) International Conference on eLearning Futures 2011. Inaugural conference will focus on eLearning strategy, policy, pedagogy, research, technology and practice.
Web: www.icelf.org/welcome.php

January 2012


February

Web: www.camtesol.org/
Event contact: VINH Bun Eang

March

19–23 (UK and Europe) IATEFL 46th Annual Conference and Exhibition, Scottish Exhibition & Conference Centre Glasgow, Scotland. Speaker proposal deadline 16th September 2011. Speaker payment deadline 6th January 2012. Earlybird delegate payment deadline 27th January 2012. IATEFL Darwin College, University of Kent, Canterbury, Kent, CT2 7NY.
Tel. 0044 1227 824430, Fax 0044 1227 824431
ATESOL Newsletter • Vol 37 No 3 • September 2011

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 to update members on events
- Professional learning for teachers
- Regular seminars and workshops

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Deadline for final issue in 2011:
- Friday 18 November

Advertising rates for 2011 – space only (including GST):
- Full page: 182mm x 270mm $250
- Half-page horizontal: 182mm x 135mm $100
- Quarter-page vertical: 88.5mm x 135mm $65
- Inserts: $300

Contributions to the newsletter
The Editor, ATESOL (NSW) Inc
PO Box 223, Leichhardt NSW 2040
Phone: 02 9564 3322
Fax: 02 9564 2342

Website: www.atesolnsw.org

SPECIAL OFFER TO NEW MEMBERS
Institutions receive two copies of each newsletter and three teachers’ attendance at conference and professional development activities at members’ rates.

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Please send completed form to: ATESOL (NSW) Inc. PO Box 223, Leichhardt NSW 2040
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