Sue Blundell, Executive Director of English Australia, received an International Education Association of Australia (IEAA) award for Excellence in Leadership in International Education at the 2011 Australian International Education Conference held in Adelaide recently. Over the past nine years Sue’s leadership of English Australia has contributed significantly to facilitating higher standards of professionalism within the ELICOS sector as well as ensuring that the sector has a strong profile and influence amongst key international education stakeholders including government. English Australia is delighted that this contribution has been recognised by her peers.

The IEAA press release stated that “Sue is an exemplary member of the industry and well known for her passion in representing the interests of the ELICOS sector and ensuring that this important sector receives the recognition it deserves. The industry as a whole has benefited from English Australia’s increased profile and the voice that this gives English language providers in discussions that impact their operations.

“Sue has become the ‘face’ of the ELICOS sector and is known for her collaborative leadership approach in representing the best interests of the sector with genuine commitment, knowledge and expertise.”

2011 English Australia Conference

Around 350 delegates defied the current ELICOS downturn and attended the 2011 English Australia Conference, hosted this year from 22 – 24 September by the South Australia branch of English Australia at the Hilton Adelaide. From English Australia Chair David Matthews’ welcome where outcomes of the Knight review into the student visa program were announced, to TV chef and ‘local identity’ Dorinda Hafner’s uninhibited and uplifting final plenary, teachers, teacher trainers, managers, marketers, student support staff, students, academics, representatives of regulatory, peak and government bodies as well as suppliers of information and services to the ELICOS industry enjoyed three days of information, challenge and inspiration to take back to their workplaces at a time when it is more important than ever that ELICOS is able to provide the best possible English language tuition and support to international students.

Once again the English Australia Conference was characterised by the active involvement of government, regulatory and professional bodies seeking to work more closely with ELICOS for better outcomes for all. With the international education industry continuing to experience a downturn in student numbers, many conference sessions and presentations focused on maintaining standards and providing up-to-the-minute information as well as identifying what we should be considering for the future.
Welcome to the final issue for 2011! As we approach the end of term we can take the time to look back over the past year to consider and celebrate our professional achievements. Judging by the stories featured in this edition of the Newsletter, ATESOL NSW has plenty to celebrate! Firstly, however, I would like to correct an omission in our last edition by acknowledging the authors of the lead story on the Successful Language Learners project as Emily Googan and Katherine Haratsis, who both work for the Department of Education and Communities.

We begin this edition by sharing in the excitement of our ELICOS colleagues at the recognition given to Sue Blundell, Executive Director of English Australia, who recently received an International Education Association of Australia (IEAA) award for Excellence in Leadership in International Education. Thanks to Katherine Brandon for her write up of this event and the English Australia Conference.

Our president, Robert Jackson, also has cause to celebrate the role ACTA is playing in the recognition of Aboriginal and Torres Strait Islander students who are learners of English as an additional language or dialect. ACTA was invited to present evidence to the public hearing for the House of Representatives Standing Committee Inquiry into language learning in Indigenous communities. Details in Robert’s President’s report on page 3.

ESL teachers across the sectors work hard all year to support their students; in this edition we feature some of their stories and hope that their ideas will inspire others. ESL practitioners Leanne Harrington and Katie Campbell from McDonald College in Strathfield, Moy Ly from Lidcombe Public School, and Bess Wassman and Julie Payet from Beverly Hills North Public School have been kind enough to share their expertise with us. ESL leadership within NSW schools has also been recognised through our profile of principal Dorothy Hoddinott.

We all love a good party and on page 18 you can read about the launch of the new book published by Joanne Rosbridge and ATESOL council member Kathy Rushton. The launch was an event hosted jointly between PETAA and ATESOL NSW – a great way to collaborate with our colleagues.

Finally some words of thanks to Jill Sillar at the Professional Teachers’ Council who works so hard every term in the design and production of this publication. I am indebted to her professional eye as she transforms our articles into a professional journal.

Happy holidays everyone!
In this final issue of our Newsletter for 2011, you will find a reminder to register for the 2012 ACTA International Conference in Cairns before Friday 16 December this year in order to take advantage of the Super Early Bird discount offer. The conference promises to be a significant event for TESOL in Australia, and I’d encourage all of our members to think seriously about taking the trip to the tropics this coming July.

We’re extremely pleased to announce that former ATESOL NSW President Dorothy Hoddinott has accepted our invitation to present as a featured speaker at the conference. Dorothy’s forefront advocacy for refugee education and social justice in Australia over many years has earned her high accolades; more importantly, she has helped countless refugee young people in this country achieve a better life for themselves and their families. The article on page 10 Celebrating ESL Leadership: Dorothy Hoddinott by Gill Pennington highlights her career and achievements.

Another important focus of our Cairns Conference is Aboriginal and Torres Strait Islander education, specifically, appropriate recognition of and enhanced educational provision for Aboriginal and Torres Strait Islander students who are learners of English as an additional language or dialect. On the strength of our detailed submission to the House of Representatives Standing Committee Inquiry into language learning in Indigenous communities, ACTA was recently invited to present evidence to the public hearing for the Inquiry, and our five-minute opening presentation to that hearing has been reprinted here for your information.

Many Aboriginal and Torres Strait Islander students, particularly those in remote and very remote contexts in the central desert regions and far north of the continent, speak a traditional language as their home language. Many more nation-wide speak a contact language or languages — that is, a variety of Aboriginal English, an Aboriginal or Torres Strait creole, and/or a mixed language (such as Light Warlpiri or Gurindji Kriol, where a further process of language shift has occurred). Some students will speak Standard Australian English only as their home language; some will have a degree of fluency in Standard Australian English as well as one or more of these other languages and/or language varieties; and some will begin school with minimal or no knowledge at all of Standard Australian English, and limited or no opportunities and little reason for using this dominant language variety of our nation outside of the immediate school context.

While Aboriginal and Torres Strait Islander students in Australian schools come from diverse language backgrounds — a diversity that is both complex and rich — due to the shameful state of NAPLAN data capture and MySchool reporting, it is at present impossible to estimate how many of these students are learners of English as an additional language or dialect (EAL/D) and how many are not. This example of systemic (and systematic) neglect echoes and amplifies the misunderstandings and missteps that often occur within local educational jurisdictions and individual school contexts.

Obviously, many Aboriginal and Torres Strait Islander students in Australian schools will require strategic and differentiated English language support in order to successfully access the language of the academic curriculum. However, many of the contact language varieties spoken by these students lack a standardised name or linguistic description, and there might not be a shared understanding among students, families, community members and schools about the role, nature and evolution of the language variety or about appropriate educational responses. Teachers, schools...
and educational jurisdictions at all levels must be encouraged and assisted to formally recognise and practically acknowledge the actual home language backgrounds of Aboriginal and Torres Strait Islander students, and to understand the pedagogical implications for those students who are learning Standard Australian English as an additional language or dialect.

There are excellent English language learning programs for Aboriginal and Torres Strait Islander students in place in many contexts and schools around Australia. These bilingual, multilingual, bidialectal or TESOL education programs and initiatives are often implemented alongside or in conjunction with Language Revival programs for the revitalisation, renewal and/or reclamation of traditional/heritage Aboriginal and Torres Strait Islander languages. They include: bilingual education programs such as at Areyonga School, approximately 200 kilometres west of Alice Springs in the Northern Territory, which employs a bilingual step model to maintain students’ home language, Pitjantjatjara, and develop literacy skills in that language, while simultaneously developing their oral proficiency and literacy in English; the bidialectal approach adopted in Western Australian schools and documented in ‘The Deadly Ways to Learn’ project materials; the Queensland Department of Education and Training’s ‘3 Way Strong’ framework implemented by the Far North Queensland Indigenous Schooling Support Unit and developed by Denise Angelo; and more.

Aboriginal and Torres Strait Islander students living in New South Wales might come to school speaking a light or more heavily-inflected variety of Aboriginal English as their home language. They might already possess an awareness of the differences between this variety of English and Standard Australian English, both in terms of lexis and grammar and embedded cultural understandings, and an understanding of the need to code switch between the two varieties in different discourse situations. The focus of English language learning programs for these students might be on mastering the more formal registers of spoken and written English associated with academic and workplace contexts. While many of the traditional Aboriginal languages once spoken in the New South Wales area are now lost, Standard Australian English could be the most effective and efficient medium via which extant traditional and heritage Indigenous languages such as Dharug, Bundjalung, Wiradjuri and others can be taught and learnt by students.

One of the ambitions of our Cairns Conference is to bring together practitioners and educational program managers from around Australia to share their expertise, their knowledge and their perspectives with one another. While the solutions for schools and for Aboriginal and Torres Strait Islander EAL/D learners will largely be local ones, based on contextual research and consultation with the specific community or communities, best practice strategies can be adapted and incorporated from existing programs and models where appropriate. Two of our international conference keynote speakers, Tove Skutnabb-Kangas and Robert Phillipson, have extensive experience in language rights issues, Indigenous languages and the implementation of mother tongue education programs in a range of overseas contexts, and they will be able to feed in their insights and examples of effective practice also.

I wish all of you peace and happiness for the holiday season.

Robert Jackson
Australian Council of TESOL Associations

Opening presentation to the House of Representatives Standing Committee on Aboriginal and Torres Strait Islander Affairs

_Inquiry into language learning in Indigenous communities_

Jubilee Room, NSW State Parliament House
Macquarie Street, Sydney

18 November 2011

The Australian Council of TESOL Associations (ACTA) is the peak body for the Teaching of English to Speakers of Other Languages (TESOL) in Australia. Our submission to the Standing Committee _Inquiry into language learning in Indigenous communities_ and this presentation were compiled by members from our constituent state and territory associations who possess expertise in the field of English language and literacy education for Aboriginal and Torres Strait Islander students, and have the endorsement of those associations.

ACTA firmly supports the objectives outlined in the Australian Government’s _Indigenous Languages – A National Approach_ document and the goals of the National Aboriginal and Torres Strait Islander Education Policy (AEP). ACTA acknowledges the importance for all Australians of protecting our rich cultural heritage, and particularly the cultures and languages of our first peoples.

In order to achieve these objectives and goals, ACTA makes the following recommendations:

1  Teachers, schools and educational jurisdictions at all levels must formally recognise and acknowledge the actual home language backgrounds of Aboriginal and Torres Strait Islander students. The majority of Aboriginal and Torres Strait Islander students in Australian schools speak a variety of Aboriginal English, an Aboriginal or Torres Strait Islander creole, one or more traditional/heritage languages, or any combination of these as their home language (MCEETYA 2006). Currently, in many situations where students speak a variety of Aboriginal English and/or an Aboriginal or Torres Strait Islander creole as their home language, this language or language variety is
unnamed or unidentified, and thus goes unrecognised by schools and educational authorities. It is assumed – incorrectly – that the student’s home language is ‘English’. Students are often subjected to unsuitable instructional methodologies and inappropriate referrals for educational remediation as a result.

2 Timely and effective consultation with representatives from all Aboriginal and Torres Strait Islander peoples and groups within the particular community or context must be sought in order to inform the development and implementation of educational strategies and language education programs in schools. The recognition and active involvement of members of Aboriginal and Torres Strait Islander communities at all levels of educational decision-making are crucial to the enhancement of education policies and programs for Aboriginal and Torres Strait Islander young people in Australia. Teachers and principals should go beyond the classroom and the school in seeking to engage with Aboriginal and Torres Strait Islander communities as invited and appropriate, to find out about language maintenance and revitalisation initiatives and to incorporate these into their educational curricula.

3 Educational authorities and institutions at national, state and local levels must adopt a strategic 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). Bilingual, multilingual, bidialectal and TESOL education programs and initiatives should be developed, reinstated and/or consolidated, and appropriately resourced to ensure effective implementation and maintenance of these programs where there is community support for their operation. These programs acknowledge students’ home languages and allow students to continue their learning in a language they understand while they are learning academic English for schooling. Schools should meet the learning needs of speakers of Australian languages, creoles and dialects to have their bilingual, multilingual and bidialectal development supported through researched and established pedagogies for additional language learning.

4 The training and employment of Aboriginal and Torres Strait Islander principals, teachers and educational aides in schools, and the appointment of Aboriginal and Torres Strait Islander personnel at all levels within educational jurisdictions, are essential. As well as bringing
linguistic and cultural knowledge to the educational context, Aboriginal and Torres Strait Islander educators in schools provide positive role models for students and support links to the community or communities.

5 **Accurate understanding and reporting of the diversity of Aboriginal and Torres Strait Islander language backgrounds is crucial to any plan to improve educational outcomes for these students.** There is no ‘one size fits all’ approach, no easy solution. Distinctive, differentiated and expert second language pedagogies and assessment programs are required to meet the needs of those Aboriginal and Torres Strait Islander students who are learning Standard Australian English as an additional language or dialect. Similarly, distinctive, differentiated and expert language education programs are required to support the revival and maintenance of traditional and heritage Indigenous languages. In many situations, and particularly in those situations where the Indigenous language is critically endangered and/or students’ home languages are varieties of Aboriginal English and/or Aboriginal and Torres Strait Islander creoles, a ‘three way approach’ is required.

6 **Language Revival projects and programs for the revitalisation, renewal and reclamation of traditional/heritage Aboriginal and Torres Strait Islander languages must have high expectations and aim for linguistic proficiency and communicative fluency.** One of the long-term objectives of such programs should be the capacity to provide mother tongue education to students alongside English-language instruction. Aboriginal and Torres Strait Islander peoples have the same right as any other people to receive instruction in their own language, and this right is enshrined in a number of United Nations Declarations to which Australia is a signatory. There exist many active Indigenous languages in Australia and the academic development of bilingual and multilingual students depends on the formal use of students’ home languages, along with English, in learning programs.

We thank the Standing Committee for this opportunity and will be pleased to collaborate further in the planning, development and implementation of programs and strategies which will assist educators to continue to bridge the gap for Aboriginal and Torres Strait Islander students in Australia.
English Australia Executive Director Wins National Award

Some key sessions aimed at business managers and marketers included:

- updates on government policy and the regulatory environment (ASQA, TEQSA, DIAC, Austrade, AEI/DEEWR, NEAS);
- a panel on engaging with working holiday makers;
- a panel featuring regulatory, educational and marketing perspectives of the future of ELICOS;
- a presentation from the Migration Institute of Australia on how to encourage best practice in education agents without regulation.

As always, what happens in and around the classroom is central to the conference and there were many presentations that addressed the perennial concerns of assessment, teaching with technology and teaching EAP as well as reminders of the increasing importance of English as a lingua franca and the need to help students become the global citizens they will need to be in the future.

Plenary speaker Dr Peter Woods outlined six ‘bridges’ that need to be crossed in order for colleges and universities to produce citizens comfortable communicating across cultures around the globe, Andy Hockley gave us some guidance in leading and managing educational programs in challenging times and Professor Elana Shohamy challenged us to consider what and how we are testing. Professor Andy Kirkpatrick outlined implications for English language teaching in the growing role of English as a lingua franca in the Asia region and Professor Mike McCarthy showed us how corpus collections of learner language can be used to design effective learner grammars.

Elana Shohamy joined Dr Nick Saville, Eileen Tyson and Professor Anne Burns in a panel discussion of the future of ELT assessment, chaired by Dr Kieran O’Loughlin, covering classroom-based assessment, the use of technology, teacher research and ‘learning-oriented assessment’.

Research was another focus of many conference sessions. As well as presentations on research into IELTS and an outline of the IEAA’s research agenda a colloquium was held to present the outcomes of projects undertaken for the 2011 English Australia / Cambridge ESOL Action Research in ELICOS program.

This year English Australia worked with the Council of International Students in Australia (CISA) to hold a forum in Adelaide in early September, where students from English Australia member colleges discussed their experiences with CISA President Ms Arfa Noor. Three students then joined a panel comprising industry representatives who suggested ways in which ELICOS colleges could provide a better service for students in future.

Delegates had the opportunity to catch up with colleagues from across the industry at the Welcome Reception, sponsored by IELTS. Councillor Sue Clearihan welcomed delegates on behalf of the Mayor of Adelaide. The Gala Conference Dinner was held at the beautiful National Wine Centre where a superb dinner was followed by presentation of the 2011 English Australia Awards.

For a full conference report, the English Australia Award winners plus PDFs of some of the conference presentations follow the link from www.englishaustralia.com.au.

...continued from page 1
ELICOS Update – December 2011

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.

Knight Report – Changes to Student Visa Regulations

Changes to student visa regulations in response to the strategic review carried out by Michael Knight should make it more straightforward for genuine students to get a visa to study English in Australia while upholding the integrity of Australian education. The changes most likely to affect ELICOS include removing the requirement for a threshold English proficiency rating for any student wishing to study stand-alone English courses; a more realistic assessment of student financial capacity; and more effective industry consultation across peak bodies. There will also be changes in the way that provider risk is evaluated and managed. The full report is available at www.immi.gov.au/students/knight/.

These changes will be implemented between now and 2013 with some already in place. English Australia is delighted that the interests of ELICOS providers, represented by the association, were taken into consideration in the review and is hopeful of some positive outcomes for providers, teachers and students.

English Australia Conference

The English Australia Conference was held in Adelaide from 22 – 24 September and the organisers report positive feedback on a quality program and opportunities to network with others working in or with ELICOS.

Next year’s conference will be in Sydney’s Convention and Exhibition Centre in Darling Harbour with a new two-day format on September 20 & 21. Online learning and technology trainer and author Nicky Hockly is already confirmed as a plenary speaker to address the theme of ‘Re-shaping our future’ along with Catherine Walter, ELT author and academic. Contact info@eaconference.com.au if you’d like your name on a mailing list for conference information updates.

Action Research in ELICOS

English Australia will shortly be calling for Expressions of Interest in the 2012 English Australia/Cambridge ESOL Action Research in ELICOS program, which this year will focus on aspects of assessment, a core concern for many ELICOS providers.

The program provides an opportunity for teachers around Australia to systematically and critically explore an aspect of their own teaching with support from Anne Burns, an international authority on action research in ELT and Professor of TESOL at the University of NSW. Program participants will be funded to attend program workshops and will present their research outcomes at the 2012 English Australia Conference.

For information about the program, outcomes of previous action research programs and how to submit an Expression of Interest follow the link from – www.englishaustralia.com.au.

ELICOS student numbers

In the last statistics available for student visa numbers, from September this year, all international education sectors showed declining numbers with higher education joining the other sectors in an overall decrease of 8% of student visa commencements. An informal ‘head count’ of ELICOS student numbers indicates that levels are currently similar to those of September 2006. Students from Nepal are showing the highest level of increase and those from China the highest level of decline.

English Australia continues to work collaboratively with other international education peak bodies and government departments to develop strategies that will address this decline and ensure all is being done to promote Australia as a safe, accessible country with high quality English language programs and services.

Katherine Brandon
Professional Development & Support Officer
English Australia
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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, go to www.englishaustralia.com.au.
Dorothy Hoddinott is interested in success. In particular she is interested in how her students, many of whom are newly arrived ESL learners, can successfully engage in their learning and thus improve their chances of entering university. She has very high expectations of these students but is prepared to move heaven and earth — or rather, education policy and practice — to help them achieve their goals. Her entry in the *Who's Who of Australian Women* concludes with these words of advice: “I have learnt that individuals can change things for the better, and that there is always something that can be done, no matter how difficult things seem.”

Throughout the course of her career as an ESL educator and a principal, Dorothy has seized every opportunity to change things for the better.

She began her ESL teaching on returning to Australia in 1975 after a spell teaching in Europe. At this time there were increasing numbers of ESL learners in schools and Dorothy undertook the four weeks retraining course offered by the Department of Education. Her first appointment to Punchbowl Boys High School — “a tough school” — introduced her to the needs of New Arrivals students, in this case refugees from the Lebanese civil war. Schools at this time had had little time to develop an understanding of the plight of students traumatised by flight from their homeland as they attempted to compensate for their interrupted schooling. Nor was there much awareness of the needs of second language learners; it was not unusual to be teaching raw beginners along with more accomplished speakers of English.

Her second position was at Leichhardt High School, where she was to work in a team of three ESL teachers under the leadership of a visionary principal, Mary Ward. Much needed professional learning was offered through the auspices of the Association of Teachers of English as a Foreign Language (ATEFL) and Dorothy and colleague, Karen Bryant, offered a course entitled “Out of the Broom Cupboard, into the School!” in response to their concerns over the inadequacy of the withdrawal model of ESL teaching, which often prevented students from fulfilling the requirements for credentials such as the School Certificate. Dorothy convinced Mary Ward to allow ESL students at Leichhardt High to be taught through subject English, in classes where ESL methodology could inform the teaching. She called these classes “parallel classes.”

The late 1970s saw the first ATEFL Sydney summer schools and out of this professional dialogue and activity came the impetus for Dorothy to be elected to the NSW Junior English Syllabus Committee, where she was able to advocate on behalf of her second language learners and other disadvantaged students. Her role within the school had expanded so that she was also able to take ESL methodology into the senior years as well as supporting teachers across the curriculum.

In 1980 the professional association changed its name to the Association of the Teachers of English as a Second Language and the first ATESOL conferences were convened nationally, introducing Aboriginal education and support for the deaf onto the agenda. Dorothy expanded this influence during her presidency (1980–1983) by linking all the state associations together to form the Australian Council of ATESOL Associations (ACTA), no small feat and one which was to prove enormously beneficial for the role of professional advocacy within ESL education. She remained on the board of ACTA from 1984 until 1998 and from 1992 was the ACTA representative on the National Education Forum.

Celebrating ESL Leadership: Dorothy Hoddinott

Dorothy Hoddinott, AO Principal with students of Holroyd High School
Celebrating ESL Leadership: Dorothy Hoddinott

Dorothy’s work was gaining recognition and resulted in a new appointment in 1985, when she was head hunted by the NSW Statutory Boards Directorate who appointed her as the Senior Education Officer and Policy Advisor, Assessment and Examinations. For the next four years she worked as an English subject officer, a role which included giving policy advice on School Certificate English, proof reading HSC papers and researching for the establishment of the new HSC drama course.

Back in school in 1989, Dorothy was to further develop her commitment to ESL and refugee students, and indeed all students from low SES communities. Her position as Head Teacher English (unheard of for an ESL teacher!) at Bankstown Boys’ High School was followed by a Leading Teacher role at Wiley Park Girls’ High School until 1995, when she was appointed Principal of Holroyd High School, where she remains. Holroyd is a disadvantaged high school in the western suburbs of Sydney, with a predominantly low SES population, almost 90% of whom speak a language other than English. Nearly half of the students are recent refugees with interrupted schooling and low literacy. The school also includes an Intensive English Centre for new arrivals.

Dorothy is justifiably proud of the changes she has seen at Holroyd since 1995. She is a firm believer that improving student outcomes has always been related to quality teaching and the provision of an accessible and rigorous curriculum, led by informed and creative educators. She has worked hard to shift students’ expectations about themselves and their capabilities and has ensured that they are well supported as they are challenged to ‘lift the bar’. In a small school teachers can get to know all students personally and build up supportive relationships; at Holroyd this network has been strengthened by a close alignment between welfare and learning programs so that students’ learning becomes the central priority. After close consultation with all members of the school community in 1996, a core value was established: respect – “for yourself, for others, for the community”. The twin paradigms of respect and responsibility central to the Marist Youth Restorative Justice program, which the school implemented several years ago, underpin successful student learning and “allow children to take control of their destiny”.

The school builds high expectations of its students and in its students as deliberate policy, providing a diverse curriculum to support these expectations. Dorothy tells a story about the first school assembly in 2009, when she told the students that 30% of the 2008 Year 12 students had received university offers. “That is good,” she told them, “because 30% is the national average, but I’ve been reading a report by Professor Bradley (the Review of Australian Higher Education), who says that 40% of Australians should go to university. From now on I expect that 40% of you will go on to university!” She reports that they have not been below 40% since.

In 2002, Dorothy set up Friends of Zainab as a school trust fund to enable a young asylum seeker, Zainab Kaabi, to complete her schooling. Since then, the fund has supported Zainab and a large number of other young refugee students at Holroyd High School and the Holroyd High School Intensive English Centre in their school education, and a small number of students at university. Friends of Zainab now supports former Holroyd High School refugee students at university.

In 2003, the National Foundation for Australian Women granted preferred donor status to a fund within their organisation to provide support for the education of young women asylum seekers and refugees at Holroyd High School, and in 2009, Friends of Zainab joined the NSW Public Education Foundation to provide scholarships for young refugees entering senior high school or the early years of tertiary studies. The scholarships are directed at refugee students in NSW public schools who need financial support to complete Years 11 and 12 and the initial years of university studies. The first scholarships will be awarded in 2012.

Dorothy served for three years on the Board of Studies from 1998 to 2001, where she contributed to the development of the HSC ESL course and the HSC VET Framework courses, and in 2010 was appointed a Fellow of Senate of the University of Sydney where she can continue to debate equity issues arising from the Bradley Report, “in the right place at the right time”, she says.

In 2008 Dorothy was made an Officer of the Order of Australia (AO) for service to education and the teaching profession, particularly through the Australian Joint Council of Professional Teaching Associations (a national body she established in 1993 and which she subsequently served as President), through her contribution to the professional development of teachers of English as a second language, and to the community, through the support of immigrant and refugee students.

“What you achieve is what is important, and how you do that should be on your own terms. At my school, we emphasise the essential dignity of each individual as a human being. As an educator, I am interested in success, not failure.”
Plagiarism is rampant. In fact, it may be more widespread than most teachers realise. According to a 2010 survey of 43,000 U.S. high school students by the Josephson Institute:

- 82.9% of students have copied an Internet document for a classroom assignment at least once, and
- 80.6% of students admitted to having copied another person's homework.

And though current plagiarism statistics for college students are hard to come by, a 1996 study by McCabe and Trevino found that 84% of college students admitted to cheating on written exams, and that 52% had copied a few sentences from a web site without citing the source.

Many teachers blame the Internet for plagiarism. After all, students in all parts of the world have access to the Web, which means they have access to hundreds of sites that offer more than just the temptation of an easy cut-and-paste: they offer thousands of prewritten papers on topics covering all areas of academia. It can be extremely tempting for any student, English language learner or native speaker, to turn to a company that offers a complete paper in a neat little package, all for a small fee. It is not the Internet, however, that is the problem: Dant’s 1986 survey (conducted well before the Internet was at everyone’s fingertips) revealed that 80% of students admitted to having plagiarised (as cited in Moore, Howard & Davies, 2009, p. 65).

Problems Addressing Plagiarism

Finding a solution to plagiarism is complicated, because the issue itself is mired in complexities. For English language learners especially, plagiarism can be a sensitive topic. International students are sometimes not familiar with what is considered plagiarism in English language publications and for class; plagiarism, as many teachers think of it, is a cultural concept, and students may not realise they are violating any particular rule. ‘Schools expect students to behave ethically and embrace common values, but behaviours and values that are accepted in one culture may differ significantly from what is accepted in another’ (Di Maria, 2009, June 4).

As we all know, our students come from different cultures, but we must also consider (a) the culture in which we are teaching and (b) the culture in which our students may live and work once they have finished schooling. English language learners, in particular, may be inclined to “borrow” the words of native authors through lack of confidence in their own abilities to write correct, clear English (Carroll and Appleton, 2001, p. 15). According to Mark Johnstone, in some cultures (such as Arabic and Chinese) students are reluctant to paraphrase because doing so diminishes ‘the impact of an argument from authority, introduces the possibility of distortion and error, and appears presumptuous in that it attempts to speak for the person quoted rather than simply saying what was said’ (2011, July 19).

Another complication arises in the definition of the word plagiarism. Each teacher at an institution may hold different beliefs about what is considered cheating or plagiarism, and what is the appropriate course of action or punishment. According to Carrol and Appleton (2001), ‘While often academics are sure that they know what plagiarism is when they see it, any discussion that goes beyond a dictionary definition will soon reveal considerable variation in understanding’ (p. 4). For students also, the definition can vary greatly. According to a survey of 271 students by Fuller, Allen and Luckett (as cited in Craig, Federici and Buehler, 2010), when asked if it were considered cheating to submit the same paper for two different classes (often considered self-plagiarism), 43% of students said yes, 24% of students said no, and 32% of students said they weren’t sure.

In a discussion about plagiarism on TESOL’s Intensive English Programs Interest Section email list, teachers’ responses to how to deal with plagiarism varied from simply noting it in the margins of the students’ paper and doing nothing else to immediately issuing an official warning and even expulsion. This variation in responses indicates that it is extremely important for all teachers within an institution to agree with one another on what constitutes plagiarism and its established consequences; it is equally as important for students to understand this definition and the repercussions so that all cases are treated equitably and consistently.

Preventative Measures

Though your school will have an official policy for dealing with plagiarism, there are steps you can take that may help to prevent an incidence of plagiarism from becoming an official problem. Plagiarism can be a result...
Battling Plagiarism

of many factors: students’ insecurity related to language skills, misunderstanding about what is acceptable in a particular academic or cultural setting, or just laziness or unwillingness to do the work. Additionally, the definition of plagiarism widely varies: It can cover everything from accidentally leaving off a set of quotation marks to downloading an entire prewritten paper from the Internet.

Some teachers see plagiarism as a crime. However, until we have clarified the definition of plagiarism and helped our students understand how to avoid it, the responsibility may lie with us. Professor Jennifer Lubkin of Georgetown University has found that by creating an open conversation about plagiarism that can extend throughout the year, ‘students not only understand the consequences of plagiarism but through class activities, [her] written comments, and individual meetings, students learn how to and how not to plagiarise’ (2011, July 28). Here are some steps to help you begin that conversation and prevent plagiarism before it begins.

• Define plagiarism and provide examples – Ensure that students are intimately familiar with exactly what is considered plagiarism. You can provide examples of what your school considers a plagiarised paper (showing it alongside the item from which the text was lifted); make an activity of it, asking student groups to highlight which parts of the paper are considered plagiarised. After everyone is clear on the definition, you can ask students to sign your school’s plagiarism policy, which should be transparent and in writing.

• State your expectations – Counts of plagiarism most often seem to boil down to a misuse of sources, sometimes (or often) unintentional. Expectations and objectives must be clearly stated so that students understand the differences between writing one’s own paper, collaborating when it is acceptable, and cheating. Write and provide them with your institution’s policy statement in the beginning of the course, and be sure to go over it in class so that everyone understands. A good sample policy statement can be found on Purdue OWL’s website at http://owl.english.purdue.edu/owl/resource/589/05/

• Teach paraphrasing and summarising – Sometimes we forget how difficult it can be to summarise an issue succinctly, especially if we are not familiar with the subject matter or the language. Begin with paraphrasing; make it clear to your students that replacing individual words with synonyms is not acceptable. Walk the class through a paraphrasing activity, focusing on main ideas and key words, and then let your students practice paraphrasing another passage on their own. From this activity, go on to summarising. (Check out http://busyteacher.org/6214/how-to-teach-summary-writing.html for a lesson on how to teach summary writing.)

• Consider learning outcomes – Assignments that lend themselves to plagiarism tend to focus on knowledge acquisition and simple understanding. Assignments and prompts that require information gathering, analysis, evaluation, and synthesis are more difficult to plagiarise. ‘The more analytical and creative the task, the less likely it already exists’ on the web for the student to find and copy (Carroll and Appleton, 2001, p. 9).

• Monitor the process – Require students to turn in prewriting assignments, including outlines and first drafts of papers; this ensures that you can trace the development of your students’ writing. Additionally, having access to the writing process makes it easier for you to see dramatic (and perhaps inauthentic) shifts in thought processes.

• Vary your assessments – Implement different kinds of assessments — assessments that are more likely to result in unique outcomes. For example, Carroll and Appleton (2001) suggest an alternative to the standard essay: Ask students to turn in an outline for the essay they would write and to include the best online sources they would have used to support their paper (p. 12). This deflects the likelihood of plagiarism but still requires students to do the work.

• Get at the root of the problem – Find out the reason the student is plagiarising; if you can get to the root of the problem, it’s easier to address. You might find that your student needs additional help with grammar, or that he or she is overwhelmed with a particular aspect of an assignment or topic. ‘People “cheat” for all kinds of reasons, and when we remove those reasons, they usually stop.’ (Mark Johnstone, 2011, July 18)

Software

Antiplagiarism software is widely available on the Internet; the problem is that the software helps catch plagiarism after it has happened rather than stop it before it’s begun. Additionally, this software can only catch instances of direct plagiarism and can’t identify if a student has represented an idea as his or her own.

Most of the software involves entering an electronic document or scanning a paper submission into a system that then searches the web and databases of scholarly
Battling Plagiarism

articles for repeated sentences or phrases. The cons of such software are various and abundant: Some don’t distinguish between plagiarised material and cited material, some are exceedingly expensive, and some have technical restrictions.

A useful page listing various kinds of antiplagiarism software and outlining the pros and cons of each software can be found on the Empire State College Instructional Technology Toolbox website at https://sites.google.com/site/empirestatecollegeprojects/turnitin/anti-plagiarism-software-pros-and-cons

Resources

There is no dearth of resources on the Internet to help teachers and students better understand and deal with plagiarism. Here are just a few to get you started:

Tutorials/Quizzes for Students

- The Plagiarism Self Test: Western Carolina University (Includes a ‘plagiarism certificate’ students can print out at the end of the test.) www.wcu.edu/11869.asp
- Plagiarism Quiz: IRIS 4-2, Clark College (Multiple Choice) www.clark.edu/Library/iris/quiz/plagiarism_quiz_home.php
- Xtreme Plagiarism: Northwest Missouri State University (Fun and informational quiz that plays out like a game.) www.nwmissouri.edu/library/courses/research/xplag.html
- Plagiarism Quiz: Wayne State University (True/False) http://students.sls.wayne.edu/policies/plagiarism-quiz.php

Resources for Teachers

  Includes questions and guidance to help you create a plagiarism or honesty policy aligned with your organisation’s principles and mission. Also has links to many organisations’ existing policies as examples.
- Core Cultural Values and Cultural Mapping, Center for Advanced Research on Language Acquisition at the University of Minnesota – www.carla.umn.edu/maxsa/guides.html (scroll down for the pdf)
  Useful handout that helps students reflect on their own cultural values and discuss differences in values across cultures.
- Contextualising Plagiarism and Avoiding Plagiarism, Purdue OWL – http://owl.english.purdue.edu/owl/resource/929/01/ and http://owl.english.purdue.edu/owl/resource/930/1/
  Includes lesson plans and activities for helping students understand and avoid plagiarism.
  Includes a best practices summary in Appendix 1 to help teachers and organisations prevent and deal with plagiarism.
- Plagiarism Video, Rutgers University – http://library.camden.rutgers.edu/EducationalModule/Plagiarism/

About the author: Tomiko Breland received her BA in English from Stanford University and her certificate in TESOL from Anaheim University. She is currently pursuing her MA in writing from Johns Hopkins University, and is an editor at TESOL International Association.

References


Taken from TESOL Connections, October 2011 issue. You can view an online copy of this article with live hyperlinks to the plagiarism resources on the ‘Publications’ section of the ATESOL NSW website at www.atesolnsw.org/Newsletter
Ideas from the My Favourite Lessons workshop 2011

As this is the last ATESOL News of the year, one of the ATESOL NSW Board members, Sue Bremner, asked Leanne Harrington and Katie Campbell from The McDonald College in Strathfield to share the experience of co-presenting at an ATESOL NSW Saturday workshop – the annual “My Favourite Lessons”. Sharing ideas is such an important part of our professional networks, and we encourage you all to continue this tradition!

Like many of you reading this article, we are teachers of ESL students and perhaps, like some of you, there are two us in the one school. One of us is mainly charged with the primary years, the other, secondary. We often ‘stumble’ across lessons that are particularly effective in either domain and ‘share’ the ideas adapting them to Primary or Secondary accordingly. Often a strategy used by a mainstream teacher will strike us as effective and engaging if adapted for ESL students and we tend to spend our days thinking, re-thinking, adapting and learning from others, all in the hope that the learning experience for our students with ESL needs will be, in some way, enriched. Often ideas that we collectively decide are ‘brilliant’ are not particularly worthwhile when implemented and it’s ‘back to square one’ again – an ongoing process of trial and error.

Imagine our surprise when we were approached to present at an ATESOL workshop “Our Favourite Lessons”. We must admit, initially we felt honoured to be asked but this feeling was soon replaced by increasing fear and trepidation as we realised that we may not be viewed ‘quality’ ESL educators. In fact, we felt fairly ordinary as most of our ‘quality’ lessons had been adapted from other ‘quality’ educators!

Nevertheless, not being women who usually say ‘no’ to a challenge – we decided we could do it!

In planning for our session we adhered to our general rule of thumb that ‘two heads are better than one’ and during our discussion we focused on a central theme: the ideas of others. There was much “I saw this used in an in-service ……” or “I sat in on a lesson of another ESL teacher, thought I could adapt this idea to the themes we are looking at in class.”

We devised a list of general activities that could be used to suit almost any topic and any age group. Many of the lessons we decided were some of our best were inspired by an in-service Leanne attended run by Paul Dufficy. Paul is the author of Designing Learning for Diverse Classrooms which was published by PETA in 2005, and many of the activities are in that same publication.

Paul’s advice to consider the following questions before planning a unit of work has been integral in assisting us to design learning activities and integrate strategies:

- What do the children need to think about?
- How can I assist them to do this?
- What do the children already know about…?
- Can we organise what we already know?
- Do we want to at this stage?
- How can I further scaffold the children’s engagement with the new material I am about to introduce?

Most readers would know the versatility and worth of different barrier games, rank ordering and sequencing activities. We had a great time designing activities based on the principles of sharing information in order to complete a task. The following are a couple of other ideas that we used.
Sharing Ideas from the My Favourite Lessons workshop

Front Loading

Dufficy describes ‘front loading’ as introducing students to the topic concepts and vocabulary in order for them to become fully involved and engaged in the unit of work. Front loading activities aim to develop interest and enthusiasm in the topic. An excellent example was given making use of ‘Google Images’. Dufficy used visual images to introduce characters in a book, themes or settings of novels or new concept that needed to be understood. Our Primary and Secondary students have benefited from this technique and mainstream teachers have also adapted this idea for not only ESL learners but to cater to the needs of the class as a whole. One school based example includes a novel study in Year 5. The central theme was ‘courage’ and the topic was introduced by looking at visual images of people in various situations showing ‘courage’. Another novel, set in ancient times, involved the students viewing images of ‘ancient’ cities and comparing them to visual images of ‘modern’ cities. A substantial amount of discussion was generated and students with ESL needs were able to use visual cues to participate in discussion.

Dominoes

This is a variation of a sequencing activity. Students are given cards depicting different scenes or elements from a well known story such as a fairytale. The cards are dealt out to a group of students. The first player begins by choosing a card from their hand as the first event of the story. They place it down on the table and narrate what they think is happening in the first picture of the story. The second player chooses a suitable card for the second event in the story. They narrate what has happened next in the story. The object of the game is to build up a co-operative story. Students can share with other groups what happened in other stories. This activity could be used to introduce a new narrative to the class, introduce a particular type of narrative writing, review a story studied, and provide scaffolding for story writing.

Sharing our ideas with other ATESOL members was a rewarding experience as it encouraged us to evaluate our own teaching methods and successful strategies. We discovered that we may have ‘picked up a thing or two’ on our journey as teachers and there is great benefit in working collaboratively, sharing and listening and adapting the ideas of others to create an engaging and quality learning environment for all students.

Our school, The McDonald College, strives to provide a balanced environment to nurture self assured and confident young adults who are excited about following their passions and interests. In essence, we believe a whole-school collaborative approach to ESL programming and teaching is ideal in order to meet the ESL needs in mainstream classrooms and it was this approach that was noted by Sue Bremner, the AIS ESL consultant. Working together works.

Leanne Harrington & Katie Campbell

DEC NSW TESOL Seminars

The Multicultural Programs Unit of the Department of Education and Communities will be holding TESOL Seminars again in 2012. The dates and topics for the seminars are:

Seminar 1, Saturday 17 March – Home language maintenance
Seminar 2, Saturday 19 May – Grammar
Seminar 3, Saturday 4 August – Visual literacy
Seminar 4, Saturday 8 September – Technology
Summer School, Saturday 17 November – Technology
Lidcombe Public School (South Western Sydney region) has an average enrolment of 552 students (90.8% LBOTE). The students come from a diverse range of language backgrounds. There are more than 40 different languages spoken by the school’s community. The school is in its second year of National Partnerships Low SES funding. The school is in its fourth year of implementation of Best Start and became a Best Start Lighthouse school in 2010. The school’s priority in 2011 was to build teacher capacity and increase teachers’ understandings of effective ESL pedagogy to improve the language and literacy outcomes of ESL learners. All teaching staff and the community engagement officer participated in the six modules Teaching English Language Learners (TELL) course.

The Stage One team wanted to engage students in more effective opportunities to develop, use and practise conversational language for learning. After investigating various talking and listening programs available, the team was led to the “Discovery Time” program at Hilltop Road Public School in Merrylands (Sydney West Region). After adapting this program to meet the needs of our students, Discovery Learning was initiated at Lidcombe Public School to address the language barriers that our ESL students face. Over two terms all Stage One classroom and specialised teachers were given the opportunity to observe “Discovery Time” at Hilltop Road Public School, in Merrylands (Sydney West Region).

After adapting this program to meet the needs of our students, Discovery Learning was initiated at Lidcombe Public School to address the language barriers that our ESL students face. Over two terms all Stage One classroom and specialised teachers were given the opportunity to observe “Discovery Time” at Hilltop Road Public School, in Merrylands (Sydney West Region).

In Term 4, Stage 1 trialled Discovery Learning, based on Hilltop Road Public School’s model. At Lidcombe Public School, Discovery Learning takes place every morning between 9–10 am. The students work together in mixed ability groups to complete tasks. The tasks are open-ended and students are required to work together to create a product or solve a problem. We believe that by giving our students rich literacy experiences that might not be provided at home, we are closer to levelling the playing field for our LBOTE students.

Through Discovery Learning students learn how to negotiate and communicate with each other to complete a given task. They are rich tasks that promote conversational language, which our students lack due to their diverse language backgrounds. After students have completed the activities they are then given the opportunity to develop purposeful academic language by reflecting on their learning and discoveries, hence the name Discovery Learning.

The teachers’ role in Discovery Learning bounces between providing controlled, guided and independent support, however not necessarily in that order. Independent learning is scaffolded by highly organised, thoroughly prepared learning experiences that are accompanied by written and visual instructions. Modelled instruction is explicit instruction of language for negotiating and problem solving. During guided instructions, teachers listen and recast what students are saying. They inject the language or vocabulary that they want their students to use. The students then recycle the language modelled to them with other students in the group. This encourages more “student talk” rather than “teacher talk”.

“Discovery Time is a K–2 play based learning program developed by Hilltop Road Public School in 2010. This is in response to the growing numbers of students entering school with varying language needs and limited prior to school education experiences. This program was developed by teachers using the principles of the Early Years Learning Framework (EYLFF) and Best Start. ‘Discovery Time’ is focused on developing the child’s positive attitude to learning by creating an intrinsically motivating and stimulating environment that encourages creativity, independence, problem solving and collaboration. In this program the teacher is the facilitator who supports the child’s learning. Students are in groups engaging in social and sensory play, art and technology, catering for individual learning styles and abilities.”

(Hilltop Road Public School)
Celebrating a book launch!

Conversations About Text 2: Teaching grammar using factual texts

By Joanne Rossbridge and Kathy Rushton

(Primary English Teaching Association Australia)

The launch was attended by friends, family, ATESOL councillors and members of the teaching profession from schools and local universities. The authors were able to thank personally some of the teachers who had contributed to the book (see photos) as well as those friends and mentors who had guided, “nagged” and supported its creation and completion. They also acknowledged the significant contribution made by Stephen Wilson, General Manager from PETAA (see photo).

On Wednesday 2 November ATESOL NSW hosted the launch of one of the latest PETAA publications, Conversations About Text 2 by Joanne Rossbridge and Kathy Rushton. This very useful addition to the ESL professional library is the companion to Conversations About Text 1: Teaching grammar using literary texts, published in 2010. Both books focus on the teaching of grammar in the primary and middle years but this latest book is organised around the genres describing, instructing, recounting, explaining and persuading. The book includes aspects of literacy with literacy strategies on familiar topics and subject matter developed by ESL and classroom teachers.
Greetings, I’ve been looking for information about how to explain the use of ‘up’ in phrases like hurry up, catch up and pick him up.

What would you suggest?

Thanks, Paul Williams
Raleigh, NC

Thank you for the great question, Paul. I appreciate this question because it is one that I was thinking about not too long ago. We often think that language is arbitrary – A rose by any other name would smell as sweet – but, there are parts of language that are much more systematic than we think. Phrasal verbs are one example.

Phrasal verbs combine a verb and a preposition to create a new meaning. Catch up and catch out have very different meanings. They are often very difficult for ESL learners to pick up. Up has an indexical meaning related to its prepositional meaning. Thus up is closely related to the upward direction. We tend to look at up as being a generally positive direction. (Shares, salaries, life expectancy, etc., go up – often the higher the better!)

Not surprisingly, up in phrasal verbs often carries this connotation. Thus hurry up and catch up have a meaning that means reaching the desired level. It is also related to up to snuff, up to par and up to spec, where a desired level is attained.

Pick him up is somewhat different. If it refers to a baby or animal, it has a literal meaning of an upward direction. If it is picking someone up at the airport, for example, it may mean to get someone ‘up’ onto a form of transportation, such as a car. If it is picking someone up at a bar though, it could be seen as an extension of ‘up’, together with you. In this case of pick him up, we can see that the meaning of up has diverged into several different meanings and the preposition of phrasal verbs does not always have a nice clear-cut denotation.

While phrasal verbs may follow general patterns, there are still plenty of anomalies. Note that up also has a connotation of completeness for many phrasal verbs. Eat up, clean up, and stuff up all imply a sense of totality.

This article was adapted from TESOL Connections.

4–8 GRAMMAR WORKSHOP

On Saturday, 17th September, ATESOL held its annual 4-8 Grammar Workshop. The workshop covered strategies for writing factual texts. Julie Payet and Bess Wassman, Year 4 teachers from Beverly Hills North PS, shared strategies for developing technical language and building noun and verbal groups. Using the topics of ‘Space’ and ‘The Human Body’, they discussed ideas for developing oral language before writing. One of the strategies included a ‘Find Someone Who…’ game about the moon where students are encouraged to ask and answer questions about the topic to promote background knowledge as well as learn and practise new vocabulary. Participants also attempted a Circulatory System flow chart, matching pictures, key vocabulary and a short explanation about each step (a challenging feat for a Saturday morning!).

Kathy Rushton also presented at the workshop. She discussed the benefits of using quality literature to teach students about grammatical features and how to effectively use them. Participants were asked to select a book and create a reader’s theatre from a section of their text. This encouraged participants to think about dialogue, emotions and specific language choices. The activity is a great way to help students develop a deeper understanding of the text.

Overall, the workshop was a success and provided many useful strategies for teaching grammar.
This issue of K–6 corner shares lessons from a stage one unit on celebrations.

Celebrations

In stage one, students are currently working through the HSIE unit of Celebrations. This is a very interactive unit that was created to enable the children to seek knowledge, information and questioning through their own inquiry.

The unit had students working towards planning, preparing and conducting a class celebration at the end of term. Below are two lessons from the unit.

Initiating a Unit on Celebrations

by Marcel Garraud – Teacher, Beverly Hills North PS

To initiate the unit on celebrations, the classroom was set up for a party. This included putting up balloons, streamers, party hats and playing different types of music. I also brought in a variety of food.

Before the students entered, they were told that there was something different about the room. They were asked to go in and think about what differences they noticed and what may be happening. Student moved around the room, dancing, eating, laughing and talking with one another about the event. During this time, students were engaged in informal conversations about the topic.

Students were then brought together and began discussing what was happening in the room. They shared their ideas and the vocabulary was recorded, as well as different types of celebrations. Here, students were able to share their background knowledge about different celebrations as well as use ideas from the room to begin constructing their knowledge about the topic.

Finally, students were asked to think about two questions: “What do I know about celebrations?” and “What do I want to learn?” Ideas were recorded and placed on the back wall for further reference throughout the unit.

This lesson was an engaging way to start the unit and helped build background knowledge about the topic. Students were involved in substantive communication and were able to learn and practise new vocabulary. The questioning also allowed students to drive their own learning.

Using the five senses to describe a celebration

by Maria Karakatsis – Teacher, Beverly Hills North PS

We recently conducted an inquiry based lesson that was linked directly to the five senses. The students were required to pick a celebration of their choice and then list words that were related to their celebration in specific reference to their senses. For example, if their celebration was a birthday they would have to write what they would hear, touch, taste, smell and feel at a birthday party.

The students were grouped off and were each given a scaffolding sheet with the five senses on the top. Each group then chose a celebration and were required to work as a team, discuss their answers and fill in the scaffolding sheet. I told the students that they had to be very specific as I wasn’t aware of what their celebration was. After reading their prompts, I had to guess what their chosen celebration was.

It was a very productive lesson where the students were engaged in substantive communication with one another. Interaction was sustained throughout the lesson as students brought their own background knowledge and opinions. It was wonderful to see the students differing perspectives being brought into the discussions, as they all had experienced different things in their lives. It was a great opportunity for the students to also learn from one another and share ideas, opinions and stories about the celebration they were exploring.
Call for Papers Open

CLESOL 2012 invites submissions of abstracts for individual papers, workshops, colloquia, five-minute brilliant ideas and posters. Presentations, workshops, and colloquia that relate to the conference theme are especially welcome, but all topics relevant to language teaching and learning will be considered.

Presentations may include:

- Practice-based ideas, approaches, and strategies for teaching and learning language
- Research-based inquiry into topics relevant to the conference theme and language teaching and learning
- Theory-based inquiry into topics relevant to the conference theme

The committee encourages first-time presenters, from the primary and secondary sectors, and hopes to establish support from more experienced ones. For full details and to begin the submission process, visit the conference website – www.clesol.org.nz. The deadline for submissions is Monday 2 April 2012.

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
Ph. +64 4 562 8259 | clesol@paardekooper.co.nz | www.clesol.org.nz

English as an International Language (EIL) 2011 Lecture

English as an International Language: An Overview of the Paradigm

Language and Society Centre  
School of Languages, Cultures and Linguistics  
Faculty of Arts, Monash University

Presenter:
Professor Farzad Sharifian – Director, Language and Society Centre. Convenor, English as an International Language

Commentary:
Professor Andy Kirkpatrick – Head of the School of Languages and Linguistics, Griffith University

In this lecture, Professor Sharifian presents an overview of the paradigm of English as an International Language (EIL). Starting with a brief historical account of the development of the paradigm and a demographic account of the spread and the use of the English language around the globe, he elaborates on the themes that have emerged as the key topics within the field. These include renationalisation of English, use of English as a lingua franca, politics of EIL, identity and EIL, attitude towards EIL, ownership of English, teaching EIL, proficiency in EIL, and native-speakerism.


Register before Friday 16 December 2011 to secure the special early bird rate.

For more information, visit the conference website at – www.astmanagement.com.au/acta12/
January


February

16-17 (Asia and Oceania) Fourth Annual Roundtable of the Language and Society Centre, ‘Teaching and Learning Languages for International/Intercultural Communication’, Monash University, Melbourne
Call for papers: Abstract submission: send an abstract (around 250-300 words) to arts-lasc@monash.edu by the 15 December 2011.
Notification of acceptance of proposals by 15 January

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

March

Registration opens mid November 2011, Early bird deadline 16 December 2011, Registration closes 24 February 2012. Email: going.global@britishcouncil.org
Web: http://ie.britishcouncil.org/going-global

19-23 (UK and Europe) IATEFL 46th Annual Conference and Exhibition, Scottish Exhibition & Conference Centre Glasgow, Scotland. 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

April

18-19 (Middle East) Quality in ELT: Raising Pedagogical Standards. The Language Center, Sultan Qaboos University, Muscat, Oman. The 12th ELT Conference calls to deliberate on raising professional quality as the way to educational excellence. Deadline for abstracts/proposals: 31 December 2011
Web: www.squ.edu.om/lanconference
Event contact: Ms. Najat Al Kalbani

May

16-18 International Conference: Innovative research in a changing and challenging world. Phuket, Thailand
Organized by the Australian Multicultural Interaction Institute, the conference focuses on the intricate relationship between theory, research and practice in language, literacy and education.
Web: www.auamii.com/conference.html
Event contact: Dr Si Fan

June

The CICE is an international refereed conference dedicated to the advancement of the theory and practices in education. Organised by: Infonomics Society
Deadline for abstracts/proposals: 15 January 2012
Web: www.ciceducation.org
Event contact: Margaret Smith

August

30 August-2 September
Independent Learning Conference 2012, Victoria University of Wellington, New Zealand
Web: www.wix.com/laorana/ila2012#!
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 Nuigini.

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
ATESOL NSW Newsletter • Vol 37 No 4 • December 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
- Reduced registration rates to the ACTA conference
- Reduced rates to ATESOL professional learning activities
- Regular newsletters
- TESOL in Context, journal of ACTA
- Affiliation with national and international associations
- Up-to-date information about TESOL opportunities

Contributions to the newsletter

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PO Box 223, Leichhardt NSW 2040
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Fax: 02 9564 2342

Contributions to the newsletter

Deadline for issues in 2012

Advertising rates for 2012 – 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