



Newsletter

December 2022



ACTA International Conference 2022 proceedings

ATESOL NSW members were well represented at conference and we will be publishing further papers in 2023. Kathy Rushton and Margaret Turnbull have contributed their presentations below, providing us with essential holiday reading.

The EAL/D Elaborations of the Australian Professional Standards for Teachers (APST)

Dr Kathy Rushton

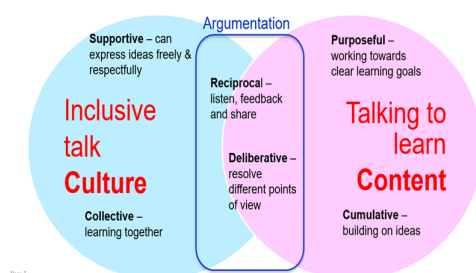
[READ MORE](#)

https://tesol.org.au/wp-content/uploads/2019/10/531_60238_EALD_elaborations-Full_Version_Complete.pdf

AND Listen to [Kathy's Podcast](#) on the DoE website

Dialogic Teaching principles

Alexander, 2020



Talking to learn - learning to argue: An EAL/D lens on Dialogic Teaching

Margaret Turnbull

This presentation at the 2022 ACTA conference reported on research, currently being conducted in a South Western Sydney High School exploring teaching practice that develops spoken and written argumentation skills for EAL/D learners in secondary History.

[READ MORE](#)

Advocacy

Adult Migrant English Program (AMEP)

Federal Government postpones Request for Tender to mid-2023 and abandons outcomes-based payment model

This is a huge victory after years of lobbying by ACTA and ATESOL NSW. The Government has listened to advice from teacher forums across Australia.

Now the Government wants to hear more from you about a future AMEP.

Complete the [QUESTIONNAIRE](#) by 19 December 2022.

[READ MORE](#)



ACTA submission to the Productivity Commission

Interim Report on the Review of the National Schools Reform

Agreement

November 2022

ACTA calls for EAL/D learners to be included as a national priority equity cohort in the 2024 National Schools Reform Agreement <https://tesol.org.au/advocacy/#advocacy-2>

Statement from the Heart to our children

Understanding the Uluru Statement: Taking the invitation to the people through the classrooms
[NSWTF Education Quarterly, 21 November 2022](#)

Thomas Mayor explains what teachers we can do to spread the message about why an Indigenous voice in parliament must be enshrined in the Australian Constitution.

TAFE Industry Consultation Reaccreditation

Cert IV English for Academic Purposes (EAP) ATESOL NSW Adult sector reps are contributing to the consultation process to ensure relevance and currency for EAL/D learners..

[READ MORE](#)





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December 2022



President's Message

Cindy Valdez-Adams

Dear colleagues and friends,

I, once again, happily accepted the role of President of ATESOL NSW for 2023. I will continue to enact our purpose with the team: *To advocate on behalf of and improve educational outcomes for all EAL/D learners, including Aboriginal and Torres Strait Islander students who speak traditional Indigenous languages, creoles and varieties of Aboriginal English.*

Advocacy Throughout 2022, ATESOL NSW has continued to advocate resolutely at state and federal levels for the professional needs of teachers of all EAL/D learners, including those from refugee backgrounds, and in all sectors. See our regular Advocacy update including the National EAL/D Roadmap which was also well-received at the recent ACTA Conference: "Pushing the Boundaries", held in Brisbane in September this year. The EAL/D Roadmap is being used to lobby in all states and territories and at the national level for a nationally agreed measure for identifying and reporting the English language proficiency of EAL/D learners. A national English language proficiency measure is essential for the national visibility of the EAL/D learner cohort, the targeting of needs-based resources to state and territory education systems and schools, and the tracking and accountable reporting of EAL/D learner outcomes in the Australian Curriculum. In NSW we have this, but without national consistency we have no equity of EALD provision and there is no visibility of EALD students and teachers in policy. Without this, we as a profession have no voice to lobby for additional funding at the national level. With an identifier, it means that EALD national policy can be responsive to immigration decisions perhaps!

As leaders and educators in the EAL/D space across all sectors, we continued to provide support to all mainstream and specialist teachers in designing and implementing effective teaching and learning programs to support EAL/D learners including those from refugee background/s. As always, it's a pleasure to have worked alongside this committed and passionate group of people. On behalf of our members, colleagues, friends and students I thank the team for all your hard work and for making 2022 a success albeit all the challenges that surrounded it.

2023 So what's in store for us in 2023? ATESOL NSW Inc has been working on a new membership structure, one which, we feel will draw in more members from all sectors in NSW. Our members, old and new, will meet new ambassadors, see new partnerships and collaborations with other organisations, and will find professional learning events and teaching and learning resources on our new website.

Being the last newsletter for the year, I would like to take the opportunity to thank and acknowledge the work the team has put in throughout the year. In particular, Caitlin Espinoza, who was our Secretary for 2022 and did a tremendous job in sorting out our admin 'affairs' in such a short amount of time! And to Janet Freeman, who has given many volunteered hours as both past President and Council member of ATESOL NSW. We wish both Caitlin and Janet well!

To our members, thank you for supporting ATESOL and participating in our surveys. Your input has been invaluable in shaping the new membership offerings, structure, and the website. We also value your contributions and participation at our Professional Learning sessions, and we hope to hold some face-to-face sessions, too.

From our family to yours, we wish you a very Merry Christmas and a Happy New Year!

As always, stay kind, safe and connected.

Cindy Valdez-Adams



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From the Editors



Glenice Aiken

Marina Pearce

Welcome to our final issue for 2022. While this has been another difficult year, we are closing on a strong note as we report on recent highlights, and celebrate the professional and advocacy work undertaken by ATESOL members to improve educational outcomes for all EAL/D learners and maintain professional standards of delivery.

We lead with two papers from the recent **ACTA International Conference** in Brisbane. Margaret Turnbull reports on research investigating dialogic teaching of secondary History, and Kathy Rushton explains the importance of the EAL/D elaborations of the Australian professional standards for teachers. These papers are relevant to all teachers of EAL/D learners, in all sectors (see page 1).

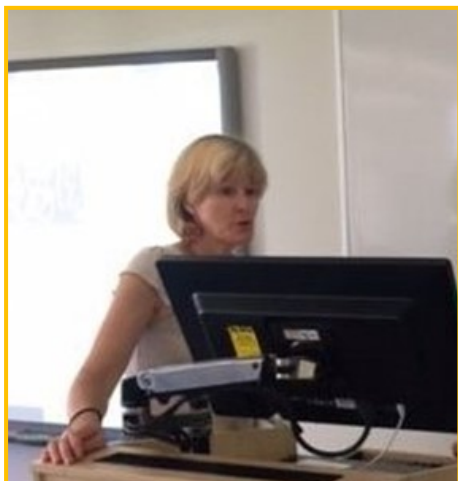
In 2023 we will be publishing additional papers from the 2022 ACTA conference.

And a great victory for ACTA and ATESOL NSW advocacy coming at the end of November when the new(ish) Federal Government announced firstly, postponement of the Request for Tender of the **AMEP** to mid-2023, and secondly, abandonment of an outcomes-based (on student results) payment model. The Government has listened to advice from teacher forums across Australia and is ready to hear more through a questionnaire to be completed by the 19th December.

Finally, our heartfelt thanks to the newsletter contributors who have given so generously of their time and thought to produce articles on their research and teaching practice, and to share resources with the TESOL teaching profession. The considerable breadth and depth of offerings in the newsletter would not be possible without you.

Our sincere thanks to members for your support. We wish you all a great holiday and festive season.

Glenice and Marina



Janet Freeman

At the AGM in November of this year, Janet announced her intention to stand down from ATESOL Council after nearly twelve years of service.

Fortunately for us, she is continuing as a member of ATESOL NSW and remains an active supporter of TESOL education in NSW.

2016 Janet led an Action Research project with four local schools, co-hosted by the University of NSW.

Janet joined the Association around 2010 when we were based in the PTC (Professional Teachers Council) headquarters at Leichhardt. Council meetings and professional learning workshops were held on these premises and Janet was a regular participant and presenter at numerous after-school and Saturday morning seminars.

Janet and colleague Margaret Turnbull enjoy some refreshments after a book launch hosted by ATESOL NSW back in 2014.



Janet is a passionate and enthusiastic teacher educator and has coordinated and presented many in-school conferences and workshops on behalf of ATESOL NSW. In 2016 she led an Action Research project with four local schools, co-hosted by the University of NSW.

Janet took on the role of Secretary from 2014 – 2017, stepping up to become President of ATESOL NSW in 2018 and 2019, and then resuming as Secretary in 2021 and 2022. Executive positions in voluntary organisations always demand time and energy from those who offer their services, and we gratefully acknowledge Janet's willingness to share her experience and knowledge with the TESOL community. She has also been a regular contributor to the ATESOL NSW Newsletter and has generously made available numerous language and literacy resources to classroom and EAL/D teachers.

Janet has enjoyed representing ATESOL NSW at several of the ACTA conferences around Australia. And she has a well-deserved reputation for cooking up a delicious risotto for delegates after close of business!

Many thanks for all your hard work Janet, with so many years of dedicated advocacy to improve the educational outcomes of EAL/D learners.

ATESOL Council and members will miss you!

ACTA Conference Perth 2016, with Kim Cootes, Cindy Valdez-Adams and Alice Clarke





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Adult EAL/D ATESOL representation

TAFE Industry Consultation Reaccreditation Cert IV English for Academic Purposes (EAP)

TESOL NSW reps. Glenice Aiken & Marina Pearce

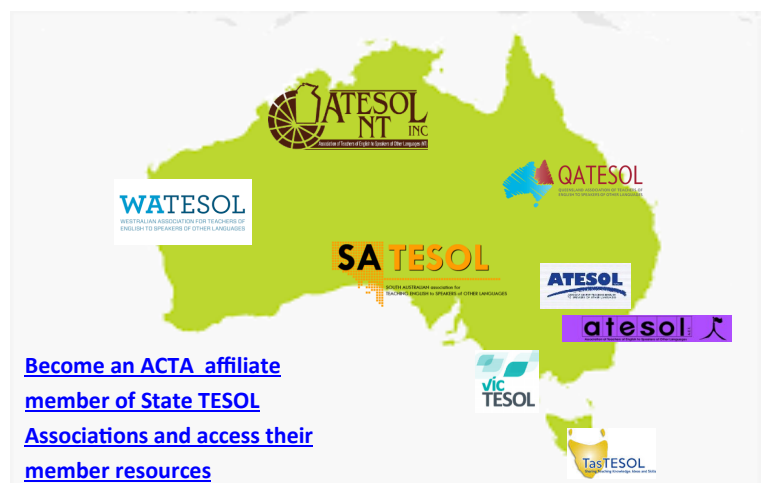
ATESOL NSW Adult sector reps contribute to the consultation process to ensure relevance and currency for EAL/D learners. The stated aim of the current course is *“to provide educated migrants with specialised academic English language skills so they are able to succeed in their chosen field of higher education.”*

The purpose of the consultation is to review the proposed redevelopment of the Cert IV English for Academic Purposes as part of the Reaccreditation processes for ASQA. The course is due for release in November 2023. The group has had two meetings this year. The meeting took written feedback from members which will be collated and presented at the next meeting (at the end of January 2023) for discussion.

The group included representatives from Intensive Language Centres NSW DET, TAFE EAP teachers, a TAFE accredited course specialist, a TAFE Product Manager and an ACTA submission writer and academic. ATESOL NSW reps have experience in Academic English course design, diagnostic oracy assessment design and delivery in Universities and TAFE.

Discussion included: ways in which the EAP unit assessments could be made more integrated, (e.g. assessment of reading and research skills could be combined with assessment of oracies in on-line discussions); use of authentic and holistic assessment; in articulating from EAP to further study, relevance with university graduate/postgraduate outcomes and vocational course requirements.

STATE TESOL ASSOCIATIONS



TESOL calendar of Events
2021 <https://www.atesol.org/attend-and-learn/calendar-of-events>



[Professional Learning](#)

[Facebook](#)

[Meetings](#)

[Membership](#)

[Advocacy](#)



Advocacy Adult

The Government wants your feedback

in a [QUESTIONNAIRE](#) on the AMEP
by 19 December 2022

In July 2023, the AMEP faces another wasteful round of tendering. However, a new government is in office.

ACTA representatives met the new Minister Andrew Giles on 22 Aug. to ask him to put a hold on the planned **Request for Tender (RFT)** and talk about how to fix the problems with the AMEP, stop the waste and ensure long-term stability for students, teachers and providers.

The Government listened and **postponed the RFT till July 2023, and abandoned the outcomes-based payment model.**

Maintain the pressure
fill in the questionnaire, tell the Government what you think and ask them to
do a MAJOR RETHINK

AMEP update

• **Government postpones Request for Tender to mid-2023 and abandons outcomes-based payment model**

ACTA and ATESOL NSW have successfully lobbied the new Federal Government to listen to the advice from teacher forums across Australia: This postponement to July 2023 gives time for the new Government to consult with teachers.

- ACTA Adult Consultation Group is meeting on 14 Dec **to discuss strategies** for consultation with the Federal Government on the future directions of the AMEP
- **ACTA AMEP Action Plan: ATESOL NSW** members have been writing to local MPs and relevant Federal Ministers requesting Immigration Minister Giles put a hold on the planned Request for Tender and undertake a review of AMEP issues with experts - with a successful outcome!
- The Department of Home Affairs is requesting your feedback on the AMEP with a Questionnaire to be submitted **by 19 December 2022 (see box on left)**

Background reading for responding to the AMEP [Questionnaire](#) and approaching politicians

- ◇ **Australian Education Union Submission to the Federal Government Reform of the Adult Migrant English Program, 2021**, click [here](#)
- ◇ **Helen Moore's article in the VALBEC journal *Fine Print***, which describes the key issues, click [here](#)
- ◇ **ACTA submissions** about the proposed funding model, click [here](#).

Advocacy Schools

ACTA submission to the Productivity Commission Interim Report on the Review of the National Schools Reform Agreement November 2022

ACTA calls for EAL/D learners to be included as a national priority equity cohort in the 2024 National Schools Reform Agreement <https://tesol.org.au/advocacy/#advocacy-2>



Advocacy



ATESOL NSW wants a major re-think for the AMEP

At their **2022 Jobs and Skills Summit**, the Federal Government revealed that the budget will provide funding to the Department of Home Affairs to “raise awareness of opportunities for high-skilled migrants in Australia’s permanent Migration Program”. This is just a first step to address the skills shortages by recognising the valuable skills future migrants will bring to Australia. ATESOL NSW wants the Government **to go further**, and to recognise the skills potential of migrants **already resident in Australia** and develop more new initiatives to harness their skills and not squander this valuable resource. We ask the Government to consider:



- Why the tendering of the AMEP is not working and needs a major rethink.**

With every tender (3-4 years) there is indefensible waste at the taxpayers’ expense, centres are stripped, with quality facilities and infrastructure given away or put out in the street.

The accumulation of professional knowledge and expertise is discarded.

The disruption for students results in drops in participation, 46% in 2017, and the previous one 38%, and were not replaced by new enrolments.

The cost of the process of tendering, including submission writing by providers, meetings and the government review process, has never been revealed despite questions being asked in parliament with the answer that it is *commercial in confidence*.

With each tender, huge resources are being diverted from the teaching of English language and orientation to Australian community and vocational education
- There is still a significant need for what the AMEP offers for **eligible skilled migrants, in familiarization with Australian English, culture, citizenship rights and obligations, and preparation for vocational education and preparation for working in their chosen professions.**
- Invest in TAFE ESOL education** and tap a huge resource of educated, skilled migrants **already here** to help address the current crisis in teacher supply and other skills shortages. ESOL courses provide articulation to further study, vocational training/re-training and employment. These courses include include **on-arrival AMEP settlement English education, basic and foundation English, English for work, further study and English for academic purposes, literacy courses, bridging courses.**
- Fund programs like TAFE’s Skillmax**, a program for migrant professionals, and supplement it with a version of *Work Integrated Learning (WIL)* to fast-track skilled migrants into areas of labour shortage.
- Pre the 2022 Federal Election, Labor policies included a major inquiry into post-school education, **including the impact of short-term contracting.**

Now, in 2022, we are hopeful in relation to Labor’s policies, to *reduce waste and achieve greater value for taxpayer money, and a fee free TAFE plan with 70% of public funding for vocational education going to TAFE*

The Elaborations of the APST: available from ACTA ... or is it the ‘Australian Clay Target Association’?

Dr Kathy Rushton

The EAL/D Elaborations of the Australian Professional Standards for Teachers (APST) https://tesol.org.au/wp-content/uploads/2019/10/531_60238_EALD_elaborations-Full_Version_Complete.pdf provide, as the title suggests, elaborations of the (APST) which are the standards which all teachers must meet as they move through their careers. The EAL/D Elaborations are not a separate set of standards, rather they elaborate on the content and meaning of each standard of the APST by providing descriptions of teachers’ work in any educational context which includes students learning English as an Additional Language or Dialect (EAL/D).

There is however a challenge in locating the Australian Council of TESOL Associations’ (ACTA) EAL/D Elaborations of the APST. A quick online search for ACTA will too often take you to the ‘Australian Clay Target Association’ so a search for the Elaborations of the APST must be an informed one if it is to be successful. As one of the participants in the research comments ‘you don’t know what you don’t know’, and it seems that both classroom teachers and EAL/D specialists are not always aware that the EAL/D Elaborations exist nor that ACTA is the organization that developed them and holds them on their website.

Making connections

The Australian Council of TESOL Associations (ACTA) updated and redesigned their standards to assist teachers to "*map the EAL-oriented detail of ACTA standards onto national teacher standards*" (Hammond, 2014, p. 512). The nine former ACTA standards outlined what TESOL teachers should know and be able to do to address the specific needs of EAL/D students and to also assist all teachers to be able to work effectively with EAL/D students. The ACTA working group built on their own expertise and ACTA’s existing standards, as well as State and Territory policy documents for working with EAL/D learners.

A major challenge for the working group was that of the seven standards that comprise the APST there are only two mentions of the diversity of students (see Table 1). It would therefore follow that all teachers of EAL/D students would benefit from the use of the EAL/D Elaborations when reflecting on their own practice or professional learning needs.

Table 1. Standard 1 Know students and how they learn (Graduate)

<p>1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</p> <p>Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse, linguistic, cultural, religious and socioeconomic backgrounds.</p>
<p>1.4 Strategies for teaching Aboriginal and Torres Strait Islander students</p> <p>Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.</p>

The research

Research was undertaken with Dr Hoa Nguyen from the University of NSW to explore teachers’ perceptions of the APST and the EAL/D Elaborations. Approximately 20 teachers from four sites in or near Sydney NSW were recruited by word-of-mouth, for instance through EAL/D networks, to participate in group discussions. The groups were mostly from primary schools and included EAL/D and classroom teachers as well as school leaders.

What do teachers think about the Elaborations?

These are some of the comments that participating teachers made about their use or knowledge of the EAL/D Elaborations.

Table 2. Teachers' Comments

- It (The EAL/D Elaborations) can help teachers identify... you don't know what you don't know.
- I think the Elaborations would give those principals a little more support in recognizing the needs of the qualified and or unqualified EAL/D teachers.
- I think for a school the whole point of this is it helps us plan for what sort of professional learning we need to give teachers so they get a better understanding of what they need to do to support these

BUT ALSO

- We weren't given the option to use the EAL/D elaborations ... they've just given you the standards as they are. It would be nice to have the option.
- I'd like to have another look.
- No didn't know about them (many voices)
- No, I've never seen them.

Implications

Many teachers do not know about or use the EAL/D elaborations, possibly because the APST, unlike the EAL/D Elaborations, are widely available online when teachers are recording professional learning or describing their work. However, the EAL/D Elaborations can provide a useful tool for all teachers in both describing their work and identifying their professional learning needs as in the example below (Table 3.). The many factors that may impact on learning for refugee, migrant or First Nations students, as shown in (Table 4.), are foregrounded.



Table 3. APST 1.1 -Graduate

APST 1.1- Graduate

Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of (**21 INDIVIDUAL**) students and how these may affect learning.

A pre-service teacher is required to meet all standards at the graduate level before they are accredited to teach and these competencies are further developed across Proficient, Highly Accomplished and Lead. A class of 21 students in her/his first year of teaching (Table 3.) may be a very normal expectation for a teacher moving from graduate to proficient but if some or all of the students in that class come from particular social, economic or linguistic backgrounds the elaboration of the same standard (Table 4.) could supply much more information about what it means to achieve this standard in that context and what professional learning a teacher might need to undertake to be able to meet the needs of a diverse group of learners.

Table 4. EAL/D Elaborations Standard 1.1 – Graduate

EAL/D Elaborations Standard 1.1 – Graduate

Demonstrate understanding that EAL/D learners are in the process of developing proficiency for both social and academic purposes and that their social and intellectual development may not be accurately represented through EAL/D.

- Demonstrate knowledge of the diverse social and intellectual characteristics of EAL/D learners in terms of - age, prior schooling & interruptions, EAL/D proficiency, home language(s) or dialect(s), heritage, cultures and beliefs
 - migrant or refugee (first or later generations), temporary resident, Aboriginal or Torres Strait Islander
 - trauma associated with, for example, racism, warfare and dislocation
 - stage in developing a sense of belonging in the school environment
- Base teaching strategies on understanding of how characteristics of EAL/D learners may affect their capacity of learning and wellbeing.

When educational contexts include EAL/D students, the work and knowledge of EAL/D professionals, who have undertaken relevant professional learning, are key in supporting students and teachers. The detailed descriptions provided by the EAL/D Elaborations provide a framework for all teachers of EAL/D learners and also for school leaders in planning for relevant professional learning. Furthermore, EAL/D professionals wanting to demonstrate that their work in providing advice and support to their colleagues, has the characteristics of Highly Accomplished or Lead will find that the EAL/D elaborations provide the wording they need to demonstrate their expertise.

If you find the EAL/D Elaborations useful, your first target should not be ‘clay’ but collaboration. Share the EAL/D Elaborations with your school leaders, your colleagues and the pre-service teachers that you mentor. Share the link given below and make your target an elaboration of at least one standard that is important for you.

References

Australian Institute for Teaching and School leadership Ltd (AITSL) (2012). *Australian Charter for the Professional Learning of Teachers and School Leaders.* <http://www.aitsl.edu.au/docs/default-source/default-document-library/australian-charter-for-the-professional-learning-of-teachers-and-school-leaders>

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Talking to learn - learning to argue: An EAL/D lens on Dialogic Teaching

(ACTA conference 2022 presentation)

Research team: Elma Avdicevic (History teacher), Brendan Clark (History teacher), Aleksandra Matic (History teacher), Margaret Turnbull (researcher)

This presentation at the 2022 ACTA conference reported on research, currently being conducted in a South Western Sydney High School exploring teaching practice that develops spoken and written argumentation skills for EAL/D learners in secondary History. The researcher has worked alongside History teachers to co-design resources that develop the spoken and written language of argumentation through Dialogic Teaching (DT). The principles of DT have been used by teachers to build an inclusive classroom culture with a clear focus on 'learning talk'. Although we are at the early stage of data analysis, the research shows the potential of DT to strengthen argumentation skills for EALD learners. Also evident, unsurprisingly, is the importance of amplifying the role of language in this DT pedagogical model.

Dialogic teaching (DT) is defined by Alexander as 'a pedagogy of the spoken word that harnesses the power of dialogue to stimulate and extend students' thinking, learning, knowing and understanding, and to enable them to discuss, reason and argue' (Alexander, 2020, p. 200).

His DT framework can support teachers to develop an inclusive approach to teaching rather than a 'mere teaching technique' (Alexander, 2020, p. 72). In this research the teachers were introduced to DT principles (Figure 1) and the language of argumentation and then explored ways of integrating both into their teaching programs and practice.

Alexander identifies six key principles in the Dialogic Teaching model, which can be used as a guide to planning classroom talk: (Alexander, 2020, p131)

Collective – The classroom is a site where students and teachers are able and willing to learn together.

Supportive – Students feel able to express ideas freely and respectfully, without risk of being judged wrong, and they help each other reach common understandings.

Reciprocal – Participants listen to each other, share ideas, ask questions and consider alternate ideas.

Deliberative – Participants discuss to seek to resolve different points of view, presenting and evaluating arguments.

Cumulative – Participants build on their own and each other's contributions, chaining ideas into coherent lines of thinking to build understanding.

Purposeful – Talk is structured with specific learning goals in mind.

Figure 1: Dialogic Teaching principles (Alexander, 2020)

Dialogic Teaching principles

Alexander, 2020

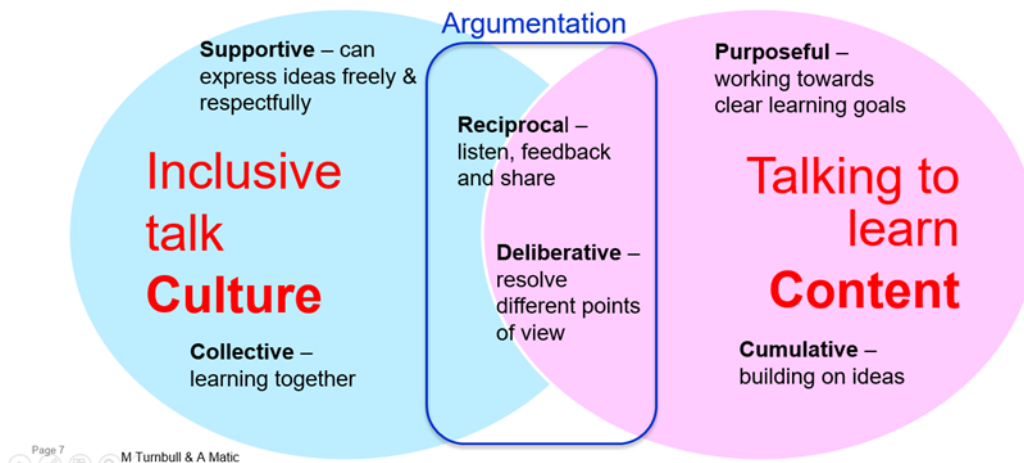


Figure 2: Components of Dialogic Teaching that have most impact on argumentation

While the research sought to develop all six principles, there was specific focus on deliberative and reciprocal talk which are seen as critical for argumentation. (Figure 2)

What did we do?

1. Unit of work refinement

Following professional learning to introduce the principles of DT and the language of argumentation to the History staff, we reviewed units of work to consider how these principles and language teaching could be systematically reflected in the units. The units were revised by the researcher with the following aims:

To develop an inclusive talk culture through

- increased opportunities for discussion where the students are pushed to reach consensus.
- varied interaction patterns so there is pair, group and whole class discussion every lesson

To make amplify target language through

- explicit teaching of the language and structure of argumentation
- a culminating task that requires the demonstration of argumentation skills
- contributing tasks throughout the unit that build skills and understandings required for the culminating task
- opportunities for students to reflect and talk about language
- activities where teachers can make visible the differences between spoken and written language

To increase learning talk through

- systematically building the field knowledge to scaffold successful talk
- building a deep understanding of concepts and terminology through talk
- including reflection on prior learning and pointing forward to new learning in each lesson
- developing mediating tools to scaffold thinking and talking

2. Lesson study

In order to explore the DT and argumentation and how it was evident in teacher and student interactions, we implemented a 'lesson study' process. The teachers and researcher co-designed lessons which were then observed, recorded and analysed to evaluate developments in the classroom culture, student learning, engagement and participation and teacher pedagogy. This was an iterative process over a period of two terms that resulted in a range of resources being developed and shared.

As part of the Lesson Study process, teachers and the researcher met regularly to discuss their lessons. An important element of the discussion was reflection on classroom recordings with a focus on interactions and teacher and student language. From early stages of the project, teachers were able to articulate how the project was impacting on their own practice and use of language in the classroom and on student learning and engagement. Our reflections led us to further refine lessons with a focus on the following:

- a. make visible the differences between spoken and written language
- b. 'Warm Demand' through teacher talk
- c. Increasing prolepsis – students' growing sense of themselves as historians
- d. Scaffolding using thinking and talking mediating tools

Making the differences between spoken and written language visible.

Early in the project teachers reported that students were writing using everyday language and that 'there is disconnect between thoughts expressed in talking and writing.' Teacher felt that students could understand challenging concepts of the subject but not articulate these appropriately in written texts. For example, teachers might use colloquial language to explain concepts and then see this colloquial language reproduced in students' writing. Teachers set about systematically and explicitly teaching the difference between spoken and written language.

Some examples include:

Teachers would write students' responses on the board during discussion and then collaboratively reconstruct these as nominalisations. (Table 1)

Student language	Teacher recasting of language
'It is representing something from the war.'	The representation of war
Anzac day', 'minute of silence'	Public commemoration
'Cook basically took over someone else's	Cook's invasion of Australia
'Like they all remember it because it was such a	The horrors of war

Table 1: constructing nominalisations

Teachers also used a bullseye diagram to show how the language for expressing key concepts moved from everyday language to key terms required to be used in writing. Below is an example of board work that made the nominalisations visible. (Figure 3)

Scaffolding talk as a bridge to writing

Making visible the differences between spoken and written language

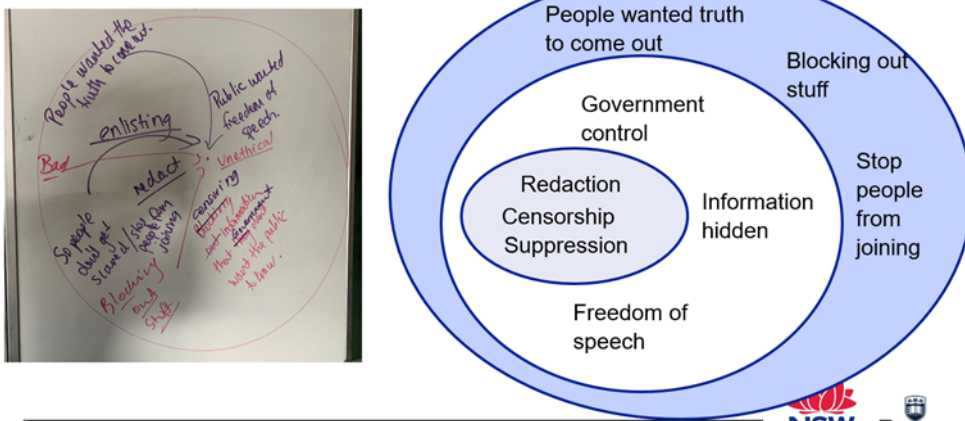


Figure 3: Bullseye diagram

Teachers used clines to teach the language for describing usefulness of history sources. (Figure 4) This language was modelled on the board as a whole class, then practiced by students in group discussion of sources, before completing a joint construction of a source annotation. (Figure 5)

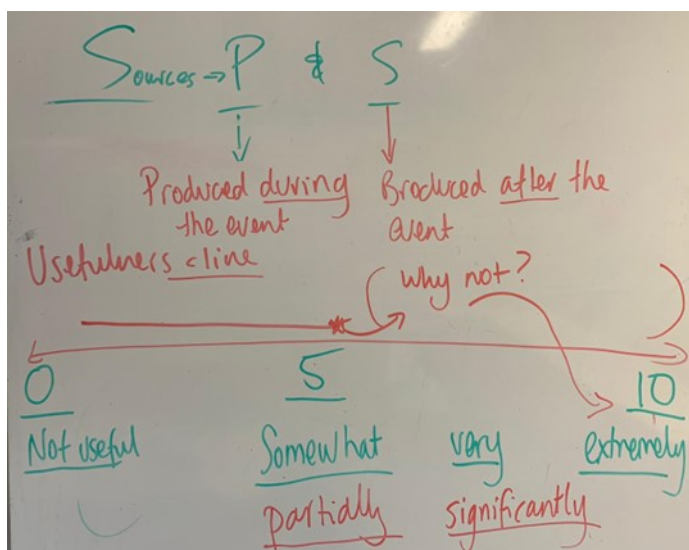


Figure 4 – Usefulness cline

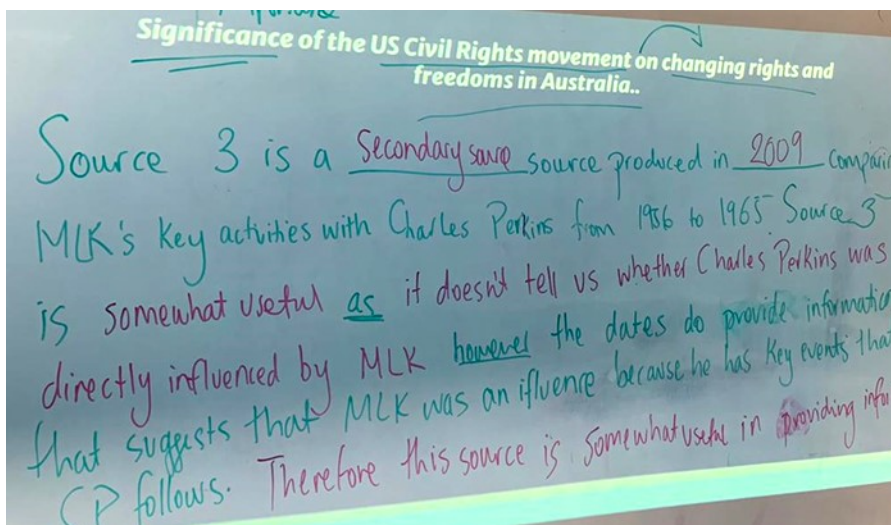


Figure 5: Joint construction of source annotation (year 9 History)

Warm demand through teacher talk

Lesson observations and analysis of transcripts were a key element of the research and lesson study process. The transcriptions of joint text construction provided evidence of teachers’ high expectations of student behaviour and learning in parallel with their high levels of care and scaffolding. This is referred to as ‘warm demander’ pedagogy (Ware, F. 2006). This was evident through phrases such as ‘let’s step that up’.

The transcripts also provided insights into the opportunities and challenges of joint construction which required teachers to draw on subject knowledge, language knowledge and argumentation knowledge to make explicit for students how to weave together this knowledge in the writing process.

Increasing prolepsis – students’ growing sense of themselves as historians

Lesson transcript analysis also revealed how more students were increasingly engaged in argumentation talk. There was a marked development in the nature of student contributions to class discussions evidenced by talk that provided reasons, elaborated ideas and sighted evidence. In interviews, students reported that they had growing confidence and enjoyment of the subject. They had a sense that they were good at History.

Scaffolding using thinking and talking mediating tools

When planning for talk, we developed proformas and concept maps that would help students capture their thinking while talking in groups and then scaffold the talk into written text.

In the year 7 examples below, students’ discussion about the text is scaffolded so that students can record their ideas as they talk and then use these to jointly construct a paragraph. (Figures 6 & 7)

SOURCE	What feature of Viking society does this source represent?	What is the source? What words can you think of that relate to this source?	What does this source tell you about the Vikings?
	Daily Life Civilisation Farming		
	Burial Religion		

Figure 6

Results

- Culture of the classroom
- Impact on learning
- Pedagogical
- Teacher knowledge
- Learning culture

Malek

Plan your response below

What is the main viewpoint? Which individual is most important?	Harold Bluetooth is the most important		
What are the main arguments presented?	wealthier, royal, king/ruler		
	Point	Elaboration	Evidence
Argument 1	He was well known around the world for his wealth being known as a royal	His wealth made him more popular around the world, which grew his popularity.	A royal that connected a nation
Argument 2	He was part of the royal family of Denmark leading him to make national decisions and a inspiration to others	He was the first Christian king of Denmark and made decisions about their religion, and connections	Christian Faith

Which person was the most significant in Viking history? Why?

Harold was a known figure in society due to the fact that he was very wealthy. His wealth was a key feature for his popularity. He was also known for his position in society. Harold was born into a royal family that connected Denmark which then led him to turn them into Christians as shown in the Christian faith and Denmark's nation history known as the first united king, therefore

Figure 7 – Thinking, talking and writing scaffolding tool

Results

This research has already provided some encouraging results. Students are reporting greater engagement and enjoyment of History, more intellectual challenge, deeper understanding of concepts, more social connection and fewer behavioural issues. Classroom interactions show increased student participation in discussion, increased supportive talk between peers and more academic and extended talk including reasoning, questioning, and elaborations. Students' written texts show evidence of more academic language, effective structure, cohesion, reasoning and elaboration. Teachers report their own increased engagement in teaching and learning. They report their increased knowledge has changed the nature of classroom interactions.

Conclusion

The discipline of History provides a rich context for argumentation which involves critiquing evidence, exploring different perspectives and constructing, organising and justifying positions.

This paper describes resources and results of our research to date. Drawing on lesson observations, interviews and students' sample writings, the teachers developed understandings about the relationship between argumentation, classroom interactions and improvements in discipline literacy and learning.

Talk plays a key role in the development of argumentation skills as it is through conversations that students present, support and clarify their views building an internal schema for argumentation that

can transfer to writing (Mercer, 2008; Mercier, 2011). Mastery of both oral and written argumentation are necessary for school academic success.

This current study aims to deepen our understandings about the relationship between argumentation, classroom interactions and potential improvements in discipline literacy and learning for EAL/D students in secondary history.

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Sydney Institute of Community Languages Education (SICLE)

Update 2022

Merryl Wahlin, Deputy Director, SICLE

PROFESSIONAL LEARNING

In 2022 SICLE has run eight Foundation (60hrs) courses, two Advanced courses and one Leadership & Management course for 250 Community language teachers and principals.

This is the fifteenth year we have been delivering these programs. The courses include additional language specific classes for Chinese, Arabic and Tamil. [SICLE Professional Learning courses](#)

Over 40 language specific professional learning workshops targeting the needs of Arabic, Chinese, Greek, Hindi, Gujerati, Marathi, Punjabi, Tamil, Turkish and Vietnamese teachers have been held face to face and online.

The [Open Language Portal](#) now has over 2000 resources for 17 languages and generic teaching resources for all languages. These resources have been created and curated by Community Language teachers.

LANGUAGE TEACHER SUPPLY

SICLE is developing an intensive languages teaching methodology course for existing teachers who wish to add Languages as a third teaching method. The course will be written by end of 2022 and we will have intakes of two cohorts in 2023. The program can be delivered online, blended or face to face and thus can support teachers in rural and regional schools.

We will also be collecting validity/ reliability evidence for the Verifying Language Proficiency Test (VLPT) which gives applicants equivalence to major/ minor tertiary study of the language. The VLPT is recognised by NESAs. We have also been discussing the possibility of using this program to offer languages as a third method to secondary pre-service teachers and as a specialisation for primary preservice teachers. If taken up by Sydney university, this could then be extended to other tertiary institutions. This program will provide a valuable way to increase the numbers of languages teachers in NSW schools and also in preservice education programs. If the 2023 trial is successful this program can be upscaled and made sustainable.

LANGUAGE PROFICIENCY TESTS

SICLE has developed and conducts Language proficiency tests for primary and secondary teachers in ten languages. These tests are conducted twice a year and are recognised by NESAs and the NSW Department of Education as equivalence to major or minor study in the language. [Teacher accreditation pathways](#)

PATHWAYS FOR PROFESSIONALS INTO TEACHING

SICLE has collaborated with WSU to develop and deliver a M/Teach Preparation program that results in a Cert IV in EAL (Tertiary Preparation) qualification. This program has the potential to meet the present teacher shortages by providing pathways for professionals and teachers with overseas-training to gain accreditation. The program, supported by the DoE will consist of three competency strands:

Planning Career Goals

Meeting English Language Requirements

Preparing for Tertiary Study

From experience we estimate that 16% of teachers will already have NESAs-acceptable qualifications



this program is attracting so many applicants are that the Community Languages schools are providing an initial pathway into teaching and we also provide careers advice and support at all steps along the journey. The first cohort will start in January 2023. If successful, this program can be extended and made sustainable. <http://mteach.org.au/>

PATHWAYS FOR PROFESSIONALS TO EAL/D POSTGRADUATE EDUCATION

SICLE is collaborating with NSW DoE to develop and deliver NESA-accredited pathways into postgraduate qualification and approval to teach EAL/D. The target groups for this program will be primary and secondary EAL/D teachers without recognised EAL/D qualifications; interested primary grade and secondary subject teachers wanting to gain EAL/D teacher PL or EAL/D accreditation by completing postgraduate qualification.

PROJECTS TO SUPPORT CL SCHOOLS – PROGRESSIONS

SICLE is working with teachers and academics to develop Language progressions for Arabic and Chinese. Writing teams will adapt the milestone prototype for each language; collect existing work samples and then place these at each border of the milestones. As part of this process they will annotate work samples and develop indicators to accompany each milestone in listening/speaking reading and writing. We will then identify key groups of 10 teachers for each language and seek their participation to trial the progressions. These teachers will undergo PL developing classroom-based assessment tasks.

PROJECTS TO SUPPORT CL SCHOOLS – PBL DIGITAL STORYTELLING

We are working with schools with language specific projects aimed at moving schools beyond textbooks into project-based learning in line with the '[critical connections](#)' project model. Teachers will be supported in skills development professional learning.

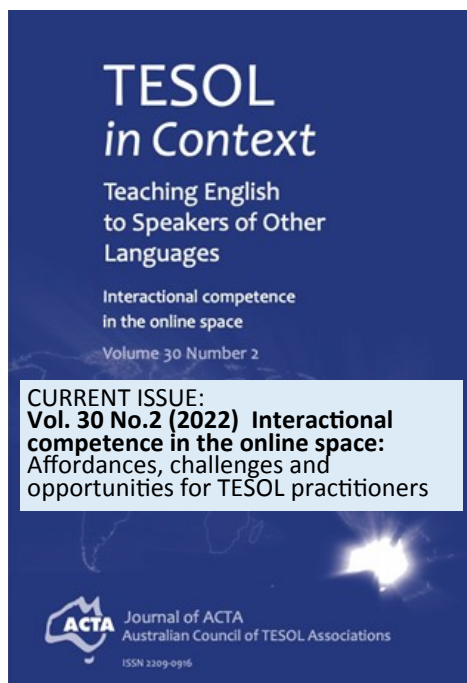
ADVOCACY

SICLE is working with key stakeholders to develop a discussion paper on Languages education provision in NSW. This *Languages Roadmap* provides a brief background to the current dire state of Languages education in NSW and suggested strategies to increase provision and uptake.





Newsletter December 2022



TESOL in Context Special Issue

Interactional competence in the online space:

Affordances, challenges and opportunities for TESOL practitioners

ARTICLES

[Requesting on WhatsApp: The interplay of interactional competence and deontics in English as an additional language](#) [PDF](#)

Taiane Malabarba

[Interactional practices to manage epistemic stances in online searches during a computer-mediated conversation-for-learning](#)

Ann Tai Choe, Hanh thi Nguyen, Cristiane Vicentini [PDF](#)

[Features of Online Second Language Interactional Competence in a German-Israeli Virtual Exchange](#)

Nils Drixler

[PDF](#)

BOOK REVIEWS

[Roever, C. \(2022\). Teaching and testing second language pragmatics and interaction: A practical guide. Routledge.](#) [PDF](#)

Ann Tai Choe

[Wong, J., & Waring, H.Z. \(2021\). Conversation analysis and second language pedagogy: A guide for ESL/EFL teachers. Routledge.](#) [PDF](#)

Michael Davey

[Salaberry, M. R., & Burch, A. R. \(Eds.\) \(2021\). Assessing speaking in context: Expanding the construct and its applications](#)

Leila Zohali

[PDF](#)

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Skye Playsted
TESOL in Context Journal
Coordinator

Interactional competence (IC) is a concept gaining growing currency in language learning, teaching and assessment. First proposed by Kramsch (1986), IC focuses on developing second language (L2) speakers' abilities to use language for functional purposes, ranging from "survival as a tourist or a student to negotiating treaties" (p. 366). The conceptualization of language competence as an ability for use differentiates IC from traditional understanding of proficiency, which consists of componential, de-contextualized ability indicators such as lexical range, grammatical soundness, and pronunciation. The ethos of IC emphasizes that language teaching education needs to focus on cultivating L2 speakers' abilities to use their linguistic resources (e.g., vocabulary and grammar) to achieve meaningful social actions in real-world interactional contexts. This special issue comprises three research articles and three book reviews, each of which exemplifies the ways in which IC can be applied to face-to-face and online learning opportunities for L2 speakers.

The editors of this special issue, Dr David Wei Dai, Dr Averil Grieve and Dr Sharon Yahalom would like to express a big thank-you to the reviewers, editorial board members and journal coordinator for contributing their time and expertise in the preparation of this issue.

TESOL in Context

Teaching English
to Speakers of Other
Languages

Interactional competence
in the online space

Volume 30 Number 2

CURRENT ISSUE:
**Vol. 30 No.2 (2022) Interactional
competence in the online space:**
Affordances, challenges and
opportunities for TESOL practitioners



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Australian Council of TESOL Associations
ISSN 2209-0916

TESOL in Context

[TESOL in Context](#) is an internationally refereed journal with a wide target audience, both national and international. Readership includes TESOL / EAL professionals working in all sectors of education; universities, primary and secondary schooling, early childhood settings, adult migrant programs, vocational training, ELICOS and TESOL teacher education, both in Australia and internationally. Articles published in *TESOL in Context* typically examine the nexus between theory and practice. The aims of *TESOL in Context* are to

- provide professionals in the field with insights into TESOL issues in Australia and internationally
- contribute to the development of classroom expertise through dissemination of current research and thinking around TESOL

On this page we provide information about the current issue of *TESOL in Context*.



Newsletter **December** **2022**

TESOL in Context Call for Abstracts: Special Issue 2023 *"Digital technology in language teaching and learning"*

TESOL in Context is calling for submission of papers for an upcoming special edition on Digital Technology in Language Teaching and Learning.

The coronavirus pandemic has foregrounded the critical role of digital technology in teaching and learning, as language teachers around the world have been forced to adapt and respond to their learners' needs and demands. Teachers' responses differ widely depending on their teaching contexts, their level of access to digital tools, and their familiarity with sound pedagogies that support learning with and through digital technology.

With the rise of newer and more innovative ways of teaching including Computer-Assisted Language Learning (CALL), Technology Enhanced Language Learning (TELL) and Multilingual Computer-Assisted Language Learning (MCALL), there is a need to establish clear pedagogical principles for using digital technology in language learning. This special issue draws on a range of contexts in which digital technologies are used to assist and enhance language learning through sound pedagogical practices. Authors may wish to consider the following aspects in their papers but are not expected to be limited by the prompts..

1. Their teaching and learning context and background.
2. The rationale for using digital technology.
3. Description of the technology and how it was used in the specified context (include links to the technology where applicable).

4. How the technology directed student learning and other potential possibilities for learning.
5. Challenges that arose from using the technology.
6. Specific knowledge/skills that are required from the user to optimally use the technology (both teacher and student).
7. Any identified advantages and/or disadvantages of using the technology in the language learning space.
8. Two/three implications of using such digital technology in language learning.
9. Feedback from stakeholders (students, colleagues, management) about the efficacy of the technology in learning.
10. Improvements that would be made on the pedagogy to direct its use in future practices (if any).

Important dates:

To be considered, please submit a title and a max. 300 word abstract to the TESOL in Context Journal Coordinator at tic@tesol.org.au by **31st October 2022**. Submitting authors will be notified of abstract acceptance by 30 November 2022. The deadline for submissions is **1 March 2023 for** online publication in the first quarter of 2023. Upon notification of abstract acceptance, you would be required to submit a manuscript of between 3500-5000 words for consideration in this issue, online www.tesolincontext.org.au or e-mail it to tic@tesol.org.au



Newsletter

December 2022

MEDIA WATCH

Vacant teaching positions soar to almost 3000 in NSW

New South Wales Teachers Federation Media release 27 November 2022

Read this devastating end-of-year report on the current NSW teacher and school counsellor shortages

<https://www.nswtf.org.au/news/2022/11/27/vacant-teaching-positions-soar-to-almost-3000-in-nsw/>



[Pat Anderson](#)
Chairperson, Batchelor Institute of Indigenous Tertiary Education

'A life changing experience': how adult literacy programs can keep First Nations people out of the criminal justice system

Published: December 7, 2022

[Pat Anderson](#)
[Jack Beetson](#)
[Melanie Schwartz](#)

The authors talk about their research which has focused on boosting literacy rates among First Nations adults via free programs rolled out by the [Literacy for Life Foundation](#).. They report a 65% drop in serious offences after literacy training.

<https://theconversation.com/a-life-changing-experience-how-adult-literacy-programs-can-keep-first-nations-people-out-of-the-criminal-justice-system-195715>



In My Own Words

Documentary SBS On Demand

Raw, heartfelt, sometimes painstaking but often funny, *In My Own Words* follows the journey of adult Aboriginal students and their teachers as they discover the transformative power of reading and writing for the first time in their lives.

<https://www.sbs.com.au/ondemand/tv-program/in-my-own-words/1001209923690>



Newsletter

December 2022

Professional Learning & Teaching Resources

vicTESOL

Supporting English language teaching,
learning and multicultural education

VicTESOL eBULLETIN

[November 2022](#)



PETAA is a leading association for primary educators in Australia, and one of the largest. First formed in 1972, it is a trusted source of resources, reference texts, professional development courses, and more.

See PETAA's essential teaching resource collection in [one handy blog post](#).