

TESOL *in Context*

Teaching English
to Speakers of Other
Languages

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About **TESOL** *in Context*

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ACTA statement

As the Australian Council of TESOL Associations (ACTA) journal, *TESOL in Context* has a wide target audience. It is an internationally refereed journal. Our readership includes ESL professionals working in universities, schools, adult migrant programs, vocational training, English for international students, and TESOL teacher training, both in Australia and overseas. It examines the nexus between theory and practice.

The basic aims of the journal are to

- provide professionals with insights into the wider TESOL issues in Australia, and
- contribute to the development of classroom expertise.

For **guidelines** on length and presentation of items submitted to *TESOL in Context*, please consult the Notes for Contributors.

Copyright for all articles published in *TESOL in Context* is vested in the journal. Permission to publish articles elsewhere should be sought from the Editors.

Please note

Views expressed in contributions to *TESOL in Context* do not necessarily reflect those of ACTA.

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Mission statement

ACTA is the national coordinating body representing all teachers of English to speakers of other languages. It aims to promote and strengthen English whilst supporting people's linguistic and cultural heritage. English is the language of public communication and the lingua franca for the many different sociocultural groups in Australia, as well as a major language of international communication. For full and effective participation in education, society, and in the international arena, competence in English is necessary.

TESOL is the teaching of English by specialist teachers to students of language backgrounds other than English in order to develop their skills in spoken and written English communication. At the same time, TESOL teachers strive to be sensitive to the diverse linguistic, cultural, and learning needs of individuals.

TESOL draws on a knowledge of the nature of the English language, first and second language acquisition, crosscultural communication, and appropriate curriculum, materials, and methodology for multicultural contexts. It is an integral part of the broader social, educational, and political context. It can inform and be informed by this context.

As a program, profession, and field of study and research, TESOL shares certain understandings and practices with the subject English as a mother tongue, child and adult literacy, languages other than English (LOTE), and bilingual and multilingual education, but also has distinct characteristics.

ACTA's objectives are

To represent and support the interests of teachers of English to speakers of other languages **ACTA** is committed to quality teacher training and professional development in TESOL and working conditions and career paths which enable teachers to have the stability and continuity of employment to develop, maintain, and deliver quality programs.

To ensure access to English language instruction for speakers of other languages **ACTA** is committed to ensuring that all students with ESL needs have access to programs that acknowledge and meet their diverse specific needs. These students may be Aborigines or Torres Strait Islanders, permanent residents with LOTE backgrounds, refugees, fee-paying overseas students, or students in Australian-sponsored programs overseas.

To encourage the implementation and delivery of quality professional development programs **ACTA** is committed to the development and maintenance of the highest quality programs for students at pre-primary, primary, secondary, and tertiary levels that are appropriately funded, resourced and staffed, and articulated in clear pathways.

To promote the study, research, and development of TESOL at state, national, and international levels **ACTA** is committed to ensuring that TESOL and TESOL related issues are debated and accorded due recognition in state and national policy initiatives as well as in the international community.