In June 2012 Margaret (Maggie) Gray became a member in the General Division of the Order of Australia in the Queen's Birthday Honours List. Maggie was recognised for ‘service to education, particularly the provision of English language courses for overseas students and adult migrants, and through advisory and accreditation policy roles.’ This brief description does little to convey the contribution that Maggie made to Australian English language teaching through her exceptional knowledge, compassionate wisdom, keen judgement and overarching sense of social justice and interest in people. During her career, Maggie was a gifted and dynamic manager who was committed to the professionalisation of English language teaching.

Maggie started in ELT as part of a group of teachers going into migrant hostels to teach English to new arrivals. She worked at the University of New South Wales Institute of Languages in the early 1970s, teaching on the first intensive courses organised for Czech refugees following the Prague Spring. Around this time she became involved in setting up a professional association for teachers, then known as ATEFL, and she was on the committee of the association for more than 10 years, serving two terms as President. It was during her presidency that the name of the association was changed to ‘ATESOL’, in part to circumvent the distinction between teachers who taught English as a ‘foreign’ language and those who taught English as a ‘second’ language.

Maggie’s work and skills in development of policy, management and teacher education led to her eventually heading up the organisation known today as the NSW Adult Migrant English Service (AMES), a position she held from 1982 to 1986 following her initial employment with them in the late 1970s. Those who worked with her at the time believe her to be responsible for raising the standards of the English language teaching profession, establishing minimum qualifications for teachers and putting collaborative approaches to teacher professional development in place between the various state adult migrant education bodies.

During the 1980s Maggie was also a member of the Refugee Review Panel established by the Commonwealth Department of Immigration to consider applications for refugee settlement in Australia.

When the English language sector of international education began to develop in the late 1980s Maggie...
Welcome to the winter edition of our Newsletter. As we go to press, final preparations are being made for next week’s third biennial international TESOL conference in Cairns. We are looking forward to meeting up with TESOL practitioners from around Australia and from overseas, and anticipate much intellectual discussion as well as plenty of socialising in the sunshine! Our next edition will bring you highlights from Cairns, and reports on some of the keynotes and presentations.

We are pleased to lead this edition with a celebration of Maggie Gray’s recent award. Maggie’s Order of Australia represents official recognition of the enormous contribution she has made to Australian English language teaching, ten years of which was also through involvement with ATESOL. We are delighted to offer her our congratulations.

Refugee Week has just concluded across Australia. I know many of our readers have been involved with the organisation of celebrations and ceremonies to mark the important work that goes on to support refugee students and their families: please send us any photos and information about your activities and we will try to publish them in the Newsletter. In this edition we have included information and contact details for those who might wish to involve themselves in community development or who are looking for volunteer opportunities.

Thanks again to those practitioners who send in articles relating to their work in the classroom. I hope you enjoy reading about Kate Roberts’ delightful puppets and Bess Wassman’s notes on maintaining a language focus across the curriculum.

See you in Cairns!

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**ATESOL NSW INC – COUNCIL MEMBERS 2012**

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**PROFESSIONAL TEACHERS’ COUNCIL NSW**

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It was my pleasure recently to attend the Professional Teachers’ Council NSW 18th Annual Presidents’ Dinner at the Martini Restaurant in Leichhardt. Guest speaker Dr Michele Bruniges, NSW Director-General Education and Communities, provided an overview of the Local Schools, Local Decisions initiative, and was able to allay some of the concerns expressed by the professional association representatives in attendance regarding the devolution to school principals of the responsibility for a proportion of new teacher appointments in their schools.

However, what has not been made clear, either by Dr Bruniges or the Minister for Education, is how the reform will affect the appointment of specialist teachers in schools who cater to students with specific needs, such as learners of English as an Additional Language or Dialect (EAL/D), students with disabilities and those with identified learning difficulties. It is essential for members of our association to remain vigilant, both at the systemic level and also in their respective workplaces, to ensure that the equitable provision of specialist EAL/D teaching support in our schools is maintained. Such vigilance is especially necessary at this time with the impending loss of support for multicultural education and community languages at the state office level as a result of the Department of Education and Communities Schools Portfolio functional realignment.

While ESL teachers and consultants have worked hard in the past to correct the misconception held by many of our mainstream colleagues that students learning EAL/D, students with learning difficulties and those requiring additional literacy support can be grouped together, often in the one classroom, it could well be to our advantage in the present climate to join together with our colleagues working in these other areas to ensure that the system and schools remain accountable for providing appropriate specialist teachers in sufficient numbers to cater effectively to the students in their care who are identified as having particular learning needs.

ATESOL NSW Executive Officer

I am pleased to welcome our new ATESOL NSW Executive Officer, Marcel Garraud. Marcel is currently employed as a primary school teacher and I’m certain that he will be a great asset to the work of our association.

Robert Jackson
ELICOS Update – June 2012

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.

International Education Advisory Council developing national strategy

In October last year the Minister for Tertiary Education, Senator the Hon. Chris Evans, announced the formation of the International Education Advisory Council (IEAC). The IEAC will provide advice to the Australian Government to help inform the development of a five year national strategy to support the sustainability and quality of the international education sector.

On 24 April the IEAC released a discussion paper on the future of international education in Australia and invited submissions. The discussion paper was part of the IEAC’s process to provide advice to the Minister to inform the development of a national strategy for international education. The discussion paper outlined key factors that have influenced international education in Australia and around the world, proposed some broad directions that could form the basis of a national strategy, and posed some discussion points under each direction to tease out debate.


Queen’s Birthday Honours for ELICOS pioneers

This year’s Queen’s Birthday Honours list included two people who were recognised for their outstanding contribution to Australian ELT. Christine Bundesen, Director of the Institute of Continuing and TESOL Education at the University of Queensland and Maggie Gray, former President of ATESOL NSW were made Members of the Order of Australia. Christine was the inaugural Chair of English Australia and continues to support the sector on the English Australia Council. Maggie worked largely within the Adult Migrant Program but also made a significant contribution to ELICOS through her work with the National ELT Accreditation Scheme (NEAS) (see feature story p. 1).

Action Research in ELICOS

Outcomes of the 2011 Action Research in ELICOS Program have just been published in issue 48 of Research Notes, the quarterly journal of the Research & Validation unit at Cambridge ESOL. The reports are available at http://research.cambridgeesol.org/research-collaboration/research-notes.

The teachers involved in last year’s program explored teaching pronunciation; developing independent learning skills; explicitly teaching assessment rubric; teaching grammar in EAP courses; teaching reading skills to Arabic-speaking learners; and using blogs to develop creative writing skills.

For more information about the program and current projects as well as outcomes of the 2010 action research program follow the link from – www.englishaustralia.com.au.

English Australia Conference – registrations open

The 2012 English Australia Conference will be held in Sydney’s Convention and Exhibition Centre in Darling Harbour with a new two-day format on September 20 & 21. The conference theme of ‘Re-shaping our future’ acknowledges the challenges of recent years and the need for the sector to be proactive in engaging with developments, both in Australia and overseas, and positioning itself to take advantage of opportunities for growth while maintaining the quality that enables Australian ELICOS to meet the personal, vocational and study needs of so many international students.

Registrations are now open and you can visit – www.eaconference.com.au for more information.
ELICOS Update – June 2012

Contact info@eaconference.com.au if you’d like your name on a mailing list for conference information updates.

New name and look for English Australia journal

As part of the new English Australia brand rollout, the association’s professional journal has been renamed and refreshed.

The English Australia Journal: the Australian journal of English language teaching (English Australia Journal) was published earlier this month and features a picture of a teacher and students at Bond University English Language Institute on the cover. Inside, the content is the same, comprising peer-reviewed research articles plus ‘Classroom Talk’ and reviews of print and electronic resources.

ELICOS student numbers

For the first time since September 2010 student visa numbers showed an increase in the April enrolment data issued by Australian Education International. An overall increase of 29% in student commencements was reported, however student numbers from China are still decreasing significantly. All other international education sectors continued to show declining numbers.

English Australia continues to work collaboratively with other international education peak bodies and government departments to develop and implement strategies to ensure Australia continues to attract international students to its high quality programs and support.

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

English Australia is the national peak body and professional association for the ELICOS sector in Australia. English Australia represents over 100 member colleges throughout Australia that provide quality English language programs to students from around the world.

For more information on ELICOS, including details of professional development workshops, go to www.englishaustralia.com.au.

ARE YOU INTERESTED IN JOINING COUNCIL?

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

Meeting dates for 2012 are on the following Tuesdays from 5.30 – 6.30pm

24 July 28 August
18 September 23 October
27 November

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

Light refreshments are provided during the meeting.

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

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

For additional information about ATESOL NSW go to: www.atesolsonsw.org
was appointed by the Department of Education to a small panel of expert auditors who conducted site visits to assess new English language colleges. Following the sudden collapse of the ELICOS industry after the events of Tiananmen Square in 1989 English Australia (known then as the ELICOS Association) set up the National ELT Accreditation Scheme (NEAS) to ensure quality was maintained in a very competitive international market and Maggie became Acting Coordinator shortly after. NEAS became something of a ground-breaker in accreditation of English language colleges and to this day is used as a model for other countries wishing to set up their own system.

In 1997 Maggie was invited by the Department of Immigration to be on the first panel to assess the tenders of providers wishing to deliver the Adult Migrant English Program.

During her time at NEAS Maggie worked with state regulatory bodies to ensure quality for ELICOS as well as establish an accreditation process for the AMEP. Maggie retired from NEAS in January 2001.

When asked what the high points of her career were Maggie offered the following.

‘The years on the ATEsOL Committee, to start with. We organised the first residential summer schools to which we invited notable overseas educators and writers (with the help of the British Council). We were in awe of these notables and their reputations, but discovered, to their amazement and ours, that we were in many ways more advanced than they. As teachers, we all suffered from a lack of resources, but we shared our insights and discoveries on materials and methods, and in many ways that was what brought us together and made it so enjoyable. You can imagine my delight at being made a life member of ATEsOL in 1997.

‘My time with the AMES was always challenging and exciting, but the most exciting was certainly the time of the influx of refugees from Vietnam, Cambodia and Laos after the Vietnam War in the late 1970s. Almost overnight, we had to vastly increase our teaching programs, recruiting teachers, finding accommodation, and most importantly gleaning information on the educational and cultural backgrounds of Indochinese, of which we had absolutely no prior knowledge or experience.

‘Coincidentally at this time, in the afterglow of the Galbally report, when a large number of special programs and resources were instituted for migrant settlement, the universities began to see the value in preparing teachers for migrant education, including that of adults. After all these years when you had to go overseas to get a specialist qualification we could now choose between competing universities at home. Amazing!”

Maggie reflected on the fact that the influx of very large numbers of Indochinese refugees and asylum seekers at that time did not create a ripple within the broader community. She observed that perhaps the popular media hadn’t developed the ‘streak of malevolence’ that so distresses us today.

Maggie also found her time with NEAS very challenging and enjoyable. ‘Building up an accreditation agency with, initially, no money, no expertise and almost no precedents anywhere in the world to draw on had to be a challenge. I think what kept me going was the people I worked with. They gave me their trust, warmth and humour. That NEAS is now pre-eminent in the field nationally and internationally is a great source of pride for me, as well as a testament to those who have worked there.’

In her retirement Maggie continues to have a keen interest in English language teaching and policy. ATEsOL NSW is delighted that she joins Ros Strong, former head of the AMES, ATEsOL NSW President and life member who was named in the Australia Day awards, and Christine Bundesen, current Director of the Institute of Continuing and TESOL Education at the University of Queensland who was also recognised in this year’s Queen’s Birthday Honours List.
The following is an abridged copy of an article ATESOL NSW council member Sue Bremner wrote for Independent Education Insights, a regular publication sent to independent schools that make up the Association of Independent Schools NSW. Sue has been involved in the education of ESL students for many years, and has worked across all education sectors. She is an education consultant for the AIS NSW.

Teaching EAL/D students

The Australian Curriculum and the NSW syllabus documents have been written with English speakers at the fore. However, EAL/D (English as a Second Language or Dialect) students are learning English while they are learning the NSW curriculum and they are learning ways of being a student that may or may not resonate with being a student elsewhere. They are learning content that is new to everyone (not just them) but they are also constantly having to learn the English that almost everyone else in their class knows. Not only are they struggling with new concepts that are part of being a learner in, for example, a Maths or Science or Art class, but they also have to grapple with learning the English that represents or ‘houses’ all this new learning.

The following is a quote from the draft Working with EAL/D students: Advice for teachers, produced by ACARA:

In Australian schools, learning is accessed through Standard Australian English (SAE). Equally, achievement is demonstrated through SAE. Each curriculum area has language structures and vocabulary particular to its learning domain and these are best taught in the context of the particular curriculum area in which they are used. Therefore all teachers are responsible for teaching the language and literacy demands of their subject areas. This is true for all students in Australian schools but, importantly, EAL/D students will require support that is specific to the acquisition of an additional language.

NSW adopted the ESL Scales (published by the Curriculum Corporation in 1994) as the preferred document to capture the learning of EAL/D learners, and though it was part of the suite of documents produced as part of the National Profiles in 1994, its use was retained for equity reasons. The ESL Scales document gave NSW (and other states and territories) an opportunity to have a shared language about the achievements of learners in English, and a map that could be used for planning.

As the document was written in 1994 some aspects are a little dated (e.g. not much about reading images, film, or websites) but nonetheless it remains a very useful resource.

With the support provided by ACARA and the ESL Scales, teachers are in a better position to program for their EAL/D learners than in the past. It was not uncommon 20 years ago for well-meaning teachers, in the absence of specific resources, to develop their own programs, often with little regard for syllabuses, to fill the gaps in learning for the EAL/D students (a ‘needs analysis’), teaching ‘survival language’ (often based on low-level naming and labelling) or helping classroom teachers with programs that was often written retrospectively. While many good things were happening, it tended to be somewhat ad-hoc with approaches as diverse as the teachers who delivered the programs.

What counts as learning?

Students in Australia are expected to be constructively critical and know about reading critically. We even have a national test that espouses arguing and persuading! It is important that students understand that a logically-constructed argument is part of the curriculum, and is not a quarrel or fight. Students are also expected
ESL Scales and EAL/D students

to listen to each other in class, and not just to the teacher. They are expected to work collaboratively and reach group decisions. Many students will watch for a while, until they work out the unstated rules and social mores, and some will get agitated and upset that they don’t know how it all works. It is a frustrating time for learners when they do not know enough English to show what they know already about topics covered in class, and frustrating for the teachers as they try to figure out what students already know.

Younger students have the advantage of a much more hands-on curriculum, where the physical surroundings and activities help bring meaning to the words they are hearing (see Quadrants A and B). As we move up in years of schooling, classrooms tend to be more dominated by language (spoken and written) than by activity, and this makes it harder for the EAL/D learner to figure out what is going on (Quadrant C).

The simplified ‘Cummins Quadrants’ are based on the work of Dr Jim Cummins, whose work has impacted significantly on the work of second language teachers around the world.

Visual aids have a significant role in supporting the ESL learner. They can help the students with the orientation to a topic they might be familiar with, trigger background learning, help bring to life some new vocabulary items, exemplify concepts and can also be a way the ESL learner can show they understand. Visual aids include moving pictures as well as photographs, diagrams, objects, and drawing on the board. Students need other ways, besides using language, of showing what they know and can do.

It all takes time

The language of face-to-face interaction and shared experiences takes much less time to learn that the more distant and abstract language of specialised debates, speeches and essays. It is widely accepted that it takes between 5 and 7 years to learn the dense language that characterises academic domains (eg History, English, Science, the Arts).

The linguistic challenges of expressing higher-order thinking are immense, but it does not mean the thinking is not taking place. The language of probability, obligation, certainty and likelihood that marks a thoughtful, well-researched essay takes some time to learn, as do many the English language ‘politeness’ markers (eg Would you mind if...: You might be partly correct...). The whole area of modality (the distance between yes/no and do/don’t) is a rich area of the grammar that can be fraught with misunderstandings, as the EAL/D learner overstates their case, or sounds abrupt and almost rude, when the issue is likely their limited understanding of the role of modality.

Words that have several meanings, depending on the context, is another area of frustration for an EAL/D learner, and English is littered with examples (eg area, net, tension, leaves). Add metaphoric and idiomatic language to the mix, and you might end up all over the shop or with a dog’s breakfast or open a can of worms!

Teaching lists of words or expressions out of context is not likely to have positive results, because words do travel in company, not alone, and the context does matter. Many native English speakers find it difficult to explain word collocations and associations to an EAL/D learner.

A final note

Teaching a coherent program, based on and linked to NSW syllabus outcomes, is important. Students want to ensure they are learning what their peers are learning, in tandem with learning English. There are a number of publications that teachers will find useful and practical. Several of the PETAA publications (www.petaa.edu.au) are aimed at the ESL learner in the Australian context, as are some of the work units freely available on the ATESOL NSW website at www.atesolnsw.org
I recently received this question on adjectival clauses:

Which is the best way of stating this?

1. Those are the people he believes in.
2. Those are the people in whom he believes.

Thanks,
Chuck.

Thank you for the question, Chuck.

**Traditional Grammatical Explanation**

Adjectival (or relative) clauses give more information about a noun. That noun can be the subject of the adjectival clause (‘I saw the man who came into my master’s house’) or it can be the object (‘I’m writing about the book I read’).

Note that in the object position, there may be a relative pronoun (‘who’, ‘which’, ‘that’, ‘whose’, ‘whom’) or it may be dropped. We could therefore also say ‘I’m writing about the book that I read.’ Note that here, in the adjectival clause, we change the usual English Subject-Verb-Object (SVO) word order and move the object to the beginning of the clause (when it is not dropped entirely). This makes it easier to define the relative pronoun. In other languages, where the relative pronoun is more specific, there can be more flexibility.

When we create a clause that has an object of a verb or phrase that takes a preposition such as ‘fond of’, ‘work for’, or ‘believe in’, we then need to include the preposition in the clause. The two general rules for placement of the preposition are that it comes before the object (it is for this reason that they are called prepositions, as they come before the noun) and after the verb or phrase as in ‘I live in New York City’.

However, when we move the object to the beginning of the clause, there become two possibilities: ‘Those are the people in whom he believes’ and ‘Those are the people he believes in.’ Each follows one of the two rules, either preceding the object of the preposition (‘in whom’), or following the verb (‘believe in’).

**Teaching Tips**

Students often have problems with prepositions. They are some of the hardest elements of the English language to master. There are very few clear rules on why we use one particular preposition and not another most of the time.

With these kinds of adjectival clauses, it takes time to learn how and when to use them. One useful strategy is to get students to be more aware of the fact that certain prepositions go with certain nouns, adjectives and verbs. For example, students should learn we live in a city, but more often eat at a restaurant, and ride on a bus, just as we have an interest in grammar but a love for vocabulary.

By raising students’ awareness of this connection between content words and prepositions, we can make them realise that adjectival clauses that have verbs or phrases also require prepositions.

This kind of structure is more complex and challenging than the simpler subject and object-position adjectival clauses and should only be tackled when students feel confident in the simpler clauses. In introducing this structure, it is often best to show simple transitive sentences such as ‘I eat an apple’ and ‘She hits the target’ and then juxtapose those with sentences that require a preposition, such as ‘They live in the city’ or ‘He works with his brother’. Note the difference between the objects in the first and second sets to the students so that they can see the preposition is an integral part in some cases, but not in others.

Teachers can have students practice a few object-position clauses with simple transitive verbs like ‘I’m writing about the book I read’ and then elicit student knowledge of further verb, noun, and adjective-preposition combinations in which they already feel confident. Students can then practice creating adjectival clauses that use this structure, adding in the preposition either before the relative pronoun (‘to whom’, ‘with which’, etc..) or at the end of the clause.
Language Notes
Chuck asked which way is best. There have certainly been those who consider ending a sentence with a preposition to be a grammatical error. This is derived from a similar rule in Latin, and indeed many languages do not allow a preposition to be stranded at the end of the sentence. As Bob Hope once said, ‘It’s wrong to use a preposition to end a sentence with’.

However, such a rule does not seem to fit well to the English language, giving rise to an acerbic quote popularly attributed to Winston Churchill about it being ‘the kind of tedious nonsense up with which I will not put!’ In general, allowing a stranded preposition at the end of a sentence is something we subscribe to. We have been doing so since before Shakespeare penned ‘and by a sleep to say we end the heart-ache and the thousand natural shocks that flesh is heir to’, so I would certainly consider both acceptable.

The first pattern, which puts the preposition at the end of the clause, is in fact much more common. It is rare to hear the second, which puts the preposition at the end of the phrase, in anything other than very formal spoken language. The latter is used in written language, but even then it is not as common as the first. It does tend to have a higher register, so using the second would be good for formal or academic writing, or to impress your grammar teacher.

adapted from TESOL Connections, February 2012
http://newsmanager.commpartners.com/tesolc/issues/2012-01-01/1.html

COMMUNITY CULTURAL DEVELOPMENT WITH REFUGEES

Jiva Parthipan is the community cultural development officer working with refugees at STARTTS NSW (Service for the Treatment and Rehabilitation of Torture and Trauma Survivors). The project aims to support and develop cultural activities amongst communities, youth and artists from a refugee background. Most recently we ran Circus training camps for refugee youth and a film making programme during the term breaks for Iraqi young persons. We are currently developing three innovative new projects to include creative writing, film making and boys’ dance. On occasion we are able to tailor make projects to suit the needs of a particular group.

Other areas of special interest include dance projects involving African communities, visual art exhibitions for professional artists whilst enabling access and capacity to initiate cultural production. This project is funded by Australia Council for the Arts.

To find out more please contact:
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STARTTS
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Mobile 0412 863 644
Fax 02 9646 6610

STARTTS
NSW Service for the treatment and rehabilitation of torture and trauma survivors

Photograph courtesy STARTTS
Using Puppets in the ESL Classroom

Kate Roberts, Early Stage 1 and Stage 1 ESL/Learning Support,

Whilst many teachers would say that their IWB's are the most valuable teaching resource in their classroom, I would say that mine is my collection of puppets. Having taught both as a classroom teacher and a specialist ESL teacher, I have found that puppets are a versatile resource which, when used effectively, can assist in improving student learning outcomes. It is however, important to select puppets carefully and have a clear purpose for using them. One cannot simply pick up a puppet to use within an educational setting without planning how the puppet will be utilized. Within my ESL classroom I have a range of puppets which I use on a regular basis. Each puppet was carefully selected for specific purposes and is unique in many ways. Below I will introduce you to my puppets and explain their purpose within the classroom and the reasons why they were selected.

Lazy Susan: Reading

Lazy Susan is a glove puppet constructed from a pillow case. She has had human features added, such as eyes and a mouth, to give her greater expression and allow her to communicate.

Purpose
The purpose of Lazy Susan is to encourage students to think about texts read during modelled reading lessons. She asks the students questions which encourage them to use a variety of comprehension strategies in order to formulate responses.

Why?
When teaching ESL students, it is always beneficial to have a second fluent English speaker to assist in the classroom. As with many classes, this is not always possible. By adding Lazy Susan into my modeled reading lessons it provided me with a second fluent English speaker in the classroom. As with many classes, this is not always possible. By adding Lazy Susan into my modeled reading lessons it provided me with a second fluent English speaker in the classroom. This is beneficial for a number of reasons. Firstly, it allows me to use her to engage students in what is being read. I’ve noticed that when Susan asks questions, such as “why is he feeling sad?”, the majority of students are more likely to formulate an answer as they enjoy speaking directly to her. Also, having Susan in the classroom provides me with the opportunity to model different forms of language. For example, whilst I’m demonstrating how written text sounds in speech, she models how to formulate questions. Similarly, when students answer her questions she is able to use the students responses to model the correct language use.

Rocky the Raccoon: Talking and Listening

Rocky is a Folkmanis glove puppet that lives in a garbage can. Whilst he doesn’t have a moving mouth, he has a moving head and paws which provides him with countless expressions.

Purpose
The purpose of Rocky is to encourage students to speak during discussions and class tasks. He is highly engaging and only comes out of his garbage can when the students speak to him. Many students feel more confident speaking to Rocky than their classroom teachers.

Why?
The first time that I taught a kindergarten new arrivals group I was faced with a dilemma. Whilst most of the students felt comfortable attempting to communicate with me, using simple words or phrases, there was one student who refused to talk to me, her classroom teacher and her peers. Having heard that many new arrivals often go through a ‘silent phase’ I decided to give her some time to settle into school life. After all, the first few weeks of kindergarten can be a daunting experience for many students, regardless of their language proficiency. At the end of the first term however, this little girl still had not communicated with anyone within the school; not her teacher, her peers or even me. After trying numerous strategies to try to make her feel comfortable communicating I decided to try using a puppet to see if it would be of any benefit. It was at this point that I introduced Rocky the raccoon.

After the first week of using Rocky, not only had the students in my ESL new arrivals class become more engaged and motivated to participate in class
Using Puppets in the ESL Classroom

Using Rocky with this group of students was beneficial for a number of reasons. Firstly, if the students refused to speak, then Rocky remained inside his garbage tin. This motivated the students to speak to him as they all enjoyed interacting with him. Secondly, using him in classroom created a sense of excitement and interest. It is a well-known fact that when students are engaged and motivated to learn, they are more likely to experience educational success. The students' success was evident in their continued oral language development and the comments which soon followed from their classroom teachers.

Squawk the Bird: Writing

Squawk is a glove puppet with a moving mouth. She has a pouch inserted on the inside of his mouth, that when squeezed with the hand creates a loud ‘squawk’.

Purpose

The purpose of Squawk is to alert the teacher when they make an error during modeled writing (eg: purposefully forgetting spaces, capitals, full stops). Squawk does not speak, however she makes a loud squawking noise which alerts the students that an error has been made and encourages them to find the error and work out how to correct it.

Why?

When teaching both as a classroom teacher and an ESL teacher I noticed that, regardless of the setting, many students did not take the time to re-read their writing and edit their work. The benefit of introducing Squawk into the classroom was that during modeled writing lessons, she would alert students that a (purposeful/deliberate) error had been made. As he could not say what the error was verbally, the students were encouraged to review the writing to identify the error made. This was particularly handy when emphasizing the teaching point of the lesson (eg: spacing) whilst also instilling in students the importance of re-reading their work and editing prior to submitting for marking.

Dr Who: Behaviour Management

Dr Whoo is an owl rod puppet. He only has one movement, moving his head side to side, and does not talk.

Purpose

Dr Whoo is a silent puppet who watches students carefully to check that they are on task. His purpose is to act as a behaviour management tool.

Why?

Dr Whoo is highly engaging even though he has such a small range of movements. I first introduced Dr Who to a kindergarten class that I provided in-class ESL support to. The class was filled with students with big personalities and many different behavior management systems had been implemented. The first time I took Dr Who into the classroom the impact was amazing. The class went silent, with every student fixated on the small puppet. As Dr Who looked around the room at each student I explained that Dr Who was going to be watching them and looking for people who were doing their best work. The classroom teacher and I were both surprised at just how much of an impact Dr Who had upon the class. The motivation levels increased as they all wanted to impress the owl and the noise levels decreased to a workable level. Since then I’ve use Dr Who in Stage 1 and Stage 2 classrooms with similar results. The fact that he is a silent puppet with limited movement is one of the reasons he works so well for behavior management. A puppet like Squawk would not be able to have the same impact.

Some handy hints for using puppets

Before introducing a puppet to a group of students it is important to have a clear purpose for using the puppet. It is also important not to let the ‘theatre’ of the puppet overshadow the intended learning outcomes of the lesson. Below are four handy hints for incorporating puppets into teaching practice:

• Learn the basics: obtain professional development in
Using Puppets in the ESL Classroom

using puppets – read books, attend workshops or search the web.

• Keep it simple: Instead of trying to have the one puppet do many things, opt for having a range of puppets with only one or two purposes, e.g. to motivate, reward, teach reading, manage behaviour, etc.

• Using moving mouth puppets: Try to only move your thumb and not lift the upper hand when making the puppet talk. If you keep lifting the upper hand, the puppet will not be able to maintain eye focus on the audience.

• Watch the eyes: Check your puppets eyes are looking at your students.

• Have a go: Don’t be afraid to experiment with a range of puppets for different purposes within your classroom.

Puppet Resources
Below are some resources that I have found particularly helpful when constructing and learning how to use puppets correctly:

• Folkmanis Puppets: Dr Whoo, Rocky and Squawk are all Folkmanis branded puppets. Folkmanis offers a wide range of puppets at reasonable prices. The entire collection can be viewed at www.folkmanis.com

• Puppet Planet by John Kennedy: I made Lazy Susan based on one of the designs from this book. John offers a wide range of puppets which can be constructed and used for different purposes. His book offers step-by-step instructions and is easy to follow.

• 10 Minute Puppets by Noel McNeal: Noel provides a range of puppets which can be made using everyday materials. Simple creations that even students can make and use within the classroom.

• Pupperoos: Pupperoos is a Sydney based puppetry company which offers educational puppet shows for schools, professional learning for teachers and custom made puppets. Head puppeteer Kay Yasugi can also provide advice on choosing appropriate puppets for a range of educational purposes. For more information about Pupperoos visit – www.pupperoos.com

RESOURCES – TO COMBAT CYBER RACISM & BULLYING

Cyber racism – a form of cyber bullying
Cyber bullying is commonly defined as the use of information and communication technologies to support repeated and deliberate hostile behaviour intended to harm others. It is sometimes used as an extension of other forms of bullying, and can result in the target of bullying experiencing social, psychological, physical and academic difficulties. Cyber bullying that is racially offensive or racist in nature is referred to as cyber racism.


BackMeUp – don’t stand by – it could be YOU!
This campaign is an initiative of the Australian Human Rights Commission.

BackMeUp is a video competition aimed at 13 to 17 year olds, to help eliminate cyberbullying in Australia. Students are encouraged to submit a 2-minute online video, made on their phone cameras, in support of someone who is being bullied. Competition closes Wednesday 15 August 2012. Prizes include an expenses paid trip to Sydney for a NIDA film-making course and runner-up prizes of JB HiFi vouchers.

This edition of K–6 Corner looks at how developing oral language can support students in writing as well as other key learning areas.

**HSIE and Writing**

In term 2, my class studied significant sites in Australia and had a writing focus of factual and historical recounts. Some of the writing program aims were to move students away from writing for a known audience to one that is unknown, developing verbal groups in past tense and to sequence events using a range of strategies (as opposed to the familiar time connectives *firstly*, *secondly* and *finally*).

**Activating/Developing Field Knowledge**

To support understanding and vocabulary development within HSIE at the same time as working towards writing outcomes, I decided students would write an historical recount about the Sydney Harbour Bridge. When planning for writing, I first provided opportunities for the class to share their background knowledge about the bridge and to make predictions about when and how it was constructed. I then used both the book *Building the Sydney Harbour Bridge* by John Nicholson and various photos from different stages of building (easily found online) to help students make predictions about the bridge construction. Students looked at pictures and were asked to think about the following questions:

*When do you think the bridge was built? How was it built? What did builders need to consider when building the bridge? What difficulties do you think the builders may have had?*

**Developing Oral Language**

An important step that I make sure I use in my writing program is ‘developing oral language’. This promotes the use of talking and listening where students can practise new vocabulary in an informal setting. It also gives students the opportunity to turn their informal talk into more formal, lexically dense responses through opportunities for ‘reporting back’. For this activity, I showed a labelled diagram of the bridge and discussed technical language with the class. Students were then told they could choose from a range of materials (paper, blocks, straws, etc.) to build their own bridge. The aim of the task was made clear at the beginning of the lesson; it was not to build the best bridge possible but to **use the target language** (with one group member designated as the language recorder/observer) and to **report back to the class** about how the bridge had been constructed. During the task, students were able to refer to the diagram. I went around to the different groups and questioned them about their choices, making sure to use the target language. For example, most students first referred to the span across the bridge as the ‘road’ instead of the technical term ‘bridge deck’ however, by the end of the lesson, they were comfortable using this vocabulary.
K–6 Corner

Once the time limit was reached, the class went around viewing the other bridges while members of the groups reported back or ‘recounted’ the steps taken to construct their bridge and explained their choices. This language was recorded and saved to refer back to in future writing lessons. This writing was valuable when focusing on sequencing events and writing verbal groups in the past tense.

Conclusion
Overall, I found that including this activity was beneficial in that students were able to practise and use the technical language they would need to write their historical recount in an informal setting. It also required them to think about the steps they had taken to construct their bridge and how they would recount these steps to the class. In HSIE, the task allowed students to think about how a bridge is constructed, use target language and discuss any challenges that the people building the Sydney Harbour Bridge may have come across. It was a good stimulus activity for further discussion about the bridge. (The kids had a great time as well!)

Refugee Council of Australia

Australians are getting behind a community program to provide short-term accommodation support for asylum seekers while their refugee status is being determined.

Refugee Council of Australia chief executive officer Paul Power said the Australian Homestay Network (AHN) was mobilising its resources to complement the Federal Government’s changes to process asylum seeker claims in the community.

Mr Power said initial reports suggested the AHN had received applications from all over Australia from people who were willing to offer asylum seekers a room for six weeks.

“Local communities throughout Australia have a strong track record of welcoming new arrivals. We are seeing that now as thousands of hard-working volunteers join NGOs and other organisations to support asylum seekers in the community.”

Mr Power said the Government’s decision to issue asylum seekers with bridging visas to live in the community while their claims are being assessed was a better alternative to indefinite mandatory detention.

“Mandatory detention makes people mentally ill and is expensive. In 2010–11, keeping asylum seekers locked up in detention centres cost $772 million, an average of $137,317 per detainee.

“Allowing asylum seekers to live in the community while their refugee status is being determined is standard operating practice in many countries, including Canada, the United States, New Zealand and much of Europe.”

Mr Power said around 90 per cent of asylum seekers the Government locked up were ultimately found to be refugees, issued visas and resettled in the community.

“It makes sense to introduce asylum seekers to the communities where they will most likely restart their lives.”

Anyone willing to host an asylum seeker in their home for a six-week period can register with the AHN at www.homestaynetwork.org/cpn or by calling 1300 697 829. The AHN will provide all approved hosts with information, training, homestay industry appropriate insurance and support services throughout their involvement with the Community Placement Network project.


The Refugee Council of Australia represents non-government organisations and individuals working with and for refugees in Australia and around the world.
The House of Welcome (HOW) is committed to serve asylum seekers and refugees without discrimination on the basis of age, gender, race, sexuality or religion. We are the largest transitional housing provider for asylum seekers in NSW, supporting families and individuals who are most at risk of destitution and who are ineligible for many other forms of support. Moreover, we provide financial and emergency assistance alongside casework support to build the capacity of our clients to live independently and safely in the community. Our volunteers work to orientate our clients to Sydney, develop their skills and create new social connections.

We run weekly one on one English classes for beginner to advanced students at our centre in Carramar, South-West Sydney or in private homes. HoW recruits volunteer English teachers for a minimum of 6 months to work directly with students or on a short term basis to provide training for our volunteer teachers. We provide training and induction on teaching in this sector and opportunities for other professional development courses such as accidental counselling and first aid. If you want to use your ESL teaching skills to connect with asylum seekers and refugees in your community then contact Jo on 02 9727 9290 or volunteercoordinator@houseofwelcome.com.au and for more info check out www.houseofwelcome.com.au/volunteers.

Our Mission

The House of Welcome (HOW) is committed to serve asylum seekers and refugees without discrimination on the basis of age, gender, race, sexuality and religion.

We recognise that this group of people, displaced from their homes and homelands through war, conflict or persecution arrive in Australia suffering from trauma and loss; they are in need of help and accompaniment, especially those further traumatised by lengthy periods in Immigration Detention, homelessness and the difficulties of settlement.
ATTENTION: Teachers of ESL learners K-3

ATESOL (NSW) Inc.
(Association for Teaching English to Speakers of Other Languages)
Professional Development Program 2012

K-3 GRAMMAR WORKSHOP
Saturday 18 August 2012
9.30am - 12.00

Matthew Jones, Wiley Park PS
Introducing technology to kindergarten
This workshop explores the use of i-pads and storytelling applications to support oral
language and literacy development.

Erin Kitchin, Auburn West PS
Using ICT to develop language learning
Strategies for using ICT to support students learning English as an additional language
in mainstream classrooms.

Beverly Hills North PS
Shorter Ave, Beverly Hills

Cost: $22.00 members/students  $38.50 non-members
(including GST & refreshments)

ATESOL is an endorsed provider with the NSW Institute of Teachers through membership of the Professional
Teachers Association (PTC). Participants who are accredited at Professional Competence may count their
attendance at this workshop towards their mandatory hours of Institute Registered Continuing Professional
Development. Standards: 1.2.2; 1.2.3; 6.2.3

REGISTRATION/TAX INVOICE:  K-3 Grammar Workshop, 18 August 2012

Mail to ATESOL NSW Inc., PO Box 223 Leichhardt 2040 or fax 9564 2342.
Cost: $22.00 (member)  $38.50 (non-member) includes GST & refreshments.
Phone queries: 9564 3322.

Given name ……………………………………… Family name ………………………………………
Address …………………………………………………………………………………….. Post Code ………
School/Institution ………………………………………………………………………………
Phone (H) …………………   (W) ……………..…… Fax (H) ………..………..….  (W) ………..………….
Method of payment:  Cash/cheque/Credit card (circle one)  [Cheques payable to ATESOL (NSW) Inc.]
Cardholder’s Name …………………………………… Credit card type:  Bankcard/Visa/Mastercard (circle one)
Credit Card number: _ _ _ _   _ _ _ _   _ _ _ _   _ _ _ _   _ _ _ _   Signature: ……………………………...…..……
Expiry date: …………………..

Note: On receipt of full payment this registration becomes a tax invoice.
ATTENTION: Teachers of ESL learners 4-8

ATESOL (NSW) Inc.
(Association for Teaching English to Speakers of Other Languages)
Professional Development Program 2012

4-8 GRAMMAR WORKSHOP
Saturday 8 September 2012
9.30am - 12.00

Kathy Rushton and Bess Wassman, ATESOL Councilors
Writing workshops – motivating creative writing

Sydney College of the Arts
Within Callan Park
Balmain Rd
Rozelle NSW

Cost: $22.00 members/students  $38.50 non-members
(including GST & refreshments)

ATESOL is an endorsed provider with the NSW Institute of Teachers through membership of the Professional Teachers Association (PTC). Participants who are accredited at Professional Competence may count their attendance at this workshop towards their mandatory hours of Institute Registered Continuing Professional Development. Standards: 1.2.2;1.2.3;6.2.3

REGISTRATION/TAX INVOICE: 4-8 Grammar Workshop, 8 September 2012
Mail to ATESOL NSW Inc., PO Box 223 Leichhardt 2040 or fax 9564 2342.
Cost: $22.00 (member) $38.50 (non-member) includes GST & refreshments.
Phone queries: 9564 3322.

Given name ……………………………………… Family name ……………………………………………
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Phone (H) ………………… (W) ………………… Fax (H) …………………….. (W) …………………
Method of payment: Cash/cheque/Credit card (circle one) [Cheques payable to ATESOL (NSW) Inc.]
Cardholder’s Name ……………………… Credit card type: Bankcard/Visa/Mastercard (circle one)
Credit Card number: _ _ _ _   _ _ _ _   _ _ _ _   _ _ _ _   Signature: ……………………………...
Expiry date: ……………….. Note: On receipt of full payment this registration becomes a tax invoice.
International Conferences & Events 2012

July

8–11 (North America) ALA 2012, “Language Awareness for our Multicultural World,” Concordia University, Montreal, Quebec, Canada. Email: ALA2012@education.concordia.ca. Web: http://doe.concordia.ca/ala2012.


16–19 (Central and South America) BRAZ-TESOL, “Proud to Be,” Faculdade CCAA, Rio de Janeiro, RJ, Brasil. Email: braztesol@braztesol.org.br. Web: http://www.braztesol.org.br.

31–2 August (Central and South America) PERU TESOL, “Speaking Up for English,” Chiclayo, Lambayeque, Peru. E-mail fdelacruz@perutesol.org. Web site www.perutesol.org.

August

September
6–8 (North America) 11th Symposium on Second Language Writing, “Graduate Study in Second Language Writing,” Purdue University, West Lafayette, Indiana, USA. Email: tony@purdue.edu. Web: http://sslw.asu.edu/2012.

14–16 (Central and South America) Panama Tesol, “Teaching to Learn: A Declaration for Success,” Panama City, Panama. Email: joannempyratesol@gmail.com. Web: www.panamatesol.org.

October
2–3 (Asia and Oceania) The Hong Kong Polytechnic University, Department of English, “2nd Conference of Applying (Putonghua/English) Language Arts,” Hong Kong, China. Email: egapela@inet.polyu.edu.hk. Web: http://www.engl.polyu.edu.hk/events/apela2012.

4–7 (Asia and Oceania) TESOLANZ, “Emerging Opportunities in New Learning Spaces,” Palmerston North, New Zealand. Email: g.r.skyrme@massey.ac.nz. Web: http://www.clesol.org.nz.


November
8–10 (North America) 40th TESL Ontario Conference, Sheraton Centre Toronto Hotel, Toronto, Ontario, Canada. Email: conference@teslontario.ca. Web: http://www.teslontario.net/conference.
