In August last year I had the privilege to present the E-Readers for Adult Language and Literacy Students project at an ATESOL Teacher’s Forum to share the process and outcomes of the project outlined below with my colleagues. E-readers stands for electronic readers.

They are short creative writing texts designed to be read on a computer. They are created using Microsoft PowerPoint software, include images and voice narration and are accompanied by comprehensive teacher resources.

The project began in 2005, while I was working as the Literacy Coordinator and Tutor at Taree Community College on the NSW Mid-North Coast. My colleague Ruth Crossman, ESOL and Literacy tutor, and I were seeking some adult appropriate readers with accompanying teacher resources for our students when we discovered that a group of teachers in South Australia had trialled the concept of creating adult appropriate electronic readers using Microsoft PowerPoint technology. We were intrigued by this concept and upon further discussions with College Executive Officer Kathy Wright we embarked on the journey of applying for an Innovative Project grant from the Department of Education, Science and Training (DEST). Our project was one of ten projects selected to be funded nationally and was completed in mid-2006. Our project was innovative in that it successfully involved advanced adult literacy students as the authors of the texts for the e-readers.

In undertaking the project we wanted the student authors to be assessed on their technology skills. As a result, units incorporating word processing, internet, email and PowerPoint presentation skills from Certificate I in Information Technology were chosen as the accredited outcomes for the project. The project was conducted in four distinct phases. The initial phase was planning the number, content and levels for the e-readers. The second phase initiated the writing process. Three levels were assigned to the readers; beginner, intermediate and post-intermediate. Ruth and the student authors dedicated their two-hour class time each week over two terms to the writing process. The goal for the project was to produce ten e-readers which allowed each student to produce two texts each at a different level if desired. The students embarked on an intense process of planning, drafting, editing, peer and teacher review. Some texts were edited and re-worked between ten and twenty times. During this time the students had set up a group distribution list on their email for the purpose of seeking advice and support for their word processed written work from their peers and teacher. The students were committed to the writing process and passionate about striving for excellence. Ruth and the students...
Welcome to the autumn edition of the ATESOL NSW newsletter. As we have just had our AGM, this is a time for reflecting on the year past and planning for the year ahead. We thank retiring councilors, particularly Judith Mee (Stage 6 ESL English change agent), Jim Richardson who continued to serve ATESOL while battling serious family health challenges, and Pornsawan Brawn who has been a valued contributor to the newsletter and to professional development for adults. I don’t think any of these colleagues has left the scene entirely and we look forward to seeing them contribute in other ways.

We also welcome a new council filled with faces familiar and new. (For contact details of all councilors see below.) For the first time in several years, all executive positions on Council are filled. As ATESOL’s constitution limits the period in which a person can be president to no more than two consecutive years, Connie Mudge has retired from the role. Robert Jackson returns as President. (Robert was president 2006–2007.) Connie has taken on the role of Treasurer and Kathy Rushton returns after a break of four years to the role of Secretary. Sue Bremner returns as Vice-president and is joined by Bess Wassman who takes up the role of Vice President in charge of Professional Development. Expect a busy and dynamic year.

At the AGM, as well as farewelling Judith Mee, we announced that Pat Spring had been awarded honorary life membership of ATESOL NSW in recognition of her sterling efforts on behalf of ESL teachers and students through her voluntary contribution to ATESOL. More news of this award will appear in the next issue of ATESOL newsletter.

For assistance with this newsletter I thank Connie Mudge, Simone Campbell, Marolyn Ninness, Kath Brandon, Naginder Kaur, Dorothy Hoddinott, Robert Jackson and Jill Sillar.

Helen Fong
Executive Officer/Newsletter Editor
helenfong9@gmail.com Ph: 0427 536 897
As I write, the list of fatalities as a result of the horrific bushfires in Victoria is mounting. During this difficult period of grieving and adjustment for survivors, ATESOL (NSW) extends deepest sympathy to our colleagues affected by this disaster. Our thoughts and prayers are with you.

The year ahead is exciting for ATESOL as we embark on our first attempt to take our professional development to more far-flung members. Our Conference on the Move 2009 has two confirmed venues and dates, with negotiations continuing for another “country” venue. We are also considering a one day mini-conference in the metropolitan area of greatest ESL need – the south-west of Sydney – and would appreciate feedback from local practitioners about issues you would like addressed, the likelihood of participation (probably a Saturday) and anything else that you would like us to consider.

National Curriculum is still an issue that we are addressing with a number of our Councillors contributing to the ACTA national response and the proposed Continuum of Literacy Development. ATESOL/ACTA is also well represented at the National Symposium on Assessing English as a Second/Other Language in the Australian Context at the University of New South Wales in late February. All of these developments can impact on our work in the not-too-distant future in all sectors, but at present, mostly in schools. If you feel that you have expertise or insight in these advocacy areas, please contact any of our Councillors or our Executive Officer to offer your skills. We would welcome you to our working parties or committees as a new Councillor or simply as a contributing member.

Our Annual General Meeting on Tuesday 10 March was combined with a bitter-sweet event, where we celebrated the contributions of Judith Mee to ESL education at the same time as we farewell her from active membership of Council.

As I have completed my two years as president, I want now to thank those who have made this role feasible. Without the support of our Executive Officer, Helen Fong, I could not have considered taking on the role. Helen tirelessly carries out the legwork and the organisational details that would not and could not be accomplished alongside my “real” job. As well, my fellow Councillors have stepped up to take on responsibility for particular professional development activities or to support events that others have organised. Without their wisdom and elbow grease, much of what ATESOL (NSW) has accomplished just would not have happened.

I look forward to being one of the behind-the-scenes workers, to continue making contributions to the activities of this really essential professional association. There are opportunities ahead for the TESOL profession, while at the same time there are threats to be confronted. As always, I encourage all of you to consider joining us to help make a difference for ESL teachers in all sectors and in all contexts. Get in touch with any of our Councillors or our Executive Officer if you think you might be interested in supporting YOUR professional association – by offering your assistance at one of our workshops, by writing an article for our newsletter, by helping with an advocacy issue, by serving on Council.

Connie Mudge
President (2007 and 2008)
Council Meetings in 2009

Council’s monthly meetings are held on the last Tuesday of the month between February and November from 5.30pm to 6.30pm at the Professional Teachers’ Council NSW Conference Centre, corner of Norton and Marion Sts, Leichhardt. Members are welcome to attend any meeting.

Please email Helen Fong at helenfong9@gmail.com to let us know you will be attending.

Meetings will be held in 2009 on the following dates:

- 24 March
- 30 June
- 29 September

- 28 April
- 28 July
- 27 October

- 26 May
- 25 August
- 24 November

Primary Pedagogy for the Future

Sunday 24 & Monday 25 May 2009

Hilton International Hotel, Adelaide

Who should attend?
Teachers, primary years leaders, teacher educators, student teachers

Keynote speakers
Max Angus, (Edith Cowan University), Karen Brooks (Southern Cross University), John Loughran (Monash University), Margaret Bishop and Helen Wildash


RENEWAL REMINDER

You are important to us.
If you have not yet renewed your membership for 2009, please do so now.

You’ll continue to receive:
- Discounts on all professional development workshops
- Discounted conference registration fees
- Four informative newsletters annually
- Eight e-bulletins a year
- Two issues of *TESOL in Context* journal
- Good fellowship and collegial support.

All enquiries to PTC NSW on (02) 9564 3322 or admin@ptc.nsw.edu.au
Professional Development 2009

Unless otherwise indicated, all professional development workshops are held at the Professional Teachers’ Council, NSW Conference Centre, Cnr Norton & Marion Sts, Leichhardt, in the grounds of Leichhardt Public School. On-site parking is limited; attendees need to allow sufficient time to park in adjoining streets. Light refreshments are provided at each workshop.

Term 2

Saturday 16 May, 9.30am – 4.00pm
Conference on the move 2009
One day ESL conference in Armidale. Contact Yvonne Little at y.little@ptc.edu.au to receive a flyer when it is available.

About Conference on the move 2009

Conference on the move 2009 is a new initiative by ATESOL (NSW). We will attempt to meet the ESL needs of schools in regional NSW by inviting participating host schools to choose the focus of their local conference. A typical conference day will have a number of sessions and presenters. Expressions of interest have already been received from Newcastle, Armidale, Wagga Wagga and Dubbo.

Our first conference session took place at Tyalla PS, Coffs Harbour on Saturday 14 March. See Kathy Rushton’s article on page 6. A second Conference on the move 2009 session is planned for Armidale on Saturday 16 May. Other conference days will be arranged if we can find suitable partners in regional NSW. A conference day is also planned for Sydney.

An Expression of Interest form is located on page 18 of this issue. Please contact Helen Fong at helenfong9@gmail.com if you require further information.

Term 3

Saturday 22 August, 9.30am – 1.00pm
Pronunciation Workshop
In this session, AMES teachers Glenice Aiken and Marina Pearce will present an overview of a range of approaches, resources and materials teachers can adapt to their own teaching context when dealing with pronunciation and listening problems. The workshop will look at practical ways to integrate pronunciation and self-assessment into ESL courses. Resource workbook included.
Cost: to be confirmed
Venue: PTC NSW Conference Centre

Saturday 29 August, 9.30am – 12.30pm
K–3 Grammar Workshop
Convenor: Kathy Rushton. In this workshop ESL educators provide varied strategies for teaching grammar.
Cost: $30 members & students, $50 non-members
Venue: PTC NSW Conference Centre

Saturday 26 September, 9.30am – 12.30pm
4–8 Grammar Workshop
Let Convenor, Kathy Rushton and her co-presenters provide fresh ideas for teaching grammar to students in Years 4–8.
Cost: $30 members & students, $50 non-members
Venue: PTC NSW Conference Centre

Tuesday 6 October, 9.30am – 4.00pm
HSC English (ESL) Revision Day
For all students of HSC English (ESL) and their teachers
Venue: Smith Auditorium, Shore School, William St, North Sydney

Term 4

English for Academic Purposes
ATESOL NSW is on the move!

Our conference will be moving through New South Wales this year to give members, and non-members a chance to participate in workshops and seminars which are usually only provided in Sydney. Even though our council members are committed to supporting ESL teachers and learners from Kindergarten to adult contexts, we are all volunteers and are usually unable to travel far from our workplaces and residences. However, thanks to the inspiration provided by Dr Ahmar Mahboob, who suggested we copy a model used in Pakistan, and the support of ATESOL (NSW) Inc we are providing a conference which will meander slowly across the state this year with one or two of our council members supporting each event. We hope to meet new friends and old as we try to support teachers of ESL students in as many places as possible.

Our first event took place in response to a request from Fiona Spooner at Tyalla Public School in Coffs Harbour. Fiona was a former member of Council before moving from Sydney to Coffs Harbour a few years ago. Joanne Rossbridge, independent consultant, and friend and member of ATESOL made the journey to Coffs Harbour with Kathy Rushton, long time council member and facilitator of the annual K–8 grammar workshops in Sydney. At Fiona’s request they presented a workshop with practical strategies for teaching grammar in the context of narrative. There were two presentations and a further session in which participants moved through several grammar games.

We were pleased to welcome teachers from schools across the sectors and also to welcome Lynda Moulder from the DET Regional Office who came to encourage our support for teachers who are working with newly arrived refugees and migrants and to catch up with old friends and colleagues. Lady Hernandez won the lucky door book prize and as you can see from the photos, the day contained quite a few laughs. However, on leaving, one participant thanked the presenters and said that she had learnt more about grammar in the workshop than she had learnt in all her teacher training! Fay Paris, who travelled up from Drummond Memorial School in Armidale, also commented that there was not much provided in the country and that was why she had made the trip up to Coffs for the workshop. Comments such as these and the general enthusiasm of the participants made a very encouraging start for our 2009 conference. We hope this is just the beginning!

ATESOL NSW would like to thank Sue Mackay, principal of Tyalla Public School for allowing us to hold the workshop at the school and especially to Fiona Spooner who gave up more than her Saturday to organise the workshop and provide the catering as well as her personal support for presenters and participants. We are looking forward to meeting up again in Coffs Harbour.

If you would like to participate in ATESOL’s Conference on the move 2009 the next “conference day” will be held on 16 May in Armidale. Details are still being finalised, however an Expression of Interest form can be found on pp. 18 & 19 of this newsletter. Please contact Yvonne Little at y.little@ptc.edu.au and ask to be put on the mailing list to receive a flyer about the conference day when we have further information.

If you would like ATESOL NSW to hold an event in your area please fill in the ATESOL Conference on the Move 2009 Expression of Interest form which is sent with this newsletter (also on pages 18 & 19 of this newsletter).
My Favourite Lessons Workshop March 2009

– by Sue Bremner

For the third consecutive year, I convened a Saturday workshop presented by a range of talented teachers who work with students for whom English is a second or additional language. It really was a worthwhile activity for me, as both the convener and participant, and the feedback from others was enthusiastic and positive. Everyone left with ideas to try out and new ways of tackling higher order thinking skills with their students. We began with Drama activities that have been effective with New Arrivals and Humanitarian Refugees in an Intensive English Centre. Herlina Massing ably took us through activities to promote interaction and language learning particularly in subject English, and teachers of primary, secondary and adult learners left convinced they could do it too. Like many of us who are given new roles in our careers, Herlina learned to swim at the deep end and has embraced the role with professionalism and a “can do” attitude. Her classes are quite adept at presenting their adapted plays to new audiences. Elizabeth Muldoon took us through an effective reading lesson which has been successful with high school ESL students. We all took part in constructing a Predictogram as one of many Before Reading Activities, followed by suggestions of ways to follow-up. It was clear from discussions afterwards that teachers of primary students and adults were going to adapt Elizabeth’s ideas to their own context.

Naginder Kaur, a visiting scholar from Malaysia, treated us to ways of teaching grammar and comprehension through song. You would have all seen Naginder in a previous newsletter, plus she has generously uploaded her material on the ATESOL NSW website – www.atesolnsw.org.

The morning finished with a practical lesson on editing from Lisa McNamara, an experienced teacher and consultant with primary students, but I know university students would also benefit from Lisa’s ideas.

These mornings will only work with the generosity of the teachers who present, and the participants who take part. I hope to see you all next year as either a participant, or as a presenter. Contact me – sbremner@aisnsw.edu.au to let me know you are interested.

Education News

Internet emerges as social research tool

Val Osowski of the Michigan State University reports that at the 2008 annual meeting of the American Association for the Advancement of Science, a panel of scientists organised by Thomas Dietz, Director of Environmental Science and Policy Program, Michigan State University met to examine various aspects of using the World Wide Web as a tool for research.

University of Michigan political science professor Arthur Lupia discussed how new virtual communities are improving surveys and transforming social science.

“Lupia is one of the world’s leaders related to survey research on the Web,” Dietz said. “His focus is on learning to use the Web as a way of soliciting people’s opinions and getting factual information from them via online surveys.”

Adam Henry, a doctoral fellow in the Sustainability Science Program at Harvard University’s Center for International Development discussed measuring social networks using the World Wide Web.

“Henry is developing very innovative ways to identify networks that are actual face-to-face relationships by tracking evidence streams on the Web,” Dietz said. “In other words, it’s not simply about who’s connected to whom on Facebook or Twitter, but who’s doing research with whom in the real world. It’s using the virtual world to identify things that are going on in the real world rather than using the virtual world simply to look at the virtual world.”

William Bainbridge, program director for the National Science Foundation’s Human-Centered Computing Cluster discussed the role of social science in creating virtual worlds.

“Bainbridge is studying group formation and social change over time in virtual worlds such as ‘World of Warcraft’ and ‘Second Life’ to inform and build on what sociologists have studied for 150 years,” Dietz said. “He contends that virtual worlds are excellent laboratories for observing and prototyping new social forms that can later be applied to the outside world.”

Source: Michigan State University website
were fortunate to attend a writer’s workshop during this critical phase held by the Stroud Writer’s Group funded by Regional Arts NSW. This gave the student’s significant and detailed insight into the process of writing for publishing and awareness of the writing process outside of the classroom.

The third phase incorporated the students’ technology skills in transferring their final drafts into electronic versions using the PowerPoint software. The students worked in the computer room at the College with Ruth and I for one term, again during their two-hour class time. They gained explicit training in PowerPoint as well as researching and experimenting with graphics. As part of the project students built on their existing technology skills to create and format presentations, customise basic settings, add slide show effects and print slides. The choice of slide transition was discussed and established to ensure consistency throughout. The transition chosen uncovers from right to left, mimicking the effect produced by turning a page in a book. The students agreed that this transition was the most appropriate for beginner readers as it was the most realistic. Skills including slide design and layout, adding action buttons, sourcing relevant graphics and using problem solving skills to manipulate text and images were also developed throughout this phase of the project. At the same time other general technology skills such as saving finished PowerPoint projects as ‘PowerPoint Shows’ and writing information to CD were incorporated into the final production. Prior to the project the student authors had a range of IT skills that had mostly been acquired without formal instruction.

During this phase the e-readers were also narrated to provide an audio aspect to accompany the visual text and assist beginner language and literacy students to engage with the text. The backward and forward buttons allow for easy navigation through the text by a simple mouse click. The texts are narrated in various ways depending on the target audience. A beginner reader can read the text either independently or with teacher support and then click on the sound icon to check they are correct. A language student can use the narration for pronunciation practice by choosing to click on the sound icon first and mimic the pronunciation as they read the text. In both instances, the students can hear the narration as many times as necessary before progressing to the next page. We have intentionally included a variety of voices for the narration. These include teacher and student voices, both male and female. This exposes the reader to a variety of voices, particularly beneficial for the language students. In addition, it was appropriate that the voice matched the gender of the character in the text.

We also commissioned the services of a local amateur illustrator, Paul McDonnell, to illustrate two of the e-readers. While the clip-art and photo graphics are adequate to support the written text, the consistency of illustration brings the story alive for the reader.

The fourth and most challenging phase of the project was the creation of teacher resources to accompany the e-readers. Ruth and I felt that this was a necessary and essential aspect of the project. We reviewed various commercially produced adult literacy texts with accompanying resources. In consultation with our student authors, we felt that these teacher resources could have been far more comprehensive and text inclusive. From this we had a clear idea for the content and consistent layout for our resources. We chose significant headings such as pre-reading, new vocabulary, prediction, reading comprehension, text types, writing activities and extension suggestions. The greatest challenge was trying to create generic resources that were adaptable to a large and possibly varied target audience. While we are more than satisfied with the finished products, we believe the creation of the resources could have been a project in itself, reflecting on the time required for this aspect of the project.

In summary, the outcomes of this project far exceeded our expectations and those of the student authors. We produced ten e-readers and accompanying teacher resources, available as a free download from the Taree Community College website www.tareeccc.nsw.edu.au, by clicking on the purple E-Readers icon. Profiles of the student authors as well as A4 printable versions of the e-readers and resources are also located on the website. In evaluating the project, the student authors gained not only their accredited outcomes but the immeasurable outcomes of a sense of pride, success and satisfaction that their hard work has completed their circle of learning by helping other adult language and literacy students continue their journey of learning through their writing. Ruth and I discovered the power of giving our more advanced literacy students an opportunity to push their boundaries of writing to a targeted but unknown audience, expanding their process of writing and observing their confidence, self-esteem and motivation grow as a result of being an essential part of the project. While the scale and timeframe of this project was considerably large, a refined version of this process can be applied within a language or literacy classroom. We encourage you to undertake this process with your students and unlock the writing potential and circle of learning within your classroom.

Cover photo, top left: Simone Campbell, currently works for the Sydney Institute of TAFE, Sutherland College in Adult Basic Education (Gymea Campus) and General Education and ESOL (Loftus Campus). For information or advice email simone.campbell@tafensw.edu.au. Lower left: Ruth Grossman, currently works at Taree Community College teaching ESOL and Literacy. For more information or advice email arthurry@hotmail.com
ELICOS Update – February 2009

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 programs are offered by government and private institutions around Australia. For more information and FAQs about ELICOS, visit the English Australia website, www.englishaustralia.com.au.

National Assessment Symposium

Dr Chris Davison, the new Head of the School of Education at the University of New South Wales, and Dr Helen Moore, now a Canberra-based consultant, are organising a national symposium on ‘Assessing English as a Second/Other Language in the Australian Context’ in February. The symposium will bring together invited researchers, educators and policy-makers from ESL, AMEP, LLNP, ELICOS and ESOL support with the aim of ‘ultimately formulating a set of basic principles and proposals’ specifically directed at assisting the development of ESL/ESOL assessment in, private and public schools, higher education and other institutions. English Australia will be represented at this symposium as will a number of ELICOS providers who are members of EA.

The Bradley Review & ELICOS

Professor Denise Bradley’s Review of Australian Higher Education was released in December and there are some interesting direct and indirect implications for ELICOS.

Professor Bradley recommended that a whole-of-government approach to higher education, in partnership with the providers in the industry be established and that regulation of the industry be moved to an independent body. She also recommended a national approach to the accreditation of public and private universities, with publicly-accountable standards and measures of performance. Professor Bradley proposed incentives and support for international students who excel at postgraduate studies to stay on in Australia to undertake further research, and asked that higher education institutions provide further financial support.

AESOC Review of ELICOS Standards

English Australia has been part of a reference group involving governments and industry focusing on developing new national standards and a new quality assurance framework for the ELICOS sector. The project steering committee recently signed off on the standards, which will be submitted to MCEETYA for approval, and is currently looking at the framework by which state and territory governments will implement and monitor the standards.

ELICOS numbers

Despite the global financial crisis our members tell us that, for the most part, student numbers are holding. The demand for teachers and other staff is still very strong, and there are several positions available around Australia in all levels of ELICOS on the English Australia website, www.englishaustralia.com.au.

Kath Brandon
Professional Development & Support Officer, English Australia
kathbrandon@englishaustralia.com.au
Teaching English Through Song

Introduction

Countless ESL/EFL students have learnt grammar, sentence construction, vocabulary, idioms and learnt about culture through singing songs in English. In the December 2008 issue of the ATESOL newsletter Naginder Kaur contributed an article about a sub-program of songs with a lesson plan for one song as an example. Lesson plans for a further eight songs are now on our website. The lesson plans provide a rich source of ideas for using songs in the language classroom.

Use the suggested songs or draw on the lesson plans for inspiration for lessons using other songs. As the lessons have been written for the Malaysian ELT context, teachers in Australia may need to adjust some lessons to suit the local context.

For copyright reasons we can’t provide the lyrics to the songs. To use these lesson plans we suggest the following:

- Audition all songs to see which would best suit your students. To do that, watch a performance of each song on youtube. For teachers who are new to the video sharing website youtube, go to www.youtube.com. In youtube’s search box, type in the name of the song and artist that interest you. eg Greatest love of all Whitney Houston. You will be able to find a video recording of the artist singing the requested song.
- You are usually able to find lyrics on the internet by typing the name of the song in Google’s search box. Alternatively, you may transcribe them from a recording of the song which you own or have borrowed.
- Once you have chosen the songs you want to use, you need to obtain a recording of each song. You can either
  - borrow or buy CDs which contain the songs or
  - download individual songs onto your computer, i-Pod or MP3 player by purchasing them from an online store. (For tips on downloading see Downloading Music, on the following page)
- Once the songs are on your computer it is possible to burn them onto a disc which can be used with a CD player. In this way you can create your own CD full of songs for use in the classroom.

Check out our website at www.atesolnsw.org for lesson plans for the songs below.

<table>
<thead>
<tr>
<th>Song</th>
<th>Artist</th>
<th>Comments</th>
</tr>
</thead>
</table>
| 1 Candle in the Wind          | Elton John        | Language focus: simple past tense  
Theme: celebrity, idols  
There are two versions of this song, one about Marilyn Monroe and the other about Diana, Princess of Wales. The lesson plan is for the Marilyn Monroe version. |
| 2 Clementine                  | N/A Folk song     | Language focus: language forms and functions                               |
| 3 End of the World            | Sonia             | Language focus: simple present tense, questions, adjectives  
Theme: love and relationship blues |
| 4 Flying Without Wings        | Westlife          | Language focus: contracted forms  
Theme: search for meaning |
| 5 The Greatest Love of All    | Whitney Houston   | Language focus: parts of speech  
Theme: personal responsibility, self esteem |
| 6 Heal the World              | Michael Jackson   | Language focus: language enrichment, “wh” words  
Theme: responsibility for the environment |
| 7 Hero                        | Mariah Carey      | Language focus: verbs, simple present tense  
Theme: inner strength |
| 8 The Impossible Dream        | Matt Monro        | Language focus: adjectives, infinitive  
Theme: aspirations and goals, overcoming obstacles |
Downloading makes it possible to obtain the songs we want for a lesson without buying the whole album. It also enables teachers to create their own customized CDs including all the songs they want to use.

Where do I go to download?

Owners of Apple iPods can download from an Apple iTunes store, either a real store or a virtual store. Bigpond Music supports WMA (DRM) and MP3 formats. To use Bigpond Music, you need a Windows Media Player for playing WMA (DRM) files. Go to the Bigpond Music website to find out more. Another online music store to try is Nokia Music Store. You will need to pay for online downloads with a credit card so you need to have confidence in the integrity of sites you buy from. Please note, not all songs are available from all music stores.

I have a personal computer (PC) and use Microsoft Office, what should I do?

Download Windows Media Player 11 free by going to http://www.microsoft.com/windows/windowsmedia/player/11/default.aspx. The instructions on use of Windows Media Player 11 will guide you through the entire song download process. It will also help you to find online stores that are compatible with Windows Media Player 11.

How do I download?

When you sign up at your chosen site, you will be given instructions on what to do next.

How can I get the music into a form I can use in the classroom?

If you download the music into your iPod or MP3 player you can play the music to your class by attaching the iPod or MP3 player to a speaker dock. (Some newer CD players have speaker docks). Alternatively, once you have downloaded a selection of songs onto your computer, you can burn an audio CD for which you need a blank CD or CD-R, available in computer shops and music stores.
Dorothy Hoddinott reached into her own pocket when one of her students, an asylum seeker from Iran, could no longer afford to stay at school or go to university.

Mrs Hoddinott, who has been principal of Holroyd High School in Greystanes since 1995, established a trust fund through donations to help the student, Zainab Kaabi, stay at school and later spent $9000 of her own money to help pay her university fees.

“A bright child needs to go to university, there is no doubt about that,” she said.

“I formed Friends of Zainab (trust fund) in response to the needs of a girl who was an asylum seeker on a temporary protection visa and fell foul of the regulations at that time in 2002 which said that if a full-time student was over 18, they were no longer entitled to any assistance from the government”.

Now aged 65, Mrs Hoddinott has been appointed an Officer of the Order of Australia for her career-long commitment to social justice and humanitarian issues, her teaching of English as a second language (ESL) and her contribution to leadership and professional teachers’ associations.

“I became aware, over the course of my teaching, of the needs of children with disadvantage,” she said.

“Working in ESL, I started to meet children who were refugees and children who had all suffered loss and displacement and dispossession and had moved around the world.”

“My involvement and engagement have grown throughout my career and I think it is a process like opening up your eyes to the needs of children and the belief that they should all have the right to go as far as they possibly can in education”.

“The aim is to find a place for every child that enables them to participate fully in our democracy and not be excluded because they are Aboriginal or because they are simply a poor child or disabled”.

Holroyd High School has a strong welfare support program and a principal who expects her students, regardless of background or hardship, to succeed at school and in life.

“The aim is to always keep the students moving beyond there they are when they come to us”, she said.

This article was first published on 9 June 2008 and is reproduced with kind permission of The Sydney Morning Herald.
Towards the end of Term 1, 2002, Year 12 student, Zainab Kaabi, came to me to tell me she had to leave school. She was in the middle of her half-yearly exams.

Zainab was an asylum seeker; and had been in Woomera detention centre for nine months with her parents and brother before the family was released on temporary protection visas. She spent three terms at the Holroyd High School Intensive English Centre before starting Year 11 in Term 2, 2001.

Both Zainab and her brother, Jaffar, were gifted students. Zainab came equal third in Year 11 after only two terms in the mainstream. Jaffar showed equal promise, but had left school at the beginning of 2002 to find work. The special benefit paid to TPV holders was barely enough for survival.

Why did Zainab have to leave school, I asked? Because Centrelink and the Social Security Act said so. Zainab was now over 18 and therefore not eligible for the special benefit because she was in full-time education! She had been told to leave school.

I could not let that happen, but there was no way around this most absurd of regulations, so I decided to establish a trust fund within the school's trust accounts, and raise sufficient money from donations from friends to help Zainab finish her HSC. I called the fund Friends of Zainab. I raised enough money to pay Zainab a fortnightly allowance equivalent to the special benefit to allow her to finish her HSC. She was offered a place in Medical Sciences at Macquarie University, but was then faced with full international student fees, about $20,000 a year, plus medical insurance. I met with her in January at school, and decided that I would find a way for her to go to university. I paid her first semester fees on my credit card and crossed my fingers.

Her case was taken up by a friend, Dr Noel Tait, who taught science at Macquarie University, and early in 2003, after quite a lot of negotiation, the university decided to give Zainab a scholarship to cover her fees, and refunded my fee payment.

Zainab still needed support, because she was not eligible for the special benefit. Friends of Zainab, and later, the Holroyd High Girls’ Refugee Fund, a tax deductible donor trust fund established within the accounts of the National Foundation for Australian Women in 2003, with the help of Eva Cox, provided that support, and help with travel to and from the university, and with textbooks.

Zainab did very well in her studies, with credits, distinctions and high distinctions. Halfway through her final year, the family gained permanent protection, and she became eligible for HECS and Youth Allowance. The university terminated her scholarship at that point; however, as although she was now on HECS, because she was not an Australian citizen, she could not defer payment. Friends of Zainab and the NFAW paid her HECS, so that she could finish her degree.

Zainab completed her Bachelor of Medical Sciences degree in 2006, and commenced a Bachelor of Pharmacy degree at the University of Sydney in 2007. She is now in her third year of that degree. She married in 2008, and is expecting her first child. Her friends continue to support her in her studies.

The two funds have helped many other young refugees at Holroyd High School (42% of the students in Years 7–12 at Holroyd are refugees) since 2002, and continue to do so. The funds also provide support for a number of former students at university. In 2008, nine students received assistance of some kind with study at university through Friends of Zainab and the NFAW trust fund.

In 2009, Friends of Zainab is moving into a new phase, as one of the inaugural scholarship funds under the umbrella of the new Foundation for Public Education in NSW, which is to be officially launched early in March. Zainab will be at the launch.

Donations to the Foundation are tax deductible, the first time that scholarship funds for students in public education have achieved that status. The Foundation will host a number of other trusts and scholarship funds, as well as Friends of Zainab. What is important is that Friends of Zainab can now reach further to support young refugees throughout NSW at all levels of education. Friends of Zainab has come a long way, and is now on a new and exciting journey into the future.

Donations are welcome both to Friends of Zainab and the NFAW Holroyd High Girls’ Refugee Fund. Forms can be downloaded from the Holroyd High School website (www.holroydhs.nsw.edu.au).
Citizenship test reviewed

On 28 April 2008, the Minister for Immigration and Citizenship, Senator Chris Evans, announced the appointment of an independent committee to conduct a review of the Australian citizenship test. The test, introduced by the Howard government was implemented on 1 October 2007 and had been in place for six months at the time the review was announced. The committee examined all aspects of the content and operation of the test, the experiences of applicants, the impact on citizenship applications and any other related issues. The committee received submissions from many organizations involved in educating and/or advocating for migrants including ACL Pty Ltd, Friends of the NSW STARTTS, Anglicare Sydney and many more. ACTA had written to the previous government outlining shortcomings it perceived in the citizenship test.

The test has now been reviewed and the government has responded to the committee’s recommendations. The committee’s review and government response may be read at www.citizenshiptestreview.gov.au/. The following article provided by Senator Chris Evans’ office outlines the government’s response. The 2007 test will continue to be used until the new test is completed (planned for August 2009).

New Citizenship test to focus on responsibilities and privileges

The Rudd Government will overhaul the Australian Citizenship Test after a review by a committee of seven eminent Australians found the current test can be improved.

The Minister for Immigration and Citizenship, Senator Chris Evans, said the focus of the new test will be on the Pledge of Commitment that new Australians make when becoming citizens.

“The pledge is about our democratic beliefs, our laws and the rights, responsibilities and privileges of Australian citizenship,” Senator Evans said.

“It is crucial that prospective citizens understand those concepts so the questions in the new test will focus on the commitments in the pledge rather than being a general knowledge quiz about Australia.

“The Australian Citizenship Test Review Committee made the valid point that an understanding of our civic responsibilities and what it means to be a citizen is of fundamental importance to all citizens, whether we are Australian by birth or by choice.”

The Government will engage educational and civics experts to rewrite the citizenship resource book in plain English, divided into testable and non-testable sections.

The testable section, from which the new test questions will be drawn, will cover the concepts associated with the pledge. The non-testable section will contain general information about Australia, including its history, its culture and notable people like Sir Donald Bradman.

The pass mark for the citizenship test will rise from 60 per cent to 75 per cent and there will be no mandatory questions as in the current test.

“Raising the pass mark will ensure we have A-grade citizens who understand our democratic beliefs and the responsibilities and privileges of citizenship,” the Minister said.

To help disadvantaged migrants and refugees who understand English but whose level of literacy may prevent them from undertaking a computer-based test,
Citizenship test reviewed

the Government will develop a citizenship course based on the material in the revamped resource book.

"We want to encourage all permanent residents to become citizens," Senator Evans said.

"The review clearly identified a need to remove unintended barriers to citizenship for vulnerable groups of people and the changes will ensure the test does not disadvantage these people who most need our support."

Participants will still be assessed on the responsibilities and privileges of Australian citizenship as well as the legislative requirement of possessing a basic knowledge of the English language.

Senator Evans said the Government will not adopt the committee’s recommendations to publish the test questions or conduct the test in languages other than English. The Government also rejects the concept of earned citizenship because this would effectively introduce classes of citizenship.

"The Rudd Government is committed to the citizenship test," Senator Evans said.

"It encourages potential citizens to find out more about Australia and understand the responsibilities and privileges of citizenship.

"Citizenship is of fundamental importance to us all and is a critical factor in nation-building in our culturally diverse society.

"The government thanks committee chair Richard Woolcott and the committee members for their hard work in reviewing the Australian Citizenship Test, which included intensive public consultation across Australia."

The Department of Immigration and Citizenship will engage professional experts as soon as possible to commence work on redrafting the resource book with a view to completing the book and new test by August 2009.

The Pledge of Commitment:

"From this time forward, (under God*)
I pledge my loyalty to Australia and its people
Whose democratic beliefs I share,
Whose rights and liberties I respect, and
Whose laws I will uphold and obey."

*A person may choose whether or not to use the words "under God".

All the relevant reports are available from the Citizenship Test Review website – www.citizenshiptestreview.gov.au/

Source: website of Senator Chris Evans

Education News

Migrant accountants fail English test

There are now more overseas accountants gaining visas each year than there are domestic graduates in the field, reports Yuko Narushima in The Sydney Morning Herald about findings in People and Place quarterly journal (Vol 16, No 4). However, accountancy remains on the critical skills list because students using Australian accounting courses to gain permanent employment do not find work.

"The main reason is poor English skills," says Professor Bob Birrell, co-author with Ernest Healy of the journal article. In 2007–2008, 9107 foreign accountants were granted visas, more than two thirds of them having studied at Australian institutions. Professor Birrell says “The fact that such a large majority of overseas student graduates possess poor English indicates that Australian universities are conferring graduate credentials on students who do not have the skills needed to practise their profession.”

Source: SMH, 14/01/09.

Trauma survivors face their fears in the shallow end

Thuy Tran, a counsellor with Startrts (Service for the Treatment and Rehabilitation of Torture and Trauma Survivors NSW) initiated swimming classes at Birrong indoor swimming pool for clients when she realized that many of them had a debilitating fear of water, reports Connie Levett in The Sydney Morning Herald.

“My main work is counselling people in torture and trauma, mainly from Vietnam, 98% are from a refugee boatpeople background”, says Thuy Tran. “I have a lot of women with hydrophobia. They may have seen their family die at sea, a son or daughter, the boat sinking. The people they saw drown floated face-down. Also some saw water torture in the re-education camps after the war.” Source: SMH 26/01/09.

Startrts conducts a range of courses of interest to teachers of refugees.

Go to – www.startts.org.au for a program.
RESOURCE REVIEW

The PACK Pack™ – Packaging Unwrapped

Topics covered in the resource include:

• History of Packaging;
• From field to supermarket – food protection and shelf life;
• Recycling – responsibility of public, industry and government;
• What is it made of? – Manufacturing process and environmental responsibilities of companies;
• Getting it made – people and departments who produce packages and the contribution to the economy, employment and innovation;
• Veterinary Hospital – health and safety and pharmaceuticals;
• Takeaway Foods – issues involved in a food hall including how ingredients are brought in, their origins, types of packaging used and the demographics of convenience foods eg. ageing society, single household dwellers.

Review of The PACK Pack

The PACK Pack is an education kit for primary and secondary schools. It was produced for The Packaging Council of Australia by Curriculum Corporation. It includes a 48 page Teacher’s Guide, 12 colour Big Cards, 10 Innovation Cards, 37 Student Investigations, Facts Sheets and a Glossary. There is also a booklet titled Packaging Unwrapped: An ESL Perspective Teacher’s Guide. This booklet is an educational resource for secondary schools.

As the resource was created for The Packaging Council of Australia, there was a chance that it could contain bias towards the perspectives of The Packaging Council. The information presented is not biased, it is clear and informative.

The Teacher’s Guide begins with an introduction outlining why there was a need for the resource. It then details the different parts of the resource and how they could be utilised in the classroom. Some internet links are included to support the implementation of the resources. Each Big Card and Innovation Card activity is described, including its key points, content, equipment needed and links to English, Mathematics and Science outcomes. An example of an assessment rubric is included to assist teachers. A glossary is also included at the back of The Teacher’s Guide, which would be beneficial for both teachers and students.

The information included in The ESL Perspective Teacher’s Guide is similar to the other Teacher’s Guide. The ESL Guide focuses on three main ideas related to packaging: unit 1 – persuasive language in product promotion, unit 2 – symbols, naming and graphics on packaging and unit 3 – decoding labels: unpacking packaging literacy. Each unit begins with background information at the teacher followed by background information for the students and suggested learning activities. A fourth unit is included. It is an ESL companion guide to The Big Cards and Activity Cards in The PACK Pack.

The 12 Big Cards are A3 sized to provide for small group discussions. On one side are eye-catching illustrations and on the reverse side are information and questions related to the illustrations on the front side of the card. The illustrations are cartoon-like to appeal to the students. The Innovation Cards are A4 sized and contain more text but fewer illustrations than the Big Cards. For all activities within the Pack, the ESL students would benefit from working in small groups rather than individually, so that they can talk to other students about their ideas and listen to the opinions of others. With the Innovation Cards this is also true. Some ESL students might need their peers to read the Innovation Cards aloud and discuss their ideas, as some ideas could be new to the ESL students. There are not many pictures to support the text to enable the ESL students to understand the text better. The Student Investigations are related to the Big Cards and the Innovation Cards. Once again, it would be beneficial for the ESL students to work with a small group to benefit from discussions related to each investigation.

Overall, The Pack Pack is an interesting resource which would benefit all students. The inclusion of The ESL Perspective Teacher’s Guide will be of assistance to both ESL students and their teachers. The English, Mathematics and Science outcomes are from Victoria and would therefore need to be changed to the outcomes from New South Wales. I would recommend this resource for upper primary classes and early secondary classes.

The resource costs $45 plus $10 postage and handling. Further information from the website – www.pca.org.au/education/?id=47 or contact Prudence – prudence@pca.org.au

Kerrie Hosking
ESL Teacher, Dalmeny Public School
Diverse Australia Program
Following a review, the Diverse Australia Program has evolved from the ‘Living in Harmony’ program established in 1998. The community-based educational initiative will provide funding to help groups and organisations tackle issues specific to their local communities and promote respect and fairness. The aim is to bring Australians from all backgrounds together to combat cultural, racial and religious intolerance. The program is also responsible for the annual Harmony Day, which takes place this year on Saturday 21 March.

NYARS report examines the mentoring needs of CALD young people
Culturally and linguistically diverse (CALD) young people and mentoring: The case of Horn of African young people in Australia, by Pooja Sawrika, Megan Griffiths and Kristy Muir, is the latest research report undertaken as part of the National Youth Affairs Research Scheme (NYARS). The aim of this research was to understand and compare the needs of Horn of African young people with the needs and resources of mentoring service providers and policymakers.

To download a copy of this NYARS report, visit: www.dest.gov.au/sectors/youth/programmes_funding/nyars/Culturally_and_Linguistically_Diverse_CALD.htm

Education at a glance 2008: OECD indicators
The 2008 edition of the annual Organisation for Economic Co-operation and Development (OECD) report which was released in September 2008 compares education data from its 30 member countries. The 2008 report found that while the Nordic countries expanded tertiary education participation through “massive public spending” Australia was “among a handful of ...countries, such as Canada, Japan, Britain and the US, where students and families were increasingly bearing the financial burden of higher education” and that “private spending had almost tripled during the past five years in OECD countries, with Australia one of only a few countries where private funding exceeded 50%”. Also, “Australian tertiary students were found to have among the highest tuition fees in the world (an average of almost $4,900), but at the same time were offered ‘well developed student support systems’ such as HECS or the Youth Allowance.” Source: The Age, 10/09/2008.

‘Education at a Glance 2008: OECD Indicators’ (ISBN: 9789264046283) provides a rich, comparable and up-to-date array of indicators on the performance of education systems and represents the consensus of professional thinking on how to measure the current state of education internationally. The full report may be downloaded from www.oecd.org/edu/eag2008

Meeting the needs of marginalised young men: An analysis of service provision
In Youth Studies Australia, Vol 27, No 3, pp.39–49 Mindy Sotiri writes about recent research into the needs of marginalised young men in the inner west of Sydney, finding that there are serious problems related to service accessibility for this group. This article explores some of these key issues related to accessibility including: the help-seeking behaviour of disadvantaged young men; organisational barriers, such as the absence of flexibility and spontaneity in some organisations; the need to examine service rules and culture with regard to issues of punctuality and anger; and structural barriers, such as opening hours. It is argued that there are frequently tensions between the needs of the most marginalised young men and the needs of agencies that offer them assistance.

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IN BRIEF
**Conference on the Move 2009**

**Expression of Interest**

**ATTENTION: TEACHERS (PRIMARY, SECONDARY & ADULT)**

In 2009 ATESOL NSW is extending its professional development program to teachers in regional NSW. Our Conference on the move 2009 will attempt to meet local needs by inviting participating host schools to choose the focus of their local conference. A typical conference day will have a number of sessions and presenters and we are hoping that low-cost venues will be provided by participating schools, TAFEs and other adult and tertiary institutions so that we can keep costs to a minimum.

We have already had interest expressed by the following cities and towns: Newcastle, Armidale, Wagga Wagga and Dubbo. Our first conference day took place at Tyalla PS, Coffs Harbour on Saturday 14 March and a second is planned for Armidale on Saturday 16 May.

If you are interested in having a conference day in your area, please gauge the interest of your own and local school staff and complete and return this expression of interest.

Send to: Helen Fong at ATESOL NSW, PO Box 223, Leichhardt NSW 2040.

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<td>Are there catering facilities (tea/coffee making)? Specify:</td>
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**Participating Schools**

Indicate the number and type of schools you have contacted:

- Tertiary/Adult TAFE [ ]
- High School [ ]
- Primary School [ ]
Workshops

Proposed total number of workshop participants:

- 10–20 [ ]
- 21–40 [ ]
- 41–60 [ ]

Depending on number of participants up to five staff per host school may attend without charge.

Approximate costs per person for one day or half day workshop are:

- 10–20 One day: $85, Half day: $45
- 21–40 One day: $65, Half day: $40
- 41–60+ One day: $60, Half day: $35

Attendance fee includes refreshments.

Proposed dates of workshops: ______________________

Would you prefer a workshop during term time or school holidays? ______________________

Would you prefer a workshop in Term 2, Term 3 or Term 4? ______________________

Workshop topics

Number these topics in order of interest.

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<td>4-8 ESL Strategies</td>
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<td>ESL Strategies for adults</td>
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Your name: __________________________________________

Position: ____________________________________________

School: _____________________________________________

Phone: __________________ Fax: __________________

Email: _____________________________________________

Are you willing to organise the workshop with support from ATESOL?

Yes [ ] No [ ]

Participants at the first Conference on the move session held at Tyalla Public School, Coffs Harbour
ATESOL (NSW) Inc is a professional Teachers Association formed in 1970. It has a membership from early childhood to tertiary, adult, community and ELICOS. It also caters for colleagues in the related areas of Aboriginal and Maori education, bilingualism, linguistics, community and foreign language teaching.

ATESOL (NSW) Inc is affiliated with The Australian Council for TESOL Associations (ACTA) and TESOL International. It aims to strengthen the effective teaching and learning of English while respecting individuals’ language rights.

ATESOL offers:
- e-bulletin updates on events
- positive support for teachers
- practical classroom assistance
- regular seminars and workshops
- reduced registration rates to ACTA/ATESOL Conferences
- reduced rates to professional development activities
- affiliation with national and international associations
- regular newsletters
- relevant publications
- up-to-date information about TESOL opportunities
- special interest groups (SIGS)

Contributions to the newsletter
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PO Box 223, Leichhardt NSW 2040
Phone: 02 9564 3322
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