



# *At the Coalface*

Joint QATESOL – QCAL Regional Mini-Conference  
St Patrick's College, 45 The Strand, Townsville 15-16 August 2015

## *Presenters & Abstracts*

### **Shan Boller**

**Bio:** Shan is CityLibraries' Townsville's Children and Youth Services Team Leader. Shan graduated from Curtin University with a Bachelor of Applied Science (Library and Information Studies) and has extensive experience developing and delivering recreational and learning programs for children and youth through libraries.

**Abstract:** **Learn Discover Connect – What your library can do for you**

CityLibraries Townsville provides learning and recreational programs for all members of our community. Recognising the important role the Library has in promoting literacy, a number of successful programs have been implemented, including a Homework Mentoring Program for secondary students from the CALD community and Reading Links, free literacy lessons for children and adults. Utilising the specialist skills and enthusiasm of volunteers, these programs have had very successful outcomes.

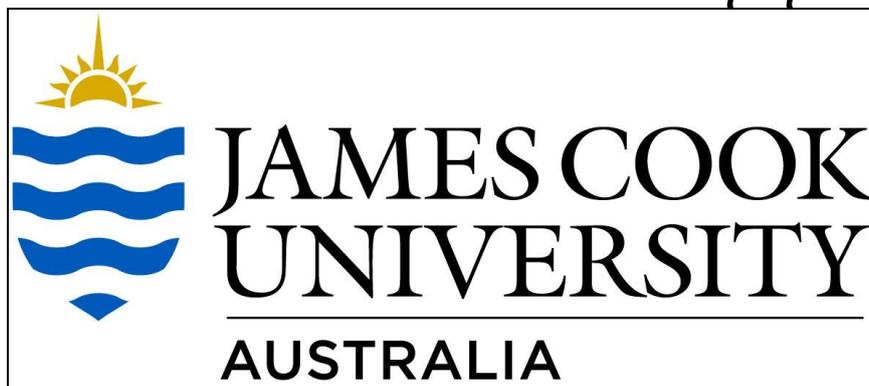
### **Diana Brittain**

**Bio:** Diana has been a Primary teacher since 1971 and a TESOL teacher since 1997 with two years teaching ELICOS to young adults. She has been an IEC teacher at Labrador since 2008.

**Abstract:** **Meeting the Challenges at Labrador SS Intensive English Centre**

Diana, Tracey & Diane will cover the history of their Intensive English Centre from conception to the present day, the diversity of their students, including their family backgrounds and how they adjust to school. They will also cover how their teaching program was developed including timetabling, differentiation and transitioning into the mainstream. Time will be spent on challenges they face and how they overcome them.

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## **Checha Chacko**

Bio: Checha started her teaching career in Fiji and Tonga, then moved to Australia and did Maths and Physics teaching in a high school. She moved into adult education in 1995. She has taught and managed a variety of LLN areas at TAFE - worked with Indigenous people, migrants and mainstream Year 10, Year 12, Cert. IV in Training and Assessment, to name a few. She has worked in the Adult Migrant English Program and the Skills for Education and Employment Program for over 10 years. Currently she is the Manager for General Programs at TAFE Queensland North based in Townsville.

### **Abstract: Insights from Cambodia**

Tina Stritzke and Checha Chacko attended the 11<sup>th</sup> Annual CamTESOL conference in Cambodia in February this year. The theme of the conference was English: Building Skills for Regional Cooperation and Mobility. Tina and Checha will talk about their experiences and learning from the conference and also give you a glimpse of Cambodia.

## **Tina Cook**

Bio: Tina has supported, motivated and shifted the TAFE Queensland North Townsville language team collectively into new language methodologies using iPads. Through her initiatives and motivational approaches she is easing the students even at Pre-CSWE levels to becoming independent learners. Her personal approach takes the “fear factor” out of using technologies with all ages and levels of formal education. Tina was nominated for the Staff Recognition Awards for TAFE Queensland North in 2014.

### **Abstract: When virtual joins reality?**

Augmented Reality apps such as *Colar Mix* turn simple colouring pages into 3D animated experiences and bring the pages to life. I've shown the *Colar mix* app to all ages and they LOVE it. For adults you can bring in the WOW factor to the learning environment and introduce the concept of augmented reality (adding virtual enhancements on top of the physical world.) This app is available for iOS And Google Play and it is free, which makes it perfect for BYOD (Bring Your Own Device).

## **Hazel Davidson**

Bio: Hazel started teaching French & Latin in NSW high schools in 1965. Then in the 1980s she completed a Grad. Dip. TESOL and began teaching English to immigrants, mainly adults, in remote mining towns. She taught at Logan TAFE in Brisbane for approximately 15 years where she developed a strong interest in literacy for refugees with little or no prior schooling. Since 2001 she and Dorothy Court have produced five low-level reading packages, one literacy-numeracy package, two volumes of low-level spelling materials and, with Marg Hounslow, edited *A Whole New World*, a teaching resource for those working with newly arrived refugees.

### **Abstract: Writing and publishing your own resources**

Hazel will discuss the various options and problems involved in writing and publishing teaching materials. She will also outline some of the main principles she and Dorothy follow in producing materials for very beginner students. (Approx. ISLPR 0+ to 1-; ACSF 1; Bandscales 2+)

### **Abstract: Detailed listening**

This is a very quick demonstration of a technique Hazel has used for many years to train students to hear the largely unstressed, but quite crucial, function words in a spoken text.

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## **Carmel Davies**

Bio: Carmel has over 20 years' experience teaching EAL/D focussing on literacy and employment skills. She has written and co-written numerous EAL/D resources including *What's the Law? Australian Law for New Arrivals*, *Pictures to Words Book* and *Sing with me*. She was recently awarded a Churchill Fellowship to travel and research *ESL through Performance* and is currently presenting workshops on song and EAL/D.

### **Abstract: English through Song**

This presentation is particularly suitable for teachers of both indigenous and EAL/D students as well as teachers of students with intellectual disabilities. This workshop uses songs from Carmel Davies and Sharon Duff's recently published *Sing with me* Books 1,2 and 3. The songs and graded language exercises help students retain information, as well as improve their literacy, pronunciation, and grammar skills. Teaching language through song improves students' confidence, promotes class bonding and gives insights into new cultures and communities.

Teachers will do hands-on activities to help engage students and liven up classes from beginner through to advanced levels. *These kinaesthetic activities will be particularly useful for teachers of students with intellectual disabilities*. Teachers will also gain strategies to write songs that are relevant to students' experiences and learning needs.

## **Vicki Dixon**

Bio: Vicki has taught adult EAL/D learners in TAFE classes at Southbank for eight years. She has taught classes focused on general English communication skills and classes with a workplace focus, which have included work placements. She is currently a teaching coordinator. Prior to this she taught in the AMEP settlement program for new migrants and taught students with a wide range of language levels and disparate educational backgrounds, including students who were not literate in their first language. She also ran training programs for volunteer tutors.

### **Abstract: Adapting everyday writing tasks for the adult EAL/D learner - modelling and scaffolding for success**

Vicki will outline some of her techniques and demonstrate examples of methods she uses constantly in her classes.

## **James Gardner**

Bio: James received a BA in TESOL from BYU-Hawaii and taught EFL in Japan for four years before moving to Cairns in 2000. He currently teaches in the AMEP program at TAFE North Cairns campus.

### **Abstract: Teaching Preliterate ESL Students who have auditory or visual impairment**

The presentation will outline some of the specific needs of learners who are blind, deaf or hard of hearing as well as being preliterate and having very low levels of English.

It will draw on the experiences of James and Moira in teaching students in these groups. Specific, practical strategies will be outlined and useful resources both for the learners as well as for teacher reference will be discussed. Through the application of Universal Design for Learning principles, the modifications for the target students have benefitted a wider number of students with different needs. The ideas presented, therefore, will be of relevance to anyone working with diverse learner needs, specifically in relation to early literacy and language development.

*Sincere thanks to:*



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available for this event

## Teneale Grigg

Bio: Teneale is the Coordinator of the Community Information Centre Townsville Inc. She graduated from James Cook University with a Bachelor of Social Science – Asia Pacific Community Development and is currently undertaking a Master of Information Studies with Charles Sturt University. Teneale has extensive experience in developing and implementing volunteer and community learning programs as well as in the management of information. She is a member of the Townsville City Council Learning Communities Leadership Group and Inclusive Communities Advisory Committee.

### Abstract: **Connects, Assists, Informs – The Community Information Centre’s Role in Identifying and Filling Community Learning Needs**

The Community Information Centre Townsville Inc. (CIC) is dedicated to providing practical, accurate and timely information for the citizens of Townsville. One role of the CIC is to identify gaps in available services and be aware of needs in numeracy, literacy and English language usage. One of the services provided by CIC is an online directory, the *Learning Townsville Directory*, which aims to provide people of all ages with both formal and informal access to educational services.

The CIC has partnered with Townsville City Libraries in a program called *Learning Links*. This program aims to connect members of the community willing to act as volunteer tutors in particular subjects with those wishing to learn. One of the recent successful outcomes of *Learning Links* is a series of English as a Second Language classes. It is hoped that the model used in the development of the English classes can be used to develop literacy and numeracy classes.

## Margaret Hounslow

Bio: Marg is a teacher of many years experience. She came to ESL after years of teaching in primary schools. She has taught in PNG, as well as in East Timor, Japan, Nepal, Columbia and Ethiopia. Her own experiences of trying to learn various languages and living in other countries confirmed her strong belief in teaching what the student needs to know, not what is in a text book. Now retired, Marg visits Ethiopia regularly where she supports kindergartens, preparing country kids for school. This has so far included building toilets, cementing floors, building desks and paying for Montessori courses for teachers, as well as supplying teaching resources.

### Abstract: **Working with newly arrived refugees**

Students who come to Australia from prolonged stays in refugee camps or other dangerous places, need far more than English to settle successfully, more so if they have had very little formal education. They need a calm, welcoming place and teachers who teach them how to live here. As much as possible teachers need to understand the individual circumstances of their students, so that they can teach what they need to know. At a minimum that includes how to be safe and keep their families safe; how to interact and communicate with others; how to understand Australian culture while safeguarding their own. Teachers can't find this in books. Lessons need to be flexible and practical. Marg will share her experience of teaching refugees in Brisbane and hopes you will share your experiences in your context.

*Sincere thanks to:*



## Colleen Joyce

Bio: Colleen is a Senior Teacher with experience in primary teaching, library sciences and TESOL, in both private enterprise and Ed. Qld. She has been an EAL/D Advisory teacher with Ed. Qld since 1997 and for the last few years has had the role of EAL/D Far North Co-ordinator. Colleen joined the EAL/D Trinity Bay team in 2013 and has implemented differentiated programs linked to Global Education and local environment issues. She is currently teaching FSK10213 Cert. I in Skills for Vocational Pathways and FSK20113 Cert. II in Skills for Work and Vocational Pathways to the Senior Secondary EAL/D student cohort at Trinity Bay SHS.

### Abstract: **Pathways to Success for EAL/D Adolescents**

Trinity Bay SHS has been operating an intensive EAL/D unit since 2004. Specific Junior and Senior Secondary programs and approaches have been developed to meet the needs of the CALD new arrivals and refugee students. In the last few years a pathway to success for Senior students, through completion of Vocational Education and Training VET courses, has been developed. These Certificate courses have given EAL/D learners industry knowledge and skills as well as a qualification before leaving school, opening up employment opportunities. For students who were previously not succeeding in Authority Registered subjects, the value of participating in school-based apprenticeship/traineeships and Certificate assessments that are competency-based, has enabled them to succeed, become empowered and create a positive career pathway that in many cases has led to Tertiary courses in fields of Hospitality, Nursing and Child and Aged Care.

## Ann Kelly

Bio: Ann is currently the President of the Queensland Council for Adult Literacy (QCAL). She has been involved in the adult literacy field for about thirty years in a range of roles, many of which involved teaching adult literacy students, teachers and trainers. She was influenced in the 1990s by systemic functional linguists and sees the value of analysing the features of texts, including common ones like instructions, to understand how they are constructed to make meaning.

### Abstract: **Analysing and composing instructions**

Reading and writing instructions are integral parts of our everyday life. Yet, how many times have you tried to assemble a small piece of furniture and failed because you believe the instructions were hopeless? In the presentation, session participants will analyse the features of a widely-used text to determine its key features. Comparisons will be made briefly between this text and other examples that might be used in a class of adult or secondary learners and they will be evaluated to determine their readability, logic and practicality. In the next part of the session, participants will compose their own sets of instructions, either individually or in small groups, and these will then be shared, discussed and evaluated. The aim of the session is to have a fun but useful time together.

*Sincere thanks for lucky door prizes*

 <p><b>Townsville City Libraries</b> (For all your language, literacy and numeracy needs)</p>	 <p><b>MUSEUM OF TROPICAL QUEENSLAND</b> TOWNSVILLE</p> <p>(Famous for the tragic HMS Pandora shipwreck story and much, much more)</p>	 <p><b>Mary Who?</b> <b>Bookshop</b> (Townsville, a literary oasis in the tropics)</p>
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## **Anne Kilpatrick**

Bio: Anne has taught both ESL and Drama in a primary school setting for the past 15 years both in Qld and interstate. More recently she has gained qualifications in Early Childhood and has been teaching in Kindergartens in Brisbane.

Abstract: **ESL in an Early Childhood Setting: What it 'looks like', 'sounds like' & 'feels like'**  
Anne will share strategies used to support English language learners in a Kindergarten environment.

## **Almarie Kuit**

Bio: Almarie is a Literacy and Numeracy Coach in the Intensive Language Centre at Woodridge Senior High School where there are approximately 380 EAL/D students.

Abstract: **Reciprocal Reading for EAL/D Students**

The Woodridge SHS Intensive Language Centre has 16 classes at three levels. Where feasible, students often transition to mainstream classes. The whole school has a Reciprocal Reading program, which has been modified to suit the EAL/D students. Almarie has created tangible resources such as role cards, bookmarks, prompt sticks, posters etc. She coaches teachers to recognise when texts are too difficult or too simple, understand how to set the context, deconstruct and extend text for listening, reading, writing and speaking. This is a very successful, student-centred program in which students learn to predict, clarify, question and summarise, no matter how low their level of English. In her presentation Almarie will give details of the methods used so successfully in Woodridge.

## **Jacki Mayne**

Bio: Jacki was inspired by friends and relatives in 2008 to support immigrants learning practical language skills. She completed a Certificate IV in TESOL in 2010, then taught adults, primary and high school students in Thailand for 15 months. Jacki is currently a 3rd year occupational therapy student at JCU, and regular volunteer with Northreach Baptist church. As a young person she believes she has benefited as much as her students in growing in confidence and skills through these experiences.

Abstract: **Planning appropriate lessons for disparate classes**

This short presentation focuses on developing relevant lessons that provide students with concrete ideas for conversation in their daily context. Students include Primary children, teenagers, adults. Jacki concentrates on creating lessons around topics that are relevant, engaging, useful. The presentation also touches on managing a classroom of varying educational levels: how to meet student needs and promote everyone's participation and confidence.

## **Moira McCole**

Bio: Moira started teaching in 1990 in NSW. Since then she has taught in Papua New Guinea, the Northern Territory and Queensland. Moira is currently teaching at TAFE North Cairns campus in the AMEP program.

Abstract: See under James Gardner

### **Teaching Preliterate ESL Students who have auditory or visual impairment**

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<p><b>Sugarbag on Damper Publishing</b></p> <p>(Low level reading and spelling materials from Hazel Davidson &amp; Dorothy Court)</p>	<p><b>MAKE GREAT HAPPEN</b></p>  <p><b>TELLS</b> (TAFE English Language and Literacy Services)</p>	<p><b>THE BOOK NEXT DOOR</b></p> <p>(Easy readers with photocopiable worksheets from ESL bookstores)</p>
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Joint QATESOL-QCAL Regional Mini-conference, Townsville 15-16 August 2015

Bios & Abstracts

## **Chris Milne**

Bio: Chris is teacher with over thirty years' experience. Much of this has been in TESOL in a wide range of settings in Australia and abroad. For the last five years he has been working for CEA (Career Employment Australia) delivering Language, Literacy and Numeracy courses to adult learners under the SEE programme.

Abstract: **Some Strategies for Numeracy**

Teaching numeracy can be almost as stressful for the teacher as the learner. This can lead to avoidance and disengagement on both sides. In this session Chris will outline some of the strategies he uses in his Numeracy classes to decrease stress and increase engagement with and by adult and adolescent learners.

## **Therese O'Brien**

Bio: Therese currently teaches EAL/D in a large metropolitan primary school but has experienced teaching in a diverse range of other settings, mainly with children. She believes in using quality literature models and in providing students with achievable constructive tasks to recycle the language in a variety of ways to access the depth of the texts.

Abstract: **Learning English should be fun!**

Creating games from children's literature gives opportunity for young English learners to engage in fun ways with the language of the text. While exploring the language and textual features of a narrative picture book, students of all proficiencies have the opportunity to recycle the language of the text in many different ways to develop comprehension, vocabulary, high quality language structures, pronunciation and confidence in using this language. This presentation will include ideas for types of games, tips on how to make it easily manageable and a hands-on component where groups do an activity then share its possibilities for their teaching situations.

## **Amee Porter**

Bio: Ameen has been teaching the English as a Second Language class under the Learning Links program for the last two years, and has developed alternative teaching ideas like English Class Masterchef, now in its third year. She has extensive experience in developing, writing and delivering meaningful and relevant community learning programs for adults and seniors. She holds a Cert. IV Training & Assessment, Diploma of Management and is currently undertaking a Bachelor of Adult and Vocational Education.

Abstract: See under Teneale Grigg

**Connects, Assists, Informs – The Community Information Centre's Role in Identifying and Filling Community Learning Needs**

## **Diane Purcell**

Bio: Diane has been a Primary teacher since 2005, an AVT (Advisory Visiting Teacher) in ESL since 2011 and an IEC (Intensive English Centre) teacher since 2014.

Abstract: See under Diana Brittain

**Meeting the Challenges at Labrador SS Intensive English Centre**

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## **Tracey Sahin**

Bio: Tracey has been a Primary and Secondary teacher since 1986 teaching ESL, EFL and mainstream in Australia and overseas. She was an AVT (Advisory Visiting Teacher) in ESL from 2003 and became an **IEC** teacher in 2010.

Abstract: See under Diana Brittain

### **Meeting the Challenges at Labrador SS Intensive English Centre**

## **Maria Salcedo**

Bio: Maria currently leads the Metropolitan EAL/D Differentiation Project which supports EAL/D students to access the Australian Curriculum. She also supports staff capacity building- planning and delivering EAL/D staff and whole-school professional development programs. Maria has developed e-Learning spaces to align vision, common goals and resources (e.g. EdStudios, teamsites, discussion lists) for the Region. She was a 2010 Smart Classrooms Teacher Award Winner for excellence in using information and communications technologies in teaching and learning practice and a 2012 finalist in Excellent Leadership in Teaching and Learning in QCT Excellence in Teaching Awards. She is an advocate for a cooperative culture aimed at optimising student engagement and learning, contributing to intellectual rigour and authentic learning experiences.

Abstract: **The Metropolitan EAL/D Differentiation Project**

Since 2012 the Metropolitan Region EAL/D Program has produced 58 units of work to support differentiation of the English Australian curriculum (Years 1-8). These units based on the DET C2C English units have been created by a group of EAL/D teachers from Metropolitan Region and contain both printable and interactive materials. They are disseminated via EdStudios in the Learning Place, the DET eLearning environment, and have been extremely well received by EAL/D practitioners and mainstream teachers alike, not only in the Metro Region, but across the state. This year the program is working on Year 8 English units of work. Additionally, in 2014 the program commenced work on the ACARA EAL/D annotations, compiling Year level annotations. (ACARA is Australian Curriculum Assessment and Reporting Authority) This semester the Metropolitan Program aims to finalise nine resource kits to support students with language activities implied by the linguistic and cultural considerations suggested in the EAL/D ACARA Prep Maths annotations.

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## Chris Seabrook

Bio: Chris is passionate about continued education for all people, especially those who experience disability. She was formerly a teacher at Metropolitan South Institute of TAFE in the Language, Literacy and Numeracy Program specialising in teaching students with various learning and disability needs. She has recently developed a community learning class to support the education of people with intellectual and/or other learning disabilities in the areas of literacy and numeracy.

### Abstract: **Successful strategies for a multi-level special needs classroom**

This presentation will focus on strategies and resources that may assist teachers/tutors in an adult or adolescent special needs classroom. Typically students with special needs vary greatly in their abilities and skills, and providing meaningful resources and instruction is a challenge. The presentation will outline approaches that were taken to deliver literacy and numeracy to three different groups of adult students. Successful strategies that were common across all groups and strategies that were not successful will be highlighted.

## Emma Sheppard

Bio: Emma has a Bachelor of Arts majoring in languages, a Graduate Certificate in TESOL, a Graduate Diploma in Education and a Master of Applied Linguistics. She has been teaching LOTE and ESL in a secondary setting to a predominantly Aboriginal and Torres Strait Islander student population since 2013. Prior to this she taught English to Korean students online in real-time and conducted English language proficiency tests for ISLPR Language Services

### Abstract: **Challenging dominant language ideologies within a secondary school culture**

Establishing an initial ESL program in a secondary boarding school which targets defined outcomes for Aboriginal and Torres Strait Islander EAL/D speakers will be presented. Initial identification of EAL/D status, gaining school wide support, as well as student and teacher needs across the curriculum will be addressed. Strategies for overcoming the challenges arising from program delivery will be discussed.

## Kerry Sleath

Bio: Kerry has been involved in teaching EAL/D since 1988. She has implemented numerous programs and modelling strategies that reflect best practice for developing proficiency in Standard Australian English (SAE) for newly arrived migrants and learners with a refugee background in the Cairns, Tablelands and Innisfail regions. Her commitment and experience has left a lasting impact on the CALD community past and present. Kerry is recognised within Ed. Qld EAL/D teachers as a knowledgeable consultant in both policies and practices. Kerry has been the main driver for the establishment of The Trinity Bay SHS EAL/D Intensive unit where she currently works.

Abstract: See under Colleen Joyce

### **Pathways to Success for EAL/D Adolescents**

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## Margret Sockhill

Bio: Margret is a classroom EAL/D teacher for students aged 12 – 15 at Milpera SHS in Brisbane. Students at the school are of migrant and refugee background who need to access language and settlement services prior to joining a mainstream high school. Margret is currently teaching at Vientiane College, Laos. She has a Masters in TESOL Education and a recent publication in JAAL (Oct. 2014) (Journal of Adult and Adolescent Literature). Margret was a presenter at the ACTA 2014 conference in Melbourne; and at LaoTESOL in Vientiane and CamTESOL in Phnom Phenn in 2015. She is a member of QATESOL, the Professional Association for EAL/D teachers in Qld.

### Abstract: **Supporting reading for ESL learners**

Reading aims to help students to consistently link the written language to their understanding of the world. This presentation looks at reading as a process, becoming a reader, some reading strategies, unpacks a top down/bottom up approach to reading and examines the challenges faced by second-language learners. This presentation looks at the benefit of small reading groups and offers a model with some practical suggestions.

## Tina Stritzke

Bio: Tina has a small business background. Following the sale of the family's business, she completed a Volunteer Tutor program for ESL students, which included 20 hours of Volunteer work at CQ TAFE, Rockhampton. She was employed as a Tutor in 2000, working with students with disabilities and the LLN program. In 2004, she studied to become qualified to teach AMEP and worked as a Tutor and then a Teacher in the program for 10 years. In 2011 she began work as a Case Manager, looking after students in Rockhampton, Gladstone, Emerald and Biloela.

Abstract: See under Checha Chacko

### **Insights from Cambodia**

## Arizio Sweeting

Bio: Arizio is an author, teacher and teacher trainer with over 20 years of experience in English Language Teaching (ELT). After having taught and trained teachers in Brazil, Macau, New Zealand, he now works for the Institute of Continuing & TESOL Education at the University of Queensland. He is also currently doing his doctoral studies on the topic of pronunciation instruction for teacher training at the School of Education at the University of the Sunshine Coast, Queensland.

### Abstract: **Using a holistic multimodal approach to pronunciation instruction in English Language Teaching**

In this hands-on and lively presentation, Arizio will engage the audience in research-based pronunciation techniques which use 'the body' and 'the mind'. He will also demonstrate the advantages of a multimodal approach over conventional routines such as 'listen and repeat'. This presentation will interest experienced and amateur language teachers working in a variety of contexts.

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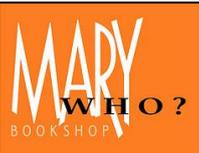
## Kath Symmons

Bio: Kath has been involved in the teaching of languages and cultures since the late 1980s. She taught Indonesian for more than 25 years in the Primary, Secondary and tertiary sectors. She completed a Masters of Education in TESOL and works with EAL/D students in Primary, Secondary and Tertiary institutions, focusing on building successful learning pathways using Standard Australian English. For a number of years she was International Student Co-ordinator at Harristown State High School where she co-ordinated numerous delegations and Study tours. In 2013 Kath became Acting Regional Head of Department- EAL/D for Darling Downs South West Region.

Abstract: **Let's create more than a chatterbox**

This session will provide teachers with two easy to make resources which can be used to help initiate a conversation as well as provide a platform for students to share experiences.

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 <p><b>Townsville City Libraries</b> (For all your language, literacy and numeracy needs)</p>	 <p><b>Mary Who? Bookshop</b> (Townsville, a literary oasis in the tropics)</p>	 <p><b>Sugarbag on Damper publishing</b> (Low level reading and spelling materials)</p>
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 <p><b>The Language People</b> <b>bookshop</b> (Brisbane &amp; on-line <a href="http://www.thelanguagepeople.com.au">www.thelanguagepeople.com.au</a>)</p>		 <p><b>Urban Lyrebirds</b> (English through song)</p>