

MULTICULTURALISM AND DIVERSITY

Thai). Because these resources are using digital technologies, language teachers can watch these broadcasts from their desktop computer, and ask for programs to be recorded for their students. They may also ask for recordings to be made from any free-to-air broadcasts. Recordings (foreign-language movies, TV programs, news, and current affairs) are available for viewing by students from the computers in the Self-Study room, and teachers may even set homework based on these recordings.

Introducing...web 2.0!

As the Language Librarian, I have introduced some of the new collaborative web technologies to reach out to students, and for creating a close teacher/student community. Since a lot of our students use Facebook and blogs, I have created a Facebook page as well as a blog where I promote the AV language library by publishing any new language materials, foreign language recordings, and provide student survival tips.

There is an online discussion board available on the library's Facebook page, where students and academics can pose questions as well as discuss various issues pertaining to language studies. By subscribing to my Facebook page and blog, staff and students are alerted to new posts and updates to language-learning materials.

Related links

About the Library & Self-Study room http://www.arts.usyd.edu.au/artsdigital/?page=ad_language_learning.

Usyd AV Language Library Blog <http://usydlanglib.wordpress.com/>.

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Breaking down barriers: Blacktown College TAFE Library connecting with NESB students

Blacktown local government area has become a centre for new and emerging communities, with nationalities ranging from Africa, the Middle East, the Indian Continent, and Asia. One quarter of Blacktown city's population is multicultural. Not surprisingly, this is reflected in TAFE enrolments.

In 2008, 45% of all Blacktown TAFE students were from non English-speaking backgrounds (NESB).

Sixty-one per cent of ESOL (English Speakers of Other Language) students at the college were born in Sudan. In 2009, ESOL courses are being dominated by students from the Indian continent. This trend directly reflects the influx of new settlers to the Blacktown region. Blacktown College also plays host to international students studying accounting and intensive English. Communicating with this vast multicultural demographic is both challenging and rewarding.

In 2007 library staff were challenged to create new services to better support all students in the college. In response to the increasingly multicultural community, we worked closely with languages teachers to identify why ESOL students did not borrow from the library. What became evident was that there were many barriers for these students in visiting the library, including physical location, lack of confidence in their English skills to go outside of their comfort zone, ie the classroom, and fear of handling library resources. Over time teachers had observed that lower level ESOL students were not obtaining the best possible outcomes

from their learning environment. The result was a library service that visited students in their classroom. The 'Mobile Library' was our first collaborative initiative.

This inspired joint venture meant that students from diverse cultural and linguistic backgrounds with varying educational levels are introduced to the TAFE library system. By delivering adult-themed, low-level reading and listening resources to students in their classroom, students began to practise their reading at home by themselves and with their children. As they were being introduced to libraries and were becoming familiar with basic library terminology and phrases, the students became more confident in handling library resources and, although timid, enjoyed interacting with library staff.

The Mobile Library Service was such a success that it prompted library and languages staff to address the next challenge for our students – to encourage them to explore beyond the classroom and into the college library. Books in the Mobile Library are pre-selected by library staff, so students are limited in what they can borrow. By visiting the library, students are able to learn to choose what they would like to read for themselves, therefore becoming independent library users. Librarians and languages staff once again held a think tank and the result was a holistic learning programme called 'Library Liberated'.

Library Liberated is a cross-discipline project that has been circulated to all TAFE NSW Libraries for inclusion in reader education and classroom activities. The program was an entrant in the TAFE NSW Quality Awards 2008.

The basis of the program is a booklet that was drafted by librarians and edited by language teachers. The booklet "How to borrow from Blacktown College Library" explains the steps of where to find the library, obtaining a library card, searching the catalogue, and how to borrow. The text is simple and there are photos for each concept being explained.

The full program consists of three stages of learning:

- visiting the library where library staff use a storyboard or PowerPoint presentation replicating the booklet;
- class follow up discussion using replica storyboard/ PowerPoint presentation and a class set of booklets; and
- class activities based on the booklet, including written vocabulary exercises, classification and form filling, and communicative oral activities such as role play and listening exercises.

The activities are suitable for Certificate 1 ESOL students.

The learning package was designed in such a way that it could be adapted and reproduced with minimal effort. Each element, such as booklet and exercises, has been created to enable other libraries to adapt the package to meet the specific needs of their students. Using minimal library jargon, photographic prompts, and learning aids that can be used in the classroom and library, the program has the potential to be used for other student groups such as adult basic education, Aboriginal, and intellectual disabilities students.

'Library Liberated' has joined librarians and teachers in a common quest to promote library literacy and encourage NESB students to take responsibility for their own learning.

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