

2017



## From Bush to Beach



Joint QATESOL-QCAL Regional Conference

Mackay State High School  
12 – 13 August 2017

# Presenter Biographies and Presentation Abstracts



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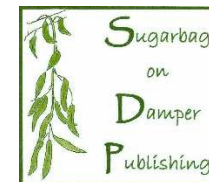


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**Denise Angelo**

***Complex language ecologies – what they are and tools for working with them***

**Biography:** Denise is a linguist, languages and classroom teacher. She is currently undertaking PhD research on Kriol, a contemporary contact language spoken by Aboriginal people across much of northern Australia. Denise teaches courses on the structures of languages, including English and traditional Aboriginal languages, in various tertiary institutions. For Education Queensland, she works to raise awareness about speech varieties of Aboriginal and Torres Strait Islander communities, to develop tools and processes for identifying and assessing the full cohort of EAL/D learners in Queensland schools, and to assist classroom teachers with pedagogy that suits linguistically complex classrooms.

\*\*\*

**Presentation Abstract:** Complex language ecologies caused by language contact and language shift processes are a characteristic of many Indigenous and immigrant speech communities in Australia. A shift away from a traditional language heritage is a complex phenomenon and is not straightforwardly aligned with acquiring proficiency in (Standard Australian) English. The “toolkit” which enhances teaching and achievement for student cohorts with complex language backgrounds involves:

- language awareness,
- content led instruction of language,
- second language learning and proficiency assessment, and
- how languages work.

This presentation will describe some important features of complex language ecologies and give practical examples of enacting these capacities with students across age groups.

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**The Smith Family's**  
literacy work with  
disadvantaged students

**Lynne Bartlett**

***Migrant Settlement***

**Biography:** Lynn has been the Migrant Settlement Co-ordinator in Mackay for past 6 years, previously English teaching in TAFE system in Sydney, NSW for 10 years. She also lived in Uzbekistan for 2 to 3 years. Lynn's qualifications include: Masters International Community Development, a Counselling Degree, and a Teaching Diploma.

\*\*\*

**Presentation Abstract:** This session will focus on the following support service:

**Migrant Settlement Program** – Supports new permanent residents throughout their first five years of settlement. Services include case management, referral, assistance with any settlement-related issue (e.g. appointments, visa issues and the like), information sessions on settlement needs, and training courses to assist with obtaining a driving licence. Those on Temporary Spouse/ Partner visas are also eligible.

**QATESOL and QCAL would like to sincerely thank our major contributors for their support of the 2017 QATESOL-QCAL Joint Regional Conference:**



**Mackay State High School**



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**Jacqi Bottger**

**Arts in the classroom: YConnect**

**Biography:** Jacqi has taught at Yeronga State High School as an EAL/D teacher since 2007, working mainly with refugee students from low-literacy backgrounds. Yeronga State High School has approximately 500 EAL/D students – two-thirds of the school population – from 56 different countries. Jacqi enjoys exploring innovative ideas to achieve the best outcomes for her students.

\*\*\*

**Presentation Abstract:** This presentation will focus on the how and the why of incorporating arts-based learning, and in particular drama methodologies, into the everyday curriculum, and how this can benefit EAL/D students to develop vocabulary, generate ideas and improve their oracy skills. In partnership with Griffith University, Yeronga SHS has embarked upon an ambitious program to incorporate Arts into the school curriculum to improve well-being and educational outcomes for students, particularly in language acquisition. YConnect is an arts education research project in partnership with the Education department at Griffith University and is funded by a \$490,000 Collaboration and Innovation (Education Queensland) grant. YConnect draws on research showing significant cognitive benefits for students when the Arts are included in learning activities. Two elements of this program will be showcased: Essential English and the Circus group. A practical drama activity for language learning will also be part of this session.

**Lesley Cioccarelli**

**Short films in the ESL classroom**

**Biography:** Lesley has taught English to adult migrants and refugees for over 10 years. She has also worked in e-learning, providing professional development and support for teachers at Canberra Institute of Technology (CIT), and running projects to trial and implement new technologies for teaching and learning. Now, as Cultural Diversity Coordinator at CIT, she provides support of all kinds to migrant and refugee students in mainstream VET courses, and supports teachers in dealing with the diverse needs of their learners. Lesley has been a member of the ATESOL ACT Committee, an ATESOL ACT Past President and ACTA Councillor.

\*\*\*

**Presentation Abstract:** Join this workshop to learn and share ideas for using short films in your classes. We'll watch some short films and do some classroom activities, then discuss how else they could be used in our classes. We'll share other ways short films can be useful for many different learning purposes, and learn where to find short films, ideas for using short films, and even entire lesson plans based on short films. Lesley is a teacher with 10+ years of using short films in adult ESL classrooms, mostly with adult migrants and refugees, but also with International students. The films and activities demonstrated are ones she has used successfully with classes at various levels.

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**Lesley Cioccarelli and Elene Claire**

***Take charge of your own learning and connect with other teachers: Using social media for informal professional development***

**Biography:**

**Lesley Cioccarelli** – Lesley has taught English to adult migrants and refugees for over 10 years. She has also worked in e-learning, providing professional development and support for teachers at Canberra Institute of Technology (CIT), and running projects to trial and implement new technologies for teaching and learning. Now, as Cultural Diversity Coordinator at CIT, she provides support of all kinds to migrant and refugee students in mainstream VET courses, and supports teachers in dealing with the diverse needs of their learners. Lesley has been a member of the ATESOL ACT Committee, an ATESOL ACT Past President and ACTA Councillor.

**Elene Clare** – Elene has delivered TAFE Queensland adult ESL and literacy programs since 1985, including the Adult Migrant English Program (AMEP), LLNP (now SEE) and Workplace English Language & Literacy (WELL) Programs as a teacher and manager. Since leaving TAFE Queensland three years ago, she has delivered WELL projects in aged care facilities, management competencies to aged care workers and also assesses English language proficiency for on-arrival placement into AMEP classes. Elene is a member of the QATESOL Management Committee, and a past QATESOL President.

\*\*\*

**Presentation Abstract:** Take control of your own professional development! Having the knowledge and autonomy to source your own professional learning opportunities is empowering. By using the internet, you can decide when, where and how to keep up-to-date with all the latest developments in language, literacy and numeracy. This workshop will show participants how to use social media to learn from, and share ideas with a network of teachers in their field/ sector, with a focus on TESOL. Lesley and Elene will demonstrate the advantages of social media for informal professional development and how this can provide extensive professional support. They will share their own stories of how they connect, learn and share online. Participants will be introduced to some dynamic online communities where teachers share and collaborate, and will leave the workshop feeling empowered to kick start and develop their own professional learning.



**Leonie Cramer**

***Dictation? Did I hear you say dictation?***

**Biography:** Leonie has been a teacher in the Adult Migrant English Program for the past 20 years, having worked on the Sunshine Coast, Darwin and currently at CQU in Mackay. She has also taught in Literacy and Numeracy in the Skills for Education and Employment (SEE) program. Leonie believes that learning a language should involve student orientated learning that is fun, interactive and includes all four macro skills.

\*\*\*

**Presentation Abstract:** Old-fashioned, boring, teacher centred - some of the reasons why dictation is often neglected by teachers in the classroom today. Is dictation without any merit? This workshop aims to re-introduce dictation as a valuable interactive learning device for students in the classroom and to suggest other ways which teachers may not have considered for using dictation in an effective and interesting manner. View a 3 way running dictation in progress from the planning stage to introduction of new vocabulary and spelling, group work in action, including speaking, listening, reading and writing and comments from the students themselves. The workshop will also cover other dictation ideas to use in the classroom – some you may be familiar with and some that you might not have considered and would like to try in your own classroom. From narratives, instructions and information texts to dictation ideas for pair dialogues – there's a dictation idea for any genre.

**Georgine Crawford**  
**Multicultural Programs**

**Biography:** Georgine has been the Multicultural Co-ordinator in Mackay for past year. She is a migrant herself: originally from Philippines, then from New Zealand. She has been in Mackay for several years. She previously taught English to migrants in New Zealand.

\*\*\*

**Presentation Abstract:** This presentation will focus on the following support service:

**Multicultural Program –** Supports the CALD community in Mackay to provide ‘gap’ services and provides opportunities to build cohesion and inclusion of the CALD community into the wider Mackay community. Currently provides World Café (a weekly meeting for social connection, English conversation, and culture sharing through cooking, craft and so on), community English Conversation classes, Prep-Ready Kids program (which assists CALD parents to equip their children with skills needed for Prep), and the Migrant Women’s Toolkit (a two-day program which supports CALD women in cross-cultural marriages with information, introduction to services and skills).

**Hazel Davidson**  
**Squeezing the most out of resources**

**Biography:** Hazel originally trained as a teacher of French and Latin and started teaching in 1965. She did additional training in TESOL in the early 1980's and taught English, mainly to adults, frequently to new arrivals with no prior formal schooling, from then until she retired in 2010. She and Dorothy Court have been writing low-level reading and spelling materials for beginners since 2000. They were also co-editors with Marg Hounslow of *A Whole New World*, a resource for teaching newly arrived refugees, and wrote the *TELLS Everyday Australian English Picture Dictionary* for which Hazel also supervised the translations.

\*\*\*

**Presentation Abstract:** Hazel will take as an example *The Sea, in the sea, on the sea, at the seaside* and encourage participants to think of multiple ways to use each component of the package. While this presentation will use one of the resources Hazel herself has written, the principles discussed can be applied equally to a myriad of other resources, either commercially produced or designed by individual teachers for their classes.

**Carmel Davies**  
**Students or Assessments? What comes first?**

**Biography:** 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 1* and *Sing With Me 1, 2 and 3*. She was awarded a Churchill Fellowship to travel and research *ESL through Performance* and is currently presenting workshops on song and EAL/D. Carmel and Sharon Duff (Urban Lyrebirds) also have a project in regional Victoria with CMV (Community Music Victoria) to train EAL teachers in using song to engage young adults.

\*\*\*

**Presentation Abstract:** In this hands-on, lively workshop, teachers will look at how to meet student needs (in particular speaking, listening and pronunciation) using songs and other creative resources (YouTube, video clips, storytelling, presentations). Then we'll match these with various requirements. It can be done! Don't let assessments ruin a good class!

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disadvantaged students

**Birgit Freitag**  
***Reading to Learn for Secondary EAL/D Learners***

**Biography:** Having worked as an Advisory Visiting Teacher (AVT) for 5 years, Birgit commenced her role as regional EAL/D co-ordinator in 2005. Birgit is based at Glenmore State School in Rockhampton. At times she has provided support to EAL/D students from Prep to Year 12, newly arrived to advanced, across more than 15 schools in Gladstone, Biloela and Rockhampton. Her expertise stretches from knowing how to provide highly individualised student support to designing and facilitating EAL/D capacity building for mainstream staff at Central Queensland regional and remote state schools.

\*\*\*

**Presentation Abstract:** We all know it: an ongoing provision of simplified texts and texts created for much younger learners fail to provide the very language that EAL/D students need for their successful learning across the curriculum. Implementing the approach 'Reading to Learn', developed by David Rose, at Glenmore SHS has enabled EAL/D students to steadily close the gap in their English proficiency by being able to read texts appropriate to their year level and so have written academic language modelled for them.

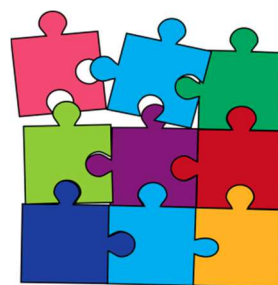
**Clare Harris**  
***Puzzled? Helping learners make the most of puzzles***

**Biography:** Clare is an EAL/D teacher and a huge admirer of anyone who manages to learn a new language as an adult... or who even has a go. She knows what it's like to struggle with literacy (years ago, in Thailand, but never forgotten). She wrote language learning resources for over 20 years, mostly for NCELTR at Macquarie University. When they stopped publishing those 'niche' materials that she looked for as a teacher (Australian setting, aimed at migrant/humanitarian learners, low levels, audio support, and so on), she began writing and publishing through *The Book Next Door*.

\*\*\*

**Presentation Abstract:** Puzzles are sometimes seen as 'not quite serious learning' - just a fun way to review vocabulary, a reward for early finishers, or something to take into a relief class. However, for EAL/D learners, puzzles provide a reminder of the left to right direction of English words, and the importance of correct spelling. For adult literacy learners, puzzles are a 'real-life' activity: we see workmates sitting in the lunchroom with a magazine or newspaper, filling in a word puzzle. For learners of all ages, the very 'visual' appearance of puzzles can be friendlier than a 'fill in the blanks' exercise. This session will talk about keys to ensuring learners grasp basic puzzle concepts, and about extending puzzle work to provide co-operative, communicative practice (as well as that invaluable reading/ writing/ spelling review). (The session will use examples from Clare's beginner book, *Extra Easy Puzzles*, and soon-to-be-published intermediate book *Workwise English Puzzles*.)

**QATESOL and QCAL would like to sincerely thank the following participants for their contribution of Lucky Door Prizes for the 2017 QATESOL-QCAL Joint Regional Conference:**



**Nancy Huang**  
*Hands-on numeracy strategies*

**Biography:** Nancy is a junior secondary Maths teacher with experience and background in teaching EAL/D students, particularly regarding their mathematics and numeracy skills.

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**Presentation Abstract:** In this presentation, Nancy will focus on hands on numeracy strategies for teaching EAL/D students with little or no experience in the use of numbers and numeracy skills in a mathematics classroom.

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**Ann Kelly**  
*Web-page graphics: How can they support text most effectively?*

**Biography:** Ann Kelly has a background in adult literacy, having worked as a university lecturer, vocational education and training teacher, curriculum developer and program manager. She is particularly interested in pedagogy and how cognitive and social aspects impact on learning and teaching.

\*\*\*

**Presentation Abstract:** This presentation will begin with an overview of literature relating to the placement of graphics and texts on web-pages that have been found to be most helpful to searchers. An examination of a number of websites using the findings from this work will then follow. In the final part of the session, using a number of criteria, recommendations for improvement will be developed with the participants.



**Carmelina Lanza-Volpe**  
*A grammar refresher anyone...?*

**Biography:** Carmelina has taught General English at English language colleges over the past 12 years or so, and was a Certificate IV in TESOL trainer for a while as well. She is also the owner of 'The Language People' bookshop, a specialist second language bookshop in Brisbane.

\*\*\*

**Presentation Abstract:** Although there are differing viewpoints about the role of grammar instruction in language learning, as an ESL teacher, Carmelina has found having an understanding of grammar to be invaluable. She also found it to be a continuous process of discovery - it seems, there is always more to learn about grammar! This presentation will look at some basic aspects of traditional grammar terminology, such as parts of speech, common sentence structures, and verb tenses. Grammar is a big topic, so in the time available we certainly will not be able to cover it all, but should be able to provide a foundation for further exploration, and touch on approaches to teaching grammar.





**Sharon Leslie**

***Making the most of every moment***

**Biography:** Sharon has worked with EAL/D learners since the late 1990s. She has worked in private English colleges, at TAFE, in primary schools and is now the English Language Program leader at SCU College at the Gold Coast campus of Southern Cross University.

\*\*\*

**Presentation Abstract:** In this presentation, Sharon will present a range of activities and resources that exemplify the ethos of "making every second count." The session will be aimed at teachers of EAL/D students at all levels who need ideas to use when time, facilities or students' motivation is not abundant. As part of this presentation, participants may be requested to share some of their own activities.



**Lynette Lingard**

***How Language Works***

**Biography:** Lynette began her EAL/D teaching career in 1998, having previously taught secondary Art and English. She is currently a Visiting EAL/D teacher working with students from prep to year 12 in the Bribie Island, Caboolture and Morayfield areas and is based at the Intensive English Unit at Dakabin State High School. Lynette works closely with her EAL/D colleagues to provide extensive and comprehensive professional development for EAL/D teachers and for mainstream teachers alike.

\*\*\*

**Presentation Abstract:** Lynette was generously supported by the Anna Kohler fund to attend the *How Language Works* tutor training course in Brisbane earlier this year, so will present some of the understandings from that course.

In this presentation, participants will be shown the strong relationship between ACARA and the functional model of language.

This will be followed by a case study of a functional grammar approach to teaching students how to bring their characters to life in narrative writing.



**Gae Nastasi**

***Success for the Senior EAL student***

**Biography:** Gae has been a secondary ESL teacher in Queensland since 1982. In addition to teaching EAL in Queensland, she has also taught EFL to both teenagers and adults overseas. She is currently Head of Special Education Services at the EAL Unit based at MacGregor State High School in Brisbane.

\*\*\*

**Presentation Abstract:** This presentation will look at some strategies for helping EAL students studying English for ESL Learners or Senior English. It will focus on unit design and pedagogical strategies, with a view to preparing for the new Senior EAL syllabus.



**Therese O'Brien**

***Primary Reading***

**Biography:** Therese is an EALD Teacher in a large suburban primary school. She teaches along the spectrum from very beginners to students reading in English who are competently literate in their own languages. Therese believes reading is critical for learning across the curriculum and experiments with strategies to suit individuals.

\*\*\*

**Presentation Abstract:** In this session, participants will explore strategies for developing reading skills along with English proficiency across different primary levels.

**Ross Railton**

***Critical literacy has a mathematical equivalent***

**Biography:** Ross graduated from Kedron Park Teachers' College in 1973. He taught primary school and HPE on the Atherton Tablelands until 1979, before completing his Human Movements degree in 1982 at the University of Queensland. He further went on to teach HPE at Capalaba SHS for 2 years before studying physiotherapy, again at the University of Queensland. Ross joined the ADF as a physiotherapist in 1987. After retiring from the Army in 2007, he gained a Masters of Education (TESOL) from the Queensland University of Technology in 2011, and has been teaching at Milpera SHS since 2007. Ross originally taught PE at Milpera but has also taught English, Maths and Science, specialising more recently on Mathematics. He is currently on leave, writing a thesis for the Education Department (EdD). His interests are keeping fit, reading, gardening and home maintenance.

\*\*\*

**Presentation Abstract:** Critical numeracy has its foundation in critical social theory and is influenced by Paulo Freire, Ole Skovsmose and more recently, Nancy Fraser. Critical numeracy has been defined as "that area of mathematics that incorporates higher-order thinking, comprehension, communication and analytical skills" (Sullivan, Mousley and Zevenbergen, 2006). ACARA has adopted a similar definition in the Critical and Creative Thinking General Capability. However, critical numeracy is more than this as it transforms and emancipates marginalised EAL/D students who gain a greater understanding of unjust socio-political influences and are empowered to create a more equitable society. Culturally responsive pedagogy (Moje, 2007) incorporates social justice pedagogy (critical numeracy) and socially just pedagogy (task-based learning and mixed-ability groups). This presentation will provide an overview, discuss the theoretical background and review the literature regarding culturally responsive pedagogy (CRP). EAL/D teachers might consider CRP with respect to the national curriculum and student empowerment.



**Margret Sockhill and Tina Myrteza**

***Bridging the gap***

**Biography:**

**Margret Sockhill** – Margret is a classroom EAL/D teacher for students aged 12 to 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 has also taught at Vientiane College, Laos. She has a Masters in TESOL Education from QUT Brisbane. Margret has presented at a number of national and international conferences most recently (Feb. 2017) at CamTESOL in Phnom Penn. She is a member of QATESOL, the Professional Association for EAL/D teachers in Queensland.

**Tina Myrteza** – Tina has been a primary school teacher for the past 25 years and completed her Diploma of Teaching at the Christchurch College of Education in New Zealand. Her experience has been largely in the middle school teaching Grades 6 and 7. Currently, she is a Grade 6 teacher at St Peter Chanel School at The Gap in Brisbane. She holds a Graduate Certificate in Educational Studies (Middle Schooling) and is currently completing her fourth year upgrade of her Bachelor of Education. Tina has a passion for connecting her students to real life experiences that enrich their understanding of the curriculum. Through working with Milpera High School over the past 10 years that connection has come to life by fostering tolerance, understanding and compassion within her students as well as covering many aspects of the curriculum.

\*\*\*

**Presentation Abstract:** This presentation documents classroom practice at Milpera SHS and St. Peter Chanel Primary School in Brisbane. The teachers created opportunities for building intercultural awareness and developing literacy through a partnership writing project. Using an enquiry based approach, students from widely differing cultures searched out similarities and found common ground which set the scene for genuine and purposeful writing. The relationships established in this project empowered the students to become cultural experts, to share their knowledge and to learn from each other. In response to ACARA guidelines, this project helped Australian students understand the place of asylum seekers, refugees and migrants in Australian society. At the same time, migrant, refugee and asylum seeking partners were able to learn many different aspects of Australian life, language and culture. The impact of these writing partnerships has been evidenced by the writing process itself and the students' reflections captured in the post project voice recordings.

## Arizio Sweeting

### An Interactive Workshop of Kinaesthetic Activities for Pronunciation Practice

#### **Biography:**

Arizio is a teacher trainer and a pronunciation specialist in the use of the Articulatory Approach to English pronunciation. He has over 25 years of experience in English Language Teaching (ELT), having worked in Brazil, Macau, New Zealand. He currently works for the Institute of Continuing & TESOL Education at the University of Queensland. Arizio is the author of *Language through Film*, a frequent contributor to English language teaching journals around the world and a regular presenter at national and international conferences.

\*\*\*

#### **Presentation Abstract:**

In this interactive workshop, participants will be engaged in a range of kinaesthetic activities to provide learners in EAL/D classrooms with pronunciation practice. The workshop supports the argument that pronunciation is physical and promotes Gattegno's pedagogical principles that teaching should be subordinated to learning, with teachers being "coaches" and students taking responsibility for their own pronunciation development. The workshop will be of interest to both experienced and novice teachers.



## Emily Taylor

### *Integrating Technology & Social Media into the Adult Literacy Classroom*

**Biography:** Currently working in the Skills for Education and Employment program, Emily has a ten-year background in TESOL and VET training. Thanks to a lifelong love of geek and nerd culture, she has a passion for technology that she brings to her classroom.

\*\*\*

**Presentation Abstract:** With the plethora of websites and apps available to learners, which ones actually work? What's the best way to integrate technology in a classroom? How can we engage students productively through social media? These questions will be explored and discussed. Participants will be expected to bring their own internet-connected device.

*On behalf of the QATESOL and QCAL Management Committees, thank you for your attendance at the 2017 QATESOL-QCAL Joint Regional Conference*

