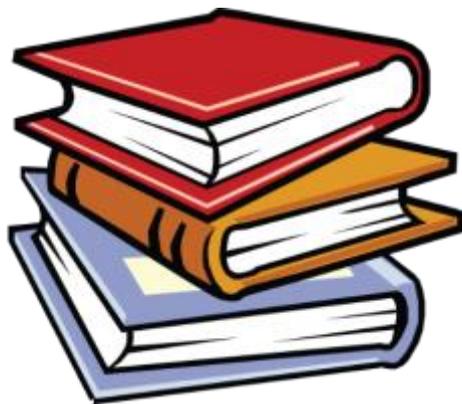


QATESOL

QUEENSLAND ASSOCIATION OF TEACHERS OF
ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Syllabus, Strategies & Sanity Savers

QATESOL PD MORNING – 9 JUNE 2018



Southern Cross University, Gold Coast Campus
Building C (Orange), Southern Cross Drive, Bilinga, Queensland

Morning PD Program

| | Mainstream Teacher Stream <i>For primary and secondary mainstream teachers working with EAL/D students</i> | TESOL & EAL/D Practitioner Stream <i>Schools and adults</i> | Teachers of Senior EAL Curriculum Stream |
|---------------|---|--|---|
| 9:30 | Welcome | | |
| 9:40 – 10:25 | Strategies for supporting EAL/D students in mainstream classrooms Presenters: Diana Brittain (Primary) Sam Dilly (Secondary) <i>NOTE: This session runs for the entire morning session</i> | Pronunciation is about ‘know-how’: coaching learners to practise pronunciation using anchoring techniques Presenter: Arizio Sweeting | The new EAL syllabus – implications, strategies and challenges for the Senior EAL classroom Presenter: Gae Nastasi <i>NOTE: This session runs for the entire morning session and after morning tea</i> |
| 10:30 – 11:15 | | Choose from: How to maximise the language learning in adult learners Presenter: Harpuneet Kaur <u>OR</u> Practical group activities with lower level learners Presenter: Fiammetta Stefani <i>(Time provided to workshop group strategies)</i> | |
| 11:15 – 12:00 | Morning Tea and Networking | | |
| 12:00 – 12:45 | Using the EQ Bandscales with EAL students Presenter: Machelie Shepherd | Choose from: Engaging students in practical listening activities Presenter: Margret Sockhill <u>OR</u> Strategies and sanity savers in adult migrant language programs Facilitator: Elene Claire | The new EAL syllabus – implications, strategies and challenges for the Senior EAL classroom <i>(continued)</i> Presenter: Gae Nastasi |
| 12:45 – 13:00 | | Closing and farewell | |

Mainstream Teacher Stream

Presenter Biographies and Session Synopses

9:40 – 11:15: Strategies for Supporting EAL/D Students in Mainstream Classrooms

Diana Brittain (Primary school focus)

After 20 years of teaching in primary mainstream classes, Diana completed her TESOL Certificate and moved into teaching ELICOS at a private business college. In 1999, she started working as an ESL AVT visiting primary schools on the Gold Coast. In 2008, she helped set up the Intensive English Centre at Labrador State School and spent the next 8 years working with a range of students including a large number from refugee backgrounds. In 2017, Diana worked as the EAL/D Coordinator helping students and teachers in mainstream classes. Currently, she is working 3 days a week as an EAL/D AVT covering 5 schools on the Gold Coast.

Session Abstract

This session will cover some of the reading comprehension skills that EAL/D learners find difficult. There will be some practical ideas on how to work on these skills using resources available in schools.

Sam Dilly (Secondary school focus)

Sam has worked as an EAL/D teacher across a range of subject areas for six years at Yeronga State High School. He is currently the EAL/D Curriculum Coach/Teacher at Yeronga SHS. The school is an inner city Brisbane school which has a significantly diverse student population with over 60 different nationalities represented. He supports teachers across the whole school to develop curriculum programs and teaching strategies that assist EAL/D learners. Sam is a QCAA English for ESL Learners Panellist and is undertaking a PhD in Education at the University of Queensland examining refugee education and teacher advocacy.

Session Abstract

In this session, Sam will present a range of strategies that can be used across mainstream subjects to assist the language development of EAL/D and non EAL/D learners. The strategies are easily adapted to suit a range of contexts and student abilities.



12.00 – 12.45: Using the EQ Bandscales with EAL/D students

Machelle Shepherd

Machelle currently works at Surfers Paradise State School and has been there for 6 years. There was an IEC up to the end of 2016, but a different model of support now exists within the school. She has worked in both IECs on the Gold Coast: Labrador and Surfers Paradise State School. She has also worked as an AVT, with Southport State School being her base school. Machelle has worked in second language acquisition for 20 years in South Africa and for 10 years on the Gold Coast.

Session Abstract

This session will look at the following: what the EQ Bandscales are; what the ACARA Learning Progression is in relation to the Bandscales; why and when to Bandscale students/ learners; what macro-skills to Bandscale (Listening/ Speaking/ Reading/ Writing); the difference between BICS, CALPS and CUPS; what the link between the EQ Bandscales and TEEPLE; how to enter Bandscales onto OneSchool and Support Provisions; One Channel Recordings to deepen one's knowledge of EQ Bandscaling; and the Metropolitan Ed Studio and using the Bandscales.

TESOL & EAL/D Practitioner Stream

Presenter Biographies and Session Synopses

9:40 – 10:25: Pronunciation is about 'Know-How': Coaching Learners to Practise Pronunciation using Anchoring Techniques

Arizio Sweeting

Arizio is an author, teacher and teacher educator with over 25 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 a pronunciation specialist in the use of the Articulatory Approach to English pronunciation and is doing a PhD on how to take pronunciation instruction in TESOL teacher training programs beyond 'listen and repeat.'

Session Abstract

There is no better place for a teacher to encourage learners to be present to and aware of their own abilities than the classroom. Theoretically, this is what Gattegno believed when he asserted that humans learn through awarenesses. Learners need more than simply copy a model (e.g. listen and repeat). They need 'know-how'. By learning what to do when they physically make a new sound, learners can achieve purposeful pronunciation practice. Consequently, the teacher should coach the learners in the classroom. Pronunciation instruction should also be about postperation not preparation. In this presentation, practical anchoring pronunciation strategies, which require no or little preparation from the teacher, will be shared. This presentation is of relevance to both experienced and less experienced teachers with an interest in speaking skills.



10:30 – 11:15: Choose from either Session A OR Session B

Session A: Practical Group Activities with Lower Level Learners

Fiammetta Stefani

Fiammetta is currently a secondary school teacher at Yeronga State High School teaching English, Humanities and Philosophy to EAL/D students. She is a dedicated professional with a Bachelor of Education (Secondary) from Queensland University of Technology.

Fiammetta has a demonstrated history of working within the administration industry; she is skilled in literacy, classroom management, lesson planning, educational technology and curriculum development.

Session B: How to Maximise the Language Learning in Adult Learners

Harpuneet Kaur

Neet is director of a private language school, IELTS and PTE Tutorial Brisbane, helping immigrants to pass the mandatory English language Exams. Prior to entering the language sector, she had worked over 6 years in Indian Army as a Captain in the medical corps. She is now an active committee member of Australian Tutoring Association and QATESOL. To upgrade her English language related skills, she is pursuing her Masters in TESOL from University of Southern Queensland.

Session Abstract

Acquisition of ESL in adults is significantly determined by the competence and expertise of the teacher; however, teaching adults a new or second language can be a challenging task. Communication is more than just knowing how to express one's self creatively. This session will demonstrate how integrated instructional activities can provide:

- meaningful interchanges that enhance students' communicative competence,
- a variety of group strategies catering to different learning styles (aural, oral, visual, kinaesthetic),
- the transfer of critical thinking to real problem-solving situations, and
- a variety of informal tests as ongoing assessment of attainment of general language proficiency and mastering of specific instructional content.



12:00 – 12:45: Choose from either Session C OR Session D

Session C: Engaging Students in Practical Listening Activities

Margret Sockhill, Sharon Webb & David Estaban

Margret Sockhill is a classroom EAL/D teacher for students aged 12 to 15 at Milpera State High School 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 including at CamTESOL in Phnom Penn.

Session Abstract:

This session will outline a sequence of practical speaking and listening activities. Joining Margret will be David Estaban and one of her most experienced volunteers, Sharon, who will talk about how to assist students to engage in the activities, and ways in which to support students to maximise their experiences.

Session D: Strategies and Sanity Savers in Adult Migrant Language Programs

Elene Claire

Elene has delivered adult language and literacy programs since 1985, as a teacher and manager. Recently, she has delivered training in aged care facilities, management competencies to aged care workers and currently assesses English language proficiency for on-arrival placement into AMEP classes. Elene is a member of the QATESOL Management Committee and is a past QATESOL President and ACTA Councillor.

Session Abstract

The Australian Council of TESOL Associations (ACTA) Adult Sector Group has been meeting and inviting input from affiliate state associations about the current situation in the delivery of adult migrant English programs for the federal government. Our colleagues in Canberra, ATESOL ACT are preparing a paper in preparation for a round table discussion with politicians. QATESOL members may also have contributed comment through the ACTA Adult ESOL Interest Group: Professional Conversations Facebook Group.

This session will give information about emerging issues in other states and what ACTA is doing about it, as well as inviting participants to give feedback and share how they are faring and sustaining effectiveness as adult migrant TESOL professionals.

Teachers of Senior EAL Curriculum Stream

Presenter Biography and Session Synopses

9:40 – 12:45: The New EAL Syllabus – Implication, Strategies and Challenges for the Senior EAL Classroom

Gae Nastasi

Gae has been teaching EAL for 36 years, mainly in Brisbane secondary schools, from on-arrival to Senior English. In particular, she has been involved with the Senior Syllabus subject, English for ESL Learners, since 2007, and was involved in writing the new Queensland EAL syllabus, starting in 2019.

Session Abstract

This extended session will look at the challenges and implications of the new EAL syllabus for EAL students. There will be an in-depth look at unit planning for the new syllabus and time for collaborative planning to develop a unit plan.

On behalf of the QATESOL Management Committee, thank you for your attendance at the QATESOL 'Syllabus Strategies & Sanity Savers' PD Morning held on Saturday 9 June 2018 at Southern Cross University, Gold Coast Campus