



QATESOL

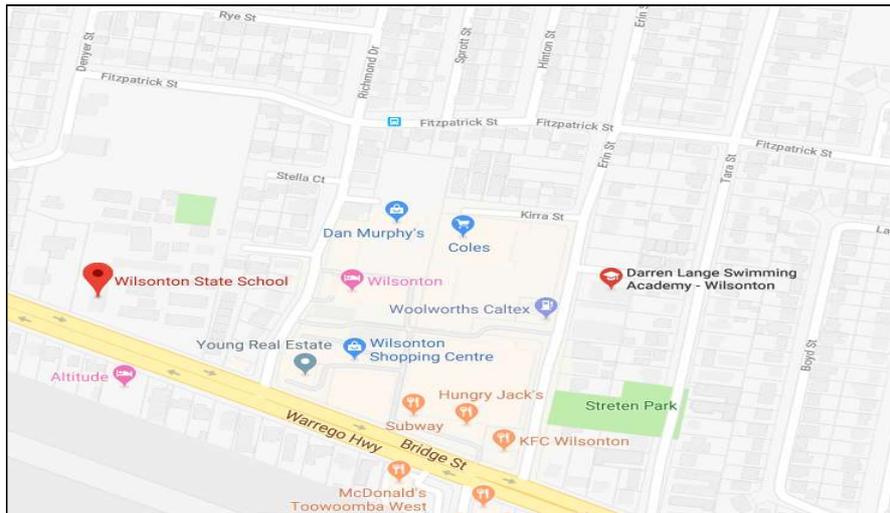
QUEENSLAND ASSOCIATION OF TEACHERS OF
ENGLISH TO SPEAKERS OF OTHER LANGUAGES



Wilsonton State School

D & G Blocks, 429 Bridge Street, Wilsonton, Queensland

Venue, Access and General Information



Venue and Access

Located in Wilsonton, Queensland, Wilsonton State School can be found at the following street address:

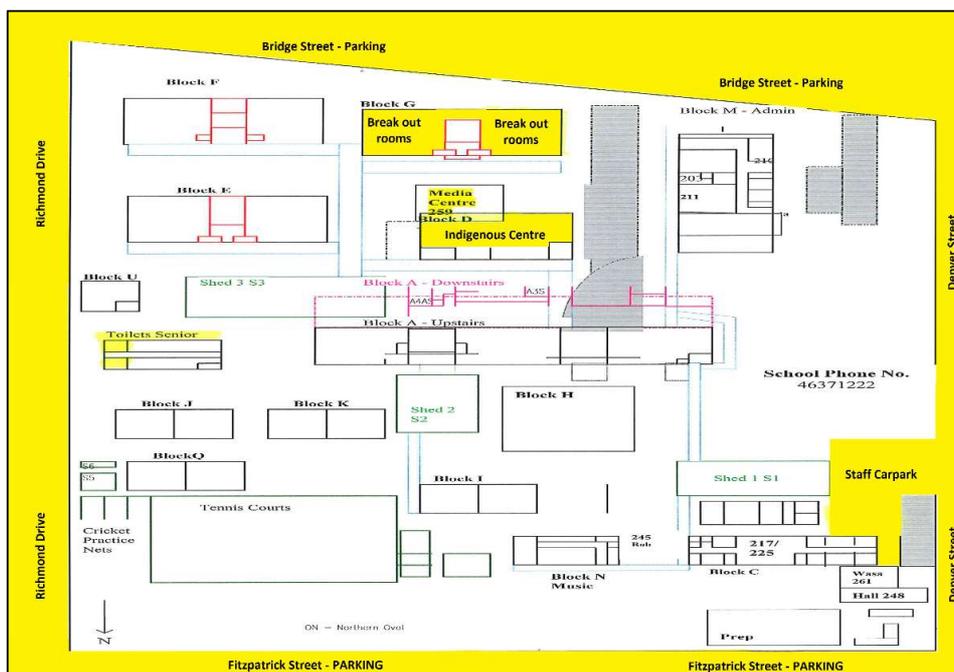
**429 Bridge Street
Wilsonton. QLD. 4350**

There is both on-site and street parking available at the venue. On-site parking is available via the staff carpark, which can be accessed at the rear of the school along Denyer Street. Alternatively, there is street parking available on Bridge and Fitzpatrick Streets.

General Information

Registration

Registration will be available on the morning between 9:30am and 9:55am at the tables outside Block D of the school. The layout of the school is as follows:



Please be sure to sign on for the morning because failure to do so will result in not receiving your Professional Development Certificate for your Continuing Professional Development requirements for the Queensland College of Teachers.

Professional Development Certificates will be emailed to participants and presenters after the event.

Name Tags

If you are an individual member of QATESOL, please bring your membership card as this also serves as your name badge for the event. Name tag holders will be available from the registration desk on the morning.

If you are an Institutional Member or a non-Member of QATESOL, you are encouraged to bring your workplace name badge for identification purposes during the event and for the networking opportunity during the morning tea and lunch break.

Morning Tea, Dietary Requirements and Refreshments

The organisers of the event kindly request that participants advise of any dietary requirements they may have during the registration process. This allows sufficient time for catering to be organised to accommodate your requests.

If you require an alternative milk other than Zymil or almond milk, please bring your own supply.

Additionally, it would be appreciated if you could bring your own cup or mug to use during the morning tea break. A limited supply of disposable cups will be available for use on the day.

Book Display

Books and resources will be available for purchase on the day should participants choose to do so. The registration fee for this event is not inclusive of these resource costs.

Professional Development Day Program

9:20 – 9:45	Registration, displays, networking <i>Coffee, tea, morning tea</i>		
09:50 – 10:00	Welcome		
10:05 – 10:55 Plenary	Dr Sue Creagh <i>Current research-informed understandings of second language learning & associated teaching and learning practices</i>		
11:00 – 11:50 Break out Session 1	Skye Playsted <i>Sharing perspectives on Intercultural communication</i>	Dhuha Gatei <i>EAL/D students in Science classes</i>	Julie Peel & Dr Sue Creagh <i>Using the EAL/D bandscales</i>
11:55 – 12:45 Break out Session 2	Stuart Hall <i>Managing the change process, internally and externally</i>	Vlasta Biros <i>EAL/D students in Maths classes</i>	Diana Brittain <i>EAL strategies for primary school teachers</i>
12.45 -12.55	Lynette Lingard <i>Overview of Lexis Education courses</i>		
12:55 – 13:35	Lunch, displays, networking		
13:40 – 14:30 Break out Session 3	Victoria Wilson <i>Welcome, valued & heard: A trauma-informed, humanising pedagogy for adult learners of EAL</i>	Gae Nastasi <i>Using the History curriculum to develop language in low bandscale students</i>	Sam Dilly <i>EAL strategies for mainstream teachers</i> (NB: this is an extended session)
14:35 – 15:25 Break out Session 4	Arizio Sweeting <i>Teaching the “musicality of English” through the body & drama-based techniques</i>	Lynette Lingard <i>How Language Works: Using an explicit language pedagogy in the mainstream classroom</i>	
15:25 – 15:30	Closing remarks		

The QATESOL Management Committee would like to thank Wilsonton State School for kindly permitting the use of their facilities to host this Professional Development Day on Saturday 1 June 2019

The QATESOL Management Committee would like to acknowledge the following supporters of this Professional Development Day:

- *Queensland Program of Assistance to Survivors of Torture and Trauma*
- *The Language People*
- *Sugarbag on Damper Publishing*
- *Lexis Education*
- *Department of Education Indigenous Education*

Presenter Biography and Session Synopsis

10:05 – 10:55: Plenary

Presenter: Dr Sue Creagh

Dr Sue Creagh is a researcher and lecturer in English as an Additional Language (EAL) pedagogy, Literacy Across the Curriculum, and TESOL Curriculum and Pedagogy in the School of Education at the University of Queensland. Before undertaking a PhD at UQ, Sue was also a teacher and Head of Department at Milpera State High School for a number of years. Sue's PhD research focused on the performance of EAL students in NAPLAN and she is now researching and documenting the language learning journeys of secondary school EAL learners of diverse cultures and educational backgrounds.

Session Abstract: Current research-informed understandings of second language learning & associated teaching and learning practices

In this keynote presentation, Dr Sue Creagh will explore the most recent research-informed understandings about second or additional language acquisition in the context of schools. She will highlight the importance of differentiating between 'playground English' and 'classroom English' and the implications of these two language concepts for understanding language development and appropriate teaching practices. Sue will draw on current research video footage to illustrate some of these key concepts, highlighting the remarkable progress students are able to make, given adequate and appropriate whole-of-school and classroom supports.

11:00 – 11:50: Break Out Session 1

Presenter: Skye Playsted

Skye Playsted teaches students in academic English and adult migrant English programs in Toowoomba. She studied cello, ethnomusicology and German and taught in schools across Queensland for 20 years. She now has a Graduate Certificate TESOL and juggles family life, study and work as she completes her Master of Education through the University of Wollongong, NSW.

Session Abstract: Sharing perspectives on intercultural communication

Our initial reaction to the idea of 'culture' might be to think of concrete elements such as art, music, clothing or food. These visible aspects are only the tip of the cultural iceberg (Ting-Toomey & Chung, 2011)¹, with the deeper, less obvious elements hidden from view. Beliefs about learning and teaching, expectations of politeness, values, social norms and taboos: it is these unseen assumptions which are not as easy to identify and can be the cause of misunderstandings across cultures. A deeper understanding of the ways in which culture and language influence our views of the world and how we communicate is needed (DeCapua & Wintergerst, 2016)². Based on DeCapua's (2018) *Culture Myths: Applying Second Language Research to Classroom Teaching*³, this workshop will provide opportunities for teachers to unpack some commonly held 'myths' about culture which can affect learning and teaching in the classroom.

¹ Ting-Toomey, S., & Chung, L. (2011). *Understanding intercultural communication* (2nd ed.). New York: Oxford University Press.

² DeCapua, A., & Wintergerst, A. C. (2016) *Crossing cultures in the language classroom* (2nd ed.) University of Michigan Press: Ann Arbor, MI.

³ DeCapua, A. (2018) *Culture myths: Applying second language research to classroom teaching*. University of Michigan Press: Ann Arbor, MI.

Presenter: Dhuha Gatei

Dhuha has worked in Education Queensland for the last 12 years. Throughout these years, she has taught as a mainstream teacher as well as a specialist EAL/D teacher in the areas of Maths and Science. She has a Bachelor of Science, majoring in Biology, Bachelor of Education – Science, Maths and Computing and a Graduate Certificate in TESOL and an Advanced Diploma in Environmental Science. Throughout her career, she has had the opportunity to have had many positions such as Head of Curriculum – Numeracy, STEM Coordinator, Diverse Learning Coordinator and currently Head of Department in International Programs.

Session Abstract: EAL/D students in Science classes

In this session, Dhuha will focus on the complexity and demands of Junior Science and the strategies to support EAL/D learners to access the curriculum.

Co-Presenters: Julie Peel & Dr Sue Creagh

Julie Peel

Julie Peel is the Deputy Principal of Milpera State High School, an English Language Preparation Centre in Brisbane, Australia. Milpera SHS provides settlement and language learning experiences for new arrivals. More than 50% of the students have a refugee background and many have experienced trauma due to war or dislocation. Milpera SHS has a student-centred curriculum that values the students' prior experiences and supports the development of a deep understanding of the new culture, empowering the students towards full participation in Australian society. Julie has worked at Milpera SHS for fourteen years and was previously a high school Science teacher in other Australian high schools. Julie has a Bachelor of Science, Diploma of Education and a Master of Education (TESOL).

Dr Sue Creagh

Dr Sue Creagh is a researcher and lecturer in English as an Additional Language (EAL) pedagogy, Literacy Across the Curriculum, and TESOL Curriculum and Pedagogy in the School of Education at the University of Queensland. Before undertaking a PhD at UQ, Sue was also a teacher and Head of Department at Milpera State High School for a number of years. Sue's PhD research focused on the performance of EAL students in NAPLAN and she is now researching and documenting the language learning journeys of secondary school EAL learners of diverse cultures and educational backgrounds.

Session Abstract: Using the EAL/D bandscales

In this session, Julie and Sue will discuss how to use bandscaling in classrooms.

11:55 – 12:45: Break Out Session 2

Presenter: Stuart Hall

Stuart Hall is from Catholic Care Services, Toowoomba, and is a family support team leader. Stuart has worked extensively in the community sector with children, disability support, mental health and crisis intervention. His particular strength is in handling conflict and managing trauma. He works with parents who have separated and are in high conflict over access to their children through the family Court.

Session Abstract: Managing the change process, internally and externally

What are some of the significant impacts associated with change? In this session, participants are going to look at how simple emotional regulation can assist the new learner and can be taught. They will also look at how educationalists can manage change with students.

Presenter: Vlasta Biros

Vlasta Biros is a secondary school Maths, Science and EAL/D trained teacher, involved in EAL/D in Queensland since 1999. Currently she is teaching EMA classes and senior Maths at Yeronga State High School.

Session Abstract: EAL/D students in Maths classes

This session will consider ways of planning for and supporting EAL/D students, particularly refugee students, in accessing the Maths curriculum. There will be a focus on curriculum, planning and differentiation, including use of scaffolding, numeracy indicators and numeracy mapping. The Senior Maths subjects will also be discussed in relation to this group of learners.

Presenter: Diana Brittain

Up until her recent retirement, Diana was working 3 days a week as an EAL/D AVT covering 5 schools on the Gold Coast. After 20 years of teaching in primary mainstream classes, she completed her TESOL Certificate and moved into teaching ELICOS at a private business college. In 1999, Diana started working as an ESL AVT visiting primary schools on the Gold Coast. In 2008, she assisted in setting 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, she worked as the EAL/D Coordinator helping students and teachers in mainstream classes.

Session Abstract: EAL strategies for primary school teachers

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.

13:35 – 14:25: Break Out Session 3

Presenter: Victoria Wilson

Victoria Wilson is a Lecturer in English Language at University of Southern Queensland, where she teaches intensive English language courses in the Refugee Welcome Zone of Toowoomba. She is also a PhD candidate at the University of Queensland, researching trauma-informed English teaching to adult speakers of other languages in Australia. Victoria has been teaching ESL/EFL since 2004. Prior to joining USQ, she spent 7 years teaching in Japan, including 3 years in Fukushima, both before and after the triple disaster of 2011. She has presented widely in both Australia and Japan on the subject of trauma and English language teaching.

Session Abstract: Welcome, valued & heard: A trauma-informed, humanising pedagogy for adult learners of EAL

While trauma-informed schools are gathering momentum, the field of trauma-informed teaching of adult EAL/D students is to date an under-researched field. We know that post-traumatic stress responses interfere with learning and especially verbal learning, memory, and attention. Moreover, in an era of mass displacement and natural disasters, trauma is being increasingly recognised as an issue for the adult EAL/D classroom. In this presentation, Victoria Wilson discusses key trauma-informed principles and how they support effective pedagogy for all learners.

Presenter: Gae Nastasi

Gae Nastasi has been teaching EAL in secondary schools since 1983 and is currently one of the EAL/D Coordinators in Metropolitan Region. Her main area of interest is EAL in the Senior School and was involved in the writing of the new EAL syllabus. She is also President of QATESOL (Queensland Association of Teachers of English to Speakers of Other Languages).

Session Abstract: Using the History curriculum to develop language in low bandscale students

This session looks at strategies to help students who are developing English language skills to access the Australian Curriculum. It will outline how a year 9 C2C History unit (The Industrial Revolution) was adapted to allow students with Bandscales 2-4 to access the curriculum while developing both language and thinking skills.

Presenter: Sam Dilly

Sam is the EAL/D Head of Department at Yeronga State High School where he has worked as an EAL/D teacher for seven years. Yeronga State High School is an inner-city Brisbane school that supports students from over 60 different nationalities. He collaborates with teachers across the whole school to differentiate curriculum programs and teaching strategies in order to support EAL/D learners.

Sam is a trained tutor in the course, *Teaching ESL Students in Mainstream Classrooms (TESMC)*. Further, he is undertaking a PhD in Education at the University of Queensland, examining refugee education and teacher advocacy.

Session Abstract: EAL strategies for mainstream teachers (NB: this is an extended session)

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.

14:30 – 15:20: Break Out Session 4

Presenter: Arizio Sweeting

Arizio Sweeting is an author, CELTA trainer and an articulatory specialist who is undertaking a PhD on teacher education and pronunciation instruction at the School of Education at the University of the Sunshine Coast, Sippy Downs. Arizio can be contacted via email at arizio.sweeting@gmail.com.

Session Abstract: Teaching the “musicality of English” through the body & drama-based techniques

Articulating individual sounds well in English is not enough for learners to achieve the intelligibility required for successful communication of meaning. Research in the field of pronunciation shows that prosodic features (stress, intonation and rhythm) are crucial pronunciation features that teachers should focus on in the classroom (Derwing, Munro, & Wiebe, 1998)⁴. Consequently, learners need to learn about the *musicality of English* (Yoshida, 2016)⁵ and put this into practice using embodiment techniques (Sweeting, 2017)⁶. In this workshop, teachers will be introduced to an approach to such techniques as follows: (a) establishing a relationship between thought-grouping (i.e. using units of meaning) and intonation, (b) emphasizing the role of stress for intonation, (c) using drama-based activities (Galante & Thomson, 2017)⁷ for practice and (d) promoting a learner-centred approach (Carey, Sweeting & Mannell, 2015)⁸. This workshop is relevant to teachers and academics from any context or with level of experience who hold an interest in the teaching of English as an oral skill.

⁴ Derwing, T. M., Munro, M. J., & Wiebe, G. (1998). Evidence in favor of a broad framework for pronunciation instruction. *Language Learning*, 48(3), 393-410.

⁵ Yoshida, M. T. (2016). *Beyond Repeat after Me: Teaching Pronunciation to English Learners*. TESOL Press. Available from: TESOL International Association. 1925 Ballenger Avenue Suite 550, Alexandria, VA 22314.

⁶ Sweeting, A. (2018). Promoting literacy for adult learners using an articulatory approach to pronunciation teaching. *Write On*, 36 (2), 10-15.

⁷ Galante, A. & Thomson, R. I. (2017). The effectiveness of drama as an instructional approach for the development of L2 fluency, comprehensibility, and accentedness. *TESOL Quarterly*, 51(1), 115–142.

⁸ Carey, M. D., Sweeting, A., & Mannell, R. (2015). An L1 point of reference approach to pronunciation modification: Learner-centred alternatives to ‘listen and repeat’. *Journal of Academic Language and Learning*, 9(1), A18-A30.

Presenter: Lynette Lingard

Lynette is an EAL/D Specialist Teacher in the North Coast Region, and a Tutor Trainer for Lexis Education. Lynette works closely with her EAL/D colleagues to provide extensive and comprehensive professional development for EAL/D teachers and mainstream teachers alike.

In her work for Lexis Educations, she delivers tutor training in Australia and internationally in the following four highly regarded literacy courses:

- *Teaching ESL students in mainstream classrooms (TESMC)*
- *Literacy for Learning (LfL)*
- *How Language Works (HLW)*
- *Teaching Young Children in English in Multilingual Contexts (TYCEMC)*

She strongly believes in an explicit pedagogy and the importance of functional grammar in the teaching of English.

Session Abstract: How language works

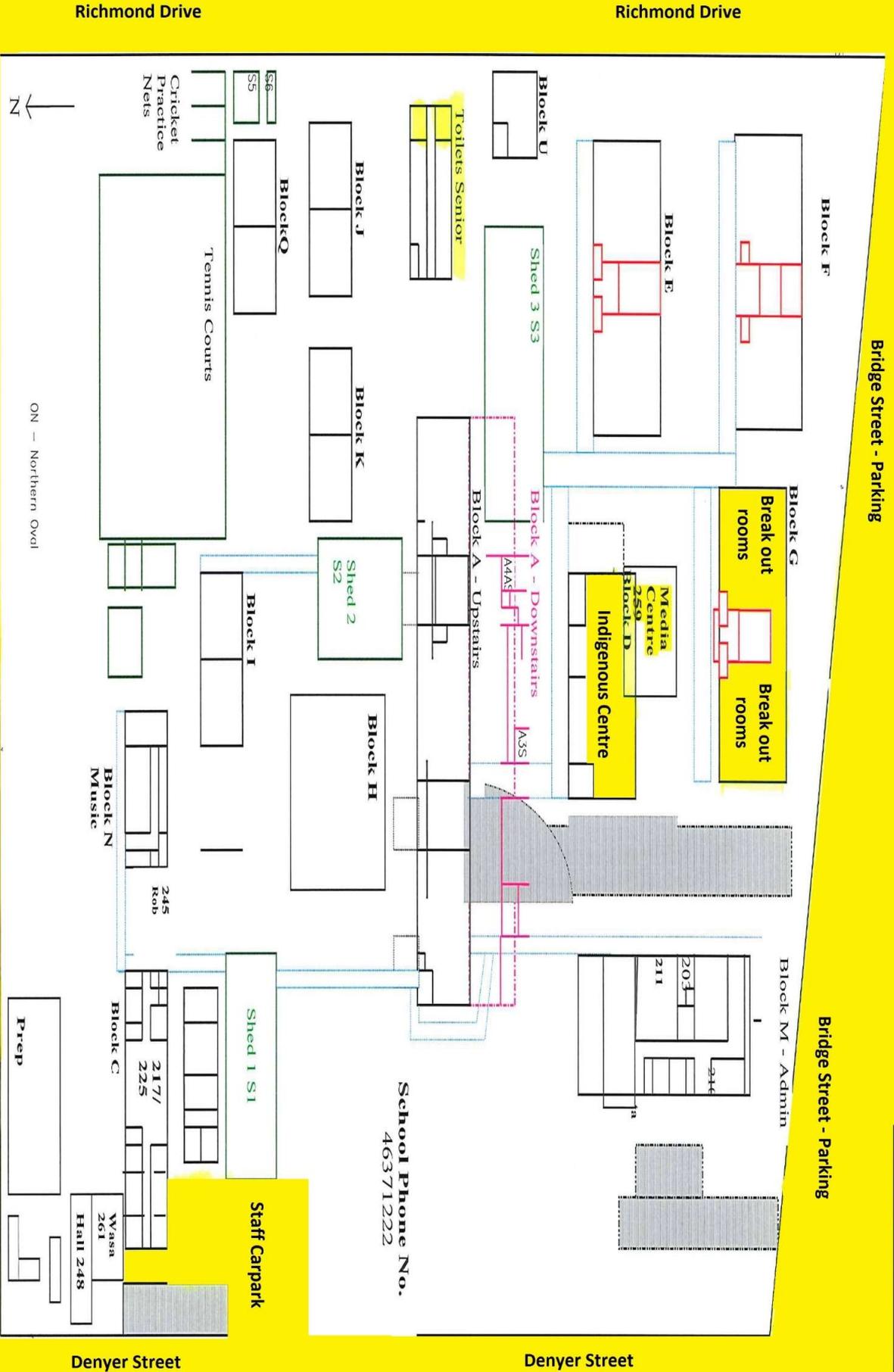
Lynette will provide an informative and practical session to convey understandings about the importance and value of an explicit language pedagogy.

Her session will:

- show how ACARA is underpinned by a functional model of language
- introduce the use of mental processes to improve writing outcomes for young students
- exemplify the value of an explicit pedagogy in critical literacy in a secondary context, and
- provide examples of how to support the development of technical language in a secondary context.



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