



QATESOL

QUEENSLAND ASSOCIATION OF TEACHERS OF
ENGLISH TO SPEAKERS OF OTHER LANGUAGES



Milpera State High School
Library/ Resource Centre, 2 Parker Street, Chelmer, Queensland

Venue, Access and General Information



Venue and Access

Located in Chelmer, Queensland, Milpera State High School can be found at the following street address:

**2 Parker Street
Chelmer. QLD. 4068**

There is both on-site and street parking available at the venue, but both may be limited during peak morning times.

Public transport is also nearby with Chelmer Train Station and local bus services that pass near the venue. Please check the Translink website, <https://translink.com.au/>, for more information about public transport in the area.

General Information

Registration

Registration will be available on the morning between 9:00am and 9:25am at the tables under the stairwell leading to the Library/ Resource Centre.

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. Some 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 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 lactose free, 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.

Morning PD Program

9:00 – 9:25	Registration, displays, networking <i>Coffee, tea available</i>		
09:25 – 09:30	Welcome		
09:30 – 10:30 Plenary	Dr Sue Creagh <i>Current research-informed understandings of second language learning & associated teaching and learning practices</i>		
10:30 – 11:00	Lunch, displays, networking		
11:00 – 12:00 Breakout Sessions (Choose One)	Skye Playsted <i>Sharing perspectives on Intercultural communication</i>	Arizio Sweeting <i>Teaching the “musicality” of English through the body and drama-based techniques</i>	Julie Peel & Dr Sue Creagh <i>Using the EAL/D bandscales</i>

The QATESOL Management Committee would like to thank Milpera State High School for kindly permitting the use of their facilities to host this Professional Development Morning on Saturday 7 September 2019

Presenter Biography and Session Synopsis

09:30 – 10:30: 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 Option 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.

11:00 – 11:50: Break Out Session Option 2

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.

11:00 – 11:50: Break Out Session Option 3

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.

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.