



BIO:

Skye is an educator with over 20 years of teaching experience. She has taught in primary and high schools, the AMEP, EAP programs and currently tutors in university preservice teacher education programs. Skye has also worked with some wonderful volunteer English teachers and assistants at a community-based refugee support organisation. She is a PhD candidate at the University of Queensland and is currently researching professional learning and pronunciation teaching for teachers of beginner-level adult English language learners. Skye regularly delivers teacher professional development and research seminars, and writes, reviews and edits pedagogical papers.

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OVERVIEW:

Talk for learning: Integrating dialogic teaching principles in the beginner-level English language classroom

Dialogic teaching involves purposefully planning and incorporating different types of student and teacher talk in the classroom. This style of teaching can stimulate discussion and engage learners in more confident, critical spoken interactions. But what does this look like in the beginner-level adult English language classroom, where learners' English language skills and often confidence to speak may be at very emergent levels? In this session, I'd like to share my experiences of developing a more dialogic approach to my classroom practice with a class of beginner-level, preliterate young adult learners. I will talk about some of the research behind dialogic teaching and share practical examples of how I applied these principles in the classroom. I'd love to hear from you too, so bring your questions, feedback, experiences and a coffee and we will have time for these later in the session.