

Supporting EAL/D learners through translanguaging in content-based assessments

5pm Wednesday 28 May (Online)

Join Dr Ronan Kelly, Dr Dean Ryschka and Professor Karen Dooley in this online professional development session to explore possibilities, benefits and challenges in supporting EAL/D learners through translanguaging in content-based assessments.

Summary

Translanguaging recognises and engages an EAL/D student's whole repertoire of linguistic and semiotic resources in learning. This workshop focuses on how translanguaging can be embedded in content-based school assessment to enhance appraisals of what EAL/D students know and can do.

We will explore possibilities, potential benefits and challenges for teachers seeking to enact translanguaging assessments based on an extensive review of Australian and international research. The workshop will also be applicable for educators across a range of content and language integrated learning contexts.

Biographies

Ronan Kelly is a Lecturer and the postgraduate TESOL Study Area Coordinator in the School of Education, QUT. He coordinates TESOL units for postgraduate students and Teaching EAL/D Learners units for pre-service teachers. He has worked as a teacher, program coordinator and teacher educator across countries including Australia, Northern Ireland, Hungary, South Korea and Vietnam. Ronan's research focuses on translanguaging, technology enhanced learning and students' sense of belonging in multilingual education contexts.

Dean Ryschka is a sessional lecturer and research assistant at QUT. Dean has worked in the government and private sectors and taught English to children and adults in both China and Australia prior to becoming a Secondary School teacher in Queensland. Dean's research focuses on the cultural adaptation and English language learning of migrant- and refugee-background students to Australian secondary schooling.

Karen Dooley is a professor in the School of Education, QUT. She coordinates a sociolinguistics unit in the MEd. Karen has worked as an EFL teacher in China and as a mainstream teacher in linguistically and culturally rich Australian schools. Karen's research is concerned with language and curriculum and pedagogy in multilingual contexts.