

**TasTESOL 2016
Conference & AGM**

Saturday 21st May 2016
Sacred Heart College, 2 Cross Street, New Town, Hobart

TALK ABOUT LANGUAGES

PROGRAM

- 9.00 – 9.30 Registration for conference & workshops; and membership payments
- 9.30 – 9.40 Welcome: *Marlene Chesney* (President TasTESOL)
- 9.40 – 11.15 Keynote address 1: *Dr Russell Cross* (Melbourne University)
- ‘Content based language teaching (CBLT), Topic based language teaching (TBLT), Communicative language teaching (CLT) – and now Content and Language Integrated Learning (CLIL) ... What’s new that CLIL could possibly ‘tell us’ that we don’t already know?!’
(Time for audience questions included)
- 11.15 – 11.45 MORNING TEA BREAK
- 11.45 – 1.00pm Choice of three workshops:

<p><u>Workshop 1</u> <i>Dr Giovanna MacFarlane</i> (UTAS ELC)</p> <p>‘Action research – a methodology to improve practice’</p>	<p><u>Workshop 2</u> <i>Jennifer Williamson & Ryna Dwyer</i> (English Languages Services North, TasTAFE)</p> <p>‘Numeracy through Applied Delivery and Assessment (Maths in the Kitchen)’</p>	<p><u>Workshop 3</u> <i>Sally Crane & Elizabeth Furst</i> (UTAS ELC)</p> <p>‘Writing a Research Essay: High Support for a High Challenge EAP Writing Task’</p>
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- 1.00 – 1.45 (*approx*) AGM
- 1.45 – 2.15 LUNCH
- 2.15 – 3.45 Keynote address 2: *Dr Shem Macdonald* (*La Trobe University, Melbourne*)
- ‘Creating a culture for pronunciation learning in and out of the classroom’
(Time for audience questions included)
- 3.45 – 4.15 Conference close & farewell (*Marlene Chesney*)
Collection of feedback forms & name tags

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9.40 – 11.15
Keynote address 1

'Content based language teaching (CBLT), Topic based language teaching (TBLT), Communicative language teaching (CLT) – and now Content and Language Integrated Learning (CLIL) ... What's new that CLIL could possibly 'tell us' that we don't already know?'

**Russell
Cross**

Overview

Content and language integrated learning, or CLIL, has had an increasingly significant impact on the teaching of languages since its development in Europe some twenty years ago (Coyle, 2008). This has intensified in the last ten years since being identified in the European Commission's 2004 Action Plan, *Promoting language learning and linguistic diversity*, as having 'a major contribution to make to the Union's language learning goals' (European Commission, 2003, p. 8). Likewise, interest has carried over to Australia, where education systems have now begun to consider CLIL's potential to support the teaching and learning of languages in local educational contexts (Cross, 2012b, 2013, 2015, 2016).

Yet the idea of combining languages and content seems hardly new in the field of languages education. Former (and many still current) labels for describing ways to teach language include content-based, topic-based, immersion, and thematic language teaching approaches, and of course many school-based TESOL educators have long focused on the idea of teaching 'language across the curriculum' (Cross, 2011a/b, 2012a; Lu & Cross, 2014; Turner & Cross, 2015).


This presentation will examine the foundations on which CLIL is based to identify where similarities do exist with previous approaches, but it will also highlight how CLIL is genuinely different. It will then focus on what this means for being able to understandings of language teaching forward further still, and how it might enable a rethinking (or re-affirmation) of what constitutes possibilities for 'good teaching'. (See Reference List on next page).

About the presenter

Dr Russell Cross is Senior Lecturer at the Melbourne Graduate School of Education, with expertise in bilingual education and content and language integrated learning (CLIL). His current research focuses on the sociocultural and political nature of language teachers' work and knowledge. Former co-editor of *TESOL in Context*, past co-convenor for the Australian Association of Research in Education Special Interest Group in Sociocultural/ Activity Theory, and current co-convenor of the International Applied Linguistics Association CLIL Research Network, his work has appeared in *Modern Language Journal*, *Language & Education*, and *Journal of Curriculum Studies*, among others. He is currently Chief Investigator on the ARC Project, *Social Justice Dispositions: Informing the Pedagogic Work of Teachers in Advantaged/Disadvantaged Secondary Schools*, with Professor Trevor Gale and Dr Carmen Mills.

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Reference list for Keynote Address by Russell Cross

- Coyle, D. (2008). CLIL – A pedagogical approach from the European perspective. In N. Van Deusen-Scholl & N. H. Hornberger (Eds.), *Encyclopedia of language and education* (2nd ed., Vol. 4: Second and Foreign Language Education, pp. 97-111). New York, NY: Springer.
- Cross, R. (2016). Language and content 'integration': The affordances of additional languages as a tool within a single curriculum space. *Journal of Curriculum Studies*, 1-21.
- Cross, R. (2015). Defining content and language integrated learning for languages education in Australia. *Babel*, 49(2), 4-15.
- Cross, R. (2013). *Research and evaluation of the content and language integrated learning (CLIL) approach to teaching and learning languages in Victorian schools*. Melbourne, Australia: Victorian Department of Education and Early Childhood.
- Cross, R. (2012a). An holistic approach for supporting written literacy skills for EAL/D learners. In R. Henderson (Ed.), *Teaching literacies in the middle years: Pedagogies and diversity* (pp. 208-235). Oxford, England: Oxford University Press.
- Cross, R. (2012b). Creative in finding creativity in the curriculum: The CLIL second language classroom. *The Australian Educational Researcher*, 39(4), 431-445.
- Cross, R. (2011). Monolingual curriculum frameworks, multilingual literacy development: ESL teachers' beliefs. *Australian Journal of Language and Literacy*, 34(2), 166-180.
- Cross, R. (2011). Troubling literacy: Monolingual assumptions, multilingual contexts, and language teacher expertise. *Teachers and Teaching: Theory and practice*, 17(4), 467-478.
- European Commission. (2003). *Promoting language learning and linguistic diversity: An action plan 2004-2006*. Brussels, Belgium: Author.
- Lu, W., & Cross, R. (2014). Making sense of mixed messages: Literacy within the Australian curriculum. *Literacy Learning: The Middle Years*, 22(2), 41-50.
- Turner, M., & Cross, R. (2015). Making space for multilingualism in Australian schooling. *Language and Education*, 1-9.
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2.15 - 3.45
Keynote address 2

'Creating a culture for pronunciation learning in and out of the classroom'

**Shem
Macdonald**

Overview

With so much to learn, EAL students' pronunciation needs often take a back seat. This is partly due to the challenges we face as teachers in integrating pronunciation with others skills, addressing mixed needs within the one class, and knowing if what we do has positive impacts on the clarity of our learners' speaking. This session examines some of these challenges, and provides opportunities for teachers to explore options available to them and their learners. One example is the creation of cultures of interest in, and ongoing focus on pronunciation both in and outside our classrooms.

About the presenter

Shem Macdonald teaches and researches additional language speaking with a focus on the role of pronunciation in speaker identities. He works in the fields of applied linguistics and language education at La Trobe University in Melbourne. He is currently Vice President of VicTESOL and a Councillor of the Australian Council of TESOL Associations (ACTA).

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**11.45 - 1.00
Workshop 1**

'Action Research - A Methodology to Improve Practice'

**Giovanna
MacFarlane**

Overview

Dr Giovanna MacFarlane has been teaching at the English Language Centre, University of Tasmania since 2000. Research for her thesis, entitled "Investigation into English grammar proficiency of teachers of English language" was conducted with ELC teachers. It was termed 'action research', i.e. a situation needing improvement was identified, and various steps were taken to bring about an improvement in the situation.

Action research is not just research to add to the body of knowledge, but is a methodology aimed at improving practice. Giovanna would like to encourage all to engage in minor or major pieces of action research to improve any aspect of teaching and learning.

About the presenter

Dr Giovanna MacFarlane has been a language teacher for 40 years. The first half of her teaching career was devoted to LOTE and other humanities subjects; however, the second half has been entirely taken up by the teaching of English language. Giovanna has extensive experience as an interpreter and translator and as an IELTS examiner. She has lectured in the former UTAS Department of English and European Languages and Literatures, has been involved in the setting of final Year 12 language examination papers for almost 25 years and has conducted professional development sessions for language teachers. She now teaches English at the UTAS English Language Centre.

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**11.45 – 1.00
Workshop 2**

***‘Numeracy through Applied Delivery and Assessment
(Maths in the Kitchen)’***

**Jennifer
Williamson
&
Ryna
Dwyer**

Overview

This session analyses the major problems in teaching Numeracy within ESL/EAL and presents some contemporary ideas on how Numeracy can be taught and assessed through applied, project-based means.

Numeracy is recognised as an essential life skill and forms part of the Adult Migrant English Program (AMEP) curriculum. It is common also in many other Foundation Skills development curricula. Despite this widespread acceptance of its value, a number of barriers remain to its teaching.

Language teachers often feel unprepared as they do not have specific training in its teaching and are unclear about the terminology and how to go about embedding the teaching of numeracy into a context that is relevant to students.

This workshop will discuss delivery of Numeracy Modules that has been done within various AMEP courses, will provide recommendations on how to address students’ numeracy needs in creative way. The workshop will also analyse some examples of assessment on Numeracy from the AMEP task bank and invite participants to discuss how these could be adapted to suit learners’ needs.


About the presenters

Jennifer Williamson began her career in TESOL in 1996 and taught in a number of settings and contexts in Asia and South America. She worked in private English colleges and within several multinational organisations as a language coach. In 2008 she returned to Australia to complete her Master of Education in TESOL through the University of Tasmania. At this time she became involved in the Adult Migrant English Program in Launceston as a teacher to newly arrived migrants. As most of her students were humanitarian arrivals, the teaching context proved to be vastly different from others she had experienced previously. Because of this, she developed an interest in using applied and project based learning to foster the skills development of students with low levels of prior education. In 2015 Jennifer became the state representative on the Adult Migrant English Program Task Bank Working Group. Part of this role involves developing and validating numeracy related tasks so the application of applied project based learning and assessment in this context has become a recent focus.

Ryna Dwyer has been in the teaching profession for over 20 years, teaching History, Sociology and English in a variety of secondary and adult institutions in Europe and Australia (Tasmania). She has a particular passion for TESOL, especially as it has enabled her to work and experience cultures around the world. She has a BA in History and Sociology, completed a Post-Graduate Certificate in Education through the University of Tasmania and a Master of Education in TESOL through the University of Wollongong. Since 2012 she has been teaching English to adult migrants in the Adult

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Migrant English Program in Launceston. As her student cohort consists of young people from the age of 18 to 25 in the YMEP class (Young English Migrant Program), Ryna has developed a special program with consideration for the students' interests in studying Maths and Science. The elements of this program were included in the recently delivered AMEP Summer Course. As an Advanced Skills Teacher, Ryna enjoys supporting the creative process of tailoring learning programs to the needs of particular student cohorts, and sharing her experience with colleagues.



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**11.45 - 1.00
Workshop 3**

**' Writing a Research Essay: High Support
for a High Challenge EAP Writing Task'**

**Sally Crane
&
Elizabeth Furst**

Overview

Last year, under the guidance of English Australia, English Language Centre (ELC) teachers conducted an Action Research (AR) Project designed to identify what was preventing students in UTASAccess Level 7 from finding, filtering and evaluating research material, and to develop teaching materials to address this. Level 7 of the UTASAccess course at the ELC precedes entry for international students into bachelor, masters or PhD courses, and is an alternative to completing an IELTS test. A key

requirement of this course is the completion of a research essay, and it was because of the observed difficulties students had in fulfilling this requirement, that improving the skills necessary to write a research essay became the focus of the AR project.

The project was conducted over four 5-week cycles, and teaching interventions were continuously built on and adapted throughout this period. Adaptations were made based on student feedback, semi-structured interviews, in-class observations and analysis of student questionnaires, a short critical thinking test and a critical thinking self-evaluation.

To assist students find, filter and evaluate research material existent scaffolding was increased and some of the contingent scaffolding was replaced with designed-in scaffolding. To help students find material using the library databases, a video and practical computer-based activity were developed in collaboration with University of Tasmania library staff. To help students evaluate material, inquiry-based activities were used as instructional tools to support students in the application of critical thinking skills in an academic writing context.

Analysis of data and essay results showed students fell into three distinct groups in relation to Vygotsky's Zone of Proximal Development (ZPD). As a result of the AR project, an understanding of why students fell into their respective groups, and an awareness of the type of teaching material needed in future was attained.

About the presenters

Sally Crane is a teacher in the English Language Centre at the University of Tasmania. She has been a language teacher for over ten years, and has taught a range of courses to young adults and adults in both China and Australia. Her qualifications include an undergraduate degree majoring in Anthropology and International Development, Cambridge CELTA, a Diploma in Applied Languages (Mandarin) and a Masters in Public Policy.

Elizabeth Furst is a teacher at the University of Tasmania English Language Centre. She has taught on both the General and Academic English programs for over ten years. She has also taught primary and secondary school study tour students, and tutored students from Prep through to adults in literacy and numeracy. She holds a Bachelor of Arts (English Literature and Sociology), Diploma of Education and Cambridge CELTA.

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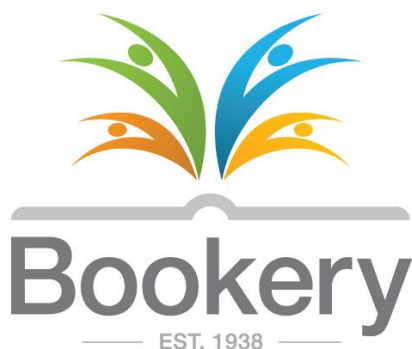
THANK YOU VERY MUCH ...

Craig Deayton, Principal of Sacred Heart College
for the use of the college

Jacob Miceli from Bookery
for his donation of EAL books
for our raffle

9-11 Victoria St, Fitzroy, Victoria
www.bookeryeducation.com.au

Watch for their display at the
EA conference
In Hobart later this year



Dean Shegog from the
UTAS Co-op Bookshop
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Thank you all for attending the 2016 TasTESOL Conference.

TasTESOL will be holding **THREE FORUMS** in Hobart throughout 2016.

Thursday	23 rd June	Derwent Sailing Club, Sandy Bay
	25 th August	5pm - 7pm
	27 th October	Please write these dates in your diaries now.

Topics & speakers to be announced closer to the dates.