

# **TasTESOL 2018 Conference & AGM**

**Saturday 19<sup>th</sup> May 2018  
Sacred Heart College, 2 Cross Street, New Town, Hobart**

## **LANGUAGES BUILD COMMUNITIES**

### **PROGRAM**

- 9.00am – 9.30      Registration for conference & workshops; also membership payments
- 9.30 – 9.40      Welcome:                      **Marlene Chesney** President, TasTESOL
- 9.40 – 11.15      Keynote address:              **Dr Elizabeth Ellis**  
Author & Associate Professor, Linguistics, University of New  
England, Armidale

**'The Plurilingual TESOL Teacher – Insights into EAL/D learning  
from the teacher's language experiences'**

11.15 – 11.45      MORNING TEA BREAK

11.45 – 1.00pm      Four Workshops – choose one:

- 'O RLY? Using GIFs and Memes in the Classroom' **Mary Brooke** (*Community Learning, LINC Launceston*)
- 'Devising an engaging and relevant learning sequence to assess students giving an oral presentation' **Jennifer Davey** (*East Launceston Primary School*)
- 'Language, the university & CALD communities: Building strong foundations' **Morag Porteous & colleagues** (*UTAS*)
- 'Impact learning with Google Classroom' **Ryna Dwyer** (*MAX Solutions*)

1.00 – 1.45 (*approx*)      Annual General Meeting (- all welcome, but only members may vote)

1.45 – 2.15              LUNCH

2.15 – 3.30              Three Workshops – choose one:

- 'Should we rethink ESL students' online research abilities?' **Noridah Sain** (*UTAS & Universiti Teknologi, Malaysia*)
- 'Working with bilingual children: recognising the value of home languages' **Dr Elizabeth Ellis** (*Uni of New England, Armidale*)
- 'Vocabulary Practice & Good Old Dictation' **Kate Stratford** (*RMIT English Worldwide, Melbourne*)

3.45 – 4.15              Conference close: raffle announcements & farewell  
Collection of feedback forms & name tags

## **TasTESOL 2018 Conference & AGM**

**9.45am – 11.15am**

**Keynote address**

### ***'The Plurilingual TESOL Teacher – Insights into EAL/D Learning from the teacher's language experiences'***

#### **Overview**

The working lives of EAL/D teachers revolve around language, language learning and language teaching from a social justice perspective. EAL/D teachers are often speakers of two or more languages, ie plurilinguals (Taylor and Snoddon 2013). Even those who have not acquired another language have invariably had language *encounters* in their life, travel or work. Students in today's classrooms are also plurilinguals, adding English (the A in EAL/D) to their repertoire, and navigating between home, community and school languages in complex linguistic performances that often go unrecognised in the education system.



**Liz  
Ellis**

This talk will invite teachers to reflect on their own *language experiences*, with not only the English they teach, but also other languages and dialects that may figure in their history, heritage and identity. I will aim to show how language experiences form powerful imprints that interact with formal learning and can help us better understand the complex linguistic identities that our students bring to the classroom. Teachers' experiences of learning and using languages are foundational not only to the shaping of their identities, but also to their conceptions of teaching practice. The talk will draw on some 15 years of research involving over a hundred teachers in several countries. It explores teachers' complex lived experiences (Ellis, 2016) and the connections to their professional beliefs. When we reflect on our histories, informed by theories of teacher cognition and teacher identity, we can gain refreshing insights into language in education and society, and nourish our own relationship with languages.

Ellis, E. M. (2016). *The plurilingual teacher in TESOL: The hidden languaged lives of TESOL teachers and why they matter*. Berlin: Mouton de Gruyter.

Taylor, S. K., & Snoddon, K. (2013). Plurilingualism in TESOL: promising controversies. *TESOL Quarterly*, 47(3), 439 - 445. doi:10.1002/tesq.127

#### **About the presenter**

*Liz Ellis* is an Associate Professor in Linguistics at the University of New England, Armidale, NSW, specialising in bilingualism and second language learning. She is a former teacher of adult TESOL and has worked as a teacher educator in several countries. She has taught at the University of Wollongong, UTS, Charles Darwin University and Batchelor Institute in Alice Springs. She is currently leading an ARC-funded study on isolated bilingual families "Bilingualism in the Bush", and is part of a UNE team researching and documenting the provision of EAL/D for refugee arrivals in New England. She is a keen language learner and speaks Spanish and French with some proficiency in other languages.

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**11.45am – 1.00pm**

**Workshop 1**

***'O RLY? Using GIFs and Memes in the Classroom'***

**Overview**

Language learners who use social media will regularly encounter the simple graphic and video images known as GIFs and memes. This session will showcase the usefulness of GIFs and memes as flexible resources which embed both traditional and technological literacy into a language program at any proficiency level, in an enjoyable and interactive way. This session will include practical ideas to assist language practitioners in integrating GIFs and memes into a lesson, as well as a providing a hands-on demonstration of how to make a GIF and meme from scratch.



**Mary  
Brooke**

**About the presenter**

*Mary Brooke* has a career in education spanning one and a half decades. With extensive experience as a teacher, researcher and project manager in private and public education sectors, she spent eight years as an LLN practitioner in the TAFE sector and two years teaching English in Kyoto, Japan.

Mary holds degrees in Adult Education, English, Linguistics and Educational Leadership and is currently Coordinator of Community Learning at LINC Tasmania (Launceston). She has particular interest in promoting community and learner engagement through the creative use of emerging technologies.

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**11.45am – 1.00pm**

**Workshop 2**

***'Devising an engaging and relevant learning sequence to assess students giving an oral presentation'***

**Overview**

The presenter will share how, over the course of a week, she ran a learning sequence which culminated in students giving a two-minute talk on their house. The session will outline how she prepared students (all within their first two years of English language learning) for the talk. This included them looking at Google Earth, drawing a street view and a floor plan of their house, talking about the house from the street, the rooms inside and the garden, creating a marking rubric and speaking to a small group while being videoed.



*Jennifer  
Davey*

Once shared, the workshop participants will critique the unit as an assessment piece. They will also be challenged to think of other topics that could be equally engaging and relevant, and share how these could be taught.

**About the presenter**

*Jennifer Davey* currently works at East Launceston Primary School. She has been a teacher with the Department of Education in the north of Tasmania for over 20 years and an EAL teacher for more than half of that time. The first part of her teaching career was in high-schools teaching English, Maths, Science and Studies of Society and the Environment, along with optional subjects, including French and Italian. The second part has been entirely taken up by teaching EAL in both high-schools and primary schools. Her qualifications are a Bachelor of Medical Science, a Diploma of Teaching, Graduate Certificates in LOTE (Italian) and TESOL, and a Masters of Education. She learnt Italian on exchange in Italy as a teenager and has been interested in languages and language learning ever since. She is trained to teach the internationally-recognised Teaching ESL students in Mainstream Classrooms (TESMC) course.

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**11.45am – 1.00pm**

**Workshop 3**

***'Language, the university & Culturally and Linguistically Diverse communities: Building strong foundations'***

**Overview**

Culturally and linguistically diverse (CALD) students are an important and sometimes disadvantaged group at the University of Tasmania. The CALD Community of Practice connects staff from

TasTAFE, the Colleges and the University, and aims to share information to support CALD students in their educational choices and pathways, as well as publicising the University's Academic English Indicator, which offers students the chance to work out whether their English language skills are ready for university study.



***Morag  
Porteous***

We recently produced some short, informative videos in which migrant students speak about their educational journeys in their own words and provide advice to students currently navigating their options. This workshop will present the videos and the work of the Community of Practice, and seek input from participants on how this information, and the Indicator, can be shared more widely.

**About the presenter**

*Morag Porteous* is an Associate Lecturer, Student Learning (English Language) in the Student Learning team at UTAS. Her role is to facilitate the language and academic skills development of students, with a particular focus on English as an additional language. This involves offering individual consultations and workshops, and also collaborating with academics to run workshops specific to particular courses and professions. Current research interests include determining students' readiness for the English language demands of university study, and the development of intercultural competence and communication skills.

She has been teaching English language and academic skills for more than 15 years, both in Australia and overseas, in universities, schools and factories. In another life she draws and makes under-camera animations.



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**11.45am – 1.00pm**

**Workshop 4**

***'Impact learning with Google Classroom'***

**Overview**

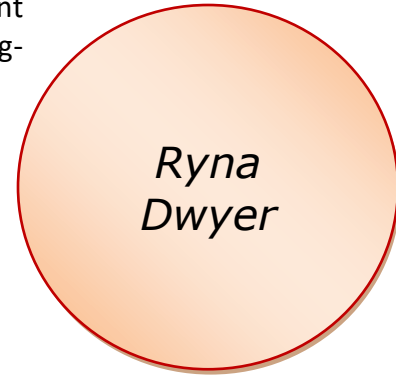
Cognitive Learning styles are individualistic in nature. In a classroom training setup, it has always been challenging to accommodate learners with different learning styles and keep them engaged throughout the teaching-and-learning cycle.

*Google Classroom* will allow a teacher to enrich students' learning environment with various forms of virtual interaction.

This workshop will demonstrate how to:

- Create your first classroom;
- Invite students to your class;
- Create your first assignment;
- Access the Drive folder;
- Add announcements and some lesson materials;
- Manage students' interaction by giving them the ability to post and comment, only comment, or give only the teacher the ability to post and comment.

The workshop will also recommend the most useful apps for making interactive exercises on tablets, computers and smartphones.



**About the presenter**

*Ryna Dwyer* currently works at MAX Solutions, Launceston. She has been teaching for over 20 years, teaching History, Sociology and English in a variety of secondary and adult institutions in Europe and Tasmania. She has a BA in History and Sociology, a Post-Graduate Certificate in Education from UTAS and an MEd (TESOL) from the University of Wollongong. Since 2012 she has been teaching English to young adult migrants (ages 18-25) in Launceston, first through AMEP at TasTAFE and now at MAX Solutions. Ryna enjoys the creative process of tailoring learning programs to the needs of particular student cohorts and sharing her experience with colleagues.

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**2.15pm – 3.30pm**

**Workshop 5**

***'Should we rethink ESL students' online research abilities?'***

**Overview**

Given the pervasiveness of the Internet nowadays, second language (L2) learners often refer to the Internet for ideas and information in order to complete their academic tasks. In this workshop, you will hear about my research as a 'digital immigrant' who has been teaching 'digital natives', and have a chance to reflect on its implications for your students and teaching.



**Noridah  
Sain**

Under the new literacies perspective, when students read to comprehend information on the Internet, they are engaging in online research (Kingsley & Tancock, 2014; Leu, et al., 2013). As educators, we need to investigate whether our current students are aware of the skills required to autonomously use the Internet to make effective use of the new technologies in their academic and future endeavours. Are the students' familiarity with computers and smart phones enough to gauge their competency when it comes to online research and comprehension strategies?

In response to this, and located within an ESL context in a public university in Malaysia, this study aimed to explore the use of the Internet when students conduct online research and comprehension exercises. 74 ESL undergraduates were observed during formal English reading classroom sessions. The findings suggest that explicit training in the areas of online research and comprehension processes is worth pursuing in the development of online research skills.

**About the presenter**

*Noridah Sain* is a senior lecturer attached to the Academy of Language Studies, Universiti Teknologi MARA Cawangan Johor Kampus Segamat, Malaysia. She obtained her BA in English from the University of Colorado at Boulder, U.S.A and an M.Ed in TESL from the Universiti Teknologi Malaysia. Currently, she is pursuing her PhD at the University of Tasmania, Australia. Her main research interests are computer-assisted language learning, second language acquisition and teaching methodology.

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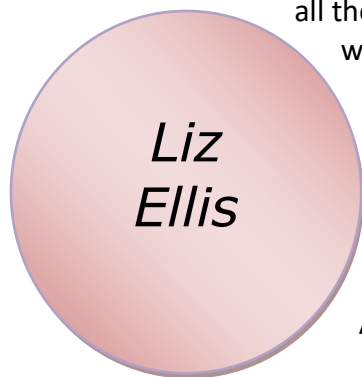
**2.15pm – 3.30pm**

**Workshop 6**

***'Working with bilingual children: recognising the value of home languages'***

**Overview**

Children who are learning EAL/D come to school with one or more home languages which encode all their early life learning. How can we ensure children get the best of both worlds by developing both/all languages?



**Liz  
Ellis**

This workshop will look at the benefits of families maintaining home languages while still ensuring kids learn the English they need for school and work in the future. Bilingualism can be a great asset to children, helping their academic, social and emotional development, provided it is supported at home and positively regarded at school. Also to be included:

- Myths about bilingualism
- How children acquire one or more languages
- Why bilingualism can be a plus
- How parents support bilingualism at home
- Helpful hints for teachers

**About the presenter**

See page 2 above.





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**2.15pm – 3.30pm**

**Workshop 7**

***‘Vocabulary Practice & Good Old Dictation’***

**Overview**

This session aims to draw teachers’ attention to vocabulary essentials – a sort of reality check, suitable not only for those who are starting their career in TESOL, but its veterans as well. What is an average person’s vocabulary size? How many words do we actually use in everyday life? How many words do our students need to know and how can they achieve that? Why are goals not always met?



***Kate  
Stratford***

The workshop will focus on techniques, tools and extension activities for vocabulary practice, with the main focus on dictation. The options for delivery, check-up, feedback and build-on activities never run out.

Participants will get an opportunity to share their classroom experience, talk about successful (and not so successful) activities, have some hands-on practice and walk away with a bank of online resources to experiment with.

**About the presenter**

*Kate Stratford* started her teaching career in 1998 and has worked in a number of environments ranging from Private Language Centers to In-Company training to University, many of them in Russia. With a background in ESL, EFL and EAL, she joined REW’s ELICOS program 3 years ago. The opportunity to work with different cohorts – teenagers, international students, AMES refugees, business executives to name a few, has allowed her to observe and analyse various learning styles and needs. She will share her personal experience of acquiring a foreign vocabulary as well as draw on multiple classroom encounters with speakers of more than 15 languages in mono- and multi-lingual classrooms.

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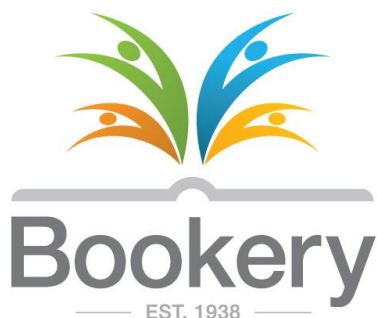
**THANK YOU VERY MUCH ...**

**Elizabeth McDougall**, Principal of Sacred Heart College, for the very generous use of the college facilities & **Kandy Parker** (SHC teacher) for arranging this.

**Officeworks** for donating pens and exercise books.

**Sean Fallon**  
Senior Publications Consultant (ELT)  
from **Bookery**  
for the donation of EAL books  
for our raffle

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**Thank you *all* for attending & contributing to the 2018 TasTESOL Conference.**

TasTESOL will be holding **THREE FORUMS** in Hobart throughout 2018  
at the Derwent Sailing Club, Marievilla Esplanade, Sandy Bay:

**5pm – 7pm Thu 28<sup>th</sup> June**  
**Thu 13<sup>th</sup> September**  
**Thu 15<sup>th</sup> November**

Please write these dates in your diaries now!  
Topics & speakers to be announced closer to the dates.  
Let the committee know if you have any ideas or requests for topics:

**[contact.tastesol@gmail.com](mailto:contact.tastesol@gmail.com)**