**TasTESOL – Final Forum for 2021**

**Presenters:** Dr Marianne Turner, Dr Anne Keary, Dr Katrina Tour (Education Faculty, Monash University, marianne.turner@monash.edu, anne.keary@monash.edu, katrina.tour@monash.edu

**Zoom Forum:** Generating bi/multilingual texts as a way to meet learning objectives

for primary EAL learners

**When:**

Tuesday 14th December, 5pm-6pm (this time includes a Q&A session)

**Cost:**

$15 for non-members, and free for members.

**About our presenters:**

**Dr. Marianne Turner** researches the leveraging of students’ linguistic and cultural resources for learning, the language production of students in bilingual education programs, and teacher collaboration. Her work has been published widely in both general education and bilingual education journals. She has recently written a book entitled *Multilingualism as a resource and a goal: Using and learning languages in mainstream schools* (Palgrave Macmillan)*.*

**Dr. Anne Keary** is a senior lecturer with the Faculty of Education, Monash University (Australia). Her research, teaching and engagement work enhances the provision of socially-just education in diverse cultural and linguistic educational settings. Her current research explores early childhood education for refugee communities. She is an executive member of VicTESOL and a state councillor for ACTA.

**Dr. Katrina Tour** is a lecturer in the Faculty of Education at Monash University. Her current research projects investigate how people from migrant and refugee backgrounds use technologies and digital literacies for everyday life, work and learning. Her major research focus is pedagogies for digital literacies. Katrina publishes in the field of digital literacies and EAL and she is the author of *Digital Literacies: EAL Teachers’ Guide* ([www.digitalliteracies.info](http://www.digitalliteracies.info/)).

**Zoom Forum:**

It has been widely acknowledged in the research literature and policy documents that students’ home language practices can be leveraged as a key resource for their learning.  However, these practices can often be conceptualised as the translation of words and phrases through student use of a bilingual dictionary, or as a one-off celebration of students' linguistic and cultural heritage. It can be challenging for teachers to embed students’ language resources in class in a systematic way that links to wider learning objectives. This presentation reports on a research project with a professional learning component that sought to respond to this challenge. The project involved seven primary teachers from four Victorian schools. The teachers, who were all working with language-background-other-than-English (LBOTE) students, participated in professional learning delivered by the research team. They then developed and taught a lesson sequence in the subject area of English and/or EAL. The lesson sequence was based around students’ home language practices and involved the production of bi-/multilingual texts. In this presentation, we will discuss the different approaches of two of the EAL teachers, particularly focusing on their students’ engagement.