

**TasTESOL
2011 Conference &
Annual General Meeting**

9.40am - 10.50am

KEYNOTE ADDRESS

Room 107

Dr Robert Jackson 'Assessing EAL/D students in mainstream classes'

Overview

IN AUSTRALIAN educational contexts, with only a very few exceptions, EAL/D learners aspire to 'mainstream' academic, vocational and community outcomes as an ultimate goal. This ambition applies irrespective of the particular learning situation of the student - an intensive English program, an integrated or transitional class, or a mainstream classroom - at any given point in time.

It is therefore incumbent upon specialist ESL teachers and our mainstream colleagues alike to cater to, monitor and assess both the content learning and English language development of these learners within particular subject, skill, or social or civic domains. On the one hand, the implementation of differentiated teaching and learning programs and effective language learning pedagogies, systematic and explicit language instruction, and modified task design and assessment practices, are some of the necessary precursors to addressing the specific learning needs of EAL/D students; on the other, equity for this learner cohort in terms of their post-school educational and vocational pathways is predicated upon the recognition of a parity between the scope and academic rigour of the courses of study undertaken by EAL/D students and their mainstream peers, and between the assessment instruments and processes via which their respective educational credentials and achievement standards are determined.

This paper will provide an overview of ELT assessment methods and principles through which to consider some of the key assessment procedures encountered by EAL/D learners in Australian educational settings. A more detailed case study focusing on test items and work samples, assessment criteria, and marking guidelines and practices from the NSW HSC English (ESL) examination will also be presented.

Background

ROBERT JACKSON holds a PhD in English literature from the University of Sydney and a Masters in TESOL from the University of Technology Sydney, and has published articles in national and international scholarly journals. He has worked as a teacher and consultant in government and non-government primary and secondary schools and colleges across a range of curriculum areas, and is the Supervisor of Marking for the NSW Higher School Certificate English (ESL) examination. Robert has developed syllabus frameworks and assessment materials, programs and resources for a range of secondary school courses, and has lectured in TESOL and Language and Literacy at the University of Technology Sydney. He is currently president of the Australian Council of TESOL Associations (ACTA) and the Association for Teaching English to Speakers of Other Languages (ATESOL) NSW.

**TasTESOL
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2.00 – 3.10pm

KEYNOTE ADDRESS

Room 107

Dr Jenefer Philp

‘Learning a language through peer interaction – high hopes?’

C

Overview

COMMUNICATIVE language classrooms are often characterized by a high proportion of time spent on interaction between students, and reduced teacher led whole class interaction. What are the benefits of peer interaction? What are the limitations? What can we do to ensure students make the most of the time they spend using English with one another?

In this talk, we'll look at recent research on purposes and outcomes of peer interaction, and implications for pedagogy. At best, peer interaction provides a valuable learning context: for practice; information exchange; and collaboration (Philp & Tognini, 2009). Each of these three purposes of interaction promotes different aspects of language learning, including fluency, accuracy, and language development. However, in spite of best intentions, and high hopes, we cannot assume peer interaction to be always beneficial, or to have blanket effects (De Lisi & Golbeck, 1999). Factors such as maturity, proficiency, task and peer relationships can all mediate the potential of peer interaction for L2 learning. The talk concludes by reflecting on the challenges of peer interaction in the classroom.

J

Background

JENEFER PHILP is a researcher in second language acquisition. She has published widely in international journals and edited collections. One focus of her research is on processes of instructed language acquisition by adults, and older and younger children. This has led to an interest in the benefits and limitations of peer interaction in language classrooms.

Jenefer has recently returned to Tasmania after 7 years at the University of Auckland, where she was a senior lecturer in the Department of Applied Language Studies and Linguistics. She continues to supervise doctoral students for the university and this year, co-chairs the international conference 'Task Based Language Teaching' (TBLT), to be hosted by the University of Auckland in November. Jenefer's interest in teaching and research is supported by over 10 years experience as a classroom teacher and teacher-trainer in Australia, New Zealand, Indonesia and the USA.

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11.15am – 12.30pm

WORKSHOP 1

Room 107

Paula Johnson

‘Does legitimate assessment have to be text based?’

Overview

THE UNIVERSITY Preparation Program (UPP) at UTAS attracts significant numbers of students from non-English speaking backgrounds (NESB). They bring with them a wealth of knowledge and experience which they are often ill-equipped to share via traditional text-based assessment processes.

While the UPP has a strong focus on academic writing skills, areas such as critical thinking, reflection on own learning and independent study skills are also developed. As with the majority of tertiary study, the assessment of all these skills has been predominantly text-based, often making it difficult for NESB students to demonstrate their true abilities. To help address this, a number of alternate and interactive assessments have been developed.

This workshop will look at the interactive assessment methods used and explore the process of adapting tasks which are suitable for non-text based assessment. Participants will be encouraged to discuss examples of text based assessments they are currently using where reading and writing skills are not the primary focus.

Background

PAULA JOHNSON began her career teaching kindergarten in Hong Kong before moving to Tasmania and spending almost a decade at the University of Tasmania's English Language Centre, primarily teaching English for Academic Purposes. During this time she began her post-graduate studies in Educational Technology and for the past two years has been the Campus Coordinator for the University Preparation Program (UPP).

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11.15am – 12.30pm

WORKSHOP 2

Room 201

Karen Weldrick

‘Get over it – learning to love phrasal verbs’

P

Overview

PHRASAL VERBS are everywhere – particularly in spoken English – yet I cannot think of a lexical area that strikes more fear into students! Teachers, too, seem to have a great resistance to teaching phrasal verbs whilst knowing that they are a critical part of any English learner's lexicon. In this workshop, we will look at why phrasal verbs can cause problems for learners, and discuss some options for effectively teaching them.

K

Background

KAREN WELDRICK has been teaching English for 11 years, starting with 2 years general English in Melbourne after completing her CELTA. She spent a year in China as Director of Studies at a large, private language school and worked as a teacher trainer for eighteen months. Karen has worked at the Tasmanian College of English for the last five years, four of those as Director of Studies. She recently completed her Cambridge DELTA with a Distinction grade for the course work.

11.15am – 12.30pm

WORKSHOP 3

Room 203

Nina Pavic

‘Teaching pronunciation to EAL/D students’

I

Overview

IN THIS SESSION we will

- consider the importance of teaching “pronunciation”
- look at a method of teaching pronunciation using groups of words
- share suggestions and strategies

If time, we will also look at how to use songs and chimes.

This session is largely a repeat of the workshop presented at the TESOL conference in 2009 and has come about as a request from those who missed it on that occasion.

N

Background

NINA PAVIC currently teaches Italian, French and EAL/D at Elizabeth College.

“I do not profess to be a ‘guru’ in the area of teaching pronunciation, nor have I written any papers on the topic. I will not present any theory; everything presented in this session comes simply from tried and true practice”.

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3.30 - 4.45pm

WORKSHOP 4

Room 201

Suzanne Reszke

'Shaping a new me – Learning that transforms'



Overview

WHEN LEARNING occurs in another country, the impact is heightened as the learner negotiates the new cultural context. Those who successfully traverse the experience gain new perspectives not only on the host culture but on themselves and on their language learning. To some, this transformation is regarded essentially as the development of a new or second identity (Brown, 2000).

In this workshop, I would like to present some findings from my PhD research into transformative learning. I will consider what this experience is like from the perspective of adults learning English as a second language in Australia. The workshop begins with some stories of those who acknowledge undergoing changes in their identity as a result of living and learning in another culture. Participants will then be given an opportunity to discuss their own teaching experiences and the practical implications of transformative learning theory so that we can continue to develop what van Manen (1997) describes as 'thoughtful awareness'.



Background

SUZANNE RESZKE has formal qualifications in Music and Cultural Studies but it was her own positive experiences of learning another language in a new culture that has led to her interest in adult language learning. Moving to Launceston after 5 ½ years in Indonesia, she decided to specialise in TESOL.

In 2005 she completed an MEd(TESOL) with UTAS. She has enjoyed working with adult language learners from many parts of the world, initially with international students for 8 years at Worldview Centre for Intercultural Studies, where she took on the additional role of Academic Dean for 2 ½ years. She is now working part time with the Migrant Education team at the Tasmanian Polytechnic and continues to explore the lived experiences of adult language learners for a PhD dissertation. She has recently taken on training students in the Cert IV TESOL by distance.

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3.30 - 4.45pm

WORKSHOP 5

Room 201

Jack Williamson

'The challenges of teaching English in Nepal'



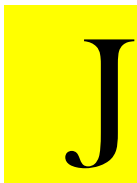
Overview

AT THE REQUEST of a Nepalese rural school and a Nepalese NGO, I am currently developing the following three programs that will hopefully improve the delivery of an English curriculum and the acquisition of English by the students and teachers:

1. a volunteer English teacher program
2. English for Tourism Professionals
3. Train the trainer – training young Nepalese adults to conduct English Improvement Programs for Primary & Secondary teachers

In today's session, you will have the chance to discuss the programs and hear about:

- The Nepalese Education System – English Curriculum
- Educational facilities and resources available to rural schools
- Nepalese teaching practice and learning styles
- Cultural nuances
- Defining quality education from the Nepalese perspective
- The issues facing teaching and learning English in Nepal
- Strategies



Background

JACK WILLIAMSON started teaching in 1977, specialising in Art and Outdoor Education and left the formal education sector in 1986 to pursue a career with Outward Bound in USA and The Outdoor Education Group in Victoria. In 1999, he commenced a memorable decade in remote residential Year 9 programs with Lauriston Girls School at Howqua, Geelong Grammar at Timbertop and The Alpine School at Dinner Plain. He specialised in campus and welfare management, and counselling. Since moving to Tasmania in 2009, he has been retraining in TESOL (Teach International Certificate III in 2009, CELTA in 2010, and currently a p/g Certificate in Education-TESOL). He now teaches English at the Migrant Resource Centre, Tasmanian Polytechnic and privately.