

ACTA Conference 2018  
**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

## **Abstract Summary**

\* Breakout Session Abstracts in Alphabetical Order of Presenters from page 5

\*\* Abstract Summary as at 2 October

### **Keynotes**

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#### **Opening Keynote: Professor Ester J De Jong EAL Expertise and Taking a Multilingual Stance**

**9:30am – 10:30am | Wednesday 3 October 2018 | Panorama Ballroom**

Ester will talk about the impact of increased linguistic and cultural diversity on education around the world. Using examples from different school contexts around the world (including the U.S., France, South Africa), she will address how increased complexity affects our decisions in terms of our programs, policies, and practices. This includes grounding our decision-making in a principled stance that recognizes EAL expertise and multilingualism as a resource.

#### **Biography:**

Ester J. de Jong is Professor in ESOL/Bilingual Education, and the Director of the School of Teaching and Learning in the College of Education, University of Florida. She teaches courses in ESOL/bilingual education and in curriculum, methods, and assessment for English speakers of other languages. Prior to academia, she worked for the K-12 public schools in Massachusetts as the Assistant Director for Bilingual Education and ESL programs. Her research focuses on two-way bilingual education, language-in-education policy, and mainstream teacher preparation for bilingual students. Her book *Foundations for Multilingualism in Education: From Principles to Practice* (Caslon Publishing, 2011) addresses policies and practices of responding to increasing linguistic diversities in schools. Her work has been published in the *Bilingual Research Journal*, the *International Journal of Bilingualism and Bilingual Education*, *Language Policy*, *Language and Education*. She is currently President-Elect for the TESOL International Association.

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#### **Day 2 Keynote: Professor Phan Le Ha**

**English and English as a medium of instruction (EMI) in broader Asia: Why, How, For Whom, By Whom, and So?**

**8:30am - 9:30am | Thursday 4 October 2018 | Panorama Ballroom**

In this talk Phan Le-Ha shows how in the broader Asia, that includes Australia and the Middle East, the increasing middle-class and elite populations, the emergence of English-speaking marginalized communities and individuals, the constant movements of people and ideas across space and place, and the commercialisation of the internationalisation of education have made English more desirable across the board. With this have come competing social and ideological discourses surrounding English and English as a medium of instruction (EMI). Phan Le-Ha discusses how and why on the one hand native-speaker teachers and goals continue to be supported by powerful and elitist groups, while on the other hand practices and pedagogies associated with World Englishes, EIL, ELF, and translanguaging are also on the rise. She argues that such competing discourses and practices have generated fertile space for the normalisation of the desirability of the idea of 'the native speaker' which is often associated with the idea of 'the West'. These same competing discourses, simultaneously, have generated transformative space for often-looked-down upon actors to participate and grow in varied EMI environments.

#### **Biography:**

Phan Le Ha is a Professor in the Department of Educational Foundations, College of Education, the University of Hawaii at Manoa. She is currently located at The Universiti Brunei Darussalam (Brunei). Prior to this appointment, she was with the Faculty of Education, Monash University, Melbourne, Australia. She has also held adjunct and honorary positions at universities in Australia, Malaysia, Vietnam, and the UK. At the University of Hawaii she is also the Special Assistant to the Vice Chancellor for Academic Affairs in leading the University's engagement with Southeast Asia. Her teaching and research areas include international higher education, academic mobility, identity-language-pedagogy-culture studies, globalization and internationalization of education and knowledge production, and TESOL in a variety of regions, with a particular focus on Australia, Southeast Asia, East Asia, and the Middle East. Phan Le Ha has published widely in international refereed journals and books.

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**Day 3 Keynote: Professor Gillian Wigglesworth**

**Indigenous learning in remote Australia: translanguaging, mobility and the role of digitisation**

**8:30am - 9:30am | Friday 5 October 2018 | Panorama Ballroom**

For students in the more remote schools in Australia, their introduction to the English-speaking world often coincides with their entrance into the school system. Indigenous children in remote areas often come from a multilingual language background and they may have had access to various codes, none of which are English. The recent rise of translanguaging, as a key concept in multilingual research and educational practice, with its questioning of language as a single and bounded system, has provided educators with the theory and practice that allows them to build on all of the learner's linguistic resources (Garcia & Wei, 2015).

In this paper, I examine the potential roles of translanguaging in the context of Indigenous children's acquisition of English in remote communities in Australia, drawing on some empirical data collected from teachers and students in the classroom, and from students in the playground. We will explore potential roles for translanguaging in school contexts and consider the value of the role it might play. I also explore how a greater recognition of the children's full repertoire of languages might help with their acquisition of English, and how the use of digital resources might be used to address some of the concerns around Indigenous student mobility.

Biography:

Professor Gillian Wigglesworth is Professor of Linguistics and Applied Linguistics at the University of Melbourne, and Chief Investigator in the Melbourne node of the Centre of Excellence for the Dynamics of Language, where she coordinates the Learning Program. With an extensive background in first and second language acquisition and bilingualism, her major research focus is on the languages Indigenous children living in remote communities are learning, and how these interact with English once they attend school. She is very widely published in international journals and books, and has edited or authored ten books including Ng, B.C. & Wigglesworth, G. 2007. Bilingualism, an advanced resource book. London, Routledge, and Wigglesworth, G., Simpson, J. and J. Vaughan (Eds.) 2018. From home to school: Languages practices of Indigenous children and youth. UK, Palgrave McMillan.

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**In Conversations**

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**In Conversation: Professor Constant Leung and Associate Professor Kathleen Heugh Moderated by Dr Zheng Lin (Dis-)invention of languages, translanguaging, multilingualism, English as Lingua Franca – how relevant are these for TESOL and teaching in English across the curriculum?**

**1:30pm - 2:30pm | Wednesday 3 October 2018 | Panorama Ballroom**

TESOL professionals are facing unprecedented challenges. The mobility of people, languages and cultural practices in local and global geographical and virtual spaces has destabilized the conventional notions of additional language learners. At the same time recent research in applied language studies has problematized classroom use of English in TESOL, and indeed the nature of English itself. Our discussion anticipates shifts that will impact on teaching and learning of English for bi-/multilingual students in different contexts, against the backdrop of a world in which diverse learner identities, learning purposes and teaching practices have to be reconsidered with contemporary sensibilities.

**Biographies:**

Constant Leung is Professor of Educational Linguistics at King's College, London, focusing on pedagogies and practices related to English as an additional language. His particular academic and research interests include classroom pedagogy, content and language-integrated curriculum development, language assessment, and language policy, as well as English for academic purposes and multilingual pedagogies. He is Joint Editor of Language Assessment Quarterly and a Fellow of the Academy of Social Sciences (UK)

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Associate Professor Kathleen Heugh is a socio-applied linguist who specialises in bilingual and multilingual education. Her theoretical and field research in multilingual education in more than 30 countries has informed UNESCO language education policy recommendations for countries in Africa and South-East Asia. She has particular expertise in the relationship between the languages of learning and school retention, particularly for marginalised, migrant and displaced communities; and also in the relationship between faith and literacies in education in urban and rural settings.

Kathleen has designed and taught at Masters' Degree and Post-graduate Diploma levels in language policy and planning, and bilingual and multilingual education at the Universities of Cape Town and Antwerp. She currently coordinates UniSA's English Additional Language major, in which she has embedded contemporary translanguaging pedagogy and research.

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Dr. Zheng Lin is a senior lecturer, teaching and coordinating in TESOL and TESOL Specialisation in Master of Education program, School of Education (Magill Campus). His research interests include ESL/EFL/EALD education, theories and practices; EFL/ESL/EALD reading comprehension; ICT in TESOL; and assessment in TESOL.

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**In Conversation: Associate Professor Yu-Chuan Joni Chao and Associate Professor Wan Ng Moderated by Dr Greg Restall**

**Can authentic use of mobile technologies promote accurate and elaborated learning of English?**

**1:30pm - 2:30pm | Thursday 4 October 2018 | Panorama Ballroom**

Students today communicate in complex mixtures of languages and other symbolic systems. Communicative uses of mobile technologies outside the classroom offer a rich and varied resource for classroom based learning. Teachers need to promote and exploit this potential.

Biographies:

Associate Professor Yu-Chuan Joni Chao is an Associate Professor at the Department of English Language, Literature and Linguistics in Providence University, Taiwan. She received her MA in Linguistics from University of Texas at Arlington, and her PhD in Education from University of Auckland, New Zealand. She specializes in second language writing and vocabulary acquisition, with particular interests in CALL. She has implemented wiki for process writing and collaborative learning, conducted a large-scaled project of Facebook-mediated vocabulary learning, and designed an online Grammar Attention and Language Awareness (GALA) system for focusing on forms. Using technology has become an integral part of her pedagogical practices and empirical studies in the university. She recently involved pre-/in-service teachers to engage their young learners with mobile technologies and applications.

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Associate Professor Wan Ng is Associate Professor in Science/Technology Education and the School of Education Research Coordinator at the University of Technology Sydney. Wan's research interest lies in the area of science education and digital technology education, in particular mobile learning. She is interested in how young people interact to learn with technology, the empowerment of the individual through digital literacy and multiliteracies which are important aspects of an individual's personal development and lifelong learning, and in sustainable pedagogy enabled by technology that brings about effective learning in students. These works largely underpin her research in science education, gifted education, higher education and teachers' work. Wan has written widely for an international audience, her most recent publications include two sole-authored books titled *Empowering Scientific Literacy through Digital Literacy and Multiliteracies* (Nova Science) and *New Technology in Education: Conceptualising Professional Learning for Educators* (Springer).

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Dr Greg Restall is a Lecturer in TESOL in the School of Education, University of South Australia. His educational and professional background is in languages education, specifically Chinese, French and TESOL. Trained as a secondary school teacher of languages, he committed the first 14 years of his professional career to teaching English as an Additional Language (EAL) to adult learners at tertiary institutions both in China and in Australia. He currently lectures in TESOL in undergraduate and postgraduate Education programs and supervises MEd, EdD and PhD students in Education. He was the Program Director for four Master's programs from February 2011 to February 2017. In addition to his coordination, teaching and research roles, Greg has managed overseas study tours to Seoul, South Korea and to Jakarta, Indonesia.

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**Closing Panel: Professor Phan Le Ha, Professor Ester J. de Jong and Professor Constant Leung Moderated by Dr Jenny Barnett**

**2:45pm - 3:40pm | Friday 5 October 2018 | Panorama Ballroom**

This closing panel will cover the highlights of the 2018 ACTA Conference

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**Alabsi, Thuraya (Taibah University, Saudi Arabia)**

*Higher Education*

**Paper: Learning via snapchat: real communication in TEFL**

**Wednesday | 11:00am - 11:25pm | Riverbank 4**

Snapchat is an app that is vastly common with children and adults in Saudi Arabia and all over the world. It provides authentic materials to improve and practice the language, and at the same time develop communicative competence. This study examines to what extent does using snapchat affect the development of female EFL students' achievement and cultural competence? The method is semi-experimental involving an experimental group and control group. The experimental group used snapchat as a tool of learning the language, while the control group followed traditional classroom teaching with the same material without using any apps. The difference between the two groups' mean scores after the programme is 7.1, indicating that the snapchat group had made considerable advances over the control group regarding communicative competence overall. The authentic materials were found to be more effective in developing a broader range of communicative competencies in learners than the textbook material.

This presentation will demonstrate learning and the practice of all four English language skills in real world situations via snapchat. It provides sources of language materials in English as a Foreign Language. It determines the snapchat communicative activities, and students' learning outcomes.

**Biography:**

Thuraya Alabsi gained Ph.D. and master's degrees (M.Ed.) from Hull University, Hull, UK. She is currently associate professor of Curriculum and Instruction department of Education Collage at Taibah University in Madinah, Saudi Arabia. She was the head of English language Centre at female students' section. Later became the vice dean of faculty members and personnel affairs, then a supervisor of strategic plan administration. Her research interests include TEFL, English language teaching, and technology enhanced language learning and teaching. She wrote several papers and She holds a master's degree with distinction, Hull University, UK, and holds several certificate thanks.

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**Alexander, Rita (Our Lady of the Sacred Heart College), French, Mei Lian (Our Lady of the Sacred Heart College /University of South Australia), & Suri, Ashima (Our Lady of the Sacred Heart College)** *Primary & Secondary*  
**Workshop: Multilingual and translanguaging pedagogies for EALD high school students**  
**Thursday | 2:40pm - 3:35pm | Riverbank 3**

In our high school, students bring over 40 languages and cultures and have diverse backgrounds including family migration, refugee experience and international education. With such a diversity of English language development and learning approaches, teachers sometimes resort to deficit constructions of these students' knowledge and academic skills. As EALD specialists, we understand the importance of recognising the rich multilingual knowledge, skills and experiences our students have developed through their family, social and educational lives. Incorporating these resources into curriculum design and pedagogy has helped us enrich the curriculum and enhance learning outcomes for EALD learners from Year 8 to Year 12. We have found that tasks generated from student practice are more successful, and other considerations include purposeful learning outcomes, access to resources and teacher risk taking. In EAL subjects across the secondary years, successful tasks have included studies of Naming, Family Language Use, Linguistic Landscape, Social Media Multiliteracies, and Translation Analysis. In research based projects, we have also supported senior secondary students to use multilingual research sources and processes to support high levels of understanding and analysis. In this workshop we will share multilingual tasks and support participants to develop tasks which suit their students, context and curriculum.

**Biographies:**

Rita is an experienced teacher who has worked with EAL learners at all stages of schooling, from early childhood to Year 12, and in teacher development. Rita's career has seen her work in a broad range of contexts across South Australia, and get to know students and teachers from around the world. With her own connections to international cultures, Rita takes particular interest in harnessing students' varied cultural and linguistic experiences to construct positive learning identities and support learning of English language and across the curriculum.

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Mei French is an EAL teacher who works with fabulous colleagues teaching multilingual young women in a secondary school. She is an active member of the EAL educators' community in South Australia. She is also completing her PhD with the University of South Australia, researching how students use their multilingual resources for learning in high school.

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Ashima Suri is an EAL and Science teacher who enjoys working with multilingual students who contribute significantly to the school community with their cultural beliefs, knowledge and understanding, skills and resilience in their daily lives. As an EAL network teacher in Adelaide, Ashima has worked across different schools working with both students and staff using different pedagogies to support the development of academic English for the students. She finds it extremely rewarding to see EAL students beginning schooling with limited English language skills and through scaffolded curriculum accomplish success.

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**Alshammari, Alya (University of Queensland)**

*Higher Education*

**Paper: "Colonialism Rules" in English Language Teaching**

**Thursday | 2:40pm - 3:05pm | Riverbank 8**

In the field of TESOL, studies and scholarly publications questioning the NEST/NNEST (Native-English-Speaker Teacher/ Non-native-English-speaker Teacher) dichotomy have steadily increased over the last 25 years. The literature provides ample evidence of instances of discrimination against non-native English-speaking teachers in terms of job advertisements and overall access to employment opportunities: these attestations demonstrate the tenacity of the perception that Native Speaker status should be the gold standard in TESOL. This study explores how this problematic perception plays out in the specific context of the Preparatory Year Programs (PYP) in two Saudi universities. The study, based on the analysis of 18 teacher interviews, examines the lived experiences of university English teachers, both native and non-native, working in the same programs. This presentation discusses the preliminary data analysis, highlighting the participants' beliefs about the main reason why they were recruited and the role of CELTA as the most required and obtained certificate for ELT in the PYP. Although the findings would seem to suggest that CELTA has become the magic wand in ELT "conceding teaching powers", there are some doubts about CELTA as an English teaching qualification. Nevertheless, based on the participants' opinions, CELTA does appear to replace the NS status requirement. The presentation will argue that buying into the CELTA requirement perpetuates colonialism in ELT.

Biography:

Alya Alshammari, MA, is a lecturer at Princess Nourah Bint Abdulrahman University in the College of Languages and Translation, Saudi Arabia. She received her Bachelors degree in English language and translation from King Saud University and her Masters in Applied Linguistics (English as an International Language) from Monash University. She is currently a PhD candidate at the University of Queensland, Australia. She is interested in studying the issues around English language teaching, the dichotomy between native and non-native English speaking teachers, EIL, English language diversity, World Englishes and the impact of language learning on identity.

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**Andrew, Matthew (Khalifa University of Science & Technology, UAE)**

*Higher Education*

**Paper: Using Google Apps in the ESL classroom: student participation and reflections**

**Thursday | 11:00am - 11:25am | Riverbank 5**

The Framework for 21<sup>st</sup> Century Learning states that skills related to collaboration and technology are needed to prepare students for successful work, life, and citizenship ([www.p21.org](http://www.p21.org)). In response to these recommendations, students in a Foundation Studies program at a university in the United Arab Emirates were given English-language learning tasks which incorporated 21<sup>st</sup> century skills, such as online collaboration and technological literacy through the use of Google Apps. The purpose of this presentation is to describe students' use of Google Apps to complete these tasks, and their attitudes towards this.

Students completed four online collaborative activities using Google Sheets, Slides, Forms, and Docs to produce vocabulary lists, presentations, questionnaires, and essays respectively. Following the activities, surveys and interviews were used with 50 participants to investigate whether students believe learning to use a technological and collaborative tool is useful for their future studies and work, and why Google Apps are useful.

This presentation will first feature student examples of four online collaborative activities using Google apps, and instructions on how these activities were set up for students. The presentation will also include a discussion of the findings which show a high percentage of participants enjoyed the activities and found them useful for English language learning (e.g. reviewing vocabulary) and technological learning (e.g. co-editing an online document simultaneously). Finally, recommendations, supported by these findings, will be made to teachers and administrators about ways of integrating online collaboration and digital literacy in the ESL/EFL classroom.

Biography:

Matthew Andrew is an English language teacher in the Preparatory Program at Khalifa University of Science and Technology in Abu Dhabi, UAE. He has been teaching English Composition and ESL/EFL for over 14 years at universities and colleges in the UAE, Australia, Korea, and China. His research interests include attitudes towards technology, online collaboration tools (e.g. Google apps), prewriting, and multimodal composition. He has a Master of Applied Linguistics from Macquarie University.

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**Andrews, Michelle (Preston North East Primary School) and Edwards, April (La Trobe University)**

**Workshop: Inquiry based learning: The road in for EAL students**

*Primary & Secondary*

**Wednesday | 11:30am - 12:25pm | Riverbank 7**

In the past, a competent learner was considered one capable of recalling and repeating knowledge. In contemporary education, we expect learners to do so much more – to find, evaluate, articulate and create information, and to use their understandings to engage with and participate in the real world. As developing global citizens, they need to communicate values, arguments and opinions, and to collaborate to plan action. Reflecting this, Inquiry-based learning has become a popular pedagogical approach in Australian schools in recent years. The approach values investigation, reflection, metacognition and critical thought, requiring students to deal with the complex language demands involved in problem solving and higher order thinking, as well as those required to work cooperatively with others. Such an approach presents unique challenges for EAL/D learners. From framing questions, planning the inquiry, collaborating and researching, to reflecting, reviewing, informing and then reporting, students are constantly required to understand and use complex linguistic structures and vocabulary. This workshop will explore how to scaffold students up to participation and engagement in Inquiry-based learning through effective planning and targeted teaching strategies that scaffold conceptual understanding, organisation and articulation of ideas across all of the macro-skills.

**Biographies:**

**Michelle Andrews:** An experienced Primary EAL teacher, Michelle taught for more than 12 years in the New Arrivals program at Blackburn English Language School, undertaking a variety of roles including curriculum leadership. She is an active member of the VicTESOL committee, working mainly in the area of Professional Learning, and has also enjoyed opportunities to contribute to statewide curriculum and assessment projects. Passionate about working with other teachers to build excellence in practice, her recent move back into a state Primary school has reinforced her enthusiasm to support student learning and engagement through effective EAL teaching.

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**April Edwards:** As a passionate EAL and English secondary teacher and English teacher mentor as well as a NAATI Accredited translator, VicTESOL committee member and second language learner herself, April is highly experienced in the areas of first and additional languages education. She is currently training undergraduate teachers in the Bachelor of Education at La Trobe University, on how to evaluate student literacy skills and knowledge and support student progress through reflective practice and targeted teaching strategies. She thrives on sharing her knowledge and skills with colleagues and students alike.

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**Robert Colla:** Robert worked for the Education Department of Victoria for 33 years, many of these in the New Arrivals Program. For 20 of these years he was the Principal at Blackburn English Language School, which in that period grew from a small F-10 school to a two campus program with over 34 classes in 2014. After retiring Robert was offered a place with Monash and has been working in the Faculty of Education with a strong focus on preparing pre service teachers for entry into the profession.

*\* Robert Colla is unable to attend The 2018 ACTA Conference*

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**Antenucci, Rosie (SATESOL), Von Aspen, Erika & Hamilton, Ross (Department for Education, South Australia)**

*Primary & Secondary*

**Workshop: Incorporating translanguaging activities in primary and secondary classrooms: an introduction**

**Friday | 1:30pm - 2:25pm | Riverbank 6**

Translanguaging is a term which is a recent appearance in the field of teaching EALD, encouraging us to help learners draw on all their languages when studying. Using their full linguistic repertoire both facilitates conceptual learning across the curriculum and provides strong scaffolding for English language development. Over the past year, we have been trialling various activities in a range of EALD teaching contexts in South Australia, with very interesting outcomes, particularly in regard to student engagement. In this workshop we will present our starting points for integrating translanguaging practices and pedagogy, illustrated from practice. Following this, participants will be developing their own translanguaging activities for a range of scenarios encountered in primary and secondary school settings. We will then consider ways of evaluating outcomes.

Biographies:

Rosie Antenucci has been involved in the education of and advocacy for English as an Additional Language or Dialect learners for over 35 years in a variety of roles both in Australia and overseas.

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Erika von Aspen is the manager of the Intensive English Language/New Arrivals Program within the EALD Program in South Australia's Department for Education. This network of leaders and teachers are regularly engaged in curriculum renewal and research-based approaches specific to working with EALD new arrivals. The high quality practices across the 19 centres and the consistency of implementation in teaching, assessment and reporting are strengthened by an evidence base to which all centres contribute. The practitioner enquiry into the benefits of translanguaging on display in this workshop are duplicated across numerous sites, with the goal of learner empowerment and successful transition to mainstream education as a true bi/multilingual.

~

Ross Hamilton has worked in the role of EALD Consultant with the South Australia's Department of Education for several years. Much of this work involves providing professional learning for EALD teachers and teachers of EALD students. Prior to which he worked as an EALD coordinator and EALD teacher in secondary schools. He is a tutor of courses like Teaching ESL Students in Mainstream Classrooms and has been a tutor trainer in Hong Kong and the UK.

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**Armitage, Janet (University of South Australia)**

*Primary & Secondary*

**Paper: Multilingual Classrooms**

**Wednesday | 3:10pm - 3:35pm | Riverbank 3**

Functional Multilingualism/ Translanguaging are currently popular terms being researched, discussed and adapted to diverse learning settings. This paper is a practical response to the current interest in Translanguaging, suggesting ways this might look in EALD classrooms and what teachers might consider when developing Translanguaging activities. With the intention of bringing students' linguistic and cultural knowledge to the fore through redesigning Australian Curriculum and SACE task, four tasks, along with samples of student work, will be presented and discussed.

Biography:

Currently a PhD candidate at UniSA in the Research Centre for Languages and Cultures, Janet also works as EALD teacher at Woodville High School.

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**Baak, Melanie (University of South Australia)**

*Secondary*

**Paper: 'If I don't understand, I'd go to...': Moving beyond EALD staff as the 'go to' for students from refugee backgrounds**

**Wednesday | 11:30am - 11:55am | Riverbank 3**

Language and literacy development are frequently identified by schools and researchers as pressing issues for students from refugee backgrounds. The response of schools and education authorities is to employ additional English as an Additional Language or Dialect (EALD) teachers and support staff. EALD teachers have usually received professional development to support students' English language and literacy development.

This paper reports data from a case-study of two Catholic secondary schools with over 30% EALD enrolment. Through surveys, and individual and focus group interviews, we investigated the language and literacy practices that best support students from refugee backgrounds to navigate the South Australian Certificate of Education in Years 11 and 12. Findings demonstrate the important role of EALD staff as advocates with strong rapport with and understanding of refugee background students and families. EALD staff are the 'go to' support people for all school staff and students. Findings, similar to those found in Europe and North America (e.g. Van Avermaet, et al. 2018), however, indicate that the professional expertise to support EALD students now needs to extend to all school staff.

- Van Avermaet, P, Slembrouck, S, Van Gorp, K, Sierens, S, Marijns, K (eds.) 2018. *The Multilingual Edge of Education*. Palgrave.

**Biography:**

Dr Melanie Baak is a Research Fellow in the School of Education, University of South Australia and the convenor of the Migration and Refugee Research Network (MARRNet). Her research expertise focuses on the varied experiences of people from refugee and asylum seeker backgrounds. In recent research projects she has collaborated with several refugee background communities recently resettled in Australia to explore themes including: belonging, schooling and education, employment, identity, home, place, transition, family and gender. She is currently a chief investigator on an ARC Linkage project exploring how schools foster refugee student resilience.

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**Barker, Bernadette (Brisbane Catholic Education)**

*Primary & Secondary*

**Paper: The role of task based assessment, teacher reflection and effective EAL/D pedagogy and assessment**

**Wednesday | 11:30am - 11:55am | Riverbank 6**

The progress and rate of learning English can vary significantly between young EAL/D learners. EAL/D teachers understand that the diverse experiences and backgrounds of these learners influence their English language development and learning outcomes. For students who make slow or little progress in acquiring English, questions may be raised as to whether the student has additional needs in learning English. The dilemma of how to assess or test these students can result in a diagnosis that does not take into account the students' English language acquisition needs. Investigations by other professionals centred on standardised testing can lead to unreliable results with students incorrectly diagnosed with a learning problem. Conversely students with additional needs may not be identified as their development in English is seen as the sole barrier to learning.

This paper outlines a process of investigation used by Brisbane Catholic Education that utilises an action plan for teaching and learning in the classroom with the EAL/D and classroom teacher central to the planning, teaching and assessment process. It utilises the principles of Dynamic Assessment that argue that teaching and assessment should not be distinct undertakings but must be integrated as a single activity that seeks to understand learner abilities by actively supporting their ongoing development. Explicit teaching in the targeted areas of English language development, task-based assessment and progress on the NLLIA Bandscales determine to what extent abilities and knowledge are developing for the student. Referral to another professional is only considered after this process is completed.

**Biography:**

Bernadette has worked in the area of TESOL since 1992 as an ESL teacher, advisor and consultant. She currently works at Brisbane Catholic Education as Education Officer: EAL/D. She is particularly interested in how EAL/D learners, who may be determined as having additional needs to learning English, are assessed in primary and secondary schools.

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**Barnes, Melissa (Monash University); Matthews, Pamalee (EAL Cluster Teacher) & Shwayli, Seham (Monash University)** *Secondary*

**Paper: EAL provision in regional schools: Exploring the experiences, beliefs and attitudes of school leaders, teachers and office staff towards EAL learning, teaching, support and inclusion**

**Thursday | 11:30am - 11:55am | Riverbank 4**

In Victorian government schools, EAL programs in mainstream schools are funded by EAL index funding. However, EAL Index funding is based on a “weighted index” that targets funding to schools with EAL learners with greatest need (DET, 2017). Given that most regional/rural schools do not have the EAL student numbers to meet the EAL index funding threshold, the EAL Cluster Program allows regional/rural schools to combine their entitlements to employ an EAL specialist (Department of Education and Training [DET], 2017). This specialist is able to provide guidance and advice to teachers working with EAL students in their classrooms.

However, with *one* EAL practitioner spread across several schools, many regional and rural schools still require further targeted opportunities for capacity building. This paper presents the initial findings of a qualitative study examining the nature of support provided to EAL learners in two Victorian regional secondary schools. In addition, the experiences, beliefs and attitudes of school leaders and mainstream teachers towards EAL provision are explored to provide a better understanding of EAL teaching and learning in these regional schools.

#### Biographies

While Dr Melissa Barnes’ teaching career began in the United States, it is her teaching experiences in Germany, Vietnam, Australia and Brunei that have collectively shaped her understanding of language, literacy, assessment and teacher education in diverse educational contexts. Melissa has been both a primary classroom teacher, an EAL primary specialist and a high school English as an Additional Language teacher. Her research interests include second language assessment, teacher education accreditation and TESOL.

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Dr Seham Shwayli recently finished her PhD at Monash University in 2015. She received her Master of Education in TESOL and Linguistics from Monash in 2010 and her Bachelor in Arts/English Education from Basra University, Iraq in 1996. Her PhD, “What Kind of Inclusion: Iraqi Muslim Women’s Experiences in Australia” focuses on social inclusion and challenges facing Muslim women and their families in Multicultural Australia. Seham worked in language education for twelve years in Iraq. She works as an ESL teacher, women’s advocate and multicultural youth worker to support social cohesion for new refugees and migrants in Australia.

~

Ms Pamalee Matthews has enjoyed a teaching career of more than 30 years. After her Graduate Diploma in Education she worked in rural schools in Gippsland. She transferred to Melbourne to study Special Education with a focus on Learning Difficulties. Pamalee became very interested in Student Welfare and the impact of trauma on learning and she was very proactive for five years as a Student Welfare Coordinator. Seven years ago, she became involved in teaching English as An Additional Language and it has been a highlight of her career, and in particular teaching English to refugees and new arrivals.

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**Barnett, Jenny (University of South Australia)**

*General / All Levels*

**Paper: Curriculum mobility: EAL content for meaning making**

**Thursday | 4:00pm - 4:25pm | Riverbank 6**

The paper first establishes the distinctive content involved in learning English as an additional language (EAL), as distinct from literacy. Drawing on an extensive review of research, five complementary competences are proposed as the core of EAL content, namely linguistic, pragmatic, intercultural, discourse and strategic competences. These frame the knowledge and skills required to fulfil multilingual learners' meaning making needs for participation in their social and educational contexts, as they change over time.

Illustration of each competence will demonstrate how EAL content essentially *differs from*, whilst also being *somewhat related to*, aspects of the Australian national curriculum – notably the Literacy capability across all learning areas, the English curriculum and the Languages Other Than English (LOTE) curricula. It will be argued that providing meaning-based access to this distinctive EAL content requires a degree of curriculum mobility. Specifically, it requires flexible curriculum practices that ensure EAL content and pedagogy directly linked to students' particular meaning-making requirements, whatever the setting – from an intensive English language learning situation to mainstream classes, and from pre-school to adult.

Biography:

Dr Jenny Barnett has worked in TESOL teacher education for the last 30 years, with a particular focus on curriculum design suited to the diversity of TESOL contexts in Australia and the Asia-Pacific region. She has carried out a range of research and professional learning activities in South Australian schools, and was convener of the group that developed the EALD Elaborations of the Australian Professional Standards for Teachers.

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**Behrend, Monica (University of South Australia)**

*Higher Education*

**Paper: Empowering mobile research writers using English as an additional language**

**Thursday | 3:10pm - 3:35pm | Riverbank 7**

Writing continues to be a high-stakes literacy activity at all levels of education for all students. It has specific challenges for mobile multilingual research students using English as an additional language (EAL) in Australia. This paper presents a practitioner/researcher perspective on teaching practices which empower EAL research students as research writers. It is a reflective inquiry into these students' perceived challenges, teaching initiatives in response to their challenges – e.g. masterclasses and writing retreats – and student evaluation of the teaching. One challenge articulated by these commencing students is that 'Grammar is my problem', reflecting a sentence-level view of writing. Thus, genre pedagogies are used to develop a more holistic view of various research texts while also considering content, audience and text structure. Other challenges are 'writer's block' and limited re-drafting strategies. Thus, process-writing approaches are used to expand the repertoire of writing strategies and create research writer identities. Students report increased confidence and competence in achieving successful research outcomes. This empowerment of multilingual research writers of English positions the students as autonomous resilient writers publishing their discipline-based research internationally. As a practitioner/researcher in this complex context, I reflect on new possibilities for programs, policy and practice.

Biography:

Dr Monica Behrend has had experience of teaching Science and Mathematics internationally as a secondary teacher and teacher educator. Based on these experiences, she became a TESOL teacher and now works predominantly with EAL research students and their supervisors in science-based disciplines in regard to communicating their research. Her PhD was in TESOL and investigated the use of online writing resources by transnational students. She is passionate about developing positive approaches to research writing.

ACTA Conference 2018

# ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD

**Best, Helen (TAFE SA) & Restall, Greg (University of South Australia)**

*Adult*

**Workshop: Continuing professional development: Standards and quality**

**Friday | 1:30pm - 2:25pm | Riverbank 8**

Continuing professional learning is essential for adult educators to maintain professional standards and quality outcomes. AITSL has developed a set of professional standards for the Australian school sector but a similar set of systematic and comprehensive professional standards for adult educators has not been developed. This is partly due to the diverse range of educational offerings and settings in the adult sector. Professional standards for adult educators have been developed in the US and the UK and some standards exist in the Australian context, such as the Foundation Skills Professional Standards Framework. This workshop aims to present a range of possible professional standards that have been synthesised from various frameworks and models, and to discuss issues of relevance and implementation for continuous professional development across the sector. You will learn the importance and some methods of continuous professional learning for your personal career development and engage in discussion of the issues related to developing and maintaining professional standards.

#### Biographies:

Helen is a Lecturer in the Adult Migrant Education Program (AMEP) and Skills for Education and Employment Program (SEE) at TAFE SA. Her educational background includes studying critical reflection on TESOL Practice at Masters Level at the University of South Australia and a Diploma in Teaching in the Lifelong Learning Sector awarded by London Metropolitan University (UK). In the UK she taught English to migrants in a training college with a vocational educational focus and also taught English in the community sector. She is a member of the Society for Education and Training (UK).

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Dr Greg Restall is a Lecturer in TESOL in the School of Education, University of South Australia. His educational and professional background is in languages education, specifically Chinese, French and TESOL. Trained as a secondary school teacher of languages, he committed the first 14 years of his professional career to teaching English as an Additional Language (EAL) to adult learners at tertiary institutions both in China and in Australia. He currently lectures in TESOL in undergraduate and postgraduate Education programs and supervises MEd, EdD and PhD students in Education. He was the Program Director for four Master's programs from February 2011 to February 2017. In addition to his coordination, teaching and research roles, Greg has managed overseas study tours to Seoul, South Korea and to Jakarta, Indonesia.

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ACTA Conference 2018  
**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

**Bieri, Thomas (Nanzan University, Japan)**

*Higher Education*

**Paper: Digital literacy, technology use, and language education in Japanese universities**

**Thursday | 10:10am - 10:35am | Riverbank 5**

A number of recent books have focused on the importance of digital literacy in education (e.g. Hobbs, 2011; Jones & Hafner, 2012, Wiesinger & Beliveau, 2016). Also, Dudeney, Hockly, & Pegrum (2013) noted that it is important for second language educators to strive to understand these digital literacies and competencies, and to promote their development in learners as an essential element of cross-cultural communication.

The presenters undertook mixed-method research into the digital literacy of students and instructors at universities across Japan in order to gain a deeper understanding of the extent and kinds of technologies being used, comfort levels with technology, and attitudes towards technology use in language learning. Responses to a survey including 154 Likert-scale items were collected from over 600 participants and follow-up interviews were conducted with 15 second language instructors from throughout Japan.

The presentation will explain the research methodology and outline key findings from the data analysis. Identified gaps between teacher expectations and learner skills, which indicate uneven 'normalisation' (see Bax, 2003 & 2011), will be described. Theoretical and pedagogical indications related to the rapid pace of technological change and varied exposure to different types of technology will be discussed.

Biography:

Thomas E. Bieri is an Assistant Professor in the Department of Business Administration at Nanzan University and coordinates the Business English Program. He holds Master's degrees from Michigan State University in Educational Technology and from the University of Southern Queensland in Applied Linguistics (TFL). He has served in various roles in the Japan Association for Language Teaching, including as Director of Public Relations and as Coordinator of the Extensive Reading (ER) SIG for approximately five years. His research interests include ER and technology in language learning and he is one of the founding editors of The Journal of Extensive Reading.

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**Bieri, Thomas (Nanzan University, Japan)**

*Higher Education*

**Poster: Japanese university business majors language learning technology preferences**

**Wednesday and Thursday Lunch Times | Panorama Foyer**

Taking into account the needs and interests of language learners when selecting instructional technology and using it in courses is an important element in the decision-making process (Egbert, 2011; Hubbard, 1996; McCombs & Vakili, 2005). This poster will outline the results of a survey into preferences of Japanese university students majoring in business.

In hopes of developing a deeper understanding of their own teaching context and enabling more informed application of learning technology use, the presenter used questionnaire response data from approximately 600 respondents and identified a subset of respondents who indicated they were majoring in business studies of some type ( $n = 71$ ). These learners' responses regarding their language learning technology preferences were then critically examined. The responses were to 33 discrete Likert-scale items to gauge how the uses of certain technologies were supported or not along with three open-ended questions about general impressions of technology use for language learning. This poster will describe the survey, note responses for individual items, examine trends which were identified in the data, and address some pedagogical implications. The presenter will discuss these and other details with attendees.

Biography:

Thomas E. Bieri is an Assistant Professor in the Department of Business Administration at Nanzan University and coordinates the Business English Program. He holds Master's degrees from Michigan State University in Educational Technology and from the University of Southern Queensland in Applied Linguistics (TFL). He has served in various roles in the Japan Association for Language Teaching, including as Director of Public Relations and as Coordinator of the Extensive Reading (ER) SIG for approximately five years. His research interests include ER and technology in language learning and he is one of the founding editors of The Journal of Extensive Reading.

ACTA Conference 2018  
**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

**Bieri, Thomas (Nanzan University, Japan)**

*General / All Levels*

**Workshop: Getting the most out of Quizlet Live & Kahoot**

**Friday | 1:30pm - 2:25pm | Riverbank 5**

Would you like to be able to do a quick online poll of your class, make individual or group games out of a review quiz, or have someplace online your students can go to study vocabulary you've assigned? These are all possible with apps like Quizlet Live and Kahoot. This workshop will include an introduction to both of these applications, including a demonstration of activities each can be used for and some of the LMS functions and more recent additions to Quizlet. Participants will engage in hands-on activities with both applications and be shown how to access existing vocabulary and other activities already available for use. In addition to trying common classroom activities, participants will be guided in creating accounts and activities, given advice on leading in-class activities, and information about functions available to teachers. To get the most out of this workshop, participants should attend with an internet-connected device, a short list of vocabulary words you would like your students to study, and a few examples of yes/no and multiple choice questions you'd like to ask students.

Biography:

Thomas E. Bieri is an Assistant Professor in the Department of Business Administration at Nanzan University and coordinates the Business English Program. He holds Master's degrees from Michigan State University in Educational Technology and from the University of Southern Queensland in Applied Linguistics (TFL). He has served in various roles in the Japan Association for Language Teaching, including as Director of Public Relations and as Coordinator of the Extensive Reading (ER) SIG for approximately five years. His research interests include ER and technology in language learning and he is one of the founding editors of The Journal of Extensive Reading.

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**Rosas Blanch, Faye (Flinders University)**

*Higher Education / Secondary*

**Paper: Rap / hip hop as strategic praxis for developing meaning making options among Indigenous students**

**Friday | 11:00am - 11:25am | Riverbank 5**

As an educative tool rap/hip hop engages with the life stories of Indigenous students. It allows for the centering of Indigenous youth voices and experiences in contextualising their participation within schooling. Indigenous Rapper MC Wire states "I'm Abo-digital because I'm a 21st century Aboriginal, I'm down with laptops and mobile phones and home entertainment. But digital also means your hands and your fingers. I'm still putting my fingers in the dirt; I'm still using my hands to create things."

The creativity and strength of rap/hip hop provide a process of opening up spaces for young people to shift their thoughts from negative to positive and develop their ways of making meaning. Deconstructing issues of socio-political, national and, cultural concepts by using rap/hip hop as praxis can be strategic, in reconceptualising the social determinants that inform Indigenous Australian lives. Our students absorb, reflect and respond to new technologies, there is empowerment as well as a sense of possibilities in allowing the hidden and public transcripts to inform literacy in both personal and public life.

Biography:

I am Yidinji/Mbarbaram from Atherton Tablelands in North Queensland and currently a Senior Lecturer with the Office of Indigenous Strategy and Engagement, Flinders University. I am on leave to further my PhD, having completed a Masters on Young Nunga fellas, rap and hip as tool for learning. I have a strong interest in the rights of Indigenous students to gain the best out of their experiences with schooling, understanding that they bring their lived realities into the teaching and learning spaces. I advocate for teachers to know this.

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ACTA Conference 2018  
**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

**Blume, Carolyn (Leuphana University Lüneburg, Germany)**

*Primary / Secondary / Higher Education*

**Paper: A reversal of fortunes: Digital game-based language learning as a social justice issue**

**Thursday | 3:10pm - 3:35pm | Riverbank 8**

Given its widespread popularity and the burgeoning empirical evidence of the opportunities it provides (Chen et al. 2016; Peterson 2016), digital game-based L2 language learning (DGBLL) affords users a variety of potential benefits, shaping language learning processes (Chik 2014) and attitudes (Sylvén & Sundqvist 2012), identities (Black 2009), and opportunities for civic and community participation (Stewart et al. 2013). In light of its widespread use and wide-ranging benefits, therefore, it is critically important to consider the role of EFL educators as gatekeepers (Cuban 2004), whose usage of, and attitudes towards, DGBLL shape the access they provide to their students.

A survey of pre-service teachers' practices and attitudes regarding DGBLL carried out at one university in Northern Germany suggests these future teachers are not inclined to take advantage of the advantages DGBLL may provide. The findings point to the emergence of a type of reverse digital divide, where individuals with potential gaming capital (Walsh & Apperley 2009) limit their students' opportunities to acquire similar capital, with significant ramifications. The implications of their lack of DGBLL usage will be explored in terms of equity and access (Warschauer & Matuchniak 2010), which is inextricably linked to issues of English learning and teaching for local and global participation.

- Black, Rebecca W. (2009): Online Fan Fiction, Global Identities, and Imagination. *Research in the Teaching of English* 43: 4, 397–425.
- Chen, Meng-Hua; Tseng, Wen-Ta & Hsiao, Tsung-Yuan (2016): The effectiveness of digital game-based vocabulary learning: A framework-based view of meta-analysis. *Br. J. Educ. Technol.* [DOI 10.1111/bjet.12526].
- Chik, Alice (2014): Digital Gaming and Language Learning: Autonomy and Community. *Language Learning & Technology* 18: 2, 85–100.
- Cuban, Larry (2004): *Teachers and machines: The classroom use of technology since 1920*. New York [u.a.]: Teachers College Press.
- Kao, Chian-wen (2014): The effects of digital game-based learning task in English as a foreign language contexts: A meta-analysis. *Education Journal* 42: 2, 113–141.
- Peterson, M. (2016): *Computer Games and Language Learning*: Springer.
- Stewart, James; Bleumers, Lizzy; van Looy, Jan; Mariln, Ilse; All, Anissa; Schurmans, Dana; Willaert, Koen; Grove, Frederik de; Jacobs, An & Misuraca, Gianluca (2013): *The Potential of Digital Games for Empowerment of Groups at Risk of Social and Economic Exclusion: Evidence and Opportunity for Policy*.
- Sylvén, Liss K. & Sundqvist, Pia (2012): Gaming as extramural English L2 learning and L2 proficiency among young learners. *ReCALL* 24: 3, 302–321.
- Walsh, Christopher & Apperley, Thomas (2009): Gaming capital: Rethinking literacy.
- Warschauer, M. & Matuchniak, T. (2010): New Technology and Digital Worlds: Analyzing Evidence of Equity in Access, Use, and Outcomes. *Review of Research in Education* 34 [DOI 10.3102/0091732X09349791].

**Biography:**

Carolyn Blume is a researcher at the Leuphana University in Lüneburg, where she is writing her dissertation on digital game-based language learning and teachers' technological pedagogical content knowledge. Her other research interests focus on preparing educators to work with students with special needs in foreign language classrooms and using videography in teacher education.

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ACTA Conference 2018

# ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD

**Blume, Carolyn (Leuphana University Lüneburg, Germany)**

*Higher Education*

**Poster: The ABCs of inclusive English teacher professionalization: Attitudes, beliefs and competence in reflection  
Wednesday and Thursday Lunch Times | Panorama Foyer**

Although little explicit research in the area of inclusive foreign language pedagogy has been published, a number of approaches appear promising for instruction in heterogeneous settings. In cooperation with currently practicing educators, a blended-learning seminar for pre-service teachers was designed to illuminate which principles of best practice in EFL can be utilized to meet the needs of all learners.

The concomitant research focuses on the pre-service teachers' attitudes towards inclusion, their beliefs towards language learning, and the development of their reflective competence. While all of these elements have been previously studied among pre-service teachers, they have not been the focus of EFL teacher development. Nor have the relationships among the three constructs been examined. Given the small cohort size and the exploratory nature of this research, a mixed-methods study was designed to triangulate a variety of data to examine the relationships that exist between attitudes towards inclusion, beliefs regarding foreign language learning, and learners' reflective competence, and the ways in which these attributes develop over the course of a semester.

The Initiative for Excellence in Teacher Education is funded through a joint federal and state initiative of the German Ministry of Education and Research.

#### Biography:

Carolyn Blume is a researcher at the Leuphana University in Lüneburg, where she is writing her dissertation on digital game-based language learning and teachers' technological pedagogical content knowledge. Her other research interests focus on preparing educators to work with students with special needs in foreign language classrooms and using videography in teacher education.

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ACTA Conference 2018

# ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD

**Bonar, Gary (Faculty of Education, Monash University), Keary, Anne (VicTESOL President & Faculty of Education, Monash University) and Slaughter, Yvette (VicTESOL Committee & Graduate School of Education, Melbourne University)**

**Paper: What do EAL practitioners think about EAL provision in Victoria?... A VICTESOL Q methodology project**  
**Friday | 12:00pm - 12:25pm | Riverbank 8**

The delivery of EAL programs in Victorian educational settings is a complex and dynamic process. This presentation reports on a Q Methodology project that VicTESOL undertook to investigate how TESOL educators in a range of sectors and positions perceive of EAL provision in Victoria. Q Methodology combines the strengths of qualitative and quantitative data to explore attitudes in a participant-centred way. It can incorporate qualitative data such as interviews and document analysis, with the quantitative element of factor analysis. In this study, the research participants were asked to rank and sort a series of 37 statements that commented on issues pertaining to the above topic. Sixteen participants completed the survey and six of these participants were interviewed about their responses. The preliminary findings show that there were three prominent viewpoints which indicate diverse experiences and perception of EAL provision in Victoria.

This project is two-fold for the Association. Firstly, it offers a lens through which to gain a better understanding of how EAL educational services are perceived by a range of educators in Victorian educational settings. Secondly, it highlights the strengths and limitations of using a Q Methodology approach to explore key issues concerning Professional Associations.

Biographies:

Dr Gary Bonar – TBA

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Dr Anne Keary is a lecturer in the Faculty of Education, Monash University and the President of the Victorian Association of TESOL. She is an experienced educator who has taught across the early childhood, schools and higher education sectors. Anne's research, teaching and engagement work has focused on the provision of education in a range of diverse communities. Her current research interests include qualitative longitudinal research into intergenerational relationships, language pedagogy in Early Childhood education, risk and resilience for young people and an exploration of the needs of international students. Her work connects with agendas of social justice and equity.

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Dr Yvette Slaughter is a senior lecturer in Language and Literacy Education within the Melbourne Graduate School of Education at The University of Melbourne. Her research interests focus around language policy and planning, multilingualism in education, and language program implementation, particularly the use of ICT in both program delivery and teaching practices. Yvette is currently working on research focusing on multimodal engagement with linguistic resources in education EAL classrooms.

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ACTA Conference 2018  
**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

**Bottger, Jacqueline and Phelan, Alana (Yeronga State High School, QLD)**

*General / All levels*

**Paper: Get up and move! Learning through the arts in a culturally diverse Brisbane high school**

**Thursday | 4:30pm - 4:55pm | Riverbank 4**

In partnership with Griffith University, Yeronga State High School embarked upon an ambitious program to incorporate Arts into the school curriculum to improve students' well-being and educational outcomes, particularly in language acquisition, in a school in which 70% of students were born overseas. YConnect is an arts education research project in partnership with the Education Department at Griffith University and is funded by a \$490,000 Collaboration and Innovation (Education Queensland) grant. YConnect draws on research showing significant cognitive benefits for students when the Arts are included in learning activities. This presentation will outline how and why we have incorporated arts-based learning, and in particular drama methodologies, into the everyday curriculum over the past three years. Emerging data will show how this approach is benefitting EAL/D students both in the classroom and their wider experience of the world.

Biographies:

Jacqi has taught at Yeronga State High School as an EAL/D teacher since 2007, working mainly with refugee students. Her involvement with the YConnect program has been as an EAL/D English teacher and Circus Ensemble teacher. She is committed to exploring innovative approaches to achieve the best outcomes for her students.

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As an EAL/D and English teacher Alana currently teaches junior and senior secondary students from refugee, asylum seeker and immigrant backgrounds at Yeronga State High School. She has a background teaching English for Academic Purposes courses at Queensland University of Technology. As a teacher-artist participating in the YConnect program, she has developed a toolbox of drama teaching tools to engage her students' critical and creative thinking.

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**Brown, Karen (DEC)**

*Primary*

**Poster: Incorporating STEM challenges to promote increased oral language and confidence in NAP students in a primary context**

**Wednesday and Thursday Lunch Times | Panorama Foyer**

STEM is becoming a feature of 21st century teaching and learning practices with implications for students' future jobs in an increasingly technical and globalized world.

EAL/D students may not be able to understand and complete STEM challenges without understanding the technical and functional vocabulary implicit in the challenges. In addition, the communicative oral language skills developed as a result of jointly completing such challenges are another reason to embrace the careful use of STEM challenges as an effective tool to develop vocabulary and communicative skills by Newly Arrived EAL/D learners in a primary school context.

I have designed and taught a variety of STEM challenges as part of my NAP (New Arrival Program) units of work for Stage 1 students, incorporating vocabulary, literacy skills and communication strategies in an engaging and meaningful way which also enables students to begin to think more broadly about problem solving and real-world issues. As a result, students demonstrated higher engagement in the process of learning English, their vocabulary usage and fluency improved and their ability to interact and solve problems in a meaningful way has been enhanced.

As such, careful creation and usage of STEM challenges should be an important component of a language rich English learning environment.

Biography:

Karen grew up in West Papua, Indonesia and has happy memories of building clay aeroplanes and catching tadpoles. She has taught EALD in Sydney in a variety of different primary schools and also taught in English medium schools in South East Asia. She is currently teaching EALD in a large multicultural school in Western Sydney and enjoys teaching STEM to her NAP students.

ACTA Conference 2018  
**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

**Bunce, Pauline (Cyril Jackson Senior Campus, WA)**

*General / All Levels*

**Workshop: Biscrptal English language learners**

**Friday | 11:30am - 12:25pm | Riverbank 4**

Today's English language classrooms are increasingly being filled by learners who are living in, or originating from, countries that use a writing system which differs significantly from the English alphabet, for example China, Japan, Thailand, Burma, Iran, Ethiopia, Syria and India.

These 'biscrptal learners' of English often experience a kind of 'dissonance' as they come to grips with the different principles that underlie the English alphabetic script. The precise needs of this group of English language learners have not been adequately covered in the research literature, instructional pedagogy or course design (Bunce, 2016). Far too often, complex 'alphabetic skills' are just assumed to be present, or regarded as something that learners will 'pick up'. There are precious few age-appropriate resources in the fields of alphabetic handwriting or phonological skills training for learners with well-established first-language scripts. Biscrptal learners require explicit instruction in the operational basics of an alphabetic written code, including the sequential formation of letters, the phonemic sound system and the various ways in which English words are constructed.

This workshop will combine a presentation, discussion and some practical suggestions for working with the three-way needs of biscrptal learners: handwriting, sounds and morphology.

Biography:

Dr Pauline Bunce is a high-school teacher who has worked in Australia, Malaysia, Brunei, Sri Lanka and Hong Kong. Her doctoral research project, entitled "Alphabet Headaches", investigated the biscrptal challenges faced by adolescent Chinese learners of English in Hong Kong. Since returning to Australia in 2010, Pauline has presented and written widely on the specific needs of biscrptal English learners. She has also published a practical teaching handbook for such learners, entitled "According to the Script" (2016). She is currently working in the Intensive English Centre at Cyril Jackson Senior Campus in Perth, WA.

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**Butters-Cain, Georgia (Yarra Hills Secondary School, Victoria)**

*General / All Levels*

**Paper: EAL in Australia: A model for success**

**Thursday | 2:40pm - 3:05pm | Riverbank 7**

My paper aims to contribute positively to the growing acceptance of EAL as an essential, criteria-based, core subject of equal status to English and Maths. It tells the story of how a strong EAL model was successfully developed and implemented as a whole school approach at Yarra Hills Secondary School, Victoria. After accepting the offer of a new role, I decided to take six months to get to know the students and the job and study ways to make improvements. I studied strong and weak models of bilingual education, I gathered data about programs across Victoria, and studied how the International Baccalaureate, Reggio Emilia and progressive educational ideologies could be incorporated into an EAL program at secondary level. This laid the basis for the whole school EAL model which I describe in this paper. The model involves an Enhanced Immersion EAL program featuring high intellectual challenge with high support, clearly defined best practice for secondary school teachers, a student centred focus, and a cohesive whole school approach. Its strength lies in the attitude of delivery and the successful buy-in of the school community. All of this will be illustrated through the presentation.

Biography:

Coming from a background in writing and journalism, Georgia has worked in education for 20 years including many years with Writersports (a live show she created and produced in theatres and pubs and then as a successful board game sold nationally in 104 bookshops). Currently, she works as the head of EAL at a government school with a dedicated team of five.

ACTA Conference 2018  
**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

**Cahyani, Hilda (State Polytechnic of Malang, Indonesia)**

*Higher Education*

**Paper: Teaching using two tongues: A case study of Indonesian EFL classrooms**

**Friday | 11:00am - 11:25am | Riverbank 4**

Traditionally, it is believed that English is best taught monolingually. However nowadays, some research interest has turned towards multilingual perspectives. This paper reports on how English teachers in Indonesian university EFL classrooms employed translanguaging—the use of multiple languages for communication purposes. Using a case study approach, observation data were collected from two classroom sessions to investigate how teachers used code-switching. This was supported by interviews with two English teachers using some stimulated recall to gain their reason/motivation in code-switching. Drawing on the theoretical perspectives of Gumperz's (1982; 1999) interactional sociolinguistics and Ferguson's (2003; 2009) broad functional categories of classroom code-switching, the paper shows how it was evident that the participating teachers used multiple languages in order to make their instruction workable for the students.

**Biography:**

Hilda Cahyani is a faculty member of the Accounting Department, State Polytechnic of Malang, East Java, Indonesia. She earned her Bachelor in English Literature and her Masters in English Language Teaching from the State University of Malang. She completed her PhD in TESOL in 2015, at the School of Education, University of South Australia. Her research interests are in classroom discourse, bilingualism, bilingual education, code-switching, and intercultural communication.

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**Carr, Nicholas (Deakin University)**

*Secondary / Adult*

**Paper: Writing buddies: Co-constructed knowledge generated via written corrective feedback**

**Thursday | 9:40am - 10:05am | Riverbank 5**

The potential benefits of written corrective feedback (CF) has been the subject of much research over the past two decades, with the extant literature often producing incongruent results. Written CF has frequently been investigated in studies underpinned by cognitive theories of language learning, which, while rigorous and valuable, addressed very few error types and often failed to consider affective factors. Studies underpinned by sociocultural theory (SCT) have been sparse, however, they have highlighted the importance of affective factors when considering the potential benefits of written CF and found that learners benefit from processing feedback collaboratively rather than individually. This paper reports on the findings of a case study which investigates the knowledge co-constructed while processing written CF in pairs and how learners draw upon this knowledge at a later date. Over the course of ten lessons, participants collaboratively processed written CF received on two occasions. Retrospective interviews were utilised to gain insights into participant experiences with the feedback and to investigate what they perceived as the knowledge co-constructed or primed during the interactions while processing feedback in pairs. Subsequent individual writing and speaking tasks were analysed for evidence of this co-constructed knowledge being drawn upon when working individually.

**Biography:**

Nicholas Carr is a PhD candidate at Deakin University at the School of Education. He received a Master of TESOL from Deakin University. He has much experience as an English language teacher in Japan, in both the high school and university contexts. His research interests include written corrective feedback, sociocultural theory, writing processes and multilingualism.

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ACTA Conference 2018  
**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

**Champakaew, Wilawan (Mae Fah Luang University, Thailand)**

*Higher Education*

**Paper: Out-of-class English language learning and university students' oral communication skill**

**Thursday | 11:00am - 11:25am | Riverbank 7**

This study aimed (1) to study the effects of out-of-class language learning on students' oral communication skill, and (2) to identify the factors related to out-of-class language learning. Questionnaires, personal learning log, pre-test and post-test on communication skill of the students were the research instruments used. The study was carried out at Mae Fah Luang University, Thailand where English is a medium of instruction. The participants were 10 students from different majors other than English. They voluntarily participated in the 10 week-out-of-class learning, using the Personal Learning Environment framework (Reinder, 2014) as a model. After participation, it was found that students who were more autonomous performed better in their post-test, and their post-test scores were statistically higher at .05 significance. Factors related to communication skills were vocabulary and grammar, while factors influencing out-of-class language learning included motivation and learning context. Providing out-of-class language learning is a means to develop students' language competence as well as their autonomy. Particularly when an instructor helps support and scaffold their learning. In this informal learning condition, learners feel motivated, relaxed and more confident in speaking. Moreover, students who are responsible for their out-of-class learning seem to be more effective learners.

- Reinders, H. (2014). "Personal Learning Environments for Supporting Out-of-Class Language Learning." *English Teaching Forum*, November 4.

**Biography:**

Dr Wilawan Champakaew has been working as an English language lecturer at School of Liberal Arts, Mae Fah Luang University, Chiang Rai, Thailand for 15 years. She is currently teaching undergraduate English major students, and graduate students in English for Professional Development program. Her research interests include curriculum and materials development, and English language teaching.

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**Cheetham, Alison (TAFE SA – ENGLISH LANGUAGE SERVICES (AMEP))**

*Adult*

**Paper: Restaurant interactions: From global to local participation – preparing adult migrants for work in Adelaide**  
**Wednesday | 2:40pm - 3:05pm | Riverbank 4**

This paper addresses the question of how newly arrived migrant students in Adelaide can successfully transition into working in restaurants in Adelaide, based on an examination of the practice of English language participation in Portuguese restaurants in Macau. Drawing upon research which investigated language practices and interaction strategies through methods of discourse analysis, frames, scripts and the interaction order first developed by Goffman (1967, 2005), what has been learned about the use of English at a global level has been applied at a local level to help adult migrant students develop the English they need now to get their first job in restaurants in Adelaide, or work in restaurants or open their own restaurants. The paper also reflects on the Settlement Language Pathways to Education and Training (SLPET) program in which English is taught in context with training in food handling. By matching the skill sets of students with work experience environments in restaurants, cafés and kitchens, the lecturers assist students with targeted practice, involvement and consequently likely success in a workplace in Adelaide, which ensures the on-going success of the program.

**Biography:**

Alison has been teaching adults for 30 years in China, Portugal and Australia. While in Macau she observed restaurant interactions which became the basis of her research. In Australia she works as a senior lecturer in the Adult Migrant English Program (AMEP) in Adelaide where she is responsible for staff professional development in the Certificate in Spoken and Written English (CSWE), mentoring new teachers and leadership in the Certificate 3 program. She has taught at every level and is passionate about empowering students with the language and skills they need to continue their English language learning in a mobile world.

# ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD

**Cioccarelli, Lesley (Canberra Institute of Technology)**

*Adult*

**Workshop: Short films in the adult ESL classroom**

**Friday | 9:40am - 10:35am | Riverbank 5**

Join this workshop to learn and share ideas for using short films in your classes. We'll discuss why short films are useful, experience some examples of how to use short films, and where to find short films, ideas for using short films and even entire lesson plans based on short films.

Lesley is a teacher with 10+ years of experience using short films in adult ESL classrooms, mostly with adult migrants and refugees, but also with International students. The films and activities demonstrated are ones she has used successfully with adult classes at various levels.

**Biography:**

Lesley has been teaching English to adult migrants, refugees, international students, diplomats, and other international visitors for over 10 years. Now, as Cultural Diversity Coordinator at Canberra Institute of Technology (CIT), she provides support of all kinds to migrant and refugee students in mainstream courses, and supports teachers in dealing with the diverse needs of their learners. Lesley has a strong passion for informal learning through networking, and demonstrates this in her active involvement in local professional associations and communities, and in using social media extensively to connect, learn and share online.

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ACTA Conference 2018  
**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

**Corrigan, Margaret, Keenan, Elizabeth (Carringbush Adult Education, Victoria) & Macdonald, Shem (La Trobe University)**

*General / All Levels*

**Paper: Teachers' experiences of a centre-wide approach to the teaching of pronunciation**

**Wednesday | 4:00pm - 4:25pm | Riverbank 3**

Teachers of English as an additional language talk about what has helped them become more confident teachers of pronunciation and how their understanding of this area has been helped by professional learning as part of an innovative systematic centre-wide initiative. Knowledge of English phonology and development of engaging and sustained pedagogical approaches have been developed and are identified by these teachers as useful learning for them as well as being effective in achieving desired outcomes among their learners. Strategies for introducing, recycling, and assessing pronunciation, including with learners at the very initial stages of their language learning, were part of the centre initiative and are commented on by these teachers. The challenging nature of pronunciation learning emerges when they describe their uncertainty about what their students will retain from their learning. Some details of the approaches taken, along with comments by the teachers about what they believe was successful and why, as well as what they are less certain about, will be outlined in this presentation. Implications for teacher professional development around pronunciation and the integration of pronunciation throughout a program will be discussed.

**Biographies:**

Margaret Corrigan is the manager of Carringbush Adult Education in Richmond, Victoria. Carringbush is a small, not-for-profit registered training organization delivering EAL and work-readiness programs to CALD-background adult learners. Margaret is an International Specialised Skills Institute (ISSI) fellow who has investigated best practice models of professional development for EAL/literacy teachers of adult migrants. At Carringbush, Margaret is part of team that has developed an organization-wide approach to improving teacher cognitions in the area of pronunciation teaching.

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Dr Shem Macdonald has taught EAL to adult migrants and international students in Australia. His interests in teaching and research are around the effective communication by speakers of additional languages and the ways that pronunciation interacts with other elements within a speaker's communicative repertoire. He is a lecturer at La Trobe University in Melbourne where he teaches within the postgraduate Masters programs for TESOL and Applied Linguistics, as well as the initial teacher education programs.

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Elizabeth Keenan is an EAL teacher and teacher mentor at Carringbush Adult Education. She is an International Specialised Skills Institute (ISSI) fellow who investigated best practice pronunciation teaching for beginner-level adult EAL learners. Elizabeth's continuing focus is to explore how pronunciation research informs classroom practice. At Carringbush, Elizabeth is part of team that has developed an organization-wide approach to improving teacher cognitions in the area of pronunciation teaching.

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ACTA Conference 2018  
**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

**Cripps, Anthony (Nanzan University, Japan)**

*Higher Education*

**Paper: "I may be a 'mobile magician' but I can't teach using technology"**

**Friday | 12:00pm - 12:25pm | Riverbank 3**

This paper focuses on one cohort of students (n=18) who elected to take a 'Teaching with Technology' course at Nanzan University, Japan. Throughout the course the students were asked to consider the impact of technology on their lives and how they would utilise technology when teaching English. At several stages throughout the 15-week course the students were asked to explore the impact of technology on teachers and students. This culminated in presentations on how they would utilise technology to support English teachers and students at Japanese junior and senior high schools. Data was gathered through a questionnaire on attitudes to technology, presentation analysis, reflective course material, peer interviews and self-reflection reports, then analysed using grounded theory. The students, self-confessed "*mobile magicians*", recognised the potential of technology to enhance teaching and learning. However, they also stated that the ubiquitous nature of current technology can be a threat. The students admitted that although they were comfortable using smartphones on a daily basis, they were worried about the rapid growth of technology and the role that it plays in their lives. This presentation highlights the issues that students find important when considering how to incorporate technology into a traditional teaching setting.

Biography:

Dr Tony Cripps has been teaching in Japan since 1990. He is Professor of English at Nanzan University and received his EdD from Exeter University, England. His research interests include ESP, learner autonomy, material design, MOOCs, pedagogical innovation, and teacher training. He is currently working on a major research project funded by the Japanese Ministry of Education, Sports, Science, Culture and Technology (MEXT) which aims to provide pedagogical support for Japanese teachers of English.

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**Cripps, Anthony (Nanzan University, Japan):**

*Higher Education*

**Poster: Students' reflections on MOOC exploration and ubiquitous learning**

**Wednesday and Thursday Lunch Times | Panorama Foyer**

Many university students in Japan are unaware of Massive Open Online Courses (MOOCs) and their potential for learning. This paper examines Japanese university students' (n=36) reflections on their exploration of MOOCs and the concept of ubiquitous learning. The students signed up for an elective 'Teaching with Technology' 15-week course. The purpose of this study was to explore the students' perspectives on MOOCs and ubiquitous technology. The students were asked to investigate one or more platforms and they were urged to consider signing up for a MOOC of their choice. They kept a diary of their thoughts on MOOCs throughout the research project. Each week the students were encouraged to explore the MOOC terrain and to write their thoughts down in their MOOC diaries. Data on the students' reaction to the MOOC project was collected through peer interviews, a focus group, a self-evaluation questionnaire, and a written report on their MOOC project. Grounded theory was used to analyze the data. The students provided a plethora of views regarding MOOCs. What is significant is the fact that all students recognized the potential of MOOCs for providing opportunities for students to learn what they want, and when they want.

Biography:

Dr Tony Cripps has been teaching in Japan since 1990. He is Professor of English at Nanzan University and received his EdD from Exeter University, England. His research interests include ESP, learner autonomy, material design, MOOCs, pedagogical innovation, and teacher training. He is currently working on a major research project funded by the Japanese Ministry of Education, Sports, Science, Culture and Technology (MEXT) which aims to provide pedagogical support for Japanese teachers of English.

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ACTA Conference 2018  
**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

**Dang, Trung Dung (Diplomatic Academy of Vietnam, Ministry of Foreign Affairs of Vietnam)**

**Poster: Is blended learning a one-size-fits-all approach?**

*Adult / Higher Education*

**Wednesday and Thursday Lunch Times | Panorama Foyer**

Much attention has been paid to a mixed way of teaching and learning through a combination of class-based and online programs (blended learning) over the past 10 years, but to date researchers and teachers have different views on whether such an approach can ensure the feasibility, applicability and practicality as blended learning depends much on a particular context and other things to consider. The ultimate goal of the paper is to investigate whether the existing face to face curriculum or class-based programs articulate with online programs in order for the blended learning to be properly set up. The paper begins with a detailed description of my teaching context and then proposes the evaluation whether the existing curricula, which are largely class-based program, can fit the potential online components in the future, followed by the evaluation of pedagogies. The evaluation is on a class-based pronunciation program in which tasks such as imitation exercises and error correction and feedback are outlined. Based on such tasks-based exercises, there are room for the online components to be fitted with on campus learning. Findings of the paper show that such a class-based pronunciation program can be fitted and articulated with an online program. The findings of the paper could serve as a reference for those who plan to employ blended learning as their added and supplementary approaches to teaching and learning.

Biography:

DANG Trung Dung holds his Master of Applied Linguistics from Victoria University of Wellington, New Zealand. He is currently working as a teacher of English at the Diplomatic Academy of Vietnam under Ministry of Foreign Affairs. He has presented papers at international conferences such as ThaiTESOL, CamTESOL, Asia TEFL, RELC Singapore and Singapore TESOL. His research interests are in workplace language, vocabulary, critical thinking and genres of writing.

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**Dao, Thi Minh Thu (Ho Chi Minh City University of Education, Vietnam)**

*Higher Education*

**Paper: Movie project enhancing the intercultural communication competence of tertiary students**

**Thursday | 11:30am - 11:55am | Riverbank 5**

Intercultural Communication has long been considered an indispensable aspect of language teaching and learning, especially to university students whose major is English and TESOL. This paper aims to present findings that shed light on a movie project's role in fostering HCMC University of Education students' intercultural competence, where students had been exposed to theoretical knowledge of various cultural value patterns. By participating in this project they would have an opportunity to reflect on how profound their understanding was. Through a detailed analysis of 3 short movies which were directed, filmed, and edited completely by the students, the author concluded that students, through active engagement and high investment in the project, demonstrated a deeper understanding of specific cultural values. This is definitely a promising indicator that, through their awareness of cultural contexts and clues, these students are developing a disposition towards cultural competence which is highly valued in this context.

Biography:

Đào Thị Minh Thư is currently a full-time lecturer and academic advisor working in English Department, Ho Chi Minh City University of Education, Vietnam. She holds an MA in Applied Linguistics from Curtin University, Australia. Her teaching majors include Academic Reading and Writing, Modern American Literature, Intercultural Communication, and Translation – Interpretation. She has published papers in journals and conference proceedings on topics related to the use of technology in teaching and learning as well as teacher professional identity.

ACTA Conference 2018  
**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

**Davison, Chris & Stanyer, Susanne (University of New South Wales)**  
**Symposium: Evaluating teacher assessment literacy: Are we there yet?**  
**Wednesday | 4:00pm - 4:55pm | Riverbank 6**

*Primary & Secondary*

Teacher assessment literacy is regarded as one of the most influential factors in improving student learning, in particular a teacher's ability to collect, interpret and use a range of assessment information to monitor and evaluate learning needs, provide targeted feedback and help students set achievable goals. However, there is less clarity about how to evaluate the effectiveness of teacher assessment literacy and to judge what areas are well-developed, and what needs further development.

This symposium focuses on research into different ways of analysing the effectiveness of teacher assessment literacy in the use of the Tools to Enhance Assessment Literacy for Teachers of English as an Additional Language (TEAL), <http://teal.global2.vic.edu.au/>, designed to help teachers assess English as an additional language (EAL) students to improve learning and teaching. The first paper explores key concepts underpinning teacher assessment literacy, its development and evaluation, and quantitative findings from the TEAL project about levels of teacher assessment literacy, while the second paper looks at more qualitative ways of judging assessment literacy. This paper concludes with a discussion of some of the practical as well as theoretical problems in evaluating teacher assessment literacy in English language education and the implications for professional learning and teacher support.

**Biographies:**

Professor Chris Davison is Professor of Education and Head of the School of Education, University of New South Wales (UNSW). She has worked in TESOL teacher education for over 30 years, and before that, as an English and ESL teacher and consultant in primary and secondary schools, English language centres and the adult and community education sector in Australia and overseas. Chris has researched and published extensively on the interface between English as a mother tongue and ESL development, integrating language and content curriculum, and English language assessment, in leading international journals including TESOL Quarterly, Applied Linguistics, Language Assessment Quarterly, Language Testing and Linguistics and Education. She is founding co-editor (with Andy Gao) of the Springer book series on English Language Education and a former president of ACTA.

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Susanne Stanyer is the webmaster for the TEAL resources and a PhD student at UNSW. She has had many years' experience teaching in school and adult TESOL settings.

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ACTA Conference 2018  
**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

Pham, Min (University of South Australia)

Higher Education

**Paper: Policy for English as a Medium of Instruction (EMI) and pedagogical enactments at a Vietnamese university**

**Friday | 11:00am - 11:25am | Riverbank 3**

Over the past ten years, offering EMI courses has been a significant trend in Vietnamese higher education. However, like Japan and China, Vietnamese universities are facing issues in the delivery of EMI courses at both institutional policy and classroom pedagogical levels. This paper reports some findings from in-depth interviews with a university manager—a Vice Rector—and a lecturer who was teaching English for specific purposes and also a discipline course using EMI to undergraduate students at a university in Viet Nam. While the findings corroborate one of Dearden's (2015) results that EMI is a top-down initiative they also provide information to illuminate the following questions:

- Is the offering of EMI courses primarily driven by the internationalization of higher education as reported in the recent literature in EMI (Bradford, 2016; Dearden, 2015)?
- How are policy and pedagogical practices enacted at institutional and classroom levels?

The paper ends with recommendations about a more coordinated approach to the delivery of EMI at institutional and classroom levels than just the policy of encouragement and pedagogies of assumption which are currently evident at the institution where the participants work.

- Bradford, A. (2016). Toward a Typology of Implementation Challenges Facing English-Medium Instruction in Higher Education: Evidence From Japan. *Journal of Studies in International Education*. doi:10.1177/1028315316647165
- Dearden, J. (2015). *English as a medium of instruction – a growing global phenomenon*. Retrieved from <https://www.britishcouncil.org/education/ihe/knowledge-centre/english-language-higher-education/report-english-medium-instruction>

#### Biographies:

Dr Min Pham is a lecturer and course coordinator in English Language Studies and Foundations of Education Studies at the UniSA College, University of South Australia. I have been working across the fields of intercultural communication and English language teaching for more than 15 years. My research interest is mainly in English language teaching and learning theories with a focus on language learning. I have been involved in various international research projects with regard to English as Medium of Instruction (EMI) and action research on comparative EMI classroom pedagogies.

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Dr Ngoc Doan is a lecturer and course coordinator in TESOL at the School of Education, University of South Australia (UniSA). He held a similar position for 12 years at Hanoi National University of Education, Viet Nam.

His research interests include English as a Medium of Instruction (EMI), Mobility and Pedagogy for Language Education. He recently won an Australia-ASEAN Council grant to connect university lecturers in EMI between Vietnamese institutions and UniSA. His most recent publications include 'English as an international language in Viet Nam: history and development' (2018) in the *Asian Englishes* journal and 'Global Englishes as Placed Resources' in *Languages as Mobile and Placed Resources* edited by Nichols and Snowden (2017).

\* Dr Ngoc Doan is unable to attend the 2018 ACTA Conference

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ACTA Conference 2018  
**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

**Djahimo, Santri (Universitas Nusa Cendana, Indonesia)**

*Primary & Secondary*

**Paper: An investigation of EFL teaching practices in Indonesian rural schools**

**Thursday | 3:10pm - 3:35pm | Riverbank 4**

This paper reports on an investigation of EFL teaching practices in four rural Indonesian schools in different parts of East Nusa Tenggara Province, considering physical, cultural, and socio-economic contexts. It particularly explores the real problems encountered by both teachers and students in relation to several common challenges in the teaching and learning process which can potentially affect teaching and learning quality. Observations and interviews during actual teaching practices were used to collect data about the language use occurring in lessons. The results have indicated that both teachers and students have common classroom problems that can hinder the effectiveness of the teaching and learning process. Teachers' teaching quality, their attitudes and beliefs, lack of references, cultural adaptation, etc. have been identified as some of the problematic issues in teaching. Factors affecting students' performance in learning English include their attitudes and beliefs toward schools, teachers, and English as a school subject, their motivation, family condition, and teachers' ways of teaching. Despite the difficulties a number of positive strategies are identified and will be presented.

**Biography:**

Santri E. P. Djahimo is an English lecturer at Universitas Nusa Cendana (UNDANA) Kupang, NTT Indonesia, as well as a junior researcher majoring in the Teaching of English Skills and Educational Innovation (teaching EFL) in Rural Areas. She can be contacted at [sunthree\\_dj@yahoo.com](mailto:sunthree_dj@yahoo.com)

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**Do, Thi Thanh Tra (The University of Newcastle)**

*Primary*

**Paper: Teachers' knowledge and identity in a mobile world**

**Wednesday | 12:00pm - 12:25pm | Riverbank 8**

EFL teachers' knowledge is a vital factor impacting teacher's professional identity, particularly while learning to teach. However, with more demanding requirements placed on English language learning across Asia/the world, there is concern about the lack of correlation between English teachers' knowledge and their identity as language teachers. This presentation will address the relationship between teachers' knowledge, and the development of their teaching identity, within the context of the Vietnamese primary education sector. Investigating primary English teachers' self-reported knowledge within the development of their teaching identities, this study was designed within a theoretical framework based on the Vietnamese English Teacher Competency Framework (ETCF) and Shulman's (1987) framework of teacher knowledge. This framework informs all levels of the research design. As such, teachers' self-reported knowledge was collected via survey, and this data was triangulated with interview data. Analysis of the data showed that English teachers were not particularly confident about their knowledge, but still felt capable to work as a primary English teacher; and that professional experience played a key role in their identity development. This study recommends that policy makers and educational authorities support these primary English teachers, and improve English teaching standards through improved professional development activities.

**Biography:**

Ms Thi Thanh Tra Do is a current PhD candidate in the School of Education, University of Newcastle. She has worked as an EFL instructor at Tay Bac University, Vietnam for 17 years. She does research in her subject areas such as teacher knowledge, curriculum, material development, and learners' learning strategies.

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**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

**Finch, Chris (Department of Education and Training, Victoria) & Butterfield, Victoria (Victorian School of Languages)**  
**Poster: Victoria's Virtual EAL New Arrivals Program**  
**Wednesday and Thursday Lunch Times | Panorama Foyer**  
*Primary & Secondary*

The Victorian Department of Education and Training established the Virtual EAL New Arrivals Program (VNAP) in 2016, to meet the growing demand for intensive new arrivals provision in government schools in regional and rural areas of Victoria. Following a two year trial and evaluation, VNAP was established through the Victorian School of Languages, a provider of both distance and languages education with expertise in delivery of teaching using virtual and online technologies. In 2017, VNAP employed 6 staff (full- and part-time teachers and a coordinator), provided programs for 54 students and support to their teachers and schools.

This poster session will present information about the motivation and need for VNAP within the Victorian government school system, the trial and evaluation of the pilot program, and the establishment and delivery of the program to date. It will identify key technologies and methodologies used by the teachers within the program to ensure its success. A teacher from the program will be present to answer questions, as well as a representative of the Department of Education and Training, Victoria.

**Biographies:**

Chris Finch is the manager of the English as an Additional Language (EAL) Unit in the Victorian Department of Education and Training. She has taught EAL in Victorian government schools, facilitated professional learning and provided support and advice to teachers of EAL learners across the state. Her roles outside the EAL field have included management of the Victorian Premiers' Reading Challenge, business analysis for information technology system development, policy development and project management for Languages, Multicultural Education, civics and citizenship and student voice programs.

~

Victoria Butterfield is a teacher in the Virtual EAL New Arrivals Program. She is an experienced EAL and Humanities teacher who has taught EAL in English Language Schools and Centres in Victoria for the last ten years. She has a particular interest in student welfare and has worked as a student welfare coordinator in the New Arrivals setting. She has also worked as a teacher in ELICOS programs teaching both general and academic English. Since 2017, she has taught in the Virtual EAL New Arrivals Program to support newly-arrived EAL learners and teachers in regional Victoria through a distance education model.

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ACTA Conference 2018  
**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

**Freeman, Janet (NSW Department of Education)**

*Primary & Secondary*

**Workshop: Embedding ICT into the EAL/D literacy program to create a more inclusive classroom**

**Thursday | 2:40pm - 3:35pm | Riverbank 6**

Teaching academic literacy – developing student grammar, vocabulary and comprehension at the word level and at the text level – is one of the most important aspects of a teacher’s role in middle years schooling. Acknowledging this is only the beginning; many teachers are unsure where to go next...

This workshop aims to demonstrate how teachers in mainstream classrooms can support their EAL/D learners in the academic literacy of the curriculum using strategies to develop vocabulary, grammar, comprehension and short answer response in both ICT and paper based platforms. These strategies aim to build on students’ skills and develop confidence in an inclusive learning environment. In NSW all teachers are expected to use culturally and linguistically inclusive strategies to support their EAL/D learners. These strategies may include use of first language, a range of scaffolds, differentiated instruction and assessment so all students can fully participate in the learning. (NSW DET 2018)

Biography:

Janet is currently working as an EAL/D in a Primary School with the NSW Department of Education. In this role she was involved in the development Literacy and Numeracy Programs in a diverse and multilingual community. For the majority of her career she has worked in EAL/D education. As an ESL Consultant K-6 in Sydney, NSW, she led teacher learning in EAL/D pedagogy and assessment practices. In addition she has worked as a tutor of TESOL – Teaching in a multilingual classroom at Sydney University for both primary and secondary method. Recently, as a Multicultural Project Officer, she has supported beginning teachers in differentiating for their EAL/D learners across the wider Sydney South. As President of ATESOL NSW she has tailored a range of professional learning for schools to assist their teachers in understanding the language and learning needs of EAL/D learners.

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**Freesmith, David (Pembroke School & University of South Australia) & Gardner, Sotithya (Adelaide High School & University of South Australia)**

*Secondary*

**Workshop: Creative ways with the teaching-learning cycle**

**Friday | 9:40am - 10:35am | Riverbank 6**

In this practical workshop for classroom teachers we will collaboratively explore creative approaches to the delivery of the various components of the Teaching-Learning Cycle. We will focus in particular on strategies which engage students through peer learning (Topping et al 2017). The workshop aims to help classroom practitioners to design units of work and activities that are sensitive to the language demands made of students by providing explicit support in developing students’ control of various text-types. Drawing on the case articulated by Derewianka and Jones (2016) for a functional approach to language learning across the curriculum, the workshop also considers ways the Teaching-Learning Cycle can be used to lead both EAL/D students and first language speakers of English towards control of previously unfamiliar written and spoken genres in various learning areas.

Biographies:

David has taught secondary EAL/D and English for 16 years in a range of contexts. He currently teaches EAL/D in the new-arrival transition programme in the Middle School at Pembroke School, Adelaide. He also teaches in pre-service TESOL courses at the University of South Australia. His interests include critical literacy, resilience training for International Students and EAL/D teachers as advocates.

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With 20 years’ teaching experience, Sotithya has taught in a range of settings including SACE EAL/D, ISEC program for International Students and the New Arrivals Program for adults. She has worked in the area of ESL both overseas and in Australia. She currently teaches EAL/D and SACE Accounting at Adelaide High School and lectures in TESOL courses at the University of South Australia. Her main interest is exploring literacy and grammar through text types across the curriculum. Sotithya is also a committee member of SA TESOL.



ACTA Conference 2018  
**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

**French, Mei Lian (University of South Australia)**

*General / All Levels*

**Paper: Capitalising on EALD students' multilingual resources for Australian education**

**Wednesday | 11:00am - 11:25am | Riverbank 3**

Although we often see deficit representations of learners of English, these students daily manage their complex multilingual repertoires across educational and social contexts. Linguistic mobility is a feature of the personal histories, current social roles, and future pathways for EALD learners in all levels of education in Australia. Educators who take a multilingual stance recognise these diverse identities, knowledges and ways of learning as assets.

I will present an ethnographic case study of a South Australian high school where over 40 languages and cultures intersect. This research draws on extensive data from students' multilingual schoolwork across the curriculum, student focus group interviews, a staff questionnaire and staff interviews, to examine how multilingual practices articulate with Australian educational practices.

The findings show that students strategically display, apply and develop their multilingual repertoires, responding judiciously to varied expectations in classroom and social contexts. With support, this can contribute to developing English language, curriculum content and learner capabilities. Where curriculum and pedagogy is monolingually framed, however, multilingual learning is restricted and private. The study suggests that with a multilingual stance, educators can shape productive classroom practices, institutional approaches and educational policy that support effective multilingual learning across the curriculum for EALD learners.

Biography:

Mei French has recently submitted her PhD thesis with the School of Education at the University of South Australia. Her research investigated the complex multilingual practices of high school students and their teachers. Mei has worked as an EAL teacher in a multicultural and multilingual South Australian high school, and has a particular interest in developing curriculum and pedagogies which build on students' multilingual repertoires. As an active member of SA TESOL she has been involved in providing a range of professional learning and advocacy for the EALD teaching profession.

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**Gao, Andy (University of New South Wales)**

*Primary & Secondary*

**Paper: Self-regulated strategic writing for academic studies in an English-medium-instruction context**

**Friday | 1:30pm - 1:55pm | Riverbank 7**

In this paper, I report on a study that explored the processes of utilization of resources in secondary students' self-regulated strategic writing for academic studies in an EMI (English as medium of instruction) context in Hong Kong. Drawing on multiple data sources collected through the observation of lessons, stimulated recall and semi-structured interviews, the study examined the features of secondary students' self-regulated writing with focus on how they used resources strategically to overcome challenges in academic writing. In the analysis, we compared self-regulated strategic writing processes of high achievers and underachievers. Differences were found in the ways resource utilization unfolded in the learners' self-regulated writing activities. Differences were also found in terms of why and how the high achievers and the underachievers imitated and reorganized resources. These findings suggest that underachievers should be encouraged to reflect on their self-regulated writing processes and language teachers can help these students to deploy strategies in ways high achievers use them.

Biography:

Dr. Xuesong (Andy) Gao is an EAL teacher educator at the School of Education, University of New South Wales Australia. His research interests include language learner autonomy, language policy and language teacher education. Over the years, he has been promoting sociocultural perspectives to understand language learners' strategy use and language teacher identities. Relevant publications have appeared in the journals such as *English Language Teaching Journal*, *Language Teaching Research*, *System*, *Teaching and Teacher Education*, and *TESOL Quarterly*. He co-edits the *System Journal*. The talk is based on an ongoing project funded by Standing Committee on Language Education and Research (SCOLAR) (Hong Kong).

ACTA Conference 2018  
**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

**Gil, Jeffrey (Flinders University)**

*General / All Levels*

**Paper: The changing geopolitics of English as a global language: Future scenarios and implications for TESOL**

**Wednesday | 3:10pm - 3:35pm | Riverbank 8**

English is the language most closely associated with the processes of globalisation and is seen as a means of making connections, accessing knowledge, gaining employment, furthering education and acquiring social status in a mobile world where people, products and ideas flow readily. It occupies a unique position as the global language, and the teaching and learning of English is immensely popular worldwide. However, recent events such as Brexit, the USA's "America First" approach and the growing political and economic importance of non-English speaking countries and regions, have reignited debate about the future position of English. This paper focuses on the implications of China's rise for English as a global language and the associated prevalence of TESOL. It presents and evaluates three possible future scenarios – (1) continuation of English as the global language, (2) replacement of English as the global language by Chinese, and (3) co-existence of English and Chinese as global languages. It argues English will remain the global language for the immediate future but scenarios (2) and (3) will become increasingly likely in the medium and long term. Based on this analysis, the paper also discusses the issues TESOL practitioners may encounter working within this changing linguistic world order.

Biography:

Dr Jeffrey Gil is a Senior Lecturer in ESOL/TESOL at Flinders University where he is involved in the development, teaching and administration of ESOL and TESOL topics at undergraduate and postgraduate level. He has also taught English as a Foreign Language (EFL) and applied linguistics at universities in China. Jeffrey has published widely on applied linguistics topics, including English as a global language and the global use and status of Chinese. His latest publication is *Soft Power and the Worldwide Promotion of Chinese Language Learning: The Confucius Institute Project* (Multilingual Matters, 2017).

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**Goodman, Bridget (Nazarbayev University Graduate School of Education, Kazakhstan)**

*Higher Education*

**Paper: Socialization to academic English as an L3: The case of a Kazakhstani university**

**Wednesday 3 October | 11:00am – 11:25am | Riverbank 7**

The purpose of this paper is to illustrate the means by which students acquire Academic English skills in an English as a Medium of Instruction (EMI) context in Kazakhstan, where English exists as an L3 after Russian and Kazakh. A mixed-methods study approach was used. First, a survey of current students (n=60) and alumni (n=59) was conducted for the 2013-2016 cohorts of Master's and PhD programs in an English-medium graduate school of education. Students were asked to respond to can-do statements regarding their development of academic skills across three languages, and pedagogical approaches which facilitated this development in English. Survey data were augmented by focus groups of students and alumni from different programs (n=25) and individual interviews (n=20) with alumni from one program. Interpreted through the theoretical lenses of language socialization (Duff, 2010; Ochs & Schieffelin, 2012) and dynamic, recursive multilingualism (García, 2009), the data suggest that students are primarily socialized to academic English practices through feedback from instructors and peers. As academic skills are not usually taught explicitly in Kazakh- or Russian-medium schools, students also report an impact of Academic English skills development on Russian and Kazakh language practices.

- Duff, P. (2010). Language socialization into academic discourse communities. *Annual Review of Applied Linguistics*, 30, 169-192.
- García, O. (2009). *Bilingual education in the 21<sup>st</sup> century: a global perspective*. West Sussex, UK: Wiley-Blackwell.
- Ochs, E. & Schieffelin, B. B. (2012). The theory of language socialization. In A. Duranti, E. Ochs & B. B. Schieffelin (Eds.), *The handbook of language socialization* (pp. 1-23). West Sussex, UK: Wiley-Blackwell.

Biography:

Dr Bridget Goodman is Assistant Professor and Director of the MA in Multilingual Education program at Nazarbayev University Graduate School of Education in Astana, Kazakhstan. She earned her M.S.Ed. in TESOL and her Ph.D. in Educational Linguistics from the University of Pennsylvania, USA. Her research and supervision interests include: language policy in post-Soviet countries; the policy and practice of English as a Medium of Instruction (EMI) in multilingual contexts; codeswitching and translanguaging; and English for Academic Purposes (EAP).

Hannan, Mairead (Youthplus; & VicTESOL)

Adult

Paper: Collaborative change – empowering asylum seekers aged 18-25

Thursday | 9:40am - 10:05am | Riverbank 8

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Young adults seeking asylum face many challenges including a lack of voice and empowerment. The Intercultural Youth for Collaborative Change (IYCC) project incorporates both study and social support (Hocking, 2017) and is built on a pedagogy of empowerment, active citizenship and applied learning for students who are often cast in terms of a deficit discourse (Kaukko et al, 2017).

In 2017, students identified four areas of concern for them: mental wellbeing, racial discrimination within front line service providers, lack of education and employment opportunities for young asylum seekers, and youth disengagement in Australia. Their self-driven projects provided a powerful vehicle for holistic language and cultural learning, and an empowering nexus of social and professional networks. The skills students developed include film making, networking, presenting, and project management, while they built a sense of identity, belonging, agency and having a voice. The project saw increased wellbeing (Kaukko et al, 2017), and has been a powerful means for young people seeking asylum to shed their 'deficit' identity and build their role as contributors and influencers in the community. This counters the dominant media and government narrative about them, and recasts them as young aspirational community leaders.

- Hocking, D.C. (2017). Tho' Much is Taken, Much Abides: Asylum Seekers' Subjective Wellbeing. *J Immigrant Minor Health*. doi:10.1007/s10903-017-0664-7
- Kaukko, M., Kuusisto, A.K., Korjonen-Kuusipuro, K., Pienimäki, M. and Tuominen, J. (2017) *Building-Transcultural-Trust* (978-952-03-0585-7). Retrieved from Finland: [transculturaltrust.net](http://transculturaltrust.net)

#### Biographies:

Mairead Hannan is Associate Head of Campus at St Joseph's Flexible Learning Centre, managing an applied learning program for 100 asylum seeker and EAL learners. She has researched policy impacting on bilingual learners in Victorian schools with Professor J Lo Bianco and lectured at Melbourne Graduate School of Education. Mairead was President of VicTESOL (2009-12) and led the development of 'The Huddle' creating technology-based education and employment programs for bilingual youth. Mairead holds several awards including Centennial Medal (2003), an AFI award for her work on 'One Night the Moon' (2002) and was Valedictorian at University of Melbourne (2010).

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Sally Morgan has taught young people seeking asylum for the past four years, at St Joseph's Flexible Learning Centre. Her role has included leading work with universities and large-scale employers in the Asylum Seeker Pathways Project, to find ways around the many systemic barriers faced by asylum seekers in pursuing education and finding meaningful employment. She has also led the Intercultural Youth for Collaborative Change project, with the same cohort. Passionate about human rights, active citizenship and social equity and cohesion, Sally has just begun her post-graduate research at Monash University, in Asylum Seeker education and employment.

\* Sally Morgan is a co-author, but unable to attend the 2018 ACTA Conference

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**Heugh, Kathleen (University of South Australia)**

*General / All Levels*

**Paper: Bi-/multilingualism in education: Is this about translanguaging, transknowledging or both?**

**Wednesday | 4:30pm - 4:55pm | Riverbank 3**

Considerable attention has been given to translanguaging in multilingual education since 2009. Yet the substance and processes of translanguaging were evident 15 years earlier in Wales and 150 years ago in Africa and South Asia (Agnihotri, 2014). I argue that much contemporary translanguaging literature needs to be read with caution and that: a) the current lens displaces the role of knowledge production and translation; and b) claims of social justice require more careful contextualisation and substantiation. From a 'southern' perspective of multilingualism and diversities in education, and on the basis of several large-scale studies in Africa, I draw attention to the interdependence of translating different systems of knowledge with effective bi-/multilingual communication for equitable and socially just education. I argue that it is through two- or multi-directional exchanges of knowledge (i.e. transknowledging) and translanguaging that well-being and belonging, and achievement, can be secured in current circumstances of diversity (Heugh, 2018).

- Agnihotri, R.K., 2014. Multilinguality, education and harmony. *International Journal of Multilingualism*, 11(3), pp. 364-379.
- Heugh, K. 2018. Multilingualism, Diversity and Equitable Learning: Towards Crossing the 'Abyss' in P. Van Avermaet, S. Slembrouck, K. Van Gorp, S. Sierens, & K. Marijns (eds.), *the Multilingual Edge of Education*, pp. 341-367. Palgrave.

**Biography:**

Kathleen Heugh is a socio-applied linguist at the University of South Australia (UniSA). Her research focuses on multilingual education (including policy, implementation, assessment, evaluation, teacher education and development). She has undertaken system-wide and multi-country evaluation and assessment research in 25 African countries for international agencies, including UNESCO. She has advised the ministries of education in 35 countries (in Africa, Eastern Europe, Central and South Asia). She uses multilingual pedagogies and translanguaging in teaching English and linguistics at UniSA. Together with Christopher Stroud and Piet van Avermaet, she is Editor of the Bloomsbury Series, Multilingualisms and Diversities in Education.

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**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

**Hiorth, Amanda (Department of Education and Training, Victoria)**

*Secondary*

**Paper: Transition into mainstream schooling for refugee-background students. What's happening and what can we do better?**

**Thursday | 4:00pm - 4:25pm | Riverbank 7**

This research investigated the experiences of new-arrival, EAL learners in their transition from English language school to mainstream high school in Victoria. The aim was to understand the phenomenon of transition for refugee-background learners and mainstream school access. Research questions focused on exploring the institutional, academic and social experiences of students during transition, and developing understandings into factors which facilitate and inhibit transition.

An innovative art-based method contributed powerful visual imagery to express elements of transition, empowering students by highlighting and valuing their voices. Cummins' (2000) relations of power theory, and González; Moll & Amanti's (2005) funds of knowledge theory framed the study, providing a lens to examine the discourse and rhetoric surrounding policy and practice that ultimately affected students' experiences of transition and schooling itself.

Findings illustrate that transition is a complex, individual and long-term process requiring consistent and whole-of-school support. Amongst other important recommendations, this research suggests reframing 'transition' to the plural; 'transitions' acknowledges the multiple, complex and varied transitions students experience during the critical move into mainstream schooling. Ultimately, these optimistic and resilient students provide ample opportunity for Australian educators to improve transition, facilitate educational success and develop equitable outcomes for these vulnerable yet capable learners.

Biography:

Dr Amanda Hiorth is a languages educator with keen interests in second language learning theory, plurilingualism, and humanist language teaching approaches. Amanda has extensive experience teaching English as an additional language to students in Asia and Australia, however her time spent teaching in an Australian English language school compelled her into research. Amanda's work focuses on highlighting issues of social equity, and improving educational experiences and outcomes for refugee-background students in the mainstream education systems.

*\* Penny McKay Award Recipient \**

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**Howie, Teresa (TAFE SA)**

*General / All Levels*

**Workshop: Using narratives to unpack language**

**Thursday | 2:40pm - 3:35pm | Riverbank 5**

Stories have been used for many years to help teach content to children, and also to adults. Equally valuable, however, is the language development which occurs through reading or listening to stories. Written stories provide rich material to help learners of all ages build their language and literacy skills. This presentation will be based on resources developed by Jan Finlayson for a children's book she illustrated. The resources have been adapted for use with a different text and an adult cohort, highlighting ways we can use written stories to focus on different language elements. Participants will then work with another story to develop some classroom resources around relevant language focal areas. Following the workshop, they will be able to transfer these skills to their own classroom settings, possibly using stories their learners are familiar with, thereby acknowledging and respecting the knowledge and skills the learners already have, and making their learning relevant - two key adult learning principles.

Biography:

Teresa Howie has worked at TAFE SA for over 15 years. In that time, she has taught EAL learners in SEE, ELICOS and state-funded programs from Certificate I to Certificate IV. Outside her teaching role, she has also been a team member in the quality group, working on curriculum reviews and compliance. Teresa has been an active member of SA TESOL since completing her studies in 2002.

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**Ijiwade, Oluwaseun (UNSW), Davison, Chris (UNSW) and Gregory, Kelvin (UNSW Global)** *Primary & Secondary*  
**Paper: Enhancing EAL teacher assessment of reading and vocabulary: Why a computer-adaptive test?**  
**Thursday | 11:30am - 11:55am | Riverbank 7**

Assessing a multicultural, diverse group of students in Australian primary and secondary schools is challenging due to their different language and literacy levels in both first language and English, and the need to ensure assessment is both fair and trustworthy. This challenge is exacerbated by the variable levels of teacher assessment literacy and teacher-based assessment practices of English as an Additional Language (EAL) teachers (Davison & Michell, 2014). The advent of computerized testing for diagnostic and formative assessment provides an opportunity to enhance EAL teacher assessment knowledge and skills, provided it is used appropriately. This paper provides a description and rationale for the adoption of a computerized multistage adaptive test (MST) for the assessment of reading and vocabulary in Victorian schools, called the Reading and Vocabulary for EAL students (RVEAL) Assessment Instrument, part of the TEAL resources bank, see [teal.global2.vic.edu.au](http://teal.global2.vic.edu.au), which EAL teachers will be able to access as needed to enhance their teaching and learning. This paper also discusses some of the issues such tests raise for the EAL profession and for EAL research, including the extent to which such tests can support teacher heuristic judgment of EAL students, enhance teachers' decision-making and ensure better evidence-based classification of students on an EAL developmental continuum. The paper will conclude by showing how such tests can also serve as tools for professional engagement and development, provided their limitations are acknowledged and they are used in conjunction with a range of other assessment tools.

**Biographies:**

Seun Ijiwade is currently a PhD candidate at the School of Education, UNSW Sydney. On his PhD, he is working on an evaluation of Reading and Vocabulary Assessment for EAL students (RVEAL) instrument under the supervision of Prof Chris Davison. His other area of interest includes language assessment, classroom-based assessment evaluation, and assessment validation, formative and diagnostic assessment, and computerized multistage testing. Before his PhD, he had his master's degree in Measurement and Evaluation and has worked as a Planning officer for over 5 years in the department of Planning, Research and Statistics with Medical Laboratory Science Council of Nigeria.

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Professor Chris Davison, a specialist in language education and school-based assessment, is Professor of Education, Head of the School of Education, University of New South Wales (UNSW) and Deputy Director, Gonski Institute for Education, UNSW. Her other specialization includes: Teacher Education and Professional Development of Educators, Education Assessment and Evaluation, LOTE, ESL and TESOL Curriculum and Pedagogy (excl. Maori).

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Dr Kelvin Gregory is a General Manager Assessment at Educational Assessment Australia (EAA), UNSW Global. He is presently a co-supervisor with Prof Chris Davison at the School of Education, Kensington, Sydney. His area of interest revolves around psychometrics, advanced statistical applications, scale development, test item analysis, and educational assessment validation.

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**Iosifidou, Athanassia (Hawthorn-Melbourne)**

*Adult*

**Workshop: A better future: On the way to building communities outside the classroom**

**Friday | 11:00am - 11:55am | Riverbank 6**

In the current climate of globalisation, the ESL student represents the largest and fastest-growing segment of the adult education population, ranking Australia the fourth destination for English learning. As the importance of community involvement throughout education becomes more evident, the engagement of ESL students within their new communities must be incorporated into the experiences provided by schools. Through this, schools can attend to students' basic human need for belonging, and create global citizens by building awareness of Australian culture and breaking down stereotypes of other cultures for Australians. This workshop will draw on research studies demonstrating why student engagement is important, and participants will have the opportunity to complete a survey on engagement within the wider community as well as collate and discuss the results in small groups. This data will be presented to all participants together with survey results from ESL students. The workshop will illustrate activities that schools can include in their programs and ways to evaluate them, which participants will have the opportunity to provide feedback on. Participants will leave the presentation with a range of viable ideas to include in their school programs in order to engage their students within the wider community.

Biography:

Athanassia became interested in languages at the age of 13 when she moved to Australia from Greece. Learning English motivated her to pursue more languages, leading to her learning French and becoming qualified to teach French and Greek. Always looking for more opportunities, she completed the CELTA and she has been teaching English ever since. She has worked in public and private schools, in Australia and France, as well as at universities and various ESL colleges. She has just completed a Master of Education and loves teaching English.

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**Iranmanesh, Leila (University of New South Wales)**

*Adult/Higher Education*

**Paper: Formative assessment in an English academic writing class in Iran: The role of power and emotion**

**Wednesday | 3:10pm - 3:35pm | Riverbank 6**

This presentation discusses part of a critical action research with 13 participants including myself as the teacher and researcher. The project explores the impact of integrating formative assessment into an English academic writing class in Iran by drawing on data from systematic observations, interviews, narratives, detailed field notes and a sample of participants' writings. Two cycles of planned actions, reflective evaluation and revised actions shed light on different dimensions of formative assessment and how it was transformed, the shifts in the participants' emotions and their learning as well as the challenges encountered by the participants. The findings show the complexity of each individual's responses to the program, partly shaped and reshaped by the loss, hurt and pain of past assessment experiences and by the development of 'critical hope'. Taking the learner's voices and emotions into account from critical perspectives (Benesch, 2012; Shohamy, 2001; Zembylas, 2013); I will then discuss the implications for policy, program development, academic writing pedagogy and future research.

- Benesch, S. (2012). *Considering emotions in critical English language teaching: Theories and praxis*: Routledge.
- Shohamy, E. (2001). *The power of tests: A critical perspective on the uses of language tests*: Pearson Education.
- Zembylas, M. (2013). Affective, Political and Ethical Sensibilities in Pedagogies of Critical Hope: Exploring the Notion of 'Critical Emotional Praxis'. In V. Bozalek, B. Leibowitz, R. Carolissen, & M. Boler (Eds.), *Discerning critical hope in educational practices*: Routledge (pp. 11-26).

Biography:

Leila Iranmanesh is a late-stage PhD candidate at the University of New South Wales. Her areas of interest include assessment, academic literacy, and emotion from critical perspectives.

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**Irvine, Sarah (Australian College of Applied Psychology (Navitas Professional Institute))**

*General / All Levels*

**Workshop: Using QR codes in the classroom for efficient classroom management and engaging students**

**Thursday | 4:00pm - 4:55pm | Riverbank 5**

Quick Response Codes, often referred to as 'QR codes' can be found everywhere in society today; from advertising to local businesses, they are a valuable and easy to use piece of technology. These codes serve as a portal for information and can be easily accessed through any mobile device (Neal, 2012). In this workshop, you will learn how to use a well-known piece of technology, the QR code reader, to both enhance learning and engage students inside and outside the classroom. Many students, you will find, already have this technology on their devices and already understand quite well how to use it. As teachers, we can manipulate this technology to work for us, not against us.

QR Codes can be used for Task Based Language Teaching (TBLT) activities in the classroom, independent study activities at home, or even as icebreakers. The presenter will go through examples of how QR codes can be embedded into traditional TBLT activities and will inspire other teachers and educators to use QR codes in their classrooms.

Biography:

Sarah is the Student Learning Support Coordinator at ACAP on the Sydney campus. She comes from a strong background in academic learning and teaching. Holding a Master's in TESOL, she is passionate about helping students reach their study and academic goals. She previously worked as an EAP teacher at universities in both Sydney and around the world including China and the UK. Her research interests include: TBLT in the EAP classroom, academic language learning and teaching and the first year student experience at Australian higher education institutions.

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**Kamal, Asif (American International University, Bangladesh)**

*Higher Education*

**Paper: Content and language integrated learning: Its relevance to university English literature classes in Bangladesh**

**Wednesday | 3:10pm - 3:35pm | Riverbank 4**

Students majoring in English literature at the tertiary level of education in Bangladesh seem to struggle to comprehend lessons because of their lack of competence in English. They find it rather difficult to cope with the original body of English literature, and in most cases, turn out to be less than successful in meeting the objectives and goal of the program. In order to equip students with adequate skills in English, adapting Content and Language Integrated Learning (CLIL), which puts equal emphasis on subject teaching and language teaching for enhancing both the skill of communicating and transferring the content knowledge, appears to be more effective than just conducting lecture based content teaching. Hence, a research study was set up to explore whether adapting task-oriented use of literary materials integrating content and language teaching is more effective in developing students' comprehension level of literary contents as well as simultaneously enhancing their English language skills. A group of 1st year students of the department of English in a private university participated in the research. A mixed-method approach to research was adopted, which included a range of research instruments, such as classroom observations, questionnaire surveys, interviews, and focus-group discussions. Based on the findings, the research has identified the strengths and weaknesses of CLIL and come up with some suggestions and recommendations along with a framework for its effective use at the tertiary level of education in Bangladesh.

Biography:

Asif Kamal, a Senior Assistant Professor of English at American International University-Bangladesh (AIUB), teaches literature and EAP courses. Several of his research articles are published in national and international journals. He also co-authored a book titled English for Academic Purposes: Essay and Report Writing Module to be published by British Council and University Grants Commission, Bangladesh. He is pursuing his PhD on Content and Language Integrated Learning (CLIL) in literature classes.



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**Kane, Lini (VicTESOL)**

*Secondary / Adult*

**WORKSHOP: Multimodal texts as a springboard to promote digital literacy**

**Wednesday | 4:30pm - 5:25pm | Riverbank 5**

Digital literacy is considered to be a 'Survival skill of the 21st Century'. We, as educators, have the responsibility to instill, share, and enhance it for our learners. The light weight technology like iPads, tablets, laptops or Smartphones have opened the doors for teaching EAL, literature and creative writing at VCE or HSC (Year 11 or 12 in the secondary sector or adult sector too) level. We can incorporate multimodal texts, including paper, digital, live and trans-media, as a springboard for developing English language and literacy.

We can use an instant online communication for thought provoking shared responses, while working in pairs or small groups to promote better understanding of the varieties of English in diverse cultures.

The well-known linguist, Kachru, divided World English into three concentric circles: inner, outer and expanding. In this workshop we will explore the so-called 'inner and outer circle English' used in three different countries and cultures.

BYO device please!

Biography:

Manalini works as a Tribhashi consultant now, after working in the education sector of Melbourne for over twenty-five years, teaching mainstream English up to VC/IB and EAL in the adult sector. In addition, she is a NAATI Certified and Recognised translator/Interpreter working in that industry for more than thirty-two years. While teaching in the secondary sector Manalini presented workshops in the VATE and Asia Education Foundation's statewide conferences. Currently, she is a member of the VicTESOL's Professional Learning Committee, and an Editorial Committee team member of VALBEC'S Fine Print magazine. Manalini's articles and creative works are published in three languages.

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**Katori, Mari & Katori, Kaoru (Aomori Public University, Japan)**

*Higher Education*

**Poster: The diversity of impact of short-term study abroad in higher education**

**Wednesday and Thursday Lunch Times | Panorama Foyer**

In recent years, short-term study abroad for higher education with diverse goals is increasingly popular, especially in developed countries. Currently, Japan is promoting "Tobitate! Young ambassador program," a study abroad campaign introduced in 2013 to boost the number of students going abroad to study. In this research, Japanese university students that have completed a short-term study abroad program (mobile students) were examined to determine the diverse impacts in a range of areas: soft-skills, global and cultural awareness, general trust, as well as hard-skills.

A multiple-case study adopting semi-structured interviews, questionnaires and the results of a standardized English test (G-TELP) was used in this research. The questionnaire was a modified version of those of Edwards (2009) and Yamagishi and Komiyama (1995). About 100 Japanese university students participated in this research. The results were compared against a control group (non-mobile students). The results indicate that short-term study abroad episodes themselves have no statistically significant effect on English proficiency. However, mobile students reported positive changes and improvements in a range of soft-skills, or a paradigm shift of some nature after their experiences. Additionally, there was a significant change in "general trust" between the mobile and non-mobile groups.

- Edwards, N.T. (2009) The correlation between learner autonomy and cultural sensitivity in Japanese university students studying abroad (Doctoral dissertation), University of Phoenix
- Yamagishi, T. & Komiyama, H. (1995). Significance and the structure of trust: Theoretical and empirical research on trust and commitment relations. *INSS Journal*, 2, 1-58.

Biographies:

Professor Mari Katori: My majors are in Intercultural communication and TESOL (I have two Master's degrees). Now I am in charge of International exchange matters and the study-abroad programme at Aomori Public University. To make our university's study abroad programmes as effective and fruitful as possible, I am studying the impact of the short-term study abroad programme.

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Professor Kaoru is the President of Aomori Public University. His major is Information Science (PhD). As the president of Aomori Public University, to make our study abroad programmes as effective and fruitful as possible, he is studying the impact of the short-term study abroad programme.

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**Kelly, Curtis (JALT Mind, Brain and EducationSIG, Japan):**

*General/All Levels*

**Paper: The Neuroscience of Stories : Why Our Brains Love Them**

**Thursday | 4:00pm - 4:25pm | Riverbank 4**

Stories, the original Wikipedia, are the oldest tool of teaching, and still the most potent. We learn the information in stories more quickly and remember it longer. This is because the narrative format fits the way our brains work. We are constantly making experiences into cause and effect models. Narratives already have cause and effect structure in the format, so they are easier to learn from. And they are mobile - both inside and in between brains. Our brains use story or experience-based models metaphorically, making them mobile by applying them to an unlimited number of situations to predict outcomes. Likewise, stories are mobile models that can be passed to others. Researchers have found that listening to a story causes parallel activation of brain areas with the speaker in a kind of "brain linking." The storyteller is virtually transferring his or her cause and effect models to the listener.

Biography:

Curtis Kelly (EdD), is a Professor of English at Kansai University in Japan. His life mission is to "relieve the suffering of the classroom." To do so, he has made over 400 presentations on neuroscience, motivation and teaching writing, and has written over 30 books, including *Significant Scribbles* (Pearson), *Active Skills for Communication* (National Geographic Learning), and *Writing from Within* (Cambridge). These have allowed him to design learner-centered activities for "3L" English students: students with Low ability, Low confidence, and Low motivation.

**Kung, Hui-Hsuan (Providence University, Taiwan)**

*Primary*

**Poster: Using 'Augmented Reality' to enhance young EFL learners' speaking performance**

**Wednesday and Thursday Lunch Times | Panorama Foyer**

This study reports action research that aims to explore the effectiveness of using a mobile augmented reality (AR) application as a means of giving situational roles for young EFL students to deliver their speaking scripts. The implementation was conducted in a private language institute in Taiwan, where in-class video recording was an integral part of classroom activities to show parents about their children's learning outcomes. A mobile AR application tool (TeleStory) was employed for 50 children to self-record their speaking performance – like taking selfies. Results of the oral performances with the AR created background scenes, face-detecting costumes and special effects demonstrate more engaged and fluent speech, compared with their previous speech delivery, which seemed like a mechanical routine following teacher presentation and student script writing practices. Results of interviews suggest that AR is a great way to augment EFL children's confidence in delivering meaningful and fluent English.

Biography:

Hui-Hsuan Cindy Kung is a graduate student in the Department of English Language, Literature and Linguistics at Providence University in Taiwan.

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**Lafkas, Theodora & Medway, Laura (NSW ATESOL)**

*Primary*

**Workshop: Designing jigsaw tasks for mobile learners**

**Wednesday | 4:30pm - 5:25pm | Riverbank 7**

The traditional jigsaw task is generally a two-part activity involving different groupings. The first set of groups collaboratively complete an activity, commonly a piece of reading, which they then share or 'teach' in the second grouping. The task is used, often very effectively, to promote and practice both targeted CALP (Cognitive Academic Language Proficiency) and BICS (Basic Interpersonal Communicative Skills) for EALD learners in the mainstream classroom.

Our explicitly structured jigsaw tasks create the circumstances for productive dialogue between EALD learners and native-speakers of English, increasing their capacity for effective communication and mobility both locally and globally. The tasks use all language modes, are student-centred and explicitly scaffolded for students' understanding and experience of collaborative learning. Due to its sequence, English is the only medium of instruction, and the only medium of interaction. Learners develop the ability to take notes, communicate substantively, collaborate using higher-order thinking and build an understanding of written argument in a writing culture often very different to their own. The sequence includes socio-linguistic activities that address intercultural gaps which hinder understanding of core themes and issues.

Our workshop will introduce our methodology and give participants the opportunity to engage in an exemplar jigsaw task.

Biographies:

**TBA**

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**Liu, Huifang (University of Queensland)**

*Secondary*

**Paper: Mediated-learning behaviors involved in teachers' questions in foreign language classrooms of high schools in China**

**Thursday | 9:40am - 10:05am | Riverbank 4**

Research in recent years has highlighted the key role talk plays in mediating students' learning in language classrooms. There is no doubt that talk, or questioning, by the teacher has capacity to stimulate and extend students' thinking and advance their learning (Gillies, 2015). This paper focuses on teacher-student interaction during whole-class instruction, especially on teachers' questions and other discourses. The study video-recorded five teachers' teaching different topics to different classes in high schools in China. Teachers' verbal interactions with students during the whole-class teaching were transcribed and categorized into closed questions and open questions. The time spent on closed questions and open questions was coded and counted. The paper also presents four extracts of teachers' discourse with their students and discusses the mediated-learning behaviors the teacher used. The purpose of this study is to demonstrate or document teachers' question types and, by analyzing the transcripts, to identify the differences in the mediated-learning behaviors involved in teachers' closed questions and open questions. The study offers implications for pedagogy, since it is quite important for teachers to understand the influence of their questions or discourses. Teachers need to deliberate their questions so as to promote higher-order thinking and reasoning among their students to enhance learning.

**Biography:**

I am now a full time PhD Student in the University of Queensland. My research topic is about English teachers and teaching in high schools in Shanghai, China. I worked as an English teacher for 20 years in high schools. I have experienced a series of changes both in the roles I have played in school development and changes in the development of English education in China. In recent years, a drive to engage teachers both with and in educational research has been a prominent feature of educational policy in China. I believe teachers should be research-engaged and it will benefit teachers' professional development.

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**Mabrouk, Rubi & Hopkins, Melissa (Department of Education, WA)**

*Primary & Secondary*

**Workshop: Digital literacy: Accelerating second language acquisition using ICT capabilities**

**Friday | 11:00am - 11:55am | Riverbank 7**

Integrating Information and Communication Technology (ICT) in the classroom opens up a plethora of learning opportunities for EAL/D students. ICT is a cross-curriculum capacity which needs to be permeated in all areas of learning. Effective integration of ICT capabilities with EAL/D learners requires careful linguistic and cultural considerations. When done well, it can greatly accelerate second language acquisition. In this workshop, we will share our recent and relevant classroom experience with EAL/D students in primary and secondary schools and our experience in training teachers. Participants will delve into two platforms: Padlet and Socrative. Integrating each of these platforms is based on the T-PACK model (Technological Pedagogical Content Knowledge) and the Substitution Augmentation Modification Redefinition (SAMR) developed by Dr Ruben Puentedura. This workshop is an interactive session during which delegates will have the opportunity to explore the merits, challenges and implications for EAL/D students in a mobile world. Participants are encouraged to bring their own devices to this session as they will have opportunities to explore relevant and practical online resources and platforms.

- Curriculum, Assessment and Reporting Authority (ACARA) General Capabilities | ICT Capability <http://www.curriculumsupport.education.nsw.gov.au/ict/index.htm>
- The Department of Education, Western Australia: Embedding ICT into the curriculum. <https://www.education.wa.edu.au/web/at-school/-/transition-to-naplan-online-embedding-ict-into-the-curriculum>
- The Technological Pedagogical Knowledge (T-PACK) Model <http://tpack.org/>
- <http://www.det.wa.edu.au/curriculumsupport/primary/detcms/navigation/tablet-technology-for-education/literacy-and-numeracy-focus/?page=all#toc7>
- The Substitution Augmentation Modification Redefinition: Ruben R. Puentedura's Weblog: Ongoing thoughts on education and technology. <http://www.hippasus.com/rrpweblog/archives/000025.html>
- Department of Education: Tablet Technology for Education: SAMR Model <http://www.det.wa.edu.au/curriculumsupport/primary/detcms/navigation/tablet-technology-for-education/literacy-and-numeracy-focus/?page=6#toc6>
- Tablet technology and the Western Australian Curriculum <http://www.det.wa.edu.au/curriculumsupport/primary/detcms/navigation/tablet-technology-for-education/literacy-and-numeracy-focus/?page=3#toc3>
- ICT Learning Continuum [https://acaraweb.blob.core.windows.net/resources/General\\_capabilities\\_-\\_ICT\\_-\\_learning\\_continuum.pdf](https://acaraweb.blob.core.windows.net/resources/General_capabilities_-_ICT_-_learning_continuum.pdf)
- Australian Curriculum (AC): Information and Communication Technology (ICT) Capability <https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/information-and-communication-technology-ict-capability/>

**Biographies:**

Rubi Mabrouk is a Senior English as an Additional Language (EAL/D) Teacher with extensive experience teaching EAL/D learners in both mainstream and English Intensive English Centre settings. Prior to joining the Department of Education in Western Australia, Rubi has worked in the ELICOS sector as a TESOL lecturer, as Head Teacher and as Acting Director of Studies. Being a migrant herself from Egypt, Rubi speaks three languages and is dedicated to assisting teachers achieve the highest possible level of outcomes for their EAL/D Learners. Integrating ICT and the explicit teaching of ICT capabilities to EAL/D students is one way Rubi has achieved this. Rubi is the EAL/D Secondary Consultant at the Statewide Services Centre of the Department of Western Australia, where she assists teachers of EAL/D learners throughout Western Australia.

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Melissa's passion for supporting students and their families from culturally and linguistically diverse countries and backgrounds started over 25 years ago, when appointed as a teacher at a remote school in the Kimberley region of Western Australia. Melissa has extensive experience working in the area of English as an Additional language/Dialect (EAL/D) in a range of settings, including as an EAL/D Visiting Teacher, supporting staff across remote Aboriginal communities in the Ngaanjanjarra Lands (Western Desert) and teaching in a range of challenging urban schools in the Perth metropolitan region. Melissa is currently working as associate principal of the Beaconsfield Intensive English Centre (IEC), where she supports teachers of recently arrived migrant and refugee students, and as the EAL/D Primary Consultant at the Statewide Services Centre of the Department of Western Australia, where she assists teachers of EAL/D learners throughout Western Australia.

*\* Co-author Patricia Konisberg is unable to attend*

ACTA Conference 2018  
**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

**Maheepala, Vihara (University of South Australia)**

*Primary*

**Paper: Transitioning into Australian mainstream classrooms for migrant English-speaking, primary-school children**  
**Thursday | 4:30pm - 4:55pm | Riverbank 6**

A vast corpus of research exists concerning the experiences of migrant students in learning English as a second language in Australia. Nevertheless, this literature does not address the experiences of migrant students who are fluent in English prior to arrival. In this paper, I review the literature on the experiences of migrant students who are fluent in English as opposed to those who are not, and I will explore how these children, despite having English language fluency, are sometimes imaged as the 'other'. This paper will draw on theoretical tools of 'othering' to apply to possible scenarios of newly-arrived primary-aged Sri Lankan migrant school children in mainstream Australian primary schools. For example, when migrant children arrive in Australia, most are given the opportunity to attend new arrivals programs. However, what happens if this is not the case? What happens to those who already know English? What acculturation do they receive? How are they positioned within school contexts? In this initial exploration I will argue that young Sri Lankan students often arrive in Australia with dreams of easy integration into school, but end up being positioned as the 'other'.

Biography:

I am a new researcher and a doctoral student in the School of Education at the University of South Australia. I am in the process of developing my research proposal. I taught English in my home-country, Sri Lanka, before migrating to Australia about 18 months ago. I am currently researching about the experiences of primary-aged migrant students from Sri Lanka who are already fluent in English upon their arrival. My research was prompted by the experiences of my own children and other children from my community, as well as the lack of research in that area.

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**Mammone, Guiseppe (Department of Education)**

*Primary and Secondary*

**Workshop: Translanguaging: Supporting language and literacy development in a remote Aboriginal context**  
**Friday | 9:40am - 10:35am | Riverbank 7**

The workshop will explore issues and strategies for supporting language and literacy development in a remote Aboriginal context by making explicit and intentional connections through the process of Translanguaging.

The presentation is based on the Text Construction and Text Analysis Research Project. The purpose of this project has been to gain a longitudinal perspective on student language and literacy development in schools and to develop descriptions of the trajectories of student literacy development over time. Specifically, participants will work with findings from the analysis of student writing samples from the Anangu Lands Partnership of the Department for Education in South Australia. These findings indicate a correlation between elements of pedagogy and language and literacy development.

Biography:

Giuseppe Mammone is a Senior Leader Learning Improvement in the Department for Education, South Australia. He currently works in the Anangu Lands Partnership.

The schools include Amata Anangu School, Ernabella Anangu School, Fregon Anangu School, Indulkana Anangu School, Kenmore Park Anangu School, Mimili Anangu School, Murputja Anangu School, Oak Valley Anangu School, Pipalyatjara Anangu School, Yalata Anangu School and Wiltja Secondary Program.

Previously he worked as an EALD Regional Consultant for Western Adelaide and Eyre and Western Regions.

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**Davison, Chris & Michell, Michael (University of New South Wales)**

Secondary

**Paper: Tasks and their interplay with EAL learners' agency**

**Wednesday | 2:40pm - 3:05pm | Riverbank 6**

In the area of task and learners' agency, a very important issue which has not received enough attention is how assessment tasks interact with agentic learners and how language learners negotiate tasks (Roebuck, 2000). This paper reports on a sociocultural study, examining how learners' agency interacts with designed-in task components to construct learners' oral language performance in a classroom-based oral performance assessment.

The study adopted a qualitative exploratory design and analyses 36 recordings of the performances of learners of English as an additional language (EAL) in secondary schools in Australia. The learners' performance was transcribed and analysed using activity theory as the framework, as this facilitates the study of individuals operating within an interactive sociocultural setting (Coughlan & Duff, 1994). Students' agency was operationalized by analysing their positioning and orientation towards the task.

The presentation will demonstrate how learners negotiate the task and make it their own activity by being more agentic and straying from the task requirements when they face a difficulty in performing the task. It will also explore the varying degrees of agency learners exercise when they have their teachers as their interlocutors compared to when they are performing a task with their peers as interlocutors.

- Roebuck, R. (2000). Subjects speak out: How learners position themselves in a psycholinguistic task. In J. P. Lantolf (Ed.): *Sociocultural theory and second language learning* (pp. 79-95). Oxford: Oxford University Press.
- Coughlan, P., & Duff, P. A. (1994). Same task different activities: Analysis of SLA task from an activity theory perspective. In J. P. Lantolf & G. Appel (Eds.), *Vygotskian approaches to second language research* (pp. 173-194). Norwood, NJ: Ablex.

#### Biographies:

Sara Mashayekh is a research officer and PhD student in the School of Education, University of New South Wales with specialization in language teaching and assessment. Her research interests include pedagogical tasks, language assessment and learners' agency.

*\* Sara Mashayekh was unable to attend to 2018 ACTA Conference*

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Professor Chris Davison is Professor of Education and Head of the School of Education, University of New South Wales (UNSW). She has worked in TESOL teacher education for over 30 years, and before that, as an English and ESL teacher and consultant in primary and secondary schools, English language centres and the adult and community education sector in Australia and overseas. Chris has researched and published extensively on the interface between English as a mother tongue and ESL development, integrating language and content curriculum, and English language assessment, in leading international journals including *TESOL Quarterly*, *Applied Linguistics*, *Language Assessment Quarterly*, *Language Testing and Linguistics and Education*. She is founding co-editor (with Andy Gao) of the Springer book series on *English Language Education* and a former president of ACTA.

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Dr Michael Michell is an honorary lecturer at the UNSW School of Education and ACTA president. His doctoral thesis, *Academic engagement and agency in multilingual middle year classrooms* (2012), investigated academic engagement in English as a Second Language project-based classrooms from a Vygotskian, sociocultural perspective. Previously, he worked as an ESL teacher and consultant in the NSW Department of Education, leading assessment, curriculum and research projects and policies aimed at improving the educational outcomes of ESL learners. He was a member of the national writing team for the *ESL Scales* and a project officer for the Victorian TEAL online assessment toolkit project.

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**Mast, Richard (New Dimensions in Teaching)**

*Primary & Secondary*

**WORKSHOP: Principles to guide the teaching of students from non-western cultures**

**Thursday | 11:30am - 12:25pm | Riverbank 3**

What if you have the opportunity to teach in a school that is built upon the premise that all teaching and operational elements have to be challenged to ensure the school is providing the most effective, inclusive education possible?

What if all the students are from a non-western culture and therefore all your teaching methods, developed by western educators and designed for western students, were deemed to be inappropriate?

This is the premise for a school started in China in 2014, challenging all the teachers and administrators to examine everything that is done in international schools and schools in western countries. Nothing can be taken for granted. The examination in this school resulted in change in teaching methods, change in thinking, change in communication, change in operational procedures, and a dynamic that has a powerful message for how we teach in a multi-cultural society.

Using the example of how students learn to read in China, we follow the logic of the learning journey and the lessons learned.

You will be asked to consider four questions that represent the principles that shape the school and may change the way you think about your teaching.

Biography:

After 28 years in South Australian schools as teacher and Principal, that included participation in the development of ESL in the Mainstream, Richard Mast moved to China in 2000. 14 years in China, 3 in Sweden resulted in a heightened awareness of the role of culture in teaching and learning.

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**Mathieu, Peta (Charles Sturt University)**

*Primary*

**Paper: "You made me cry": How perception can be different to reality**

**Wednesday | 12:00pm - 12:25pm | Riverbank 3**

With increasing numbers of multilingual students entering NSW regional classrooms, there is the need to reconsider current understanding of what literacy 'looks like' and how this can be used to develop more culturally responsive approaches to pedagogy. As part of a larger project, which focused on the English language and literacy experiences of multilingual learners, the question arose as to whether a teacher's perception on how she viewed and taught literacy could be broadened to include students' language understanding. By mobilising a wider range of resources to meet the diverse needs of multilingual learners, could there be an expansion in understanding what it means to be a teacher of literacies and language in monolingual classrooms? An ethnographic case study approach was used to examine the perceptions of a particular teacher working in regional NSW. A critical analysis of the classroom discourse was completed using data such as interviews, observations, classroom activity recordings and images to consider how she viewed her current teaching practice, challenges and opportunities. This presentation focuses on these perceptions, and considers preliminary findings to offer insights into how this teacher challenged, questioned and accepted her professional identity in the classroom while working towards culturally responsive teaching practices.

Biography:

Peta Mathieu is a PhD candidate and lecturer in the School of Teacher Education at Charles Sturt University. She lectures in the areas of Teaching English to Speakers of Other Languages, Literacy Education, and Classroom Professional Practice. The focus of Peta's PhD study is the English language and literacy experiences of young multilingual learners in the early years of school. Recent presentations include the 2015 Language Education and Diversity Conference in Auckland, New Zealand, the 2016 Japanese Association for Language Teaching Conference in Nagoya, Japan, the 2017 CamTESOL Conference in Phnom Penh, Cambodia and the 2018 Asian Conference on Language Learning in Kobe, Japan.



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**Medojevic, Lucija (Navitas English)**

*Adult*

**Paper: Preparing TESOL trainers for a digital world of English**

**Wednesday | 11:30am - 11:55am | Riverbank 8**

There is a growing need for trainers to understand the digital technologies available for English language teaching in order to future-proof learning for their students. For instance, refugees and newly arrived immigrants, who often arrive with very little English, must learn a new language and adequate digital literacy skills to use 80 % of government services. However, embracing digital technologies in English language teaching is often an overwhelming and daunting task for TESOL trainers. Moreover, comprehensive data on the delivery of professional development in the industry is scarce. This paper aims to present an example of a successful approach in implementing technology-enhanced learning in English language teaching. Continuous Professional Development (CPD) at Navitas English implements the process by which trainers reflect upon their competencies, keep them up to date, and develop them further to achieve the best professional standards in the industry. Over a period of nine months, over 260 trainers were successfully transitioned from predominantly paper-based classroom delivery to one using flipped and blended English language teaching approaches utilising digital tools such as iPads, Chromebooks, Google Apps, and Canvas LMS. The results of this process have indicated that success implementation is dependent upon empowering, developing and enhancing the trainees' mindset. The paper will shed light on the processes implemented by trainer-educators with insights for the wider TESOL practice.

**Biography:**

In my role as a Digital Innovation Lead at Navitas English, I am responsible for the provision of professional development and support to Navitas English trainers in educational delivery mediated through technology and digital literacy for face-to-face and online tuition across programs and sites. My key responsibilities in this role include:

- Providing staged training, support, and guidance to trainers to enable best practice integration of technology such as iPads, Chromebooks, Google Apps, and Canvas LMS into pedagogy.
- Liaising and working effectively with members of the academic and management teams to provide eLearning training and professional development.

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**Michell, Michael (University of New South Wales)**

*Primary / Secondary / All Levels*

**Paper: ACTA's EAL/D advocacy for schools: Retrospect and prospects**

**Wednesday | 11:00am - 11:25am | Riverbank 8**

Effective English language provision in schools is an essential educational access and equity strategy for EAL/D learners enrolling in schools as a result of Australia's ongoing immigration and humanitarian programs and its growing linguistically diverse and Indigenous population. Over the last decade, however, Commonwealth and State and Territory government education 'reforms' have eroded EAL/D school policy and programs and with it Australia's capacity to maintain an effective national educational response to the growing EAL/D learning needs of its school population. This paper draws on teacher data from 2016 ACTA's State of EAL/D Education in Australia survey, submissions to national inquiries and recent answers to Senate Estimates questions on notice, to examine the nature and impacts of Gonski funding, devolved school-based management and school autonomy policies on the management, resourcing and delivery of EAL/D teaching support in schools. The paper will then outline the focus and rationale for ACTA advocacy in the key policy areas of national funding, target group identification, effective program delivery and accountability, and consider strategies and prospects for change in the lead up to the next federal election.

**Biography:**

Dr Michael Michell is an honorary lecturer at the UNSW School of Education and ACTA president. His doctoral thesis, *Academic engagement and agency in multilingual middle year classrooms* (2012), investigated academic engagement in English as a Second Language project-based classrooms from a Vygotskian, sociocultural perspective. Previously, he worked as an ESL teacher and consultant in the NSW Department of Education leading assessment, curriculum and research projects and policies aimed at improving the educational outcomes of ESL learners. He was a member of the national writing team for the *ESL Scales* and a project officer for the Victorian TEAL online assessment toolkit project.

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**Mickan, Peter (University of Adelaide) & Kuci, Irma (Adelaide Institute of Business and Technology)**

*General / All Levels*

**Workshop: Teaching for meaning-making: Functional linguistics and social semiotics applied in curriculum design  
Wednesday | 11:30am - 12:25pm | Riverbank 4**

This workshop is a site to analyse language education curriculum design applying Halliday's functional linguistics and social semiotic view of language (Halliday and Matthiessen 2014). Drawing on experience of school-based curriculum (Mickan 2013), and on text-based research (Mickan & Lopez 2017) we address the issue of meaning-making in languages teaching. Tomlinson (2012) analysed six recently published English coursebooks and found that none focussed on meaning. All were form-focussed. Language learning is learning to mean and children and students are semiotic beings with language a crucial meaning-making resource. The view frames the discussion and analysis of instructional data and teaching materials. In small groups participants will apply the view for the analysis and evaluation of instructional data and teaching materials. Participants will be invited to join a social semiotic curriculum designers network for support and collaborative research.

- Halliday, M. A. K., & Matthiessen, C. M. M. (2014). *An Introduction to Functional Grammar* (4<sup>th</sup> edition). London & New York: Routledge.
- Mickan, P. (2013). *Language Curriculum Design and Socialisation*. Bristol: Multilingual Matters.
- Mickan, P & E. Lopez (eds) (2017) *Text-Based Research and Teaching: A Social Semiotic Perspective on Language in Use*. Palgrave Macmillan. Basingstoke, UK
- Tomlinson, B. In B. Tomlinson & H. Matsuhara (eds) (2012). *Applied Linguistics and Materials Development*. London: Continuum.

**Biographies:**

Dr Peter Mickan is Visiting Research Fellow, Faculty of Arts, University of Adelaide, where he established and directed the Postgraduate Applied Linguistics Program. An experienced teacher, curriculum developer and researcher, his projects document applications of functional linguistics from a social semiotic perspective in text-based curriculum design for transformation and renewal of languages pedagogy. Publications include *Language Curriculum Design and Socialisation* (2013, Multilingual Matters); Mickan & Lopez editors (2017) *Text-based Research and Teaching: A Social Semiotic Perspective on Language in Use* (Palgrave Macmillan); Mickan and Wallace editors (in press) *Language Education Curriculum Design: Routledge Applied Linguistics Handbook Series*. New York: Routledge

Irma Kuci is TESOL Coordinator at AIBT (Adelaide Institute of Business and Technology). She is an experienced teacher, curriculum developer, researcher and interpreter. She is qualified to manage language programs within the higher education sector, specialising in working with international students from diverse cultural backgrounds.

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**\*\*\* CANCELLED DUE TO ILLNESS \*\*\***

**Migliacci, Naomi (NM Consulting & Long Island University, USA) ————— Primary / Secondary / Adult**  
**Workshop: Digital technologies for writing and publishing student memoirs**  
**Thursday | 9:40am — 10:35am | Riverbank 3**

Memoir provides a platform for writing about personal events and, much like the essay or a piece of literature, the author provides the reader with insights into the wider realm of ideas such as friendship, courage, or the loss of innocence. The goal of the session is to outline a 5-step process in which teachers help their students build a mini memoir. Even though memoir is personal, the writing still needs to be organized and cohesive and set in time and place. Participants learn how to help their students at each step using various tools and apps found on a smart phone or computer. In the first step participants see several tools to help with planning and organizing. Next, several techniques describe help during the drafting stage for using a more robust vocabulary and for writing various types of sentences, including extended sentences. Various tools help students add greater detail without necessarily adding more words. The participants analyze an excerpt by a well-known author and a piece of student writing to consider what needs to be revised in the third step. Ideas for steps four, editing, and five, publishing, are also presented. The workshop includes examples and photos of how the process and technology work together. Participants receive a step-by-step outline from the presenter, an author with more than 100 published articles.

Biography:

MIGLIACCI Naomi most recently taught at Yale University's Center for Language Study. She has a background in Linguistics in Education from the University of Pennsylvania. Naomi opened her own company to coach teachers on best practices and has consulted on many international projects. At The Education Alliance at Brown University she researched the effectiveness of teaching strategies for diverse populations that boost academic achievement for all learners. She is a past Chair of TESOL's Video/Digital Media SIG. Naomi has authored more than 100 articles and is co-editor of *Inclusive Pedagogy for English Language Learners: A Handbook of Research-Informed Practices*.

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**Moody, Louise & Platten, Chris (St. Joseph's School, SA)**

*Primary*

**Workshop: "It takes a village" - meeting the needs of EAL/D students with disabilities in a primary school community**  
**Thursday | 9:40am - 10:35am | Riverbank 6**

At St. Joseph's School, Ottoway, we have a long history of teaching culturally and linguistically diverse students, especially new migrants. Currently, 75 % of our school population is from an EAL/D background. Increasingly, we have students who are English language learners and have a disability. Our challenge is to ensure all the students are able to engage in the curriculum and participate in their local and global communities. We target each student's learning needs through the collection and analysis of a wide range of data and evidence. These documents are stored on our school's digital database and accessed by all teachers and specialists who work with a child. Working as a team, we develop personalised learning plans.

In this workshop participants will work through the processes on identifying specific differences between EAL/D students and those with disabilities. Participants will have the opportunity to develop individual learning plans based on case studies and student profiles. Through discussions, participants will be able to make comparisons to students at their own schools. We will walk through the steps of using a digital database that can draw educators and specialists together to support EAL/D students with disabilities.

Biographies:

Louise Moody is an EAL/D teacher, Inclusive Education Coordinator and the Leader of Learning and Teaching at St Joseph's School, Ottoway. The primary focus of her 13 years of teaching practice has been in the areas of Literacy and English language teaching. She spent 4 years teaching in Hong Kong and has completed a Master of Education (TESOL). Louise's passions in education include understanding the processes of language acquisition, intercultural awareness, personalised learning and social equity.

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Chris Platten has worked in the South Australian Catholic Education system for 25 years and began as Principal of St Joseph's, Ottoway, in 2012. His diverse range of experiences have contributed to his strong belief that every child has the right to an excellent education. Chris's belief encapsulates his vision and mission of building Teaching and Learning communities that are inclusive of all and target the individual needs of every child.

**Moreira dos Anjos Santos, Lucas (Monash University)**

*Higher Education*

**Paper: Fostering EAL teachers professional learning and capabilities in cross-cultural settings**

**Wednesday | 2:40pm - 3:05pm | Riverbank 8**

Global flows of knowledge and multilingual realities have impelled English as an Additional Language (EAL) teachers to see their careers as an ongoing professional learning and development journey. The capabilities and professional skills EAL teachers need to develop throughout their careers are dynamic and ever-changing. One of the main issues for language educators has been to identify which capabilities can better foster reflexive and autonomous professionals, as well as the continuous learning needed by EAL teachers. This paper aims to introduce the English Connect Peer Support program at Monash University. It also aims to discuss the professional learning imbued into the program as current facilitators from TESOL and Applied Linguistics support other students' language development in academic contexts. The Peer Support program is a co-curricular peer-to-peer language learning program that recruits current TESOL and Applied Linguistics students to support other university students. Based on a case study, whose unit is the Peer Support program, the presenters will outline the capabilities and professional skills the facilitators develop while being part of the program. An important dimension of their professional learning is navigating cross-cultural environments and supporting students from different multilingual backgrounds. The findings demonstrate the situated learning that takes place for facilitators as they co-learn with each other and the students they support.

Biography:

Lucas Moreira dos Anjos-Santos is Program Coordinator (Academic English) at English Connect, Monash University. He also is a PhD candidate in the Faculty of Education at Monash University, Australia. He holds a master degree in Language Studies from the Graduate Program of Language Studies at the State University of Londrina, Brazil. He has experience as a language teacher for international students, teaching academic writing and language, and language material design. He is interested in international students' engagement with higher education and cross-cultural communication in face-to-face and online environments.

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**Murray, Frances (walktalkteach.com.au)**

*All Levels*

**Workshop: Taking the deficit out of diversity**

**Thursday | 9:40am – 10:35am | Riverbank 7**

Why is diversity associated with deficit? At all levels in the delivery of Australian education, multilingualism is generally not considered an asset, rather multilingual learners who are not proficient in English are positioned as needing to 'catch up' or 'jump the gap' that is supposedly being 'closed' by others. This paper illuminates this thinking and posits suggestions for suggests ways in which administrators, teachers, teacher educators need to re-position their thinking to move from a deficit model to one of achievement within a diverse multilingual student population.

Biography:

Frances' extensive career has focussed on EAL/D teaching and learning, bilingual education and teacher training. She is passionate about the benefits of bilingual teaching for Australian Indigenous learners from pre-literate cultures. She has made a significant impact in the Northern Territory in all areas of her work from Early Childhood teacher, to Teacher-Linguist in a bilingual school, Curriculum Writer, Teacher Education lecturer, Program Designer and Manager of EAL/D at System and Territory levels. Fran has developed EAL pedagogies used across the north of Australia for up to three decades. She has engaged in on-going Education Consultancy work with schools in the NT and Queensland. She has made a significant contribution to literacy development in both first language and in the field of English-additional-language/dialect learning (EAL/D) for Indigenous and other EAL/D learners across the NT (National Minister's Award for Outstanding Contribution to Improving Literacy/Numeracy 2005). She has led developments in the teaching of EAL/D students in mainstream contexts through her work with ESL teachers and her study in the field. Fran holds a Master of Education Degree in Curriculum Development for Indigenous students in home language and in English programs. Frances undertook a course (Corpus and Status Language Planning) with Professor Joshua Fishman at New York University in 2006.

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**Murtisari, Elisabet Titik (Universitas Kristen Satya Wacana, Indonesia)**

*Higher Education*

**Paper: Using proper translation to teach grammar: EFL students' views**

**Thursday | 10:10am - 10:35am | Riverbank 4**

The use of translation in grammar teaching is largely associated with the Grammar Translation Method (GTM), which has been blamed for the “failure” of language teaching in 20th century. Grammar translation therefore often triggers suspicions that there will be an overreliance on first language (L1) and thus there will be L1 interference and/or that the target language will be learnt out of context. Such concerns, however, do not seem to be compatible with the nature of translation as a type of communication. Furthermore, certain uses of translation will also help promote preservation of L1 and its use as a resource to aid L2 learning, and thus may serve as a bridge between the local and global. We therefore undertook exploratory research with intermediate Indonesian EFL students to investigate their views about using translation as an approach to learn grammar within context. The teacher then used L2 for introducing the grammar form and doing exercises, followed by L1 and L2 for the translation session. At the start of the process, the students were given a two-session introduction about the relations between translation and meaning, and formal incompatibilities among languages. Students' reflections revealed a range of views on the use of translation to help in learning grammar.

*\* Elisabet Titik Murtisari & Rindang Widiningrum are co-authors, but only Elisabet Murtisari is presenting*

Biography:

Elisabet Titik Murtisari is a senior lecturer at the Faculty of Language and Arts, Universitas Kristen Satya Wacana. She obtained her Master's in Translation Studies (Applied Linguistics) from the Australian National University (ANU) and PhD degree in the same field from Monash University.

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**Mwaniki, Munene (University of the Witwatersrand, Johannesburg)**

*Higher Education*

**Paper: Arguments for an English-medium global higher education in South Africa: Insights from a South African university**

**Wednesday | 2:40pm - 3:05pm | Riverbank 3**

Language generally and English language ubiquitousness specifically have been sources of enduring contentions in South African education. This is largely traceable to the country's peculiar history where language has been a key variable in sociocultural and politico-economic discourses that have shaped successive South African Republics on the one hand and the centrality of the education system as a mechanism for the (re)production of sociocultural and politico-economic asymmetries on the other hand. Such a notable peculiarity has been what may be referred to as South African exceptionalism – a narrow conceptualisation of global geopolitics in which sections of South African society could and should defy global trends if not bend the same to suit narrow sociocultural and politico-economic pursuits. These geopolitics bequeathed the country Apartheid and its contemporary vestiges, especially in education and concomitant language politics in education. However, discourses in South African higher education in the recent past precipitated by students' protest movements have exposed the untenability and unsustainability of South African exceptionalism especially in higher education and, amongst other things, put across strong arguments for an English-medium global higher education. The presentation will highlight these arguments from an autoethnographic perspective using data from the University of the Free State (UFS).

Biography:

Dr Munene Mwaniki holds a Bachelor Education (Arts) (Honours) in English and Literature in English and an M.Phil. (Linguistics) from Moi University, Kenya. He also holds a Masters in Public Administration (MPA) and a PhD in Linguistics from the University of the Free State (UFS), South Africa. He is a Visiting Scholar at the Hub for Multilingual Education and Literacies (HuMEL) at the University of the Witwatersrand, Johannesburg. His research focuses on language management epistemology and language management in education in multilingual settings of the global South.

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**Nair, Geetha (Australian Science & Mathematics School)**

*Secondary*

**Paper: Developing critical thinking skills in senior secondary classes**

**Wednesday | 4:00pm - 4:25pm | Riverbank 4**

Developing ethical understanding and critical thinking skills will enable EAL students to more effectively negotiate an increasingly complex and unpredictable future and enhance their participation in local and global contexts. The presenter will share evidence from the teaching practice at the Australian Science and Mathematics School - a senior high school with a focus on interdisciplinary curriculum. Examples of assessment tasks, learning activities and student work samples will be shared to highlight approaches to developing these capabilities in students.

Biography:

Geetha Nair is currently a teacher at the Australian Science and Mathematics School in Adelaide, South Australia. Her experience also includes teaching at high schools in Malaysia and Singapore. She is a member of SATESOL, AATE and AEF.

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**Nallaya, Sasikala (University of South Australia)**

*Higher Education*

**Paper: Comparative digital approaches to improving English language proficiency: A tale of two unis**

**Wednesday | 11:00am - 11:25am | Riverbank 5**

English language proficiency (ELP) enables access to a myriad of opportunities especially in professional settings (Arkoudis, Baik & Richardson, 2012). English is also the medium of instruction in many tertiary institutions around the world (Tsui, 2008). Consequently, students need to be proficient to commence their studies, participate in the academic discourses of their discipline, and function in their profession once they graduate (Arkoudis, Baik & Richardson, 2012). However, student diversity in universities, today characterised by varying age groups, academic abilities, language skills and cultural backgrounds (Goldingay et al., 2012), suggests that not all students would have the necessary ELP required for successful engagement. Often lecturers are not able to support their students' ELP development due to large class sizes, workload constraints and other competing demands. This paper reports on initiatives undertaken in two universities to scaffold the development of ELP using the digital platform. The ELP practices required to meet the learning outcomes in different study programs were designed and embedded in the curriculum as digital resources. Analytics indicate that digital technology can successfully be employed for the development of students' disciplinary and professional ELP, as increasingly students today are concurrently working and studying and require flexible learning approaches.

- Arkoudis, S., Baik, C., & Richardson, S. (2012). English language standards in higher education. Camberwell, Vic.: ACER Press.
- Goldingay, S., Macfarlane, S., Hitch, Danielle, H., Norah, L., Greer, F., Dennis, N., Claire, R. (2012). A multidimensional framework for embedded academic skill development: Transition pedagogy in social work. Deakin University: Faculty of Health, Geelong, Vic.
- Tsui, A. (2008). Internationalization of higher education and linguistic paradoxes. Paper presented at the Languages Issues in English-Medium Universities: A Global Concern, Hong Kong University.

Biography:

**TBA**

ACTA Conference 2018  
**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

**Ngo, Mai (Flinders University)**

*Higher Education*

**Paper: English as a Medium of Instruction (EMI) in an Anglophone nation, Australia: Implications for ‘better’ practices for international and domestic students’ academic and employment success**

**Thursday | 12:00pm - 12:25pm | Riverbank 7**

English as a Medium of Instruction (EMI) is an emerging global phenomenon in almost all universities around the world. This study broadens the definition of EMI by referring to any higher education context in both traditional non-Anglophone countries and Anglophone ones where English is used to teach academic subjects. Contributing to the EMI literature that has predominantly focused on non-Anglophone countries, this study focused on EMI in an Anglophone nation - Australia where EMI is a key feature of all its tertiary institutions with all learning activities conducted solely in English. This study was conducted among fifty students (both international and domestic ones) studying in a postgraduate TESOL degree program in a reputable university in South Australia. Specifically targeting students’ writing proficiency in English, this study critically analyzed their actual writing in written assignments submitted for assessment during their first year of studying in their program at the university. This study provides empirical documentary evidence and insights into challenges facing the students under investigation and suggests implications for ‘better’ practices for improving their English language proficiency in general and their writing skills in particular – at entry, during and at exit of the degree programs – for their academic and employment success.

**Biography:**

Dr Mai Tuyet Ngo is Lecturer in ESL/TESOL and Applied Linguistics at Flinders University. She graduated with Master of Education (in TESOL) with Merit from the University of Sydney in 2000, and with Doctor of Philosophy in TESOL Education in 2014 from the University of New South Wales, Sydney. She received New South Wales Institute of Education Research’s Beth Southwell Award for Outstanding Doctoral Thesis in October 2014, and a number of Innovation Awards granted by TESOL International Association. Dr Mai has had twenty years of experience as a TESOL practitioner and a TESOL Lecturer.

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**Nguyen, Bich (Rossmoyne Senior High School)**

*Secondary*

**Paper: Using digital technologies to create learning opportunities for secondary EAL/D students**

**Friday | 2:00pm - 2:25pm | Riverbank 7**

Students who are placed in English as an additional language or dialect (EAL/D) classes in Western Australia (WA) are often new to the country. Their adaptation and progress are conducive to an inclusive learning environment where their diversity and individual differences are recognised and appreciated. Drawing on EAL/D classes at a prestigious high school in Western Australia, this paper will present some hands-on strategies that involve the use of digital technologies to nurture EAL/D students’ autonomy and make them become reflective decision makers. Examples will be provided to illustrate how technology-enhanced projects can engage EAL/D students in positive interaction with one another and enhance a sense of belonging as well as enable them to seek help from teachers in formal and informal discussions. Through such learning opportunities, new students who are initially timid and reluctant to communicate because of their limited English feel valued and accepted due to group cohesiveness and become open in group and whole-class activities. Moreover, the paper will also examine how digital technologies can be employed to allow shy EAL/D students or EAL/D students with special learning needs to demonstrate learning outcomes in non-conventional ways.

**Biography:**

Dr Bich Nguyen is a Curtin University research associate and an EAL/D teacher with more than 15 years of local and international experience. She has published book chapters and research papers in the areas of World Englishes, Functional Linguistics, SLA and Aboriginal education. Her research directions are to investigate ways to improve educational outcomes for primary and secondary students who speak English as an additional language or dialect.

ACTA Conference 2018  
**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

**Nguyen, Chinh Ngan Le (University of Adelaide)**

*Higher Education*

**Paper: Learning technical terms: A corpus-based approach to help students learn discipline-specific vocabulary in English**

**Wednesday | 4:00pm - 4:25pm | Riverbank 7**

In a mobile world, where ESP students are provided with access to differing discipline-related materials to broaden their specialty knowledge, they frequently face difficulties in acquiring a large amount of available technical vocabulary. Advances in digital technology, however, have made it possible to use corpus tools to facilitate extraction of wordlists of frequently used technical vocabulary worth students' study time and attention. This paper investigates a corpus-based approach to resolving practical challenges arising from materials design in English-medium higher education programs within medical fields. Its aim is to re-examine the available lengthy lists of medical morphemes and specify the most commonly occurring morphemes, based on their prevalence in a corpus of current medical texts available through Sketch Engine text analysis software. The study will provide ESP teachers with a transferable approach using corpus analysis tools to set more explicit and attainable vocabulary learning goals for their students.

Biography:

I am a lecturer in English for Specific Purposes (ESP) Department, Hue University College of Foreign Languages. I received my Bachelor degree in English Language Teaching in 2013. I am currently doing Master of Education in the University of Adelaide. My main research interests are computer-assisted learning, computer-mediated communication and corpus linguistics.

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**Nguyen, Mai (Griffith University)**

*Higher Education*

**Paper: Teachers' perceptions of learner engagement in L2 task-based interaction**

**Wednesday | 12:00pm - 12:25pm | Riverbank 5**

This study investigated how teachers perceive learner engagement and what indicators of learner engagement they use to evaluate degrees of learner engagement. 54 pre- and in-service ESL/EFL teachers with different L1 backgrounds and diverse L2 teaching experiences were asked to intuitively assess learner engagement in two interactions. The teachers' descriptions of learner engagement identified six main indicators: level of deep thinking and attention, task contribution (e.g. amount of content and language production), extent of interaction and assistance, time on task and non-verbal behaviour (e.g. eye-contact and body language), task completion, and emotions (e.g., enthusiasm, motivation and negative/positive attitudes). The findings showed consistency in the teachers' rating decisions even though they were not provided with a specific rubric. The teachers' reasons for their rating decisions revealed that each interaction had some salient features that they relied on in order to determine the degree of learner engagement. The results are discussed in light of previous frameworks of learner engagement. The study contributes to enhancing current understandings of learner engagement and shows benefits of involving teachers as generators of theories to shed light on under-explored Second Language Acquisition constructs.

*\* Dr Phung Dao and Dr Noriko Iwashita are co-authors, but will not be presenting on this occasion*

Biography:

Dr Xuan Nhat Chi Mai Nguyen is a recent PhD graduate of Griffith University, Australia. Her doctoral research examined the impact of TESOL training on teachers' beliefs, teaching practice, and work satisfaction. Her research interests include TESOL teacher education in globalized contexts, second language pedagogy, and characteristics of English use in Vietnam and other Asian countries.

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ACTA Conference 2018  
**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

**Nguyen, Mai (University of Queensland)**

*Higher Education*

**Paper: The impact of prior teacher education on TESOL teachers' work satisfaction**

**Thursday | 10:10am - 10:35am | Riverbank 8**

This paper reports on TESOL teachers' satisfaction with intrinsic and contextual factors constituting their profession, and explores the impact of prior teacher education on their work satisfaction. Data were gathered from an online questionnaire adapted from Kassabgy et al.'s (2001) ESL/EFL job satisfaction survey. The questionnaire was delivered to 85 Vietnamese TESOL teachers who had completed one of 19 Master's level TESOL programs offered overseas, and programs delivered by Inner-Circle institutions in association with a Vietnamese institution. Subsequent in-depth interviews were also conducted with 20 participants.

The findings revealed that the teachers were most satisfied with intrinsic aspects of their work (e.g. seeing students' language development, opportunities for learning and self-developing, and the stimulating nature of the job), and the relationships with their students, colleagues, and supervisors. They were less satisfied with aspects related to institutional support (e.g. teaching autonomy, recognition of teaching accomplishments), and professional standing (e.g. promotion and salary). Influences of teacher education related to how the teachers were seen and welcomed by their supervisors, students, and colleagues when they returned, and, in the case of overseas programs, how the overseas living and study experience added enjoyment and stimulation to teaching. The study provides useful suggestions for key stakeholders involved in the professional development of TESOL teachers regarding the enhancement of teachers' work satisfaction.

**Biography:**

Dr Xuan Nhat Chi Mai Nguyen is a lecturer in Applied Linguistics at School of Languages and Cultures, the University of Queensland, Australia. Her research interests include TESOL teacher education in globalized contexts, second language pedagogy, and characteristics of English use in Vietnam and other Asian countries.

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ACTA Conference 2018  
**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

**Nguyen, Thi Thom Thom (University of Newcastle)**

*Higher Education*

**Paper: Vietnamese EFL teacher educators' professional development in the context of education reform**

**Thursday | 12:00pm - 12:25pm | Riverbank 8**

Education and teacher education in Vietnam are experiencing a rapid transformation, with current language policy directly impacting EFL educators and their professional development (PD). This paper outlines research on the extent of alignment between policy and the realities of Vietnamese EFL teacher educators' PD at different policy levels. EFL teacher educators across the eight largest teacher education institutions in Vietnam were invited to undertake a survey (N = 144) and an individual semi-structured interview (N = 16). Policy documents at both governmental and institutional levels (N = 50) were investigated, using adapted frameworks of content analysis and propositional analysis. The paper argues that while the PD policy trickled down coherently and teacher educators' PD aligned with the policy at the two levels, teacher educators undertook PD not only for compliance reasons. PD engagement proved to be a sustainable part of developing teacher educators' professional identity and motivated them to be change agents in the context of policy reforms. The paper further discusses recommendations for improving EFL teacher educators' PD, namely policy innovations and system-level support. As PD and PD policy analysis play significant roles in education and teacher education, this research offers insights for researchers, policy-makers, educational governance, institutions and educators.

Biography:

Nguyen, Thi Thom Thom has been working as a teacher educator at Vietnam National University, Hanoi – University of Languages and International Studies since 2001. She received her MA (English Linguistics) in 2006 and is currently a PhD student (Education) at the University of Newcastle, Australia. She is also a master trainer in a range of teacher training programs in the National Foreign Languages 2020 Project in Vietnam. Her recent research interests include Teacher education, Professional development, Language policy and Intercultural communication. Her contact: [ThiThomThom.Nguyen@uon.edu.au](mailto:ThiThomThom.Nguyen@uon.edu.au) or [thomthomnguyenthi@yahoo.com](mailto:thomthomnguyenthi@yahoo.com)

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**Nguyệt, Le Thi (Edith Cowan University)**

*General / All Levels*

**Paper: Blended learning: A critical review for English teaching and learning in higher education**

**Thursday | 12:00pm – 12:25pm | Riverbank 5**

Blended learning has emerged as one of the most dominant modes of delivery in English training in the twenty-first century. However, there are no fixed definitions of blended learning and what defines this delivery mode is still controversial. Thus, this paper investigates different viewpoints on what blended learning means and what components define blended learning in English teaching and learning in higher education. To serve the research purposes, 50 selected publications were analysed in a critical review. The findings reveal that different definitions of blended learning can be grouped according to four ways of understanding. At the same time, two new models of blended learning are indicated to address the percentage of online learning and face-to-face learning. Lastly, seven components of blended learning frameworks are identified in previous studies. The findings might be valuable for the design and implementation of blended learning in English training in different academic contexts as well as a useful basis for further research in the field.

Biography:

Thi Nguyệt LE has been a full-time lecturer of English at the University of People's Security, Vietnam for nearly 15 years. She is currently a PhD candidate at the School of Education, Edith Cowan University. She has presented her scientific projects in many academic conferences such as ACTA 2014, ThaiTESOL, and CamTESOL to improve her research competence. Her research interests include TESOL methodology, ESP, CALL, and blended learning. She has been strongly inspired to write about the integration of Web technologies into face-to-face classrooms because she has realised the increasing potential of Web 2.0 in the field of language training.

ACTA Conference 2018  
**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

**Ollerhead, Sue (University of NSW) & Crealy, Isobel (Australian National University / Beverly Hills Intensive English Centre)** *Secondary*

**Paper: Unpacking the “virtual schoolbag”: Teaching through a multilingual and multimodal lens in an Intensive English Centre classroom**

**Thursday | 4:30pm - 4:55pm | Riverbank 7**

Despite the growing numbers of migrant students enrolling in Australian secondary schools, there has been little research conducted into the depth and diversity of cultural and linguistic resources that they bring to Australian classrooms, and the ways in which teachers might harness these to enrich classroom learning.

In this paper, we describe a case study of a collaboration between a university researcher and a secondary teacher at an Intensive English Centre for newly arrived EAL students, in which they plan for, enact and reflect upon translanguaging pedagogy during units on narrative writing and poetry.

The findings reveal that the teacher’s adoption of a translanguaging approach, in which she drew upon students’ diverse funds of knowledge, their first languages, digital technology and other multimodal resources such as colour and music, served to expand and enrich students’ language and literacy practices. This paper provides pedagogical insights into the role of translanguaging pedagogy in supporting the literacy work of migrant EAL students. Moreover, it examines how the adoption of translanguaging pedagogy led to shifts in the beliefs and practices of a monolingual English teacher, which in turn impacted upon the ways in which she responded to the diversity of her students.

**Biographies:**

Dr Sue Ollerhead is a lecturer in Literacies/EALD in the School of Education at UNSW Sydney. Her work centres upon developing effective language and literacy pedagogies for culturally and linguistically diverse students. She also conducts research into learner and teacher identity in language education and refugee-background learners in Australian classrooms.

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Isobel Crealy is a current PhD candidate in Political Science at ANU and a teacher of newly arrived migrants and refugees at an Intensive English Centre in Sydney. Her research focuses on concepts of citizenship and belonging, and the challenges of integration for refugee young people.

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**Pennington, Gill (University of Sydney)**

*Primary*

**Paper: Digital writing in a primary multilingual classroom**

**Thursday | 4:30pm - 4:55pm | Riverbank 3**

This paper describes a project which explores the influence of ICT on the teaching and learning of writing in primary schools. Run by the Centre for Education Statistics and Evaluation (CESE) within the NSW Department of Education, it follows earlier research conducted into online testing which identified potential impacts of digital technology on the development of students’ writing skills. The project is guided by research questions which address how ICT is currently used in primary schools, the impact of new technologies on text composition, and the most effective pedagogy for implementing ICT into writing across the curriculum.

One of the project schools is characterized by high EAL/D enrolments, including an intensive English class for new arrivals from refugee backgrounds. This paper describes the project findings in relation to three classes of multilingual learners. It examines pre- and post-project work samples and outlines the affordances offered by ICT to enhance essential aspects of EAL/D pedagogy, including the creation of opportunities for productive oral interactions, the means of effective scaffolding within a ‘high challenge, high support’ framework, and the development of rich tasks to provide an authentic context for writing.

**Biography:**

Dr Gill Pennington has worked as a primary school EAL/D teacher and project officer in the ACT and was a Multicultural/ESL consultant with the NSW Department of Education in the South Western region of Sydney. She recently completed her PhD, studying storytelling in a multilingual community, and is currently teaching at the University of Sydney. She has been working as a Project Manager within the Department of Education, coordinating research into the impact of ICT on the teaching of writing. She is a council member and past president of ATESOL NSW.

**Poole, Trisha (University of Southern Queensland)**

*General / All levels*

**Paper: Developing a framework for delivering a personalised online digital literacies professional learning course for in-service ESL teachers**

**Wednesday | 4:00pm - 4:25pm | Riverbank 5**

Digital literacies are a critical aspect of being an active and engaged member of 21st century society, and it is important to provide English as a second language (ESL) speakers with opportunities to develop their digital literacies in English. However, pedagogy and content specifically focusing on digital literacies are routinely lacking in initial ESL teacher training. Compounding this is that in-service ESL teacher professional learning is often not focused on digital literacies or does not adequately consider the specific contextual constraints and sensitivities that in-service ESL teachers face. Therefore, a professional learning course that is focused on digital literacies and personalised to individual ESL teacher contexts is needed in order to address this gap. This paper discusses the need for in-service ESL teacher training on digital literacies and presents the nascent development of a framework that will be used to deliver personalised online professional learning (POPL) that addresses these needs. The framework incorporates four critical aspects of effective professional learning: personalisation, social constructivism, situatedness, and extended time frames.

Biography:

Trisha has more than 18 years of international and Australian experience in teaching English to speakers of other languages, training TESOL teachers, and providing professional learning to teachers. She is currently studying her PhD which focuses on effective professional learning for in-service ESL teachers in the digital world and ways of providing a personalised experience for the participants. In her current academic role at the University of Southern Queensland, Trisha provides professional learning opportunities to higher education teachers and focuses on developing the learning and teaching culture within the university.

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**Premier, Jessica (Monash University)**

*Primary*

**Paper: Teacher experiences in a multicultural primary school: A case study from Melbourne**

**Wednesday | 4:00pm - 4:25pm | Riverbank 8**

Due to globalization, some primary schools are becoming increasingly multicultural. This paper presents findings from a qualitative PhD study that investigated teacher experiences of educating EAL students in mainstream schools in Melbourne, Australia. The paper focuses on a case study of a multicultural mainstream primary school that displayed effective approaches for educating EAL students. Data for this case study was collected via interviews with ten teachers. With the exception of one EAL specialist, the participants were not qualified in TESOL/EAL. The findings revealed a number of factors that allowed the participants to feel confident in their ability to teach EAL students. For example, this school had a strong 'community of practice'. Collaboration between classroom teachers and EAL specialists occurred regularly. Participants had adopted a professional identity of being both classroom and EAL teachers, and displayed cultural awareness. The leadership team had established a number of support programs for EAL students, which also supported teachers.

This paper presents a case study that may be of interest to the wider educational community. However, this is not a model of a perfect school, to be replicated. Instead, elements of the findings may be adapted and implemented in other schools based on individual needs.

Biography:

Dr Jessica Premier is a passionate and experienced EAL and English teacher. She has held classroom teaching and leadership positions in primary and secondary schools, and tertiary institutions. Jessica's PhD investigated the experiences of EAL and content area teachers working in multicultural primary and secondary schools. Her research areas of interest are teacher education and TESOL/EAL.

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ACTA Conference 2018

# ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD

Puangpaka, Arm (Mount Gambier North IELP/NAP PS/HS)

Primary & Secondary (IELP/NAP Students)

**Workshop: Using technology to improve refugee students' literacy, cognitive development and engagement**

**Friday | 1:30pm - 2:25pm | Riverbank 3**

A number of refugee students and their families have migrated to Mount Gambier consistently every year since June 2007. Therefore as an educator I needed to develop some strategies and resources to support this particular target group.

Incorporating technology usage within the Intensive English Language Program (IELP) is an initiative of relatively new practical strategies and classroom practice. It has been recommended (*Pim Chris et al 2013:22-23, British Council*) that the application of cooperating technology into our teaching practices should be part of students' daily activities. Studies (*Solanki D. et al 2012:152-155*) have shown that students are more likely to stay engaged when technology is incorporated and that technology helps make teaching and learning more meaningful and effective. Furthermore, technology has been a positive impact on students' ways of thinking and is supporting their brains to process and interpret information (*Al-Hariri MT et al 2017:82-85*).

In this workshop, I will show participants a number of ways that engage refugee students, promote their English language learning and improve their cognitive development by cooperating technology such as Interactive whiteboards, YouTube, iPad apps and coding in teaching practices in a classroom situation.

*\* The participants need to bring iPad or mobile phones with internet access.*

- Pim Chris, British Council 2013, <https://www.teachingenglish.org.uk/sites/teacheng/files/C607> (22-23)
- Solanki D, International Conference on Language, Medias and Culture 2012, <https://www.ipeDrcom/vol33/030-ICLMC2012-L10042> (152-155)
- Al-Hariri M, Journal of Taibah University Medical Sciences 2017, [https://www.researchgate.net/publication/312624759\\_Impact\\_of\\_students'\\_use\\_of\\_technology\\_on\\_their\\_earning\\_achievements\\_in\\_physiology\\_courses\\_at\\_the\\_University\\_of\\_Dammam](https://www.researchgate.net/publication/312624759_Impact_of_students'_use_of_technology_on_their_earning_achievements_in_physiology_courses_at_the_University_of_Dammam) (82-85)

Biography:

"Arm" is my name. It is short and unique like myself. I was born and grew up in the land of smiles. I migrated to Australia in 2005. Prior to that, I taught in Junior and Primary levels in an international school in Thailand for five years. After obtaining a Master degree, I taught pre-university students in an international university in Thailand for two years. In 2005, I migrated to Australia to do further studies and obtained a teaching job as an IELP and EALD teacher for eight years, then a Teaching and Learning Coordinator for two years, and now an IELP Assistant Principal. I am thankful for the opportunity to work in a nurturing, loving environment where children can learn and experience new challenges that will help build their confidence.

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ACTA Conference 2018  
**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

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Ranieri, Alissa & Allen, Sathy (Department of Education and Training, Victoria)

Primary

Paper: Sustainable language: Utilising nature to propagate long term language acquisition

Wednesday | 2:40pm - 3:05pm | Riverbank 7

**\*\*\*REDUCED FROM A WORKSHOP TO A PAPER DUE TO A 3<sup>rd</sup> SPEAKER CANCELLATION LAST MINUTE \*\*\***

Contemporary settings for language learning in Victorian schools have become increasingly diverse. Current classroom settings include learners who have had interrupted schooling, arriving on Australian shores from places of conflict and persecution. These learners often present with low proficiency in their L1 and language of instruction. How does language acquisition become sustainable in this new environment? The backdrop for this workshop is based around our collective classroom experiences, where we apply a range of effective methods in a high challenge, high support learning space promoting learner autonomy. The activities in this workshop explore two of these methods, both of which grow out of the universal context of natural environments. It explores a whole language approach which incorporates aspects of language experience, calling on natural environments (including school kitchen gardens) and sustainability and environmental education as a context for developing language. Additionally, reciprocal teaching focuses on cognitive strategies that lead to improved reading comprehension and helps guide learners via small group discussions. For EAL learners, the newly acquired language and content are recycled to build their confidence; thus enabling them to become more effective language users of the target language.

**Biographies:**

Alissa Ranieri has been teaching in Australian mainstream primary school settings for 7 years. She earned her Master of Teaching (Primary) from The University of Melbourne. She is currently a team leader within her school and leads EAL/D and Refugee initiatives.

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Sathy Allen has been an EAL practitioner and she holds a Master of Education (TESOL) from Deakin University. Sathy has taught in the mainstream in Darwin (Northern Territory) before she moved south to teach EAL in Melbourne. Her experience in teaching primary-aged learners in various EAL settings makes her passionate about EAL teaching and collaborating with her peers to provide best practice in EAL learning and teaching.

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Trish Magree began teaching 11 years ago. She has a Master of Education from Monash University where she published a thesis on environmental education. She has taught in mainstream primary settings in Melbourne along with environmental education organisations including the Royal Botanic Gardens, Victoria, before moving into higher education where she taught the Bachelor of Education units for Monash, ACU and Swinburne. Her experience in teaching has included EAL settings and her interest in sustainability is always linked to language learning.

*\* Trish Magree was unable to attend the 2018 ACTA Conference*

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ACTA Conference 2018  
**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

**Raybould, Amy (Wiltja Anangu Secondary College, SA)**

*Secondary*

**Paper: Walking in two worlds: How English language learning can empower Indigenous students to participate in their communities and the wider world**

**Friday | 11:30am - 11:55am | Riverbank 3**

The Wiltja Program works with students from remote communities in the Anangu Pitjantjatjara Yankunytjatjara (APY) Lands, Maralinga Lands, and some Western Australian and Northern Territory communities, who take part in a boarding program in Adelaide for their secondary schooling. The program's vision is "for Anangu students to confidently determine and control their future aspirations, provide positive input into the well-being and sustainability of their communities, and actively participate in the wider world." For these students, mobility is a way of life, both in a traditional sense, and as students literally move between the expectations of a mainstream schooling system, and life in Anangu communities, using English as a tool to shape their identity, and the future of their communities. Mobility is both an advantage, and a challenge. The paper explores the views of Wiltja students on their aspirations, what life looks like after Wiltja, and how English language learning in the Wiltja program empowers them to make choices about participating in the wider world, as well as maintaining and strengthening connection to culture. Through discussions around the Personal Learning Plan subject, and a questionnaire with the eight SACE students, I was able to collect data, as well as access existing data about what ex-students are doing 'post-Wiltja'. I discuss how English can assist students who move back to community, in education and leadership roles, and to potentially engage with government and policy makers, and also the challenges that are involved with this. The paper concludes with implications for EAL/D curriculum for Indigenous students.

**Biography:**

Amy Raybould is a passionate EAL/D educator, with a particular interest in improving educational outcomes for Indigenous students. Amy has a background teaching in mainstream settings and New Arrivals Programs in Australia and the UK, most recently teaching English to Indigenous secondary students in the Wiltja Program. She holds a Master of TESOL from the University of Melbourne.

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ACTA Conference 2018  
**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

**Restall, Greg (University of South Australia)**

*General / All Levels*

**Paper: Mobilising pre-service primary school teachers: Intercultural learning from a short-term study tour in Indonesia**

**Friday | 10:10am - 10:35am | Riverbank 8**

Learning to be a primary school teacher in classrooms of increasing cultural and linguistic diversity involves not only discovering more about the skills and knowledge of English language teaching but also the dispositions of an English as an Additional Language or Dialect (EAL/D) teacher (Singh & Richards, 2006). In an era of globalisation and increased mobility, intercultural learning becomes an essential component of identity formation for teachers, particularly for those who have limited immersive experience in the cultures and languages of their students.

This paper reports on the development of EAL/D teacher identity among pre-service primary school teachers from Australia who have participated in a short-term study tour in Indonesia. The experience involved lectures, language learning, English language teaching opportunities and cultural activities. The participants kept a reflective journal of their experiences supported by photos and videos, and produced an e-Portfolio of their intercultural learning as an assessment task for the study tour.

I performed a document analysis on selected e-Portfolios and conducted a focus group interview using socio-cultural conceptions of identity from Kramsch (2014), Norton and Toohey (2011) and Wenger (1998) to better understand the development of EAL/D teacher identity amongst the participants. This analysis provides clear illustrations of such development as well as how participants plan to integrate their intercultural learning and competencies as teachers in Australian schools.

- Kramsch, C (2014) Teaching Foreign Languages in an Era of Globalization: Introduction. *The Modern Language Journal*, 98(1): pp. 296-311.
- Norton, B and Toohey, K (2011) Identity, language learning, and social change. *Language Teaching* 44(4): 412–46.
- Singh, G and Richards, JC (2006) Teaching and learning in the language teacher education course room: a critical sociocultural perspective. *RELC Journal* 37(2): 149–75.
- Wenger, E (1998) *Communities of Practice: Learning, Meaning, and Identity*. New York: Cambridge University Press.

**Biography:**

Dr Greg Restall is a TESOL educator in the School of Education at the University of South Australia. He holds a PhD in Online Collaborative Learning from Monash University and a Masters degree in Educational Studies from Adelaide University. He has educated Australian and international students of TESOL and EAL from pre-university to postgraduate studies throughout his career and has supervised international doctoral students to completion. His current activities and research interests include student mobility to Asian countries, Asia Literacy, intercultural competence, teacher identity and professional learning, and flipped and collaborative learning.

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ACTA Conference 2018  
**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

**Rushton, Kathy (University of Sydney)**

*Primary & Secondary*

**Paper: Considering the ACTA elaborations of the Australian Professional Standards for Teachers (APST): To what extent do the APST support teachers of EAL/D students to describe their work and plan their professional learning?**

**Thursday | 11:00am - 11:25am | Riverbank 6**

In the current context in which the Australian National Professional Standards for Teachers (APST) are being implemented for all teachers, there is a need to recognise the role of teachers who provide support for EAL/D students. This study aims to explore teachers' perceptions of the elaborations developed by ACTA and endorsed by AITSL, for the use of EAL/D teachers and especially in describing their work and identifying their professional learning needs. Using case study research design, this study collected data with a range of stake holders from a number of schools in NSW. Teachers reported on the challenges they faced in describing and evaluating their work in relation to the APST and discussed the challenges their schools faced in supporting EAL/D learners. It is hoped that this study will contribute to raising awareness of the particular professional learning needs of teachers who work with EAL/D students in both specialist and classroom teacher roles.

Biography:

Dr Kathy Rushton is interested in the development of literacy, especially in socio-economically disadvantaged communities with students learning English as an additional language or dialect. She has worked as a literacy consultant, EAL/D and classroom teacher with the Department of Education (NSW), and in a range of other educational institutions. Kathy is a lecturer in the Sydney School of Education and Social Work at the University of Sydney.

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**Silvia, Arnis (University of South Australia)**

*Higher education*

**Paper: GE, ESP and everything in between: A survey study from Indonesian universities**

**Thursday | 11:00am - 11:25am | Riverbank 3**

Since the 2012 enactment of Law No. 12 regulating the foundation courses for higher education in Indonesia, an English course is taught in all discipline-based faculties as a requirement for students' passing their degree. This policy is interpreted independently by universities and their faculties, as either General English (GE), English for Specific Purposes (ESP), or another variation. This paper examines the current landscape of these courses, providing baseline data on some issues in English teaching in non-language disciplines. 161 university English teachers responded to a 10-item self-reporting survey. Data analysis indicates that faculties have various preferences as to whether Law no. 12 English is taught as GE, ESP, EAP (English for Academic Purposes) or even as a TOEFL preparation course.

The absence of policy on English courses in non-language majors also contributes to the challenges that teachers experience, and the solutions they propose. These will be described and illustrated, demonstrating a need for policy makers to encourage mobility of English language curriculum for non-language majors in Indonesian universities. Discipline-based English language teaching would be one way to make the foundation course instrumental and relevant to students' needs, addressing the challenges for teachers, and ideally supported by collaboration across universities.

Biography:

Arnis Silvia is currently a Ph.D candidate in Languages and Linguistics, University of South Australia, and an English language teacher at State Islamic University of Syarif Hidayatullah Jakarta where she gained her Master degree. Her research interests include: language learning strategies' (2008-2010), cultural content in English textbooks, English for Specific Purposes and identity, and teacher professional development (2011-2015), and how General English-trained teachers who are required to be ESP teachers deal with the issues they encounter and what comes into play in their identity development (current). Arnis has presented at some international conferences in Indonesia, Malaysia, and Australia. She has also published in some ELT journals both in Indonesia and England.

ACTA Conference 2018  
**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

**Simeon, Kate (Aranmore Catholic College, WA)**

*General / All Levels*

**Paper: E-texts in the classroom – affordances and limitations**

**Thursday | 11:00am - 11:25am | Riverbank 4**

With a move to 1-1 devices in schools, the disappearance of paper textbooks in favour of e-texts seemed inevitable. Many schools have now mandated students use e-texts, with commonly held beliefs that they will be more up-to-date, interactive, differentiated and cheaper. But is this really the case? While e-texts do provide additional functionality and features to traditional print texts, these come at a cost – both monetary and physical. This presentation will explore the affordances and limitations from both a research base and from lived experience. The research was conducted as a Masters dissertation, prompted by observations and experiences of students and teachers at a low SES school, with a high EAL/D population, where a move to e-texts was mandated for the 2016 school year, with very mixed results. E-texts vary in usability and adaptation from traditional texts, which students and staff both found frustrating, with many asking to return to text books. Furthermore, misconceptions around cost benefits proved incorrect, with limitations placed on second-hand book sales and increased costs based on additional information being included in e-texts.

Biography:

Kate is the Head of the EAL/D department and the Intensive English Centre at Aranmore Catholic College, in Leederville, Western Australia. She has a special interest in the impact technology has on EAL/D students and has recently completed her Masters of Education in this area.

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ACTA Conference 2018  
**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

**Slaughter, Yvette (University of Melbourne)**

*Primary & Secondary*

**Paper: Understanding plurilingual pedagogies within an EAL context**

**Friday | 10:10am - 10:35am | Riverbank 4**

Conventional views of teaching English as an Additional Language (EAL) often frame languages as discrete systems that speakers switch between. However, current theories of translanguaging and bilingualism challenge this assumption, arguing that the language practices of bilinguals are drawn from a single linguistic repertoire, and that enabling access to the full breadth of students' language practices can be a vital resource for further language development (e.g. Garcia & Wei, 2014). A perennial challenge is understanding, in the Australian context, what role languages other than English can play in the EAL classroom.

This paper reports on research, in the Australian school context, into the use of ethnolinguistic mapping as a pedagogic device to assist EAL teachers in understanding their stances towards students' multilingual repertoires. The research examines how teachers' pedagogic choices are influenced by their positioning towards multilingualism and how their pedagogic choices were changed or reaffirmed through the use of mapping. Through case studies of teachers and classes, we will discuss key variables which influence when and how teachers accommodate linguistic repertoires, and consider the resources marginalised student groups bring into a learning environment and how teachers can leverage this understanding in complex educational environments.

- García, O. and Wei, L. (2014). *Translanguaging: Language, Bilingualism and Education*. New York: Palgrave Macmillan.

**Biography:**

Dr Yvette Slaughter is a senior lecturer in Language and Literacy Education within the Melbourne Graduate School of Education at The University of Melbourne. Her research interests focus around language policy and planning, multilingualism in education, and language program implementation, particularly the use of ICT in both program delivery and teaching practices. Yvette is currently working on research focusing on multimodal engagement with linguistic resources in education EAL classrooms.

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Dr Russell Cross is Associate Professor in Language and Literacy Education within the Melbourne Graduate School of Education, where he leads their teaching and research initiatives in bilingual education and content and language integrated learning (CLIL). His research focuses on teachers' work, with particular attention to the social, cultural, and political dimensions of professional teacher knowledge and practice from a Vygotskian sociocultural perspective. His work has appear widely in *Modern Language Journal*, *Teachers & Teaching*, *Language & Education*, *Journal of Curriculum Studies*, *British Journal of Sociology of Education*, and the *Journal of Teacher Education* amongst others.

*\* Co-author Russell Cross is unable to present*

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ACTA Conference 2018  
**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

**Stevens, Simon (Catholic Education Melbourne)**

*Secondary*

**Paper: Puck you, sir – EALD students take on Shakespeare**

**Wednesday | 12:00pm - 12:25pm | Riverbank 6**

In a drama class in a multicultural, multilingual and multiliterate context, the EALD Teaching - Learning Cycle (EALD-TLC) provided teacher and students a framework with which to negotiate both assessment success and (inter-)cultural identity. Teaching Shakespeare to high school students with diverse English language skills that reflected their mobile lives and educational backgrounds needed a framework that found common ground. Students from South Sudan, Hong Kong, India and Anglo Australia brought their respective literacies, cultural understandings and aspirations to this class on Shakespeare and from their disparate starting points, together built a shared understanding to create a unique and unified dramatic performance of *A Midsummer Night's Dream*.

This presentation focusses on the learning of one student, V, from Sudan, who was cast in the role of Oberon. Using the EALD-TLC, the teacher supported her to interpret the text and enact her understanding of her character through her mother tongue, Dinka. Taking ownership of Shakespeare's language enabled V to recontextualise its meaning. V's deep insight into language, character and performance supported not only successful dramatic outcomes, but through an intensive three stage translation process again following the EALD-TLC, she also achieved success in the English language written reflection.

**Biography:**

Simon Stevens has worked in Catholic Education for 30 years. As a teacher of Drama he has witnessed the effectiveness of a drama pedagogy that incorporates a Teaching - Learning Cycle to enhance and improve English confidence and ability. Working in a context of a school which has always welcomed new arrivals to Australia, he knows something of the need for language mobility in a global world. As a coordinator of an International Student Program as well as the Deputy Principal in charge of social justice programs, his concerns have always been at the nexus of language, culture and inclusion.

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**Sumithran, Suma (Department of Education and Training, Victoria)**

*Adult*

**Paper: What happens in your country? Teacher constructions of adult EAL students' cultural identities**

**Friday | 10:10am - 10:35am | Riverbank 3**

Australia is a country of migrants with diverse and shifting cultural identities. Teachers' perceptions of the cultural identities of students may have a critical bearing on their language learning experiences in the adult EAL classroom. Literature highlights the normalisation of cultural stereotypes in the field of TESOL, the complex nature of culture and students' multiple identities, and the issue of students' investment in language learning. This study sought to investigate teachers' understanding of their adult EAL students' cultural identities, using a qualitative approach through interviews with three EAL teachers. The themes that emerged from data analysis were threefold: challenges and opportunities for the students, descriptions of students' cultures, and characteristics of good language learners. The data reveals cultural stereotyping by the teachers, and superficial exploration of culture in the classroom. The depiction of students as cultural representatives, and the categorization of students by country of origin when describing their success in language learning are also a highlighted feature. The paper concludes with implications regarding the silencing of students' identities, usage of the term 'Australians' by the teachers in the EAL classroom, and the alignment of students' imagined identities with the teachers' pedagogy.

**Biography:**

I have taught EAL students in the AMEP (Adult Migrant English Program) and SEE (Skills for Education and Employment) programs at various education institutes. I recently completed a Master of Education in TESOL from Deakin University, and I currently teach the SEE program in Victoria.

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**Suri, Ashima, Alexander, Rita (Our Lady of the Sacred Heart College), French, Mei Lian (Our Lady of the Sacred Heart College / University of South Australia)**

*Primary & Secondary*

**Workshop: Rethinking EAL learners – developing professional learning for your school**

**Friday | 11:00am - 11:55am | Riverbank 8**

In a school where diverse cultures and languages interact, students exhibit social and cognitive flexibility, and teachers must also develop mobility in thinking and role relationships. As EALD teachers in such a high school, we often design and deliver professional learning. Wanting to focus on our students as individuals and experts, we invited our colleagues to learn more about the lives, strengths and resources of the EALD learners in their classes. Over a school year, we asked our colleagues to voice and challenge teachers' assumptions about EALD learners. They took the role of learner to listen to students' stories and learn new skills from them. Teachers reported improved understanding of their students' life experiences, deeper empathy, more positive relationships and creative approaches to pedagogy that supports English learning across the curriculum.

This professional learning program was memorable, sustainable, and allowed teachers to rethink themselves as co-learners with EALD students. For the EALD specialists, running these workshops also re-energised us as lead teachers in the school. In this workshop, we will outline the program we conducted in the school, and support participants to plan a professional learning program for their own context, drawing on the EALD elaborations to the AITSL standards.

**Biographies:**

Ashima Suri is an EAL and Science teacher who enjoys working with multilingual students who contribute significantly to the school community with their cultural beliefs, knowledge and understanding, skills and resilience in their daily lives. As an EAL network teacher in Adelaide, Ashima has worked across different schools working with both students and staff using different pedagogies to support the development of academic English for the students. She finds it extremely rewarding to see EAL students beginning schooling with limited English language skills and through scaffolded curriculum accomplish success.

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Rita is an experienced teacher who has worked with EAL learners at all stages of schooling, from early childhood to Year 12, and in teacher development. Rita's career has seen her work in a broad range of contexts across South Australia, and get to know students and teachers from around the world. With her own connections to international cultures, Rita takes particular interest in harnessing students' varied cultural and linguistic experiences to construct positive learning identities and support learning of English language and across the curriculum.

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Mei French is an EAL teacher who works with fabulous colleagues teaching multilingual young women in a secondary school. She is an active member of the EAL educators' community in South Australia. She is also completing her PhD with the University of South Australia, researching how students use their multilingual resources for learning in high school.

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**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

**Sutherland, Kathryn (Hawker College, ACT Education Directorate)**

*Secondary*

**Workshop: Why don't they understand me? Cross-cultural communication and the need for explicit instructions in the Australian context**

**Thursday | 4:00pm - 4:55pm | Riverbank 8**

Whilst studying cross-cultural communication during my post-graduate studies, I undertook research into intercultural communication in my senior secondary college, testing my hypothesis that the indirect nature of request speech acts in Australian English impacts on EALD students' ability to comprehend teachers' oral directives. Anecdotal evidence from teachers and students had suggested this was the case.

Authentic teacher directives were collected from visits to five subject classrooms. From these, ten representative speech acts were selected for research testing in an EALD class. Students were asked to identify the purpose of each speech act (delivered aloud) from 3 options, then write what the teacher meant/wanted them to do. An Australian-born student was included as a control. The data was collated and analysed, revealing that our EALD students fully comprehended less than 38% of classroom 'teachers' oral instructions.

The conference workshop will mirror follow-up professional learning conducted with my staff, along with strategies for building EALD students' understanding of indirect requests. With hands-on activities and practical strategies, this workshop can build teacher capacity for improving intercultural communication in schools.

- Blum- Kulka, S. and Olshtain, E. (1984). Requests and Apologies: A Cross-Cultural Study of Speech Act Realization Patterns (CCSARP)1. *Applied Linguistics*, 5(3), pp.196-213.

**Biography:**

Kathryn Sutherland, an EALD teacher of 30 years' experience, leads the English and Humanities faculty at Hawker College, a senior secondary college in Canberra. Kathryn's TESOL experience extends across states and sectors, IEC and mainstream, and a consultancy role, managing and supporting ESL program delivery across ACT schools. Kathryn led ACT college ESL teachers in incorporating the Australian Curriculum Senior Secondary EALD courses into ACT Board of Senior Secondary Studies programs and she regularly supports colleagues from other schools in matters of EALD programming, pedagogy and advocacy. Kathryn is also a published author of ten graded readers.

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**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

**Ta, Binh (Monash University)**

*Higher Education*

**Paper: International student communication challenges: Perspectives from field educators supervising international social work students on placement in Australia**

**Wednesday | 4:30pm - 4:55pm | Riverbank 4**

Increasing numbers of students are learning English in order to pursue tertiary education abroad. Studies have reported various linguistic barriers that affect international students' academic success. Much research on this topic has focused either on university-based contexts or the student perspective, however little attention has been paid to the context of field education placements and the field educator perspective. The present paper responds to this gap in the literature by examining field educators' views of international students' language and communication challenges in social work placement contexts. Drawing on 74 survey responses from field educators across Australia, it was found that language and communication accounted for the biggest challenge in supervising international students on placements. In-depth interviews with 15 field educators revealed that field educators perceived that international students had difficulties performing various kinds of communication tasks in various social work fields of practice such as mental health, aged care, disability support, counselling, and child protection. These contexts require specialised communication skills that necessitate specialised training. The paper calls for more attention into developing work-task-specific communication skills for international students enrolled in courses that involve field education placements.

Biography:

Binh Ta is currently completing her PhD at Monash University in PhD supervision. She has a Master of Philosophy in Second Language Education, focusing on teacher-student collaboration, and a Masters of English Language Teaching Methodology. She has extensive English language teaching and teacher training experience, particularly at the tertiary level. Her research interests include conversation analysis, academic advice and international student support. Email: [binh.ta@monash.edu](mailto:binh.ta@monash.edu)

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**Thomas, Judith (University of Adelaide)**

*Secondary*

**Paper: How to engage with English language learners in a mobile world?**

**Thursday | 4:00pm - 4:25pm | Riverbank 3**

Journeys of English language learners, such as the South Sudanese refugee secondary students, are not only huge in terms of the distance covered but also in terms of the learning and cultural gaps within a global mobile world. In my recent doctoral study (Thomas, 2017) the recollections of a small group of Dinka-speaking refugee secondary school student participants, based in Adelaide, highlighted the importance of literacy in their home language as the necessary pre-requisite to acquiring the compulsory literacy in English. Understanding their unique learning needs, including the desire to have a personalised relationship with their teachers, was also found to be essential to bridge the gaps to successfully engage with English language learning. A recently constructed *MELT* (Models of Engaging Learning & Teaching) learning pentagon (Thomas & Sabir, 2017) can also help teachers understand such students' 'unique journey...towards achieving their own learning autonomy'.

- <sup>1</sup>Thomas, J. (2017). *From Southern Sudan to Adelaide: learning journeys of refugee secondary students*. PhD thesis, University of Adelaide, Australia.
- Thomas, J., & Sabir, F. (2017). *Investigating Refugee Secondary Student Perspectives on Models of Engaged Learning & Teaching*. Paper presented at the I-MELT 2017 Conference Proceedings, Adelaide South Australia.

Biography

Dr Judith Thomas holds a doctorate on the learning experiences of refugee secondary students and has taught secondary trainee teachers of EALD (English as an Additional Language/Dialect) and language students at the tertiary level. Her experience also covers a strong international background at both the secondary and tertiary levels. Judith is a dedicated educator and is passionate about helping students achieve success regardless of ability and background.

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# ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD

**Tour, Ekaterina & Gindidis, Maria (Monash University)**

*Primary & Secondary*

**Workshop: Teaching digital literacies and language through transmedia storytelling**

**Wednesday | 2:40pm - 3:35pm | Riverbank 5**

Transmedia Storytelling is an innovative approach to teaching digital literacies in EAL contexts in which different parts of a narrative are delivered across multiple physical and digital platforms. This approach will be introduced to participants in this workshop who will then be immersed and scaffolded into creating their own resource. This highly practical workshop designed for primary and secondary EAL/D teachers will provide opportunities for participants to plan and design transmedia storytelling units with the help of a flexible framework, relevant examples and facilitators' support. Participants will discuss how the Transmedia Storytelling units can be linked to their own and the Australian Curriculum (ICT capability), include EAL texts, use available technologies, and connect with a wider community. The workshop will conclude with a collective sharing so that participants can access other Transmedia Storytelling units that they can customise to meet the needs of their own students and contexts. Participants are asked to bring their own digital devices (e.g. ipads, laptops) to use during the workshop. The approach and resources have been developed as an outcome of a research project funded by VicTESOL "Improving Refugee Students' Access to Digital Literacies: Integrating Transmedia Storytelling in an EAL (Year 7) Classroom" in 2017.

#### Biographies:

Dr Ekaterina Tour is a lecturer in the Faculty of Education at Monash University. Her current research projects investigate how people use digital technologies and new literacies for everyday life, work and learning in different linguistic and socio-cultural contexts. Ekaterina is an author of a number of publications in the field of digital media, literacy and TESOL published locally and internationally. She also teaches in the Faculty's teacher education undergraduate and postgraduate programs. Ekaterina's full profile is available at <http://newmediaresearch.educ.monash.edu.au/lnmrg/katrinatour>.

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Dr Maria Gindidis is a lecturer in Teacher Education teaching in cross-disciplinary units across undergraduate and postgraduate courses in Teaching and Learning and an accredited school reviewer. Maria's research is in Bilingual Education, brain compatible classrooms and second languages, EAL teaching and policy. She served as the state coordinator of the Bilingual Schools Project where she coordinated a longitudinal three-year evaluation of 15 schools. Maria has worked as a secondary EAL teacher, Innovations and Excellence Educator across a cluster, Gippsland Middle Years Project Leader, Acting Principal and Assistant Principal.

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**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

**Tran, Hao (Griffith University)**

*Higher Education*

**Paper: Language teachers' professional identity negotiation in the process of language changes: Stories from transitioned teachers**

**Thursday | 11:00am - 11:25am | Riverbank 8**

In the field of teacher education, ample studies have investigated teachers' professional identity in various contexts. Fewer studies; however, have paid attention to teachers' professional identity negotiation in the process of educational changes or educational reform. In the Vietnamese context, as required by political and educational changes, large numbers of former teachers of French, Chinese and Russian were required to shift to teaching English and were put through a process of retraining, known as 'transitioning'. In this presentation, I will report on part of my doctoral study and examine the professional identity negotiation and (re)construction of three of these teachers through their transitioning process at one of the ten leading state Vietnamese universities. The concept of figurative and positional identities of Figured Worlds by Holland et al. (1998) is employed to analyse the data and illustrate the stories of the three teachers. The findings disclose important features of teachers' professional identity negotiation in times of reform and may contribute to general teacher education and related policies in various language teaching contexts where teachers might undergo similar role mobility.

- Holland, D., Lachicotte Jr, W., Skinner, D. & Cain, C. (1998). *Identity and agency in cultural worlds*. Massachusetts, Cambridge: Harvard University Press.

Biography:

Hao Tran is currently doing her PhD at Griffith University, Australia. She obtained a Master of Applied Linguistics (Advanced) (TESOL) from the University of Queensland, Australia and has worked as a Lecturer of English at Vinh University in Vietnam for eight years. Some of her current academic interests include language policy and planning, teachers' professional agency, teachers' identity, teacher education and World Englishes.

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**Tran-Thanh, Vu (Vien Dong College, Vietnam)**

*General / All levels*

**Paper: Awareness and avoidance of cultural stereotypes in English language teaching resources**

**Thursday | 12:00pm - 12:25pm | Riverbank 4**

In this age of mobility and globalization, intercultural communication competence is a necessity for English language learners. These learners require effective communication skills that are appropriate across different cultural contexts of use. This requires an ability to overcome cultural stereotypes, besides the development of language proficiency. Stereotypes can have been shown to cause misunderstanding, poor judgment, or even prejudice (Hough, 2001). In this presentation, I aim to encourage language teachers to address this issue through the selection and adaptation of suitable teaching materials. Concrete examples of teaching resources, including written texts and visual images, will be used to propose problems that culturally stereotyped English teaching contents may bring, highlight potential consequences, and offer recommendations to improve resource contents. To conclude, practical recommendations will be given in order to help language teachers deliver their lessons.

- Hough, D. A. (2001). How Can We Overcome Cultural Stereotypes? *Memoirs of Shonan Institute of Technology*, 35(1), 137–150.

Biography:

Vu Tran-Thanh is currently working as a lecturer at Vien Dong College, Ho Chi Minh City, Vietnam, teaching mainly English Teaching Methodology. He received his M.Ed. in TESOL from the University of Southern Queensland, Australia in 2015. In addition to his teaching, he has been providing workshops in teaching practice for teachers at various language schools in Cu Chi District. His main interests include innovating English teaching techniques, applying them to real teaching experience and sharing them with his colleagues and student teachers.

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**Triprihatmini, Veronica (Sanata Dharma University, Indonesia)**

*General / All Levels*

**Paper: Nurturing pre-service English teachers' identities through reflective learning practices**

**Thursday | 11:30am - 11:55am | Riverbank 8**

Reflective learning has become widespread in the field of teacher education, asserting that education is a process of formation and development of learners as individuals. The practice of reflective learning for pre-service teachers can be a valuable tool in the development of teacher identities and professionalism in a mobile world. This paper is a report about reflective learning practices in the Micro Teaching Course in the English Education Study Program at Sanata Dharma University, Indonesia. The paper documents the integration of reflective practices into the Micro Teaching Course and provides examples of these practices. To evaluate the process, a descriptive qualitative study used portfolio reflections of the students' teaching practices and interviews for data gathering and an interactive model of document analysis.

The study reveals that the students' reflection practices helped them develop their identities as 'becoming English teachers'. The reflective learning practices had trained them to draw meanings from their learning experiences and relate that to a broader purpose, as well as to question what and why, which later on led to their awareness of professional English teachers' attributes and identities.

Biography:

Veronica Triprihatmini graduated from the English Education Study Programme of Sanata Dharma University in 1996. She earned her Master's degree in American Studies from Gadjah Mada University in 2003, and her M.A. TESOL degree from Lancaster University, United Kingdom in 2007. She has experiences in teaching English both in schools and English courses (1988-1996). At present she teaches in the English Education Study Programme of Sanata Dharma University and has been involved in trainings for pre-service and in-service teachers.

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**Turnbull, Margaret (NSW Department of Education)**

*Primary & Secondary*

**Workshop: National Literacy Learning Progressions: Implications for EAL/D teaching and learning**

**Thursday | 11:30am - 12:25pm | Riverbank 6**

With the release of the ACARA National Literacy Learning Progression in January, 2018, a selection of NSW schools have begun implementation in the K-2 context. Rob Randall, CEO, ACARA describes the national learning progressions as a tool to 'support teachers in locating where individual students are in terms of their literacy development, and to support understanding of the typical sequence of learning for literacy'.

In this workshop I explore the implications of the National Literacy Learning Progressions for EAL/D learners. Through analysis of EAL/D student work samples, participants explore the use of the progressions for EAL/D teaching and learning and the relationship between the Literacy Learning Progressions and the EAL/D Learning Progressions. The workshop also explores options for use of these tools to inform teaching, programming and planning, assessment and reporting.

Biography:

Margaret is currently working as a Principal Policy Analyst in the NSW Department of Education. In this role she was involved in the development of the ACARA National Literacy and Numeracy Learning Progressions. For the majority of her career she has worked in EAL/D education. As an Instructional Leader at a culturally and linguistically diverse school in South Western Sydney she led teacher learning in EAL/D pedagogy and assessment practices. Previously, as the coordinator of the EAL/D program in NSW Department of Education, she led assessment, curriculum and research projects and policy development for EAL learners. As a Multicultural EAL/D consultant she supported EAL/D teachers in schools across the state.

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# ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD

**Unwin, Dan (Tabor College of Higher Education)**

*General / All Levels*

**Paper: The impact of cultural stress on the teaching experiences of first-time western language teachers making the transition into Asian cultures**

**Friday | 9:40am - 10:05am | Riverbank 8**

Recognising a gap in TESOL research, this qualitative study explores the impact of cultural stress on the teaching experiences of 'first-time Western English language teachers' (WELTs) making the transition into Asian cultures, with a specific focus on those who have struggled (or still are struggling) with acculturation. For WELTs, taking up roles in Asian contexts for the first time can present potentially significant psychological and emotional challenges that result from being continually exposed to cultural and sociocultural distance. Of course, the level and intensity with which one experiences cultural stress is dependent upon a number of factors concerning individuals and their contexts. However, in many instances cultural stress can affect a teacher's personal capacity to cope in a foreign culture, and thus can impinge upon not only their classroom practices, but also any teaching relationships. Consequently, this research examines the transitional journeys of WELTs, so as to understand the kinds of cultural stresses they may face and the potential impact of such stresses, whilst seeking to ascertain ways in which WELTs may be better prepared and equipped to manage these stresses in the field, so as to help minimise any potentially harmful effects of cultural stress on not only WELTs themselves, but also on the local cultures in which they teach.

**Biography:**

Teaching English in China for 4 years, Dan was a private tutor and speech coach, and was key in the development and delivery of the English curriculum for a private international school, where he also pioneered the Art and Drama programs, and was Creative Director of a number of stage productions. After returning home in 2013, he enrolled in a Masters of TESOL in 2015. During his studies, he recognised a gap in TESOL research related to how cultural stress can impact teachers, as they make their transitions into foreign cultures. Thus, began his 2 year journey into researching this topic and since then, he has been awarded honors for academic excellence and hopes to follow-up his work later with a doctorate.

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**Valdez-Adams, Cindy (NSW Department of Education) & Miedler, Vicki (Fairfield Public School, NSW)** *Primary*  
**Workshop: Action on vocabulary learning**  
**Friday | 11:30am - 12:25pm | Riverbank 5**

The Action on Vocabulary Project began in 2017, and continues in 2018. The project aims to increase teachers' knowledge and understanding of vocabulary development and instruction. This workshop will provide opportunities for participants to contribute to discussion around the theoretical principles that underpin the explicit teaching of vocabulary as well as engage in practical activities that develop vocabulary knowledge. Participants will reflect on their current practice and explore strategies to target and explicitly teach vocabulary to EAL/D students including those from a refugee background. English-speaking learners must learn around 3,000 words per year and our EAL/D learners must learn significantly more than this to be successful at school. Apart from learning subject-specific vocabulary, EAL/D learners also need to develop and build their oral and reading vocabularies as they learn English, as well as develop metacognitive skills if they are to be successful readers and writers. "Vocabulary knowledge, the understanding of word meanings and their use, contributes to reading comprehension and knowledge building" (Thompson & Vaughn, 2009, p. 88). This Professional Learning will support teachers in designing meaningful learning experiences and embed ICT in the writing process, in order to improve learning outcomes for all learners.

**Biographies:**

Cindy is currently Refugee Support Leader for the NSW Department of Education, Fairfield Network. Her role is to assist in building school capacity to support EAL/D students from refugee backgrounds. Cindy's substantive role is that of an EAL/D teacher/mentor at Fairfield Public School and she has been with the school for the last 17 years. She co-leads both the EAL/D Primary Network and Refugee Primary Network for the Fairfield and Cowpasture network of schools. In her current role, Cindy is leading an "Action on Vocabulary" project, with 14 schools and 48 teachers (EAL/D, mainstream and school executive) having participated in the project to date.

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Vicki is an Assistant Principal at Fairfield Public School, a primary school located in Sydney's South West. She has established herself as an expert in teaching and learning, with a particular focus on improving the learning outcomes of students from language backgrounds other than English, and those from refugee backgrounds. Vicki is currently teaching a Stage 1 class and has held a number of leadership positions that have had the focus of making a positive difference to the lives of her students. She is continually recognised for her excellence in teaching through her involvement in research projects.

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**Vianty, Machdalena, Sofendi, Sofendi & Inderawati, Rita (Sriwijaya University, Indonesia)** *Higher Education*  
**Paper: Some insights into TPACK of EFL pre-service teachers in a tertiary institution in Indonesia**  
**Wednesday | 11:30am - 11:55am | Riverbank 5**

Research aiming at investigating technological pedagogical content knowledge (TPACK) has been extensively conducted in the context of ESL (English as a Second Language) teaching and learning; however research within the context of EFL (English as a Foreign Language) remains open. This study investigated the TPACK levels of 33 EFL pre-service teachers at a teacher training institution in Palembang, Indonesia. They were assigned to fill in a questionnaire specifically designed to map ICT-related learning experiences of Indonesian EFL pre-service teachers. This paper first describes the participants' TPACK perceptions with respect to five domains: Technological Knowledge (TK), Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK), Technological Pedagogical Content Knowledge (TPCK) and Technology-Related Learning Experience (TLE). The study also analyzed the relative impact of the constructs on the TPACK perceptions of the students using the stepwise regression model. The result showed that all TPACK constructs were significant predictors of TPACK.

**Biography:**

Machdalena Vianty is a lecturer at the English Education Study Program, Faculty of Teacher Training and Education within Sriwijaya University (South Sumatera, Indonesia). She completed both her Master (M.Ed) and Doctoral Studies (Ed.D) at the School of Education, Flinders University of South Australia. Her research interest is in the field of English as a Foreign Language (EFL) teaching and learning and educational leadership.

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Dr Rita Inderawati is the lecturer of English Education Study Program of Education Faculty, Sriwijaya University (South Sumatera, Indonesia) whose fields of interest are literature teaching and academic writing. She has been a speaker abroad and in Indonesia since 2006 - in Germany, Italy, Japan, Boston, Korea, India, Thailand, Cambodia, Brisbane, Sydney, Singapore, Malaysia, Bali, Jakarta, Medan, Ambon, and Yogyakarta. She is a blind reviewer for some local and international journals and also reviewer for research in her university. In 2013, she won two achievements as the best National Researcher for Competency Research and the best lecturer at Sriwijaya University.

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Professor Sofendi is Dean of the Faculty of Teacher Training and Education, Sriwijaya University (South Sumatera, Indonesia), and a lecturer in the English Education Study Program within the faculty. He has also become Head of the Communication Forum of the Deans of Faculty of Teacher Training and Education of State Universities in Indonesia. His research interest is in the field of English as a Foreign Language (EFL) teaching and learning.

ACTA Conference 2018  
**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

**Vu, Tien Think & Bui, Diem Bich Huyen (International University – Vietnam National University HCMC)**

**Paper: The effects of using a mobile phone's recording tool on learners' speaking competence and autonomy: An experimental study**

*Higher Education*

**Friday | 12:00pm - 12:25pm | Riverbank 7**

Holding a strong speaking competence in English is apparently a desire of any language learners in this era of global mobility and communication. This is particularly true at International University, Vietnam, where English is used as the main means of teaching, learning and researching. Therefore, there always exists an urge to improve the quality of English teaching and learning.

This paper reports on research which investigated the effectiveness of using the mobile phone's recording device to improve students' independent speaking competence and autonomy in their English language learning. 32 students were selected and separated into an experimental group and a control group. The paper will describe the treatment for the experimental group over eight weeks, as well as the experiences of the teacher and students.

Through analysis of the results of pre-test and post-test, questionnaires and diaries, the findings show that participants with the treatment outperform the ones in the control group and have shown more interest in using English inside and outside classroom boundaries. This will be illustrated in terms of student mobility in communicative interactions.

In light of the positive results, improvements to the technique are being developed so that it will be applicable in broader scopes from EFL speaking classes at International University to various EFL teaching and learning settings.

**Biographies:**

Tien Think Vu is head of the Testing board and vice chair of the Department of English, International University - Vietnam National University, HCMC. He received his Master of Arts in TESOL from the University of Canberra, Australia. He has 17 years' experience in teaching general and academic English, ESP, international test preparation (TOEIC, TOEFL iBT, IELTS), linguistics and TESOL courses and more than 10 years' experience in the role of course/program designer and developer, test center head and academic manager. His current research interests include applied methodologies, autonomy development and TELL.

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Diem Bich Huyen Bui is currently a full-time lecturer and student affairs coordinator in the Department of English, International University - Vietnam National University HCMC. Her main responsibilities involve teaching intensive and academic English for IU freshmen as well as TESOL courses for English Linguistics students. She did her undergraduate studies in TESOL and completed graduate studies in Applied Linguistics from Latrobe University, Australia. Her research interests include teaching methodologies, skills development, technology enhanced language learning, autonomy development and peer- & self-assessment.

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ACTA Conference 2018  
**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

**Wigglesworth, Gillian**

*General/All Levels*

**Workshop: Translanguaging: What does it mean for our classroom practice?**

**Friday | 1:30pm - 2:25pm | Riverbank 4**

In this workshop we will discuss the range of contexts in which the participants work, and consider how translanguaging might add value to those contexts. We will look at a number of examples of the use of different languages in the classroom and the playground, and discuss what this demonstrates about children's language capacity. We will consider ways in which episodes of translanguaging might be usefully incorporated into classroom practice.

**Biography:**

Professor Gillian Wigglesworth is Professor of Linguistics and Applied Linguistics at the University of Melbourne, and Chief Investigator in the Melbourne node of the Centre of Excellence for the Dynamics of Language, where she coordinates the Learning Program. With an extensive background in first and second language acquisition and bilingualism, her major research focus is on the languages Indigenous children living in remote communities are learning, and how these interact with English once they attend school. She is very widely published in international journals and books, and has edited or authored ten books including Ng, B.C. & Wigglesworth, G. 2007. *Bilingualism*, an advanced resource book. London, Routledge, and Wigglesworth, G., Simpson, J. and J. Vaughan (Eds.) 2018. *From home to school: Languages practices of Indigenous children and youth*. UK, Palgrave McMillan.

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ACTA Conference 2018  
**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

**Wilkinson, Melanie (NT Department of Education)**

*Primary*

**Paper: Developing protocols for translations for early years education in remote NT schools**

**Friday | 12:00pm - 12:25pm | Riverbank 6**

Drawing on the experience of working in remote contexts over several decades, this paper considers translation practices for the use of an Indigenous language in early years' education in remote community schools for the Northern Territory (NT). These contexts offer challenges to translation given the minority linguistic status of the languages spoken in these remote communities, their linguistic and cultural distance from English and the limited access to professional translators in these educational contexts.

The discussion will draw on the translation work carried out for a small research project on the language of instruction for an assessment tool in two sites in the NT. The tool involved is the Foundations of Early Literacy Assessment Northern Territory (FELA NT) which assesses early literacy skills in English e.g. syllable recognition and isolation, sounds and letters, blending and segmenting. Translation of tests as an accommodation for EAL/D or ELL students is of growing interest in other education jurisdictions (e.g. Smarter, Balanced Assessment Consortium (2017), PARCC (2017) in the United States), and one outcome of this NT study is to suggest protocols for similar work in Indigenous community schools.

- Partnership for Assessment Readiness for College and Careers (PARCC). (2017). *PARCC Accessibility Features and Accommodations Manual Sixth edition*. Retrieved February 8, 2018, from Illinois State Board of Education: <https://www.isbe.net/Documents/parcc-access-manual-sixth.pdf>
- Smarter Balanced Assessment Consortium Prepared with assistance of National Center on Educational Outcomes. (2017). *Smarter Balanced Assessment Consortium : Usability, Accessibility, and Accommodations Guidelines*. Retrieved from The Regents of the University of California – Smarter Balanced Assessment Consortium: <https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf>

**Biographies:**

Dr Melanie Wilkinson joined the NT Education Department in North East Arnhem Land as a regional linguist in 1991, after completing a doctorate in Linguistics. She spent 18 years supporting bilingual and Indigenous languages and cultures programs in the region and continued in that role after a move to Darwin in 2010. Her work has involved collaboration with educators in different areas of education, e.g. literacy and mathematics, as well as the development of resources in local languages. She has been learning Djambarrpuyŋu and other Yolŋu languages since the early 1980s.

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Dr Rebecca Green is a linguist who has worked for the Northern Territory Department of Education for over 20 years, first as the Barkly Regional Linguist (based in Tennant Creek), and since 2001 as the Language Resource Officer, West Arnhem (based in Darwin). In these roles, she has provided advice informed by linguistic research to teachers, executive staff and external agencies; compiled dictionaries of Indigenous languages; assisted with writing curriculum and policy; delivered professional learning, particularly in the L1/L2 interface; and collaborated with Indigenous community members and educators to produce classroom resources in Indigenous languages.

*\* Rebecca Green is unable to attend the 2018 ACTA Conference*

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Elizabeth Milmilany is a Wangurri person who comes from the Wangurri clan group. She lives at Milingimbi community and is a Yirritja person. Milingimbi started a bilingual program in 1974. Milmilany was working in a classroom with three other Aboriginal teachers doing team teaching in this program. She got help from her parents at this time, explaining to her the two ways of learning – Yolŋu and Balanda. She later completed teacher training through Batchelor College. For 11 years she worked as a senior teacher and one of her main jobs was to translate English words into Gupapuyŋu and Djambarrpuyŋu so the children could understand all the languages. She retired in 2015 after 40 years working at Milingimbi school.

*\* Elizabeth Milmilany is unable to attend the 2018 ACTA Conference*



ACTA Conference 2018  
**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

**Wiseman, Jemma (The Victorian Foundation for Survivors of Torture)**

*Primary / Secondary / General / All Levels*

**Paper: Student perspectives: Barriers and facilitators to the learning and wellbeing outcomes of refugee-background students**

**Friday | 9:40am - 10:05am | Riverbank 4**

Many educators implement policies and practices intended to support refugee-background students in their learning and well-being. This paper reports on refugee-background students' own perceptions of the barriers and facilitators to learning and well-being; and what they deem to be effective strategies which might support them. It discusses a qualitative research project, undertaken by the Victorian Foundation for Survivors of Torture, which provided an opportunity for refugee-background students to share their school experiences and identify effective support strategies. Focus groups were conducted at 3 Victorian secondary schools with a total of 50 students who arrived in Australia as refugees within the last 7 years. Through facilitating focus groups, we were able to learn directly from refugee-background students regarding their school engagement, and position them, through their lived experience, as experts of 'what works' to support them at school.

Thematic analysis of the data indicates that educators play a significant role in shaping the experiences of refugee-background students. This paper proposes student-derived strategies which educators can implement in areas such as pathways planning, social and emotional support and teacher-student relationships. In doing this, we aim to amplify the voices of young people and illuminate their perspectives on current school practices.

Biography:

Jemma Wiseman is Sector Development and Policy Advisor in the Schools Support Program with the Victorian Foundation for Survivors of Torture (Foundation House). Jemma commenced her work with Foundation House in 2016, and as a Schools Support Officer was responsible for facilitating the Refugee Education Support Program (RESP) in the South-East metro region of Melbourne. Jemma graduated from the University of Melbourne with a Masters in Social Work. Prior to joining Foundation House, Jemma worked as a settlement case manager with newly arrived refugee and asylum seeker communities in Melbourne's Inner North and West.

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**Yujobo, Yuri (Tamagawa University, Japan)**

*Higher Education*

**Paper: Exploring business and ELF-informed curriculum development for global competence**

**Thursday | 2:40pm - 3:05pm | Riverbank 4**

This presentation reports on our experience of designing appropriate curriculum for programs in the newly formed Center for English as a Lingua Franca (ELF) at a private university in Japan. The aim of these programs is to develop the full range of ELF competencies that students will need for working with other non-native speakers in multicultural global contexts, including international business. The focus is therefore not on students attaining native-like English proficiency, but rather that they should develop flexible global participation skills, accommodation skills, communicative strategies, mutual understanding, and the ability to co-construct meaning when there is a breakdown in communication. The program also has a focus on 21<sup>st</sup> century skills necessary in the digital age through collaborative problem solving tasks, and fostering the 4Cs of 21<sup>st</sup> century skills (collaboration, critical thinking, communication, and creativity). Recently, we have introduced Business ELF or BELF competencies including strategic competence, intercultural understanding, rapport building and the use of a local language for code-switching in bi- or plurilingual environments. BELF competence involves managing affective and attitudinal factors which appear to contribute to their success of communicative outcomes unique to business situations. Successful pedagogical implications will be discussed, including new ELF teaching approaches using mobile and digital technology to integrate diverse varieties of English and their perspectives at community, societal, and global levels.

Biography:

Professor Yuri Jody Yujobo is an assistant professor in the Center for English as a Lingua Franca at Tamagawa University in Tokyo, Japan. Her field of research includes bilingualism and cross-linguistic influences, (Business) English as a lingua franca especially in communication strategy and intercultural pedagogy, and Project-based learning using digital literacy. She has presented her research at many international conferences including recently: ELF10 in Helsinki, Finland; ISB11 in Limerick, Ireland; SLRF in Ohio, USA; CamTESOL in Cambodia; AsiaTEFL in Vladivostok, Russia and in Yogyakarta, Indonesia; as well as at many conferences in Japan. Her background is Japanese-American, she has lived in many cities in the US, Tokyo, and in Sydney, Australia. Prior to becoming a university teacher, she was a human resource development trainer with an international training corporation.

Zhang, Xiaolin (University of South Australia)

Primary / Secondary / Higher Education

**Paper: Affordances of a flipped classroom approach for multilingual students learning academic subjects through English**

**Friday | 9:40am - 10:05am | Riverbank 3**

Many multilingual students are now studying academic subjects through English in schools and universities, both in Australia and the Asia-Pacific region. However, their academic English proficiency can pose barriers to their academic success, and they may encounter cognitive overload. A pedagogical approach is needed that allows these students to use their prior knowledge and language repertoire to support their new learning. It is proposed that this could be done through a flipped classroom approach. This paper will report on the ample evidence of effectiveness of flipped classrooms in various settings, as reported by a range of researchers e.g. Huang & Hong, 2016; Mehring & Leis, 2018; Wagner-Loera, 2018. In so doing, the paper will identify particular features of the flipped classroom approach that could potentially provide multilingual students affordances to maximize their learning opportunities, notably by embracing available multilingual and ICT resources to prepare them for classroom activities, enhance their content learning and contribute to their English proficiency development. It is hoped that this analysis can contribute to a more inclusive education for students in diverse cultural and linguistic contexts. It may also provide insights for administrators and policymakers, researchers, preservice teacher educators, educational industries and local communities.

- Huang, Y.-N., & Hong, Z.-R. (2016). The effects of a flipped English classroom intervention on students' information and communication technology and English reading comprehension. *Educational Technology Research and Development*, 64(2), 175-193. doi:10.1007/s11423-015-9412-7
- Mehring, J., & Leis, A. (Eds.). (2018). *Innovations in Flipping the Language Classroom: Theories and Practices*: Springer, Singapore.
- Wagner-Loera, D. (2018). Flipping the ESL/EFL Classroom to Reduce Cognitive Load: A New Way of Organizing Your Classroom. In *Innovations in Flipping the Language Classroom* (pp. 169-184): Springer.

**Biography:**

Xiaolin Zhang is a PhD student in TESOL from the School of Education, University of South Australia. She has rich experience of teaching English as a foreign language in China. Her main interests are curriculum and pedagogies in TESOL, Flipped Classroom approach embracing multilingual resources and ICT resources, international education, English as medium for learning other subjects by EAL (English as Additional Language) learners in schools, translanguaging, teaching English as a foreign/ second/ additional Language.

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ACTA Conference 2018  
**ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

**Zheng, Haoran (Monash University)**

*Higher Education*

**Paper: A case-study of an international Chinese pre-service teacher's language challenges in Australian early childhood education**

**Wednesday | 4:30pm - 4:55pm | Riverbank 8**

The proliferation of international pre-service teachers (PSTs) in Australian higher education has led to increased research into this cohort's sociocultural, academic and linguistic needs. However, the field of professional experience for international students is surprisingly under-examined, especially in Early Childhood Education (ECE). This degree comprises one of the largest intakes of international students, particularly from China. In respect to professional experience, international PSTs as English language learners encounter additional challenges. The diversity of ECE philosophies, mentor expectations, policy frameworks and teacher standards represent multifaceted dimensions of being a PST. The study from which this presentation emerges is framed by Bourdieu's concepts of field, habitus and capital which inform understandings of Chinese International PSTs' experiences in Australian ECE. In this presentation, the focus is on one case: Jinjin, a first year EC under-graduate in an Australian university. Insights are provided of Jinjin's shifting perceptions of the English language challenges across two professional experience placements. How Jinjin negotiates these challenges is discussed in terms of tensions in a transnational mobile world.

Biography:

Haoran Zheng is a PhD student in the Faculty of Education at Monash University. Her research interests are international pre-service teachers in Early Childhood Education (ECE) in Australia as well as international students' academic and professional experiences.

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**Zin Oo, Cherry (University of New South Wales)**

*Higher Education*

**Implementation of Assessment for Learning (AfL) in Pre-Service Teachers' (PSTs) practicum**

**Wednesday | 11:00am - 11:25pm | Riverbank 6**

Teachers' assessment knowledge and skill is pivotal for ensuring effective learning and teaching. However, very little attention has been paid to pre-service teachers (PSTs) assessment for learning (AfL) literacy despite research showing teacher preparation to be problematic. This study investigates the ways in which teacher training institutes in Myanmar can support PSTs to develop their AfL literacy through professional training before their practicum. Using a design-based research approach, a needs-based PSTs AfL professional development program was developed. Thirty PSTs in the treatment group experienced the implementation of AfL strategies in their practicum. Analyses of semi-structured individual interviews before and after their practicum and the data collected during their practicum - their lesson plans, observation checklists and audiotapes = highlighted the influence of stakeholders' perspectives, the physical context and the importance of human agency in shaping the new understanding of AfL. Implications of the results are discussed for the redesign and utilization of PSTs' professional development program, and more broadly for integrating AfL in the design and implementation of curriculum and practicum experiences for PSTs.

Biography:

Cherry Zin Oo is currently a PhD Candidate at the School of Education, University of New South Wales, Australia. Her area of interest revolves around Assessment for Learning (AfL) particularly in supporting initial teacher education and their professional development. She is an assistant lecturer in Yangon University of Education, Myanmar. She received a Bachelor's degree in education and a Master's degree in educational test and measurement from Yangon University of Education, Myanmar. She worked in basic education as a secondary school teacher for three years and in higher education as a tutor for three years.

ACTA Conference 2018

# ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD

(Western Sydney University)

*Higher Education*

**Poster: How do EFL students use mobile devices outside of the classroom for self-directed learning in Saudi Arabia?**  
**Wednesday and Thursday Lunch Times | Panorama Foyer**

English language proficiency is a vital skill in the Saudi Arabian labor market, but current English language education provisions in KSA are failing to produce effective results. Increasingly, educators are engaging with information technologies but current research and practice has not attempted to explore how students are using technology to direct their own English language learning. It is argued that effective technologically-enhanced learning must be congruent with the ways in which students actually use such technologies.

This research aims to identify how university students use mobile devices to learn English outside of the classroom. This research has three phases of data collection. Phase one uses a quantitative online survey to identify the devices and activities students use for learning English outside of the classroom. In phase two, 25 participants will keep multi-modal journals documenting their English language learning activities with their mobile devices using the WhatsApp platform. In phase three, qualitative group and individual interviews will be carried out to explore the documented learning activities in more depth and relate them to models of self-directed learning. Thus, this research explores, from multiple angles, how, why and where university students in Saudi Arabia use mobile devices for learning and practicing English.

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