

The Australian Council of TESOL Associations (ACTA)
& Australian Council for Adult Literacy (ACAL)

International Conference,
Perth, Western Australia
7-11 April 2016



exchanging ways of being



Acknowledgement of traditional owners


The Conference Organising Committee would like to acknowledge the traditional custodians of the land we are gathering on, the Whadjuk people. The Whadjuk people are one of the fourteen groups that make up the Nyungar nation. We pay our respects to their Elders, past, present and future and acknowledge their continuing culture and the contributions Whadjuk people and indeed Nyungar people make to the life of the Perth metropolitan region, *Bilya* (river) country. The Whadjuk people have been living here for more than 40,000 years, long before Europeans arrived. We respectfully acknowledge and recognise the strength, resilience and capacity of the Nyungar nation.

Nyungar country (*boodja*) covers the entire south-western portion of Western Australia. The boundary commences on the west coast at a point north of Jurien Bay, proceeds roughly easterly to a point approximately north of Moora and then roughly south-eastly to a point on the southern coast between Bremer Bay and Esperance.

Archaeological evidence establishes that the Nyungar people (alternative spellings: Noongar/Nyoongar/Nyoongah/Nyungah/Nyugah/Yunga) have lived in the area and had possession of tracts of land on their country for at least 40,000 years. The Nyungar people are one of the largest Aboriginal cultural groups in Australia. There is no evidence that there has been any other group than Nyungar in the South West.

The fourteen groups which make up the Nyungar nation are as follows and there may be a number of different ways to spell each name: Amangu, Yued/Yuat, Whadjuk/Wajuk, Binjareb/Pinjarup, Wardandi, Balardong/Ballardong, Nyakinyaki, Wilman, Ganeang, Bibulmun/Piblemen, Mineng, Goreng and Wudjari and Njunga. Each of these groups correlates with a different geographic area in Nyungar country, that is south west WA.

Nyungar peoples' laws and customs are characterised by a strong spiritual connection to 'country'; caring for the natural environment and for places of significance; performing ceremonies; collecting food by hunting, fishing and gathering; providing education and passing on law and custom through stories, art, song and dance. While the effect of European settlement has been profound, many aspects of Nyungar culture and society have been retained and are practised by the Nyungar people today.



**2016 International
ACTA & ACAL Conference
Perth**
7 - 11 April 2016

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Welcome from the President of ACTA

It gives me great pleasure to welcome you to the *Diversity: exchanging ways of being* conference hosted by WATESOL with their peak body ACTA, and WAALC with their peak body ACAL. The conference breaks new ground in being the first professional collaboration of its kind bringing together the fields of Teaching English as an Additional Language or Dialect (EAL/D), Indigenous language and literacy and adult literacy and numeracy education. In so doing, it provides a strategic partnership model for influencing future educational policy as well as current professional practice.

The conference theme directs our thoughts to the key challenge of 'two-way learning' so vital for effective education in a culturally and linguistically diverse nation and globalising world. The conference program, with its choices of four symposia, six keynote speakers and twelve concurrent sessions, provides an inclusive meeting place for an exciting intersection of fields in Indigenous, immigrant and refugee language education; school and adult TESOL; numeracy teaching and digital teaching technologies and language and literacy education policy and practice, teaching and research. Enjoy the meeting of diversities over the next five days!

ACTA's aspirations are its challenges. In the schools area, the policy framework that has long supported EAL/D teaching programs as Australia's educational access and equity response to school-aged migrant, refugee and indigenous students has all but disappeared. Overall responsibility for EAL/D has passed from Commonwealth to state and territory governments and now, under state and territory government-sponsored school autonomy and school-based management policies, is being passed on to schools.

In response to this situation, ACTA has recently conducted its second national survey of school EAL/D educators to find out what is happening 'on the ground' and ascertain the current policy impacts, developments and 'health' of Australian EAL/D programs since its last report in 2014. Findings will be published in a 'State of EAL/D' Report and used to inform ACTA's policy advocacy with governments and education systems.

As systems decentralise and disengage, our future agenda is two-fold: at the delivery level, focus our efforts on engaging and building the TESOL capacity of education leaders and encouraging TESOL professional networks that reach out to non-TESOL educators; and more broadly, engage education systems in developing suitable policies and the public in an understanding of the issues. ■

Dr Michael Michell
President
Australian Council of TESOL Associations

About ACTA

The Australian Council of TESOL Associations (ACTA) is the national co-ordinating body for state and territory TESOL (Teaching English to Speakers of Other Languages) associations across Australia. ACTA seeks to advocate for and enhance the profile of the TESOL profession in adult and school sectors in Australia by:

- representing and supporting the interests of teachers of English to speakers of other languages and dialects and their students
- ensuring access to appropriate English language instruction for speakers of other languages and dialects
- encouraging implementation and delivery of quality professional programs at all levels
- promoting study, research and development of TESOL at local, regional, national and international levels.

Membership of ACTA comes automatically through membership of one of its constituent associations. For more information, visit: www.tesol.org.au



Welcome from the President of ACAL

The Australian Council for Adult Literacy welcomes you to the ACAL - ACTA International Conference 2016, *Diversity: exchanging ways of being*. ACAL is pleased to be a co-host of this joint conference that will give us opportunities to exchange experiences and professional skills to build upon our approaches to language, literacy and numeracy education.

The adult language, literacy and numeracy field is diversifying and practitioners are working in broader contexts across community, educational and workplace sectors. The program content reflects this diversity. Aboriginal perspectives, linguistic variation, mobile literacy, social justice, numeracy as cultural exchange and classrooms of possibilities are the thought-provoking keynote addresses that will engage and challenge us over the next two days.

In this diverse environment one challenge ACAL believes needs to be addressed is the need for better coordinated Federal and State policy and funding for adult literacy and numeracy provision. This is vital for a future where we have both increased numbers of adult literacy and numeracy educators and flexible access to professional development opportunities in regional and remote Australia. Other priorities include development of numeracy teaching skills, targeted research funding, and family literacy programs in disadvantaged areas. We look forward to hearing innovative and creative solutions as the keynote addresses, workshops, and network discussions clarify thinking about future directions and challenges across the sector.

Thank you to the members of the Western Australian Adult Literacy Council (WAALC), the Westralian Association for Teachers of English to Speakers of Other Languages (WATESOL), Australian Council of TESOL Associations (ACTA) and the Australian Council for Adult Literacy (ACAL) for their joint work in preparing this conference.

May you be challenged in your professional practice throughout this ACAL ACTA International Conference. ■

Jenni Anderson

President

Australian Council for Adult Literacy

About ACAL

The Australian Council for Adult Literacy was formed in October, 1976, after a working group on adult literacy was established at the Adelaide conference for the Australian Association of Adult Education (AAAE). This working group decided that a national council separate from the AAAE was needed, solely dedicated to raising the profile of adult literacy education. The new organisation was established to lobby the Federal Government and to develop policy specifically related to adult literacy needs.

These days, while ACAL still undertakes a role in lobbying the Federal Government, seeking to have an impact on policy, a considerable effort goes into providing professional development services to members and others working in the field. Holding an annual national conference is one example of this effort; each year, one of the state councils affiliated with ACAL, undertakes to organise the event. In recent years ACAL has also offered a series of webinars. Another current project being undertaken in collaboration with our sister organisation in the UK - the Research and Practice in Adult Literacies (RaPAL) - is to collect and publish student stories about resilience.

Members of the ACAL and state councils' executives are all volunteers. ACAL receives no government funding and generates revenue to provide member services by conducting conferences such as this one. Please take a moment to complete the conference survey to help us review our current business model.

A word from the conference convenors

In creating this conference, we have endeavoured to bring together the aims common to our two associations, WAALC and WATESOL. In doing so, we have managed to achieve a synergy that focuses on our commonalities. These commonalities include teaching learners who are often marginalised within mainstream settings and using methodologies that request educators to think outside the box. We treat learners as individuals, taking account of their often unique and complex attributes, circumstances and social matrixes and are advocates for our learners by teaching others about our learners' diverse ways of being. We promote collaboration and mutual support of all those who have the success of our learners at heart.

So in this program we invite you to learn from each other by stepping into each others' shoes to explore other ways of being. The conference offers various strands focusing on:

- Aboriginal and Torres Strait Islander First Nations education
- Migrant education, teaching standard English as an Additional Language and/or Dialect
- Building literacy in English for those who use it as a mother tongue.
- Teaching numeracy through English language and literacy.
- Teaching learners of all ages from tiny children to the very oldest of our citizens and everyone in between.

We are confident that by pooling each others' expertise and passions, we can become even better at understanding how to respond to our learners' needs.

We challenge you to exchange your ways of being throughout this conference and spend some time with someone whose ways are intriguing to you. We are sure that this will foster our mutual cross-cultural and professional growth. ■

Patricia Konigsberg
Co-convenor
WATESOL

Cheryl Wiltshire
Co-convenor
WAALC

Conference program waalc.org.au/2016-ACAL-ACTA-conference/

Social media Follow the conference on

 **Twitter** @acalacta

 **Facebook** www.facebook.com/acalacta

WiFi **Pan Pacific password:** ACTA2016

Novotel password: ACTA2016



principal sponsor

Lotterywest <http://www.lotterywest.wa.gov.au/>

Tourism WA <http://www.westernaustralia.com/>



Association of Independent Schools WA (AISWA)

<https://www.ais.wa.edu.au/>



Central Institute of Technology

<https://www.central.wa.edu.au/Pages/default.aspx>



supporters

Aranmore Catholic College <https://www.aranmore.wa.edu.au/>

Catholic Education Office <http://internet.ceo.wa.edu.au/Pages/default.aspx>

Centacare Employment and Training <http://www.centacarewa.com.au/>

WA Department of Education <http://www.det.wa.edu.au/>



conference exhibitors

ACTA 2018 Planning Group <http://www.tesol.org.au/ACTA-Conference>

Adult Learning Australia <https://ala.asn.au/>



Association of Independent Schools, WA <https://www.ais.wa.edu.au/>

Australian Centre for Educational Research <https://www.acer.edu.au/>



Blake Education <http://www.blake.com.au/>

The Language Centre <http://languag1.wix.com/language-centre>

Phoenix Academy <http://www.phoenix.wa.edu.au/>

Texthelp <https://www.texthelp.com/en-gb>

THRASS <http://www.thrass.com.au/>



WA Adult Literacy Council / <http://www.waalc.org.au/>



WATESOL /ACTA <http://watesol.org.au/>



many thanks to...

Conference Organising Committee

For WATESOL: Patricia Konigsberg, Sophia Sabatier, Kate Simeon, Belinda Stewart

For WAALC: Theo Bekkers, Margaret McHugh, Dianne Sansom, Cheryl Wiltshire



Event management

Events WA



Conference website

MacDowall and Associates



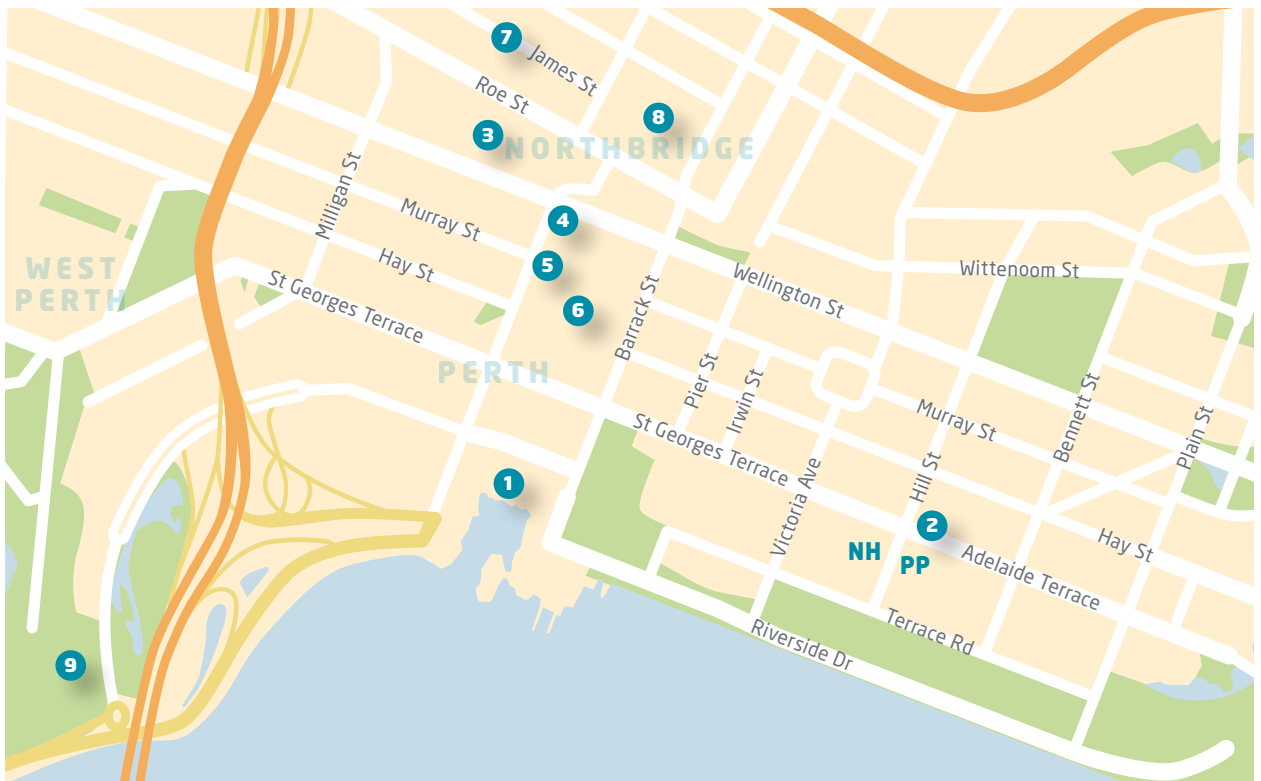
Conference handbook and graphic design

Gabrielle Markus



...and the other members of WATESOL and WAALC including: Claire Anderson, Louise Dodman, Aileen Hawkes, Jane Jones, Teresa O'Brien and Adriano Truscott





NH Novotel Hotel

PP Pan Pacific

- 1 Elizabeth Quay*** - Ferries to zoo and South Perth
- 2** Bus stop to **Kings Park** (outside hotel, all buses free within city boundary)
- 3 Central bus station**
- 4 Perth Central** (Wellington Street) train to Fremantle**
- 5 Murray Street underground** (train to Leederville)
- 6** Hay Street and Murray Street **shopping malls**
- 7 Paradiso Luna Palace** - independent movie theatre (James Street)
- 8 Perth Cultural Centre**
- 9 Kings Park*****

NORTHBRIDGE - wide array of restaurants, bars, pubs

- * **Elizabeth Quay:** Perth's newest tourist attraction and ferry terminal. Take a ferry to South Perth and maybe visit the zoo.
- ** **Fremantle** Artistic, village-like port city. Visit the artisan shops in Bannister Street and Wray Avenue.
- *** **Kings Park** Beautiful natural parkland with wonderful views across the river and the city. Spectacular at night as well as in the day.

THURSDAY, 7 APRIL

8.30 am - 4.00 pm	Symposium 1: <i>Discovering the power of two worlds</i> at the Novotel Hotel
5.00 - 7.00 pm	Welcome Reception in the Grand River Ballroom at the Pan Pacific Hotel

FRIDAY, 8 APRIL

8.45 am - 5.00pm	Keynotes, presentations and workshops at Pan Pacific and Novotel Hotels
6.00 pm - late	Conference Social Event - Mucky Duck Bush Band, dancing and finger food at the WA Rowing Club

SATURDAY, 9 APRIL

8.45 am - 5.30 pm	Keynotes, presentations and workshops at Pan Pacific and Novotel Hotel
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SUNDAY, 10 APRIL

9.15 am - 4.30 pm	Symposium 2: <i>Youth at Promise</i> at the Leederville Campus of Central Institute of Technology
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MONDAY, 11 APRIL

9.15 am - 4.00 pm	Symposium 3: <i>Let's Talk About Numeracy</i> at the Novotel Hotel
9.00 am - 4.00 pm	Symposium 4: <i>Integrating language, curriculum and humanitarian practices</i> at the Novotel Hotel

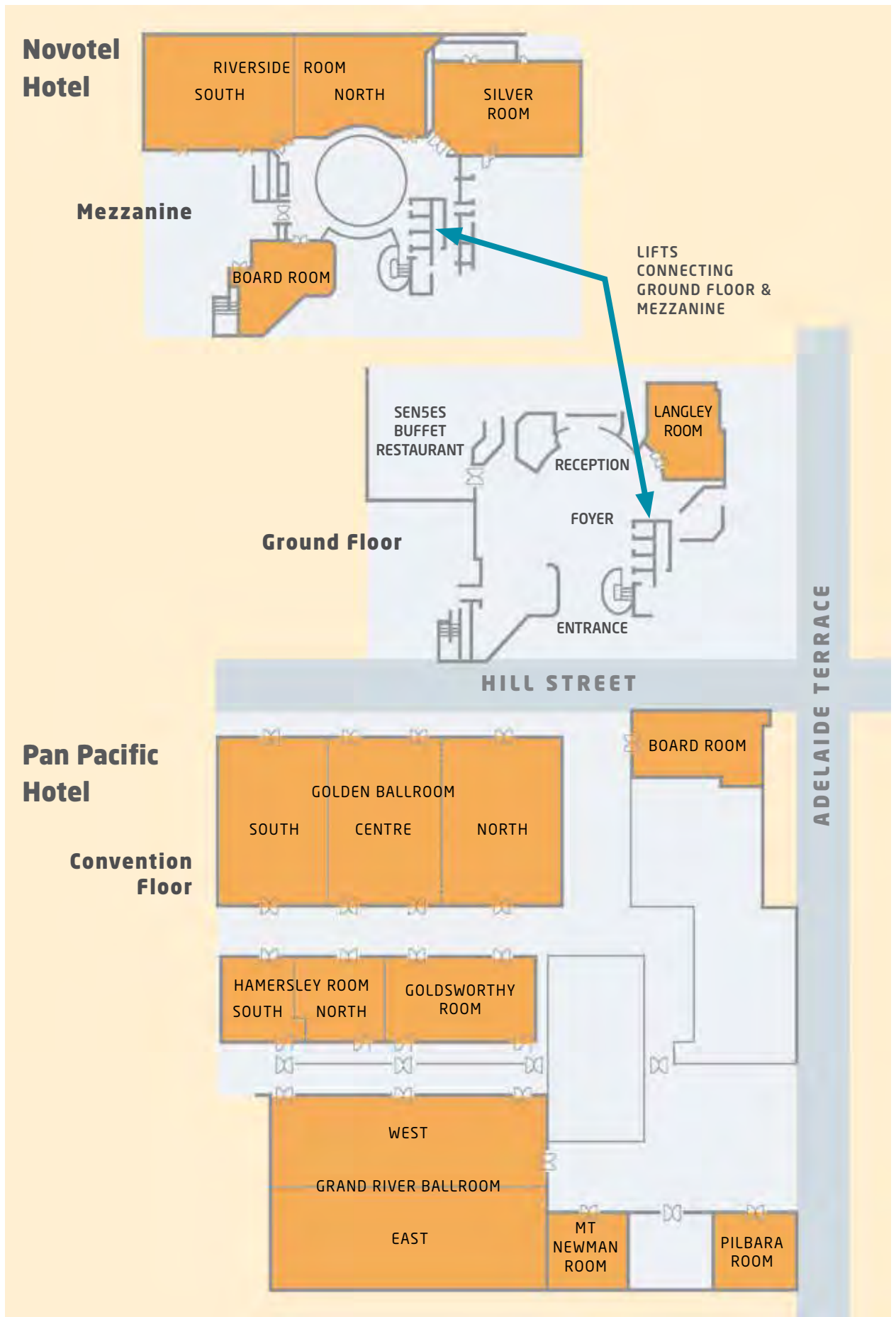
ACTA MEETINGS

Thursday, 2.00 - 3.00 pm	ACTA Annual General Meeting PP PILBARA ROOM
Thursday, 3.00 - 5.00 pm	ACTA Councillors Meeting¹ PP PILABRA ROOM
Friday, 7.15 - 8.45 am	EAL/D Managers Meeting² PP GOLDSWORTHY ROOM

PLEASE NOTE sessions held in the Novotel Hotel are shaded in the detailed program on the next 4 pages.

1 The meeting provides the opportunity for ACTA Councillors from each state and territory TESOL association to network, discuss common issues of concern, and make decisions about the affairs of ACTA. The meeting is open to all members of ACTA member associations.

2 This is a round-table forum for state and territory EAL/D Program Managers and curriculum officers held biannually at each ACTA conference to discuss pertinent and pressing issues for EAL/D across Australia. This closed-meeting forum provides the opportunity for representatives from all states and territories and sectors to network and address common issues of concern at a national level.



Welcome Reception

The Welcome reception will be held from 5 - 7 pm in the Pan Pacific Grand River Ballroom.

Open and Welcome to Country

Janet Hayden, Nyungar Elder

Mooritj Mob - dance performance

Introduced by Ben Lewis, Indigenous Program Coordinator, Wesley College.

The *Mooritj Mob* is Wesley College's Indigenous Program. The program is an important part of the culture at the College and currently supports 42 students from across Western Australia. *Mooritj* is the Nyoongar word meaning great or excellent. As part of the *Mooritj Mob* program at Wesley College students learn about culture and how culture is important to their identity today. Performance and the teaching of culture is an important element of the program and assists in creating pride and understanding of the various local Aboriginal cultures. The College is grateful to local schools and organisations that invite the students to perform as it gives them this opportunity to publicly identify with their culture and teach others.

Book Launch: *Adult Literacy Policy and Practice: From Intrinsic Values to Instrumentalism.*

Ade-Ojo, G & Duckworth, V (2015) London: Palgrave Macmillan

Introduced by Jennie Anderson, President, ACAL

Book launch: *Social Justice in English Language Teaching.*

Hastings, C and Jacob, L (Eds) (2015). tesolpress

Introduced by Dr Michael Michell, President, ACTA

Safety warning

You will be crossing a public road when you attend sessions scheduled at the Novotel.

Stay alert and please use the crossing at the intersection.

Any person needing assistance to cross the road safely please make your need known at the registration desk.

Most concurrent sessions are 55 minutes duration. Some sessions (e.g. A1/B1) are double sessions and some (e.g. A10.1 and A10.2) are paired mini-sessions sharing the 55 minute time slot.

Pan Pacific **PP**

Novotel Hotel **NH**

9.00 A	Keynote Address Carol Garlett Exchanging Ways of Being - an Aboriginal Perspective PP GOLDEN BALLROOM		B
10.00 - 10.30	Morning tea		
10.30 - 11.25	Session 1	11.35 - 12.30	Session 2
A1/B1 Literacy + Mathematics + Language = Numeracy? (120 minutes) NH RIVERSIDE BALLROOM SOUTH			
A2 The Poetry Truck PP HAMERSLEY ROOM		B2 Innovative solutions to LLN issues in VET programs PP HAMERSLEY ROOM	
A3 Connect, Share, Learn: exchanging ways to expand professional learning through social media PP PILBARA ROOM		B3 The Open Air Academy: reengaging Adult Learners PP PILBARA ROOM	
A4/B4 A bag full of literacy activities Part 1 (120 minutes) PP GOLDEN BALLROOM CENTRE			
A5 Teaching literacy through numeracy PP GOLDSWORTHY ROOM		B5 Sharp Reading for English language learners PP GOLDSWORTHY ROOM	
A6/B6 Form, function and feeling in Aboriginal English (120 minutes) PP GOLDEN BALLROOM SOUTH			
A7 An alternative way out of the intermediate plateau PP GOLDEN BALLROOM NORTH		B7 Leading EAL/D and refugee education: a primary school model NH RIVERSIDE BALLROOM NORTH	
A8 The role of resiliency education in English engagement towards successful educational, social and career outcomes for adolescent migrant students NH RIVERSIDE BALLROOM NORTH		B8 An ACTA Forum on Adult ESL Issues in Teaching and Learning: establishing networks for knowledge sharing and exchanging ideas PP GOLDEN BALLROOM NORTH	
A9 Using TEAL resources to assess the oracy and writing skills of school age EAL learners new to English PP BOARD ROOM		B9 Using TEAL resources to assess the oracy and writing skills of more advanced school age EAL learners PP BOARD ROOM	
A10.1 Impact of teaching strategies on second language learning: a study of adult ESL classrooms (25 minutes) NH BOARD ROOM	A10.2 Applying a CALL-Based Approach in teaching communicative grammar of English from the intercultural perspective in Vietnamese campuses (25 minutes) NH BOARD ROOM	B10.1 'Come as you are': embracing diversity to support success at Victoria University (25 minutes) NH BOARD ROOM	B10.2 Diversity in context: a pragmatic response to colonisation in Indigenous language learning (25 minutes) NH BOARD ROOM
A11.1 Transcultural literacy and identity: implications for language teaching and social interaction (25 minutes) PP MT NEWMAN ROOM	A11.2 Moving from educating Sudanese refugees to educating remote Aboriginal students: a reflection (25 minutes) PP MT NEWMAN ROOM	B11 Literacy 'packages' - meeting the needs of Indigenous EAL/D learners? PP MT NEWMAN ROOM	
A12 EAL/D learning and being as a lived experience in a comprehensive public NT rural middle and senior school NH LANGLEY ROOM		B12 Applications of Task-based Language Teaching (TBLT) in EAL/D Classes: principles and Best Practices NH LANGLEY ROOM	



↓ 12.30 - 1.30 Lunch

↓ 2.40 - 3.00 Afternoon tea

1.30 - 2.40	Session 3	3.00 - 3.55	Session 4	4.05 - 5.00	Session 5
Paired Keynote Address:		C1/D1 Designing adult numeracy classes through a language filter (120 minutes) PP GOLDEN BALLROOM NORTH			
Dr Androula Yiakoumetti Utilising Linguistic Variation for Better Education NH RIVERSIDE BALLROOM		C2 Lessons on Demand: 25 no-preparation-needed activities to use on the fly NH RIVERSIDE BALLROOM SOUTH		D2 Literacy through STEM - Science focus NH RIVERSIDE BALLROOM SOUTH	
OR		C3 SDERA and the Keys for Life program - educating for smarter choices on the road and elsewhere NH RIVERSIDE BALLROOM NORTH		D3 Addressing oral language needs of diverse EAL/D learners through whole school professional learning NH RIVERSIDE BALLROOM NORTH	
Dr Mark Pegrum Yet Another Literacy? Mobile Devices, Mobile Learning, and Mobile Literacy PP GOLDEN BALLROOM		C4 'LETS' learn English through Story time PP GOLDSWORTHY ROOM		D4 More on effective and targeted word-reading instruction PP GOLDSWORTHY ROOM	
		C5/D5 Collard vs State of Western Australia: documentary film and discussion about the landmark human rights court case (120 minutes) PP GOLDEN BALLROOM CENTRE			
		C6/D6 Critical pedagogy: integrating Indigenous cultures and histories into EAL/D (120 minutes) PP GOLDEN BALLROOM SOUTH			
		C7 What's it like teaching EAL/D in a remote school? NH BOARD ROOM		D7 ESL students as driving instructors NH BOARD ROOM	
		C8 Wongutha CAPS: engaging Aboriginal students from all over WA in literacy and the wider global community PP MT NEWMAN ROOM		D8 Digital spaces supporting an EAL/D community of practice to thrive PP MT NEWMAN ROOM	
		C9 Bilingual tools to enhance EAL/D students' language development PP HAMERSLEY ROOM		D9 Driving Language and Literacy exchange from the perspectives of three levels of education PP HAMERSLEY ROOM	
		C10.1 Listening to the views of children and young people from CALD backgrounds (25 minutes) PP PILBARA ROOM	C10.2 Success in teaching: sharing the experiences of being in the classroom situation (25 minutes) PP PILBARA ROOM	CANCELLED	
		C11 The impact of teachers' knowledge, and beliefs about technology, pedagogy and content in adult education PP BOARD ROOM		D11.1 The power of tandem language exchanges (25 minutes) PP BOARD ROOM	D11.2 Mobile technology: apps galore! (25 minutes) PP BOARD ROOM
		C12 Developing language through the arts NH LANGLEY ROOM		D12 Music and exercise for English NH LANGLEY ROOM	

Most concurrent sessions are 55 minutes duration. Some sessions (e.g. A1/B1) are double sessions and some (e.g. A10.1 and A10.2) are paired mini-sessions sharing the 55 minute time slot.

Pan Pacific **PP**

Novotel Hotel **NH**

<p>9.00</p> <p>E</p> <p>10.00 - 10.30</p>		<p>Keynote Address Dr Vicky Duckworth Dis-entangling Literacy from neoliberal fusion: creating critical sk PP GOLDEN BALLROOM</p>	
<p>10.30 - 11.25</p>		<p>11.35 - 12.30</p>	
<p>Session 6</p>		<p>Session 7</p>	
<p>E1 Unpacking the professional identities of LLN teachers in VET PP GOLDSWORTHY ROOM</p>		<p>F1 Strengthening the N in LLN: why addressing numeracy skills is crucial PP GOLDSWORTHY ROOM</p>	
<p>E2/F2 E'-xchanging ways of being through connections with the world out there! (120 minutes) PP GOLDEN BALLROOM SOUTH</p>			
<p>E3 Developing engaging, relevant literacy resources which meet the needs of Indigenous and other adult EAL learners NH RIVERSIDE BALLROOM NORTH</p>		<p>F3 Transformational Literacies, resource design and Learner motivation NH RIVERSIDE BALLROOM NORTH</p>	
<p>E4 SEE Network Discussion PP MT NEWMAN ROOM</p>		<p>F4 Reducing the impact of dyslexia on numeracy PP MT NEWMAN ROOM</p>	
<p>E5/F5 Storylines: discovering Aboriginal heritage materials online (120 minutes) PP GOLDEN BALLROOM CENTRE</p>			
<p>E6/F6 Legal judgments and dialectal difference: some impacts for human rights outcomes (120 minutes) NH BOARD ROOM</p>			
<p>E7 The English as an Additional Language or Dialect (EAL/D) Progress Map NH RIVERSIDE BALLROOM NORTH</p>		<p>F7 Leading the development of an effective whole-school English as an Additional Language (EAL) NH RIVERSIDE BALLROOM NORTH</p>	
<p>E8 Effective strategies for teaching late adolescent limited schooling students in a Secondary Intensive English Centre NH LANGLEY ROOM</p>		<p>F8 Differentiating for diverse populations: the advantages of problem-based language learning NH LANGLEY ROOM</p>	
<p>E9 Captioned video supporting literacy and learning PP PILBARA ROOM</p>		<p>F9 'According to the Script' PP PILBARA ROOM</p>	
<p>E10.1 Translanguaging: using technology enhanced environments to develop multilingual competence (25 minutes) PP HAMERSLEY ROOM</p>	<p>E10.2 The use of blogs in the teaching of academic writing for ESL students (25 minutes) PP HAMERSLEY ROOM</p>	<p>F10.1 English as an additional language or dialect policy in schools: factors effecting interpretation, implementation and decision-making (25 minutes) PP HAMERSLEY ROOM</p>	<p>F10.2 Adversity and achievement: resilience, in adult literacy (25 minutes) PP HAMERSLEY ROOM</p>
<p>E11.1 In the third space or feeling like the other? Perspectives and experiences of a diverse group of Asian English language teachers (25 minutes) PP BOARD ROOM</p>	<p>CANCELLED</p>	<p>F11.1 Storytelling as cultural practice within the Vietnamese-Australian community (25 minutes) PP BOARD ROOM</p>	<p>F11.2 Why did I become a teacher again: rediscovering people amidst the learning outcomes (25 minutes) PP BOARD ROOM</p>
<p>E12/F12 Dialogue and role play: reviewed, revisited and reimagined (120 minutes) PP GOLDEN BALLROOM NORTH</p>			

G

H

5.00 - 5.30
Closing Plenary Address
Dr Ullrich Ecker
 The Challenges of Misinformation
PP GOLDEN BALLROOM

↓ **12.30 - 1.30 Lunch**

↓ **2.30 - 2.50 Afternoon tea**

1.30 - 2.30	Session 8	2.50 - 3.45	Session 9	3.55 - 4.50	Session 10	
<p>Paired Keynote Address:</p> <p>Professor Bill Barton Numeracy as Cultural Exchange NH RIVERSIDE BALLROOM</p> <p>OR</p> <p>Dr Jennifer Hammond Penny McKay Memorial Lecture Classrooms of possibility: working with refugee students PP GOLDEN BALLROOM</p>	<p>G1 Learning Western mathematics: success for Indigenous students in a remote setting PP HAMERSLEY ROOM</p>	<p>H1 Numeracy Activities for Living in a Multicultural World PP HAMERSLEY ROOM</p>				
	<p>G2/H2 Sentence combining skills PP GOLDEN BALLROOM CENTRE</p>					
	<p>G3 Colonisation and the inter-generational impact on Aboriginal learners today PP GOLDSWORTHY ROOM</p>		<p>H3 Indigenous adult learning in Community Learning Centres PP GOLDSWORTHY ROOM</p>			
	<p>G4 Role of task design PP BOARD ROOM</p>		<p>H4 Go Digi: a national approach to Digital Literacy PP BOARD ROOM</p>			
	<p>G5/H5 Exchanging ways of being through Two-Way bidialectal education (120 minutes) PP GOLDEN BALLROOM SOUTH</p>					
	<p>G6/H6 G6/H6 Cross-cultural sustainability and teaching and learning for EAL/D learners (120 minutes) NH RIVERSIDE BALLROOM NORTH</p>					
	<p>G7 Celebrating diversity: community visions for literacy PP PILBARA ROOM</p>		<p>H7 Building Intercultural Bridges PP PILBARA ROOM</p>			
	<p>G8 'Change the world one mind at a time': partnerships and school-based programs to enhance language and life-chances in remote Indigenous community schools PP MT NEWMAN ROOM</p>		<p>H8 How are foundation skills being delivered by community providers? PP MT NEWMAN ROOM</p>			
	<p>G9/H9 Re-tell + Re-use + Re-count = Re-cycling Language PP GOLDEN BALLROOM NORTH</p>					
	<p>G10.1 Education for human rights in the EAP classroom (25 minutes) NH BOARD ROOM</p>		<p>G10.2 Teaching empathy in the EAP classroom situation (25 minutes) NH BOARD ROOM</p>		<p>H10.1 Understanding diversity using media in an EFL environment teacher education (25 minutes) NH BOARD ROOM</p>	
	<p>G11.1 The use of English as a Second Language (ESL) educational resources to promote functional health literacy to migrants (25 minutes) NH LANGLEY ROOM</p>		<p>G11.2 Learner autonomy as an element in Chinese Education Reform: a case of English language course (25 minutes) NH LANGLEY ROOM</p>		<p>H11.1 Diversity, learning and technology: exploring EAL teachers' mindsets (25 minutes) NH LANGLEY ROOM</p>	
	<p>G12 The literacy and numeracy of apps: student and teacher practices NH RIVERSIDE BALLROOM SOUTH</p>		<p>H12 Pormpuraaw State School: Closing the Literacy Gap through Advanced Teacher Subject Knowledge NH RIVERSIDE BALLROOM SOUTH</p>			

CANCELLED

Carol Garlett

Department of Education Services Western Australia

Exchanging Ways of Being - an Aboriginal Perspective

Exchanging ways of being is an inspirational and aspirational call to action. It entails an invitation to walk in more than one world, to understand, accept and accommodate difference. In Western Australia, we have focused for many years on the principle of Two-Way education, largely in schools but more recently in the adult education and training sector. These Two-Way programs recognise that language is more than the sounds we make or the words that appear on the page. Language hoards and transmits culture - belief systems, values, social practices. The English language, in its many varieties, does not serve a single culture. Language difference can point to cultural difference, but not cultural deficit. Why is it then, that mainstream institutions - schools, courts, prisons, welfare agencies - conduct their business as if there really were just one English language, just one way of being, with disastrous effects for Aboriginal people?

I want to provide some personal, first hand observations on the importance of recognising language difference if we are to truly exchange ways of being as a starting point for addressing social inequality.

Carol Garlett is a Whadjuk-Balladong Nyoongar woman who was born in Beverley, Western Australia and raised in Brookton by her parents Dick and Milly Reidy. Her extensive family is drawn from the Reidy-McGuire-Bennell-Collard-Garlett network. Carol is a leader in Aboriginal education in Western Australia. After 19 years as a primary teacher, she joined the Central Office of the WA Department of Education and became the first woman to be appointed as Director of Schools in the Kimberley region of WA where she provided strategic direction in collaboration with the Kimberley District Education Board, the Kimberley Aboriginal Education Advisory Council and the school principals.

Carol's total commitment to improving educational outcomes for Aboriginal people also includes her work as Chairperson of the Western Australian Aboriginal Education and Training Council (WAAETC), where she advised on government policy and coordinated and monitored the Western Australian Strategic Plan for Aboriginal Education and Training. Recently Carol has been engaged to guide reform programs within the Department of Corrective Services. ■



Dr Androula Yiakoumetti

Oxford Brookes University

Utilising Linguistic Variation for Better Education

Language in education deserves heightened attention in the increasingly linguistically-diverse classrooms that are typical of a modern world that is characterised by processes of globalisation, transnationalism and transmigration. These processes have inextricable linkages with language power relations. It is imperative then that we ask how language education can be optimised in settings where language power relations are based on economic, political or social factors rather than linguistic processes.

Research clearly demonstrates that incorporating linguistic diversity into education and utilising the entire linguistic repertoire of learners can lead to social, cultural, pedagogical, cognitive and linguistic advancement. In spite of this evidence, many educational contexts worldwide continue to promote the exclusive use of traditionally-dominant languages.

I draw on research carried out in various settings (including Australia, Canada, Cyprus, and the United States) which (1) highlights the valuable educational roles of learners' mother tongues and (2) evidences the positive role that translanguaging practices can play in education. In doing so, I argue for the promotion of Indigenous languages, minority languages, Creoles and nonstandard varieties in formal education alongside those which are traditionally dominant. I emphasise the central significance of language educators, the importance of teacher training, and the need for creating educational programmes which are informed by the specific linguistic landscapes in which they are to be employed. I also emphasise the importance of language attitudes and the benefits derived when parents and other community members are involved in students' language education.

In drawing together advice on the optimisation of language education in linguistically diverse settings, I conclude that both low-status and traditionally-prestigious varieties ought to be concurrently used for ideal educational outcomes. I therefore argue in favour of both multilingualism and multiculturalism while pointing out how timely a much desired paradigm shift in language education planning would be.



Dr Androula Yiakoumetti is an applied linguist whose research focuses on regional and social variation within linguistic systems and, more specifically, on the implications of such variation for education. She is interested in sociolinguistic aspects of linguistic variation and works within the research fields of multidialectism and multilingualism, second-language acquisition and development, and language-teacher development. Her publications span a variety of language issues including bidialectism, language attitudes, learning English as a foreign language, language policy and practice in an era of super-diversity, and language-teacher training. She is the editor of *Harnessing Linguistic Variation to Improve Education* (2012, Peter Lang) and *Multilingualism and Language in Education: Sociolinguistic and Pedagogical Perspectives from Commonwealth Countries* (2015, Cambridge University Press). ■

Dr Mark Pegrum

University of Western Australia

Yet Another Literacy? Mobile Devices, Mobile Learning, and Mobile Literacy

As our desktop and laptop computers give way to mobile technologies, our literacies will be increasingly mediated by our smart devices, making mobile literacy the key digital literacy of our time. So are we, as educators, along with our students, faced with acquiring yet another literacy?

Yes, in the sense that mobile literacy is a new macroliteracy that pulls together other digital literacies in a particular constellation. But at the same time, no, in the sense that as a macroliteracy, mobile literacy is composed of a range of existing literacies. Long-established literacies, like information and multimodal literacy, take on new inflections within mobile literacy. More newly established literacies, like network literacy and code literacy, take on added importance.

We will see how different types of mobile learning can foster different combinations of these literacies. We will see, too, that as language teachers, we must consider how best to support the development of our students' mobile literacy including, crucially, their critical mobile literacy. Indeed, if we fail to help our language learners develop digital literacies in general, and mobile literacy in particular, we are denying



them the opportunity to acquire the skills they need to process and produce language effectively in the 21st century, across the whole range of personal, work, and civic contexts that make up our ever more mobile society.

Mark Pegrum is Associate Professor in the Faculty of Education at The University of Western Australia, where he specialises in mobile learning and, more broadly, e-learning. His teaching has been recognised through Faculty and University Excellence in Teaching Awards, as well as a national Australian Learning & Teaching Council (ALTC) Excellence in Teaching Award.

His current research focuses on mobile technologies and digital literacies. His recent books include: *Brave New Classrooms: Democratic Education and the Internet* (co-edited with Joe Lockard; Peter Lang, 2007); *From Blogs to Bombs: The Future of Digital Technologies in Education* (UWA Publishing, 2009); *Digital Literacies* (co-authored with Gavin Dudeney & Nicky Hockly; Pearson/Routledge, 2013); and *Mobile Learning: Languages, Literacies and Cultures* (Palgrave Macmillan, 2014).

He is an Associate Editor of the *International Journal of Virtual and Personal Learning Environments*, a member of the Editorial Boards of *Language Learning & Technology and System*, and a member of the Review Panel of the *International Journal of Pedagogies and Learning*. He currently teaches in Perth, Hong Kong and Singapore, and has given presentations and run seminars on e-learning and m-learning in Australia and New Zealand, Asia and the Middle East, the UK and Europe, and South America. ■

Dr Vicky Duckworth

Faculty of Education, Edge Hill University

Dis-entangling Literacy from neoliberal fusion: creating critical spaces for emancipatory learning and social justice

Adult literacy has gradually made its way into the heart of policy discourse in general and policy making in particular. Driving its intermittent change is the underlying philosophical perception of what education is in general and what adult literacy is in particular. Evidence from contemporary policy and practice suggests that adult literacy, both in policy and practice, has gradually evolved from being seen as a cause of social malaise to being seen as the cure for such social malaises. In effect, adult literacy policy and practice has assumed an instrumental



characteristic which has shaped and constructed the dominant discourse around adult literacy (Ade-Ojo & Duckworth, 2015). This keynote explores potential alternatives to the dominant philosophy, policy and practice. Informed by sociological and critical educational frames that recognise the political, social, and economic factors that conspire to marginalise learners, it offers a transformative approach to adult literacy whilst also locating the model in an underpinning philosophy (Duckworth & Ade-Ojo, 2014). Rich empirical data from practice is probed to offer a justification to the recognition accorded the model. For example, the misrecognition of certain held dispositions that 'legitimize' classed and gendered inequalities is exposed and redressed arguing that we need to look at issues of violence and trauma, such as the ones exposed in the narratives of the learners in my recent study, not as isolated accounts, but relate them to the structural inequalities in people's lives. It offers an indicator of the relationship of the learners to the state and the social values which uphold this (Duckworth, 2013). The analysis argues that a different value position to the dominant curriculum, could yield a different approach to practice. This is illustrated with transformative and emancipatory literacy, which derives its values from a libertarian, equality and justice base (as against an instrumentalist base). Exposed are how changes to policy and practice could inform and shape the literacy curriculum and indeed pedagogy; a central driver suggested being adult education/literacy dis-entangling itself from neoliberal fusion and creating critical space for contextualised and emancipatory learning.

Vicky has developed considerable expertise in *Adult Literacy and Education* and is deeply committed to challenging inequality through critical and emancipatory approaches to education, widening participation, inclusion, community action and engaging in research with a strong social justice agenda. She has drawn on a critical perspective, applying Bourdieu's work as the theoretical framework, as well as using a range of feminist, sociology of education, literature on the ethics of care and critical literacy pedagogy, including the *New Literacy Studies* to explore and add to the debate on the impact of violence and trauma on learning, possibilities, resistance and transformation and its link to class, gender, ethnicity and literacy (Duckworth 2013, 14, 15).

Most recently she co-explored the gradual evolution of *Adult Literacy policy in the UK from the 70s to the current decade; drawing on philosophical, sociological and economic frames of reference from local, national and International perspectives, and the application of empirical data the research argues that the value positions of instrumentalism, driven by the now dominant human capital philosophy has gradually taken control of adult literacy policy and its attendant practice. An alternative curriculum is offered; a transformative model that presents a more socially just*

different value position (Ade-Ojo and Duckworth 2015). She has advised on policy and is a member of a number of National and International networks, which includes her role as trustee of the Helena Kennedy Foundation (<http://www.hkf.org.uk/>) (<http://www.unaglobal.org/>) and membership of the board for the Association for Research in Post-Compulsory Education (<http://arpce.org.uk/about/>)

*Throughout her career Vicky has published widely authoring and editing books. Most recently this includes: *Learning Trajectories, Violence and Empowerment amongst Adult Basic Skills Learners* (Routledge, 2013); *Landscapes of Specific Literacies in Contemporary Society: Exploring a social model of literacy* (Routledge 2014); *Adult Literacy Policy and Practice: From Intrinsic Values to Instrumentalism* (Palgrave 2015). ■*

Professor Bill Barton

Past President of International Commission on Mathematical Instruction



Numeracy as Cultural Exchange

Surely $\frac{1}{2} + \frac{1}{4}$ is always $\frac{3}{4}$?

Isn't mathematics exactly that purest form of knowledge that transcends culture? Doesn't mathematics describe the world objectively? No, no, and no. Or, perhaps, "it depends" is a better answer.

Historically, many people (mathematicians, scientists, teachers, in fact nearly everyone) have assumed the answer to all those questions was "yes", and this has been part of the reason that mathematics is imposed upon all children for several hours a week for at least nine years alongside a regime of tests, personal judgements, angst, and crowing.

So if the answer is "no" (x3), or "it depends", what about mathematics education, or numeracy? If mathematics is culturally dependent what does numeracy mean, and how should we teach it?

I will explore how I would answer these three questions, and then use these answers to guide a not-so-radical agenda for numeracy education that includes the idea of cultural exchange. I will also address the rather trickier question of how to make the transition from our present regime to a more human, not to mention humane, education.

I was born in New Zealand, and throughout my childhood moved around the country as my father moved from school to school. At the age of 14 we went to Khartoum where my father had a UNESCO position and so began my love for travel and interest in other cultures. I learned to sail on the Nile, and continued my NZ schooling by correspondence. I

returned to finish schooling in Auckland, and then entered The University of Auckland where I majored in mathematics, first for a BSc, then a Masters. During this time I again visited my parents, now in Tripoli, Libya, and taught for a short time, developing a love for teaching that has never paled.

Returning to New Zealand I completed a post-graduate teaching Diploma and began several years secondary school teaching while also studying for a Masters degree in Education. Fifteen years in this career included three important periods. One was a period of four years teaching at the University College of Botswana, Lesotho and Swaziland. This period taught me about the importance of language. The second was producing two series of public television programmes. This taught me about popularising mathematics. The third was being involved in a project to develop the indigenous Maori language of New Zealand so that it could be the language of instruction for mathematics. This taught me about the joys of research.

I moved from my final secondary teaching position (in a Maori-English bilingual unit) into teacher education, and began my PhD in Ethnomathematics. Thence, in the early nineties, I moved to the Department of Mathematics at The University of Auckland to teach undergraduate and postgraduate mathematics education.

I have been in this Department for over 20 years, taking my turn as Head of Department, continuing to teach, and undertaking research. As part of these I have been editor of both the Australasian regional Mathematics Education Research Journal, and an Assistant Editor of Educational Studies in Mathematics. My research interests are two-fold. Following my interest in the Maori language and studies in Ethnomathematics, I have investigated the way widely different languages express mathematical ideas. A book on this subject was published at the end of 2008. With a topologist colleague, I have also undertaken a study of the ways in which language affects the mathematical thinking of research mathematics. Other language research concerns the experiences of those learning mathematics in English when it is not their first language (this is joint work with my wife who is an English language lecturer).

My second research interest was with the development, particularly the mathematical development, of secondary teachers; but has now moved into the area of undergraduate mathematics education.

I was elected to the Executive of the international body of mathematics education (ICMI-International Commission on Mathematical Instruction) in 2007, becoming President in 2010-2012, and remain as Past President in the current executive. As part of my international work I coordinate the Klein Project (a web resource on contemporary mathematics for secondary teachers) and initiated the CANP project that creates networks of mathematics educators in developing countries. ■

Dr Jennifer Hammond

University of Technology Sydney

Classrooms of possibility: working with refugee students

This paper addresses the conference theme of 'Exchanging Ways of Being' by focusing on the educational strengths and needs of



refugee students. The paper addresses in particular the sub-themes of migrant and refugee language and literacy for learning and settlement; and language and literacy planning for social justice and equity. While primarily located in the context of school education, the paper draws broader implications for those working with adult learners.

Prior to their arrival in Australia, many refugees have experienced trauma, some have experienced minimal or disrupted education, and some have had minimal opportunities to develop literacy abilities either in their mother tongue or in subsequent languages. As a result, many face considerable challenges with education in their new country - whether as school students or as adult learners. For many teachers, the presence of refugee students in their classes also presents challenges: students bring very different levels of educational knowledge to the classroom, and they often have very different language and educational needs from those of other students. A consistent request from teachers, particularly in schools, is for information and help regarding ways of better supporting their refugee students, while at the same time continuing to meet the needs of other groups of students within their classes.

In this paper I will attempt to respond to such requests: first, by presenting outcomes from a research project that addressed the nature of current teaching and learning practices experienced by refugee students in mainstream school classes, and second, by proposing ways forward in terms of practices designed to address the needs of such students.

The research project was a small qualitative study conducted in four schools - two Intensive English Centres (IECs) and two mainstream high schools. It was underpinned by the assumption that equitable access to education for all students, including refugee students, requires access to high challenge curricula, as well as high levels of differentiated support. Data collected in the research consisted of lesson observations and recordings in key curriculum areas and

interviews with school executives, teachers and groups of students. Findings from the research highlighted a number of strengths in current teaching practices but also identified teaching and learning practices that could be further strengthened to acknowledge the contribution of refugee students, and to address their specific needs. Details of these findings, and their implications for ways forward in teaching refugee students will be addressed in the paper.

Dr Jennifer Hammond is an Honorary Associate and Associate Professor in the Faculty of Arts and Social Sciences, University of Technology Sydney. She has taught for many years in the fields of language and literacy education, EAL education and research design. Her research interests are in literacy development; classroom interaction, and the implications of socio-cultural and systemic theories of language and learning in EAL education. With colleagues, she has completed research into the nature of high challenge, high support pedagogies designed to meet the needs of EAL students in mainstream classes. She has published widely in these areas.

She has also completed recent research addressing the needs of newly arrived EAL and refugee students in Australian schools, and in 2016 will be undertaking a follow up project designed to implement the research outcomes and recommendations. With Jenny Miller, she coedited the book *Classrooms of possibility: Supporting at-risk EAL students* (PETAA, 2015). A chapter based on her research with refugee students is included in that book. ■

Dr Ullrich Ecker

University of Western Australia's School of Psychology

The Challenges of Misinformation

Misinformation is everywhere. Vaccinations cause autism (they don't), the climate is cooling (it's not), and private school kids do better at university (they don't).

Unfortunately, retracting these myths—simply saying they are not true—does very little to alleviate the effects of misinformation. Poorly designed campaigns to debunk myths can even backfire and ironically strengthen the misconceptions they set out to refute. Misinformation is thus a serious threat to informed decision making and evidence-based practice.

In the context of teaching and learning, misinformation regarding particular student groups (such as migrants, Aboriginals, or older adults) can lead to disadvantage; myths

regarding the basic foundations of teaching and learning (e.g., that anyone can teach; that learning success is a simple function of intelligence and effort, etc.) can lead to suboptimal governance and can thus exacerbate social inequity.

In my talk, I will elaborate on the cognitive mechanisms that give rise to misinformation effects on people's memory and reasoning. I will address the impact of pre-existing attitudes and beliefs, and I will argue that misinformation effects are facilitated by the contemporary media landscape. Finally, I will discuss ways to more successfully correct misconceptions, highlighting the importance of scepticism and effective communication strategies.

Dr Ullrich Ecker is a cognitive scientist and a Senior Lecturer at the University of Western Australia's School of Psychology. Ullrich is an internationally recognized expert on memory updating and reasoning; in particular, his research focuses on how misinformation affects the way people make judgements and form beliefs. Ullrich won the 2011 UWA Young Investigator Award, the 2014 UWA Vice-Chancellor's Research Award, and was a finalist for the 2012 Western Australian Early-Career Scientist of the Year Award.

Ullrich first migrated to Australia as a toddler but returned to his native Germany in later childhood. He obtained his PhD from Saarland University (Germany) in 2007 before again moving to Australia in 2008, together with his wife and two young children, to join the University of Western Australia. ■



TODAY A READER, TOMORROW A LEADER

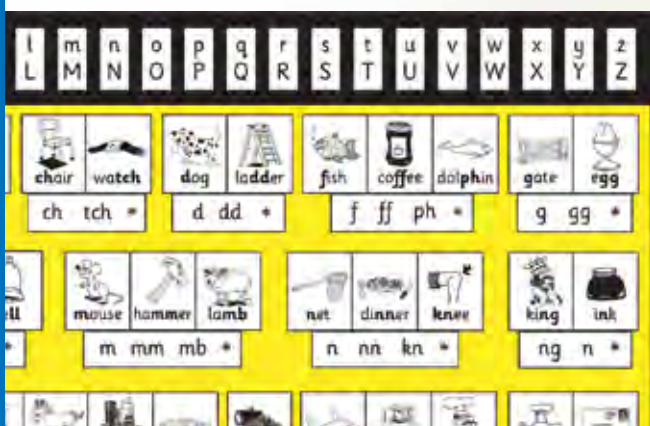
Since 1996 The THRASS Institute has provided teachers, parents and support staff with the tools, strategies and subject knowledge to explicitly teach the phonographic code of English as required by ACARA.

It provides a cost effective whole-school literacy model that is sustainable from foundation onwards and supported by a comprehensive suite of print and digital resources.

THRASS training empowers teachers to effortlessly cater for multi-level classrooms and support ESL learners and students with Dyslexia or other Specific Learning Difficulties.



**PHONICS
INSTRUCTION
COURSES**



symposium 1

Discovering the Power of Two Worlds: Exchanging Ways of Speaking in Aboriginal Education

Thursday, 7 April 2016

Novotel Hotel

8.30 am - 4.00 pm

Registration open 7.30 am

Convenor: *Patricia Konigsberg, WATESOL*

This symposium, with direct reference to the needs and resources of Aboriginal/Torres Strait Islander people, will discuss the ways of achieving:

1. Valid mutual expression and understanding of both Aboriginal/Torres Strait Islander and non-Aboriginal cultural and linguistic representations;
2. Negotiating effective ways of learning and experience which enable common goals to be reached from culturally and linguistically diverse starting points, and
3. Advancing towards effective social institutions and practices which are acceptable and fair to all.

Presenters: *Professor Ian Malcolm, Glenys Collard, Dr Androula Yiakoumetti, Coral Brockman, Dr Judith Rochecouste, Professor Beth Armstrong, Dr Samantha Disbray.*

symposium 2

Youth at Promise Successful services and initiatives for young people in transition

Sunday, 10 April 2016

Central Institute of Technology,

Oxford Street, Leederville

9.15 am - 4.30 pm

Registration open 8.30 am

Convenor: *Margaret McHugh, WAALC*

Young people from 15 - 24 years of age are faced with many challenges as they transition from childhood to take on the roles and responsibilities of adults. This symposium focuses on the complex lives of young people and some of the successful educational and other services that can help even out the playing field for those that do not inherit their just share of cultural, economic and linguistic capital.

In the morning you will hear from people who have been involved in setting up the first Foyer project in Western Australia and about the Gateway initiative at Murdoch University. Visiting UK academic Dr Vicky Duckworth will consider the justness of developing egalitarian approaches to pedagogies based on care and mutual respect in an era when education is positioned as a commodity.

In the afternoon, you can select one of the concurrent hands-on practical workshops run by Rebecca Bull (Foyer Oxford Jumpstart), Dr Vicky Duckworth and Donna Carr with her students (Gateway, Murdoch University).

Presenters: *Dr Vicky Duckworth, Sue Thompson, Lisa Knight, Donna Carr (and students) and Rebecca Bull*

TRANSPORT INFORMATION

Bus No 15 from Roe Street Bus Station alight at Oxford/Vincent Street (stop 12677)

Train: Joondalup line from Murray Street underground station, alight at Leederville, 1st stop.

Check timetable at

<http://www.transperth.wa.gov.au/> (Sunday timetable

Parking available on campus.

symposium 3

Let's Talk About Numeracy Bringing numeracy and language together in multilingual classrooms

Monday, 11 April 2016

Novotel Hotel

9.00 am - 4.00 pm

Registration open 8.00 am

Convenor: *Cheryl Wiltshire, WAALC*

In this symposium, Beth Marr leads a number of presenters from different sectors who explore the need to teach people to be able to talk about their mathematical and numeracy knowledge, and to use talk to build this knowledge. These needs transcend the differences between age groups and educational sectors.

Sessions will focus on principles that underpin good practice in improving the connection between numeracy and English language development, and literacy skills acquisition, and will include observations about how this connection impacts Aboriginal learners in Australia.

Presenters: *Beth Marr, Di Tomazos, Amber Farquharson and Dave Tout*

symposium 4

Integrating language, curriculum and humanitarian practices Meeting the challenge for EAL/D learners

Monday, 11 April 2016

Novotel Hotel

9.00 am - 4.00 pm

Registration open 8.00 am

Convenor: *Louise Dodman, WATESOL*

In this symposium, the theory behind the integration of language and curriculum content, which has long been an area of contention for teachers of EAL/D, will be presented by Dr Jennifer Hammond, our feature speaker. This will be followed by practical workshops presented by practising teachers with a focus on integrating language across a diverse curriculum. We will then hear from guest speakers and past students who will be sharing experiences from personal and professional viewpoints on the topics of humanitarian practices, refugees and cultural diversity. Some of these speakers will also participate in a panel discussion during which participants will have the opportunity to ask questions and exchange experiences.

Presenters: *Dr Jennifer Hammond, Gemma Contos, George Lafferty, Alex Anastas, Sakura Ashton, Sunili Govinnage, Sahar Pakzad, Scott Johnson, Gracia Mukiibi and Rubi Chin*



Penny McKay (1948 - 2009)

The Penny McKay Memorial Award honours Penny's outstanding contribution to research and development in second/additional language education. The Award is for an excellent doctoral thesis which benefits the teaching and learning of second/additional languages in Australian schools and pre-schools, including Indigenous languages, community languages, foreign languages, Standard Australian English as an additional language or variety, and English as a foreign language.

The Award is jointly offered by the Applied Linguistics Association of Australia (ALAA), the Australian Council of TESOL Associations (ACTA) and the Association for Language Testing and Assessment of Australia and New Zealand (ALTAANZ). Finances related to the Award are administered by ALAA. The 2016 Award will be made at the ALAA conference in December. A call for submissions will appear shortly on the ACTA, ALAA and ALTAANZ websites.

The Award was established and is maintained from donations from individuals, professional associations and other institutions in Australia and overseas. Your help is needed to maintain this Award. To donate, please go to <http://tesol.org.au/About-ACTA/PENNY-MCKAY-MEMORIAL-FUND/Make-a-Donation>. For more information about Penny McKay: Dooley, Karen and Moore, Helen. 'Penny Mckay 1948-2009: A Leader in English Language Education', TESOL in Context, Vol. 19 Issue 2 (Dec 2009) 50-66. ■

PREVIOUS AWARD WINNERS

2014

Susan Creagh for "A Foucauldian and Quantitative Analysis of NAPLAN, the category 'Language Background Other Than English' and English as a Second Language Level"

Julia Rothwell for "Let's eat the captain! Thinking, feeling, doing: Intercultural language learning through process drama".

2015

Jennifer Alford for "Conceptualisations and enactment of Critical Literacy for senior high school EAL learners in Queensland, Australia: commitments, constraints and contradictions".

**2018 CONFERENCE
ENGLISH LANGUAGE LEARNING IN A MOBILE WORLD**

**ADELAIDE, SOUTH AUSTRALIA
2 - 5 OCTOBER 2018**

SAVE THE DATE!

Driving attention to the reality of local and global mobility for TESOL learners and educators, this conference will contribute to the ongoing examination of the theories and practices underpinning the TESOL field, and will project into future directions, whether as policy, pedagogy, materials design, assessment or community involvement.

In the context of increasing mobility through digital technology as well as global unrest and greater recognition of the need for improved outcomes for Indigenous students, the conference offers an opportunity for a re-examination of the profile of our English language learners and the implications for TESOL practice.

The six themes or strands are:

1. English language learners in a mobile world
2. English language learning and teaching for local and global participation
3. Embracing digital technologies in English language learning and teaching
4. Assessment from diverse stakeholder perspectives
5. English as a medium of instruction (EMI)
6. Professional standards and teacher identities in a mobile world

Through these themes, the breadth of mobility will be explored, ranging from local and global relocations to communication and intercultural negotiation across borders. With this in mind, the conference will be a space to critically examine ethical and practical challenges for TESOL.

We look forward to your presence and contribution to these important discussions.



www.facebook.com/ACTAConference2018

Adelaide, South Australia
2 - 5 October, 2018



Literacy + Mathematics + Language = Numeracy?

Room NH RIVERSIDE BALLROOM SOUTH 120 minutes

Dave Tout

A1/B1

Does this equation work? Does it make sense? This hands-on workshop will look at the important role that literacy and language take in the successful learning of numeracy and mathematics. What is numeracy? How good are people at it? What is its relationship to Mathematics? Does it connect to Language and Literacy? If so, how? What are some of the key ideas about how to teach numeracy successfully and integrate numeracy into your teaching, no matter whether that is as a literacy, EAL, numeracy or VET teacher/trainer? A number of teaching strategies and activities will be demonstrated that support this approach.

The Poetry Truck

Room PP HAMERSLEY ROOM 55 minutes

Helena Zielinski

A2

The presentation will showcase a collection of activities collated over the time span of fifteen years in order to enter the territory of breakthroughs. The Poetry Truck is one of the activities in this collection. There will be a unique mix of creative expression combined with aspects of direct instruction. Helena will share some of the challenges and successes she has experienced, working in the largest prison in Australia. This presentation aims to help anybody teaching adult students at the initial level of language acquisition. The scenarios are drawn from a prison education experience but can be applied to any challenging educational setting. This presentation will be delivered in part as a talk with PowerPoint slides and in part as an activity the audience will engage actively in. There will be the opportunity for question and answer at the close.

Connect, Share, Learn: exchanging ways to expand professional learning through social media

Room PP PILBARA ROOM 55 minutes

Lesley Cioccarelli and Cindy Valdez-Adams

A3

Just as this conference is a physical place for teachers to combine to pursue their common interests in learning and teaching, there are increasingly more online places for us to connect, share and learn together. Teachers are using social media to exchange ways of being, and in this workshop we will show you how online connections can enable teachers working in diverse sectors and contexts to learn from one another, share resources and ideas, and develop their competencies in the classroom. We will introduce you to some dynamic online communities on Twitter, Facebook, and other online forums, where teachers across Australia and around the world share and collaborate. We will help you connect with them, and you will leave the workshop with not only a reason to connect, but the skills to join in. Suitable for teachers from ALL sectors: school and adult TESOL and adult Literacy and Numeracy.

A bag full of literacy activities

Room PP GOLDEN BALLROOM CENTRE 120 minutes

Jan Hagston

A4/B4

This is a practical workshop for adult and youth literacy teachers. The session aims to explore a range of practical activities and strategies that can be implemented to address varied literacy needs from decoding and vocabulary to text structure and descriptive writing. The activities will be linked to the Australian Core Skills Framework (levels and focus area) and will include linking to the community, the use of social media as well as ones that use nothing more than paper and pen. Participants will also spend time considering how the activities and strategies could be used or customised to meet the needs of different student groups. Participants will come away with a 'bag' of activities to try with learners.

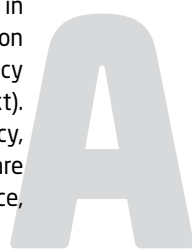
Teaching literacy through numeracy

Room PP GOLDSWORTHY ROOM 55 minutes

Jennifer Williamson

A5

The presentation is developed for teachers of the Adult Migrant English Program (AMEP) and other ESL programs; it aims to describe creative ways of teaching Numeracy through Literacy. Numeracy forms an elective part of the curriculum in spoken and written English but we believe that being numerate is an essential skill that individuals need to function as citizens of society (Steen, 1999) therefore numeracy teaching and learning features within our program. Numeracy teaching requires knowledge and skills in Literacy (extracting math out of context, and understanding text and context). Numeracy is embedded within authentic and meaningful learning projects which allow teaching literacy through numeracy, as they develop not only the students' numeracy skills but also their spoken language, literacy and life skills. We are going to describe these projects in detail and present their outcomes such as students' increased skills and confidence, employment and further study.



A6/B6

Form, function and feeling in Aboriginal English

Room PP GOLDEN BALLROOM SOUTH 120 minutes

Prof. Ian Malcolm, Glenys Collard, Patsy Konigsberg and Coral Brockman

Form, Function and Feeling in Aboriginal English: This presentation draws on research into Aboriginal English Australia-wide to show teachers its distinctiveness as a communicative medium and as an expression of a 'way of being'. It will be shown that, in form, Aboriginal English has drawn on linguistic inputs from Indigenous languages, from diverse English varieties and from pidgin/creole varieties to create distinctive, interacting phonological, morphological and syntactic patterns. It will be shown that, in function, Aboriginal English operates as a communicative medium appropriate to a high-context speech community, in which indirect and multi-modal communicative strategies predominate and in which many linguistic items have undergone functional transformation. Drawing on findings of cognitive and cultural linguistics, it will be shown that Aboriginal English is the bearer of conceptual underpinnings which link it with the Aboriginal cultural inheritance and provide for its speakers the feeling that it fits with the world they know. This presentation will lead into a second two-hour workshop on Implementing Exchange in Educational Settings.

A7

An alternative way out of the intermediate plateau

Room PP GOLDEN BALLROOM NORTH 55 minutes

Antony Atkinson

At Phoenix Academy, we noticed that many learners were struggling to develop their English language skills beyond a CEFR B1 level. Many of our learners are on a pathway to university study where they are required to operate at a high level (B2+ and beyond). The class selected for the trial program was an Intermediate class with learners ranging from A2+ to B1+ across the four macro-skills. We wanted to investigate if moving away from a class based on a pre-set syllabus, relying largely on course book based instruction, would activate the learning capabilities of our learners and assist them out of the intermediate plateau. The pilot program would use largely authentic materials, would have direct input by the students themselves into the topics and areas covered, would have digital technology incorporated into the lessons, use alternative delivery methodologies such as dogme and create a 'Demand High' learning environment. The workshop will demonstrate classroom activities, tasks and approaches developed in the pilot program and discuss their effectiveness. Learner responses to the program will be presented and discussed as they shed light on learners' expectations of an English course and how they responded to the alternative approach.

A8

The role of resiliency education in English engagement towards successful educational, social and career outcomes for adolescent migrant students

Room NH RIVERSIDE BALLROOM NORTH 55 minutes

Mishayla Webber, Shannon Helbig and Lucy Graf

Migrant and refugee students face particular challenges in all aspects of their acculturation. The implementation of the Building Resilience in Transcultural Australians (BRITA Futures) program in Intensive English Centres is a key factor in helping students face these challenges. By mapping the program to the IEC and National Curricula as well as to the Australian Blueprint for Career Development, we are providing adolescents who are new to Australia with strategies and tools to successfully engage with Australian society through career planning. The importance of the English > Education > Employment pathway for new migrants and those from refugee backgrounds cannot be underestimated, especially in regards to preventing the radicalisation of vulnerable young people from complex communities. This session will involve an overview of the program and supporting data, including activities from the program and a question and answer session.

A9

Using TEAL resources to assess the oracy and writing skills of school age EAL learners new to English

Room PP BOARD ROOM 55 minutes

Janet Saker

Assessment of EAL skills involves finding a balance between consistent performance of a task, and the nature of spoken interaction or the written text involved. The TEAL project has developed, refined and trialled assessment tasks that teachers can use with EAL learners in classroom contexts, to identify levels of performance and provide markers of development. This workshop will focus on the materials being developed to assess oracy and writing skill of EAL students in the early stages of EAL learning, from Foundation to Year 10. Samples of EAL learners' performance of some of these tasks will be presented, and participants will be involved in rating the performance of the samples, using the criteria and documentation developed in the project. Participants will compare their ratings of the students' performances, and reflect on the usefulness of the task and accompanying documentation. The implications of this experience for classroom assessment will be explored.

**Impact of teaching strategies on second language learning:
a study of adult ESL classrooms****A10.1**Room PP BOARD ROOM 25 minutes
Khairul Aini Mohamed Jiri

The paper draws upon a study conducted to examine the impact of the teaching strategies on adult ESL learners. Research was conducted at an adult literacy centre at Central Pennsylvania, USA that offers free ESL classes. The literature review reveals that effective teachers utilise certain teaching strategies in creating an effective language classroom. The analysis of the data reveals several effective teaching strategies for the ESL classroom which include the use of humour to minimise the anxiety level of the learners and as a way to establish connection between the teacher and the learners. The use of visual aids, the utilisation of group learning, the positive perceptions towards mistakes and proper lesson planning are among other strategies recognised to be effective in the ESL classroom. This study is beneficial to the ESL field in Malaysia as it explores an area which is rarely highlighted in this country.

**Applying CALL-Based Approach in teaching communicative grammar of English from
the intercultural perspective in Vietnamese campuses****A10.2**Room PP BOARD ROOM 25 minutes
Nguyet Thi LE

So far, few language teachers in Vietnam have put their efforts into integrating culture with the teaching of the communicative grammar of English. Therefore, this paper examines the current situation of teaching the communicative grammar of English in Vietnamese campuses in relation to the use of computer-assisted language learning (CALL) and intercultural topics. It then investigates the effectiveness of teaching English grammar communicatively with the use of CALL in cross-cultural settings for Vietnamese EFL learners. Four instruments are employed: two sets of questionnaires, experimental teaching, class observations, and semi-structured interviews. The results of the study reveal some conclusions. First, the current application of CALL in Vietnamese EFL classrooms is not exploited effectively for the purpose of improving a learner's communicative grammar. Second, cultural factors are mostly neglected in teaching grammar in Vietnamese campuses. Third, thanks to the use of CALL, culture is integrated into teaching English grammar most effectively and learners' communicative competence in different cultural backgrounds is best improved in grammar classes. Finally, the author will provide some recommendations about how to apply CALL to enhance the teaching quality of English grammar in combination with cross-cultural topics to meet some challenges in the 21st-century multicultural context.

**Transcultural literacy and identity:
implications for language teaching and social interaction****A11.1**Room PP MT NEWMAN ROOM 25 minutes
Paul Mercieca

In this paper for those in the field of language education, I will explore ways in which cultural literacy can be re-envisioned as not merely a set of skills, but rather as a deeper set of transcultural understandings. It will be suggested that transcultural literacy can be acquired in spaces between the familiar and the new, with implications for both life outside and inside formal educational settings. I will argue that for successful language learning and social interaction, transcultural literacy should now overarch the narrower concepts of communicative competence and cultural literacy. The paper draws on my study of cultural practices in a migrant group of adults in Western Australia and the development of both a reshaped transcultural identity and an accompanying literacy. I will explore a number of ways of transculturally reshaping language teaching practices and will also examine promising contexts of social interaction outside and beyond the classroom.

**Moving from educating Sudanese refugees to educating remote
Aboriginal students: a reflection****A11.2**Room PP MT NEWMAN ROOM 25 minutes
Tracey Anthony

This session will outline Tracey's journey from teaching limited-schooling students in a highly multicultural school where Aboriginal students were integrated into mainstream classes, to teaching a specialist class of remote Aboriginal students in a school that is less multicultural. The presentation will describe the ways Tracey has adapted her EAL/D methodology to suit a different cohort of students and consider both the similarities and differences of teaching remote Aboriginal students and students who have recently arrived in Australia.

A12**EAL/D learning and being as a lived experience in a comprehensive public NT rural middle and senior school**

Room NH LANGLEY ROOM 55 minutes

Lucinda Murrell

What is it like to learn, be and live as an EAL/D adolescent student in a NT rural middle and senior comprehensive school? Case studies of a number of diverse EAL/D middle and senior students will be presented. Based on informal student interviews, teacher notes and observations, student work evidence, analysis of student results and achievements. The case studies enable the experience of diverse EAL/D learners to be explored. Issues, implications for practice, the importance of learning from each other and for differentiated EAL/D practice will be identified. Discussion will be opened to share experiences and to continue the conversation about how to best address issues raised particularly regarding: middle and senior school EAL/D learning and teaching, educational, language and literacy planning, teaching and programming, monitoring and recording learning and achievements, the Australian Curriculum, policy, teacher standards, school, management and resourcing.

B1/A1**Literacy + Mathematics + Language = Numeracy?**

Room NH RIVERSIDE BALLROOM SOUTH 120 minutes

Continued from A1

B2**Innovative solutions to LLN issues in VET programs**

Room PP HAMERSLEY ROOM 55 minutes

Denise Shearer and Mary Walsh

There has long been recognition of the need to provide LLN support for 'domestic' as well as ESL background and international students to succeed in VET courses. At Central Institute of Technology smaller LLN programs had been piloted to support VET learners but these lacked a consistent and rigorous approach to identification of needs and subsequent learner support. This session will outline the solution Central developed to the issue of non-completions of qualifications due to learners' low LLN skills. It aims to share Central's strategy in the use of an internationally recognised diagnostic LLN tool and the related integrated support sessions for all learners. The session will include a presentation outlining the research, strategy development, piloting and refinement of this successful program. Participants will hear of the direct experiences of the practitioners involved. There will be an opportunity for participants to provide structured feedback and discuss and compare their own strategies and experiences.

B3**The Open Air Academy: reengaging Adult Learners**

Room PP PILBARA ROOM 55 minutes

Dr Evelyn Bach and Nikki Griffiths

According to The Australian Journal of Teacher Education (2014), around 50% of year 9 students are bored at school and 25% of these students eventually drop out of school completely. This session presents the rationale that in the absence of formal teaching and training, students become self-organised, motivated and effective learners. If learners are motivated by curiosity and are provided with the tools to research a topic, then they intuitively explore and learn together. Evelyn and Nicola will provide a 55 minute hands on workshop that will take you through the process of how to reengage adult learners by letting learning happen.

B4/A4**A bag full of literacy activities**

Room PP GOLDEN BALLROOM CENTRE 120 minutes

Continued from A4

B5**Sharp Reading for English language learners**

Room PP GOLDSWORTHY ROOM 55 minutes

Kerry Handley and Jill Millar

Sharp Reading has been developed to address prominent issues in the teaching of decoding and comprehension. It has been developed by classroom teachers (Hilton Ayrey and Brian Parker), through consultation with well-known academics, and action research in NZ over 12 years. Sharp Reading has achieved successful results with students from diverse linguistic backgrounds. The specialised routines within Sharp Reading develop effective competencies by using a common language that enables students to process text as they read.

This session focuses on the Developmental Progression of Sharp Reading which caters for all students - from early decoders through to the complex text analysis required at secondary level. Interactive activities throughout the session will assist participants to grasp the impact of the routines.

Form, function and feeling in Aboriginal English

Room NH RIVERSIDE BALLROOM 120 minutes

Continued from A6

B6/A6**Leading EAL/D and refugee education: a primary school model**

Room NH RIVERSIDE BALLROOM NORTH 55 minutes

*Kim Cootes, Cindy Valdez Adams and Alice Clarke***B7**

Fairfield Public School in South Western Sydney recognises the importance of EAL/D leadership with 95% students being of LBOTE background. One third of the school enrolment is from a refugee background. Influenced by the research of Cole, Timperley, Fullan, Hammond, Beck, McKeown, Kucan and Dufficy, the EAL/D Assistant Principal along with the senior school executive, have lead action inquiry and lesson study approaches in the school. Through professional learning in designing learning to develop language and enabling collaborative learning of teachers who plan, design and reflect through lesson study, EAL/D students, including refugees, feel safe, confident to take risks and have improved learning outcomes. This session will highlight these successful initiatives. The work of exemplary EAL/D teachers Cindy Valdez Adams and Alice Clark will be showcased.

An ACTA Forum on Adult ESL Issues in Teaching and Learning: Establishing networks for knowledge sharing and exchanging ideas

Room PP GOLDEN BALLROOM NORTH 55 minutes

*Karen Barber and Lesley Cioccarelli***B8**

Shared knowledge and an exchange of ideas are a source of inspiration, innovation and better understandings. With diminished professional development opportunities on effective and current models of delivery, teaching practices and learning strategies, establishing a network to support teachers of adult ESL (which often includes literacy) is essential. In this open forum key issues in adult ESL will be outlined and a range of networking strategies will be proposed with ample time for participant input and feedback. Through this forum it is imagined that together we will establish an effective way of exchanging ways of being and of supporting each other.

Using TEAL resources to assess the oracy and writing skills of more advanced school age EAL learners

Room PP BOARD ROOM 55 minutes

*Alan Williams***B9**

Assessment of EAL skills involves finding a balance between consistent performance of a task, and the nature of spoken interaction or the written text involved. The TEAL project has developed, refined and trialled assessment tasks that teachers can use with EAL learners in classroom contexts, to identify levels of performance and provide markers of development. This workshop will focus on the materials being developed to assess oracy and writing skill of EAL students in the later stages of EAL learning. Samples of EAL learners' performance of some of these tasks will be presented, and participants will be involved in rating the performance of the samples, using the criteria and documentation developed in the project. Participants will compare their ratings of the students' performances, and reflect on the usefulness of the task and accompanying documentation. The implications of this experience for classroom assessment will be explored.

'Come as you are': embracing diversity to support success at Victoria University

Room NH BOARD ROOM 25 minutes

*Dr Julie Fletcher and Dr Pauline O'Maley***B10.1**

Recent decades have seen increased tertiary participation by 'non-traditional' students, including first in family, low socio-economic status, non-English speaking background, recent migrants and refugees. In this context, the issue of successful transition to university learning has become increasingly important. Research shows that first year students in particular must be supported to develop a sense of belonging and engagement within the university to enable successful transition into university learning culture. This paper outlines the ways in which inclusive pedagogy, an interdisciplinary, internationalised curriculum, and deeply embedded academic support is fostering student success in an innovative first year foundation unit offered within the College of Arts at Victoria University. Drawing upon the idea of 'come as you are' we embrace our richly diverse student cohort as the greatest strength of the university experience, and work with our students to build skill, academic confidence, and success.

B10.2 Diversity in context: a pragmatic response to colonisation in Indigenous language learning

Room NH BOARD ROOM 25 minutes

Virginia Westwood

In language learning and teaching, diversity extends from the models we have of language structure to the resultant materials development models and pedagogies. In particular, there are fundamental differences in the contexts of oral versus written languages. The development of language learning resources for oral Indigenous languages worldwide has been based on Eurocentric models of language, language learning and, in the case of computer assisted language learning (CALL), software design and development process. This critical study, conducted over four years in the remote Kimberley in Western Australia, exposed the assumptions of these models. Working in partnership with an Aboriginal language community and starting with a design research approach, a model for critical design research was developed. This also led to pragmatic outcomes including a new pedagogy for CALL for oral Indigenous languages, a model for contextual and participative materials design and development, and a CALL program for Nyikina. The critical approach to language and learning demonstrated in this paper has vital implications for Indigenous well-being, practitioner and researcher skills and social justice.

B11 Literacy 'packages' - meeting the needs of Indigenous EAL/D learners?

Room PP MT NEWMAN ROOM 55 minutes

Frances Murray

This presentation is relevant to primary and secondary teachers of Indigenous EAL/D students in remote and urban contexts. The themes are also pertinent to all EAL/D students. This session questions the pedagogic responses and identity exclusion of EAL/D groups, to/in the national testing culture. The session seeks to question the efficacy and relevance of practice-dependent literacy packages for teaching Indigenous EAL/D students. Has language teaching and learning been ignored in the quest to meet the requirements of national literacy testing? The session aims to raise awareness of a) the need to include students' languages and knowledges as learners of EAL/D; b) the skill sets required in teaching multilingual learners. It will look at questions such as: how does the national testing agenda recognise multilingual learners' knowledge and skills? What is its degree of influence on the teaching of multilingual learners?

B12 Applications of Task-based Language Teaching (TBLT) in EAL/D Classes: principles and best practices

Room NH LANGLEY ROOM 55 minutes

Julian Chen

Bridging theory and practice, this hands-on workshop will walk TESOL professionals through the implementation of task-based language teaching (TBLT) using a 'backward task design'. Drawing upon previous TBLT research (e.g., Long, 1985; Willis, 1998), the presenter will first define what a 'task' is and further discuss the principles of TBLT and key concepts that need to be considered when adopting TBLT in an EAL/D class (Nunan, 1991). A backward design model (Lee, 2000) that guides TBLT implementation will be then introduced as follows: the task design cycle begins with identifying a desired task outcome, breaking down the target task into sub-tasks, creating and sequencing concrete tasks and building in linguistic support. To solidify the model, the presenter will demonstrate an 'Archaeology Search' task that exemplifies how to carry out a meaningful, communicative and authentic task in class using authentic realia. The audience will have the chance to experience this task execution and evaluate the whole process following the backward design model. The workshop will end with a 'virtual class observation' task where the audience will observe and evaluate a video scenario on teaching speaking with TBLT. Issues and implications will be discussed in the community of practice.

Designing adult numeracy classes through a language filter**C1/D1**

Room PP GOLDEN BALLROOM NORTH 120 minutes

Beth Marr

The concepts of numeracy/mathematics are inextricably linked with the language that names them. In mathematics, terms like volume, area and rectangle carry specific meanings, often different from everyday usage. Imagine the difficulties for English language and literacy learners when such language is not given specific attention. Even simple terms like quarter of an hour, odd number, decimal point and reading numbers and fractions can confuse people from other cultures. However, mathematics is traditionally taught as a silent subject: the predominant classroom voice is the teacher. When students do speak, they are rarely encouraged to practise numeracy language. This interactive workshop draws on issues encountered when designing curriculum and teaching numeracy to LOTE adult learner groups in Melbourne and East Timor. It will model a variety of numeracy teaching methodologies, including activities designed to develop numeracy and language simultaneously. All strategies will be applicable in a range of teaching situations, particularly with LOTE and literacy learners.

Lessons on Demand: 25 no-preparation-needed activities to use on the fly**C2**

Room NH RIVERSIDE BALLROOM SOUTH 55 minutes

Maria Doyle

This is a practical, hands on workshop that showcases 25 communicative activities which can be created and used on the spot, without any prior preparation. Activities are designed to be used with a variety of levels and classroom types, including adults, teens and children. Participants will be involved in as many of the activities as possible, as if they are the students. The remainder will be explained briefly, in order to discuss all the activities (and how they can be adapted) before the session is concluded.

SDERA and the Keys for Life program - educating for smarter choices on the road and elsewhere**C3**

Room NH RIVERSIDE BALLROOM NORTH 55 minutes

Deb Zines

School Drug Education and Road Aware (SDERA) is the WA State Government's primary drug and road safety education strategy. SDERA's purpose is to prevent road related injuries and the harms from drug use. While SDERA's name seems to indicate that its focus is on schools, its target audience is in fact much broader than this. SDERA partners with many agencies, organisations and schools to deliver best practice road safety, resilience, drug and health education (curriculum, programs and professional learning) across the community and all regional and remote areas of the state.

This presentation will explore how professionals working in the area of adult literacy can engage with SDERA in the following ways: • Accessing SDERA's evidence-based road safety, resilience and drug education programs - in particular the Keys for Life program for pre-drivers and novice drivers • Attending SDERA professional learning workshops that are recognised by the Teacher Registration Board WA, and available state-wide.

'LETS' learn English through Story time**C4**

Room PP GOLDSWORTHY ROOM 55 minutes

Jane Jones and Tricia McKenzie

This workshop will present participants with an overview of the research and philosophy underpinning the Learning English Through Story time (LETS) program and showcase a hands-on family literacy session. LETS is a structured family literacy program for culturally and linguistically diverse parents/carers and their children (aged 3-4 years). As a non-formal learning program, bringing a social capital approach to adult literacy is ideally suited to this group of learners. Set in public libraries, learners develop a sense of community, begin to learn more about their newly adopted identity and gain access to knowledge and new skills. The presenters explain the session format with its focus on English speaking and listening skills using songs, rhymes and activities to support home literacy practices. The LETS initiative is an example of the many cross-sector approaches to develop literacy skills through collaborations between State Library of WA, public libraries and agencies supporting families with English as an Additional Language.

C5/D5**Collard vs State of Western Australia: documentary film and discussion about the landmark human rights court case**

Room PP GOLDEN BALLROOM CENTRE 120 minutes

Glenys Collard and Margaret McHugh

This presentation will start with a viewing of a 60 minute documentary film made by an independent film maker with a small grant from the Sorry Day Alliance. The film follows the progress of a landmark human rights court case: Collard v State of Western Australia (2013). In 1961, seven of Don and Sylvia Collard's young children were taken into care by the state. As plaintiffs, the Collard family were seeking both an explanation of the State's action and restitution for the physical, emotional, social and cultural harm that was caused to parents and children. The viewing will be followed by a discussion about the relevance of this court case as a human rights issue and the important part that language plays in achieving justice for Aboriginal people.

C6/D6**Critical pedagogy: integrating Indigenous cultures and histories into EAL/D**

Room PP GOLDEN BALLROOM SOUTH 120 minutes

Peter McKenzie

In light of the Australian curriculum, cross-curricular priorities we are now in a better position more than ever to authentically incorporate Indigenous perspectives into classroom experiences. However there is also great risk in continuing hidden curriculums of tokenism, racism and capitalism. This workshop will look at Indigenous perspectives through the lens of critical pedagogy. We will explore opportunities that exist to empower ESL students and transform some of the conditions that perpetuate human injustice and inequity. I will share with participants a number of ESL activities that are designed for both ATAR EAL/D and lower school ESL. These activities form part of what I like to call a course in intellectual self-defence.

C7**What's it like teaching EAL/D in a remote school?**

Room NH BOARD ROOM 55 minutes

Adriano Truscott

This presentation is for EAL/D teachers thinking about applying their skills to Indigenous education. EAL/D teachers understand the linguistic and cultural fundamentals learners require to achieve communicative and academic competency, but are also advocates for their learners. Indigenous education in Australia is a sector of elite teaching that requires a combination of skills, including EAL/D understanding and advocacy. This presentation will highlight differences between teaching EAL/D in other contexts. While sharing some of the challenges that can arise in remote communities, we will consider the enormous rewards that arise from moving from teaching to exchanging ways of being. This workshop presentation will offer experiences from a small panel of EAL/D teachers who have worked in varied contexts.

C8**Wongutha CAPS: engaging Aboriginal students from all over WA in literacy and the wider global community**

Room PP MT NEWMAN ROOM 55 minutes

Brendan Franzone

This session will provide an overview of the successes and challenges of literacy at Wongutha CAPS, a year 11 and 12 Vocational school for Aboriginal students from all over Western Australia. Our students come from a wide range of backgrounds and have vastly varied levels of literacy. This presentation will show a number of the strategies that we use at the school. Using texts to teach Aboriginal students primarily from remote communities about the wider global community, differences and similarities with other cultures and issues affecting people around the world. Wongutha has used Accelerated Literacy and Reading to Learn as its primary teaching methodology since 1999 with great results. Our school has 'Training for Life' as its core value at the centre of what we do in all areas. Being a vocational school there is a focus on preparing for work and life after schooling so 'Work Language' is also a strong focus as well as an 'Oral Communication' throughout the school.

Bilingual tools to enhance EAL/D students' language development**C9**

Room PP HAMERSLEY ROOM 55 minutes

Mallika Das and Abby Saleh

In this presentation we will discuss two teacher-initiated bilingual reading programs conducted in school where 99% and 97% of the school population are from CALD (Culturally and Linguistically Diverse) backgrounds. These programs involve the reading of texts in multiple languages. Research suggests that 'in early stages it [reading in the first language] can profoundly accelerate the development of reading ability in the second language.'-Krashen, S. (2004). Building on this research, we will discuss the ways parents and community members were engaged in the process. We will outline the processes and procedures used to establish and maintain this program and will share data that offers evidence of the success of this program and its impact on students' English syllabus outcomes.

Listening to the views of children and young people from CALD backgrounds**C10.1**

Room PP PILBARA ROOM 25 minutes

Jocasta Sibbel and Golda Signal

In 2015 the Western Australian Commissioner for Children and Young People used a peer-led approach to ask almost 300 children and young people from culturally and linguistically diverse (CALD) backgrounds about the positive things in their lives, the challenges they face, their experiences settling in Australia and their hopes for the future. This presentation will discuss the findings from that consultation, including challenges learning English, making friends, and experiencing racism, with a focus on the importance of listening to the views of children and young people and using this information in decision making.

**Success in teaching:
sharing the experiences of being in the classroom situation****C10.2**

Room PP PILBARA ROOM 25 minutes

Zanele Khanyile

Teaching and learning does not solely rely on the curriculum or the policies in place. Curricula are frequently replaced by new ones with the aim to improve stale methods of teaching. Through my experiences I have discovered that success in teaching is mainly about the engagement of the teacher with the learners in the classroom situation, classroom management, content and research, the relationship between the teacher and the learners and most importantly about the performance and the results at the end of that engagement. This can only be achieved through teaching and learning, and assessments. For centuries, learning and teaching has mainly been about two aspects, that is, teaching and assessments. How we manage the two aspects can either enhance or diminish the manner in which learning takes place. Technologies can only improve teaching and learning if a good strategy (method) is in place for teachers to employ to reap good results. This article will look at my experiences of being a teacher and how I travelled the journey with my students. I will also explore my present circumstances as a lecturer at a distance education university where teaching and learning is heading towards being fully online.

The impact of teachers' knowledge, and beliefs about technology, pedagogy and content in adult education**C11**

Room PP BOARD ROOM 55 minutes

Dr Teresa O'Brien

This presentation is aimed at general education teachers working in vocational training contexts. Teachers in the vocational sector need to embrace 'technology' knowledge commensurate with industry and workplace standards. Through the lens of the TPACK (technological, pedagogical content, knowledge) framework, the presentation will explore the impact of teachers' beliefs about the nature of knowledge and their beliefs about effective ways of teaching. A modified framework is then proposed and is based on the notion that teachers' epistemological beliefs are often reflected in their perceptions of students and thus shape their decisions about integrating technology into their teaching.

C12 Developing language through the arts

Room NH LANGLEY ROOM 55 minutes

Cindy Valdez-Adams

'Developing Language through the Arts' was created to provide newly-arrived EAL/D learners, most of whom are refugees, opportunities to develop their ability to express and communicate their ideas through various art forms. Learners were given the space to show their understanding of concepts and ideas through painting, drawing, sculpture, drama and dance in a safe and secure environment. The major outcome of the program was a noticeable increase in the oral language development, substantive engagement, improved confidence and achievement of students. Partnerships with the broader arts community have been made including the NSW Art Gallery and Casula Powerhouse Museum, as well as newly-arrived parents of the school community. Participants will engage and participate in learning and teaching strategies used with newly-arrived learners, such as 'Visible Thinking' routines to foster and develop creativity, higher order thinking and language learning skills.

D1/C1 Designing adult numeracy classes through a language filter

Room PP GOLDEN BALLROOM NORTH 120 minutes

Continued from C1

D2 Literacy through STEM - Science focus

Room NH RIVERSIDE BALLROOM SOUTH 55 minutes

David Ford

This session is targeted at STEM teachers with EAL/D students, either in mainstream or in EAL/D programs. It provides insight into the particular needs of these students and how language proficiency can be developed while still covering the necessary content and skills. It provides practical ideas, activities and materials for use in class.

D3 Addressing oral language needs of diverse EAL/D learners through whole school professional learning

Room NH RIVERSIDE BALLROOM NORTH 55 minutes

Lisa Garrett, Breanna Hodi, Megan McWhinney and Rachael Graham

Through implementing professional learning that is sustainable and supported by evidence-based research we are able to see visible change in teacher practice. By challenging teachers' beliefs and attitudes (Timperely 2011, Gay 2013), improving teacher knowledge and skills and responding to students' readiness to learn, positive learning outcomes can be achieved (Munro 2009, Sleeter 2001). This presentation will outline the continuing journey of a low SES urban primary school in Cairns that addressed the oral language needs of their EAL/D students through developing teacher efficacy and pedagogy. Our journey considered the sustainability of professional learning, current educational changes, intensification and standardisation of teacher practice and the diverse needs of learners. We will detail the context, evidence-based research on professional learning, action research and coaching of John Munro's (2011) ICPALER model, changes to teacher practice and classroom implementation of oral language.

D4 More on effective and targeted word-reading instruction

Room PP GOLDSWORTHY ROOM 55 minutes

Janet McHardy

To be effective and cater for the diversity of learners, adult reading teachers must be informed about reading, flexible in approach, and instruction must focus on specific needs. However, reading is an intricate cognitive skill and limited research is available to inform our teaching of less-skilled adult readers. This interactive presentation brings together research findings of strategies employed by 36 West Australian and New Zealand adult literacy learners as they read words. The research is part of a broader study on adult reading undertaken as part of a doctoral program at UWA. Findings suggest many learners are confused about how to go about reading words with ineffective strategies to draw on. The findings are considered with practical suggestions for diagnosing and addressing reading needs of learners. The presentation and discussion will be of interest to all those involved in designing and implementing adult reading programs.

D5/C5 Collard vs State of Western Australia: documentary film and discussion about the landmark human rights court case

Room PP GOLDEN BALLROOM CENTRE 120 minutes

Continued from C5

Critical pedagogy: integrating Indigenous cultures and histories into EAL/D**D6/C6**

Room PP GOLDEN BALLROOM SOUTH 120 minutes

Continued from C6

ESL students as driving instructors**D7**

Room NH BOARD ROOM 55 minutes

Robin Boccia

Who has a driver's licence? Immigrants come to this country to start a new life and want something different to what they have previously experienced in their own countries. This means more personal freedom for women from Asian and Middle-Eastern countries with the addition of being financially independent as driving instructors. It is also an avenue for men whose overseas qualifications are not recognised in this country to gain a Certificate IV level qualification where the ability to speak one or more languages other than English will benefit them in running their own business as a driving instructor. We will explore the best ways to equip these people with the means to succeed in their hopes and discuss strategies to obtain maximum benefits and outcomes for these students.

Digital spaces supporting an EAL/D community of practice to thrive**D8**

Room PP MT NEWMAN ROOM 55 minutes

Maria Salcedo

This workshop will share the journey and examples of how the Queensland Department of Education and Training Metropolitan Region EAL/D and Refugee Program has used Wenger's interpretation of the dimensions of a community-based knowledge strategy to develop their community of practice through the creation of a number of interconnected eLearning spaces to integrate and balance all the dimensions of the social life of knowledge. In particular, the group has managed to make the knowledge flow successfully from the community into the mainstream. We produced an ever-growing range of printed and electronic resources to support EAL/D differentiation of the curriculum. This included 64 units of work supporting the English ACARA curriculum units created by the Department, by making them accessible via the Learning Place, the Department's secure e-learning environment, to all staff and students across the state. The creation of this exchange mechanism has had phenomenal success with over 1,500,000 views recorded to date.

Driving Language and Literacy exchange from the perspectives of three levels of education**D9**

Room PP HAMERSLEY ROOM 55 minutes

Sue Beath and Patsy Konigsberg

This session will showcase how the Capability Framework - Teaching Aboriginal and Torres Strait Islander EAL/D Learners is being used as driver to promote and foster the implementation of a respectful and reciprocal cross-cultural two-way teaching and learning approach at school, regional and central levels of education. Examples will be drawn from the most recent work carried out in the Pilbara Region of Western Australia.

CANCELLED**D10.1**

D10.2 What teachers (want to) learn about teaching pronunciation

Room PP PILBARA ROOM 25 minutes

Shem Macdonald

Research into key aspects of additional language pronunciation along with new approaches to teaching it have emerged over the last few decades. Despite this, many teachers are still not confident about how they address the pronunciation needs of their learners. This is reflected in the fact that professional learning sessions for teachers on how to teach pronunciation often draw a crowd. Feedback from attendees of such sessions reveals a range of understandings about what pronunciation is, how they approach teaching it, and the questions they have about it, and highlights the wide range of beliefs and practices that language teachers hold about this challenging learning area. An overview of several of the common approaches taken and whether and how these align with understandings from current research into additional language pronunciation are provided.

D11.1 The power of tandem language exchanges

Room PP BOARD ROOM 25 minutes

Alison Hill

Tandem language learning - where (typically) two people support each other in learning each other's languages - is a powerful tool valuing language diversity, learner autonomy and cooperation. It is utilised both in informal tandem partnerships by individuals and in classrooms in schools and universities. From European origins in face-to-face (F2F) interactions, tandem has expanded globally in recent years through online communication networks. This paper provides a brief overview of tandem and presents a case study and ongoing action research in an informal F2F tandem exchange between an L1 Australian English speaker (the presenter) and an L1 Mandarin Chinese speaker. While some tandem approaches effectively promote parallel monolingualism, the exchange described here explores the power of natural bilingual practices such as translation, code-switching and code-mixing. Effective - and less effective - strategies will be discussed, along with potential ways tandem language learning can be incorporated into other community and classroom contexts.

D11.2 Mobile technology: apps galore!

Room PP BOARD ROOM 25 minutes

Michelle Ocriciano

Technology evolution has given mobile devices an importance without precedent. It goes beyond the initial idea of typical communication. As consequence of its widespread use, mobile devices have reached the realms of education. It is, therefore, relevant to acknowledge the use of these devices to promote new types of engaging and challenging activities in and outside the classroom. In this workshop the presenter, using a very hands-on approach, will show some of the most recent allies in mobile technology such as online and offline applications and the powerful Quick Response Code (QR code). She will also briefly describe the concepts of BYOD (bring your own device) and 'Gamification'. There will also be a website/blog where teachers will be able to consult and download all materials used (including a reference list and posters) so that they can deliver a similar presentation for their colleagues. The target audience is English teaching professionals in general.

D12 Music and exercise for English

Room NH LANGLEY ROOM 55 minutes

Rachel Rodriguez and Sara Lembo

This workshop presentation focuses on the use of particular teaching techniques which have proven effective and appealing in our practice of teaching adult English language learners. At the beginner and elementary levels, physical games and the use of fitness media in class are practical and useful means of engaging learners with little or no vocabulary. The activities involve the repetition and review of common language themes and phrases, without the risk of them becoming boring drills or childish exercises. At intermediate and upper-intermediate levels, students enjoy and benefit linguistically from the use of songs. Lyrics provide both grammatically meaningful structures and diverse vocabulary items, including copious examples of slang - paramount to settlement and integration into the local context. This teaching method also envisages exposure to a range of musical genres, famous artists and culturally relevant knowledge. Both of these strategies allow for a fun, captivating and active classroom environment, with a focus on real-life language in a dynamic setting.

Unpacking the professional identities of LLN teachers in VET

€1

Room PP GOLDSWORTHY ROOM 55 minutes

Julianne Krusche

This presentation will explore the emerging themes that have been brought to light around professional identity from the perceptions of the LLN teachers working in Victorian VET institutes. This presentation is part of a PhD research study where teachers/coordinators have participated in a semi-structured interview and answered a series of open-ended questions about: how do teachers describe their professional roles and identities? What policies and practices influence their roles and has this changed over time? Has their professional identity changed over time? What does it feel like to work as an LLN teacher in current times? What do teachers need, if anything, to do their jobs better? The presentation will analyse the emerging data from three layers of discourse: macro (how policy reform in VET and LLN is impacting on teachers' roles and identities); meso (institutional impacts influenced by students, other VET teachers, management out how this has contributed to changing roles and identities); micro (LLN teachers' inner thoughts and actions as a response to policy reform).

'E'-xchanging ways of being through connections with the world out there!

€2/F2

Room PP GOLDEN BALLROOM SOUTH 120 minutes

Jo Hart

This session will be useful for practitioners in both adult literacy/numeracy and ESoL (adult and school age). It will introduce and provide opportunities for engagement and experimentation with a selection of e-tools and strategies. You will be able to choose which tools/strategies you wish to explore from a range of options that will include blogging and social networking platforms and quick, easy-to-learn tools for creating texts of various types. These tools/strategies can: facilitate literacy, language and numeracy acquisition by students through exchanges with the wider world, increase engagement and ownership of their own learning by giving students greater choice of tools and strategies for learning with and from others, provide networking and professional development opportunities for practitioners.

Developing engaging, relevant literacy resources which meet the needs of Indigenous and other adult EAL learners

€3

Room NH RIVERSIDE BALLROOM NORTH 55 minutes

Margaret James

Australia, as a meeting place of languages and cultures, needs specialised educational resources for adult learners that are sensitive to their diverse linguistic environments, cultural backgrounds and educational contexts. The one-way approach to education fails to take this into account for Aboriginal learners.

The speaker will discuss the rationale underpinning the original series of culturally and linguistically relevant books, the Honey Ant Readers, developed with communities to meet the print literacy needs of First Australians, and how the HARs are building on this success to develop a similar series with, and for, teenage and older learners.

The audience can experience first-hand how Margaret teaches SAE through songs and rhymes, written, with careful consideration of first language, to guide them through the challenging web of pronunciation and syntactic difference between home language and SAE. This methodology is applicable to young and adult EAL/D learners.

SEE Network Discussion

€4

Room PP MT NEWMAN ROOM 55 minutes

Carmel Jennings

This SEE Network Discussion is an opportunity for current SEE providers to share experiences and ideas. Topics for discussion will include but are not limited to:

- effectively adapting and dealing with jobactive changes and SEE,
- issues that are impacting on referral or retention,
- what works well to engage jobactive Employment Providers, and
- acknowledging and building on SEE achievements through discussion of the SEE Evaluation.

E5/F5**Storylines: discovering Aboriginal heritage materials online**

Room PP GOLDEN BALLROOM CENTRE 120 minutes

Damien Webb and Jane Jones

The State Library of Western Australia's Storylines Project has uncovered thousands of photographs and stories of Aboriginal Western Australia. This session aims to showcase the online archive and explore the potential for use in formal and informal educational settings. Attendees will learn how to search the archive and discover stories and histories which have been shared by Aboriginal people from all over Western Australia. Storylines is an innovative new project which brings Aboriginal knowledge and history to the fore and aims to challenge the colonial narratives which have historically controlled Aboriginal peoples' lives. It is an open access project which encourages sharing and community curation.

E6/F6**Legal judgments and dialectal difference: some impacts for human rights outcomes**

Room NH BOARD ROOM 120 minutes

Margaret McHugh and Glenys Collard

This workshop will invite a close reading of parts of the documents from the landmark human rights court case: *Collard v State of Western Australia* (2013). In 1961 eight of Don and Sylvia Collard's young children were taken into care by the state. As plaintiffs, the Collard family were seeking both an explanation of the State's action and restitution for the physical, emotional, social and cultural harm that was caused to parents and children. Using court documents, participants will be guided through exercises in textual analysis to better understand the misunderstandings that can occur when people before the court speak Aboriginal English while its officers do not. The purpose of the workshop is to illuminate the impact dialectal difference can have in achieving human rights and social justice outcomes.

E7**The English as an Additional Language or Dialect (EAL/D) Progress Map**

Room NH RIVERSIDE BALLROOM SOUTH 55 minutes

Sakura Ashton

This workshop provides support for teachers of students for whom English is an Additional Language or Dialect (EAL/D). Participants will be provided with a step-by-step guide on how to use the EAL/D Progress Map from Kindergarten to Year 12. The EAL/D Progress Map supports students to move through the levels of Standard Australian English (SAE) language acquisition within the context of the Western Australian Curriculum.

E8**Effective strategies for teaching late adolescent limited schooling students in a Secondary Intensive English Centre**

Room NH LANGLEY ROOM 55 minutes

Andrea Brittan

Late Adolescent Limited Schoolers face particular difficulties in acquiring English as an Additional Language or Dialect. This paper seeks to identify and address some of those issues and to present effective strategies which classroom teachers and educators may find useful. A range of topics are covered which have been identified as specific to the needs of recently arrived students who have had little or no formal schooling and who may be illiterate and innumerate in their first language. It discusses such topics as Knowing Your Students, Planning and The Importance of Phonemic Awareness to the Acquisition of Reading and Writing Skills. It also incorporates a short section on Numeracy and the Acquisition of the Language and Literacy of Mathematics. The session takes the form of a PowerPoint presentation and talk with samples of student work and concludes with a question session.

DIVERSITY

E

Captioned video supporting literacy and learning

E9

Room PP PILBARA ROOM 55 minutes

Anne McGrath

Schools are required to cater for the needs of diverse learners whilst responding to curriculum demands and increasing use of technology and online media. Generally there is lack of teacher awareness of the need for and benefit of captioned multimedia/video as a vehicle for improved literacy opportunities for diverse student populations. The use of captions considers an Universal Design for Learning approach and provides necessary context, engagement and focus for students with English as an additional language and/or dialect and Aboriginal and Torres Strait Islander additional language and/or dialect, those who are deaf or hard of hearing or with language delay. The benefits of improved student reading comprehension, incidental vocabulary acquisition and information recall through the use of captioned video is well documented. An unrelenting issue for indigenous students is the high incidence of otitis media and resultant fluctuating conductive hearing loss, which impacts directly on student language development, learning and literacy. This workshop presentation will focus on research that supports the use of captioned multimedia in schools to assist literacy development for students with diverse learning needs. Practical and inclusive ways that teachers can access and use captions to explicitly teach skills and concepts will be explored.

Translanguaging: using technology enhanced environments to develop multilingual competence

E10.1

Room PP HAMERSLEY ROOM 25 minutes

Prof Rhonda Oliver

While educators can be reluctant to use online texts in their teaching, it is the most favoured way for today's youth to communicate and to learn about other people and other places. In this study, we explore how Aboriginal multilingual speakers use technology-enhanced environments, specifically Facebook, for their translanguaging practices. Using data collected from Facebook posts written by seven Aboriginal youth over a period of 18 months, we investigate how the participants move between Aboriginal English (AE) and Standard Australian English (SAE) creatively and strategically to express humour, identity as an Aboriginal person and group membership. We also observe how these practices enhance rather than detract from their development of SAE. The findings of the study have important implications for teaching bilingual and bidialectal speakers in general and AE speakers in particular, highlighting the importance of creating a translanguaging space to enable them to maximise their knowledge and understanding of different subject matter and develop competencies in their various linguistic codes. Finally we suggest that this medium for learning, particularly for Indigenous students, is a vital step for future educational practice.

The use of blogs in the teaching of academic writing for ESL students

E10.2

Room PP HAMERSLEY ROOM 25 minutes

Dr Xudong Deng

The use of social media such as Facebook, discussion forums, and blogs has increasingly become popular in the teaching of writing and communication skills in institutions of higher education. This paper focuses on the use of blogs in the teaching of a short tertiary-level academic writing course for ESL students. After outlining the documented benefits of pedagogical blogging, the paper describes how blogs are used in the course as a means to motivate students to write freely, to encourage them to provide feedback on one another's writing drafts, and to help them reflect upon their writing experience. Links to student blogs are provided to showcase students' writing and their interactions with one another.

In the third space or feeling like the other? Perspectives and experiences of a diverse group of Asian English language teachers

E11.1

Room PP BOARD ROOM 25 minutes

Dr Toni Dobinson

This paper is based on findings from a two-site case study in Australia and Vietnam which formed the basis of a doctoral thesis completed in 2014. In her study, Toni interviewed twenty post graduate students and three lecturers, all of whom were, or had been, English language teachers and were involved in an MA Applied Linguistics course run at an Australian university. During interviews she focused on participants teaching and learning experiences in the Asia-Pacific region in, and beyond, the classroom; as teachers and as learners. Participants were Chinese, Japanese, Taiwanese, Indonesian, Vietnamese, Bangladeshi and Indian. Qualitative findings suggested that there was still a need for greater appreciation of contextual pedagogical diversity in the region as well as room for more metacultural sensitivity amongst all English language teachers. This presentation will allow discussion on the social, theoretical and educational discourses surrounding English language teaching in the Asia-Pacific region. It should be of interest to teacher educators and teachers planning to work overseas as well as those working in contexts with a culturally diverse teaching staff.

E11.2 CANCELLED**E12/F12 Dialogue and role play: reviewed, revisited and reimagined**

Room PP GOLDEN BALLROOM NORTH 120 minutes

Karen Slikas Barber

Many adult learners, especially those just beginning their language study, and new to Australia, find it difficult to speak up and speak out. This workshop will present a variety of ways and activities to help beginning and elementary learners of English as an additional language find their voice and give them the words, language structures, intercultural competence and confidence to speak. Through the use of dialogues and role plays covering a wide range of settlement topics, learners can develop the communication skills they need to survive and better yet thrive in their new home. This can be achieved through a considered communication skills approach, which will be demonstrated and explored in this workshop.

F1 Strengthening the N in LLN: why addressing numeracy skills is crucial

Room PP GOLDSWORTHY ROOM 55 minutes

Dave Tout

This presentation will highlight a number of critical issues related to maths and numeracy in work, and the implications for education and workplaces. What are the challenges we face in improving the ability of workers and learners to understand, use and apply maths in their lives, and how might we better address this in our teaching and training practices? Based on knowledge and research about youths' and adults' skills in numeracy, about maths and numeracy at work and about the teaching and learning of maths and numeracy, this presentation will argue why it is essential to explicitly address the numeracy competence of both young people and adults and why strengthening the N in LLN should be given much higher priority. The session will also illustrate and discuss a number of different issues that need to be addressed regarding the teaching of numeracy.

F2/E2 'E'-xchanging ways of being through connections with the world out there!

Room PP GOLDEN BALLROOM SOUTH 120 minutes

Continued from E2

F3 Transformational Literacies, resource design and Learner motivation

Room NH RIVERSIDE BALLROOM NORTH 55 minutes

Dr Vicky Duckworth

New Literacy Studies and critical approaches to education, offer a potential space for transformation whereby literacy/language learners can explore their narratives and society around them. This shifts from a traditional, competency based approach to curriculum design to a culturally relevant, learner driven, and socially empowering model (Freire, 1993; Barton et al 2004; Duckworth, 2013, 14; Ade-Ojo & Duckworth, 2015) which takes into consideration the cultural, psychological and educational factors related to the Learners and their lives. Drawing on research from the educational and community-based setting this workshop explores effective and meaningful approaches to facilitate learners to take agency over their lives, enhancing their situation and empowering them and their local and wider communities. Further to this we will probe the impact of labelling on marginalization and exclusion, and examine and create approaches to designing motivational resources to offer solutions to barriers learners may face that inspire them on their learning journey.

Reducing the impact of dyslexia on numeracy

Room PP MT NEWMAN ROOM 55 minutes

Shirley Houston

F4

Literacy is not the only area of learning impacted by dyslexia. Up to 60% of dyslexics experience difficulty with Mathematics, in particular with learning of number bonds, number fact retrieval, number operations, understanding of place value, recall of sequences, mathematical vocabulary, solving of word problems and understanding of time and money. Failure to address these difficulties can have serious long-term implications for daily living, financial management and job performance. This workshop will provide participants with the opportunity to explore strategies and resources for reducing the impact of dyslexia (and similar reading difficulties) on performance in numeracy.

Storylines: discovering Aboriginal heritage materials online

Room PP GOLDEN BALLROOM CENTRE 120 minutes

Continued from E5

F5/E5

Legal judgments and dialectal difference: some impacts for human rights outcomes

Room NH BOARD ROOM 120 minutes

Continued from E6

F6/E6

Leading the development of an effective whole-school English as an Additional Language (EAL) program

Room NH RIVERSIDE BALLROOM SOUTH 55 minutes

Michael Michell and Margaret Turnbull

F7

Increasing linguistic diversity of the student population and greater emphasis on devolved school-based management in NSW schools requires distributed modes of educational leadership focused on developing whole-school EAL policies, programs and practices. This workshop focuses on developing collaborative EAL leadership through cooperative team-based development of whole-school EAL programs using a pilot planning and evaluation tool designed to develop such programs and assist schools in meeting DEC annual accountability reporting requirements for EAL/D. The workshop considers what leadership looks like in key areas of school operations that go to make up an effective whole school EAL program, namely: data collection and analysis, student assessment, resource allocation, program design and professional learning. The workshop is designed to develop participants' practical skills in whole-school EAL planning and evaluation and provide opportunities to apply these skills to their own school situation with a view for immediate implementation.

Differentiating for diverse populations: the advantages of problem-based language learning

Room NH LANGLEY ROOM 55 minutes

Naomi Migliacci

F8

This interactive workshop will consider how educators engage diverse populations of students in a learning process whereby they inquire into a relevant issue, and where teachers are both communicators of content and facilitators of a learning process that transforms students into explorers and investigators and where everyone in the class learns from each other. Using problem-based language learning (PBLL), educators of upper age primary students through to adult learners will practice crafting essential questions, which will enable learners to view a topic from multiple perspectives that are meaningful to them. Workshop participants will practice with several types of mobile technologies and materials for differentiating assignments for linguistic and cultural diversity to include summarising frames, vocabulary development using mobile phones, reading assignments, mobile viewing assignments and other apps that promote language and literacy in an additional language. An example unit/lesson will be provided for participants to use as a model as they think and work through their own material. Participants will use a 'functions and forms of language' chart to craft assignments and assessments according to cognitive and linguistic demand, thereby allowing all learners access to content and the ability to showcase their unique learning. Participants will use a rubric to determine how their projects meet 21st century learning skills.

F9

'According to the Script'

Room PP PILBARA ROOM 55 minutes

Dr Pauline Bunce

This workshop will address the word-level skills development of literate, academic-bound biscriptal learners of English. Such learners are becoming increasingly dominant in our secondary-school and university-bridging English language classes. Their first-language scriptal backgrounds span the Arabic, Central Asian, South Asian, South East Asian and East Asian regions - almost all of which involve literacy skills in written scripts that differ markedly from the romanised English alphabet. This workshop will open with a presentation on global scriptal diversity and the alphabetic demands that English-language literacy requires. This will be followed by an exploration of the possibilities offered by an innovative resource that has been designed by the presenter. 'According to the Script' is a set of 60 mini-lessons, each with three practical elements: sound, handwriting and meaning. The full programme spans a developmental sequence of phonological and morphological awareness skills, plus the welcome addition of handwriting basics - all approached from a mature-age perspective. This resource is designed for use in academic-bound, transitional English programmes and participants in the workshop will discuss and explore its practical possibilities in their various educational settings.

F10.1

English as an additional language or dialect policy in schools: factors effecting interpretation, implementation and decision-making

Room PP HAMERSLEY ROOM 25 minutes

Fern Hyde

Understandings about policy affect the impact of a policy and its effectiveness in achieving the intended aims; what matters most with policy engagement is who controls the policy content. This session details in-progress PhD research of multi-site case study qualitative research focussed on English as an Additional Language or Dialect (EAL/D) education policy decision-making and practices in primary schools. The research explores how EAL/D policy is presented, interpreted, modified and implemented through research into the factors that affect policy interpretation and implementation. It seeks to develop an understanding of how EAL/D policy is being interpreted and implemented within schools, including supports and barriers and salient features of decision-making. These understandings will determine possible improvements to policy design, engagement and support for those staff responsible for EAL/D and other public policy implementation.

F10.2

Adversity and achievement: resilience in adult literacy

Room PP HAMERSLEY ROOM 25 minutes

Pamela McPherson

This presentation discusses a recent action-research study which explored social influences on literacy development for a small group of refugee women with limited formal education. These influences included socially constructed barriers to home language literacy and English literacy development, but also featured personal resources and experiences that were enablers for second language and literacy development. The study explored literacy program choices available to these learners, and the personal experiences and social resources they drew on to support their literacy goals. The learners and their tutor drew on these understandings to co-construct a program of learning that enabled the women to clarify their individual literacy goals, and identify a trajectory of learning towards achieving them. The end result was successful completion of an accredited vocational course, and employment.

F11.1

Storytelling as cultural practice within the Vietnamese-Australian community

Room PP BOARD ROOM 25 minutes

Gill Pennington

The national push in literacy and standardised testing in Australian schools is currently focussed on outcomes in English language literacy, to the exclusion of the multilingual skills and knowledge that students learning English as an additional language (EAL) bring into the classroom. This study seeks to recognise such knowledge by exploring the nature of the storytelling presented to young children within Vietnamese-Australian families. Methodological approaches include case study - recording change and variability over time - and ethnography, giving detailed descriptions of storytelling as it occurs within home and community domains. Data are drawn from interviews in Vietnamese and English with family members and from observations in home and playgroup settings; ecological analysis of such data explores the nature of families' storytelling resources, those historically accumulated and culturally developed bodies of knowledge, beliefs and experience which provide the stimulus for a storytelling event. Stories told to Vietnamese-Australian children reflect the complex pattern of meanings constructed of transitions and trajectories over time and space within a globalized society. Told variously in English and home languages, they also raise issues about language usage and optimal learning opportunities within established diasporic communities.

Why did I become a teacher again: rediscovering people amidst the learning outcomes

F11.2

Room PP BOARD ROOM 25 minutes

Michael Atkinson

This presentation reports on a PhD project which explores a dialogical approach to language learning. A dialogical approach presupposes that classes are marked by power differentials that serve to divide rather than unite. Such divisions are not limited to differences between students and teacher or between students themselves. They also exist within as learners attempt to balance their own multiple identities as parents, migrants, students, members of new communities or as new Australians. Within this context classroom delivery and its administration can serve to reinforce feelings of inadequacy, reminding students of what they don't know rather than what they do. Bridging that division through the construction of a mutually agreed learning ethos ensures that the focus falls on learning rather than knowing, on improving rather than struggling. Such an approach highlights for the student that they are not simply learning English but rather constructing a new sense of self.

Dialogue and role play: reviewed, revisited and reimagined

F12/E12

Room PP GOLDEN BALLROOM NORTH 120 minutes

Continued from E12

Learning Western mathematics: success for Indigenous students in a remote setting

G1

Room PP HAMERSLEY ROOM 55 minutes

Di Tomazos

In spite of the number of targeted Literacy and Numeracy programs initiated, there is little evidence of improvement in the mathematical achievements of Indigenous students living in remote communities. For Indigenous students to excel in mathematics and science they typically need to 'school away' during their secondary years, a process that involves many cultural sacrifices both for students and their families. This presentation documents the efforts over five years to provide access to higher level mathematical concepts for students who choose to remain in a remote community for their secondary schooling. For EAL/D Indigenous students, mastering SAE is a necessary precursor to success in many subjects, but success in learning mathematics involves the mastering of a further language - that of Western Mathematics with its own ways of thinking and being. The way in which explicit access to the culture and language of Western Mathematics has been achieved is discussed.

Sentence-combining skills: getting beyond 'write it the way you say it'

G2/H2

Room PP GOLDEN BALLROOM CENTRE 120 minutes

Geoff Pearson

The question of whether to teach grammar or not to literacy students has long been a vexed one, especially as there is very little research evidence that the teaching of grammar rules has any impact on a literacy learner's writing skills. However, there is growing evidence that the teaching of sentence-combining skills, underpinned by judiciously selected grammar concepts, presented with minimal reference to grammatical terminology and with the focus on writing not rule-learning, can have a significant impact on improving writing skills. This interactive workshop will explore this issue, identify key grammatical concepts literacy teachers need to understand themselves first, and provide practical strategies for integrating these directly into the process of writing. Although specifically intended for literacy teachers, ESL / EAL/D teachers may also find the techniques of sentence-combining helpful in their teaching.

Colonisation and the inter-generational impact on Aboriginal learners today

G3

Room PP GOLDSWORTHY ROOM 55 minutes

Vicki Hartman

This workshop will provide a snap-shot of the diversity of Aboriginal people today as seen through my personal journey of discovering my family heritage. It will explore how history and Government Policies of the day, still impact Aboriginal people/ learners in today's global world. Equally, it will explore the challenge we face as educators in supporting Aboriginal learners to be successful in a world where they need to be resilient and take risks in order to not only preserve what exists but also strive for what can be. Finally, the workshop will look at how Tauondi Aboriginal College supports the multitude of issues students are dealing with today.

G4

The role of task design in improving learner's affective responses and motivational intensity during classroom performance

Room PP BOARD ROOM 55 minutes

Craig Lambert

Although task-based approaches to organising L2 instruction have become increasingly popular over the last three decades, research has focused primarily on the effects of tasks on the negotiation of meaning or on the complexity, accuracy and fluency of L2 production. The role of task design factors in improving learners' affective disposition and motivational intensity, on the other hand, has been of continuous interest to practitioners and researchers alike, but it has received relatively little empirical attention. The present study considered the effects of tasks which operate on learner-generated as opposed to teacher-generated content on learners' affective disposition toward to the task as well as their motivational intensity during performance. Results suggest that tasks which operate on learner-generated content result in learners becoming more personally involved in task content and going beyond the tasks as set, to further elaborate task content during their performances. These results were consistent across proficiency levels and task types. The study provides a theoretical framework and heuristic for future research on task motivation.

G5/H5

Exchanging ways of being through Two-Way bidialectal education

Room PP GOLDEN BALLROOM SOUTH 120 minutes

Patricia Konigsberg, Coral Brockman, Glenys Collard and Prof. Ian Malcolm

The National Aboriginal and Torres Strait Islander Education Strategy calls for educators to support all Aboriginal and Torres Strait Islander learners to achieve their full learning potential. It calls for support to help learners embrace their culture and identity as Australia's First Nations peoples so they are empowered to shape their own futures. The Australian Professional Standards for Teachers and the Capability Framework Teaching Aboriginal and Torres Strait Islander EAL/D Learners expect teachers to acquire ever increasing knowledge about Aboriginal and Torres Strait Islander languages and cultures and to work with communities to develop improved understandings about Aboriginal English, language and two-way learning. To meet these expectations, the Department of Education has long been researching practice and training teachers in Aboriginal education. Our research is now internationally known, but challenges remain at the local level in ensuring that teachers are best prepared for Aboriginal EAL/D learners. This session will outline the journey travelled thus far with highlights in this domain. Aboriginal and non-Aboriginal educators from a range of settings will be called upon to share their experiences. Workshop participants are encouraged to actively participate in discussions.

G6/H6

Cross-cultural sustainability and teaching and learning for EAL/D learners

Room NH RIVERSIDE BALLROOM NORTH 120 minutes

Tracy Marr, Anne Velasquez and Julie Houghton

The workshop will showcase and provide professional learning, ideas and strategies around an integrated curriculum based on the Australian (and WA) Curriculum's school priority on Sustainability. The focus will be on meeting the learning needs of limited schooling and refugee learners new to Australia. The action research project which we have called SATSI - Sustainability and Aboriginal and Torres Strait Islander histories and culture is part of the AuSSI Schools Initiative, a national program for all schools. We were attracted to this project on two levels, from a school leadership perspective we needed to find a way to integrate the curriculum while providing relevance to both staff and students. For students we could see many parallels between ATSI culture and the cultures of many of our students. Sustainable practices are a common universal theme we could all share.

G7

Celebrating diversity: community visions for literacy

Room PP PILBARA ROOM 55 minutes

Sabena Lund

In this workshop participants will work in small groups to consider ways in which they can bring community together to develop a vision for literacy in their region. The presenter will share her experience of the development and implementation of Learn for Life: Circular Head Community Literacy Plan 2014-2019 in regional Tasmania. The plan was developed by the Circular Head Education and Training Consultative Committee (CHETCC), a Special Committee of the Circular Head Council. CHETCC is comprised of representatives from education and training providers as well as business, industry and community. The literacy plan relied on the input of people of all ages and backgrounds within the Circular Head community: young people, parents of young children, adult learners, other adult community members, teachers, community workers, business people and service providers. The consultation process involved: individual interviews (face to face and telephone), focus groups and a community forum. Recent projects within Learn for Life include: Reading bug egg family literacy project, Web portal for regional training offerings, Cogmed working memory training pilot program for adult students with learning difficulties, English conversation group for migrants, Budgeting / financial literacy program, and Youth social media campaign to encourage engagement

G8

**'Change the world one mind at a time':
partnerships and school-based programs to enhance language and
life-chances in remote Indigenous community schools**

Room PP MT NEWMAN ROOM 55 minutes

Dr Mark Fielding and Donella Beare

In response to the inexorable processes of globalisation and the new global knowledge society of the 21st century, St Stephen's School has been exploring what it is to be a global school. Over the past five years, the school has set as its strategic intent to 'change their world one mind at a time' with a particular focus on the people and countries of the Indian Ocean Rim. Part of this initiative involves building relationships with remote indigenous community schools in Western Australia as partners for enhancing cross-cultural learning experiences and growing people.

Memoranda of understandings (MOU) were signed between St Stephen's School and Yiyili Aboriginal Community School and Purnululu Aboriginal Independent Community School located in the East Kimberley region of Western Australia. The MOUs established long term partnerships between the Schools allowing for reciprocal student service visits, staff learning technologies and pedagogical support and the provision of online, in-school vocational education and training courses. These courses will be offered to secondary students and indigenous staff via an online blended learning platform focused on the 'global ready' courses of business, ICT and languages (Certs I-IV). These programs, and the other partnership initiatives, will not only strengthen the language and learning environment of the indigenous schools, they will also provide the option of students remaining in-country while undertaking a program of VET studies that will enhance career pathways and life-chances while maintaining close links with family and country. This partnership will also create a culturally rich context in which all students can learn essential intercultural competencies from the relationships built around trust, friendship and understanding.

G9/H9

Re-tell + Re-use + Re-count = Re-cycling Language

Room PP GOLDEN BALLROOM NORTH 120 minutes

Sathy Allen, Michelle Andrews and Leah Kontos

The make-up of an EAL classroom can be diverse both culturally and linguistically. Many EAL classrooms are populated with learners who have minimal first language literacy or interrupted schooling. One aspect of EAL pedagogy which is increasingly gaining the attention of researchers and practitioners is Language Recycling. What is it? How does it happen? And what can teachers do to provide the best conditions for it to take place? Our belief in the axiom that learning is remembering, is the motivation we use to ensure that new language items are reviewed and recycled constantly across all modes of speaking, listening, reading/viewing and writing with the aim to achieve automaticity. As the title reveals, the workshop offers explicit communicative pedagogies which emphasise integrating intensive language scaffolding in literacy and numeracy through all dimensions of teaching and learning. The workshop is designed to give participants the opportunity to be part of a 'mock' classroom to experience how vocabulary is recycled. The activities will focus on literacy and numeracy; and how the language encountered in literacy is recycled to deepen learners' understanding and use of the target language.

G10.1

Education for human rights in the EAP classroom

Room NH BOARD ROOM 25 minutes

Alexander Nanni and Joseph Serrani

This presentation centres on an approach to human rights education that has been implemented in an English for academic purposes course at a Thai university. The term begins with readings and lectures about the history of human rights, providing a basis for students' individual investigation of human rights issues in a particular country. Once students have begun the research process, they present stories of individuals from their chosen countries who are affected by human rights issues. Through these narratives, students learn about diverse lived experiences of individuals from countries around the world. This approach is inspired by the tradition of counter-storytelling, which has long been used to promote social justice by presenting the stories of oppressed or marginalised individuals. While this approach to human rights education was applied in an EFL context, it could be applied in any course aiming develop student's awareness of global human rights issues.

G10.2 Teaching empathy in the EAP classroom

Room NH BOARD ROOM 25 minutes

Joseph Serrani and Alexander Nanni

This presentation focuses on a pilot project for teaching empathy in an intensive English for academic purposes program at a Thai university. In a term-long project about societal collapse, students investigate the social and environmental problems historical societies faced and their root causes. Drawing on the teaching of empathy in sociology and other fields, teachers challenge students to deeply understand the experiences of others. Students then research the problems of a contemporary society and apply the concept of empathy in order to discover a path to a mutually beneficial future. Students describe the barriers to understanding and cooperation within and between societies, and by closely examining the reality of others, learned barriers are broken down and the perception of a shared humanity emerges. Educators in a range of disciplines can utilize the concept of empathy as an approach to exchanging ways of being.

G11.1 The use of English as a Second Language (ESL) educational resources to promote functional health literacy to migrants

Room NH LANGLEY ROOM 25 minutes

Mary Johnston

Three health-related language books were developed for non-English speaking residents of Sydney Local Health District. These are titled 'Talking Good Health', 'Understanding Good Health' and 'Good Old Health'. Each book has a different target group and each unit within the book is devoted to one health issue which is relevant to the target group. Each lesson is reviewed by health experts. Accompanying sound files were developed to help to reach students who are illiterate. Contact details of local health services, which may be of potential use to students, were also provided. The resources incorporate health related language instruction and education in preventive health strategies as the key teaching content for the teachers and were utilised during ESL classes in SLHD. These provide ESL teachers with effective relevant lessons to teach non-English speakers health related language and, on behalf of the health service, to teach preventive health strategies.

G11.2 Learner autonomy as an element in Chinese Education Reform: A case of English language course

Room NH LANGLEY ROOM 25 minutes

Dr Jinjin Lu and Dr Yingliang Liu

The current round of China's Basic Education Curriculum reform has been discussed since it was initiated formally in 2004. Promoting students' learning autonomy has been emphasized in the documentation of the Ministry of Education (MOE) in China. Although the new guideline has been implemented in China for over ten years, very little is known about the quality of students' basic education and their learner autonomy development. The paper uses the English language course as a case to examine the relationship between the different locations of students' attendance during their basic education and their learner autonomy development at university level. The result shows that secondary education locations play a more important role in students' learner autonomy development at university level. A 'Have A Go' model is proposed to improve students' transition between high schools and universities in the English language learning process.

G12 The literacy and numeracy of apps: student and teacher practices

Room NH RIVERSIDE BALLROOM SOUTH 55 minutes

Elizabeth Gunn

This session explores the differences and similarities in the ways that students and teachers perceive and use the apps that are installed on their mobile devices. Are these two groups on the same page when they talk about 'apps'? Looking at app usage from a social literacies perspective, the session explores ways of realising the educational potential of mobile phone apps, thereby increasing student engagement in literacy and numeracy education. The session will demonstrate how an ethnographic approach to understanding people's use of digital technology leads to a spirit of exchange between teachers and students and provides opportunities to develop insights about the meaning and purpose of digital literacy in the age of ubiquitous mobile phone usage. Practitioners who wish to harness students' class-time fascination with mobile devices will welcome the linking of theory and practice in relation to this aspect of digital literacy and come away with practical ideas for developing literacy and numeracy skills.

Numeracy Activities for Living in a Multicultural World

Room PP HAMERSLEY ROOM 55 minutes

*Prof. Bill Barton***H1**

All education contributes to making our society more understanding, more peaceful, and more tolerant. But how does numeracy or mathematics education contribute to this wider aim. This workshop will invite participants (anyone who teaches numeracy in some context) to share ideas, discuss difficulties, and brainstorm new ways of approaching this important responsibility.

Sentence-combining skills: getting beyond 'write it the way you say it'

Room PP GOLDEN BALLROOM CENTRE 120 minutes

Continued from G2

H2/G2**Indigenous adult learning in Community Learning Centres**

Room PP GOLDSWORTHY ROOM 55 minutes

*Dr Samantha Disbray and Ros Bauer***H3**

In recent years, Community Learning Centres have emerged as a new community partnership model providing adult education in remote Indigenous communities in Australia (Kral and Heath, 2013; Kral and Schwab, 2012, to appear). This paper presents a reflective case-study of one such centre in Yuendumu, a Warlpiri community in Central Australia (Musharbash, 2008). It draws on an account of learning that is broad, diverse and situated in meaningful activity (Banks et al. 2007; Gutierrez and Rogoff 2003). It illustrates how a flexible and responsive approach at an adult learning centre facilitated meaningful learning and the achievement of a range of local goals, including but not exclusively pathways to employment (Young, Guenther and Boyle, 2007). Research findings question key assumptions about very remote Indigenous contexts in Australia, encouraging models of learning, education and training that resonate with local realities and meet local aspirations (Balatti, Black and Falk, 2009). Finally, we consider the potential for locally driven adult learning spaces are becoming more important as government policy increasingly retreat from provision of secondary education in remote Indigenous communities.

Go Digi: a national approach to Digital Literacy

Room PP BOARD ROOM 55 minutes

*Brendan Fitzgerald***H4**

We're living in a digital age but many Australians are being left behind and don't have the skills to make the most of being connected. In Australia 1 in 5 adults are not online - that's almost 4 million people. To help change this, Infochange and Australia Post have joined together to create Go Digi. Go Digi is a national four-year digital literacy program with the goal of supporting more than 300,000 Australians to improve their digital skills. This paper/interactive workshop explores what you can do to support the program and ensure that it is of value to your learners and communities in this National year of Digital Inclusion.

Exchanging ways of being through Two-Way bidialectal education

Room PP GOLDEN BALLROOM SOUTH 120 minutes

Continued from G5

H5/G5**Cross-cultural sustainability and teaching and learning for EAL/D learners**

Room NH RIVERSIDE BALLROOM NORTH 120 minutes

Continued from G6

H6/G6**H**

H7

Building Intercultural Bridges

Room PP PILBARA ROOM 55 minutes

Margret Sockhill and Oliver Ryan

This presentation documents classroom practice at Milpera SHS and St. Peter Chanel primary school in Brisbane. The teachers created opportunities for building intercultural awareness and developing literacy through a writing project between the two schools, which also incorporated digital stories and voice recording. Using an enquiry based approach, students from widely differing cultures searched out similarities and found common ground which set the scene for genuine and purposeful writing. The relationships established in this project empowered the students to become cultural experts, to share their knowledge and to learn from each other. The project was designed to help Australian students understand the place of asylum seekers, refugees and migrants in Australian society. At the same time, migrant, refugee and asylum seeking partners were able to learn many different aspects of Australian life, language and culture.

The impact of these writing partnerships has been evidenced by the writing process itself and the students' reflections captured in the post project voice recordings.

H8

How are foundation skills being delivered by community providers?

Room PP MT NEWMAN ROOM 55 minutes

Ruth Walker

This workshop will report the findings of a national survey of community providers that has focused on how work-based learning and foundation skills are being delivered by community providers. The survey and associated research seeks to fill a gap in current understanding of the extent to which community providers are supporting the LLN needs of Australians. The survey will take a snapshot of the range of conditions, strategies and practices used by community providers in the facilitation of foundation skills including: the qualifications of trainers, the characteristics of learners, the curriculum/training packages being used, funding arrangements, classroom and workplace practices: approaches to pedagogy and assessment, and the outcomes in terms of assisting transitions in life, work and education for learners. Participants will have the opportunity to explore and discuss particular strategies and practices and benchmark their own experiences and practices against the research findings. Implications of the research findings for LLN planning will be discussed.

H9/G9

Re-tell + Re-use + Re-count = Re-cycling Language

Room PP GOLDEN BALLROOM NORTH 120 minutes

Continued from G9

H10.1

Understanding diversity using media in an EFL environment

Room NH BOARD ROOM 25 minutes

Rahul Sangar and George Willoughby

This presentation describes one response to this growing need: a term-long project that uses media and social media to foster the development of students' communicative competence as well as their knowledge of other ways of being. The project, which was first developed in an intensive EFL program at a Thai university in 2014, continues to evolve focussing not only on language skills but also on understanding diversity in the region. Students find and interview individuals from different ASEAN nations, often exchange students, to discuss a news story on social justice, politics, or cultural concerns within an ASEAN country. This creates a cross-cultural dialogue about a meaningful topic, giving students an experience of their peers concerns and enabling them to produce more informed content while they are improving their language skills.

H10.2

Celebrating diversity in EFL through video blogs

Room NH BOARD ROOM 25 minutes

George Willoughby and Rahul Sangar

Students transitioning to higher education face the challenges of presenting themselves professionally and of developing the necessary digital literacy to succeed. EFL students face the additional challenge of studying in an additional language. The project seeks to use inclusive pedagogy to empower students to face these challenges. The project, which was created for EFL students preparing to enter an English-medium liberal arts program in Thailand, gives students the chance to introduce themselves in a series of video logs, showcasing their skills and ambitions. By sharing their vlogs with the class, students also celebrate diversity, highlighting the variety of their peers' backgrounds. The project enables students to learn from one another through a digital medium, and, in the process, develop effective competencies in their common language, English. This project facilitates students' exchange of diverse ways of being and could be applied to a wide variety of contexts.

Diversity, learning and technology: exploring EAL teachers' mindsets**H11.1**

Room NH LANGLEY ROOM 25 minutes

Dr Ekaterina Tour

Diversity in the classroom can enhance learning because students learn with and from each other. Digital technologies and new literacies are often viewed as providing rich opportunities for such learning. Yet, in EAL classrooms in many contexts, technology is rarely used to engage students in collaboration. Although a teacher's role in this problem has been acknowledged, little is known about how teachers' personal digital literacy practices influence their teaching with technology. Informed by Literacy Studies, the paper reports the findings from a larger qualitative study. The study found close relationships between technology use in personal and professional domains of three EAL teachers. The participants' digital mindsets, comprising assumptions about affordances of digital technologies, shaped the ways in which the teachers used digital technologies within and beyond classrooms. Technology-supported collaboration, cooperation and dialogues required creative and elaborated assumptions about certain affordances; however, these understandings had different significance for the participants. The paper explains why engaging EAL students in linguistic and cultural exchange with the help of technologies continues to be challenging and suggests implications for teacher-educators and EAL practitioners.

CANCELLED**H11.2****Pormpuraaw State School:
Closing the Literacy Gap through Advanced Teacher Subject Knowledge****H12**

Room NH RIVERSIDE BALLROOM SOUTH 55 minutes

Denyse Ritchie

For those working in remote indigenous communities, where English is a second or other language, learning diversity is a major element in classroom management and practice. It is critical that educators in these communities understand the linguistics and phonetic structure of the language they are teaching and the complexities and similarities to other languages.

This presentation will discuss the success of Pormpuraaw State School, a remote Australian indigenous school in far north Queensland and the teaching model used to 'close the gap'. It will discuss the correlation observed between teacher knowledge and understanding of phonetics and linguistics and the positive outcomes on student outcomes and the positive flow-on effect on student behaviour, engagement, confidence and attendance. The presentation will also outline the specific processes used over a five-year period to achieve these outcomes.

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The painting on the conference bag is the work of Ashley Collard. Ashley is a Balladong man, who taught himself to paint. Ashley's painting reflects a heritage that was first noticed by the art world in a group of South West Australian Nyungar children in a school art program at the Carrolup settlement near Katanning in Great Southern Western Australia. The settlement was run by the Native Welfare Department and housed Aboriginal children who had been removed from their families.

In 1945 a teacher called Noel White came to teach at the school. The school was focused on training the boys as farm hands and the girls as domestic servants. They were living in fairly harsh conditions. These children were part of the stolen generation and so they were almost incarcerated in Carrolup. When Noel White arrived to teach at Carrolup, although he was not artistic himself, he introduced an art program which operated for about five years. The paintings that resulted were exhibited in Europe and eventually 119 of them ended up in the United States, where they were forgotten until re-discovered in 2004.

Nyungar elder Ezzard Flowers, of the Mungart Boodja Art Centre in Katanning, believes the art would have been vital in helping the children maintain a connection to their culture. "Their work is incredibly sophisticated for children aged between nine and 13. They are very topographically accurate; they are very realistic landscape paintings..." Art is a medium that has a healing focus," Mr Flowers said. "I'm sure that when the children started doing their artwork back in Carrolup back in those days that they were not only focussing on what they were doing in regards to art but they were reconnecting to country through those scenes. There are scenes of corroborees, of hunting, and the environment. They were connecting back to culture and totemic symbols."

The children's paintings became known as the Herbert Mayer Collection of Carrolup Artwork and the collection was donated by Colgate University, New York, USA to Curtin University, Perth, Australia in May 2013 for educational and research purposes.

Established Nyungar adult artists like Ashley Collard have developed techniques in their own right but with strong links to the Carrolup style. The style is reminiscent of Albert Namatjirra's watercolour landscapes from the central desert and perhaps the children saw some of his work as it was famous in Australia in the forties and fifties. Art historians may be able to tell us more about whether the Carrolup children were also drawing on techniques already established in their families or whether they developed these themselves.

The Carrolup style of art is an excellent example of exchanging ways of being (our conference theme) illustrating how cultures merge and change but still retain their uniqueness in so many ways while they create new identities and ways to represent the world.

For more see <http://www.abc.net.au/local/photos/2013/05/14/3759101.htm> and <http://johncurtingallery.curtin.edu.au/carrolup/index.cfm>

