



English Australia Queensland Branch

PD Fest

Program Booklet

23 March 2024

Sir Llew Edwards Building
UQ College
The University of Queensland

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PD Fest Bright Ideas sponsored by Pearson

Run in partnership with Pearson and English Australia, Bright Ideas is a thought leadership initiative aimed at bringing powerful grassroots ideas for sector best practices to light. The Bright Ideas initiative will sponsor one presenter from the QLD PD Fest to attend this year's English Australia conference in Perth. The winner will receive English Australia Conference registration, accommodation in Perth, return flights to Perth and an opportunity to present at the English Australia Conference.

If you work for an English Australia member college, you are eligible to enter the Bright Ideas competition. Once accepted onto the program, speakers will need to self-nominate to submit a short essay of 800–1000 words that includes some context for your presentation, your presentation slides, and a delineation of some of the key 'take-aways' from your presentation. This paper will be due at the end of April and the winner will be announced in May. PD Fest speakers will be emailed more information.

A special thanks goes out to **Pearson** for sponsoring this initiative created to increase opportunities for teachers.



Pearson

Welcome to the English Australia Queensland PD Fest

This one of my favourite PD events. I'm probably biased but what's not to love about our QLD PD fest. It brings us all together to celebrate all-things-PD.

Professional development is an opportunity for us to network, share experiences, learn from one another, and gain new insights into teaching practices. Networking allows teachers to connect with new colleagues, build relationships, and collaborate on ideas during the sessions and breaks.

Learning from best practice provides value, strategies, and methods to improve teaching effectiveness and student learning outcomes. These ultimately benefit the sector as a whole. Whether we have been teaching for 1 month or 10 years – there's always something new to learn!

This is the year of the Dragon, in the Lunar calendar. Dragons symbolise power, strength, and good fortune. As we embark on our professional development day during this auspicious year, we can "expect a period of transformation and growth." Just as the dragon soars to new heights, may this year and today inspire us too!

- The English Australia 2024 national conference themes are **Impact, Include, Inspire**
- The NEAS 2024 Management conference themes are **Rethinking, Reshaping and Redefining** excellence in ELT

Our QLD PD Fest is all the above plus more!

This year, we extend a warm welcome to the new CEO of English Australia, Ian Aird.

We are also privileged to welcome Rebecca Hall, Assistant Director-General Policy, External Relations, and International with the Department of Education (QLD) to deliver the opening plenary.

PD Fest is also a great launch-pad for potential presenters at the national English Australia conference.

There are opportunities galore during the day and I hope everyone leaves with lots of takeaway ideas.

Last but not least, we are grateful to our sponsors and speakers for their generous support and valuable contributions to this event.

Have a wonderful day everyone,

Regards,

Jo Kwai
PD Fest Committee Member

9.00 – 9.15
Registration
Room 212 – Auditorium

9.15 – 9.30
UQ Voices Choir
Room 212 – Auditorium

9.30 – 10.15
Plenary
Room 212 – Auditorium

Rebecca Hall
Assistant Director General, Policy, External Relations and International Department of Education

Learning and Unlearning - the keys to thriving in our evolving world

Rebecca will take us through a personal and professional journey that all started with teaching English in Japan more than 28 years ago. Rebecca will share how our global systems of education and learning are changing, and why we need to commit to both learning and unlearning. Many academics and strategists have written on this topic. Author Adam Grant suggests “Learning is how you evolve. Unlearning is how you keep up as the world evolves.” As English language educators you have a front row seat to see the evolving world. In this session you’ll gain new knowledge, insights, and tools to apply in your work and life.

Rebecca is an experienced senior executive who has worked in government, not for profits and education institutions, with a focus on industry engagement, international relations, and education. In 2023 Rebecca returned to Queensland to take on the role of Assistant Director-General Policy, External Relations, and International with the Department of Education.

Over the past 15 years she has held senior public service roles as Commissioner for Victoria to Southeast Asia, Head of Centre of Excellence for Education with Austrade, and Executive Director for both Study Queensland and Study Melbourne. Since 2005 Rebecca has served on a

variety of boards and advisory groups with a focus on education and international affairs. Current appointments to JMC Academy Council, National Council for Women Queensland Committee and Griffith Business School Advisory Council. Her qualifications include a Bachelor of International Business Relations, Master of International Relations and Graduate Certificate in Higher Education. In 2017, Rebecca received the IEAA Leadership Award in recognition of her significant contribution to the sector.

10.30 – 11:00
Morning Tea
Level 6 Foyer/Terrace Room

11.00 - 11.30
414/415 - Level 4

Cole Thomson
Griffith English Language Institute

I didn't know I was doing anything wrong

Why do students cheat in exams? What methods do they use? How do we know when they have cheated? How can we demonstrate to students that we know they have cheated and encourage them to stop? This workshop will look at these questions in the context of teaching EAL, particularly when dealing with students who are on an academic pathway to further learning. We will look at some authentic examples to help illustrate these ideas and engage in discussions around them, focussing mainly on writing assessment.

Cole is a passionate educator with experience across a range of educational contexts. With a background in science and mathematics, Cole enjoys using reasoned, logical methods to present new topics to his students to enhance their learning experience.

11.00 - 11.30
428/429 - Level 4

Jo Kwai
John Paul College

Donna Cook
Cambridge

Ready - set - TEACH!

This session is purely aimed at new teachers to our industry. This follows on from our 2023 session (Help is on its way!) Donna and Jo will delve into what to expect from overcoming common challenges to accessing support systems from within your school. Gain valuable insights and practical strategies to thrive in our exciting sector! We will share our journey and offer tips on how to pull capacity from within (as a new teacher). Our session will also give an overview into what the different courses and configurations entail. We will brain-dump common questions and share some practical solutions.

Jo Kwai has been in the industry for a long-long time! She is a highly experienced ESL teacher, Academic Managers and champion for ongoing professional development. Jo has many accomplished skills as an Educator and Academic Manager, working in mainstream primary, private and public ELICOS, AMEP Case Manager and educator, RTO Academic Compliance Manager, TESOL Trainer and Assessor. Jo's current role is Deputy Director International at John Paul College. She is also a member of the ASQA Stakeholder Liaison Group.

Donna is an educator and leader in English language education, with over 25 years' experience in schools, ELICOS and higher education sectors in Australia and overseas. She is currently the In Country manager for Cambridge partnerships for Education, and previously National Manager, ACU English Language Centre. Donna was on the English Australia Board 2013 - 2023. She has been actively involved across a number of English Australia Queensland and national initiatives.

11.00 - 11.30
430/431 - Level 4

Tanja Hafenstein
UQ College

Help! I know the word but I can't hear it - Improving listening skills

Listening is often not only one of the hardest skills to learn but also to teach. Why do students often know the word but cannot hear the word? Why do they hear X when the speaker said Y? Are teaching approaches helping our learners with these issues and how can we as teachers address our learners' listening needs? Many experts, including Richard Cauldwell and John Field, have looked at this and the need to develop decoding and intensive listening skills. In this presentation, the presenter will discuss (1) some key teaching and learning challenges in the listening classroom, (2) features that can hinder decoding the stream of spontaneous speech and (3) some practical tools that can aid with the teaching and learning of listening.

Tanja is passionate about empowering students through language and inspiring a lifelong love for learning. She is currently a TESOL Language Teacher, Learning Advisor and Professional

Development committee member at UQ College in Brisbane and has also held teaching positions in Spain, Russia, and the UK. She is an experienced presenter, sharing her work at IATEFL (UK), CamTESOL (Cambodia) and various conferences in Australia.

11.00 - 11.30
432/433 - Level 4

Vicki Bos
The Queensland Institute

Beyond the red card: Empowering learners to work in English in the classroom

How can teachers encourage students to work in English in the classroom? When checking answers with a partner, engaging in speaking activities or participating in group discussions, learners sometimes struggle to work in English, even when they are motivated to do so. While some peer discussion in L1 can be helpful when learning a language, students do appreciate learning strategies to help them and their peers stay in English during class activities. This interactive workshop presents a simple paper-based tool devised specifically to empower students to work in English in the classroom. Underpinned by positive behaviour support principles, this innovative tool enhances student self-efficacy by raising awareness of good learning habits, identifying demotivating triggers, and encouraging students to set achievable and measurable goals. Attendees will gain insights from teachers who have implemented the approach and have an opportunity to discuss best practices. Participants are encouraged to explore and implement the tool in their own classroom context, empowering students to take charge of their use of English in the classroom.

Vicki Bos has over 25 years' experience as a teacher and teacher trainer in the TESOL sector, in Australia and abroad. She is passionate about teaching English through music and song, conducting action research, innovating in learning design, and developing language assessment. She currently works as a Teacher Professional Development Specialist with The Queensland Institute, directs the School of Psychology mental health research choir UQ Voices, and runs education consultant services

through her website and YouTube channel Teaching in Harmony.

11.00 - 11.30
327/328 - Level 3

Sermin Erden
TAFE QLD

Language, culture, and coexistence: The Impact of L1 on L2 Production in Multilingual Communities

Due to globalisation and global warming, migration will only continue to rise in certain parts of the world (IOM, 2021). The aim of this presentation is to understand to what extent the first language (L1) of a learner influences the emotional thought processes and production of their second language (L2). When communities with different languages and cultural backgrounds have to live and function together as a society, it is important to understand if the frequency of exposure can ultimately override the functions of the L1 in L2 production. This marks not only the learners in the classroom, but also your friends, neighbours, partners, and children who might be bilingual or bicultural.

Sermin Erden, an ELICOS teacher at TAFE Queensland, brings a multicultural perspective to her passion for exploring the nexus of language, culture, and identity. Starting with a Bachelor's of Education in TESOL, she later completed her Bachelor's in English Language and Linguistics in the UK. Her undergraduate research focused on a multilingual family, revealing diverse language outcomes despite sharing an L2-dominant environment. Furthering her studies with a Master's in Applied Linguistics and TESOL from the University of Queensland, Sermin has developed a keen interest in understanding the intricacies of language acquisition, psycholinguistics, and sociolinguistics.

11.00 - 11.30
343/344 - Level 3

Andrew Sankey
UQ College

Enhancing ESL writing Instruction: The power of video feedback

Video feedback is an emerging practice that gives students engaging, personalized feedback on their writing. While the conventional approach of giving feedback in the form of written comments and coded symbols can be effective, it is often time-consuming for teachers and may be challenging for learners to decipher and implement. By contrast, the multimodal nature of video allows teachers to provide substantially more details on both global and local issues compared with written feedback in a way that is more comprehensible to learners. This presentation will demonstrate the time-saving aspects of video feedback and use real-world examples to illustrate how video feedback can be incorporated into the classroom routine in a way that not only accelerates the feedback loop but also enhances the clarity and depth of instructional input. Attendees will gain insights into the effectiveness, efficiency, and student-focused nature of video feedback, empowering them to integrate this approach into their own writing feedback practices.

Andrew has a keen interest in instructional design and a passion for using technology to enhance students' learning. He started his teaching career as a primary school teacher in Australia and England before moving to Japan to teach English for 16 years. He returned to Brisbane 8 years ago and joined ICTE/UQ College as a Bridging English teacher. His qualifications include the CambridgeDELTA and a Master of Education (TESOL).

11.40 - 12.10
414/415 - Level 4

Karen Haeng A Kim
EF Education First

Assessment of students, by students, for students: Student-centred assessment with assessment as learning (AaL)

Language learning necessitates exposure to the language and authentic communication, compelling learners to take ownership of their learning journey. As a language assessment expert, I leverage assessment as a potent tool to cultivate students' autonomy in this process. The presentation explores diverse assessment strategies implemented in my classroom, balancing traditional teacher-led evaluations with innovative student-engaged methodologies. Central to this discussion are student-centric practices, including the use of self-reflective journals aligned with the European Language Portfolio and CEFR. This empowers students to assess their progress and identify areas for growth. Collaborative learning unfolds through peer assessment, enabling students to evaluate and provide feedback on their peers' performance, deepening their grasp of assessment criteria.

Moreover, the presentation elucidates the purpose of assessment as a student-centric tool, encouraging learners to scrutinise their cognitive processes and adapt their learning methods. Tangible examples, such as grammar lessons incorporating the identification of patterns in grammar structures through quizzes, along with group activities where students create incorrect sentences using the grammar rules for other groups to correct, demonstrate the approach's efficacy in enabling students to engage with assessment.

The presentation aims to provide educators with practical tips for their classrooms by showcasing my classroom case study outcomes.

I am a dedicated educator with over a decade of English teaching experience and a language assessment specialist working as a senior external language exam lead marker and item writer at QCAA. I hold a TESOL certificate from Georgetown University and a master's degree in applied linguistics from the University of Cambridge. I won the 2022 IATEFL-TOEFL Scholarship, recognised for a philosophy of Assessment as Learning, and presented at various international conferences, including IATEFL, ALTE, and ETS virtual seminars.

11.40 - 12.10
428/429 - Level 4

John Smith
Griffith English Language Institute

Write for the *English Australia Journal*

Now that the lockdowns are a distant memory, people seem to have a bit more headspace and are starting to write again. Is that you? Do you have an idea for a paper, but you are unsure of where and how to start? The very thought of getting your work published might excite and, at the same time, scare you. No worries! This session will cover the process of preparing a piece of writing for the *Journal*, whether it is an article, a teaching idea, or a review.

John Smith is Assistant Director of Studies, University Programs at Griffith English Language Institute, Griffith University, and the section editor for Classroom Talk in the *English Australia Journal*.

11.40 - 12.10
430/431 - Level 4

Alan Sidney Millet
UQ College

Tools for helping Mandarin speakers with English pronunciation

It is well known that learners of a language other than their own will suffer various degrees of interference from their native language. Additionally, the new language will have components previously unknown. Chinese learners of English are no different and there are common speaking challenges to be overcome. These challenges include sounds that do not exist in Mandarin, consonant clusters, syllable endings, linking and the broad field of prosody. This presentation will draw on my time as an English language teacher in China and will focus on the teaching tools I used to address the pronunciation challenges of my Mandarin speaking learners.

I am a self-professed Sinophile, having first gone to China in 2009 to teach in several Chinese secondary and tertiary institutes over a space of 10 years. Now I find myself at UQ College that is

well-known for having many Chinese students needing to bridge their English to gain admission to tertiary study at UQ. From writing an essay on English Prosody for Chinese students for my TESOL degree, I have developed a particular interest on improving their speech

11.40 - 12.10
432/433 - Level 4

Dean Calnan
ILSC Brisbane

Peter Viteetarm
QUT College

Role-play reversal: From burden to benefit - changing current attitudes towards role-plays in the ELICOS classroom

Initially, role-plays served the purpose of natural controlled practice in the English-learning classroom, but over the years, they have become increasingly perceived as being overly time-consuming with little or no reward. With our acting and performance backgrounds, we completely oppose this notion that role-play holds no benefit in the ELICOS classroom. Instead, we will demonstrate how incorporating performance techniques into student-led role-plays can help students build speaking confidence, encourage critical thinking skills, and increase student engagement, whilst also developing their overall English producing abilities. We have seen these improvements in our own classrooms through utilizing role-plays as an educational and contextualized tool rather than a simple assessment task or busywork. Our intention is to encourage all teachers to move away from the current prevailing attitude of role-play being impractical, unnatural, and time-consuming as we showcase successful applications of role-playing performance techniques in both General English and English for Academic Purposes settings. We would like our colleagues to rejuvenate their interest in role-plays in their ELICOS classrooms with the intended educational benefits that has long been forgotten. Through simple tweaks and modifications of classroom activities, we will show that any teacher can turn student role-plays from a burden to a benefit.

While working as an ELICOS teacher for over a decade, I have experienced tremendous changes at an organizational, classroom and individual level which has given me the opportunity to be challenged and allowed me to improve my teaching. Throughout these changes, I never lost my passion for acting even as my role developed into Pathways Coordinator at ILSC. I am excited to share my passion and my unique perspective that I have gained through these changes with my ELICOS colleagues. (Dean)

When I first stepped into the classroom, I did not foresee the opportunities before me. Eight years in, I have discovered ELICOS teaching to be my true passion. From an inexperienced teacher to my current position at QUT College, I have continued to develop my teaching skills through professional development. With my teaching, my love for performance is a core element of my methodology and I am excited to share how my colleagues can integrate it into their classroom practices. (Peter)

11.40 - 12.10
327/328 - Level 3

Jovita Gilmore
ILSC Brisbane

Going beyond surface-level analysis: Using ChatGPT to give feedback and praise for students' writing

Since the emergence of pre-trained Large Language Models (LLMs), various Generative AI (GenAI) applications, such as ChatGPT, have been integrated into writing pedagogy to aid students in learning English as a Foreign Language (EFL). This presentation will explore the role of ChatGPT in providing feedback and acknowledgements for students' writing as parts of an Automated Writing Evaluation (AWE) system. It also will address examples, along with advantages and shortcomings, focusing on the role of ChatGPT as an addition to teacher feedback and supplementary feedback, such as peer feedback and machine feedback used in teaching writing. In practice, three simple steps are done in order to obtain the desirable outcome: draft submission, ChatGPT feedback (a particular prompt is used in order to get the desired feedback), and revision together with teacher's feedback. In this case, the unique and distinctive

feature of ChatGPT is that it does not only points out content-related and language-related issues, but also highlights the successful aspects of students' writing, which potentially has the benefit of boosting students' motivation in revising and producing more texts. These benefits overshadow other forms of machine feedback which generally only focus on surface-level problems. In summary, this practice acknowledges ChatGPT's roles in supporting teacher feedback, rather than replacing its existence in fostering students' writing skills.

Jovita Gilmore is an English language teacher at ILSC Brisbane. She has worked as an EFL teacher in Indonesia and has also actively published research articles in the field of English language teaching. Her research interests include grammar teaching, language learning strategies, language acquisition, and Cognitive Linguistics.

11.40 - 12.10
343/344 - Level 3

Rory Reyes Cobar
Langports

Virtual Reality as an immersive tool in General English and Test Preparation

In an increasingly digital world, Virtual Reality and the metaverse present an opportunity for educators and students alike to discover new ways of achieving learning outcomes. For our digital native students, VR is a natural progression of online learning which accelerated during global lockdowns. It is also an extension of the increasing gamification of learning that educators can take advantage of to help students thrive in English. My team has developed curriculum-aligned activities that transcend student location, physical disability, neuro-divergence, and learning styles. This inclusivity has allowed students to feel supported and provided learning in a fun environment. For test preparation, VR allowed students to understand IELTS tasks in different ways. In Listening and Writing tasks, students of all abilities could interact with the tasks in an immersive way. These activities resulted in more engaged students that had a better understanding of the tasks and achieved better results.

Educators can harness the innovation, inclusivity, and interactivity of VR as a teaching tool across General English and test preparation. This technology allows us to engage our students in new, exciting, and effective ways.

I am passionate about providing results for both my students and staff. Throughout my teaching career, spanning two decades and five continents, I have embraced innovation and intercultural communication. This led to my involvement in curriculum development and integration of technological tools. I've continued my passion for innovation into my management practice, creating solutions and results for my staff, focusing on Professional Development. I believe in lifelong learning and harnessing shared knowledge to help us achieve our goals.

12.20 - 12.50
414/415 - Level 4

Sue Gollagher
Charles Darwin University

Knowledge and skills development for PEAL practitioners

This session workshop, first presented as an online workshop hosted by the English Australia Post-entry English and Academic Language SIG (PEAL SIG) will focus on the professional development of post-entry English and academic language (PEAL) practitioners. Unlike general English and EAP, no framework exists to support PEAL practitioners with their PD goal setting or knowledge and skill development. This workshop will be an opportunity to:

- explore existing frameworks, such as the EA CPD Framework and BALEAP Competency Framework for TEAP
- share and discuss participants' experience when moving into the PEAL space
- begin the task of identifying core knowledge and skills required by PEAL practitioners.

Both new and experienced PEAL practitioners are welcome to bring their perspectives to this discussion. Workshop outcomes will contribute to the long-term goal of creating a framework to help develop the knowledge and skills of current and future PEAL practitioners.

Following the workshop, we'll call on members who are interested to establish a working group that will continue drafting the framework and linking it to practical PD opportunities.

Sue has been an academic language and literacy educator teaching EAP and PEAL in universities in Australia and overseas since the early 1990s. Besides her specific interest in collaborating with academics to design, deliver and manage adjunct and embedded discipline-specific support programs, she is a teacher trainer with 20 years' experience with CELTA/DELTA for language teachers and CLIL and HEA Fellowship programs for university lecturers. She hopes to use this experience to contribute to the development of a framework to support the professional development of ELICOS colleagues moving into the PEAL space.

12.20 - 12.50
428/429 - Level 4

Julia Williams
Griffith English Language Institute

Bullying ...themselves!

We've all become aware of the importance of self-talk, how our own words build us up or tear us down but have you thought about what your learners are saying? My English is no good! I can't write. My pronunciation is terrible. I want to be able to speak! I speak one language, my mother tongue, said in English! How is it when we ask them to tell us one strength and one weakness, they struggle to list one strength but can rattle off 3000 weaknesses without batting an eyelid? What are they really saying to themselves every time they reach for a translator? In this workshop we will learn how to catch their critical self-talk and how to make them aware of what they are saying to themselves every time they open their mouth or reach for a translator. We'll also cut down on translator reliance and who knows, you might have a kinder word or two for yourself too!

Julia has taught adult, beginning with illiterate English speaking adults where the fascination of psychology and learning began. Since then she has worked with refugees, asylum seekers and international students, gained some coaching and counselling qualifications which she now uses to help students achieve better results.

12.20 - 12.50
430/431 - Level 4

Brent Cotsworth
UQ College

Implementing task-based language teaching in ELICOS classes: Insights from Japanese high school research

This presentation explores the integration of Task-Based Language Teaching (TBLT) methodologies into English Language Intensive Courses for Overseas Students (ELICOS) classes, drawing on empirical research the presenter conducted in Japanese high schools. TBLT is an approach that emphasises the use of authentic tasks as the primary unit of language teaching and learning. The presentation will look at the strategies employed by educators to scaffold tasks, address learner needs, and integrate form-focused instruction within task-based activities, and thus shed light on the efficacy and challenges of adopting TBLT in ELICOS contexts. Key themes explored include task design and the role of technology in enhancing task-based language learning experiences.

Brent's main current area of interest is in teaching methodologies namely CLT and TBLT. Brent lived and worked in Japan teaching for 18 years before coming back to Australia in 2019. He has a Masters of Applied Linguistics, and is currently pursuing a PhD focussing on the implementation of TBLT.

12.20 - 12.50
432/433 - Level 4

Katie Clancy
UQ College

Empowering writers: enhancing the writing process with minimal prep and maximum impact

Improving students' writing can be a monster of a task. In an EAP class, many students frequently grapple with uncertainty regarding the steps needed to enhance their writing skills, often resorting to outdated techniques such as rote memorization and regurgitation. This presentation aims to demonstrate one approach

to engaging students in the process of writing. It calls on Hutchinson and Waters's (1987) learning-centred approach where students are provided opportunities to solve problems and engage in the process of learning.

Throughout the session, attendees will witness the application of this approach across the planning, drafting, revising and editing stages of writing. They will also receive a toolkit of low-tech and low-prep strategies designed to foster student agency in the writing classroom, leading to more confident and autonomous learners.

Katie is passionate about student engagement and motivation with English language both inside and outside of the classroom. She was a high school teacher with Education Queensland, before branching out into the ESL world. She taught English in South America for three years and returned to Brisbane in 2015. Katie completed her DELTA in 2019 and has worked as a Bridging English teacher at ICTE/UQ College over the last eight years.

12.20 - 12.50
327/328 - Level 3

Renee Shibuya
UQ College

Jo McGrath
UQ College

Lift learner engagement in lessons with WordWall

This workshop, facilitated by two experienced colleagues, demonstrates the varied uses of the online platform WordWall, and how to adapt this tool for effective integration into the face-to-face classroom.

The presenters will share insights gained from their experiences and propose strategies to elevate the way we manage the classroom and teach vocabulary. They will demonstrate ways you can transform these digital templates into interactive and effective learning activities. Join us to explore innovative approaches that seamlessly blend technology with traditional teaching methods, creating a vibrant and engaging learning environment.

Renee is passionate about developing materials that engage learners and maximise participation. She enjoys challenging herself with new experiences, from honing her DELTA skills, to developing workshops. With 30 years' TESOL teaching experience in Japan and Brisbane, she is currently teaching full-time at UQ College. Jo has over ten years of TESOL teaching experience. She currently teaches at UQ College. She enjoys creatively adapting materials and finding ways to motivate her learners.

12.20 - 12.50
343/344 - Level 3

James Smith
Mark My Words

A Human-centered approach to using artificial intelligence for assessing extended writing tasks

In this session, the Founder of Mark My Words, an assessment platform purchased by schools to support English teachers, will highlight the importance of maintaining a human-centric approach to the integration of Artificial Intelligence (AI) into the assessment process. We will explore how teachers can embed their knowledge into an AI system, illustrating how this initial investment can significantly enhance the ability of AI to provide detailed and personalised feedback to students. Such an approach can also be used fine-tune a model that closely mirror a teacher's unique grading style, and it can serve to track student, class and cohort performance across time.

A "human-in-the-loop" approach to using AI in the assessment process has the power to dramatically reduce the burnout experienced by English teachers, whilst still ensuring that every student receives high-quality feedback that accurately reflects the expectations and insights of the teacher.

James Smith is a former Head of English and Humanities at an independent, P - 12 school in Victoria, and he holds a Master of Teaching and a Master of Education (Student Wellbeing). After becoming overwhelmed by the workload of five English classes a few years ago, James started working on Mark My Words, which is a solution that aims to significantly reduce the time

it takes to provides high-quality feedback to students.

Supported by the Swinburne University of Technology, Mark My Words is now being used by schools across both Australia and New Zealand.

1.40 - 2.10
414/415 - Level 4

Desiree Kawabata
Griffith University

Nattapat Suejam
Mae Fah Luang University

Using Linguistic Landscape to raise students' awareness of multilingualism in ELICOS classrooms

In English Language Teaching (ELT), an awareness of multilingualism as a learning tool can aid in developing programs that effectively enhance learners' communication in a linguistically and culturally diverse globalised world. Embracing the linguistic landscape (LL) "the language visible beyond the classroom that permeates daily living" can provide students with valuable understanding about language, identity, and communication, principles that fall under the Global English Language Teaching (GELT) framework. This study aimed to investigate EAL learners' perceptions towards language diversity in Australia and whether the linguistic landscape can be harnessed to enhance students' English language skills. Taking an action research approach and guided by GELT, 16 intermediate level English language learners at an Australian English language school participated in various tasks and reflective activities exploring the LL. Despite persistent misconceptions surrounding monolingualism, results showed that LL is a valuable tool for understanding multilingualism and developing language proficiency in real life contexts.

Dr. Desiree Kawabata is an applied linguist at Griffith University, Australia. She holds a BA in Asian Studies, an MA in TESOL, and a doctorate in systemic-functional linguistics and language testing. Her research interests are in functional grammar, language testing and assessment validity, TESOL, sociolinguistics, and Japanese language teaching. Affiliation: Faculty of Arts,

Education and Law, School of Humanities, Languages and Social Science, Griffith University, Australia

Nattapat Suejam is currently a lecturer in the School of Liberal Arts, Mae Fah Luang University, Thailand. He holds a Master of TESOL from Griffith University, Australia, and has experience teaching general English and exam preparation courses in ELICOS programs in Australia. His areas of research include Global Englishes, multilingualism, and language landscapes. Affiliation: Linguistics, Literature and Language Education for Sustainability (LLES), School of Liberal Arts, Mae Fah Luang University, Thailand

1.40 - 2.10
428/429 - Level 4

Sophie O'keefe
English Australia

Taking the reins: Self-Directed professional development in practice

Continuing professional development (PD) is a fundamental part of being an English language teacher that enables professionals to expand their competencies and stay motivated. Self-directed professional learning, where teachers select their own forms of PD based on their individual needs, contexts and preferences, is now recognised as a crucial part of teacher development.

This presentation delves into the realm of self-directed professional development, offering English language teachers' practical strategies to set their individualised PD agendas and ensure their PD is meaningful and relevant. Drawing from the English Australia CPD Framework, the Oxford University Press Framework for Self-directed Professional Development, and the AITSL High Quality Professional Learning Cycle, the presentation will guide teachers through a structured approach to self-directed learning and offer real world examples of how to undertake each stage of the frameworks, from goal setting to reflection and evaluation. The session will also underscore the pivotal role of ELICOS institutions in nurturing self-directed learning among their teaching staff.

Attendees will leave equipped with practical strategies and insights to embark on a self-directed professional development journey that maximises enjoyment and relevance.

Sophie O'Keefe has been the Head of Professional Development at English Australia since 2014. She works with a wide range of industry stakeholders to support initiatives that aim to raise standards of excellence for the ELICOS sector. As part of her role in driving quality and innovation in ELICOS, Sophie heads up a variety of key sector initiatives including the English Australia Journal, Special Interest Groups (SIGs), Action Research Program, Guides to Best Practice in ELICOS, Continuing Professional Development Framework and annual English Australia Conference. She is passionate about bringing people together to form collaborative communities of practice and supporting professionals to share their knowledge and expertise with the ELICOS community.

1.40 - 2.10
430/431 - Level 4

Irene Perez
TAFE Queensland

Empowering students to create their own materials

When developing lessons as teachers, we sometimes hit a wall. We have a great idea, but the materials we need are not perfect or simply don't exist. One approach to this is to create them from scratch, which is time-consuming and often ineffective. A far better option is to give the students enough tools to create these themselves. This session will explore how student-made materials can be considerably more engaging and stimulating than any in our collection of workbooks or photocopies. We will examine a variety of simple ideas that you can incorporate into your classroom activities with no more than some butcher's paper and markers. The creative possibilities are endless, with material ideas ranging from elementary to academic courses.

Irene Perez Him is a skilled ELICOS teacher with 11 years of experience and a rich language-teaching background in Australia and

internationally. Her expertise ranges from teaching EAP to GE for adults and young learners. More recently, Irene designed and delivered the IST, an international “train the trainer” VET course in Spanish. She excels in creating unique teaching materials, delivering dynamic lessons, and managing classrooms effectively.

1.40 - 2.10
432/433 - Level 4

Cole Thomson
Griffith English Language Institute

It all makes sense to me now.

Teaching grammar can be challenging, particularly when many of us were taught so little of it in school and certainly aren't experts on English linguistics. In this workshop, we'll look at using more of a scientific approach to teaching grammar and focus on a couple of example grammar lessons to see how it works and how it can help students to make sense of what we are trying to teach.

Cole is a passionate educator with experience across a range of educational contexts. With a background in science and mathematics, Cole enjoys using reasoned, logical methods to present new topics to his students to enhance their learning experience.

1.40 - 2.10
327/328 - Level 3

Mike Smith
ILSC

English has no future! ... (grammar)

Learners often experience confusion about expressing futurity in English. Perhaps this is because the concept is clearer in their first language, possibly having a dedicated conjugation or affix or other structure exclusively indicating future meaning. There seems to be first-language interference from languages such as Italian and its cousins, and first-language bewilderment from other non-Indo-European languages.

In English, we use a combination of time expressions and inflected modals - sometimes with inflected verbs (tense) to indicate time, but these indications seem neither exclusive nor consistent and are therefore difficult to teach. This presentation explores the learner (and teacher) confusion, and offers some practical teaching ideas helping learners attain natural use of English more readily. This is not a linguistic analysis, rather a teaching perspective aimed at improving teacher and learner success. The suggestions have been found useful, but they may appear contrary to accepted approaches. They are offered simply for teachers to consider and try.

Mike Smith entered ESL in 2001 after a career in science and aviation. His approach to teaching is formed on that analytical background but also his own childhood experience within a NESB migrant family. A question on his mind is, "For all the research into language learning and teaching methodology over the past 30 years, why has the pace of a typical learner not significantly changed?"

1.40 - 2.10
343/344 - Level 3

Niki Joseph
eflwriters - freelance

Beauty and the Beast: AI for teachers

Beauty and the Beast: AI for teachers
AI is everywhere. Each day another app joins the already long list of tools for teachers to use. These apps and sites promise us everything ranging from lesson ideas, reading texts to video, and of course assessment tools. They save time, effort but perhaps they also take away the joy and satisfaction of creating something ourselves. The presentation is divided into two parts. First, we look at a range of AI tools to create activities for our students for three main areas: text, image, and voice. In the second part we look closely at how we can confidently check (with AI tools but also with our own knowledge) what we have just created. Throughout the session activities will be presented and the audience will leave with a greater understanding of how to use AI confidently.

Niki Joseph is an experienced educational professional with a wealth of worldwide experience. She is an ELT teacher, teacher trainer, examiner, examiner trainer, curriculum developer and currently, she is a full-time materials writer. She enjoys creating engaging content for all levels and ages including course books, activity books, teachers' guides and wrap around materials like tests, CLIL pages and readers. Passionate about teaching, she loves working with teachers to help provide the best possible learning and teaching experience.

2.20 – 3.15

Plenary

Room 212 – Auditorium

Ian Aird,

English Australia, Chief Executive Officer

From Teacher to English Australia CEO: How we shape our worlds

Join us for an insightful journey as the newly appointed CEO of English Australia, Ian Aird, shares his transition from the classroom to the boardroom. Drawing from personal experiences and professional milestones, Ian will discuss the pivotal moments that shaped his trajectory from English language teacher to assuming the helm of English Australia in January this year.

Along the way, Ian will explore some of the legislative and regulatory change processes and how they are affecting the Australian ELICOS sector specifically for ELICOS students and English language teachers.

Through this plenary, attendees will gain an appreciation for Ian's ELICOS journey and consider how they can contribute to the current and future shaping of English language education in Australia.

Ian has 25 years' experience in the international education industry, with experience in every aspect of ELICOS where he started as a teacher, a CELTA trainer, and a DoS before working across sales and marketing, admissions, IT, and then

executive management. Ian also has five years' experience running a consultancy offering services including strategy development, mergers and acquisitions, financial performance improvement, market analysis and economic impact studies, regulatory reform and compliance, as well as executive and sales coaching. His clients included federal, state, and local government bodies, industry peak bodies, and education providers from universities to multi-nationals to small family operations. Spanning more than 10 years, Ian's corporate governance experience includes previously sitting on the English Australia Board for nearly 6 years, on the board of StudyNSW for a term, and serving as Chair of a not for profit for nearly 5 years. He graduated the AICD Company Directors Course (Order of Merit) and holds an MBA (Distinction), a Masters in Professional Education, and the CELTA and DELTA.

English Australia Queensland PD Fest 2024 Program

Date: Saturday 23 March 2024

Venue: Sir Llew Edwards Building, University of Queensland, St Lucia

9.00	Registration – Level 2 Foyer, Sir Llew Edwards Building					
9.15 – 9.30	UQ Voices Choir – Room 212 (Auditorium)					
9.30 – 10.30	Plenary – Room 212 (Auditorium) Rebecca Hall - Learning and Unlearning - the keys to thriving in our evolving world					
10.30 – 11.00	Morning Tea/Trade Exhibits – Level 6: Foyer / Terrace Room					
Room	412/413 - Level 4	428/429 - Level 4	430/431 - Level 4	432/433 - Level 4	326/327 - Level 3	343/344 - Level 3
Stream	Assessment/Teaching & Learning	Staff & Student Support	Teaching & Learning	Teaching & Learning	Teaching & Learning/Ed-Tech	Ed-Tech
11.00 – 11.30 Session 1	Cole Thomson I didn't know I was doing anything wrong.	Jo Kwai Donna Cook Ready - set - TEACH!	Tanja Hafenstein Help! I know the word but I can't hear it - Improving listening skills	Vicki Bos Beyond the red card: Empowering learners to work in English in the classroom	Sermin Erden Language, culture, and coexistence: The Impact of L1 on L2 Production in Multilingual Communities	Andrew Sankey Enhancing ESL writing Instruction: The power of video feedback
11.40 – 12.10 Session 2	Karen Haeng A Kim Assessment of students, by students, for students: Student-centred assessment with assessment as learning (AaL)	John Smith Write for the English Australia Journal	Alan Sidney Millet Tools for helping Mandarin speakers with English pronunciation	Dean Calnan Peter Viteetarm Role-play reversal: From burden to benefit - changing current attitudes towards role-plays in the ELICOS classroom	Jovita Gilmore Going beyond surface-level analysis: Using ChatGPT to give feedback and praise for students' writing	Rory Reyes Cobar Virtual Reality as an immersive tool in General English and Test Preparation
12.20 – 12.50 Session 3	Sue Gollagher Knowledge and skills development for PEAL practitioners	Julia Williams Bullying ...themselves!	Brent Cotsworth Implementing task-based language teaching in ELICOS classes: Insights from Japanese high school research	Katie Clancy Empowering writers: enhancing the writing process with minimal prep and maximum impact	Renee Shibuya Jo McGrath Lift learner engagement in lessons with WordWall	James Smith A Human-centered approach to using artificial intelligence for assessing extended writing tasks
12.50 – 1.40 - Lunch + Trade Exhibits (Level 6: Terrace Room)						
1.40 – 2.10 Session 4	Desiree Kawabata Nattapat Suejam Using Linguistic Landscape to raise students' awareness of multilingualism in ELICOS classrooms	Sophie O'keefe Taking the reins: Self-Directed professional development in practice	Irene Perez Empowering students to create their own materials	Cole Thomson It all makes sense to me now.	Mike Smith English has no future! ... (grammar)	Niki Joseph Beauty and the Beast: AI for teachers
2.20 – 3.15	Plenary – Room 212 (Auditorium) Ian Aird - From Teacher to English Australia CEO: How we shape our worlds					
3.15 – 3.30	Completion of surveys, lucky door prizes, closing of PD Fest – Room 212 (Auditorium)					
3.30 – 5.00	Post-Fest Drinks and Canapés – Level 6: Terrace Room					

