



English Australia Queensland Branch

PD Fest

Program Booklet

18 March 2023

Sir Llew Edwards Building
UQ College
The University of Queensland



Pearson

Allianz  Care

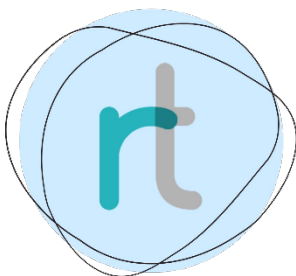


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Welcome to the 15th English Australia Queensland PD Fest



Welcome back to our QLD PD fest 2023! After hibernating during COVID, we're back stronger and better. Most of us have pivoted, innovated, hibernated, zoomed, socially distanced, and also isolated, literally. We've masked-up, kept RATS at home (not pets) and some of us have (if eligible) had Job Keeper and Job Trainer. Some have left the sector and come back, and sadly we've also seen some of our dear colleagues seek new COVID-proof careers elsewhere.

The resilience of the sector and optimism comes to mind as we now look forward to the rebound post-COVID. There's new energy, coupled with the return to a face-to-face mode, and there's never been a better time to secure work in our sector with so many providers advertising for teachers nationwide.

What a great year to come back – it's also the Year of the Water Rabbit on the Lunar calendar.

This is expected to be a year that will bring learning opportunities, an expansion of ambitions, more time for reaching goals and a general sense of curiosity. However, because of the unpredictable nature of water, one needs to be watchful on all fronts.

I think I'll leave these auspicious words with you as you enjoy the wonderful program on offer this year!

Finally, I also wish to thank the wonderful presenters who are generously sharing, collaborating, and networking with attendees at our signature sector PD event. There's something for everyone – HSP teachers, GE, Academic, and there are some sessions especially tailored to support new colleagues who have just started their teaching career in ELICOS.

Have a wonderful day! I'm excited!

Jo Kwai

PD FEST Committee member & Deputy Director
International, John Paul College Brisbane

Registration
Room 212 – Auditorium

Morning Tea
Level 6 Foyer/Terrace Room

9.30 – 10.15
Plenary
Room 212 – Auditorium



Teacher Leadership for Teacher Wellbeing

Professor Hayo Reinders

Professor Reinders's presentation is generously sponsored by Cambridge.



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A common misperception of leadership is that it requires a position 'at the top'. Directors, managers, and principals are leaders, the rest are expected to follow. 21st century challenges are such that this model no longer works.

Successful organisations instead share responsibility and strive for educational sustainability. This means placing wellbeing at the heart of the organisation and creating conditions in which all members of the community can thrive. Teacher leaders have a key role to play in this by leading from behind', mentoring, inspiring and advocating for colleagues and encouraging everyone to develop new ways of doing - and being. In this talk I will introduce some of the best practices that have emerged from diverse contexts around the world for starting on the journey from teacher to teacher leader.

Hayo Reinders (www.innovationinteaching.org) is TESOL Professor and Director of Research at Anaheim University, USA, and Professor of Applied Linguistics at KMUTT in Thailand. He is founder of the global Institute for Teacher Leadership and editor of Innovation in Language Learning & Teaching. His interests are in out-of-class learning, technology, and language teacher leadership.

10.15 – 10:45

10.45 – 11.20
115 - Level 1

Sophia Walker
Matthew Tonks
UQ College

Being an item writer: what does it involve?

This presentation will look at the journey of an item writer in the process of creating exam materials from commissioning through to being presented in front of live test-takers. We will explore why someone might take on this role, ways of getting started and consider the pros and cons of being an item writer.

I have been an English language teacher for about 25 years, the last 5 of them at UQ College. I got involved in item writing about 15 years ago. I enjoy the process of creating items and I find the skills I have learnt over the years as a test writer are invaluable in my teaching context. I write items for Cambridge University Press and Assessment and also co-ordinate a team of item writers here in Brisbane.

I have worked as an English language teacher for about 20 years, including 13 years at UQ College. I have been involved in item-writing since 2013, for Cambridge Assessment, and at UQC.

10.45 – 11.20
116 - Level 1

Mike Smith
ILSC

Accelerated PD and Mentoring for the New wave of ELICOS Teachers

Following the pandemic the Australian ELICOS industry is fast recovering, but we now face a shortage of teachers. Also, the proportion of new or inexperienced teachers in a staff room was in the past perhaps 5%. Now it could be upwards of 25%.

While it is wonderful to see a surge of enthusiastic new teachers join the industry, this situation plainly entails a need for boosted professional development and, perhaps even more crucially, comprehensive mentoring. A complication is that during such an extreme

period of staff shortage, it is even more difficult to find opportunity for these.

This presentation outlines considerations and practical suggestions for designing and implementing a PD and Mentoring program in a typical ELICOS school. The aim would be compressing the time frame by focusing on well-established needs and employing effective methods including self-study, workshops, and peer observations.

This presentation seeks to stimulate discussion and gather ideas from the audience, and question time will be used for that.

Trained by ATTC, Bondi Junction, Mike benefited enormously in his first year of ESL teaching by absorbing the decades of cumulative experience of the diverse group of teachers in that staff room. Intrigued and frustrated by some language points being regarded as “just difficult”, Mike set off on a 20-year continuing voyage of discovery finding better ways to teach English in colleges (ECCE, ACE, Browns, EU/APC ILSC) and universities (UQ, Griffith) around Brisbane. A journey powered by heartfelt empathy and stubbornly unfettered by “how it’s always been.”

10.45 – 11.20
132 - Level 1

Damien Herlihy
Trat English Community (TEC)

Spark Joy: How to use Notion as a Lesson Planner

In the age of information, we hoard digital clutter - notes, blog posts, links - making it difficult to organise teaching ideas and streamline lesson planning. However, with the KonMari method’s philosophy for organising and decluttering your home space, you can apply similar principles to your digital teaching space using Notion. In this session find out what Notion is, how it can streamline your lesson planning, and, most importantly, ‘spark joy’ in your teaching.

I am a lifelong learner with an enthusiasm for teaching English. I have a broad base of experience from teacher to coordinator to director of studies. I've also been an IELTS examiner and I publish teaching English content on my own YouTube channel and for The Modern

English Teacher. Currently, I run my English language school remotely and I'm building an online teaching English business.

10.45 – 11.20
216 - Level 2

Bradley Perks
Union Institute of Language

Critical media literacy to combat fake news in an EAP class

This study aimed to develop an empirical understanding of the relationship between critical literacy of media texts, namely fake news and the teaching of English for Academic Purposes (EAP). This study explored EAP students' language-related literacy practices through the integration of critical media literacies in their classrooms, to: 1) identify the range of critical literacies that EAP students require in this media-saturated age; 2) identify useful critical media literacy skills; and 3) generate a framework for EAP curriculum design that develops students' critical media literacies. Data will include interviews with teachers and student focus groups, as well as field notes, research reflections, and students work samples.

Bradley has completed a MA in Applied Linguistics/TESOL at the University of Newcastle, and now is a doctoral candidate at the University of Southern Queensland (UniSQ) in their EdD program. He has experience working in being a sessional marker, course moderator and lecturer at USQ. Also, is an EAP teacher at Union Institute of Language which is the language college at UniSQ. His research interests are second language acquisition and fake news / critical media literacy.

10.45 – 11.20
217 - Level 2

Cole Thomson
Nina Ginsberg
Griffith English Language Institute

Unlocking Student Potential: The Role of Cognitive Load Theory in EAL Teaching

Have you ever been in class and watched as your students freeze at a critical learning point? This might not be your fault. Research shows that human brains have a limited capacity to take in and process new information. This is significant for teachers because understanding it can help us design classes and content in a way that maximises the benefits for our students. To illustrate this point, we will look at three different situations where Cognitive Load Theory is directly applicable in the EAL classroom: writing, giving instructions, and working in L2. Join us for this session to learn practical strategies that can help you reduce cognitive overload and enhance your students' learning experience in the EAL classroom.

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.

Nina Ginsberg (Nina/Nina) is a dynamic educator with a passion for inclusive education, new materialisms and innovative technology. With over 17 years of experience in ELICOS classrooms, Nina offers unique and practical insights for meeting the challenges and opportunities of modern English language education. See more of Nina's work at: [Bicycles Create Change.com](http://BicyclesCreateChange.com).

10.45 – 11.20
219 - Level 2

Vincent Blokker
Laurel Scott
IELTS

Helping teachers understand IELTS assessment through digital innovation

ELICOS teachers teach students English and may prepare them for gateway exams so they can achieve their future goals. Test preparation is vital to the English language learning curriculum, ensuring students can perform at their best when taking an English proficiency test. IELTS offers grants in the fields of language education and assessment to contribute to the continued development and improvement of the IELTS test. In response to research findings, showing that

teachers lacked adequate assessment literacy, IDP IELTS has developed new resources for teachers and students to give more visibility on how IELTS Writing and Speaking tests are assessed. Our session will cover four key areas of how we are helping our teachers to improve their assessment literacy and knowledge, including:

1. Practical outcomes of assessment research
2. Using online platforms to improve teachers' assessment literacy
3. Exclusive insight into new test developments to enhance assessment knowledge
4. Interactive test preparation resources for teachers and students

As IELTS Operations Manager at IDP Education, Vincent oversees a team supporting test takers across the Australasian region. He also leads dedicated events for TESOL professionals in Australia, New Zealand, the Pacific and Japan. As a result, Vincent understands the expectations of IELTS test takers, teachers, and the requirements of stakeholders. He believes English tests should be human-centric while maintaining integrity management practices to ensure all stakeholders can trust its results. Vincent holds a PhD in international relations and is currently working towards an MBA.

Laurel Scott is currently working for IDP IELTS as the IELTS Examiner Standards Manager – Speaking. In the IELTS Professional Support Network, she works with a team providing ongoing support for IELTS examiners and ESL teachers. Laurel developed an online course that has helped over 19,000 teachers globally. She has been an ESL teacher for over 30 years and has had a long involvement with the IELTS test from its commencement in Australia. She is passionate about the IELTS product and believes it to be a reliable, relevant and fair language assessment.

11.30 – 12.05
115 - Level 1

Kyle Smith
Queensland University of Technology

How to evaluate a test without statistics or validity theory: Two simple ideas!

Tests and other kinds of assessment activity are a major part of the contexts that we work in and

the courses that we teach. We recognise our responsibility for ensuring that our assessment is high quality and that it 'does what it is supposed to do'. But how do we know whether this is the case or not? This is an important question but the customary answers (statistics, validation) can be difficult to understand and put into practice. In this session, I'll talk about two simple ideas (classification analysis, beneficence) which can bring some clarity to the crucial task of evaluating the assessments we design and deliver.

Kyle Smith is a PhD candidate in the School of Teacher Education and Leadership in the Faculty of Creative Industries, Education and Social Justice at Queensland University of Technology, Australia. His research interests include sociology, language assessment, quantification and justice. He has worked for over 20 years in international education as a teacher and manager.

11.30 – 12.05
116 - Level 1

Susan Gollagher
Charles Darwin University

Renee Shibuya
UQ College

Reflections on surviving and thriving in a volatile industry

ELICOS, a notably volatile industry, is emerging from its most disruptive crisis ever. When faced with an industry crisis, we may stay or jump ship. We may not always be given a choice. Yet today we are surrounded by peers who have not only survived the COVID crisis but thrived. This presentation is delivered by two ex-colleagues: one who stayed and one who jumped ship. We will briefly share our own reflections on our careers and then the results of a survey exploring the experiences of current and ex-ELICOS teachers since 2020. The presentation will allow time for participants to reflect on and discuss their own experiences during the pandemic, using this as a springboard to draw out the transferable skills and personal attributes we need to survive and thrive in our careers.

Sue Gollagher - the one who jumped ship

Pre-Covid, Sue had nearly 30 years' experience as a teacher trainer and EAP teacher in a range of countries. In 2020, she was Academic Manager: Concurrent Support at what used to be ICTE-UQ, Brisbane, where she expected to stay until retirement. Today, she is thriving as a Learning Advisor at Charles Darwin University in the Northern Territory.

Renee Shibuya - the one who stayed
Confronted with COVID, Renee flung herself into applying her recently acquired DELTA skills to surviving as a casual language teacher at what used to be ICTE-UQ. With 30 years' TESOL teaching experience in Japan and Brisbane, she was able to transfer sound teaching skills to the new online environment. After managing reduced hours, two jobs, and up-skilling for new positions for nearly two years, she is currently thriving full-time at UQ College.

11.30 – 12.05
132 - Level 1

Malcolm Kirkwood
UQ College

Ipsative feedback for personal bests in the second language classroom.

This presentation offers insights and practical tips from an action research project on the role of ipsative feedback in L2 grammatical accuracy conducted in a 10-week Bridging Course program at the University of Queensland, Australia. In contextualizing the project, formative feedback is recognized as an essential element in successful second language acquisition. Nonetheless, in L2 academic writing, it often resembles summative assessment as it takes a 'performance gap' approach. A key feature of such feedback is that lacks any mechanisms for closing the feedback loop in a learner-centric way. By contrast, ipsative (self-referential) feedback offers learners a 'performance goal' approach in situating their current performance against previous writing submissions in an iterative manner. This form of feedback can be properly thought of as formative as it offers learners the chance to pose questions of a) where they are going (desired performance), b) where they currently stand, and c) what is still required to attain the necessary

output in writing. Join me to hear about the study results and the implications they hold for the language classroom!

Malcolm is a TESOL language instructor at UQ College. His experience spans primary, secondary, and tertiary education in five countries (including a stint in Arnhem land, NT) in various roles including secondary biology, mathematics, English as an additional language (EAL) and vocational education & training courses for indigenous students. His research background includes a PhD in educational psychology, and he has engaged in various action research projects, including several on the topic of ipsative feedback in learning.

11.30 – 12.05
216 - Level 2

Nina Ginsberg
Griffith English Language Institute

Innovative AI Tools for English Language Teachers: The Future is Now!

Attention all English teachers! Join us for an exciting session where you will learn how to harness the power of AI in your ELICOS classroom. In this session, we use some of the latest AI tools to engage students and reinforce English language skills. Not only will you leave with a better understanding of how AI can support language acquisition, but you will also gain practical tips and strategies for effectively integrating AI into your existing curriculum and classes. All demos are in real-time so you can see exactly how quick and easy it is to create unique and purposeful AI-supported ELICOS activities. Bring a laptop or iPad if you want to follow along. All participants receive a handy take-home AI teacher's resource pack. Suitable for new AI users and teachers who want to know more. This is an opportunity to stay ahead of the curve in education technology and bring some excitement to your English language classroom. So don't wait any longer, embrace the future!!

Nina Ginsberg (Nina/Nina) is a dynamic educator with a passion for inclusive education, new materialisms and innovative technology. With over 17 years of experience in ELICOS

classrooms, Nina offers unique and practical insights for meeting the challenges and opportunities of modern English language education. See more at: Bicycles Create Change.com.

11.30 – 12.05
217 - Level 2

Lorna Clark
UQ College

Recognising and enhancing critical thinking in students with developing English language proficiency

As many international students attending Western universities do not have English as their first language, they can experience difficulty sharing their wealth of ideas. As critical thinking and academic writing are often mutually dependent, this study sought to explore how international students express their ideas and how this can be further supported in the classroom. Using educational design research, 20 tertiary foundation students received 12 weeks instruction in critical thinking and academic writing and their output assessed pre and post course. The study established that students could demonstrate critical thinking on entry to the program and, with focused instruction, were able to further enhance their skills. However, findings also illustrate that the students did not possess the same ability to construct advanced written representation of their ideas. This study suggests that consideration be given to alternate methods of assessment and instruction that recognise international students' existing critical thinking skills base.

I am the Course Coordinator of the Foundation Business program at UQ College. I have worked in international Foundation programs for the past 9 years and have a passion for gaining greater insights into the international student experience. My current areas of interest include international education, critical thinking, academic literacy and improving pedagogy.

11.30 – 12.05
219 - Level 2

Jo Kwai
John Paul College

Donna Cook
Australian Catholic University

Help is on its way!

Newbies only! With so many new colleagues joining this rewarding profession, and so much to learn and remember, we are going to case-study a beginning teacher's journey with a how-to-survive guide and deep-dive into the exciting world of teaching and working in ELICOS. You'll leave with loads of practical tips and advice, transferable skill sets, and know we're all in this together.

Jo Kwai has been in the industry for a long-long time! She is a highly experienced ESL teachers, Academic Managers and champion for ongoing professional development. Jo has many highly 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 Cook is an educator and leader in English Language Education, with over 20 years' experience in Schools, ELICOS and Higher Education sectors in Australia, and overseas. She is currently the National Manager, ACU English Language Centre. She has responsibility for the English Languages Centres on ACU Brisbane, North Sydney and Melbourne campuses. Her role involves business development and staff and curriculum development, as well as compliance, operations, strategy and budget oversight. Donna was elected State Delegate for QLD in 2013 and was convenor of the 2015 Conference program committee. Following a 1-year break from the Board she was elected General delegate in 2017 and deputy chair in 2019. She is also currently Convenor of the Board nominations committee. Donna has been actively involved across a number of English Australia Queensland and national initiatives, including successfully leading an application for a Study Queensland

Partnership grant and was joint coordinator for the Raise your Voice choir Festival. Donna received the Study Queensland International Education champion of the year award in 2018. Donna has presented at several English Australia, ACU Learning and Teaching and NEAS and AIEC conferences, as well as IATFL and the Queensland IET Summit. She has also delivered numerous webinars and teacher training programs.

12.15 – 12.50
115 - Level 1

Julia Williams
Griffith English Language Institute

Helping students manage exam nerves

Mental state is pivotal to success in exams, presentations, job interviews and life. Practical strategies to help guide our students through such events will be presented drawing heavily on my experience as an IELTS teacher and as a life coach. We'll explore:

- how to set goals, break them down and schedule study around life commitments to ensure balance not burnout
- how to decrease with the importance of the exam deadlines (e.g. One day I will get the required result, perhaps on a different timeline than expected)
- how the physiology of excitement and feeling nervous can be used to our student's advantage
- how to physiologically change/manage your state
- how to physically prepare for the exam (sleep, diet, hydration, aromatherapy, visualisation, jewellery, & transferring methodical routines from in class preparatory exercises to the big day)
- The importance of monitoring language and self-talk

I have taught from the cradle to the grave, childcare to adult education, refugees, asylum seekers, learners with special needs & I've supervised university students with special needs during exams for close to 8 years. I became obsessed with the human condition along the way and studied counselling and life coaching, all of which I apply in the classroom to try to maximise performance for each individual

student, all of whom have their own unique ways!

12.15 – 12.50
116 - Level 1

Sophie O'Keefe
English Australia

Introducing the new English Australia CPD Framework and CPD Portal

English Australia has recently launched a Continuing Professional Development Portal for teachers who work at its member colleges, as well as a revised version of its CPD Framework with new teaching competency descriptors. The CPD Portal has short online and self-paced courses which teachers can complete that target their individual needs across different teaching areas and levels of teaching competency. The CPD Framework outlines nine key teaching competencies for ELICOS teachers across a continuum of abilities, so that English language teachers can self-assess their competency over time and make informed decisions about the direction of their professional learning. In this session, Sophie O'Keefe, Head of Professional Development at English Australia, will take you through an outline of the CPD Portal, explain how to use it, and discuss some of the benefits you may gain through using it. She will also give participants an overview of the English Australia CPD Framework and how you can use the Framework to self-assess your teaching. At the end of this session, participants will be able to:

- use the CPD Portal effectively for their professional development
- outline the key elements of the English Australia CPD Framework and key uses of the Framework for professional learning.

Sophie O'Keefe is the Head of Professional Development English Australia, the national peak body and member association for the English language sector of international education in Australia. Her role is to drive the development of professional standards for English Australia member colleges and the sector more broadly. She manages a range of specific projects including the English Australia Conference; English Australia Journal; English Australia Special Interest Groups (SIGs); English Australia Action Research in ELICOS Program; English Australia

Guides to Best Practice in ELICOS and English Australia Continuing Professional Development webinars and workshops.

12.15 – 12.50
132 - Level 1

Dean Calnan
ILSC

Sharing the spotlight: How to bring theatre techniques into your ESL classroom

A critical challenge for all ESL teachers working in the ELICOS sector is creating a dynamic, memorable and enriching experiences for all learners without causing unnecessary strain. A tried and tested method that has become a staple in my own teaching is the thoughtful application of professional theatre techniques in learning spaces. A demonstration of how teaching professionals can improve their own wellbeing, class engagement and class rapport through curated theatre techniques will be shown. Teacher wellbeing will be demonstrated by showcasing projection and how to ensure teachers are not damaging their voices during teacher talk-time. Class engagement will be shown through various theatre games that can easily be applied to the classroom from beginner to advanced level students. Through these dynamic and engaging classroom activities, classroom rapport can be easily established to help improve the atmosphere and culture of the classroom and provide a healthy and supportive learning space. The professional training I received as a theatre actor has given me the opportunity to combine both my passions daily and I wish to share with my peers the training and resources I have accrued in the hopes that others can benefit as much as I have.

Like many teachers working in ELICOS sector today, I fell in love with teaching almost by accident. After being professionally trained as a theatre actor at Griffith University, I moved into ESL teaching in Japan. I have spent the last 8 years teaching in Brisbane and for the past year, I have been teaching and working in the position of Pathways Coordinator at ILSC.

12.15 – 12.50
216 - Level 2

Nathaniel Mitchell
UQ College

What is Chat GPT and how do we adapt to it?

ChatGPT launched on November 30, 2022, as the most updated version of a freely accessible, chatbased interface AI. It was immediately met with awe and fear. For the education sector, specifically those of us who are focused on the language output of students, we need to be wary of this innovation. The benefits will drive innovative teaching practices, but will also afford students the ability to submit fully formed AI homework and assessments.

This brief talk will step the audience through the main innovations of what ChatGPT means for education, suggesting that everyone try it, and that assessment plagiarism steps incorporate its robust abilities. Ultimately, the talk offers several solutions for teaching language and associated assessment delivery.

Nathaniel has been teaching into Linguistics, Sociolinguistics, and Phonetics since 2010. He is currently working in Data Science, merging Big Data with Linguistics/interaction. He has been teaching with UQ college since 2022, and has taught English as a second language in Brisbane, Melbourne, and Shanghai.

12.15 – 12.50
217 - Level 2

Alan Millett
UQ College and ILSC

Prosody challenges for Mandarin speakers

The Chinese system of teaching English in secondary school does not test speaking ability, so speaking is rated a poor second cousin to all three of the other skills by the education system, teachers and students. The weak speaking skills of many Chinese learners are evident in the challenges they have with prosody – which is basically a fancy word for expressiveness in

speech. It includes elements such as intonation, stress, tone, and rhythm.

As a teacher in China, I came across a few isolated resources but never a comprehensive or integrated plan to remedy the problem. So, I set about creating a course to address the prosody weaknesses of my learners. This presentation will draw on this work by summarising the weaknesses and then highlighting some possible solutions to the problems arising from L1 Mandarin speakers adapting to English pronunciation.

I am currently an ELICOS teacher at UQ College and ILSC. But what a past! After a long career in IT including several overseas stints, I decided to teach business in China for 6 months. Well 6 months turned into the best part of 13 years teaching in many colleges, universities and middle schools. My favourite part of English teaching is exam preparation especially IELTS. During my time in China, I realised that my Certificate IV in training and assessment didn't provide much more than legal status so I studied with University of Tasmania for two Education degrees and then a Graduate Diploma of Adult and Vocational Education with Charles Sturt University.

I have a particular interest in Chinese Mandarin speakers adapting to English and hence this presentation

12.15 – 12.50
219 - Level 2

Justin Harris
Kindai University, Osaka Japan

Developing language learners' self-efficacy with task-based language teaching

Self-efficacy refers to a person's belief in their ability to complete a given task in order to achieve a goal, and it has been shown to be a strong predictor of learning success (or failure). In education, learners with high levels of self-efficacy tend to exhibit less anxiety, have greater persistence in the face of difficulties, and are generally more engaged in activities, all of which lead to more positive outcomes. The development of learner self-efficacy is therefore an important aspect of the language teachers' job, and certain approaches to language teaching

may influence self-efficacy in different ways. Task-based language teaching (TBLT) can positively influence self-efficacy because learners in a TBLT class are able to experience success using their own language resources to complete tasks prior to any language focus, providing them a sense of mastery. This talk will introduce a mixed-methods study of the development of self-efficacy among 67 language learners in a one-year course that followed a TBLT approach. In addition to a self-efficacy questionnaire administered three times over the year, interviews with students helped to highlight certain tasks that learners identified as providing them 'moments of success' and were therefore particularly useful in building self-efficacy. These tasks will be outlined in detail to provide teachers with ideas for how to develop their own learners' self-efficacy.

Justin Harris is an associate professor at Kindai University in Osaka Japan, and he has been a language teacher for over 20 years. His research interests centre around methodologies that encourage learner motivation, including task-based language teaching (TBLT) and English as a lingua franca. Justin is co-founder of the JALT TBLT special interest group which is focused on bridging the gap between TBLT research and classroom implementation. He is also interested in the impact of short-term study abroad experiences of university students, especially in relation to effects on motivation and orientation towards native and non-native speakers of English.

1.40 – 2.15
115 - Level 1

Paul Forster
UQ College

Towards robust and secure computer-based testing in a high-stakes English pathway course

This presentation will examine the evolution of summative assessment on the UQ College Bridging English course over the past two years. The focus will be on the shift from traditional paper-based testing to secure computer-based testing (CBT) system, and the measures taken to ensure the integrity of the assessment process. In early 2019, UQ College began investigating the

use of CBT within a lockdown browser environment to improve efficiency. The rapid transition to remote assessment in 2020 due to the Covid-19 pandemic accelerated this move. Over the past two years, significant effort has been dedicated to developing robust and efficient CBT assessment processes that ensure fairness and consistency for both face-to-face and remote students. The presentation will delve into the challenges encountered during this transition, including issues related to academic integrity, and the solutions implemented to maintain a high completion rate while minimizing such issues. It will also discuss the systems and processes put in place to assist students in successfully completing their assessments.

Paul Forster is the Academic Manager for Bridging English at UQ College, University of Queensland. He is responsible for the design, delivery, and academic management of UQ College's Bridging English Programs. Paul has worked at UQ College/ICTE since 2003, coordinating and teaching on a wide range of courses prior to becoming an Academic Manager.

1.40 – 2.15
116 - Level 1

Sarah Dyer
Griffith English Language Institute

Human Educators in 2050

The Covid-19 pandemic pressured institutions to make massive transformative changes in how they managed English language learning in Australia. Investments in online education technology were accelerated and plans for new online initiatives were prioritised across many English Language institutions. Most leaders in language institutes are still catching their breath after this substantial disruption, dealing with increased international enrolments while at the same time, juggling the restaffing, retooling, and retraining of their English language educator teams to match the edtech disruption.

In this context of dust settling on the disruption, long range prognostication is critical for the whole business of teaching English to have that hard conversation about how they are going to deliver English language classes into the distant future. It is a valuable exercise to observe and

understand the inevitable technological “storm” or Edtech wave that is coming our way. Storms bring both positive and negative energy: rain and renewal as well as destruction and chaos. Join this session to consider what it might mean to be a human educator in 2050. What is the difference between being a human educator and being a human teacher?

Let's clearly define the three types of AI and what that means for us as English language educators. What is the difference between AI and robotics? Ponder the hypothetical of a super artificial intelligence in your classroom. Will our current higher educational models be able to absorb the new energy of the next unavoidable Edtech wave. What are educators afraid of and what can we embrace and look forward to?

Dr. Sarah Dyer was awarded her Doctor of Education from the Department of Education, Policy, Organization, and Leadership at the University of Illinois with a concentration on Human Resource Development. Within HRD her studies focused on training and development, learning in a safety-critical workplace, organization development, and performance improvement, with a great weight placed on emerging technologies in higher education. She was presented with three graduate scholarship awards during her studies. Her doctoral dissertation investigated if artificial intelligence ameliorated human error in aviation. Today her curiosity continues by exploring the various ways human beings interact with intelligent machines. Sarah's role in higher education spans over 25 years as an English language instructor, academic tutor, corporate trainer, materials designer, international counsellor, and administrator. Her specific area of interest has been in Aviation English delivering human factors, safety, and code of business conduct training in corporate settings in the Airline industry, overseeing the on-the-job training of aviation engineers on live aircraft. Sarah's academic tool kit also consists of a Cambridge Certificate of English Language Teaching to Adults, Diploma of Teaching English, a Bachelor of Social Science, and a Master of Arts in Applied Linguistics. Currently Sarah works at the Griffith English Language Institute as an academic tutor supporting postgraduate and HDR international students.

1.40 – 2.15
132 - Level 1

Mike Smith
ILSC

I like teaching / I like to teach gerunds and infinitives

The language point of gerunds and infinitives is usually taught with reference to lists of patterns and collocations. However, these lists are difficult to remember, often contain inconsistencies and misleading entries, and don't reflect how native speakers make the choices. Also, particularly for verbs followed by both structures, little guidance is given to the learner in making such choices.

This presentation outlines a robust and relatively simple contrastive approach – a practical method – for teaching gerunds and infinitives. This approach can be delivered through levels from Elementary to Advanced in a way that builds understanding via an inherently consistent approach (i.e. minimal exceptions). The method is easy to teach to teachers and requires very little preparation. So, it greatly eases stress in the classroom as teachers can answer learners' questions at short notice as they pop up in subsequent lessons with respect to authentic texts.

Particular reference is made of:

- Gerunds as noun phrases and markers of experience and/or higher likelihood as well as the agent possibly not being the sentence subject.
- The infinitive as a marker of linguistic and therefore conceptual distance, so indicating future and unreal contexts.

Trained by ATTC Bondi Junction, Mike benefited enormously in his first year of ESL teaching by absorbing the decades of cumulative experience of the diverse group of teachers in that staff room. Intrigued and frustrated by some language points being regarded as "just difficult", Mike set off on a 20-year continuing voyage of discovery finding better ways to teach English in colleges (ECCE, ACE, Browns, EU/APC ILSC) and universities (UQ, Griffith) around Brisbane. A journey powered by heartfelt empathy and stubbornly unfettered by "how it's always been."

1.40 – 2.15
216 - Level 2

Kelly Badrick
Griffith English Language Institute

Living with AI

Recently, I 'caught a student cheating' because she had used AI to write her essay and I was absolutely appalled at her tenacity. How dare she utilise AI technology to write an essay about a topic that she had no idea about! Then, I took a few deep breaths and realised that we are now 'Living with AI' so rather than wasting our efforts on putting a blanket stop to it, let's see how we as educators can find the right balance between using AI technology for teaching purposes while maintaining academic integrity.

This presentation takes a different look at AI technology and starts with how it is currently being perceived. It also reveals how businesses are starting to use AI (and thus becomes an employability factor for our graduates) to reinforce that we either embrace it or get left in the dark ages. I will demonstrate how Quillbot works and help teachers learn how to identify plagiarism. Finally, I'll address assessment. We still have a few tools at our disposal when it comes to designing assessment so I will leave you with my thoughts on maintaining academic integrity and finish by looking at what assessment will look like going forward.

Kelly has been the Assistant Director of Studies at GELI for the past 5 years. She has worked in various roles across the ELICOS, VET, and higher education sectors for the past 25 years. She was most recently published in English Australia for her review of Andy Curtis' Reflecting on Leadership in Language Education. Kelly has seen a lot of change in the ELICOS sector over the past 3 years and believes that we should continue to embrace this change or face being left behind.

1.40 – 2.15
217 - Level 2

Sara Bologna
Amagree English Test Prep

Fostering independent learning to reduce anxiety in test prep classes: focus on autonomy and discovery

Test prep courses are known to be “more work” for both teachers and learners, mostly because classroom dynamics tend to be stricter and the count-down to the upcoming exam is often cause for apprehension. While the prevalence of “Foreign Language Anxiety” (FLA) in adult language learners is still debated in the literature, we have experimented with a few simple strategies aimed at fostering independence and promoting language discovery in learners, which have resulted in overall higher scores, as well as a reduced mental load for teachers.

In this talk, I will present (i) the adjustments that were made to classroom dynamics to foster autonomy and encourage language discovery; (ii) the benefits this approach brought to students and teachers and (iii) a few practical examples of what our student-led IELTS lessons look like. We have done our best to turn stern exam preparation into “an engaging journey of language discovery” where learners feel empowered and trusted (and teachers can take a breather!).

I am an ELICOS teacher with a strong interest in theoretical and applied linguistics, blended learning and topics around learning & cognition, Second Language Acquisition, learner awareness and psycholinguistics. I am currently co-teaching Cambridge Advanced closed classes at Langports (Brisbane) and I co-own Amagree English Test Prep, a small online school specialised in test preparation for migrants and refugees.

exist in the classroom, and guiding our students to understand and improve their own learning processes. This workshop will look at the principles of UDL in terms of three key areas: Engagement, Representation and Expression. Through experiential learning, we will explore and analyse a variety of practical classroom strategies and activities for teaching English, incorporating these UDL principles.

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.

1.40 – 2.15
219 - Level 2

Vicki Bos
The Queensland Institute

Including all learners: Applying Universal Design for Learning (UDL) principles in the English language classroom

How can we as teachers shift our approaches to teaching so that we consider the various needs, backgrounds, and experiences of our students in the language classroom? Universal Design for Learning is a teaching and learning model that takes into account this diversity of students. The aim of implementing UDL strategies is to achieve effective inclusion, thus minimising physical, sensory, cognitive and cultural barriers that may

2.25 – 3.15

Plenary

Room 212 – Auditorium

The Great Return

Brett Blacker, CEO English Australia

English Australia's CEO will provide an update on major developments across the ELICOS sector. This session will cover the rebounding of student numbers, the return of regulatory compliance, and how the sector is responding to the challenges of the rebuild. Each of these topics will be explored from a practitioner perspective and will consider the implications across our teaching community.

Brett has held a range of senior roles in international education including Director, International, Residential Services, Alumni, Careers and Employment Office, Murdoch University and Director, International Office, University of Newcastle. He gained experience in the commercial sector as National Business Development Manager and subsequently General Manager: Health, OSHC Worldcare, Mondial Assistance (Allianz) working with institutions nationally.

Brett has been an active contributor on a number of cross-sector and government Boards. He is an expert member of the Council for International Education responsible for overseeing Australia's first National Strategy for International Education 2025 and he is a member of two state government Boards, StudyNSW International Education Advisory Board, and the South Australian International Education Ministerial Advisory Council. Brett was also a long-standing Board member (9 years) and the immediate past President/Chair of the International Education Association of Australia (IEAA). He has served on the Board of Perth Education City (PEC) and as part of the executive group of Australian Universities International Directors Forum (AUIDF).

Bright Ideas Initiative

The Bright Ideas initiative will sponsor one presenter from the QLD PD Fest to attend this year's English Australia conference in Sydney. The winner will receive a full English Australia Conference registration, flight and accommodation, and an opportunity to present in the Bright Ideas stream of the English Australia Conference.

Nominees for Bright Ideas will need to submit a conference paper of 800–1000 word that outlines their PD Fest presentation for the fourth PD Fest Learnings publication.

Bright Ideas is run in partnership by English Australia and Pearson. A special thanks goes out to Pearson for sponsoring this thought leadership initiative created to increase opportunities for teachers.



Pearson

English Australia Queensland PD Fest 2023 Program

Date: Saturday 18 March 2023

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

9.00 – 9.20 Registration – Level 2 Foyer, Sir Llew Edwards Building

9.30 – 10.15 Plenary – Room 212 (Auditorium) Professor Hayo Reinders - Teacher Leadership for Teacher Wellbeing

10.15 – 10.45 Morning Tea/Sponsor Exhibition Area - Level 6: Foyer / Terrace Room

Room	115 - Level 1	116 - Level 1	132 - Level 1	216 - Level 2	217 - Level 2	219 - Level 2
Stream	Assessment	Teacher Support	Teaching & Learning	Ed-Tech	Teaching & Learning	Teaching & Learning/Ed-Tech
10.45 – 11.20 Session 1	Sophia Walker Matthew Tonks Being an item writer: what does it involve?	Mike Smith Accelerated PD and Mentoring for the New wave of ELICOS Teachers	Damien Herlihy Spark Joy: How to use Notion as a Lesson Planner	Bradley Perks Critical media literacy to combat fake new in an EAP class	Cole Thomson Nina Ginsberg Unlocking Student Potential: The Role of Cognitive Load Theory in EAL Teaching	Vincent Blokker Laurel Scott Helping teachers understand IELTS assessment through digital innovation
11.30 – 12.05 Session 2	Kyle Smith How to evaluate a test without statistics or validity theory: Two simple ideas!	Susan Gollagher Renee Shibuya Reflections on surviving and thriving in a volatile industry classroom.	Malcolm Kirkwood Ipsative feedback for personal bests in the second language classroom.	Nina Ginsberg Innovative AI Tools for English Language Teachers: The Future is Now!	Lorna Clark Recognising and enhancing critical thinking in students with developing English language proficiency	Jo Kwai Donna Cook Help is on its way!
12.15 – 12.50 Session 3	Julia Williams Helping students manage exam nerves	Sophie O'Keefe Introducing the new English Australia CPD Framework and CPD Portal	Dean Calnan Sharing the spotlight: How to bring theatre techniques into your ESL classroom	Nathaniel Mitchell What is Chat GPT and how do we adapt to it?	Alan Millett Prosody challenges for Mandarin speakers	Justin Harris Developing language learners' self-efficacy with task-based language teaching

12.50 – 1.40 - Lunch + Sponsor (Level 6: Terrace Room)

1.40 – 2.15 Session 4	Paul Forster Towards robust and secure computer-based testing in a high-stakes English pathway course	Sarah Dyer Human Educators in 2050	Mike Smith I like teaching / I like to teach gerunds and infinitives	Kelly Badrick Living with AI	Sara Bologna Fostering independent learning to reduce anxiety in test prep classes: focus on autonomy and discovery	Vicki Bos Including all learners: Applying Universal Design for Learning (UDL) principles in the English language classroom
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2.25 – 3.15 Plenary – Room 212 (Auditorium) Brett Blacker - The Great Return

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