

# PD Fest

## Program Booklet

**1 April 2017**

**Sir Llew Edwards Building  
Institute of Continuing and TESOL Education  
The University of Queensland**



**THE UNIVERSITY  
OF QUEENSLAND**  
A U S T R A L I A

INSTITUTE OF CONTINUING & TESOL EDUCATION



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## ***Welcome to the 11<sup>th</sup> English Australia Queensland PD Fest***

Our annual EA QLD Branch PD Fest event is a major highlight in the professional development calendar for teachers in our teaching community. Continuing professional development is an important on-going process and enables us to stay abreast of the field. There are benefits, not only for us as teachers, our students and employers but also for the industry as a whole. The wonderful array of choices on this year's program offers everyone a chance to not just pique their curiosity, but to learn something exciting as well as network with others to share and exchange ideas.

Our PD fest program continues to showcase an expansive array of topics – offering something that will appeal to everyone, regardless of teaching experience. Learn about the latest developments and also gain fresh insights into a range of key practice areas. PD fest is a time for us to refresh, learn and reflect. It offers us a chance to engage and network within a very collegial setting with resource experts, content experts and other professionals supporting us with our classroom delivery.

We all know how important it is to have a good command of English in order to survive and live in Australia. Did you know that Australia has the third highest number of international students in the world behind only the UK and USA? Also, that we have over 22,000 courses across 1,100 institutions? ELICOS is an important pathway for international students.

This year we are fortunate to have participation from our wonderful Student Ambassadors, as well as VIPs from the Trade and Investment Queensland Australia Familiarisation Tour. Another highlight is the 'All-Stars Band', a group of talented students and teachers from the TAFE Queensland Adult Migrant English Program, who enjoy sharing a love of making beautiful music together. The band comprises largely of migrants and refugees who have made Australia their new home. The All-Stars are providing the musical entertainment at the end of the day when we have the opportunity to network while enjoying food and drink after the formal PD program comes to an end.

Don't forget to check out the wonderful displays from the publishers and sponsors who have again generously supported us to help make this day happen.

Have a fantastic and enjoyable day.

Regards,

**Jo Kwai**  
**PD Fest Committee Member**

**8.00 – 9:00**  
**Registration and coffee**  
**Level 2 Foyer**

**9.00**  
**Welcome and Introductions**  
**Room 212 – Auditorium**

**Mr. Julian Wilson**  
***English Australia QLD State Delegate***

**9.00 – 10.20**  
**Plenary 1**  
**Room 212 – Auditorium**

**Mr. Patrick Hafenstein**  
***Group Manager - International Education and Training Unit, Trade & Investment Queensland***

With over 20 years' experience in the international education sector, Patrick Hafenstein has taken on a variety of roles including: teacher, examiner, author, consultant, sales and marketing rep and business development manager. More recently, he is in the position of Group Manager for the International Education and Training (IET) Unit of Trade & Investment Queensland managing the Study Queensland Brand. He has secured record funding for the state's IET sector and developed an ambitious strategy to grow market share. He has successfully executed a number of global marketing campaigns with strong support from the sector and significant engagement from international students. Patrick's passion is enabling students to transform their lives through study abroad experiences.

Patrick's talk will aim to provide a broader picture of the ELICOS landscape in Queensland and comprises two parts. Firstly, he will provide an overview of a new Queensland state strategy and \$6 million partnership fund. He will then chair a panel discussion on English language learning in their respective countries with four overseas delegates: Mr. Evert Widiadi Fanggida, Ms. Mi-Young Byun, Mr. Andres Gebauer, Mr. Alfonso Barazza

**Evert Widiadi Fanggida**  
***Coordinator and English Teacher – SDK BPK Penabur Gading Serpong, Indonesia***

BPK Penabur Jakarta is a well-known Educational Institution in Indonesia. Its motto is *Faith, Knowledge, Sharing*. BPK Penabur Jakarta has primary schools located in and around Jakarta with a total of twenty schools. Currently, BPK Penabur

Jakarta is looking to increase its quality and is equipping teachers with the necessary knowledge to achieve its purpose.

Mr Fanggida has been keen to learn about best practice from Queensland's English language institutions that provide high quality and innovative English language programs designed for teachers by teachers. The school is seeking to establish partnerships in teacher training programs with Queensland in the future.

**Mi-Young Byun**  
***Supervisor - Gangwon International Language Institute (GILI), South Korea***

Gangwon International Language Institute, GILI, is a specialised foreign language education facility. They serve both the teachers and students of Gangwon province in order to improve foreign language abilities and reduce the disparity between the urban and rural population of the area.

GILI offers a number of comprehensive teacher training programs: the 6-month intensive English Teacher Training Program, the Exhilarating English Conversation Training Program, and the EPIK-Co-teachers' Joint Training Program that aims to improve English teaching abilities in English. GILI also offers a wide range of programs for the students of Gangwon province, including the Creative Learning Support Program, the Visiting English Experience Learning Program, *GILI English Bus*, as well as Japanese and Chinese Experience Programs. These programs minimise education inequality and maximise access to foreign language education.

Mi-Young Byun co-runs an English teachers' training program, which is funded by the Korean Ministry of Education, and consists of training programs both in Korea and overseas. She is keen to learn about TESOL training opportunities in Queensland institutions and practicum experiences.

**Andres Gebauer**  
***Business Development Manager, Education - Trade & Investment Queensland***

Andres is responsible for the education and training sector in Latin America looking after the markets south of Mexico. Based at the regional office in Santiago, Chile, Andres joined Trade & Investment Queensland in 2016. Previously, he worked as the International and Institutional

Relations' Director at BECAS CHILE, the country's ambitious scholarship program in the Chilean Ministry of Education. His extensive experience in the educational sector has given Andreas a thorough knowledge of the market in the region.

Andres has a Bachelor of Arts in History and Literature and a Master of Arts in Political Science.

**Mr. Alfonso Barazza**

***Language Department Director - Technological Institute of Sonora (ITSON), Mexico***

The Sonora Institute (ITSON) is an autonomous public university committed to social development. It has more than 18,000 students and experts that offer services in education, research and development that are focused on the improvement of the well-being, self-sufficiency, health, and survival of local communities. ITSON's academic programs offer Associate, Bachelors, Masters and Doctorate degrees in more than 30 disciplines.

Mr. Barazza is very interested in exploring potential joint partnerships or educational project opportunities for the ESL/EFL and language teaching training courses. He would like to learn about best practices in the language teaching field.

**10.00 – 10.20**

**Student Ambassadors**

**Room 212 – Auditorium**

**Vero Valdez**

**Ayane Hirata**

***Student Ambassadors***

Jo Kwai will introduce two student ambassadors: Vero Valdez from Mexico and Ayane Hirata from Japan. Vero and Ayane have recently been enjoying their studies in Queensland and will each talk about their time here and how this experience will help them and they look forward to future opportunities.

**10.20 – 10:40**

**Morning Tea**

**Level 6 Foyer/Terrace Room**

## **Concurrent Sessions**

**10.50 – 11.40**

**331/332 – Level 3**

**Jeremy Almeida**

**Michelle Tierney**

***TAFE Queensland, Brisbane***

### **Fun writing activities**

The aim of this session is to provide teachers with activities that get students writing with purpose. Our hope is that we can offer some ideas that have a clear structure and can be easily implemented.

Jeremy has worked in different areas including TESOL, ELICOS, AMEP and the SEE program for migrants and refugees. He enjoys creating a fun learning environment and presenting with Michelle.

Michelle has worked across different language departments and her lessons are always a barrel of laughs. She enjoys creating a fun learning environment and presenting with Jeremy.

**10.50 – 11.40**

**334/335 – Level 3**

**Amy Brown**

***University of Adelaide English Language Centre (ELC)***

### **Using L1 in the multilingual classroom: promoting confidence and linguistic understanding**

What are the possible benefits of controlled, deliberate use of L1 in the multilingual classroom? This presentation will discuss practical ways that teachers can incorporate aspects of students' L1 to build learner confidence while allowing teachers to learn more about the linguistic capital their students bring to the classroom.

Amy is an English teacher at the University of Adelaide English Language Centre, and completed a Master of Applied Linguistics (TESOL) in 2014. She has worked in ESL and EAP in Australia, Europe and Asia for the past 15 years.

**10.50 – 11.40**

**343/344 – Level 3**

**Inge Foley**

***John Paul International College (JPIC)***

### **Strategies for reflection**

The skill of listening is seen as a passive, rather than an active skill. However, in this workshop, I will introduce strategies for developing students' skills for active listening in the classroom through self-reflection and peer-reflection.

Inge Foley has worked in English language teaching since 2000. She has taught in high schools, universities and colleges in Japan, Netherlands and Australia. She has 6 years' experience in High School Preparation programs, as a teacher, DoS and curriculum writer. Inge's current role is overseeing the implementation of the curriculum at John Paul International College's High School Preparation Program. Inge holds a CELTA, along with a Graduate Diploma in Education (TESOL) and Japanese.

**10.50 – 11.40**

**326/327 – Level 3**

**Marilyn Grimes Keefer**

***ILSC Brisbane***

### **Career Sea Change: practical tools for those turning to EAL teaching as a second or third career.**

The presenter will share her experiences and the tools that she has found useful in EAL classrooms. There will also be an opportunity for networking and sharing of ideas. Participants are encouraged to come to the session with resources/ websites/ student learning experiences they have found helpful and would like to share.

Marilyn holds Masters degrees in both TESOL [QUT] and International Education [QUT]. She has taught students for whom English is an additional language in Malaysia and Singapore and more recently at ILSC in Brisbane. She has also traveled extensively in Asia, Europe and the Americas.

**10.50 – 11.40**  
**132 – Level 1**

**Samantha Hua**  
*ILSC Brisbane*

**Energy-raising classroom activities**

Looking for ways to energise your students? Samantha Hua presents tried and tested activities guaranteed to get your students excited about learning. This presentation is targeted towards teachers who are newer to the field of language teaching and experienced teachers looking to spice up their lessons. Activity templates will be provided to assist with lesson planning.

Samantha is currently completing her final semester in her Master of Applied Linguistics at UQ. She completed her CELTA course in early 2016, and has since been working as an ESL teacher at ILSC Brisbane. Her strong passion for teaching and continued development is what motivates her to present today.

**10.50 – 11.40**  
**116 – Level 1**

**Kyle Smith**  
*QUT International College*

**Assessment: Where are we going wrong and how can we do it better?**

This session will challenge popular assessment practices and beliefs; argue that these must change before 'quality' and 'innovation' in teaching and learning can happen to any meaningful extent; and propose a practical alternative to the current assessment paradigm which can lead to genuinely 'innovative' and 'quality' curricula.

Kyle Smith has worked in English language teaching for over 15 years as a teacher, academic manager and curriculum developer. His hobbies include making music, brewing beer, and problematizing popular assumptions about ELT curriculum in order to bring about reform.

**10.50 – 11.40**  
**Room 212 – Auditorium**

**Arizio Sweeting**  
*Institute of Continuing & TESOL Education - University of Queensland (ICTE-UQ)*

**Squeezing pronunciation into over-packed English for Academic Purpose (EAP) courses**

There is sometimes a perception that pronunciation has little place in English for Academic Purpose (EAP) courses. This happens because EAP teachers find it difficult to squeeze pronunciation into often over-packed curricula. However, pronunciation practice needs not take a huge amount of classroom time. It can be an integral part of the work done on vocabulary, grammar, reading, listening, speaking and spelling. In this presentation, ideas for integrating pronunciation in EAP lessons will be discussed. The discussion will open with an argument in favour of an articulatory approach to English pronunciation and will then delve into how an awareness of the English articulatory setting can help with the teaching of suprasegmental features (e.g. stress, connected speech and intonation) in EAP-specific tasks. This presentation is for both inexperienced and experienced teachers in any teaching context but will be of particular interest to teachers working with Academic English learners.

Arizio is an author, teacher, teacher trainer and a pronunciation specialist in the use of the Articulatory Approach to English Pronunciation. He is currently investigating teachers' technical knowledge of pronunciation teaching in his academic studies. Arizio is also a former moderator of the Electronic Village Online (EVO) course, Teaching Pronunciation Differently, offered by TESOL International.

**11.50 – 12.40**  
**331/332 – Level 3**

**Louise FitzGerald**  
*Pearson*

**Pearson Test of English Academic (PTE)**

The computer-based Pearson Test of English (PTE) Academic is fast becoming the test of choice in Australia evidenced by the recent surge in numbers of test takers for both university entrance and visa application. The PTE Academic is

significantly different from the more traditional tests available for these purposes. With the increasing demand for preparation courses, teachers need to understand the test in order to effectively prepare their students. This session will give a brief introduction to the test and provide information on how to best prepare students for success.

Louise FitzGerald has been an ELT professional for more than 30 years. She has taught, trained teachers and managed ELT programs in Australia, Egypt, China and Cambodia. She currently teaches English to pre-sessional students and trains on the Language Teacher Education Program at the Institute of Languages, University of New South Wales. As well as proficiency and achievement test development, she has written items for a range of high-stakes tests.

**11.50 – 12.40**  
**334/335 – Level 3**

**Michelle Ocriciano**  
***University of New South Wales (UNSW)***

#### **Updating courses in 3 steps**

The presentation will show how to revamp course books in 3 steps using free, simple, intuitive, yet cutting-edge cloud-based applications. It will focus on teacher-learner consultation, showcasing/scaffolding independent learning tools and aesthetically pleasing and engaging lessons. In addition, participants will be able to download samples and templates used in the presentation together with all links and tools that were described.

Michelle Ocriciano is an EAP teacher at UNSW Institute of Languages. She has been teaching in various contexts for 17 years. She holds a B.A. in English and Linguistics, a Graduate Diploma in TEFL and an MA in Technology in Language Teaching. Her fields of interest are Technology in Language Teaching & Learning, Teacher PD, Language Variation and ELF.

**11.50 – 12.40**  
**343/344 – Level 3**

**Ceara McManus**  
***Institute of Continuing & TESOL Education -***  
***University of Queensland (ICTE-UQ)***

#### **Drama big and small**

This workshop is for teachers in any EALD context. It will examine drama activities in relation to linguistic and non-linguistic outcomes such as increased concentration and teamwork skills. I will also share ideas for longer-term drama projects that help students reach a range of goals such as performing live in English or talking to Aussies. Participation encouraged but not compulsory!

Originally a Drama & French teacher, Ceara studied CELTA then CELTYL (London) and a Post-Graduate Diploma in Applied Linguistics (UQ). Her MA in Applied Linguistics (HKU) specialised in teaching English through language arts. Ceara's passion for languages & drama informs the programmes she develops in English language teaching & teacher development.

**11.50 – 12.40**  
**326/327 – Level 3**

**Esther Reith**  
***Becker Helicopters Pilot Academy***

#### **The wider world of ESL**

This presentation will venture into the multifaceted world of industry-specific English. It will raise awareness of the opportunities for ESL teachers who wish to explore teaching outside the ESL sector. The presentation will also address some of the difficulties of combining best practice in ESL with the values of other industries.

Esther Reith has done everything from teaching children to read to setting up IELTS specialist schools in India. Now working as the English Language Co-Ordinator at Becker Helicopters she is one of seven approved to assess Aviation English Proficiency in Australian pilots and ATC controllers.



**11.50 – 12.40**  
**132 – Level 1**

**Tanya Heywood**  
***Lexis English***

### **Blended learning**

A session to provide some fun ideas on how to incorporate technology seamlessly into your classroom. With a barrage of technological options out there - we've found some great resources that teachers can use to enhance their lessons and cater more adequately to the digital learner.

Having taught for 10 years in Norway, South Africa and now Australia. Tanya is passionate about teaching and learning. She currently works as Academic support at Lexis Noosa where she runs monthly PD sessions with her teachers. She has developed a great passion for inspiring teachers to make their classrooms more productive and fun.

**11.50 – 12.40**  
**116 – Level 1**

**Kelly Bracy**  
***ILSC Brisbane***

### **Pushing for autonomous vocab learners**

Learning vocabulary independently can be challenging for students, as they tend to believe that definitions are best provided by their teachers (or translator). It's crucial to raise learners' consciousness so they can become autonomous, curious learners. How do we push students to recall, make inferences, and notice patterns? This workshop will challenge how we approach lexis and provide practical, low-tech, high-demand activities to engage students in their own learning process.

Kelly Bracy hails from Small Town, Louisiana. Her first experience teaching English was during her CELTA course, which she really just signed up for as a way to get out into the world. To her surprise and her parents' chagrin, she was hooked and has since completed a Master's in Applied Linguistics and taught in the U.S., South Korea, and now at ILSC-Brisbane.

**11.50 – 12.40**  
**Room 212 – Auditorium**

**Simon Feros, Cathy Neave, &  
Laura Fairbrother**  
***Institute of Continuing & TESOL Education -  
University of Queensland (ICTE-UQ)***

### **Close the gap and enhance learner outcomes**

Are your students actually learning what you are teaching? This session will examine common mismatches between teacher and student goals and learner outcomes. We will explore the origins of these mismatches and how they manifest in the classroom. We will then provide simple, effective teaching ideas to minimise the gap.

Simon is a teacher at ICTE-UQ with almost twenty years' international TESOL experience. He has taught on a wide range of Academic Preparation and Teacher training programs, and is assisting teachers prepare for the DELTA Module One. He is currently doing research into reducing perceptual mismatches in the classroom.  
(s.feros@icte.uq.edu.au)

Cathy Neave is an English teacher who is currently employed at ICTE-UQ. She has over 25 years' experience working in a variety of countries. She has a Master in Adult Education and Counselling. Her main area of interest is using a humanistic approach in teaching. (c.neave@icte.uq.edu.au)

Laura is a teacher at ICTE-UQ with over ten years' international TESOL experience. She holds a Diploma in English Language Teaching to Adults (DELTA) and a M.Ed. in TESOL. Along with teaching, Laura assists teachers in preparing for the DELTA and has research interests in Sociolinguistics and building learner-autonomy.  
(l.fairbrother@icte.uq.edu.au)

**1.20 – 2.10**  
**331/332 – Level 3**

**Vincent Zaniewski**  
***Griffith English Language Institute (GELI)***

### **Does dark matter?**

Teaching materials may present world issues in a superficial manner, with the full range of potential impacts often being glossed over. This session examines how teachers can help students improve

their English by encouraging them to think critically about the Big Issues and take personal responsibility for bringing about change.

Vincent Zaniewski teaches at Griffith English Language Institute. He has worked in ESL for over 30 years and tends to focus on EAP, ESP and teacher training. He is particularly interested in helping students make the transition from young adults to global citizens and has developed activities for this purpose.

**1.20 – 2.10**  
**334/335 – Level 3**

**Darryl Blumel**  
**Cassandra Pharr**  
**TAFE Queensland, Brisbane**

#### **Placing new students in the right class: Factors to consider**

Several student profiles will be examined in a small group situation and the placement of these sample students discussed. The importance of demonstrated language skill, culture, school policy and procedure will all be considered. A chance to listen to the importance our colleagues attach to the individual components that collectively influence the placement of a student into one of our classes.

Darryl has worked as a high school English teacher, ESL teacher and ELICOS teacher in Australia, Brazil and the Dominican Republic. Currently managing a team of ELICOS teachers at TAFE Brisbane, Darryl is interested in teachers sharing ideas about how to place students in class for success.

Cassandra Pharr has 20 years' experience in ESL. She is a passionate educator who has previously taught in France, Italy and Brazil and speaks three languages. She also brings to the classroom her knowledge gained working in law, hospitality, sales and finance.

**1.20 – 2.10**  
**343/344 – Level 3**

**Philippa Coleman**  
**Institute of Continuing & TESOL Education -**  
**University of Queensland (ICTE-UQ)**

#### **Creating opportunities in Colombia: The Medellin Project**

How can young people from disadvantaged backgrounds have ongoing opportunities to practise English when sometimes they don't have money for a bus fare, let alone money for language classes or overseas travel?

This presentation is the story about my volunteer teaching project in Medellin, which created ongoing opportunities for young people to meet English speaking tourists and practise their English. I will talk about what I did, how I did it, the wonderful people I met and how rewarding this experience was for me and my students.

Philippa is an Assistant Director of Studies at ICTE-UQ, with particular interest in and responsibility for teacher training programs and teacher professional development.

**1.20 – 2.10**  
**326/327 – Level 3**

**Sophie O'Keefe**  
**English Australia**

#### **Targeting teachers' PD needs**

In this session, participants will explore how to use the new English Australia CPD Framework to target their individual professional development needs. The Framework equips teachers to manage and enhance their personal PD portfolios and the session aims to support teachers in taking control of their own professional development journeys.

Sophie O'Keefe is the Professional Development Manager at English Australia. In 2016, she worked with a committee of teacher trainers and academic managers to develop the English Australia CPD Framework for teachers. She firmly believes in the potential of professional learning and engagement to help keep that teaching spark alive.

**1.20 – 2.10**  
**132 – Level 1**

**Ryan Pickard**  
**ILSC Brisbane**

#### **Applying applied linguistics 1**

How can we break down sentences for easy digestion at Upper Intermediate Level? Systemic Functional Linguistics may be familiar to English educators holding MAs, but is it being utilised? This workshop (1/2) will get students coding and decoding sentences by clause and phrase in fresh and effective ways.

Ryan Pickard of ILSC Brisbane, has been teaching for 17 years and holds an MA in Applied Linguistics from the University of Technology Sydney. A former staff of Global Language Institute (UNSW) and Abu Dhabi University, he has lived and worked in Indonesia, the UAE and India.

Please note that this is a double session.

**1.20 – 2.10**  
**116 – Level 1**

**Lea Bertacco**  
***QUT International College***

**A collaborative approach to developing EAP reading tests: Creating a text**

Need to create a text for a reading test or class resource, but not sure where to begin? This presentation will outline the collaborative process QUTIC uses to produce EAP reading texts. Then it will focus on two approaches to developing texts, and online tools for readability and vocabulary profiling.

Lea Bertacco is a language educator at QUT International College, where she teaches on EAP programs. Over the past 20 years, she has taught in Japan and Australia. Lea has an MA (Applied Linguistics) from UQ, and her areas of professional interest include testing and assessment, e-learning, and grammar.

**1.20 – 2.10**  
**Room 212 – Auditorium**

**Migdonia Velez**  
***ILSC Brisbane***

**Did you say VAN or BAN?**

South American students frequently express frustration at having to repeat themselves so often because people from other nationalities don't understand them, even when their grammar and vocabulary are accurate. This workshop aims to

provide teachers with practical exercises to help students realize that English has some sounds that their native languages do not have, and be aware of their own pronunciation and ways to improve it.

Migdonia Velez has been a teacher and teacher-trainer for more than twenty years. She is from Colombia and received a B.A. in Philology and Languages from UNAL in Colombia and a B.A. (with honours) in Latin American Literature from UQ. She has worked as an ESL/Spanish teacher and as a teacher-trainer. At ILSC, she developed the pronunciation curriculum for the pre-intermediate level and is currently working on the intermediate level.

**2.20 – 3.10**  
**331/332 – Level 3**

**John Moran**  
***Institute of Continuing & TESOL Education - University of Queensland (ICTE-UQ)***

**Collaboration to sublime intervention**

Stemming from a teacher led enquiry in the classroom a teaching strategy will be explored including three main components: Collaboration, Task-based Learning and Teacher Intervention. The presentation will show how these three areas complement one another and used in a practical way to create a stimulating and meaningful learning environment.

John has been a TESOL teacher for over 30 years and is currently teaching at ICTE - UQ. He has a strong interest in both teacher education and teaching academic English courses and periodically likes to deliver papers in these areas.

**2.20 – 3.10**  
**334/335 – Level 3**

**Marnie-Lee Wirth**  
***ELC, Macquarie University***

**Bring it to the table: Agency, exploration and collegiality through Journal Club**

Journal Club is a grass roots initiative at Macquarie University English Language Centre, where a teacher volunteers to select a peer reviewed article to present and discuss with their colleagues over lunch. Although management-driven

professional development (PD) is valuable, teacher-led PD initiatives, run by teachers for teachers, foster agency, exploration, connectedness and creativity.

Marnie-Lee Wirth is passionate about grass roots teacher development and has worked within this capacity in Australia and overseas. She has a BA in Language and Literacy, a Master of Language and Literacy, a Master in Education (Primary). She has also co-published a book chapter within the field of ELT development.

**2.20 – 3.10**  
**343/344 – Level 3**

**Catherine Moore**  
**John Smith**  
**ETS TOEFL**

#### **Innovation and ELICOS**

The English Australia Award for Innovation, sponsored by ETS TOEFL, has been showcasing organisations within the ELICOS industry that support their staff in demonstrating original and creative problem solving initiatives since 2010. The award is designed to celebrate new ideas and innovative approaches to any aspect of ELICOS delivery.

So what is innovation and why is it important to the sector? Using case studies and input from past award winners Griffith University, this session aims to assist participants

- to understand what innovation is, in the context of the ELT sector
- to recognise innovative practice in their own institution
- to explore ways in which innovation can be measured
- to demonstrate/disseminate innovative practice to the broader industry

Cath Moore has over 25 years' experience in managing and teaching across the sector in tertiary, high school, VET and private ELT centres. She is also an experienced assessor and has written a number of accredited English language and literacy courses. She is currently employed as an English Language consultant for ETS Global providing professional development on the TOEFL iBT.

John Smith is the Assistant Director of Studies, University Programs at Griffith English Language Institute, Griffith University. He has been in English language teaching and academic language and learning for 19 years here in Australia and Japan.

**2.20 – 3.10**  
**326/327 – Level 3**

**Nicki Blake**  
**Kaplan International English Perth**

#### **Blended Continuing Professional Development (CPD)**

A blended approach to CPD, specifically by mixing face-to-face and online professional development opportunities, is the only way to guarantee your CPD is truly continuous. Nicki will explore the various forms of available online PD and how they support, reflect, and enhance face-to-face PD experiences.

Nicki Blake is the Director of Studies at Kaplan International English in Perth. She is also an administrator of the #AusELT community of practice, a social media and ICT enthusiast, and co-convenor of Western Australia's annual "PD West" event. She can be found on Twitter @Penultimate\_K

**2.20 – 3.10**  
**132 – Level 1**

**Ryan Pickard**  
**ILSC Brisbane**

#### **Applying applied linguistics 2**

How can we take the bite off the complexity of subjects, verb phrases and what follows? Systemic Functional Linguistics speaks of processes and participants, but is that effective for teaching ELLs? This workshop (2/2) answers with a "yes" and will get students understanding processes and participants in new practical ways.

Ryan Pickard of ILSC Brisbane, has been teaching for 17 years and holds an MA in Applied Linguistics from the University of Technology Sydney. A former staff of Global Language Institute (UNSW) and Abu Dhabi University, he has lived and worked in Indonesia, the UAE and India.

Please note that this is a double session.

**2.20 – 3.10**  
**116 – Level 1**

**Sue Gollagher**  
*Institute of Continuing & TESOL Education -  
University of Queensland (ICTE-UQ)*

**Help, I'm an arts graduate. How do I give writing feedback to a nanobiotechnologist?**

Experienced and not-so-experienced EAP teachers can feel daunted teaching writing in unfamiliar academic disciplines. In this practical workshop, you will build your ability to identify a writer's strengths and weaknesses and give useful feedback—despite the 'incomprehensible' content—by analysing UQ postgrad sample papers and sharing strategies with peers.

Sue has been a teacher trainer and EAP teacher in a range of countries for 25 years. She has done all the usual CELTA, DELTA, Masters and RHD study, but is completely convinced that the most valuable PD comes from talking to your colleagues in the tea room.

**2.20 – 3.10**  
**Room 212 – Auditorium**

**Richard Emmerson**  
*Griffith English Language Institute (GELI)*

**Engaging students with pronunciation using teacher-centred and student-centred methods**

In this session Richard discusses practical, engaging and fun ways we can work on pronunciation in the classroom. In particular he discusses approaches and activities that can scaffold and foster engagement, self-efficacy and self-regulation in pronunciation, using teacher-centred methods to support student-centred tasks.

Richard Nakane-Emmerson began ESL teaching in 1991 and has been teaching with Griffith English Language Institute since 2007. His particular interests are the development of learners' self-regulation, academic and professional skills, their engagement and motivation, and their taking power in the student-teacher relationship.

**3.20 – 3.45**  
**Plenary 2**  
**Room 212 – Auditorium**

**Councillor Krista Adams,**  
*Member for Holland Park, Brisbane City Council*

Krista Adams was elected as Councillor for the ward of Wishart in 2008. In July 2010, she was appointed Chairman of Council to preside over the Council Chamber meetings and be responsible for enforcing the standing orders to ensure orderly conduct in the Chamber.

Since joining Council, Krista has been Deputy Chairperson of the Neighbourhood Planning and Development Assessment Committee and a member of the Heritage Advisory Committee. She was also Chair of the former Lord Mayor's Taskforce into Aged Care and Retirement Living in 2009-10.

Krista was appointed Chairman of Brisbane Lifestyle Committee in 2012, and most recently was appointed Chairman of the Finance and Economic Development Committee.

**3.45 – 4.00**  
**Completion of surveys, lucky door prizes**  
**Room 212 – Auditorium**

**4.00 – 6.00**

**Post-Fest Drinks and Canapés and the All Stars Band**

**Level 6: Terrace Room**

The All Stars celebrate Australia's multicultural diversity by performing songs that reflect the cultural backgrounds of the band members and musical traditions, including Asian pop and traditional folk, African rap and reggae, Latin American rhythms, and Middle Eastern beats. They write and perform original material, and currently feature songs written and performed by our young Congolese rappers about settling in Australia, homeland, and being far away from loved ones. Music and dance, as well as visual design, are the mediums through which these migrant students choose to share their culture, express themselves, and tell their personal stories of journey and arrival in a new land.

The students in the band are all learning English or improving literacy skills at TAFE and the band serves as another way to build confidence and improve their pronunciation, speaking and communication skills.

**Current Line-Up**

**Vivian Q** Vietnamese traditional songs and contemporary rap - vocals and percussion

**Pom** Thai contemporary pop - vocals and percussion

**Maki** Japanese popular songs - keyboard

**Ying** Chinese traditional and contemporary - vocals

**Effie** Chinese traditional and contemporary - vocals keyboard

**Hong Bo** Chinese traditional and contemporary - vocals

**Tenzig** Tibetan traditional - vocals, guitar, and traditional Tibetan instruments

**Dolma** Tibetan traditional - vocals, guitar, and traditional Tibetan instruments

**Said Hosseini** Afghanistan traditional music – vocals and harmonium

**Lydia** Iraq classical - violin

**Bonneur** Modern African rap - vocals and percussion

**Sarah J** Latin American rhythms vocals and percussion

**Gavin McKinney** - guitar, mandolin, flutes, and Irish whistle

**Tony Hary** - Bass and guitar

**Edgar Herrera** - drums

**Chris** - drums

**Sindy** - design visuals



# English Australia Queensland PD Fest 2017 Program

Date: Saturday 1 April 2017

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

8.00 – 9.00	Registration – Level 2 Foyer, Sir Llew Edwards Building	
9.00	Welcome – Room 212 – Auditorium	Julian Wilson, <i>Director, ICTE-UQ</i>
9.00 – 10.00	Plenary 1 – Room 212 – Auditorium	Mr. Patrick Hafenstein, <i>Group Manager, Trade &amp; Investment Queensland</i>
10.00 – 10.20	Student Ambassadors – Room 212 – Auditorium	Vero Valdez and Ayane Hirata
10.20 – 10.50	Morning Tea/Trade Exhibits – Level 6: Foyer / Terrace Room	

ROOMS	331/332 – Level 3	334/335 – Level 3	343/344 – Level 3	326/327 – Level 3	132 – Level 1	116 – Level 1	Room 212 – Auditorium
10.50 – 11.40  Session 1	Jeremy Almeida Michelle Tierney <i>TAFE QLD</i> Fun writing activities	Amy Brown <i>ELC, Adelaide</i> Using L1 in the multilingual classroom: promoting confidence and linguistic understanding	Inge Foley <i>JPIC</i> Strategies for reflection	Marilyn Grimes Keefer <i>ILSC</i> Career Sea Change: practical tools for those turning to EAL teaching as a second or third career.	Samantha Hua <i>ILSC</i> Energy-raising classroom activities	Kyle Smith <i>QUTIC</i> Assessment: Where are we going wrong and how can we do it better?	Arizio Sweeting <i>ICTE-UQ</i> Squeezing pronunciation into over-packed English for Academic Purpose (EAP) courses
11.50 – 12.40  Session 2	Louise FitzGerald <i>Pearson</i> Pearson Test of English Academic (PTE)	Michelle Ocricano <i>UNSW</i> Updating courses in 3 steps	Ceara McManus <i>ICTE-UQ</i> Drama big and small	Esther Reith <i>Becker</i> The wider world of ESL	Tanya Heywood <i>Lexis</i> Blended learning	Kelly Bracy <i>ILSC</i> Pushing for autonomous vocab learners	Simon Feros, Cathy Neave, Laura Fairbrother <i>ICTE-UQ</i> Close the gap and enhance learner outcomes
12.40 – 1.20	Lunch + visit the Trade Exhibits (Level 6: Terrace Room)						
1.20 – 2.10  Session 3	Vincent Zaniewski <i>GELI</i> Does dark matter?	Darryl Blumel Cassandra Pharr <i>TAFE QLD</i> Placing new students in the right class: Factors to consider	Philippa Coleman <i>ICTE-UQ</i> Creating opportunities in Colombia: The Medellin Project	Sophie O'Keefe <i>English Australia</i> Targeting teachers' PD needs	Ryan Pickard <i>ILSC</i> Applying applied linguistics 1	Lea Bertacco <i>QUTIC</i> A collaborative approach to developing EAP reading tests: Creating a text	Migdonia Velez <i>ILSC</i> Did you say VAN or BAN?
2.20 – 3.10  Session 4	John Moran <i>ICTE-UQ</i> Collaboration to sublime intervention	Marnie-Lee Wirth <i>ELC, Macquarie</i> Bring it to the table: Agency, exploration and collegiality through Journal Club	Catherine Moore John Smith <i>ETS TOEFL</i> Innovation and ELICOS	Nicki Blake <i>Kaplan</i> Blended Continuing Professional Development (CPD)	Ryan Pickard <i>ILSC</i> Applying applied linguistics 2	Sue Gollagher <i>ICTE-UQ</i> Help, I'm an arts graduate. How do I give writing feedback to a nanobiotechnologist?	Richard Emmerson <i>GELI</i> Engaging students with pronunciation using teacher-centred and student-centred methods

3.20 – 3.45	Plenary 2 – Room 212 – Auditorium	Councillor Krista Adams, <i>Member for Holland Park, Brisbane City Council</i>
3.45 – 4.00	Completion of surveys, lucky door prizes, closing of 2017 PD Fest – Room 212 – Auditorium	
4.00 – 6.00	Post-Fest Drinks and Canapés and the AMEP All Stars Band – Level 6: Terrace Room	