English Australia Queensland

2018 Qld PD Fest Learnings

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Bright Ideas

PowerPoint Presentations

From EAS to Collaborative Internship: Lessons and insights where Bicycles Create Change by Nina Ginsberg

Griffith English Language Institute

Many international students undertake English and Academic Skills (EAS) and DEP bridging classes to get into university with the ultimate aim of getting a job up in their field of study. There is a perception that English classrooms are for learning English, University tutorials are for discipline-specific content, and the workplace is for vocational skills. Internships one way where students can become more work-ready. However, a number of studies confirm that current tertiary students are lacking in generic employability skills (ACNielsen Research Services 2000; ACCI/BCA 2002), an issue that is even more challenging for international students. I was curious to explore what a career development program that specifically catered for the academic, vocational and personal needs of the international students in my DEP classes might look like. This presentation was a brief overview of the origins, activities and outcomes of this exploration: The Bicycles Create Change.com 2016 Summer Internship Program.

Program background

This Internship was a volunteer, eight-week, collaborative internship that ran from January 4th to February 27th, 2016. It required participants to fulfil 80-110 working hours. The blog *Bicycles Create Change.com* (which has over 110,000 readers locally and internationally) served as the professional platform for work activities as it was a low-cost, high-exposure, authentic, skills-integrated outlet to showcase work.

The program was semi-structured with space to modify and self-initiative content. Hours were achieved individually, in pairs and as a team. The team met for one full day each week to review tasks, run workshops, refine skills and to discuss progress.

This program integrated key theories including, scaffolding new skills (Vygotsky 1987), the need for authentic vocational guidance, participation and engagement (Billet, 2002), promoting creative thinking and expression (Judkins, 2015) and building on foundational DEP EAS skills and competencies (GELI, n.d.).

Origins and participants

The four volunteer participants varied in ages, backgrounds and degree levels and disciplines. The 4 volunteers for this program were; Sachie (female, 23, Japanese, Philosophy undergrad), Mauricio (male, 33, Columbian, IT PG), Juliet (female, 37, Indian, Special Education PG) and Gabriel (male, 42, Cameroonian, Social Work PG). All participants had just graduated from the Griffith English Language Institute (GELI) 10-week DEP program in December. Semester 1 2016 did not commence until Feb 28th, leaving a gap of 9 weeks before university started, which is when the internship was undertaken.

Key considerations

There were are a number of key considerations built into this program:

- Strengthening self-confidence and independent learning
- Experience with unique, transferable and challenging skills
- Fostering creativity and valuing artistic expression
- Emphasis on developing reflection, collaboration and planning skills
- Integrating EAS, vocation and personal skills to a range of contexts
- Promoting initiative and the ability to generate own opportunities
- Increasing employability, CV and work-ready skills
- Authentic interactions and connection with locals/community
- Create a comprehensive evidence portfolio of work, skills and achievements
- To have fun applying skills in a challenging and productive way

Program design

The focus was to build on current competencies, develop new skills, build a professional portfolio of experience (and evidence), and for participants to become more confident in initiating their own opportunities and outputs. This program minimised the 'daily' supervision and 'student' mentality of traditional internships to instead put supported autonomy firmly into the hands of each participant, who ultimately self-managed their own workload. The program provided tailored experiences (below) that provided exposure to a collection of advanced competencies that are cumulatively not commonly experienced in other internships or classes.

The program integrated three main competency streams: EAS, Professional Skills and Individual Development. The program was scaffolded so that tasks became progressively more challenging and required greater participant self-direction to complete, as seen in the table:

BCC SUMMER PROGRAM	Focus Week	Speaking	Reading & Writing	Listening & Note taking	Professional Skills	Individual
INTENTION	Preparation Week 1	Weekly Mentor Consult	Generating (Reflection) Journal	TED talk/s	Dream Job SWOT Expectations	Dream Job
	Engage Week 2		Book –7 habits of highly effective people		Prof Skills – Individual Topic Criteria (original)	Personal Profile
DEVELOPMENT	Explore Week 3	Own Mentor contact & visit	Literature Review	Podcast/s	Prof Skills – Pair Topic	Project Planning & Schedule
						MOOC
	Develop Week 4	City Vox Pop Recycle Dreams Doco	Blog posts 1 2 3 4 5	Documentary or ABC Radio National	Join Industry Association	Independent Project
PRODUCTION	Vision Week 5		First Semester Booklist & Course Outline	Project development documentation	CV development	Art Bikes
	Produce Week 6	Art Bike Public Demo		Up Close Academic Research	Job Description	Role/Title
ACHIEVEMENT	Reflect Week 7	Public Presentation	Letter of Recommendation	Public lecture	Cover Letter	
	Consolidate Week 8					

Unique features

Participants undertook a series of challenging tasks, including:

- Develop and present a professional development workshop (individually and in pairs)
- Undertake an individual project that resulted in an output (ie. Crowdfunding project, publication)
- Self-identify an industry leader to cold call for a 20-min introductory meeting
- Complete a Coursea MOOC on an area of their choosing
- Research a social issue to creatively present as an individually 'art bike' as part of the team *Public Art Bike Social Issue Presentation and Forum*
- Research and produce five original blog posts on how bicycles are being used to create more positive community change in their home country
- Weekly meeting with an assigned independent industry expert mentor
- Join an industry association and attend events
- Series of community activities: vox pops; invite locals to contribute to a community storybook; solicit locals to donate bicycles; deliver their work at a local community garden to the general public as part of the *Art Bike Public Forum*; conduct an individual public presentation
- Complete an Internship Portfolio (documentation of work and reflection journal that documents, audits and reviews tasks, opportunities and skills)

The BCC Internship Team: *Public Art Bike Social Issue Presentation and Forum.* Sunday 13th March, 2016.

Takeaways:

There were many lessons learnt from this project and given time constraints, only a few were touched on in the presentation. Some key takeways were:

- Provide transferable and unique opportunities to develop 'generic employability', critical reflection and creative problem-solving skills
- Provide integrated, genuine and practical ways to apply skills
- Celebrate strategies, 'sticky points', 'misfires' 'pregnant opportunities' and successes

- Make tasks more challenging and higher profile
- Participants loved having more contact with the local community
- Adaptations are needed for aspects to be taken up by educational institutions
- Work from the end result backwards (CV and skill development)
- Have visible, productive and meaningful evidence (or body) of work
- Foster ability to independently create own opportunities and networks
- Honour unexpected outcomes
- Change the mindset to change to experience

For more details, or to contact the participants, go to Bicycles Create Change.com (search: internship). This project was a voluntary, independent and informal project, so for ideas on how to modify or embed aspects of this program into an existing course or for any other information, please contact Nina Ginsberg at n.ginsberg@griffith.edu.au.

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Maintaining momentum: Creating an engaging classroom culture to minimise student fatigue by Karen McNamara

QUT International College

Context

The EAP 2 (English for Academic Purposes 2) program at QUTIC is an intensive 12-week course for students aiming for direct entry to QUT Faculty. One of the biggest frustrations in my years of teaching this program was the problem of student fatigue. Students tended to start the course with enthusiasm and energy and, very quickly, once the reality of the high intensity set in, fatigue became a significant barrier to learning. Rather than simply accepting that students "get tired", I wanted to understand if there was something I, as the teacher, could do to encourage students to maintain their momentum and suffer less burnout. I started with a small literature review of existing research in this area (see "References" at the end of this article) and, once I had this information, I met with the welfare officer at QUTIC to understand her perspective on some of the consequences and causes of student fatigue. After explaining some of what I'd found in the literature, her comment was, "This sounds to me like engagement!" It was then that I started looking at the issue differently. I combined the information from the literature and the welfare officer with my anecdotal evidence from the classroom to conceptualise a "fatigue management strategy" that could be realistically implemented over the 12 weeks of the EAP 2 course.

Understanding student fatigue

By combining information from the literature, the expertise of the QUTIC welfare officer, and my own classroom experience, I conceptualised what a motivated student (i.e. a non-fatigued one!) looks like and how to encourage this in the class as a whole.

I discovered that there is a very strong relationship between fatigue and engagement. I had always assumed that the relationship looked like this:

$$\uparrow \text{ fatigue} \rightarrow \downarrow \text{ engagement.}$$

I had, therefore, assumed that my approach would be directly focused on minimising fatigue. However, through my reading and meetings with the welfare officer, I realised the relationship is actually more like this:

$$\uparrow \text{ engagement} \rightarrow \downarrow \text{ fatigue.}$$

My approach to managing fatigue, therefore, moved towards thinking of strategies to increase engagement (and fatigue reduction would naturally follow). Figure 1 attempts to conceptualise what my overall fatigue management strategy looks like. These are my ideas based on a synthesis of the information I had from the different sources mentioned.
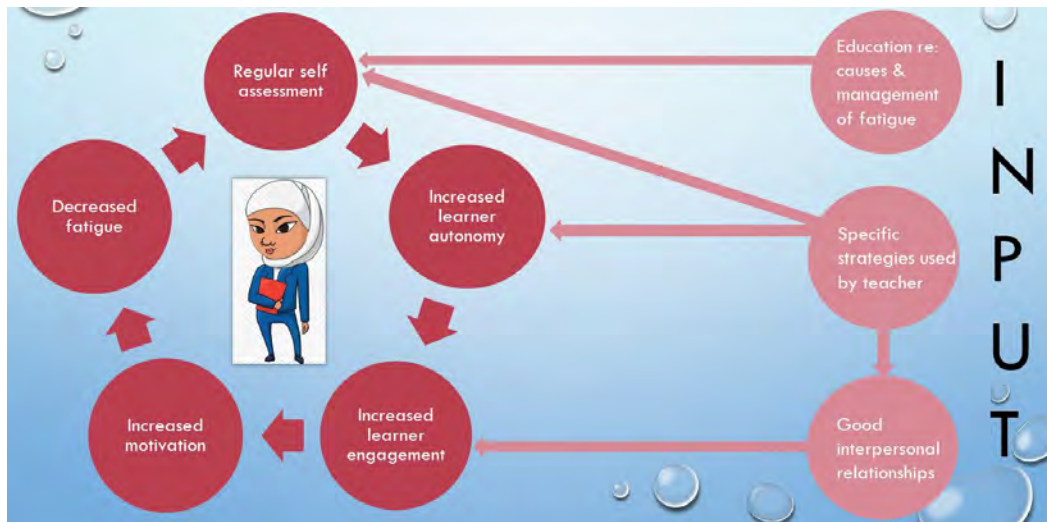
Figure 1: Understanding student fatigue and what teachers can do to manage it

It seems there are certain underlying concepts:

- Students need to regularly self-assess their progress and overall wellbeing.
- When they do this, it enables them to be more autonomous.
- With increased autonomy comes increased engagement
- This then leads to higher levels of motivation.
- When a student is more motivated, they are less fatigued.
- Decreased fatigue enables more effective self-assessment.
- The cycle continues.

Conditions which encourage the formation and perpetuation of the cycle:

- Specific opportunities in class for self-assessment.
- Specific information about the causes of fatigue and how to maintain wellbeing (to assist with self-assessment).
- Specific strategies to encourage learner autonomy.
- Specific strategies to foster good interpersonal relationships among the students.

I wanted all of the above concepts and conditions to be reflected in explicit, simple, practical classroom strategies. I created these strategies and then attempted to map out how I would sprinkle them throughout the 12 weeks of the EAP course.

Fatigue management strategies in a 12 week course

I needed the strategies to meet certain criteria:

- Simple (minimal explanation required)
- Quick (not taking too much class time)
- Practical (no specialist materials required)
- Easy to prepare (not taking too much teacher preparation time)
- Replicable (I wanted to be able to use them with more than one class)

The strategies I chose reflect these five principles and were mapped and implemented as per Figure 2.
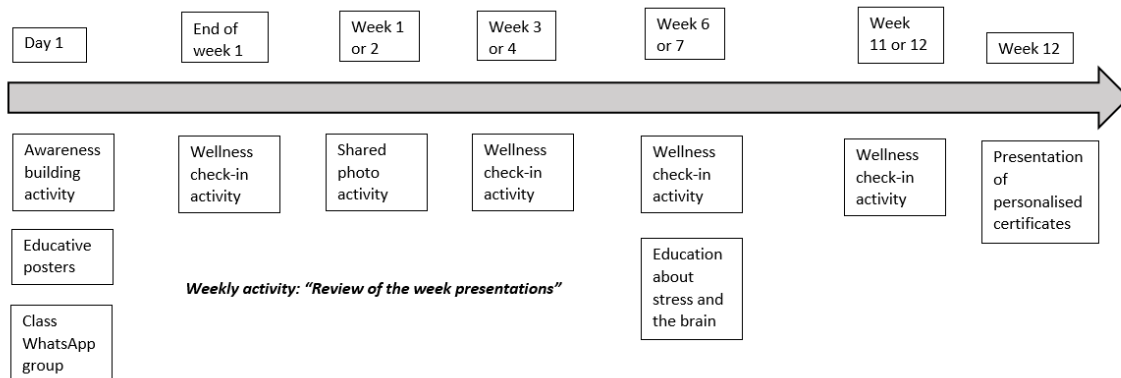

Figure 2: Map of fatigue management strategies over a 12-week course

Awareness building activity

Students categorise a set of cards containing various statements to encourage self-assessment according to whether they believe it would be beneficial or unhelpful for their learning. Statements include (among many others):

- I use my mobile phone a lot
- The teacher is available to help me whenever I need her
- I use my own language a lot
- I eat healthy food

The activity is designed to encourage students to understand that they are in control of their learning and that a dependence on the teacher is unhelpful. It has a direct focus on encouraging student autonomy.

Educative posters

Posters with information about fatigue management and general health and wellness tips are put up in the classroom on Day 1 and stay there for the duration of the course as a daily reminder of how students can manage their own wellbeing (see Figure 3).
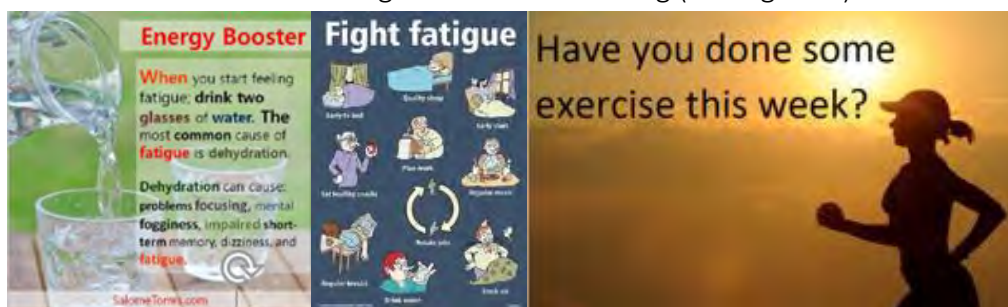

Figure 3: Examples of educative posters for classroom

Class WhatsApp group

As a simple way of encouraging interpersonal relationships, I introduce students to WhatsApp (or similar) on Day 1 as a means of easy communication. To encourage open, unguarded communication and collaboration, and reduce reliance on the teacher, I do not participate in this group.

Wellness check-in activity

As an additional way of providing opportunities for self-assessment, I provide cards with simple statements on them reflecting some of the ideas that came through in the literature review. Students simply decide whether their response to each statement is "yes" or "no" and how they will address the "no" statements. Example statements include:

- I am sleeping well at night
- I feel connected to my classmates
- I feel positive about my progress in EAP 2
- I am exercising regularly

Shared photo activity

Students send me a photo reflecting how they're feeling with a short explanation of the photo and what it means to them. I compile all the photographs and comments into a PowerPoint presentation and share it with the whole class. It is designed to be a simple self-assessment task and to encourage interpersonal relationships early in the course.

Personalised certificates

On the last day of class, I create and distribute personalised certificates featuring an observed trait of each student in order to:

- put them in a positive frame of mind for the weekend before the final 30% of their assessment
- maintain the course momentum.

Examples of observed traits include:

- ability to see the big picture
- attention to detail
- social skills
- commitment to the learning process

"Review of the week" presentations

Each week, the students are allocated into small groups of two or three and assigned a skill that they need to review verbally in front of the class. The skills that need reviewing change each week depending on what has been covered in class. The students need to do a very short presentation reminding the class what has been learned that week. It serves a number of purposes:

- Revision
- Encouragement of autonomy
- Practice of speaking skills
- An understanding that everything learned is important and useful
- Interpersonal relationships
- Self-assessment

Conclusion

Teachers do not simply have to accept that their students get tired. There are things we can do to encourage them to maintain the momentum, even in an intensive, high stakes course. In order to engage with the learning process, students need to be given opportunities to be autonomous and to gradually decrease their reliance on the teacher. They need to feel connected to their classmates and be able to manage their own health and wellbeing. Since implementing these fatigue management strategies, I have noticed a marked improvement in class cohesion, learner engagement and class atmosphere. The students, overall, have become happy, adaptable and committed learners.

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Supporting International Pre-Service Teachers by Cole Thomson

Griffith English Language Institute

Griffith University has accepted international students into its Graduate Diploma of Education program for many years and, like other institutions, has found that these students tend to struggle with the practical component of this program. The Queensland College of Teachers (QCT) had announced it would not accept a Graduate Diploma to qualify teachers for registration after 2017, requiring them to gain a Masters level qualification instead. As 2017 would be the last year the Graduate Diploma was to be offered, the university wanted to provide extra support to its international students to encourage them to pass their studies. To this end, an English HELP program was initiated and put into place as a voluntary course for students to attend to assist them as they prepared for their school placements.

As this was a pilot program and very little notice was given to design and implement it, only two weeks of material was supplied to the tutor to work with. The aim of the course was to provide students with the opportunity to develop their English language skills, focussing on what they would need in the schools they were to teach in. After the initial two workshops, the decision was made to move from a largely discussion based model to one that would enable the students to practise what they were learning through role plays. These role plays proved to be critical as the students, coming from mostly Asian backgrounds, were clearly unprepared for what to expect.

Students, in turn, were given the opportunity to leave the room and prepare a topic to teach to their peers. The remaining students were assigned roles as misbehaving students in a classroom. The behaviours included: chatting, eating, and sleeping in class. The 'teacher' would then return to the room and teach their topic while attempting to manage the behaviour of the 'students' in the room. After a sufficient amount of time, the lesson was halted and the students would offer constructive criticism and suggestions. The instructor then closed with any remaining points and perspectives not already discussed.

It was important to maintain this pattern of keeping the workshops student centred as the alternative was for the tutor to take centre stage and field numerous questions from the students. This would have greatly diminished the effectiveness of the lessons and failed to achieve the aim of the course. Occasionally, however, it was useful for the tutor to give demonstrations and have the students analyse these examples of best practice.

The students were also given the opportunity to practise various stages of standard lessons, such as starting a lesson well and transitioning between activities. Prior to this, the students had been unaware of the importance of these stages of a lesson and how to use them to their advantage. The students, after a period of weeks, were able to demonstrate significant improvement from their first practice lessons and were thus far more prepared for their first high school placements.

Before the students returned for their second trimester, some research was conducted to find what was being done in other institutions to combat this high failure rate of international pre-service teachers. An article from a researcher at the University of South Australia was used to inform planning for the upcoming trimester. This researcher had observed a similar trend and identified identical factors to what had been found in the workshops at Griffith University. The University of South Australia had gone a step further, however, in implementing support for their students.

After identifying the issues their students were facing, they had initiated a program of sending their students to a local high school to experience first-hand what an Australian school was like. This enabled the students to interact with teachers and administration staff, and even practise what they were learning in classes with real students. This was done in a low-stress environment where they were not being assessed. The result of this was students who were far more prepared for what to expect when they entered their first placements. Further, at the completion of the year (and the study), it was found that, of the students who had actively participated in the voluntary program, every one of them had passed. Clearly, Griffith University's program was a step in the right direction.

With Griffith's students now having real world experience, it was no longer necessary to focus on role plays. Instead, using the journal article as a reference point, the workshops turned to discussions on topics related to what the students had experienced in their schools. At this point, two tutors were actively engaged with the group and able to offer different perspectives on the points raised. This model was used for the duration of the second trimester after which the students left for their second placements. Most of the students passed overall and were able to gain registration as teachers, but there were several who were unsuccessful.

Of the students who were unsuccessful at their placements, there was one common trend that linked them all. While it is possible that the supervising teachers identified a number of factors that ultimately led to them failing their pre-service teachers, the students themselves felt that their mentors had had unreasonable expectations of them regarding their language ability and cultural awareness. They felt they had been expected to be as good as their domestic peers and that their unique challenges when approaching the teaching environment had not been taken into account by their mentors.

If this program were to be run again, it would be advantageous to have some training for mentor teachers and university supervisors so the international pre-service teachers could be better supported along their journey. Moreover, additional time allotted during each week, along with mandatory attendance would ensure all students got the support they need. Finally, a program that allows international students to experience Australian high schools ahead of their first placements would be extremely beneficial in preparing them for being assessed as teachers.

Teacher feedback, AKA the awkward silence by Rufus James and Dave Fox

English Unlimited and Lexis TESOL Training Centres

Giving and accepting feedback has the capacity to strike fear into the bravest heart. Few of us actively welcome feedback, many of us dread being given feedback, and a depressingly large proportion of us *say* we welcome feedback but don't in reality. As professionals, clearly we see the *value* in giving and receiving constructive feedback, yet still we can be petrified.

As senior teachers and academic managers, we must observe and give feedback to our teachers for many reasons, but we often have never been trained to do this and the reasons for doing so may vary, which in turn affects the focus and style of the feedback. The idea behind this presentation was to give a crash course in how to make the observation and feedback process more effective, useful and less painful for the observee, the observer, and the organisation.

Take away 1 - The Three Cs

One of the biggest problems with giving feedback is making sure the message is received 'loud and clear'. Unfortunately for most of us though, social etiquette often gets in the way. It can be useful to examine this as three tiered issue: what we say / what we mean / what they hear. Take the following statement: 'I only have a few minor comments':

What we say	What we mean	What they hear
I only have a few minor comments	Please rewrite completely	Ah, she only found a few typos.

Here we can see a clear breakdown – the message is not clearly communicated.

Equally, *how* you deliver the message is just as important as the message itself; being too wordy can confuse and being too negative can destroy trust and self-confidence. One way the observer can help build trust is in the language they use. We frequently use connotative or judgemental language based on personal perception or opinion rather than exploratory language designed to help the listener reflect on their practice and explore additional options. We need to trust the person giving the feedback, and be allowed the time and space to react appropriately. So remember the three 'C's – make your feedback Clear, Concise and Constructive.

Take away 2 – Focus informs Feedback

For this presentation we have established 4 broad reasons for observations based on the work of Malarez (2003):
- Training - noticing and analysing specific teaching skills (e.g. giving instructions, use of pair/group work). Usually the focus of this type of observation is not decided by the observer or observee, but by someone else (e.g. a course provider, DoS). After the lesson the observer and observe discuss the lesson in relation to the observation focus.

- Development - in contrast to the training approach, the observer or observee choose or agree on a focus, then discuss the focus together after the lesson.
- Assessment - the most common, maybe involving observation of a series of lessons to see if a teacher meets pass criteria for a course, or assessing teaching within an institution to judge whether a teacher's lesson meets the institutional expected standards.
- Research - observing a series of lessons to discover something about teaching or learning. The focus may be chosen by either observee or observer and often the observations take place over a series of lessons. Sometimes observer and observee discuss the lesson afterwards, sometimes not.

The reason behind the observation dictates the type of feedback given.

Take away 3 – *see, notice, imagine*

These three verbs underpin what all observers should remember when observing. Consider these sentences:

I see that you're wearing a red shirt

- Evident and factual

I notice that you're left-handed

- Slightly more perceptive/less evident, but still factual

I imagine you're missing your family while you're away

- Observer is projecting how *they* might feel. This may NOT be how the observee feels. This is not factual, therefore, but interpretation.

The observer needs to avoid assuming that interpretations are factual, and needs to keep an open mind about what they have seen until they understand the picture from the teacher's perspective.

Take away 4 – There is no right way, but there may be a wrong way.

Gebhard (1990) came up with some broad categories of feedback styles, each suitable depending on the focus and needs of the teacher. The styles can be summarised as follows:

Directive Feedback

- Observer is in control, pointing out strong points and skills they think the observee should improve
- Their role is to tell observee whether they have mastered teaching skills and techniques (e.g. asking questions, managing pairwork, giving learners feedback)

Alternative Feedback

- Observer's role is to focus on the lesson, and to help observee to come up with alternative techniques or ideas for parts of the lesson observed
- Alternatives can come either from observee or observer
- Observee takes responsibility for choosing and trying out future alternatives

Collaborative Feedback

- Similar to the scenario for alternative feedback
- The main difference is that observee and observer agree together ideas for any future alternatives or ideas to try; observer and observee responsibility share responsibility

Non-Directive Feedback
- Observer's role is to help observee reach their own solutions to teaching problems
- Observer generally listens, asks questions and prompts; observer is supportive, but leaves decisions to observee.

In conclusion, feedback is all around us; we give it to our students, we receive it from our colleagues and managers. But do we genuinely recognise its value and seek it out? Is there even a good reason for putting ourselves through this stress?

We believe that creating a culture of effective feedback is essential for the smooth running of an organisation, even though it may be uncomfortable at first. Feedback is something that, in its purest form, is advice or knowledge given from an expert and we should embrace rather than reject it. Feedback needs to be both positive and constructive, given and received in good faith, appropriate to the situation and clearly communicated in a timely manner. Remember:
- The Three Cs
- Focus informs Feedback
- *see, notice, imagine*
- There is no right way, but there may be a wrong way

Translanguaging and Social Justice: a possibility in ELT by Michelle Ocriciano

Academia International, Brisbane

Translanguaging is not something new. It has been happening since the first person learned someone else's' language and they engaged in communication. It is a very natural way for bi/multilingual people to communicate. However, it was only around the 1980s that it became a focus of research. In Bangor, north Wales, Cen Williams and colleagues were investigating strategies for learners to use two languages (Welsh and English) in a single lesson. They came up with the term 'trawsieithu' to describe reading or hearing input in one language (e.g. English) and writing or speaking about it in another (e.g. Welsh, or vice versa). Cen Williams (1994) defined it as "the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system".

Theoretical background

Language teaching could take place in both languages (L1 and L2 or Home Language and Second Language). They both should be seen as products of communicative practices - and not as objects of teaching - in the search for the construction of a broader and interconnected intercultural and linguistic formation. Therefore, language is at the service of contextualized processes of teaching and learning, not the other way around, integrating language and content, to the detriment of a focus centered on language as an object (Garcia, Freire, 1996). It is, therefore, to foster a bilingual culture that destabilizes monoglassic linguistic ideologies (Canagarajah, 2004), towards a heteroglossic and plurilingual perspective (Bakhtin, 1988). In addition, we note the fact that communicative practices do not only occur in language-centered but integrate multimodal and multisemiotic resources (Pennycook, 2014), which must be pedagogically explored in the classroom in order to construct mutual understandings and negotiations of meaning.

Thus, pedagogical practices centred on this theoretical approach must be sensitive to the linguistic efforts of the subjects in the construction of communication and in the production and understanding of the senses involving languages. In light of the above, Garcia and Wei's (2014) perspective that translanguaging - understood as the involvement of subjects with bilingual or multilingual discursive practices - is an approach that shifts the concept of language as an autonomous object into a broader conception of practices that relate to what subjects do with languages in the communication process.

The translanguaging classroom

Whereas translanguaging is not something new, its conceptualization as a field of study is somewhat a new one. Translanguaging was heavily criticised for being too theoretical. Aware of the divide between research and practice, García, Johnson and Seltzer published *The Translanguaging Classroom* in 2016. With this book, the authors aimed at filling the gap

between theory and practice by presenting and clearly defining concepts such as the "Translanguaging corriente", emergent bilinguals and translanguaging itself.

For us practitioners, the definition of the translanguaging classroom sets the tone to how we should look at our learners. "A translanguaging classroom is any classroom in which students may deploy their full linguistic repertoires, and not just the particular language(s) that are officially used for instructional purposes in that space" (p. 1).

The translanguaging corriente' describes the language learning process as fluid and moving like a natural current. This understanding shows that the pedagogy goes beyond content, activities, and techniques. It should include who the students are and the strengths they bring to the learning environment.

Regarding the concept of bilingualism, the authors call all language learners bilingual regardless of where they are in the language learning progression by using the term emergent bilingual in place of Non-English Proficient (NEP). The authors' belief is that these are deficit-based terms that cannot fully express learners' repertoire.

In addition to the "Translanguaging corriente" and emergent bilinguals definition, the authors explicitly address the fact that translanguaging is not a specific set of activities, instead they quote Flores and Schissel (2014) who provide a definition of translanguaging in two separate realms: a sociolinguistic one and a pedagogical one:

> From a sociolinguistic perspective it describes the fluid language practices of bilingual communities. From a pedagogical perspective it describes a pedagogical approach whereby teachers build bridges from these language practices and the language practices desired in formal school settings. (pp. 461–462).

Presentation takeaways

What follows next is practical suggestions on how to add translanguaging practices to classes or completely reconceptualize your praxis and adopt a full translanguaging mode.

Reading

- Students read in the Second Language and discuss/analyse what they read in the Home Language
- Assign reading partners that share a Home Language for mutual assistance
- Students do independent reading in multiple languages
- Encourage students to read and research for research projects in both languages
- Supplement Second Language readings with Home Language readings on the same topic/theme

Writing

- Allow students to audio record ideas first using both languages, then transfer to writing
- Students pre-write in both languages, then publish in the Second Language
- Assign writing partners that share a HL for mutual assistance

- Students write first in the HL and then translate that text into the SL

Speaking
- Allow students to explain/share ideas using the HL and the SL (another student can translate if you don't speak language)
- Have students interview one another using both the HL and the SL and then share what they learned in the SL
- Create a multilingual listening centre comprised of fiction and non-fiction texts in the classroom, narratives of community members, and books recorded by students (a favourite book or their own writing)
- Assign newcomers a buddy to show them around school, answer questions, etc.
- Group students so they can use both languages in small group work, then present in the Second Language

Vocabulary
- Create multilingual word walls
- Create cognate charts
- Utilize multilingual graphic organizers
- Provide students with bilingual and/or bilingual picture dictionaries
- Create flashcards with Quizlet and have students with same Home Language write the translation or definition of the words in the Home Language

Conclusion

Having given the theoretical background of what translanguaging is and how it emerged, it is essential to bring Traslanguaging to the classroom now. The task is likely to be a difficult one given the nature of the translanguaging correinte, teachers will have to, moment-by-moment, take decisions that change with the flow of the translanguaging corriente and allow for flexibility in language practices, conversations, activities, and plans. It is possible that moments of difficulty and misunderstanding will arise, therefore, encouraging students to talk to one another about a new concept, vocabulary word, etc., using their own language practices is important.

The Translanguaging movement revisits Freire's (1990) and remind us of the need to directly address, honour, and build upon what students bring with them from their lives outside of school. In view of how multicultural Australia and how diverse our students' backgrounds are, by adopting translanguaging practices we can normalize multilingual use, speakers and audiences. However, if we continue perpetuating a monolingual paradigm, we are enforcing target language dominance, which leads to the perception of the home language being a substandard and the individual is likely to have their identity fractured.

Reflect on your own practice, challenge the monolingual perspective and consider changing the English only policy. Become a vehicle of social justice and empower learners with translanguaging. Follow the flow of the corriente.

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Flores, N. and Schissel, J. L. (2014), Dynamic Bilingualism as the Norm: Envisioning a Heteroglossic Approach to Standards-Based Reform. TESOL Q, 48: 454-479.

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Pennycook, A.D. 2014, 'Principled polycentrism and resourceful speakers', *The Journal of Asia TEFL*, vol. 11, no. 4, pp. 1-19.

Zhao K & Biesta GJJ (2011) Lifelong Learning Between "East" and "West": Confucianism and the Reflexive Project of the Self, *Interchange*, 42 (1), pp. 1-20.

99 Ways to Use Mobiles in Class…

…You'll not believe Number 7!!!

DISCLAIMER

Ideas shamelessly stolen from Virginia Mawer:

http://www.99waysesl.com/

virginia.mawer@gmail.com

"Bad artists copy; great artists steal."

- Steve Jobs on Pablo Picasso

99 Ways to Use Mobiles in Class…

- Theory: Why?

- Plan A: Let's have a go together: learning by doing

- But: if technology is not my friend…

- Plan B: DEATH BY POWERPOINT

Why?

- Embrace the technology!
- "To improve communication in a multifaceted, relevant and engaging way"
- Variety of interaction
- Multiliteracy
- Builds relationships

What do you need?

- You and a group of students with smartphones
- Wifi / 3g / 4g
- WhatsApp app on your phone
- (Optional: a small supply of cheap/free Australian SIM cards)

What don't you need?

- A classroom
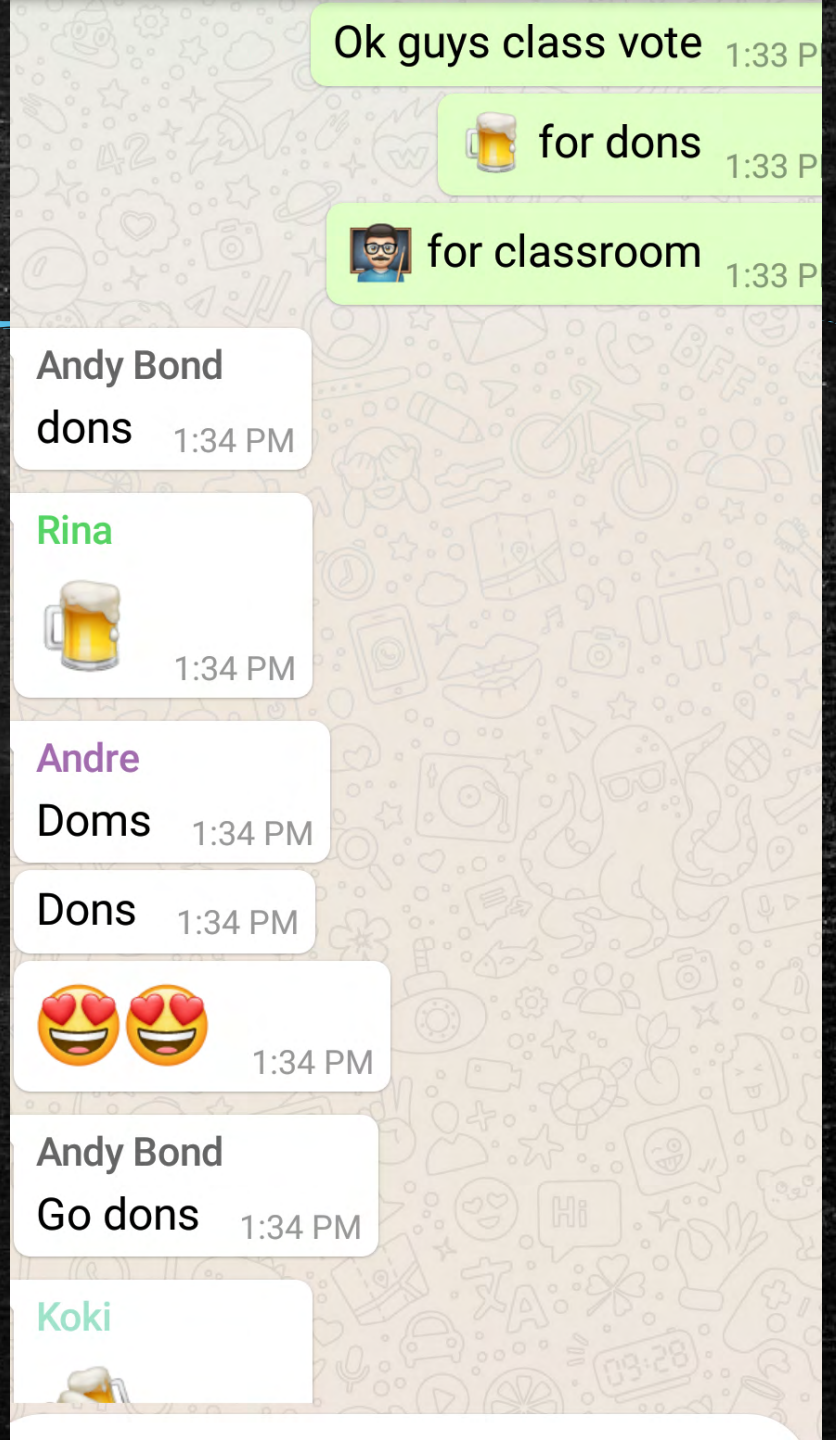
How to incorporate it?

- 1. Embed it into your lessons with your regular class (Virginia)

- 2. Set up an Elective class (Mark)

Plan A: Let's have a go together!

- Download WhatsApp onto your phone. Open the app. Add a cool photo of yourself.

- Click the top right "New Message" button. Then click "New Contact". Add a phone number and save.

- Now go back to the chats page. Click "New group." Select your first participant. Click "Next", name the group then "Create"

- Click up the top on the name of your group and it'll take you to the "Group info" screen. Scroll down and click on your first participant's name. Then click "Make group admin", which means that person can do the rest!!!

- In practice, this means that you need to put that person's number on the board. Students add his/her number to their contacts, then find him on WhatsApp, send him/her a message, then (s)he adds them to the group.

- When you have all the students in the one group, divide them in two.

- Call one group 'Group A', and create a WhatsApp sub-group for them (called Group A), adding all the members from that half only. - Call the other group 'Group B', same procedure.

- If you do this on the first day, it makes life easier for future games. Each time you play a game that requires pairs, and requires you the teacher to transmit information to one group to pass onto another, you tell them to partner up with a student from the other group.

Plan B: Death By Powerpoint

- Let me show you some ideas

Setting Up / Warmers and Fillers

Name 5 famous...

Name that film...
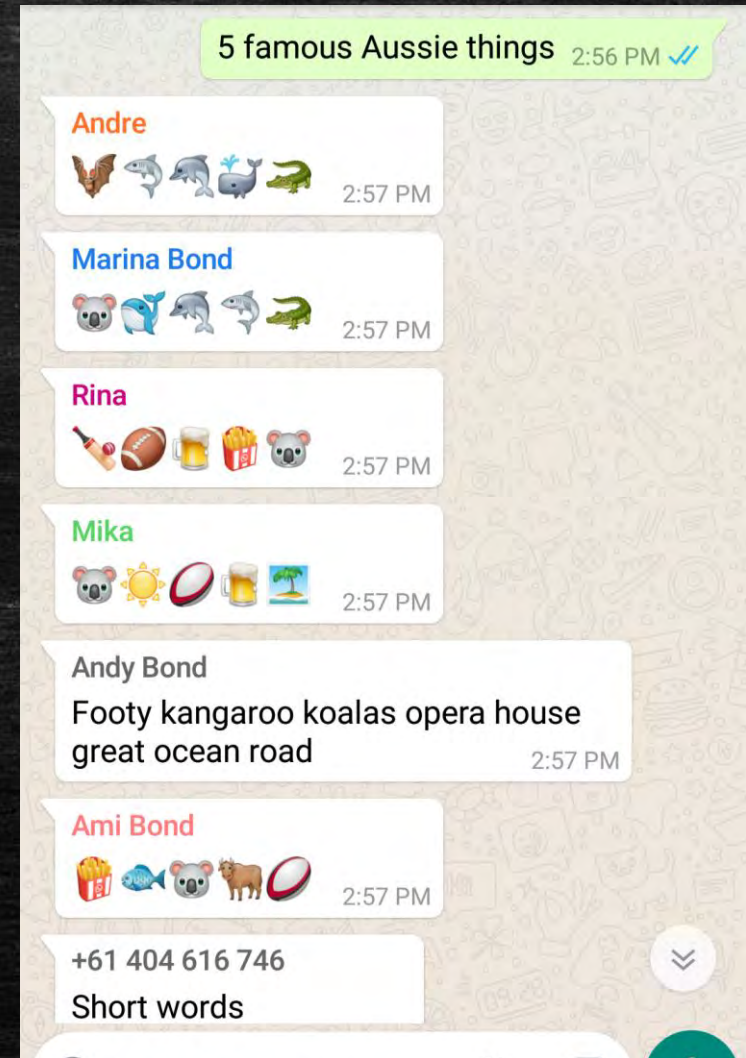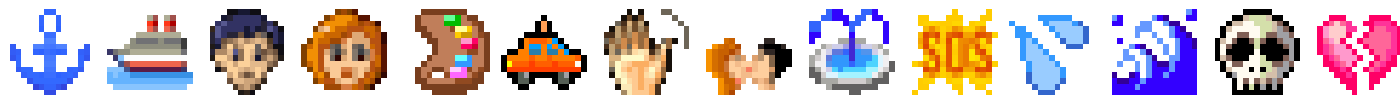
Pronunciation

Fork handles (thanks to the Two Ronnies)

Pronunciation Fax Machine

Vocabulary (Emojis)

Emoji stories
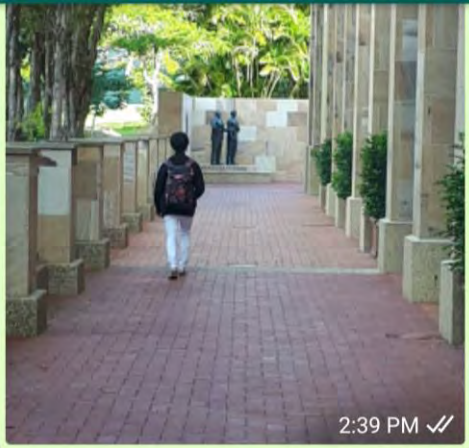
Odd one out
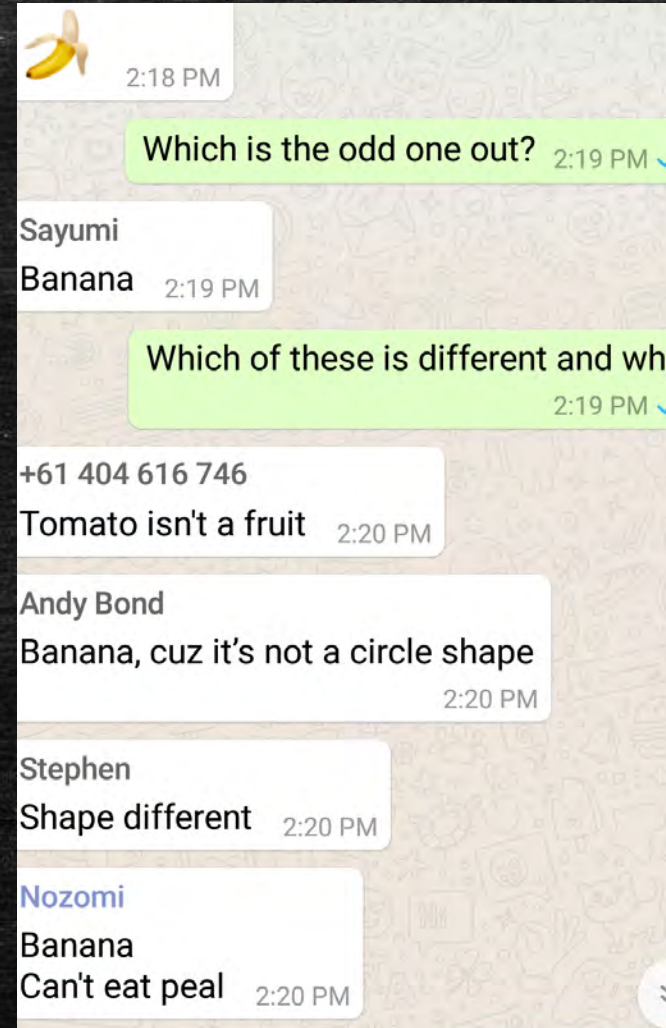
Vocabulary 2

English in the Community

Listening and Speaking

Chinese Whispers

Information Gap

Reading

Reading Comprehensions

Bad English translations

Dear Guest: the yard is a free fallow land that fit for chatting and having a rest! Welcome to enjoy us!

尊敬的宾客：此处是您会友、聊天、乘凉的好地方，在此休闲不收任何费用。欢迎光临！

Pet dogs lower stress in kids

4th December, 2015

New research shows that having a pet dog can help to reduce children's stress. A study by the Centers for Disease Control and Prevention in the USA shows that petting a dog is a great way to help stressed kids. Researchers looked at 643 children aged six and seven over an 18-month period. They found that children who have a pet dog suffer from less stress than children without a dog. The researchers said that just twelve per cent of children with pets showed signs of stress. This compares with 21 per cent of children with no dog. The research will come as no surprise to the parents of children who have a dog. They have always known that a dog is great for helping a child's development and mental health.

A researcher said there are many things about the research that she is still unclear about. She said she did not know if less anxious children have pet dogs, or if it is the other way round and pet dogs make children less anxious. She said the research just showed a link between pet dogs and children's stress. She said pet dogs help children start conversations. This can often be difficult for children to do and can cause them stress. The researchers also said a pet dog can be a source of comfort for children. The dog can also act as a friend to a small child, who tells the pet all his or her secrets and stories. Sometimes the dog is so important that its name can be the first word the child speaks.

Writing

Predictive text stories

Emoji Postcards
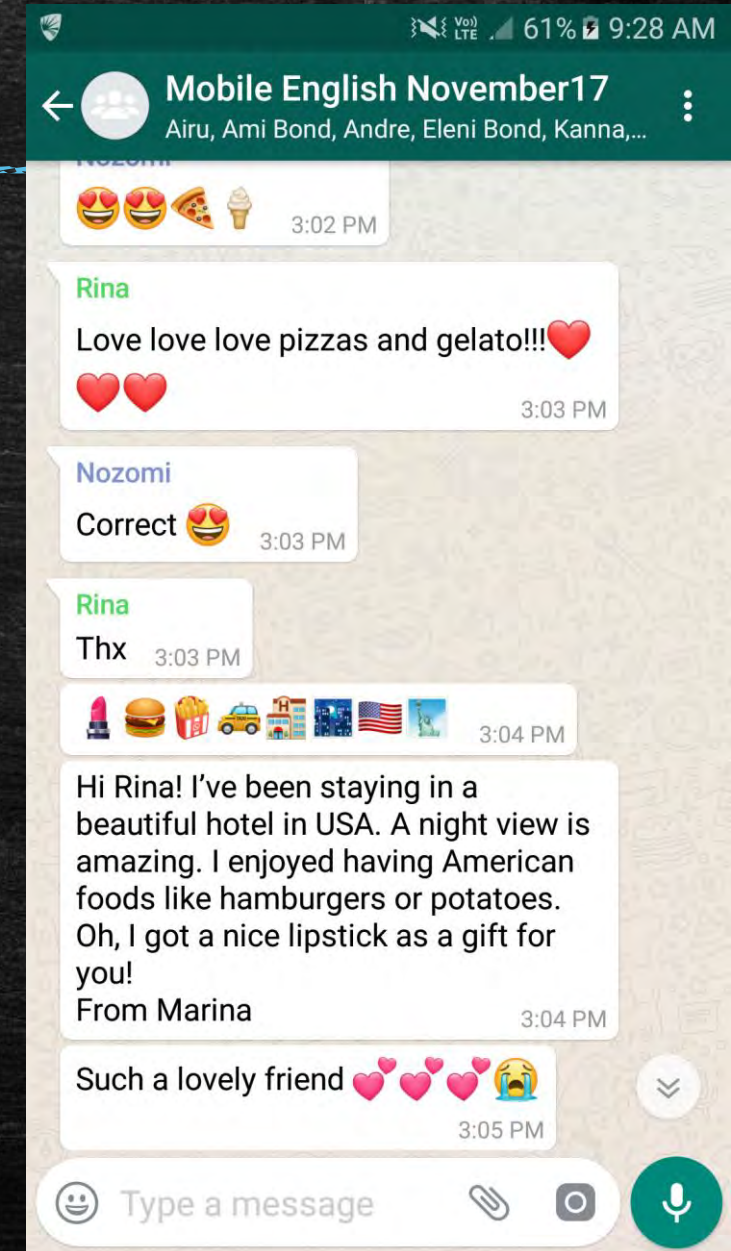
Storytelling

Build the sentence, one word each
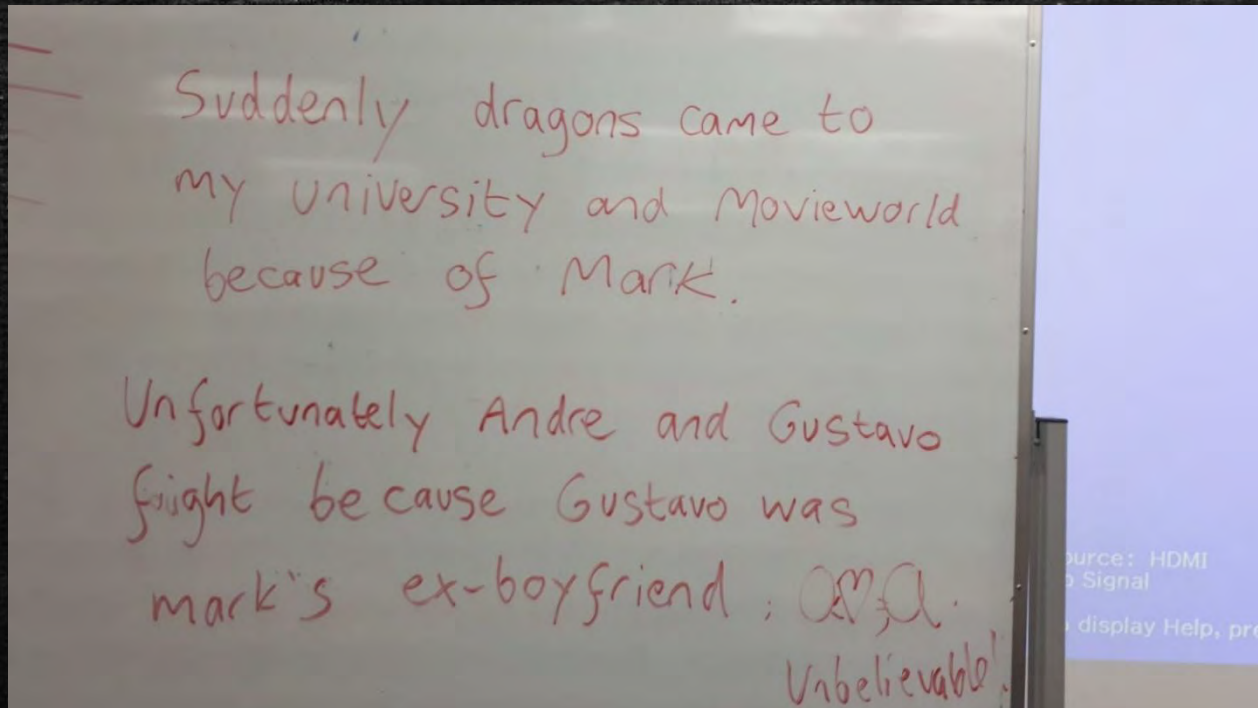
Opening Lines
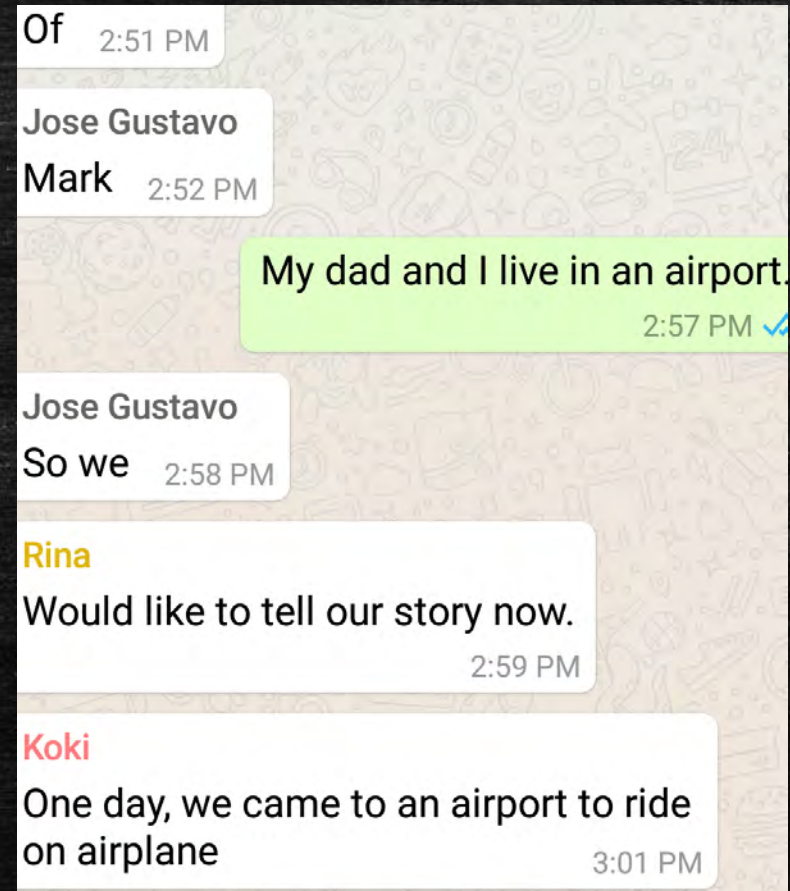
Grammar

Compare

Correct the sentences

1. What music you like?
2. She is born in France.
3. Can I lend your pen, please?
4. This website has a lot of informations.

A Little Bit of Everything

SMS English

Anything good that wasn't covered the rest of the time
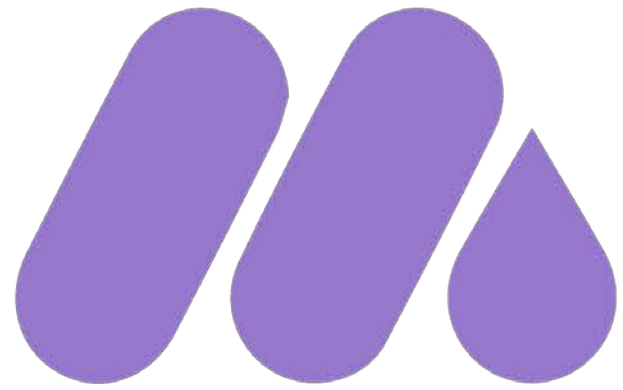
Use it as you see fit! Tell me how it goes: markpentland@gmail.com

Is this the real life?
Is this just fantasy?

AR in the Classroom
Henno Kotzé, ICTE-UQ, 2018

metaverse

What? **Why?** **How?**

Grammar Gurus

bit.ly/metaverse9

What?   Why?   How?
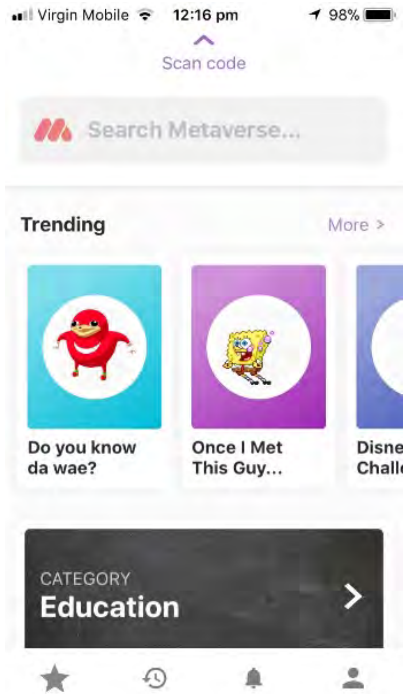
Walk around the room and scan the experience codes in the Metaverse app
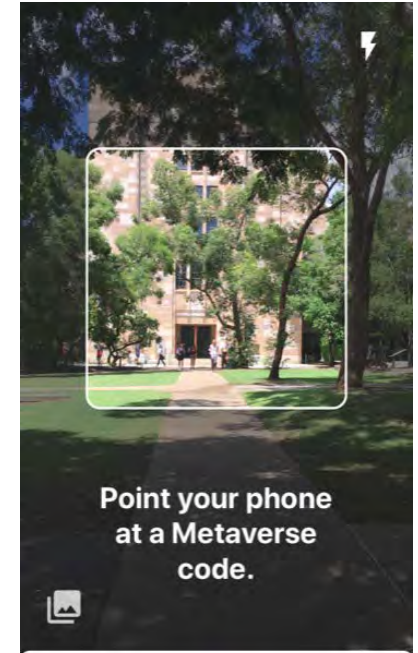
What?

Why?

How?

Post-experience Discussion

1. What types of experiences did you interact with?
2. How can they be used in your language teaching context?
3. How do you define AR? And what about VR?
4. What limitations can you think of to using this AR technology in the classroom?

What?

" Augmented reality results in a user experience that's highly contextualised with digital information presented in real time and appears in the physical world. In short, AR is where we see things on top of the world, whereas VR is not in our real world and takes us somewhere else. "

– Dr Micah Shippee – technology trainer & professor

What?

Why AR?

Only four in ten high school students are actually engaged

- 2013 Gallup Poll of 500,000 students

Why?

Why AR?

AR activities triggered high levels of motivation and student engagement.

- 2017 study by Hsu *et al* on impact of AR lessons on students' interest

Why?

Why AR?

High levels of engagement and enthusiasm observed from students using a language-based AR software to create a tour

- 2014 study by Reinders & Lakarnchua

Why?

Why AR?

Using an AR tool is more effective and more enjoyable for participants, and learning through AR, participants scored significantly better on productive recall tests

- Ibrahim *et al* (2017) study on the use of an AR tool to label real world objects

Why?

Why AR?

"Mixed-reality learning is viable in classrooms and that students can achieve significant learning gains when this technology is co-designed with educators."

- Tolentino et al (2009) "Teaching & Learning in the Mixed Reality Science Classroom"

Why?

Shots of Awe

THE PERIODIC TABLE OF iOS APPS FOR AR AND VR *to try today!*

Legend:
- STEM
- CREATIVITY
- GEOGRAPHY
- STORY TELLING
- ART
- TEACHING
- SCIENCE
- HISTORY

EON Creator AVR

Within
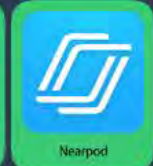
AirPano Travel Book

360 Cities

Discovery VR

Figment

Hungry Caterpillar AR

BaoBab VR

Google Expeditions

Nearpod
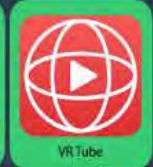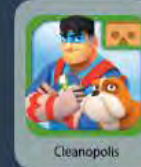
Cleanopolis

YouVisit

Water Cycle VR

Storyfab

War of Words VR

Peronio Pop-Up Book

Augment

VR Tube

Jaunt VR
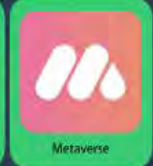
Metaverse

JigSpace

BlippAR

ZappAR
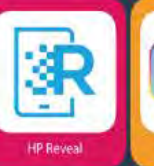
HP Reveal

VRU

Google Arts & Culture

Bosch VR

Google Street View

NeoAR

AuGeo

Meteo AR

ARc Stories

Ancient Jerusalem

Athens in VR

Aug That

Sketchfab

Teleport 360

Quiver Education

Roomful

LEGO AR Studio

Wonder 360

World Brush

SketchAR

iSolar System AR

Barcy
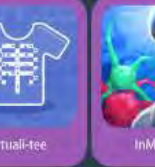
Virtuali-tee

InMind VR

Google Spotlight Stories

King Tut VR 2

MNW Virtual Tour

CoSpaces EDU
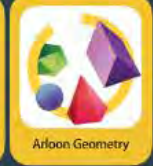
Arloon Geometry

Math Ninja AR

Spacecraft 3D

Liftoff VR

Space 4D+

KSC 360

ZooKazam
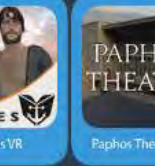
Chemistry VR

DIVR Edu

Insight Heart

Random 42

LifeLiqe

Terracotta Warriors AR

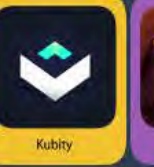Moses VR

Paphos Theatre VR

Tickle

Geogebra AR

MeasureKit

Augmentify It

Franklin Institute VR

Kubity

Virry

Anatomyou VR

Edge of Home

Molecule VR

MarsWalk VR

Night Sky

Dinosaur 4D+

AR Freedom Stories

Sigurd & the Dragon VR

Timelooper

PLEASE NOTE THAT APPS USING APPLE'S AR KIT WILL ONLY WORK ON DEVICES WITH AN A9 CHIP OR ABOVE

CREATED BY MARK ANDERSON @ICTEVANGELIST / CURATED WITH STEVE BAMBURY @VIRTUALITEACH   ICT EVANGELIST

metaverse

What?   Why?   How?

Metaverse features

- Interactive stories

- Puzzles & Quizzes

- Flipped lessons

- Scavenger Hunts

- Gamification

- Learner-specific feedback

- Add-ons:
  - audio
  - videos
  - 360 photos and videos
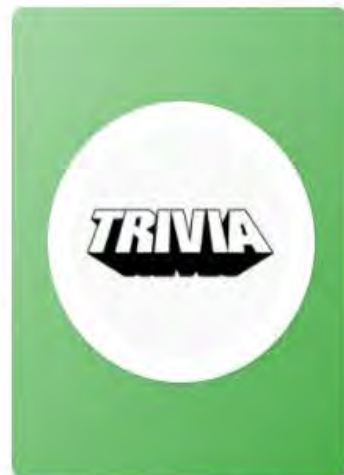 - photowalls
  - polls and surveys

metaverse

Answer 5 questions and we'll...   No caption   No caption   No caption

📢   Announcements

🔍   Search...

📈   Most popular

📁   **My experiences**

⭐   My favorites

▦   My walls

📊   My polls

English Trivia Time
This is an HQ Trivia Style Exp...
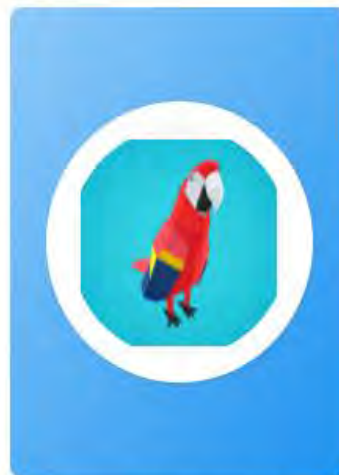
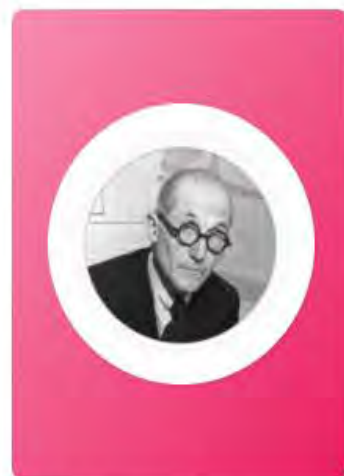**Pronunciation (Minir**
No caption

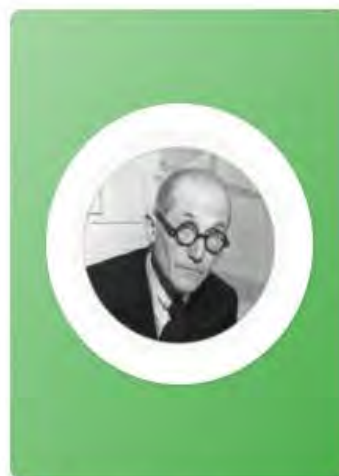**Tomorrow's Homewc**
No caption

Academic Reading S
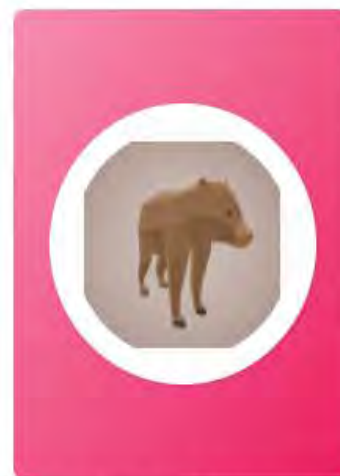This is an example Academic...

Cityscape 1
This is the first Cityscape exp...

Cityscape 2
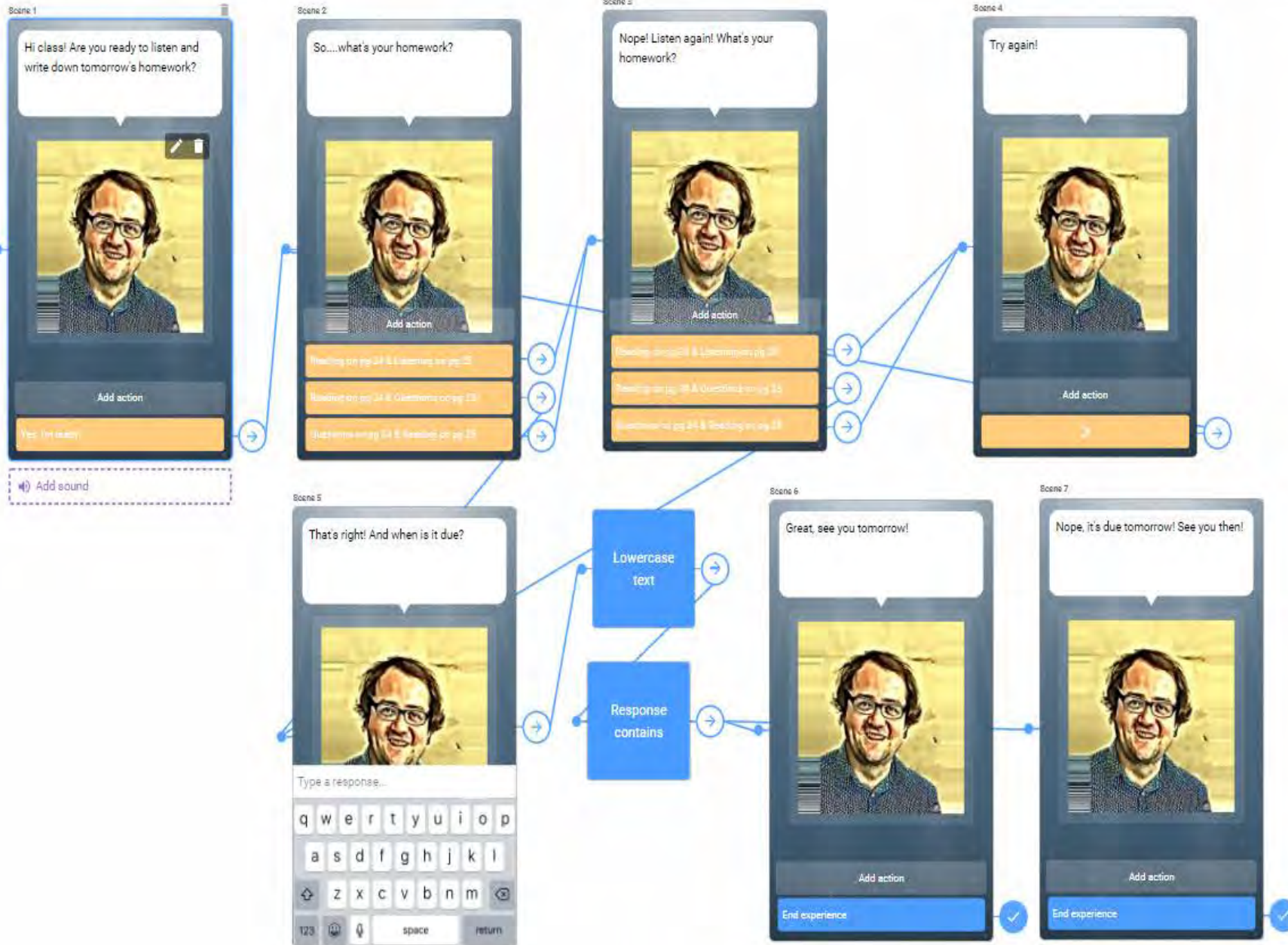This is the second Cityscape ...

Academic Listening
This is an example of how an...

Cityscape 4
This is the fourth Cityscape e...

Scene 1

Hi class! Are you ready to listen and write down tomorrow's homework?

Add action

Yes, I'm ready

◀) Add sound

Scene 2

So....what's your homework?

Add action

Reading on pg 24 & Listening on pg 25

Reading on pg 24 & Questions on pg 25

Questions on pg 24 & Reading on pg 25

Scene 3

Nope! Listen again! What's your homework?

Add action

Reading on pg 24 & Listening on pg 25

Reading on pg 24 & Questions on pg 25

Questions on pg 24 & Reading on pg 25

Scene 4

Try again!

Add action

→

Scene 5

That's right! And when is it due?

Type a response...

q w e r t y u i o p
a s d f g h j k l
⇧ z x c v b n m ⌫
123 😊 🎤 space return

Lowercase text →

Response contains →

Scene 6

Great, see you tomorrow!

Add action

End experience ✓

Scene 7

Nope, it's due tomorrow! See you then!

Add action

End experience ✓

▼ Scene type

Character scene ▾

▼ Response type

Buttons ▾

▼ Response style

Shape

Button color

#ffcc80

▶ Timer

▶ Scene background

▼ Transition control

Metaverse AR Platform

539 subscribers

Metaverse Tutorials   PLAY ALL

Learn how to use the Metaverse Platform. It's easier than you think!

NEW FEATURE! ARKit in Metaverse!

Metaverse AR Platform • 540 views • 1 month ago

ARKit is now available for use in the Metaverse Mobile App! Check out how YOU can use it when viewing experiences

How To: Choose from thousands of 3D Characters provided by Google

Metaverse AR Platform • 614 views • 3 months ago

Learn how to find and use thousands of 3d Objects from the Google Poly Library.

How To: Upload Characters

Metaverse AR Platform • 670 views • 4 months ago

Learn how to upload characters using different file formats in the Metaverse Studio

metaverse

Category	Topics	Latest	
Metaverse Studio Questions Questions about the Metaverse Creator Studio	23 1 new	⚙ ⬇ Welcome to Discourse	0 Sep '17
Metaverse App Questions Questions about the Metaverse app	5	Is there a way to allow a user to view their inventory? ● new 🟧 Metaverse Studio Questions	1 6h
Tutorials Learn how to do various things in Metaverse	82	GPS granularity & compass heading 🟧 Metaverse Studio Questions	1 6h
Feature Requests Suggest features for the Metaverse Studio and the Metaverse app	7	D Showing more details in a map? 🟧 Metaverse Studio Questions	2 1d
Random Ideas for Collaboration A place to Collaborate/Brainstorm projects	1	T Android App Issues/Questions: Missing sensors, Location, Map behaviour, 🟩 Metaverse App Questions	2 3d
Bugs A place to report bugs	5	L Can I delete an action button? 🟧 Metaverse Studio Questions	2 9d
Uncategorized Topics that don't need a category, or don't fit into any other existing category.	8	Editing Text in studio 🟧 Metaverse Studio Questions	1 14d
Metaverse Teachers	1		

metaverse

Category	Topics	Latest	
Metaverse Studio Questions Questions about the Metaverse Creator Studio	23 1 new	⚙ ⏏ Welcome to Discourse	0 Sep '17
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Tutorials Learn how to do various things in Metaverse	82	GPS granularity & compass heading ■ Metaverse Studio Questions	1 6h
Feature Requests Suggest features for the Metaverse Studio and the Metaverse app	7	D Showing more details in a map? ■ Metaverse Studio Questions	2 1d
Random Ideas for Collaboration A place to Collaborate/Brainstorm projects	1	T Android App Issues/Questions: Missing sensors, Location, Map behaviour, ■ Metaverse App Questions	2 3d
Bugs A place to report bugs	5	L Can I delete an action button? ■ Metaverse Studio Questions	2 9d
Uncategorized Topics that don't need a category, or don't fit into any other existing category.	8	Editing Text in studio ■ Metaverse Studio Questions	1 14d
Metaverse Teachers	1		

Metaverse Teachers

🌐 Public group

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🔍 Search this group

Shortcuts

🏛 EAC UQ Architecture

🌱 #AusELT   5

🎮 EAC Engineering   2

🎓 Metaverse Teachers

🎲 ICTE-UQ Activities   7

🟩 Metaverse Game Ma...   4

🔵 ICTE-UQ Football Club   2

🌐 Metaverse Pioneers   3

Metaverse Teachers

Group by **Metaverse**

Joined ▾   ✔ Notifications   ➤ Share   ⋯ More

✏ Write Post | 📷 Add Photo/Video | 📹 Live Video | ⋯ More

Write something...

🖼 Photo/Video   Poll   😊 Feeling/Activ...   •••

Recommended by the admins   See less
The admins think that you might be interested in these groups

4   3

GROUP BY ❓

Metaverse
980 like this
Use App

ADD MEMBERS

+ Enter name or email address...
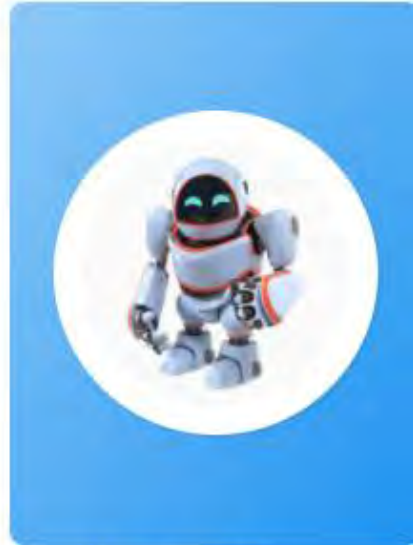
MEMBERS   559 members

Search results

spelling

CLEAR

Spelling
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Spelling_TH
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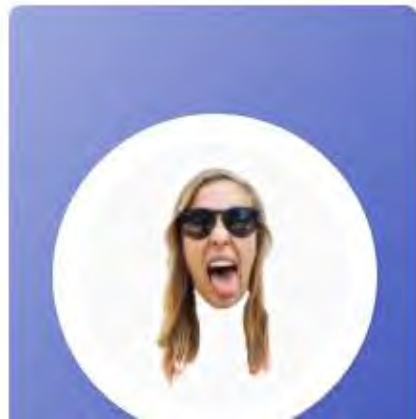
Easy Spelling
No caption
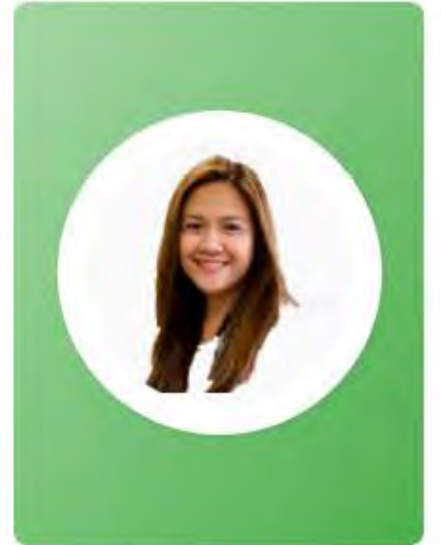
Easy Spelling
No caption
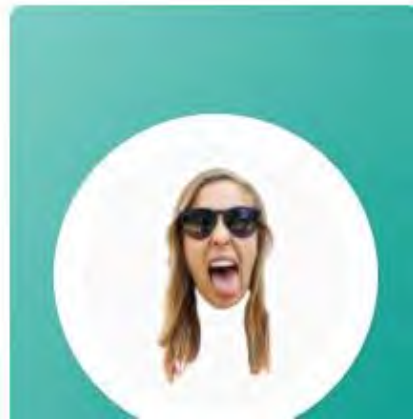
Metaverse: other benefits

- Lots of support (community and developers)
- Requires no coding — easy to use and create experiences
- Library of ready-made activities
- Students can make their own activities
- Versatility in terms of different activities you can build

Getting students & teachers excited about AR

"A really important step with PD training with emergent technology is gradual exposure - through taking what we already have and making it more powerful - and then training."

- Dr Micah Shippee — EDTech Chat Podcast

How?

Getting students & teachers excited about AR

"The key is in finding the authentic integration opportunity in the curriculum - it's not just an extra 'thing,' or tech-gadget, but a tool to further engage our students."

- David Saunders — TED-Ed Innovative Educator & Trainer

How?

Getting students & teachers excited about AR

"It's not so much hype and a gamble for teachers, but more preparation for the future."

- Nathan Stevens – Assistant Director of Media and Education Technology Resource Centre, North Carolina State University.
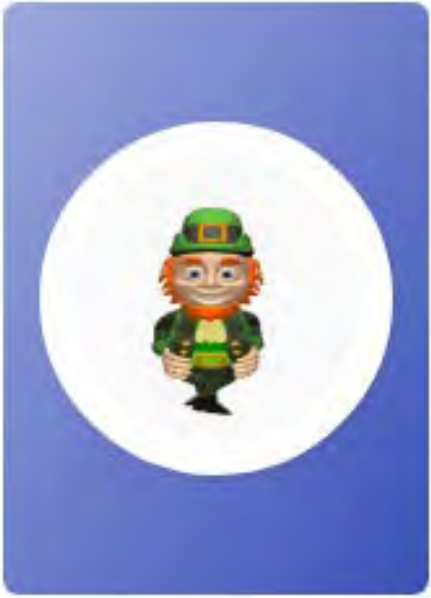

How?

Getting students & teachers excited about AR

"If you want to encourage people to do something, make it easy."

- Richard Thaler — "Nudge Theory" Economist

How?

bit.ly/metaverse8

Contact

Henno Kotzé — Senior Teacher: Technology and Independent Learning, ICTE-UQ

- Email: h.kotze@icte.uq.edu.au
- Twitter: @hennok
- LinkedIn: bit.ly/hennok

- Access to this PPT and Handouts

From EAS to collaborative internship:
Lessons and insights where
Bicycles Create Change

BICYCLES CREATE CHANGE
Initiatives, research and events where bikes create positive social change

Origins

- My PhD Research
- Bicycles Create Change.com
- GELI

The amazing participants!

Gabriel

Juliet

Mauricio

Sachie

Theoretical Underpinnings

Stephen Billet Trades & WIL

Vygotsky, Scaffolding

The Art of Creativity

GELI DEP 7

Bicycles Create Change.com

- **Internship Origins** — Jan 10th 2016
- **Internship Overview** — Internship Page
- **Art Bike Presentation** — March 13th 2016
- **Summer Bike Internship is complete** — Feb 26th 2016

8-week Internship
80-110 hours
January 4th - February 27th 2016

8-week Internship Program Overview

BCC SUMMER PROGRAM	Focus Week	Speaking	Reading & Writing	Listening & Note taking	Professional Skills	Individual
INTENTION	Preparation Week 1	Weekly Mentor Consult	Generating (Reflection) Journal	TED talk/s	Dream Job SWOT Expectations	Dream Job
INTENTION	Engage Week 2		Book -7 habits of highly effective people		Prof Skills - Individual Topic	Personal Profile
DEVELOPMENT	Explore Week 3	Own Mentor contact & visit	Literature Review	Podcast/s	Prof Skills - Pair Topic	Project Planning & Schedule
DEVELOPMENT	Develop Week 4	City Vox Pop Recycle Dreams Doco	Blog posts 1 2 3 4 5	Documentary or ABC Radio National	Join Industry Association	MOOC
PRODUCTION	Vision Week 5		First Semester Booklist & Course Outline	Project development documentation	CV development	Independent Project
PRODUCTION	Produce Week 6	Art Bike Public Demo		Up Close Academic Research	Job Description	Art Bike
ACHIEVEMNT	Reflect Week 7	Public Presentation	Letter of Recommendation	Public lecture	Cover Letter	Role/Title
ACHIEVEMNT	Consolidate Week 8					

Sample of weekly schedule and work – Wee[l]

Sachie

last edited by 🔒 Sachie 2 years ago

⊙ Page history

Week 1 ST Week 2 ST Week 3 ST Week4 ST Week5 ST Week6 ST Week7 ST Week8

	Week 1 Task	Resource	Time	Documentation	Comments
Y	Create your own Generating Journal (folder, binder, notebook, etc) so that it is easy for you to note-take, collect information and add content as needed.		20mins	My Journal	
Y	Create your own time management schedule so that you can track the duration, progress and various activities that you undertake - this is very important.		20mins	SachieTime Management	Hard to follow Need a better idea
Y	Get a copy of *7 Habits of Highly Effective people* by Stephen Covey. Start reading and complete exercises.		2.5hours	Sachie's book	got copy
Y	Look through Coursera for a MOOC that you are interested in undertaking and can complete within 7 weeks for your Individual portfolio	Sachie coursera	40mins		intercultural communication & conflict resolution
Y	Your most current CV (you will need this by the end of the week and this is something we will be working on throughout the program)		30mins	Sachie CV	
Y	Outline your dream job (with a list of roles and responsibilities) for when you complete your studies.		40mins	Sachie Dream Job	
Y	Provide a SWOT (Strengths, Weaknesses, Opportunities, Threats) assessment of your professional skills/CV		40mins	Sachie SWOT	
Y	Note down what you want to achieve out of this program and what are your expectations - also what happens if you do not complete tasks set?		5mins	Sachie My Expectation	
Y	Start thinking and researching what job title you want for yourself for this summer program		45mins	Sachie Job Title	Program coordinator
Y	Select a relevant TED talk from your field to listen and note take (you will need to bring your notes to share with the rest of the team at end of Week 1)	Sachie TEDtalks	1h		Independent diplomat: Carne Ross
Y	Select a Professional Development skill you would like to present for your Individual Professional Skills Workshop (and confirm your presentation week)		40mins		intercultural communication
Y	Thinking about a social issue you can apply to your art bike project		2h	Sachie Art Bike	gender inequality
Y	Select what you would like to undertake for your Independent Project (I have some individual suggestions for you regarding this if you would like some assistance with this)		5h	Sachie Independent Project	crowdfunding

Y	Prepare to contact your weekly mentor by:
	    o Write a one paragraph summary of yourself (background) - this will help you write your personal profile later on)
	    o Reasons why you want to pursue your major/your industry
	    o 2 basic introduction questions you would like to ask you mentor
	By Wednesday week 1, text your mentor (as per instructions attached - please read carefully).
			50mins	Sachie Mentor Preparation	Jenny

Weekly Reflection Inquiry Question: Week 3

Week 3: 10 Employability skills

Week 3: Note Taking Practice

AHA moments

So many of these...

1	2	3	4	5	6

1 A real challenge Projects – Crowdfunding BBC storybook

2 Outputs

3 Big M's lunch & Gabriel's Cassava

4 Bridging EA & professional

5 Community

6 More for less Embracing the 'expert' – ideas, skills & language for change

Main Program Considerations

Things to review

Program: Shareable platform to display work & EOC

Final week, closing andrecognition wrap up

Some tasks need more scaffolding: Pair presentation

Certain type of student: timing, motivation, skills

Scaleability (Safety & Insurance)

What worked

✅ No 'school' constraints

✅ Genuinely collaborative and individually focused

✅ Celebrated creativity and integration of (new) skills

✅ Application of Academic, Personal and Professional skills

✅ Self-directed learning

✅ Unexpected outcomes

Let's hear from the participants!

Conclusion

✔

Genuine, practical & challenging range of skills

🧪

Experiment, explore & be creative

💡

Self-directed, pair and small group

🪄

What resonated for you?

Bicycles Create Change.com

Contact Mauricio, Juliet, Gabriel, Sachie or Nina

Via the Website

Mobile: 04 22 81 20 60

Email: n.ginsberg@griffith.edu.au

Instagram: bicycles_create_change

Example of weekly reflection tasks

Week 4 Exchange Forum

Update ongoing tasks

Update week 4 tasks

> - cold call of a professional
> - specialist librarian
> - what was the SMART task you set for yourself

-Summarise you podcast

- Discuss Reflection Inquiry Questions below:

> Exchange your ideas about your individual answers to Week 4 Reflection Questions

> Review Week 3 Tasks

- Confirm Program Mission Statement

Week 4 Reflection questions to think and write about, then discus with the Exchange Forum

These questions are a review of the last 4 weeks and can help you plan for the next 4 weeks.

- Where did you succeed?

- What did you enjoy most?

- What areas have been difficult?

- What lessons did you learn?

- What will you do differently?

- What is the status of your goals?

- What do you need to do more of?

- What do you need to 'stop doing'? What action can you take to help you do this?

- What are your revised/new goals for the rest of the program?

Week 7 Reflection:

Revisit your week 1 tasks: 'What do I/you want to achieve from this Summer Program?" Evaluate and explain your experience in relation to your week 1 answers.

- What have you learnt from this program?

- How will you use what you have learnt this summer in situations outside of this program?

- What learning activities did you initiate during the program?

- In what ways has your job knowledge changed as a result of doing this program?

- In what situations have you taken on responsibility?

- What is an area that you feel you need to work on to be more professional?

- How much have you learnt about your industry/job/field of study during this program?

- How/in what way will your experience in this program help you to get a job in the future?

Write a final essay, report or task that reflects on the functions, skills and experiences from this program:

> -reflection and analysis

> -accomplishments

> -areas for improvements

> -evaluation

Learner Autonomy in Language and Academic Skill Acquisition

Richard Nakane-Emmerson

Griffith English Language Institute

Learner Autonomy in Language and Academic Skill Acquisition

Richard Nakane-Emmerson

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Discuss what a student's
- Motivation (intrinsic or extrinsic [internal or external])
- Self-perception of skill/self-efficacy on task (high or low), and
- Locus of Control (internal or external) might be in the following situations

1 Being very quiet in class
2 Irregular attendance
3 Not completing homework
4 Constantly sleeping in class
5 Copying homework answers
6 Insisting on sitting with a friend with the same L1
7 Constantly using L1
8 Plagiarising a formative assessment item
9 Plagiarising a summative assessment item

What would be the effect of the following teacher actions on a student's
- motivation (intrinsic/extrinsic)
- self perception/self efficacy
- locus of control (internal/external)?

1 Waiting patiently for the student to speak
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4 Giving a high grade with no suggestions for improvement
5 Giving a low grade without any suggestions for improvement
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8 Allowing a student to propose and negotiate topics and date for a presentation

Measuring autonomy

1 Guglielmino's SDLRS (incl. circa 1980)
2 Fisher, King and Tague's SDLRS (2001)
3 Macaskill and Taylor ALS (2010)
4 Fazey & Fazey (2001)

Autonomy is important because...

My research project

Identifying non-English speaking background learners' autonomy in one-on-one English language support sessions at an Australian university.

Similar concepts/terms

Autonomy definitional flux?

Venn diagram

a learner's right
Political/social
a learner's responsibility

interactive learning
Functional Autonomy — self-regulation
capability ability independent learning self-directed learning
task-based learning

locus of control
self efficacy
self-perception
motivation
Cognitive-Psychology
inclination

References
[reference list text — illegible]

concepts/terms

on (Zimmerman, 2002; Newman,

t learning (Kesten, 1987; Broad,

d learning (Long, 1989; Krabbe,
, 1979)

Autonomy definitional flux!

- a learned ability to "take charge of one's learning [...] to have, and to hold, the responsibility for all the decisions concerning all aspects of this learning" (Holec, 1981, p. 3)
- directing and taking responsibility for learning (Macaskill & Taylor, 2010)
- having the capacity to be active and independent in the learning process (Wang & Peverly, 1986)
- making "decisions necessary to meet the learner's own learning needs" (Kesten, 1987, p. 5)
- identifying, formulating and changing goals to suit one's own learning needs and interests (Wang & Peverly, 1986)
- " a capacity for detachment, critical reflection, decision making and independent action" (Little, 1991, p. 4)
- which can be displayed in learning behaviour, attitudes and actions (Benson, 1996; Allwright, 1988; Wenden, 1991) and competencies measurable by actions (Tassinari, 2012)
- having "technical, psychological and political" aspects (Benson, 1997)
- Having cognitive, affective, action-oriented and social components (Tassinari, 2012)
- having intrinsic motivation, self confidence and openness to experience, (Macaskill & Taylor, 2010)
- having high levels of intrinsic motivation, internal locus of control and self-perception of competence (Fazey & Fazey, 2001)

Similar concepts/terms

Self-regulation (Zimmerman, 2002; Newman, 2002)

Independent learning (Kesten, 1987; Broad, 2006)

Self-directed learning (Long, 1989; Krabbe, 1983; Skager, 1979)

Autonomy is important because...

Learning & Academic Success

Autonomy
- contributes to quality of learning and overall performance in conventional assessment (Cowan, 1988)
- is a valuable skill for achievement in university education (Fazey & Fazey, 2001)
- develops education maturity and dramatically improves performance in assessment (Cowan, 1988, p. 205)
- is a necessary learning characteristic for successful university study (Stephenson & Laycock, 1993)

Language Learning

Autonomy
- is essential to motivation and performance in advanced L2 acquisition (Benson, 1996; Nunan, 1996; Ushioda, 2011)
- thus should be a priority for L2 teaching (Cotterall, 2000)
- is an **institutional priority** for developing ELP at Australian Universities
- is a **national priority** as autonomy expected of L2 students, guidance in development expected of teachers in higher ed (Commonwealth Department of Education, Employment and Work Relations, 2008)

Career Success

Autonomy provides better prospects after graduation (Confederation of British Industry, 1994 as cited in Fazey & Fazey, 2001, p. 1; Bowen, 2001)

Empowerment

Autonomy
- is a learner's right
- and an educators ethical obligation
- "Autonomy is a recognition of the rights of learners within educational systems." (Benson, 1997, p. 29)
- the learner's power and right to learn for themselves is a fundamental tenet in the literature (Smith, 2008)

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a learner's right

our ethical responsibility to foster

Political/social

a learner's responsibility

locus of control
self efficacy
self-perception
motivation

interactive learning

Functional
Autonomy self-regulation

Cognitive-
Psychology

capability   ability

inclination

independent learning

self-directed learning

See also..
· schema
· Bounded rationality
· behavioural economics
· heuristics (mental shortcuts)

task-based learning

Prezi

Self-efficacy

locus of control

self efficacy

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Cognitive-Psychology

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See also..
- *schema*
- *Bounded rationality*
- *behavioural economics*
- *heuristics (mental shortcuts)*

Prezi

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a student to propose and
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Measuring autonomy

No simple general measure of autonomy
- often context specific
- interdependent relationships with overlapping constructs, such as
  motivation and affective learning (Benson, 2011)
- thus validity issues - psychometrically unsound (Candy, 1991)

1 Guglielmino's SDLRS (n.d. circa 1980)
2 Fisher, King and Tague's SDLRS (2001)

Quantitative, survey,
characteristics from
Delphi panel

3 Macaskil and Taylor ALS (2010)

Quantitative, survey,
characteristics from
literature

4 Fazey & Fazey (2001)

Survey vs observation to gauge autonomy

1 Autonomy is dynamic, a survey can't measure it

2 Teachers observe all the time - but we can't survey all the time

3 Self-reporting is often not reliable

Fazey and Fazey's measure of autonomy

Quantitative study, tested characteristics from cognitive psychology, survey

1 Self-perception of competence (high-low)

2 Motivation (intrinsic - extrinsic) (internal-external)

3 Locus of control (internal - external)

Still a survey!

Let's give Fazey & Fazey a try

Q1 As a teacher, do you feel you are as skilled, knowledgeable, adaptable and perceptive as you should be? Do you feel your confidence is the same as your real skills?

Q2 What factors motivate you to teach?
The need to pay bills, the desire to be good at something, the enjoyment of helping people learn, inspiring people, respect from your peers, leaving a legacy of your life, being a good example for your children, spiritual or religious reasons, fun, it's interesting, professional pride, someone else's expectations, don't want to be the 'crap teacher'?

Q3 Do you feel you are given sufficient control of what you do in the classroom? How much control do you have?
To what degree do you feel learning outcomes of your students are influenced by factors other than your decisions and teaching?

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Prezi

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1 Waiting

3 Asking
prepared

5 Givin
6 Givin

My research project

Identifying non-English speaking background learners' autonomy in one-on-one English language support sessions at an Australian university.

My research
- Qualitative
- Observation with survey

1. Can NESB university students' learning autonomy be inferred by conversation analysis of interaction in one-on-one language support sessions?

2. Can the effect of learning advisor behaviour on NESB university students' learning autonomy be inferred by conversation analysis of interaction in one-on-one language support sessions?

Methodology - qualitative

1 Conversation analysis of interaction in one-on-one language support sessions, focussing

2 Self-administered questionnaire appraising motivation, self-perception of competence and locus of control

Participants: EnglishHELP
6 students

Useful things I found
- Teacher's saying nothing can be a very good thing
- Allow awkward pauses to keep going!
- Teacher's initiating (closed or open) questions can shut weak students down, and discourage strong students.
- If initiating with questions, ask a questions about which the student is the primary knower
- Control and self-efficacy have a snowball effect
- Working one-on-one with students is an opportunity for them to take initiatives and negotiate (reluctantly)
- Negotiation with teacher is an essential skill (Benson, 1996)
  - Students may be 'acting out' the autonomy we want to see - the student role. And that's fine.
  - Students may cooperate as an autonomous (or non-autonomous) act.
  - Some students may not want to be autonomous in the way we want.
  - There may be passive forms of control and associated self-efficacy that we don't know about

1 Autonomy is dynamic - it grows or fades quickly depending on environment, task and interaction

2 Its cognitive/psychological elements (motivation, locus of control and self-perception/self-efficacy are interdependent

3 Teachers can directly influence self perception/self efficacy to boost all elements

Self-efficacy

idual's belief in their ability to e a task or manage a situation, g skills, planning and entation (with metacognition) a, 1995)

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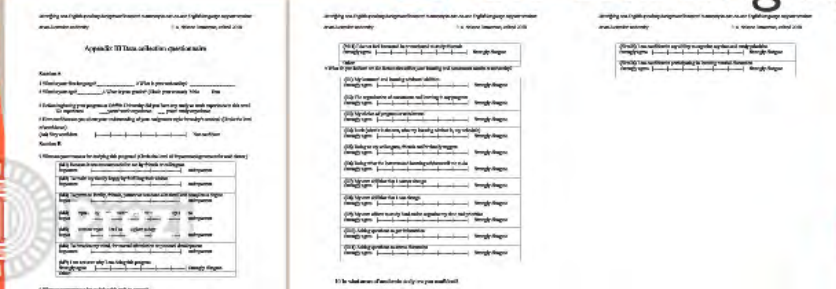
Self Perception of Competence
- Appears to be very relative (due competency aspirations? experience applying competencies? competency levels of peers?)

Survey may not give reliable results
- Most students indicated low in ELP
- High ELP students at times marked themselves lower in ELP and tutorial discussion than less competent students
- Humility or low introspection?
  - culture?

My research

- Qualitative
- Observation with survey

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Self-efficacy

An individual's belief in their ability to complete a task or manage a situation, including skills, planning and implementation (with metacognition) (Bandura, 1995)

Sources:
1 **Mastery experiences**
2 Social modelling
3 **Social persuasion**
4 **Emotional/psychological state**

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Think of a task your students have found/are finding very difficult. Discuss how how you might

1 provide them with *incremental mastery experiences* to improve their self-efficacy (and thus their autonomy)

2 make use of *social modelling*

3 encourage them (*social persuasion*)

4 provide *psychological/emotional* support

What would be the effect of the following teacher actions on a student's
- motivation (intrinsic/extrinsic)
- self perception/self efficacy
- locus of control (internal/external)?

1 Waiting patiently for the student to speak

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Prezi

Measuring aut
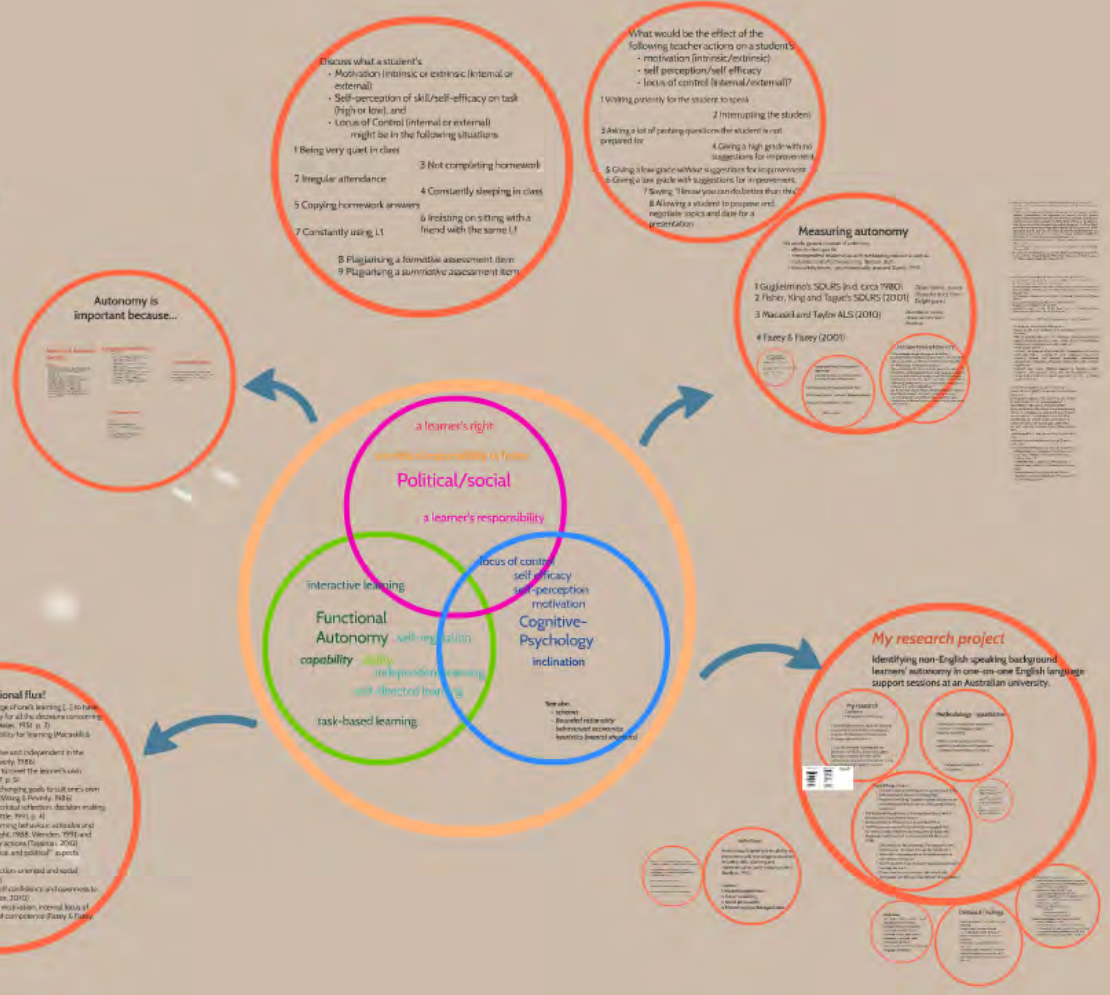
No simple general measure of autonomy

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Similar concepts/terms

Self-regulation (Zimmerman, 2002; Newman, 2002)

Independent learning (Kesten, 1987; Broad, 2006)

Self-directed learning (Long, 1989; Krabbe, 1983; Skager, 1979)

Prezi

Learner Autonomy in Language and Academic Skill Acquisition

Richard Nakane-Emmerson

Griffith English Language Institute

Autonomy is
important because...

Discuss what a student's
- Motivation (intrinsic or extrinsic (internal or external)
- Self-perception of skill/self-efficacy on task (high or low), and
- Locus of Control (internal or external) might be in the following situations

1 Being very quiet in class
2 Irregular attendance
3 Not completing homework
4 Constantly sleeping in class
5 Copying homework answers
6 Insisting on sitting with a friend with the same L1
7 Constantly using L1
8 Plagiarising a formative assessment item
9 Plagiarising a summative assessment item

What would be the effect of the following teacher actions on a student's
- motivation (intrinsic/extrinsic)
- self perception/self efficacy
- locus of control (internal/external)?

1 Waiting patiently for the student to speak
2 Interrupting the student
3 Asking a lot of probing questions the student is not prepared for
4 Giving a high grade with no suggestions for improvement
5 Giving a low grade without suggestions for improvement
6 Giving a low grade with suggestions for improvement
7 Saying 'I know you can do better than this'
8 Allowing a student to propose and negotiate topics and date for a presentation

Measuring autonomy

1 Guglielmino's SDLRS (mid circa 1980)
2 Fisher, King and Tague's SDLRS (2001)
3 Macaskill and Taylor ALS (2010)
4 Fazey & Fazey (2001)

a learner's right

Political/social

a learner's responsibility

interactive learning

Functional Autonomy self-regulation

locus of control
self efficacy
self-perception
motivation

Cognitive-Psychology

capability ability
independent learning
self-directed learning

inclination

task-based learning

My research project

Identifying non-English speaking background learners' autonomy in one-on-one English language support sessions at an Australian university.

Similar concepts/terms

Autonomy definitional flux?

References

Detailed findings

- **Locus of control** (very hard to gauge)
- internal
- some students often showed controlling, confident behaviour
- often seemed external – social role playing?
- Very often collaborated w/tutor – control?
- not always clear whether a student's action or inaction was due to self-perception of competence or locus of control

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- **Motivation**
- all students had complex mix of all types of motivations
- strong extrinsic motivation occurred in students who showed strong autonomy
- autonomy may not need intrinsic motivation
- survey appears to be a good way to gauge motivation

Self Perception of Competence
- Appears to be very relative (due competency aspirations? experience applying competencies? competency levels of peers?)

Survey may not give reliable results
- Most students indicated low in ELP
- High ELP students at times marked themselves lower in ELP and tutorial discussion than less competent students
- Humility or low introspection?
  - culture?
  - image management?
  - 'ideal student attitude'?

Conversation appears to give useful results
  appeared to be dynamic
- often develop over the course of the session (increased participation and exertions of control)
- ...meaning increasing confidence in ELP and academic discussion,or just in this situation?

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easuring autonomy

eneral measure of autonomy
ntext specific
endent relationships with overlapping constructs, such as
on and affective learning   (Benson, 2011)
dity issues - psychometrically unsound (Candy, 1991)

s SDLRS (n.d. circa 1980)
and Tague's SDLRS (2001)

Quantitative, survey, characteristics from Delphi panel

Taylor ALS (2010)

Quantitative, survey, characteristics from literature

ey (2001)

Let's give Fazey & Fazey a try

Q1 As a teacher, do you feel you are as skilled, knowledgeable, adaptable and perceptive as you should be?
Do you feel your confidence is the same as your real skills?

Q2 What factors motivate you to teach?
The need to pay bills, the desire to be good at something, the enjoyment of helping people learn, inspiring people, respect from your peers, leaving a legacy of your life, being a good example for your children, spiritual or religious reasons, fun, it's interesting, professional pride, someone else's expectations, don't want to be a 'crap teacher'?

Q3 Do you feel you are given sufficient control of what you do in the classroom? How much control do you have?
To what degree do you feel learning outcomes of your students are influenced by factors other than your decisions and teaching?

Fazey and Fazey's measure of autonomy
Quantitative study, tested characteristics from cognitive psychology, survey

Self-perception of competence (high-low)

Motivation (intrinsic - extrinsic) (internal-external)

Locus of control (internal - external)

Still a survey!

Guglielmino & Guglielmino (n.d.) SDLRS Self-directed learning readiness scale
- characteristics for self-directed learning developed by a Delphi panel of 14 academics.
- "A highly self-directed learner, based on the survey results, is one who exhibits **initiative, independence, and persistence** in learning; one who accepts **responsibility for his or her own learning** and views problems as challenges, not obstacles; one who is capable of **self-discipline** and has a high degree of **curiosity**; one who has a strong **desire to learn or change** and is **self-confident**; one who is able to use **basic study skills, organize his or her time** and set an **appropriate pace** for learning, and to develop a plan for completing work; one who enjoys learning and has a tendency to be **goal-oriented.**" (Guglielmino, 1977/78, p. 73 as cited in Guglielmino & Guglielmino, n.d.)
- widely applied in 19 languages to over 75,000 individuals for academic and other research
- lacks validity due to lack of focus (encompasses affective learning eg affinity) (Bonham, 1991)
- the questionnaire did not accurately reflect these characteristics and thus was psychometrically unsound (Candy 1991, Fisher, King & Tague 2001, Straka & Hinz 1996, as cited in Macaskill & Taylor, 2010).

Fisher, King and Tague (2001) Self-directed Learning Readiness Scale
- for verifying the preparedness of undergraduate nursing students at an Australian university for self-directed learning.
- tested characteristics developed from by Guglielmino and others, selected by a Delphi panel and validity tested by factor analysis, resulting in three tested characteristics:
- self-management, desire for learning and self-control (Fisher, King and Tague (2001)
- Questions on these characteristics with 5-point Likert scale.
- discipline (nursing) specific test questions
- generally accepted as valid and has been used to test validity of other autonomy measures (Macaskill and Taylor, 2010).

Macaskill and Taylor (2010) ALS Autonomous Learning Scale (ALS)

- 12 statements on a 5-point Likert scale
- **based on the core components of autonomy** they found in the literature
- filtering question duplication for satisfactory face validity and using exploratory factor analysis on a test survey on first year psychology students to make a psychometrically sound test.
- not discipline specific
- contains two subscales of characteristics: independence of learning and study habits, focussing on current aspects of autonomy, including **intrinsic and extrinsic motivation, responsibility, perseverance, innovation, efficacy of various study skills and time organization**
- however also covers **affective aspects of learning,** namely, enjoyment and curiosity: "enjoy new learning experiences" and "enjoy finding information about new topics" (p. 356) (a validity issue in my view)

Fazey and Fazey (2001) survey of autonomy
Fazey and Fazey's (2001) quantitative measurement of autonomy
developed and applied to first year university students
tested characteristics of **self-perception of competence, motivation** and **locus of control**
these developed by the authors themselves referring not only to pedagogical but also psychology literature on autonomy, as "psychological constructs" with consideration to "the behaviours associated with autonomy", as found in psychology literature and verified in education literature (Fazey & Fazey, 2001, p. 346)
not developed by a Delphi panel surveying 'educators views'
a self-administered questionnaire using a 7-point Likert scale
across a number of degree programs and year levels
- *self-perception of competence* (from Neemann and Harter's (1986) Self-Perception Profile for College Students),
- *motivation* (from Vallerand's (1992 as cited in Fazey & Fazey, 2001, p. 349) Academic Motivation Scale
- *Locus of control* (from Rossouw and Parsons' Academic Locus of Control Scale (1995, as cited in Fazey & Fazey 2001) w
.

Low-prep, High engagement strategies for our teacher toolkit

Fiona Wiebusch, Tanja Hafenstein, Laura Fairbrother

QLD PD Fest, 17 March, 2018
The University of Queensland – ICTE-UQ

Abstract

Short on time? The presenters will demonstrate dynamic, low-prep strategies for: starting new topics, working with language and pronunciation, and reflecting on learning. There will be dedicated time for the audience to reflect on principles of learner engagement (Brown, 2007, et al) and exchange ideas from their own teaching toolkit.

Activities & procedures Booklet

LOW-PREP, HIGH ENGAGEMENT STRATEGIES
FOR OUR TEACHER TOOLKIT

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RESOURCES

Brown, H.D. (2011). *Teaching by Principles: An interactive approach to language pedagogy.* p 268.

Clarke, A, Chesior, A, & Wingrove, D. (2013). *Dimensions of Teaching* cited in Peer Partnerships. www.rmit.edu.au/teaching/peerpartnerships

Donaghy, K. & Xerri, D. (2017). *The Image in ELT.* via eltcouncil.gov.mt

Rinvolucri, M. (2002). *Humanising your Coursebook Activities to bring your classroom to life.* Professional Perspectives Series.

Wilson, J.J. (2017). *10 strategies to keep learners learning.* English Australia workshop series, Brisbane.

Learn more about ICTE-UQ at www.icte.uq.edu

ENSURING STUDENTS ARE ACTIVELY ENGAGED IN LEARNING.

Indicative teaching strategies for demonstrating this may include:

- establishing shared goals and expectations
- demonstrating enthusiasm for teaching and learning
- fostering a supportive, non-threatening learning environment
- encouraging students to express views and ask question
- using questioning skills which encourage engagement
- providing opportunities for self-directed, personalised learning
- fostering extensive interaction
- providing timely and constructive feedback
- ...?
- ...?

What might you add to the list?

What do we mean by "low prep"?

Our definition

A low-prep strategy:

- requires zero/minimal materials
- can be put into action any time
- helps to achieve a learning aim
- fosters principles of learner engagement

Tell me two

I WONDER...

Photograph by Ciril Jazbec
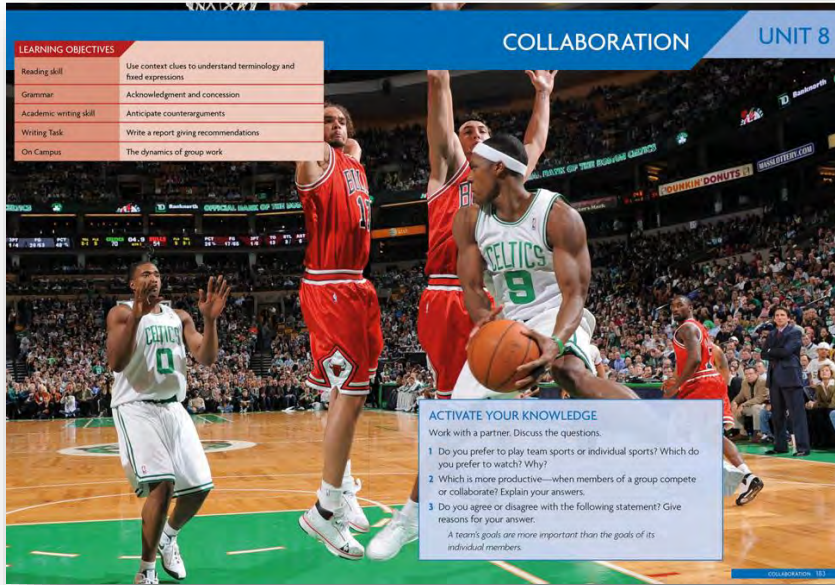
Other ideas:
What...? Where? Why? Would you...? **or** A: Some people think B: Other people think

Ask your own questions

Who? What...? Where...?
Would you...? Why...?

Tell a story.

Where?
What?
When?
Who?
Why?

tell it again. Add these words:

white cat

broken arm

in a hurry

amazing

suddenly

"Compliant students answer the teacher's questions. *Engaged* students ask their own."
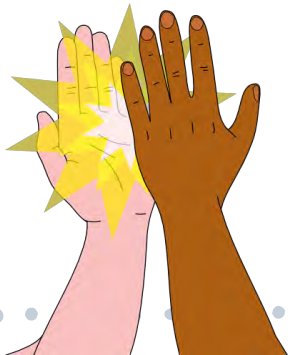
JJ Wilson, English Australia Conference, 2017

High Five

Pronunciation
spelling

Some ideas: positive/negative adjectives, regular/irregular verbs, countable/uncountable

Language practice (Floor Run)

Decide it   Find it   Run it

Decide it
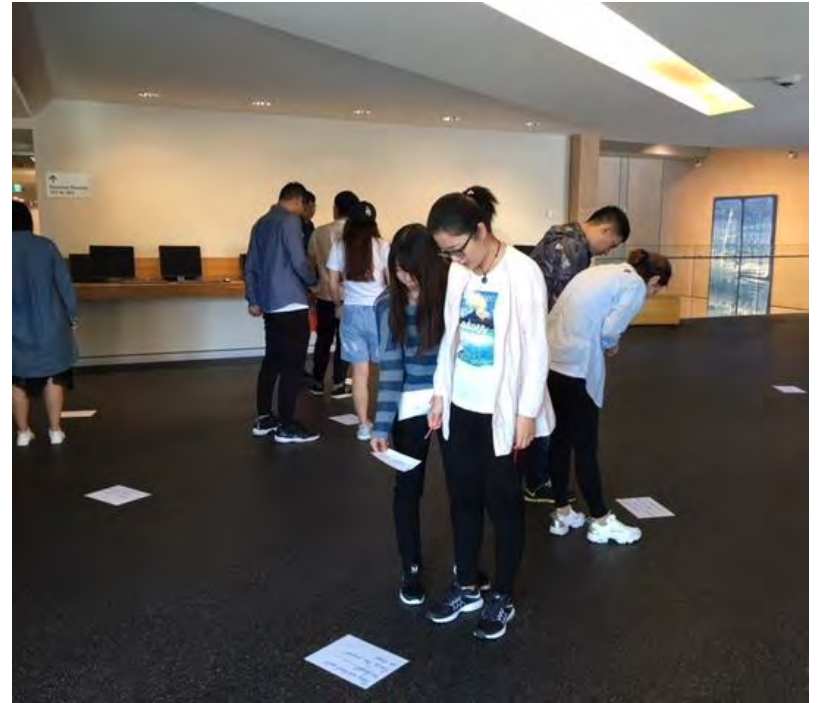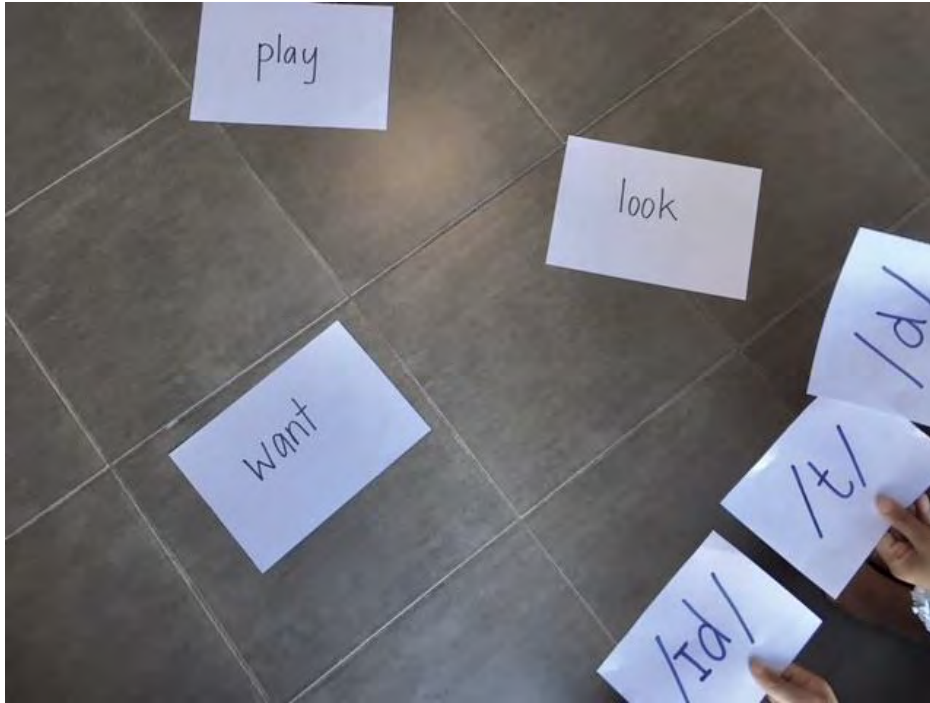
FIND IT

RUN IT

Language practice (Floor Run)

Some ideas

- Prepositions
- Verb patterns
- Pronunciation
- Linking words
- Affixes
- For/since
- Collocations
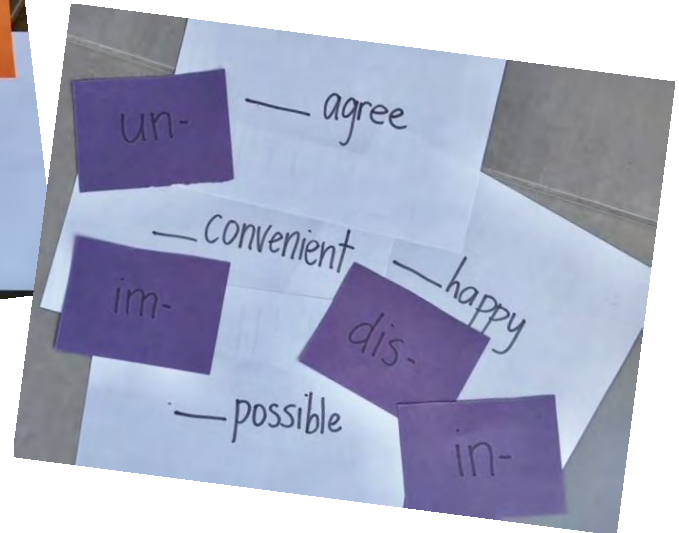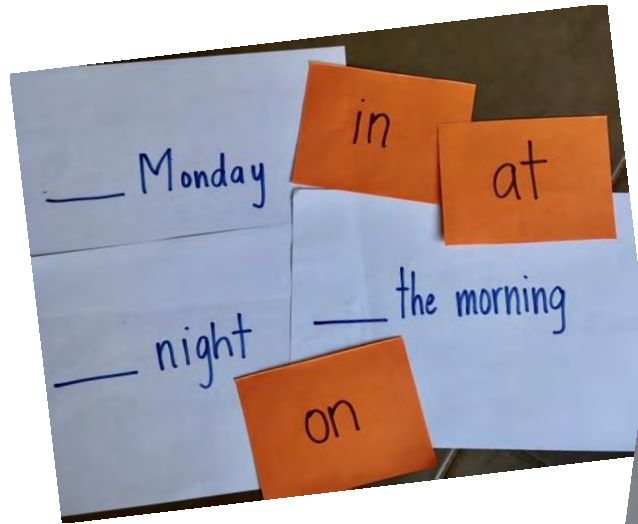
Active learning

(DYNAMIC) POSTERS

Virtual posters

You & posters?

ACHIEVEMENT barometer

Seated

Standing

On the Board

Thank you.
Keep in Touch!

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LOW-PREP, HIGH ENGAGEMENT STRATEGIES

FOR OUR TEACHER TOOLKIT

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- encouraging students to express views and ask question
- using questioning skills which encourage engagement
- providing opportunities for self-directed, personalised learning
- fostering extensive interaction
- providing timely and constructive feedback
- ...?
- ...?

What might you add to the list?

TODAY'S ACTIVITIES:

1. Picture Roll

2. Tell me Two

3. I wonder...

4. Add words

5. High Five

6. Floor Run

7. Dynamic Posters

8. Achievement barometer

9. ....

10. ....

QR CODE FOR MORE!

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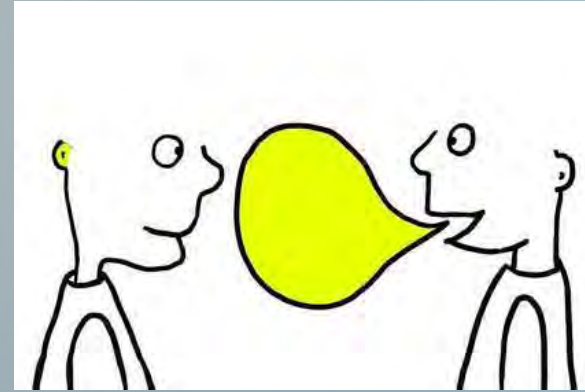
NOTES

Maintaining momentum

Creating an engaging classroom culture to minimise student fatigue

Karen McNamara

QUT International College

Discussion

"Fatigue is the best pillow"
- Benjamin Franklin

1. To what extent does student fatigue impact your day-to-day teaching?

2. Do you consciously implement any strategies to try to minimise student fatigue? If so, which ones? How successful are they?

3. In your experience, what are the main causes of student fatigue?

Background

1. **Set goal**
   - minimise student fatigue in EAP course

2. **Undertake literature review**
   - causes of student fatigue
   - ways to prevent it

3. **Collaborate with Welfare Officer**
   - link between fatigue and engagement

4. **Develop strategies**
   - increase student engagement
   - decrease fatigue

5. **Map timeline**
   - "sprinkle" strategies through 12 week course

6. **Implement**
   - EAP 2 class Semester 1, 2017
   - mixed success ☺

Literature review

Moskovsky, et al. (2013)

1. Break classroom routine
   - vary tasks and presentation format
   - add new/humorous elements to learning tasks

2. Show students that you:
   - care about their progress
   - care about them as people
   - believe in them
   - accept them

3. Recognise student effort and achievement

4. Be available to respond to students' academic needs in class
   - mentally
   - physically

5. Use English
   - a lot in class
   - remind students of its usefulness

6. Relate content to everyday experience/backgrounds of students

?Are these ideas just "instinctive" teaching skills?

Wendt, et al. (2015)

- Meditation – give students 15 minutes "quiet time" at beginning and end of each day

?How practical would this be on the average teaching day in an intensive course?

Pritchard & Wilson (2003)

- Emotional and social factors: importance of inter-personal relationships with peers

?How can teacher facilitate this?

Zheng, et al. (2014)

- Link between fatigue and mobile phone use (in class and out)

?How can teacher set boundaries for this?

Yoshida, et al. (2009) ✅

- Task completion increases motivation

- Incompletion of task viewed as "failure", completion of task viewed as "success"

- **But** influenced by intrinsic level of academic motivation

?Applicable to lesson planning and time allocation in class?

Davis, Winsler, & Middleton (2010)

- Reward for academic performance increases motivation (more reward → more motivation)

?What "rewards" can teacher provide?

Fukuda, et al. (2010)

- Perceived effort-reward imbalance decreases motivation

?How can teacher address students' perception of balance between effort and reward?

de Vries, et al. (2016)

- Low intensity running with a group of other students three times a week decreased fatigue

?Is education about the importance of exercise part of a fatigue management strategy?

What does it all mean?

Regular self assessment

Increased learner autonomy

Decreased fatigue

Increased motivation

Increased learner engagement

Education re: causes & management of fatigue

Specific strategies used by teacher

Good interpersonal relationships
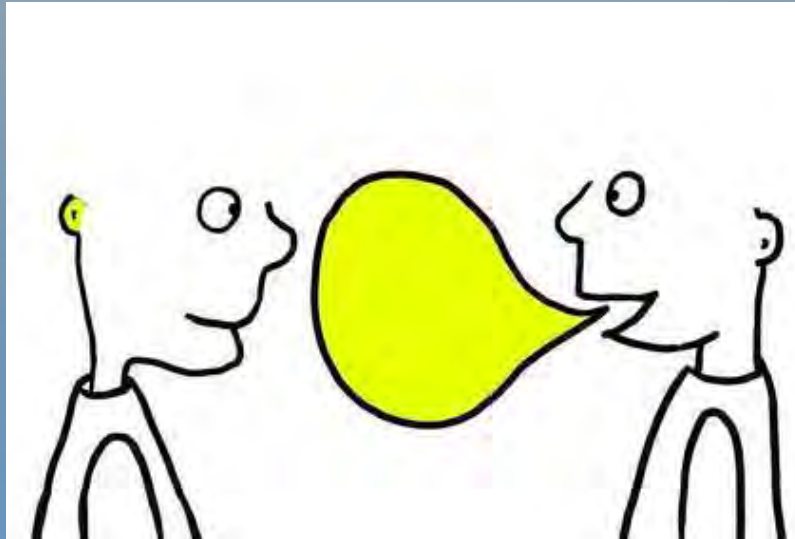
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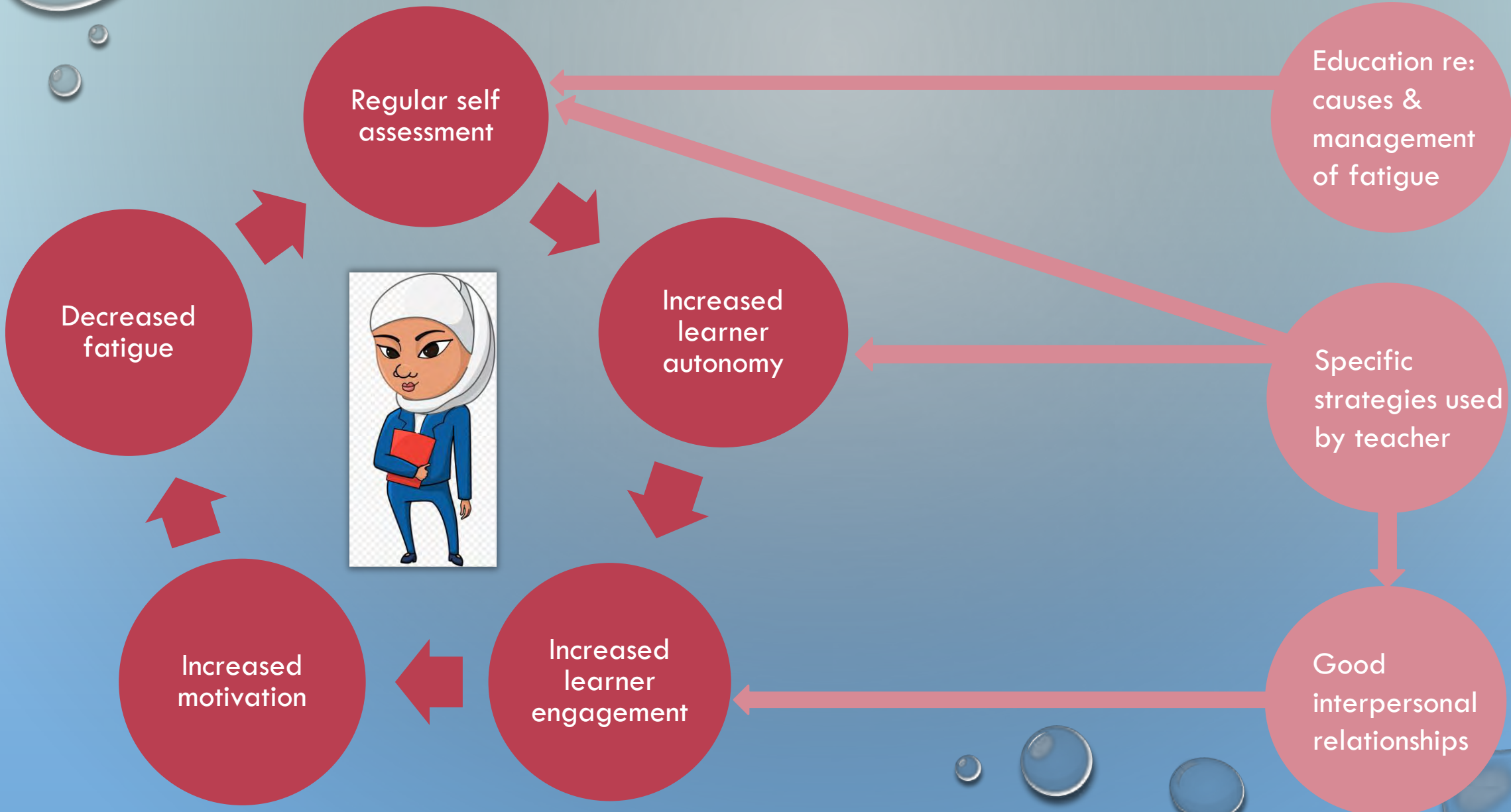
Fatigue management strategies in a 12 week course

Day 1

- Interactive activity to build awareness of behaviours and attitudes that impact engagement, motivation, and fatigue (self assessment/autonomy/interpersonal relationships)

- Educative posters put up in classroom to provide daily reminders of "fatigue reducing" behaviours (education)

- Encourage students to set up WhatsApp group or other group message system (encourage interpersonal relationships)

Day 1 sorting activity

The teacher presents information and ideas in lots of different ways

The work is easy

The teacher is available to answer my questions whenever I need her

I exercise regularly

I use my mobile phone a lot

The teacher tries to make lessons funny

I have good relationships with the other students in the class

The teacher talks a lot

Educative posters

Energy Booster

When you start feeling fatigue; drink two glasses of water. The most common cause of fatigue is dehydration.

Dehydration can cause: problems focusing, mental fogginess, impaired short-term memory, dizziness, and fatigue.

SalomeTorres.com

Have you done some exercise this week?

do you want... less stress? better grades? less sickness? better mood?

sleep on it!

Getting enough sleep each night improves ability to manage stress, boosts the immune system, sharpens concentration and memory for studying and enhances overall physical and emotional health.

tips for better sleep

- Minimize sleep disruptions with a dark, quiet bedroom (try ear plugs and a sleep mask)
- Avoid caffeine and nicotine in the evening
- Keep regular bedtime/waking hours
- Keep up with schoolwork
- Exercise regularly

CAMPUS HEALTH SERVICE

End of week 1

- First wellness "check in" discussion (self assessment/autonomy)

Week 1 or 2

- Shared photo activity - emailed to teacher or on class Instagram page (encourage interpersonal relationships/self assessment)

Week 3 or 4

- Second wellness "check in" and restatement of goals (self assessment/autonomy)

Week 6 or 7

- Third wellness "check in" and restatement of goals (self assessment/autonomy)

Wellness "check in" activity

I feel positive about my progress in EAP.

I feel connected to my classmates.

I feel organised with my study.

I feel like I am learning new skills.

I am sleeping well at night.

Camila – International students may be scared on the first day of class. The reason is because there is some culture shock with so many different people in the class.

Priya – This image shows the picture of a lamp. The lamp is energised through electricity and I feel like by the time I complete this course, I will have core skills (energy) to advance in my postgraduate study in law. This course will provide effective communication skills which are critical in my professional career development as a lawyer.

Week 6 or 7

- (prior to commencement of summative assessment)
- Information about the effect of stress on the brain and how to reduce stress (education/autonomy)
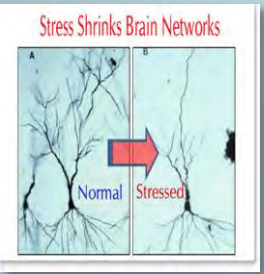
Week 11 or 12

- Final wellness "check in" and restatement of goals/re-focus motivation (self assessment/autonomy)

Week 12

- Revisit photo from week 1 and reflect (self assessment/interpersonal relationships)
- Presentation of "the more important" end-of-course certificates (interpersonal relationships)

Weekly activity

- "Review of the week" presentations in groups (self assessment/autonomy)

Stress Shrinks Brain Networks

Normal   Stressed

LACK OF SLEEP CAUSES PARTS OF YOUR BRAIN TO SLOW OR SHUT DOWN COMPLETELY.

PARIETAL LOBE
MATH & LOGIC
EFFECT: SLOWER THOUGHT PROCESSES AND DIFFICULTY FORMING LOGICAL CONCLUSIONS TO PROBLEMS

FRONTAL LOBE
CREATIVE THINKING
EFFECT: LACK OF IMAGINATION OR ORIGINALITY, LACK OF FOCUS, STUTTERING, USE OF CLICHÉS IN SPEECH

NEOCORTEX
MEMORY/LEARNING
DIFFICULTY LEARNING NEW TASKS AND MAKING NOVEL CONNECTIONS

PREFONTAL CORTEX
JUDGMENT AND VISUALS
EFFECT: BLURRED VISION AND HALLUCINATIONS

TEMPORAL LOBE
LANGUAGE
EFFECT: SLURRED SPEECH

Sometimes we have so much on our plate that we can may experience a stress response. The problem is, when we experience stress our brain literally doesn't work as well as normal. Our brain networks shrink and our performance usually declines. Relaxation can help reduce our stress levels and returns the brain to a more optimal level of functioning so we can focus again. Making sure you get enough sleep is also crucial for your brain to be at its best so perhaps try some relaxation techniques before bed if you are having difficulty sleeping due to stress.

Come and try Aikido & Zen meditation, mindful colouring, or origami to help your mind relax and get yourself ready for your next task.

Class 43 Certificate of Merit

Award: The "attention to detail" award

Awarded to: Chunmiao

For: Seeing the trees. All of the trees ☺

Signed:

Date:

Instructions

EAP 2 TP1 2017: "Review of the week" presentations

Each week, you will be put into small groups of 2 or 3 and asked to give a short verbal summary (approximately 2 minutes) of the different skills we have learned that week.

The areas to talk about will usually be the following, but may change depending on what we have studied that week...

Reading
Listening
Speaking
Writing

Grammar
Vocabulary
Wellbeing

Things to mention:
1. What we learned (content)
2. Techniques/strategies
3. Common problems
4. New information

Schedule (changes each week)

Groups and topics ⌄

Reading - Saeed & Kim

Writing - Majed & Hans

Listening - Summer & Nima

Speaking - Vishakha & Nan

EAP 2 important course information - Jason & Chris

Grammar - Zoko & Nina

Vocabulary - Prosper & Morpheus

Taking care of yourself during EAP 2 - Kai & Ellie

Discuss:

Are there any strategies from today's workshop that you are interested to try with your classes?

What other strategies do you use to create an engaging classroom culture?

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Supporting International Pre-Service Teachers

Cole Thomson

Griffith English Language Institute

Background

Griffith English Language Institute

Cohort

- 10 – 15 regular attendees

  - Mostly Chinese with a couple of Italians

Resources supplied

- Two weeks of material

- Aim to support students in vocation specific language

- Role plays became the key component

Initial impressions

- Extremely competent and well versed in curriculum areas

- Very high motivation

- Genuine concerns

Student concerns

- Curriculum specific language

- Slang

- Respect

- Dealing with colleagues

- Cultural differences

Trimester 1

- Students were clearly unprepared

- Baseline of students' ability was determined

- Peers commented on lessons before instructor offered additional points

Key areas for improvement

- Classroom awareness

- Voice

- Physical touch

- Self-control

- Prioritising

- Appropriate responses

Setting up lessons and transitions

- Students were not aware of the importance of starting well and moving between stages efficiently

Consolidation

- Final opportunities to demonstrate what they had learned

- Significant improvement

Trimester 2

- Second instructor came on board in the second trimester
- Her experience and different perspective was of enormous help

Research leading into Trimester 2

- *Preparing International Pre-Service Teachers for Professional Placement: In-School Induction* – **Sasikala Nallaya (UniSA)**
  Australian Journal of Teacher Education, v41 n4 Article 7 Apr 2016

- Cultural awareness

- Differences in education systems

- Developing relationships with real teachers

- Communicative proficiency in context

- Student confidence

- IPSTs given real world experience

- 100 % success rate of students who actively engaged in program

- Our T1 program had clearly been a step in the right direction
- T2 would focus on the issues highlighted in the research document

Workshops

- Mostly the same cohort as T1

- Each instructor took half the class for discussion of topics

- Debrief of Trimester 1 placement

- Theory vs Practice

- Culture shock

- Communication

- Experiences with mentors

- Students had concerns about QCT interviews

- Local high school deputy principal agreed to visit

- Easily the most popular session

Successes and Failures

- Very high practicum pass rate

- Students gave excellent feedback

- Small number of unsuccessful students

- A number of factors contributed to this but students did raise some points

  - Unrealistic expectations of mentors

Recommendations

- Integrated course

- Opportunities for students to get real world experience ahead of first placements

- Training for IPST mentor teachers and university supervisors

- A specialist language professional embedded in the program and practicum

- More class time allocated

Thank you for attending

ARLO BOOKS
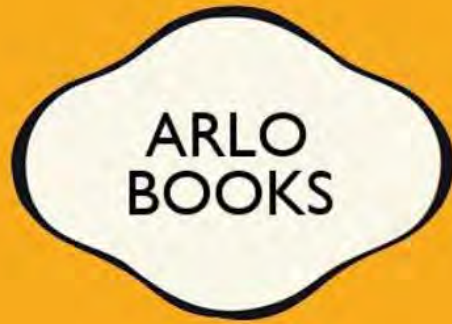
IT'S NOT ME... IT'S YOU. THE AWKWARD SILENCE OF GIVING FEEDBACK.

JAMES & FOX

Rufus James

&

Dave Fox

What we say	What we mean	What others hear
I only have a few minor comments...	Please rewrite completely.	Ah. She has found a few typos.
Very interesting.		
I'll bear it in mind.		
Oh, incidentally...		
I was a bit disappointed that...		
You must come for dinner!		

What we say	What we mean	What others hear
I only have a few minor comments…	Please rewrite completely.	Ah. She has found a few typos.
Very interesting.	That is CLEARLY nonsense.	She is impressed!
I'll bear it in mind.	I've forgotten it already.	Yay! She will probably do it.
Oh, incidentally…	The primary purpose of our discussion is…	This is not very important.
I was a bit disappointed that…	I am REALLY so annoyed that…	She isn't really bothered.
You must come for dinner!	I am NEVER giving you my address.	Cool! I will get an invitation soon.

ARLO BOOKS

YOU'RE CRAP, AND YOU KNOW YOU ARE

JAMES & FOX

The three C's

✓Clear
✓Concise
✓Constructive

ARLO
BOOKS

I LOVE THE SMELL OF OBSERVATIONS IN THE MORNING

JAMES & FOX

Reasons for observing

What's the point?
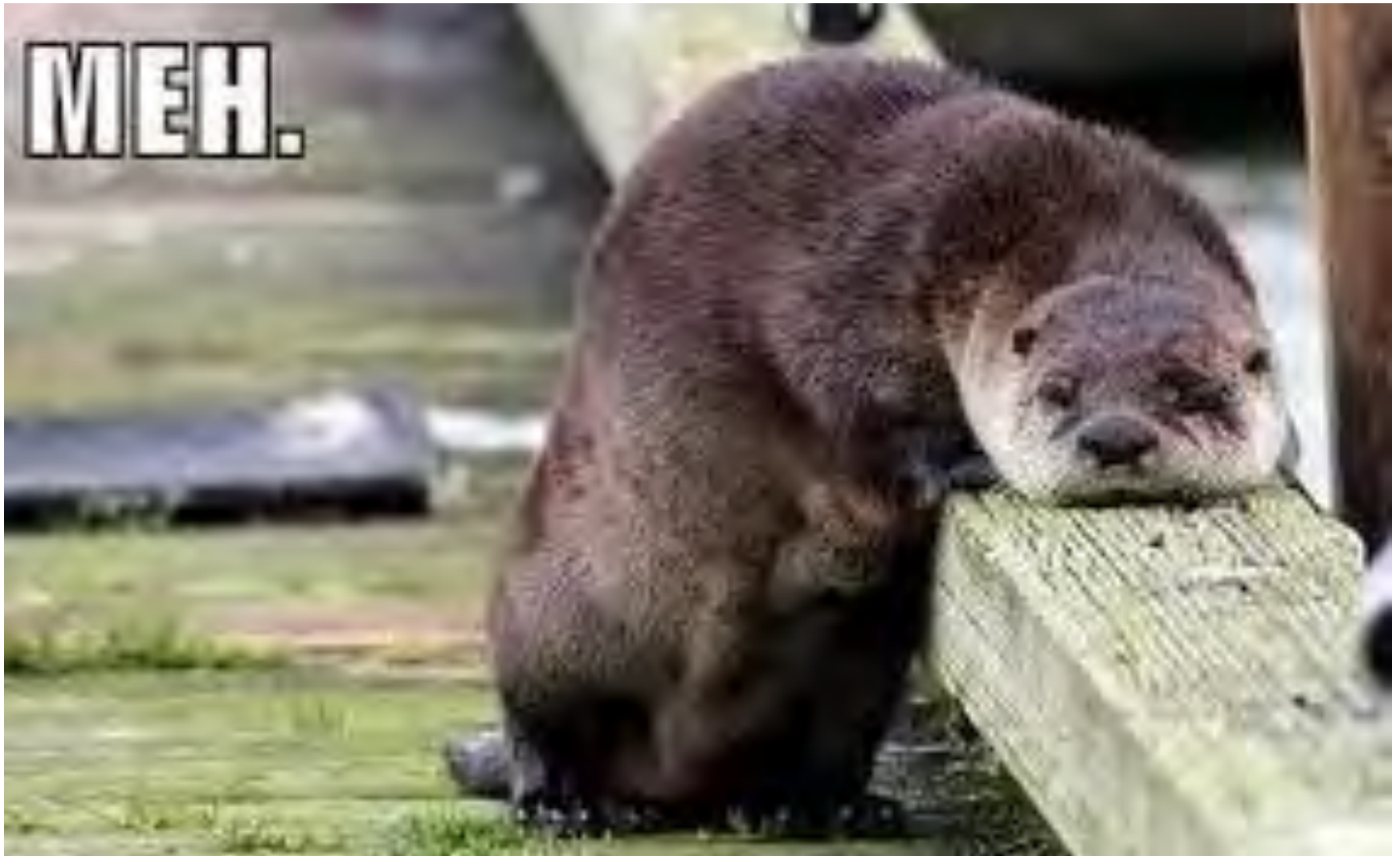
What's the point?

What's the point?

- Training
  - Best Practice
- Development
  - Observee uses observer
- Assessment
  - Course or appraisal
- Research
  - Researcher is the main learner

Focus dictates feedback

ARLO
BOOKS

I AM SERIOUS. AND
DON'T CALL ME SHIRLEY.

JAMES & FOX

Key
principles of
feedback

Key Principles

- See

- Notice

- Imagine

Key Principles

- See
  - *I see that you're wearing a red shirt*

- Notice
  - *I notice that you're left-handed*

- Imagine
  - *I imagine that you're missing your family while you're away*

ARLO
BOOKS

THE GOOD, THE BAD AND THE SANDWICH. TYPES OF FEEDBACK.

JAMES & FOX

Types of Feedback

- Directive

- Alternative

- Collaborative

- Non-directive

Types of Feedback

- TASK – 7 mins

- Look at the transcripts of pre-lesson discussions and discuss the possible pros and cons of each style.

Directive

- Pros
  - Relatively quick
  - New teachers may appreciate the direction

- Cons
  - Doesn't help to develop self reflection
  - Suggests there is a 'correct' way to teach

Alternative

- Pros
  - Helps teacher to see that teaching involves options more than absolutes
  - Can help critical thinking

- Cons
  - Some teachers may lack enough experience to suggest different options
  - Some suggestions may not be suitable

Collaborative

- Pros
  - Encourages critical thinking
  - Provides the teacher with support

- Cons
  - Some may feel it lacks direction

Non-directive

- Pros
  - Aims to help the teacher develop ability to analyse teaching
  - Responsibility for future action rests with the teacher

- Cons
  - Relatively time consuming
  - Can be challenging for the observer
  - May not suit all teachers – some want specifics

Judgemental vs. exploratory language

Instead of…

try…

- That's ridiculous!

- Why didn't you explain the aim of the lesson?

- If only you had corrected some of their mistakes as they spoke…

- The reading activity was OK, but it went on a bit too long…

- You should have given the fast finishers something extra to do.

- I hadn't considered that. How will it work?

- What would be the advantages of explaining the aim of the lesson?

-

-

-

ARLO
BOOKS

DON T LOOK AT ME IN THAT TONE OF VOICE. GIVING FEEDBACK THAT HURTS!

JAMES & FOX

How to TAKE feedback:

- Listen (don't respond immediately)
- Take notes (so you can respond later!)
- Separate the message from the messenger (don't shoot them!)
- Find the gold in the message

Takeaways – nom nom nom

- Clear / Concise / Constructive
- Focus dictates feedback
- See / Notice / Imagine
- There is no 'right' way (but there might be wrong ways)
- Explore don't judge

ARLO
BOOKS

GIVE IT TO ME BABY (UH
HUH, UH HUH)

JAMES & FOX

feedback
please!

Thoughts on dyslexia in the ESL classroom

Sara Bologna, ILSC Brisbane
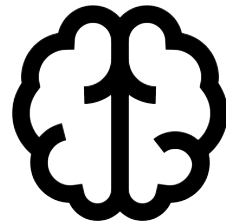
In this presentation

- Some facts and numbers
- Basic info and tell-tale signs
- Understand the complexity of the issue
  - Stigma, coping strategies, denial...
- Some easy adjustments to our lessons
- Available resources
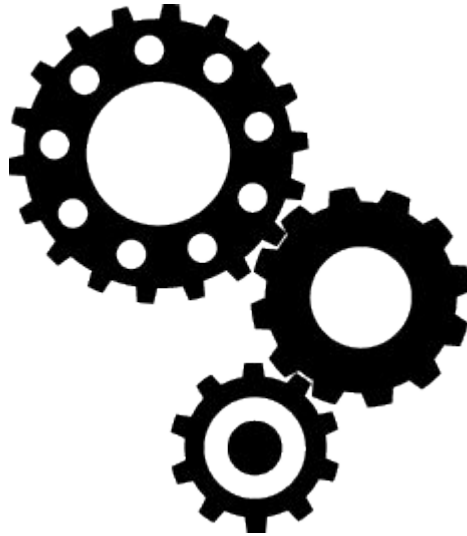
Fact or Myth?

Dyslexia affects more men than women

Fact or Myth?

Dyslexia affects more men than women

Dyslexia affects both genders in nearly equal numbers. Girls tend to quietly muddle through challenges, while boys become more disruptive and draw attention.

Source: dyslexiahelp.umich.edu

Fact or Myth?

Difficulties associated with dyslexia are on a continuum, it's not black or white.

Fact or Myth?

Difficulties associated with dyslexia are on a continuum, it's not black or white.

Some people may have more mild forms, while others may experience it more severely. It can occur in combination with other learning disabilities, such as dyscalculia or dysgraphia.

ILSC EDUCATION GROUP

Fact or Myth?

People with dyslexia are gifted in other areas, especially in the artistic and visual sphere.

🧠 Fact or Myth?

People with dyslexia are gifted in other areas, especially in the artistic and visual sphere.

MYTH

While there are many successful dyslexics who have gravitated towards these fields, systematic research has found little evidence to support this claim.

ilsc EDUCATION GROUP

🧠 Fact or Myth?

Dyslexic students struggle with phonics.

Fact or Myth?

Dyslexic students struggle with phonics.

Due to genetic variation, people with dyslexia find it harder to learn how to recognise and manipulate phonemes.

ilsc EDUCATION GROUP

🧠 Fact or Myth?

Dyslexia is uncommon. Affects less than 5% of people.

🧠 Fact or Myth?

Dyslexia is uncommon. Affects less than 5% of people.

MYTH

Dyslexia affects 5-10% of the population, on average across the world.

ILSC EDUCATION GROUP

Some numbers on dyslexia
(Australian Dyslexia Association)

- Affects 10% of Australian population
- **Up to 50% cases diagnosed late or never**
- Up to 80% with poor reading skills have it

Source: dyslexiaassociation.org.au

Some numbers on dyslexia
(Australian Dyslexia Association)

- Affects 10% of Australian population
- **Up to 50% cases diagnosed late or never**
- Up to 80% with poor reading skills have it

➡ Learning cognitive disorders affect 1 in 5

  ○ Numbers are comparable across countries

Source: dyslexiaassociation.org.au

ilsc EDUCATION GROUP

Some basic info on dyslexia

- It's genetic and can be inherited
- Often with ADHD
- Trouble with reading, spelling and writing despite normal intelligence in other areas
- Difficulties are on a continuum
- There are treatments but no cure

Some basic info on adult dyslexic students

- Can be very good at hiding it
- Often articulate and extraverted
- Hands-on learners
- Very effective reading strategies

Some basic info on adult dyslexic students

- Can be very good at hiding it
- Often articulate and extraverted
- Hands-on learners
- Very effective reading strategies
  UNLESS UNDIAGNOSED

Common tell-tale signs (1)

- Difficulty with directions and left/right
- Use fingers to count
- Easily distracted, especially by noise
- Difficulties with sequential processes, e.g. syntax
- Poor time management

Common tell-tale signs (2)

- Childish or illegible handwriting
- Poor spelling / backwards letters
- Slow reading
- Difficulties with numbers
- Sometimes don't get jokes/metaphors

Childish or illegible handwriting

Common tell-tale signs (3)

- Highly intuitive / street smart
- Highly empathetic
- Creative thinkers
- Problem Solvers
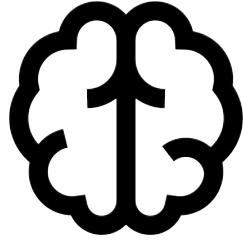
Dyslexia is complex. How do dyslexics acquire first and second language?

Dyslexia in LA

- Impaired phonological awareness
- Difficulties combining visual stimuli with thought process → translating symbols into sounds
- Coding/decoding poses problems

Gabrieli, J. (2009). **Dyslexia: A New Synergy between Education and Cognitive Neuroscience**. *Science, 325*(5938), 280-283. Retrieved from http://www.jstor.org/stable/20536638

Dyslexia in SLA

- Little/inconsistent literature on the topic
- Conflicting theories
  - Affects all four skills due to teaching methods?
  - Only reading and writing affected?
  - Difficulties with highly orthographic languages?
  - … ?

Source: Dyslexia Association of Ireland

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Dyslexia in ESL

(Dyslexia Association of Ireland)

- English is highly orthographic
- English is highly configurational
- Symptoms get aggravated by stress
  - Again, confidence!

Source: Dyslexia Association of Ireland

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The stigma

- Stronger in some countries
  - Often goes undiagnosed
- Associated with being *dumb, slow, lazy...*

The stigma

- Stronger in some countries
  - Often goes undiagnosed
- Associated with being *dumb, slow, lazy...*

➡ How do we approach it?
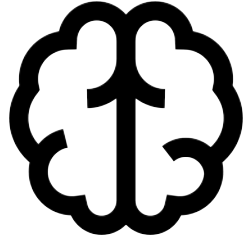
What can we do in class to help dyslexic students?

Learn

- Make time to read about it
- Ask your school to buy resources
- Talk about it with your colleagues
- When possible, talk to the affected students
- Keep an open mind when it comes to lazy, distracted and disruptive students.

Support (1)

- Give achievable tasks to help confidence
- More videos and images
- Adapt lessons as much as possible
  - Reading as homework rather than in class
  - Remember: they cannot skim/scan a text
- Regular revision

Support (2)

- Flashcards work well for
  - phonetics/pronunciation
  - Teaching word order
- Limit grammar worksheets in class
- Think about pair/group work
- Use specific fonts and bold face

Fonts*
(British Dyslexia Association)

- Sans-serifs (Arial, Verdana, Comic Sans...)
- Dyslexie, opendyslexic, mono dyslexic, gill dyslexic...

Don't use this

Don't use this

Don't use this

Please, use this

Please, use this

Please, use this

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Support (3)

- Be aware of the limitations of our *common sense* and *best judgement*
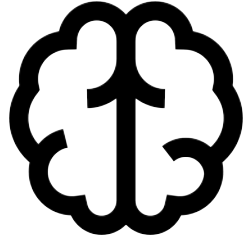
What resources can we access to help dyslexic students?

Information online: handle with care

- Busyteacher.org - easy blog articles
- Understood.org - focus on children
- Dyslexiahelp.umich.edu - uni of Michigan

Oxford University Press

- Adapted tests for some books (EF, not AEF)
- Textbooks and short courses (30 hrs)
  - *Supporting Learners with Dyslexia in the ELT classroom*, Michele Daloiso (April 2017)
- Evaluation forms (are they useful?)

Oxford University Press

- Adapted tests for some books (EF, not AEF)
- Textbooks and short courses (30 hrs)
  - *Supporting Learners with Dyslexia in the ELT classroom*, Michele Daloiso (April 2017)
- Evaluation forms
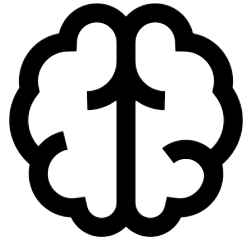
Now what?
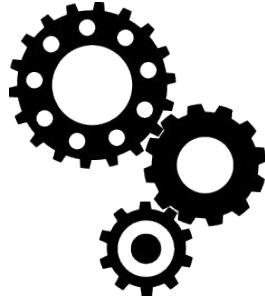
References

- Gabrieli, J. (2009). **Dyslexia: A New Synergy between Education and Cognitive Neuroscience.** *Science, 325*(5938), 280-283. Retrieved from http://www.jstor.org/stable/20536638
- **Supporting Learners with Dyslexia in the ELT Classroom**, Oxford University Press: elt.oup.com/teachers/supportingdyslexia/

Translanguaging and Social Justice: a possibility in ELT

Michelle Ocriciano

michelle.ocriciano@gmail.com

INTRO

DISRUPT

DECONSTRUCT

RESHAPE

REBUILD

It's all about eggs!

INSPIRATION

Ofelia Garcia
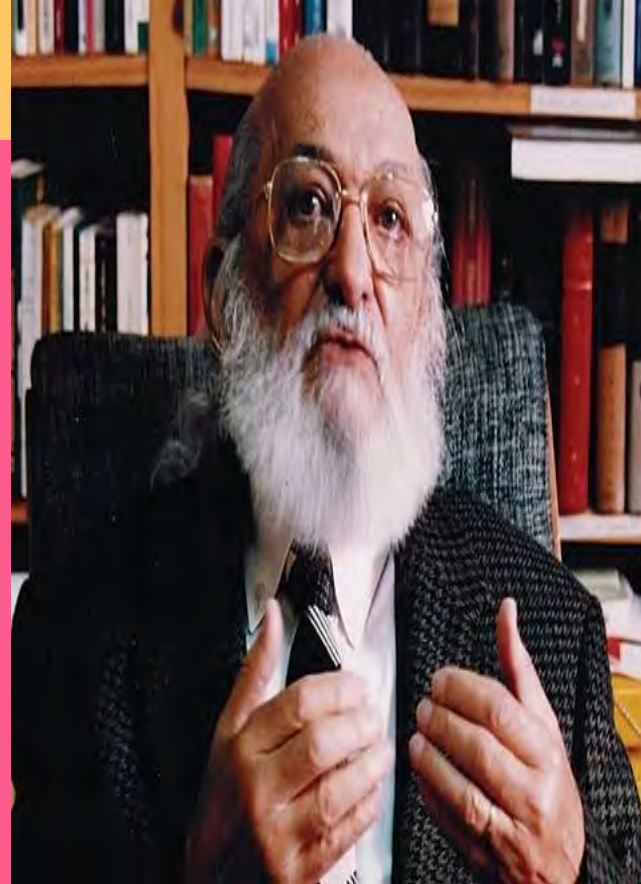
Paulo Freire

Claire Kramsch

BACKGROUND

LANGUAGE

Language—more specifically human language—refers to the grammar and other rules and norms that allow humans to make utterances and sounds in a way that others can understand. John McWhorter

DISCOURSE

Power, knowledge and ideologies together with the meaning of both what was said and what wasn't.

Djdsgriotiyopolfd;gl';lh;;khioei yoirpotrgpdfoklmkgfmfnkh'g;d fg;fdlgg;lgfkjkgjhkj

REPERTOIRE

Linguistic or verbal repertoire is **'the set of language varieties used in the speaking and writing practices of a speech community'** (Finegan 2004, glossary). In other words, the linguistic repertoire of a speech community includes all the linguistic varieties (registers, dialects, styles, accents, etc.) which exist in this community.

DIRECT METHOD

It is a method of teaching that was developed as a response to the Grammar-Translation method. It sought to immerse the learner in the same way as when a first language is learnt. All teaching is done in the target language, grammar is taught inductively, there is a focus on speaking and listening, and only useful 'everyday' language is taught.

POSTMETHOD

Rather than subscribe to a single set of procedures, postmethod teachers are dissatisfied with the conventional concept of method and adapt their approach in accordance with local, contextual factors, while at the same time being guided by a number of 'macrostrategies'. Two such macrostrategies are 'Maximise learning opportunities' and 'Promote learner autonomy'.

WHAT IS TRANSLANGUAGING?

A term first coined by Cen Williams (1994) "the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system" (Canagarajah 2011:401)

"A **translanguaging classroom** is any classroom in which students may deploy their **full linguistic repertoires**, and not just the particular language(s) that are officially used for instructional purposes in that space" (p. 1).

tradition

Goal of language education
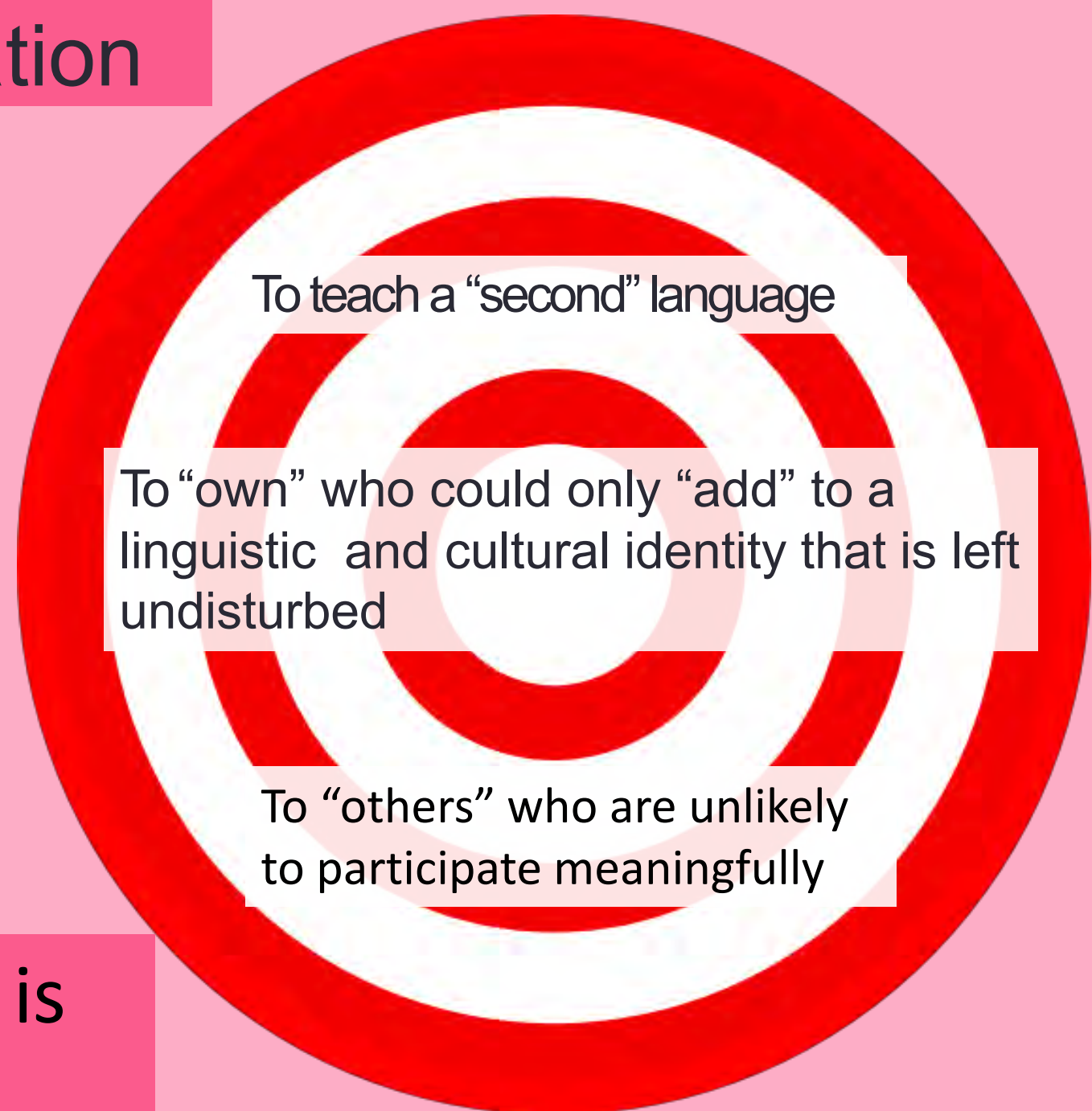
To teach a "second" language

To "own" who could only "add" to a linguistic and cultural identity that is left undisturbed

To "others" who are unlikely to participate meaningfully

But, teacher, my English is "broken."

Pedagogies of complete separation

Pedagogies based on diglossia

/ˌdaɪˈglɑː.si.ə/

In sociolinguistics, diglossia is a situation in which two distinct varieties of a language are spoken within the same speech community.

BILINGUALISM

Subtractive bilingualism for "others"

Additive bilingualism

for the elite

Daily Mirror ✓
@DailyMirror

Princess Charlotte already speaks two languages at just two-years-old

mirror.co.uk/news/uk-news/p...

Subtractive bilingualism

Additive bilingualism

For those who don't belong
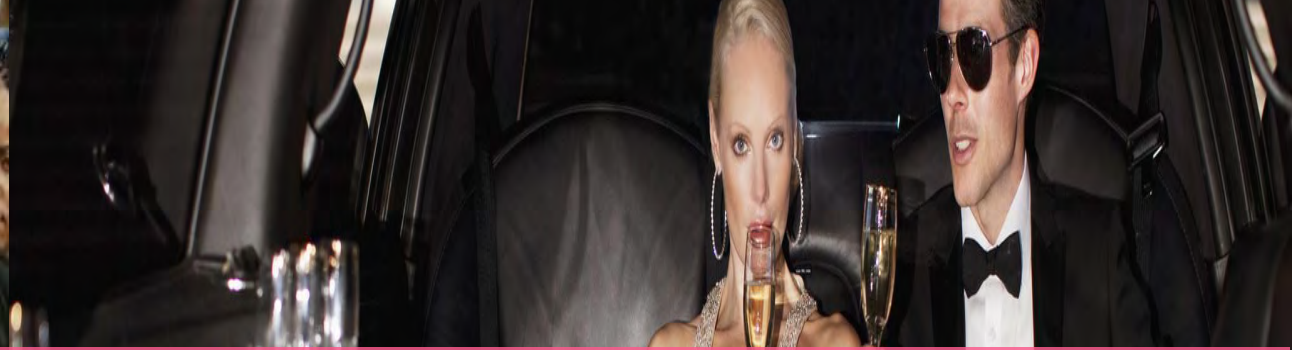
For those who belong

DEFICIT

L1 + L2 = L1 L2 Additive bilingualism
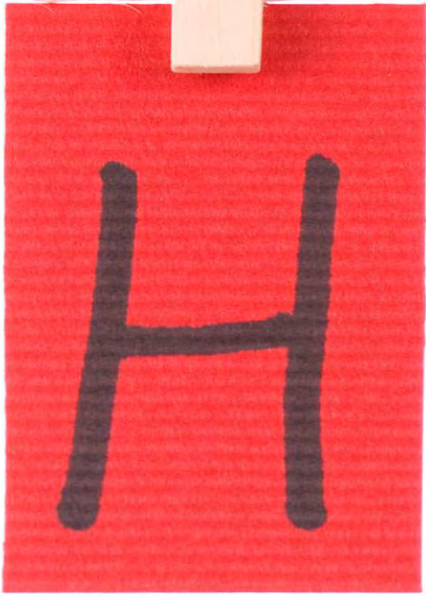
L1 + L2 = L1 L2 Subtractive bilingualism
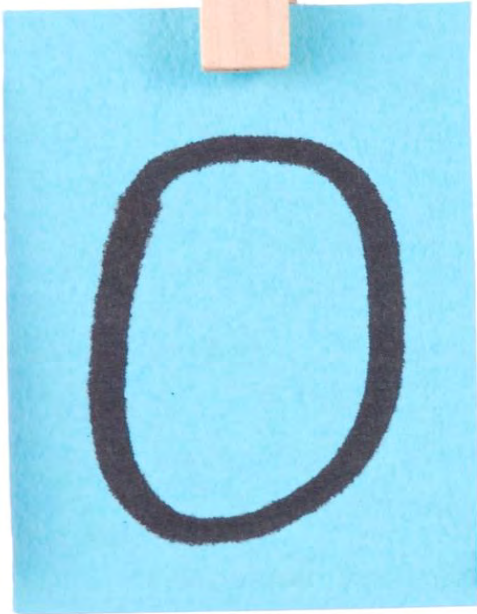
The world has turned......

What about language education?

HOW?

A neoliberal economic regime
(Harvey, 2005)

Deregulation of markets

Privatization and withdrawal of state from social provisions

Deterritorialization & displacements

Spaces are interconnected

Transnational circulation (capital, commodities, labour and people). Technology

Migrations & displacements

Breaking out of the box
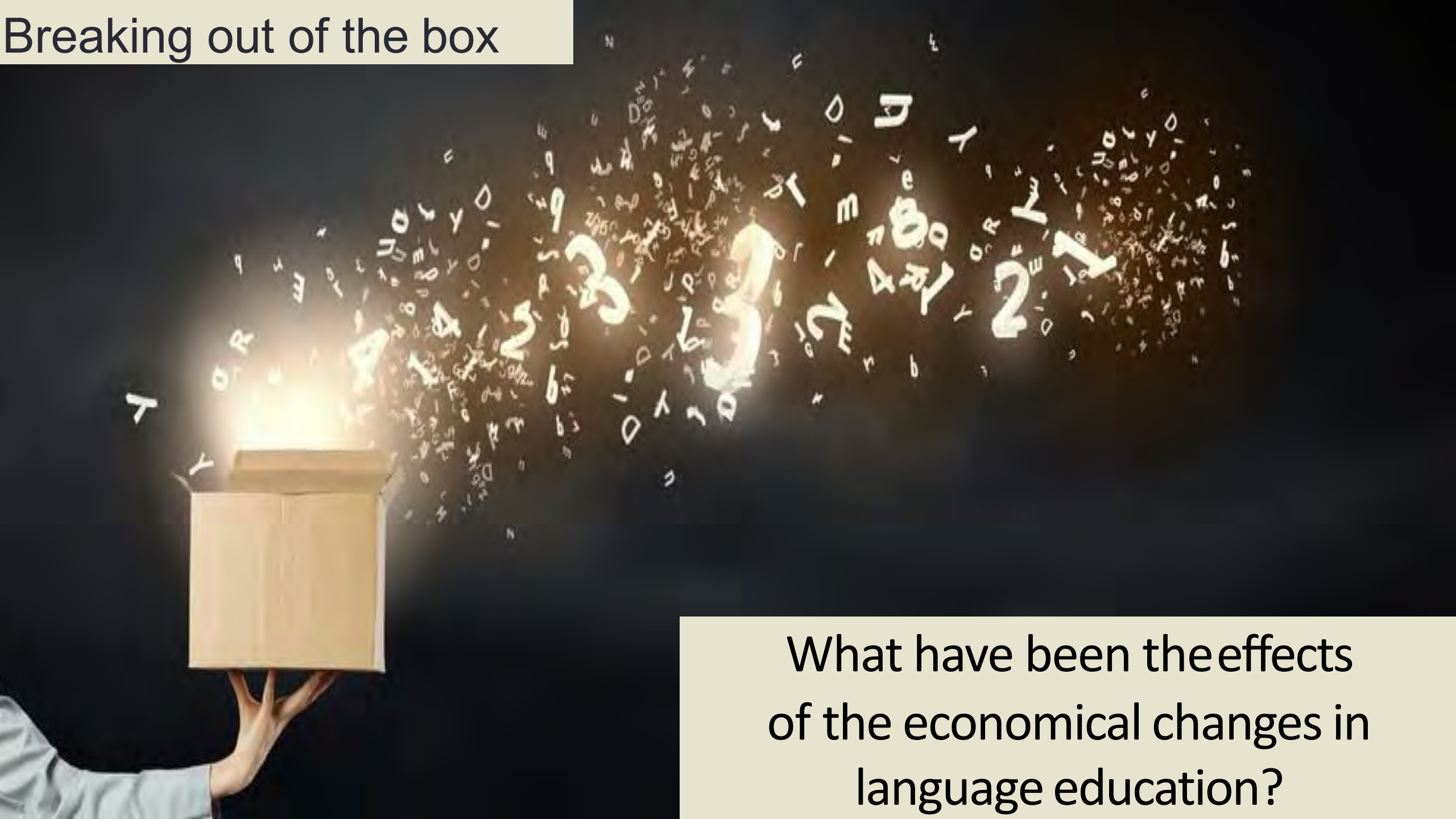
What have been the effects of the economical changes in language education?

Many marginalized communities have broken out of boundaries that had been imposed.

Subtractive bilingualism questioned

The powerful have broken out of their national borders

Additive bilingualism no longer sufficient turn toward plurilingualism

Breaking out has made **Dynamic bilingualism** visible

Complexity   **Interconnectivity**   Multiplicity

Bilingualism can re-shape conceptualizations of "second language" education

Not a "second" language. New language features & practices

T: This tree is bigger. That tree is smaller.

Alicia: [Tries out under her breath]. This tree is *grander*. (9/23/2007)

KEEP TRANQUILO AND HABLA SPANGLISH

George Lopez - Spanglish

https://www.youtube.com/watch?v=Z13CVD0idrM&feature=youtu.be

NOT

Code-switching

In the Translanguaging perspective, they are

TRANSLANGUAGING

Using their full language repertoire of features to make meaning and extend their repertoire

They are using their own **language features** in **interrelationship** with new ones to make meaning and communicate.

They are constructing their **dynamic bilingual repertoire** by adding features to those they already have.

Not "language learners"

instead

Emergent Bilinguals

Voices always under construction

TRANSLANGUAGING CORRIENTE

García, Johnson & Seltzer, 2016
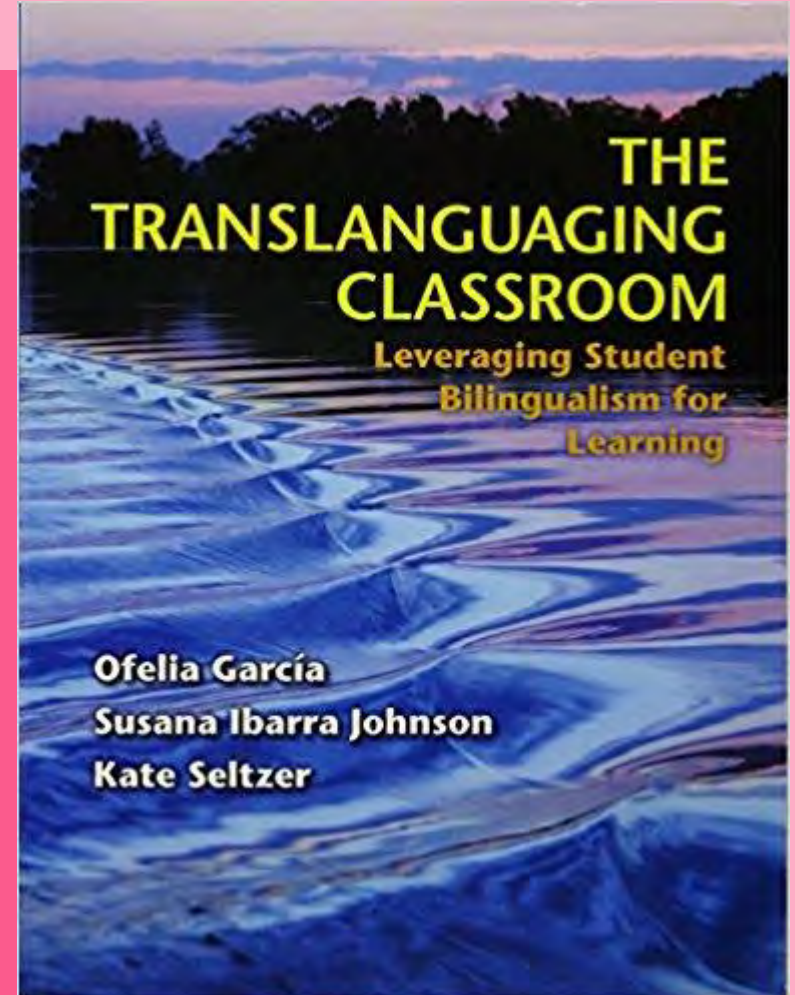
Translanguaging Corriente

Refers to the constant flow of students' dynamic bilingualism that runs through classrooms and schools

Allows bilingual students to integrate language features that are usually kept separate

Changes the static linguistic landscape that is described and defined from monolingual perspectives

Students' Translanguaging Performances

The Translanguaging Corriente

Teacher's Translanguaging Pedagogy
- Stance
- Design
- Shifts
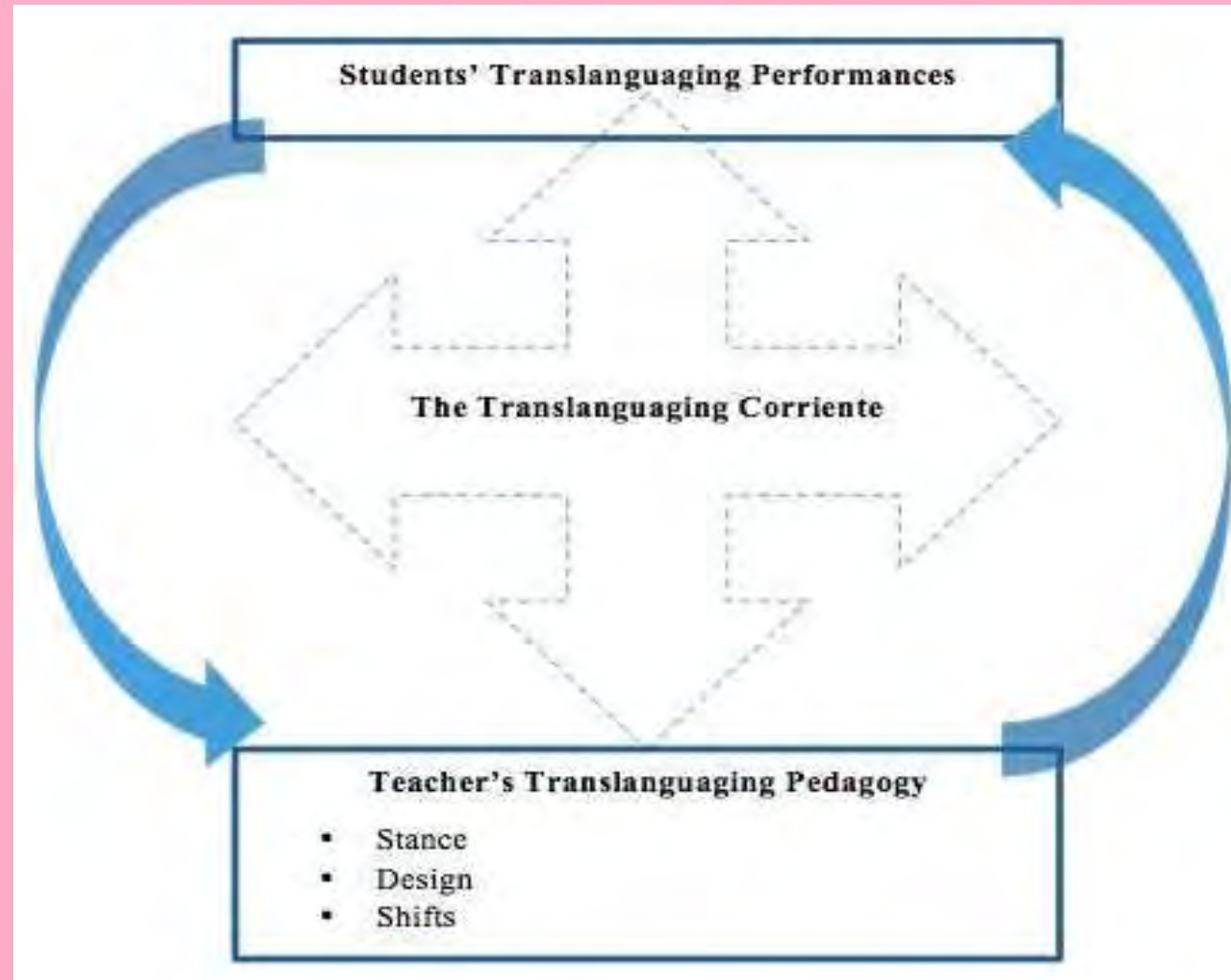
What translanguaging enables

Translanguaging **equalizes** the distance between home language practices and those desired in school.

Translanguaging **liberates and includes** the multilingual voices of speakers that have been constrained or repressed in school

Translanguaging to create a **trans-subject** to change perspectives and terms through which conversations FOR SOCIAL JUSTICE are had.

Normalizes

multilingual use, speakers and audiences

HOW TO DO IT

EXAMPLES

Acknowledge their home language

Multilingual Word Walls

continent continent		Africa is the second largest continent. L'Afrique est le deuxième plus grand continent.
equator équateur		The equator crosses Africa. L'équateur traverse l'Afrique.
desert désert		Africa has three large deserts. L'Afrique a trois grands déserts.
mountains montagnes		Africa has mountains. L'Afrique a des montagnes.
savannah savane		Africa has a savannah across the center. L'Afrique a une savane à travers le centre.

Multilingual Writing References

Français	English
Tout d'abord vous devez vous rendre à l'Afrique du Sud **parce...** **Une des raisons** que vous devriez aller en Egypte **est...**	**First of all,** you should go to South Africa **because...** **One reason** you should go to Egypt **is...**
Une autre raison, vous devriez aller au Kenya parce **que...** **En outre,** vous devriez aller au Sénégal en raison...	**Another reason** you should go to Kenya **is...** **In addition,** you should go to Senegal because...
Enfin, vous devez vous rendre au Maroc parce **que...**	**Finally,** you should go to Morocco because...

Google Translate

Why use translanguaging in instruction?

To enable students to engage with and comprehend complex content and texts

To develop students' linguistic practices for academic contexts

To make space for students to draw on their bilingualism and bilingual ways of knowing

To support students' social emotional development and bilingual identities, and advance social justice
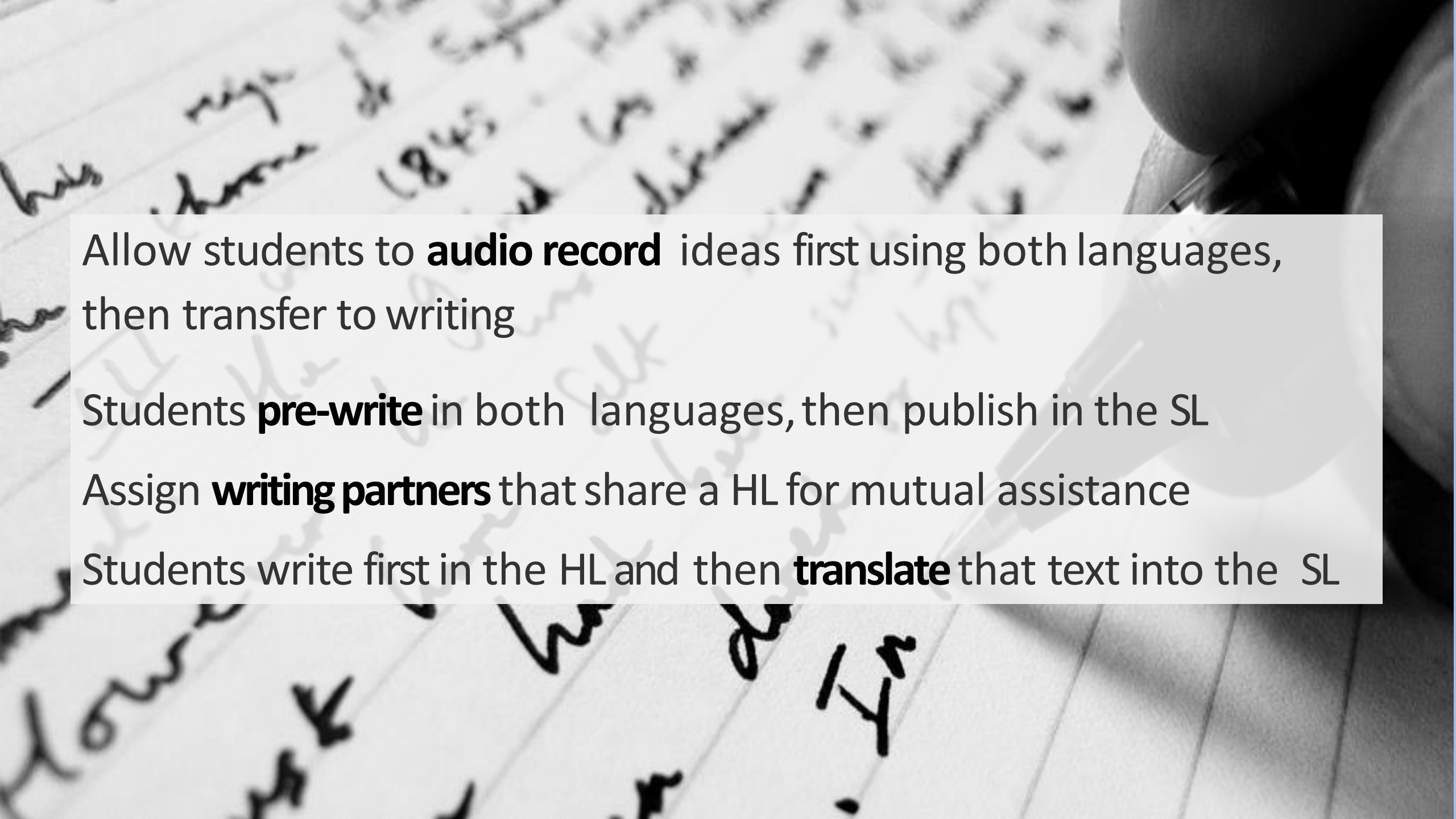
TAKE-AWAYS

Students read in the SL and **discuss/analyze** what they read in the HL

Assign **reading partners** that share a HL for mutual assistance

Students do **independent reading** in multiple languages

Encourage students to read & research **for research projects** in both languages

Supplement SL readings with HL language readings on the **same topic/theme**
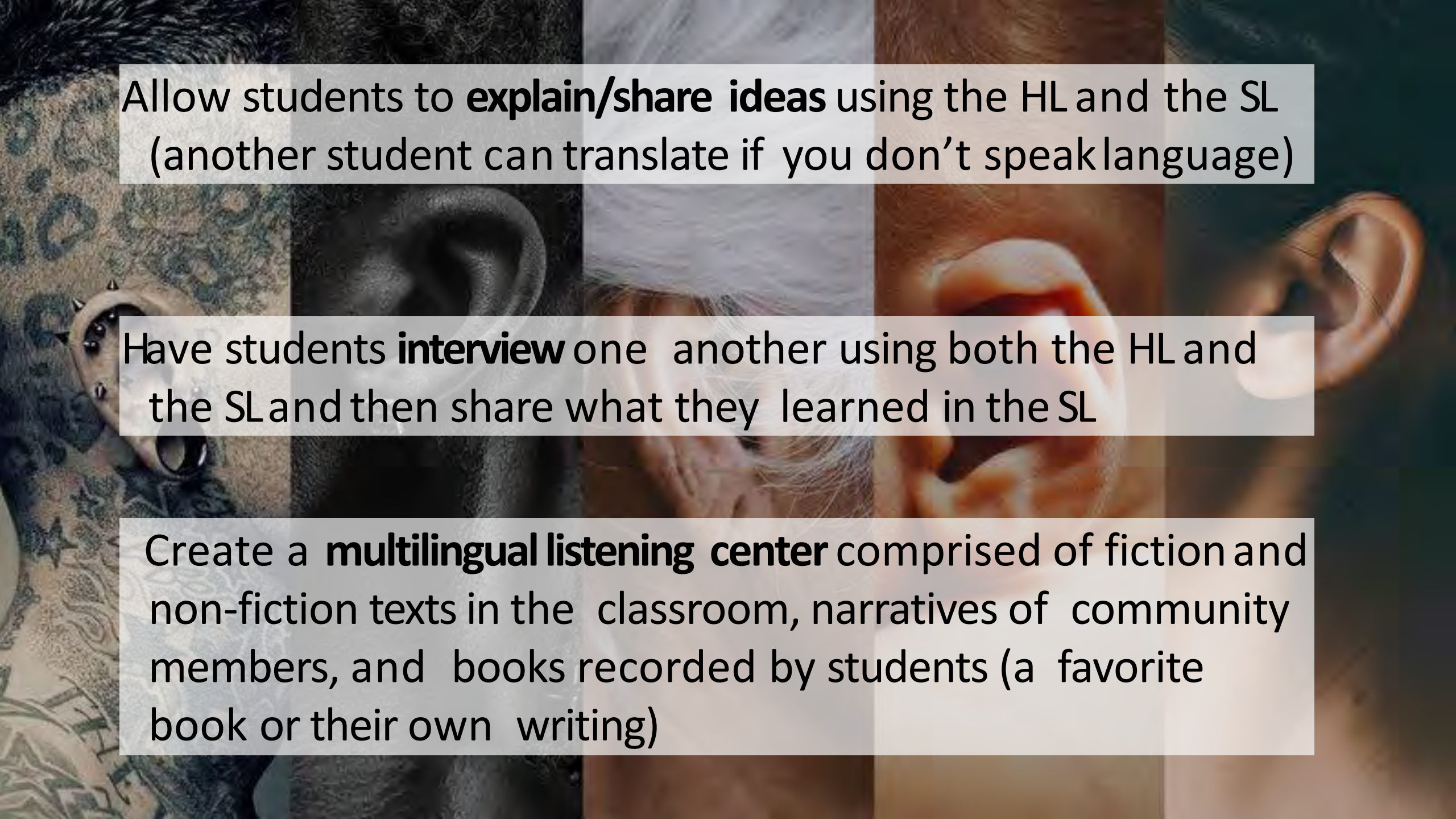
Allow students to **audio record** ideas first using both languages, then transfer to writing

Students **pre-write** in both languages, then publish in the SL

Assign **writing partners** that share a HL for mutual assistance

Students write first in the HL and then **translate** that text into the SL

Allow students to **explain/share ideas** using the HL and the SL (another student can translate if you don't speak language)

Have students **interview** one another using both the HL and the SL and then share what they learned in the SL

Create a **multilingual listening center** comprised of fiction and non-fiction texts in the classroom, narratives of community members, and books recorded by students (a favorite book or their own writing)

Assign newcomers a **buddy** to show them around school, answer questions, etc.

Group students so they can use both languages in small group work, then present in the SL

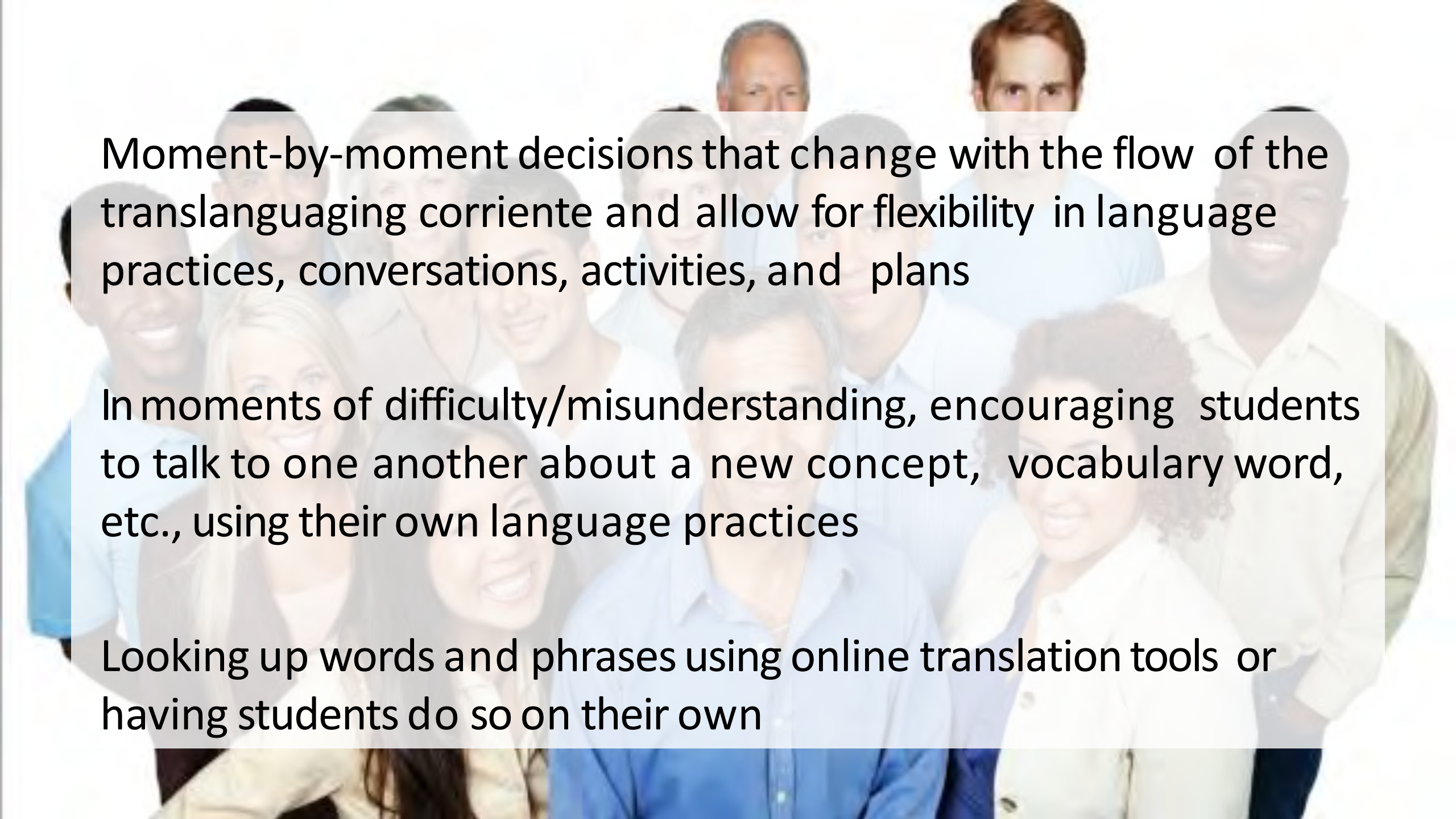Allow students to discuss lesson/ideas with partner in **the HL and SL**

Create multilingual word walls

Create cognate charts

Utilize multilingual graphic organizers

Provide students with bilingual and/or bilingual picture dictionaries

Moment-by-moment decisions that change with the flow of the translanguaging corriente and allow for flexibility in language practices, conversations, activities, and plans

In moments of difficulty/misunderstanding, encouraging students to talk to one another about a new concept, vocabulary word, etc., using their own language practices

Looking up words and phrases using online translation tools or having students do so on their own

Students' performance

Do not separate "proficiency" into countable "languages"

Move away from deficit views of students' language

Recognize that **bilinguals' "proficiency"** shifts depending on the social situation/social context (not linear)

Whoever teaches learns in the act of teaching, and whoever learns teaches in the act of learning.

— Paulo Freire —

Be a co-learner!

TRANSLANGUAGING

Ofelia García on "Translanguaging" during the Multilingualism & Diversity Lectures 2017.

PROF. PH.D. OFELIA GARCÍA
Translanguaging

Ofelia García - Translanguaging
Talk of Prof. Ph.D. Ofelia Garcí...
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Psychology Today interview with Ofelia Garcia

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Interview conducted by Franço...
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EAL Journal

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Review: A Brief History of Neoliberalismby David Harvey

A Brief History of Neoliberalism

Michael J Thompson

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A guide for educators

TRANSLANGUAGING:
A CUNY-NYSIEB GUIDE FOR EDUCATORS

FINAL-Translanguaging-Guide...
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Toward a Postmethod Pedagogy

Toward a Postmethod Pedagogy

B. KUMARAVADIVELU
San Jose State University
San Jose, California, United States

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Education, Multilingualism and Translanguaging in the 21st century

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The Linguistic Repertoire Revisited

Applied Linguistics Advance Access published October 5, 2012

The Linguistic Repertoire Revisited

BRIGITTA BUSCH

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Claire Kramsch

(Critical) discourse analysis in foreign language study in an age of multilingualism

"(Critical) discourse analysis i...
youtube.com

REVIEW: The Translanguaging Classroom: Leveraging Student Bilingualism for Learning

THE TRANSLANGUAGING CLASSROOM
Leveraging Student Bilingualism for Learning

The Translanguaging Classroo...
Caslon makes books for admi...
caslonpublishing

Download

goo.gl/LonUvA

padlet

You will never believe what happened in class today!

NINA GINSBERG

GELI

This is a fun and positive participatory session

It celebrates the unique, wonderful, hilarious and often touching moments in our collective teacher experience.

Focus for this session

Once the door closes…

There is an uniqueness to international student expressions

The time, the trust, the results..

They happen in an instance, then are gone, but a few remain

Space and time to reflect, enjoy and share

These stories delight, immortalize, entertain, and give us meaning!

Let's celebrate and share our fun, humorous, surprising and poignant classroom moments.

Ah…the memories…

When you age many changes happen in your body. For example, when you get old, so do your bowels and you get intercontinental.

A pair of stripped trousers.

He has a great sex of humour.

Prince Andrew, the Duck of York.

This is participatory!

If you had to classify your memorable classroom experiences and stories (the ones that make you smile wistfully) into 3-5 categories, what would your 'classifications' be?

From my classroom

- How do you spell a 'ladder'?

- If you want to do more work on this..

- You must do your homework sheet! and No plagiarism! You're a cheat!

- Pronunciation: The German card counting game

- My earthquake experience

Sentence practice:

Write a sentence about your perfect partner

"I want a man who will stay with me in the good times and the bed"

Surrogacy

Jeong vs. Tawfeek

…its so hard to explain in English..

How will this session work?

Table Activity

<u>Discuss and decide</u>: how should we run this session?

Some considerations:
- Timing (we have 20-25mins)
- Need to sharing stories
- How will we document, collect or share these stories
- Other ideas..

10 minutes

Let's get talking!

20-25 mins

Bring it all together
Other notes, ideas and considerations

5 mins

To conclude…

Thanks for your time, energy, stories and experiences!

Stay in touch:
Nina Ginsberg
n.ginsberg@griffith.edu.au

Pre-intermediate new vocabulary: *single room*, *single ticket*, *single bed*.

One of the girls raised her hand and said, 'Ah, yes, *single beds* like in the song!'

'Which song?' I asked.

'The one they sing for Christmas: *Single bed, single bed, single all the way!*'

◦ By Patricia Renou

Table Activity:

In your group, each person shares a memorable story from the classroom

10 minutes

Writing

Write a letter of complaint about a fish and ship shop that has just opened in your area. Complain about the noise...

'*Now it is very noisy, dirty and smelly. We had piss everywhere...*'
- ◦ context, conventions and bad habits
- ◦ Vocab switch – piss = urine

'*Yes, but you know, in English you always say piss and quiet...*'