LiSC - Linguistics and Teaching Professionals

Wednesday 11 December, 13.30-17.00
Room 147, MGSM

The Linguistics in the School Curriculum SiG is holding its second annual session on bridging the gap between the Australian school education system and linguistics in tertiary education, with a focus on linguistics in teacher education, both at the initial qualification level and in ongoing professional development.

Program

13.30-14.00	Applying conversation analysis: A focus on teacher education	Anna Filipi
14.00-14.30	The Poetry in First Languages (PIFL) program	Kirli Saunders
14.30-15.00	Building the curriculum	Daniel Midgley
15.00-15.30	Break	
15.30-16.00	VCE English Language: Linguistics and the senior secondary classroom	Annelise Balsamo
16.00-16.30	Assessing VCE English Language nearly twenty years on	Jean Mulder & Caroline Thomas
16.30-17.00	LiSC Special Interest Group Meeting	Jean Mulder

Abstracts

Applying conversation analysis: A focus on teacher education
Anna Filipi, Monash University

Applications from findings in conversation analysis (CA) (or interventionist CA) have been a focus of interest in second language teaching and learning (e.g., Barraja-Rohan 1997; Huth & Taleghani-Nikazm 2006; Wong 2002) and high stakes second language testing (e.g., Filipi, 1994; Seedhouse & Egbert, 2006) for well over a decade. Since these early studies, research interest has gained momentum both in studies about L2 including teacher education (e.g., Wong & Waring, 2010) and more widely in a range of professions. The studies in Antaki (2011) for example, show how findings from conversation analysis can be used in ways that go beyond a mere telling or informing through interventions in the training of a range of professionals. Typically, these interventions include both a pre-intervention and a main intervention stage where professionals start by noticing patterns that "are most often located in some sequentially specific slot within that phase/activity" (Robinson & Heritage 2014, p. 203). The main intervention is then approached in ways relevant to the context. Using approaches from experiential learning, the interventions typically involve using video and audio materials, transcripts, tasks such as role-play, and corpora (generated over time by the participants themselves or drawing on other publicly available corpora). In this way, through a process of noticing, practising, "doing" and reflecting, the professionals undergo a shift from being participants to becoming analysts.

Using Antaki's (2011) distinction between institutional and interventionist applied CA, Filipi & Markee (2018) categorised a five-point scale of approaches in language teaching and learning from the most descriptive to the most interventionist. In the first category are studies that describe what is going on in L2 classroom talk. In the second, are studies that conclude with a statement about the implications for teacher education and learning. The third category includes a stronger set of specific recommendations directly addressed to stakeholders for consideration and implementation. In the fourth category are studies that offer a set of actual procedures, activities to be used and course materials or a pedagogy. They are therefore aimed at language teaching and/or teacher education.

Finally, in the fifth group, are studies that are longitudinal in design and addressed to the development of interactional competence in the L2 or professional competence over time. It also includes researching the intervention at the end of the process.

Using these categories and specific research findings in CA about teacher talk - i.e. the three part instructional sequence of Initiation, Response, Evaluation (Mehan, 1979) and the language alternation practices in the L2 classroom (Filipi & Markee, 2018) - this paper will describe how applications of findings, mainly consistent with category 4 described above, have been incorporated in teacher education courses (the languages specialism in the Master of Teaching and the Master of TESOL) at an Australian University through course activities and in assessment tasks. The study will also discuss the limitations in achieving more "lasting" change (as per studies in category 5) imposed by the structure of the courses.

References
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The *Poetry in First Languages* (PIFL) program
Kirli Saunders, Red Room Poetry

Join proud Gunai poet and award-winning international children's author, Kirli Saunders as she reflects on the findings of Bailey and Yang in their report on her ***Poetry in First Languages* (PIFL)** program. Delivered by Red Room Poetry, PIFL aims to celebrate, preserve and share first nations languages through poetry publication, workshops and performances. Kirli will explore poetry as a medium for cultural learning and examine the practical applications of the First Nations language instruction for teaching and learning in the classroom.

Building the curriculum
Daniel Midgley, University of Western Australia

This presentation investigates the process of creating a 24-lesson syllabus for a secondary school linguistics course, along with some preliminary results from evaluations from students who have gone through the course. Creating this syllabus has required a fine balance between student needs, student interest, availability of existing materials, teacher skillset, and the requirements of the language curriculum.

The state of Victoria already has a working system, with outcomes, materials, and institutional support. The content of this program served as a model for the current study. However, putting a secondary linguistics program into effect in Western Australia, without this infrastructure in place, has required some modification of this approach.

Initially, materials from the yearly OzCLO competition — the Australian Computational and Linguistic Olympiad — were selected for their wide availability and appeal. This appeal, while evident in a competitive situation, has not translated to the classroom. Speedy analysis is one useful skill in linguistics, but other skills have taken precedence in this curriculum, including knowledge about language, code-switching, and the ability of students to analyse their own language behaviour.

VCE English Language: Linguistics and the senior secondary classroom
Dr Annelise Balsamo, Victorian Curriculum and Assessment Authority (VCAA)

VCE English Language is one of four English studies Victorian senior secondary students can select to fulfil the English component of a VCE sequence. As the current English Curriculum Manager at the Victorian Curriculum and Assessment Authority (VCAA) and a former VCE English Language teacher, I would like to explore the study from a professional and a personal perspective. I'll look at the current Study Design, and its features, and at the story the student statistics tell us about this study. I'll also speak about my own experience teaching VCE English Language and share some of my observations.

Assessing VCE English Language nearly twenty years on
Jean Mulder, University of Melbourne and
Caroline Thomas, Foundation VCE English Language Teacher

VCE English Language (EL), which is unique to Victoria, is one of the four senior secondary English subjects offered at the Unit 3-4 level in this state by the Victorian Curriculum and Assessment Authority (VCAA). Broadly, EL takes a linguistic approach, combining the explicit teaching of grammar with the actual real-world study of language. Piloted in 2000 with full accreditation in 2001, the study design for EL has undergone two major revisions, with a third currently projected for 2021.

Although EL has now been offered for nearly twenty years and has seen steady growth in terms of student numbers and providers, there has been little detailed evaluation of the subject, particularly in terms of the nature of the students who take it up and their assessment of it. Accordingly, in this presentation, we consider the following questions:

- Which types of students choose EL and why?
- Do they choose EL in addition to or instead of other offerings in the VCE English group?
- What benefits do students see in doing the subject?
- By doing the subject, what appreciation of language do students report that they develop?
- What challenges do they find that they face in doing this subject?

Our data consist of four surveys that we conducted during 2009-2015 with a total of over 1500 Unit 3-4 EL students augmented with statistical information obtained from the VCAA website (www.vcaa.vic.edu.au). We first characterize the students who choose EL in terms of gender and subject selection, with a significant finding being that maths/science students are by far the largest identifiable stream of Unit 3-4 EL students. Taken together, our findings present a clear idea of the type of students who are drawn to this subject and suggest that in the main they are different from those who choose Literature as an alternative, or in addition, to English and English as an Additional Language.

We then turn to the student perspective, presenting both quantitative and qualitative data from the four surveys. Results from the six Liker-scale questions consistently show high mean values for

students' evaluation of EL in terms of 'Enjoyment', 'Raising awareness of the use of English', 'Strengthening skills in written and spoken use of English', 'Relevance to everyday life' and 'Recommendation to other VCE students'; interestingly, students indicate that 'Studying Linguistics in the future' is not currently in their plans. Responses to open-ended questions about why students chose to do EL, what they enjoyed most and what they found most challenging are presented thematically, with results compared across the years. This analysis provides rich insight into students' assessment of the subject.

Overall, we argue that having a better understanding of the nature of the students who take up EL and their perceptions of the subject provides valuable information about the role of this subject within the English suite of senior secondary subjects in Victoria, which, in turn, is useful for future planning of the subject and potential offerings of a similar subject elsewhere.