International Specialised Skills Institute

IMPROVING STUDENT OUTCOMES IN THE VET SECTOR

Through Effective Professional Development for Teachers: Enabling Learn Locals to Lead the Way

An International Specialised Skills Institute Fellowship.

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Department of Education & Training

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i. Executive Summary

The Victorian Department of Education and Training (Higher Education and Skills Group – HESG) prioritises improving the quality of delivery in the Vocational Education and Training (VET) sector, yet there is not a systematic approach to the Professional Development (PD) of teachers. The Fellow has investigated PD approaches in North America, with a view to informing improvements in the Victorian model. In March/April 2017, she attended the TESOL conference in Seattle, USA and met with innovative practitioners and researchers in Calgary, Canada and Minnesota, USA where she deepened her understanding of PD and pedagogical approaches, as well as PD models.

The Fellow is Manager at Carringbush Adult Education, a Learn Local Registered Training Organisation (RTO) delivering English as an Additional Language (EAL), Literacy and work readiness programs in Richmond and Collingwood. She has worked in a variety of educational settings in Australia and Asia Pacific for over 30 years.

The overarching theme of effective PD approaches observed by the Fellow is that PD needs to be sustained, rather than occasional one-off events, in order for teachers to engage in systematic reflection.[1] Teachers should be actively engaged in their own PD, with opportunities to be collegiate and to consider how research can inform classroom practice.

Pedagogical approaches to teaching EAL/Literacy learners which were observed centred around implementing teaching strategies which increase the level of rigour in the classroom. Effective teachers need to ensure that every activity has a purpose which relates to skill building for the learner. Numeracy should be embedded in EAL/Literacy lessons and pronunciation should be taught explicitly, as well as incidentally throughout a lesson.

The model of PD for teachers of EAL/Literacy teachers in Minnesota, USA is a very systematic one which could inform the approach in Victoria. The Department of Education in Minnesota has one coordinator of PD who oversees six organisations which are contracted to facilitate the delivery of PD to EAL/Literacy teachers. Government priorities and current research in best practice teaching methodology is disseminated to teachers across the state in a systematic way.

It is exciting for the Fellow to be part of the discussion of the best ways to approach the professional development of teachers, as we know that teacher effectiveness is so important to improved student outcomes. We should, as individual organisations and the VET sector as a whole, be monitoring the links between teacher classroom practice, professional learning opportunities, and positive student outcomes.[2]

The Fellowship has provided a platform from which to engage key stakeholders in the VET/Learn Local sector in meaningful dialogue about steps which could be taken to improve the quality of education provided to often disadvantaged people. This Fellowship can inform improved PD approaches in the Learn Local sector specifically and in the VET sector more broadly.

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1 Farrell,T. Language Teacher Professional Development 2015 TESOL International Association, p.8

2 Hattie, J. http://www.educationalleaders.govt.nz/Pedagogy-and-assessment/Building-effective-learning-environments/Teachers-Make-a-Difference-What-is-the-Research-Evidence, accessed 20/9/2017.

The Fellow recommends that HESG works with key stakeholders to develop a more comprehensive model of PD for teachers of EAL/Literacy in the Learn Local sector. This model could include:

» Requirements for all teachers to participate in a minimum amount of PD each year (as is required in the P-12 sector[3]).

» A more transparent system underpinning what type of PD is required and who is responsible for providing it.

» An expectation that the approaches to PD provided include opportunities for teachers to reflect on and engage with research which inform their classroom practice.

» An expectation that the approaches to PD provided include opportunities for teachers to collaborate with and learn from other practitioners.

» That HESG works closely with PD providers to ensure Government priorities are properly realised through PD for teachers.

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3   Victorian Institute of Teaching, http://www.vit.vic.edu.au/registered-teacher/renewing-my-registration/professional-development, accessed 20/9/2017

1. Fellowship Background

1.1 Fellowship Aims

The HESG has identified amongst its priorities to develop quality education and training systems for VET and to support disadvantaged persons through education and training.[4] The Fellowship's primary focus was on quality teaching and learning in the Learn Local context, however many of the learnings are transferrable to other educational settings, including the broader VET sector.

The key aim of the Fellowship was to investigate how to achieve better outcomes for disadvantaged adult EAL/literacy learners, through an exploration of best practice models of Professional Development for teachers.

In the Learn Local sector, there is a great need to support learners who have multiple barriers to full participation in education and employment, which can include a Culturally and Linguistically Diverse (CALD) background and low literacy and interrupted schooling in their first language. These adult beginner learners with more complex needs, such as lack of learning strategies, require particular strategies for teaching and assessing, so their teachers need to have regular PD in order to be delivering programs that reflect the most recent research on how to achieve the best outcomes for their learners and gain ideas for their own classroom based action research. Most pre-service teacher training focuses on teaching primary and secondary students, so teachers need additional opportunities which allow them to improve their own teaching strategies and to gain more knowledge about the barriers which may make learning difficult for adults.[5]

In addition, the field of language teaching is always changing, responding to new research, to changes in student needs and to government policy. Therefore, teachers should regularly update their skills and knowledge and need help to build theories of good teaching.[6]

It became apparent to the Fellow that despite teachers at Carringbush Adult Education having post-graduate qualifications in TESOL, they were not fully meeting the needs of the students. This was supported by research which shows that whilst most EAL teachers are well qualified and experienced, there is insufficient training available in working specifically with low-literate EAL students, who are learning English without having literacy in any language, and that there is a need for PD in this area of teaching.[7]

In the context of Carringbush Adult Education, it was also discovered that teachers didn't have an adequate knowledge base regarding the teaching of oral communication skills, despite the fact that learners had identified that being able to speak and be understood was an important goal. Research supports this, indicating that in many cases, insufficient time is spent on pedagogical focus in pre-service training in pronunciation.[8] Most teachers, therefore, lack knowledge and skills and so need comprehensive and continuing PD in order to feel adequately supported. Canadian research showed that the training opportunities

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4   http://www.education.vic.gov.au/training/providers/rto/Pages/profdev.aspx, accessed 20/9/2017)

5   Smith, C., & Gillespie, M. (2007) *Research on professional development and teacher change: Implications for Adult Basic Education.*, http://academia.edu, p.210, accessed 18/9/17, p.210

6   Richards, J. & Farrell, S. (2005), Farrell, in: Language Teacher Professional Development ,2015, TESOL International Association, Virginia, p.12

7   Vinogradov & Liden. (2009) Vinogradov, P. & Liden, A. (2009) *Principled training for LESLLA instructors.* LOT Occasional Series, Volume 5. Utrecht, NL: LOT, Netherlands Graduate School of Linguistics. pp.133-134

8   Baker as cited in Grant, L. (Ed.). (2014). *Pronunciation myths: Applying second language research to classroom teaching.* Ann Arbor, MI: Michigan Press, p.201

required to meet this teacher need have in the main been insufficient.[9] Moreover, Macdonald's Australian research showed that teachers were reluctant to teach pronunciation, as they did not have the knowledge or skills to do so. Concerningly, a follow-up study in Canada showed that 10 years later there was still insufficient pre-service and PD support for teachers in how to teach pronunciation.[10] This finding is also reflected in the Australian context.

Professional Development for EAL/Literacy teachers in Victoria

To date, PD for EAL/Literacy teachers has been ad hoc in nature, lacking a systematic approach. Various agencies and peak bodies such as VicTESOL, AMES, VALBEC, Adult Learners Australia (ALA) and VDC have provided one-off workshops, which have been somewhat useful to teachers. However, what is more effective is duration[11] (Birman et al, 2003), as teachers need time and opportunities to interact with colleagues about how research can be effectively applied in the classroom.[12]

In addition, there has been no clearly mandated requirement for PD for teachers in the sector, which often means that organisations which are stretched financially and grappling with increasing compliance requirements, find it difficult to prioritise continuing PD for teachers. An added consideration is that, in this sector, there are mostly part time staff and classes across different sites, making PD and collegiality difficult.[13] Mangers often resort to sending individual teachers to occasional, one-off workshops in the hope that some learning will occur.

Over recent years there have been some worthwhile projects completed, in which Learn Local organisations have looked into different aspects of PD. The Word for Word project, which was conducted by Keysborough Learning Centre on behalf of the ACFE Regional Council of the Southern Metropolitan Region in 2016, recommended that teachers need to be supported through PD and opportunities to share experiences and resources.[14] The Gippsland Learn and Connect project involved many partner organisations, led by Buchan Neighbourhood House, with Dingley Village Neighbourhood Centre. It found that teachers need mentoring and financial support to develop their skills and understanding of pre accredited teaching and learning, particularly in an online environment and that collegial support through collaborations such as Communities of Practice will support isolated teachers to access and share information.[15] The issue, however, is that there has been little opportunity for sharing the learnings from these projects with others in the sector, with the result being that their potential impact is reduced.

The Fellow began a journey to investigate the best ways to support Carringbush Adult Education teachers in their professional development, beginning with researching and trialling approaches to upskilling them in their understanding of the features of oral communication and in the use of improved strategies for teaching pronunciation. The focus of the investigation extended to an examination of innovative approaches to professional development of teachers in all areas of their work teaching adult EAL/literacy learners.

By identifying and then implementing a best practice model of professional development for teachers, a key objective was improved quality in teaching strategies, leading to better educational outcomes for learners. Better educational outcomes will result in greater participation and more invested engagement by the learners, allowing them to be better placed to tackle further training and employment and/or greater levels of community engagement.

9   Breitkreutz, Derwing and Rossiter (as cited in Grant, L. (Ed.). (2014). *Pronunciation myths: Applying second language research to classroom teaching*. Ann Arbor, MI: Michigan Press

10   Foote, Holtby and Derwing as cited in Grant, L. (Ed.). (2014). *Pronunciation myths: Applying second language research to classroom teaching*. Ann Arbor, MI: Michigan Press, p.198

11   Birman, B., Desimone, L., Porter, A., & Grant, M. (2003) *Designing professional development that works*. Ipswich, MA, USA. Retrieved 18/9/16, http://upm.edu.my: EBSCO publishing.

12   Burt, M., Peyton, J., & Scaetzel, K. (2008) *Working with Adult English Language Learners with limited literacy: Research, practice and professional development.* Washington DC: Centre for Applied Linguistics.

13   Smith, C., & Gillepsie, M. (2007), Ibid, p.212

14   www.education.vic.gov.au/.../ACFEwordforwordreport.pdf

15   http://gippslandlearnandconnect.acfe.vic.edu.au/Gippsland+Learn+%26+Connect+-+home

By being systematic, organisation-wide, as well as sector-wide, professional development should be more useful for teachers and easier for managers to implement.

The Fellow then sought answers to the following questions:

1. What alternative approaches to PD for ESL/Literacy teachers exist in the world?

2. What are the most effective strategies for teaching learners with interrupted schooling?

3. How can we improve the coordination of PD at a State level?

1.2   Fellowship Methodology

Early International Research

The Fellow began reading literature, talking to local experts and searching the internet to investigate research findings, key people and organisations who work creatively with the PD of EAL/Literacy teachers. She made contact via email with some of these practitioners and was able to follow up with several Skype meetings, which provided the opportunity to discuss the work being done and approaches being used to keep their teachers upskilled. These contacts were also able to advise the Fellow on worthwhile conferences and other key people to contact.

Research into Victorian Context

The Fellow met with key people from HESG, Learn Local sector, representative bodies such as Adult Learners Australia (ALA), VALBEC and VicTESOL, to discuss their views on the current model in Victoria for PD for teachers of EAL/Literacy. It was apparent that, whilst individual organisations and peak bodies have always worked in a variety of ways to upskill teachers, there has not been a systematic approach to this. In addition, high quality Capacity and Innovation Fund (CAIF) projects which address PD needs of EAL/Literacy teachers, have not been brought to the attention of others in the Learn Local sector, which

means relevant broader learning has been limited. Whilst it is very encouraging that HESG, through the Vet Development Centre (VDC) and Skills First Quality Workshops, has been attempting to address the PD needs of teachers in the VET/LL sector, the nature of the approach remains ad hoc, rather than systematic.

Attendance at the 2017 TESOL International Convention, Seattle, Washington: 21st to 24th March 2017

Participating in this conference afforded the Fellow the opportunity to learn about current research and practice in the areas of pedagogy for EAL/Literacy learners and PD approaches for teachers, as well as to forge connections with like-minded practitioners and researchers who are experts in their field.

See Appendix One for detail on TESOL 2017

Bow Valley College, Calgary, Canada: 28th-29th March 2017

The Fellow participated in a series of meetings and workshops with faculty and staff, allowing her the opportunity to learn more about the work being done at Bow Valley College with adult ESL/Literacy learners and approaches the College are using to ensure that teaching is informed by current research.

See Appendix Two for detail on Bow Valley College

Minneapolis/Saint Paul, Minnesota, USA: 3rd – 7th April 2017

The Fellow met with key people from the Minnesota Department of Education, Hamline University, Adult Teaching and Learning Advancement System (ATLAS) and Minnesota Literacy Council (MLC) to learn about Minnesota's innovative, systematic model of PD for teachers of EAL/Literacy. She also visited a range of ESL/Literacy centres to observe and discuss teaching methodology and to investigate how the PD model works in different contexts.

See Appendix Three for detail on the model of PD used in Minnesota

1.3 About the Fellow

Margaret Corrigan is Manager at Carringbush Adult Education, a Learn Local Registered Training Organisation which delivers EAL, Literacy and work readiness programs to disadvantaged residents of Richmond and Collingwood across 9 sites. The majority of these learners are from Culturally and Linguistically Diverse (CALD) backgrounds and have significant barriers to full participation in education and training, as well as to employment. These learners (and others like them) require highly skilled teachers to work with them to help them achieve their goals.

Qualifications:

» Diploma of Community Sector Business Management: RMIT

» Certificate IV in Training and Assessment: Yum Productions

» Graduate Certificate in TESOL: University of Canterbury (Christchurch College of Education)

» Graduate Diploma in Student Welfare: University of Melbourne

» Graduate Diploma in Education: ACU (Mercy College)

» Bachelor of Commerce: University of Melbourne

Professional Memberships:

» VicTESOL (Committee Member)

» Victorian Adult Basic Education Commission (VALBEC)

» Adult Learners Australia (ALA)

The Fellow has a demonstrated commitment to the Learn Local sector. She has managed the development and implementation of creative programs to meet student needs within the complexities of the required compliance frameworks of multiple funders.

The approaches she has overseen at Carringbush Adult Education are innovative, eg: the work with teachers to upskill them in their knowledge of pronunciation concepts and strategies to teach pronunciation effectively. She hopes to continue this culture of innovation through investigating and then implementing a better approach to PD for teachers.

She is passionate about finding ways to achieve better outcomes for her students. The barriers faced by low proficiency learners in the Learn Local sector are often not fully understood and the Fellow is always investigating further how we can develop teacher knowledge and skills using a systematic approach.

The Fellow has enjoyed sharing her learnings about approaches to PD with others in the sector facing the same challenges. She intends to continue developing her knowledge in this area.

Investigating possible solutions to an identified organisational problem has been very rewarding for the Fellow. The Carringbush Adult Education journey of realising there was an issue with pronunciation teaching, researching ways to solve it and then taking action to improve the knowledge and skills of the teachers, has encouraged her to believe that this approach could be applied to other areas of teaching. Fine tuning a better model of PD for teachers would improve the outcomes of this process.

1.4 Abbreviations / Acronyms / Definitions

While some academic papers include abbreviations, acronyms and definitions at the end of a report, for the purpose of a Fellowship Report these are included at the beginning in the event some readers are unfamiliar with included terms.

ABE	Adult Basic Education
ACFE	Adult, Community and Further Education
AMES	Adult Multicultural Education Services
AMEP	Adult Migrant English Program
ATLAS	Adult Teaching and Learning Advancement System, USA
BVC	Bow Valley College, Canada
CAIF	Capacity and Innovation Fund
CALD	Culturally and Linguistically Diverse
CEIIA	Centre for Excellence in Immigrant and Intercultural Advancement, Canada
DET	Department of Education and training (Victoria)
EAL	English as an Additional Language
ELLs	English Language Learners
ELT	English Language Teaching
ESL	English as a Second Language
HESG	Higher Education and Skills Group
ISSI	International Specialised Skills Institute
LINCS	Literacy Information and Communication System
LLO	Learn Local Organisation
LLN	Language, Literacy and Numeracy
NCVER	National Centre for Vocational Education Research
PD	Professional Development
PSLLT	Pronunciation in Second Language Learning and Teaching
RTO	Registered Training Organisation
SEE	Skills for Education and Employment
SVTS	Skills Victoria Training System
TAFE	Technical and Further Education
TESOL	Teaching English to Speakers of Other Languages
VALBEC	Victorian Adult Literacy and Basic Education Council
VET	Vocational Education and Training
VDC	VET Development Centre
VICTESOL	Victorian Teaching English to Speakers of Other Languages

2. Fellowship Learnings

During her investigations, the Fellow explored some of the approaches which were being practiced in a variety of settings in Canada, USA and the UK. Her learnings were related to three areas: PD approaches, pedagogical approaches and models of PD.

2.1   Professional Development Approaches

The overarching theme of effective PD approaches observed by the Fellow was that PD needs to be sustained, rather than occasional one-off events, in order for teachers to engage in systematic reflection.[16] Approaches should be bottom-up, with teachers actively involved in their own professional learning, through goal setting.[17] The use of Study Circles (sometimes also referred to as Reading Circles) has proved to be a relatively low cost, yet effective way for teachers to read relevant articles and to have an opportunity to reflect on these, and discuss with colleagues how the research might translate to changed classroom practice.[18] Utilising teacher observation and mentoring (by management or peers)[19] and different types of team teaching[20] were other PD tools observed, giving teachers opportunities to reflect on their practices and work, with support, towards their own goals.

2.2   Pedagogical Approaches

The Fellow observed many interesting pedagogical approaches, including the concept of working with teachers to increase rigour in the classroom.[21] This relates to the fact that students, no matter what their level of English, need to develop the skills and habits of mind[22] required for problem solving in the modern world. Increased rigour in EAL/Literacy classes is necessary for further training and work readiness, as well as for using critical thinking skills to perform everyday literacy tasks. Teachers need to use authentic, relevant materials and ensure that all activities are designed with a specific outcome or purpose in mind. Numeracy should be incorporated into English language teaching to provide further opportunities for meaningful engagement in learning.[23] Pronunciation should be taught explicitly to all levels, including beginners, as well as incidentally throughout every lesson.[24] A guided reading program was used successfully to teach learners about how to read the types of materials which are required for success in further study.[25] Learners can be encouraged to develop their skills and confidence by taking on creative teaching or responsibility roles, such as teaching a group of teachers a skill, or introducing a guest speaker.[26] Content-based instruction in the form of project-based classes is used effectively to encourage deeper thinking and

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16   Farrell ,T., Ibid, p.26

17   Louws, M., (2014). Teachers' Professional Learning Goals: What do teachers (still) want to learn? CSET Speaker Series 13/2/2014 Leiden University Graduate School of Teaching, Netherlands reflective inquiry and engagement with research.

18   http://atlasabe.org/professional/adult-esl

19   Farrell, T., Ibid, pp. 19,21

20   Farrell, T., Ibid, p.20

21   LINCS ESL PRO Meeting the Language Needs of Today's Adult English Language Learner: Iss https://lincs.ed.gov/publications/pdf/ELL_Increasing_Rigor_508.pdfue Brief, p2, accessed 20/8/2017

22   Smith, J in Educational Theory and Practice, retrieved from http://edtheory.blogspot.com.au/2013/02/habits-of-mind.html

23   http://atlasabe.org/professional/math-and-numeracy, accessed 12/9/2017

24   Zielinski, B., & Yates, L as cited in Grant, L. (Ed.). (2014). Pronunciation myths: Applying second language research to classroom teaching. Ann Arbor, MI: Michigan Press, p.65

25   https://bowvalleycollege.ca/programs-courses/english-language-learning/bridge

26   Bowvalleycollege.ca/student-resources/student-life/intercultural-centre.

3. Personal, Professional and Sectoral Impact

It is exciting for the Fellow to be part of the discussion of the best ways to approach the professional development of EAL/Literacy teachers.

The Fellowship has opened doors, giving the Fellow opportunities to connect with practitioners and researchers and share learnings in Australia and internationally. She has disseminated her Fellowship learnings at a local level in her own organisation and with other Learn Local providers, as well as more broadly at a Learn Local Forum. She presented at the 2017 VALBEC conference and was featured in the November 2017 Fine Print journal. Volunteering with Teachers Across Borders (TAB) in Cambodia in July 2017 allowed the Fellow to trial some PD approaches with Cambodian teachers of English and to further her investigations into different models of PD by creating professional links with practitioners from the P-12 sector in Australia and the Further Education sector in Sweden. Being involved in the Skills First Quality Workshop presentations allowed the Fellow to continue the discussion about approaches to improving the quality of delivery in the Learn Local sector with personnel from the Department of Education.

The Fellow was pleased to be invited to share the Carringbush Adult Education journey of upskilling teachers in their knowledge of pronunciation concepts and confidence in teaching pronunciation at a VicTESOL Workshop in May 2017 and Symposium in August 2017, as well as at the Pronunciation in Second Language Learning and Teaching (PSLTT) Conference in September 2017 (Appendix Four). Being a participant at PSLLT enabled the Fellow to learn more about current research into bridging the gap between research and classroom practice as it relates to the teaching of pronunciation and to make contact with well-known researchers and practitioners in the field.

She was pleased to be invited by Victoria Polytechnic to be part of the planning group which is developing a series of workshops for Learn Local teachers for early in 2018 and looks forward to collaborating with a 2017 ISSI Fellow on upcoming professional learning projects.

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6. Acknowledgements

The Fellow would like to thank the following individuals and organisations who generously gave their time and their expertise to assist, advise and guide them throughout the Fellowship program.

International Specialised Skills Institute (ISS Institute)

The ISS Institute exists to foster an aspirational, skilled and smart Australia by cultivating the mastery and knowledge of talented Australians through international research Fellowships.

The International Specialised Skills Institute (ISS Institute) is proud of its heritage. The organisation was founded over 25 years ago by Sir James Gobbo AC CVO QC, former Governor of Victoria, to encourage investment in the development of Australia's specialised skills. Its international Fellowship program supports a large number of Australians and international leaders across a broad cross-section of industries to undertake applied research that will benefit economic development through vocational training, industry innovation and advancement. To date, over 350 Australian and international Fellows have undertaken Fellowships facilitated through ISS Institute. The program encourages mutual and shared learning, leadership and communities of practice.

At the heart of the ISS Institute are our individual Fellows. Under the International Applied Research Fellowship Program the Fellows travel overseas and upon their return, they are required to pass on what they have learnt by:

» Preparing a detailed report for distribution to government departments, industry and educational institutions

» Recommending improvements to accredited educational courses

» Delivering training activities including workshops, conferences and forums.

The organisation plays a pivotal role in creating value and opportunity, encouraging new thinking and early adoption of ideas and practice. By working with others, ISS Institute invests in individuals who wish to create an aspirational, skilled and smart Australia through innovation, mastery and knowledge cultivation.

For further information on ISS Institute Fellows, refer to www.issinstitute.org.au

Fellowship Sponsor

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» Liz Keenan: Teacher and Teacher-Mentor, Carringbush Adult Education & 2015 ISS Institute Fellow

Minnesota, USA

» Astrid Liden: ABE Professional Development Coordinator, Minnesota Department of Education

» Patsy Egan, PhD: Director of ATLAS, Adult Basic Education (ABE) Teaching & Learning Advancement System, Minnesota

» Betsy Parrish: Professor; TEFL and Adult ESL, Continuing Studies, Hamline University, Minnesota

» Suzanne McCurdy: Professor, School of Education, Hamline University, USA

» Andrea Echelberger: Training Coordinator, Minnesota Literacy Council, Minnesota, USA

» Burgen Young: Instructional Manager, Minnesota Literacy Council, Minnesota, USA

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» Nicky Olalde: Teacher, Lyndale Neighbourhood Association, Minnepolis, Minnesota, USA

Calgary, Canada

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» Tahira Ebrahim Centre Liaison O icer Intercultural Centre, Bow Valley College, Calgary, Alberta, Canada

» Kelty Christensen, Learner Engagement O icer Learner Engagement O icer, Intercultural Centre, Bow Valley College, Calgary, Alberta, Canada

» Shelagh Lenon: Online learning specialist, Centre for Excellence in Immigrant and Intercultural Advancement, Bow Valley College, Calgary, Alberta, Canada

» Val Baggaley: EAL/Literacy teacher, Bow Valley College, Calgary, Alberta, Canada

London, UK

» Fiona Dunlop, Academic Director, Wimbledon School of English

committees which support the rights of the worker. The ESL classes are delivered as discrete lessons, so people can participate on the days they do not have work, with all content based on actual workplace issues which have been problematic for students in the past.

Coffee Talks are a way for a small group of nine colleagues to discuss a current topic of interest with a leading TESOL expert. The Fellow attended one with Amanda Baker, University of Newcastle, Aust: *Pronunciation Pedagogy and Teacher Development in TESOL, one with Donna Brinton, Consultant, USA: Integrating Content and Language – a Flexible Architecture and another with Tom Farrell, Brock University, Canada: Reflective Practice for Language Teachers*

The Fellow also attended other presentations, including:

Establishing, Sustaining and Facilitating Teacher Engagement in Professional reading Groups by Marilyn Abbott, University of Alberta, Canada, in which the results of focus group interviews and questionnaires administered to adult ESL instructors who participated in monthly professional reading groups were reported, including participants' perspectives on the benefits, challenges and factors affecting their research engagement. Strategies for establishing and maintaining effective reading groups in ESL programs were also presented.

Empowering Practitioners Through Engagement with Professional Development, by Vanessa Armand and Sara VanDanAcker, Tokyo International University, Japan, which reflected on work encouraging professional development at an EFL program in Japan and offered participants practical ways of overcoming professional development obstacles within a program.

Enriching Traditional Roles Through Collaborative Professional Development, by Mackenzie Bristow and Peggy Wagner, Emory University, USA, in which the presenters modelled frameworks and strategies for attendees to create a professional development project that encourages a supportive, empowering culture of collaboration between participants of differing institutional roles.

Teaching for Success: A Global Approach to Continuing PD Framework for Teachers, Alison Barrett, British Council, UK: The presenter introduced the British Council approach to teacher professional development, grounded on a progressive model of reflective diagnosis, leading to action for change. Participants learnt how freely available materials developed by the British Council could be used.

Teaching Pronunciation: Simplicity is the Key, Judy B Gilbert, Consultant, USA: This presentation outlined a simple system of music cues basic to spoken English, which should be learned before time is spent on more detailed topics. Participants practiced teaching the core concepts with gestures and practical tools.

Keeping it Real: What Works for Adult Emergent Readers: Lindsey Crifasi, Rebecca Crawford, Heather Tatton-Harris, Carlos Rosarios International Public Charter School, USA: In the growing field of study of adult emergent readers, the presenters bridged research to practice to illustrate how classroom routines and soft skills anchored in contextualised, immediately relevant lessons help learners make literacy connections. Participants received tips and materials to try in their classrooms.

Practical Tips for Teaching Math to Adult ELAs: Rosie Verratti, Alena Yanushka-Ray, Howard Community College, USA: Basic numeracy skills are often lacking in learners with limited or interrupted education. In this presentation, participants learnt how to increase adult learners' mathematical literacy by employing tricks and tools used by trained mathematics instructors.

PD on a Shoestring: Nikki Ashcraft, University of Missouri: This session presented three low cost PD activities that were implemented with volunteer teachers in an adult literacy program: Teacher share events, a Reading Circle and an online portal.

The Stress Stretch: Body Movements for Rhythm, Stress and Intonation, Marsha Chan, Mission College, USA: Participants learnt systematic gestures and other body movements to dramatise the key features of spoken English: phrasing, rhythm,

Minnesota Workforce Council Association (MWCA)	Support to ABE programs and practitioners across Minnesota in the areas of:
	» regional transitions coordination
	» support for workforce development collaborations
Minnesota ABE Disability Specialists (PANDA)	Provides expertise, training and support to Minnesota ABE practitioners in serving students with physical or neurological disabilities
Southwest ABE	Provides support and resources for standardised testing in Minnesota ABE programs

Appendix Four: Pronunciation in Second Language Learning and Teaching (PSLTT) Bridging Second Language Research and Teaching - Conference at University of Utah 1st - 2nd September 2017

The Fellow did a poster presentation with her colleague, Liz Keenan.[32] In addition, she attended a number of sessions, including:

» *A roadmap for bridging research and practice in pronunciation teaching:* Isabelle Darcy, Indiana University, USA

» *The Non-pronunciation teacher's guide to ESL pronunciation teaching:* Jenelle Cox, Brigham Young University Lynn Henrichsen, Brigham Young University

» *The effects of listener proficiency on comprehension and intelligibility of accented speech* Okim Kang, Northern Arizona University Hyunkee Ahn, Seoul National University Meghan Moran, Northern Arizona University Soon Park, Seoul National University Kang, Ahn, Moran, Park

» **LHOLYWNUPPVUWM,UNSPOPUVUHPVUHLKHUHSPWMRUVSLKNL ILSPLMHUKDIMIPURPUNGHPUMVYTDUYPVUHSWYHPLSPVU 4.YLNVYD**University of Texas at Austin Beth Zielinski, Macquarie University Colleen Meyers, University of Minnesota, Marnie Reed, Boston University

» *Types and sources of knowledge about pronunciation teaching* John Murphy, Georgia State University

» *Improving teacher expertise in pronunciation instruction: A study circle model* Andrea Echelberger, Minnesota Literacy Council Suzanne McCurdy, Hamline University Betsy Parrish, Hamline University

» *Learners' attitudes towards visual feedback in pronunciation teaching* Ivana Lucic, Iowa State University

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