

Cheetham, Alison (TAFE SA – ENGLISH LANGUAGE SERVICES (AMEP))

Restaurant interactions: From global to local participation – preparing adult migrants for work in Adelaide

This paper addresses the question of how newly arrived migrant students in Adelaide can successfully transition into working in restaurants in Adelaide, based on an examination of the practice of English language participation in Portuguese restaurants in Macau. Drawing upon research which investigated language practices and interaction strategies through methods of discourse analysis, frames, scripts and the interaction order first developed by Goffman (1967, 2005), what has been learned about the use of English at a global level has been applied at a local level to help adult migrant students develop the English they need now to get their first job in restaurants in Adelaide, or work in restaurants or open their own restaurants. The paper also reflects on the Settlement Language Pathways to Education and Training (SLPET) program in which English is taught in context with training in food handling. By matching the skill sets of students with work experience environments in restaurants, cafés and kitchens, the lecturers assist students with targeted practice, involvement and consequently likely success in a workplace in Adelaide, which ensures the on-going success of the program.

Mast, Richard (New Dimensions in Teaching)

WORKSHOP: Principles to guide the teaching of students from non-western cultures

What if you have the opportunity to teach in a school that is built upon the premise that all teaching and operational elements have to be challenged to ensure the school is providing the most effective, inclusive education possible?

What if all the students are from a non-western culture and therefore all your teaching methods, developed by western educators and designed for western students, were deemed to be inappropriate?

This is the premise for a school started in China in 2014, challenging all the teachers and administrators to examine everything that is done in international schools and schools in western countries. Nothing can be taken for granted. The examination in this school resulted in change in teaching methods, change in thinking, change in communication, change in operational procedures, and a dynamic that has a powerful message for how we teach in a multi-cultural society.

Using the example of how students learn to read in China, we follow the logic of the learning journey and the lessons learned.

You will be asked to consider four questions that represent the principles that shape the school and may change the way you think about your teaching.

Raybould, Amy (Wiltja Anangu Secondary College, SA)

Walking in two worlds: How English language learning can empower Indigenous students to participate in their communities and the wider world

The Wiltja Program works with students from remote communities in the Anangu Pitjantjatjara Yankunytjatjara (APY) Lands, Maralinga Lands, and some Western Australian and Northern Territory communities, who take part in a boarding program in Adelaide for their secondary schooling. The program's vision is "for Anangu students to confidently determine and control their future aspirations, provide positive input into the well-being and sustainability of their communities, and actively participate in the wider world." For these students, mobility is a way of life, both in a traditional sense, and as students literally move between the expectations of a mainstream schooling system, and life in Anangu communities, using English as a tool to shape their identity, and the future of their communities. Mobility is both an advantage, and a challenge. The paper explores the views of Wiltja students on their aspirations, what life looks like after Wiltja, and how English language learning in the Wiltja program empowers them to make choices about participating in the wider world, as well as maintaining and strengthening connection to culture. Through discussions around the Personal Learning Plan subject, and a questionnaire with the eight SACE students, I was able to collect data, as

well as access existing data about what ex-students are doing 'post-Wiltja'. I discuss how English can assist students who move back to community, in education and leadership roles, and to potentially engage with government and policy makers, and also the challenges that are involved with this. The paper concludes with implications for EAL/D curriculum for Indigenous students.