

2025 NEAS CONFERENCE

Aerial UTS Function Centre - Sydney



A Transnational Delivery Experience

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Pathways to Belonging

Our Role in Building Communities

22-23 MAY
2025

neas.org.au



A Transnational Delivery Experience;

the ongoing development of a General English program for university students in China following NEAS Quality Area M guidelines

Savvas Papandony

DoS ELICOS

Australian Academy of Commerce (AAC)

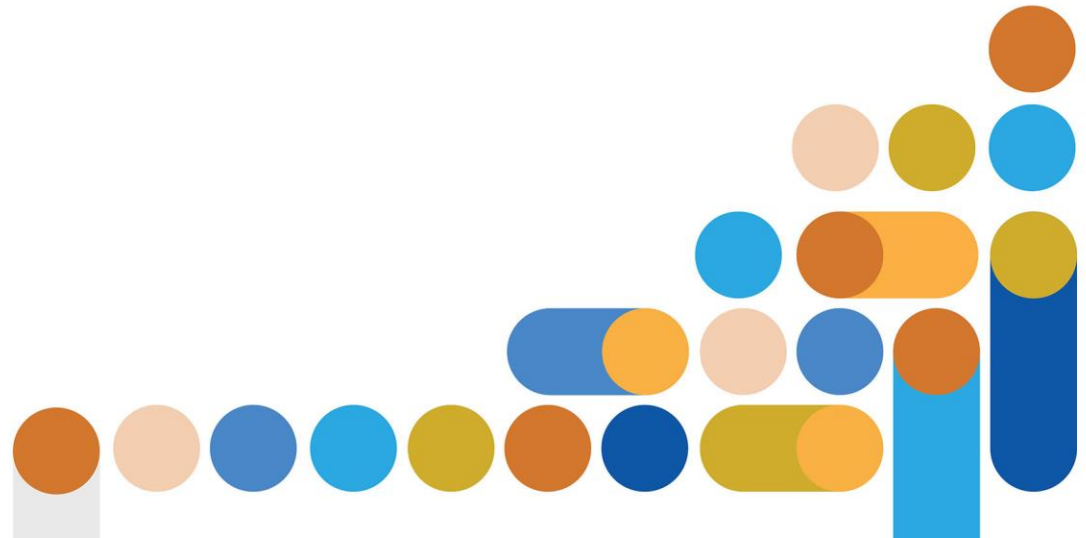
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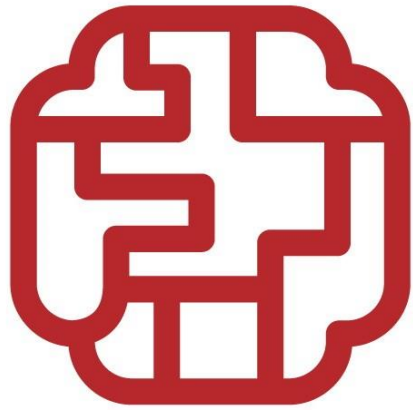
**Pathways to
Belonging**

Our Role in Building Communities



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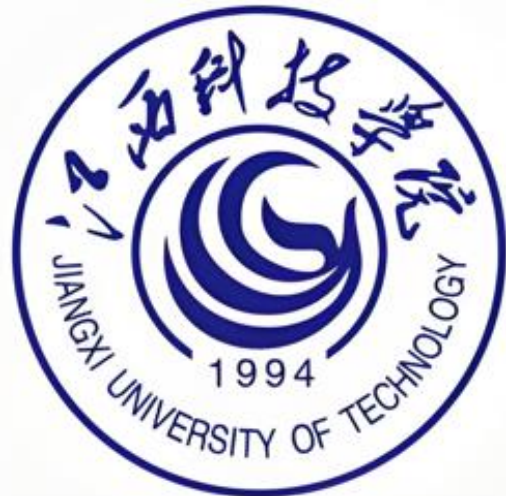




**CHINA
EDUCATION
GROUP**



AUSTRALIAN
ACADEMY of
COMMERCE
Explore, Learn, Achieve



Quality Principle M1: The Transnational Delivery program is underpinned by a strong relationship between partner institutions

A RADICAL DIFFERENCE IN TEACHING HOURS

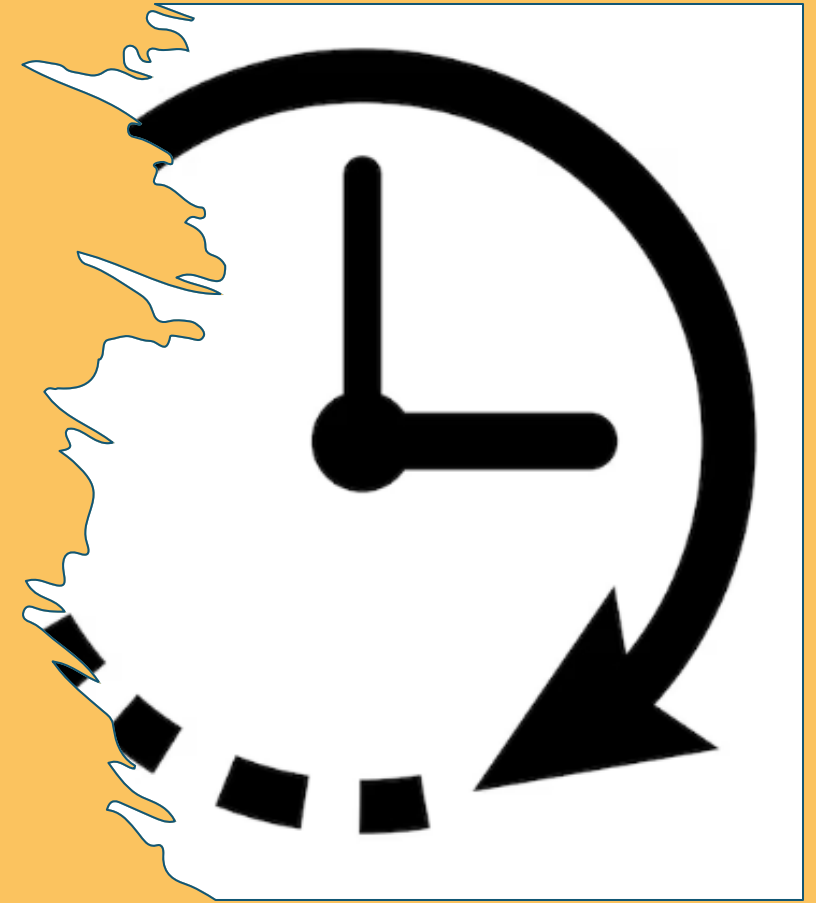
Quality Principle M1: The Transnational Delivery program is underpinned by a strong relationship between partner institutions
Quality Principle M2: Clear guidelines control all aspects of program delivery

Australia

- 20-hours per week
- 12-weeks per level
- six levels over one and a half years
- 1,440 hours total

China:

- 6-hours per week
- 32-week university calendar year
- five levels over three years
- 576 hours total



TRIP 1: APRIL 2024; WORKSHOPS AND PRESENTATIONS

Quality Principle M2: Clear guidelines control all aspects of program delivery

- **EFL / ESL comparison**
- **CEFR description**
- **Five GE levels condensed into a 3-year course**
 - 6-hours per week undergraduate core-unit
- **GE / EAP comparison**
 - 4th year intensive EAP 12-week undergraduate core-unit
 - topic based (GE) / topic & genre based (EAP)
- **Challenging and rigorous assessment cycle**
 - incrementally more challenging within each level
 - as instructed by CEG
- **Micro and Macro**
 - interaction / Micro leading to Macro
 - equal focus on all Macro
- **Productive skill / Receptive skill**
 - understanding language vs. using language
- **Listening and Speaking**
 - fluency
 - communication
- **Importance of meeting Learning Outcomes**
 - assessment requirements
 - meeting duty of care
 - **NEAS requirements**

Quality Principle M2: M2.2; M2.4; M2.5

ASSESSMENTS FOLLOWING THE AAC MODEL

Quality Principle M2: Clear guidelines control all aspects of program delivery

General English

- **Weekly Formative Assessments** (unmarked)
- **Nine Summative Assessments** (weighted)
 - 5 x Progress Tests per level syllabus
 - 4 x 5-minute Individual Presentations with Q&A
- **Weighting**
 - Listening, Reading, Writing 200 marks out of 100%
 - Speaking 360 marks out of 100%
 - focus on communication

EAP

- **Weekly Formative Assessments** (unmarked)
- **Ten Summative Assessments** (weighted)
 - 3 x Integrated Listening, Reading and Writing Progress Tests
 - 1 x Individual Research Report
 - 1 x 10-minute Individual Research Presentation with Q&A
 - 1 x Group Research Report
 - 1 x 15-minute Group Research Presentation with Q&A
 - 1 x 15-minute Speaking Assessment
 - 1 x 50 question Reading Assessment
 - 1 x 1,000-word Research Discussion essay with Abstract

Our goal?

FLUENCY



AUSTRALIAN
ACADEMY of
COMMERCE
Explore. Learn. Achieve.

FLUENCY

...most students studying

and some teachers

in the existing English program were
reluctant to speak English with me...

...I didn't understand why...

A LESSON LEARNT

...be aware of
cultural differences
and address in syllabus...

TEACHER EVALUATIONS

Quality Principle M2: clear guidelines control all aspects of program delivery

Quality Principle M3: systematic evaluation of program contributes to continuous improvement



- **Teachers given a thirty-minute lesson to teach**
 - ten-minutes to prepare
 - volunteer students of mixed levels
- **Observe:**
 - knowledge of subject
 - methodologies used
 - adaptability and flexibility
 - strengths as a teacher
 - areas that need work
 - self-reflection
 - feedback given
 - response to feedback
- **Choice of teachers for project**
- **Choice of Head teacher for project to lead into the EAP program**

A LESSON LEARNT

...ESL approaches and
methodologies

need to be **explicitly** written into
the syllabus for each activity...



In two words or less what would you recommend as an in or out of class activity for STUDENTS IN A NON-ENGLISH-SPEAKING COUNTRY to help with their speaking skills?



STORYTELLING
USING
NARRATIVE
TENSE

FLUENCY

workshops

PRONUNCIATION

An
exciting
new way
to teach
and learn
English



The first negotiation; from this...



...to this!!!



博雅国际学院

BOYA INTERNATIONAL COLLEGE OF JXUT

YEAR 1; ELEMENTARY / PRE-INTERMEDIATE

GENERAL ENGLISH SYLLABUS / LEARNING AND ASSESSMENT STRATEGY

LEARNING OUTCOMES

LEARNING AND ASSESSMENT DELIVERY SCHEDULE

Year 1 Elementary / Pre-intermediate CLASS MOTTO & CHANT

Quality principle M2: clear guidelines control all aspects of program delivery

THIS IS A SAFE SPACE FOR US TO SPEAK ENGLISH



WE'RE ALL SMART BUT WE ALL MAKE MISTAKES



WE CAN LEARN FROM ANY ERROR WE MAKE



LANGUAGE PROFICIENCY PLACEMENT TEST RESULTS (VERSANT)

Number of Students

A – A1 Beginner

22 students

A+ - A2 Elementary

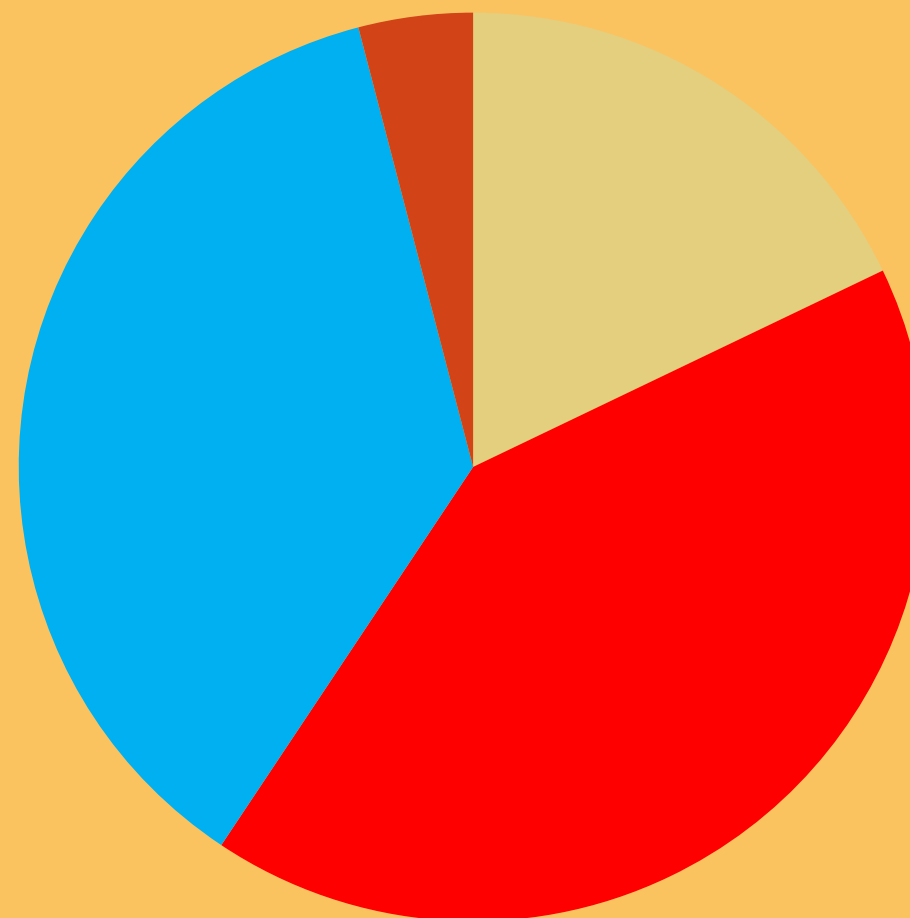
51 students

A2+ - B1 Pre-intermediate

45 students

B1+ - B2 Intermediate

5 students



■ Beginner ■ Elementary ■ Pre-intermediate ■ Intermediate

EXTRACT FROM SYLLABUS WITH METHODOLOGIES HIGHLIGHTED

Quality Principle M2: clear guidelines control all aspects of program delivery

Quality Principle M4: contributes to furthering global education and enhances the reputation of Australian education

Ss individually complete exercise d / **Ss swap books with Ss to the left for comparison**

in pairs

all Ss cover the verb column / Ss A says the first to Ss B with the appropriate missing past participle verb / Ss B responds with a complete sentence using the appropriate past participle verb / **T monitors and offers suggestions**

Ss B repeats process using the second sentence / Ss A responds / repeat process until all questions have been **asked and answered with further expansion**

Listening and Speaking Elementary p95

ns, books and TV

Ss individually complete the twelve sentences with the past participle form of verb / **Ss swap books with another table for peer-assessment**

T plays audio of six people A-F / Ss identify which questions (1-12) the people respond to / T re-plays audio / **Ss take dot-point notes for each answer**

T models language (exercise d) / Ss choose six questions each from list

to stand to be ready to move around for survey

T explains activity making sure all understand

Ss move around room approaching people not from their table group / Ss ask their first question using **Have you ever...** / if Ss responds with **Yes, I have...**

expand with further questions as in exercise d taking dot-point notes of answers and people who answered / **T monitors and offers suggestions on further expansion and note-taking**

continue process until all Ss have found six affirmative answers / Ss return to groups at tables

every Ss stands to tell class their two most interesting answers

APPLAUSE!

Listening Elementary p96

Multicultural eating

in groups

T explains that in many western countries there are many different types of cuisines due to immigration and this is especially true of Australia where food from all around the world can often be found one street / Ss in groups look at the different cuisines in restaurants in the U.K.

T-led discussion on 3 questions posed

Ss in groups look at names of restaurants in table and **predict** which cuisine they would feature and why / **T monitors and offers suggestions**

T plays audio / Ss individually complete table / **Ss swap books with Ss to the left for comparison** / Ss **discuss** if they are like Joe, or if they know anyone like him

Grammar Elementary p96, Pre-intermediate p132

TRIP 2: OCTOBER 2024; LESSON OBSERVATIONS

Quality Principle M2: Clear guidelines control all aspects of program delivery
Quality Principle M3: systematic evaluation of program contributes to continuous improvement
Quality Principle M4: contributes to furthering global education and enhances the reputation of Australian education

- **Only one class used motto**
 - enthusiastic, bright, dynamic, and spoke L2 throughout
 - **test results reflected this**
- **Most classes used some L1**
 - one class predominantly used L1
 - a need to use L2 to reach full potential
- **Some teachers did not monitor student work**
 - monitored task completion only
 - further demonstration required
- **Many teachers did not follow methodologies as stated**
 - pair work, group work, self & peer-assessment, class discussions, role-play, further expansion...
 - necessary as an aid for communication in L2
- **All teachers duplicated presentation slides from books**
 - JXUT requirements
 - still discussing and creating examples for possible use
- **One teacher needs to improve rapport with class**
 - inexperienced and needs Professional Development



TRIP 2: OCTOBER 2024; FACULTY MEETINGS

Quality Principle M2: Clear guidelines control all aspects of program delivery

Quality Principle M3: systematic evaluation of program contributes to continuous improvement

Quality Principle M4: contributes to furthering global education and enhances the reputation of Australian education

- **Teachers still reluctant to speak and ask questions**
 - concerns raised
 - many students feel course “too easy”
 - many students unable to speak English
- **Reluctance to include Presentations as assessments**
 - teacher-held belief that this as an invalid use of “teaching-time”
 - presentations now included after much discussion
 - necessary for higher levels and EAP
- **Teachers from another department**
 - **reluctance** to attend staff meetings
 - **reluctance** to write Lesson plans
 - **reluctance** to be evaluated
 - BOYA management decision to no longer use these teachers in program

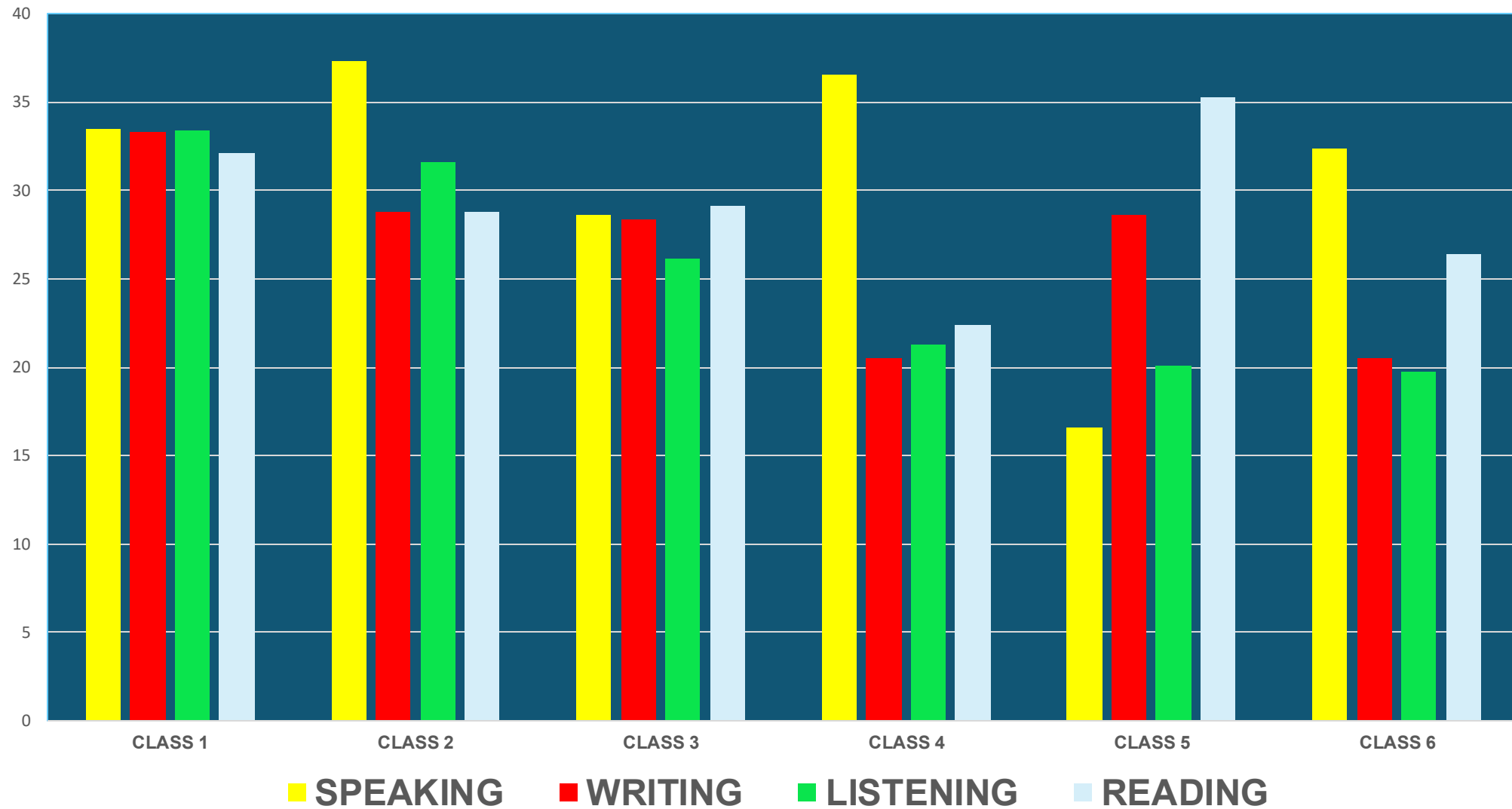
Vital for NEAS Endorsement



In three words or less, what would you include on a teacher's PPT presentation to:

- Generate the most discussion**
- Encourage Enthusiasm**
- Promote Critical Thinking**

Progress Test 1 Averages



A LESSON LEARNT
are marking rubrics
too general
for a non-native cohort?

FURTHER QUESTIONS

Quality Principle M2: Clear guidelines control all aspects of program delivery

Quality Principle M3: systematic evaluation of program contributes to continuous improvement

Quality Principle M4: contributes to furthering global education and enhances the reputation of Australian education

- **Does speaking need to be moderated before marks finalised?**
 - 2 x teachers to assess Speaking audios
 - agreement reached
- **Does writing need to be moderated before marks finalised?**
 - 2 x teachers to assess Writing tasks
 - agreement reached
- **Are some teachers focusing on certain skills at the expense of others?**
 - bias towards strengths / neglecting weaknesses
- **Are some teachers less knowledgeable of certain skills?**



Ongoing Professional Development and further Teacher Evaluations required

...from this...

	VERY GOOD USER
ideas tact with ture	<ul style="list-style-type: none"> Can maintain a conversation with little effort Expresses clear ideas that are well thought-out. Much eye contact with naturalistic gesture.
ow of minimal	<ul style="list-style-type: none"> Can maintain flow of speech without correction.
ising lear ideas. nation used	<ul style="list-style-type: none"> Can converse using thoughtful concepts and clear ideas. Stress and intonation naturalistic.
ised well h topic escribe ress clear	<ul style="list-style-type: none"> All salutations used naturally. Very good use of topic vocabulary to describe, explain and express clear ideas.
uccessfully in on. e sentences s	<ul style="list-style-type: none"> Participates successfully in a short and longer discussions.
rors persist de meaning	<ul style="list-style-type: none"> Produces sentences with a good use of connectors. Word choice errors rarely occur.
ity of error- ematic errors	<ul style="list-style-type: none"> Produces error-free sentences. Basic/non-systematic errors
s mostly rrect es not	<ul style="list-style-type: none"> Pronunciation is intelligible. Uses correct sounds. Effortless to understand.

...to this...

	COMPETENT USER
to	<ul style="list-style-type: none"> able to keep going with a willingness to answer at length <ul style="list-style-type: none"> without effort <ul style="list-style-type: none"> may occasionally search for language
n a	
i is	<ul style="list-style-type: none"> answers questions fully and appropriately complex speech attempted <ul style="list-style-type: none"> there may be some disfluency <ul style="list-style-type: none"> disfluency does not impede meaning
nd	<ul style="list-style-type: none"> may hesitate or self-correct <ul style="list-style-type: none"> with a willingness to continue
ccur	<ul style="list-style-type: none"> may pause mid-sentence to access appropriate language <ul style="list-style-type: none"> coherency is not lost
n	<ul style="list-style-type: none"> may ask for question to be repeated or asked in a different manner <ul style="list-style-type: none"> an attempt at this is positive
:	<ul style="list-style-type: none"> discourse markers used well <ul style="list-style-type: none"> connectors and other cohesive features generally used well with minimal error <ul style="list-style-type: none"> error does not impede communication
if	
i tly	<ul style="list-style-type: none"> continual engagement with the interlocutor <ul style="list-style-type: none"> continual use of eye contact continual use of gesture good communicator

...and with extra notes...

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Reply

Head Elicos ...

This should be seen as a willingness to imp encouraged at all times; if the student trie correct, do not interrupt them

Reply

Head Elicos ...

Job well done! Remember, we want your students to be COMMUNICATORS!

Reply

Head Elicos Snipping Tool ...

If you can understand then it is not an iss not correct student during assessment. If you don't understand what is trying to l ask the student to rephrase the answer if t

Reply

Head Elicos ...

This is where you don't understand what i to be said

Reply

Head Elicos ...

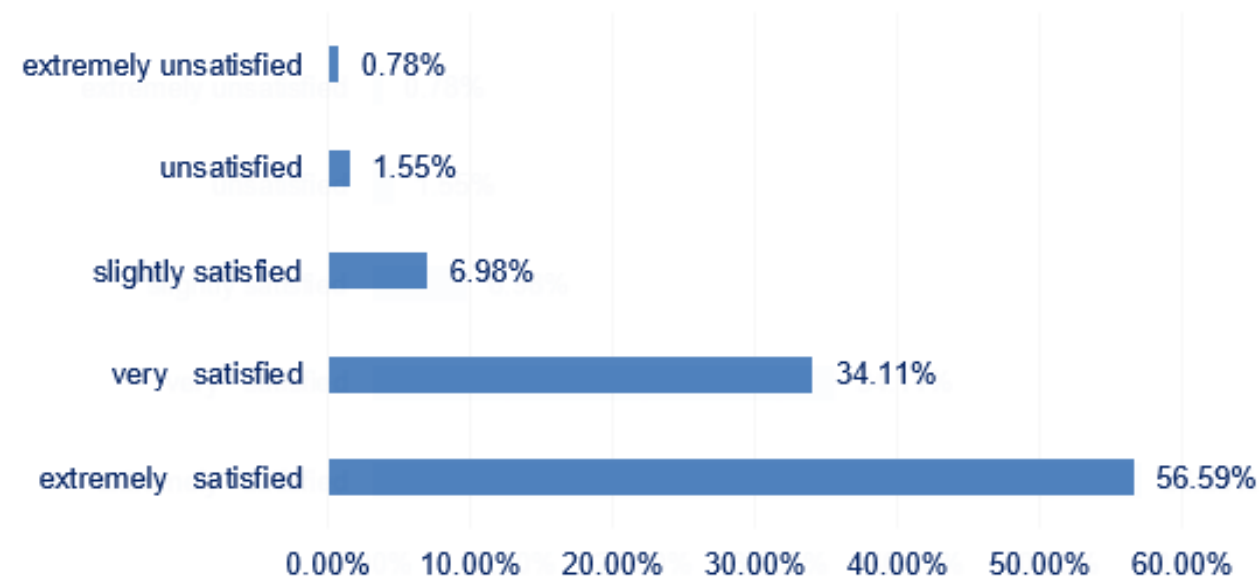
Always promote this and demonstrate during assessment by never taking your eyes off each other (unless necessary)

27 February 2025, 11:40 AM

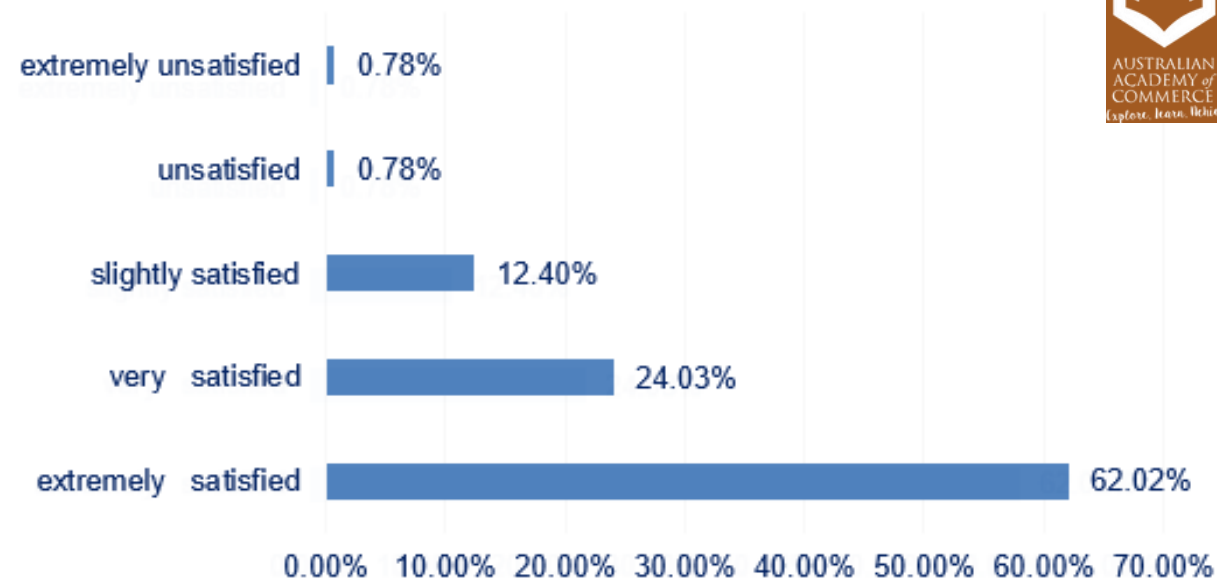


Which of the following Professional Development sessions would you choose for yourself?

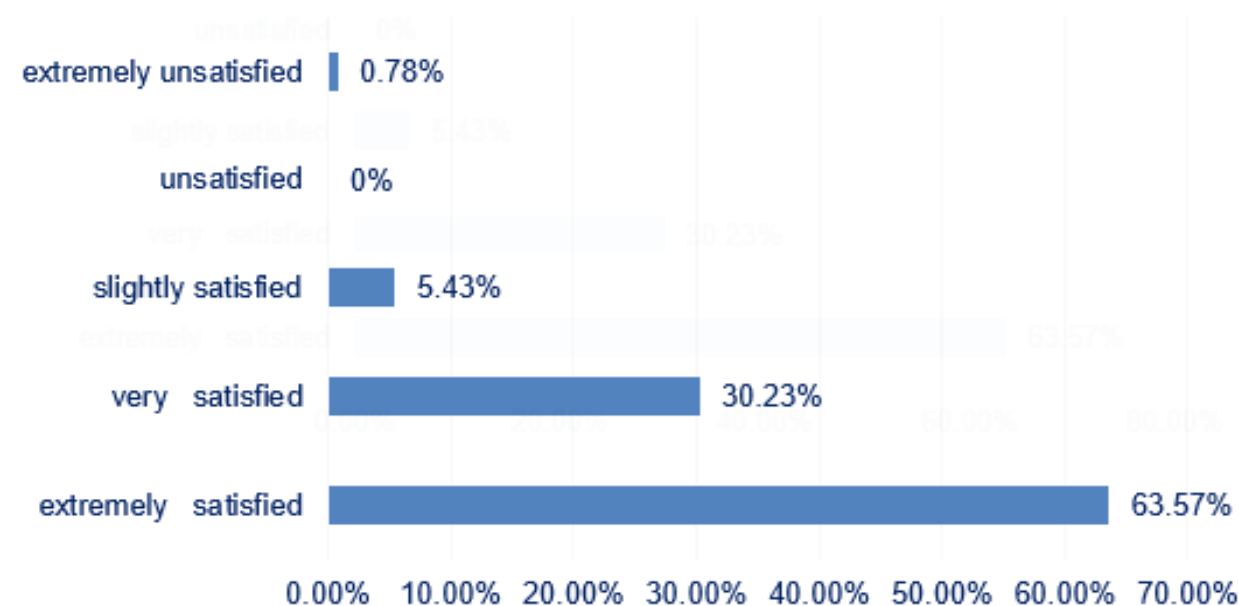
Q1: The course helps with my English learning.



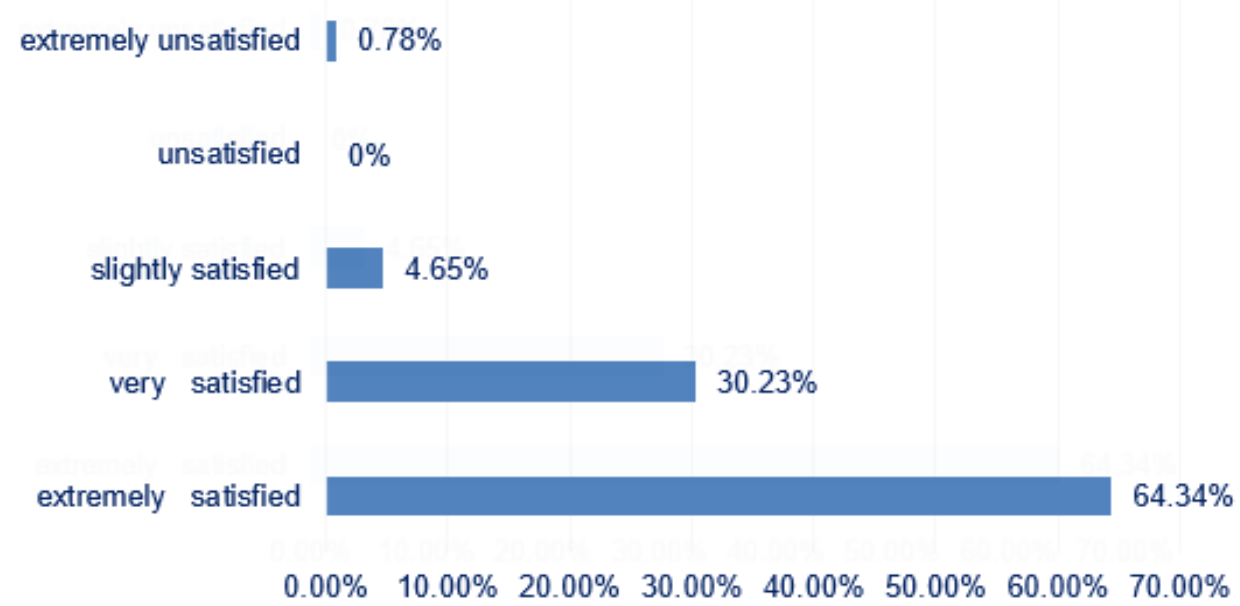
Q2: This course can stimulate my interest in learning English.



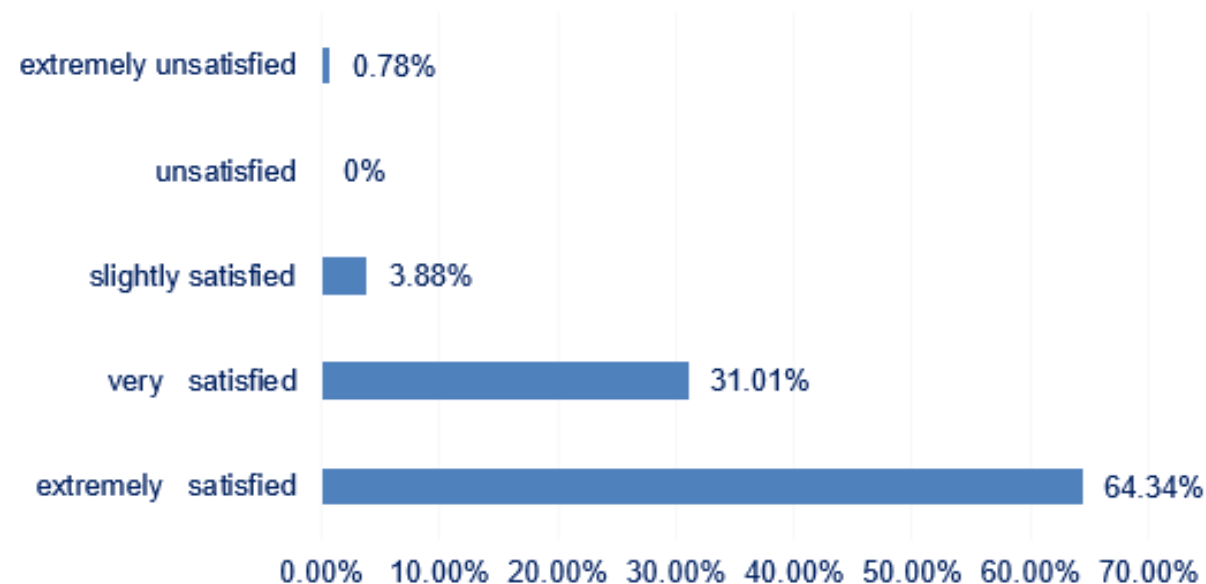
Q10: The content of this course has proper extension of extracurricular knowledge.



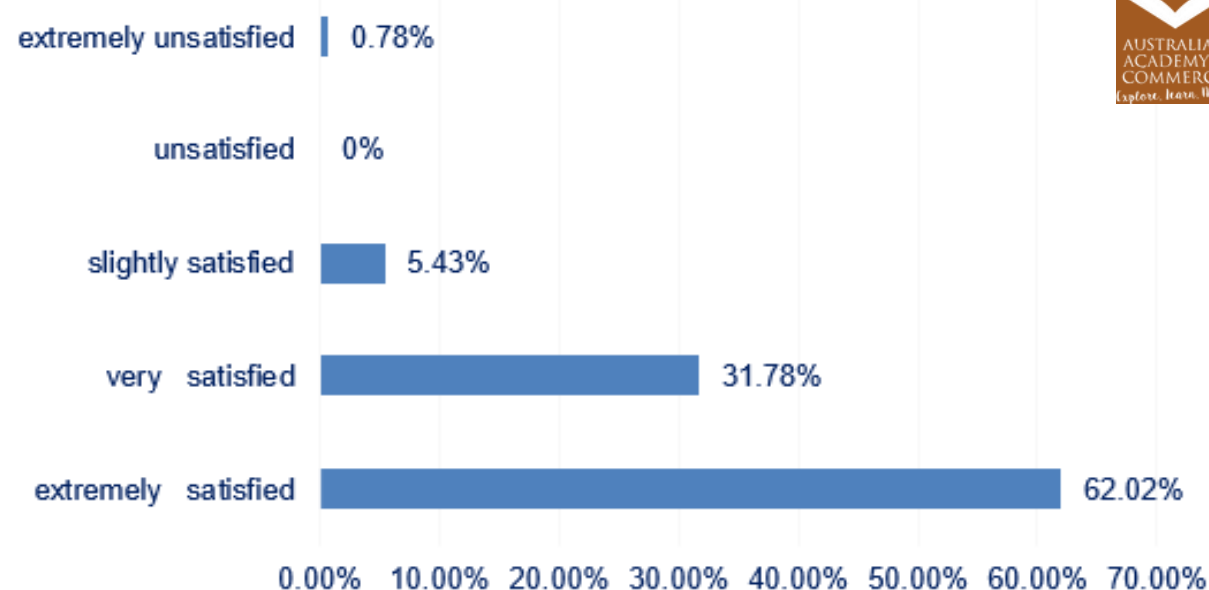
Q11: The teaching content is reasonably arranged.



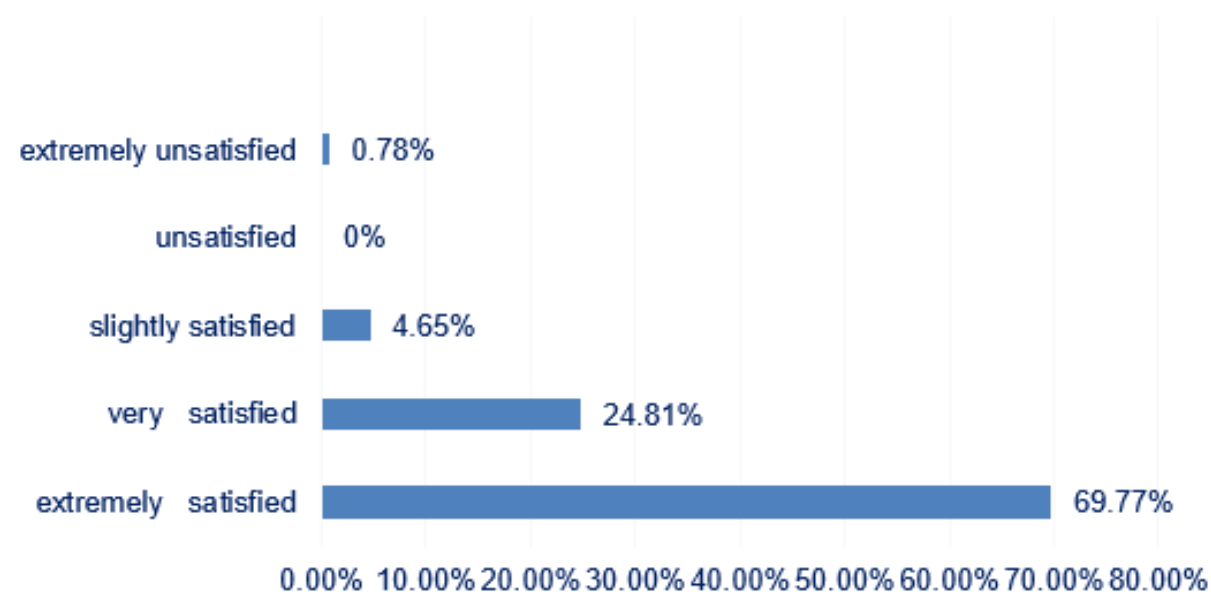
Q13: The teacher is fluent in spoken English and speaks at a moderate speed.



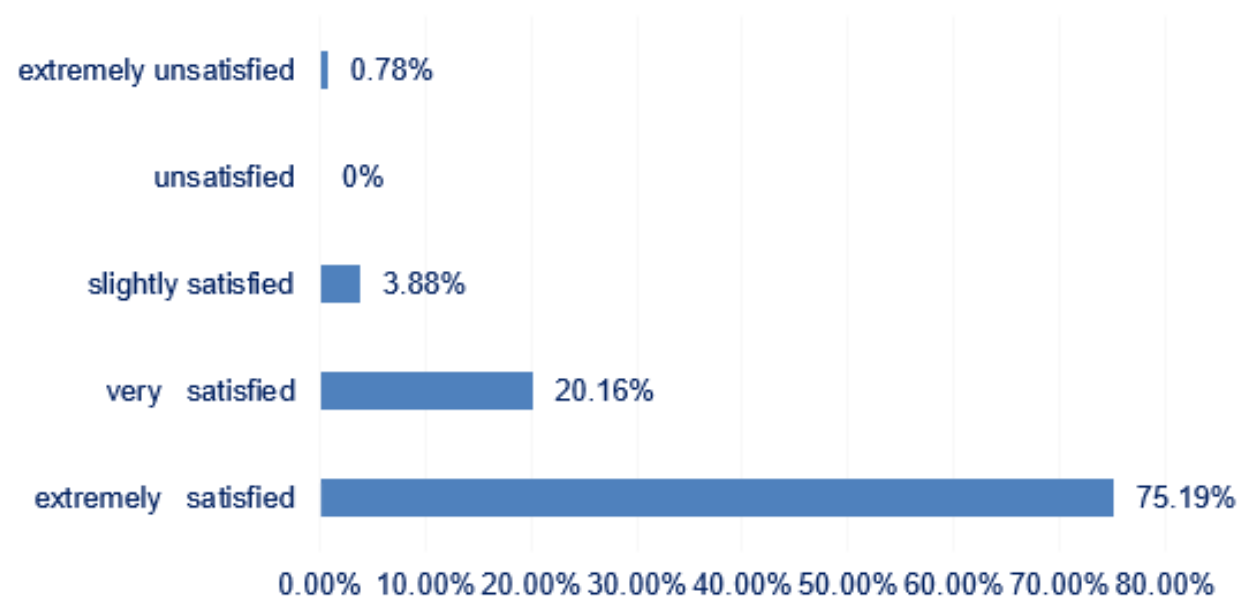
Q16: The teaching methods are novel and diverse.



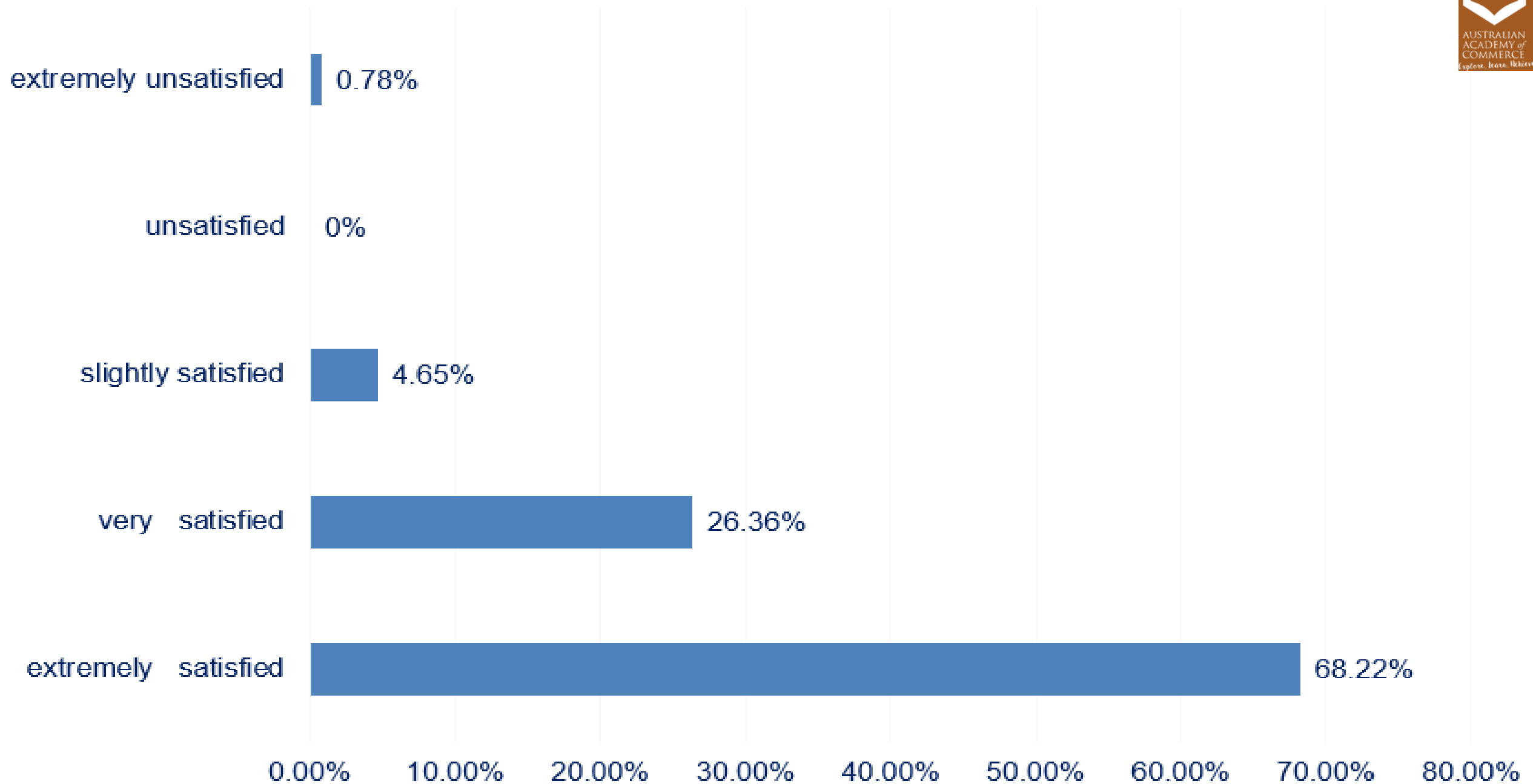
Q21: Teachers answer students' questions patiently after class.



Q24: Teachers have a good rapport with students.



Q25: I am satisfied with the course as a whole.



WHERE TO FROM HERE?

Quality Principle M2: Clear guidelines control all aspects of program delivery

Quality Principle M3: systematic evaluation of program contributes to continuous improvement

Quality Principle M4: contributes to furthering global education and enhances the reputation of Australian education

- **Year 1 syllabus**

- complete
 - one Progress test to finalise

- **Year 2 syllabus**

- combination Pre / Int / Upper
 - more complex
 - one third underway

- **Beginner syllabus**

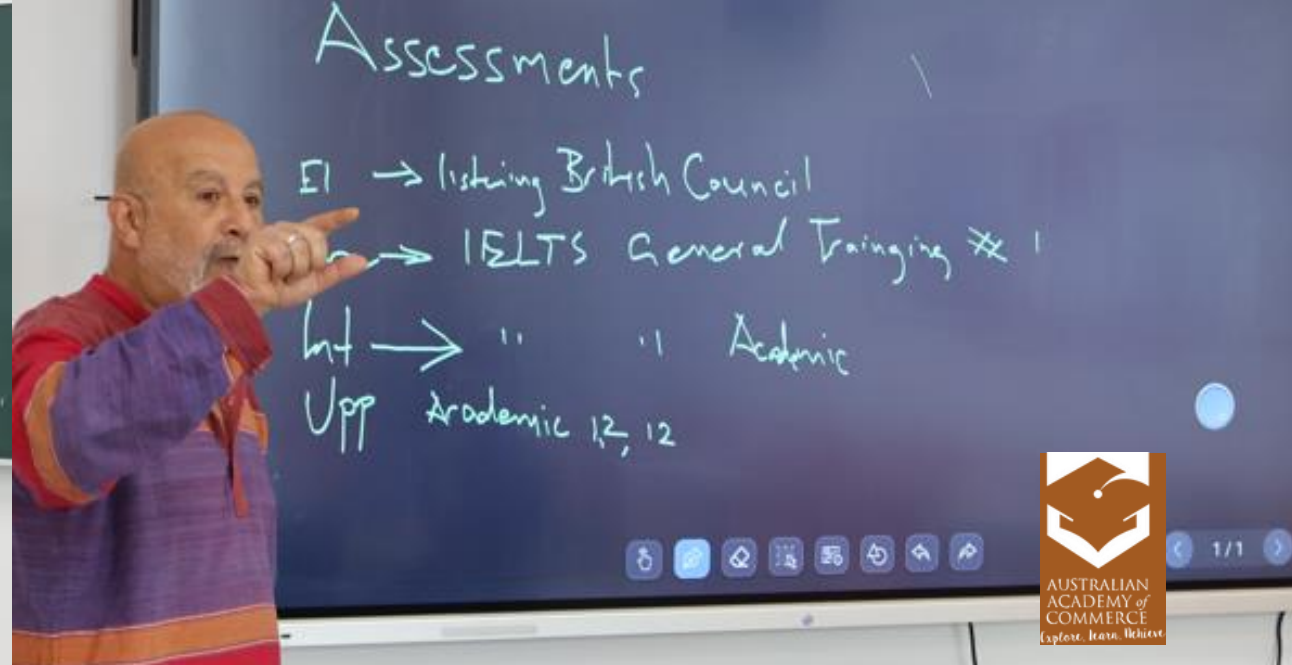
- short foundation program
 - one third underway

- **Next trip to China**

- try to co-incide with an assessment
 - lead a moderation workshop
 - teacher evaluations



Some moments in China



Your feedback and collaboration with Online Polling has contributed to this project immensely.

I appreciate your time and interest.

Thank you!

Savvas Papandony

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