



## TasTESOL Term 1 Forum, 2025 – David Gutteridge

### “The Disconnects Between What Teachers Say They Do and What They Actually Do: A Study of the Selection of Englishes in ELICOS Classrooms.”

Date: Monday 31<sup>st</sup> March 6pm-7pm

Location: Online: Zoom

Cost:

- TasTESOL and Other TESOL association members – no cost
- non-members - \$15
- students - \$10

Bank Details - BSB: 067-002    Account number: 2800 6086

- Please use full name as reference
- Payments due by Friday 28<sup>th</sup> March



**About David:** David Gutteridge is an education and business professional with experience as a TESOL teacher in Europe and Australia. More recently, he has held roles in international education, training, and management within the vocational education and libraries and archives sectors. David holds a Bachelor of Education (Applied Learning) and a Bachelor of Education with Professional Honours from the University of Tasmania (UTAS). In 2022, he completed a Master of Education at the University of Tasmania, where his research focused on the relative prestige of Australian English compared to other varieties of English in ELICOS classrooms. He has a strong interest in sociolinguistics and the diverse varieties of English. David is currently undertaking further business focussed research at UTAS.

**About David’s presentation:** David will discuss his published study, “The Disconnects Between What Teachers Say They Do and What They Actually Do: A Study of the Selection of Englishes in ELICOS Classrooms.” This research investigates the apparent disconnects between teachers’ perceptions of their use of Australian English in the classroom and what interviews with teachers revealed about their actual practices. Using data from a broader teacher survey (n = 21) and follow-up interviews (n = 6), the study explores teachers’ views on the use of Australian English and other varieties in the classroom. As a qualitative study, the responses were analysed using thematic analysis. The findings suggest that teachers may not always be fully aware of the decisions they make regarding the use of different varieties of English. While many teachers demonstrated sophisticated judgment in their use of English varieties and colloquialisms, they often lacked active awareness of the decision-making process. The study highlights important implications for teachers’ professional development and how reflexivity could enhance their practice.

RSVP by Friday 28<sup>th</sup> March to [contact.tastesol@gmail.com](mailto:contact.tastesol@gmail.com). Forum Zoom link will be sent prior to the date.