

# CONTACT

The Newsletter for the Modern Language Teachers' Association of ACT Inc.



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## Report from the President of the MLTA ACT Inc.

We began the year by supporting three members to attend the TCI workshops in Melbourne and Brisbane during January and we look forward to this small team presenting their work in Term 4 to our members with a TCI themed Mini-Workshop on Thursday 25 October.

In February, 31 participants attended a high quality professional learning event facilitated by Dr Gianfranco Conti on 'Metacognition and Language Skills'.

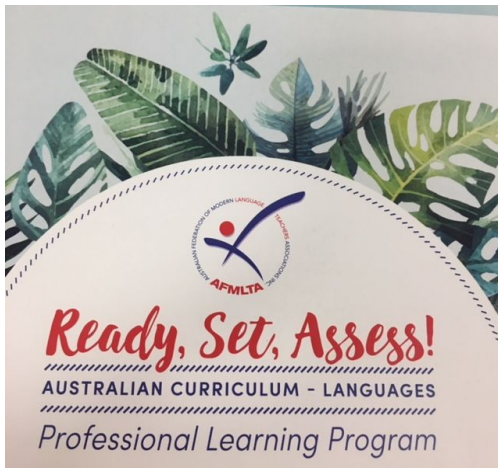


We welcomed new members and past members at the *Meet and Greet* held on Thursday 1 March and we were privileged to be joined by David Wentworth-Perry who presented the *Fiona Arthur Language Teaching Award* to the 2017 recipient, Ms Annemarie Power.

The 2018 *Fiona Arthur Language Teaching Award* will be launched on 19 June.

A new committee was elected at the AGM on 22 March. The MLTAACT Inc. currently has 111 members including 5 life members. The committee is continuing to work on several initiatives to support its members and language teachers in the ACT such as:

- delivery professional learning and networking opportunities
- supporting beginner teachers through the New Educator Project, a mentoring program led by Annemarie Power
- writing resources for the National Gallery of Australia through the MLTAACT Inc./NGA partnership coordinated by Myriam Davies. Resources have already been created for several visiting exhibitions in French, Indonesian and Chinese.
- the delivery of professional development for teachers of the Community Language Schools Association coordinated by Joanne Chilver as per the newly signed Agreement between the MLTAACT Inc. and the ACT Education Directorate.



Members and non-members had the opportunity to attend the Ready?Set? series workshops facilitated by the AFMLTA on Friday 23 March and Saturday 24 March.



Early in May, we welcomed the announcement by the Australian Government regarding the expansion of the ELLA program into the early years of schooling. The AFMLTA provided a media release which can be accessed on the AFMLTA website <https://www.afmlta.asn.au/documents/item/144>

As part of the MLTAACT Inc. President's responsibilities, I attend several meetings to advocate, discuss and consult about languages education in the ACT and nationally. Meetings attended are:

- AFMLTA Executive/MLTA Presidents' teleconferences - The object of the AFMLTA is to promote the study and teaching of languages in Australia. The member associations of the AFMLTA Inc. are the Modern Language Teachers Associations of the Australian Capital Territory, New South Wales, Queensland, South Australia, Tasmania, Victoria and Western Australia and the Language Teachers Association of the Northern Territory.
- AFMLTA National Assembly meetings – In 2018, the national meeting will be held in Adelaide.
- Council of ACT Education Associations (COACTEA) meetings. The COACTEA links and supports member associations to enhance the professionalism of teachers and education in the ACT.
- Community Languages Network meetings - The Canberra Languages Network is a consultative group convened by the ACT Education Directorate that brings together ACT stakeholders in languages. The role of the Canberra Languages Network is to provide the opportunity for discussion about the current state of language learning across school-based programs, home language learning and external formal and informal language programs in the ACT.

- Canberra Academy of Languages (CAL) - The Canberra Academy of Languages is a not-for-profit organisation, established to expand opportunities for language learning in the Canberra region for senior secondary students.

The theme for our Term 2 TeachMeet held on Friday 1 June was 'Games for the Languages Classroom'. We thank the presenters who volunteered their time to share their favourite game they use in their language classroom. This was followed by an informal dinner and we thank *The Tradies - Dickson* for providing the venue.

Our continued partnership with Language Perfect saw members of the MLTAACT Inc. being provided with free entries into the recently held 2018 Language Perfect World Championships. A huge congratulations to Amaroo School for blitzing the Championships.



Our annual Mini-Conference will be held on Saturday 18 August and is currently being planned by the committee. Details about this year's *FIPLV Congress 1988 Scholarship* opportunities will be made available later this term. I would like to thank Ludivine Le-Gal for her contributions to the MLTAACT Inc. as a committee member and also as our past Publications Officer for all her work in preparing the previous editions of our CONTACT publications. Ludi and her family are heading to China for work and we wish them all the best.

**Véronique Canellas | MLTAACT Inc. President**



## Report from the Vice-President of the MLTAACT Inc.



It is with mixed emotions that we are sending our farewells to Ludivine, who has accepted a French teaching position at an International School in China and will be leaving at the end of June. Many of our MLTAACT Inc. members would know Ludivine Kennedy (Le Gal) as our former CONTACT officer and have admired her technical skills in coming up with such a brilliant publication over the past 4 years. Ludivine came to Canberra in 2010 and taught at Telopea Park School for a few years, left for a year to experience Melbourne and came back to pick up a position at Marist

College. Many of us had the chance to learn a lot from Ludivine's teaching experiences and her fabulous technological ideas to keep her students engaged, as she presented at various MLTAACT Inc. workshops and French Network events. We also had the chance to celebrate with her some of her life milestones with the arrival of her son, Etienne and her wedding at the beginning of this year. There is no doubt that Ludivine will make the most of her new professional experience and that other teachers will fully benefit from her contagious enthusiasm and valuable experience. We wish her all the best in her new adventures and hope to hear from her in the near future.

### National Gallery of Australia

Following our initial and successful collaboration with the National Gallery of Australia last year on the Versailles Exhibition, the NGA and the MLTAACT Inc. have agreed to continue their partnership this year. In the first semester, we have worked on two exhibitions and created resources for language teachers. All resources, when finished, will be published on the NGA website and are accessible even if you have missed the exhibitions, thanks to the various links and documents that the NGA are providing to enable us to access everything online. Our first collaboration this year involved an exhibition called Indieguerillas and took place in the NGA Play area, targeting Indonesian primary students. Arika Bassett from Holy Family Primary School and Sally Martin from Garran Primary School were given a day of relief to come up with ideas to explore the exhibition. They created a fantastic series of resources for primary schools and you will find their resources soon on the NGA website. The second collaboration for this semester involved three secondary Chinese teachers who designed outstanding resources on the Infinite Conversation Exhibition, currently at the NGA. Jia Zhu from Canberra Grammar School, Jen Baines from Merici College and Cissy Lu, Chinese Network leader were also given a day of relief and designed very creative resources that Chinese secondary students and teachers will certainly enjoy. Their work will be published soon on the NGA website. I would like to thank the NGA for their financial contribution to this collaboration and also thank these 5 fabulous teachers who gave a lot of energy and time to these projects.

We will continue our partnership next semester on two other projects and will inform you when we need volunteers to help us create resources. Please consider applying, as it is a great opportunity to work creatively and collaboratively to promote our respective languages to our students.



**Myriam Davies | MLTAACT Inc. Vice-President**  
**NGA-MLTAACT Inc. Project Officer**

# Thanks to the MLTA!

## Language Proficiency Scholarship in Germany



In January of 2018, I completed a language proficiency scholarship program in Schwäbisch Hall with the Goethe Institut. I was very fortunate to receive FIPLV funding from the MLTA to help with the costs of the travel. The program was a four week intensive language course for advanced learners. This course allowed me to build on my German language skills together with students from all over the world. Along with the coursework, the Goethe Institut in Schwäbisch Hall provided a varied program of interesting and engaging cultural activities. This four week period was immensely rewarding and enjoyable and I would highly recommend the course to all learners of German, including German teachers in Australia.

The German lessons provided through the Goethe Institut were organised to allow both students to work towards the official C1/C2 exams or to focus on their own personal learning goals. The teacher of the course was experienced and engaging, providing structured lessons that targeted all areas of language acquisition. Each class had a range of language learners, who all had different goals but had a shared passion for improving their German. Amongst my fellow

students were doctors, students and teachers, who all worked hard to build their language and make the most of the learning experience. The class discussions were engaging and structured to allow the acquisition and practice of new vocabulary and structures in a variety of methods.

Through completing this course, I feel that my confidence with German has increased considerably, with growth in my general vocabulary and grammatical accuracy. I was able to pinpoint areas of grammar that I needed to revisit and receive support from the teacher to do this. Being part of a learning community also allowed us to support each other in our language goals, using our individual strengths to help our classmates to build on their skills. We were able to support students in lower language levels as well in building their confidence in talking in German. As a teacher myself, I found it a rewarding experience to be able to support others alongside my own learning.



The cultural program in Schwäbisch Hall was excellent and offered daily activities for participants, with either a focus on culture or language practice. The institute is strongly aligned with the local community and offered several programs lead by the 'Friends of the Goethe Institut', such as a city tour, a 'Kaffee und Kuchen' meet and greet and the opportunity to engage with Sprachtandem partners. These programs allowed me to build on my cultural understanding of Germany, particularly of cultural aspects pertaining to Baden Württemberg (an area that was previously less known to me). The activities provided insight on historical events, cultural events and exhibitions and allowed meaningful engagement with the community. There was also the opportunity to do weekend trips and get to know our classmates' cultures through events such as the International Dinner.

On return to Australia, I was astounded how much I had grown to love the small town of Schwäbisch Hall in the short time that I had been there and how much I already missed the Goethe Institut family. I have taken part in language courses in other institutes in the past, but have rarely left with such a strong feeling of belonging to a learning community. I would highly recommend the Goethe Institut for anyone interested in learning German or refining their German language skills. I would highly recommend the institute in Schwäbisch Hall as an excellent location for a language program. The professionalism of the institute and the warmth of the community made this an idyllic setting for a language program. I have returned from the program reinvigorated with ideas and content that I can apply to my own classroom.

As a teacher of German, I would also recommend this course to other teachers of German, who would like to refresh their skills or increase their learning. I definitely hope to engage in the other programs offered to teachers of German through the Goethe Institut in the future and I am very thankful for this amazing opportunity and support from the Goethe Institut and MLTA to attend the course this year.

**Sheree Avard | German Teacher, Telopea Park School/  
Lycee franco-australien de Canberra**

## **French Teachers Professional Learning**

In December 2017 and January 2018 I participated in the TETC French Teachers Professional Learning in Tours, France. The stage consisted of 65.5 hours of professional development, which included French grammar lessons (phonétique, cultural, writing and reading skills), lesson planning and French excursions with 10 French language teachers from around Australia.

My purpose in attending was to improve my French language skills, enhance my cultural understanding of the country and focus on accruing some more useful language teaching tasks. Aside from teaching at a French bi-national school I really needed to revitalise my French skills. My last visit to France was in 1994 as an au pair for a French family after studying French for Year 12. Evidently, being an Italian teacher, much has happened in twenty-three years!

Thanks to the MLTA contribution towards my trip I was able to start speaking in French again a little earlier, visiting Toulouse and Bordeaux. I stayed with locals to ensure I could speak French as much as possible and I was fortunate enough to be invited on a day skiing trip to the Pyrenees with my generous and fun Toulouse hosts. It was a spectacular day for skiing and surprisingly cost far less than a day in the Australian Snowy Mountains.

It was great to meet the other 10 French teachers participating in the course. The teachers were mostly from NSW, with only one from Queensland and another from Victoria. Most of the teachers were reasonably fluent in French and bien sûr, absolute francophiles and we exchanged local tips on the best pain au chocolats, clothes shops and bookshops. The pedagogical course was intense, academic and quite formally run - we spent 6 hours a day seated before old school French teachers for 2 weeks. The teachers were all rather lovely personally, however their method of teaching was for the most part direct instruction. However, some of the course was great fun as well as good for language learning - like learning to make *tarte au tatin*, miammmm! Food immersion is by far the best language learning method for me!

Tours was a well placed town with an interesting history, 2 hours from Paris and a train ride away from some exquisite castles, including *Château de Chenonceau* and *Château du Clos Lucé*, both of which provided



fabulous history for both French and Italian teachers (Catherine de Medici lived in the former and Leonardo Da Vinci died in the latter). I visited on an excursion with other teachers and relished the opportunity to imagine the life of Catherine De Medici, competing with her husband's Henri II's mistress, Diane de Poitiers, as they lived under the same roof (until he bequeathed it to his mistress on his deathbed). *Clos de Luce* was a veritable celebration of Da Vinci's genius as an engineer, artist and architect. It was surprising how much money the French had devoted to this Italian simply because he had befriended King Francis I and worked for him for the final 3 years of his life.

After devoting time to mastering French again, I had a couple of moments in front of my Italian class mixing up the two languages. Clearly a sign of successful language learning! Thanks MLTA for contributing towards regaining my passion for French language and culture again and also enabling me to appreciate the impact of Italian culture on France.



Photos 1. Château du Clos Lucé 2. Da Vinci vehicles 3. Language games 4. Amore e psiche at the Louvre 5 & 6. Making Tarte au tatin Insert photos

**Larissa Shihoff | Italian Teacher, Telopea Park School/  
Lycee franco-australien de Canberra**

## Teaching with Comprehensible Input (TCI) workshop

\*TCI - Teaching with Comprehensible Input

\*TPRS - Teaching Proficiency through Reading and Story Questions.

In January 2018, three MLTAACT members attended the TCI/TPRS workshop led by three internationally renowned presenters from the USA, Terry Waltz, Laurie Clarcq and Anny Ewing. I was lucky to be able to attend the TCI workshop in Melbourne with Myriam Davies while Prue Roveta attended the same workshop in Brisbane. In Term 4 2018, there will be a presentation from Myriam and Prue about their journey implementing some of the TCI/TPRS techniques. In the meantime, here is a brief summary of the highlights of the three-day workshop for me.

Having three presenters for three days meant that there were a great variety of workshops offered every day. Some concentrated on primary schools, some on secondary schools, some were specifically targeted to teachers of a scripted language and some for teachers who already had some experience teaching with TCI/TPRS. One of the first highlights for me was the Hawaiian demo with Terry Waltz. Seeing some of the techniques we were going to learn about demonstrated was highly valuable and I was amazed at how quickly I was able to understand Hawaiian thanks to all the Comprehensible Input. The techniques are based on the idea of language acquisition rather than language learning. There are four key principles:

- Make it comprehensible and comprehended
- Provide repeated exposure
- Keep it interesting
- Teach for success (remembering that all students need to be able to understand)

Many different techniques were demonstrated such as comprehension check, modelling of long answers, fishing and circling questions, picture and movie talk, pop-up grammar... There is a lot you can do with TCI/TPRS and, although it can sometimes feel like you are doing the same story over and over again, you need to remember that the only way students will acquire the language is through repeated exposure. I particularly liked the image of the "bucket" which represents students "brain". Every time students hear the language, it goes in the "bucket" and, before the bucket spills out, it needs to be full. The aim is for the language to "fall out of students' mouths" and we want them to feel what sounds right.

Another important aspect of TCI/TPRS is to give students ownership by giving them some control over the story. The teacher provides the language but the ideas come from the students, which are very powerful, and the main way to keep the story interesting.

Another extremely valuable element of this workshop was the networking and sharing opportunities which I believe are key to being able to implement TCI/TPRS in your classroom. There are many resources available and many teachers willing to share. Simply joining the many Facebook groups and reading some of the blogs from highly enthusiastic teachers will give you a lot of inspiration and motivation.

Although I have not fully adopted TCI methods in my classroom yet, I'm a lot more aware of the importance of making the language comprehensible and the power of teaching language in context. I now tend to write a lot more of the key vocabulary on the board with the English translation. I also try to use some of the circling techniques and always try to make sure that I repeat the same vocabulary over and over again, ensuring it is not only comprehensible but also comprehended.

**Ludvine Kennedy | French Teacher, Marist College**



## **MLTAACT Inc. New Educator Program**

The MLTAACT Inc. New Educator Project is continuing this year. I have been working on pairing New Educators with experienced language educators who will generously act as their coaches.

If you know of any new educators who could benefit from the New Educator Project please contact Annemarie at [annemarie.power@ed.act.edu.au](mailto:annemarie.power@ed.act.edu.au)

If you are an experienced languages teacher you would like to go on a list of potential coaches please contact Annemarie also.

**Annemarie Power | Spanish Teacher, Telopea Park School  
| Spanish Network Leader  
| MLTAACT Inc. Executive Secretary**

## Partnership between the MLTAACT Inc. and the ACT Education Directorate

### Provision of professional learning workshops to teachers of the ACT Community Language Schools Association (2018-2019)

The Modern Language Teachers' Association of the ACT Inc. (MLTAACT Inc.) finalised a two year Agreement with the ACT Education Directorate with an official signing at the TeachMeet on Friday 1 June. The Directorate and the MLTAACT Inc. recognise the importance of languages education, including the delivery of professional learning to support teachers. The Directorate has been providing professional learning workshops to teachers of the ACT Community Language Schools Association (ACT CLSA) since 2010 and is committed to continuing this arrangement in partnership with the MLTAACT Inc. Financial members of the MLTAACT Inc. now have the opportunity to deliver workshops four times a year to the teachers of the ACT CLSA.



The MLTAACT Inc. has appointed Joanne Chilver as the *ACT CLSA Professional Learning Project Officer* who will be coordinating the program. This partnership with the ACT Education Directorate aligns with our objectives which is to promote the study and teaching of languages in the ACT and provide high quality in-service education programs for teachers of languages. If you are interested in being involved in the delivery of language specific workshops to teachers of the ACT CLSA then please contact Joanne Chilver at [Joanne.Chilver@cg.catholic.edu.au](mailto:Joanne.Chilver@cg.catholic.edu.au)

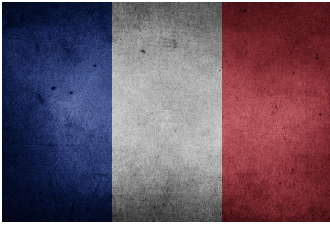
## MLTA ACT Inc. Community Language Schools Association Professional Learning Program

Earlier this term Frances Szeremet delivered the first workshop for CLSA teachers at the Theo Notaris Multicultural Centre on London Circuit. It was well attended and her presentation on the *Circle Time* lesson format was engaging and highly relevant for the teachers, who often work with large multi-age and multi-level classes.

The second workshop, titled *Get Up Out of Your Seats* will be delivered by Rowena Stevens.

The MLTAACT Inc. will be organising further workshops in terms 3 and 4. If you would like to present at one of these, please contact me at [joanne.chilver@cg.catholic.edu.au](mailto:joanne.chilver@cg.catholic.edu.au)

**Joanne Chilver | Indonesian Teacher, Rosary Primary School  
| MLTAACT Inc. CONTACT Editor**



## NEWS FROM THE FRENCH NETWORK

This year we welcome Madame Lena Britton as our new Network Leader. Lena is an experienced language teacher in the high school arena and has been an active member in the languages community in Canberra. We would like to thank Madame Myriam Davies for the fabulous job she has done as our network leader over the past seven years and are grateful for the support she continues to provide to the Network and MLTAACT Inc.



Once again the year started with many schools participating in the Semaine de la Francophonie, which is a worldwide celebration of French-speaking. Each year the French Network invites schools in the ACT to participate in the Francophonie competition, organised by the Alliance Française de Canberra and where the students research a country or reflect on specific words in French. The participating embassies and high commissions, organised by the Embassy of France in Canberra, assist with resources and the Semaine de la Francophonie culminates with a celebration at the Alliance Française de Canberra with food, souvenirs and games. Some countries celebrated include Canada, Switzerland, Belgium, Lebanon, Morocco and Greece. *Posters of Lebanon/Liban.*

March and April saw the annual French Film Festival organised by the Alliance Française take place in ten different locations around Australia. It was a huge success where many teachers and students took advantage of the school screenings.

The network met in terms 1 and 2 at the Alliance Française de Canberra welcoming some new teachers of French and first-time attendees.



Anaïs Garrigues, Alliance Française, show-cased an on-line community for teachers of French which is used in other countries worldwide where teachers can share and access great teaching and learning ideas: L'Institut Français at <https://www.ifprofs.org/ressources-pedagogiques>. Both Anaïs and Flavie Coulbault, Ambassade de France, are trained to explain and promote the resource.





## NEWS FROM THE GERMAN NETWORK

The German Network has got off to a busy start this year, planning many activities for students of German in the ACT for 2018. The Network has met twice so far and has had good attendance at meetings.

The first event for the year is the German Film Festival, which took place from 23 May to 6 June. Several films were offered for school visits and we had many schools attend the sessions.

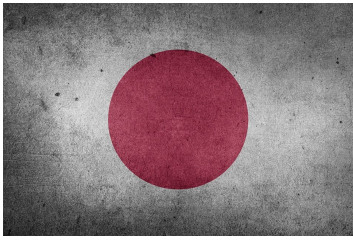
Year 7 and beginner students of German will take part in a German Zoo day in June as they build their familiarity with talking about animals in German. Year 8 students of German will take part in an interactive "Autobahn" in September, where they will test their knowledge of German culture and geography to earn prizes. Years 10-12 students will take part in a German immersion day at the end of Term 3, which will bring many great learning opportunities for our senior learners of German.

Starting new this year, we will also run a German STEM Day in conjunction with the Goethe Institut for Year 9 students of German. We are very excited to offer this for our students and thankful to the Goethe Institut for supporting so many of our student events.

Finally, German teachers will get together in September for a Mini-Conference and we are busy planning our agenda for the day. There is much to look forward to this year!

**Sheree Avard | German Network Leader**

**| German and Science Teacher, Telopea Park School/Lyceé franco-australien de Canberra**



## NEWS FROM THE JAPANESE NETWORK

On the 14th April this year, the Japanese Network hosted a professional development day with guest presenter, Jan Chalmers.

Jan Chalmers is a Japanese teacher from Victoria who sells resources on 'Teachers Pay Teachers' website under the name of 'Japanese JANKENPON'.

Our Network Leader, Amy McLeod, had secured her visit after many requests from our Canberra Region Japanese Teachers.



She shared her ideas on creating engaging programs and games for use within a language classroom that align directly to the Australian Curriculum.

As a group of teachers we were able to learn, through play, several games that can be used to target reading/writing and speaking/listening and how these activities can be adapted to different year levels or topics.

It was an amazing day full of laughing, learning and inspiration for teaching.

**Louise Poulakis | Japanese Network Leader  
Japanese Teacher, Wanniasa School**



## NEWS FROM THE INDONESIAN NETWORK

Welcome to 2018. Everyone is already extremely busy, but also extremely enthusiastic about providing enriching Indonesian programs to our students. We would like to welcome Angela Agius, our new Indonesian Network Leader. She has certainly hit the ground running and is already extremely busy organising a range of events for our Indonesian network.

ILTA Program - The Indonesian Language Teachers Assistant (ILTA) Program began again at the start of Term 2. The Indonesian assistants have all settled nicely into their schools and have begun working with our Indonesian teachers to provide rich language and cultural learning experiences. Our assistants will be in our schools for the equivalent of 1 day per week for both Terms 2 and 3. Thanks to Veronique Canellas at EDU for all of her hard work in facilitating this program. Thanks also to the Indonesian Embassy for once again supporting this incredible initiative.

Members of our Network, as well as our counterparts from non-government schools recently attended the Indonesian Embassy for a meeting with the new Education Attache. Pak Imran Hanafi and Ibu Merlita were very open to discussing ways that the Embassy could support our Indonesian Language Teaching. They also provided some ideas for utilising the Embassy for visits, cultural activities and possible incursions. We look forward to continuing to strengthen this relationship.

**Damian Bolton | Indonesian Teacher, Chapman Primary School**





## NEWS FROM THE ITALIAN NETWORK

The Italian Language Network began 2018 well under our new Network Leader, Larissa Shihoff (Telopea Park School). We have had two meetings in which we have set the course for 2018 with some exciting initiatives.

We have reconnected with Anna Rita Tamponi, at the Italian Embassy and Sussanna Scarparo and Bruna Carboni at the Australian National University.

An Italian Book Club for teachers will begin in early August, a project proposed by Bruna Carboni at the ANU. The book club aims to mirror the texts read in a similar club in Sardinia with the hope that one day we may participate in their author interviews. Very exciting.

The annual national conference for Italian Teacher's in Australia will be held in Melbourne on the 20<sup>th</sup> October. The theme is: **L'ITALIANO E LA RETE, LE RETI PER L'ITALIANO**

ANU is offering a study tour for B2 Italian students and interested teachers, for more information please contact [Sussanna.Scarparo@anu.edu.au](mailto:Sussanna.Scarparo@anu.edu.au).

The Italian network is looking into establishing an Italian Exchange Program with Italy through two teachers who have experience in this area.

**Antonietta Martiniello**  
| Italian teacher, Italian Bilingual School Yarralumla



## NEWS FROM THE SPANISH NETWORK

The ACT Spanish Language Network had a good start to the year with some valuable meetings in Term 1 and Term 2. We welcomed several new teachers to the Network at the meetings and collaboration has already commenced!

At our meetings we spent time discussing the work we are projecting for the second semester of the year, including an Immersion Day for Year 8 students and a Zoo Day for Year 7 students. A full day PL is also being organised for Term 4 with Dr Gianfranco Conti for the Network.

Two primary school teachers will work this term on the Australian Curriculum Spanish F to 6 progression, aiming to produce Scope and Sequence documents to be shared amongst the Network.

It has been a solid start to the year with lots of fun to come next semester!

**Annemarie Power | Spanish Network Leader**  
**| Spanish Teacher, Telopea Park School**  
**| MLTA ACT Inc. Executive Secretary**

# Canberra Academy of Languages - June 2018 Update



## About the Canberra Academy of Languages

Established in September 2016, the Canberra Academy of Languages is a not-for-profit organisation. CAL is registered with the ACT Board of Senior Secondary Studies as a Specialist Education Provider. We aim to complement senior secondary programs in colleges for language learning in the Canberra region because provision for Years 11-12 is very uneven. There are schools of languages or language centres in four other educational jurisdictions (NSW, Victoria, SA and the NT).

In setting up the organisation, we identified two aspects for us to address in the ACT situation:

- Canberra as the national capital should foster engagement and build capacity to participate effectively with the global community.
- As a major regional centre, the city should provide opportunities for language learning reflecting the presence of groups within the area, both those with connections to Indigenous languages and those with connections to languages and cultures outside Australia.

Our purpose, rationale and values are outlined in our Charter, which was published in May 2018 and announced with a link in the "CAL Now" section on the home page on [CAL website](#). More information is available on the News page, Events page and Programs page on the CAL website and in the articles in the June 2017 and December 2017 editions of the MLTAACT Newsletter.

## CAL teaching program in 2018



In 2018, we are running programs in Continuing French and Advanced French for five students in Years 11-12 from four ACT schools. Four of these students are in Year 11 and will be following a two-year program to complete a major in French with recognition on the ACT Senior Secondary Certificate. We use a 50-50 mix of on-site and off-site delivery supported by our resources website (see online presence section in our November 2017 article), using the Alliance Française as the venue for the on-site component.

The off-site program makes use of Entre Nous 3 for Continuing French and Entre Nous 4 for Advanced French, including student texts, CDs and online resources via EMDL's Espace Virtuel; topic resources using curated collections of annotated links to authentic documents, which we develop for each topic listed in the BSSS courses, and which are posted on our resources website, along with the weekly learning modules; and Google Classroom to back up email communications.



Our current Year 12 student will be invited to undertake assessment at the end of 2018 for the Diplôme d'Études de Langue Française (DELFF) at level B2. The other students, who are in Year 11, will have the opportunity at the end of 2019 to do the B1 assessment for the Continuing students or B2 for the Advanced students, to achieve an additional credential at the end of their senior secondary studies. Having participated in a program with the Melbourne Alliance Française in April 2018, I am an accredited DELFF examiner for levels up to B2. This helps to ensure relevant preparation for students in the CAL French program and also provides a clear understanding of the Common European Framework of Reference for Languages – recognised and used throughout the European Community. In France, the required level for citizenship applications is B1 and for entry by non-French students to tertiary studies, it is generally B2.



### Partnerships, public presence and professional networking



CAL participated at a stall on Sunday 18 February 2018 at the National Multicultural Festival, in partnership with the ACT Bilingual Education Alliance (ACTBEA) and the Canberra Region Languages Forum. This is an important annual event to promote the visibility of languages and language learning with the ACT community. We have conferred with the organisers about proposals for enhancing the effectiveness of the languages presence for future years at the festival.



On Saturday 24 March, together with the ACT Bilingual Education Alliance and the Canberra Region Languages Forum, CAL was represented at a stall at the Connect and Participate Expo (2018 CAP Expo) at the Old Bus Depot Building in Kingston. This was another good opportunity to promote benefits and opportunities of fostering languages learning, multilingualism and multiculturalism with the ACT community. The stall was visited by Minister of Multicultural Affairs Rachel Stephen-Smith and a fruitful dialogue was facilitated on ways to promote learning of languages in Canberra.

The ACT Bilingual Alliance promoted A Celebration of Languages, in which CAL participated, held at the Latin American Cultural Centre in Astrolabe Street, Red Hill, on the afternoon of Sunday 20 May. This event was a great success, and included story-telling in multiple language, opportunities to exchange information about raising children in more than one language, and Mexican dances. The event was attended by Minister for Multicultural Affairs Rachel Stephen-Smith.





As an incorporated organisation, we have auspiced a grant for Jacqui Malins, who as the co-founder and facilitator of Mother Tongue Multilingual Mic has organised several events this year, such as the highly successful Multilingual Poetry Showcase on the afternoon of Saturday 2 June 2018, held at the Woden Youth Centre, which included poetry in Acholi and English by guest performer Jackline Okot. Pictured: Saturday's performers.

On Thursday 14 June, we will hold our Open Night at the Ainslie Arts Centre, Elouera Street, Braddon. We have advised schools and have advertised the event through our website and our Facebook page, as well as the ad roll at the German Film Festival at Palace Electric Cinemas and local media outlets. At the Open Night, we will outline our purpose, programs and enrolment process. Senior secondary (Years 11-12) Continuing and Advanced courses are offered for 2019 in French, German and Indonesian, subject to viable numbers to fund teacher recruitment for these programs. Additional courses may also be delivered, subject to negotiations with colleges.



In August 2018, Rosalind Rice and I will attend the Australian Network of Government Languages Schools (ANGLS) Conference for the second time. This year's event will be hosted by the NSW School of Languages in Petersham, with representation from the South Australian School of Languages and the Open Access College in Adelaide, the Victorian School of Languages in Melbourne, the Darwin Languages Centre and the Alice Springs Languages Centre in the Northern Territory and the New South Wales School of Languages and Saturday School of Languages in Sydney.

Later in 2018, probably in September-October, I will meet with a delegation of educational leaders from Guangdong Province in China, on their planned tour in Australia. We will discuss school leadership, curriculum, pedagogy, teacher training and teacher registration in the Australian context. Their visit to Canberra will be coordinated by Dr Fuxin Li. He is the newly elected President of the ACT Community Language Schools Association (ACT CLSA). We also wish to acknowledge the collaboration of former ACT CLSA President, Javad Mehr, who included a report from CAL in the June 2018 edition of the CLSA Yearly Magazine and who was a valued guest at our 2017 End of Year Ceremony, which took place at CMAG on 12 December 2017, with the Deputy Director of the Alliance Française de Canberra, Anaïs Garrigues, as guest speaker.

## Course development

On 5 July 2017, I contacted the ACT Board of Senior Secondary Studies (ACT BSSS) with a proposal advocating development of a course in Indigenous languages. Some details were outlined in the June 2017 and December 2017 editions of Contact. The writing panel commenced work in 2017 and drafted a set of descriptions for four proposed semester units to form the basis of the course. After a pause for further consultation with the United Ngunnawal Elders Council, the ACT BSSS has advised that work on an Aboriginal languages and culture course is planned to resume soon.



I have received expressions of interest from Arabic and Greek language communities about the possibility of developing senior secondary courses and have discussed future directions with them. There are currently no Year 11-12 courses for these languages. We hope that there will be progress made in 2018.

## Future plans

For 2019, as well as French, German and Indonesian, we may offer other languages, subject to interest from schools and community members.

Looking further ahead, at the end of 2017, we outlined to ACT Government the reasons for establishing the languages academy and the future role of government as we see it. In a submission on the Future of Education, we said that we believe the ACT Government should assume responsibility for CAL's operation in the future, to ensure continuity and equity in access to languages programs for students in all areas of the ACT. This is consistent with practice in the four other jurisdictions that have similar schools of languages in SA, NT, NSW and Victoria. A copy of our submission is available via the News page on our website. At the time of writing, there is no response from ACT Government on this.



The importance of access to languages education was raised recently by Dr Pasi Sahlberg, as reported in the Sydney Morning Herald and The Canberra Times on Sunday 3 June 2018. He advocates a 24th Gonski 2.0 clause for right to learn a language: article in SMH and Canberra Times on Sunday 3 June 2018.

This view accords with the CAL Charter, which includes a statement that "equity in language learning requires that the option to continue learning a language as part of a senior secondary education program should be available to students throughout the educational jurisdiction". Students who don't have access to learning languages are not only missing out on the enrichment of languages and the cultures to which they are a key; they are also missing out on learning about grammar and language as a system. Sahlberg's comments were supported by Professor Ken Cruickshank, Director of the Sydney Institute for Community Language Education.

**Frank Keighley | Convener, Canberra Academy of Languages Inc.**

Organisational website: [www.cal.act.edu.au](http://www.cal.act.edu.au) | Resources repository : [www.languages.org.au](http://www.languages.org.au)



## Alfred Deakin High School



Year 9 and Year 10 students travelled to Sydney and participated in the Tanken Centre program in Term 1.

As you know, Tanken Centre is a Japanese style house built by the Department of Education, NSW to enhance Japanese teaching and learning and availability has been extended to the ACT schools, too. I believe many ACT schools have visited there and this article is for those teachers who have not done so yet.

The greatest part is that Taka and Mieko team teach and create the authentic Japanese environment to conduct all language activities, which is great. Students enjoyed the program so much! Thank you for your great work, Taka and Mieko. Why don't we make a similar resource in the ACT for our convenience?



We also popped into Daiso in Broadway, Sydney after the Tanken Centre session. Students were exposed to the whole range of Japanese merchandise and they feel Japan is awesome and closer. I would recommend this course for a day excursion for the ACT schools.



**Shizuko Barber | Japanese Teacher**  
**Alfred Deakin High School**

## St Clare's College Trip to Japan

Four Year 8 students, Alyssa, Tayla, Olivia and Emily traveled to Tokyo as Australia's representatives to present their findings for the Picture Happiness on Earth competition. The competition was run in conjunction with the Museum of Emerging Science and Innovation (Miraikan), Questacon and Bloomberg which asked students to picture what happiness on Earth could look like and to support their findings with data sources from the GeoScope and Geopalette database software supplied by Miraikan and other reputable data sources.

The Year 8 team decided that happiness on Earth meant that all children were safe and encouraged people to become foster parents. Their data showed that there were over 40,000 reported cases of child abuse in Australia alone in a year. The team made a video with their findings and this was selected by Miraikan and Questacon as the winning entry from Australia.

Students from Tokyo who were part of an all-girls programming workshop then took their findings and created a program using the Unity game engine software to be displayed on the Tsunagari globe that hangs in the foyer of the museum. The Japanese interpretation of the work encouraged all people to be kind to each other and to look out for each other to make the world a happier place. The installations will be available from the museum website in the coming months and will be featured twice a day on the globe. Images from the rehearsal are already available [www.miraikan.jst.go.jp/sp/picture\\_happiness/en/](http://www.miraikan.jst.go.jp/sp/picture_happiness/en/)

Our four team members spent time with the students from Team Australia during rehearsals and then presented their work at the World Premier at the museum. Along the way the students were given guided tours of the museum, saw the Honda Asimo robot in action and were treated as honoured guests.

Our time in Tokyo was spent in cultural immersion, cooking classes, sightseeing, eating, ordering meals using technology, shopping and a very special dinner with ex St Clare's student Sianan Scrivener who is now working for Disneyland in Tokyo.

Japan is a beautiful country and the whole week left the team smiling and experiencing true happiness on Earth!

Olivia wrote of her time there:



On Tuesday 7 November four girls and two teachers departed Canberra Airport towards a great journey. We were fortunate enough to spend eight days in the lovely and cultural place of Tokyo. Whilst in Tokyo we experienced several traditional events and were even fortunate enough to see a Japanese wedding. The main point of the excursion wasn't just about the shopping trips but it was focused on presenting our work to the students and staff at Miraikan Museum. This was a very exciting but nerve wracking experience. My favourite part of this trip was Disneyland of course. What a fun and adventurous day. I would like to thank the other girls and Mrs Major and Mrs Bourne for a wonderful time.

**Juliette Major | Curriculum Coordinator ICT**  
**St. Clare's College**



## Conference Presentation Report on ACT Community Language Schools

I am happy to report on *three conference presentations* that Meredith Box, UC PhD student and ACT teacher at Telopea Park School, and myself have presented/will present at two separate conferences. In the three papers we present findings from recent research that we have conducted in ACT community language schools. Last week, we presented two papers at the *5th International Conference Crossroads of Languages and Cultures: Languages and Cultures at Home and at School* (CLC5), University of Crete, Rethymno, Greece, and I will present another paper later this week at the *8th International Conference on Intercultural Pragmatics & Communication*, University of Cyprus, Nicosia, Greece.

We would be happy to share details about our research. The titles of the three papers are:

- Stracke, E.: An investigation of the motivation and interculturality of community/heritage language learners in Australia.
- Box, M., & Stracke, E.: The shared process of choosing to maintain a community language.
- Stracke, E. Prestige and language learning: Language attitudes of young Australian community/heritage language learners.

**Associate Professor Dr. Elke Stracke, University of Canberra**  
[Elke.Stracke@canberra.edu.au](mailto:Elke.Stracke@canberra.edu.au)

### Crete, Island of Cats and CLC5 by Meredith Box

I am still in Crete, on study leave from Telopea Park School where I teach Japanese. I presented some of my PhD research findings at the *5th International Conference Crossroads of Languages and Cultures: Languages and Cultures at Home and at School* (CLC5), University of Crete, Rethymno, Greece.

The CLC5 is one of a few opportunities each year to talk about the issues of 'minority' language maintenance against a broader socio-political and economic background that influences family decisions to maintain or to discard community/heritage language. For me it was also a great opportunity to hear and meet many researchers whose work I had read. I came away with a number of strong impressions. First, that researchers in this field, regardless of

how well known they were, actively and seriously embraced new issues and worked to make positive social contributions. Second, that Greece was impacted heavily from the Syrian refugee influx. Educators had clear protocols in place to support Syrian children in maintaining their mother tongue as a basis to educating them effectively in Greek. Third, European researchers were very interested in how community languages were maintained in Australia. Below is a short overview of the paper I co-presented at CLC5, on CL maintenance in Australia. If you are interested in this area of research please feel free to contact me:

[Meredith.Box@canberra.edu.au](mailto:Meredith.Box@canberra.edu.au)



## The shared process of choosing to maintain a community language – Comparative study, Australia

Community language (CL) schooling is an 'out-of-school hours' system of teaching community languages to students of compulsory schooling age, and is a popular choice for families from ethnic backgrounds to develop their children's competence in their CL. Supported in principle by the Australian government, and funded by the government and the community, the number of these schools has continued to increase and there are presently over 100 thousand students Australia wide. CL schools are either state-run and operate under the umbrella of mainstream schooling, or community-run, where they tend to be highly heterogeneous in terms of their programmes and how they run. CL schools are considered to be an efficient and effective way for ethnic parents to support their children's CL learning, complementing or replacing informal teaching at home.



While uptake is high, not all ethnic families choose to attend CL schools, nor do they choose to continue for the full duration of programs. This is linked with a process of decision making that is shared by all families and students in CL schools that is not immediately obvious to them or to the schools, but it affects whether or not families participate in CL education and gain benefits from this. The purpose of this research is to add transparency to that process of decision-making.

This research explores the 'hands-on' and 'day-to-day' experiences of families and students 'choosing to maintain a CL' and the impact of those experiences throughout their connection with a CL school, using Bourdieu's concepts of habitus (*taken for granted, largely habitual way of thinking*). Results from research undertaken in three community language schools in the ACT show that the process of choosing and continuing to attend a CL school come in three connected but distinct steps that rise out of an:

- initial keen awareness of the existence of the ethnic community school, followed by
- determining the match between the school and the family needs, and finally through
- the development of a match between the school and the student.

**Meredith Box, Elke Stracke and the conference cat**



## Presentations from the TeachMeet

### Using Kahoot to create a quiz for an authentic document in French

Kahoot was used to create a quiz in French for an authentic document about the future impact of robotics and artificial intelligence on the world of work.

The source document was a video clip published by the French journal Le Figaro on its website, with the title "Cinq raisons pour lesquelles les robots ne vont pas tuer l'emploi" (Five reasons why robots are not going to destroy jobs). The video is from an interview with an expert on robots and artificial intelligence who has a very sanguine view about the future of work and the impact of new technologies. It provides a rich source of starting points for discussion.

The quiz is designed to get to some of the main points put forward by the expert.

The source for the video clip is at

<http://www.lefigaro.fr/emploi/2017/12/27/09005-20171227ARTFIG00001-cinq-raisons-pour-lesquelles-le-travail-ne-disparaitra-pas-en-2018.php>.

I have posted a transcription of the interview on the Languages.Org.Au website at

<http://languages.org.au/french/individuals-experience.htm> under the sub-heading "Avenir et technologies" (Future and technologies).

The playable link for the Kahoot quiz is on the same page on the Languages.Org.Au, or you can go there directly at <https://play.kahoot.it/#/?quizId=8a2519ef-5167-423c-9f36-373f2fb2541b>.

The questions and multiple choice answers are listed below, with an asterisk to indicate the sought answer for each question. An English translation for each of the questions is provided below, but not in the online quiz.

#### Question 1

De quoi vont parler Quentin Périnel et Alex Fighter?

What are the journalist and the interviewee going to discuss?

1. Ils vont parler de l'avenir du travail \*
2. Ils vont parler du monde du travail actuel
3. Ils vont parler des rêves d'Alex pour son travail

#### Question 2

Les grandes révolutions à venir dans le monde professionnel sont-ils nombreux?

Are the great revolutions to come in the professional world numerous?

1. Oui, ils sont très nombreux
2. Non, il n'y en a que deux \*
3. Il y en a une douzaine

**Question 3**

[Sur le fait que] l'intelligence artificielle et la robotique [sont les deux piliers technologiques qui] vont bouleverser le monde du travail ...

On the fact that artificial intelligence and robotics are the two technological pillars that will overwhelm the world of work ...

1. Personne n'est d'accord
2. Les avis sont partagés
3. Tout le monde est d'accord \*

**Question 4**

Il y a de nombreux ingénieurs qui fabriquent des robots avec l'objectif d'en faire

There are numerous engineers who make robots with the aim of making them ...

1. Des concurrents
2. Des collaborateurs \*
3. Les deux: concurrents et collaborateurs

**Question 5**

D'après Rodolphe, nos robots vont faire

According to Rodolphe, our robots are going to do ...

1. Ce qui demande le jugement humain
2. Ce qui demande de l'expertise et du savoir-faire
3. La partie lourde et répétitive de la tâche \*

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**Frank Keighley | Convener, Canberra Academy of Languages**



# MLTA ACT Inc. Mini Conference

ABN: 81093701685

**The MLTA ACT Inc. proudly presents the annual Mini Conference**

## **‘Flipped, Formative, Fun!’**

**Saturday 18th of August 2018**

**8:30am arrival and registration**

**9:00am start and 1:20pm finish**

**Hedley Beare Centre for Teaching and Learning 51**

**Fremantle Drive, Stirling, 2611, ACT**

### **Workshop sessions:**

§ **The in-flipped classroom with Clementine O'Sullivan:** Clementine will show ways to create an in-flipped learning environment in the languages classroom. To get the most out of this session please bring an electronic device of your choice E.g. iPad/iPhone and/or MAC computer/Laptop etc.

§ **Using Google in the classroom with Tracey Hanson:** Tracey will be focussing on ways to use Google Forms and Google Sheets to give feedback to students and create targeted groups for learning.

§ **Languages online and formative fun with Sharee Harrild and Rowena Stevens:** Sharee and Rowena will present some online and offline enjoyable and engaging activities they use in their languages classrooms.

**Cost: \$30 MLTA ACT Inc. members    \$80 Non MLTA ACT Inc. members**

**Morning tea will be provided.**

**Register and pay through Trybooking by COB Friday 10 August using this link:**

**<https://www.trybooking.com/WVDJ>**

**If you have any questions please contact MLTA ACT Executive President Veronique Canellas at: [veronique.canellas@act.gov.au](mailto:veronique.canellas@act.gov.au)**



# Save the date

## **Term 3 MLTAACT Inc. Mini Conference**

Saturday 18th August (Week 4) at Hedley Beare Centre for Teaching & Learning (HBCTL)

## **Term 4 MLTAACT Inc. TCI Mini Workshop**

Thursday 25th October (Week 2) at Hedley Beare Centre for Teaching & Learning (HBCTL)

## **2019 MLTA ACT Inc. Meet and Greet**

Thursday 28th February 2019 (Week 4). Venue to be confirmed

## **Semester 2 2018 - CONTACT newsletter**

Please email your articles by Friday 16th November (Week 5, Term 4).

If possible, email your articles using Google Documents.

## **2019 AFMLTA International Languages Conference -**

The 22nd AFMLTA International Languages Conference will be held in Hobart, Tasmania - July 2019.

### **MLTA ACT**

#### **Executive and Committee Members**

President:	<b>Véronique Canellas</b>
Vice-President:	<b>Myriam Davies</b>
Treasurer:	<b>Clementine O'Sullivan</b>
Secretary:	<b>Annemarie Power</b>
Committee Member Contact Editor:	<b>Joanne Chilver</b>
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Committee Member Webmaster:	<b>Frank Keighley</b>
Committee Member:	<b>Cissy Lu</b>
Committee Member:	<b>Prudence Roveta</b>
Committee Member:	<b>Frances Szeremet</b>
Committee Member:	<b>Sharee Harrild</b>
Committee Member:	<b>Louise Poulakis</b>

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#### **Email:**

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[Veronique.Canellas@act.gov.au](mailto:Veronique.Canellas@act.gov.au)

*For further reading about languages teaching in Australia, please visit the following website:*

**<http://www.afmlta.asn.au/>**





**Are you doing something interesting at your school with your languages teaching?**

## **We would LOVE to hear about it!**

We have so many experienced and dedicated language teachers in the ACT and they should definitely be promoted and acknowledged for their amazing work. If you are doing something special at your school, the members of the MLTA ACT Inc. would love to hear about it. You might even inspire someone to have a go at something different too. You might like to ask a student to write a review of their learning in class. We would love to hear about any schools going overseas this year and any excursions you do with your language students.

Please forward all anecdotes and photographs to the Contact editor Joanne Chilver.  
[joanne.chilver@cg.catholic.edu.au](mailto:joanne.chilver@cg.catholic.edu.au)

We look forward to hearing your stories!

## **The MLTA ACT Inc. WORKS 4 U!**

Modern Language Teachers' Association ACT Inc.  
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[www.mltaact.asn.au](http://www.mltaact.asn.au)  
ABN : 81093701685