

Modern Languages Teachers' Association of A.C.T. Inc

CONTACT



Inside this issue

President's report.....	p1
Dates for your diary.....	p2
Canberra Academy of Languages update.....	p3
ACT Bilingual Education Alliance.....	p6
The Community Languages Association ACT.....	p6
German Language Network News.....	p7
Italian Language Network News.....	p8
Japanese Language Network News.....	p9
French Language Network News.....	p11
Spanish Language Network News.....	p13
Chinese Language Network News.....	p14
Indonesian Language Network News.....	p15
MLTA-ACT Member Articles.....	p19
(including AFMLTA Conference reports, FIPVL scholarship recipient reports, member news updates and reviews)	
AFMLTA Conference - CAL Presentation.....	p28
Holiday Wishes.....	p32

The Newsletter for the Modern Languages Teachers' Association of A.C.T. Inc



MLTAACT Inc. President's Report

Report from Véronique Canellas, President of the MLTAACT Inc. Semester 2 2019

Welcome to the Semester 2 extended edition of the MLTAACT Contact newsletter. Once again, the MLTAACT has had a busy year delivering professional learning, providing networking opportunities and supporting its members.

As per our formal Agreement with the ACT Education Directorate we delivered four professional learning workshops to the teachers of the Community Language Schools Association (CLSA). This year the workshops covered a variety of topics such as games for the classroom, differentiating tasks, teaching with comprehensible input and developing speaking and listening skills.

In July, Sharee Harrild represented the MLTAACT as our Liaison Officer at the AFMLTA Assembly in Hobart. Sharee prepared the annual report for the Assembly and attended the 2-day meeting prior to the AFMLTA International Languages Conference. I attended the Assembly as the Treasurer of the AFMLTA. The MLTAACT was able to support 11 of our members to attend the AFMLTA International Language Conference in Hobart by providing a scholarship to cover the cost of the early bird registration fee.

In August, I attended the ANGLS Conference held in Canberra with the President of the AFMLTA (Amanda Pentti) and presented an information session to the conference delegates on the unique role that the MLTAACT plays in supporting and representing language teachers in the ACT as we are the only professional association for language teachers in the ACT. Also, in August, the annual MLTAACT Mini-Conference was held at the HBCTL with Tyronne Bell delivering the Welcome to Country and he then presented a short session on the promotion and preservation of Ngunnawal language and culture in the ACT. Professor Jane Simpson from the ANU delivered a presentation on Indigenous languages. Frank Merlino, President of the Victorian Schools of Languages (VSL), also made a short presentation on the history of VSL and shared its strategic direction with workshop attendees. Anne O'Neill, Executive Teacher at Belconnen High School, shared with us her journey in developing an elective for the year 7/8 students on connecting to Country. Amanda Pentti, President of AFMLTA also made a short presentation on assessment and then teamed up with me to present a brief overview on the work of the AFMLTA. We were very grateful to have received sponsorship from the Aboriginal and Torres Strait Islander Section of the ACT Education Directorate for the catering at our Mini-Conference.

I have attended several events and meetings as the Advisory Panel Member of the Canberra Academy of Languages (CAL) and it is wonderful to be witnessing the growth of CAL as it supports our college students in continuing to study a language. Well done Frank and Ros on all your hard work.

MLTAACT Inc. President's Report Continued

Over this semester, we have had several opportunities to showcase and promote the work of the MLTAACT especially at the College Moderation Day and at the ACU Professional Associations Mini Expo for preservice teachers. As we do this, we hope that pre-service teachers and new educators specialising in language teaching will be aware of our Association and the benefits of being a member of the MLTAACT.

In October, Frances Szeremet represented the MLTAACT at the CLSA Conference and attended the CLSA Annual Dinner on behalf of myself, the President. Thank you, Frances.

We are continuing our official partnership with the National Gallery of Australia (NGA) and some of our members are currently writing French resources for the permanent collection. Our New Educator program continues to provide the opportunity for our new educators to partner with an experienced coach as they begin their exciting journey as teachers of languages.

This year, the MLTAACT was able to, once again, support four members (Myriam, Lena, Tina, Prue) in a variety of areas through the annual FIPLV Congress 1988 Scholarships. The four recipients of this year's scholarship were supported with the costs associated with an on-line Comprehensible Input course, an immersion day for year 10 French students, a language course and a sister-school visit.

The MLTAACT was able to offer two TQI accredited workshops throughout the year (a total of seven hours) to support teachers to upskill in gathering evidence for reporting against the Australian Curriculum: Languages Achievement Standards (2 hours offered on two separate dates) and the workshop facilitated by Gianfranco Conti on teaching language learners how to listen for learning (5 hours).

At the last committee meeting for this year, held on Friday 6 December, the 2020 dates for events and professional learning were determined as follows:

Meet and Greet Thursday 27 February at The Loft at Duxton from 5pm.

AGM Thursday 26 March at Telopea Park School from 4.30pm

Saturday 2 May – Gianfranco Conti Workshop from 9am (full day)

Saturday 15 August – Mini-Conference from 9am (full day)

Friday 23 October – TeachMeet from 5.30pm

Please place these dates in your diary.

The MLTAACT Committee does an amazing job and the work to be done is shared amongst the committee members. Without this wonderful group of individuals who make up our committee it would be extremely difficult to offer what we do and achieve what we do to support the teaching and learning of languages in the ACT. Thank you to my amazing team of committed individuals who always go above and beyond what is expected of their voluntary roles.

I wish all our members a safe, peaceful and merry festive season.

Véronique Canellas | MLTA ACT Inc. President

Dates for your diary:

- * **MLTA-ACT Meet and Greet** - Thursday February 27, 2020...5pm for a 5:30pm start at The Loft@Duxton
- * **MLTA-ACT AGM** - Thursday March 26, 2020...4:30pm at Telopea Park School
- * **Gianfranco Conti** - Saturday May 2, 2020...from 9am, full day Professional Learning (venue to be confirmed)
- * **MLTA-ACT Mini-Conference** - Saturday August 15, 2020...from 9am, full day Professional Learning (venue to be confirmed)
- * **MLTA-ACT TeachMeet** - Friday October 23, 2020...from 5:30pm (venue to be confirmed)

The Newsletter for
the Modern
Languages
Teachers'
Association of A.C.T.
Inc





Canberra Academy of Languages December 2019 Update

Languages in the news, November 2019

Languages in the news - AFR on need for more Mandarin speakers; and changes in VCE languages in Victoria. Thanks to Tim and John for the links to the media items and to Mandy Scott for the Canberra Region Languages Forum update.

[AFR report on need for more Australian speakers of Mandarin](#)
[Changes in Victoria's VCE languages assessment processes, to address disincentives for students learning languages](#)

[Canberra Region Languages Forum for November 2019 – includes items on Languages Party Canberra on 1 December \(see also our Events page\); Tongue Tied and Fluent, series on ABC RN; CAL Tamil program; videos from ANU; CLIL; and Monash University survey on translation and interpreting professional development.](#)

FINANCIAL REVIEW

THE AGE



Aspiration for community languages, 15 November 2019

Meeting with President of the ACT Community Languages Schools Association (ACT CLSA) - Dr Fuxin Li - on languages education; good to canvass ideas about vision and aspirations for community languages.



Tamil program for 2020, announced 5 November 2019

The Canberra Academy of Languages has received the target number of enrolment applications enabling us to confirm that the CAL Tamil program will run in 2020. Our thanks to those who have helped to make this possible. Tamil is one of the additional languages that will be available through the new ACT senior secondary courses to be implemented from the start of next year.

CAL Business Case for 2020-2021 Budget, 25 October 2019

We sent a business case on 25 October to ACT Government as part of the budget consultation process for the 2020-2021 ACT Budget, with a [proposal to strengthen languages education in the ACT](#).



Mother Tongue Multilingual Poetry, 14 October 2019

A Mother Tongue Multilingual Poetry Night was held at Smith's Alternative (76 Alinga Street, Civic) on 14 October 2019, from 7 pm to 9 pm as part of the Poetry on the Move Festival fringe. The feature for the evening, celebrating International Year of Indigenous Languages, was father and daughter Deveni and Salote Temu. Deveni and Salote who performed traditional Aroma song and dance of coastal Papua New Guinea, and shared Peroveta missionary song in mixed Aroma, Motu and other Pacific languages and discuss knowledge, identity and language.



National Community Languages Schools Conference, 5 October 2019

A very successful [National Community Languages Schools Conference](#) was held on Saturday 5 October. Congratulations to the organisers. Opening remarks included talks by Executive Director, Community Languages Australia, Stefan Romaniew OAM; Chairman, ACT Community Languages, Dr Fuxin Li; and ACT Opposition Leader, Alistair Coe. CAL Convener presented a paper on "New senior secondary languages courses from 2020: opportunity for community languages in the ACT" in the afternoon program.





Canberra Academy of Languages December 2019 Update

Information Evening, Thursday 19 September 2019

We held a well-attended information evening for students who will be in Years 11-12 next year (or in following years) and their families, on Thursday 19 September 2019 at the Alliance Française, 66 McCaughey Street, Turner. School languages coordinators and year coordinators were also welcome to attend. We will run courses in Continuing and Advanced French, German and Tamil in 2020. If there are sufficient expressions of interest, we may also run programs for Indonesian, Italian, Korean, Spanish and Tamil. As advised on the Enrolments section of our [home page](#), interested families are invited to email contact details and selected language(s) to info@cal.act.edu.au, before commencement of Week 2 next semester..

The agenda for the evening was:

- Advice on learning languages in Years 11-12
- Canberra Academy of Languages programs for 2020
- Receiving credit for your languages studies towards the ACT Senior Secondary Certificate and towards the ATAR
- Assistance with CAL enrolment
- Advice and assistance with completion of the ACT BSSS languages eligibility form.



NSW adds new languages to curriculum

[NSW has added five new languages to its curriculum](#) - SBS report. Hindi, Macedonian, Persian (Farsi), Punjabi, and Tamil will be taught from next year, taking the number of languages on offer to 69.

Support for concept of language learning centre, 17 September 2019

The ACT Opposition Leader, Alistair Coe, speaking on ABC Canberra Breakfast program on Tuesday 17 September 2019, supported the idea of doing more for [language education in Canberra](#), including Indigenous languages, both in schools and through a language learning centre that is accessible and is in the right location. The Opposition Leader emphasised the importance of the idea of passing on wisdom, knowledge and language from one generation to the next.



ANGLS Conference media release, 19 August 2019

The [linked ANGLS media release](#) followed on from the 2019 conference of the Australian Network of Government Languages Schools (ANGLS), which has held meetings annually since 1998 (this was their 22nd annual conference). The conference is hosted in rotation by member organisations. It is an exceptionally interesting gathering of leaders in languages education from most of the Australian states and territories. The media release by ministers Dan Tehan and Ken Wyatt had just recently been published, so the question of national languages policy was discussed in some detail.



National languages strategy proposal, 2 August 2019

Ministers Ken Wyatt and Dan Tehan [published a media release](#) announcing plans to develop a national languages strategy to support language teaching and learning in Australia. A potentially important development for languages education.

Canberra Region Languages Forum update, 21 July 2019

[Canberra Region Languages Forum update for July 2019](#) was sent out to subscribers by the Convener, Dr Mandy Scott.





Canberra Academy of Languages December 2019 Update

Value of learning to be bilingual, ABC story 5 June 2019

Executives of tomorrow encouraged to learn second language at school today ... University of Melbourne's Dr Anna Dabrowski quoted on the need to do more to teach students to be bilingual - [ABC report](#).



ANGLS Conference in Canberra

The Canberra Academy of Languages, with collaboration by the Canberra Languages Network, hosted the annual ANGLS Conference in Canberra this year, on Thursday-Friday 15-16 August 2019. We greatly appreciate the kind invitation from Kerrie Blain, Telopea Principal, to hold the conference in the Conference Room at Telopea Park School. It was timed to enable delegates to stay on for the MLTA Conference on Saturday 17 August. We had about 20 participants through much of the conference, most of whom were principals and members of leadership teams from schools of languages and languages centres in Australian states and territories.

be:longing Migrant and Cross-Cultural Story Share, 22 June 2019

be:longing hosted an event from 4 pm to 6 pm on Saturday 22 June 2019 at Smith's Alternative, 76 Alinga Street, Canberra, at which 10 contributors will perform their creative works for a live audience. These works include poetry and other written works published on be:longing. If you'd like to share your own poetry or story for future events, get in touch:

- Website: belongingmag.com
- Facebook: [@belongingmag](https://www.facebook.com/belongingmag)



CAL plans for 2020

Programs to be delivered in 2020 may include French, German, Tamil and Spanish. There has been strong interest from the Tamil community in particular. For more information on plans for 2020, see the accompanying overview, which is also available from the home page on CAL website at <https://cal.act.edu.au>.

Meeting re ACT Multicultural Framework 2nd Action Plan, 1 August 2019

Mandy Scott (Canberra Region Languages Forum), Fuxin Li (ACT Community Language Schools Association) and Frank Keighley (CAL) met with Kirk Zwangobani, Chair of the ACT Multicultural Advisory Council, on 1 August 2019, to discuss ways in which those present may assist with and support work on action items associated with the 2nd Action Plan for the ACT Multicultural Framework.

ACT Bilingual Education Alliance

Over the past two months, the ACT Bilingual Education Alliance (ACTBEA) has been involved in a number of events and activities to raise awareness of the multilingual skills in our community and the many benefits of maintaining and developing these.

In mid-October ACTBEA helped support a panel discussion at a Mother Tongue Poetry evening event at Smiths Alternative in Civic. Topics included the challenges and benefits of bilingualism and the way languages hold and carry knowledge and culture.

On Saturday 2 November, ACTBEA had an information stall at the Telopea School *Fête* and helped run a Language Treasure Hunt to highlight the many languages that students and other attendees use in their everyday life. The \$50 lucky-draw prize went to a Year 10 Telopea student.

On Sunday 3 November, ACTBEA held a Languages afternoon tea for families raising children in more than one language and others with an interest in languages and language education. Over 45 adults and children attended. New connections were made, and information and enthusiasm shared. Participants also enjoyed a number of language-related activities including multilingual puppets, bilingual storytelling and the talking African drum.

On Tuesday 12 November, ACTBEA gave a talk to parents at Charles Weston School. Topics included the benefits of maintaining and developing family languages, ideas for encouraging children to speak their family language at home, and the impacts of bilingualism on children's learning, including English. ACTBEA can offer these talks free of charge and tailor them to suit the audience.

ACTBEA is also involved in planning for the 2020 National Multicultural Festival, which will be held in Civic from Friday 21 February to Sunday 23 February. Our aim is to ensure that the festival highlights languages as an integral part of this very significant annual cultural celebration.

If you would like to know more about ACTBEA, you can visit our website at <https://actbilingual.weebly.com/>, follow us on Facebook @ACTBEA, or email us at canberrabilingual@gmail.com

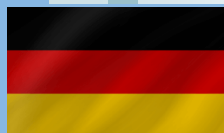
Mandy Scott
ACTBEA Secretary



The Community Languages Association ACT (CLAACT)

This year the MLTAACT organised four professional learning sessions for CLSAACT teachers. They were presented by Joanne Chilver & Arika Bassett - Developing Listening and Speaking Activities for the bilingual classroom, Myriam Davies - Teaching with Comprehensible input, Frances Szeremet - How to differentiate tasks in a mixed ability class and Tina Rodriguez - Games/activities for the language classroom.

If you would like to find out more about this program or offer to present in 2020 please email joanne.chilver@catholic.edu.au.



GERMAN LANGUAGE NETWORK

German Network News

This year has been a busy and productive year for the German Teachers Network. We have maintained strong attendance at Network Meetings and events. The support and hard work of the teachers of German for our students has produced some amazing events for the students across the ACT. The Year 7 Zootag started off the events for the year, with students undertaking German challenges around the zoo and practicing their animal vocabulary. The Year 8 students 'travelled' around Germany in their Autobahn activity mid-year, learning about German culture and geography. The Year 9 students were offered an excellent opportunity in September to combine STEM with German in a day of activities run by researchers and German language organisations. The students completed activities such as examining the debris in space, learning about parasites, creating podcasts and building sustainable houses. The senior students of German did not miss out and had a great annual immersion day with a focus on linguistics and the history of language. Over eighty senior students came together for a day of activities and hear from an ANU presenter on languages across time. All of these events have provided authentic and engaging opportunities to expand their German outside of the classroom. We are very thankful for the support of the teachers, university staff, community groups, German Embassy and the ongoing support of the Goethe Institut to make these events happen.

The teachers and German community have also had some great opportunities to develop their skills and networks through events and conferences this year. A big highlight was our ACT German Mini-conference in August, which covered high impact teaching, using culture and ICT in the German classroom, Goethe Institut programs and teacher sharing. We had a great attendance at this event from all sectors of the network. The German Network activities compliment the work of the ACT MLTA and we are thankful for the ability to engage with broader language teaching community through the many great MLTA programs.

Sheree Avard
German Language Network
Telopea Park School





ITALIAN LANGUAGE NETWORK

NEWS FROM THE ITALIAN NETWORK

In the second half of the year, the Italian Network in Canberra continued to busily work across the many preschool, primary, secondary, and tertiary classrooms where Italian is taught in the ACT.

St Francis Xavier Italy Study Tour 2019

Leading a school trip to Italy is always an exciting and rewarding aspect to language teaching but at the same time a little daunting. Even though this was my third trip to Italy with students, you cannot help wondering if everything will run smoothly with no major incidents. 19 students of Italian from St Francis Xavier College headed off to Italy on the 22 September via Singapore. The 3-week tour was jam-packed with visits to the usual 'touristy' places such as Rome, Florence, Pisa and Venice. However, whilst on-route to these places we visited less-known spots such as Assisi, Foligno, Lucca, Verona and Ravenna. Feedback from the students was that our 'Agriturismo' (country home style hotel) in the region of Umbria which included language and cooking classes, was a highlight along with the homestay component with our sister-school "il Liceo Bagatta" in Desenzano on Lake Garda. As a language teacher, it is always so rewarding to see students grow and mature not only in their behaviours but also in their language skills. We are now looking forward to hosting the students from our sister-school in August next year.

Tina Rodriguez
Teacher of Italian
St Francis Xavier College



19 excited students heading off to Italy



Yarralumla Bilingual School Hosts Bergamo Student Teachers

From mid-August to mid-November, the Yarralumla Italian Bilingual School hosted four students from Bergamo University. The four students were in second and third year Education courses at the University and were invited to the school as part of a developing agreement between the ACT Directorate school and the Italian University. The main aim of the program is to provide learning opportunities for emerging teachers of Italian in the ACT Directorate's Italian Bilingual School at Yarralumla and to also showcase the school as a destination for future Italian teachers.

Antonietta Martiniello
Year 5/6 Teacher, La Scuola Elementare Bilingue Italo-Inglese di Yarralumla.

St Clare's Year 8 pasta-making workshop

Year 8 Italian students welcomed food writer, photographer, and cookbook author, Emiko Davies, to St Clare's for the first time in order to run a pasta-making workshop. Students learnt how to make pasta from scratch and use a pasta machine, turning their dough into pasta such as vermicelli, maltagliati, fettucine, pappardelle and lasagne sheets. The students thoroughly enjoyed the morning and some have now even purchased their own pasta machine! We would like to thank Emiko for her patience and expertise, and for providing the students with such an authentic and engaging experience.

Sonia Conte
Italian Teacher, St Clare's College





JAPANESE LANGUAGE NETWORK

NEWS FROM THE JAPANESE NETWORK

The Japanese Network was lucky enough to be able to hold our term three network meetings at the Japanese Embassy. The Japanese Embassy has been very supportive to our network and not only updated our network on the events occurring in the lead up to the 2020 Olympics, but also showed us the resources available to borrow for schools.



On this afternoon, the weather was not favourable for being outdoors, but we braved the incredible cold and managed a guided walk around the gardens of the embassy that included information about the gardens, stones, art and buildings. It is possible to visit the embassy on a school excursion and we were treated to the experience as teachers before leading an excursion. It was a very well attended network meeting and an amazing experience for all those who attended.

Louise Poulakis | Japanese Network
Japanese Teacher, Wanniasa School



JAPANESE NETWORK CONTINUED

Japanese News 日本語ニュース for MLTA

Ikenobo Ikebana (いけのぼういけばな) Experience

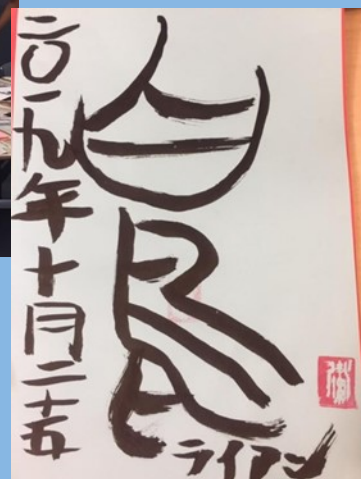
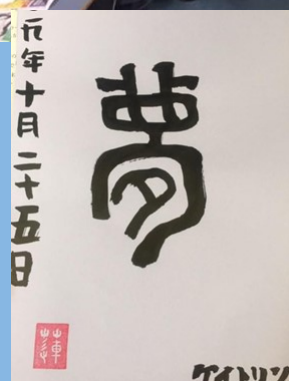
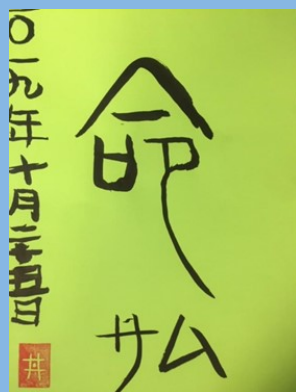
I ran Ikebana sessions for Year 8 - 10 Japanese classes at the end of Term 3 for the first time. That was such a success. I studied the Ikenobo school Ikebana and students tried the free style and the new wave Shoka style. They are very talented and demonstrated great artwork with flowers, leaves and branches. They were also exposed to Japanese philosophy and values through Ikebana, Kado (華道).



しよどう Japanese Calligraphy Experience

This term my Year 9 and 10 classes experienced the Tensho (篆書) Calligraphy which is an ancient Chinese writing style. They also made a seal, Rakkan-In (落款印). This session was connected to the history of Kanji and language change which is part of the Australian National Curriculum.

Shizuko Barber – Teacher of Japanese, Alfred Deakin High School



FRENCH LANGUAGE NETWORK

FRENCH NETWORK – Semester 2, 2019

Bonjour à tous!

The French Network is a team of educators from Primary through to College and beyond. Our network meetings are held in the third week of each term at the [Alliance Française](#) de Canberra. We welcome and encourage teachers of French of all levels and from all schools to attend the network events.

Concours de poésie récitée

All primary schools, government and independent, teaching French in the ACT are invited each year to participate in the *Concours de poésie récitée*, where this year we had nine schools entering: Aranda, Hawker, Lyneham, Macquarie, Maribyrnong, Miles Franklin, Red Hill, Weetangera and Telopea primary schools. There are both franco-



French poetry competition 1st & 2nd place-getters and Hajer Gam, Ambassade de France.

The entries were judged by Hajer Gam of the Embassy of France and the awards ceremony was held at Alliance Française de Canberra on 22nd November, 2019. It was such a delight to welcome the families of the winners and to celebrate their children's success with a recital of the poems. *Un grand merci* to the Embassy of France for the beautiful books and prizes.

Groupe de conversation

This year the Alliance Française de Canberra provided group conversation classes held fortnightly for French teachers. The teachers who took advantage of this offer had a range of experience and fluency. It was great to participate in a welcoming and comfortable class expertly led by Floriane Henneaux.

Ordres des Palmes Académiques

This year the French government inaugurated the *Journée Internationale des professeurs de français* (The International day of French teachers) and on this day, 28th November, Canberra's very own Myriam Davies has been awarded the *Ordres des Palmes Académiques*, a national order bestowed by the French Republic to distinguished academics and figures in the world of culture and education. The ceremony was held at the Alliance Française de Canberra where M Bertrand Pous, from Embassy of France, spoke of Myriam's many contributions to French language teaching.



Bertrand Pous, Embassy of France and Myriam Davies, French teacher Aranda Primary.

FRENCH NETWORK CONTINUED

Apprendre en jouant – Professional Learning with the French Network

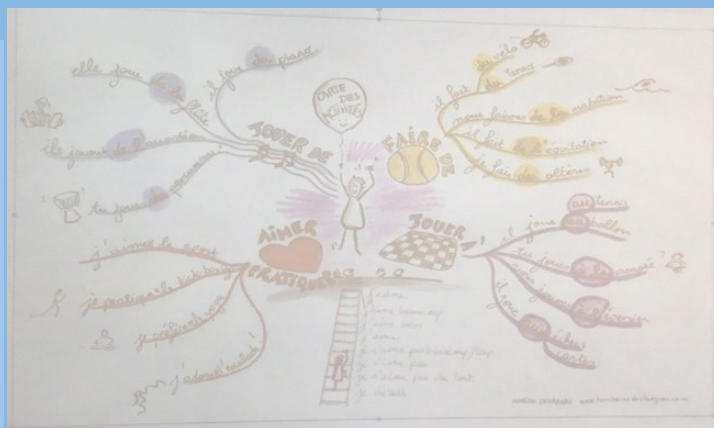
On Saturday the 7th of September the French Network offered a professional learning session on how to use games, play and music when teaching language. Sessions were organised so that teachers could choose to attend parts of or the whole day. Teaching French, playing games in French to improve students' French pronunciation, writing in French, and their understanding of French grammar.



Floriane Henneaux gave many examples of games that can be used to enhance students understanding of grammatical points such as 'Cadavre exquis' which was played by the surrealists as the sentences that one ends up creating by words from different students are often fairly bizarre. A game like this though is an opportunity for the students to learn the meta-language of grammar.

Graziella Vergain gave different examples of how to play with words to make the students expand their vocabulary in an interesting way. She also recommended Les cartes mentales by Marion Charreau which are truly inspirational.

To enhance students' pronunciation with music, Melody Ramat gave one session for the primary schools and one for the secondary schools with different songs that high-light grammatical points. Research shows that it is easier to retain vocabulary learnt in song or poetry format. It helps achieving correct pronunciation. TV5 Monde also provide worksheets with current music on their website which can be modified to suit the individual classes.



Visit by Nicolas Yann Martin

The New Caledonian cartoonist Nicolas Yann Martin visited Australia in August. Campbell High School were fortunate in being able to host him for a day of amazing classes on how to draw cartoons filled of expression. Nicolas also told us about the wonders of New Caledonia. I think all students will remember that the most dangerous animals in New Caledonia are not the sharks, the snakes, the spiders like in Australia, but the mosquito.



Articles above from Lena Britton, Teacher – Campbell High, French Network Leader.



Teachers from all sectors and year groups of French network came together to celebrate another fabulous year over lunch at Les Bistronomes.



SPANISH LANGUAGE NETWORK

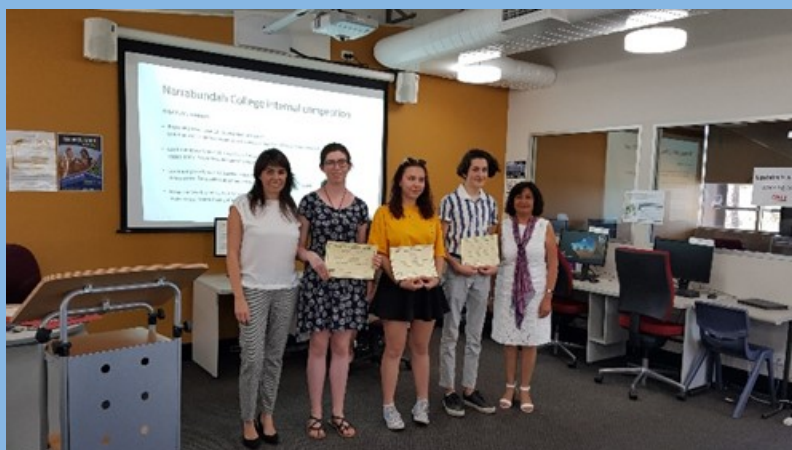
ACT Spanish Network

The ACT Spanish Network met in Term 3 for a fruitful planning meeting. The teachers gathered and brainstormed ideas to begin some Spanish language competitions. We decided upon a combination of art and language for a competition for primary and high school students. We hope to have this competition run next year! The college competition was decided to be a video speech competition and was open to students in Term 4 for entries.

In Term 4, the interim Education Advisor, María Luisa Ochoa Fernández, from the Education Office of the Spanish Embassy delivered a workshop to the ACT Spanish Network on “Las metodologías activas en la enseñanza del Español”. We also welcomed the new Education Advisor later in the term, Barbara Bello.

In Term 4, Spanish college students were offered an opportunity to take part in a video speech competition. There were some excellent entries from students showing their Spanish speaking skills on a topic of their choice. The winners were awarded prizes on Thursday 28 November at a presentation ceremony at Narrabundah College. Congratulations to the winning students and their hardworking teachers!

Annemarie Power
Telopea Park School



College student winners of the Video Speech Competition

Term 4 Workshop on “Las metodologías activas en la enseñanza del Español”



CHINESE LANGUAGE NETWORK

Chinese/Mandarin Language Network News for Semester 2

Semester two has been a very busy term across schools in the ACT with Mandarin programs. The Moon festival or Mid-Autumn festival was also around mid-September this year. Culture and traditions are part of the lesson contents. As well this term Chinese students from across ACT had been provided learning on Ancient Chinese Invention to participate in the Panda Competition which is this year's topic. A link to this competition's outcome is in the news http://www.xinhuanet.com/english/2019-11/06/c_138533892.htm

In October, the Mawson school Mandarin program provided a Mandarin Speech competition for both MIP and LOTE students at class level and finalist at whole school year levels. Finalists had the opportunity to showcase their speeches at the Annual Mandarin Speech Competition held in November in HBCTL. This event was organised by the Taipei Cultural and Economic office in ACT.

On 29 November an ACT TQI professional Learning one day workshop from 9:30 am to 5 pm was held in Griffin Centre, Canberra City. This PL was organised by CLTAACT and ASCC. This workshop was supported by Hubei Overseas friendship Association and University of Canberra. 20 teachers attended as it was a teaching day not many Chinese teachers were able to get the opportunity to attend.

The photos below were taken during the Mandarin Speech competition. Year 5/6 Students from Mawson Primary school presented a play about the dragon boat festival. In class students also had the opportunity to taste the beautiful moon cakes.

Lee-Ying Leong
Mawson Primary School



INDONESIAN LANGUAGE NETWORK

Indonesian Idol Concert

On 4 September, Melrose High School was again very proud to host the Canberra leg of the “Michael J School Concerts in Oz 2019”. Michael Jakarimilena is a former star of Indonesian Idol. He is a regular on Indonesian television programs and works closely with Indonesia’s president, Joko Widodo, on projects to promote national pride amongst the youth of Indonesia. Close to 500 students from across the ACT attended the concert. The concerts are specially designed for Australian students, studying Indonesian, in Years 5 – 12. Teachers are provided with song lyrics and a wealth of resources and lesson plans, to help their students connect with the songs and to get the most out of the concert.

Michael and his guitarists (Toni and Deon) gave a spectacular performance. They performed 14 popular/contemporary songs in Indonesian, and then stayed for a “meet and greet” session after the concert. Students were able to take photos, have merchandise signed and, most importantly, practise their Indonesian skills. Toni, Deon and Michael were very generous with their time, and have continued to interact with students via their social media pages since the concert. Students have learned so much Indonesian in the process.

I would like to thank all the teachers who brought their students to this year’s concert. The students sang, danced, cheered and participated in such an enthusiastic manner. To have a room full of Australian teenagers singing their hearts out in Indonesian, was a truly special thing to see! It was a special day that will be remembered for a very long time.



National Gallery of Australia

Teachers of Indonesian were very excited to see the National Gallery of Australia’s most recent exhibition “Indonesia: Contemporary Worlds” on display. It was a fantastic collection of contemporary Indonesian art. The ACT Indonesian Teachers’ Network were given exclusive access to the exhibition one day after hours; being guided through the exhibition by knowledgeable NGA staff. The MLTA also worked in conjunction with the NGA to put together a resource pack and lesson ideas, to be used before, during and after students’ visits to the gallery.

Thank you to Kirrilly McKenzie (Lyneham High School) who worked on this project with me.

Several ACT schools visited the exhibition while it was open – some classes enjoyed it so much they went more than once!

Rebecca Battaglini

Indonesian Teacher – Melrose High School



INDONESIAN NETWORK CONTINUED



INDONESIA WOW @ LYNEHAM HIGH SCHOOL

Lyneham High School has had a busy year in bahasa Indonesia dancing and singing our way through. Students have learnt lots of new topics from health to animals. We have been lucky to have four assistants this year from the Indonesian Language Teachers Assistant program and the Australia-Indonesia Youth Exchange Program. Destina, Mutia, Aresti and Riris helped us learn more about Indonesia and Indonesian.

Kelas 7

The year 7 classes have been learning introductions, places, time and family this year. They have learnt about Indonesia and how Indonesian is the national language but there are many different regional languages. Also that Indonesia was Australia's first international relationship. We got to learn more about this on our excursion to the Indonesian Embassy, Asian Provisions the Indonesian supermarket and the National Museum of Australia. They have also eaten Indonesian food and learnt about modern Indonesia through art at the National Gallery of Australia.



Kelas 8

The year 8 classes have been learning about hobbies, celebrations, clothing and animals this year. They have been privileged to have dance workshops from the Indonesian Embassy and Suara Indonesia where they learnt about the different cultures around Indonesia. A highlight of our celebrations unit was learning about nasi tumpeng and cooking the rice cone in class.



Kelas 9/10

The year 9/10 class have melded well together and learnt about health, modern Indonesia, jobs and the environment. We joined in at the Asia-Pacific day the ANU and learnt about how we can further our studies in Indonesian. We learnt songs for the Michael J concert at Melrose High School. We spent a lot of term 3 learning about the different art in the Contemporary Worlds exhibit at the National Gallery of Australia. We also visited Turner School to help run their Indonesian immersion day.



INDONESIAN NETWORK CONTINUED

Malaysia trip

In the term 3 holidays 26 students from year 8, 9 and 10 went to Malaysia and learnt about Malay culture and had opportunities to further develop their Indonesian language skills. Students toured around Kuching where we tried Kuching food, went to a mosque, saw the proboscis monkey and visited a longhouse. The long house was definitely a highlight where we got to meet a community who live together in the same house and work together. Then we went over to Kuala Lumpur where we did a lot of bargaining in the markets and toured around the capital. We learnt words which are different in Malay compared to Indonesian such as tandas (toilet). Expanding our knowledge of one of the most spoken languages in the world.

Salam semangat,
Ibu Kirrilly, Ibu Idris and Ibu Rebecca



AIYEP

Indi and Rei are AIYEPers and they both worked with Margo Smith during their recent visit to Australia. They worked in the Indonesian classroom at St Clare of Assisi Catholic Primary School for the two weeks they were in Canberra. The AIYEP program continues with the eighteen Indonesian AIYEPers moving to Brisbane to do more work placements and further promote the Australian Indonesian Youth Exchange Program.

On their final day at St Clare's they both performed their traditional cultural dances at a whole school assembly. Indi, from Medan, North Sumatra and Rei, from Ambon, Maluku Islands. This performance was done for the whole school and everyone thoroughly enjoyed it. In addition, all the students at St Clare of Assisi Catholic Primary School joined in and enthusiastically sang one of the Indonesian songs Indi and Rei had taught them. Their visit at St Clare's was a wonderful experience for the students.

Margo Smith



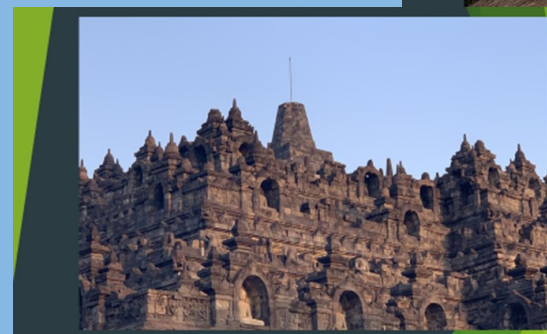
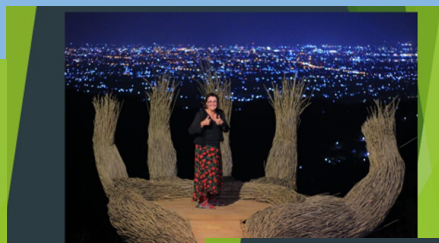
INDONESIAN NETWORK CONTINUED

Professional Learning in Language, in Country

Balai Bahasa Indonesia (BBI) Professional Learning tour, Term 3 break, Yogyakarta

Realia Language School

Pictured in photos:
Adam Chad, Elysia Teh, Karen Kennedy, Margo Smith, Sally Good



MEMBER ARTICLES

AFMLTA Conference 2019

I was very excited to be heading off to Hobart for the bi-annual international languages conference hosted by the AFMLTA last July. The theme of the conference was "Languages: breaking through walls". The program was jammed-pack with very interesting and thought-provoking topics and themes related to language teaching and learning. I attended many workshops that focused on critical thinking; task-based learning, differentiation and games in the language classroom. However, an area of particular interest for me was, looking at different perspectives on how to make language learning relevant, important and motivating for Australian students. It is a reoccurring issue: students studying a second language, especially in senior years, are dramatically low. One may say that it is because of the attitude "everyone speaks English" so what is the purpose of learning another language? An overarching theme to this end, was having the student's voice heard in terms of what interests them so they can fully engage with the learning process. It is something certainly worth noting instead of referring to what our language curriculum documents dictate. Another topic of interest in this, the year of Indigenous languages, was one of the keynote speakers, informing us about the history and current situation of the local Indigenous language of Tasmania/Hobart.

Overall, the conference was well organised and presented including the dinners, catering and all stall holders. But the highlight for me was attending the reception at Government House, where the Governor of Tasmania, Kate Warner, spoke of her experiences with learning French.

A special thank-you to the MLTA committee for granting me a FIPLV scholarship to cover the registration fee. I would also like to thank my school St Francis Xavier College, who kindly covered all the remaining travel and accommodation costs associated with attending the conference. Grazie.

I am now looking forward to the next AFMLTA conference to be held in Adelaide in 2021.

Tina Rodriguez
Teacher of Italian
St Francis Xavier College



Report on AFMLTA International Language Conference in Hobart

Many of the International Language Conference presentations were inspirational for those of us who are L2 (foreign -language) teachers. There was a wide variety to choose from. The presentations that I selected were related mainly to the CLIL approach. Although there were many others that were stimulating and exciting. Most of the workshops had something valuable to offer and suit the teaching practices and style of many L2 teachers.

For the opening presentation, an international guest speaker, professor Rafael Nunez was invited and spoke about entanglement of language and enculturation, emphasising that language leaning and culture develops our social brain and prepares long-life learners.

I attended Ivana Quadrelli's presentation that focused on differentiation offering several ideas of how to adjust and modify the language curriculum for our language learners. How we, as language teachers can stimulate our learners to engage with the Curriculum.

Though, my main interest was the CLIL approach, so I took up the opportunity to attend Harbon and Fielding presentation based on assessing content through language in a CLIL classroom. I found this interesting since it talked about how learners arrive in communicating with an intercultural understanding. This is all due to the way language teachers plan and program. The rich task-base assessment needs to transport the learners into a real-life learning experience ensuring that content in context is taught in a meaningful and purposeful way, the task needs to reflect a real-life situation, as well as, aimed to various audience. Therefore, when planning the teacher needs to plan, not just for the language elements but also the content achievement standard.

MEMBER ARTICLES

Report on AFMLTA International Language Conference in Hobart (continued)

Kylie Farmer with her presentation: supporting the implementation of CLIL through collaborative planning and resource development, likewise highlighted the importance of planning with the CLIL approach. To plan effectively with a CLIL approach educators need to plan for the 4 "C": content, cognition, communication and culture. The understanding gained from this workshop was that the CLIL language teacher should not plan in isolation. If the school really believes in a CLIL approach, then the planning should be a collaboration with the whole staff. The language teacher and the classroom teacher should come together when planning the work units.

A young energetic Chinese teacher by the name of Wang, presented a workshop on how to teach the narrative text type by using the "soft CLIL approach". For me, this was one of the most thought-provoking atelier of the conference since it stimulated many conversations. Many of the educators attending the presentation were not aware of the different types of CLIL approaches. I had the chance to enlighten their thoughts. Many teachers in the audience taught that CLIL was 100% full immersion. When, the CLIL teacher uses 75% or more of the target language, as a tool to transmit the content of the subject matter, that qualifies a CLIL program. Some school use a "soft CLIL" to deliver their language program, meaning that the teacher is using the target language to teach the language and culture of that country including text types. Other schools use the "mild CLIL", in this case the CLIL educator uses the target language to teach one subject, such as science, art, human development or another subject area, but only one. Then there is, the "hard CLIL" which is employed in many of the bilingual programs where the target language is used to deliver the content of several subject areas. With a CLIL approach the CLIL educators can at times, paraphrase certain concept in the first language to ensure that the learners have understood the concept, however not to abuse this privilege. When it is necessary code-switching is advised.

At the end of the conference, a panel of language experts were made available to express their point of view of how to continue to promote languages in every classroom in Australia and it also, gave the audience the opportunity to ask some questions. The conclusion statement that Professor John Hajek made at the end of the conference resonated with me. The message was that if we, as educators want to keep language alive and vibrant in Australia, we need to take on board seriously the CLIL approach because it makes sense. Most Language teacher in the future should specialise in teaching another subject, so that when they start teaching they can employ the CLIL approach to use the target language (L2) to deliver the content of that subject matter because it does not only benefit our learners but it will save the education department money and it would free up the of overloaded curriculum that teachers need to deliver.

Frances Szeremet
French Language Teacher
Red Hill Primary School

MLTA supporting connections across the globe!

This year, Telopea Park School and Narrabundah were fortunate to receive support from the MLTA FIPLV Program for our newly established exchange partnership for students of German. Using these funds, the two schools were able to host a wonderful day out for our German visitors to Namadgi National Park. We hired a bus and took both the Australian and German students to experience the native wildlife and an Indigenous Cultural Tour, together with a true-blue Aussie BBQ lunch. Our students were able to share language and cultural activities outside of the classroom and enjoy a beautiful day out in the meantime. One of the highlights of the day was spotting a platypus swimming in the waterhole. A day for many of us and a special sighting for our visitors. We are very thankful for the support of the MLTA through the FIPLV program.

Sheree Avard, Telopea Park School



MEMBER ARTICLES

AFMLTA 2019 Conference Report

Being a recipient of an MLTA scholarship I was very pleased to attend the AFMLTA 2019 Conference in Hobart from 7-9 July. The weather was chilly but the smiles and ambiance throughout the three days remained warm and positive.

One of the highlights for me was witnessing the Patji-Dawes Award being bestowed on two Australians, Sophia Mung, a Gija woman from Purnululu (East Kimberley, WA), recognised for decades of tireless work to ensure the Gija language is passed down to future generations; and Brother Stephen Morelli, teacher and linguist who has worked closely with Aboriginal communities on the mid-north coast of NSW for over 30 years to revive and teach the Gumbaynggirr language, and the insight they provided into their work.

I was thrilled to then listen in to an interview with them on Radio National.

There were many and varied presentations over the three days. One of the highlights for me was that by Marc Favre: Raising Expectations, Engagement and Retention in Language Teaching. The points raised were timely as we prepare to introduce a new senior Languages Curriculum.

The key reminders that now feature above my desk at work include:

- Teach content that students see value in.
- Establish ambitious school-wide language progression continuums that are logical and clear.
- Keep an eye on the large plan while starting with the small.

Be mindful of:

- Range of weekly review tasks that students choose from.
- Students enjoy and thrive with consistency and predictability in their assessment tasks.
- Student expectations must be made clear from the outset of a year/unit.
- Formatives must directly feed into summative tasks.
- Requires 'big picture' and whole department planning.
- Has student understanding/knowledge of the target language and/or culture been improved as a result of my lesson/unit/assessment?

After three days and myriad presentations I left Hobart feeling a little overwhelmed to be honest, but much richer for the experience.

I take this opportunity to thank MLTA-ACT for this opportunity and encourage members to apply, to contribute, and to attend the next Conference to be held in 2021.

Mary Thorp

Presenting at and attending the AFMLTA 2019 Conference

What an amazing experience I had in Hobart in July! First and foremost, I must thank MLTA-ACT for the opportunity to apply for and receive funding assistance to help me to attend the conference. I was also fortunate in being able to get a "behind the scenes" insight into how the AFMLTA operates, through attending the AFMLTA Assembly prior to the conference.

I was most interested in the presentations (by both keynote speakers and plenary session presenters) on how Indigenous languages are being revitalised, revived, renewed and celebrated across Australia, particularly given 2019 has been the International Year of Indigenous Languages. I have been fortunate enough during this year to have worked with local Indigenous language owners and linguists at my primary school, with students and staff that I work with. Attending sessions at the AFMLTA conference gave me a much broader sense of the work that is being undertaken across Australia in this most important area—and of the work yet to be done and supported.

The conference overall was an amazing opportunity to build professional networks. As this is only my second year of Japanese language teaching (coming from many years of classroom teaching), I have been overwhelmed by the generosity, passion and knowledge shared by languages teachers from all sectors and languages that I have been fortunate enough to meet and learn from. Attending the conference and meeting new colleagues (and coming across those already known) renewed my enthusiasm, drive and interest in continuing to see where this new path can take me.

MEMBER ARTICLES

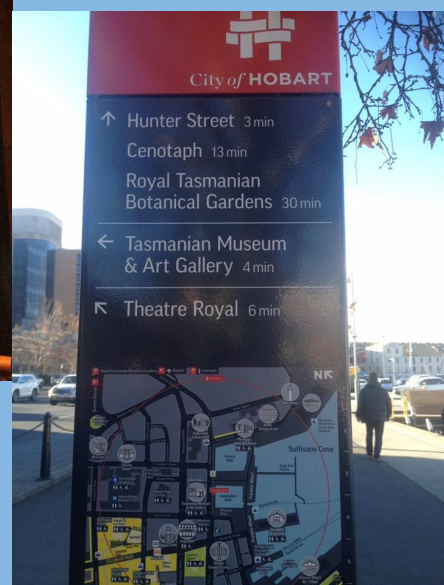
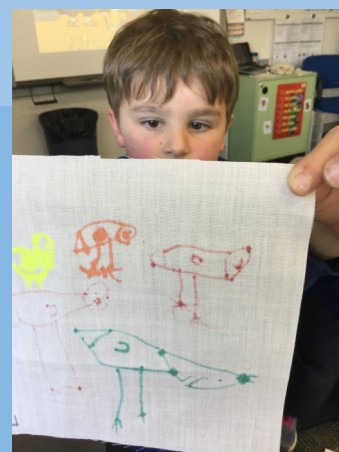
Presenting at and attending the AFMLTA 2019 Conference (continued)

I finished the conference by being one of the last plenary session presenters myself, speaking on the topic of teaching language to early childhood students and those with additional needs. Both of these teaching areas hold a special place in my heart and career, and to share this with other colleagues, and receive a lot of positive feedback was fantastic.

I spoke about the importance of finding ways for all students to access the learning of an additional language. This can be done through the use of stories, games, adaptive communication and lots of fun and enjoyment. I love working with early childhood aged students, seeing them try out new words and sounds, getting to know the feel of them and how they can use the power of language and communication in new and exciting ways. Working closely with students on the autism spectrum these past two years as a Japanese teacher has helped me to build my understanding and skills in how languages can build new bridges of communication, and that there are lots of ways to express yourself when using languages.

I am already looking forward to the next AFMLTA Conference in 2021!

Sharee Harrild
Japanese Teacher
Latham Primary School



MEMBER ARTICLES

COMPREHENSIBLE ONLINE FIPLV GRANT

Earlier this year, I had the opportunity to enrol in an online conference called Comprehensible Online. This online event was organised by Scott Benedict, an American Teacher who is an expert presenter in Comprehensible input (CI) and who offers many Professional Learning under his website banner "Teachforjune". This online conference gathered Comprehensible Input presenters from America who were willing to share their knowledge, expertise and ideas from their own practices. What appealed to me was that the conference was available online for a whole month, allowing me to watch videos whenever I wanted during the conference window. I could watch, replay or pause from the comfort of my own home and because all the presentations were recorded, there were no scheduling conflicts. I could watch the presentation in any order and at any time during the whole month.

Videos were organized in themes and I was able to target the ones I wanted to watch by simply clicking on them. Videos varied in length too, so again allowing me to select which ones I wanted to watch, depending on the time I had.

Presenters not only did offer presentations on TPRS/CI activities, reading strategies & activities, classroom management, and grading & assessment but also offered views into CI teachers' classrooms where you could witness CI in action in real classrooms with real teachers and real students.

Each presentation had a discussion area where participants could actively engage with each other, ask questions, and interact with the presenter. All of these discussions were made visible to all the participants.

I particularly enjoyed presentations from Martina Bex, Laurie Clarcq, Annemarie Chase and Annabelle Allen (La Maestra Loca) on topics as varied as assessments, movie talk and picture talk, circumlocution in the classroom, brain breaks and classroom jobs.

The only negative point of this conference is that indeed, as it was run by American presenters, all their references to the curriculum were references to the American one, which is certainly more CI friendly than the Australian one. If most of the time I was able to link their comments and suggestions to our curriculum, I am still working on making our own totally CI proof. I would be interested in hearing other teachers point of view or ideas on this topic. Furthermore, I would be very interested in running a CI network with other language teachers who are using the CI approach. Please feel free to contact me if this is the case: myriam.davies@ed.act.edu.au

For those of you interested, you can already enrol for the 2020 Comprehensible online (<https://courses.teachforjune.com/p/comprehensible-online-20192>). You will need to create an account first. It is a little bit pricey but so worth it. Thank you to the MLTA ACT for their support through a FIPLV grant to allow me to continue through my CI journey.

Myriam Davies
French Teacher at Aranda Primary School

Book review:

Don't ditch that Tech- Differentiated instruction in a digital world
by Matt Miller, Nate Ridgway and Angelina Ridgway

From the author of "Ditch that textbook", and former Spanish teacher, comes a new book still inspired by the use of technology in the classroom, but this time focusing more on teachers experience and abilities. This book follows three teachers at various stages of technology knowledge. You are asked at the beginning of the book to evaluate yourself as a technology user and from there, you are given many options and ideas to develop your skills while differentiating for your students. It allows for plenty of development from a teachers and offers a myriad of technological possibilities, apps, websites and tools. Perfect for holiday reading and planning for next year!

MEMBER ARTICLES

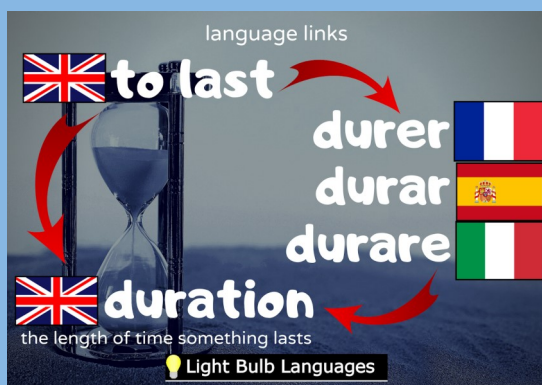
Website review:

www.lightbulblanguage.org.uk

I knew this website from a while ago but it came back to me recently through Twitter. It has a large variety of resources for languages for primary and secondary, with many PowerPoint presentations, worksheets and games, all free, but has come recently with two fabulous new sections. The first one is called Language Links. This section provides a collection of A4 brightly coloured posters about links between English and French, Italian, Spanish and German. They are very visually explicit and create great discussions. Posters come almost every day via Twitter first and are then uploaded on the website weekly. You can then download them, for free, on your computer and print them when you want. The downside is that you can not select the language you teach, you need to go through all of them to select the ones you are interested in, but still worth it! Be ready to spend a fair bit of time and ink on this!

On the same idea, they also have a section called Phrases of the Day where you can print beautiful posters with random but useful sentences in French, Spanish and Italian. They are quite nice to start introducing a particular structure. Again, if you are a French, Italian or Spanish teacher, your printing budget is gone!

This is one of my favourite websites at the moment. And it is all free!



Podcast:

MFLTtwitteratiPodcast (<https://mflttwitteratipodcast.com/>)

To be honest, I had never really thought about listening to podcasts as professional learning before, but when I heard that our favourite Joe Dale had started his (probably the reason why he didn't come to Australia this year), I thought I'll give it a go! What a find! MFLTtwitteratiPodcast (<https://mflttwitteratipodcast.com/>) is mine! You can listen to it on your computer or on your phone (though Stitcher, a free podcast provider you can download on your phone.) So many ideas and suggestions a minutes, with real life language teachers talking about what they do in their schools. It can definitely make a trip to the coast go very fast! The good thing is that you can also find all the references mentioned on the podcast on the website as well, so no need to take notes while you're listening. There are now 10 episodes on the podcast and more to come. Happy listening everyone!

All reviews provided by Myriam Davies

MEMBER ARTICLES

Making an academic conference enjoyable

Meredith Box

I would like to explain the process of presenting at an academic conference, and to encourage anyone with an area of keen interest to consider presenting.

I recently attended The Applied Linguistics Conference 2019 at Curtin University, Perth (25-27 November). The conference was jointly-run by three associations: the *Applied Linguistics Association of Australia (ALAA)*, the *Association for Language Testing and Assessment of Australia and New Zealand (ALTAANZ)* and the *Applied Linguistics Association of New Zealand (ALANZ)*. I was directly involved in two presentations, and attended most of the sessions available related to the study of language and identity, and community languages. These are areas that I am personally interested in, and which are related to my doctoral research, which I am undertaking at the University of Canberra. I was lucky enough to be at the conference with all members of my advisory panel.

The diversity of presentations at the recent conference is clear from the abstracts, which are still available through the conference website: <http://www.alaa-alanz2019conference.com/>

Why did I choose this conference? The Applied Linguistics Conference was small enough to be intimate, but large enough to cover a range of themes, in-depth. It also moved beyond the schooling setting, to put teaching and learning in a broader social perspective.

What was process that led up to presenting at the conference? About a year before the conference, the theme and sub- strands were set. They were Applied Linguistics and Language Teaching: Making Connections: motivation and engagement, instruction and learning, language testing, colloquium, multilingualism, language and culture, literacy, technology and learning, teacher participation, the language learner. In short, almost anything could be accommodated. I responded with an abstract of something I had been working on in my doctoral research, but imagining what data I would have closer to the conference date. The abstracts were blind, peer reviewed, and my abstract was accepted.

Is it good to present by yourself, or as a group? I proposed to present jointly with my academic supervisor, which added a certain fun element to the usual hard work in analysing data. Also, it made sure that everything presented at the conference actually fed back into the doctoral research. It was fun, and other people may have agreed, as there were many joint presentations at the conference.

How long is a conference presentation? The standard timeframe for a paper is 20 minutes + five minutes for questions.

What is the structure? My paper, like most papers at the conference, took a conventional approach, presenting: Overview, aims and objectives, literature, methodology, results, and discussion and conclusion.

What was some of the things I learned about PowerPoint presentations, at this conference? 20 slides or fewer is good for a 20-minute presentation. Limit the number of words per slide. Replace words with visuals, where possible. Get to your findings and discussion within the first eight minutes (!!) Finish early and leave room for discussion. Have fun.

What were the highlights of the conference? I saw people I admired, whose work I knew well, presenting in person. The depth and breadth of their knowledge came through, particularly when responding to questions. My own paper (Development of values in Community Language schools – *Vegemite sandwiches at Saturday School*) was well received. There were a significant number of papers on indigenous languages, and language revival. ALAA initiated a colloquium on the state of Community Languages in Australia, and there were presentations from the ACT, South Australia, New South Wales, Victoria and Western Australia. ALAA is planning to make an update on situation in Community Languages an annual event.

Is it worth presenting at a conference? If you identify with any of the above points, I think it is definitely worth considering presenting your research or action research to a wider audience. (If the conference is in Perth, it is definitely worth going, as the photos show!)

Appreciation I greatly appreciate the support of the ACT MLTA, through the FIPLV 1988 Scholarship to attend this conference.

MEMBER ARTICLES

Making an academic conference enjoyable - Photos

1. Perth from King's Park
2. Multicultural Perth Community Chalkboard, Tomato Lake, Belmont
3. Breakfast at Tomato Lake
4. Community Languages Colloquium panels
5. Paper presentation
6. WesTrac loader display, central Perth



1



2



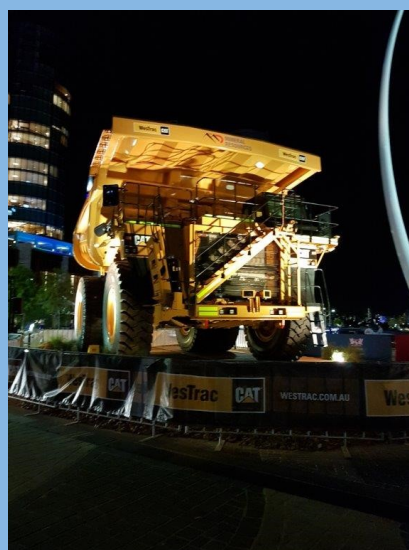
3



4



5



6

MEMBER ARTICLES

Designing your own PD

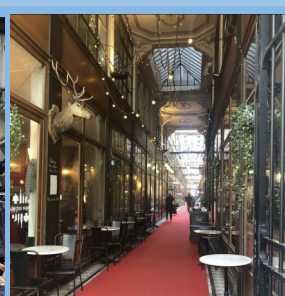
My experiences of a self-directed walking tour of Paris

The phrase 'PD for teachers; can often be met with groans of disenchantment and yawns of boredom. But I am here to challenge you that this does not have to be the case. As language teachers what we can set as 'Teacher identified PD' is broad and varied, so long as you are learning something about your language of choice. I am very proficient in my L2 of French. I have lived in country, usually have a French speaking au pair living with our family, and actively engage in French language and culture throughout the year. The area in which I feel I often fall short however, is with domain specific vocabulary, specifically relating to my personal area of interesting - quilting and other hand crafts.

This context is what led me to designing my own day long PD when holidaying in Paris last January. I planned a day long, self-guided walking tour of *Le Marais* area of Paris which I had previously identified as containing most shops likely to fall into my area of interest. The experience unfolded as follows.

1. Research quilting, fabric and craft stores that were walking distance from my hotel. CLEMENTINE'S TIP - Do this before you arrive in country. Trying to get a good idea of what the stores were like and where they were located and take notes on them was painful using my mobile phone only.
 2. Plan a route. Once again, this would have been WAY easier to do in advance, but I managed.
 3. Set off nice and early, but not so that you arrive before the stores open. Imagine yourself living in Paris and wonder if you can pass as a local even though you clearly stick out as a tourist.
 4. Talk to as many people as possible as you make your way from store to store. Asking questions about the items in a store helps increase both nouns and adjectives to describe what is on offer at the store.
 5. Purchase fabric and craft supplies you don't really need but it's so pretty and the people in the stores are so friendly. Don't think about excess baggage costs. Post regular updates to Instagram for all your jealous friends back home (FYI the photos I took are still on my Instagram @clementinesquilts).
 6. Stop for a coffee in a brasserie off the beaten path and observe or engage with the bar tender and local clientele. I LOVE people watching. I got to see the most incredible interaction between regulars in a cafe who clearly have been taking their morning coffee there for years. That sort of urban family in the centre of Paris was so interesting to witness. Repeat process at lunchtime.
 7. Always be on the look out for stores that did NOT come up on your search. My absolute favourite find of the day was a store called 'Lil Weasel' which I discovered after deciding to take a slight detour down the most appealing covered alley (pictured). The lady in the store was also delightful and taught me a lot about French designers and how the crafting world operates in France.
 8. Have photo taken with the beautiful mother-daughter team at *Maison Sajou*, a French institution, and be featured on their Instagram. Decide you need to quit teaching and instead start running stitching and craft tours of Paris for rich Americans.
 9. Buy a book of French 'Broderie' and wonder how long it will take you to translate all the instructions in order to actually produce something.
- Log five hours of Teacher Identified Professional Development with TQI and plan how you can insert your special area of interest into the curriculum next year.

Bisous, Clémentine O'Sullivan
French Teacher, St John Paul College



MEMBER ARTICLES

Canberra Academy of Languages Presentation

Frank Keighley, AFMLTA Conference, Hobart, July 2019

Using authentic resources ...

in the Canberra Academy of Languages Year 11-12 French program
Edited extract for MLTA ACT Contact Newsletter, December 2019



Abstract

The content suggested for each of the semester unit themes in ACT senior secondary languages courses lends itself to the use of authentic resources (resources originally created for a mother tongue audience) as a basis for developing students' language repertoire and providing them with opportunities for discussion, reflection, analysis, and development of intercultural understanding. This presentation will look at examples from our languages.org.au website in relation to some of the themes and ways in which these have been used in designing assessment tasks to provide opportunities for students to demonstrate their language capabilities and their thinking about a range of topics.

Introduction and context

The [Canberra Academy of Languages](#) provides language learning programs in selected languages for which courses have been endorsed by the ACT Board of Senior Secondary Studies (ACT BSSS), to complement programs available through schools or other providers. These programs are scheduled after school hours so that students from anywhere in the ACT can participate.

[Our learning principles](#) are based on those cited in the ACT BSSS Course Frameworks, the second of which is deep knowledge and connectedness. Our sub-text for this principle is that when learning is organised around major concepts, principles and significant real-world issues, within and across disciplines, it helps students make connections and build knowledge structures and promotes authentic learning and student enterprise. For our senior secondary programs, we made the choice to focus on continuing and advanced levels for two reasons. The first is that our purpose is to complement, not replace, programs offered by schools through their day-time programs. Any college can offer a language at beginning level and theoretically have the whole Year 11 cohort as a potential intake for this every year. On the other hand, for continuing and advanced programs, attrition in enrolments through the years of schooling means that forming viable class groups in the senior secondary years is very challenging for schools.

Discourse in the language learning setting

The second reason for focussing on continuing and advanced courses is that we aim to use the target language as the means of communication in the learning environment and, as far as possible, in routine interactions with students about the learning program. Provided they have the elementary foundations of language, equivalent to about two years of high school language learning, or level A2 based on the [Common European Framework of Reference for Languages](#) (CEFR), students readily engage with the idea that the target language is the default medium of communication.

Documentation that is intended equally for a wider public (parents, principals, coordinating staff members in students' home schools, officials with the ACT BSSS), such as the unit outlines for each of the semester units, which are required to be in English, are the exception. Term overviews, weekly modules, notices to students on the CAL French Google Classroom portal, and resources posted on the sections of our [resources website](#), use French as the main language of communication. Assessment tasks are framed in French, except for the elements such as the cover page that officials have to understand in managing system-level moderation processes. That includes comprehension or responding tasks, as they are known under the ACT BSSS Languages Course Framework.

This approach makes extensive use of authentic resources (including texts, audio clips and video clips) – which are resources created by users of the target language, with users of the target language in mind as the audience. They are created, not for a language instruction purpose, but for a pragmatic purpose (such as instructions or directions), an informational purpose (such as a news item) or a persuasive purpose (such as a news commentary). A strategically chosen combination of resources can offer a range of language registers, regional language styles and points of view. The last aspect is an important consideration in generating opportunities for discussion, analysis and reflection and it enhances the profile of contestable knowledge in the curriculum.



MEMBER ARTICLES CONTINUED

The ACT senior secondary languages curriculum is framed around a set of themes for each half-unit and related topics within those themes. As an example in our first semester program this year, we delivered the unit titled “The World Around Us”, with the themes “Social Issues” and “Work and Technology” as the half-units. The first of these half-units encompasses the topics environment, immigration/population, social issues (such as genetic engineering), health/fitness. The second half-unit is about work, technology/digital economy/innovation, media and environment/renewable energy. These are broadly common to both continuing and advanced streams, to facilitate implementation of the curriculum in languages with composite classes. For a selection of resources about these topics, see the page on [“The World Around Us”](#) on our resources website.

Examples of implementation

Let's now look at some examples of implementation.

Unit outline

As mentioned above, the semester unit used as an example here was the unit titled “The World Around Us”. Because unit outlines are a formal requirement for schools delivering courses accredited by the ACT BSSS, and because they are expected to be accessible for a range of audiences including students, families, BSSS officials and others, these are presented in English. Links to the unit outlines for Semester 1 of 2019 are on the CAL French 2019-S1 page under the sub-heading “Unit outlines and term overviews”. Information in unit outlines includes:

- Unit title and code
- Course title and code
- Timeframe (in this case 2019, Semester 1)
- Unit goals (taken from the ACT BSSS course document)
- Content (based on the ACT BSSS course document)
- Assessment items, with task type, timing and weighting for each
- Assessment procedures

Term overviews

These are used in our CAL programs to give students a general summary of the week-by-week agenda for each term (there are two terms for each semester unit). Because they are not a formal requirement of ACT BSSS, these can be framed in the target language. Again, links for the term overviews for Semester 1 of 2019 are on the CAL French 2019-S1 page under the sub-heading “Unit outlines and term overviews”.

The CAL program delivery model is based on two hours on-site and two hours off-site per week, with the off-site work programmed by the teacher online for the students. The students are accountable to do the work set to gain work-required attendance recognition. The minimum standard deliverable time for a senior secondary full semester unit is 55 hours. Our program delivers slightly above that figure. We teach from Week 2 to Week 18 in Semester 1 and from Week 1 to Week 16 in Semester 2.

Weekly modules

CAL French work set for each week of the first semester in 2019 is set out for information of students and their families on the CAL French 2019-S1 page under the sub-heading “Weekly modules” and also via the CAL French Google Classroom portal. Each module identifies the learning focus (or assessment task type in the case of a formal assessment), resources for learning, on-site agenda and off-site agenda for the week.

Resources

There is a resources page on the French section of the Languages.Org.Au website for each unit in the senior secondary French curriculum. For the semester we are considering, with the topic “The World Around Us”, there is a sub-heading for each topic listed in the unit outline. We will consider some examples. The topics are:

Q1: Social issues

- environment
- immigration, population
- social issues – gender, genetic engineering
- health, fitness, wellbeing, health systems

- Q2: Work and technology
- work, pathways, conditions, future of work
- technology, digital economy, innovation
- power of the media and its impact on society

MEMBER ARTICLES

Assessment

The assessment task types in ACT BSSS senior secondary courses are responding, speaking and writing. The ACT BSSS Languages Course Framework lists the required task types at page 8, with a range of assessment ratings for each (25-40% for responding, 25-40% for speaking and 25-40% for writing for all course streams – beginning, continuing and advanced and a minimum of 25% for at least one task within each task type). The weightings selected by teachers or schools are required to fall within these ranges. As can be seen from the CAL French unit outlines, we schedule four assessment tasks each semester: responding (30%) and writing with several short answers (15%) in the first half semester or "Q1" and speaking (30%) and writing with one extended answer (25%) in the second half semester or "Q2". In the conference presentation, we considered examples from each of the task types.

Concluding notes

As noted in the section above on discourse in the language learning setting, some central principles guide our selection of resources and the ways in which we use them:

We think of authentic resources as being texts, audio clips and video clips that are created by users of the target language, with users of the target language in mind as the audience are created, not for a language instruction purpose, but for a pragmatic purpose, such as

- instructions or directions
- an informational purpose (for example a news item) or
- a persuasive purpose (for example a news commentary).

A strategically chosen combination of resources can offer a range of

- language registers
- regional language styles
- points of view.

It is a priority for us to generate opportunities for discussion, analysis and reflection and to enhance the profile of contestable knowledge in the curriculum.

References

[Note: some of these refer to the use of authentic materials for ESL/EFL teaching]

ACTFL (nd), Use of authentic texts in language learning (<https://www.actfl.org/guiding-principles/use-authentic-texts-language-learning>)

Adam SL et al (2010), The Role of Authentic Materials in Foreign Language Teaching (<http://journals.usamvcluj.ro/index.php/horticulture/article/view/5658>)

Al Azri R & Al-Rashdi M (2014), The Effect Of Using Authentic Materials In Teaching (<https://pdfs.semanticscholar.org/a8da/ed79131bf72bd4e51d1e21212426e73113b7.pdf>)

Lansford L (2014), Authentic materials in the classroom: the advantages (<http://www.cambridge.org/elt/blog/2014/05/16/authentic-materials-classroom-advantages/>)

Liddicoat A, Papademetre L, Scarino A & Kohler M (2003), Report on intercultural language learning, Australian Government Department of Education, Science and Training

Mickan P (1997), Classroom talk and second language learning, University of Wollongong (<http://ro.uow.edu.au/theses/2363>)

Qu W and Purvis K (2013), Bridging the gap between the classroom and the real world (<http://conference2013.afmlta.asn.au/wp-content/uploads/2013/06/purvis-Using-authentic-texts-in-the-Languages-Classroom-with-weis-final-contribution-updated-with-texts.docx>)

Scarino A and Liddicoat A (2009), Teaching and Learning Languages: A Guide (Australian Government Department of Education, Employment and Workplace Relations (http://www.tllg.unisa.edu.au/lib_guide/gllt.pdf))

Scarino A, Kohler M & Benedetti A (2016), Investigating Pedagogies for Language-and-Culture Learning (<https://www.education.sa.gov.au/doc/investigating-pedagogies-language-and-culture-learning-project-commissioned-department-education>)

Zazulak S (2017), Using authentic material from the real world to teach English (<https://www.english.com/blog/authentic-material/>)

MEMBER ARTICLES

Appendix 1 – Resources

Extracts from examples of resources in presentation slides from some of the topics for the semester

Environnement – ressources en ligne

Les quatre dernières années ont été les plus chaudes jamais enregistrées

<https://www.ouest-france.fr/environnement/climat/les-quatre-dernieres-annees-ont-ete-les-plus-chaudes-jamais-enregistrees-alerte-l-onu-6212635>



Ouest-France avec AFP | Publié le 6 février 2019

Les années 2015, 2016, 2017 et 2018 ont été plus chaudes jamais enregistrées depuis 1850 et le début des relevés systématiques de température, d'après l'Organisation météorologique mondiale (OMM), l'agence spécialisée de l'Organisation des nations unies (ONU) ...



Photo : Le ciel de Paris, lors d'un pic de pollution, en 2014. | LIONEL BONAVENTURE / ARCHIVES AFP

Climat : 2018, quatrième année la plus chaude depuis 1850

https://www.lepoint.fr/environnement/climat-2018-quatrieme-annee-la-plus-chaude-depuis-1850--24-01-2019-2288695_1927.php



VIDÉO. Selon le rapport d'un groupe de recherche américain publié jeudi, les quatre dernières années ont été les plus chaudes de l'ère industrielle. Source AFP

Publié le 24/01/2019 | Le Point.fr | Diaporama, durée 01 :35

Le réchauffement climatique est bel et bien une réalité. Selon un rapport du groupe de recherche américain Berkeley Earth, publié jeudi, les quatre



Genre – ressources en ligne

Le genre dans les négociations climatiques

Le genre dans les négociations climatiques : des avancées pendant la COP24 ?

<https://refedd.org/genre-negociations-climatiques-avancees-cop24/>

REFEDD | 9 janvier 2019

Un article expliquant l'importance de la prise en compte du genre dans le cadre des négociations climatiques avait été rédigé par Auriane, une des observatrices du REFEDD aux intersessions de Bonn, en mai 2018 ...

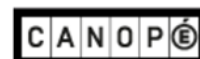
Auriane en récapitulait les enjeux et les dernières avancées. Vous pouvez aussi jeter un coup d'oeil à la [vidéo des Jeunes Ambassadeurs pour le Climat \(JAC\)](#) (durée 2 :37, publié le 10 décembre 2018) qui traite de ce sujet. Aujourd'hui, le REFEDD vous propose un second article pour vous tenir au courant de ce qui s'est dit à la COP24 en matière de genre ...



Les stéréotypes de genre

<https://www.reseau-canope.fr/corpus/video/les-stereotypes-de-genre-110.html>

Corinne Fortier, anthropologue, discute des questions de genre | Avec sous-titres en français, durée 2 :44 | Canopé-CNDP, 2014



Les garçons sont-ils meilleurs en maths que les filles ? Les filles sont-elles plus sensibles que les

MEMBER ARTICLES

Médias – ressources en ligne

L'impact médiatique des gilets jaunes

<https://www.lci.fr/medias/l-impact-mediatique-des-gilets-jaunes-2110477.html>

LCI | 18 janvier 2019 | Video, durée 3:27

LES MEDIAS - Depuis le 15 novembre 2018, les gilets jaunes n'ont cessé de faire parler d'eux dans les médias. Thierry Moreau nous apporte les détails du traitement médiatique du mouvement depuis deux mois.



Baromètre des médias, les Français veulent une « information vérifiée »

Le travail – ressources en ligne

La voie professionnelle au lycée

[http://www.education.gouv.fr/cid2573/la-voie-professionnelle-au-](http://www.education.gouv.fr/cid2573/la-voie-professionnelle-au-lycee.html)



education.gouv.fr

Le lycée professionnel propose un enseignement en alternance avec l'entreprise et ses métiers afin de faire acquérir des compétences et des connaissances générales et professionnelles, dans divers secteurs et à différents niveaux de formation.

Appendix 2 - Assessment

Extracts from examples of assessment in presentation slides from each of the task types

Responding – listening

1ère question (5) – Changements climatiques

RDI | Radio Canada Info | 10 février 2019

<https://www.youtube.com/watch?v=A5AmpF6uk24>



1ère question 1ère option

1. La chaleur pendant l'année 2018 était à quel niveau, d'après ce reportage ? Comment réagissez-vous au bilan de résultats au sujet des changements climatiques pendant les années récentes ?

Responding – reading

2^e question (5) – Climat : le CO2 accentue les sécheresses subtropicales

<http://www.futura-sciences.com/planete/actualites/rechauffement-climatique-climat-co2-accentue-secheresses-subtropicales-57460>

Pour la première fois, une étude indique que l'augmentation du taux de dioxyde de carbone (CO₂) dans l'atmosphère pourrait accentuer les épisodes de fortes sécheresses en zones tropicales et subtropicales. Le phénomène serait donc attribué au réchauffement climatique. En revanche, la hausse du gaz à effet de serre intensifierait les pluies à l'équateur.

Photo: Le réchauffement climatique serait à l'origine de l'accentuation des sécheresses dans les régions subtropicales.

L'Australie est notamment concernée. En 2007, la région de Riverina, en Nouvelle-Galles du Sud, avaient



MEMBER ARTICLES

Speaking

La structure de l'épreuve

Il vous faudra revoir la liste ci-dessous et me signaler pendant le cours de la 13^e semaine le sujet que vous aurez choisi pour votre entretien et, pendant le cours de la 14^e semaine, la question que vous aurez formulée. Vous verrez en bas les sujets traités ce semestre. La durée de l'entretien (y compris votre courte introduction) sera d'environ 10 minutes pour le français avancée et d'environ 5 minutes pour le français continu.

Le but sera de démontrer votre capacité de parler en français à propos de votre sujet choisi, en faisant preuve d'une bonne connaissance de grammaire, et en utilisant une bonne sélection de vocabulaire et de locutions pertinentes, et de mener un entretien instructif à propos de votre sujet choisi.

Writing (Continuing French)

4^e option – Le travail et la voie professionnelle au lycée (25)

Le lycée professionnel propose un enseignement en alternance avec l'entreprise et ses métiers afin de faire acquérir des compétences et des connaissances générales et professionnelles, dans divers secteurs et à différents niveaux de formation. L'enseignement dispensé⁴ poursuit deux finalités⁵, l'insertion professionnelle et la poursuite d'études.



Source des paroles citées : <http://www.education.gouv.fr/cid2573/la-voie-professionnelle-au-lycee.html>.

Comment voyez-vous l'offre d'une voie professionnelle au lycée, que ce soit en France ou en Australie ? Est-ce qu'il faut fournir des programmes de formation de ce type pendant l'éducation secondaire ? Expliquez les raisons de votre avis.

¹ Un enjeu – Ce que l'on peut gagner ou perdre lors d'une action ou inaction ; ce que l'on risque dans un jeu.

² Une attente – quelque chose qu'on attend ; une espérance ; un espoir

³ Quasiment – presque, à peu près

⁴ L'enseignement dispensé – l'enseignement qui est fourni aux étudiants par ces lycées

⁵ Une finalité – un but ; la raison pour laquelle on fait quelque chose

[For the Advanced French version, only one of the lexical items was provided with a paraphrase – *Quasiment* – *Presque*].

HOLIDAY WISHES

From all of the executive committee members of MLTA-ACT, we wish you a safe, relaxing and happy holiday season.
Enjoy this special time of year with family and friends and we will look forward to seeing you in 2020!



Modern Language Teachers' Association ACT Inc.

GPO Box 989 CANBERRA ACT 2601

ABN: 81093701685

Website: www.mltaact.asn.au

Email: president@mltaact.asn.au

Twitter: @MLTAACTInc

Facebook: MLTA ACT Inc. (Modern Language Teachers' Association of the ACT)

