

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

CONTACT



Inside this issue

President's reports.....p1

Canberra Academy of Languages update.....p3

ACT Bilingual Education Alliance.....p5

Italian Language Network News.....p6

Japanese Language Network News.....p8

Indonesian Language Network News.....p9

German Language Network News.....p10

Dates for your diary.....p10

MLTA-ACT Member Articles.....p14

- Amaroo School Education Perfect World Champions
- St. Clare's Language Students' Exchange

Fiona Arthur Award Information.....p17

MLTAACT Inc. President's Report

Thank you from the Outgoing President—Véronique Canellas Semester 1 2020

It will go down in the history of the MLTAACT Inc. that the AGM needed to happen as an online meeting due to the COVID-19 pandemic. As I am stepping down from the role of MLTAACT Inc. Executive President at this AGM, this is my final report as the President of this wonderful and extraordinary Association. I have been part of the MLTAACT Inc. Committee since 2011 when I moved to Canberra and it has been a huge part of my professional and personal life for the last 9 years. I started as a Committee Member in 2011, then took on the role of Secretary (2012 -2013) and then of President (2014 onwards). I have written this report with genuine reflection and realised as I wrote the report that our Association has grown immensely in what it offers its members over the years. The many Committees that I have being a part of since 2011 have listened to its members and, whenever possible, it has delivered what its members have asked for and have needed. Our small Association also successfully hosted the AFMLTA Language Conference in 2013. During my role as the President since 2014, I have made incredible contacts over the years which have led to many opportunities both professionally and personally. I have been able to represent the MLTAACT Inc. locally, at a national level and at an international level. I have met some incredible personalities over the years, met many professionals, academics and colleagues that I am in total awe of. The sharing of knowledge and experience within our Association, nationally and internationally has broadened my own understanding of how important it is to be a language teacher in this global world and has provided me with the opportunity to learn many new skills and share these with educators and students.

I would sincerely like to take the opportunity to thank the numerous MLTAACT Inc. Executive Committees and the Committee Members that I have worked with since 2011 for their ongoing dedication, amazing commitment and support of the MLTAACT Inc. and its members. Without this continued commitment and countless hours of behind-the-scenes work I would not have been able to fulfil my role as President the way that I have over the last 6½ years. I am truly honoured that I was the successful recipient of the Fiona Arthur Language Teaching Award for 2019 and as I said at the Meet and Greet in February this year, there is a more personal connection and special meaning to have received the award than many of you will ever realise. I truly appreciate it; it means a great deal to me. Most importantly, I would like to thank you all for the beautiful friendships that have been made and the kindness and personal support each and every one of you have shown me during my time as President. It's been hard work, it's been fun work, it's been rewarding work and we've had many wonderful moments and many trying times that we have shared. Over the years, I have seen many of you get engaged, get married, have a family and grow personally and professionally and I thank you for the privilege of being a part of that. I wish the outgoing Committee all the best and I know that the incoming Committee will confidently move forward and continue to support and promote the learning and teaching of languages in the ACT. Thank you and farewell.

Véronique Canellas | MLTA ACT Inc. President 2014—2019

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



MLTAACT Inc. President's Report Continued

Report from Sharee Harrild, Incoming President of the MLTAACT Inc. Semester 1 2020

What a crazy year 2020 has been...and we're only halfway through! I sincerely hope that this edition of CONTACT finds you having the opportunity to relax, regroup and take some time out to catch all of our collective breath for what has been, and continues to be, a year like no other.

At the AGM in May, I was incredibly honoured to be nominated for and elected to the role of Executive President of MLTA-ACT. I have greatly enjoyed being part of this organisation for the last two and half years, going from being a committee member, to Publications Officer and now to President. I look forward to working with the amazing and dedicated committee into the future to continue to build languages teacher capacity in the A.C.T. and actively promote languages education across all sectors. I would like to thank the 2019 committee for their great work, and welcome the new and continuing committee members for 2020.

This year has seen unprecedented events, both with the bushfires starting the year off, and then the worldwide pandemic of COVID-19. It has been inspiring and incredible to see colleagues near and far, in all sectors of education, do absolutely incredible feats of flexibility and adaptability in moving from face to face teaching to online and remote learning...and then back again! An amazing array of skillsets have been built through all of this, and it is fantastic to see how educators are working to integrate and incorporate these new ways of learning, even now being back in the classroom.

The MLTA-ACT executive committee is continually working on how we can best support our members and the languages education sector in further professional learning opportunities and sharing of knowledge, expertise and resources. In light of conditions put in place due to COVID-19 responses around the world, this may mean some opportunities will look a little bit different, but we certainly hope will be just as valuable.

One professional learning opportunity we are particularly excited about bringing to members is an upcoming session with Dr Gianfranco Conti, who will present on curriculum development in languages education programs. Dr Conti has been a regular presenter of professional learning for MLTA-ACT for some time now, and his sessions are always highly informative, thought-provoking, practical and entertaining! Due to travel restrictions in place, this professional learning will be held in an online forum, so keep a watch out for details...you don't want to miss out! Keep August 15 free in your diary...times and links to the online learning will come soon.

Most recently, I attended the AFMLTA Assembly for 2020 (held online). It was great to hear about languages education and teaching from our colleagues around the country, and to hear how our national Association is working to increase and improve the profile of languages education for us all. Shortly there will be some surveys sent out to members of all MLTAs across Australia. These surveys are an important part of research the AFMLTA is undertaking on behalf of the Federal Government to provide a picture of languages education as it currently is in Australia and to make recommendations for plans and strategies to support languages education at all levels into the future. I encourage all members to take part in the surveys so that the most accurate portrait of what is happening can be made available.

I hope you all continue to stay well. We look forward to seeing you all in whatever forum is possible over the course of the remainder of the year for our mini-conference with Dr Gianfranco Conti in August and at our TeachMeet scheduled for October.

Sharee Harrild | MLTA ACT Inc. President

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





Canberra Academy of Languages July 2020 Update

CAL Programs in 2020

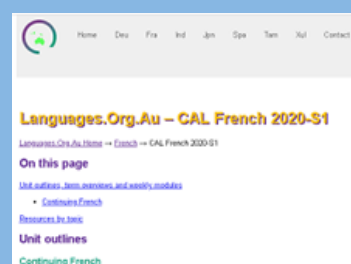
In 2020, CAL is delivering programs in French (9 enrolled), German (5), Spanish (4) and Tamil (8), with a total of 26 enrolments, up from 9 in 2019, 5 in 2018 and 2 in 2017. Some of the enrolments are from Year 9-10 students undertaking early participation in senior secondary programs, which is facilitated by early access provisions in the Board of Senior Secondary Studies' Policy and Procedures Manual. For more information on CAL activities in 2020, news page on CAL website at <https://cal.act.edu.au/news.htm>.

Program of Learning

In the ACT senior secondary curriculum, the design of a program of learning is a matter for colleges and specialist education providers such as CAL. The program of learning operates under the broad guidelines provided in the course framework and course documents published by the ACT Board of Senior Secondary Studies for each subject area. A new suite of modern languages courses came into effect this year, with three levels (Beginning, Continuing and Advanced) and appendices in course documents for each level that outline language-specific information for each accredited language. This provides greater flexibility and capacity to add further languages by including the relevant information in the appendices.

The CAL program of learning for each language that we deliver comprises a unit outline each semester for each language and a term overview for each quarter year (an ACT senior secondary quarter year is approximately, but not exactly, the same span of time as a school term), which provides additional information on the planned weekly schedule. These are published on the class page for each language on our Languages.Org.Au resources website.

The resources website received a makeover this year to accommodate additional languages in the navigation bar, using ISO 639-3 language codes as the naming source for tabs in the top navigation bar on the website. These codes maximise visibility of links for each of the languages on small portable devices such as mobile phone.



Along with our resources website, there are weekly postings to Google Classroom and additional resources on Google Drive within the CAL domain to support students in their language studies.

Venues

We moved our programs to teleconference mode in the last week of Term 1 in line with government advice on managing risks with COVID-19. When trialling the use of Zoom, we found that students with government-issued Chromebooks were unable to access it, so we switched to Google Meet. Classes have resumed at venues as of Week 18 of Semester 1. Venues at the time of writing, as listed on the Programs page on CAL website, are:



- CAL French: Alliance Française, Wednesdays, 5 pm to 7 pm
- CAL German: Alliance Française, Thursdays, 6 pm to 8 pm
- CAL Spanish: Latin-American Cultural Centre, Wednesdays, 5 pm to 7 pm
- CAL Tamil: Alliance Française, Fridays; 5 pm to 7 pm.

In resuming face-to-face sessions, we have published a CAL COVID-19 safety plan, which is available via a link under the "Policies" sub-heading on the Programs page on CAL website.



Canberra Academy of Languages July 2020 Update

Partnerships

We have continued our role this year in auspicings Mother Tongue Multilingual Poetry for their funding with the ACT Government's multicultural funding program. They have had a highly successful program of well-attended events. This has continued after the lockdown, through Zoom teleconferences. There have regularly been enough attendees to fill two full screens in the Zoom display. Jacqui Malins, the organiser, has ensured a dynamic and varied program of performances, with both local performers and performers from outside the ACT.

Staff appointments

With student enrolment applications for French, German, Spanish and Tamil for 2020, we have recruited suitably qualified teachers for casual sessional work. As we are an independent not-for-profit, there is no applicable ACT award, so the salary scale is based on the Australian Educational Services (Teachers) Award and includes an after-noon quarter day shift for each on-site session and a standard quarter day shift for the off-site program. There are extra provisions with CAL: one standard quarter day shift for program management per week; and additional shifts as required for commitments such as meetings, at the relevant rate for the timing of those commitments. We are fortunate to have highly qualified and dedicated teachers for each of the language programs.

Events and plans

For our end of year ceremony on 17 December 2019, our guest speaker was David Binan, Proviseur of the Lycée Franco-Australien. I also want to thank Ros for her meticulous preparations, our Patron Dennis Flannery, our presenter of DELF certificates Graziella Vergain, and her colleagues at the Alliance Française who helped us with venue arrangements. We congratulate to our Year 12 French students, who were amazing participants in the program these past two years in 2018 and 2019. Thanks as well to two special members of our reference group, Ann Steward and Tim Conway. Copies of the Convener's report for 2019 were available at the event and a copy is available on a link from the home page on CAL website.

We will hold a CAL information evening on Thursday 24 September 2020 about our planned programs for 2021. The session will be held either at the Alliance Française de Canberra, or if advice from ACT Health is to avoid meetings of this type, then the session will run via Google Meet or Zoom as an online teleconference. In the event of a teleconference format, the meeting details will be posted to the Events page on CAL website.

We will provide information and advice on learning languages in Years 11-12, receiving credit for your languages studies towards the ACT Senior Secondary Certificate and towards the ATAR, and programs offered in Continuing and Advanced Languages.

We are offering courses in Continuing and Advanced French, German, Japanese, Spanish and Tamil in 2021. We may also run programs for Italian and Korean in 2021 if there are sufficient numbers of students interested.

Students commencing in 2021, if they have previously completed any senior secondary studies in languages, will need to ensure that their prior studies do not duplicate any units in which they intend to enrol. The CAL course implementation plan is the same for all our planned modern languages courses in 2021 and 2022:

- 2021 - Semester 1: The Changing World
- 2021 - Semester 2: Diverse Perspectives
- 2022 - Semester 1: The Individual
- 2022 - Semester 2: Society and Community

Frank Keighley | Convener, Canberra Academy of Languages

Organisational website: <https://cal.act.edu.au> | Resources repository : <https://languages.org.au>

ACT Bilingual Education Alliance

ACTBEA was involved in several activities at the 2020 National Multicultural Festival (NMF) in February this year – which fortunately was able to go ahead in the short period of respite between the challenges of smoke, fire and hail and the start of the Covid-19 restrictions!

Our aims were to highlight languages as an integral part of multicultural life in Canberra and to encourage interest in language maintenance and learning. To achieve these, we partnered with ACT Libraries and the ACT Community Language Schools Association to run some fun language-based activities at Civic Library, and with the Canberra Academy of Languages to have a 'World of Languages' display at CMAG. We also organised a free 'Languages at the Festival' competition, which resulted in some fantastic entries. These included several from secondary school students, who linked the languages they saw and heard at the Festival with languages they were learning in school.

Covid-19 restrictions have forced us to modify plans for other events in 2020. The day-long celebration of languages we were organising at Gungahlin Library in May has been postponed until at least October. Two other activities have been adapted so they can go ahead no matter what level of restrictions are in force. The revised projects are:

Taste of Languages competition

A free competition for students from pre-school to Year 12 in the Canberra area. Students are invited to make a short video and write about a favourite dish or special family meal. Four age categories and cash prizes for each. Please let your students know about the competition and encourage them to take part. For details see: <https://actbilingual.weebly.com/news.html>

Story books writing project (pilot project)

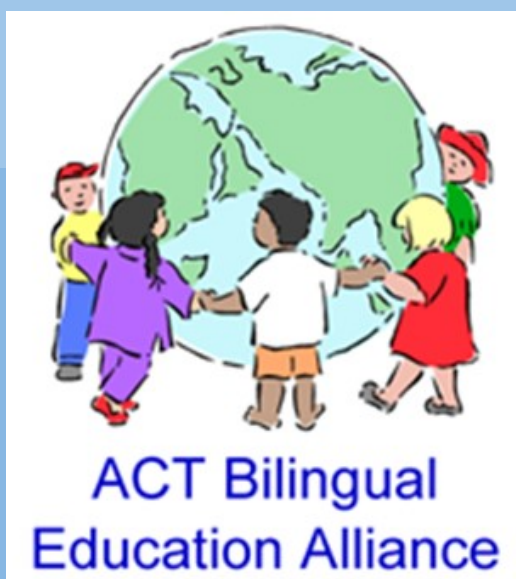
In collaboration with Libraries ACT, we plan to assist a small number of local story tellers and writers to create short story books for children in their family languages. The focus is on new and emerging community languages: Dari, Farsi, Dinka, Mon and Karen. Libraries ACT anticipate printing a limited number of copies of the stories to make them available for borrowing and for use in the library's Bilingual Story Times.

We hope the skills and experience gained in this pilot project will be a resource for future children story writing workshops which could involve a wider range of participants and languages.

We gratefully acknowledge the support of the ACT government through a 2020 NMF Grant and a 2019-20 Participation (Multicultural) Grant which has made the above activities possible.

For more information about ACTBEA, please visit our website at <https://actbilingual.weebly.com/>, follow us on Facebook [@ACTBEA](#), or email us at canberrabilingual@gmail.com

Mandy Scott
ACTBEA Secretary





ITALIAN LANGUAGE NETWORK

NEWS FROM THE ITALIAN NETWORK

Remote Learning

The move to remote learning meant that Italian language teachers, like all teachers, went through a very rapid period of adjustment to offer their lessons online.

This affected all the sectors of the ACT in different ways. At Yarralumla Bilingual Primary School, it was a challenge to provide learning experiences in Italian. Some teachers shared new things they did and how this has impacted their classrooms, acknowledgements in brackets. Pre-school and Kindergarten students needed extra structure and support to keep their learning interactive and interesting, especially as parents for the most part, were not linguistically equipped to help their children. As a result, the Italian Kindergarten teacher found herself creating instructional videos and stories to engage her learners (Majella-Rose Shanahan).

Years 1 and 2 continued to use Google slides to create colourful and animated lessons. The children enjoyed listening to recorded voice and video. Also the use of photos GIFs and other visuals make the slides more interesting. Another aspect that the junior teachers have continued to employ is the use of Screencastify to record home readers as it incorporates video and audio in one platform. (Federica Maggioni and Claudia Schiliro)

Moving to middle primary school, Google Classroom has been embedded as a tool for language teaching and it gives the opportunity for differentiation at various levels in Italian. The vast choice of language learning platforms such as Linguascope, Duolingo and languagesonline has allowed many students to progress their language skills. In Years 3 and 4 students have become accustomed to viewing more material in Italian and are more open to it. (Anotnietta Martiniello)

Students in Years 5 and 6 adapted quickly. Once online protocols were put in place for students during online lessons/meetings classes responded admirably – muting, hand up when wanting to say something, supporting each other with tech issues and a good by-product was that quiet students became more vocal, willing to comment and organised. (Lynden Lawton)

At St Clare's College, language teachers had to innovate in how they gathered speaking task assessments which would have otherwise been done in the classroom. Senior students conducted their semester orals with their teacher via Zoom, and then later in Microsoft Teams. Junior students uploaded speaking task presentations via Flipgrid, a website where teachers create "grids" to facilitate video discussions, allowing students to post video responses. On returning to the classroom, Flipgrid has proved to be a popular tool amongst students for creating and recording presentations and group role-plays in Italian. (Sonia Conte)

At ANU it meant an immediate drop in student numbers (with students repatriating), extra time for learning activities to be completed, and having to radically change forms of assessment and teaching to fit an online format. It has also allowed the development of material currently online, as well as to make more use of other interactive formats. (Joshua Brown)





ITALIAN NETWORK CONTINUED

Languages network update continued...

Italian F-10 program

This year the Italian F-10 program (Year 7 continuing Italian) was again offered for Year 7 students who have been in the Yarralumla Bilingual Primary School Program for the majority of their primary schooling. In 2019, Alfred Deakin High was the first high school to offer this course in Italian, and in 2020 this class was expanded into a Year 7 and 8 combined class. In addition, St Clare's College, Griffith began an F-10 stream in one of the Year 7 Italian classes to cater for 5 students who are continuing with their Italian studies. Students follow a bespoke language course that is informed specifically by the ACARA F-10 pathway. This is very encouraging because traditionally students from the Italian bilingual program have been forced to either pause their Italian studies until they can re-join at a higher level, usually in this time studying a different language altogether, or in the past they have been placed in a Year 9 class. While this semester cannot provide a true picture of the efficacy of this option, this is a very positive development which will promote continuity in Italian language teaching

across the ACT. The St Clare's students have been able to work independently on various projects, engage in a pen pal program, and are in the process of creating a High School transition video to be shown at Yarralumla Bilingual Primary School.

Antonietta Martiniello (YPS) and Sonia Conte (St Clare's)



Languages take our students places...

During the 2019-2020 Christmas holidays I participated in the Italian Exchange organised by WAATI and Intercultura, thanks to Ms Conte who brought the program to St Clare's.

I decided to participate in this exchange to build on my Italian language skills, for the cultural experience, and my own personal development. I wanted to see what it would be like living as a teenager in a different country and challenge myself by trying something new. It ended up being one of the best experiences of my life and I loved every minute of it and every new experience I had.

I was a bit apprehensive at first, I had never travelled overseas alone and I didn't know what to expect but as soon as I met my host family, and especially my host sister, I was completely reassured that all would be fine. They were all so fantastic and made me feel at home from the first moment. I was part of the family from day one.

During the exchange I attended an Italian school and there made many great friends, both in my year, and that of my host sister. I was quickly immersed into their way of school life and never really felt out of place. School was interesting and very different to what we have here in Australia. They have a much more traditional classroom structure with the teacher standing at the front of the class teaching with very little, if any, discussions or expression of opinions. School is certainly one thing I enjoy much more here in Australia.

I also did quite a bit of travelling around with other exchange students in my area led by our Intercultura volunteer, and with my family on weekends. I got to visit amazing places in various cities and towns like Rome, Naples, Florence, Assisi, Orvieto and more. I had some of the best times during these trips when I got to hang out with other exchange students.

This experience has given me the opportunity to challenge myself and learn that if put in an unknown situation I can succeed. I became very independent and responsible for myself, I made amazing friends that I will have forever. I highly recommend this exchange to anyone thinking about it.

Francesca
Year 11 student, St Clare's College



JAPANESE LANGUAGE NETWORK

NEWS FROM THE JAPANESE NETWORK

Alfred Deakin High School

What a surprise! I was so excited when a student asked me for permission for **FaceTime** in class! A year 7 student of mine got injured and could not attend school; however, he was so keen to come to my class so one of his good friends did **FaceTime** in my Japanese class for him for the entire class! He did all class tasks: writing, reading and conversation practice. Both did the conversation practice together! I appreciate my students' enthusiasm and wisdom very much. I would like to encourage this as a normal method to attend the class for all my students who fall ill (but not feeling too bad) or get injured. I cannot run a Meet session effectively while I am teaching in classroom. Technology makes learning possible and brings people closer!

Shizuko Barber

Japanese teacher, Alfred Deakin High School



Adventures in remote learning and the flipped classroom at Charles Weston

Term 2 2020 will be a term that we will never forget! After a brief moment of shock (no time for more than a moment), we launched into a very steep learning curve of how to deliver remote learning in Japanese for Kindergarten to Year 6 students.

As always, we had great resources to draw on in the Japanese language teachers network, both in the ACT and across Australia. We were able to utilise a number of skills that we already had, along with some great new avenues to engage and connect with our students while we weren't able to be in the classroom with them.

For Kindergarten to Year 2 students, our school uses Seesaw as both an information and reporting avenue for parents, along with a learning resource and tool for students. We were able to adapt many of the activities that we would have been doing in the classroom face to face, to be accessible online through Seesaw. This included recording stories in language for families to listen to and activities for students to complete both through the Seesaw student app and using materials that were available at home to post photos and videos. We celebrated Kodomo no hi remotely, complete with many households making and displaying their handmade koinobori with great pride. Seesaw activities also allowed us to have students practise reading, writing and speaking through different tools. From something as simple as teaching a song we had been learning earlier in the year to a family member, all the way through to learn colour and animal names through songs and stories.

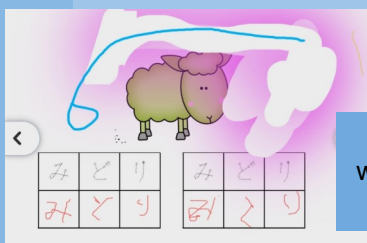
For Year 3 to 6, we focussed on using Google Classroom to deliver activities and learning support resources to students. We were also able to explore a number of online resources that we as teachers learned about as we were going. Most notably, Classkick was a winner in being able to engage students, provide a range of learning activities and allow for differentiation and student-paced learning. It offers a free basic level with handy tools and ability to set up a number of activities for a limited number of students, or you can pay a subscription to access further tools and allow for use with more students. Check it out at [Classkick.com](https://www.classkick.com). Using this platform, we were able to provide self-paced learning of hiragana, along with activities that had students learning body parts through matching, labelling and writing tasks, as well as recording themselves providing spoken answers in language.

Through the use of Classkick and Google Classroom activities (involving docs and slides presentations of work), we were so excited to see the level of engagement of students...particularly from those students who sometimes struggle to engage in learning within the classroom setting. This has helped us review how we look at what we do in the classroom, with a focus now on a flipped/blended model of learning for all year levels, but especially older students heading into their final years at primary school, transitioning to secondary.

Emma Snowden & Sharee Harrild
Japanese teachers, Charles Weston School Coombs

Writing colour words on Seesaw in Year 1

Home hiragana hunt challenge in Year 5/6



INDONESIAN LANGUAGE NETWORK

Indonesian Language Awards opportunity

Dear valued educators and supporters of NAILA,

My name is Levina and I am the Engagement Coordinator for the **National Australia Indonesia Language Awards (NAILA)** in 2020.

While you have already heard from our co-directors, Sheila Hie and Melanie Kilby, I'm excited to inform you that applications for the NAILA 2020 competition are **now open!** Applications can be submitted on our website [here](#).

This is NAILA's sixth year and **our theme for 2020 is 'Health'** with a total of over **\$5,000 in prize money** to be won.

As always, we want this year's online national speech competition to incentivise students to continue to study Indonesian language at a higher level. To achieve this we need your help to ensure as many primary and secondary schools as possible, Australia-wide, participate.

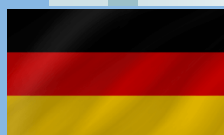
We kindly ask that you **encourage your current and past students to apply** and **distribute competition information to your network** and contacts on our behalf.

Applications for NAILA are now open and will be closed on 17 August 2020.

We really appreciate your help in encouraging your students to apply as well as distributing the information to your network. If you have any questions, please contact me via email on levina.risdya@naila.org.au or by phone on 0439779846.



NAILA



GERMAN LANGUAGE NETWORK

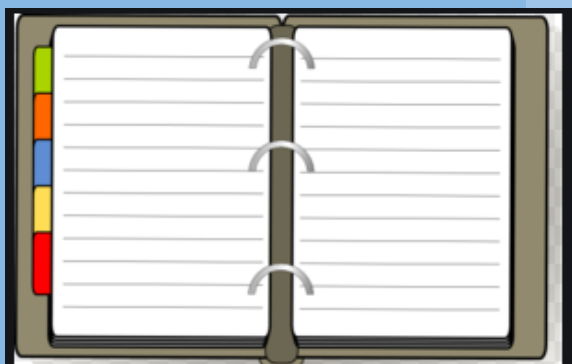
German Network News

This year has been a challenging year for language education, but the shift to remote learning has also resulted in capacity building for our German teachers to be delivering their courses through online platforms. The German Network met in Term 1 in person and made plans for events and Professional Development across the year. We met as a network in Term 2 using Google Meets and had our first online meeting in record! We had a good turnout for this meeting, and we believe that this may bring some opportunities for future meetings.

Every year the German Network plans activities for each age group across the Canberra schools, such as our Zootag (Zoo Day) for Year 7 students, German Activity Day for Year 8 students, CLIL German STEM Day for year 9 students and our Senior Immersion Day. Unfortunately, due to COVID 19 all planned events are on hold at this stage, but we do hope to have some of them up and running later in the year. We will also look to hold a German Mini-Conference later in the year if conditions allow. This will definitely be a year to remember for all of its ups and downs, but we are confident that language education is resilient and has shown great adaptability in what has been an unpredictable year. We look forward to meeting again in Term 3 to get our upcoming events for students and events back in motion.

Sheree Avard
German Language Network
Telopea Park School

2020 Dates for your diary:



- * **MLTA-ACT Mini-Conference** - with Dr Gianfranco Conti...Saturday August 15, 9-11:30am (please note, this will be an online event, details to be sent on enrolment)
- * **Fiona Arthur nominations close**—October 30, 2020 (see information p17)
- * **MLTA-ACT TeachMeet** - October 23 (time and venue/format TBC)
- * **Don't forget to like, follow and check our Facebook page for information on events from other related organisations, as well as MLTA-ACT updates**

MEMBER ARTICLES



Amaroo School Education Perfect World Championships 2020



This term Amaroo School was one of 38 ACT schools competing in the Education Perfect World Championships. Despite the disruption of Covid-19, our students were incredibly excited to participate in the Championship and improve their language vocabulary. To be honest, we weren't sure how students would respond this year as it coincided with remote learning and some year groups transitioning back to school. We were delighted to see the huge uptake of our students participating and hear their feedback about how much they were enjoying learning new words they can incorporate into their learning. We were so excited with our results:

6th in the world out of 2,156 schools!
1st in the ACT overall
2nd in the world overall for our category (251-500 students)
1st for Japanese in the world out of 1412 schools
8th for French in the world out of 1554 schools
165 certificates!!!!

Benefits for your language programs

There are many benefits in participating in the Championships, here are just a few to consider:

- Students learn lots of new vocabulary! For the rest of the year they will tell us that they already know content we are teaching because of the Championships – we just love this!
- Students get really excited about learning languages. As language teachers what more could we ask for?!
- Students really enjoy competing! Whether it be with other language classes, year groups or just with their friends, this can be used as an opportunity to engage many of our students
- It's a fabulous way to promote language learning and our Faculty to our school community
- It helps us as teachers to get to know our students better and build even greater rapport with them
- Being an online platform, students can be autonomous learners and improve and learn at their own pace



Amaroo Languages Faculty

Top tips from Amaroo

Over the years we have had many teachers ask us about the championships, so here are some of our top tips:

- Get your crazy on and show your students how excited you are about it! This may include dressing up, wear your EP badge, recording fun messages, revving students up with fun assembly items – all aimed at getting students talking about it!
- Work as a team to come up with new ideas to support, promote and encourage students
- Set goals with students and track them so they know you are invested in their learning. We also give points to our senior students that count to a school values certificate they receive when they graduate

MEMBER ARTICLES



Amaroo School Education Perfect World Championships 2020 continued...



- Give students ideas about what vocabulary to study. We ask them to compete in the language they are studying at school during school hours (they can try other languages in their own time)
- Promote it to students, parents, Executive any way you can - yes be that annoying person who keeps talking about it! Make it an event that everyone knows about and values. Some promotion ideas are:
 - Talk about it at assemblies, on Facebook, in newsletters, at year assemblies, on the electronic school sign, our Principal made it the banner on the newsletter that week to celebrate!
 - Take your top student to the Principal to be personally congratulated
 - Call every parent of your Elite students to personally congratulate them
 - Contact the local media to let them know about it
- Congratulate every student and discuss how they went with their goals
- Have fun with promoting it and celebrating it as a team; if you want to see our celebration clip go to this link: <https://youtu.be/EN1PjDIETCo>
- If students are in the classroom when competing, use some of this time to do individual speaking interviews with them or interview them on how they are feeling about their language learning - this is valuable time
- Get your Executive staff involved by praising students and offering support
- Open a classroom at lunchtimes for students to come and compete if they want to

We are incredibly proud of all our students who competed this year in particularly challenging conditions. Education Perfect has been a great tool to improve student learning and motivate them to take risks in their language acquisition. We hope sharing our journey will inspire you to use the Championships as a chance to further inspire your students and promote your language programs within your communities.

Kiraly Middleton
Executive Teacher—Languages, Amaroo School



Rahul—our top student



The trophies

MEMBER ARTICLES

St. Clare's College Languages Students' Exchange

Over the last 2 years we have established a relationship with Soshin Girls' High School in Yokohama, Japan. We send 2 girls for 3 weeks in January and then we host 2 of their students for 8 weeks in term 1. The following details the travels and experiences of girls from countries.

Lisa Bourne

St. Clare's College

Georgina's Trip to Japan

Going to Japan was definitely scary. Hopping off a plane and being greeted by a teacher you had never met, in a language you had little experience with, was scary. Joining a new family who didn't speak your native language was scary. Going to a school where the teachers and students spoke rapid fire in a language you didn't understand was scary. But it was one of the best experiences I've ever had.

When I first landed in Japan, I was absolutely petrified, but when Sophie and I walked out of customs to see the bright smiles of Ms Mori and our host families, I knew I was going to be okay.

Starting school in Japan was heaps of fun. The students were all so welcoming and bright. They were all enthusiastic and greeted us in the hallways as we walked past. They were constantly eager to include me in their conversations and practice their English.

There were times in Japan when I didn't understand what people were saying. Eventually, I surprised myself by how much I did. It took some adjusting at first, but quickly I was able to follow along with most conversations.

My host family were continuously wonderful and always attempted to make sure I was okay. My host sister, Rei, was a pleasure to be around. She and Sophie's host sister, Mai, were friends. This allowed Sophie and I to spend time together nearly every day.

My Japanese improved tremendously in the three weeks that I spent abroad. I made new, lifelong friends. I learnt new phrases and colloquial pronunciations of words that differ from our textbook. I visited amazing new places and tried heaps of new food and flavours.

All in all, this trip has motivated me to continue working hard in my Japanese studies. I hope to come back to Japan one day, having improved my Japanese, and thank all teachers and students of Soshin and my host family for their extraordinary generosity, kindness and patience.

I want to thank Ms Bourne for being an incredible teacher and giving Sophie and I this once-in-a lifetime experience.

Chisato's experience at St.Clare's

Hi guys! I'm Chisato and an exchange student from Japan. Before I came to Canberra I was on the Gold coast for three weeks and went to an English school. I stayed in Canberra for nine weeks.

When I came to Canberra, I really don't know about Canberra. But now I think Canberra is a good place. There is lots of nature and I can see the wild animals without going to the zoo. These things were surprising for me. I could experience various things. For example riding a horse, looking at many kangaroos, looking at lots of stars and going camping. Everything was a first time experience for me so I was really excited and fun.

To my surprised at St Clare's they used their own laptop and everyone was active in class. In Japan we usually use a blackboard and write in a notebook. And students are just listening to the teacher. I think these are big differences. Also they don't go to club after school. In my school we have many kinds of clubs. Usually we are doing it for about 2 hours, so we go back home later than this school. The classes were difficult for me. Sometimes I didn't understand what the teacher said but many lovely students were helped me. I was really glad. Thank you so much!! They often said "Hi!" "Hello!" "Bye!" to me when we passed each other. It made me happy.

I am really glad a lot of students are studying Japanese and are interested in Japan. They often asked question and talked to me. That made me so happy. I had many experiences and an amazing time with my host families and my friends! Thank you so much for everything! I will do my best to improve my English skills after I go back to Japan. I hope to see you guys someday. Chisato Year 9

MLTA-A.C.T.

Fiona Arthur Language Teaching Award

Nominations now open

The 19th of June 2020 saw the five-year anniversary of the passing of our dear friend and colleague, Fiona Arthur.

Fiona's commitment to public education in the ACT spanned over 30 years. During this time, she worked in a number of secondary schools and colleges, and in central office. Many of you had the privilege of working with Fiona in her capacity as a school leader, or through her involvement with community language schools, the Modern Languages Teachers' Association and cross-sectoral language networks. Fiona was instrumental in shaping the Australian Curriculum: Languages, promoting language education pathways, supporting international students, and facilitating the appointment of language assistants to enhance delivery of quality language programs in ACT public schools.

The MLTA ACT Inc. is pleased to announce that nominations for the *Fiona Arthur Language Teaching Award* for 2020 are open. Members are able to nominate themselves or nominate another member for the award. Nominations must be supported by a Principal or Senior Executive Teacher. The award recognises the contributions that a member of the MLTA ACT Inc. makes to the teaching and learning of languages in the ACT.

The nominated candidate must demonstrate that they are:

1. *Engaging with current theories of education.*
2. *Modelling and promoting effective and innovative language teaching practice.*

Contributing to the education and professional development of language teachers.

Nominations should clearly address each of the three criteria. **Nominations must be submitted by COB Friday 30 October, 2020** at <https://forms.gle/deHPXuPKLthMP1e79>

A panel comprised of MLTA ACT Inc. Executive will meet after the nomination due date and assess all nominations against the criteria. The successful recipient of the 2020 award will be announced in Term 4, 2020.

The recipient of the *MLTA ACT Inc. Fiona Arthur Language Teaching Award* will receive a perpetual plaque for their school, an Award Certificate and a voucher to the value of \$450 for the purchase of resources from INTEXT.

If you have any queries, please feel free to contact Annemarie Power—secretary@mltaact.asn.au

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