

CONTACT



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(ACTBEA)

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PRESIDENT'S MESSAGE

Message from the President

I would like to welcome you to the first issue of the newsletter for the MLTA-ACT for 2022. At our AGM held in March this year I was elected to be President of this wonderful and extraordinary association of language teachers. I am pleased to thank Sharee Harrild, on behalf of the committee and members, for her dedication as President for the past two years and what an unusual two years to navigate. Sharee, thank you for guiding us and keeping us strong.

I was first introduced to the MLTA-ACT by Jennifer MacDonald in 2013 and asked to be a guest speaker at an event to share my experience of a scholarship trip to France with approximately thirty other non-native speaking French teachers from around Australia. This was the start of a rich and supportive journey with this association. From there I started to attend MLTA-ACT events, especially professional learning opportunities which were of excellent quality and relevant to my specialisation of language teaching. Each year I have progressed a little further, becoming a committee member assisting with various tasks and events. One can experience a certain isolation especially in Primary schools being the only language teacher at a school and so being involved with the MLTA-ACT has meant that I have been part of a team where we each contribute in some way to support and assist our teaching of languages.

(continues on next page...)



4th year Education students at ACU Associations expo

"Do you know what a foreign accent is? It's a sign of bravery."
Amy Chua, American lawyer, scholar and writer.

President's message (Continued)

When Veronique Canellas reported that the MLTA-ACT Inc. AGM needed to happen as an online meeting in March 2020 due to the COVID-19 pandemic, we did not realise that this would continue for 2021 and 2022 as well. What a great opportunity to develop our resilience and IT skills! Since then, we have started moving back to meeting in person with our annual events. The first being the Meet and Greet which was a good start to the year and was held at the Canberra Nara Peace Park and Canberra Beijing Garden near Lake Burley Griffin. At this event the Fiona Arthur award was given to Frank Keighley for his outstanding contributions over the years to the Canberra Languages community in many roles in schools, associations and most recently the Canberra Academy of Languages (CAL). We also thanked and farewelled Veronique Canellas for her contribution to the MLTA-ACT in the roles of President, Vice-President, Secretary and committee member since 2011.

In April we had two representatives attend the Expo at the Australian Catholic University (ACU) in Watson. Together with other education associations we promoted the benefits of joining such associations to the fourth year Education students. We like to take this opportunity to impress upon new educators that the teaching of Languages is an exciting, viable career path.

In June we held a Teach Meet where educators shared some ideas as to what motivates them ranging from a variety of podcasts to activities for balancing well-being. It was a great opportunity to meet other teachers in our community.

The Community Language Schools Association (CLSA) received the first of four annual professional learning sessions prepared and delivered by the MLTA-ACT in June. Sharee Harrild, a teacher of Japanese, presented on the topic of "Differentiation" which was greatly appreciated as the CLSA consists of volunteers who are not necessarily trained teachers. Mei Turnip, a teacher of Indonesian, will be presenting on "Project based language learning" on the last weekend of the school holidays.

I will be representing the MLTA-ACT Inc. at a national level at the AFMLTA Assembly to be held in Sydney during the last week of the ACT school holidays. The various MLTA representatives from around the country are very much looking forward to meeting in person after the past two years having met online. I will report on this in our next issue of CONTACT.

There are two excellent professional learning sessions that we have organised for Terms 3 and 4 – the first being on 17 September with Dr. Gianfranco Conti on "EPI Teaching" and the second on 22 October with the Languages Roadshow on "The Australian Curriculum". Information will be sent to you early in Term 3.

I would like to take the opportunity to thank the numerous MLTA-ACT Inc. Executive and Committee Members for their ongoing dedication, amazing commitment and support of the MLTA-ACT and its members. Together we will move forward and continue to support and promote the learning and teaching of languages in the ACT.

Prudence Roveta | MLTA ACT Inc. Executive President 2022



Fiona Arthur
award
recipient
Frank
Keighley
with David
Arthur.



NEWS FROM THE ITALIAN NETWORK

Compiled by Sonia Conte, St Clare's College

2022 has got off to a busy start across the many preschool, primary, secondary, and tertiary classrooms where Italian is taught in the ACT.

The Dante Alighieri Society (DAS) of the ACT has kindly started to place funded Italian teaching assistants in our schools. Currently there are nine Assistants working across seven ACT Directorate and Catholic Schools. In light of this great initiative, the Italian Network would like to introduce them to you as a way of acknowledging their great work and of thanking DAS for this generous program.

Name: Giulia Myzeqari

Subject: Subject: Italian

Languages: English, Chinese, Spanish, Albanian

Why I became a language assistant: I started working as an Italian language assistant in February, right after moving to Australia from Rome. I have been involved in education for more than five years, I have a true passion for languages and I obviously love Italian culture and language. It's surprising how many students want to learn Italian and how much they are interested in Italian culture. Working with them and with their teachers makes me feel closer to my home.



Name: Francesca Maugeri

Subject: Italian

Languages: English

Why I became a language assistant: When I arrived in Australia, in Canberra, I started to teach Italian at evening classes for adults and, even though my background was completely different, I began to get passionate about teaching and I wanted to involve my students in the knowledge of my country and I tried to share with them all my love of the Italian culture, history and traditions. In the meantime, I have discovered the stimulating and exciting world of teaching with its various approaches and methods. Even though it's sometimes a big challenge, I explain to young students the importance of learning a foreign language and why not start with the most romantic language in the world?



NEWS FROM THE ITALIAN NETWORK (Continued)

Name: Abreham Mauri

Subject: Italian

I also speak/know: Arabic, beginner

Why I became a language assistant: Coming to Australia I understood how much I love my country and its language. The fact that so many Australians want to study Italian, encouraged me to start both teaching and assisting Italian language teachers. It is incredibly rewarding to see people showing so much interest for my language, and so it's a pleasure to help them.



Name : Manuela Puri

Subject: Italian

I also speak/know: French, German

Why I became a language assistant:

Being an Italian expat in Australia, I love the idea of promoting my country and its language. It is a pleasure for me being able to do so through the language assistant program which allowed me to meet incredible teachers and be part of the students' learning process. Such a beautiful and rewarding experience.



Festa della Repubblica

St Clare's College celebrated *Festa della Repubblica* (Italian Republic Day) at lunchtime on 2nd June where students could purchase pizza and crostoli. Year 7 classes researched and prepared informative posters about the history of this celebration and the significance of this day to the Italian people. Bunting, flags and Italian music converted the space into a piazza-like atmosphere



NEWS FROM THE ITALIAN NETWORK (Continued)

Compiled by Sonia Conte, St Clare's College

Festa della Repubblica (continued)



DATES FOR YOUR DIARY



Term 3: Saturday, 17 September.

Dr Gianfranco Conti will present a full-day workshop. (Topic TBA) Numbers will be limited and first preference will be to MLTA ACT members. If you have any colleagues who aren't yet MLTA ACT members this year but would like to attend a PL with Dr Gianfranco Conti, please encourage them to become MLTA ACT members. MLTA ACT members will also receive a reduced rate for this professional learning.

Term 4: Saturday 22 October.

Full-day workshop with Kelly Harrison from Languages Roadshow. This workshop will have two focus areas: Content and Language Integrated Learning (CLIL) and the new Australian Curriculum: Languages. Again, MLTA ACT members will receive a reduced rate for this professional learning.

Canberra Academy of Languages



CAL staffing

The Canberra Academy of Languages continues to be fortunate in having highly qualified teachers with a command of the target language that enables them to use it with confidence in routine classroom discourse. It is vital for effective program delivery, and of course it is what our students and their families hope we can provide. This year, our teachers are Baba Alhadji (French), Selina Jaeck (German), Beth McArthur (Japanese), Stella Lee (Korean), Eleanor Body (Spanish) and Uma Ramiah (Tamil).

In addition, Orion Lethbridge has taken on the role of CAL Director of Studies, so that Rosalind Rice can focus on the role of Registrar. These two roles are essential in ensuring effective curriculum and assessment coordination, and financial management of our operations as a self-funded not-for-profit organisation that currently receives no government funding.

CAL programs

In all languages except Tamil this year, we have one or more students enrolled at beginning level, and in three of the six languages now offered, we have one or more students enrolled at advanced level. The majority of our students are enrolled at continuing level.

With CAL now in its sixth year of operation, our student enrolment numbers have increased from two in 2017 to 68 at the start of Term 2 this year. The number of languages taught has increased from one in 2017 to six in 2022. Languages currently taught are French, German, Japanese, Korean, Spanish and Tamil.

CAL's students and their families are strongly committed to the study of languages. Commencing the 2022 school year, we had students enrolled from 19 schools – 11 government and 8 non-government schools. There is an increasingly large number of stakeholders – students, families, and schools – in the ACT community with an interest in the long-term continuation of these programs.

End of year ceremony 2021

We would like to thank Ainslie School and the Ainslie staff team for providing the venue for the 2021 CAL End of Year Ceremony, which was held there on Tuesday 14 December. Contributors to the program are greatly appreciated too – Rosalind Rice for her organisational expertise in finalising arrangements for the event; Dr Mandy Scott for the acknowledgement of country; Wendy Cave, Ainslie School Principal, for the welcome; Kerrie Grundy, Narrabundah College Principal, for her address from a college principal's perspective; Evy Stuart for her address from a student perspective; and Dennis Flannery for closing remarks.

Congratulations to all our students who completed their senior secondary languages studies with us in 2021. Four completed a minor comprising two semesters, and 11 finished a major in their chosen language.



Japanese summer school, January 2022



For the first time this year, CAL offered a summer school for students preparing to continue their language studies at senior secondary level. The summer school was open to any students, whether they were enrolled for their senior secondary Japanese studies with CAL or with an ACT/NSW school or secondary college in the Canberra region.

The need for a summer school in Japanese was recognised by our teacher, Beth McArthur, who proposed that we offer a three-week program in January 2022. Our thanks go to Beth McArthur for this initiative and for the excellent program she devised. It was based on key learning outcomes from the Australian Curriculum: Languages Japanese for students at completion of Year 10.



CAL Charter updated

At the CAL Advisory Panel's first meeting for this year on 10 January, the panel discussed and approved an update to CAL's Charter, among other matters. The charter is included at Schedule 2 in our Articles of Association. The charter now includes a statement that the Canberra Academy of Languages advocates language learners' rights – the right to aspire to, and to be supported in achieving, proficiency in more than one language. This was always implicit in CAL's purpose, but we saw the need to make it clear in the charter.

The concept is consistent with the first goal identified in the discussion paper (June 2021, page 70) from the Australian Federation of Modern Language Teachers' Associations (AFMLTA) on a National Languages Plan and Strategy, which states that students should have access to multiple language learning opportunities, including languages which are for them first, heritage and additional languages". The Australian Government Department of Education Skills and Employment commissioned AFMLTA to conduct work on the national languages plan and strategy. The discussion paper is available via a link from the NLPS website at <https://nlps.afmlta.asn.au>.



Languages in the news



In January this year, social media postings publicised links to research from Cambridge University shows benefits for students who self-identify as multilingual. According to an [article on the university's website](#), published on 11 November last year (the day after the publication of the research paper on which the article was based), students who self-identify as multilingual perform better at GCSE. A study of more than 800 school students in England concluded that young people who consider themselves 'multilingual' tend to perform better across a wide range of subjects at school, regardless of whether they are actually fluent in another language.

In June this year, the importance of language skills, highlighting the example of Indonesian, found a prominent place in the news, including an [article on The Conversation website](#), during a visit by the Prime Minister and Foreign Minister to Indonesia – see also the News page on CAL website.



Mother Tongue Multilingual Poetry

Another of our partner organisations, Mother Tongue Multilingual Poetry, has continued this year to run events promoting and celebrating the diverse languages and cultures in the ACT community. Events already organised this year included an evening at Smith's Alternative on Monday 21 February 2022, with featured poets Abhi Tripura from the Tripura community in Bangladesh, whose mother tongue is Kokborok, and Mirsad Ramic, a bilingual writer and poet of Bosnian origin. The evening also included open mic sessions. And as part of Canberra's Enlighten Festival on 14 March, there was Multilingual Canberra: Mother Tongue poets from the Balkans, held at Stage 2 in Commonwealth Park, with Mary Besemer (Polish language), Mirsad Ramic (Bosnian language) and Vesna Cvjeticanin (Serbian language). More events are planned. See the MTMLP Facebook page at <https://www.facebook.com/mothertonguemip/>.

CAL budget proposal for the ACT 2022-23 budget

As part of the public consultation process for the ACT 2022-23 budget, on 20 May, we submitted an updated version of our previous proposals on future plans for CAL as a provider of centrally delivered languages education programs to supplement those available in Canberra's day school systems (public, Catholic and independent). Our proposal is that the offering should continue to complement, not replace, viable day school programs in the ACT.

The focus is on ensuring, consistent with the CAL charter, that students in our ACT jurisdiction have enhanced access to language learning opportunities, including students who wish to offer languages not offered in their local district or the day school that they attend. A pdf copy of the CAL submission is available from a link on the News page on CAL website at <https://cal.act.edu.au/news.htm>.

We believe it is important to address succession planning, so that the long term continuity of CAL's programs is ensured and so that continuation is not dependent on the ability of one person as convener to oversee the ongoing provision of what we do into the future.



Have your say on the Multicultural Recognition Act

MLTA members may be aware that ACT Government is currently inviting input about the draft Multicultural Recognition Bill, which sets out its vision for Canberra as an inclusive city. The legislation will create a Multicultural Charter and set out the roles and functions of the ACT Multicultural Advisory Council. It will also provide ways for the ACT Government to report back to the community on our progress as a welcoming and inclusive city. A second round of community consultation on the draft Bill is now open until **26 July** and the ACT Government wants to hear from you. To provide your input, please go to yoursayconversations.act.gov.au/multicultural-recognition-act.

Venue

Our venue for all CAL programs since the commencement of the 2021 school year is Ainslie School. This is an excellent location, being close to city transport hubs such as the bus interchange and the light rail line. This year, our French, Spanish and Tamil classes are held at Ainslie School on Wednesday evenings, while German, Japanese and Korean classes are held on Thursday evenings.

These arrangements facilitate collaboration both with our colleagues at Ainslie School, and also among our CAL teachers. Given that our classes are conducted in the evenings, this also offers greater security and scope for collegial support, particularly important during the winter months when most of the session time takes place after dark.

CAL Information Evenings

An online information evening for students wishing to commence studies in Semester 2 was held on Thursday 23 June 2022. We thank colleagues who provided details to interested participants.

The CAL Information Evening about programs for 2023 will be held on Thursday 22 September 2022. Details are on the CAL Events page. To receive a link, those interested are invited to email info@cal.act.edu.au.

Frank Keighley | Convener, Canberra Academy of Languages, 17 June 2022

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

NEWS FROM THE GERMAN NETWORK

Compiled by Birgit Matwijiw, Narrabunda College

We had our first in person network meeting at the beginning of term 2 and are looking forward to our upcoming events this year. Our first schools' wide event was 'Kino for Kids' which took place in conjunction with the German Film Festival. Orana School, Telopea Park School, Daramalan College and Narrabundah College went to watch German movies. The students enjoyed the visit very much and were happy to apply their language skills.

Which events for our students are next? Students in year 7 and 8 are looking forward to our Kirmistag and the year 10, 11 and 12 will meet for the Deutschen Eintauchtag, the German Immersion Day. Both events will have lots of fun activities and be a day where students who are learning German in Canberra get to know each other and can practise their language skills in a relaxed environment.

On Thursday, the 16 June 2022, Sheree and Birgit had the privilege to attend a reception held by the German Embassy at the National Museum of Australia. The reception celebrated 70 years Diplomacy between Australia and Germany as well as the official opening of the exhibition 'Songlines – Tracking The Seven Sisters' in Berlin at the Humboldt Forum which was linked directly online to the reception. We also had exclusive access to the new exhibition 'Connections'.

Our German teachers can now exchange ideas with other German teachers in Australia in a quarterly online meeting initiated and organised by the Goethe Institute.



ACT Bilingual Education Alliance (ACTBEA)

Compiled by Mandy Scott, ACTBEA Secretary

Activities in Semester 1 2022

Multilingual Story Walk

Inspired by story walks organised by Libraries ACT, ACTBEA developed a multilingual story walk based on the Adventures of Sinbad. There are 9 'stops' on the walk, each with a colourful illustration and section of the story written in English and one other language - a different language at each stop. There is also a QR code that you can scan to hear that part of the story read in both languages by a local Canberran.

So far this year we have set up the story walk in Commonwealth Park (see photos below) as part of the Canberra Day celebrations and at an ACTBEA event in May. To encourage people to follow the story walk and see and hear some of the many languages spoken and/or being taught in the ACT, we ran a free competition on both occasions. Entrants had to correctly identify at least 6 of the languages for a chance to win a cash prize.



A different language is a different vision of life. –
Federico Fellini

ACT Bilingual Education Alliance (ACTBEA) (continued)

Multilingual networking morning

On Saturday 14 August, we organised a networking morning at the Latin American Cultural Centre in Red Hill. The main aim was to give participants in our online seminar in August last year (Raising Children in more than one Language) the opportunity to meet face to face. However, anyone with an interest in languages and bilingualism was welcome. There were snacks and fun activities for all ages plus time to chat informally with other families and language educators and academics who were on hand to provide information.

Sharing the Joy of Languages

Our current activity is a free competition which aims to encourage students in the ACT region to use their language skills in a fun way.

- Cash prizes in 3 categories: Preschool – Year 2, Years 3 –6, and Years 7–12.
- Students make a 2 minute video about a game or sport that they enjoy or to tell a story.
- Judging will be based on creative approach, engaging content and level of attempt to use a language - or languages - other than English. These can be languages that students speak at home or are learning at school.
- Closing date 31 July 2022.

For full details see <https://actbilingual.weebly.com/news.html>



ACTBEA gratefully acknowledges support from Canberra Multicultural Community Forum and ACT government multicultural grants for making these activities possible.

For more information about ACTBEA visit <https://actbilingual.weebly.com/> or follow us on Facebook at <https://www.facebook.com/ACTBEA>

NEWS FROM THE SPANISH NETWORK

Meet some Spanish teachers!

What is your name? Catalina Alcazar-Stevens

What other languages, apart from Spanish, do you speak/understand? French.
I speak a little German, Japanese and Italian that I picked up from my travels.

Which settings / year levels have you taught in? Primary School, Middle school
Y6-8, High school Y7-10

Why or how did you become a language teacher? I became a language teacher because I believe that being raised bilingual was an asset. I wanted to share my love for my mother tongue with my students.

What can be tricky as a language teacher? Convincing students here in Australia of the validity of knowing another language (especially in the primary context)

What is your favourite go-to language activity when everything else fails?

Playing “Mii Perro Choccolo” on Youtube, where there is a dance with a shark. even if students don’t understand the words, it builds their confidence that they can follow along. They also sing “guau guau guau guau” for a while after.



NEWS FROM THE SPANISH NETWORK (Continued)

Meet some Spanish teachers!

What is your name? Eleanor Body

What other languages, apart from Spanish, do you speak/understand? I have studied several languages including Japanese, Korean and Mandarin. These days Spanish is my main focus.

Which settings / year levels have you taught in? Middle school Y6-8, High school Y7-10, College Y11-12, Community language schools

Why or how did you become a language teacher? I was inspired by my previous language teachers. Language classes are the best classes at school.

What is a favourite thing for you about being a language teacher? I like being able to use my language skills in a job and meeting wonderful students.

What can be tricky as a language teacher? Lots of things are tricky that is why I admire experienced language teachers. The planning of units, lessons and assessments is tricky as a new teacher.

What language teaching goals do you have? My language teaching goal is to improve my pedagogy every year.

What is a funny/favourite/weird word or phrase from the language that you teach? Para todo mal mezcal, para todo bien también, si no hay remedio, un litro y medio (Gracias a los mexicanos)

What is your favourite go-to language activity when everything else fails? This is a tricky question. I like to do walking meetings in Spanish, but only occasionally.



What is your name? Annemarie Power

Which settings / year levels have you taught in? High school Y7-10

Why or how did you become a language teacher? When I was on a gap year after school living in London I made a lot of South American friends. When I returned home to study at university I decided to learn Spanish. I travelled to Colombia to do an exchange program as part of my degree, and ended up staying a couple of additional years in Colombia, teaching English as a foreign language at a university. I eventually returned home to finish my undergraduate at ANU and did an Honours year in Spanish and English. After that, I did my Graduate Diploma in Secondary Education at UC. I didn't expect to get a job teaching Spanish (rather than my other main teaching area, English) but I am so glad that I did! I love teaching Spanish!

What is a favourite thing for you about being a language teacher? Seeing students succeed. At my school it is compulsory for four years, so it is a great privilege to be with the students for four years and to see them grow from Year 7 to Year 10 students.

What can be tricky as a language teacher? Differentiating for the great range of ability in each class.

What language teaching goals do you have? I am very community minded, so my goals are around contributing to the language teaching community through my work with the MLTA ACT and being active with the ACT Spanish Network.

What is a funny/favourite/weird word or phrase from the language that you teach? A word that students always seem to love the sound of is 'sacapuntas' (sharpener) and I like 'tiquismiquis' which is fussy, because it sounds like fussiness to me. 'Sobremesa' and 'duende' are beautiful conceptually also.

What is your favourite go-to language activity when everything else fails? (you might need to explain it a bit) 'No snakes, no ladders' is a classic Conti activity I use all the time.



NEWS FROM THE FRENCH NETWORK

Compiled by Prue Roveta

The new school year started off with some of our usual events such as the « Semaine de la francophonie » and the « Alliance Française French Film Festival ». Although many teachers were not able to teach French to their whole schools due to the variety of cohorting measures around covid control, many teachers were able to teach French to one or two year levels. The Alliance Française de Canberra and Palace Electric arranged to have additional sessions of movies for school students in the following weeks after the festival. It has been wonderful to reconnect with the local francophone community and our peers.

We have decided to show you what the French Network has been up to in pictures...

Francophonie Competition- semaine de la Francophonie



NEWS FROM THE FRENCH NETWORK (continued)

Le marché français à l'Alliance Française de Canberra/French Market at The Alliance Francaise de Canberra

ACT French teachers with the representative of New Caledonia to the Embassy of France in Australia, M. Yves Lafoy.



Travel re-opened to New Caledonia from Australia in April this year.

These were the 1.5m space-markers on the floor at the airport in Nouméa :



French Film Festival

French teachers attending the Premiere of the French Film festival.

TO GIVE AWAY

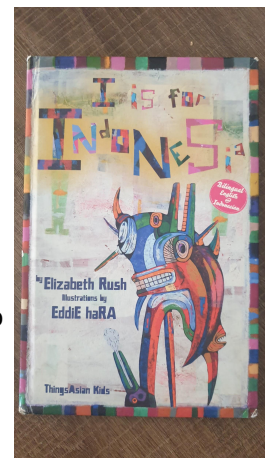
If interested, contact Myriam Davies, at myriam.davies@ed.act.edu.au



A Japanese scroll, about 1.5m tall. Maybe to decorate a classroom?



A chinese scroll. No idea what it says.



An Indonesian book, donated to me by a parent at school.

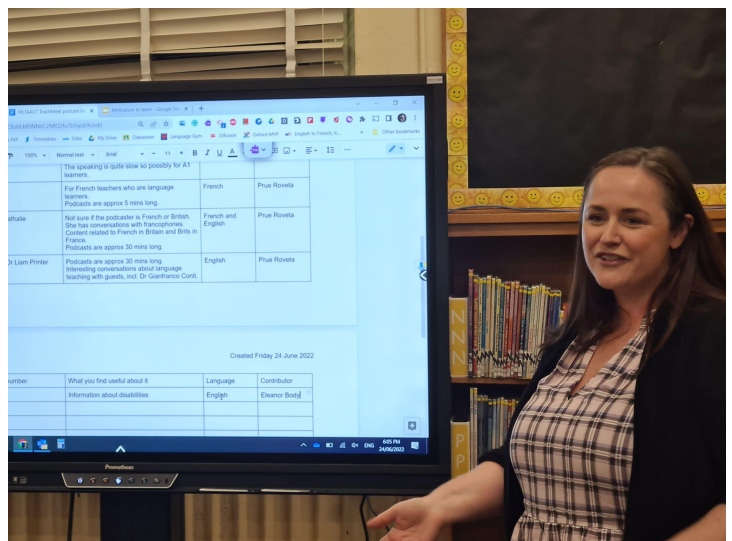
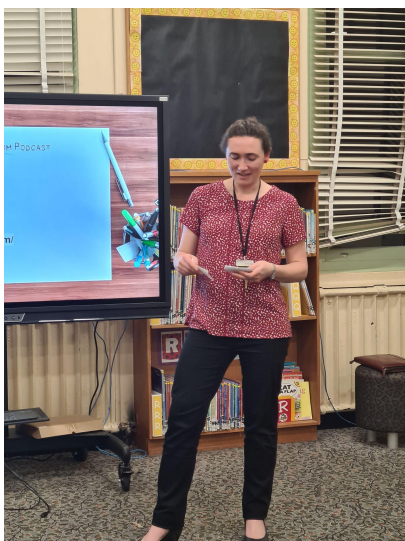
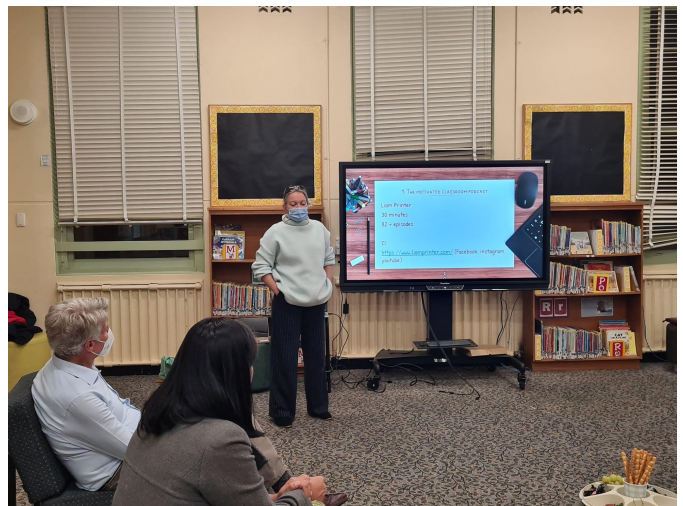
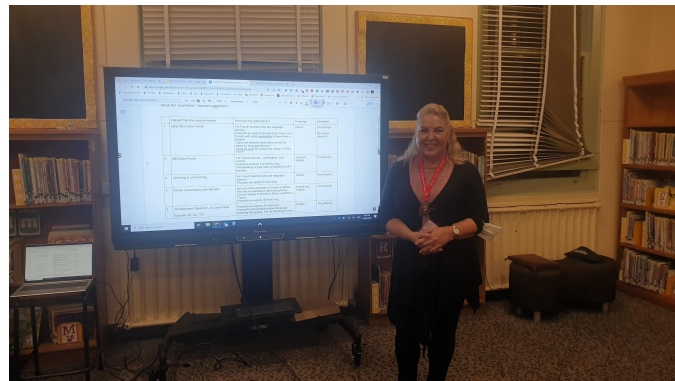
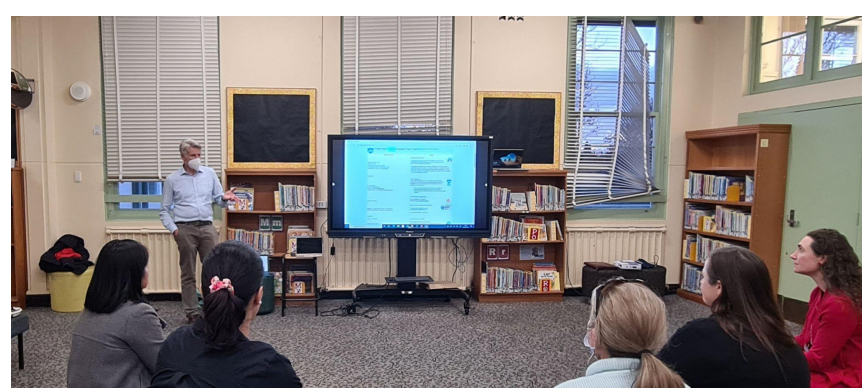
MLTA ACT - TEACH MEET

Friday 24 June, Ainslie School

The Term 2 Teach Meet took place at Ainslie School on Friday 24 June.
The theme was: What inspires you? What keeps you motivated?

After a challenging few years we wanted to put a spotlight on what keeps us going as Language teachers! How do you look after your wellbeing as a teacher? What activities motivate you and your students? What classroom practices make you a happy and inspired teacher?

6 teachers presented what inspires them. Thank you Frank Keighley, Prue Roveta, Rocio Yactayo Lovett, Myriam Davies, Eleanor Body and Annemarie Power for your inspirational ideas!



Eleanor Body, Spanish Teacher, Narrabundah College and CAL

What activities inspire me at school?

Dictation is one of the classic classroom activities for language teaching. No technology is required and you are using yourself, a language teacher as a resource. You can read a text from a textbook/website or create your own text using relevant grammar and vocabulary to where your students are in their learning journey. Dictation activities can be used for different purposes principally listening comprehension but also to test student's spelling skills.

Making your own recordings can be very helpful as a language teacher. They can work with a challenging class as well as an obedient class. With your own recordings you can create resources exactly about the topics that you see as relevant to your students' learning. My students have been studying the environment and science in the changing world this term. Finding resources for topics like these is possible but it is helpful to tailor the resources to your students. Voice recordings can be made with voice recorders on phones or by using online voice recorders such as Vocaroo.

To improve students' fluency, I like to start lessons (once a week) with basic spoken questions. In my own learning experience practising questions and answers repeatedly helped me to become fluent and confident about speaking Spanish.

Acronyms are a way to engage students and to assist them in remembering and understanding challenging concepts. The following are two examples in Spanish.

SER (To be)		ESTAR (To be)	
D O C T O R	Description/Date soy alta. Es el 17 de agosto	P L A C E	Position El niño está sentado
	Occupation Mi madre es policía		Location Están sobre la mesa
	Characteristics Soy amigable		Action Estoy hablando (Present continuous)
	Time Son las once		Condition La mujer está enferma
	Origen Eres de Canberra		Emotion él está feliz
	Relationship/Possession Ellas son hermanas		
Another example is WEIRDO- when to use present subjunctive in Spanish			
Wishes & desires			
Emotions			
Impersonal expressions			
Recommendations & requests,			
Doubt & denial			
Ojalá (hopefully)			

Imagery with grammar teaching can assist students as they learn. Boot verbs is an image I use with Spanish present simple irregular verbs (thanks Annemarie Power). I notice that students grasp irregular verbs better using this type of explanation.



What do I do to recharge?

To recharge I like to ride my bike, take Saturdays off, look after indoor and outdoor plants and listen to podcasts (such as ListenAble and I am always on the lookout for good Spanish language podcasts).

In conclusion, remember that as a language teacher you are a valuable resource for your students. Don't forget the value of dictations and making homemade audio recordings. Consider visual ways of representing grammar. Keep doing the great work you are doing.

Prue Roveta, Myriam Davies and Eleanor Body shared a variety of inspirational podcasts. Check them out here:

	Podcast Title &/or episode number	What you find useful about it	Language	Contributor
1	Little Talk in Slow French	For French teachers who are language learners. Podcasts are approx 30 mins long. They are in French with some explanation of new terms in English. Topics are relevant news items as well as topics for language learners. Could be used for students at school - Y10 to Y12??	French	Prue Roveta My current favourite
2	SBS Easy French	For French learners - half English / half French. Podcasts are from 3 to 8 mins long. The speaking is quite slow so possibly for A1 learners.	French & English	Prue Roveta
3	One thing in a French day	For French teachers who are language learners. Podcasts are approx 5 mins long.	French	Prue Roveta
4	French conversations with Nathalie	Not sure if the podcaster is French or British. She has conversations with francophones. Content related to French in Britain and Brits in France. Podcasts are approx 30 mins long.	French and English	Prue Roveta
5	ListenAble	Information about disabilities	English	Eleanor Body
6	The Motivated Classroom	Podcast by Liam Printer- Podcasts are approx 30 mins long. Interesting conversations about language teaching with guests, incl. Dr Gianfranco Conti. 83 + episodes (Prue recommends Episodes 79 - 82 - TCI) https://www.liamprinter.com/ (Facebook, instagram, youtube)	English	Myriam Davies Prue Roveta
7	Ditch That Textbook	Podcast by Matt Miller Podcasts are 5-8 minutes long All to do with tech and how to replace textbooks with fun and engaging technology There's also a book: Ditch That Textbook https://ditchthattextbook.com/ Matt Miller also wrote Tech Like a Pirate. Very accessible Technology for teachers.	English	Myriam Davies
9	The Cult of Pedagogy	Podcast by Jennifer Gonzales General discussion on education and teachers in general, lots of guests and interesting questions 30 to 50 min long 192+ episodes www.cultofpedagogy.com	English	Myriam Davies

	Podcast Title &/or episode number	What you find useful about it	Language	Contributor
10	The MLFTwitterari	By Joe Dale and Noah Geisel 10 Episodes 90 min long Lots of tech and millions of ideas about teaching languages.	English	Myriam Davies
11	The Burned In Teacher	Podcast by Amber Harper (Former burned out teacher) 20-30 minutes long 143 episodes + All about Teachers wellbeing https://www.burnedinteacher.com/ Book: Hacking teacher burnout	English	Myriam Davies
12	Teaching la Vida Loca	By Annabelle Williamson (La Maestra Loca) 20-30 minutes long 6 episodes + Language teachers - Comprehensible input Lots of video on Youtube https://www.lamaestraloca.com/	English	Myriam Davies
13	The Creative Classroom	By John Spencer 15-50 minutes long 9 episodes + Creative thinking and student learning	English	Myriam Davies
14	Google Teacher Podcast	By Matt Miller and Kasey Bell 40 min long 126 episodes Tech- everything Google	English	Myriam Davies
15	The Epic Classroom Podcast	By Trevor Muir 20-35 min long 126 episodes PBL The Epic Classroom- Book https://www.trevormuir.com/	English	Myriam Davies

Listening to educational podcasts can be registered as Teacher Identified PL for 2 hours on TQI.

Rocío Yactayo Lovett: What inspires you to teach?

As a language teacher of many years, I often find myself going back to the essence of teaching language through culture. In Spanish class, when presenting and discussing real people, such as Salma Hayek, a famous Mexican mum (What is in her bag? ,Vogue, May 2022), we may have our first encounter with values and beliefs of Spanish-speaking countries. The addition of Salma's teenage daughter provides a relatable experience for our High School students and their family dynamics. As we listen, we can connect with the world and find similarities and differences in our daily experiences.

Additionally, we, as teachers, are also real people with language learning experiences. Do not hesitate to share anecdotes or pictures of your life in the target culture. This motivates students to appreciate and learn from you. Active listening not only includes spotting words, ideas but responding to other people's emotions and experiences.

MLTA ACT

What you need to know

In the committee:

Executive President: **Prue Roveta**

Executive Vice president: unfilled

Executive Secretary: **Annemarie Power**

Executive Treasurer: **Lena Britton**

Publication Officer: **Myriam Davies**

Webmaster: **Frank Keighley**

Committee Member: **Elysia Teh**



The MLTA supports members through:

- Information in **Contact**, our ACT e-newsletter for language teachers, made available to members via email and the website each semester
- Association information, news items and events listings published through [our website](#)
- Scholarship opportunities such as the FIPLV scholarship, the Fiona Arthur Language Teaching Award and the AFMLTA International Language Conference Scholarship
- Language Professional Learning programs, dinners and annual conference
- Subscription to the MLTA email list which provides members with up-to-date information on events
- Membership of the Australian Federation of Modern Language Teachers Associations Inc ([AFMLTA](#)) which includes subscription to the journal **Babel**, published three times per year
- Participation in national programs and activities, such as workshops conducted by AFMLTA on Australian Curriculum: Languages and the AC Achievement Standards
- Affiliation to the international association, the Fédération des Professeurs de Langues Vivantes ([FIPLV](#))
- Collaboration with national institutions such as the National Gallery of Australia on initiatives for languages teaching and learning.

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Twitter: @MLTAACT

*To have another language is to possess a
second soul. — Charlemagne*