



# CONTACT

## Message from the president, Prudence Roveta

Hello and welcome to our second issue for 2023 of CONTACT, the newsletter of MLTA-ACT. A big thank you to all of our contributors and to Myriam Davies, our Editor, for bringing another great issue to us. I'm certain that you have all been very busy as we approach the end of Semester 2. To our new student members, we wish you well in your final studies and remember that we are here to support you in your language journey.

We started the year with our annual Meet and Greet on Friday 24 February at the Pavilion where we presented Ibu Kirsten Stobbe with the Fiona Arthur Award. This award has been provided by the late Fiona Arthur who was a committed language teacher who had taught in several high schools and colleges in the Canberra region. She was actively involved in the Community Language Schools and the MLTA-ACT. Fiona was instrumental in the shaping of the A.C Languages and she facilitated the appointment of language teacher assistants in ACT schools. Unfortunately, this is something that we no longer have across all schools. Each year we present the Fiona Arthur award to a language teacher from our MLTA-ACT community.

An issue of great concern that I would like you to know is that many emails from MLTA-ACT have been going to the Trash/Junk folders at ED, Catholic systemic and independent schools but not for everyone and not all the time. Would you please do us a favour and add our email address to your safe senders list, ask your school's office to add it as well as letting your colleagues know about this problem. I don't want our members missing out on professional learning opportunities and special events.

We held our AGM on Thursday 23 March this year. This is where all committee members stand down and a new committee is elected. I sincerely ask you to consider nominating yourself to be on our committee at our AGM in March 2024. We have specific executive roles as well as general committee positions. All MLTA-ACT members are invited to attend the AGM.

Each year the MLTA-ACT provides four professional learning (PL) events or opportunities, most of which are for members as well as non-members. Our members are partly subsidised for our events.

Our PL for Term 1 was by Joe Dale, the British IT guru for languages. Joe delivered two sessions online which were also recorded for the attendees' use.

In April Jo Chilver (Vice-President) and I represented the MLTA-ACT at the annual Expo of Associations as part of the final year program for Education students at the Australian Catholic University (ACU) Watson campus. The event was attended by the final year students as well as some Alumni who are in their early years of teaching. We were able to impress upon new educators that the teaching of Languages is an exciting, viable career path in primary and secondary school settings and that MLTA-ACT can support them. We had some pre-service teachers join MLTA-ACT as Associate members.

# FROM THE PRESIDENT (CONTINUING)

Our Term 2 PL was a workshop on the AC v9 held at ACU in Watson. We had approximately 20 of our members attend who worked collaboratively on the Australian Curriculum for French, Indonesian, Italian, Spanish, Mandarin, Japanese and German languages. The general feedback was that it is great to be able to sit down with peers who teach the same language as well as hearing about how teachers of other languages work with the curriculum. It was a starting point, perhaps there is a need to work together in language groups in 2024, please let us know your ideas.

In Term 3 we had Olimpia Rosenblum present an in-person workshop on Visual Listening at Campbell High School. Olimpia was well received and we appreciated her knowledge of a variety of languages and how they are taught in schools.

Our Term 4 PL event was the TeachMeet in November combined with an End-of-Year dinner where some of our members gave 5-minute presentations, some a bit longer, on the topic "Brain Breaks". Thank you to our members who shared their ideas with us – greatly appreciated. Wanting to reintroduce the End-of-Year dinners that have been so loved in the past (pre-covid years) and to bring back more fun to our association's gatherings, the committee decided to hold this event aboard the MV Southern Cross which cruised Lake Burley Griffin. We had a turnout of around 30 members and guests with rave reviews. Please let us know if something like this would be of interest in 2024 as well as other ideas you might have.

Every two years the AFMLTA holds a conference, this year it was hosted by the

MLTAWA and held in Perth in July. This year 4 of our members received a scholarship towards attending the conference.

In 2024, there will be the NZLTA conference held in Auckland in July. Each year we try to provide some assistance to our members to attend such events. We hope to be able to provide for this in 2024. Recently members were invited to apply for the FIPLV scholarship, we received 9 applications. Of these 9, 8 applicants who met the criteria were awarded amounts varying from \$350 to \$600 to support their activities related to their roles of teaching languages. These scholarships can go towards things like attendance at PL or to conduct learning experiences at schools. We encourage you to apply if you have been a financial member for at least two years, especially teachers who have not received awards from our association in the past.

We are considering holding an MLTA-ACT conference in Canberra later in 2024. At this point in time, it is an idea but we will need to call on volunteers and additional committee members to make this happen. In the past we would hold either a conference or mini-conference for MLTA-ACT, but it hasn't happened for the last few years due to that virus and having such a small committee.

Members of MLTA-ACT prepared and delivered four professional learning sessions to the Community Language Schools Association (CLSA) this year as part of our agreement with the Education Directorate and CLSA. Mei Turnip, teacher of Indonesian, Tina Rodriguez, teacher of Spanish & Italian, Mai Vannavong, teacher of Mandarin, and Jo

# FROM THE PRESIDENT (CONTINUED...)

Chilver, teacher of Indonesian, provided the PL sessions this year, both on-line and face-to-face sessions. The sessions were very well received and CLSA look forward to our presentations in 2024. Our members are remunerated for this service.

Some wonderful news, Annemarie Power, our previous Secretary and committee member, has welcomed two beautiful boys into the world; and Elysia Teh, our previous Vice-President welcomed a beautiful girl into the world earlier this year. We congratulate them and their families and wish them joy, good health and happiness. I wonder how many and which languages these young pluri-linguists will speak.

I would like 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. I encourage the MLTA representatives in the Education Directorate's Language Networks to join the MLTA-ACT committee at our AGM in March 2024. This will assist you in reporting our association's events to the networks as well as being a voice for your language group. I look forward to working with many more of you who are the beacons of language learning in the ACT.

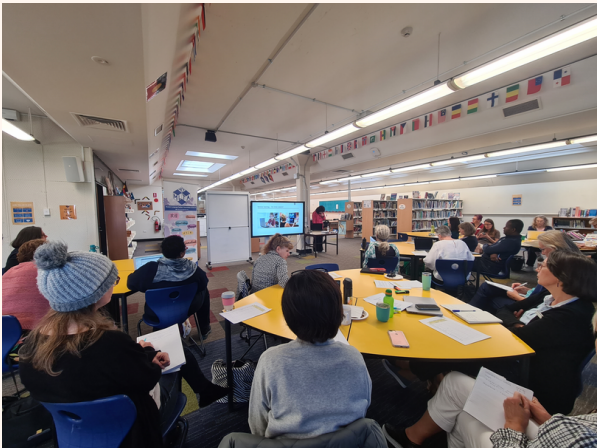
Our committee wishes everyone a safe and very happy Christmas and Summer holidays!



Annemarie's twin boys, Spencer and Jeremy



Elysia's daughter, Abby



PL with Olimpia Rosenblum



End of Year Teach-Meet Cruise



# FROM OUR VICE-PRESIDENT

by Joanne Chilver



As Prue has highlighted, the MLTAACT has facilitated a number of fantastic PL events this year. A standout for me was Olimpia Rosenblum's presentation, 'Integrating Visual Listening'. Whereas traditional story listening involves the teacher drawing pictures as the story is told, visual listening incorporates images and/or animation plus captions and audio. It is based on the premise that the process of learning new vocabulary, which requires encoding and retrieval, is more successful when the encoding uses both verbal and visual stimuli. Useful resources for creating visual stories include Powtoon, Animaker, Procreate and Video Scribe. Students can also create visual stories themselves using Book Creator, for example.



Attentive audience at Olimpia's workshop



Olimpia Rosenblum

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## Call for presenters for Community Language Schools Association ACT teacher workshops

This is a fabulous opportunity to share your knowledge and expertise and earn some extra money! This year, four MLTAACT members each presented a 90-minute workshop for ACT community language teachers on the topics Lesson Planning & Delivery, IT Tools for Teaching and Differentiation Tools and Games.

If you are interested in presenting a workshop in 2024, email [mlta.act.inc@gmail.com](mailto:mlta.act.inc@gmail.com) and please type CLSA Workshop in the subject box. Presenters will be paid \$450.

## Supporting our MLTAACT

Being part of the MLTAACT committee is a rewarding experience and provides additional TQI hours! We would love to have representatives from all the languages taught in the ACT. It does not need to be a huge commitment as many hands make light work. Please email [mlta.act.inc@gmail.com](mailto:mlta.act.inc@gmail.com) if you would like to get involved in 2024.

As we come to the end of yet another school year, I would like to wish all our members a restful and rejuvenating break and I look forward to seeing you again in the new year. J

# END OF YEAR PARTY

by Myriam Davies



On the evening of Friday, November 17, the MLTAACT came together for a memorable end-of-year event—an enchanting 3-hour dinner cruise coupled with a Teach-Meet to commemorate our collective efforts throughout the year. Fortunate to be blessed with beautiful weather, the gathering proved to be a delightful experience for everyone in attendance. Five teachers took the opportunity to share insightful ideas on brain breaks and classroom practices, making for an engaging and enriching session. The event concluded in a relaxed manner, providing a great way to wrap up the year, complemented by exquisite food that added to the overall enjoyment of the evening.



## What our members said about the night:

"The best Teach-Meet ever! So many people sharing good ideas and management skills. One can learn just by listening to what other teachers do and how they deliver their lessons"

"A wonderful social occasion with like-minded professionals. The venue is exceptional and the views are amazing. Highly recommend such an evening out!"-Lynden

"We should have a dinner cruise every year!"

"Excellent choice of venue. Glad to be part of MLTAACT. Keep up with this great association"

"What a great idea for a dinner! Well done!" - Tina

"What a wonderful idea to do this dinner cruise on the lake. Great to meet other language teachers and to listen to colleagues sharing their ideas and experiences. Thank you"

"Many thanks for this night! We hope that you will do the same next year and the years to come. I really enjoyed it!" - Baba

"A very creative and lovely idea to meet on a boat. It's always inspiring to catch up with colleagues."- Natalie

# FROM THE SPANISH NETWORK

By Eleanor Body, Spanish Network Leader



## Spanish Excursion to ANU

A high school and a college attended an excursion to ANU on 20 September. The students attended various presentations and visited embassy stalls. The event was organised by the Latin American Students Association from ANU Latin America Week and the Spanish Teachers Network.

Gabriel Covarrubias, a visiting artist from Sydney, originally from Mexico, exhibited art and shared Nahuatl and Spanish poetry by Juan Hernandez Ramírez with the students. See image below.

Prof. Vladimir Canudas Romo gave an engaging presentation about the study of demography and demographics in Latin America. He gave us exciting ideas about using demographic data from three very interesting websites [Gap minder](#), [Demographic and Health Surveys](#) (DHS) and [Migration Flows](#).

The Spanish speaking embassies in Canberra had stalls along University Avenue at ANU. The students visited the stalls and got a chance to engage with several diplomatic staff who work in Canberra to learn about their countries. Students also tried a range of traditional food and drinks. Canberra is fortunate to have 15 Spanish speaking embassies who kindly share their cultures with our community.

We heard from ANU Spanish about the many opportunities students have if they study Spanish at university. There was also a panel of professionals who use Spanish in their careers, including Instituto Cervantes, the Department of Foreign Affairs and Trade, Australian National Centre for Latin American Studies (ANCLAS), Australian National Internships Program (ANIP), Prime Minister and Cabinet and the Embassy of Argentina. Hopefully our students will continue their interest in the Spanish language and consider using Spanish or another language in their career.



World renowned Peruvian tenor Juan Diego Flórez performed an opera recital in Canberra on 7.11.2023. In the past he won Peru's highest honour, the Gran Cruz de la Orden El Sol, as he founded Sinfonía por el Perú, a social project with orchestras and choirs throughout Peru. Pavarotti proclaimed Juan Diego Flórez as his musical heir. The encore included folk music from Peru and Mexico, where Spanish speakers were invited to sing along.



# FROM THE SPANISH NETWORK, (CONTINUED)

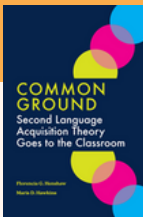


**Jorge Bontes:** Guitar, Voice  
**Karina Bontes Forward:** Guitar, Violin, Voice  
**Reynaldo Portillo-Castro:** Charango, Quena  
**Gemma Clare:** Cello  
**Rafael Florez:** Percussion

**VISUALS:** Rafael Florez & Isabel Cruz Clare  
**DRAMATURG/POETRY:** Tracy Bourne  
**NARRATOR & MC:** Eduardo Gonzalez

## Book club with NSW Spanish Teachers Association

The NSW Spanish Teachers Association invited the ACT teachers to participate in a book club about professional development. The book this year is Common Ground Second Language Acquisition Theory Goes to the Classroom by Maris Hawkins, written in English. A meeting occurred each term to discuss what we had read. On 3 December 2023, there will be an exciting opportunity for teachers to discuss the book with the author Maris Hawkins.



As part of the Latin American Week, Jorge Bontes, Karina Bontes and their talented team listed above, presented an impressive homage to Victor Jara who passed away 50 years ago. Victor Jara was a Chilean protest musician who ended up working with President Salvador Allende. Sadly, they both died in 1973 before their time.

Jorge Bontes used to sing Victor Jara's songs to his daughter Karina throughout their life. The father and daughter connection of Jorge and Karina Bontes to the crowd was personal and moving. They described the show as a labour of love. It was a very special and touching experience for the crowd and we learnt a lot. Many Chileans migrated to Australia in the 1970s and 1980s, so Victor Jara's history is part of our country too. There is a strong desire for the show to be presented again and promoted to a wider audience.



## Cooking at Spanish Network meeting

Rocio Lovett from Merici College hosted the network for our Term 4 meeting in which we cooked tequeños, a traditional snack from Peru and Venezuela. This was a very enjoyable experience for all Spanish teachers that attended the event and I recommend other networks to take part in group cultural activities such as cooking.



# FROM THE ITALIAN NETWORK

by Antonietta Martiniello, Italian Network Leader



The Italian Network came together for a PL on Rubrics in August. This informative session was facilitated by Angela Rega at Gungahlin College, and she was able to share her thoughts on the work she is doing with her Year 11 students on the “new” criteria Language students encounter in college. Participants spoke of the divide between the Rubrics used in Year 10 and those in college, particularly in the first semester and the impact this has on their achievement and enjoyment of Italian. We discussed the importance of discussing and using these rubrics in Year 10 to acclimate students to the changing criteria they will encounter at college level.

The Italian Network continued to meet each term in Semester Two and they continued to work with outside agencies such as the Dante Alighieri Society of Canberra to host their Italian Language Assistants across Canberra in a variety of schools and settings. Their second PL was Saponi di Calabria 2 where we again were hosted by Chef Christophe and Josephine and we learnt all about the Bergamot fruit and its significance in not only Calabria but also in France. Participants were lucky enough to learn how to make a Bergamot sponge cake and were treated to a magnificent lunch. We very much value experiences like these to both bring us together and to show us new and exciting activities we can undertake with our students.

## Writing to Rubrics

ACT ITALIAN NETWORK PROFESSIONAL LEARNING

Transitioning from High School Languages to College Level Languages can be difficult for our students. No longer is language learning about being able to conjugate verbs with accuracy. Tertiary achievement standards for languages in communication and understanding now include analysis, making interconnections and analysing perspectives in both understanding and creating texts. All these must be expressed in the target language - how do we tackle getting students to learn both the target language and these skills?

**Italian Teachers Network Meeting**  
Where: Gungahlin College, 23 Gozzard Street, Gungahlin

When: Week 4, Thursday  
10<sup>th</sup> August. 3.45 for 4 pm start. Finish 5 pm. Please note the Public Library closes at 5.30 so we will need to be out by then.

**WRITING to RUBRICS will be presented by Angela Rega**

Angela teaches French and Italian at Gungahlin College and is a published writer.

### ACT Italian Teachers' Network

sabato 12 agosto

### SAPORI DI CALABRIA 2

The sweet scent of Calabria  
Bergamotto  
l'oro della cucina e profumo

**10.00 AM ARRIVAL**  
tea or coffee, croissant

Presentation by Pina Gagliardi (Josephine Gregoire) the history, production, the features, perfume-making, and how to use bergamot in the kitchen.

**11.00 AM COOKING CLASS**  
How to use bergamot in the kitchen with chef Christophe Gregoire  
Hands-on cooking class

**12.30 PM LUNCH**  
2 courses lunch - showcasing bergamot non-alcoholic beverages included tea & coffee

**BOOK NOW - AS PLACES ARE STRICTLY LIMITED**

Le Tres Bon restaurant, cooking school & tours [www.chefchristopheandjosephine.com.au](http://www.chefchristopheandjosephine.com.au)

**FREE for members of ACT Italian teachers' network**

We were very saddened to lose one of our dedicated teachers this term. Mimma Giampietro passed away in October. She was an incredibly passionate and active Italian teacher and worked in a number of settings in the ACT. Notably, her final years of teaching were spent where she felt most inspired – at the Yarralumla Bilingual School.

# FROM THE FRENCH NETWORK

By Cathy Marot



## Professional Learning at Le très bon 17 August

The French network organised a TQI Accredited professional learning opportunity at Le Très Bon restaurant in August 2023. For several years, French students and teachers have enjoyed the cooking classes given by Christophe and Joséphine Grégoire at their restaurant in Bungendore.

This year, the course focused on safety in the kitchen, and knowledge about the history of restaurants. Christophe Grégoire is the president of the Escoffier Association Australia which promotes international recognition of August Escoffier's ideas. To quote Christophe: "Chef Escoffier was a revolutionary, a visionary. Most commercial kitchens in the world have adopted his standards; the systematic 'brigade'" division of labour, his strict hygiene standards, and the uniform – the toque (chef's hat) and white uniform. He published the 'bible' of French cooking – Le Guide Culinaire – codifying French cuisine, techniques and over 5,000 recipes."



A group of French teachers enjoyed the last cooking class the Grégoire organised in Bungendore, cooking Tartiflette and Crème brûlée, both recipes easy to do with students. From next year, it will be possible to ask Christophe to come to your schools and teach the students, and through this minimising the cost for students and the need of administrative arrangements for the teachers.



## Groupe de conversation Semester 2

During Term 3 and Term 4, a group of French teachers have met up every second week at the Alliance Française for discussions of a range of subjects such as the political situation in France, the invasion of bedbugs, French cinema and bullying. This is a good way of maintaining teachers' spoken French.

## Poetry Recital competition Term 3

The Poetry recital competition was organised again this year. Poems were selected by Laurence Barthelemy and Myriam Davies, and we thank Alliance Française for doing the adjudication. It was a lovely opportunity for all the winners to recite their poems to an audience of parents at the Alliance Française, and we thank Intext Book company for the excellent selection of suitable books for the students.

## Consultation on the Language Education Action Plan 31 August

- The Education Directorate staff presented the draft
- Language Education Action Plan to teachers in the
- French network at Campbell High School in August. The school consultation period started this semester and the Directorate really appreciated feedback and insights from the French network teachers. The Action Plan is being revised and there will be opportunities for further input next year.

## French Network Meetings

The regular Network Meetings were held at the Alliance Française week 3 in Term 3 and Term 4 and were well attended.

## French Film projections Semester 2

This semester, the French Network teachers have been invited to film projections by the ANU Film Group. It was a pleasure to see many teachers at November (Novembre) Sugar and Stars (À la belle étoile), and Other People's Children (Les enfants des autres).

# FROM THE INDONESIAN NETWORK

By Rebecca Battaglini, Indonesian Network Leader



The ACT Indonesian Network has had another busy year – connecting teachers of Indonesian across the Canberra region and providing opportunities for Professional Learning.

## Professional Learning

We held our annual day of Professional Learning on 15 September. The morning began with an online session (Zoom call) with Kelly Harrison from Languages Roadshow. Kelly walked the group through the new version of the Australian Curriculum 9.0 for Indonesian. Teachers really enjoyed having the time and space to digest the new curriculum.

Our mid-morning session was then expertly led by Nicola Barkley and Joanne Chilvers from Canberra Grammar School. They gave first-hand experiences and ideas for working with the new curriculum from their own classrooms. As a high school teacher, it was amazing to see what strategies they use to teach Indonesian to children who are pre-literate.

In late October, Indonesian teachers also had the opportunity to attend two days of Professional Learning hosted by the Indonesian Embassy, MLTA ACT and the Universitas Pendidikan Indonesia (Indonesia Education University). The two days focused on the importance of “Local Wisdom” and gave teachers lots of ideas to include in their teaching. We thank the Indonesian Embassy for their continued support of the ACT Indonesian Network.

## Indonesian Independence Day Celebrations

Indonesian teachers were extended a warm invitation to attend this year’s diplomatic reception at the Indonesian Ambassador’s residence to mark Indonesian Independence Day. Teachers really enjoyed the opportunity to mix with other dignitaries and government officials who also work closely with Indonesia. Some teachers were especially delighted to re-connect with former students (some from 20 years ago!) who have also gone on to work closely with Indonesia in their chosen careers.

## Social Events

Indonesian teachers also gathered for several social events throughout the year. It was great to see so many teachers attend the annual dinner organised by the Nusa Tenggara Association (NTA). The NTA is a Canberra-based not-for-profit organisation that raises money to assist poorer communities in Eastern Indonesia. Some of their projects include installing water tanks for community use, providing water and sanitation facilities in schools, and delivering professional learning activities for teachers. Many teachers were inspired by the “Teacher-in-a-Box” project, which connects teachers in remote areas with internet access and access to online resources.



# FROM THE GERMAN NETWORK

By Selina Jaek and Sheree Avard



This semester, the German Network has focused on Professional Learning for teachers and continued to form linkages between schools, community schools and the German-speaking community. Our teachers have also worked hard to bring opportunities for students to engage with language and culture in authentic experiences. Below are summaries of some of the great activities that have been undertaken this semester.

## **ACT German Network Mini-Conference (By Selina Jaeck)**

We met for the German Network Mini-Conference in “Das Zentrum” in the city on Saturday, 11th November, to learn about different aspects of German-speaking culture and about methods and activities that can be used in German language learning classes.

The presentations offered a great variety of topics - from learning about Austrian “Autochthone Volksgruppen” to movement activities for the classroom.

The program started with a presentation by Diana Pusch about Austrian culture and dialects, followed by Klara Wuketich’s overview of “Autochthone Volksgruppen” in Austria. After a short break, Andrea Simmelbauer from the Goethe Institut Sydney informed us about events and online material that teachers can attend and use for their language learners. Heike Craig then presented the “Deutschland Bus” (by the Goethe Institut) which is an online tool that looks like a lot of fun for German language students. After that, we learned how we could include Swiss culture learning in our lessons through a presentation by Katrin Matthews. Finally, Sheree Avard made us move - she shared a variety of language learning movement activities that students at all ages can do. Thanks to all the presenters who made this conference so interesting and fun!

We would also like to thank the ACT Education Directorate, the Austrian Embassy, Embassy of Germany, the Embassy of Switzerland, the Goethe Institut, ACT German Language School and Das Zentrum for supporting this event. We are very grateful for their support of teachers of German in the ACT.



## **An exciting experience for teacher learning (By Sheree Avard)**

Our current German Network Leader, Sheree Avard, had an amazing opportunity to attend a professional learning course in Germany in July this year. She received a scholarship through the Goethe Institut to attend the 2-week seminar in Munich: Exploring and incorporating diversity in the classroom. The course attendees included German teachers from all across the world, who came together to learn more about resources and classroom activities for their students. There was also the chance to get to know the local culture, people and sights. Some highlights included visiting a local family to learn about their migration experience, undertaking interviews with local people and learning about German education internationally. She also enjoyed the beautiful landscape of southern Germany and has brought back lots of ideas to try with her students. She was also able to share her learning with teachers in the network at the ACT German Mini-Conference.

# FROM THE FRENCH SECTION OF THE MLTAACT

By Myriam Davies



The French section of the MLTA was created earlier this year to allow for French teachers to be part of FATFA (Federation of Associations of Teachers of French of Australia) and benefit from funding from the French Embassy. (As the French network is not an independent association, it is not allowed to join the FATFA)

## Exciting Updates and Opportunities from FATFA

We are thrilled to welcome two new faces to the French Embassy: Francesco COLONNA ROMANO, the Attaché de Coopération Éducative, and Delphine HENNEGUELLE, Francesco's assistant. Their presence at the Embassy will undoubtedly streamline communication, making it easier for us to collaborate on projects and ideas. Both Francesco and Delphine share a passion for promoting French and French Language Learning in Australia and are eager to support new initiatives. Prue and Myriam had a productive meeting with them where Francesco extended a request for the French section of MLTA-ACT to inform the Embassy of any support required, including contacts and potential financial assistance depending on funding availability.

## Financial Update and Future Plans

FATFA received some funding just before the end of the year, and plans are in motion to organise a social event in the coming year. (Funding is only available for teachers who have joined the French section) Stay tuned for details!

## Teacher Training in New Caledonia: A Success and Future Opportunities

FATFA successfully organised teacher training in New Caledonia, with participants from various states and territories. Although only one member from the MLTAACT French section expressed interest but couldn't go due to conflicting dates, the 10 attendees found it to be a valuable experience. Plans are underway for another training session this year, with efforts to align dates with other states'/territories' holidays in 2024. There is also a suggestion to open the INSPE trip to native speakers for cultural immersion and shadowing opportunities.

In a similar program, 21 teachers from NSW enjoyed a successful 10-day program in Tahiti. Interested teachers from across Australia can join a group heading to Tahiti in April; details will be provided upon request.

## FATFA Conference 2024: Save the Date!

The TOFAWA committee confirms the dates for the 2024 FATFA conference in Perth: Friday, November 22, to Saturday, November 23, 2024, at the University of Western Australia. Cynthia Eid, President of FIPF, will be a keynote speaker. TOFAWA aims to organise a prize-giving ceremony for outstanding French teachers and celebrate the 'Journée internationale des professeurs de français.' Let's aim for a substantial representation from the Eastern states, and explore the possibility of financial support from the French Embassy.

## Expanding Support to Tasmania and MLTA ACT French Section Plans

Tasmania, with 12 interested teachers, is exploring the possibility of joining MLTA ACT French section. Prue and Myriam are discussing ways to support French Professional Learning for Tasmania and the ACT, and your input is welcome.

In closing, we encourage every French teacher from the MLTA to join the French section when renewing your membership. Some great opportunities exist in 2024 but you will need to be a member of the French Section. Thank you for your continued dedication to promoting French education in Australia.

# BRAINBREAK IDEAS

By Frances Szeremet



On Friday evening for the Meet and Greet sharing brain breaks ideas, some of you asked me where I obtain the cards that I was sharing with the group. My cards came from Pinterest (60 Brain Breaks).

## Fun Icebreakers for Kids

Read more at: <https://www.scienceofpeople.com/icebreakers-for-kids/>  
This simple icebreaker is a combination between a scavenger hunt and Bingo. It's suitable for kids of all ages and works great with a large group.

What You Will Need: A pen and printed Bingo sheet for every child.

**Find a Friend Who...** Make a grid with questions.

Set-Up: Bring everyone into a circle and pass around one Bingo sheet and pen to each participant.

How to Play: Instruct the kids that they will have 10 minutes to find at least one person to write their name in each square. They will have to talk to each other to determine who meets the criteria for the box they want to fill. Only one person can write their name for one space. The first one to get a complete "BINGO" wins a prize. Then start a timer and say, "ready, set, go!"

## Never Have I Ever

What You Will Need: Participants can sit or stand in a circle facing each other

Set-Up: Instruct everyone to begin with both hands up and all ten fingers extended. One person will be the first speaker. Then the game will move clockwise around the circle.

How to Play: As you go around to each person in the group, participants say something they have never done before. As the leader of the game, be sure to provide plenty of examples to start, such as:

Never have I ever gone to summer camp.

Never have I ever had a pet.

Never have I ever wet the bed.

Never have I ever played basketball.

Never have I ever worn a dress.

Don't be afraid to let kids get a little silly with their phrases! If the child has done the activity, they put one of their fingers down. The first player to put all the fingers down wins the game.



## Where the Wind Blows

What You Will Need: One chair for each participant

Set-Up: Arrange the chairs in a circle with the seats facing inward (similar to musical chairs). Have every child sit down before starting the game. Assign one kid or adult as the "caller" to stand in the middle and lead the game.

How to Play: The caller begins by saying, "a great wind blows for everyone who...." They finish the phrase with a characteristic that can apply to different children in the group, for example, "a great wind blows for everyone who... has a dog, ate fruit for breakfast, has blue eyes, has curly hair, has a younger sister, etc." Let the caller get creative with the category.

Then, anyone who identifies with the phrase has to stand up and move seats. Their new seat needs to be at least 2 chairs away from where they started. Like musical chairs, one chair is removed every round, and anyone left standing goes "out." The last child with a seat wins the game and gets a prize.

[37 Quick & Easy Brain Breaks for Kids \(prodigygame.com\)](#)

[17 Brain Breaks Tailored for High Schoolers | Edutopia](#)

[Brain Breaks - NSLHD \(nsw.gov.au\)](#)

[Positive priming pics 'n tricks using curiosity and... | Berry Street](#)

[BERRY STREET HANDBOOK by stjopayn - Issuu](#)

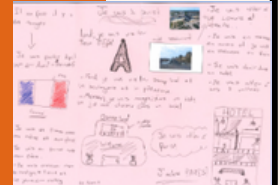
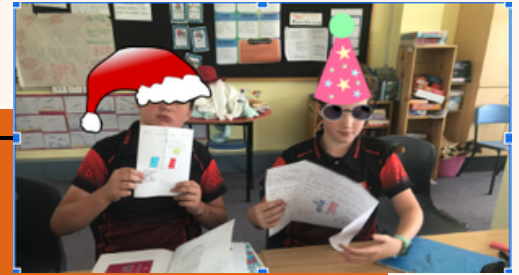
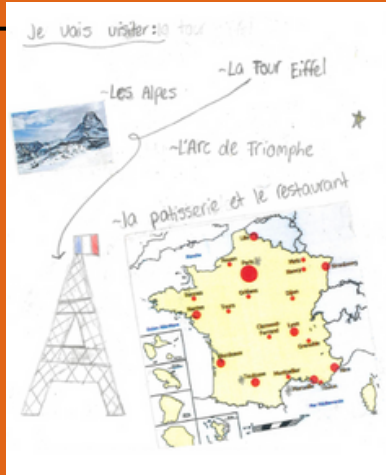
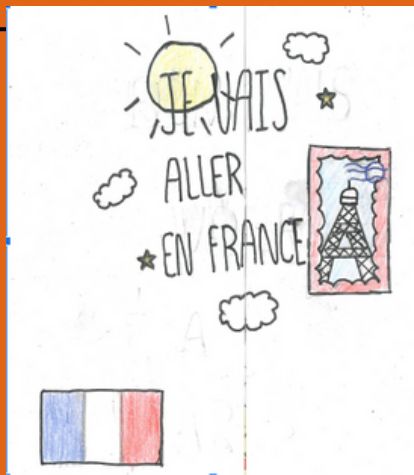
[25 Top "Positive Primer" Teaching Resources curated for you \(twinkl.com.au\)](#)

[PowerPoint Presentation \(thisreadingmama.com\)](#)

[\(1324\) Pinterest](#)

# FRENCH AT NORTH AINSLIE PRIMARY SCHOOL

By Chrystel Wille



At the beginning of Term 3, one of our North Ainslie year 5 students was fortunate to be able to go to France and watch the Rugby World Cup.

Year 5 and 6 students decided to go and visit France during our French classes. They created a brochure/pamphlet about their FUTURE holiday. Some students planned to travel to Paris and visit the Louvre while others decided to stay near Toulouse and visit the city of Carcassonne and the Canal du Midi. Some students preferred to travel during winter and ski in the Alps. It was fun and they learned a lot. I hope that one day they will be able to visit all these places in France. Bon voyage!

On Friday 27 October, I was invited to the French Poetry Ceremony at the Alliance Française. I was very pleased to be there with Victoria from 5 NC who placed second in the ACT French Poetry competition. She recited with the other Year 5 winner, the poem we all learned and she received a prize.

This is a great achievement and I couldn't have been more proud!



<p><b>Qui veut un C ?</b></p> <p>Qui veut un C qui claque ?</p> <p>Moi, dit l'asticot.</p> <p>Moi aussi, dit le bouc.</p> <p>Qui veut un C qui chuinte ?</p> <p>Moi, dit la chenille.</p> <p>Moi aussi, dit le chameau.</p> <p>Qui veut un C qui siffle ?</p> <p>Moi, dit la cigogne.</p> <p>Moi aussi, dit la cigale.</p> <p>Qui veut un C édille ?</p> <p>Moi, dit le limacon.</p> <p>Ce n'est pas pour les filles.</p> <p>C'est pour les garçons !</p> <p>Marie-Paule Brasseur</p>	
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# FRENCH AT NORTH AINSLIE PRIMARY SCHOOL (CONTINUED...)

In Semester 1, during French class, students learned about animals. We talked, in class, about our pets and animals we can keep as pets. We also read and discovered the most popular pets in France. We described our favourite animals, their colours, size, what they eat, their habitats etc. The students in Year 6 prepared a riddle about one of their favourite animals.



During Term3, Year 6 shared their “devinette” with some year 2 and year 1 classes.

It was fun! They were very good presenters and excellent listeners !

by Jackie Kaio and Chrystel Wille.

## LOCAL WISDOM PL

By Mei Turnip



MLTA-ACT, BBI-ACT, Universitas Pendidikan Indonesia (the Indonesia University of Education), and The Embassy of Indonesia have collaborated to provide a professional learning for Indonesian teachers in ACT. The PL is based on Local Wisdom in Indonesia such as traditional stories, songs, local values, and beliefs. In the PL, the participants are trained to teach the local wisdoms from various areas in Indonesia. They also demonstrated their strategies in teaching local wisdom and shared feedback with each other. During the PL, the participants also enjoyed dance and song performances by pre-service teachers from Universitas Negeri Jakarta, Jakarta Public University and authentic Indonesian cuisine provided by the Embassy of Indonesia.



# INDONESIAN AT MELROSE HIGH SCHOOL

By Rebecca Battaglini



It has been a busy year in Indonesian classes at Melrose High School.

## Eating Out in Indonesia

Students in Year 8 began the year by learning all the skills and language for “Eating Out in Indonesia”. They also enjoyed ordering an Indonesian lunchbox which was delivered to school.

Assessment Task Idea: As an option for their first assignment, many students also chose to cook an Indonesian meal for their families at home.

## Harmony Day

We celebrated Harmony Day as a school at our Week 9 assembly in Term 1. Staff and students were treated to a Balinese dance performance “Topeng Keras Bujuh” which was performed by Mr Gede Eka Riadi from the Embassy of the Republic of Indonesia. It was very entertaining and left staff and students reminiscing about their past holidays in Bali. We sincerely thank the Indonesian Embassy for their continued support. It was great to see so many staff and students celebrating Harmony Day by wearing the colour orange or traditional outfits from their own culture.

School Assembly Goal: What can you do to promote your Language/s at a school assembly next year? Harmony Day next year will be on 21 March.

## August Celebrations

August was a particularly busy month for Indonesian classes with celebrations for Indonesian Independence Day. Year 9/10 students were invited to join the official celebrations at the Indonesian Embassy on 17 August. Students got to observe the formal flag raising ceremony, test their skills listening to formal speeches, and finished the morning with an Indonesian lunch. The class was most delighted to see one of our Year 10 students, Airell Koestomo, march as one of the official flag bearers (Paskibra). We also held Cupcake Day – Indonesian classes’ annual fundraiser for our adopted orangutans in Kalimantan (Borneo). We raised \$625! This year’s fundraising plus some leftover funds from 2022, have now seen us secure sponsorship for Crystal, Kobe, Holland, Koling and Jeffrey Junior for the next two years. Thank you to the Melrose community for their continued support.

Community Connection Challenge: What could your class/es do to connect with a community/organisation from your Target Language country? I love our Cupcake Day fundraiser, as it was an idea that came from students themselves. It has become a Melrose High School tradition these past seven years. Students bake and sell all the cupcakes themselves and (even better) there is no cleaning up!

# 24TH AFMLTA CONFERENCE 7-9 JULY 2023

By Mei Turnip



The Conference was opened on Friday 7 July with a lecture from **Prof. Kathleen Heugh** from University of South Australia. Her lecture was about Multilingualism, plurilingualism, translanguageing and transknowledging: recharting languages education futures.

My note from this lecture:

Translanguageing is the ability to move fluidly between languages and Transknowledging means knowledge exchange. How do we educators support and encourage these skills through our pedagogies and teaching strategies.

**On Saturday, 8 July** the Keynote address was delivered by **Joanna McPake** from University of Strathclyde on 'Future tense? Planning and implementing language education policy for the next generation'.

My note from this lecture:

Past language education policy might not be relevant for current situation. We need to do research to know our learners, their background, the language trends/movement in society to plan and implement a relevant research-based language education policy for the next generation. The questions that we could ask in our research are for example:

- Who do we want to speak to?
- What languages are rising in interest and what are dropping?
- What teaching model can benefit from the data?
- How can parents be involved in language teaching?
- How do we know if we have been successful in our teaching?
- Are we a multilingual community where each language is equally appreciated / acknowledged / respected?

Other workshops that I attended during the conference are:

## **1. Students Engagement Through High Impact Teaching by Nathan Lane**

Nathan shared his teaching strategies/methods which are:

- High Impact Teaching Strategies. For further information please check the link below. (<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx>)
- Instructional Model for Explicit Teaching
- Project Based Learning Framework

## **2. Developing Tasks for Senior Secondary Assessment by Anokhina**

My note from this session is when you develop an assessment task, consider the Individual, Community, and Global aspect. Also, ask Literal, Inferential, and Evaluative Questions.

## **3. Designing effective domestic language immersion programs by Dai et al.**

Strategies to do domestic immersion:

- Bringing native speakers on board, e.g: Invite parents.
- Plan the language session.
- Plan an excursion with native speakers.
- Think of a PBL that involves native speakers.
- Check community involvement (Indonesian community involve with local/school community) - Think of domestic Immersion for Indonesian teachers in ACT
- Silent disco
- Immersion weekend, Immersion week and Immersion Day concept

# 24TH AFMLTA CONFERENCE (CONTINUED...)

## 4. From Silence to Socialising by Barclay

Socialising means interpersonal, presentational, interpretive

We could start with Listening As Modelling

Example strategies:

- Faulty Transcript: highlight and correct based on listening (two different transcripts, teacher version and student version)
- Spot the intruders.
- Oral pingpong:
- Gapped sentences
- Quick fire translations

To encourage our students to speak in the target language, we could use strategies below: • read aloud.

- Sentence stealer: each student must write 4 sentences.
- Quick quiz trade
- Find your match for example: what do you do in your free time; I like, I don't like, I prefer
- Find your twin.
- Ghost time: focus on pronunciation, whisper, clown voice, etc
- Find Someone who game.
- The Something game
- Spot the differences (tolong ulangi, pelan-pelan)
- Shouting dictation (with music)

Then to encourage our students to socialise, we could use the activities below:

- PQA and circling - corralled responses
- Inside-outside circle
- Peg Game: each kid gets 3 pegs. If you hear someone speak English they take the peg from the person.
- Call and Response Rap

## 5. Making Action Research Accessible in A language Classroom by Pochinco

This workshop is to encourage teachers to do action research to improve their professional practice. Teacher creates their own theory – for example: do the research to see about their students learning. Being a responsive teacher, not just a reflective one. Identify your problem or identify a problem of practice.

Our keynote speaker for the conference dinner was **Louka Parry** who was talking about 'Fully Human: Education for Fulfilment.'

My note from his lecture is: Being a teacher you do whatever you can to engage the students. Our role as teachers is to support the community leader. Young people are always learning. So, 'Where are we going as teachers? Be curious, Be honest, Be kind.

**On Sunday, 9 July** Anna Bullard gave us a lecture from a student perspective. She shared her experience as a language learner, her strategies in learning another language, her motivation and how she overcame the challenges.

Her message to teachers are: Don't make it easy, make it like a puzzle.

Don't give the answers straight away let students figure it out. Make it related to real life situations, apply it to real life, relevant beyond grade, syllabus, curriculum. Use movies, videos, conversations, students teach each other, etc.

The workshops that I attended on Sunday are:

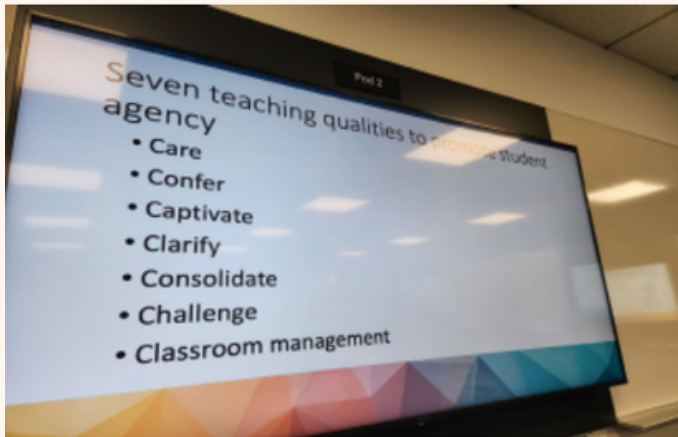
### 1. Building student agency for engagement and achievement by Pentti

What does Student agency mean? Is it engagement, choice, voice, well-being through language learning? Check OECD student learning compass for 2030 for Student Agency definition. Students Co-agency with peers, teachers and parents

One of ways to promote student agency is to set learning goals with the students.

Below are 7 teaching qualities to promote student agency:

# 24TH AFMLTA CONFERENCE (CONTINUED...)



## 2. Becoming a powerhouse at your school by Rosanne Jacobs

Do you have a visible presence at your school? Are you only focusing on your subject or teaching area, or do you add value to your school beyond your job description.

To become a powerhouse at your school:

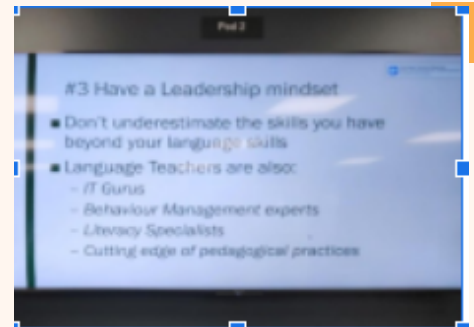
1. Be organised: make list, look professional and efficient, make booklet instead of worksheets, ICT. Respond to emails ASAP, Use Symboloo as webmix, Flipped lessons, use One note, etc.

- Make an academic syllabus program
- Teach vocabulary/grammar purpose
- consolidate/link prior learning
- differentiate lessons and assessments
- project styles assessment
- daily skills program for higher levels
- Online practice

See pictures as examples □

Use results of online games to inform you about your teaching and learning.

Extra-curricular club to capitalise about culture.



2. Don't think of yourself as a DOTT provider or elective teacher. Speak up at meetings on various topics, not just those that directly affect your subject. Mentor Other teachers. Be present at your school and for other staff.

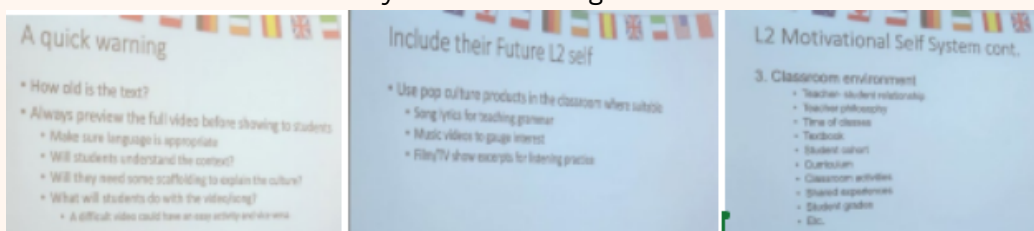
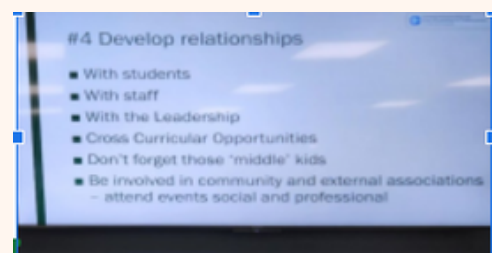
## 3. Using Pop culture to motivate students by Liu

Students' motivation could be:

- Students goal
- Students' ought to
- What makes them work for their grade.

Use modern, pop culture texts as your resources.

How old is the text? It shouldn't be older than your student's age.



## 4. Visual Listening by Olimpia Rosenblum

Using Visual stories to teach 2nd languages by applying Visual literacy and visual thinking theories. Use images to convey meaning and to make a text comprehensible.



# LANGUAGES AT SAINT CLARE'S COLLEGE

By Lisa Bourne



Acquiring a language involves delving into the heart of another culture. As Nelson Mandela said, "If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart."

Learning a language requires dedication and repetition. Regardless of the language(s) you opt to learn throughout your life, it promises to be a continuous journey that transforms your perspective of the world and the way the world perceives you.

## French

Years 9 and 10 French classes experienced the culture of pastries, sweet treats and baguettes in Europe at L'Orange Patisserie in Manuka. It is said that in modern culture the patisserie began after the French revolution and continued to gain in popularity throughout the 19th century. Chef Wim from Holland has mastered the art and philosophy to ensure high quality cakes, pastries and desserts.



## Italian

Years 9 to 12 students of Italian explored the essence of Calabria (Sapori di Calabria) during their excursion to Le Très Bon restaurant in Bungendore. The trip was a captivating journey into the heart of Calabrian culture and cuisine. The event commenced with a presentation in Italian, skilfully delivered by restaurant-owner, Josie Gagliardi-Gregoire, which vividly depicted the essence of Calabrian life. To start the day on a delectable note, we savoured homemade croissants (cornetti) accompanied by rich and comforting hot chocolate (cioccolata calda).

A highlight of the excursion was witnessing Chef Christophe skilfully prepare fresh pasta, while Josie eloquently explained the process in Italian. We then had the pleasure of handcrafting our own pasta. The sense of accomplishment and bonding during this activity was truly special.

The pinnacle of the experience was indulging in our homemade pasta with a flavourful tomato sauce. To conclude the day on a sweet note, we delighted in a delicious dessert of crème-brûlée infused with the unique taste of Calabrian liquorice (liquirizia Calabrese).

Overall, this interactive and successful excursion provided us with invaluable insights into the way of life in Calabria and a profound appreciation for its rich culinary tradition.



# LANGUAGES AT SAINT CLARE'S COLLEGE, (CONTINUED...)

## Japanese

The opportunities offered to our students of Japanese this year have been diverse.

On Thursday 29 June the Year 7 classes learned how to correctly use chopsticks and make Yakisoba (Yaki meaning to cook and soba is a buckwheat noodle). This dish is a classic, versatile stir-fried noodle dish that is seasoned with a sweet and savoury sauce similar to Worcestershire sauce. Thank you to the Year 10 students of Japanese who helped me on the day.

The Year 8 class in Semester 1 studied units called, "Are your days busy?" and "Good luck at school" looking at the differences between teenagers' daily life and school life in Australia and Japan. To finish the semester they made onigiri (rice balls), a popular lunchtime snack in Japan. Kyaraben is popular in Japan and is short for character bento in Japan. It is a packed lunch box of rice and side dishes, which are created into motifs such as people, cartoon characters, animals, and events, evolving from playful ideas. The challenge was for the girls to research and create a unique design.

On Tuesday 27 June the Year 9 class participated in an online incursion learning about and wrapping items in furoshiki. Furoshiki are traditional wrapping cloths used to wrap and/or transport goods. They come in many different aesthetics and can have hand-painted designs. They can also be used as an alternative to wrapping paper to wrap gifts in a more sustainable way. The students learned techniques to be able to wrap shapes such as lunchboxes, water bottles and basketballs.

Year 10 students experienced authentic Japanese food and etiquette at Ohsama Ramen in Manuka at the culmination of a unit called, "School Trips". The girls were able to explore the different types of drink and food available in Japan. They had the opportunity to use their language and eat traditionally using chopsticks and drink their soup out of the bowl.

"In my Japanese class we made onigiri which was a fun collaborative experience. Firstly, my teacher started explaining how to mould the rice. I thought it would be harder than it was but I easily shaped the rice into the body of a chicken. It may have looked a bit funky but it was really joyful. My friends and I came up with unique and creative designs. This was a very intriguing and interesting way to learn about Japanese culture. Our teacher gave us rice wrapped in clingwrap, which we then started moulding into our own shapes/designs. We slowly took it out and went to the front of class and grabbed seaweed, and brought it back to our table to start making all kinds of faces and patterns. After this we were done and we got to eat our adorable Onigiri.  
By Siena Mujic



Congratulations to our senior student, Abigail Cubitt who participated in the ACT Senior Japanese Speech Contest on Saturday 19 August. A very interesting topic about the environment and sustainability delivered with courage and aptitude. Irine Suraj and Maari Ranawat bravely entered into the ACT High School Division on Saturday 9 September and performed well, both placing third.

As you can see, this has been a fun-packed year for our language learners. None of this would be possible without the hard work, passion and dedication of all the teachers of languages and I would like to take this opportunity to thank all of them for their efforts to enrich the culture of languages at the College.



# GERMAN AT DARAMALAN COLLEGE

by Heike Craig



## Daramalan College - Germany Study Tour – 18 September - 8 October 2023

Finally after four years, the great German adventure could start for 25 German students and 3 teachers from Daramalan College. For three weeks, we visited Nuremberg, Dresden, Berlin, Munich and Salzburg. For many students this was not only the first overseas trip but also the first time travelling without parents and siblings.

After 'only' about 32 hours we arrived in Frankfurt to straight away take the fast train to Nuremberg where we spent our first two nights in a hostel which was part of the castle. We launched right into the German experience by exploring Nuremberg and the nearby mediaeval town of Rothenburg, famous for its Christmas market and shops.

The highlight was our stay in Dresden where we stayed with students from our sister school. The week in Dresden passed quickly with going to school, sightseeing, hiking and lots of outings with our host brothers and sisters. It was fantastic to have the opportunity to really experience German life and practise our German, even though it was scary at first. We are looking forward to welcoming the German students to Daramalan at the beginning of February.

The next week in Germany was spent in Berlin and Munich. In Berlin we finally saw the Brandenburg Gate, the Reichstag and the TV tower in real life. Not to mention the Currywurst - it tasted so much better than we had imagined. Munich didn't disappoint either. We visited the BMW Welt and chose our future cars or motorbikes. The outings to Salzburg and the Zugspitze, the highest mountain in Germany (2962m), were enjoyable too.

The time just flew by. We experienced so many things and places, loved the food, enjoyed shopping and became good friends with our fellow travellers. We'll definitely go back one day.

The French and Japanese students at Daramalan, they also had the opportunity to go overseas in the last holidays. They loved their respective tours just as much as we did.



# FRENCH POETRY COMPETITION

By Laurence Barthelemy ☺☺

Every year, the ACT French Teachers network organises a poetry competition. During all of Term 3, students in Primary Schools learned a French poem. Students competed in two different categories: the Francophone and non-francophone category.

On Friday 27th October the Poetry Competition Awards ceremony happened at the Alliance Française of Canberra. We saw some very proud students happy to recite their poem in front of a delighted audience. The students all received a diploma and a French book.

A big clap to all the students and to their teachers ! Bravo !

Here are some pictures !



# ITALIAN AT MERICI COLLEGE

By Tina Rodriguez



As an IB school, Merici College takes great pride in promoting languages education. Throughout this year all students who study Italian, Spanish, French or Chinese have had an opportunity to experience language and culture beyond the classroom.

## Year 10 Italian students

Year 10 Italian students had the opportunity to travel to Sydney and experience Italian culture first hand in Leichhardt whilst learning about the history of Italian migration to Australia.



Enjoying a traditional Italian lunch



At the Italian forum in Leichhardt

## Senior Italian students

Senior Italian students were invited by the Italian Embassy to participate in a cultural event as part of the “Settimana della lingua e cultura Italiana” (Italian language and culture week). Two students were selected to read in Italian an excerpt from a famous Italian writer, Italo Calvino.



Senior Italian students at the Italian Embassy.



Two senior students reading an excerpt from Italo Calvino.

# MOTIVATION AND ENGAGEMENT THROUGH METACOGNITION

## AFMLTA Conference

By Cathy Marot



“How you think determines how you remember” Dr Daniel Willingham

Metacognition is the awareness and understanding of your own thinking and the strategies that you use to learn effectively. It can improve belief in your own abilities and self-efficacy, which is closely related to Metacognition. It is important because it can motivate a student into putting in more effort to their learning. This article will explore the profound impact Metacognition can have on boosting motivation and engagement.

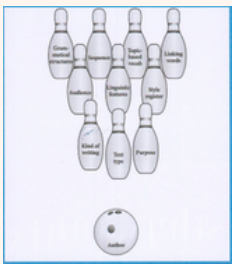
Understanding Metacognition

Metacognition, the art of thinking about thinking, assists both language teachers and students. It assists the teachers mostly in opening the students' horizon and increasing their engagement. And that's what every teacher is looking for: how to motivate and engage better the students in class. It assists the students in being active in their language learning and knowing more about their learning style. Each student has a unique style of learning, and it's important for them to know how they learn best, recognizing their strengths and weaknesses.

Metacognition is a valuable tool for language learners seeking to maintain motivation and engagement. By setting clear goals, actively monitoring progress, and addressing challenges, learners become proactive agents in their language acquisition. Moreover, Metacognition helps learners develop resilience, learn from their mistakes, and stay engaged in the learning process.

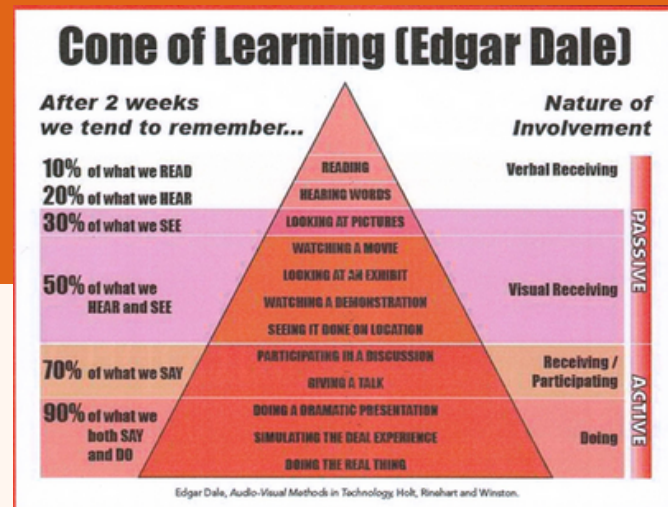
**Here are some tools to develop Metacognition:**

Mind maps help to design a set of questions or a sequence of steps that can be used to scaffold and support students' thinking. Analysis is one of Bloom's taxonomy higher-order learning skills and mind mapping leads to deep thinking. Students can develop a variety of retrieval strategies as well as brainstorming, faster and efficient planning.



Visuals or Infographics provide a way to organise everything: its greatest strength is the appeal to visual perception.

A major aspect to develop for language learners is the long-term memory. Visual memory through Metacognition can help store language patterns into the long-term memory as well as an immersive environment, including extensive repetition and practicing the language in a variety of contexts. We can refer to the cone of learning of Edgar Dale.



# MOTIVATION AND ENGAGEMENT THROUGH METACOGNITION

## AFMLTA Conference- continued...

In their independent learning, it is important for students to analyse, evaluate and synthesize. They should be able to use some key metacognitive steps: knowledge of a particular task and of different strategies, as well as their cognitive abilities. They should ask themselves, “What do I know about my learning?” “What do I do about it?” They should use planning and monitoring. Most importantly, to be able to grow and improve, there must be a personal connection – emotional dimension- especially after the years of lockdown.

“What touches the heart is engraved in the memory” Victor Hugo.

Key terms for retrieval: flexible knowledge – storage strength – retrieval strength – consolidation.

Examples of questions for an interaction with the language and culture as a learner:

- Which aspects of your language learning have you found most useful, interesting, enriching, or difficult?
- What strategies have you used to overcome these difficulties in your language learning journey?

Examples of questions linked to the image:

- Has your chosen image helped you better understand your topic of discussion?
- To what extent does your topic help you learn more about the language and culture of your target language?

Teaching and Learning		
Every teacher needs to improve, not because they are not good enough, but because they can be even better. Dylan William		
Harrow Way CPT		
Retrieval	Spaced Practice	Flexibility
<b>Retrieval</b> “The deeper, more difficult and more complex retrieval is, the more powerful that retrieval will be in facilitating successful retrieval in the future.” (Robles and Bjork, 1977)	<b>Spaced Practice</b> Once students are confident with the material (3 successful attempts), have you spaced out reviews? The more confident, the longer the gaps.	<b>Flexibility</b> Have you ensured that you are retrieving the full range of knowledge or skills required in your subject in different contexts?
<b>Components</b> Have you carefully thought about the different components of your subject?	<b>Interleaving</b> Are you providing opportunities to mix different topics during the retrieval? Ideally, these topics will be revisited.	<b>Key Terms</b> <b>Flexible Knowledge</b> Knowledge that can be used in a variety of different situations.
<b>Feedback</b> Is the retrieval focused, and specific and is appropriate feedback provided?	<b>Scope</b> Have you increased the scope and complexity of the retrieval as knowledge becomes automatic?	<b>Storage Strength</b> The durability of the knowledge in the long term memory.
<b>Cues</b> Have you carefully considered the cues that will aid success and therefore motivation? When will these be removed?	<b>Automaticity</b> Are you confident that the knowledge or skills are automatic? Is this just as true at KS3 as it is at KS4?	<b>Retrieval Strength</b> How easily knowledge can be retrieved in a variety of different situations.
<b>Portable</b> Do you know which knowledge or skills are useful and needed moving forward? Prior knowledge has long been considered the most important factor influencing learning.	<b>Repeated</b> Are you providing plenty of opportunities for knowledge or skills to be successfully repeated? This repetition needs to be varied, and depth should be added.	<b>Consolidation</b> Refers to the stabilisation process of a newly formed long term memory.
Dochy (1996)	Robles and Bjork (2016)	Harrow Way 2022

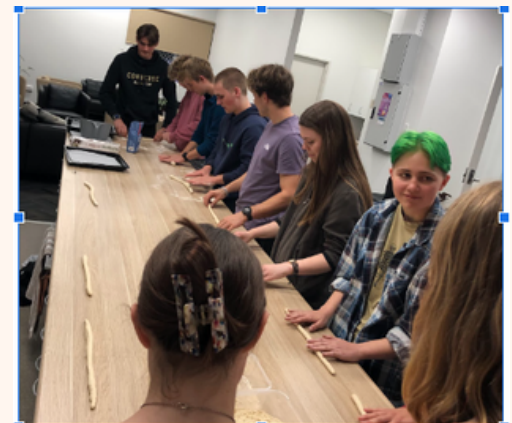


In conclusion, Metacognition is not only about “thinking about thinking”; it’s about using this awareness to fuel motivation and engagement. By developing metacognitive skills, individuals can set more realistic goals, monitor their progress, adapt to challenges, and ultimately boost their personal motivation and self-efficacy, to unlock their full cognitive potential.

## MAKING “BREZELN” WITH THE CAL GERMAN CLASS

By Selina Jaek

There is no better way to end a school term than by learning about traditional food. Fitting the cultural topics of term 3, it was time to get to know a world known German classic better - the “Brezel”. We first learned about the history of the “Brezel” and about its differences within Germany. The students strengthened their newly learned knowledge by completing a reading comprehension about the baked good. Before going to the kitchen, we studied the recipe, including some new kitchen and food vocabulary. Finally, all students got the chance to make and eat their own “Brezeln”.



# FRENCH AT ARANDA PRIMARY SCHOOL

By Myriam Davies



## Visit from Canberra High school

Canberra High School's Year 9 French students brought excitement to one of my Year 3 classes during Week 9 this term. Led by their French teacher, Peggy Halas, the students visited our school and shared creatively crafted online books inspired by the Visual Learning concept from Olimpia Rosenblum. The library became a lively setting where the Year 9 students, in small groups, enthusiastically presented their unique adaptations of popular stories. Special thanks to Peggy for coming up with the idea of this enriching visit!



## Delf Prim

This year, following a couple of years of disruptions due to COVID, I successfully resumed my French extension classes. I worked with a number of Year 5 and 6 students, preparing them for the A1.1 and A1 DELF PRIM exams. These dedicated participants attended additional French lessons from 8:30 to 9 am two mornings a week to ensure they were well-prepared for the exams. Thanks to the flexibility of Graziella from the Alliance Française, the exams were held in Aranda, covering assessments in listening, reading, writing, and speaking skills. This marked the students' first official exam experience, and although they were understandably nervous, I'm delighted to share that all of them passed with flying colours!

\*DELFF: Diplôme d'Étude en Langue Française (Diploma of French Language)



## Fun Christmas tradition at Aranda

As a tradition at the conclusion of Term 4 each year, I organise a special activity that has become a cherished routine: students design French Christmas cards to exchange within the school community. During Week 10, a group of selected Year 6 students takes charge of sorting and delivering these festive cards throughout the school. Participants are encouraged to write to anyone within the school—be it fellow students, siblings, teachers, the principal, and more. The content inside the cards is tailored to each year level's proficiency. This activity never fails to infuse the school with a vibrant atmosphere, as the day of card delivery is filled with infectious excitement!



# BENEFITS OF DICTATION IN BILINGUAL YEARS 3/4 PRIMARY SCHOOL CONTEXT

By Lynden Lawton



One of the many challenges teaching in a second language in a bilingual primary school context is that the children are required to learn and use new vocabulary every day across a number of subject areas. Additionally, they are required to learn new sounds and how these sounds are represented in writing. As a result, in the early days of the students' learning to write in L2 there is cross over and confusion between L1 and L2.

I am a primary school teacher at Yarralumla Primary School a Bilingual Italian/English school. I have taught students in the Italian Program since 2013 in all classes from Year 1 to Year 6. The student body is predominantly English speaking from monolingual home environments. A portion of these students have grandparents born in Italy, but again conversations with grandparents in Italian are limited. The school has another portion of students from the Embassies located in Canberra who are bilingual, but not necessarily speakers of Italian, and another set of students are learning English and Italian simultaneously. Students speak English amongst themselves in the classroom and outside the classroom.

I teach part of the Australian Curriculum in Italian at Yarralumla Primary School. I use the Content and Language Integrated Learning (CLIL) pedagogy in my teaching. Historically, teachers in the Italian Program teach the Italian language, measurement, statistics, chance and probability components of Mathematics and Science.

This year I teach two combined Band 3/4 classes. The students in my two classes range in ages from eight to ten years old. I teach one class in week 1 and the second class in week 2, and in week 3 the cycle continues. When the students are not studying in Italian they are with their English 3/4 teacher following the Australian Curriculum.

This brief article discusses my classroom practice in which I endeavour to explain my decision to implement dictation in all my languages lessons. In the Italian Program, it must be stressed, every lesson in every subject area is also a language lesson. What I am referring to specially is teaching the students morphemes, morphology, syntax and semantics. Broadly speaking, an understanding of grammar to broaden and strengthen their comprehension and writing skills in Italian.

A continual concern and frustration in teaching writing and supporting the students to learn and use the skills mentioned

above is that in individual or a series of lessons they competently conjugate verbs correctly, for example, and are always eager to demonstrate their new learning. However, when they are given exercises to write a recount or short story they are unable to put their learning into practice. Of course, there are many correlations between writing in English and Italian such as sentence structures, paragraphs, punctuation, and formats for report writing, narrative, and poems. The problem is that they are thinking in English and don't have the same level of competence and sophistication to put English sentences into Italian sentences.

My major concern was that after two terms learning and revising verb conjugations, basic Italian sounds, understanding the meaning of Italian morphemes, developing metalinguistic skills and engaging in structured reading and comprehension exercises the students were still unable to write short texts on a common topic with accuracy or confidence.

It was then that I remembered how I felt doing daily dictation exercises when I was 13/14 years old and attended the local German school at the end of our street in Frankfurt am Main. On the first day of school the only two phrases I knew were:

"Guten tag. Wie geht es Ihnen?"

From day 1 I was expected to participate actively in every lesson. Once I had learned the basic sounds in German I remember enjoying dictation and receiving reasonable grades. Very early into my first year at school I recognised German morphemes and morphology which supported my spelling and writing. In this early stage I was able to write correctly even though my comprehension was minimal. That came with time and exposure. However, it was my sense of achievement that sustained me and encouraged me to persevere.

So, I decided to begin giving dictation first lesson in the morning. I use authentic texts written for Italian students in their early years at primary school (younger students than my Year 3/4 students).

# BENEFITS OF DICTATION IN BILINGUAL YEARS 3/4 PRIMARY SCHOOL CONTEXT- CONTINUED...

The texts selected contain all the language, grammar and writing conventions my students are learning at this level.

Prior to beginning the lesson students are instructed to listen attentively for the morphemes and words they know, listen to the cadence of my voice and determine whether an exclamation mark, question mark, comma or full stop is required. If there is a word or phrase the students have not been exposed to in their lessons I write it on the board and explain its meaning. I am always conscious that the ultimate goal for the students is comprehension and building skills.

The dictation begins with reading the text through once to the students with a pause for questions and clarifications. Initially, dictations were one long sentence or two sentences. As the weeks progressed a sentence a week was added. With tricky sounds I will tell the students to listen to the sound again. I will say: "Remember we studied it in a lesson yesterday." This reminder is to assist the students but also to draw attention to other subject content or to draw links between what we are doing now and something we read or listened to recently. In this early stage I also tell them which punctuation to use. The first reason is to teach the students the vocabulary and to avoid them spelling out the word instead of using the appropriate punctuation mark.

On completion of the dictation students pass their work to their left (yet another lesson in vocabulary and knowing left from right) to be corrected by their peer. The text is written on the board and students are instructed to mark above each word a tick when correct and an x when incorrect.

Not having capital letters at the beginning of sentences or for proper nouns is marked as incorrect even if spelling is correct. Poor handwriting where letters are not formed correctly are also marked as incorrect. Missing accents and apostrophes are marked as incorrect. Students return the workbooks to their peers and write a list of the incorrect words below their dictation.

As a class we go through the text on the board. This is where the focus is on meaning, new words discussed, revision of grammar that has been studied put into context and verb conjugations. Students demonstrate more interest in examining the text for understanding than when a lesson concentrates purely on grammar or spelling lists.

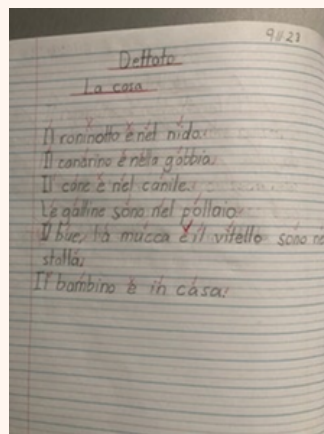
After a break the students are given ten to fifteen minutes to write their errors correctly and memorise their meaning. This is followed by repeating the dictation in the back of the students' workbooks. Invariably every student performs better in the second dictation. Students are keen to share their improved performance with the class as a whole and with each other.

I have noticed that the students are more animated and focused during these lessons. There is a sense of discovering "how much do I know and how well will I perform". Even students who find language lessons challenging are keen to participate in writing dictation.

Of their own accord students have begun to count the number of words in the dictation and give themselves a score. This was not the intention of the lesson but it gives the students a sense of their progress and success in the work. They can quantify their improvement.

Morning language lessons are now animated. Students are keen to begin and settle down and focus on the content. They are listening attentively for the morphemes and auto-correcting throughout the dictation. They are careful and serious when correcting their peers' work. There is a palatable sense of anticipation when their workbooks are returned to them. Because they know we are going to repeat the dictation before lunch they focus on the spelling and meaning of words they spelt incorrectly and didn't understand. There is improvement in their use of capital letters at the beginning of sentences and for proper nouns (not always though as the example below attests).

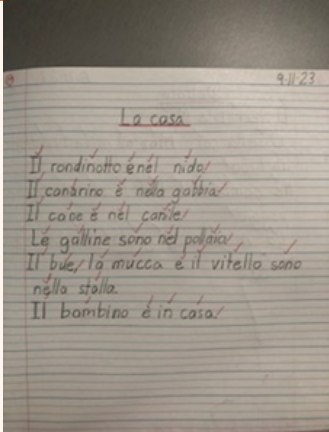
To measure the full extent of success of this practice will be in the quality of the students' written pieces. For now though, we will concentrate on increasing the length and complexity of the dictation pieces and building the students' confidence and interest in their studies of the Italian language.



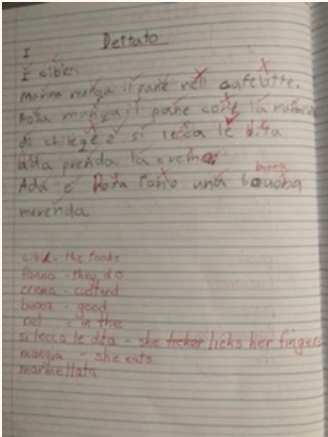
First attempt by a Year 4 student. the student has 4 errors



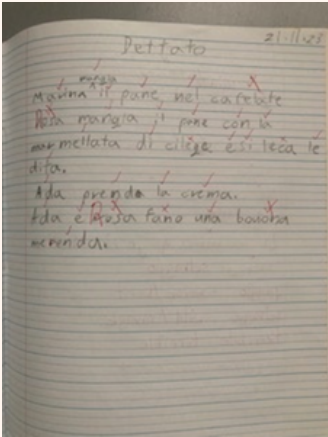
# BENEFITS OF DICTATION IN BILINGUAL YEARS 3/4 PRIMARY SCHOOL CONTEXT- (CONTINUED...)



Second attempt by the same Year 4 student. The student has no errors



First attempt by a Year 3 student. There are 10 errors, capitals and spelling .



To measure the full extent of success of this practice will be in the quality of the students’ written pieces. For now though, we will concentrate on increasing the length and complexity of the dictation pieces and on building the students’ confidence and interest in their studies of the Italian language.

## SCHUHPLATTLER UND KÄSESPÄTZLE

By Selina Jaeck



At Narrabundah College we celebrated UN-Day on Friday, 20th October. For this event the German students learned about the traditional dance “Schuhplattler” - known as slap dance. With the help of an online tutorial we learned the dance over a few weeks and finally performed it at the whole school event. We also cooked about 100 portions of “Käsespätzle” or as the students called it “Superior Mac&Cheese”. Käsespätzle is a traditional pasta dish that can be found in all German-speaking countries and was therefore perfect to represent German-speaking countries at a multicultural school event.



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# CANBERRA ACADEMY OF LANGUAGES

By Frank Keighley



## CAL staffing

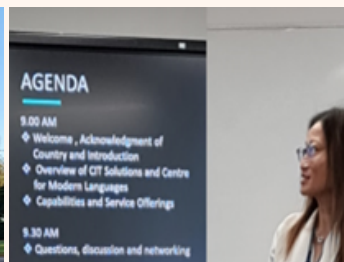
We are completing our seventh and final year for CAL, delivering senior secondary courses for students whose preferred languages are not available to study in their day schools. I would like to thank current and past members of the CAL team. Past team members are mentioned in previous CAL updates for MLTA Contact Newsletter. As of now, the CAL team comprises (clockwise from left to right): Eleanor Body – Spanish; Miriam Kataoka – Japanese; Rosalind Rice – Registrar; Uma Ramiah – Tamil; Baba Touré – French; Elissa Burt – Korean; Orion Lethbridge – Director of Studies; Beth McArthur – Director of School; Selina Jaeck – German;



## Transition for 2024

It was confirmed in September that CIT Solutions will take on the delivery of senior secondary languages programs from the start of 2024. CAL currently runs courses in French, German, Japanese, Korean, Spanish and Tamil in 2023. CIT Solutions will continue to offer these in 2024. We welcome this initiative by CIT Solutions, and we are working with them to ensure a smooth and successful transition. Our CIT Solutions colleagues presented an information session jointly with us on Thursday 21 September 2023. They share our belief in the importance of providing language learning opportunities for ACT students, regardless of where they may live or attend school.

On Friday 10 November, CIT Solutions provided an information session for principals, deputy principals and other delegates from ACT, at the Bruce CIT campus, where CIT Solutions has its headquarters, to outline their plans to deliver senior secondary language courses through their Centre for Modern Languages (CML), and a flyer was distributed to attendees. Continuing the arrangements that CAL has in place this year, classes will be held at Ainslie School, Donaldson Street, Braddon, with French, Spanish and Tamil on Wednesday evenings, and German, Japanese and Korean on Thursday evenings.



Enrolment forms have been sent out to students and families who have lodged expressions of interest, and CAL teachers who are available to continue next year with CML have been invited to do so. Notices have been posted to the News page on CAL website and the Jobs page on MLTA website, as well as CAL and MLTA social media pages, inviting applications from qualified teachers of German and Spanish to teach with CIT Solutions CML next year.

## ANGLS Conference, Adelaide, 28-29 August 2023

The annual conference of the Australian Network of Government Language Schools (ANGLS Conference) was held this year at the Education Development Centre, Hindmarsh, in Adelaide. Our colleagues from CIT Solutions joined the CAL Convener, CAL Registrar and CAL Director of Studies in meeting the delegates – talented and dedicated colleagues who shared their expertise from seven Australian jurisdictions.

Lia Tedesco, retiring as Principal of the South Australian School of Languages at the end of this year, hosted the event. Dr Michelle Kohler has been appointed as principal there for 2024. Hilary Hughes, formerly Principal at the NSW School of Languages, who is now a Director with the NSW Department of Education, also moved on from the ANGLS President role, and Sana Zreika, Principal of the Secondary College of Languages NSW, is now ANGLS President.



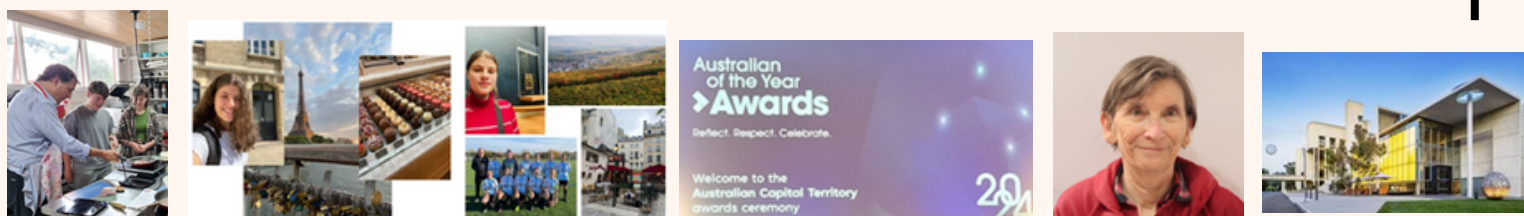
# CANBERRA ACADEMY OF LANGUAGES (CONTINUED...)

## Class excursions and other languages events

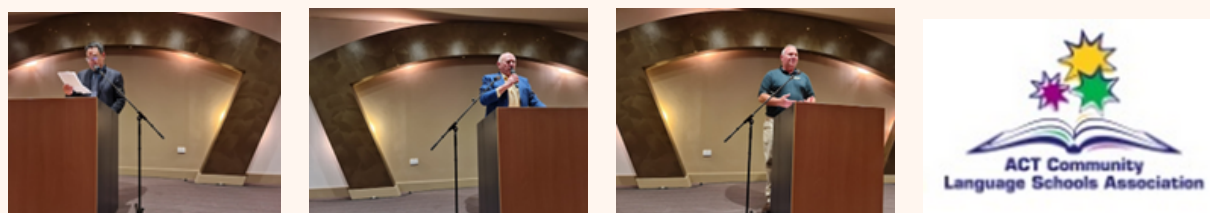
Some of our CAL French students attended an atelier cuisine on 1 December, presented by Franck Leonhardt at the Alliance Française, preparing quiche lorraine and studying terms used in French cuisine. CAL German enjoyed a baking session at their last lesson for Term 3 tonight with Selina. It went really well and students enjoyed a traditional German Brezel 🥨.

Two students from the Canberra Academy of Languages returned in July this year from a year's experience living and attending school in Europe, one in the Champagne region in France and the other in the Rhineland region in Germany. Their time away included home stays and participation in schooling at local schools, with instruction across the curriculum in the target language. Both found the experience inspiring and transformative.

On Monday 30 October 2023, Dr Mandy Scott, who among other roles is Chair of the Canberra Academy of Languages Advisory Panel, was one of the nominees recognised in a presentation for Australian of the Year in the Gandel Hall at the National Gallery of Australia. We were pleased to see acknowledgement of Mandy's advocacy of community language learning, bilingualism and multiculturalism. Beforehand, on 28 October, Mandy was interviewed by Adie Francis on ABC Canberra Mornings show on Friday 20 October as one of the nominees for ACT Senior Citizen of the Year. The podcast of the program for that morning is at <https://www.abc.net.au/listen/programs/canberra-mornings/mornings/102978482>. Mandy is also Honorary Lecturer, ANU School of Literature, Languages and Linguistics, Convenor of the Languages Forum of the ACT, Secretary of the ACT Bilingual Education Alliance, among multiple roles that she has in supporting and promoting multilingualism in Canberra.



The Community Language Schools Association held a well-attended end of year dinner at the Ruby Chinese Restaurant on Saturday 18 November, with CLSA President Dr Fuxin Li, Mohammed Ali, founder of HelpingACT, and CLSA Vice-President Manu Naufahu in attendance, as well as Stefan Romaniw, Executive Director of Community Languages Australia and Andrew Braddock, Greens MLA in the ACT Legislative Assembly. Stefan, who is also Co-Chair of the Australian Federation of Ukrainian Organisations, was about to embark on a visit to Ukraine.



Dates have been confirmed for 2024 National Multicultural Festival. It will be held from Friday 16 to Sunday 18 February 2024. See the NMF Facebook page at <https://www.facebook.com/national.multicultural.festival/> and <https://events.canberra.com.au/whats-on/62ba9cb012996c12183e50d3/national-multicultural-festival> for details.



The Mother Tongue Multilingual Poetry (<https://www.facebook.com/mothertonguemagic>) group has successfully followed up the work of founder Jacqui Malins, with a coordinating group including Mandy Scott, Meredith Box, Vesna Cvjeticanin, Dunja Kaczmarek, Kasia Williams, Shun Ikeda, Mirjam Herzog, Marina Houston, Francesca Szeremet, who are also active in the ACT Bilingual Education Alliance (<https://www.facebook.com/ACTBEA>).



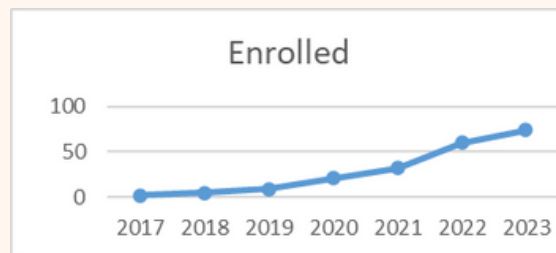
Among the lineup of MTMLP events were sessions at Smith's Alternative on Monday 27 February, Coombs Community Centre on Saturday 11 March, Smith's Alternative on Monday 20 March, Woden Library on Saturday 20 May, Smith's Alternative on Monday 22 May, Street Theatre on Saturday 1 July, and Smith's Alternative on Monday 30 October and Saturday 18 November.



# CANBERRA ACADEMY OF LANGUAGES (CONTINUED...)

## Class of 2023

We had more than 70 students as of March this year and more than 60 students at the end of the year. Generally, over the seven years of program delivery for CAL, numbers were highest at the start of Q2, after our information sessions for the Q2 intakes. Among students in the CAL class of 2023, 32 students are completing a major in the language they have studied, and 27 are completing a minor as of now. Among those completing a minor this year, some will go on to convert it to a major by continuing their studies with CIT Solutions Centre for Modern Languages next year.



## Merry Christmas!

Joyeux Noël!  
¡Feliz Navidad!  
Frohe Weihnachten!  
Buon Natale!

圣诞节快乐! (Shèngdàn jié kuàilè!)  
メリークリスマス! (Merīkurisumasu!)  
메리 크리스마스! (Meli Keuliseumaseu!)  
Salamat Hari Natal!

## Save the dates:

Meet and Greet - Friday 23 February 2024 (venue and times TBA)

AGM -Thursday 21 March 2024 (venue and times TBA)

 Follow **MLTA ACT Inc.** (Modern Language Teachers' Association of the ACT) on **Facebook**

# 5<sup>TH</sup> CI DOWN UNDER LANGUAGE TEACHERS' CONFERENCE



- Sydney -



Unlocking The Power of Comprehension-Based Language Teaching

## What is Comprehensible Input?

Comprehensible Input (CI) is an umbrella term that encompasses a huge variety of approaches and strategies based on Stephen Krashen's acquisition hypotheses, i.e., that language proficiency improves when engaging & understandable communication underpins second language teaching and learning.

At the conference there will be many opportunities to observe teachers, be coached in & learn about approaches and strategies perfect for Australian teachers of all levels of schooling working with the Australian Curriculum.

## Date

**15-19 January, 2024**

## Venue

**Macarthur Anglican School,  
Cobbitty, Sydney, NSW**

## Online Registration



## Contact details

**cidownunder24@gmail.com**

- ✳ *Expand your understanding of Comprehensible Input; an effective methodology endorsed by extensive peer reviewed research.*

- ✳ *Observe local students learning Spanish or Mandarin over 10 consecutive lessons taught by internationally acclaimed CI educators.*

- ✳ *Attend workshops led by experienced secondary and primary CI teachers representing all Australian contexts.*

- ✳ *Suitable for all language teachers, all students & all levels of CI experience.*

- ✳ *Discover how to increase student retention rates for secondary students.*

- ✳ *Develop a repertoire of strategies that align with the new NSW syllabus.*

- ✳ *Coaching sessions available with accredited CI coach, Teri Wiechart.*

- ✳ *Over 40 hours of PD.*

- ✳ *Meet other language teachers for future professional and collegial support.*

CI Down Under is a team of language teachers from various Australian states & territories who are dedicated to providing high quality professional development for Australian language teachers.

## Conference Rates:

### Early Bird Rates (ends 1/10)

**5 days \$475**

**4 days \$400**

**3 days \$300**

**2 days \$200**

**1 day \$100**

**Group Bookings** (5 for the price of 4) e.g., 5 days \$1900

### Regular Rates

**5 days \$575**

**4 days \$460**

**3 days \$345**

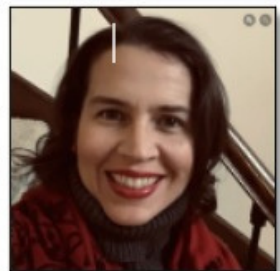
**2 days \$230**

**1 day \$115**

**Group bookings** (5 for the price of 4) e.g., 5 days \$2300



**Diane Neubauer** has been a Chinese language teacher since 2007 & finished her PhD in 2022 (Foreign Language & ESL Education, U of Iowa). She is especially interested in how language teachers can facilitate students' comprehension of target language, engagement in classroom learning, & development of intercultural competence.



**Adriana Ramírez** is a Spanish teacher, author, and teacher trainer. She teaches all levels of Spanish, from beginners to IB students, using comprehensible input methodologies. She regularly coaches other teachers and presents workshops in Canada, the United States and Europe. She also has a double major in Psychology, a degree in Clinical Psychology and a Masters in Education. She has a great passion for sharing the beauty of her country and her people with the world; you can see this love in all her published novels.



**Annabelle Williamson** better known as La Maestra Loca, has been teaching since 2011 and has a Masters in Education from the University of Denver. She was Louisiana World Language Teacher of the Year in 2018 and is passionate about inspiring World Language Teachers with the **JOY** of teaching and acquiring language through acquisition driven instruction. She also loves sharing how teachers can create strong classroom communities where all students feel they are seen, heard, cared for, and empowered!



**Margarita Pérez García** Margarita Pérez García is a Venezuelan author of Easy-to-Read literature. She holds two master's degrees in Spanish Language and Spanish and Latin American Literature. She has taught Spanish and French for over 25 years at all levels, from primary through secondary & higher education, in Venezuela, France, Belgium, the United Kingdom, and New Zealand. Now, she is based in Australia teaching languages with comprehension-based methods.

### AITSL Standards Covered at the Conference:

1	Know students and how they learn	✓
2	Know the content and how to teach it	✓
3	Plan for and implement effective teaching	✓
4	Create and maintain supportive and safe learning environments	✓
6	Engage in professional learning	✓
7	Engage professionally with colleagues, parents/carers and the community.	✓