

# Accents

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# President's Report

**Enaam Darido**

**I am honoured to have taken on the role of President of the MLTA NSW this year. Over the past few months, I have had the privilege of working with the executive and committee members and have seen firsthand their dedication to work tirelessly on the many and varied initiatives of the Association.**

I would like to take this opportunity to express my gratitude to each executive and committee member for the roles they have taken on, in addition to their core work in languages education.

The executive and committee members have worked together to coordinate events, professional learning, and support in so many ways for the benefit of the Association's members, their students, and learning communities. This is a testament to their commitment to the Association's mission and vision.

As we approach the end of the 2023, MLTA NSW executive and committee members would like to wish everyone a wonderful end of year and happy festive season.

## Executive Positions

### President

Enaam Darido

### Vice-President & Public Officer

Janelle Byrne

### Treasurer

Mary-Anne Bianchin

## Ordinary Committee

Gina Doukas

Gillian Cordy

Enri Parolin

An Ngo

Sophia Higgins

Lyndall Franks

Catherine Elliott

### Media Liaison Officer

Sana Zreika

### Secretary & AFMLTA Liaison Officer

Miyako Matsui

### PD Officer

Anthea Wawryka

Varsha Daithannkar

Jannan Assaad

Coreena Allen

Mala Mehta OAM

Nada Gemayal

Swati Doshi

Wafa Saboune

# Professional Learning Semester 2 2023

**Anthea Wawryka, MLTANSW  
Professional Development Officer**

We have been very fortunate in Semester 2 to provide two engaging Professional Learning events for our members. Nathan Lane, Deputy Principal Teaching and Learning at St Mary Mackillop College in Victoria spoke about enhancing student engagement through high impact teaching strategies. We were able to hear firsthand about Nathan's experiences teaching Project Based Learning in his own Japanese classes and were reminded about the importance of getting the basics right.

In Term 4, Marianna Carlino and Stephanie D'Arcangeli presented a range of strategies to keep our learners engaged. The session provided a list of games, tools for AI and feedback, as well as ideas to collaborate with other teachers from different schools. It was a highly invigorating session that hopefully motivated members as we start to plan and prepare for 2024.

I would like to take this opportunity to thank every member that has taken the time in their day to present, to attend a PL session or to engage with the MLTA NSW in any other way. We really appreciate you.

If you are interested in sharing your knowledge and expertise with members, or if you have ideas of things you would like to learn about in 2024, please don't hesitate to contact me at [pl@mltansw.asn.au](mailto:pl@mltansw.asn.au).

Have a wonderful holiday period and see you all next year.



Pexels image by Fauxels

# Report on AFMLTA conference Perth July 2023

Penelope Johnstone , Italian Language  
Teacher (Primary), Oatley Public School

I attended the AFMLTA Conference in Perth 7–9 July, 2023 thanks to the generous contribution of MLTA NSW's grant. I have attended many AFMLTA conferences over the years and once again, 2023 delivered high quality and inspirational presentations which continue to re-invigorate my classroom practice. The sessions I attended provoked thought and deep reflection about the importance of designing and curating interesting and engaging learning experiences.

The opportunity to connect with like-minded colleagues and language education experts provided invaluable insights into current research. The expertise shared throughout the two days promoted rich discussion encompassing the role of metacognition and the importance of student voice in developing agency in learners through deep critical reflection. The Professional Standards presentation provided insight into the future directions of languages education nationally.

The most significant and impactful presentation, 'The Learner Perspective', delivered by Anna Bullard outlined a learning journey built on joy and playfulness. This served as a reminder about the necessity for embedding joy, play and imagination into curriculum design.

This is the introduction to the world of language exploration teachers need to imagine for their students. The language learning experience must offer opportunities to inspire curiosity, ignite the spark which unlocks the multidimensional world that is language and culture and recognise the influence this has on one's evolving perspective.

Anna's journey to becoming a critical thinking linguist was essentially defined by the exciting adventure into a foreign and unknown world inspired by imaginative possibilities through play and experimentation in the early stages. Her learning journey was interrupted by a period of discontent caused by an obsession with meeting impossibly high, self-imposed standards and expectations, which eventually led to completely abandoning the study of language altogether. This journey of critical self-reflection, however, culminated in a lifelong interest in the study of linguistics, re-igniting the desire to impart the joy of language learning to others beyond the classroom.

## Report on AFMLTA conference Perth July 2023



AFMLTA Conference 2023. Image source: P. Johnstone

Metacognition, self-determination and student voice appeared to be common themes across the AFMLTA parallel sessions. These themes align with my personal professional learning exploration into the 4Cs transforming education space at Oatley Public School. My presentation entitled 'Developing learner capabilities through 4Cs Transformative Learning Practices' focused on my attempt to embed 4Cs processes and diagnostic tools such as the Learning Disposition Wheel (LDW) and associated coherence makers (ie. Communication Crystal, Creativity Cascade, Collaboration Circles and Critical Reflection Crucible) into my classroom practice. These tools provide a common language whereby students develop a deep understanding about the learning dispositions required to become confident, collaborative, critically reflecting communicators and life-long learners.

The session on Motivation & Engagement through Metacognition presented by Maud FugierSola re-enforced my assumptions and beliefs about the role of metacognition in language learning. Through the lens of Metacognition students develop the ability to think critically about the learning and reflect on challenges and the processes required to progress to the next phase of their development, while drawing on concrete concepts and skills already attained. The way in which Metacognition can influence teachers in terms of lesson design was emphasised by outlining the importance of offering students' opportunities to draw on their prior knowledge, encouraging exploration that connects the relevance of languages and cultures to the students' knowledge of the world while facilitating safe learning environments where all students feel valued.

Thank you MLTA NSW for the support provided to attend this amazing professional learning opportunity!

# AFMLTA Conference 2023

## The experience and reflections of a first-time delegate

Charlotte Fauchon, Chinese Language Teacher, St George Christian School

### Who?

I am a teacher of English, EAL/D and Chinese with 4 years of teaching experience. I began my language teaching journey this year, when I was asked by my school to begin the Chinese program, with a cohort of eighty Stage 4 students. I joined the MLTA NSW at the beginning of the year, in the hope of growing as a language teacher.

### What?

The AFMLTA runs a biennial national conference for language teachers and educators, as a time for learning and connecting with colleagues nationally and internationally.

The conference saw delegates from all States and Territories in Australia, as well as guests from international language associations and universities, come together to think about, learn about and plan for the future of languages education. The conference had three key note presentations, led by esteemed languages educators at the forefront of the field.

I was challenged by Kathleen Heugh's memorial address on Friday evening, where Australia's highly diverse multilingual demographic, was compared with its low levels of plurilingualism. We were exhorted to consider the importance of language teaching, in order to make a difference in this space. Dr Roma Winmar's lecture on Saturday morning picked up on this idea, sharing what planning for and implementing language education policy for the next generation has looked like in Scotland, and how we might consider similar strategies to strengthen language education in Australia.

I attended nine seminars, over the course of the conference:

#### Day 1

1. Student Engagement through High Impact Teaching Strategies (Lane)
2. Developing Assessment Tasks (Anokhina)
3. Mentoring early career teachers: What can we learn from teachers involved? (Jin)
4. Metacognition: How students' self-reflection builds student agency (Curnow)
5. Showcasing Education Perfect languages programs (Barron)

## AFMLTA Conference 2023 The experience and reflections of a first-time delegate

### Day 2

1. Building students' self-efficacy around writing in an emerging language (Truckenbrodt)
2. De-mystifying the Chinese Writing System (Scrimgeour)
3. Using popular culture as a motivational strategy – a secondary Chinese case study (Liu)
4. A Critical Review of the Revised Australian Curriculum – Chinese Version 9 (Scrimgeour)

Each of these sessions was incredibly beneficial in targeting aspects of my own teaching practice. I have much to work on, when it comes to applying what I have learnt in my classroom!

### When?

Friday 7<sup>th</sup> – Sunday 9<sup>th</sup> July

### Where?

The conference was held in Perth, WA, with daily sessions and seminars held at Edith Cowan University in Mount Lawley, and evening events hosted at the Perth Cultural Centre's Boola Bardip Museum and Double Tree by Hilton Hotel. These places served as the ideal context in which to discuss the concepts of cultural and language identity, as critical elements of language teaching and learning.



AFMLTA Conference venue, Boola Bardip . Image source: Wikimedia Commons



## AFMLTA Conference 2023

### The experience and reflections of a first-time delegate

#### Why?

As a recipient of a generous grant from the MLTA NSW, I was privileged to attend this conference as a unique opportunity to devote 72 hours to building connections and broadening my understanding of the world of Language Teaching. As a sole language teacher in a small school in Sydney's south, I was overwhelmed by the sheer number of like-minded teachers and inspirational educators I met. Through the sharing of stories from our respective language teaching context and experiences and hearing from inspirational language educators in targeted sessions, outlined above, I have grown in my understanding of the value of language teaching, as well as the possibilities afforded by this subject area.

#### How (did this experience shape me as a language teacher)?

I have taken away the following key ideas, which will shape my future practice as a languages educator:

1. Language learning needs to be an **integrated** and **integral** part of the Australian curriculum, which should be taught alongside English.
  - I am already drawing these links in my Chinese classroom, but I am now considering how I might do so in my English classroom by encouraging students to use their L2 (if they have it).
2. Teaching language **can** and **should** be linked intrinsically to the local communities your students and organisation exist within.
  - I am considering ways that I can more meaningfully draw on the resources of my local community – be it student families, local businesses, or public places – to disrupt the assumption that teaching of language happens only in the isolated space of the classroom.
3. Language education equips students with the skills that will be **vital** to their future as global citizens (*World Economic Forum, 2023*).
  - I want my students to be confident in, and conscious of, the benefits of second-language learning, so that they can develop greater self-efficacy, and positively contribute to society.

# Denise Soos Scholarship 2023

## Cara Harris, Monte Sant'Angelo Mercy College Indonesian Continuers



Hai! Nama saya Cara!

When I began my language studies at Monte Sant'Angelo Mercy College almost 5 years ago, I had never imagined how much of an impact it would have on my life throughout high school and hopefully beyond. Learning Indonesian has given me a whole new perspective on global culture, language and myself and the opportunities and awareness I have found through language have been invaluable. There are nuances of culture that are inextricably linked to language and I am so grateful to have the opportunity to learn about and immerse myself in the beautiful country of Indonesia.

At the conclusion of my Stage 5 studies in 2022, I was fortunate enough to receive a \$500 Denise Soos Scholarship from the Modern Languages Teachers Association that has enabled me to improve my language skills immensely and experience Indonesia by supporting an incredible trip to Nusa Penida in December, 2022. I spent two weeks volunteering at a turtle conservation centre and exploring Nusa Penida, Ubud and Denpasar which were experiences that enriched my language skills by exposing me to everyday conversation and allowed me to learn so much more about Indonesian and Balinese culture. One experience I will never forget was getting to watch the traditional Balinese blessing of a turtle who had been cared for and nursed in the sanctuary and was being released back into the ocean. I am so grateful for everything that this experience afforded me and as a result of my travels to Nusa Penida, I was inspired to return to Bali and travel to Singaraja in September of 2023 to volunteer in local primary schools teaching young children how to speak English.



The connections I was able to make with the children as a result of my language skills will be something I cherish forever and I aspire to be able to return to Indonesia in the future and continue to support the education of young children so their futures can be as bright and happy as they are.

The learning of Indonesian has been an incredible experience for me so far and something I hope to continue long into the future. I could not be more grateful to my school teachers and the Modern Languages Teachers Association for supporting me in my acquisition of language and for encouraging me to discover the beautiful culture, language and people of Indonesia in a whole new way.

Sampai jumpa!

Images source: C.Harris

# Denise Soos Scholarship 2023

## Sally Liu , Abbotsleigh German Continuers

I am incredibly grateful to have been a recipient of the language scholarship to further my interest in learning how to communicate well in other languages both in writing and excitingly, speaking.

The scholarship has been used to purchase German textbooks as resources to support my studies. I have practised Chinese from an early age, and I continue to embrace my wonderful culture, having engaged in recital competitions and diligently paid attention in lessons. I decided to try German because of ease in learning the colours in an introductory lesson, noticing some similarities in vocabulary to English in Year 7, and have since committed to studying and improving my abilities in the extensive grammar and complex skills of reading, writing, speaking, and listening. Learning new phrases and words on Duolingo is a really fun way to start developing a passion, which I have done for other languages I would like to study in the future, such as Japanese. Additionally, I am aware of the valuable communication skills, where learning languages is a rewarding opportunity to see dedication, invested time and efforts, as well as persistent practice pay off in greater competency and ability to express myself fluently. Despite challenges of retaining vocabulary and grammar conventions in long-term memory and usage, being able to connect to others and the many other diverse cultures is fascinating and highly enjoyable.

I hope to continue to foster a love for learning languages, to expand and improve my abilities, and to have a better understanding of the beautiful cultural diversity in our world.

I would like to thank my friends, teachers, and family for their enormous support and constant encouragement throughout my enriching language experiences and ongoing learning journey.

# Denise Soos Scholarship 2023

## Ella Suters, St Paul's Catholic College French Continuers and Italian Beginners

I am a Year 11 student currently studying French Continuers and Italian Beginners by distance and am gratefully delighted to be a Denise Soos Scholarship recipient.

Languages do and have always interested me greatly, so much so that I find it difficult to truly express my passion for them in words, ironically. My curiosity kindled from being doted on by Italian relatives, listening to my mother and Nonna conversing, and trying to sound out the proverbs on the walls. With no exposure to languages in primary school, I was very excited to choose French in Year 7, and with the encouragement of an exceptional teacher, I soon realised that I had found my absolute interest. Without hesitation, I then selected French as my first preference for Year 9/10 electives and it remained an area I felt very comfortable in and enthusiastic about. As the senior years approached, I was eager to continue my French and had the long-awaited opportunity to start learning Italian as well.

I am very glad to have trusted myself and been faithful to my interests, as this past year learning French and Italian has affirmed and augmented my love of languages tenfold. I very much enjoy the practical components of language learning, like speaking, writing, etc, but I have been able to appreciate that it is much more than using different words. Languages have opened my world to a vast plain of beautiful things: literature, film, music, food, culture; without limits to the two that I study.

Languages enable me to express myself and connect to broader amounts of people in ways that English may not satisfy, and Italian specifically allows me to feel closer to a part of my self and family, especially my late Nonna whom I adored. I am positive that I will continue my language learning throughout my life, which is ensured by my dreams to travel.

I am very grateful to be a recipient of the Denise Soos Scholarship, as it has largely contributed to those aspirations. I have put the funds towards a French in-country experience that will be happening in January 2024, where I will be travelling with other students of French and staying with a host family while attending an international French language school.

# Denise Soos Scholarship 2023

## Damla Alca, Northmead High School and Secondary College of Languages Turkish Continuers

*One language is one person, and two languages are two people*  
– The Honourable Mustafa Kemal Atatürk

Language is more than just words; it's emotion, relationships, identity, and community. From a young age, my family have never failed to highlight the importance of learning our mother language and home culture. Just like the quote above, I feel as if I am two people living a joint life and I think that is the beauty in language. The enriching opportunities that languages have gifted me have allowed me to grow beyond the common language. Currently, I volunteer at Turkish Community Language schools two days a week as I believe it is an important aspect of our lives that I want to contribute to and build a stronger sense of community. I also volunteer my time to a Turkish Theatre group to put my language and skills into practical use, bringing forward productions, and reflecting on the many opportunities learning a language can bring to you.

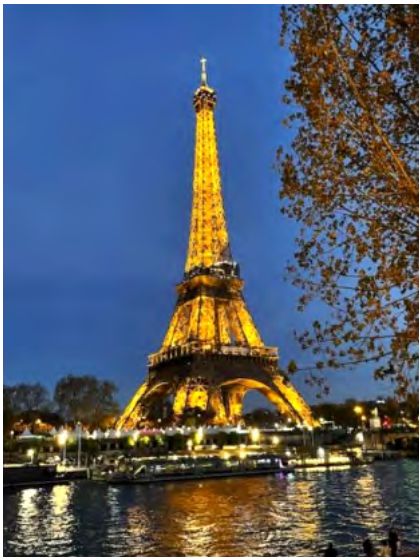
My main aspirations are to continue the legacy of community language schools and extracurriculars in foreign languages such as Turkish theatre groups and events to open doors for many of the future generations who are continuing to grow and become the leaders of tomorrow.

With the increasing amount of online resources being used in schools, the use of technology has inevitably increased. MLTA NSW Denise Soos scholarship funds have allowed me to access and better my learning by using a new laptop to access my resources. Additionally, my ability to research and connect with others has aided in my language study.

I would like to thank the committee and teachers who have recognised my efforts in my academics and leadership and for gifting me with this opportunity!

# Denise Soos Scholarship 2023

## Aiden Kwok, Knox Grammar French Continuers



I would like to say a huge thank you for being selected as a recipient of the Denise Soos scholarship. I express my deepest gratitude to my teacher Madame Beckett for her continued support of my French studies, and for her immense knowledge and enthusiasm. Learning French has been an enjoyable experience for me since I started in Year 8, and it has allowed me to develop a greater understanding of different cultures in addition to learning the language itself. The level of attention to detail in classroom activities has been profoundly beneficial in enhancing my experience of language learning.

French is definitely something I see myself applying at some point in my career.

I have put my scholarship funds to use during my trip to France in April. With the funds, I purchased tickets for museums such as the Louvre and the Musée d'Orsay in Paris, as well as for WWII museums in Normandy. I have also purchased French literature, which I believe will be an invaluable resource for my studies. The trip was an extremely immersive experience for me as I was able to experience French culture and extend my grasp of the language.



Top left & above images sourced by A.Kwok



Musée d'Orsay Paris. Source: Wikimedia Commons

# Linguafest Makes History!

## Sophia Higgins, Linguafest Convenor 2023



This year, MLTA NSW conducted the 18th *Linguafest* short film competition.

Over the years, many Government, Independent, Catholic and Community schools across NSW have incorporated *Linguafest* as an integral part of their teaching and learning programs in Languages.

Students in Stages 3, 4 and 5 used their language and digital movie-making skills to create a two-minute film in the language they are studying. Films were based on the theme **“History”**, and students had to include **“a necklace”** in the film. Time travel, personal reflections, fairytales and history lessons are some ways students approached the signature theme.

This year, we received 60 films covering 15 languages, including Arabic, Armenian, Chinese, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Polish, Russian, Serbian, Spanish and Turkish.

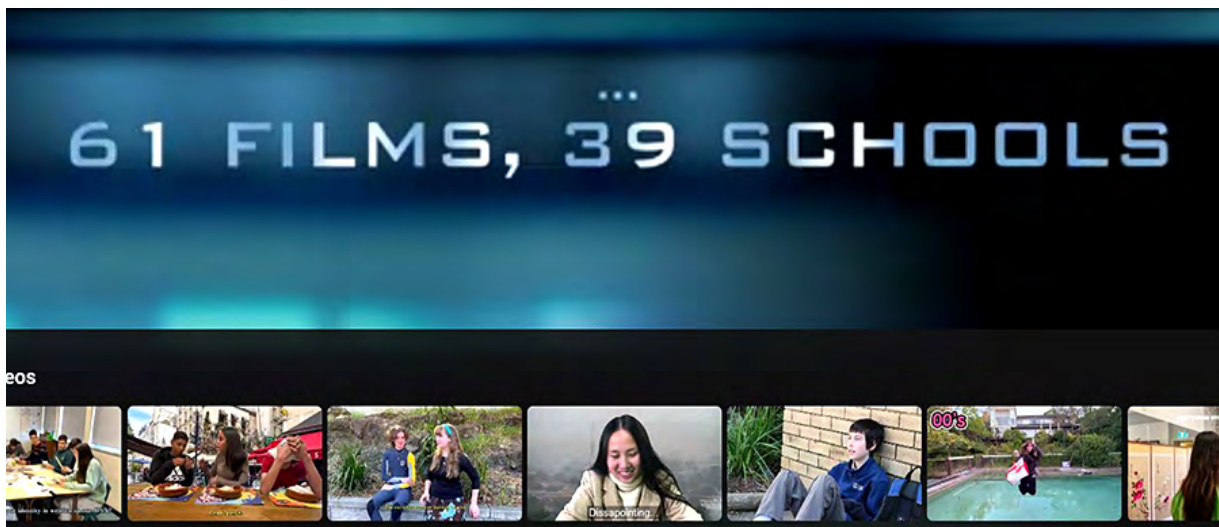
The online screening took place on Friday, 17th November, over Zoom. It began with the amazing trailer created by Canan Korkut from the Secondary College of Languages Arthur Phillip Campus.

Finalists received their certificates afterwards by email. The grand finale of the screening was a Stage 6 film – *Heads and Shoulders Knees and Toes*, from NSW School of Languages Korean students, which we included to promote language study in Stage 6.

The comments below are a combination of information on entry forms and audience reflections on the films.



## Linguafest Makes History!



### PRIZE WINNERS – FIRST IN STAGE CATEGORIES

#### Stage 3 Winner

##### ***The Necklace* – St Andrew’s Cathedral School – Chinese**

Supervising Teacher – Chloe Ye

Historical Period – Han Dynasty China

Wu Ling, a young student discovers something unusual about her jade necklace. Is she a descendant of Emperor Wu of the Han Dynasty?

#### Stage 4 Winner

##### ***Le Saucisson Temporel* – Killarney Heights High School – French**

Supervising Teacher – Noella Charbonneau

Historical period – Middle Ages France

A student uses her calculator and travels back to the Middle Ages. This film cleverly incorporates salami and animation to enhance the humour of the events. The judges loved the moving eyes!

#### Stage 5 Winner

##### ***Ossi Wessi Brudi* – Smith’s Hill High School – German**

Supervising Teacher – Amy Kang

Historical Period – Melbourne Summer Olympics 1956

East and West Germany are competing as a united front for the first time since the country’s division into two nations. It is a heartwarming film that will put a smile on your face.



## Linguafest Makes History!

### PEOPLE'S CHOICE AWARD & MOST AUTHENTIC

#### Stage 5

#### ***Super Historical Matchmaker* – Northern Beaches Secondary College Manly – Japanese**

Supervising Teacher – Kiyoka Kubo

Historical Periods – Cretaceous Period, Ancient Egypt (the inventor of scissors), 1850 England (inventor of the toothbrush)

A young woman named Tina goes onto a crazy matchmaking show based on different eras of history. A dating show like no other!



Scene from *Super Historical Matchmaker* Matchmaker – People's Choice Award and Most Authentic

## HIGHLY COMMENDED

### Stage 3 Highly Commended & Best Acting

#### ***Je suis une célébrité, sortez-moi de là!* – Queenwood Junior School – French**

Supervising Teacher – Sylvie Boulter

History – Coco Chanel, Ratatouille, Marie Curie

I'm a celebrity. Get me out of here! Who stole the queen's necklace? This film made us laugh out loud. The characters are highly entertaining and show us the fun you can have with languages.

## Linguafest Makes History!



Scene from *Je suis une célébrité, sortez-moi de là!* - Best Acting and Highly Commended Stage 3

### Stage 4 Highly Commended

#### ***Foods Through Time* – Secondary College of Languages – Spanish**

Supervising Teacher – Cate Chapple

Historical Period – The history of the Venezuelan food the 'Arepa.'

This film cleverly incorporates time travel and how to prepare arepas. Food, history, the best of both worlds!

### Stage 5 Highly Commended

#### ***Last Ottoman Descendent* – Secondary College of Languages – Turkish**

Supervising Teacher – Gamze Kiran

Historical period – Ottoman Empire Turkey

This film is stunning. We experience the story of a Sultan in desperate pursuit of her long-lost sister. In the hope of finding her sister, she turns to a sage woman who promises to bring her back with the mystical royal necklace.



## Linguafest Makes History!

### OTHER CATEGORIES

#### Best Comedy & Best Plurilingual Film

***Mission Accompli* – St Peter’s Anglican College Broulee – French & Japanese**

Stage 4

Supervising Teacher – Kate Woolnough

History– Museum

A comic thriller set in a Museum of French History with the main character being a gourmand Japanese thief. The combination of French and Japanese, as well as comedy and mystery, was impressive.



Scene from *Mission Accompli* – Best Comedy and Best Plurilingual film

#### Best Concept

***Tamo Daleko* – Secondary College of Languages Smith’s Hill Campus – Serbian**

Stage 5

Supervising Teacher – Snezana Mijakovac

Historical Period – Vidovdan – Remembering the Battle of Kosovo

This film presents one class’s lesson about a significant event in Serbian history that shaped the identity of the Serbian people. The students incorporated a necklace, in a very creative way, representing that our history is part of who we are.

## Linguafest Makes History!

### Best Costumes

#### ***Flower Necklace of Love* – NSW School of Languages – Korean**

Stage 5

Supervising Teacher – Madeleine Chong

Historical Period – Joseon Dynasty (1392 – 1910)

Packed with culture and costumes, Jisoo travels back in time looking for the answer to an exam question. Through his experiences, he learns about the Flower Necklace of Love.

### Best Drama

#### ***Immortalité* – Riverside Girls High School – French**

Stage 4

Supervising Teacher – Alain Yan

Historical Periods – Ancient Rome 500BC, England 1500s, Baltimore USA 1960

This film shows us that a necklace may not be what it seems. The dramatic story that continues through three periods of history and the effects of the necklace are very engaging.

### Best Editing

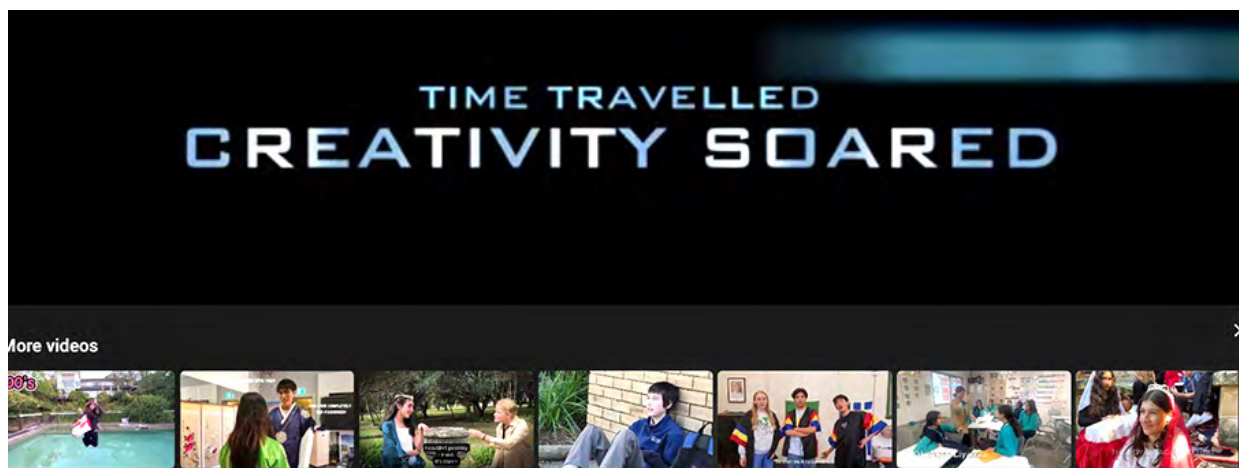
#### ***Mon Histoire* – Killarney Heights High School – French**

Stage 5

Supervising Teacher – Maddison Pho

Historical event – Memory

A film about a boy's reflection on friendship and regret. The plot is incredibly moving and a story that sits with you after watching it. All components are weaved together very effectively to create such an emotional film.





Scene from *Last Ottoman Descendent* - Highly Commended Stage 5

## Best Message

### ***Necklace from the Past* – International Maarif School – Turkish**

Stage 3

Supervising Teacher – Cansu Kaba

To those who feel history is unimportant, this film shows us otherwise and reminds us that it is integral to understanding our past and appreciating what we have.

## Best Narrative

### ***If National Treasures Could Speak* – Secondary College of Languages Chatswood Campus – Chinese**

Stage 5

Supervising Teacher – Cate Chapple

Historical period: China – over 2000 years ago

What might national treasures say if they could speak to us? Have you ever considered this? This film takes us through time from the perspective of Chinese relics. We experience their thoughts and feelings—a very insightful narrative.

## Linguafest Makes History!

### Best Setting

***Die Schwestern Grimm* - Wollondilly Anglican College - German**

Stage 4

Supervising Teacher – Justine Holmes

Historical Period – 1700s and 1800s

There is something about a fairytale setting that engages the viewer. *Die Schwestern Grimm – The Grimm Sisters* reminds us of how the Brothers Grimm produced some of our favourite fairytales.

### Most Inspiring

***Meherbai – The Original Feminine Icon of India* – Indo-Aust Bal Bharati Hindi School – Hindi**

Stage 3

Supervising Teacher – Kavita Sood

Historical Period – India - 1914 during World War 1

Meherbai played a significant role in the Women's Movement in India. This film narrates the love story between Meherbai and her husband.

### Most Original

***Necklace of the Decades* – Masada College – Hebrew**

Stage 5

Supervising Teacher – Ada Halevi

Historical Periods: 1960s, 1970s, 1990s, 2000s

This film is heaps of fun, and it looks like the students had a ball making it! Music and fashion throughout the decades.

## Where can I watch the 2023 Finalists films?

The prize-winning films from 2023 and those from previous years can be viewed at [www.youtube.com/@MLTAofNSW](https://www.youtube.com/@MLTAofNSW). This is an excellent resource if you are thinking about joining with many other schools to incorporate the competition as a way of promoting authentic use of the language.

## Linguafest 2024

The 2024 theme is yet to be announced. Stay tuned for more details early next year. We also look forward to launching the competition with some tips for teachers.

Many, many thanks to the judges, language support teachers, members of the MLTA who contributed to the success of this year's Linguafest competition.

# Supporting Italian teaching and learning

Resources for students and teachers of Italian

Enri Parolin, Education Project Officer  
Co.As.It.

## Attività didattiche gratuite per imparare l'italiano

### Print and digital materials

#### *In classe*



*In classe* is a 12 page monthly lift-out aimed at teachers and students of Italian across Australia. It is free along with *Il Globo* or *La Fiamma* for all schools across the nation.

Since 2019 *Il Globo/La Fiamma* the Italian Australian newspaper published twice weekly has collaborated with Co.As.It in Sydney and in Melbourne to prepare a monthly insert called *In classe* for teachers of Italian in Australia. 11 issues of *In classe* are printed and published on line every year.

*In classe* also showcases activities and events across Australia in the Italian teaching sector. There are interviews with teachers of Italian, reports from students travelling to Italy on school trips, exchanges with schools in Italy and Australia, announcements of competitions, scholarships and awards.

Each month there is a focus topic or theme with suggestions for activities to use in class for primary and secondary schools as well as an activity page, *Per i più piccoli*, for preschool aged children.

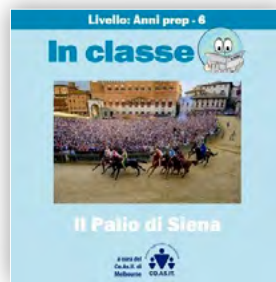
## Supporting Italian teaching and learning

*Usanze e tradizioni italiane –  
I giovani e il tempo libero*  
(Secondary)



maggio 2023

*Usanze e tradizioni italiane –  
Il Palio di Siena* (Primary)



luglio 2023

*Per i più piccoli –  
La scuola italiana*



marzo 2023

Monthly themes are based on familiar classroom language teaching or cultural topics. Each year the September or October issues reflect the theme of *La Settimana della Lingua Italiana nel Mondo* which is selected by the Ministry of Foreign Affairs and International Cooperation.

*Il Globo/La Fiamma*, the Italian Australian newspaper is published twice weekly on Mondays and Thursdays with the *In classe* insert available in the Thursday edition at the end of each month, both in print and in digital form.

Access is free to all schools nationally by subscription to *Il Globo/La Fiamma – Italian free classroom resources — Il Globo*

## Audio resources

### *Ascolta e impara*

Co.As.It. Sydney in partnership with Rete Italia in 2020 launched an Italian educational radio program called *Ascolta e impara* to encourage students to listen and continue to learn Italian while in isolation as a result of the pandemic.

All the programs are now available on the Co.As.It. Sydney website [www.coasit.org.au/news-room/ascolta-e-impara/](http://www.coasit.org.au/news-room/ascolta-e-impara/)

They are a valuable addition to Italian programs in schools. The educational content of the audio programs builds on the foundations of *In classe*, which supports the teaching of Italian across Australia via print media.

The educational content in the audio program features 7 or 8 segments of 25–50 minutes, with five specific levels to engage school students from as young as 3 years old, through to primary and secondary students and bilingual school students. There is also a series for adult class students of Italian.



## Supporting Italian teaching and learning

For school students:

- Story time per bambini (for students aged between 3 and 6)
- Amici in palestra (for students aged between 9 and 11)
- Bilingual Express (for students aged between 10 and 11)
- Ragazzi, via! (For students aged between 12 and 16)
- Support for HSC (NSW)

## Televised resources

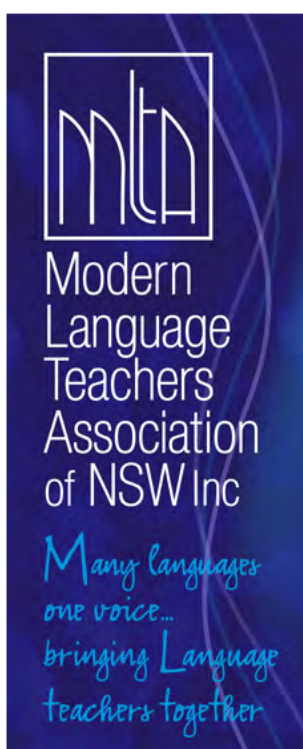


### *Il Globo TV/kids*

A new initiative this year is the *Il Globo/TV Kids* channel.

Schools will also be able to access televised programs for students at special school subscription rates. The TV section has Italian lessons specifically prepared for school students by Alma as well as hours of classic or new cartoons in Italian. More information is in *Il Globo/La Fiamma*.

Link – <https://ilglobo.com/Australia-Italian-cartoons-for-kids/>



## Follow Us ...



The MLTA of NSW is a dedicated group of educators who are committed to furthering Languages Education in NSW.

The association covers a range of languages and sectors. We are dedicated to the study of Languages in NSW and enthusiastically work to support NSW language teachers.

# PTC NSW Outstanding Professional Service Award 2023



**We congratulate our committee member, Mary-Anne Bianchin who is the recipient of an Outstanding Professional Service Award presented by the Professional Teachers Council of NSW in recognition of Mary-Anne's significant and continuous contribution to the support of Languages teachers, students and Languages education in New South Wales (NSW) through the Modern Language Teachers Association of NSW (MLTA NSW), as both a committee member and as a member of the executive committee from 2021 to current.**

For over a decade, Mary-Anne has been an unwavering supporter of Languages teachers and students through her dedicated involvement with the MLTA NSW. Her ongoing service as both a committee member and current Treasurer reflects her enduring commitment.

Mary-Anne's voluntary contributions are exceptional, spanning ten years as an active member of the MLTA. In her role as Treasurer, her meticulous financial oversight has guaranteed compliance, transparency, and sound financial management. Her dedication to equitable distribution of benefits is evident through her rigorous review and audit of membership income and streamlined fee structures.

Beyond her association commitments, Mary-Anne extends her advocacy to the broader Languages education community. Her role as Convenor of HSC Study Skills days with the NSW Association of French Teachers exemplifies her dedication. Mary-Anne's active collaboration with various teacher associations, colleagues across the state and nationally, and engagement in international online communities ensures she remains at the forefront of Languages education developments.

With over two decades of teaching experience, Mary-Anne's impact is felt in the classroom. She has consistently achieved high retention rates in elective language courses and remarkable Bands 5/6 results in Stage 6, encompassing Beginners, Continuers, and Extension courses. As an experienced HSC French marker, oral examiner, and judge, her expertise is unquestionable.

Mary-Anne's dedication to raising the profile of Languages in NSW schools and her unwavering support for students and fellow educators make her an exceptionally deserving candidate for this award. Her impact is undeniable, and her contributions are truly outstanding.

# Corporate sponsors

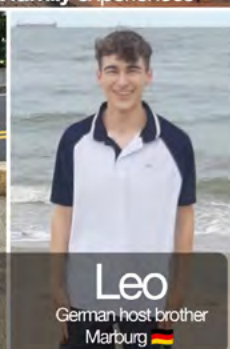
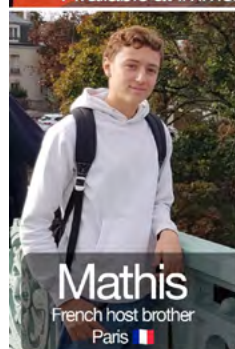
## Explore the world of Italian language and Culture!

Co.As.It. has three Italian language centres in the CBD, Leichhardt, Meadowbank, and an Online option. Our Italian classes cater for all levels from absolute beginner to advanced learners. Our qualified, native teachers guide you in learning to understand Italian and speak it fluently.

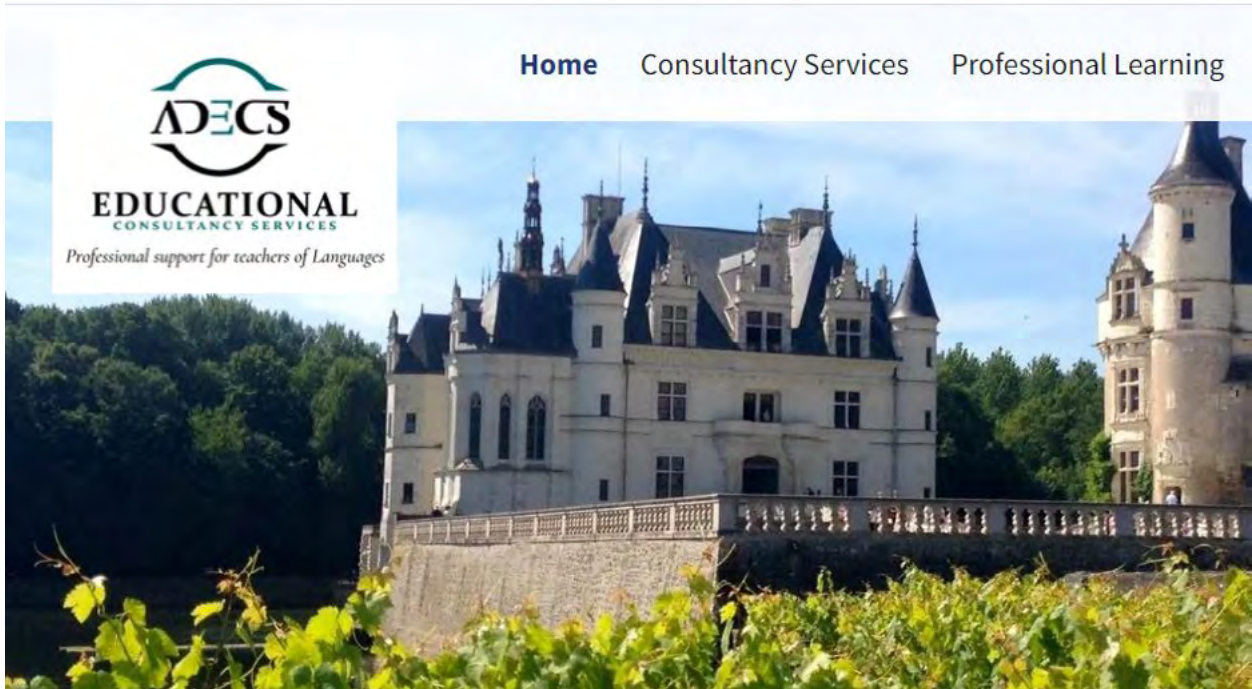
**With over 50 years' experience, you are in good hands with Co.As.It.**

**Enrol now for an all-inclusive Italian language learning experience.**

**(02) 9564 0744**  
**coasit.org.au**



## Corporate sponsors



## sanako Sanako's language teaching technology now available in Australia

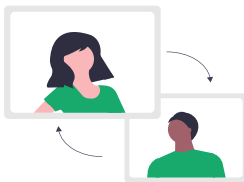
**Cider House ICT is proud to announce that we are now the Australian resellers for Sanako.**

A global leader in teacher-led language teaching software market, Sanako provide a full range of language teaching and learning solutions from traditional classroom installations to remote teaching solutions and AI-assisted virtual language teaching platforms. Optimise your teaching time and increase your students' options for speaking and using the target language with Sanako's language teaching technology.

**The ideal solution for both remote and on-site learning, Sanako online solutions include:**

### Sanako Connect

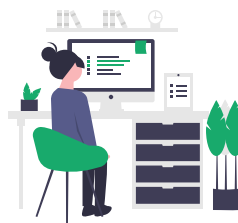
Online language teaching tool for language teachers



- ✓ Online language lab for schools
- ✓ Synchronous and asynchronous teaching
- ✓ Real-time audio connection
- ✓ Teacher screen sharing and web-cam
- ✓ Create and assigning language learning activities
- ✓ Unique student recording features

### Sanako Reactored

Used by teachers to create and share exercises, courses and exams.



- ✓ Supporting up to 16 different languages
- ✓ Over 4,500 pre-built high-quality A1 and B1 digital activities.
- ✓ chat-feature
- ✓ One platform for all languages, no installation required
- ✓ Designed to benefit all kinds of users

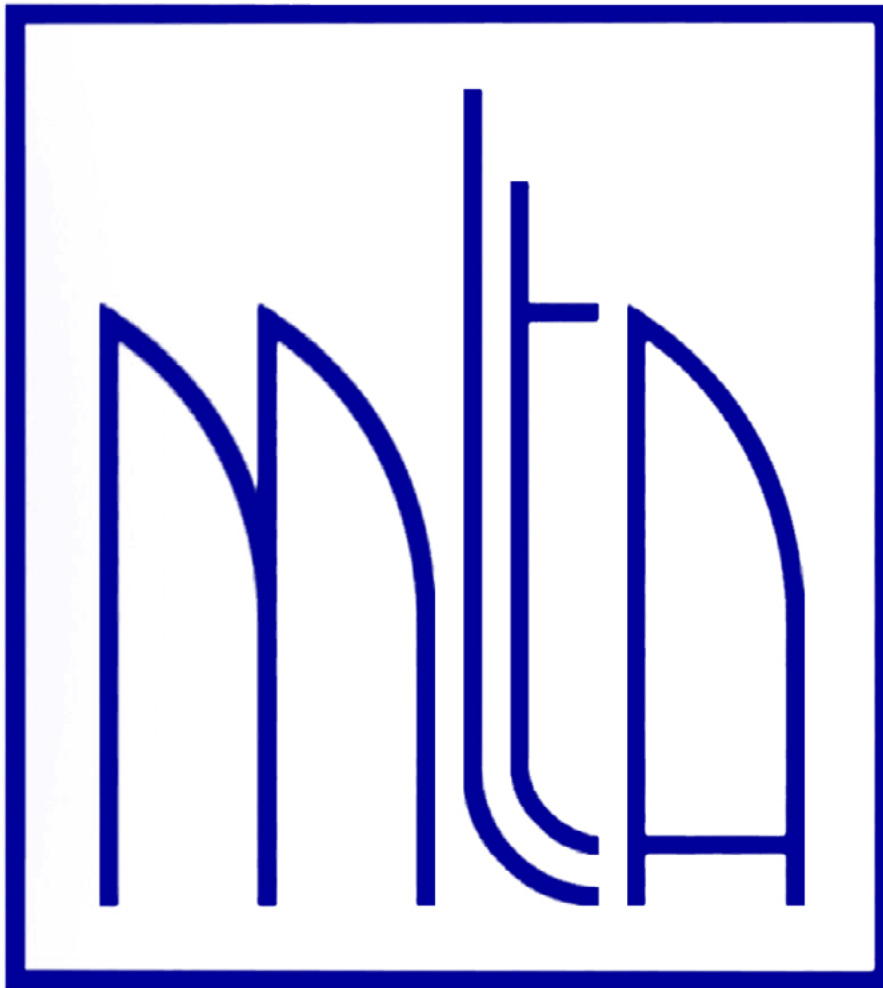
If you would like to learn more about how we could help your school/university to make your language teaching more accessible for learners, please contact us now to arrange your free demo!



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