

Modern Language Teachers Association of NSW 2026 Conference: Clarity, Communication and Connection

#MLTANSW26

Friday 29 May 2026 | 8:30 am - 3:30 pm
Rydges Sydney Central
28 Albion Street Surry Hills

WiFi username: Rydges Event | Password: conference

8:30 - 9:00	Registration, tea, coffee and pastries: Level 1 pre-function area				
Oxford 1					
9:00 - 9:15	Welcome Janelle Byrne, President MLTA NSW Conference Opening and Acknowledgement of Country Sana Zreika, Director Multicultural Education, Teaching Learning and Student Wellbeing, NSW Department of Education				
9:15 - 10:10	Keynote address: Language Teaching at a Crossroads: Engagement, Evidence, and the AI Disruption Dr Gianfranco Conti				
10:15 - 10:45	Morning tea: Level 1 pre-function area				
Workshop 1	Oxford 1	Oxford 2	Taylor	Crown	Riley (Ground)
10:50 - 11:40	Meaningful Fun Gianfranco Conti	Practical strategies to enhance student engagement in the language classroom Shanelle Ingram and Miyako Matsui	One resource, many uses Coreena Allen	Creating Language Classrooms that Students Don't Want to Leave Emily Liccioni	High School Exchange Programs Sandeep Agarwal







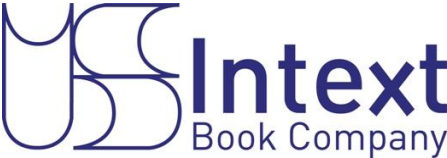
Workshop 2	Oxford 1	Oxford 2	Taylor	Crown	Riley (Ground)
11:50 - 12:40	Leadership perspectives for supporting language faculties in schools Gianfranco Conti	Navigating AI and Technology Use: An Ethics and Wellbeing Perspective Catherine Rodriguez	MLTA NSW Outstanding Educator Award recipients: From Retrieval activities to Retrieval Routines: Using AI to build Language Learning Habits Chloe Ye Student engagement, Diversity & Inclusivity Dr. Kavita Sood	No Screens, No Problem: Interactive Language Games for Clarity, Communication and Connection Shuyi Wu	Working with students with specific learning differences Margarita Diaz and Marina Anokhina
Oxford 1					
12:45 - 1:30	Presentation of Awards and MLTA NSW Annual General Meeting				
1:30 - 2:15	Lunch: Level 1 Manna Loft				
Workshop 3	Oxford 1	Oxford 2	Taylor	Crown	
2:15 - 3:05	Step by Step: Constructing Units of Work with AI Alison Dean	A Chicken's Guide to Story Listening: Trying TPRS When You're Not Sure It Will Work Gemma McWhirter	Retrieval Practice and Vocabulary Development Marnie Foster and Argyris Giantsis	Transforming Primary Language Learning: Innovative Strategies for Creativity, Communication, Collaboration, and Reflection Penelope Johnstone and Silvana Cardillo	
Oxford 1					
3:10 - 3:30	Corporate sponsors prize draw, evaluation and conference close 26th AFMLTA Conference				

Participating in the MLTA NSW Conference will contribute six hours of Elective PD addressing Standards 6.2.2 and 7.4.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.

6.2.2 Participate in learning to update knowledge and practice targeted to professional needs and school and/or system priorities.

7.4.2 Participate in professional and community networks and forums to broaden knowledge and improve practice.

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We are a member of the Professional Teachers Association NSW.



Keynote address

Dr Gianfranco Conti

An applied linguistics MA and PhD graduate **Gianfranco Conti** has taught MFL for over 25 years both at primary, secondary and university levels. He has researched the impact of metacognitive strategies training and error correction on essay writing under the supervision of Oxford University Ernesto Macaro both during his PhD and a large-scale project in English comprehensive schools documented in Professor Macaro (2001)'s book. He currently has lexicogrammar acquisition, listening instruction, metacognition, error correction and learner autonomy as main research interests.



Formerly head of languages at various schools in England and abroad where he has developed and implemented his instructional approach (Extensive Processing Instruction), he is currently an independent educational consultant and researcher at the University of Reading in his capacity of Visiting Fellow.

He is also a renowned conference speaker and CPD provider mostly active in the UK, South-East Asia, Middle East and Australia. This is what CEO of researchED and educational influencer Tom Bennet has written about one of his workshops:

He is well-known internationally for his teaching resources that have won him the TES Best contributor award and have been downloaded over 6,000,000 times by over 100,000 teachers around the world. His blog on MFL pedagogy, The Language Gym, is one of the most influential in the world in our field and has won him several international awards. The Facebook professional development group he founded, 'Global Innovative Language Teachers' is one of the fastest-growing communities of its genre.

Dr Conti is also the founder of the interactive language learning website www.language-gym.com and the co-author of the best-selling handbooks for MFL professionals, 'The Language Teacher Toolkit', 'Breaking the Sound Barrier' and 'Memory: what every language teacher should know'.

Gianfranco Conti, PhD (Applied linguistics), MA (TEFL), PGCE (Mod Langs)
Visiting fellow at Faculty of Modern Languages and Culture, University of Reading
Founder and CEO: www.language-gym.com
Co-founder: www.sentencebuilders.com

Author: ["Breaking the language barrier: teaching learners how to listen"](#)
["Memory: what every language teacher should know"](#)
[The Language Teacher toolkit](#)
["The Language teacher toolkit"](#)
["Spanish sentence builders: a lexicogrammar approach \(Beginner to Pre-intermediate\)"](#)
["French sentence builders: a lexicogrammar approach \(Beginner to Pre-intermediate\)"](#)
["Spanish sentence builders - Listening"](#)
["Italian Sentence builders"](#)
["German Sentence builders"](#)
["Spanish GCSE revision"](#) ,
["French GCSE revision"](#)
["Spanish Sentence Builders" \(Book 2\)](#)

Blog: www.gianfrancoconti.com

Keynote address: Language Teaching at a Crossroads: Engagement, Evidence, and the AI Disruption

Language education is facing a period of significant change. Across many systems, we are seeing declining uptake, variable motivation, widening attainment gaps, and increasing behavioural and cognitive pressures in classrooms. At the same time, the rapid rise of AI is reshaping what it means to “know” a language and, consequently, what it means to teach one.

In response, professional discourse often emphasises the need to make lessons more engaging. This keynote takes a more critical—but balanced view: engagement does matter, but it is too often treated as a starting point rather than an outcome. A substantial body of research suggests that perceptions of success are a key driver of motivation and persistence (Bandura, 1997; Dörnyei, 2001). In other words, students are more likely to engage when they feel they are learning, improving, and experiencing success—not simply when lessons are designed to be superficially engaging.

Drawing on cognitive science and second language acquisition research, the session will argue for an evidence-informed approach that prioritises clarity of input, systematic retrieval, and the gradual development of fluency (Sweller, 1988; Rosenshine, 2012; DeKeyser, 2007). It will suggest that what is often perceived as an “engagement problem” is, in many cases, a consequence of weak curriculum design, insufficient recycling, and limited opportunities for students to experience success. When learning is well-structured and cumulative, engagement tends to follow.

The keynote will also consider the implications of AI. While it challenges traditional notions of language learning and assessment, it also offers significant opportunities: personalising practice, generating rich input, supporting retrieval, and providing immediate feedback (Luckin et al., 2016). AI has the potential to enhance interaction and sustain learner engagement beyond the classroom. Used judiciously, it can strengthen—rather than replace—the teacher’s role.

Ultimately, this session will offer a practical, research-informed framework to help educators and leaders navigate these challenges with confidence. It will argue that many of the current difficulties in language education are not simply the result of insufficient effort, but of a misalignment between curriculum, pedagogy, and how languages are learned—and that by focusing on successful learning as the driver of engagement, there is real scope to improve both outcomes and classroom experience.

Workshop 1 sessions

Meaningful Fun

Dr Gianfranco Conti

Fun becomes powerful only when it is pedagogically meaningful. This session demonstrates how to make language learning interactive and motivating while still strengthening grammar, vocabulary, pronunciation and listening skills. Participants experience a rich repertoire of games and gamified routines, each grounded in cognitive and pedagogical principles. The result: enjoyment that drives progress, not noise.

Practical strategies to enhance student engagement in the language classroom.

Shanelle Ingram and Miyako Matsui



Shanelle Ingram is a Languages Adviser with the NSW Department of Education and oversees the Nihongo Tanken Centre, a Japanese immersion centre in Sydney. With 25 years of experience teaching Japanese across comprehensive high schools in the Hunter region, she brings extensive classroom expertise to her role. She has strong experience in curriculum development, teacher mentoring, resource design and the delivery of professional learning for teachers. Shanelle is passionate about creating engaging and meaningful learning experiences that build student confidence, motivation and achievement in Stage 4 languages education, supporting students to continue their language learning journey.



Miyako Matsui is an experienced language educator with teaching experience in both Japan and Australia. Her PhD research examined parental involvement in the maintenance of Japanese heritage language and culture in Australia. She is a qualified primary (K–6) and secondary Japanese teacher, and has extensive experience teaching Japanese at the university level. Miyako

is the owner of a Japanese tutoring centre, where she tutors students and organises monthly Japanese storytelling events for children. She currently serves as President of the Australian Federation of Modern Language Teachers Associations (AFMLTA), advocating for high-quality languages teaching and learning. Miyako is passionate about strengthening community language programs and language education across Australian schools.

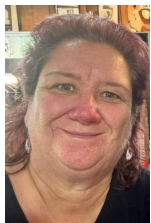
This professional learning session equips teachers with practical strategies to enhance student engagement in Languages, focusing on Stages 4 and 5. Participants will build understanding of what engagement and disengagement look like, and explore the short- and long-term factors influencing student motivation and participation.

The course emphasises the importance of positive relationships and supportive learning environments. Teachers will examine approaches such as effective questioning and feedback, scaffolding and modelled responses, structured routines, and purposeful lesson timing. Strategies including digital tools, gamification, brain breaks, and student choice will also be explored to increase interest and participation.

Participants will identify signs of disengagement and consider how contextual factors affect language learning. By the end, they will develop a flexible repertoire of practical strategies to re-engage students and create inclusive, engaging classrooms across a range of languages and contexts.

One resource, many uses

Coreena Allen



Coreena Allen is a Languages Adviser of 6 years with the Department of Education. Her professional experience spans both primary and secondary education, giving her a comprehensive understanding of language learning across diverse contexts and stages of schooling.

Coreena has taught Chinese, Japanese, Indonesian and French, and has worked in a range of educational settings, including Merewether High School, a selective school for high potential and gifted students, as well as within the Secondary College of Languages.

Coreena serves as the Hunter Language Network Leader. She is passionate about student and teacher wellbeing, supporting early career and preservice teachers, promoting inclusive education, and fostering engaging learning environments.

This session explores how to use one resource in multiple ways to engage students in language learning and reduce preparation time for teachers. Cognitive load is reduced as the same resource is used to reinforce and extend language learnt through a variety of contexts, activities, text types, macro skills and outcomes. Participants will also look at how effective AI prompting allows teachers to quickly develop a range of activities from one resource to reduce preparation time.

Creating Language Classrooms that Students Don't Want to Leave

Emily Liccioni

Instructional Coach & Languages Advocate



With over two decades' educational experience across the UK and Australia, Emily is an expert in curriculum transformation and student engagement in Languages. After ten years in the classroom, as a French and Spanish teacher, she transitioned into instructional coaching, partnering with Languages teachers to reimagine their curriculum from the ground up. Her work centres on transforming traditional units of work into learning experiences that are authentic, academically rigorous and project-based. Emily is a passionate advocate for addressing student retention by making language learning meaningful, purposeful, and practically connected to students' lives.

This workshop draws on classroom-tested strategies for building language programs where students stay engaged, stay enrolled, and develop a genuine relationship with the language they are learning. Through practical examples and open discussion, participants will explore how to move beyond instruction-focused teaching toward a model that builds community, confidence, and long-term motivation.

The session will focus on two interconnected ideas. The first is classroom culture: how a low-risk, high-expectation environment can shift students from passive learners into active language users. The second is authentic task design: how giving students a real audience and a real purpose changes the way they engage with accuracy and effort. Examples will include heritage and community connection projects, student-produced resources for real-world use, and strategies for making the language visible and valued beyond the classroom walls.

Participants will leave with a set of practical approaches they can adapt to their own context, alongside a framework for thinking about what authentic engagement actually looks like in a language classroom — and why it matters for retention into the senior years.

Suitable for: Secondary languages teachers, curriculum leaders, and heads of language faculties.

High School Exchange Programs

Sandeep Agarwal

I have been the managing director of Students of the World now for 11 years. I've also chaired the Council of Australian Student Exchange Organisation for 4 years and I am currently the secretary. My previous background stems from finance and accounting where I completed my Grad Dip in Chartered Accountancy and also hold a Law Degree.

At Students of the World, we are passionate about providing high school students and host families with unforgettable experiences that create lasting memories and lifelong friendships.

For over 20 years, our students have travelled the globe, learned new languages, attended local high schools, and participated in unique cultural and social events. These enriching experiences inspire growth and independence and foster a deeper understanding and appreciation for different cultures and world travel.

Workshop 2 sessions

Leadership perspectives for supporting language faculties in schools

Dr Gianfranco Conti

This session offers leaders a clear, research-informed lens on how to *enable* high-quality language teaching where thoughtful design and support make the greatest difference.

We begin with teacher efficacy and wellbeing as the foundation of success. When teachers feel confident, purposeful and supported, everything else aligns more naturally (Bandura, 1997; Hattie, 2018; Skaalvik & Skaalvik, 2017). The session explores how leadership can cultivate this through clarity of expectations, manageable priorities, and a culture of trust and professional autonomy.

We then outline, at a high level, what effective practice tends to look like. Across contexts, successful language teaching is characterised by rich and accessible input, carefully sequenced practice, systematic retrieval, and a gradual movement from comprehension to confident use (Ellis, 2005; Nation, 2013; DeKeyser, 2007; Bjork & Bjork, 2011; Sweller, 1988; VanPatten, 2015). In parallel, we will briefly surface some of the most common pitfalls where well-intentioned practice can inadvertently limit learning.

The session also considers the key pressures teachers navigate; curriculum demands, memory load, progression, and assessment, reframing these as areas where leadership can make a tangible difference. We explore how thoughtful curriculum design, coherent sequencing, and proportionate expectations can reduce cognitive and workload strain while strengthening learning.

AI will be touched upon briefly as an emerging tool that can support planning, resourcing and efficiency when used judiciously and in alignment with sound pedagogical principles.

Participants will leave with a sharper sense of what to look for, what to prioritise, and how to support their teams in ways that are sustainable, empowering, and impactful.

Navigating AI and Technology Use: An Ethics and Wellbeing Perspective

Catherine Rodriguez



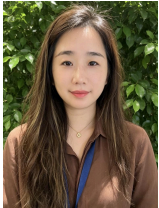
Catherine is a Highly Accomplished Teacher with over 20 years of experience teaching languages. She has worked in various settings, including university, secondary, primary, and early childhood education. Since 2019, Catherine has been part of the NSW School of Languages, where she has taught, contributed to course design, and now serves as Head Teacher of Teaching and Learning. She is passionate about high-quality education, reflective teaching, curriculum implementation, and using technology to improve student outcomes. Currently, she is exploring and researching how the use of technology and generative AI affects teaching and learning in our fast-changing world.

This presentation invites language teachers to take a thoughtful and reflective approach to discussing AI and technology use both inside and outside the classroom. It explores the ethical implications of AI and the vital role technology plays in supporting student wellbeing within today's fast-evolving teaching and learning environment. Drawing on the latest evidence-based research from the Centre for Digital Thriving at Harvard University, participants will be encouraged to consider diverse perspectives and will be introduced to practical tools that help define healthy boundaries around AI and technology use. The session focuses on fostering digital agency and critical thinking skills among students, providing attendees with valuable insights and strategies to ethically and effectively integrate AI into language learning classrooms.

MLTA NSW Outstanding Educator Award recipients

From Retrieval activities to Retrieval Routines: Using AI to build Language Learning Habits

Chloe Ye



Chloe is an award-winning language educator with expertise in curriculum design, teacher training and innovative resource development. She is the recipient of the 2024 MLTANSW Outstanding Language Educator Award and has experience teaching languages across primary, secondary and teacher education contexts. She also works as a Sessional Teaching Academic in the School of Education at Macquarie University. Her work focuses on Cognitive Load Theory, retrieval practice, AI in language teaching and evidence-based pedagogy. Alongside her classroom teaching, Chloe develops digital learning tools, tutorial videos, songs and teaching resources through innovative use of technology.

Please note this is a 25 minute workshop: This workshop explores three practical ways AI can strengthen retrieval in language classrooms that are evidence-based, engaging and sustainable.

Drawing on Cognitive Load Theory and the Science of Learning, Chloe will demonstrate how AI can be used to improve precision, create more varied and engaging retrieval opportunities and build cumulative retrieval routines that strengthen learning over time. She will share examples from her own practice, including controlled AI workflows, MagicSchool student rooms, creative retrieval activities using AI-generated audio and teacher-designed retrieval tools.

Participants will leave with adaptable prompt frameworks, practical strategies and a clearer understanding of how AI can support the design of retrieval routines that reduce cognitive overload, strengthen recall and build lasting learning habits without increasing workload.

Student engagement, Diversity & Inclusivity

Dr. Kavita Sood



Dr. Kavita Sood, a Hindi Teacher at Indo-Australian Bal Bharati Vidyalaya (IABBV) has been contributing to Community Language Schools for the last eight years. She holds B.Sc., M.Sc., Ph.D., B.Ed., B.A. (English), Diploma in Hotel Management, Post Graduate Diploma in Human Resources Development, Bachelor's in Law, Business Management Development Programs- Indian Institute of Management (Ahmedabad & Kozikode). Having command of five languages, Kavita is a self-motivated person who is passionate about contributing to Hindi language development using digital skills and interactive classroom practices by creating role-plays, writing scripts, directing plays and dramas for her students.

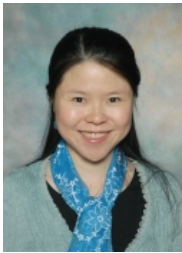
Please note this is a 25 minute workshop: Hindi is the language of heart. It is adopted well by all mainly because of its popularity due to Indian music, delicious cuisine, diverse culture, colourful festivals and celebrations, Yoga and its spiritual connection. It helps in understanding family values of love, dedication, acceptance, forgiveness, respect for elders, and above all, the spirit of joint family.

The purpose of this presentation is to take Hindi language in community as a path to understand and bridge the gap between diverse cultures, especially amongst second and third generation.

This was achieved by engaging the students from different cultural backgrounds and using the tool 'Digital Poetry Telling' in Hindi and their own mother tongue, and Powerpoint Presentations in the classroom. This made the learners very interested, and they were excited to take ahead the idea of understanding the concept of their culture and values. The class activities were designed in a manner that all the students felt included and understood the concept of Universal Culture i.e. Humanity.

No Screens, No Problem: Interactive Language Games for Clarity, Communication and Connection

Shuyi Wu



Shuyi Wu is the Assistant Head of Languages at International Grammar School. She teaches Chinese to secondary students from diverse language backgrounds and focuses on developing communicative competence through engaging and practical classroom strategies. In her leadership role, Shuyi mentors and supports language teachers, contributes to curriculum development, and facilitates professional learning within her school and the wider languages community. She is also an experienced HSC marker and has presented workshops for language teachers on effective classroom practices. Her teaching and professional work emphasise intercultural understanding, student engagement, and meaningful language use.

In an increasingly technology-rich classroom environment, simple low-tech activities remain some of the most effective ways to promote engagement and meaningful language use. This interactive workshop will demonstrate a range of classroom-tested language games that require minimal preparation but generate high levels of participation and communication.

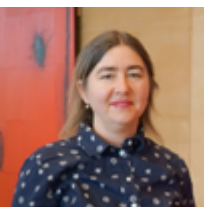
Participants will experience several adaptable activities, including the “Spy Game,” Draw-Speak, and collaborative sentence-building challenges etc. These activities encourage students to listen actively, interpret meaning, negotiate language, and use vocabulary creatively. Each game can be easily differentiated to support learners at different proficiency levels and across different languages.

Participants will leave with practical, ready-to-use strategies that can be immediately implemented to increase student engagement and promote communicative language learning.

Working with students with specific learning differences

Margarita Diaz and Marina Anokhina

Margarita Diaz is the Head Teacher Welfare and a Spanish teacher at the NSW School of Languages. She has a Bachelor degree in Education with a major in Spanish, specialising in secondary teaching. She has a Masters Degree in Applied Linguistics and a Masters Degree in Social Work. Margarita has extensive teaching experience in adult and secondary education in a range of contexts in Australia, as well as experience working as a social worker in schools.



Marina Anokhina holds a Bachelor’s degree with a major in Education, specialising in teaching English and German, as well as Educational Psychology. She also earned an MBA and a Doctoral degree in Philology. Marina has taught Russian and English/ESL at various educational institutions across Russia, the USA, and Australia. Currently, she works as a Work Shadow Head Teacher of Welfare and as a Russian language teacher at the NSW School of Languages.

The workshop will be of interest to all language educators working with students with specific learning differences. The Welfare Team at the NSW School of Languages will share their experience addressing course engagement and fostering participation of students with specific learning differences such as ADHD, ASD, and Dyslexia. We will explore best practices implemented to support inclusiveness. This session will cover effective strategies to support the development of executive function skills in a distance education context. The presenters aim for this session to empower teachers to make small, manageable improvements in their teaching practice.

Workshop 3 sessions

Step by Step: Constructing Units of Work with AI

Alison Dean

Alison Dean is the owner/director of ADECS Educational Consultancy Services. She has over 23 years classroom, executive and consultancy experience and is a syllabus writer, examiner, marker and judge for the HSC German courses. She presents language methodology courses for the University of Sydney and has presented locally and internationally on AI and ICT integration in the Languages classroom. Her Leveraging AI for Resource Creation course is now in its 4th year and has been attended by over 400 teachers nationwide.

This workshop will demonstrate how to use analytic and generative AI to construct bespoke, fully-resourced sub-units of work. Participants will learn how to craft sequences of prompts in a selection of AI platforms to create engaging, meaningful and implementation-ready resources. This is a highly practical workshop for teachers of all levels of AI proficiency.

A Chicken's Guide to Story Listening: Trying TPRS When You're Not Sure It Will Work

Gemma McWhirter



With 15 years of experience teaching and learning languages, Gemma McWhirter teaches German at Shire Christian School. Passionate about making languages accessible and engaging, she has explored a range of approaches to language acquisition, including TPRS and Story Listening.

As both a teacher and language learner, Gemma brings practical insight into what helps students feel confident and successful in the classroom. Alongside German, she has also recently studied Auslan, deepening her understanding of communication, comprehensible input, and the learner experience. Her session shares a gentle, practical introduction to Story Listening for teachers who are curious about TPRS-style approaches but unsure where to begin.

Story Listening is a powerful way to provide comprehensible input while keeping students engaged. In this workshop, participants will experience a short Story Listening session in German designed for complete beginners. In fact, it is even better if you do not speak German, as you will experience the process from the learner's perspective.

The session will demonstrate how to prepare a story for classroom use, support comprehension through visuals and board work, and create simple follow-up activities to reinforce understanding and extend learning. All participants will gain practical ideas they can apply in their own language classrooms.

Retrieval Practice and Vocabulary Development

Marnie Foster and Argyris Giantsis



Marnie Foster is Head of Languages at Newington College and a teacher of Chinese (7-12) and French (Stage 4). She has taught in schools around Australia for over 25 years, was a writer of the Australian Curriculum: Chinese and has presented workshops both within Australia and internationally. She was the Languages Convener at AISNSW (until 2025) regularly presenting workshops to teachers from around NSW.



Argyris Giantsis is the Assistant Head of Languages at Newington College and a teacher of Latin (7-12) and Modern Greek (Stage 6). He has taught in a diverse range of schools in Sydney since 2017. He has been a HSC marker and judge since 2019 and has been actively involved in professional learning both in HSC and IB settings.

This workshop aims to share our department focus on retrieval practice in order to build student recall and application of vocabulary. It will include both practical examples and share the research we have drawn on, as well as data we have collected. In this project, we have moved from a simple retrieval practice to a targeted sequencing of retrieval activities which consolidate and extend vocabulary knowledge in Stage 4 modern and classical language classes.

Transforming Primary Language Learning: Innovative Strategies for Creativity, Communication, Collaboration, and Reflection

Penelope Johnstone and Silvana Cardillo

Penelope has a Bachelor of Arts Degree (Languages), Graduate Diploma in Education (Primary) and Masters Degree in Education (TESOL). With over 25 years experience in the primary (Italian) language classroom at Oatley Public School, NSW, she is committed to raising the profile of languages education in the Australian context and beyond. Interests include travel, languages education, languages education policy, literacy, literature, history, culture, art, music, science and technology.

Silvana Cardillo has a Bachelor of Education (Primary) with a Languages Other than English specialisation. She has over 20 years' experience in the primary Italian language classroom. She is committed to raising the profile of language education in the Australian context. Her body of work includes designing and delivering whole-school Italian language and culture programs, in addition to co-authoring the current NSW Modern Languages K–6 units of work.

This workshop explores creative and innovative ways teachers can promote creativity, communication, collaboration and critical reflection in the language classroom, thus enhancing student engagement and motivation.

The concepts and strategies presented in this workshop are adaptable to all language contexts, levels and abilities. The opportunity to share successes (and failures) enrich the value of this professional learning experience.

Contact us:

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