

Accents

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Outstanding Educators Award

Maintaining Heritage Languages

VR in the classroom



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President's Report

Janelle Byrne

It has been a privilege for me to be in the role of President this year. I thank each and every committee member for the roles they have taken on, on top of their core work in languages education.

MLTA NSW is a strong and united teachers association, because of the dedicated, passionate and hard-working committee who each contribute their skills, expertise, time and dedication to work collaboratively on the many and varied initiatives of the association.

I would like to thank the executive members and all committee members who have worked together to coordinate events, professional learning and support in so many ways for the benefit of our members, their students and learning communities.

Our Vice-President, Gemma McWhirter, Secretary, Michela Pezzi, and PD Officer, Kati Varela are stepping down from their roles on the executive committee. I thank them for all their contribution to the association, especially Kati Varela's significant contribution on the executive committee over the past 7 years. We look forward to being able to continue to work together on MLTA NSW initiatives.

Congratulations and a warm welcome to new committee members, following the AGM held at the MLTA NSW Conference during the holidays. Our 2022/23 committee members are:

President

Janelle Byrne

Vice-President

Sana Zreika

Treasurer

Mary-Anne Bianchin

Media Liaison Officer

Sana Zreika

Secretary

Miyako Matsui

PD Officer

Anthea Wawryka

AFMLTA Liaison Officer

Miyako Matsui

Ordinary Committee

Gina Doukas

Gillian Cordy (Public Officer)

Enri Parolin

An Ngo

Sophia Higgins

Lyndall Franks

Marianna Carlino

Varsha Daithannkar

Jannan Assaad

Coreena Allen

Mala Mehta OAM

Na Ri Kim

Enaam Darido

Swati Doshi

Wafa Saboune

President's Report



Committee members at the annual conference



Following the awarding of three new Life Memberships; Merryl Wahlin, Melissa Gould- Drakeley and Gina Doukas, we coordinated a celebratory event to confer the honorary life memberships in recognition of outstanding service to the profession of Languages Education and significant contribution to the Association over many years.

LEFT: Life members: Merryl Wahlin, Gina Doukas, Melissa Gould- Drakeley

In Term 1 2022, we coordinated a TeachMeet Webinar in which 5 teachers; Joanne Downing, Katy Gilles, Maria Gaudioso, Simone Baluch and Kati Varela presented on strategies to embed task-based teaching and learning strategies. Ideas such as teaching civics and citizenship and use of multimodal and authentic texts were shared.

In Term 2 2022, a Languages Advocacy Webinar was presented by Mala Mehta OAM, Principal/Honorary Founder, IABBV-Hindi School. Mala shared ideas on to how to advocate for Languages in our schools and the broader community.

Our Teacher Mentor Program has been operating since Term 2 last year and continues to have an ongoing impact, supporting mentees as well as building leadership capacity in the voluntary mentors. It provides an opportunity for everyone in the program to collaborate and improve, share and develop their practice. Thank you to Kati Varela and Coreena Allen for leading this initiative so well.

MLTA NSW is proud to have offered a range of grants, awards and scholarships for both teachers and students this year.

President's Report

Denise Soos Scholarships are awarded to students in Year 10 who intend to study a Language in Stage 6. The recipients receive a scholarship which is to be used for resources to support their language studies. We received 22 applications and awarded 3 scholarships: The recipients this year are studying languages at:

North Sydney Boys High School – German Continuers

Secondary College of Languages – Turkish Continuers

Southern Cross School of Distance Education – French Continuers

Outstanding Languages Educator Award recognises the contributions that MLTA NSW members make to high-quality teaching and learning of languages in schools. This year we awarded a winner in each category, Language Program Advocacy and High Quality Teaching and Learning. The award promotes our profession, celebrates strong role models of excellent practice, and increases the visibility of the importance of learning languages and cultures.

We celebrated at the Professional Teachers' Council Awards Dinner in February 2022 in which Enri Parolin received the Outstanding Professional Service Award in recognition of the voluntary work undertaken as a committee member of our professional teachers' association over an extended period of time.



MLTA members with Enri Parolin at PTC awards night

We are planning our professional learning events for the year ahead to be a mixture of online and face-face events to ensure we can continue to support all members and a healthy membership in 2023.

To keep connected with the work of the AFMLTA and MLTA NSW we encourage you to follow AFMLTA and MLTA NSW on Facebook and/or Twitter.

Stay connected and stay safe.

Life Membership



Following the awarding of three new Life Memberships; Merryl Wahlin, Melissa Gould- Drakeley and Gina Doukas, we coordinated a celebratory event to confer the honorary life memberships in recognition of outstanding service to the profession of Languages Education and significant contribution to the Association over many years.

We presented the Life Membership certificates in person and many stories and the history of the association were shared. The Life Members' citations are being added to the website to ensure their legacy is known, acknowledged and valued.

Janelle Byrne
President
MLTA NSW





MLTA NSW Conference

Learning for All

15 July 2022

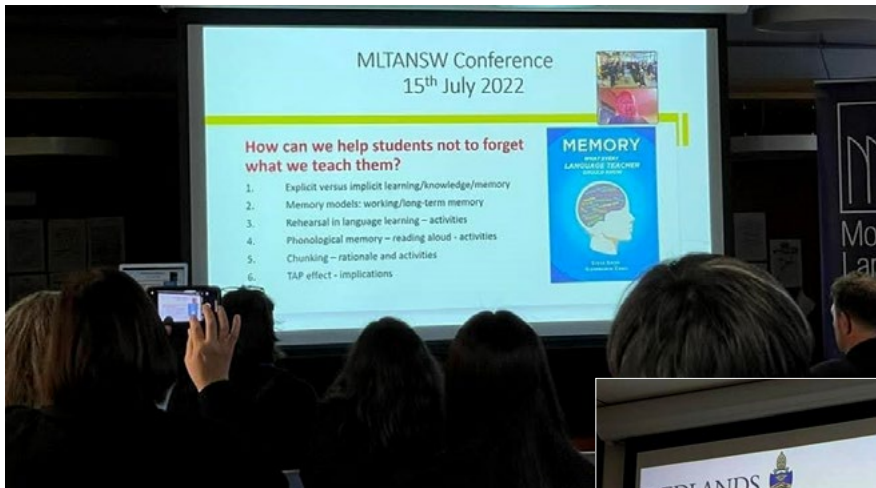
International Grammar School

After two years of online professional learning, we were delighted to host the 2022 MLTA NSW Conference, ***Learning for all*** at the International Grammar School. The atmosphere was alive with a rich diversity of languages represented including Community Language teachers, primary and secondary teachers from all sectors; Government, Catholic and Independent schools. AFMLTA executive members also attended from interstate; Sherryl Saunders, Dr Anne Marie Morgan, Nathan Harvey and Amanda Pentii as well as our own Gillian Cordy, who has started in her role as AFMLTA President.

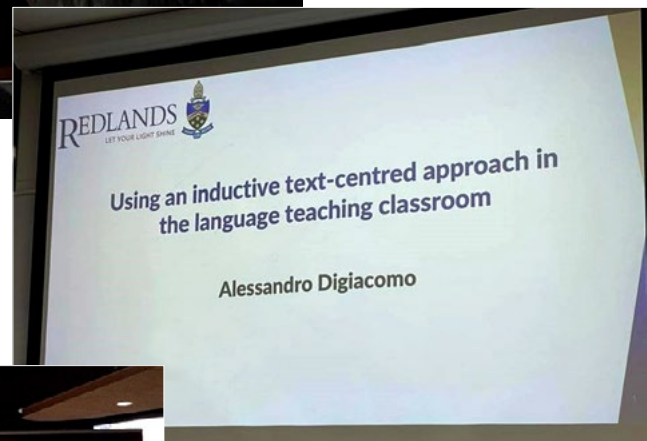


MLTA NSW Conference *Learning for All*

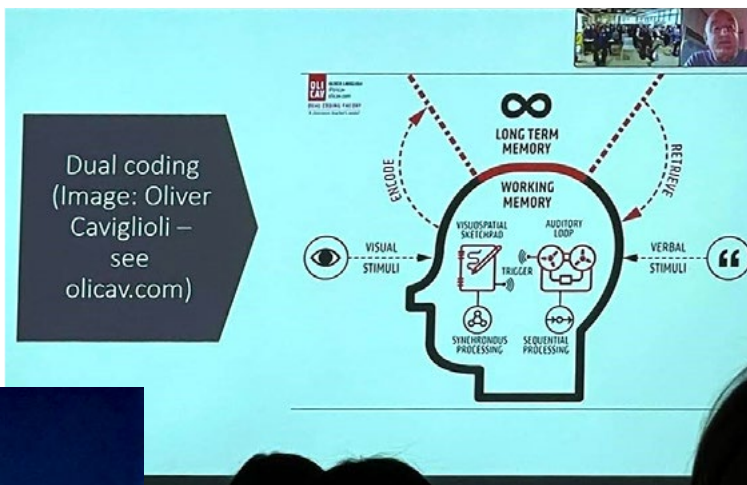
Teachers were ready to get back to face to face Professional Learning. Coming together, teachers took the opportunity to network with colleagues, share ideas and improve practice. We were honored to have Steve Smith delivering the conference keynote address, live-streamed from France; "How can we help students not to forget what we teach them?"



A strong line-up of workshops provided participants with opportunities to renew and refresh their thinking about classroom practice in languages. Thank you to all of the presenters who shared their expertise.



MLTA NSW Conference *Learning for All*



Dual coding
(Image: Oliver Caviglioli – see olicav.com)



Thank you to our corporate sponsors who supported the conference and donated some great prizes.





24th AFMLTA International Languages Conference

Perth
Western Australia

7-9 July 2023
afmlta.asn.au

MLTA NSW Outstanding Languages Educator Awards

2022

The **MLTANSW Awards for Outstanding Languages Educator** recognise the contributions that members of MLTANSW make to high quality teaching and learning of languages in schools. The award promotes our profession, celebrates strong role models of excellent practice, and increases the visibility of the importance of learning languages and cultures.

This year we awarded a winner in each category and presented the awards at the MLTA NSW Conference in the July holidays.



The **MLTA NSW Award for Outstanding Languages Educator: Languages Program Advocacy** was awarded to Elyse Williams, Italian teacher and Leader of Learning for Languages at St Mary's Cathedral School. Elyse demonstrates ongoing commitment to the promotion of Languages within her school community and an outstanding effort in developing a whole-school approach to the valuing of Languages.

MLTA NSW Outstanding Languages Educator Awards 2022

The **MLTA NSW Award for Outstanding Languages Educator: High quality classroom teaching and learning** was awarded to Ada Halevi, Hebrew teacher and Head of Languages at Masada College. Ada demonstrates effective and innovative teaching of languages, modelling of inclusive teaching practices that improve learning outcomes for all students. It was unfortunate that Ada was unable to attend the conference to receive her award, however her husband and colleague proudly accepted it on her behalf.



We are looking forward to hearing from both Elyse and Ada when they present their ideas, strategies and resources during a webinar event later this term. Elyse will share examples of how she has grown Languages in her school beyond the mandatory hours and Ada will share her initiatives and ideas to support students and enrich the learning of their language.

The 21st Century classroom – Bringing travel to the student through the use of Virtual Reality

Anthea Wawryka
Pymble Ladies' College

It is no great surprise to anyone, that travelling abroad for exchanges has been rather tricky since 2020. For many language teachers, cultural and language excursions to different countries are a vital tool in engaging students and helping to maintain numbers in our classrooms. Knowing that we were unlikely to see an exchange to France happen in 2022, I wanted to find the next best thing.

At Pymble Ladies' College, for 2022, we are encouraged to be creative in our teaching. To bring a sense of fun and challenge to the classroom whilst also adapting to current times. I was keen to explore Virtual Reality and how it could be used with my students.

I met with my IT department and was excited to discover that we had a class set of VR goggles in school waiting to be used. We then discussed how to plan an effective lesson using this technology and how I could bring a small part of France into my classroom. Some people believe that Virtual Reality is immersing yourself into the scene entirely – walking along the Champs-Élysées or climbing the Eiffel Tower. The truth is that currently, in schools at least, it's not quite that advanced. It's more an exploration of a 360° photo at the moment, but trust me, it's still quite impressive.



To set up my lesson, I used a web-based program called Thinglink. There are other apps you can use including those where you are able to code the scenes yourself, but Thinglink was perfect for what I needed. To start, I needed a 360° photo. A 360° photo is one where you can see every angle of a picture - similar to a panoramic but including the sky and the floor too. Thinglink has a library of images you can use for free, and you can obviously search elsewhere if they don't meet your requirements. I found one for Cruzy, a small town in the South of France which fit my curriculum needs perfectly, and another for Paris at night which made for a nice second scene.

The 21st Century classroom – Bringing travel to the student through the use of Virtual Reality



Thinglink is a great tool where you can make any photo (360° or otherwise) interactive. You are able to add 'tags' onto your picture which holds a plethora of information from text, video, a voice over and even a link to a different website. You can even tag through to a different picture or scene which can add a whole new layer and perspective for your students. I chose to use some of the cultural information from the textbook and make it more interactive, allowing students to develop their knowledge in more depth and with authentic resources they could experience first-hand.

Once you have a lesson ready photo, Thinglink produces a QR code for students to scan on a mobile device. This device is then entered into the VR goggles and the immersion begins. Students look around

the scene and hover a small white dot over the tags or triggers, as they are now called. Students are then able to view the information you have created. With my Year 9 students, I set up two different scenes and I created a worksheet that students completed in pairs - one student wore the goggles and found the answers to the questions and the other completed the work before they swapped. I had included key phrases that I wanted them to share with each other, information about local historical figures and listening extracts of either voice only or short videos. I was eager for this experience to be a learning experience and not just something fun that had no tangible output.

Some students can find the Virtual Reality experience disorientating and don't enjoy it at all. I was able to embed the scenes from Thinglink onto Canvas so they could still be involved but working individually. This is also a great option for schools that don't have access to VR goggles - it makes a great interactive scavenger hunt and can be easily updated as links and videos get old.

Feedback from students was overwhelmingly positive. They enjoyed the new experience and the opportunity to learn in a new environment. They enjoyed the pair work and found that they were consolidating their vocabulary and cultural knowledge in an authentic way. They were extremely keen to repeat the activity. I would definitely suggest that other teachers experiment with this - to bring a little bit of France to the classroom when we're unable to travel easily, has most definitely reinvigorated my teaching and my student's motivation.

How we can support children to maintain Heritage Languages in Australia

Miyako Matsui, University of Wollongong

We all put so much time and effort into our language teaching, whether they are for primary-aged children or university students (and of course, they can be younger or older!). Students bring along the languages they speak or are spoken around them to their classrooms. Not only the languages but also their cultures. Children who speak other languages at home are more adaptive to learning English especially when they enter primary school. Fillmore (1991) and Nesteruk (2010) assert that once children begin primary school, English (in this case, as the dominant language in Australia) becomes their preferred language and the use of heritage languages (HL)¹ decreases.

I recently completed my PhD and the topic was the HL (in my case, Japanese language) maintenance² of the intermarriage families³ in Australia. The literature on HL maintenance indicates that many parents remain committed to using their HL with their children when they move to a country where most people speak a language other than their own (Kang, 2013; Lao, 2004; Lee, 2013; Park & Sarkar, 2007; Sakamoto, 2000). Even though my child participants were born in Australia, Japanese parents (who were married to Australian partners) find it difficult to maintain Japanese with their children at home. There is a limitation on parents' efforts, patience, and resources to do this alone. How can our communities including schools help children retain their HL?

Many community language schools play an important role to support children in retaining their parents' languages. Some studies such as Shibata (2000) found that community language schools help children not only in teaching Japanese but also in nurturing ethnic identity and friendship among children of the same age or beyond. Community language schools are often operated on weekends and are established and run by parents and community groups outside of day schools (Cruickshank, 2018). If the community holds playgroups or social clubs that organise cultural activities or even connect with the families who share the same languages in the local areas, it is worth joining those groups to be exposed to their HL and culture.

1 *Heritage language* (HL) is defined as an indigenous or immigrant language other than English (in an English-dominant country) that is spoken by linguistic minorities (Valdés, 2005).

2 *Language maintenance* is defined as "continued use of background/first language(s) in some or all spheres of life" (Pauwels, 2006, p. 719).

3 *Intermarriage families* comprise a parent couple from different racial, ethnic, or religious backgrounds, as well as their children, who embody cultural and language aspects of both parents (Caballero et al., 2008).

How we can support children to maintain Heritage Languages in Australia

Local schools in Australia can also support children from different language and cultural backgrounds; however, those opportunities can be limited. Government primary schools that offer a language course in NSW are significantly fewer than government secondary schools (Cruickshank, 2021). Although many primary schools do not offer language courses, they celebrate cultural differences by incorporating a range of cultural activities and events at schools, especially in smaller culturally diverse schools (Burrige & Chodkiewicz, 2008). In the everyday classroom, some students bring cultural items to show to their classmates, who may show interest and develop cultural awareness (Kinoshita-Thomson, 2020). If the unit of work is about a particular country, students who are connected to that country may be encouraged to develop pride by sharing their knowledge of the language and culture with their peers.

Many secondary schools offer languages course and if the school happens to offer students' HL in their languages course, how fortunate that is. Especially, for students who have a background in Indonesian, Korean, Chinese, or Japanese are now eligible to take the Continuers course from this year. It allows more opportunities for students with those language backgrounds to learn or maintain their languages. Yet, students may find it challenging if their school does not offer those languages even though they want to learn or maintain their language. Furthermore, if the community is small (eg. rural towns) and hardly has any of their language speakers around them, it becomes difficult to find the opportunity to be exposed to the language.

Nowadays, various digital resources and social media are easily accessible wherever children are located; these can contribute to HL and culture maintenance (Abendroth-Timmer & Hennig, 2014; Hsieh et al., 2020; Kim, 2020; Pauwels, 2014). One of the recommendations I proposed in my thesis was to create accessible and interactive digital resources so that immigrants and their families can connect remotely and interact in real-time with similar-age children from the same HL background, in order to provide children with an authentic exposure to their HL.

Although there are many ways children can maintain their HL in Australia, I believe there are much more we can do as a parent, teacher, and community member. If you have any comments or ideas you would like to share about HL maintenance in Australia, I can be in touch at miyako.matsui@my.jcu.edu.au.

How we can support children to maintain Heritage Languages in Australia

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Status anxiety fixes – How to inspire culture change as a language teacher

Maria Raso and Liberty Campbell

The status of Languages as an elective subject has led to the need to market the subject. There are many compelling arguments to support Languages education in Australia including the link to strengthening literacy skills and developing students as global citizens. Yet, none of these arguments have been able to reverse declining enrolments overall, highlighting the importance of the following quote by Seth Godin.

“The status quo doesn’t shift because you’re right. It shifts because the culture changes. And the engine of culture is status.”

This is Marketing, p182 by Seth Godin

In this article, Maria Raso and Liberty Campbell discuss their journey to change the status of Languages and language teachers in their schools.

Year 8 Enrichment Programs

The 100 hours Year 8 program is the one chance a language teacher has to develop an interest in their subject area. Languages are not considered high status by parents when pitched against the “core” subjects or other subjects deemed to be “useful” for their child’s future career. The culture of a parent community is unlikely to change unless you can affiliate your subject with something of high status that the parents and students do care about.

A fundamental desire for parents is to see their child succeed, to have them acknowledged publicly for their talents, to be seen. This is achieved when they win a competition, achieve high marks or, the Holy Grail of them all, are selected into a Gifted and Talented program.



Last year our diocese developed a Year 8 Japanese Enrichment Program called the Ganbaru Cup. We purchased a trophy, had certificates made and created a large prize hamper of Japanese soft drinks, snacks and treats. The goal was to learn 80 new words in 8 weeks. It ran across Term 1 and 2 to coincide with subject selection at the end of Term 2.

This year, we developed the equivalent competition for the Italian students. It was named the Potenza Cup and was run in the same manner on the Canvas online platform. Schools could choose to have students work through the course materials in class, at home or at recess training sessions.

Each week the students were required to upload an image

Status anxiety fixes – How to inspire culture change as a language teacher

of their best time on the Quizlet game called Match. The fastest times were awarded a small prize. After the 8 weeks, students were invited to compete in the final. This involved three paper test rounds and a listening task. A Match game was used to split any ties should they arise. Although the earlier rounds were based on individual merit, the final was a team event and students were encouraged to strategise by having experts in each level topic.



We had just come out of two years of COVID disruptions, so the suggestion was made to run the finals at a combined schools language event. Mater Maria College, Warriewood offered to host the Italian Day and Potenza Cup final. St Leo's Catholic College, Wahroonga hosted the Japanese Day and Ganbaru Cup final.

Both days offered a mixture of live performances (taiko drumming and a Commedia dell'Arte performance by Fools in Progress), food (yakisoba, onigiri, pizza, gelato) and cultural activities (trivia quizzes, soccer, origami, kendama). All these activities are typically run quietly as separate events across a school year and as such, gain little status or recognition. In contrast, having 200 Italian or Japanese students in

the one space is disruptive and draws recognition to the faculty. At both events, the school executive attended part of the day and were proud to be hosting the event. The students got behind their teams competing in the final and were excited to see their schools succeed. The contests and the visibility



of the languages department drew positive attention to the teachers and their subject. The Italian Day was particularly successful in this regard, as the event was held on the 2nd of June which coincided with 'il Giorno della Repubblica', Italian National Day. La Fiamma, the Italian newspaper, ran an article about the day and the Enrichment Program, again drawing attention to the Languages faculty.

Changing the status quo

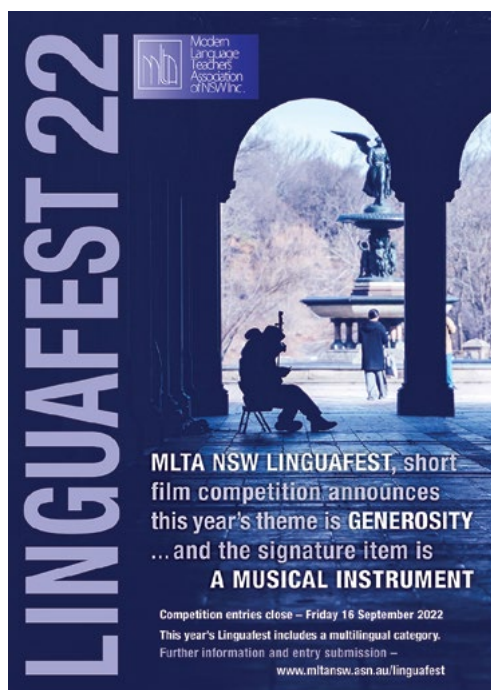
Ryan Holiday provides us with a useful warning about changing the status quo.

"You don't convince people by challenging their longest and most firmly held opinions. You find common ground and work from there. Or you look for leverage to make them listen. Or you create an alternative with so much support from other people that the opposition voluntarily abandons its views and joins your camp."

The Obstacle is the way, p105 by Ryan Holiday

The principal was thrilled by the way the Italian Day had drawn such positive attention to the school. In the busy world of running a school there are hundreds of factors vying for attention each day. But when the Italian program drew so much attention, it drew the spotlight on the language students and teachers and the status of the language increased, and the beginnings of a culture change emerged.

LINGUAFEST 2022



Music, Movies and Multilingual Masterpieces

**Entries close –
Friday 16th September 2022**

2022 is an exciting year for Linguafest! We are not only pioneering a new category, but the theme and signature item invites collaboration between language students and musicians in school communities.

Linguafest is based on the well-known Tropfest film competition. Students make a 2-minute film in the language they are studying. Films must reflect the signature theme and item.

The 2022 theme is **generosity**, and the signature item is **a musical instrument**.

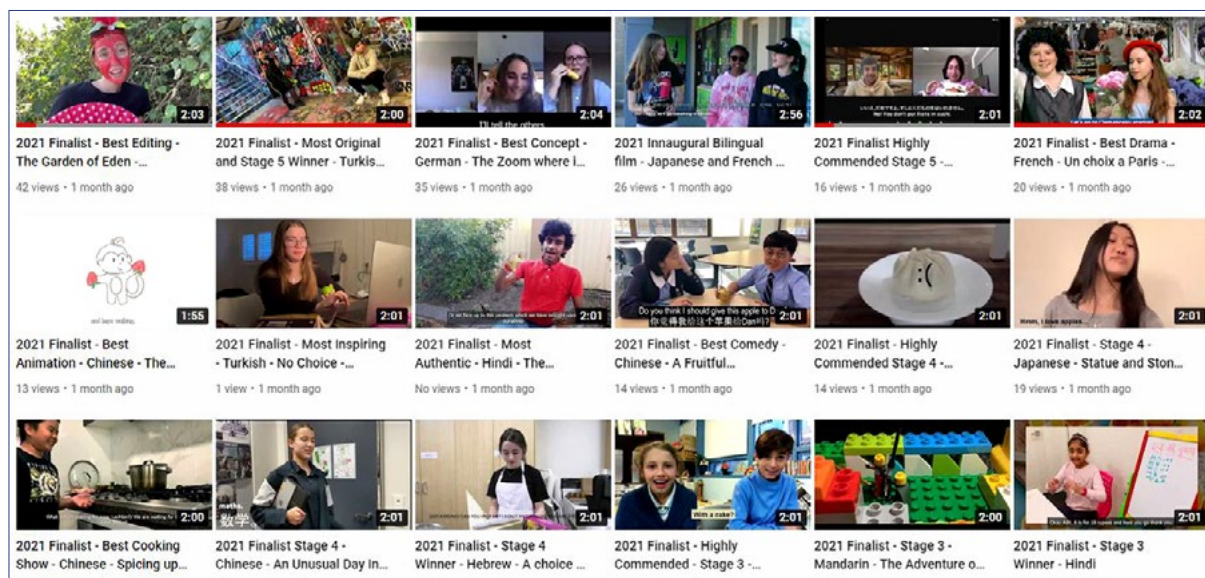
What's new in 2022?

Students and teachers can work with other language classes at their school and enter a film with more than one language! A plurilingual film will count as a 'language' for each stage.

Our aspiration is to encourage collaboration between colleagues, classmates, and languages. The plurilingual option also reflects the contemporary context of languages in Australia today.

St Peter's College Broulee submitted a plurilingual film for the 2021 competition. You can view their film on the MLTA YouTube channel.

Schools are also encouraged to enter single language films as they have done in previous years.



LINGUAFEST 2022

Inspiration from the 2021 Finalists

Congratulations again to all the 2021 finalists. We encourage you to watch last year's entries on the MLTANSW YouTube Channel.

Some ideas you can draw from last year's finalists include:

1. Share the country and culture of your language

BEST DRAMA

Un Choix à Paris – Central Coast Grammar School.

MOST INSPIRING

No Choice – Arthur Phillip High School

2. Make us laugh, gasp or cry through effective characterisation and powerful acting

STAGE 4 FINALIST-

Statue and Stone – Strathfield Girls High School

BEST COMEDY

A Fruitful Friendship – St Andrew's Cathedral School

3. Use animation and toys to bring fairy tales, superheroes and villains to life!

STAGE 3 FINALIST

The Adventure of Xiaolin Monks – St Aloysius College

BEST ANIMATION

The Naughty Monkey – Chatswood High School

4. Teach us something

STAGE 4 FINALIST

An Unusual Day in the Life – St Andrew's Cathedral School

BEST COOKING SHOW

Spicing Up Lockdown! – Newington College



Un Choix à Paris

5. Communicate an important message

MOST AUTHENTIC

The Choice to Preserve or Not - IABBV Hindi School

STAGE 3 HIGHLY COMMENDED

The Most Valuable Thing – Lane Cove Public School

STAGE 3 WINNER

Pocket Money: Healthy & Unhealthy Choices - IABBV Hindi School

6. Be creative with technology and editing

BEST EDITING

The Garden of Eden – Mount Saint Patrick College



The Garden of Eden

LINGUAFEST 2022

STAGE 4 HIGHLY COMMENDED

That's Mean! – Chatswood High School

BEST CONCEPT

The Zoom Where It Happened. – Shire Christian School

STAGE 5 HIGHLY COMMENDED

Zoom Meeting with Pen Pal Akio
- Girraween High School

7. Think outside the box

STAGE 4 WINNER

A Choice – Masada College

STAGE 5 WINNER / MOST ORIGINAL

The Road Not Taken – Mosman High School



The Road Not Taken

Linguafest Screening 2022

There will be a virtual screening of the finalists on **Friday 18th November via Zoom.**

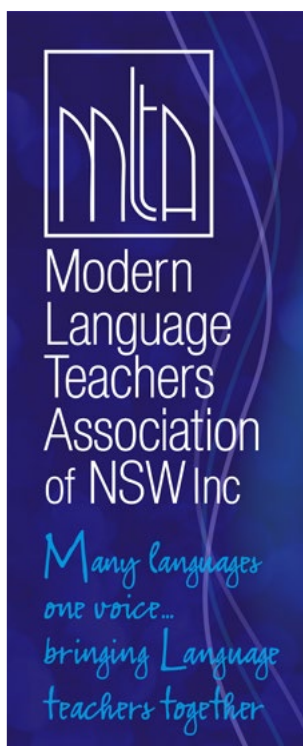
Enquiries and Questions

For any enquiries or questions, please email: linguafest@mltansw.asn.au

Good luck to all participants and enjoy the competition!

Sophia Higgins

Linguafest Convenor 2022



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.



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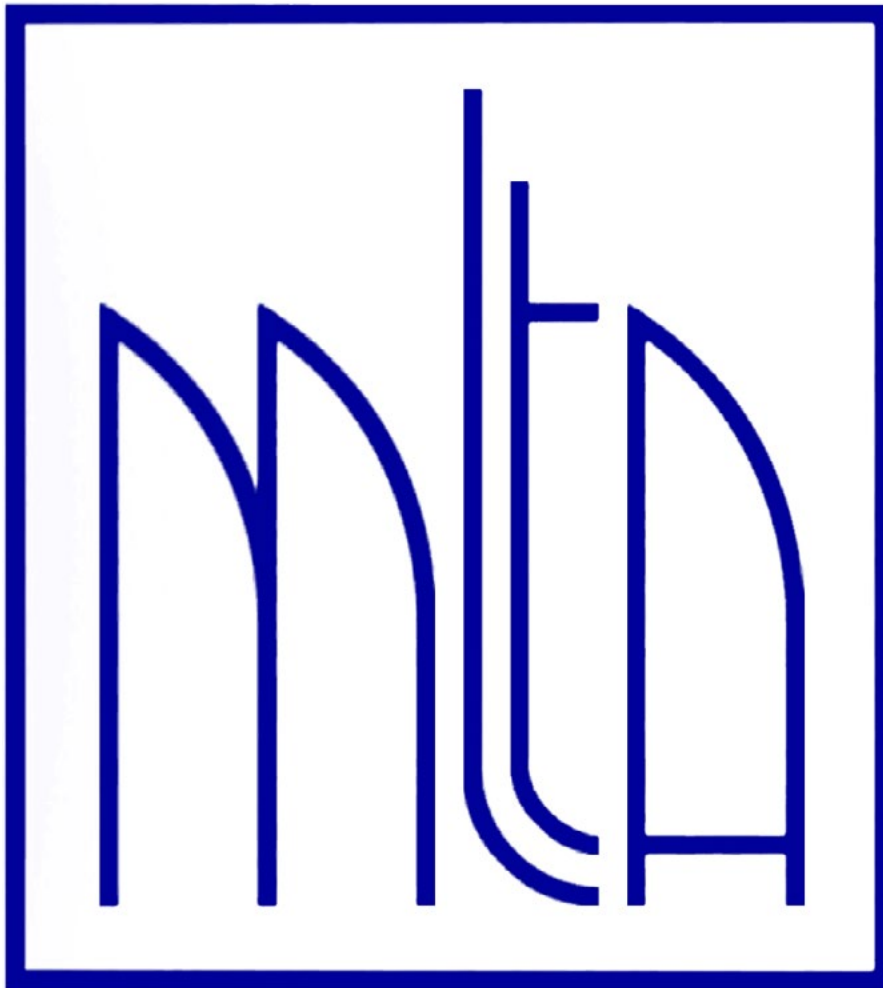
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