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President's Report

Janelle Byrne

As we close another remarkable year, I am honoured to reflect on the progress and achievements of our association.

This year has been marked by growth, collaboration, and impactful initiatives that have strengthened our language teaching community and advanced our shared goals.

MLTA NSW has continued to demonstrate its steadfast commitment to professional development by facilitating targeted workshops that address current curriculum needs. Our workshops, alongside the popular Wednesday webinars, have been highly attended and praised for their relevance and quality, empowering our members to stay current with effective teaching pedagogies.

The Denise Soos Scholarships have once again provided invaluable grants to support students continuing their language studies into Stage 6. These scholarships highlight our dedication to fostering growth and excellence within our community, enabling individuals to deepen their language learning journeys.

Our Linguafest Film Competition, now in its 18th year, remains a vibrant platform for celebrating languages and culture. Bringing together educators, students, and community members, Linguafest promotes multilingualism and inclusivity, reflecting our collective commitment to diversity and lifelong learning.

Additionally, the AFMLTA Conference Grant allowed selected members to attend the Australian Federation of Modern Language Teachers Associations conference in Adelaide. This opportunity supported professional development while fostering networking and the exchange of innovative ideas. The knowledge and insights gained by grant recipients are already enriching our association's practices.

Our advocacy efforts this year have also been vital, particularly in addressing the challenges faced by universities at risk of losing language programs. Through key consultations and formal representations, we have actively highlighted the significance of maintaining strong language education pathways.

Together, these initiatives underscore our ongoing commitment to empowering members, celebrating linguistic diversity, and upholding professional excellence. Reflecting on these accomplishments, I am proud of the positive impact we have made and excited about the opportunities ahead.

Looking forward to 2026, we are planning a balanced mix of online and face-to-face professional learning events to continue supporting all members and foster a healthy, engaged membership.

I extend my heartfelt thanks to our dedicated committee members, volunteers, and every member who contributes to our vibrant language teaching community. Together, we are not just growing an association—we are building a lasting legacy for language education.

President's Report

2025 Denise Soos Scholarships

We would like to congratulate the following two Year 10 students on being recipients of the Denise Soos Scholarships of \$500 each to support the continuation of their language studies into Stage 6. The below information details a summary of their applications which was supported by their language teachers. We look forward to following their language learning journeys.

**Eva Shannon - Smith's Hill High School (German Continuers and Japanese Continuers)
MLTA member/teacher - Taryn Moller, Makiko Naito**

Eva demonstrates an exceptional and well-rounded commitment to language learning through her sustained study of German and Japanese, complemented by earlier experience in Korean. Her application reflects maturity, insight and a strong passion for intercultural understanding. She articulates clear, purposeful and high-impact plans for further developing her skills, including undertaking recognised proficiency tests such as the Goethe-Zertifikat and the Japanese Language Proficiency Test, as well as participating in study tours. The panel noted the outstanding endorsements from both of her teachers, who highlighted her academic strength, creativity and exceptional engagement. Eva's future aspirations illustrate significant potential to contribute as a global citizen, and her comprehensive, ambitious vision for language development demonstrates an exemplary standard of merit. The scholarship would meaningfully enhance both her academic progress and practical language capability.

**Audrey Kearney - Ryde Secondary College (Indonesian Continuers)
MLTA member/teacher - Charlotte Oliver**

Audrey presents a highly compelling application characterised by academic excellence, strong motivation and deep engagement with Indonesian language and culture. She has consistently ranked first in her class and demonstrated strong capability across all learning domains. The panel commended her proactive approach, particularly her independent research into immersion opportunities and her confirmed acceptance into the reputable IndoAustay Northbound Immersion Program. This self-funded program offers a significant and immediate opportunity to advance her Indonesian language skills and cultural understanding, and the scholarship funds could directly support her participation. Audrey's long-term aspirations in international studies and youth exchange programs further strengthen her application, illustrating her readiness for authentic immersion and continued growth. She is a highly capable and deserving candidate whose commitment positions her as an excellent choice for support.

President's Report

PTC NSW 2025 awards

Professional Teachers' Council NSW (PTC NSW) announced their annual awards to recipients on World Teachers' Day, Friday 31 October 2025.

2025 Outstanding Professional Service Award - Miyako Matsui

Our MLTA NSW committee member, Miyako Matsui receives the 2025 PTC NSW Outstanding Professional Service Award (OPSA).

This award acknowledges Miyako's outstanding contribution on the MLTA NSW committee as Secretary over the past few years.

2025 Member Engagement Award - Canan Korkut

Congratulations to our member, Canan Korkut who has been selected by the Professional Teachers Council for the 2025 Member Engagement Award.

The Modern Language Teachers' Association of NSW proudly nominated our member, Canan Korkut for the 2025 Member Engagement Award, in recognition of her outstanding contributions to the teaching profession and exemplary commitment to our association.

PTC NSW 2025 Annual Awards

Citation for Outstanding Professional Service Award

Miyako Matsui

2025 Outstanding Professional Service Award - Miyako Matsui

The Modern Language Teachers' Association of NSW proudly nominated Miyako Matsui for the 2025 Outstanding Professional Service Award in recognition of her exceptional voluntary service and dedication to the language teaching community in NSW.

Miyako has served as Secretary on the MLTA NSW Executive Committee for three years, demonstrating outstanding commitment by coordinating weekly member communications that keep members informed about curriculum developments. Her clear and timely updates have been essential in supporting language teachers state-wide.

Beyond her administrative role, Miyako has contributed significantly to the association's management, ensuring smooth operations of meetings and sub-committees. She actively participates in professional learning events, regularly contributes to the biannual magazine *Accents*, and provides valuable input on key initiatives such as Scholarships and Awards for language students and teachers.

Recently, Miyako stepped down as Secretary to become President of the Australian Federation of Modern Language Teachers Associations (AFMLTA). Her leadership has strengthened MLTA NSW's capacity to deliver resources, professional development, and advocacy for language educators. Miyako Matsui's sustained leadership, exemplary communication skills, and dedication have greatly benefited the MLTA community, making her a highly deserving candidate for the 2025 Outstanding Professional Service Award.

PTC NSW 2025 Annual Awards

Citation for Member Engagement Award

Canan Korkut

2025 Member Engagement Award - Canan Korkut

The Modern Language Teachers' Association of NSW proudly nominated our member, Canan Korkut for the 2025 Member Engagement Award, in recognition of her outstanding contributions to the teaching profession and exemplary commitment to our association.

Canan Korkut has been a long-standing and active member of the MLTA NSW, consistently demonstrating dedication and collaboration. Her sustained and significant involvement includes regular participation in professional learning events and conferences, engagement in student initiatives, such as the prestigious Denise Soos Awards, actively supporting and the Linguafest film competition as well as advocacy on behalf of language educators across NSW.

Beyond submitting student films to Linguafest, Canan plays a vital role as a member of the judging committee, contributing her expertise and thoughtful evaluation. At the conclusion of each competition, Canan creatively compiles the winning films into a trailer video that is showcased at the Annual Film Screening and Awards Presentation. This expertly crafted trailer is then uploaded to the [MLTA website](#), serving as a promotional tool that highlights and celebrates the Linguafest competition year after year.

Through her proactive engagement and leadership, Canan has strengthened our association's reach and impact, fostering meaningful connections among members and elevating professional standards within our field. Her passion, expertise, and relentless support embody the very spirit of the Member Engagement Award.

Canan Korkut is most deserving of this accolade as a testament to her ongoing commitment and outstanding contributions to the Modern Language Teachers' Association of NSW and the broader educational community.



AFMLTA International
Languages Conference



Reimagining Languages Education: Reflections from the 2025 AFMLTA Conference

Isabella Tattam, Burwood Girls High School

Attending the 2025 AFMLTA Conference at the University of South Australia in July was an invigorating and affirming professional experience. Over three days, I engaged with leading voices in languages education, participated in powerful conversations about pedagogical renewal, and came away with a renewed sense of purpose. What stood out above all was a consistent call across sessions to centre student wellbeing, connection, and cultural authenticity in our classrooms beyond just grammar and vocabulary.

The opening keynote by Andrew Scrimgeour highlighted the pressing need for a national languages policy. He underscored that, despite growing linguistic diversity in Australia, our schools still lack a contemporary, united rationale for languages education. Reflecting on 25 years of the Keith Horwood Memorial Lecture, Scrimgeour invited educators and policymakers to push for a clear, inclusive, and future-focused national strategy. It was a timely reminder that without structural support, our efforts as teachers can only go so far.

A standout moment of the conference was Ellen Bialystok's keynote, *How Language Experience Modifies Mind and Brain*. Based on 30 years of research, Bialystok questioned the idea that the benefits of bilingualism come only from better self-control skills that transfer to other tasks. Instead, she suggested that regularly switching between two languages helps bilinguals develop stronger attention skills. Her research supports the idea that being bilingual is a real cognitive advantage, not just a way to communicate in more than one language.

This theme of deeper meaning in language learning continued in Karina Lester's powerful presentation on Indigenous languages: *Nganampa Wangka Kantilya Alatjika* (Our Language is Strong). Her keynote was both poetic and provocative, reminding us that language is lived, and is connected to Country, soul, and responsibility. She called for visibility and pride in Australia's first languages, framing them as essential threads in the nation's cultural fabric. Lester's words made a lasting impression and challenged me to rethink how I position Aboriginal and Torres Strait Islander languages and culture within my own practice.

Reimagining Languages Education: Reflections from the 2025 AFMLTA Conference

Two sessions that particularly resonated with me were Janet Schneider's *If We Want Them to Stay...* and Kelly Harrison's *You're Expected to be an Expert at This*. Schneider powerfully articulated the emotional toll many students experience in language classrooms, where ambiguity and performance anxiety can become overwhelming. Her call to create spaces that are emotionally safe, supportive, and responsive really resonated with me. We were reminded that many students are leaving languages not because they aren't capable, but because the emotional cost is simply too high. Harrison's presentation complemented this well by unpacking the complexity of intercultural understanding and the pivotal role languages teachers play in fostering cultural connection, not just knowledge.

Several sessions explored the rise of AI in language learning. Classroom teachers, Jessica Linares Cuervo and Mark Gabriele, offered nuanced, practical insights into using GenAI to support both teacher agency and student autonomy. I left with a digital toolbox full of ideas, from Star Wars intro generators for speaking tasks, to adaptive feedback platforms for formative assessment. However, Angel Lin's keynote warned against over-reliance on AI. She urged educators to instead focus on what AI can't replicate: effective engagement, cultural depth, and creative translingual communication.

Lesley Harbon's reflection on the *Pelangi* magazine and Indonesian language teaching over the past decades was a personal highlight. As an Indonesian teacher, I especially valued the opportunity to connect with other educators from South Australia and Melbourne to share challenges, resources, and collective hope for our subject's future in Australian schools. A true *gotong royong* moment.

This conference reminded me that while technology and policy shape the landscape of languages education, the heart of our work-culture, connection and joy, remains unchanged. To truly engage this generation, we must teach who they are, not just what we know. The path forward requires innovation, collaboration, and above all, compassion.

Reflection Report: Australian Modern Language Teacher Association Conference, Adelaide, July 2025

Summer Liu, Chinese teacher, NSW School of Languages

In July, I had the valuable opportunity to attend the conference organised by the Australian Modern Language Teacher Association in Adelaide. This professional gathering provided a rich platform to engage with fellow language educators, learn innovative teaching strategies, and reflect on my own practices in language instruction.

The workshops I attended were particularly insightful, focusing on enhancing teaching strategies through differentiation and immersive approaches. Differentiation featured prominently as a core theme throughout the sessions, with practical discussions on how to adapt teaching methods to meet the diverse learning needs of students. Given that language learners often have varied backgrounds and proficiency levels, these workshops addressed challenges and solutions specific to differentiated language courses.

One remarkable aspect of the conference was the focus on teaching complex writing systems, such as Chinese characters and Japanese kanji. I participated in sessions that explored effective strategies to help students recognise and understand these characters, which are often seen as a significant hurdle for learners. Techniques such as the use of visual aids, mnemonics, and contextual learning were demonstrated, offering concrete tools to enhance student engagement and retention. These sessions deepened my understanding of how to scaffold instruction in ways that demystify character learning and support learners at different stages.

Beyond the formal workshops, the conference also afforded me the chance to connect and engage in meaningful dialogue with language teachers from other states and schools. Sharing my teaching experiences and hearing diverse perspectives enriched my professional outlook. It was encouraging to discover common challenges faced by language educators across regions, as well as innovative solutions that others have implemented successfully. This networking was invaluable, fostering a sense of community and ongoing professional support.

Reflecting on what I have gained, I am inspired to incorporate more differentiated and immersive strategies into my teaching practice. The emphasis on tailoring instruction to accommodate different learner profiles aligns strongly with my goal to support students with varying language proficiency levels. I also plan to apply some of the practical techniques acquired for teaching Chinese characters and Japanese kanji to make learning these scripts more accessible to my students.

Furthermore, the conference highlighted the importance of continuous professional dialogue and collaboration. Moving forward, I aspire to actively participate in professional learning communities and share insights with my colleagues to improve language teaching and learning collectively.

In summary, attending the Australian Modern Language Teacher Association conference was an enriching experience that has broadened my pedagogical toolkit and connected me with a vibrant community of educators. The knowledge and inspiration gained will undoubtedly inform and enhance my teaching practice in the coming years.

AFMLTA 2025 Conference report

Annette Cau, Teacher of Italian, All Saints Catholic College

The conference began rather solemnly with the intake of South Australian wines at the National Wine Centre. The gathering enabled teachers from across the country to chat and become acquainted with all things language teacher-related and non-language teacher-related. We were summoned to sit and it opened with a thanks by the Education Minister from S.A. followed by an introduction to the first keynote speaker.

The following day at the UniSA, we were invited to sit in the lecture theatre and listen to the second keynote speaker, this time from abroad, from Toronto. She was knowledgeable and informative. The discussion centred around bilingualism, an in-depth exploration into the linguistic and cultural advantages connected with learning a second language from a young age. From personal experience having taught French in Western Canada, I was witness to the wonderful and positive effects of bilingualism in a country that has embraced languages with open arms.

We were then dismissed and were invited to attend several workshops exploring a variety of strategies connected with language teaching.

The first I attended was a 'language for all' followed by a 'differentiation' and then an 'engagement' workshop and from those I was able to take a strategy that might work in my classroom.

The third keynote speaker happened to connect with my teaching background so I was able to relate to the topic, about the state of Italian language teaching across Australia. A university lecturer who passionately spoke about how the Italian language has changed in terms of intake across the decades.

This was followed by workshops on 'neuroscience' and using the 'target language'. The use of target language in the classroom when giving instructions is something that closely resonated with me and I further discovered that the use of the target language when providing instructions is a vital step in providing an immersive learning experience.

A great introduction to the day with an insight into the state of indigenous languages in S.A. followed by an 'Italian outdoors'.

The following day, a session with the fourth keynote speaker on the connections between language teaching and A.I.

The afternoon workshops ensued and there was value in those.

Overall, the conference enables language teachers from across the country to engage with like-minded teachers in their area of expertise: the teaching of a second language. I personally would like to thank the organisers, the workshop providers and all who were involved in this valuable event. It is often that language teachers are overlooked in NSW schools, unless it is language-specific, however, opportunities like these provide the validation and the capacity to liaise to ultimately provide teachers and students with networking and further professional development.

Unlocking the Writer Within: Engaging Reluctant Secondary Language Students Through Proven Strategies

Enaam Darido

Having worked with students across various secondary grade levels, I have observed that many are reluctant to write and often do not find writing enjoyable. A common barrier I've noticed is a lack of confidence in their writing abilities. To explore how we, as teachers teaching languages, can better support these students, I reviewed several research articles focused on this challenge. The following article sums up the effective strategies I discovered through this research.

Writing in two or even three languages can be an exciting yet challenging journey for secondary students still building language skills and confidence. The complexity of juggling different vocabularies, grammar rules, and cultural contexts sometimes leads to hesitation or frustration with writing tasks. However, with well-supported strategies that acknowledge these multilingual experiences, students can gradually unlock their unique voices across languages. Grounded in research and classroom practice, the following strategies offer practical ways to engage reluctant secondary students learning multiple languages and help them thrive as writers.

1. Create a Safe and Welcoming Writing Environment

Students write more freely when they feel safe and accepted. Research by Graham and Harris (2005) shows that reducing anxiety significantly improves writing progress. Additionally, regular, focused practice helps build fluency and confidence. Kellogg and Whiteford (2009) highlight that timed, low-pressure writing exercises develop automaticity, enabling students to concentrate on their ideas rather than on spelling or grammar. To create this supportive environment, begin writing sessions with relaxed activities such as journaling about a recent weekend or an interesting current event. Emphasise that these exercises are meant for sharing ideas, not producing perfect writing, which helps foster a calm atmosphere where creativity can thrive.

2. Motivate Through Choice and Personal Interests

Engagement soars when writing topics connect to what matters to students. Guthrie et al. (2004) show that writing tasks linked to personal interests increase motivation and persistence. Provide a selection of prompts across genres, allowing students to choose. For example, a student passionate about climate change might write a persuasive essay, while another interested in computer gaming could craft an imaginative story. Giving students ownership makes writing relevant and exciting.

Unlocking the Writer Within: Engaging Reluctant Secondary Language Students Through Proven Strategies

3. Break It Down with Visual Planning Tools

Big writing tasks can overwhelm but breaking them into bite-sized steps helps students take control. MacArthur, Graham, and Fitzgerald (2006) highlight how graphic organisers like mind maps improve writing quality, especially for those struggling. Guide students to plan with simple templates, jotting down what happened, how they felt, and what they learned about an event creates a roadmap for their diary entries or stories. This step-by-step approach turns a scary blank page into a manageable adventure.

4. Use Multilingual Word Banks to Support Each Stage

To further support students, especially those from diverse linguistic backgrounds, word banks tailored to different stages of the writing process can be invaluable. These word banks can be translated into various languages, making vocabulary and key terms more accessible to students. Having a collection of relevant words and phrases at hand empowers students to express ideas more confidently, whether they are drafting, revising, or editing their work.

5. Collaborate and Learn Together

Writing doesn't have to be a lonely journey. Troia and colleagues (2011) demonstrated that peer collaboration boosts idea generation and improves revision skills. Set up buddy systems where students exchange drafts and give thoughtful feedback using clear checklists. Peers can, for instance, check if an argument is convincing or if descriptions feel vivid enough. This social interaction builds a supportive community and makes revision feel like a shared accomplishment.

6. Leverage Technology as a Writing Support

Today's technology is a fantastic support system for struggling writers. MacArthur (2012) highlights tools like spelling and grammar checkers, speech-to-text software, and multimedia aides as game-changers. Let students draft essays using keyboards or dictation apps if handwriting feels like a barrier. Digital tools not only ease the mechanics of writing but also empower students to focus on expression and creativity.

7. Make Feedback a Growth Opportunity

Feedback that is timely, specific, and balanced fuels improvement, says Hattie and Timperley (2007). The "two stars and a wish" method, highlighting two positives and one way to grow, helps keep feedback constructive and encouraging. For example: "Your diary entry has clear examples and emotion; next, try mixing short and long sentences to keep readers intrigued." Clear, focused feedback builds confidence and guides students toward their best writing.

Unlocking the Writer Within: Engaging Reluctant Secondary Language Students Through Proven Strategies

Conclusion

Supporting reluctant writers means more than teaching grammar rules or essay formats. It means creating a warm environment that values mistakes, sparks interest, and builds skills step-by-step. When teachers blend safety, choice, scaffolding, collaboration, multilingual supports, consistent practice, technology, and effective feedback, they unlock the writer within every student, turning reluctance into enthusiasm and anxiety into accomplishment.

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Lyrics, Literacy and AI: A Creative Assessment for Chinese First Language Students

Dr Xidong (Becky) Niu, Chinese Language Teacher,
Masada College

Authentic, creativity-driven assessment tasks can foster deeper engagement and higher-order thinking in language learning. With this aim, I designed a three-part song-composing assessment for my Year 9 and 10 Chinese First Language class, built around the theme “The Source of Happiness.” The task integrated linguistic knowledge, personal expression, the reflection of AI tool use and text analysis aiming at preparing students for the demands of the HSC Chinese and Literature course, which includes a prescribed Chinese song for study.

Rationale

The choice of a song-composing task was based on two main considerations. Music is a medium that students respond to naturally because it supports emotional expression and language retention. The unit theme also encouraged students to reflect on meaningful sources of happiness such as family, friendships, childhood memories and personal goals. This combination of personal reflection and structured language production provided both emotional relevance and academic challenge.

The blended creative and analytical nature of the task aligned with syllabus outcomes connected to imaginative writing, textual evaluation and intercultural understanding. It also echoed the expectations of the HSC course where students analyse how language features construct themes and shape emotional effect.

Task Structure and Implementation

The assessment consisted of three stages that progressively developed linguistic and analytical skills.

Stage 1: Lyric Composition

Students composed an original set of Chinese lyrics that explored their chosen sources of happiness. Before drafting, they participated in vocabulary building, sentence-pattern analysis and thematic brainstorming. Some students went further by creating original melodies. A few even recorded themselves singing, which added an authentic performance element and strengthened ownership of their work.

Stage 2: Music Creation Using AI Tools

Students then used Suno AI to generate musical accompaniment that matched the tone and style of their lyrics. This helped them produce a complete artistic product and introduced them to digital tools increasingly relevant in creative and educational contexts. In their reflections, many described both the strengths and limitations of AI. Since AI is becoming unavoidable, I believe it is important for students to learn to use it thoughtfully and responsibly.

Lyrics, Literacy and AI: A Creative Assessment for Chinese First Language Students

Stage 3: Textual Analysis and Reflection

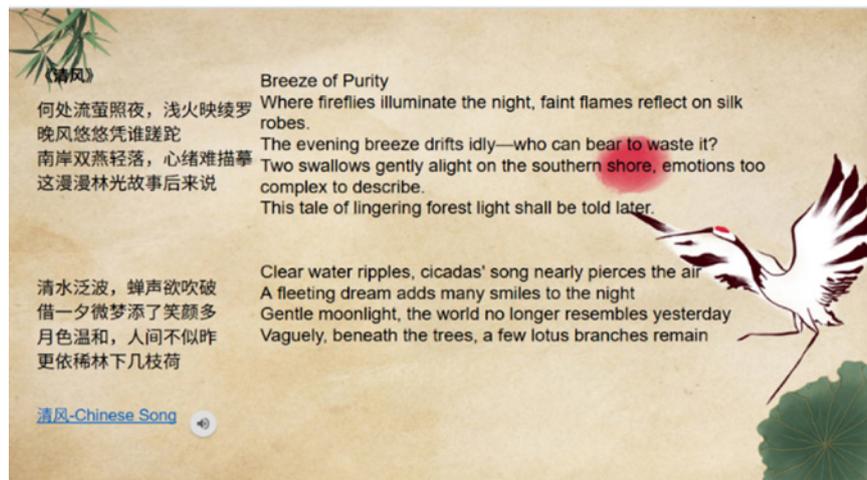
Finally, students wrote a short analytical commentary on their lyrics. They selected significant lines, explained how these expressed the theme and evaluated how linguistic or stylistic choices contributed to meaning. This shift from creator to critic served as meaningful preparation for analytical writing in HSC Chinese and Literature.

Learning Outcomes

The task produced significant learning gains. Students improved vocabulary retention, sentence fluency and confidence in extended writing. Motivation is increased, particularly among students who usually find traditional assessments challenging. The analytical stage supported close reading skills and thematic interpretation, which are essential for senior-level study. Many students also expressed pride in sharing their completed songs with classmates and families and at the school assembly.

Conclusion

This project reminded me of the power of creative assessments in the language classroom. Watching students move from writing lyrics to producing music and then analysing their work showed that creativity and critical literacy can reinforce each other. The task strengthened their language skills, built confidence and prepared them well for future analytical study. It also reaffirmed for me the joy and value of innovative, student-centred assessment.



A song presentation



Lyric, Text analysis

2025 Year 12 Russian Continuers Assessment 1

Marina Anokhina

NSW School of Languages / Secondary College of Languages

I would like to share an example question from Assessment Task 1: *Analysing Language*, which I developed for Year 12 Russian students at the Secondary College of Languages. In this task, students read Text 3A, study Visual Text 3B, and listen to Text 3C, all related to the subtopic "Climate Change."

Question 3 (15 marks)

Answer questions 3(a) – 3(d) in English. Refer to Texts 3A, 3B, and 3C.

3(a) Name any TWO extreme weather events. (2 marks)

Marking Criteria	Marks
Identifies two extreme weather events	2
Identifies one extreme weather event	1

Sample answer:

Students may identify any two extreme weather events from Texts 3A, 3B, or 3C, such as intense storms, flooding, severe droughts, wildfires, landslides, avalanches, etc.

3(b) Why do extreme weather events become more frequent? (3 marks)

Marking Criteria	Marks
Demonstrates a sound understanding of why extreme weather events become more frequent	3
Demonstrates some understanding of why extreme weather events become more frequent	2
Provides some relevant information	1

Sample answer:

Extreme weather events become more frequent due to climate change. The main reason for climate change is the increase in greenhouse gas emissions from human activities, primarily the burning of fossil fuels like coal, oil, and natural gas. This intensifies the greenhouse effect, trapping more heat in the atmosphere and warming the planet. Other human activities, such as deforestation, agriculture, and industrial processes, also contribute significantly to these emissions.

2025 Year 12 Russian Continuers Assessment 1

3(c) How are humans affected by climate change?

(4 marks)

Marking Criteria	Marks
Demonstrates a thorough understanding of how humans are affected by climate change	4
Demonstrates a sound understanding of how humans are affected by climate change	3
Demonstrates some understanding of how humans are affected by climate change	2
Provides some relevant information	1

Sample answer:

Humans are significantly affected by climate change in several ways. The increase in frequency and intensity of extreme weather events leads to serious damage to agriculture, natural ecosystems, and infrastructure, causing economic losses and social instability. Additionally, rising temperatures contribute to the spread of infectious diseases, worsen air quality by increasing pollutants and allergens, and reduce the availability and quality of drinking water, which poses a particular threat to vulnerable populations. These factors combined can force people to become refugees, as they may have to leave their homes due to crop failures, destruction of housing, or deteriorating environmental conditions.

3(d) Compare Alex and Lena's opinions on climate change. Support your arguments with reference to text 3 C.

(6 marks)

Marking Criteria	Marks
Provides a comprehensive and perceptive comparison of Alex and Lena's opinions on climate change, with detailed and relevant references to the text	6
Provides a comprehensive comparison of Alex and Lena's opinions on climate change, with detailed and relevant references to the text	5
Provides a thorough comparison of Alex and Lena's opinions on climate change, with detailed and relevant references to the text	4
Provides a sound comparison of Alex and Lena's opinions on climate change, with relevant references to the text	3
Provides some comparison of Alex and Lena's opinions on climate change, with some references to the text	2
Provides some relevant information	1

2025 Year 12 Russian Continuers Assessment 1

Sample answer:

Lena emphasises that the recent fires and floods in Australia are becoming more dangerous due to climate change, highlighting scientific views that human-driven temperature increases lead to more frequent and intense extreme weather events (“повышение температуры из-за деятельности человека увеличивает частоту и силу экстремальных погодных явлений”). She points out the severe damage caused by these disasters, such as homes being destroyed and infrastructure damaged (“эти пожары и наводнения причиняют огромный ущерб”), and advocates for urgent action like reducing greenhouse gas emissions and switching to renewable energy to ensure a safer future.

Alex is more sceptical about the direct link between climate change and extreme weather. He acknowledges that people have some impact but believes that climate change data is often exaggerated and that natural climate variability plays a significant role (“климат всегда менялся, и часть этих изменений — естественные процессы”). He views fires as a common and natural part of Australia’s environment influenced by many factors. While he agrees that protecting nature is important, he is cautious about measures that might harm the economy (“Но не нужно делать того, что повредит экономике страны”) and stresses the need to consider multiple perspectives to find the best solutions.

Linguafest Finalists Screening 2025

Linguafest Finalists Screening was held Friday 21 November 2025. It was wonderful to see Committee members, finalists and non-finalist participants come together to experience the variety of high quality films from 2025.

As always, the judges had a very tough job selecting the winners and finalists.

Stage winners

Primary

Bon Appétit (French) Kincoppal Rose Bay

Stage 4

Der Zauberpinsel (German) Wollondilly Anglican College

Stage 5

En Vivo "Ultima Hora" Noticias (Spanish) Secondary College of Languages, Chatswood High School campus

Highly Commended

Highly Commended award winners were a very close second!

Primary

Kucuk Bir Yurek (Turkish) - International Maarif School of Australia

Stage 4

The Magic Paintbrush (Chinese) Masada College

Stage 5

Back Up Again! (Turkish) Secondary College of Languages, Arthur Phillip High School campus

People's Choice Award

2025 was a unique year as we had a tie for the winner of the **People's Choice Award** Trophy!

The Magic Paintbrush (Chinese) Masada College

True Colour (Chinese) Ravenswood

Each year, the judges create some specific awards that are particular to the entries of the year. Special awards for 2025 were:

The Little Stars Award:

You Discover Too! (Turkish) International Maarif School of Australia

The judges were thrilled to see Kindergarten students participate with such confidence and encourage other Kindergarten students to join in the Linguafest fun!

Best Discovery

Back to the Past (Hebrew) Masada College

Best Musical Performance

Ma Nouvelle Direction (French) MLC School

The Shared Humanity and Community Spirit Award

Painting the Final Chapter Together (Chinese, Japanese, Korean, Russian) Masada College

Linguafest Finalists Screening 2025

Our other award winners are:

Best Animation

True Colour (Chinese) Ravenswood

Best Comedy

Le Carnet (French) Killarney Heights High School

Best Concept

The Cultural Brush (Turkish) International Maarif School of Australia

Best Drama

Where Loss Meets Beauty - Mark's Story (Chinese) Masada College

Best Editing

Little Dreams (Hebrew) Masada College

Best Message

Something in the Water (Hebrew) Emanuel School

Best Plot

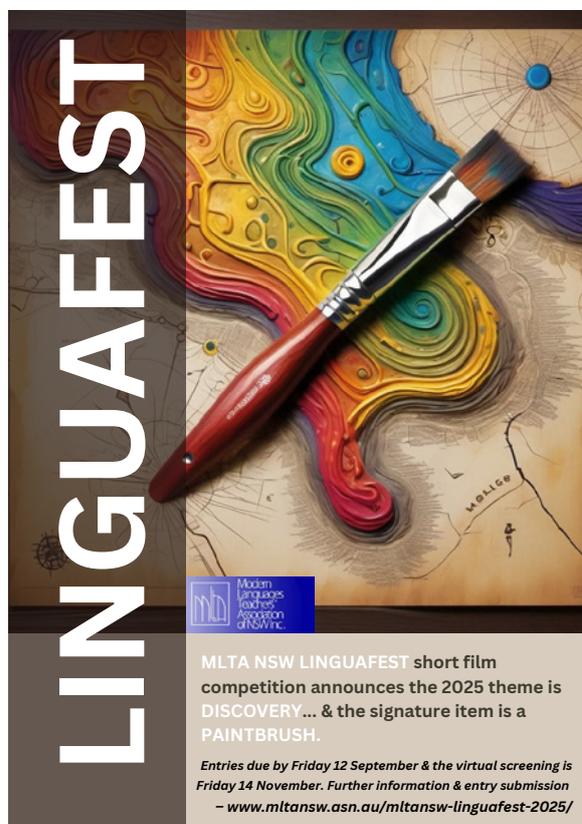
Alla Ricerca del Tesoro (Italian) Clancy Catholic College

Best Plurilingual Film

Wall of Connection (French and Spanish) St Pius X College

Best Special Effects

Mr Zhang's Diary (Chinese) Masada College



Thank you to the teachers, judges and MLTA Committee members for their contributions to the 2025 competition.

If you were unable to see the live screening, please email linguafest@mltansw.asn.au for the link to the recording. The films are also available on [YouTube](#).

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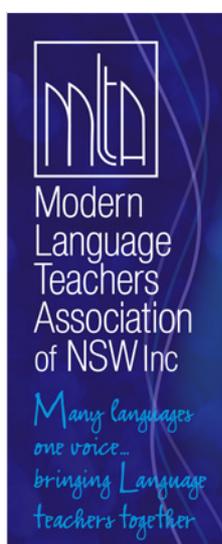
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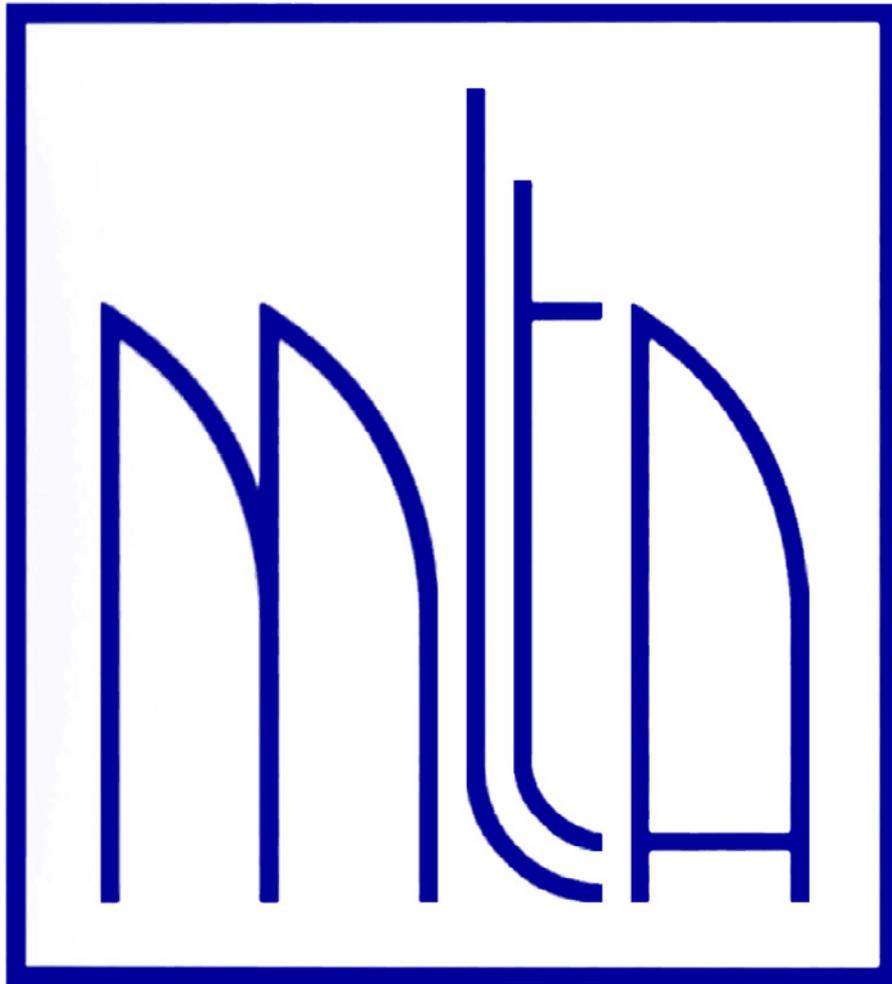


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The association covers a range of languages and sectors. We are dedicated to the study of Languages in NSW and enthusiastically work to support NSW language teachers.



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