



**Modern Language Teachers'
Association of Qld Inc**

Anniversary Dinner

***Where: Acropolis Rooms, The Greek Club
Edmondstone Street, South Brisbane***

When: Saturday 16 May 2009, from 6pm

CELEBRATING 50 YEARS

MLTAQ Inc Presidents

1959 - 1961	Professor James Mahoney
1961-1962??	Don Munro
??	Mr Eric Boweker
1966 – 1969	Mr Wim Goosens
1969 - 1971	Mr Graham Browne
1971 – 1976	Mr John Bissett
1976 – 1977	Mr Gary Birch
1977 – 1982	Dr David Ingram
1982 – 1984	Mrs Mary Farrell – Jones
1984 – 1987	Miss Zillah Bunn
1987 – 1991	Miss Barbara Clarke
1991	Mrs Wendy Parkinson
1992 – 1993	Mr Marcel Noest
1993 – 1996	Mrs Cheryl Capra
1996 – 1997	Mr Marcel Noest
1997 – 2000	Mr Alan Rowell
2000 - 2004	Mr Greg Dabelstein
2004 - 2009	Mrs Sherryl Saunders
2009 -	Mrs Cynthia Dodd

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MLTAQ Life Members

Date of proposal

19 August 1970	Miss Ruth George (deceased)
4 March 1972	Sister Mary Borgia (deceased)
3 October 1972	Miss Kathleen Campbell-Brown (deceased)
3 October 1972	Professor James Mahoney (deceased)
12 August 1979	Professor Keith Leopold (deceased)
12 August 1979	Mr Robert McDonnell (deceased)
24 June 1983	Professor David Ingram
23 July 1988	Miss Zillah Bunn (deceased)
19 July 1999	Mr Bruce Downie
19 July 1999	Mr Roger White
17 July 1999	Ms Barbara Clarke
17 July 1999	Mrs Roslyn Fischer
17 July 1999	Ms Anna van Hoof
24 February 2007	Dr Leigh Kirwan
24 February 2007	Mrs Gisela Bergmann
24 February 2007	Mrs Carmel Gomm-Wright

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50TH ANNIVERSARY DINNER – MAY 16TH 2009

6pm - Pre dinner drinks

MC Roly Sussex to invite guests to be seated and introduce the occasion.

7pm - Entrée served –

7:30pm – presentation of first 25 awards compered by Leigh Kirwan.

8:00pm – Academy of Middle Eastern Dance

8:15pm – Main course served

9:00pm – presentation of the next 25 awards compered by Leigh Kirwan.

9:15pm – Dessert served

Party Time – Dance to the Pantastic Steel Band

Midnight finish.

SPONSORS



THE EARLY HISTORY OF THE AFMLTA, THE MIDDLE HISTORY OF THE MLTAQ

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ABSTRACT

This paper presents a summary of the early history of the Australian Federation of Modern Language Teachers Associations up to the early 1970s. From the early 1970s to 1983, the author was active in the MLTAQ and the rest of the paper provides an anecdotal history of that period. The history of the AFMLTA has been a long-term project, drawn out partly as a result of the author's own personal circumstances but especially because of the time it took to source relevant documents and interview relevant people. The Federation officially commenced on 1 January 1962 and its history since then has reflected the varying vigour of the languages field in Australia and the international status that the AFMLTA has increasingly acquired. Its influence on education in Australia has been profound as it grew from a small organisation largely Victoria-based and with mainly literary interests to a vigorous national body that has sought to assert the value and relevance of languages, not only to education but to Australian society in general and its relationships with the rest of the world. For much of its history, it was a conservative organisation that mainly saw its role as serving the teaching needs of the MLTA members. Increasingly through the 1970s, the MLTAQ took a lead in seeking to make the AFMLTA more dynamic with a specific role of trying to influence national and State language education policy.

The Presenter

David Ingram holds the B.A. and Certificate in Education from the University of Queensland and the M.A. and Ph.D. in applied linguistics from the University of Essex. He has taught at all levels from early Primary School to Ph.D.. He is Co-Director of ISLPR Language Services, a private business partnership providing language education consultancies and language testing services based on the International Second Language Proficiency Ratings. His other recent appointments have been as Executive Dean of the School of Applied Language Studies in Melbourne University Private (2004-2005), Professorial Fellow in the Faculty of Education in the University of Melbourne (2006), and Honorary Professorial Fellow in the same Faculty since December 2006. For 14 years, he was President of the Australian Federation of Modern Language Teachers Associations and, for 6 years, Vice-President of the World Federation of Modern Language Teachers (FIPLV). He is an Honorary Life Member of MLTAQ and of the Queensland Association for Teachers of English to Speakers of Other Languages (QATESOL). He is a recipient, in 1994, of the AFMLTA Medal for Outstanding Service to Language Teaching. From 1991 to 1996, he was a member of the Australian Language and Literacy Council. His principal research interests are in language policy, curriculum design and methodology, and language testing. He has published widely in Australia and internationally and, in 2003, was appointed a member of the Order of Australia for *service to education through the development of language policy, through assessment procedures for evaluation of proficiency, and through research and teaching.*

THE EARLY HISTORY OF THE AFMLTA, THE MIDDLE HISTORY OF THE MLTAQ

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I INTRODUCTION:

In this paper I propose, first, to outline very briefly the early history of the AFMLTA to 1974 and how the MLTAs, including the MLTAQ, came together to form the Federation. I was also asked to speak on my personal memories of the MLTAQ, my involvement in which, coincidentally, starts in the early 1970s. This second section will be largely anecdotal.

II Pre-1962

The AFMLTA commenced on 1 January, 1962, a little more than two years after the foundation of MLTAQ. Because AFMLTA is a Federation of MLTAs, its early history is integrally involved in the early history of the MLTAs, especially MLTAV, which started in 1947. The *MLTAV Newsletter*, “a roneoed text of eleven pages” and the precursor of *Babel*, started in April 1948.

The first mention of events leading to the formation of AFMLTA appears in the minutes of MLTAV’s “Annual Committee Meeting” of 8 December, 1954, where there is reference to extension of the MLTAV membership to include an applicant from Western Australia and “teachers of other languages (including Classics and English)”. Another minute around this time also indicates interest in a national body:

(b) Need for a Constitution: - Mr Horwood said that if we hoped to become eventually the M.L.T.A. of Australia there was a need for a definite Constitution. ... [Minutes of the Annual Committee Meeting of MLTAV, 8 December, 1954]

It was another 6 to 7 years before decisive steps were taken to form the AFMLTA but, in the meantime, Keith Horwood was the driving force towards an Australia-wide organisation. In fact, there seems to have been some reluctance in the MLTAV towards the notion of a national body, even from so prominent a figure as Manuel Gelman who later became an enthusiastic supporter. That reluctance was partly because of a feeling that MLTAV was doing well enough on its own and fear that costs would be prohibitive for a national body. On the other hand, the old Melbourne-Sydney rivalry emerged with

the fear that, if MLTAV did not take a lead, New South Wales, might do so. [Ben Roennfeldt and Geoff Adams, 16 August, 2004 and Mrs Bee Horwood and Chris Horwood, 4 October, 2005, personal communications].

There were several motivations for the formation of AFMLTA. First, there was the growing inter-state membership of MLTAV. Second, though the *MLTAV Newsletter*, eventually re-named *Babel*, was very successful, there was need to increase the subscription list to cover production costs. Third, there was strong interest in international relations and a national body was thought to provide the most appropriate base. In fact, ties had already been made with language teachers in other countries and especially with the FIPLV, with which MLTAV affiliated in 1956, long before federation. Fourth, oral history suggests that a key stimulus was Keith Horwood's desire to have French "stages" established and available to Australian French teachers but, to achieve this, support was needed from the French Government and Embassy and these bodies would deal only with a national body [Ben Roennfeldt and Geoff Adams, 16 August, 2004 and Mrs Bee Horwood and Chris Horwood, 4 October, 2005, personal communications]. Whatever the real relationship between the "stages" and the foundation of AFMLTA, the first Stage was announced in 1962, shortly after the commencement of AFMLTA [Manuel Gelman. 1962. MLTAV President's Report, 1962". Mimeograph. From his papers, made available by Sylvia Gelman].

The history of AFMLTA is integrally tied to the history of *Babel* since, over the decades but especially before the advent of country branches, for many members, *Babel* was AFMLTA and the viability of *Babel* determined the viability of the whole AFMLTA. The *MLTAV Newsletter* grew and diversified in content and, in April 1956, Newsletter No. 27 carried, for the first time, the title of *Babel* together with a sketch on its front cover showing the "Babel" building at the University of Melbourne (see the photo in the appendix). Though, in later years, it has often been assumed that the journal was named after the tower in the Biblical story, it was, in fact, named after the building housing the languages departments in the 1950s.

Another development relevant to AFMLTA and its activities occurred in 1955 when, at the Annual Meeting, Keith Horwood, reported on his efforts to obtain "pictorial background material for distribution to teachers", an activity which, later, flourished as the AFMLTA Materials Centre throughout the years that Keith was Secretary.

By 1957, MLTAV's membership was well over 300 with 44 interstate members: the notion of an association with nationwide coverage was gaining strength. A year later, the MLTAV Committee minutes noted that

... an inaugural meeting had recently been held in Sydney and an association formed. [The MLTAV Chairman, Professor Jackson,] suggested that we should consider our policy in relation to this new association. There was everything to be gained by affiliation, e.g., the printing of a common journal. [Minutes of MLTA Committee Meeting of 29 October, 1957]

Steps were taken to elicit such interest and later minutes note that "encouraging replies" had been received "to the question of a Federal association" though, it seems, mainly from senior academics. Some reservation was also expressed about adopting *Babel* as a federal journal ["Minutes of MLTAV Committee Meeting of Monday, 12 May, 1958"].

The first suggestion for a national conference appears in minutes in 1958 when one of the members suggested a “vacation conference with inter-state modern language teachers”. In fact, it was another 18 years before, on MLTAQ’s instigation, the first national conference of AFMLTA took place in Brisbane in 1976, convened by myself and supported by an enthusiastic and energetic MLTAQ committee.

A further step towards a national organisation (one that again reflects its integral relationship to *Babel*) occurred in 1958, when the MLTAV Committee approved that the “designation on the cover of *Babel* be amended to read *The Journal of the Modern Language Teachers Associations of Victoria, South Australia and Western Australia*”. MLTAQ was formed in 1959 [see the 1959 MLTAV Secretary’s Report] and took *Babel* as its journal from No. 12, November 1959 with the front cover being amended accordingly. The MLTAV President noted at the 1959 Annual Meeting that MLTAQ was now affiliated though, probably, the Secretary’s description of being “associated” was more accurate. My own personal memories of MLTAQ started shortly after this when, in 1960, I returned to the Queensland Teachers College (now Kelvin Grove Campus of QUT), to re-train as a High School teacher. Don Munro, who lectured in French Teaching Methodology, encouraged the participants to join MLTAQ. Presumably, Don, who later became Director of the Institute of Modern Languages, was one of the founding members of MLTAQ.

By the meeting of 3 March, 1960, much stronger signs of interstate interest in a national organisation emerged but there are also signs of a degree of friction over the issue between NSW and Victoria. The minutes are revealing:

The Hon. Secretary read the letter from NSW MLTA suggesting a meeting to discuss a federal association. ...

Mr Horwood made the following points:

- 1. that [MLTAV is] ... the only Australian body affiliated with the FIPLV;*
- 2. that [it] already publish[es] a journal accepted by four other State MLT Associations; ...*
- 3. that a Federal association is desirable. [Minutes of Meeting of 3 March, 1960]*

Some MLTAV members, including Mr Gelman, opposed federation. Debate seems to have been vigorous though it is significant that the central issue seemed to be the question of *Babel*, reflecting what seemed to be the case for the following two decades, that *Babel* was seen as the key issue for AFMLTA until its wider role started to grow through the 1980s. It was finally resolved that MLTAV should express support to NSW for an Australian association, and emphasise that a federal journal was one of the main advantages and a prerequisite to federation, that Melbourne is geographically central, had an experienced association and so should be the meeting place, and that MLTAV was already affiliated with other states.

The momentum now started to increase. In late 1960, the MLTAV Committee proposed that a meeting of States be held in Adelaide, that Keith Horwood should represent MLTAV, and that he should invite the other states to attend a further meeting about federation in Melbourne later in 1961. That meeting took place on 26 August, 1961 and resolved to form the Federation. All States except Queensland were

represented but Queensland had expressed its support by letter. A photograph of the delegates to that meeting is shown in the Appendix. No record has been found giving a complete list of the delegates to this meeting nor of all the people in the photograph. However, those that have been identified were (in the order they appear in the photograph):

Standing, from left to right in the photograph:

Keith Horwood (Victoria)
Dr Elliott Forsyth (South Australia)
Frank McClements (Victoria)
Manuel Gelman (Victoria)
Dr Anita Rogers (Victoria)
?
Ron Prowse (Victoria)
Geoff Adams (Victoria)
Ron Horan (New South Wales)

Sitting, from left to right:

Ted Blom (Western Australia)
Dr E. Penizek (Tasmania)
?
'Lotty' Wilmott (Tasmania)

One of the surviving delegates to that meeting, Professor Elliott Forsyth, commented in 2006:

I think I was the delegate who went from Adelaide to Melbourne ... I confess that I don't have a clear memory of what happened ... but I do recall that there was complete agreement on the principle of forming the AFMLTA ... Keith was the main driving force. [Elliott Forsyth, personal communication, 13 May, 2006]

In the MLTAV President's Report later that year, Manny Gelman commented:

This year, your Executive and Committee gave much time and work to organizing ... a fully representative meeting of delegates of M.L.T.A.'s from all over Australia. ...

The provisional constitution ... will be put before you shortly. If you, and of course the other States, adopt this we will have brought into being a Federation of M.L.T.A.'s of Australia for a trial period of two years – an important milestone in our history. [Manuel Gelman. "President's Report – 1961". Mimeograph.¹]

Several points from the Provisional Constitution are historically significant: first, the governing body was to be a Federal Council comprising two representatives from each member association (Clause 6). Second, the Council was to meet as required (Clause

¹ From papers kindly made available by Sylvia Gelman, Manny's widow, 12 September, 2005.

12) but, in practice, met biennially [Keith Horwood. 1968. "The Federation's first years". In *ML Newsletter*, No. 47, September 1974: 22 (see Appendix Three)]. Third, the only officer of the Federation was to be the Honorary Organising Secretary, Keith Horwood (Clause 7). Fourth, there was to be no President. Meetings were to be chaired by the local MLTA President but, since most of the meetings were held in Melbourne, the MLTAV President, Manuel Gelman, would have been the regular chair. Fifth, *Babel* was to be the official journal of AFMLTA. Sixth, the Provisional Constitution was to be in force for a trial period of two years (Clause 14). Seventh, the founding members were the MLTAs of Queensland, New South Wales, Victoria, Tasmania, South Australia and Western Australia (Clause 13).

The aim of the Federation was stated simply as "... to promote the study and teaching of modern languages in Australia" (Clause 2). The "functions" of the Federation were specified as:

- a) *Exchange ... of ideas and information relating to the study and teaching of modern languages;*
- b) *Formulation of a unified Federal policy on matters ... relating to modern languages;*
- c) *... exchange visits by teachers ...;*
- d) *Representation ... at international gatherings and conferences;*
- e) *Publication of a journal ...*

Subsequently, the minutes record that MLTAV unanimously approved the provisional constitution and approved the payment of £5 (i.e., \$10) to AFMLTA.

III 1962 to 1965

The main work of the AFMLTA from 1962 to 1965 was centred in Melbourne with key figures from the MLTAV carrying out the work of AFMLTA. In particular, it was the drive, personal self-sacrifice and imagination of Keith Horwood that ensured that AFMLTA would be viewed favourably. Like many other teachers in those days, for myself as a young and appallingly under-trained teacher of French, AFMLTA and "Keith Horwood" were synonymous, the books, materials and other resources that he made available were immensely useful, and they ensured that the value of the national body would be recognised by both the member organisations and the rank-and-file language teachers.

The first Federal Council meeting of AFMLTA was held in the latter part of 1963 at the end of the "trial" period. Apart from the ratification of the permanent constitution, the meeting seems to have discussed the value of the Federation, the "real worth" of *Babel*, and the value of a list of articles on the "findings in lang. lab. work". Two years later, the 1965 Council meeting amended the constitution to create the offices of President and Vice-President. Manuel Gelman was elected President and Ron Horan from NSW, Vice-President (see the photo in the appendix).

One of the new President's activities is reflected in the MLTAV Committee minutes of a meeting in 1966. It seems that consideration was given to whether the President of AFMLTA "should be permitted to make statements, not necessarily Federation policy, to the press and to sign his name as President of the Federation". Though this is commonly assumed to be a role for the President of an organisation, there seems to have been a reluctance in AFMLTA throughout its first two decades of existence to take a public stance on issues until, at the 1981 Council meeting, a Public Relations Group was established with the specific role of making such statements through press releases, letters to the editor, and press, radio and television interviews [AFMLTA *Information Bulletin*, No. 1, February 1982: 2].

In 1965, *Babel* also amended its numbering system so that the first issue in 1965 was re-numbered as *Babel*, New Series, Vol. 1, No. 1. This editorial adjustment to the numbering system is the source of the considerable confusion over the AFMLTA's commencement date, for long thought to have been 1965..

One of the major activities in these first years was the "stages", especially the "stage de Nouméa". As a young and very naïve teacher of French, I attended the second one in January 1964. Forty years on, my memories of it are dominated by the receptions given by the French authorities, where they served caviar canapés, and by the Australian Consulate, where they served caviar sandwiches. My other memories include the awful food served in the dormitories, one memorable "dessert" being a spoonful of apricot jam esconced in the middle of an otherwise empty plate; other memories include the beautiful tropical land and seascape, the undoubtedly knowledgeable but interminable lectures given by significant French academics, and the "cricket" match which the "stagiaires" played against the local indigenous women – and lost.

In this period, AFMLTA activity focussed around four activities though the first dominated:

- (1) *Dissemination of information*
- (2) *Professional discussion of the teaching and study of all modern languages*
- (3) *Coordination and organisation*
- (4) *Representation of modern language teachers within and beyond Australia and promotion of their professional interest.* [Keith Horwood. 1968. "The Federation's first years". In *ML Newsletter*, No. 47, September 1974: 22]

IV 1966 to 1974

The period from 1966 to 1974 was mostly marked by a "steady as she goes" state under the direction of Keith Horwood. The leading officers of the Federation remained figures from the establishment period. In particular, Manuel Gelman was President, Ron Horan Vice-President and, when Manny stood down in 1969, Ron became President and Henk Siliakus, who had been involved in the early discussions and was an early Council delegate from South Australia, became Vice-President. When Ron stood down in 1973, Henk became President and the first "outsider", the MLTAQ President, John Bissett, became Vice-President.

Interestingly, the minutes of this period show that the first discussion of the computerisation of AFMLTA records took place. The proposal was to use the

University of Melbourne's computer for this purpose. As you know, it was almost 40 years before computerisation was to be implemented.

I will mention just two other matters from this period. First, in 1974, Keith Horwood died suddenly while on study leave in Britain. Keith had been the dominant figure in AFMLTA since its foundation and his sudden death was a severe blow to the organisation. Soon after, AFMLTA entered a period of some turmoil with marked tension between those who wanted to see change in the Federation, its role and how it viewed itself (a movement led by MLTAQ) and those who wanted it to remain a conservative organisation which did not seek to influence State or national policies.

The second major event in 1973-74, an event of long term significance to AFMLTA, was noted earlier: approval for the First National Languages Conference, which I convened but was organised by an outstanding group of people from the MLTAQ Executive. The conference eventually took place in 1976.

I would like now to take a very few minutes to convey some of my memories of MLTAQ during this tumultuous period of the 1970s and early 1980s.

My Memories of MLTAQ

As I commented earlier, I first joined MLTAQ in 1960 but I didn't become active until my return from studying in England in 1971-72. I was elected Secretary in 1972.

The following year, I was appointed as a Lecturer at the then Mt Gravatt Teachers' College. That was significant because I recall sitting in my office one day feeling concern that language enrolments were plummeting Australia-wide, language teachers were depressed and were continually told that language teaching was of no value. I recall saying to myself, pretentiously and presumptuously, that if I was going to stay in this field I had to try to do something about it. I set out in my own mind to take a multi-pronged approach to the challenge: to raise public awareness of the value of language education, to seek to improve the quality of language teaching through active professional development in MLTAQ activities and through high quality pre-service language teacher education programmes, to try to make language teachers conscious that they belonged to a valued worldwide profession not inferior to any of the other professional organisations that held major conferences and got written up in the press and media, to make the public aware of the relevance of language education right across the curriculum and across society, and to ensure that the organisation of the profession was such that it could carry out these ambitious tasks. In MLTAQ, we (not only I but the outstanding members of the MLTAQ committee) adopted (consciously or unconsciously) this ambitious plan.

The 1970s and into the 1980s were a period of intensive activity backed by massive political and social change. The 1970s were the time when, under the Whitlam Labor government but continued in the Fraser years, there was growing interest in the concept of multiculturalism. This seemed to give an opportunity to promote language education more vigorously.

Consequently, we in MLTAQ took hold of the opportunity, argued the importance of multiculturalism, and argued the vital importance of language education in a

multicultural society. This was also the period when Australia was turning towards Asia and the first national report on the teaching of Asian languages and cultures had been released in 1970. We argued that the teaching of Asian and community languages was not, as many teachers of French and German feared, a threat to the profession but that, in arguing for them, we were arguing for the value of all language learning, indeed that French and German were as justifiably community languages as Italian or Greek.

This had two major effects on MLTAQ's organisation and activities. First, to avoid the fragmentation of the profession and realising the damaging effects that unilingual associations and the inevitable internecine fighting were having at that time in Victoria and South Australia, we emphasised that MLTAQ was for teachers of all and any languages but for those who wanted only to be involved in their own language, we established within the MLTAQ structure Special Interest Groups for individual languages.

Second, we sought to publicise the importance and value of multiculturalism and the relevance of languages across the society. We did so through numerous press releases, media statements, academic articles and public events. Probably the most successful of these were the large scale multicultural events we held in the Greek Community Centre. These took the form of a Greek dinner along with entertainment activities such as a multicultural concert or Greek dancing but we also took the opportunity, ourselves, to "preach the gospel" and had an eminent guest speak on multicultural issues and language education. On one occasion, we had the Aboriginal poet, Kath Walker, read some of her poems.

These activities had an effect, not only on teachers and the case for language teaching but sometimes on the community itself. I recall on one occasion a very prominent member of the Greek community coming up and saying to me that he had been "an ocker among ockers" but after attending one of our events in the Greek Community Centre, he realised that he could be both Australian and take pride in his Greek ancestry, he became active in the community and went on to take a leading role.

MLTAQ was particularly active in public relations. We set out to have at least one press or media release in front of the public every fortnight. In fact, it averaged at least one a week. These statements generally drew attention to the dire straits facing language teaching, on the one hand, and the importance of it on the other. Sometimes, they took up issues of race relations and, again, the relevance of language education to that issue. These public statements were not without effect: in those days, small Nazi organisations and various other groups of similar ideology were getting publicity and, on several occasions, my father who was living with me at the time, took threatening phone calls, sufficiently obnoxious that he went to the police about them. Needless to say, we ignored the threats and none were carried out.

In addition, however, we felt that it was not sufficient to send out short headline-catching press releases but we needed to provide serious argument for what we were claiming about the value of languages. Some of these statements took the form of longer newspaper articles, always presented with an MLTAQ by-line, or a journal article which we generally printed off and sent to as many politicians and education bureaucrats as we could identify.

There had been many short-term language teaching projects through the 1970s but the overall effect was minuscule. The only solution seemed to us to be to try to change national and State policy. Hence, in the late 1970s, with the enthusiastic support of MLTAQ and the reluctant support of what was still a conservative brigade in AFMLTA, we wrote several articles arguing for a national language policy and a national languages information and research centre to monitor and implement the policy. Fortunately, at that time I was an adviser to the Immigration Department for a new AMEP on-arrival program and, through the chair of that national committee, I had a direct line to the Department Secretary. I first realised the effect that we in MLTAQ were having when, during a 3 months stint teaching a course on language testing in China, I heard the Secretary on Radio Australia arguing for a national language policy and using the very words that we had written in the main article. It was not long after that, in 1982, that the Senate referred the matter of a national policy on languages to its Standing Committee on Education. This eventually led to the adoption of the first national policy in 1987.

Another major achievement for MLTAQ was the eventual foundation of the National Languages Institute of Australia. As I said a moment ago, we had advocated the creation of such an organisation at the same time as we developed the case for a national language policy. MLTAQ supported this vigorously but, again, the conservative old guard in the AFMLTA had viewed it cynically: the very name “National Languages Information and Research Centre” was coined by one of the pessimistic old guard who found it easier to sit, decry the national attitudes and criticise than to do as MLTAQ was doing and try to effect change. The acronym from the name, National Languages Information and Research Centre, becomes the “national lirc/lurk”. Rather than surrender to the old guard, the MLTAQ delegates adopted the suggestion. The proposal was re-written twice through the 1980s until eventually in 1989 the decision was taken at the national level to establish the NLLIA.

Let me mention again just one other activity that has now become a regular activity in all MLTAs and the AFMLTA, the State and national languages conferences. MLTAQ was not the first to hold such an event since MLTAV had had similar events for many years. However, it seemed to me, as I commented earlier, that we wanted to be able to demonstrate to language teachers and observers that we were a profession equal to any other, we could hold a major conference and do so, not just in a run-down classroom with a few reluctant delegates, but in a major hotel, in a comfortable environment and with speakers of significance. Hence, in 1973, we held the first MLTAQ conference and shortly afterwards set out to persuade AFMLTA to hold a national event. Again, the old guard cynically opposed the proposal because they doubted that language teachers were capable of holding or supporting such an event. Eventually, Council agreed and MLTAQ took on the organisation. As it happened, we almost proved the old guard correct. After starting the organisation, I went on study leave for the whole of 1975 and, when I returned, I found that little had been done, the then convenor had been telling people that the organisation was proceeding but it wasn't, and the Committee members were at the point of despair. The President changed, Gary Birch became President and the MLTAQ Committee set out to organise the first national conference with just 6 weeks to go before the scheduled dates. It was an exciting 6 weeks which helped to bond the Committee together, it brought in other enthusiastic members, and it set up MLTAQ for the next many years of vigorous activity. Not least, the conference was a rousing success and led the AFMLTA to adopt the concept as a biennial event.

As I look back, that period was one of the highlights of my own career but my strongest memories are of the satisfaction of working with the outstanding MLTAQ members of those years. Many of those names are familiar to you even today: Roger White, Zillah Bunn, Gary Murray, Gary Birch, Bev Bonning, Anna Van Hoof, Lester Ford, Natalie Garrick, and so on and on – I won't attempt to name them all for fear, 30 years on, of leaving some out.

In 1982, I became AFMLTA President and active in FIPLV soon afterwards. I also took a position for three years as head of a comprehensive teacher education school in Darwin and so was obliged to give up my active MLTAQ involvement.

So there are just a few of my personal memories of MLTAQ during a period of intense activity, of which I have mentioned only a very few. If you are interested in knowing more about the history of AFMLTA and, tangentially, the history of language teaching in Australia since the Second World War, I would refer you to the book I hope to complete later this year entitled *A Short History of the Australian Federation of Modern Language Teachers Associations, 1962 to 2006*. Since I am writing the history at the request of the AFMLTA Executive, the AFMLTA will have the first right of refusal to publish it, when and how.

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MLTAQ Language Teaching Awards Celebrating 50 Years of MLTAQ 1959 - 2009

To help commemorate our 50th Anniversary, an initiative of the Gold Coast Branch was for the MLTAQ to offer 50 awards to teachers who have made an outstanding contribution to Languages Education. Any member of the association was able to nominate another member for one of these prestigious awards. Both the nominator and the nominee were to be current 2009 members of the MLTAQ, and the nominee was to be currently involved in Languages Education in Queensland in 2009. The Selection Panel consisted of five Life Members of the association. Life members of the MLTAQ were not eligible to be nominated for these awards.

Eighty-five nominations were received from throughout Queensland. Following is a short paragraph on each of the successful nominees supplied by their nominators:

Susan Anderson, Griffith University. For 22 years Susan has taught undergraduate and postgraduate students at Griffith and James Cook Universities as well as teacher training for Catholic Education. She has been an active member of the MLTAQ's Gold Coast Branch including holding the position of President in 2003/4. She has been actively involved with professional development activities, on the organising committee for the ALAA National Congress and AFMLTA National Congress in 2003, and the Program Convenor for the MLTAQ State Conference in 2008. She has developed curriculum and teaching materials, implemented innovative pedagogies such as groupwork/peer involvement, autonomous learning and learner strategy training.

Heather Baumgartner, Caloundra SHS. Heather has been on the Sunshine Coast language teaching scene for 15 – 20 years, being in charge of Languages, formerly at Noosa District SHS and now at Caloundra. Her professionalism and dedication to language teaching are outstanding. She has also been involved in the Professional Standards Project as a workshop leader in 2008. Heather has been a staunch supporter of the Sunshine Coast Branch since its founding in 1993. She has made outstanding contributions towards its inaugural Speech Contest in 2008 and also to the Queensland-Switzerland Student Exchange which stands out in providing State School students with opportunities to enhance their language learning experience.

Emely Beech, The University of Queensland. Emely has been working as a Spanish teacher for the the School of Languages at the University of Queensland for 13 years now. Throughout these years, she has contributed enormously to the Spanish Program and has been nominated as Best Teacher many times. Her enthusiasm and commitment to language teaching not only reflects on her ongoing participation in Professional Development opportunities but also in her active involvement in the

running of Hispanic Cultural events organized by the School of Languages in the last 5 years. As former Vice-President and presently a member of the executive committee, she has been pivotal in the organization and running of the MLTAQ Spanish Network in Queensland since its inception in 2005.

Jesús Bergas Paz, Indooroopilly SHS. Jesús is a dynamic and highly skilled teacher. He is passionate about teaching Spanish and not only looks beyond the walls of the classroom to engage his students, by using realia and other unique and engaging resources, but also challenges them by providing them with real life situations and cultural contexts in which they can apply and gather further knowledge and awareness of the Spanish language. He is proactive about his own professional development and often takes part in pedagogically relevant workshops and conferences which equip him to better serve the needs of his students. Jesús is a teacher that has and does always strive to go beyond the call of duty. His efforts to consistently develop himself both as a teacher and as a person make him an ideal role model to his peers and his students.

Helen Best, Qld Studies Authority. Helen has been an active member of MLTAQ Inc. since she started teaching in Toowoomba in 1977 (32 years ago) and she has been on the executive since approx 1989. The Association could not have flourished without her dedication particularly to membership issues and the LOTE competitions. She has tirelessly and unstintingly given her time, energy (and frequently her home) to support language teachers through the MLTAQ. Helen is an absolute stalwart for the operations of the Association and is often the first point of contact for many teachers. Her management of the membership records helps to keep the broader Association aware of what is happening with its members.

Cecily Bisshop, Darling Heights SS. Cecily is a dedicated language teacher who has been committed to improving the status of languages and cultures. She has been a driving force in the Toowoomba Branch of MLTAQ and the Toowoomba Gamelan Orchestra. Cecily has initiated and organised the annual Toowoomba Languages and Cultures Festival and the Toowoomba Indonesian Teachers Network. She has also been involved with regional organisation of the delivery of Language Learning in the Darling Downs.

Eve Blackwell, Musgrave Hill SS. No task is too large or too small for Eve, from consistently providing encouragement to new language teachers to pointing lost souls in the right direction at the annual Speech Contest. Not only will you find Eve at every Inservice and MLTAQ meeting but Eve always comes prepared with 'Make and Take activities' for teacher's professional development and sandwiches for her colleague's sustenance during these meetings. Eve's greatest passion is in the classroom. She is tireless in her energy and enthusiasm for Japan, the people, the language and culture. She is the epitome of a great teacher who loves her subject and thus encourages her students to also love language and learning.

Elizabeth Blair, Immanuel Lutheran College. Elizabeth is a highly respected Languages teacher. Her teleconferencing model for remote schools in the Capricornia Region set the benchmark for Queensland. She was a very active, highly valued member of the Gold Coast Branch for many years, and since her move to the Sunshine Coast was the convenor for the inaugural Speech Contest in 2008. She is webmaster for the German Teachers' Branch, and has assisted with Kinderkarneval, Tipp Kick Meisterschaft, Oktoberfest, and excursions to the German Film Festival. As a Professional Development facilitator for the Goethe Institute, Elizabeth has provided many training and PD opportunities for German teachers.

Narelle Boman, Somerset College. During a career spanning 4 decades Narelle has been an outstanding language teacher of German, French and Japanese, and a role model and mentor to others. She has been an active member of MLTAQ in Brisbane and, since the early 1980's, on the Gold Coast. She has actively promoted language learning not only at Somerset College, but also in the wider community through her work organising Year 8 German Concerts, and assisting with the Gold Coast Languages Speech Contest and other Branch activities. She has been instrumental in the development and implementation of both the International Baccalaureate Diploma and MYP German Programs at Somerset and she organises annual exchange programs for students to and from Germany.

Brendan Boyle, Helensvale SHS. Brendan has contributed greatly to the operation of the MLTAQ's Gold Coast Branch for the past 20 years, having served as President and Vice-President for a number of years, and worked hard as its webmaster for the past 3 years. He has also entertained the masses at the Speech Contest as Entertainment Convenor and compere many times. He has been an inspirational Japanese teacher at Helensvale for the past 12 years, having taken numerous school tours to Japan and having set up a sister school relationship there with Shiraoka HS. Brendan has consistently pursued professional development in Australia and Japan.

Cathryn Bruton, Helensvale SHS. Cathryn has been an active member of the GC MLTAQ dating back to her days as a pre-service Japanese teacher. She has served as the webmaster of this branch and contributed to the success of the GC MLTAQ Speech Contest holding positions as the Japanese Judges convenor and publicity officer. During her time at Helensvale SHS Cathryn has established the International Student Program and has successfully attained accreditation for the school. She has escorted students to Japan on Sister School visits and has been a fundamental part of the language department, organising study tours and innovative learning experiences.

Lois Cutmore, Qld Academy for Science Maths & Technology. Lois is an indefatigable Languages advocate and warrior. Experienced in both independent and State education, she has also been actively involved in FATFA, President of the French Branch of the MLTAQ, Editor of the MLTAQ Quarterly and the LOTENote and always an active member of the MLTAQ Executive. A participant in the national Intercultural Languages Teaching and Learning in Practice (ILTLP) Project, Lois actively engages with intercultural literacy. She is an able and very generous mentor of fledgling teachers, having been an active mentor in the AGQTP Mentoring Project in 2006. An exemplary lifelong learner, Lois is now studying for a Masters in Mathematics.

Greg Dabelstein, Brisbane Grammar School. Greg has a long history of working with MLTAQ and AFMLTA at Executive levels including the roles of President, Webmaster and Archivist. Thanks to Greg's efforts, we were the first MLTA to launch a website in 1996. Greg was President when we hosted the AFMLTA Conference in 2004. He is highly skilled in the use of ICTs in the Languages classroom and has a passion for further developing his skills by engaging in formal study as well as informal programs. Greg is extremely generous in sharing his knowledge and skills with colleagues and has recently run ICT seminars on the Gold Coast and in Brisbane.

Ann Dashwood, University of Southern Queensland. Ann has been an active contributor and facilitator within the Darling Downs Branch of the MLTAQ for a number of years. She, along with others, has been instrumental in the growing success of the Languages Festival conducted in August in Toowoomba each year. Ann willingly shares her time and expertise with colleagues in the Darling Downs Branch of the MLTAQ and regularly travels to Brisbane to liaise with other members of the State Executive.

Cynthia Dodd. Cynthia works tirelessly to maximise language teacher professionalism. She engages herself and Languages teachers in reflective processes to help shape Languages classrooms that are motivating, stimulating and encouraging for students. Professional learning that she willingly shares with others has both a strong theoretical underpinning as well as sound classroom applications. She has taken a leadership role within MLTAQ over the last several years. Additionally, Cynthia has been involved in a number of significant curriculum developments in Queensland, including QSCC language syllabus implementation in EQ schools and more recently in the development and trial of the Language Essential Learnings and Standards.

Nicola Du Thaler, Rochedale SHS. Nicola has been a dedicated teacher of French for many years at Rochedale SHS. As the editor of the MLTAQ Quarterly for several years she had the unenviable task of trying to coax articles out of people who had something to pass on to the membership. She also tried to set up a system of proof-readers for the journal and tried to encourage the contribution of articles written in other languages than English.

Michele Endicott, Australian Catholic University. Michele has been a dynamic and inspirational Languages teacher and Teacher Educator for 33 years, during which time she has always been an active member of MLTAQ, attending virtually all conferences, serving on multiple committees, and enthusiastically contributing to the professional development of language teachers both pre-service and inservice. She has been an energetic, hard-working support of MLTAQ student motivational activities, events and camps, has been committed to ongoing further language learning herself and has inspired many of her secondary and tertiary language learners to go on to become language teachers themselves. She is currently completing her PhD in language learning support groups at Griffith University.

Marcia Espinoza-Vera, The University of Queensland. For the last 15 years, Dr Marcia Espinoza-Vera has been one of the most outstanding advocates for language teaching and learning in both Spanish and French in Queensland through her lecturing and research work for the School of Languages at the University of Queensland. As one of the founders of the Spanish Discipline at UQ in 1992 and as Spanish Program Convenor in many occasions, her professionalism and commitment to excellence has ensured the success of the Spanish Program not only in the classroom but also beyond the Academia. Dr Espinoza-Vera has been a very proactive and enthusiastic member of the MLTAQ Spanish Network executive committee bringing renewed organisation and cohesiveness since 2008.

John Findlay, St Peter's Lutheran College. John is a teacher of German at St Peter's Lutheran College and has been there since 1975 (34 years). He was actively interested in the promotion of languages and got involved with the MLTAQ in 1984. He was on the executive and took on the role of Membership Secretary which meant that he had to keep track of all membership payments and to liaise with the AFMLTA (Australian Federation of Modern Language Teachers Associations). Because of his almost Germanic attention to detail his records were methodical and meticulous. From 1984 to 1997 (13 years) our membership records were in excellent hands.

Lester Ford, Qld Studies Authority. Being bi-lingual from an early age it was inevitable that Lester would become involved in the teaching of languages. As a student at university in 1976 he demonstrated his interest in our association by becoming a member and has been involved in some way or other since then. (33 years). Currently he holds the role of secretary. He spent 12 years as the HOD of languages at Beenleigh SHS and since then has been with the BSSS/QSA representing languages supporting the subject advisory committees and the review panels. In 2008 UQ appointed him Honorary Associate Professor.

Clayton Forno, St Aidan's Anglican Girls' School. Clayton Forno's passion for French, professionalism and excellent teaching ability makes him a worthy recipient of this award. Clayton encourages his students to learn French through fun and relevant means that ensure they are able to develop an interest in and achieve high levels of fluency. He provides many opportunities for students to experience French language and culture, including restaurant visits, movies and exchanges. He recently presented a paper to the 2008 Alliance of Girls' Schools Australasia Conference entitled 'Broadening Horizons for Girls: Preparing for Leadership in French Class'. Clayton is currently Head of French at St Aidan's Anglican Girls' School.

Joanne Fullerton, St Bernard SS, Canungra SS, Springbrook SS, Numinbah Valley SS. Joanne Fullerton is a reliable active member of Gold Coast MLTAQ. She is always willing to help others, share her resources, games and ideas. She volunteers to assist everyone and is a tireless worker in the shadows. She was the co-convenor of the Japanese Primary Language section at the GCMLTAQ speaking contest and involved in organizing the 2008 Gold Coast MLTAQ conference. She is currently undertaking her ICT pedagogical license and is improving her teaching skills in relation to ICT use in the classroom with practical and innovative lessons.

Gabriela Garcez-Periera, Indooroopilly SHS. Gabriella is a devoted and dedicated teacher of Spanish at Indooroopilly State High School, where she has been involved in the design and implementation of units of work for the Spanish Immersion Program. She is an active member of both MLTAQ and the Spanish Teacher's Association of Queensland. Gabriella has organised many cultural events, activities and excursions for students to promote the learning of Spanish. She has set up vital links with the University of Queensland, the Spanish Teachers Association and the Spanish Embassy and has promoted closer ties with the Hispanic community. Through these associations she has obtained many valuable teaching resources for Spanish teachers.

Tim Girard, Wondall Heights SS. Tim has been an active member of MLTAQ for ten years and is the current President of the French Branch. He is an experienced and successful practitioner of the Accelerative Integrated Method (AIM) and an active promoter of this methodology. He believes that this is the most effective teaching methodology to arrive on the language teaching scene as it gives language learners a true sense of success and progress. Tim has organised many inservice workshops for language teacher and has presented AIM both online and at national conferences. At Wondall Heights State School he also hosts an annual French day for neighbouring schools.

Chizuko Gomura, Birkdale SS. In many contexts Chizuko is a name very closely associated with the teaching of Japanese in Queensland. As a language advisor with the LOTE Centre she produced support materials that were at the exemplary in being learner centred. Her major impact has been in her understanding of the role of ICT and mime in the teaching of languages. She went well beyond her role description and gave freely of her time, energy, creativity and expertise in supporting teachers and learners of the Japanese language. She is particularly active in liaising with the Japanese consulate to strengthen the teaching of Japanese.

Joelle Guillon, Wynnum SHS. Joelle speaks French, German, Italian and Japanese. Over 30 + years of her language teaching she has inspired her many students at primary and high schools as well as students teachers and fellow teaching colleagues with a love of and enthusiasm for languages. She has always been an active member of Alliance Francaise and MLTAQ and was instrumental in the formation of the French Branch . She has presented workshops for fellow teachers at immersion weekends. Joelle has also organised many student trips to France and New Caledonia and has

been very generous with her time in organising fundraising activities to make these trips more affordable for her students.

Paula Hay, Ormeau SS. There are very few teachers of German who would not know the name Paula Hay. Her enthusiasm is boundless and her particular strength has been the promotion of the German Oktoberfest and Kinderkarneval for students of German. And she has been doing this for over twenty years through the usual life milestones of marriage and giving birth to children. Her bubbling personality and refusal to give into negativity are infectious and an inspiration to others who may feel that it is all too much. Paula has been a member of MLTAQ since 1983 when she was a student teacher (a total of 26 years).

Kim Hepworth, Clover Hill SS. Kim is a long-standing member of MLTAQ since 1993 (16 years). She is a passionate teacher who actively strives to improve her teaching in order to inspire and engage students. She is currently the secretary of the Gold Coast Branch and was previously the convener of the Japanese speech competition. Kim is a positive peer mentor for other language teachers. She happily shares experiences and helps others to put their teaching issues into perspective. Her teaching pedagogy is centred on engaging students at their individual levels and assisting each to develop at their own rate.

Karen Hurford, Mercy College Mackay. It is obvious that Karen's goal, both personally and professionally, is to fly the flag of multicultural inclusion, widening one's horizons by travel and the liberating gift of having a foreign language. Her passion and dedication to promoting LOTE in the school community ensures that we are constantly in touch with the wider world. The amazing thing about Karen is that she trained as an Art teacher and is a Japanese teacher because of her own experiences of living working studying marrying and raising children in Japan. Karen is deeply involved in the wider Mackay community and is a valued member of the regional council's sister city program.

Elke Jackel, Ormiston College. Elke has been a strong leader in her role as a senior teacher of German. I am extremely grateful for the support offered to me by Elke in maintaining her role as Treasurer of the German Branch. Elke has an extensive teaching career at a variety of state and independent locations. She models a high stand of language learning and is generous in her support of teachers. Elke is a member of the Goethe Institut Multiplikatoren team and participates in and leads inservice workshops frequently.

May Kwan, Independent School of Qld. Teachers of languages in the independent sector will react enthusiastically to the name of May Kwan who for so many years has represented the interests of language teachers in the Independent School context. Over so many years she has built an amazing network of Languages folk from classroom teachers to sectorial leaders at State and national level. She has tirelessly represented the worth of language teaching at federal forums and anywhere else she finds an opportunity. May's humility and keen appreciation of what quality teaching practice needs to be make her an invaluable asset to the languages area both in Queensland and at the national level.

Jenni Le Comte, Cairns SDE. Jenni has worked extremely hard to ensure language teachers in far north Queensland are connected with one another to enable mutual support. She manages to do this under the auspices of the MLTAQ Peninsula Branch. She was instrumental in activating the Branch after an hiatus of several years. She has served in the role of President of the Peninsula Branch for a number of years.

Kerstin Liebchen-Meades, St Aidan's Anglican Girls' School. Kerstin is a native speaker of German and has an intensive desire to make the learning of German a vital and exciting experience. Her enthusiasm to be involved in all aspects and at all levels means that she has an incredible impact on those around her. She is always there when there is an event organized by MLTAQ (17 years) or other organizations who promote the learning of German. She is always willing to share resources and is very innovative and passionate in her field of language teaching. She has presented papers and workshops at various conferences and is frequently requested to speak in national forums.

Phil Manken, University of the Sunshine Coast. Phil is a tertiary lecturer but has a grass roots understanding of teaching languages in the school context. On the Sunshine Coast he relentlessly promotes language learning through any medium he can. He has even been known to use the Woodford Folk Festival to promote language learning. As a tertiary lecturer he enthuses his students in both the learning of language and the teaching of language. His knowledge of It has meant that he has been able to establish Breeze Meeting Room facilities that enable students in Cooroy to converse with their penfriends in France. The refreshing message from Phil is that anything is possible.

Shannon Mason, Noosa District SHS Pomona Campus. Shannon is a teacher of Japanese whose focus is always about how she can help other language teachers connect and share their ideas and work. Shannon was Webmaster for the Gold Coast Branch for 3 years and this work led her to set up and manage a website for language teachers which encourages sharing of resources. Shannon has also presented her teaching ideas at many Branch meetings and at various conferences including AFMLTA 2005, MLTAQ 2008, and Beginning Language Teachers Conference 2004. She has also published 2 teacher resource books. Shannon has always actively supported MLTAQ promotional activities such as the Gold Coast Languages Speech Contest.

Sellina McCluskey, Robina SHS. Sellina has been a very active member of MLTAQ in the Gold Coast Branch. since 1986 and has also been Branch President. Sellina's contribution to motivating students to study languages has been outstanding particularly through her organisation and compering of the Year 8 Language Days and the Annual Languages Speech Contest at Griffith University. Her contribution to the Professional Development of Language Teachers has also been outstanding. She has organised and hosted a number of seminars and meetings for language teachers and has maintained the Gold Coast HOD Network for many years. She set up the first secondary Japanese Immersion Program in Australia and has also developed High School Language Centres and International Student Programs.

Thais Morgan-Pertus, St Joseph's Terrace. Thais has been President of the MLTAQ French Teachers Branch for a number of years and has always been very active in the FTB as well as being the FTB webmaster. Thais offers great assistance to new teachers and is very generous with resources and advice particularly in the areas of assessment and organisation of French trips. She has coached numbers of pre-service teachers and was involved in the AGQTP Mentoring of Beginning and Returning Teachers. Thais instituted and organised the highly successful French Immersion days at Nudgee College and continues to be very involved both in MLTAQ and the FTB.

Helen Nicholson-Setz, Ferny Grove SHS. Helen has been a dedicated and highly proficient teacher of Japanese and German in both Catholic and State schools and has been a very active MLTAQ member for over 20 years. She has been an Executive member in the period 1991-1999 and Secretary in 1998-1999. While teaching on the

Gold Coast she also regularly attended Branch meetings and contributed her time and energy to supporting Branch activities. She has also made an outstanding contribution to the professional development of her colleagues in her own schools, as a consultant supporting and mentoring language teachers and organising professional development opportunities and for MLTAQ organising academic programs for state conferences.

Maureen Noakes, St Paul's School. Maureen has always known her to be a truly consummate professional. She is a dedicated and passionate promoter of Mandarin Chinese and has a wealth of experience in the teaching and learning of this language. As a result of her language skills and intellectual capability, she has been able to design and implement a number of innovative teaching programs at St Paul's School. She is an active participant and contributor at many MLTAQ and CLTAQ conferences.

Marcel Noest, Brigidine College. Marcel is an experienced and highly proficient teacher of French and German. He has made an outstanding contribution to the members of MLTAQ over almost 30 years. He has served MLTAQ as State President and Vice President for 2 terms each and has also been Vice-President of AFMLTA. Marcel has taken on the roles of Publicity Officer for 4 years and Liaison Officer also for 4 years. He has served on Executive in other capacities including the French Sub-Committee. He has also contributed to language education and language teacher education through his work on various district review panel and subject advisory committee.

Suzanne Phillips, Crescent Lagoon SS. Suzanne has been a dedicated teacher of Japanese and active member of MLTAQ for over 30 years. She has made an outstanding contribution to the professional development of her colleagues. Having worked in all three education systems, she has developed innovative programs at all levels from pre-school to university. Suzanne established Queensland's only primary Japanese Immersion Program. She has also contributed to several language texts and resources and co-authored and taught the Languages and Cultures Initial Teacher Training Program at Central Queensland University. Suzanne established and ran all LOTE contests in the Region single-handedly for more than ten years and continues to support these and to take a leading role in the Rockhampton LOTE Network.

Hui Richards, Queensland University of Technology. Hui has worked extremely hard to raise the profile of Chinese in Queensland. She has taught at Centenary Heights SHS, Qld Academy for Science Maths & Technology and is now at Queensland University of Technology. She has been the president of the Chinese Teachers' Association of Qld for the past several years.

Anna Richardson, Mount Tamborine SS. Anna is a dedicated and highly proficient teacher of Japanese in the primary sector and is a tireless contributor to the language teaching community. She is a well-respected and very active member of the Gold Coast Branch and has served as both Vice President and Professional Development Officer. Anna has also been the Primary Japanese Convenor for the Gold Coast Languages Speech Contest which is a huge task. She was also on the organising committee for the 2008 MLTAQ Conference and her hard work contributed to the success of this conference. In her school community Anna is constantly promoting languages education and fundraising for educational projects.

Oj Rugins, Cooroy SS. Oj has enthused students of French for many years at Eumundi and Cooroy State Schools and promoted language learning through student presentations and participation at Sunshine Plaza, University of Sunshine Coast, the Childers Multicultural Day, the Festuri Concert and school open days. As MLTAQ SC Branch President for some time, he has promoted the study of all languages and

contributed to the professional development of language teachers. In particular he has shared his knowledge and strategies of “gestures” methodology with MLTAQ members. He also works with the University of the SC for the annual Multicultural Events and through Language Blogs to promote language studies in the wider community.

Sherryl Saunders, QIEU. Sherryl has made an outstanding contribution to MLTAQ over many years as a State President and as a long-serving network convenor. She has been a role model for language teachers offering them on-going support and guidance.

Sherryl was president of the MLTAQ from 2004 until 2009 and was one of the major organisers of the AFMLTA 2002 Conference held in Brisbane (at the same time as she worked full-time and studied a full time law degree). She has also been the major organiser of several biennial state conferences. Sherryl has also been a member of the AFMLTA executive as Information officer and promotions officer.

Antonia Simpson, Brisbane SHS. Antonia has been a committed teacher of French and Italian and member of MLTAQ for 33 years. She has always been extremely active and involved in all aspects of the association promoting language learning through her participation in both teacher and student events. She has served on the Executive Committee and performed the roles of Publicity Officer, Assistant Secretary and Editor of the LOTE Note (for 9 years!). Antonia is also an active member of the French and Italian Networks and has been Secretary of the Dante Alighieri Society for 11 years. She is always involved in the organisation of student activities such as the Italian Immersion Day and has demonstrated commitment to professional development by her attendance at every MLTAQ and AFMLTA Conference held in Queensland as well as many other workshops and seminars.

Jo Soothill, Yeronga SHS Jo has been an enthusiastic member of the MLTAQ for many years – from her time in Hughenden and on the Gold Coast where she participated in and assisted with Branch events. Jo was Review Officer with the QSA for three years before returning to school to teach at Calamvale Community College and she is currently Deputy Principal at Yeronga SHS. Jo had the role of unenviable role of Treasurer of the MLTAQ from approx 2004 – 2007 and continues to assist the current treasurer.

Michele Soulard, Benowa SS. Michele has been an active member of the MLTAQ for the past 8 years. She is a committed and enthusiastic teacher of French at Ashmore state School and Benowa State School. She currently teaches year levels 4-7. Michele has promoted the French language positively through her recent involvement as the French language convenor for the Griffith University and GCMLTAQ Language Speech Contest. Michele has willingly taken on this position for the past 2 years. She is currently creating a virtual classroom to allow students to study outside the limits of the classroom and to contact her via email for guidance.

Kathy Symmons, Harristown SHS. Kathy has been a teacher for 21 years and has taught Indonesian at primary, secondary and tertiary levels. She has been on State Moderation Panels, the QSA Syllabus Review Committee and has contributed to QCAR implementation. Kathy has always been an active member of MLTAQ and has held executive positions. She has fostered the Darling Downs Indonesian Teachers Network to ensure curriculum alignment between the region’s schools. As well, Kathy has been a driving force behind many successful student initiatives such as the Toowoomba Languages and Cultures Festival, Days of Excellence, Speech Competitions and Language Camps .Kathy has also made connections with the local Indonesian community and has hosted many teachers and Indonesian visitors in her home.

Rachel Vickers, Helensvale SHS. Rachel is a vibrant, enthusiastic and dedicated teacher of Japanese. Although she has only been teaching for 4 years, she has taken several trips to Japan, has hosted study tours and has organised a variety of extra-curricular activities for her students. Rachel recently established an excellence program in Japanese for Year 8 students and she has also been involved in writing work programs for Senior and Middle School Japanese. She has always been an active member of the Gold Coast Branch of MLTAQ, and for the past few years, Rachel has taken on the mammoth task of Convenor of the Gold Coast Languages Speech Competition. She has dedicated. hours of time and effort to ensure the success of this major annual event.

Ursula Witham-Young, Cannon Hill Anglican College. Ursula has lived and taught in Japan and uses this experience as a rich source of cultural understanding and language proficiency to stimulate and encourage language competency. She has participated in many professional development opportunities to maintain a knowledge of current trends in language teaching. She has facilitated MLTAQ Immersion language workshops for students of Senior Japanese. Ursula has organised and encouraged the participation of students in language tours to France and Japan and has promoted Sister School relationships. She has also provided her students with exposure to native speakers and authentic resources through her support of the Japanese Assistant Teacher Program.

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